2023-2024 School Plan for Student Achievement Recommendations and Assurances

Site Name: _____

The school site council (SSC) recommends this school plan and Proposed Expenditure(s) to the district governing board for approval and assures the board of the following:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

   English Learner Advisory Committee

   _____
   Date of Meeting

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on _____.
Date of Meeting

(Optional)
Other committees included in the Comprehensive Needs Assessment and SPSA review include:

_____   _____
Committee   Date of Meeting

_____   _____
Committee   Date of Meeting

_____   _____
Committee   Date of Meeting

Attested:

_____   _____   _____
Typed Named of School Principal   Signature of School Principal   Date

School Plan for Student Achievement (SPSA)

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Marshall Elementary	39686760111310	05/25/2023	06/20/2023

Purpose

(Only required for CSI, TSI, or ATSI campuses) Briefly describe the purpose of this plan.

Site Elementary is implementing a Schoolwide Program. The purpose of this plan is to address the needs of students identified by ESSA for Comprehensive Support and Improvement.

Description

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

All Site goals, strategies and activities are in alignment with Stockton Unified School Districts LCAP Goals

Engaging Educational Partners

Refer to Comprehensive Needs Statement

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

Refer to Comprehensive Needs Statement

Comprehensive Needs Assessment Process

Comprehensive Needs Assessment Process Summary

Surveys

Marshall Elementary School Site Council members met on December 8, 2022 to discuss development and recommendations to update for SPSA school goals and which strategies, activities, and tasks we will use to initiate progress. Progress monitoring was also discussed. The Marshall Elementary Leadership team which consists of the school principal and assistant principal, lead teachers from each life span (Special Ed & Gen. Ed), and school counselor met to develop and make recommendations about the SPSA school goals. Another meeting was held on on January 19, 2023 with key leadership personnel to make additional recommendations about the SPSA and analyze iReady diagnostics 1 and 2, and analyze student referral and suspension data. At both meetings, the SSC and the leadership team reviewed iReady school-wide goals, overall iReady reading and math placement, results from iReady Diagnostics 1 and 2, schoolwide Positive Behavior Interventions and Supports data (suspensions, chronic absences, intervention strategies), the PLUS survey results and the results of a site specific feedback process (individual 5 minute meetings held with students in grades 6-8) on schoolwide climate and culture. In addition we also conducted a needs assessment at our ELAC Meeting on Jauary 31, with our Spanish speaking parents. Lastly we had our annual Healthy Kids Surveys. In addition we held Academic Conferences with every every teacher and reviewed data from iReady, and suspension and attendance rates.

Classroom Observations

Classroom observations were done with the focus of AVID strategies on our campus, they were created as a region in August. In addition we allocated two times per week to observe classrooms and give feedback.

Analysis of Current Instructional Program

Our current instructional program is focused on iReady Math and English, along with SIPPS and Hagerty for English support in primary grade levels.

Standards, Assessment, and Accountability

Currently we are focusing on our iReady Math and English and the data gained from all three assements given in the fall, December and May. Additionally we are able to use and reference data with during Parent teacher conferences,IEP's and SST's for Tier II students. Common Formative Assessments, progress reports, and report card data are discussed. PLC notes are used to provide feedback during the academic conference

Staffing and Professional Development

Staffing and Professional Development Summary

TOTAL STAFF: 57

Total Average years of Service: 9.98

EDUCATION/DEGREES:

Doctorate: 2 (6.9%)

Masters: 23 (39.7%)

Bachelors: 29 (50%)

None: 2 (3.4%)

TENURE STATUS:

Tenured: 44 (75.9%)

Probationary: 7 (12.1%)

Other: 7 (12.1%)

RACE/ETHNICITY OF STAFF:

White: 24 (41.4%)

Hispanic: 19 (34.5%)

Filipino: 1 (1.7%)

Black/African American: 8 (13.8%)

Asian: 3 (5.2%)

Missing: 2 (3.4%)

STAFF GENDER:

Female: 43 (74.1%)

Male: 14 (25.9%)

Marshall Elementary administrators provide monthly staff meetings on the first Tuesday of each month and monthly professional development meetings on the third Tuesday of each month.

Monthly staff meetings are designed to keep everyone informed and to provide an effective way to collaborate as a team. Administrators and staff members discuss decisions, share ideas and provide feedback on issues related to school climate/culture, classroom instructional practices, classroom management, parent engagement and schoolwide initiatives. Feedback is encouraged at staff meetings. Staff members provide snacks (on a rotating grade level basis) for the staff meetings. Staff meetings are also used to increase schoolwide morale and motivation.

Monthly professional development meetings are designed to develop and increase the knowledge and skills staff members need to address student's academic and learning challenges. The monthly professional development meetings allow for thoughtful planning sessions and include key personnel as guest speakers from various departments throughout SUSD. Staff members occasionally work in small groups where they share knowledge and skills. Professional development is implemented after careful planning sessions between the school program specialist and the principal. We seek feedback from staff and provide feedback to staff to ensure we are responding to the staff learning needs and to ensure staff knowledge and skills stay up to date. The monthly professional development meetings are aligned with PLC meetings and academic conferences. Data from iReady diagnostics, ELPAC and SBAC, and ELAC meetings are used to drive professional development meeting agendas.

Staffing and Professional Development Strengths

Professional Learning Community (PLC) meetings are held bi-weekly. During the PLC meetings, teachers collaborate with grade level teachers and with teachers in the grade level immediately below or above their grade level. Generalized SPED teachers collaborate with SPED grade level and General Education grade level teachers. Teachers share student progress and discuss ways to enhance instructional practices, improve learning and drive student achievement. Data is shared across grade levels. PLC notes are provided to administration via google docs.

Academic Conferences are held three times a school year. They are aligned with iReady assessments and SBAC testing. Common Formative Assessments, progress reports, and report card data are discussed. PLC notes are used to provide feedback during the academic conference. Marshall administrators meet with teachers in small groups (grade level) to review assessment data and discuss selection and implementation of instructional strategies designed to increase student achievement. We discuss ways to analyze data and reflect on the results of assessments.

Needs Statements Identifying Staffing and Professional Development Needs

Needs Statement 1 (Prioritized): Professional Learning Community teams share ideas and engage with the 4 questions during meetings but do not follow up to create more consistent teaching practices across (vertical and horizontal) grade levels   **Root Cause/Why:** The monthly professional development meetings cover a wide range of topics. The monthly PD meetings does not to zero in on expected outcomes for bi-weekly PLC meetings and then site administrators should follow up when conducting PLC check-ins.

Needs Statement 2 (Prioritized): SPED staff do not meet in the established PLC format and do not provide usable PLC notes to administration. They hold group meetings consisting of up to 10 SPED teacher in one classroom and oftentimes will discuss elements of IEPs.   **Root Cause/Why:** Marshall SPED teachers had numerous late IEPs and used portions of the PLC to collaborate and plan on strategies to lessen the backlog

Needs Statement 3 (Prioritized): Intermediate grade level reading score gaps have improved, but we still have far too many students who are reading two or more grade levels behind.   **Root Cause/Why:** Several factors include COVID and 1 hour instruction for years, and upon returning the current rigor level at grades 5th and 6th along with poor classroom management. We will focus on school wide behavior expectations and PBIS incentives to create the environment necessary for learning to take place for maximum impact and growth.

Teaching and Learning

Teaching and Learning Summary

Marshall classroom observation data is grouped into three major areas: (1) Planning and preparation, (2) Classroom environment, and (3) Effective instructional strategies. Teachers follow the CCSS when providing instruction. The daily bell schedule identifies instructional minutes for reading/language arts and mathematics and is posted inside each classroom. Within the bell schedule, the first twenty minutes of each class (K-6) is designated for 2nd Step Social Emotional Learning and thirty minutes is designated for strategic reading/writing intervention (K-6). Students in 5th and 6th grades, receive strategic Physical Education instruction from the PE teacher (during the PE teacher's 6th period). EL students receive designated ELD instruction (documented in the bell schedule). Grades 7-8 have one 6th period class designated for ELD (English learners), one 6th period class designated for strategic ELA/reading, and two 6th period classes designated for strategic math. The 6th period strategic reading or math intervention classes (for 7/8 graders) are based on students i-Ready diagnostic results. The remaining 7/8 grade students may choose Art or Music elective classes during 6th period. Evidence based educational practices include common formative assessments. Each teacher identified five students in the red tier who will be moved to the yellow tier. The i-Ready goals identify moving at least five students from one tier to another (red to yellow and yellow to green). iReady goals have increased this year to 8 students improving in each grade with the goal of 80 students site wide

Teaching and Learning Strengths

Teachers exchange best practices during PLC meetings and share their notes with administration via google docs. PLC attendance is noted by administration, but teachers are no longer required to sign-in per STA contract. Students are sometimes placed in small groups which range from 2-6 students. Small group instruction follows whole group instruction to allow the teacher to differentiate their classroom instruction and better focus on individual student needs. Small group Instruction time and ELD times are identified in the daily bell schedule for all class levels (K-8). Student groupings and classroom placement are based on i-Ready reading and math levels, behavior concerns, 504s, SST's and IEPs. The overall goal is to increase student academic learning.

Needs Statements Identifying Teaching and Learning Needs

Needs Statement 1 (Prioritized): According the CASSP results, 53% Marshall students are performing one or more grade levels below grade level in EAL, and 66% of students are one or more grade levels below in Math. **Root Cause/Why:** More PD opportunities needed in PLC development to develop effective instructional practices through collaboration, supplemental programs needed for early literacy intervention and CORE standard support, lack of on-going instructional support through coaching,

Needs Statement 2 (Prioritized): Marshall is identified as CSI (Comprehensive Support Improvement) due to low academic achievement for students subgroups of African American, Asian American, Hispanic, Homeless, Socioeconomically Disadvantaged, Students with Disabilities, and Two or More Races. **Root Cause/Why:** Lack of PD and development for AVID implementation, students not demonstrating proficiency in WICOR strategies, need for support staff in early literacy support and small group differentiation, need for supplemental programs to support interventions and skill development,

Needs Statement 3 (Prioritized): Over the last three years English Learners at Marshall have a low rate of reclassification to English Fluent Proficient. **Root Cause/Why:** Need for PD in English Language Development strategies and integration, utilization of support staff for EL monitoring and conferencing, need for staff providing additional differentiated instruction, need for more opportunities for English Learners to listen, speak, and write in English.

Needs Statement 4 (Prioritized): Designated Small Group Instruction and ELD times are identified in the daily bell schedule but is not utilized fluently by all teachers. Classroom management concerns impede some teachers from fluently implementing SGI and ELD inside the classroom as well as demands from not having a Program Specialists or Instructional Coach. **Root Cause/Why:** Teachers need additional professional development on implementation of SGI and designated ELD. Classroom walkthroughs are not conducted enough to track teachers progress with implementing SGI and ELD. Due to staff shortages, administrators spend increasing time engaging with staff coverage, student behavior and student safety issues.

Needs Statement 5 (Prioritized): Not having a Program Specialist resulted in minimal success with i-Ready assessments and ELD walkthroughs, but the success was not considerable. A full time Program Specialist is needed to create a considerable positive impact on teacher support and student academic achievement. Starting the year with a Bilingual Assistant will assist ELD students with bilingual and bi-cultural needs. **Root Cause/Why:** We were unable to hire a Program Specialist or an Instructional Coach this year. Therefore, all tasks had to be completed by Administration along with discipline and daily administrative duties, we

were unable to properly conduct walk-throughs or provide instructional feed-back with much depth.

Needs Statement 6 (Prioritized): Not having a Bilingual Assistant for half of the year negatively impacted ELD teaching and learning   **Root Cause/Why:** Lack of a bilingual assistant resulted in the inability to provide translation services and cultural experiences to assist students with bilingual/ bi-cultural needs. The Bilingual Assistant will facilitate communication with non-English speaking students and conduct more fluent surveys, feedback sessions, and testing of non-English speaking students

Needs Statement 7 (Prioritized): After-school Tutoring and support to reinforce and close the educational reading and math gaps   **Root Cause/Why:** Based on the number of students who are far below grade level, and teachers who are enrolled in classes after school to complete their credentials we do not have qualified after school tutors to support students in completing homework or increasing their academic levels to be at grade level.

Parental Engagement

Parental Engagement Summary

Parent engagement continues to be low, we continue to struggle having parent involvement with ELAC and School Site Council as indicated in our Title 1 Crate

Parental Engagement Strengths

We have wonderful parent attendance at Fall Carnival, Parent Conferences and Student Performance and athleteic events.

Needs Statements Identifying Parental Engagement Needs

Needs Statement 1 (Prioritized): Parent involvement has remained minimal after COVID restrictions were lifted. There are currently no few parent volunteers at Marshall. Parents are interested in becoming a classroom parent are currently unsure of process, background checks and fingerprinting. The PBIS committee does not have a parent member. There are no classroom parents and Marshall.   **Root Cause/Why:** There has been engagement with parents to establish a PTSA and to establish classroom parents (1 per life level). COVID restrictions were lifted last May. Parents have initiated processes to become classroom parents and start a PTSA. Parents are awaiting background checks and fingerprint clearances

School Culture and Climate

School Culture and Climate Summary

Our California Healthy Schools Survey reflect equity, students klnow who to turn to on campus for help, and that staff cares about students. However, there still appears to be a significant amount of bullying on campus. We will increase the purchase of sports equipment and include Super Recess incentives

School Culture and Climate Strengths

We will focus on improving and strengthening our AVID culture on campus and continue to focus on reading and data based collaboration through PLC's, to increase attendance through stronger student engagement.

Needs Statements Identifying School Culture and Climate Needs

Needs Statement 1 (Prioritized): Marshall's Chronic Absenteeism rate at 37.2% is rated a very high according to CA Dashboard Indicators.   **Root Cause/Why:** The current guidelines of reasons to stay home has not changed and students are staying home for coughs and sniffles.

Needs Statement 2 (Prioritized): Few play items are available for students during recess. Few structured activities are conducted during recess   **Root Cause/Why:** Prior playground equipment has been missing. Playground equipment has been damaged or lost and accountability for equipment after each recess has been inconsistent due to absences of yard duty personnel.

Needs Statement 3 (Prioritized): Numerous students and staff did not always wear the Marshall t-shirt during weekly spirit day which affected staff and student connections. Afterschool activities were minimal and impacted connections that were being made with students.   **Root Cause/Why:** Spirit days (wearing of Marshall t-shirts) was not connected to an incentive. Daily positive interventions were not consistent with one counselor being gone and delay in starting the year with incentives order.

Goals, Strategies, Expenditures, & Annual Review

Complete a copy of the Goal table for each of the school's goals. Duplicate the table as needed.

LCAP Goal

Goal 1: Student Achievement Increase student achievement by providing high quality first instruction supported by a Multi-Tiered System of Supports (MTSS) to graduate every single youth college, career, and community ready.

Goal 1.1

School Goal for ELA/ELD: (Must be a SMART Goal) * ELA: By EOY 2024, per iReady Diagnostic 3 Results Report, the total number of students performing 2 or more grade levels below will decrease by 80 students. * EL: By EOY 2024, per ELPAC, increase the number of students who reclassify to 7 students. * Math: By EOY 2024, per iReady Diagnostic 3 Results Report, the total number of students performing 2 or more grade levels below will decrease by 80 students.

Identified Need

Professional Learning Community teams share ideas and engage with the 4 questions during meetings but do not follow up to create more consistent teaching practices across (vertical and horizontal) grade levels

SPED staff do not meet in the established PLC format and do not provide usable PLC notes to administration. They hold group meetings consisting of up to 10 SPED teacher in one classroom and oftentimes will discuss elements of IEPs.

Intermediate grade level reading score gaps have improved, but we still have far too many students who are reading two or more grade levels behind.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Number of students reclassifying to Fluent English Proficient	2.5% (3 students) RFEPs	7 students or 5% increase of RFEPS
Number of students performing 2 or more grade levels below	ELA 51% (176 students) Math 47% (183 students)	ELA 96 students or 30% Math 103 students or 27%

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1.1.1

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students
English Learners
Foster Youth
Low Income

Strategy/Activity

Professional Development, Collaboration, and Ongoing Instructional Support Plan Strategic Professional Development: Teachers will be provided with ongoing professional learning opportunities to enhance the district's ELA/ELD and Math curriculum through AVID strategies, academic conferences, co-teaching, demo lessons in the classrooms and addressing educational equity in our instructional practices and daily interactions to improve instruction and relationships. In an effort to refine the focus on academic standards, teachers are provided with professional learning opportunities to supplement core instruction. PD is coordinated with consultants such as Solution Tree and SIPPS personnel, to facilitate areas such as co-teach, demo lessons in the classroom, conferences, data analysis, and academic conferences focusing on evidenced based, instructional practices; writing, mathematics and integrated ELD strategies. Throughout the year the Program Specialist, support personnel and administrators facilitate teacher support activities including co-teaching, demonstration lesson in the classroom, academic conferences, analysis of data and administrators conduct leadership walk-throughs. Teacher Additional Hourly Pay Calculation: 23 teachers X 10 hours X $60 = Title I $13,800 Academic Conferences are conducted to identify specific student needs as well as teacher support needs. Teachers will use iReady, SBAC, ELPAC, and ongoing formative and summative curricular assessments. Substitutes will provide staff with release time for participation. Intervention consisting of daily small groups with classroom teacher and/or collaboration with grade level teacher. Teacher Additional Hourly Pay Calculation: 23 teachers X 6 hours X $60 = Title I $8,280 January Revision-Sub costs for academic conferences 4 subs CSI 21-22 $1,000 Conferences (Virtual and/or In-Person): $60,000 - LCFF *CABE - June 2023 - staff/parent representation - 3 teachers, 1 ELAC representative, 1 administrator, & 2 parents ($1500 X 7 staff/parents = $10,500) - LCFF * CA Agriculture in the Classroom Conference - 1 teachers from 7/8 grade and 5 teachers from K-6 grades - ($3,250 X 6 staff = $19,500) * January Revision-AVID Institute - June 2023 - grade level representation - 2 Admin, 2 teachers from 7/8 grade and 4 teachers from K-6 grades ($3,000 X 8 staff = $26,000) *January Revision- PLC Conference - June 2023 - grade level representation - 2 Admin, 2 teachers from 7/8 grade and 4 teachers from K-8 grades ($3,000 X 8staff = $26,000 CSI 2022) January Revision-Learning And The Brain Conference February 2024 2 Admin and 4 teachers attending conference to understand cognitive support of students with trauma and autism with best teaching practices ($2,500 x 6 staff=30000) January Revision -Teacher Collaboration with Leadership Team to look at Data and plan best teaching practices and strategies ($20,000 Teacher additional Comp) Book study groups meet 4 times. Teacher additional compensation (Source? $7000) * District/County Math Workshops - throughout school year - 7th and 8th grade math teachers and all K-6 teachers * District ELA Workshops - throughout school year - 7th and 8th grade ELA teachers and all K-6 teachers * District ELD workshops - throughout school year - All teachers CSI: Professional consultant via Solution Tree (PLC): $60,000Lesson Study Cycle 1 This cycle involves building the teachers' capacity centered around Number Sense and Fluency. * Focus will be on Number Sense Routines including student Accountable Talk. * Day 1 - will focus on how to effectively facilitate a Number Sense Routine and Orchestrating a Classroom Discussion. * Day 2 - involves teachers facilitating a Number Sense Routine and Orchestrating a Classroom Discussion while other participants observe. * The participants debrief in order to identify important takeaways that become part of the teacher's toolbox. Lesson Study Cycle 2: This cycle will center around Problem-Solving. The teachers will learn how to facilitate a problem-solving lesson that focuses on student thinking. * The teachers will design a Cognitively

Demanding task, and ensure the facilitation maintains the rigor. * Day 1- will involve Professional Learning involving the Pedagogy of Problem-Solving. * We will then design a lesson utilizing the Thinking Through a Protocol Lesson Design tool which focuses on student thinking. * Day 2 - Same Lesson/Debrief as above. Through our work with lesson studies we will develop a "Academic Excellence" Team consisting of teacher/Staff leaders who will facilitate and monitor the process and focus of the lesson study to ensure that expectations are communicated and walkthrough/observations are consistent. 11500 - Teacher Additional Comp. $60 per hour x 23 teachers x24hours = $33,120 * Paraprofessional * Provide teachers with professional learning opportunities and support to supplement core instruction, such as co-teaching, peer observation, demonstration lessons, conferences, consultants, data analysis for teachers and students, coaching, additional collaboration outside of instructional hours around effective primary instruction in the areas of listening, vocabulary acquisition, and writing across the content areas. Teachers will also collaborate on a variety of Leadership Teams to improve teaching and learning. (2 @ .5 FTE Instructional Coaches - Centralized Service) Provide professional development on effective AVID, CORE, Student Engagement, Strategies for working with students with special needs and students that demonstrate defiant behavior as well as instructional strategies in all Math & ELA domains, including writing, listening, and vocabulary acquisition. Additional Hours Pay Calculation: 35 teachers X 5 days X $60= $10,500 - Title I * The Program Specialist helps the teachers use their data to support differentiation, small group instruction, address students' needs in ELD, as well as target students for supplemental programs, extended day, and extended year programs to support students that are not yet at grade level in ELA, Math, or making sufficient progress in English. 65% - LCFF ($102,508) * Pay for paraprofessionals to assist with students one year or more below grade level needing Tier 2 support in ELA and Math. 25%- LCFF ($10,977) paraprofessionals will assist with students one year or more below grade level needing Tier 2 support in ELA and Math. Conferences: AVID Specific Content Areas Grade/Life Level Conferences Progress Monitoring: Peer Feedback Forms and Collaboration Forms Assessment scores from iReady (F,W,S) State and Federal logs for Program Specialist % of students at grade level % of students below grade level % of students making progress on district and state assessments Trainings/ conferences attended Common Formative Assessments * Unidos Conference 2024 to learn and support English Language Learners grade level representation - 2 Admin, 2 teachers from 7/8 grade and 4 teachers from K-8 grades ($3,000 X 8staff = $26,000 CSI 2022) Marshall will utilize appropriate consultants, attend conferences, and provide additional compensation/substitute costs needed for collaboration and training.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
$10,000	50643 - Title I
$100,000	50345 - CSI 2021/22
$13,080	50643 - Title I
$2,000	50345 - CSI 2021/22

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1.1.2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students
English Learners
Foster Youth
Low Income

Strategy/Activity

Support Staff Salary for Plan Implementation and Additional Instructional Supports Program/Specialist .25 FTE Title I - $38,500, .25 FTE LCFF - $38,500 The program specialist duties or responsibilities include but are not limited to the following: Title I: Program Specialist will assist Instructional Coaches and Administrators with providing professional development and co-teaching opportunities to individual and grade level teachers. Furthermore, the Program Specialist will support all teachers with full implementation of the ELA, ELD, and mathematics curricula by accessing resources such as AVID and the Danielson Framework to support all components of the new programs with fidelity. In addition, the Program Specialist will also work with teachers during and/or after school to assist with planning, collaboration, and the data cycle for analyzing student assessment results. The Program Specialist will assist, organize, and facilitate Teacher Family conferences four times a year with all grade levels and provide support to English learners during the instructional day. LCFF: The program specialist will ensure timely monitoring of EL and RFEP students and coordinate all state and district assessments such as iReady, ELPAC, CAASPP, and PSAT. The program specialist will assist with ensuring that teachers and students have their needed core materials and manage instructional materials/inventories through Destiny. The Program Specialist will provide technical support for instructional technology and software. Specialist supports the identification and monitoring of EL progress resulting in reclassification. EL students provided with extra support through small group instruction to support early literacy with focus on letter recognition and sounds, the use of close reading, sentence pattern charts, graphic organizers, ticket out the door, etc. Program Specialist and Instructional Coach will assist will work collaboratively with teachers to identify areas of need to support EL students. Bilingual Assistant - (.4375 FTE @ $27,453) This resource will provide one-on-one/small group instruction for K-2 English Learners addressing reading, writing, and mathematics: close reading, focused notes, number talks, web-based reading & math programs and/or applications. Bilingual Assistant will support providing push-in, targeting English development lessons (newcomer to long-term EL) for varying EL levels. SPED paraeducators work with individual and small groups of students to encourage access to curriculum instruction and general support. Library Media Assistant - .4375 @ $15,005 - LCFF: To provide students with support and direction in learning and accessing library resources. Library Media Assistant will also support students to select appropriately leveled reading books to meet their needs, model positive reading habits and conduct read a louds. In addition, the Library Media Assistant will support the use of Accelerated Reader. -January Revision-Additional Comp $1,500 for Library Media Assist to support SIPPS program, Instructional materials Reading Book Club, and Listening Library to support student literacy, small group differentiated learning during SIPPS implementation (If personnel are vacant for any portion of the school year, salary and additional compensation funds associated with these staff will be reallocated to alternate resources that achieve the objective of the original expenditure - such as instructional materials, equipment, consultants, additional compensation, etc.) Extended Day/Year Tutoring Students will receive tutoring and one-on-one/small group instruction addressing reading, writing, and mathematics: close reading, focused notes, number talks, web-based reading & math programs and/or applications. Tutoring will include extended day/year. Student Intervention: Extended day tutoring will be offered by teachers for students for additional time and support in mathematics and English Language Arts. Identified subgroups will attend the tutoring classes after school. Teachers will use the grade level resources for intervention strategies in Ready Math and Benchmark Universe to support students in the program. Teacher Additional Hourly Pay Calculation for extended day tutoring: 5 teachers X 3 hours per week X 28 weeks* X $60 = $25,200 *(Tutoring will be rotational and with coverage throughout the school year) Add Comp Extended School Year Program: 6 teachers x 5 hours/day x $60/day x 20 days = $36,000

Teacher - in June 2023 Additional tutoring opportunities before, during and after school to provide students with resources and support to increase their level of academic questioning, improve literacy skills (e.g., fluency, accuracy, vocabulary, comprehension, and listening), improve basic math computation and solving word problems (e.g., fluency, computation, accuracy and comprehension) using AVID Inquiry strategies to increase rigor (such as emerging level for English Learner students) and meet grade level expectations (e.g., level 2 and 3 question development, close reading, web-based programs (e.g., Read Naturally, Mac & Tab Reading) that supports student collaboration (e.g., pair-share, philosophical chairs and carousel). Support foundational skills instruction through explicit routines focused on phonological awareness, spelling sounds, and sight words with immediate application to reading connected to text and to spelling. Teacher Additional Hourly Pay Calculation for tutoring: 5 teachers X 3 hours per week X 26 weeks* X $60 = $23,400 - Title I (Allocating $27,628) *(Tutoring will be rotational and with coverage throughout the school year.) Metrics for Progress Monitoring: - Program Specialists has monthly EL progress meetings with each teacher at every grade level. - Number of students receiving Bilingual support. Include minutes provided as well as academic support. - Review master schedule to identify when EL instruction is given. - Review student achievement data sets.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
$16,505	23030 - LCFF (Site)
$10,000	50345 - CSI 2021/22
$10,000	50345 - CSI 2021/22
$27,000	50345 - CSI 2021/22
$10,000	50345 - CSI 2021/22
$2,000	50345 - CSI 2021/22
$10,000	50345 - CSI 2021/22
$38,500	23030 - LCFF (Site)
$38,500	50643 - Title I
$12,602	50643 - Title I Salary Contingency
$8,982	23030 - LCFF Salary Contingency

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1.1.3

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students
English Learners
Foster Youth
Low Income

Strategy/Activity

Supplemental Curriculum, Materials, and Programs to Support Improvement License Agreement - $4,000 - LCFF: Accelerated Reader will supplement and enrich reading for all students. This web-based program also helps us in collecting data useful to level our kids according to their reading skill level. LEXIA license to support student reading grades 5-8 AVID to enhance Math and ELA instruction: To provide students with resources and supports to increase writing proficiency using AVID WICOR strategies to meet grade level expectations (e.g., 2/3 column notes, Cornell Notes, etc.) that supports student collaboration (e.g., pair-share, philosophical chairs, carousel, etc.). To provide students with resources and support to increase their level of academic questioning using AVID Inquiry strategies to increase rigor and meet grade level expectations (e.g., level 2 and 3 question development, close reading, etc.) that supports student collaboration (e.g., pair-share, philosophical chairs, carousel, etc.). To provide students with organizational tools that support AVID organizational strategies to meet grade level expectations (e.g. homework folders, agenda planners, etc.) supporting student collaboration (e.g., binder checks, etc.). AVID Student Planners- Fund Source? Instructional Materials $10,000 Instructional materials to support small groups include note cards, paper, pencils, white board markers, highlighters, binders, sheet protectors, white boards, printer toner, chart paper, tape, sentence strips, composition books, etc. Students will utilize materials for project-based activities, inquiry/research assignments, and presentations. Students in grades TK - 8th grade will have access to materials to support their development and practice of skills which will positively impact students' academic success through equitable access based on individual learning needs. LCFF $5000 CSI 20-21 $10000 CSI 22-23-$34000 23-24 $29,000 ****General supplies are unallowable using State & Federal funds.**** January Revision-Equipment to support implementation of early literacy and small group differentiation and student engagement and AVID strategies. Instructional resources include student laptops, tablet devices, E-readers, projectors, document readers/cameras, interactive SMARTboards, printers, audio, etc. Classroom Interactive SMARTBoards 4 x 6,000 = Fund source? Classroom printers (30 x $200 = Fund source? $6000) Students will experience hands-on experiential learning opportunities through NGSS (Next Generation of Science Standards by implementing Project Lead the Way (PLTW) and STEM Programs - in class experiments/demonstrations to supplement and integrate the district's ELA/ELD and Math curriculum and NGSS science standards. STEM Instructional Materials Fund Source? $10,000 - 3D printers, science lab materials Solution tree Support

Materials for book studies with staff (Fund Source? Books $10,000) Marshall will provide supplemental instructional materials, books, licenses, subscriptions, and software needed for effective instructional strategies and student achievement. Metrics for Progress Monitoring:

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
$29,135	50345 - CSI 2021/22

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1.1.4

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students
English Learners
Foster Youth
Low Income

Strategy/Activity

Other Services and Operational Costs Associated with Plan Implementation Students will experience hands-on experiential learning opportunities through NGSS (Next Generation of Science Standards by implementing Project Lead the Way (PLTW) and STEM Programs - field trips, in class experiments/demonstrations to supplement and integrate the district's ELA/ELD and Math curriculum and NGSS science standards. STEM related field trips - Transportation Fund Source? $15,000 AVID Student College Visitations- Transportation Fund source? $15000 Other Field Trips - Transportation LCFF $8,000: 1. Fog Willow - October 2023 - K-3- Plant life cycle 2. Hillmar Cheese Factory - Supporting science for 3rd grade. 3. Various colleges and universities- Throughout the year- 6-8 - Learn about college admission requirements 4. SJCOE Virtual Science - Outdoor Education - Grades 5-8 Maintenance Agreements - $8,000 - LCFF: Teachers will use various equipment such as the laminator, copier, Duplo, poster maker. Maintenance agreements ensure the equipment is available and usable to provide a print rich environment. Duplicating - $2,500 - LCFF: Expenses are for student materials in larger quantities such as plays, short stories, journal/planner for AVID, and additional resources/manipulatives for student learning. CSI: Marshall will pay student fees, transportation, professional services, and duplicating costs associated with PLC collaboration, effective instructional practices, and student achievement.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
$38,000	23030 - LCFF (Site)

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1.1.5

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

Provide students opportunities to: *interact with their peers who will attend their kindergarten class promoting social skills, *establish a connection between the kindergarten teacher and preschooler, *practice kindergarten rituals such as eating in the cafeteria, attending assemblies, and visiting the computer lab, and *attend the district's one-week Summer Bridge program. Preschool parents will be provided the opportunity to participate in classroom and school events and to learn about school readiness and early literacy activities.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
In Place of the Add Fund Source	[Add source(s) here]

Annual Review

SPSA Year Reviewed: 2022-2023 Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

Analysis

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Overall we have seen modest growth and have made gains in both our attendance and in our iReady growth in reading and slightly less in math. We were able to have a minimal amount of parent attended student academic recognition assemblies as well.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Due to an administrative change and our Administrative Assistant absent for several months, much of what was on last years plan was not ordered or implemented until November or when our Administrative Assistant returned in January. As a result, we quickly updated last years plan. In addition, many of the college visits and field trips were unable to be completed due to substitute shortage and transportation delays. We also were never allowed to hire a Program Specialist or Instructional coach. Although we had a modest increase in attendance than the previous year, we could have made stronger gains had our Attendance been trained and our CWA person placed here would have recognized students more consistently on Fridays. Although our suspension rate saw an increase in Latino students suspended, it was a result of two 8th grade students in particular who displayed habitual behavior that resulted in suspension.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

We hope to have a Program Specialist next year, and have more staff members trained in PLC and AVID strategies this upcoming year.

LCAP Goal

Goal 2: Safe and Healthy Learning Environments Provide equitable and healthy learning environments that enhance the social-emotional and academic learning for all students utilizing a Multi-Tiered System of Supports (MTSS).

Goal 2.1

School Goal for Suspension: (Must be a SMART Goal) By June 2024, reduce the 2022-2023 suspensions percentage for all students 8.3%. School Goal for Attendance/Chronic Truancy: (Must be a SMART Goal) By June 2024, maintain the 2022-2023 chronic absenteeism percentage for all students at 22.2%.

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Attendance increase and suspension decrease	102 students suspended in 2022-2023, goal for 2024 will be to reduce by 8.3%	To raise our annual attendance by 8% and decrease our suspensions by 10%

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 2.1.1

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students
English Learners
Foster Youth
Low Income

Strategy/Activity

Professional Development, Collaboration, and Ongoing Instructional Support Plan Implement a clear and consistent Multi-Tiered System of Support (MTSS). Provide teacher professional development on developing positive classroom culture and classroom management strategies. Provide students with social and emotional supportive resources that positively impact student learning through lunch-time structured sports and student engagement activities and PBIS initiatives. Restructure school bell schedule to reflect one recess per grade level. Provide play structured sporting activities during recess activities focused on peer-to-peer communication/interaction skills, social and emotional learning, safe and supportive school climate. Provide 20 minutes of restorative practices at the beginning of each class, every day to increase positive peer-to-peer communication/interaction skills, social and emotional learning, safe and supportive school climate. Incentives for attendance and behavior incentives for students and school spirit incentives LCFF 10000.00 Marshall will utilize appropriate consultants, attend conferences, and provide additional compensation/substitute costs needed for PBIS supports and training to improve school climate. Metrics for Progress Monitoring: Synergy and CalPads

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
$10,000	50643 - Title I

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 2.1.2

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Low Income
Foster Youth
English Learners
All Students

Strategy/Activity

Support Staff Salary for Plan Implementation and Additional Instructional Supports Title 1-12000 January Revision-PBIS support and implementation during collaboration time Additional Comp CSA Noon duty Fund Source? $8000 Marshall will provide additional compensation/substitute costs needed for SEL instruction and PBIS supports. Metrics for Progress Monitoring: CSI

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal

identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
$10,000	50643 - Title I
$12,000	50643 - Title I

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 2.1.3

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students
English Learners
Foster Youth
Low Income

Strategy/Activity

Supplemental Curriculum, Materials, and Programs to Support Improvement Marshall will provide supplemental instructional materials, books, licenses, subscriptions, and software needed for SEL instruction and PBIS supports. Metrics for Progress Monitoring:

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
$10,000	50643 - Title I

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 2.1.4

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Low Income
Foster Youth
English Learners
All Students

Strategy/Activity

Other Services and Operational Costs Associated with Plan Implementation *Implementation of the Positive Behavior Interventions and Supports (PBIS) Program with 6th - 8th students to support Positive Behavior Interventions and Support (PBIS) efforts in cultivating the positive school climate at Marshall School. Create an 8th grade Leadership Program in support of the PLUS club with class president, VP, Secretary. *Implement a "Classroom Parent" program where one parent will serve one life level and assist teachers as needed in addition to serving as the liaison between grade level classrooms and families (provide information on upcoming events, provide feedback to teachers, etc.). *Implement a PE teacher led Physical Education time for all 5th and 6th grade students (during 6th period) while the PE teacher is working on their clear credentialing process. The PE teacher will offer various structured sports activities and associated safety protocols. The PE teacher will support facilitation of the annual physical fitness examination for 5th grade students. This model will also foster earlier connections and relations with the PE teacher and 5th - 6th students who will eventually be in the 7/8 grade PE classes. Students in grades 5th and 6th will receive structured sports and associated safety protocols from the PE teacher (during elective time). Marshall will pay student fees, professional services, and duplicating costs associated with SEL development and PBIS implementation to improve school climate.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
$7,213	23030 - LCFF (Site)

Annual Review

SPSA Year Reviewed: 2022-2023 Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

Analysis

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Although we did improve every month toward meeting our attendance goal, we were impacted by a new CWA person who was shared by other sites and the student recognition was not consistent due to Friday absences of CWA.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Our spending of resources and obtaining sports equipment was impeded by availability of office staff absences and equipment arriving in late April. A "classroom parent" was never assigned this year, our hope is to have one assigned next year. The absence of one counselor this year impeded the ability of our intermediate counselor to implement an 8th grade Leadership Program

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Our continued high level of schoolwide suspensions and absences indicates further focus and spending must be included. Our further spending in incentives and equipment as well as structured play incentives in Goal 3 should improve next years metrics.

LCAP Goal

Goal 3: Meaningful Partnerships Create a culture of inclusion and collaboration with families and community stakeholders that builds meaningful partnerships focused on increasing student engagement and family and community participation in support of developing leadership at all levels.

Goal 3.1

School Goal for Meaningful Partnerships: (Must be a SMART Goal) By June 2022, increase one parent helper per grade level.

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
[Add metric/indicator here]	[Add metric/indicator here]	[Add metric/indicator here]

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 3.1.1

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Low Income
Foster Youth
English Learners
All Students

Strategy/Activity

Professional Development, Collaboration, and Ongoing Instructional Support Plan Contract outside organization to increase parent participation and educate parents using strategies that support their children with school communication, academic support and structure, academic planning and goal setting. Consultants - CSI 2022 $25,000 Recruit parents during academic focused Family Nights (e.g. Reading, Math, STEM, AVID, etc.), parent/teacher conferences, parent meetings (e.g. SSC - SPSA advisory, ELAC - English Learner Advisory Committee, Parent Coffee Hour Meetings, After School Program, and Scholastic Book Fair. Marshall will utilize appropriate consultants, attend conferences, and provide additional compensation/substitute costs needed for parent training and building community partnerships. Metrics for Progress Monitoring:

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
$0	50643 - Title I
$2,520	50647 - Title I - Parent
$0	50643 - Title I
$24,048	50643 - Title I

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 3.1.2

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

English Learners
Low Income
Foster Youth
All Students

Strategy/Activity

Support Staff Salary for Plan Implementation and Additional Instructional Supports Marshall will provide additional compensation/substitute costs needed for building educational partnerships, community events, and engaging parents in student support. Metrics for Progress Monitoring:

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
In Place of the Add Fund Source	[Add source(s) here]

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 3.1.3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Learners
All Students
Foster Youth
Low Income

Strategy/Activity

Supplemental Curriculum, Materials, and Programs to Support Improvement Marshall will provide supplemental instructional materials, books, licenses, subscriptions, and software needed for parent training, community events, and building educational partnerships. Metrics for Progress Monitoring:

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
$9,000	50345 - CSI 2021/22

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 3.1.4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students
English Learners
Foster Youth
Low Income

Strategy/Activity

Other Services and Operational Costs Associated with Plan Implementation Site will pay student fees, professional services, and duplicating costs associated with parent training, community events, and building educational partnerships.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
$10,000	50643 - Title I

Annual Review

SPSA Year Reviewed: 2022-2023 Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

Analysis

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

We will begin next year with implementing a parent recruitment and graduation using an outside agency, which will then include parents in our AVID, structured sports play and Focused Family Nights such as STEM and Science Night.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Low parent participation and involvement, should improve and lead to far greater parent involvement once outside agency completes Parent Academy.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Changes will be seen in lower suspension rates and attendance increased once supports are in place as illustrated in by weekly metrics provided by district from Synergy

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	$152,750.00
Total Federal Funds Provided to the School from the LEA for CSI	$ [Enter Amount here]
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$471,085.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation ($)
50643 - Title I	$137,628.00
50647 - Title I - Parent	$2,520.00
50643 - Title I Salary Contingency	$12,602.00

Subtotal of additional federal funds included for this school: $152,750.00

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation ($)
23030 - LCFF (Site)	$100,218.00
50345 - CSI 2021/22	$209,135.00
23030 - LCFF Salary Contingency	$8,982.00

Subtotal of state or local funds included for this school: $318,335.00

Total of federal, state, and/or local funds for this school: $471,085.00

Acronyms and Initialisms

Commonly used acronyms and initialisms list (August 2021) used by the California Department of Education (CDE).

A

Acronym	Description
AB	Assembly Bill
ACE	[American Council on Education](#) (Outside CDE Source)
ACSA	[Association of California School Administrators](#) (Outside CDE Source)
ACT	[American College Testing](#) (Outside CDE Source)
ADAD	Assessment Development and Administration Division – CDE
AID	[Audits and Investigations Division](#) – CDE
AIECE	[American Indian Early Childhood Education](#)
AMARD	[Analysis, Measurement, and Accountability Reporting Division](#) – CDE
AP	[Advanced Placement](#)
API	[Academic Performance Index](#)
ARP	[American Rescue Plan Act of 2021 (Stimulus 3)](#)
APR	[Accountability Progress Reporting](#)
ATSI	[Additional Targeted Support and Improvement](#)
AVID	[Advancement Via Individual Determination](#)

B

Acronym	Description
BTSA	Beginning Teacher Support and Assessment

C

Acronym	Description
CAASFEP	[California Association of Administrators of State and Federal Education Programs](#) (Outside CDE Source)
CAASPP	California Assessment of Student Performance Data System
CABE	[California Association of Bilingual Education](#) (Outside CDE Source)
CALPADS	[California Longitudinal Pupil Achievement Data System](#)
CalSTRS	[California State Teachers' Retirement System](#) (Outside CDE Source)
CalWORKS	[California Work Opportunity and Responsibility to Kids](#)

CARES	Coronavirus Aid, Relief, and Economic Security Act (Stimulus 1)
CARS	Consolidated Application and Reporting System
CASBO	California Association of School Business Officials (Outside CDE Source)
CBEDS	California Basic Educational Data System
CBEST	California Basic Educational Skills Test (Outside CDE Source)
CCC	California Community Colleges (Outside CDE Source)
CCCCO	California Community Colleges Chancellor's Office (Outside CDE Source)
CCEE	California Collaborative for Educational Excellence (Outside CDE Source)
CCI	College/Career Indicator
CCR	California Code of Regulations
CCSESA	California County Superintendents Educational Services Association (Outside CDE Source)
CCSS	Common Core State Standards
CCSSO	Council of Chief State School Officers (Outside CDE Source)
CCTD	Career and College Transition Division – CDE
CDC	Centers for Disease Control and Prevention (Outside CDE Source)
CDE	California Department of Education
CDS Code	County/District/School Code
CEI	Community Engagement Initiative (Outside CDE Source)
CFIRD	Curriculum Frameworks, and Instructional Resources Division – CDE
CFR	Code of Federal Regulations (Outside CDE Source)
CFT	California Federation of Teachers (Outside CDE Source)
CHKRC	California Healthy Kids Resource Center (Outside CDE Source)
CHKS	California Healthy Kids Survey
CHSPE	California High School Proficiency Examination
CLAD	Crosscultural, Language, and Academic Development (Outside CDE Source)
CMD	Clearinghouse for Multilingual Documents
CMT	California Department of Education Monitoring Tool

CNIPS	[Child Nutrition Information Payment System](#)
COE	County Office of Education
CPS	Child Protection Services
CSB	[California School for the Blind](#)
CSBA	[California School Boards Association](#) (Outside CDE Source)
CSEA	[California State Employees Association](#) (Outside CDE Source)
CSI	[Comprehensive Support and Improvement](#)
21CSLA	[21st Century California School Leadership Academy](#)
CSU	[California State University](#) (Outside CDE Source)
CTA	[California Teachers Association](#) (Outside CDE Source)
CTC	[Commission on Teacher Credentialing](#) (Outside CDE Source)
CTE	[Career Technical Education](#)
CYA	[California Youth Authority](#) (Outside CDE Source)

D

Acronym	Description
Dashboard	[California School Dashboard](#)
DASS	[Dashboard Alternative School Status](#)
DHCS	[Department of Health Care Services](#)
DOF	[Department of Finance](#) (Outside CDE Source)
DOL	[U.S. Department of Labor](#) (Outside CDE Source)
DSS	[Department of Social Services](#) (Outside CDE Source)

E

Acronym	Description
EANS	[Emergency Assistance to Non-public schools](#)
EC	[Education Code](#) (Outside CDE Source)
ED	[U.S. Department of Education](#) (Outside CDE Source)
EDGAR	[Education Department General Administrative Regulations](#) (Outside CDE Source)
EDMD	Educational Data Management Division – CDE
EEED	[Educator Excellence and Equity Division](#) – CDE
EL	[English learner](#)

ELA	English-language Arts
ELCD	Early Learning and Care Division – CDE
ELD	Expanded Learning Division – CDE
ELPAC	English Language Proficiency Assessments for California
ELPI	English Learner Progress Indicator
EL Roadmap	English Learner Roadmap Policy
ELSB	Early Literacy Support Block
ELSD	English Learner Support Division – CDE
ESEA	Elementary and Secondary Education Act of 1965 (Outside CDE Source)
ESSA	Every Student Succeeds Act
ESSER	Elementary and Secondary School Emergency Relief Fund
ETS	Educational Testing Service (Outside CDE Source)
EWIG	Educator Workforce Investment Grant

F

Acronym	Description
FASD	Fiscal and Administrative Services Division
FM	Fiscal Monitoring
FPM	Federal Program Monitoring
FRPM	Free or Reduced-Priced Meals
FTE	Full-time Equivalent
FY	Fiscal Year
FYS	Foster Youth Services

G

Acronym	Description
GAD	Government Affairs Division – CDE
GATE	Gifted and Talented Education
GED	General Educational Development Test

GEER	Governor's Emergency Education Relief Fund
GL	General Ledger
GMART	Grant Management and Reporting Tool
GPA	Grade Point Average

H

Acronym	Description

I

Acronym	Description
IB	International Baccalaureate
IDEA	Individuals with Disabilities Education Act (Outside CDE Source)
IEP	Individualized Education Program
IS	Independent Study
ISSPO	Integrated Student Support and Programs Office

J

Acronym	Description

K

Acronym	Description

L

Acronym	Description
LAC	Legal, Audits, and Compliance Branch
LASSO	Local Agency Systems Support Office
LCAP	Local Control and Accountability Plan
LCFF	Local Control Funding Formula
LEA	Local Educational Agency
LTEL	Long-term English Learner

M

Acronym	Description

MSD	Multilingual Support Division – CDE
MTSS	Multi-tiered System of Support (Outside CDE Source)

N

Acronym	Description
NBCT	National Board Certified Teacher
NCBE	National Clearinghouse for Bilingual Education
NCLB	No Child Left Behind Act of 2001
NEA	National Education Association (Outside CDE Source)
NGSS	Next Generation Science Standards (Outside CDE Source)
NPS	Non-Public School
NSBA	National School Boards Association (Outside CDE Source)
NSD	Nutrition Services Division – CDE

O

Acronym	Description
OMB	Office of the Management and Budget
OSE	Office of the Secretary of Education (Outside CDE Source)
OSHA	Occupational Safety and Health Administration (Outside CDE Source)

P

Acronym	Description
PCA	Program Cost Account
PFT	Physical Fitness Testing
PSAT	Preliminary Scholastic Achievement Test (Outside CDE Source)
PTA	Parent Teacher Association (State) (Outside CDE Source)

Q

Acronym	Description

R

Acronym	Description
RFA	Request for Applications
RFP	Request for Proposals

ROCP	Regional Occupational Centers and Programs

S

Acronym	Description
SACS	Standardized Account Code Structure
S and C Funds	Supplemental and Concentration Funds
SARB	School Attendance Review Board
SARC	School Accountability Report Card
SASD	Student Achievement and Support Division – CDE
SAT	Scholastic Achievement Test
SB	Senate Bill
SBE	State Board of Education
SBP	School Breakfast Program
SCO	State Controller's Office
SCOE	Sacramento County Office of Education
SDAIE	Specially Designed Academic Instruction in English
SDC	Special Day Class
SEA	State Educational Agency
SED	Special Education Division – CDE
SELPA	Special Education Local Plan Area
SELPA Content Leads	SELPA Content Leads https://www.cde.ca.gov/fg/fo/r18/selpacontentlead18rfa.asp
SES	Supplemental Educational Services (Outside CDE Source)
SFSD	School Fiscal Services Division
SIG	School Improvement Grant
SIL	SELPA Systems Improvement Leads (Outside CDE Source)
SNP	School Nutrition Program
SnS	Supplement not Supplant
SpED	Special Education
SPSA	School-Plan for Student Achievement
SSC	Schoolsite Council

SSD	Single School District
SSI	School Support and Improvement
SSID	Statewide Student Identifier
SSO	(Statewide) System of School Support
SSPI	State Superintendent of Public Instruction
SSSSD	State Special Schools and Services Division
STAR	Standardized Testing and Reporting Program
STEM	Science, Technology, Engineering, and Mathematics
SWD	Students with Disabilities
SWP	Schoolwide programs

T

Acronym	Description
T5	Title 5, California Code of Regulations
TA	Technical Assistance
TAS	Targeted School Assistance
TSD	Technology Services Division
TSI	Targeted Support and Improvement
TUPE	Tobacco-Use Prevention Education

U

Acronym	Description
UC	University of California (Outside CDE Source)
UCOP	University of California Office of the President (Outside CDE Source)
UCP	Uniform Complaint Procedures
UGG	Uniform Grant Guidance
USDA	U.S. Department of Agriculture (Outside CDE Source)

V

Acronym	Description
VAPA	Visual and Performing Arts

W

Acronym	Description
WASC	[Western Association of Schools and Colleges](#) (Outside CDE Source)
WestEd	[WestEd](#) (Outside CDE Source)
WIC	[Women, Infants, and Children](#) (Outside CDE Source)

X, Y, Z

Acronym	Description
YRE	[Year-round Education](#)

Questions: Felicia Novoa | fnovoa@cde.ca.gov