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
Mata Elementary	39-68676-0140020	06/28/2023	07/11/2023

Purpose

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

Flora Arca Mata Elementary School is a Kindergarten through 8th grade school with an enrollment of approximately 505 students. Mata Campus was built in 2020. The campus includes 22 classrooms, an extensive library, a Multi-Purpose Room, a STEM lab, a PE room and a music room. About 50% of Mata's student population is LatinX, 18% is African American, 10% identify as two or more ethnicities, 7% is Asian, 7% is white, 3% is Filipino, and 1% is Native American. Our goal is to educate all student to the highest level of academic achievement; to empower our students to explore and expand their potential; and to prepare our scholars to be respectful, responsible, productive, and creative members of our local and global communities.

Flora Arca Mata Elementary is implementing a Schoolwide Program. The purpose of this plan is to address the needs of students identified by ESSA in the Additional Targeted Support and Improvement (ATSI) program for African Americans, Homeless, Socioeconomically Disadvantaged, Students with Disabilities (SWD), Two or More Race, and White student groups.

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.

Flora Arca Mata Elementary School plan aligns with the district's Local Control Accountability Plan (LCAP) as each goal (and its associated strategy(ies)/activit(ies)) can be referenced to the LCAP's intent.

Engaging Educational Partners

Refer to the Comprehensive Needs Assessment.

Resource Inequities

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

Refer to the Comprehensive Needs Assessment.

Comprehensive Needs Assessment Process

Comprehensive Needs Assessment Process Summary

Surveys

Ca Healthy Kids, ELAC Parent Needs

Classroom Observations

AVID and iReady Walkthroughs

Analysis of Current Instructional Program

The school-wide assessment team for Mata Elementary School is composed of five meetings with the following teams: **Admin-Team** - the principal, assistant principal, and two counselors; **Leadership Team** – nine teachers, one counselor, principal, assistant principal, and resource specialist; **Student Assistance Program Team** principal, assistant principal, resource specialist, counselors, mental health clinician, psychologist, and the SLP; **SSC Sub Committee** - principal, administrative assistant, and a parent. and **Mata Student Council** – were asked to provide feedback. All site teachers were invited to participate. The meeting agendas specifically focused on the needs assessments based on data, mission, collective commitments, PLC implementation and to address all components of the needs assessment. Targeted parents/ families were invited to attend to provide specific feedback.

SSC Meeting 10/13/2022 - Conducted Parent Survey for Needs Assessment and presented Decision Making Model

SSC Meeting 1/30/2023 - Reviewed Winter iReady results and student performance. Discussed parent and school climate survey results and continued the development of comprehensive needs assessment and root cause analysis.

SSC Meeting 5/19/23 - Progress monitoring of site goals and strategies. Reviewed and approved finalized 2022 CNA.

Standards, Assessment, and Accountability

CAASP, iReady Diagnostics, CA Accountability Dashboard, SIPPS

Staffing and Professional Development

Staffing and Professional Development Summary

- 22 out of 24 Mata Teachers are fully credentialed. 2 out of 24 are new to the profession and in probationary status.
- 17 out of 24 of Mata Teachers have participated in AVID training and have attended a AVID Summer Institute or PD. 1 more teacher will be added after participating in the 2023 Summer Institute.
- Staff Developement for the 2023-2024 school year will focus on AVID WICOR and PLC.
- Teachers who are not fully credentialed will consistently work with their mentor teachers on site and Admin. will ask for extra support from curriculum department.
- Mata Teachers collaborate using the PLC process on the second and fourth Tuesday of the month.
- Mata Teachers have the ability to participate in vertical collaboration at least twice a year.
- Mata Teachers and Admin. will continue to participate in the AVID Summer Institute and PLC trainings.

Staffing and Professional Development Strengths

- 17 of the 24 Mata Teachers have had at least one AVID training offered through the AVID Training Center.
- Teachers will receive monthly AVID and PLC trainings offered by the Mata Leadership Team during bimonthy staff meetings.
- Mata School has successfully participated in AVID and Curriculum walk -throughs.
- Mata School has participated in school-wide MESA, PLUS, and Skills USA activites.

Needs Statements Identifying Staffing and Professional Development Needs

Needs Statement 1 (Prioritized): Students have unfinished learning and need supports in organizing work for success. **Root Cause/Why:** Teachers need to be able to receive full staff development so that AVID WICOR strategies can be successfully implemented to meet the needs of all students.

Needs Statement 2 (Prioritized): Grade level teams need to be refreshed on the PLC process to appropriately conduct effective PLC's. **Root Cause/Why:** Only 27% of the Mata Staff will have attended the 2023 Summer PLC Conference. PD will need to be provided to the staff as a whole in order to effectively support all students. Teachers who have not attended a PLC training or conference will need continued training and support.

Needs Statement 3 (Prioritized): In the PLUS survey conducted at the end of the year, 52% of the questions regarding the Mata School Climate Survey received a "warniong" tag that shows that students do not feel safe at their school nor do they have positive relationships with some staff on site. **Root Cause/Why:** Staff need to have PD on how to meet the needs of all students, especially to those who are not feeling safe on campus. PD on relationship development in a professional learning community is needed to help improve the climate of the school.

Teaching and Learning

Teaching and Learning Summary

Flora Arca Mata is in the early development stages of Professional Learning Community implementation. The current instructional program is under refinement to establish uniform instructional committments and practices, sound collaborative methods, and high learning expectations, and reciprocal accountability.

A small portion of Mata staff have received AVID training and the site is beginning the process of becoming an AVID site.

Classroom observations demonstrate all teachers at Mata deliver CCSS aligned, district adopted CORE curriculum, adminster district diagnostic assessments, and adhere to the recommended instructional minute schedule for ELA, Math, and ELD.

All student groups receive access to SBE-adopted instructional materials and online resources. Intervention programs and services are provided for underperforming students and those who have experienced learning loss.

A district provided instructional coach was not available to Flora Arca Mata staff during the 2022-23 school year.

The iReady Diagnostic Summary revealed 157 students performed one grade level below grade level in ELA and 152 students performing 2 to 3 grade levels or more below grade level in the end of the year diagnostics in ELA . About 62% of the school population is below grade level in reading. There is a need for more focused site-wide initiatives and placement of targeted personnel/resources to support early literacy foundations and improve deficiencies in reading comrehension.

130 students performed two or more grade levels below on the iReady Math Diagostic. 63% percent of students were below grade level in each of the math domains. Students experienced an equitable amount of learning loss in math as with ELA and need support resources to build foundational math and improve growth towards mathematics standards as well.

Only 12% of EL students met goals for improvement on ELPAC and 12 students were reclassified to English Fluent Proficient.

Teaching and Learning Strengths

iReady Diagnotic Scores shows 50% - 57% of students in grades K-3 performed at or above grade level in Reading and 30-50% of K-3 performed at or above grade level in math.

Also, 60% of all students met their annual growth goals in iReady Diagnostics and 53% of all students met their growth target in math.

All teachers are implementing SBE adopted curriculum and resources.

Needs Statements Identifying Teaching and Learning Needs

Needs Statement 1 (Prioritized): We were not fully able to hold meetings that provided staff development due to loss of Instructional Coaches.   **Root Cause/ Why:** Coaches were taken to fill classrooms in physical locations. More PD in scaffolding and differentiated instruction is needed to increase our scores in Math. We are in year 2 of not having instructional coaches.

Needs Statement 2 (Prioritized): Teachers need to be trained to work in collaborative teams to implement shared teaching strategies throughout all grade levels.   **Root Cause/Why:** Mata Teachers are not fully trained in AVID and PLC.

Needs Statement 3 (Prioritized): Mata needs to add a Library Media Tech to assist with implementation of more focused site-wide initiatives and placement of targeted personnel/resources to support early literacy foundations and improve deficiencies in reading comprehension.   **Root Cause/Why:** The iReady Diagnostic Summary revealed 152 students performed two or more grade levels below grade level in ELA. About 64% of the school population is below grade level in reading comprehension.

Needs Statement 4 (Prioritized): 85% of our students are performing below grade level on CAST and are not mastering NGSS standards.   **Root Cause/Why:** Lack of opportunities for project based learning, need for supplemental STEAM materials such as Project Lead the Way, classrooms need equipment to facilitate NGSS applications.

Needs Statement 5 (Prioritized): Mata has been identified ATSI for the following sub groups; African-American, EL, homeless, socio-economic disadvantaged students with disabilities, 2 or more races, and whites   **Root Cause/Why:** We need more PD and resources to support differentiated instruction, early literacy development, interventions, and effecting PLC collaboration. Support staff, such as instructional assist and library media tech. is needed to provide additional support to these identified sub groups for academic growth.

Parental Engagement

Parental Engagement Summary

Parent involvement continued to be low at our site during the 22-23 school year.

School Site Council Meetings were held through out the school year.

Title 1 information was presented to families at the beginning of the school year during our Title 1 Parent Night.

We lacked parent participation in our PTO.

We need to increase parent participation during Parent Coffee Hours.

Parental Engagement Strengths

Parents are knowledgable of reaching out to the District for inquiries and concerns regarding our school.

Parents were helpful in participating in fundraising activities to help our PTO.

Parents supported our Family Engagement events.

Needs Statements Identifying Parental Engagement Needs

Needs Statement 1 (Prioritized): Mata needs an increase in participation during Parent Coffee Hours so that families are better informed of what the school can offer in regard to student support and positive parent communication. **Root Cause/Why:** At the beginning of the school year, we were working with only one counselor. With the addition of a second counselor we were able to offer Parent Coffee Hours once a month. The counseling team needs assistance in parent communication to increase participation.

Needs Statement 2 (Prioritized): We need an increase in Teacher participation during Family Engagement events. **Root Cause/Why:** We did not get 100% of our teachers to support in the Family Engagement events that occurred throughout the 22-23 school year. Teachers should be compensated for extra time put into parent and family activities.

School Culture and Climate

School Culture and Climate Summary

PLUS Climate surveys were conducted throughout the school year.

About 52% of responses from the Climate survey was posted as "warning" signals as students have responded to not feeling safe, not having positive relationships with adults on campus, and not being knowledgable of correnct protocols to behave in positive manners and to be able to report incidents to staff.

The average decrease in attendance was 11.3% throughout the 22-23 school year.

PBIS was implemented at the beginning of the school year and teachers were required to conduct PBIS lessons.

School Culture and Climate Strengths

Staff is motivated to attend AVID and PLC trainings to create a strong community with a positive culture and climate.

Staff implemented PBIS procedures and was strong in implementing school-wide policies and procedures.

90% of our grade level teams platoon in ELA and Math.

Mata staff participate in PTO and Family Engagement events to help create a positive culture.

Mata counseling team conducts SLE lessons and works closely with Admin Team and School Mental Helath Clinician to provide all social, emotional and academic supports to our students.

Needs Statements Identifying School Culture and Climate Needs

Needs Statement 1 (Prioritized): Policies and Procedures need to be fully implemented school wide so that students know their expectations to maintain safety and order at school.   **Root Cause/Why:** A PBIS team was not consistent on site. More PBIS training needs to be provided to staff, including parent volunteers and yard duty staff. PBIS lesson plans, policies and procedures need to be followed school wide.

Needs Statement 2 (Prioritized): In the school climate survey 53% of students did not know how to report a fight on campus, 52% feel unsafe at school, 50% feel that their voice matters. Students need to feel that they have positive relationships with adults on campus and need to feel that they are cared for.   **Root Cause/Why:** Policies and procedures need to be followed and implemented school wide. Teachers and staff need to receive PD on how to develop strong, caring relationships with students.

Needs Statement 3 (Prioritized): Students had trauma at home and continue to show lack of social skills due to learning loss during Covid. We are still catching up on correcting social behaviors that were lost during virtual instruction.   **Root Cause/Why:** Students are struggling with how to deal with trauma and are having difficulty in dealing with their emotions causing inappropriate reaction to conflicts. Students lack the skills to handle conflict and emotional challenges and need more support in socializing and respectful behavior's. Parental support and meetings are needed to support and correct social behaviors.

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 SUSD will implement a Multi-Tiered System of Support (MTSS) to increase student achievement and provide all students with a well-rounded educational experience, the delivery of high quality instruction, and exposure to rigorous and relevant curriculum to become life-long learners and to address barriers to learning with targeted services for unduplicated pupil populations (i.e. English Language Learners, Foster Youth, and Students living in Low-Socioeconomic Status) and priority student groups (inc. homeless students, ethnic minorities, disproportionate students of color, and students with disabilities).

Goal 1.1

ELA: By EOY 2024, per iReady Diagnostic Results Report, the total number of students performing 2 or more grade levels below will decrease by 28 students. EL: By EOY 2024, per ELPAC, increase the number of students who reclassify by 2 students. Math: By EOY 2024, per iReady Diagnostic Results Report, the total number of students performing 2 or more grade levels below will decrease by 26 students.

Identified Need

Students have unfinished learning and need supports in organizing work for success.

Grade level teams need to be refreshed on the PLC process to appropriately conduct effective PLC's.

In the PLUS survey conducted at the end of the year, 52% of the questions regarding the Mata School Climate Survey received a "warniong" tag that shows that students do not feel safe at their school nor do they have positive relationships with some staff on site.

We were not fully able to hold meetings that provided staff development due to loss of Instructional Coaches.

Teachers need to be trained to work in collaborative teams to implement shared teaching strategies throughout all grade levels.

Mata needs to add a Library Media Tech to assist with implementation of more focused site-wide initiatives and placement of targeted personnel/resources to support early literacy foundations and improve deficiencies in reading comprehension.

85% of our students are performing below grade level on CAST and are not mastering NGSS standards.

Mata has been identified ATSI for the following sub groups; African-American, EL, homeless, socio-economic disadvantaged students with disabilities, 2 or more races, and whites

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Students performing 2 or more grade levels below	ELA 30% (152 students) Math 26% (130 students)	ELA 25% (124 students) Math 21% (104 students)
Students reclassifying as Fluent English Proficient	13 RFEP students	15 RFEP students

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)

Strategy/Activity

Professional Development, Collaboration, and Ongoing Instructional Support Plan Consultant to provide instructional strategies and supports to further support students identified as below grade level. We will send teachers to AVID conferences and conduct on-site AVID trainings with a focus on WICOR implementation strategies. Site will also provide staff and teacher trainings for PLC with a focus on data collections to support all students. We will send a team of teachers to PLC conferences during the school year so that most of our teachers get the opportunity to be trained under Solution Tree. Conference Cost - $25,000 Title 1 Teachers, administration, counselors and instructional coach will meet monthly to discuss data and strategies/activities that enhance student achievement, including AVID implementation. This team will review curriculum and effectiveness of current programs, and make suggestions or appropriate changes to increase student achievement. Utilize substitutes for student intervention to enhance student achievement. Teachers, administration, counselors and instructional coaches will collect data on ATSI subgroups (African American, EL, Homeless, Socio-economic disadvantaged students, students with disabilities, 2 or more races, and Whites) to monitor their progress, and align or coordinate instructional supports. Teacher Substitute Cost $3000 Title 1 Additional Compensation $18,000 - Title 1 Book Study: Books Teachers will participate in a book study on specific high impact instructional strategies with a significant effect size to be used within the classroom. - Teacher Clarity - clear learning intentions and developing success criteria for students to determine their understanding of content. -Teacher Credibility Mata will explore and utilize other appropriate consultants, attend conferences, and provide additional compensation/substitute costs needed for collaboration and training. Metrics for Progress Monitoring: AVID walkthroughs, Collaboration agendas, Percentage of teachers receiving training/certification, AVID CCI tool, PLC rubrics

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)
$18,000	50643 - Title I
$3,000	50643 - Title I
$28,017	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 1.1.2

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Support Staff Salary for Plan Implementation and Additional Instructional Supports Instructional Coach(es) - 2 @ .5 FTE Instructional Coach - Centralized Service: Provide teachers with professional learning opportunities to supplement core instruction, such as co-teach, demo lessons in the classroom, conferences/training, data analysis, coaching, extended collaboration, etc. focusing on evidenced based, instructional practices; writing, mathematics, integrated ELD strategies, and phonics. Coaches will collect data on ATSI subgroups, monitor their progress, and align or coordinate instructional supports. K-3: Propose an .625 FTE Instructional Assistant to help provide small group and one-on-one support for students identified as ATSI (African-American, EL, Homeless, Socio economic disadvantaged, students with disabilities, 2 or more races, and whites) to support specific needs. Focusing on flashcard interaction... one-on-one/small group instruction addressing reading, writing, and mathematics: close reading, focused notes, number talks, web-based reading & math software. $51,000 - Title I Add Library Media Assistant Resource - .75 Develop and improve early literacy instruction and programs, as well as support implementation of CORE Reading Curriculum to improve student achievement in ELA goals. Implement reading site initiatives/programs and promote integration of AVID strategies for critical reading and annotation to improve reading comprehension. $57,174 - LCFF Library Media Tech will assist in early literacy development. All grades levels for targeted students, teacher additional comp to provide extended day/year support to reteach concepts and provide additional connection to support students by focusing on foundational reading skills such as letter identification, phonemic awareness, building reading fluency and comprehension skills, from the instructional day. Planning, collaboration, and articulation of PLC initiatives for effective implementation of PLC strategies to achieve school goals. PLC team will align efforts to deliver high quality instruction, improve student achievement, and build a positive school culture/climate that establishes high expectations through student empowerment, self-efficacy, growth mindset, and productive personal relationships. 12 teachers x 1.0 hours per week for 20 weeks x $60.00 = about 15, 000 - Title I Counselor Additional Comp $3000 2 counselors x 1.0 hours x 20 weeks = $3000. Instructional Assist additional comp $3000.00 Library Media Assist. Additional Comp. $3000.00 0.5 Assistant Principal: Teachers and staff will be provided direct support from the 0.5 Assistant Principal with day to day needs in various capacities. The AP ensures teachers have access to curriculum materials, working laptops, projectors, Chromebooks, printers, document cameras (LCFF). Technology- Core curriculum consists of varied multimedia materials that teachers will use during instruction and the AP supports integration and accessibility through troubleshooting and professional development on utilizing the program and reports (LCFF). ELD-monitor and discuss EL student progress with each teacher. 0.5 Assistant Principal develops the schedule for EL Designated time with teachers and has monthly check-ins with teachers to monitor student progress. Ensure fidelity to the ELD curriculum will be maintained school wide. (LCFF) Assessment- Coordinate and execute district and state mandated testing for all qualifying students which includes: CAASPP, ELPAC, PSAT, i-Ready. (LCFF) AP will collect data on ATSI subgroups, monitor their progress, and align or coordinate instructional supports. Parent Meetings/Events- The AP will support all parent meetings through attendance, preparations, communicating with parents, and providing presentations. Parent meetings include: ELAC, SSC, parent workshops, coffee hour, school wide assemblies, and Math & Literacy Nights. Data- Present and provide summary reports to all teachers from student achievement assessments. This includes iReady, SBAC, and ELPAC. Reports will be provided to the instructional team to be shared with teachers at specific times throughout the year, that indicate student progress including academic levels, areas of need, and areas of progress. The AP also supports the evaluation of the data to create SMART goals for teachers and students. (Title I) Academic Conferences - The AP will participate and assist the Principal in Teacher academic conferences, with data analysis directly related to instructional use within the classroom. (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.) Metrics for Progress Monitoring: EPLAC assessments and RFEP data, iReady pathway reports and assessments, SIPPS diagnostics, Number of teacher provided Coaching cycle, number of student receiving instructional aide support, Number of students meeting fluency goals, Number of students reducing lost instructional time, due to behavior, Number of students receiving intervention and enrichment, Percentage of classrooms utilizing library on regular basis

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)
$51,000	50643 - Title I
$3,000	50643 - Title I
$3,000	50643 - Title I
$3,000	50643 - Title I

$57,174	23030 - LCFF (Site)
$2,258	50643 - Title I Salary Contingency
$5,850	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)

Strategy/Activity

Supplemental Curriculum, Materials, and Programs to Support Improvement Instructional Materials/Supplies - Applicable supplemental instructional materials include planners, binders, pencil pouches, sheet protectors, dividers, spiral notebooks, novels/books, file folders, markers, highlighters, white boards, clip boards, dry-erase markers, sentence strip, manipulative, flashcards, games, and other applicable supplemental materials and supplies, copy paper, folders, folders with sleeves, pencils, construction paper, color printer, color printer ink, printer paper, printable sticker paper, post-it chart paper, copy paper, glue sticks, envelopes, colored pencils, scissors, markers, whiteboard erasers, graph paper, index cards, erasers, post- it sticky notes, binder tab inserts, binders, 2 pocket folders, 1-0 x 13 and 5 x 7 envelopes, ball point pends, blue masking tape, file folders, fadeless butcher paper, glitter, electric pencil sharpeners, chalk markers, chalk, fasteners (brads), tissue paper, white out, clear tape, metal rings, paper clips, rubber bands, permanent markers, rulers, compass, we/dry markers. - $20,410 - Title 1 Teachers will collaborate to develop a plan to address the achievement gap and plan lessons that front load curriculum. We have determined the need for supplemental instructional materials that will be needed throughout the PLC collaboration process . Examples of materials includes, but is not limited to whiteboards, pencils, whiteboard expo pens, notebooks, composition books, and paperback books, graph paper, index card, chart paper, poster pens, ball point/gel pens. We will also need to replace work out technology overused for distance learning such as projectors, doc cams, bulbs, laptops, student chromebooks , speakers, etc. -$ 25,016 - LCFF All grade levels will use Educational Technology to enhance instruction - Document Cameras, Projectors, supplemental project laptops to enhance and/or for student use, printers to enhance and/or for student use, and other audio/visual equipment to increase student engagement. Equipment: $2,000 - LCFF Purchase of colored copier for instructional materials for teacher workroom Teachers will enhance NGSS (science) curriculum through hands-on science experiments integrating Project Lead the Way (PLTW) and Science Technology Engineering Mathematics (STEM) projects to include PLTW/ STEM project materials. Applicable supplemental instructional materials include math manipulatives, paper for graphic organizers, writing tools - whiteboards/chart paper, STEM specific materials including Little Bits project materials, science specific project materials, 3D printers and Project Lead the Way specific project materials. Instructional Materials/Supplies: $1,000 - Title 1- $1000.00 Instructional Materials/Supplies: $1,000 - LCFF $1000.00 PLTW (Project Lead the Way): specific project materials needed for the program. PLTW is a STEM based program in grades k-8 with 4 elective opportunities in middle school, Robotics competitions, and SKILLS USA components. Instructional materials include math manipulatives, paper for graphic organizers, writing tools - whiteboards/chart paper, STEM specific materials including Little Bits project materials, science specific project materials, 3D printers and Project Lead the Way specific project material and for Science enrichment to provide students in grades K-8 with opportunities for problem solving, looking for patterns, collaboration, and engineering using technology, building materials, writing in their PLTW logs, and reading manuals/directions. Mata will provide supplemental instructional materials, planners, books, equipment, licenses, subscriptions, and software to support instruction and improve student achievement. License Agreements for Educational Support On-line programs and/or software to support all students $2,000 Title 1 Metrics for Progress Monitoring: PLTW assessments, Percentage of classrooms with students utilizing instructional technology to engage in lesson/access resources/and demonstrate learning, Number of students meeting iReady growth goals, Number of students participating in Project Based Learning, Percentage of classrooms with students demonstrating WICOR strategies, AVID walkthroughs, AVID CCI tool, PLC rubrics,

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)
$25,016	23030 - LCFF (Site)
$20,410	50643 - Title I
$2,000	23030 - LCFF (Site)
$2,000	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 1.1.4

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

Strategy/Activity

Other Services and Operational Costs Associated with Plan Implementation Teachers will use various equipment such as the laminator, copier, poster maker to implement supplemental programs for early literacy development, interventions, and project based learning such as SIPPS, PLTW, and AVID. AS part of PLC implementation Equipment/colored copier and toner needed for the teacher workroom. Maintenance agreements ensure the equipment is available and usable to provide a print rich environment. $2,000 - LCFF Duplicating - $2000.00 Title 1 Mata students will attend field trips providing opportunities to observe and participate in real life application of CORE ELA and Math standards, as well Next Generation Science disciplines. Transportation - $2,500 Title 1 Student Fees - $2,500 Title 1 Mata 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)
$2,000	23030 - LCFF (Site)
$2,000	50643 - Title I
$2,500	50643 - Title I
$2,500	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 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.

The addition of our Instructional Assistant helped our K-3 grade students in small groups and we saw an increase in our reading scores. Additional compensation for our teachers and counselors helped to administer extra instructional academic support for our students who needed tutoring services. Additional compensation for our counselors helped our counselors support students who were struggling emotionally and academically. Instructional materials and supplies helped with our school-wide AVID implementation. Instructional and material supports in PLTW and STEM helped our students in utilizing our STEM lab appropriately, and we saw an increase in math scores. District helped with conference cost for PLC and AVID for Summer 2023.

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

Library Media Tech. was hired and then left the position after 1 month so funding for the position was moved to other needed cost. Proposed book study was implemented by past admin. team, but current team did not implement during the 22-23 school year. Additional teacher and staff training for PLC and AVID will be needed in which informational articles and excerpts from books will be used towards training, instead of proposed Book Studies. Kindergarten students struggled socially and behaviorally due to lack of participation in Summer Bridge and the lost opportunity for pre-school due to Covid, resulting in disciplinary interventions in

kindergarten. Our AP had to cover Program Specialist duties and we still did not have Instructional Coaches to assist which resulted in lack of time to hold parent meetings. Both administrators were new to the site, in getting to learn the climate and culture of Mata, it was difficult to recruit proper parental participation because the focus was on creating a safe and positive culture and climate.

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.

Modifications in cost for supplies such as the copier and laminator will not be needed for the 23-24 school year. Maintenance agreements will be added. More funding will need to go towards teacher training on data collections and strategies to increase student achievement. Licensing certificates for educational programs to increase support in reading comprehension and vocabulary will be added. All other goals and strategies will stay the same.

LCAP Goal

Goal 2: Safe and Healthy Learning Environments SUSD will implement and promote a Multi-Tiered System of Support (MTSS) to promote a safe and healthy learning environment to enhance the social-emotional and academic learning for all students necessary to become productive members of society. Increased access of academic and social-emotional supports for our unduplicated pupil populations (i.e. English Language Learners, Foster Youth, and Students living in Low-Socioeconomic Status) and priority sub-groups (inc. homeless students, ethnic minorities, disproportionate students of color, and students with disabilities) will be addressed through MTSS targeted strategies.

Goal 2.1

Absenteeism: By June 30, 2024, chronic absenteeism for All Students will be below 20%. By June 30, 2024, chronic absenteeism for African American students will be below 23%. By June 30, 2024, chronic absenteeism for Students with Disabilities will be below 25%. Suspensions: By June 30, 2023, the number of students referred for suspension will decrease by 25%

Identified Need

Policies and Procedures need to be fully implemented school wide so that students know their expectations to maintain safety and order at school.

In the school climate survey 53% of students did not know how to report a fight on campus, 52% feel unsafe at school, 50% feel that their voice matters. Students need to feel that they have positive relationships with adults on campus and need to feel that they are cared for.

Students had trauma at home and continue to show lack of social skills due to learning loss during Covid. We are still catching up on correcting social behaviors that were lost during virtual instruction.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Chronic Absence Rate	All Students 42% African American 42% Students with Disabilities 43%	All Students 19% African American 22% Students with Disabilities 24%
Number of suspensions	68 suspensions	51 suspensions

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)

Strategy/Activity

Professional Development, Collaboration, and Ongoing Instructional Support Plan Mata will seek and utilize appropriate consultants, attend conferences, and provide additional compensation/substitute costs needed for PBIS supports, development of Social Emotional Learning, and training 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)
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 2.1.2

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

Strategy/Activity

Support Staff Salary for Plan Implementation and Additional Instructional Supports Mata will provide certificated and classified additional compensation/substitute costs needed for SEL instruction and PBIS supports.

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 2.1.2

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Supplemental Curriculum, Materials, and Programs to Support Improvement Provide students with social and emotional supportive resources that positively impacts student learning through implementation of the CHIEF/Restorative Practices, PBIS, and PLUS programs. Teachers integrate the CHIEF/Restorative Practice program throughout their lessons such as focusing on student attention characteristics and including resources/tools (e.g. planner, graphic organizers) to further the concept. $1,000 for planners - LCFF Social Emotional Learning professional learning to provide teachers. Teacher collaboration time with integration of skills/techniques into instruction. (If funding is available.) Book Study: Books Teachers will participate in a book study on specific high impact classroom management strategies with a significant effect size to be used within the virtual & physical classroom. - Trauma Informed Teaching /Classroom Management/ Positive School Culture Books and Materials $1,200 - Title 1 Mata will provide supplemental instructional materials, books, licenses, subscriptions, and software needed for SEL instruction and PBIS supports. Metrics for Progress Monitoring: Number of students receiving SEL lessons and resources, Number of students participating in Restorative Practices, Number of students utilizing planners for PBIS initiatives

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)
$1,000	50643 - Title I
$1,200	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)

Strategy/Activity

Other Services and Operational Costs Associated with Plan Implementation Mata 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)
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.

PBIS and PLUS strategies have helped decrease behaviors. PBIS strategies were enforced school wide. Counseling Team provided SEL lessons and conducted

small groups. Counseling and Admin. Team have implemented intervention strategies to support students.

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

Continue with strategies to help keep a safe and healthy environment.

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.

There are no changes needed at this time.

LCAP Goal

Goal 3: Meaningful Partnerships Together, in collaboration with families and community stakeholders, SUSD will create a culture of inclusion that will build meaningful partnerships, increase student and parent engagement, and address and remove barriers to learning for unduplicated pupil populations (i.e. English Language Learners, Foster Youth, and Students living in Low-Socioeconomic Status) and priority sub-groups (inc. homeless students, ethnic minorities, disproportionate students of color, and students with disabilities) so all students acquire the attitude, skills, and knowledge to become successful members of society.

Goal 3.1

Parent Involvement: By June 30, 2024, increase parent and community participation in activities by 30% as measured by sign in sheets and /or survey.

Identified Need

Mata needs an increase in participation during Parent Coffee Hours so that families are better informed of what the school can offer in regard to student support and positive parent communication.

We need an increase in Teacher participation during Family Engagement events.

Policies and Procedures need to be fully implemented school wide so that students know their expectations to maintain safety and order at school.

In the school climate survey 53% of students did not know how to report a fight on campus, 52% feel unsafe at school, 50% feel that their voice matters. Students need to feel that they have positive relationships with adults on campus and need to feel that they are cared for.

Students had trauma at home and continue to show lack of social skills due to learning loss during Covid. We are still catching up on correcting social behaviors that were lost during virtual instruction.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Percent of parents participating in school events	10% participation	13% participation

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)

Strategy/Activity

Professional Development, Collaboration, and Ongoing Instructional Support Plan Parent Meeting - Light snacks and refreshments for Parent Coffee hour Provide parents with support and resources through parent meetings/trainings that focus on improving student attendance and learning with a focus on subgroups(African American, EL, Homeless, Socio-economic disadvantaged students, students with disabilities, 2 or more races, and Whites) to empower them be engaged in their student's learning such as parent/teacher conferences, communication, after school academic focused activities, parent meetings/trainings (e.g., Parent Coffee Hour, etc.), etc. A classified employee will be of service to provide support for parent participation in meetings/trainings. $1,174 - Title 1 Action Teams for Partnerships (ATP) - participate in activities with the National Network of Partnership Schools to increase parent and community engagement. Mata will seek and utilize appropriate consultants, attend conferences, and provide additional compensation/substitute costs needed for parent training and building community partnerships. Metrics for Progress Monitoring: Number of parents attending community events, Committee notes and agendas, Number of parents attending Parent Coffee Hour

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)
$1,174	50647 - Title I - Parent

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)

Strategy/Activity

Support Staff Salary for Plan Implementation and Additional Instructional Supports Mata will provide certificated and classified additional compensation/substitute costs needed for building educational partnerships, community events, and engaging parents in student support.

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)

Strategy/Activity

Supplemental Curriculum, Materials, and Programs to Support Improvement Parent Meeting - parent training materials, such as chart paper, markers, white board, toner, paper, etc. to support parent engagement while using various strategies such as gallery walks. These materials will be used during Coffee Hour and training sessions to provide visuals and hands-on activities for our parents. It is our goal to provide our parents with learning opportunities similar in fashion to those that are also provided for our students. Non-Instructional Materials : Materials for parents of targeted student groups (African American, EL, Homeless, Socio-economic disadvantaged students, students with disabilities, 2 or more races, and Whites) such as Literacy Night, and Science and STEM/CTE Night. These materials are essential to providing hands-on activities for our families to learn together and to build a community that is focused on learning. Non-Instructional Materials - $1,185 Title 1 Mata will provide supplemental instructional materials, books, licenses, subscriptions, and software needed for parent training, community events, and building educational partnerships. Metrics for Progress Monitoring: Number of parents attending community events, Committee notes and agendas, Number of parents attending Parent Coffee Hour

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)
$1,185	50647 - Title I - Parent

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)

Strategy/Activity

Other Services and Operational Costs Associated with Plan Implementation Mata will pay student fees, professional services, and duplicating costs associated with parent training, community events, and building educational partnerships in support of all students including African American, EL, Homeless, Socio-economic disadvantaged students, students with disabilities, 2 or more races, and Whites.

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.

Continue with strategies to increase parent and family participation.

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

Continue with strategies to increase parent and family participation.

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.

Continue with strategies to increase parent and family participation.

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	$143,044.00
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	$237,284.00

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	$138,427.00
50647 - Title I - Parent	$2,359.00
50608 - Title I/ELA/Math Coach,InstSprtSu	$0.00
50643 - Title I Salary Contingency	$2,258.00

Subtotal of additional federal funds included for this school: $143,044.00

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)	$86,190.00
50039 - ELSB	$0.00
23030 - LCFF Salary Contingency	$5,850.00

Subtotal of state or local funds included for this school: $92,040.00

Total of federal, state, and/or local funds for this school: $235,084.00

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

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