

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 Name 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
Stockton Early College Academy High	39686760119743	05/04/2023	06/20/2023

Purpose

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

Stockton Early College Academy is implementing a schoolwide Program.

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.

Stockton Early College Academy is a charter school and the School plan aligns with the Stockton Early College Academy 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

School Site Council (SSC), Staff, Office Meeting, and other parent meetings such as coffee hours and presentations were held throughout the year to gather input, assess, and inform the SPSA process and as a result, produce the final document. Each group was offered time, information, and data to examine and ask questions about SECA's needs, goals, and use of funds to support relevant strategies addressing the identified gaps in performance.

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

Parent and staff in addition to meetings.

Classroom Observations

Planned and unplanned classroom observations by the administration and PreAP staff

Analysis of the Current Instructional Program

Meetings were held with all groups and most extensively with the SSC in order to examine and disaggregate data in order to create problem statements and identify root causes. This was done by gathering an extensive collection of data from research and administration in order to provide the most informed review and study possible of all students including students identified as low income. The priority problem statements were then used to inform and help with the writing of the answers to each prompt in the individual focus areas.

Standards, Assessment, and Accountability

State, AP, and PreAP standards and assessments were all referenced and examined to identify needs and hold all stakeholders accountable.

Staffing and Professional Development

Staffing and Professional Development Summary

Need: Increase in meeting ELA standard by 3% points from 98% to 100%

SECA continues to search for ways to increase growth in meeting ELA standards.

Goal: The percentage of all students including low income in 11th-grade meeting or exceeding standards in ELA will increase from 98% to 100% by the end of the year as measured by CAASPP/SBAC.

The School Site Council consisting of teachers, other school staff, the administration, parents, and community members conducted a Comprehensive Needs Assessment (CNA). It was identified that the site maintains a fully credentialed and qualified staff, and professional development, when possible, continues to align with content standards fully. Student performance is consistently assessed with time designated for collaboration. Equity and access to all interventions, programs, curriculum continue to be guaranteed for all students at the site. The ELA issue was explored and the CNA identified the possible reasons for the gap in ELA in the school.

Through examination of several data documents, curriculum guides, and surveys of students the CNA identified the following reasons for the gap in ELA performance:

- Time for improving the quality of collaboration and observation of best practices, in the current curriculum was limited.
- Professional development opportunities have been limited and are an annually identified need to keep up-to-date in curriculum and best practice
- Students and staff identified the need to provide additional relevant intervention support.
- The student identified a desire and need to access reading/ELA titles for personal use supporting the practice of reading and comprehension.

Need: Increase in meeting math standard by 3% points from 67% to 70%

SECA continues to search for ways to increase growth in meeting math standards.

Goal: The percentage of students in 11th grade meeting or exceeding standards in math will increase from 67% to 70% by the end of the year as measured by CAASPP/SBAC.

The School Site Council consisting of elementary school teachers, other school staff, the administration, parents, and community members conducted a Comprehensive Needs Assessment (CNA). The math issue was explored and the CNA identified the possible reasons for the gap in math in the school. It was identified that the site maintains a fully credentialed and qualified staff, and professional development, when possible, continues to align with content standards fully. Student performance is consistently assessed with time designated for collaboration. Equity and access to all interventions, programs, curriculum continue to be guaranteed for all students at the site.

Through examination of several data documents, curriculum guides, and surveys of students the CNA identified the following reasons for the gap in math performance:

- Time for collaboration and observation of best practices, in the current curriculum was limited.
- Professional development opportunities have been limited and are an annually identified need to keep up-to-date in curriculum and best practices.
- Students and staff identified the need to provide additional relevant intervention support.

Staffing and Professional Development Strengths

Staffing and Professional Development is an area of strength for SECA. SECA consistently takes advantage of opportunities for training and professional development in order to support the delivery of a vetted curriculum, use of sound educational strategies, and maintain highly qualified staff for all students including low-income learners.

SECA is consistently fully staffed with 100% appropriately credentialed teachers.

SECA is consistent in its identification, use, and pursuit of the most up-to-date curriculum.

SECA consistently identifies, uses, and pursues the most up-to-date educational strategies and best practices.

Needs Statements Identifying Staffing and Professional Development Needs

Needs Statement 1 (Prioritized): 2% of all students including low-income learners do not meet ELA standards **Root Cause/Why:** It is happening because teachers and students need access to the most up-to-date technology and curriculum. Teachers also need training, time and support for PD, and collaboration around best practices and strategies. Opportunities and practices for use of technology, intervention, and extra instruction to address gaps are needed as part of the support.

Needs Statement 2 (Prioritized): 33% of all students including low-income learners do not meet the Math standards **Root Cause/Why:** It is happening because teachers and students need access to the most up-to-date technology and curriculum. Teachers also need training, time and support for PD, and collaboration around best practices and strategies. Opportunities and practices for use of technology, intervention, and extra instruction to address gaps are needed as part of the support.

Teaching and Learning

Teaching and Learning Summary

Need: Increase in meeting ELA standard for all students including low-income learners by 2% points from 98% to 100%

SECA continues to search for ways to increase growth in meeting ELA standards for all students including low-income learners.

Goal: The percentage for all students including low-income learners in 11th-grade meeting or exceeding standards in ELA will increase from 98% to 100% by the end of the year as measured by CAASPP/SBAC.

The School Site Council consisting of teachers, other school staff, the administration, parents, and community members conducted a Comprehensive Needs Assessment (CNA). It was identified that the site maintains a fully credentialed and qualified staff, and professional development, when possible, continues to align with content standards fully. Student performance is consistently assessed with time designated for collaboration. Equity and access to all interventions, programs, curriculum continue to be guaranteed for all students at the site. The ELA issue was explored and the CNA identified the possible reasons for the gap in ELA in the school.

Through examination of several data documents, curriculum guides, and surveys of students the CNA identified the following reasons for the gap in ELA performance:

- Time for improving the quality of collaboration and observation of best practices, in the current curriculum was limited.
- Professional development opportunities have been limited and are an annually identified need to keep up-to-date in curriculum and best practice
- Students and staff identified the need to provide additional relevant intervention support.
- The student identified a desire and need to access reading/ELA titles for personal use supporting the practice of reading and comprehension.

Need: Increase in meeting math standard for all students including low-income learners by 3% points from 67% to 70%

SECA continues to search for ways to increase growth in meeting math standards.

Goal: The percentage of students in 11th grade meeting or exceeding standards in math will increase from 67% to 70% by the end of the year as measured by CAASPP/SBAC.

The School Site Council consisting of elementary school teachers, other school staff, the administration, parents, and community members conducted a Comprehensive Needs Assessment (CNA). The math issue was explored and the CNA identified the possible reasons for the gap in math in the school. It was identified that the site maintains a fully credentialed and qualified staff, and professional development, when possible, continues to align with content standards fully. Student performance is consistently assessed with time designated for collaboration. Equity and access to all interventions, programs, curriculum continue to be guaranteed for all students including low-income, at the site.

Through examination of several data documents, curriculum guides, and surveys of students the CNA identified the following reasons for the gap in math performance:

- Time for collaboration and observation of best practices, in the current curriculum was limited.
- Professional development opportunities have been limited and are an annually identified need to keep up-to-date in curriculum and best practices.
- Students and staff identified the need to provide additional relevant intervention support.

Teaching and Learning Strengths

Teaching and Learning is an area of strength for SECA. SECA consistently takes advantage of opportunities for collaboration and examination of practice and performance in order to support the delivery of vetted curriculum, use of sound educational strategies, and maintain highly qualified staff for all students including low-income.

SECA consistently collaborates in and across subject matter around data.

SECA is consistent in its examination of data and practices to adjust delivery, strategies, and intervention supports.

SECA is consistent in its identification, use, and pursuit of the most up-to-date educational strategies and best practices.

SECA is consistent in its alignment of curriculum, standards, assessment, core, and advanced placement courses.

Needs Statements Identifying Teaching and Learning Needs

Needs Statement 1 (Prioritized): 2% of all students including low- income do not meet ELA standards **Root Cause/Why:** It is happening because teachers and students need access to the most up-to-date technology and curriculum. Teachers also need training, time and support for PD, and collaboration around best practices and strategies. Opportunities and practices for use of technology, intervention, and extra instruction to address gaps are needed as part of the support.

Needs Statement 2 (Prioritized): 33% of all students including low- income students do not meet the standard for math **Root Cause/Why:** It is happening because teachers and students need access to the most up-to-date technology and curriculum. Teachers also need training, time and support for PD, and collaboration around best practices and strategies. Opportunities and practices for use of technology, intervention, and extra instruction to address gaps are needed as part of the support.

Parental Engagement

Parental Engagement Summary

Need: Address low parental participation rates at meetings and events

SECA continues to search for ways to increase growth in parental engagement to support all students including low-income learners.

Goal: The percentage of parents participating in parent nights and other events will increase by 10% by the end of the year as measured by event sign-in sheets and responses to invitations to support all students including low-income learners. .

The School Site Council consisting of elementary school teachers, other school staff, the administration, parents, and community members conducted a Comprehensive Needs Assessment (CNA). The parental issue was explored and the CNA identified the possible reasons for the gap in parental participation in school meetings and events. Through examination of several data documents and surveys of students, the CNA identified the following reasons for the gap in parental engagement:

- Family and work-related obligations
- Covid-related health and quarantine issues at the start of the year.
- Financial and transportation-related issues.
- Time constrictions

Parental Engagement Strengths

Parental engagement is an area of strength for SECA in that multiple opportunities and modes of communication are offered to parents and staff to support all students including low-income learners.

SECA is consistent in offering opportunities such as Title 1 meetings, back-to-school nights, coffee hours, School Site Council Meetings, and site-sponsored events to parents and students.

SECA is consistent in its communication and options offered to attend all of the above-mentioned opportunities.

SECA is consistent in its use of emails, phone calls, Naviance, Jupiter grades, Google Classroom, PreAP and AP platform, mailings, and more to contact and communicate with parents and students.

Needs Statements Identifying Parental Engagement Needs

Needs Statement 1 (Prioritized): Low percentage of engagement with parents for events and meetings. **Root Cause/Why:** It is happening because of issues related to work, obligations, covid, etc., and a lack of resources related to time, economics, and transportation.

Needs Statement 2 (Prioritized): Low percentage of engagement with parents for events and meetings. **Root Cause/Why:** It is happening because large numbers of students are identified as coming from socioeconomically disadvantaged backgrounds.

School Culture and Climate

School Culture and Climate Summary

Need: SECA attendance rates continue to exceed 96% and all district averages and suspension. Discipline rates continue to remain extremely low.

SECA continues to search for ways to maintain support for a successful school climate for all students including low-income learners. .

Goal: Maintain high attendance rates and low suspension and discipline rates for all students including low-income learners.

The School Site Council consisting of elementary school teachers, other school staff, the administration, parents, and community members conducted a Comprehensive Needs Assessment (CNA). The parental issue was explored and the CNA identified the possible reasons for the continuing success in the area of school culture and climate. Through examination of several data documents and surveys of students, the CNA identified the following reasons for the success and needs in school culture and climate.

- SECA continues to maintain a thriving ASB/Leadership class and club which promotes a positive school culture and climate.
- consistent use of school events and activities that celebrate school spirit and attendance.
- School clubs and leadership provide ongoing opportunities and support to build a school climate.
- In addition to ASB and Leadership SECA maintains a second counselor to help monitor and support issues related to school climate and culture.

School Culture and Climate Strengths

SECA's school culture and climate continue to be an area of strength for all students including low-income learners on campus and in our community in large part due to the reasons below:

- SECA is consistent in maintaining a thriving ASB/Leadership class and club which promotes a positive school culture and climate.
- SECA is consistent in its use of school events and activities that celebrate school spirit and attendance.
- SECA is consistent in its use of school clubs and leadership to provide ongoing opportunities and support to build school climate.
- In addition to ASB and Leadership SECA maintains a second counselor to help monitor and support issues related to school climate and culture.
- SECA lacks the resources to support the desire for on-campus access to literature for students outside of the classroom.

Needs Statements Identifying School Culture and Climate Needs

Needs Statement 1 (Prioritized): SECA attendance rates continue to exceed 97% and all district averages for discipline and suspension. Suspension and discipline rates continue to remain extremely low for all students including low-income. **Root Cause/Why:** It is happening because SECA continues to maintain a thriving ASB/Leadership class and club which promotes a positive school culture and climate, consistent use of school events and activities that celebrate school spirit and attendance, school clubs and leadership provide opportunities and support to build school climate and maintains a second counselor to help monitor related support issues.

Needs Statement 2 (Prioritized): SECA lacks enough access to technology supporting the needs for presentations, interventions, and assigned work in and out of the classroom for all students including low-income. **Root Cause/Why:** Identified in School climate, LCAP, internal surveys, and meetings a desire was expressed for access technology for all students including low -income learners inside and outside of the classroom.

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: By June 2024, the percentage of all students including low-income meeting or exceeding the standard in English Language Arts will increase students scoring above standard by 1%. School Goal for Math: By June 2024, the percentage of all students including low-income meeting or exceeding the standard in Math will increase students scoring above standard by 3%. The percentage of EL students was not a significant subgroup for reporting. School Goal for Science: By June 2024, the percentage of all students including low-income meeting or exceeding the standard in Science will increase by 3 percentage points. School Goal for College and Career Readiness: By June 2024, the percentage of all students including low-income who have met the college readiness requirements will maintain at 100%.

Identified Need

2% of all students including low-income learners do not meet ELA standards

33% of all students including low-income learners do not meet the Math standards

2% of all students including low-income do not meet ELA standards

33% of all students including low-income students do not meet the standard for math

SECA lacks enough access to technology supporting the needs for presentations, interventions, and assigned work in and out of the classroom for all students including low-income.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
By June 2024, the percentage of students meeting or exceeding the standard in English Language Arts will include all students including low-income scoring above standard by 1%.	98% of all students for all students including low-income met or exceeded the standard in ELA.	99% all students including low-income will meet or exceed the standard in ELA
School Goal for Math: By June 2024, the percentage of all students including low-income meeting or exceeding the standard in Math will increase students scoring above standard by 3%.	67% of all students including low-income met or exceeded the standard in math.	70% of all students including low-income will meet or exceed the standard in math.
School Goal for College and Career Readiness: By June 2024, the percentage of all students including low-income who have met the college readiness requirements will maintain at 100%.	100% of all students including low-income met college and career readiness requirements.	100% of all students including low-income will continue to meet college and career readiness requirements.
School Goal for Science: By June 2024, the percentage of all students including low-income meeting or exceeding the standard in Science will increase by 3 percentage points.	70% of all students including low-income met or exceeded the standard in science.	73% of all students including low-income will meet or exceed the standard in science.

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)

Low Income
English Learners
All Students
Foster Youth

Strategy/Activity

Professional Development, Collaboration, and Ongoing Instructional Support Plan Provide teachers with professional learning opportunities and support to supplement core instruction, such as attending conferences/training focusing on evidenced-based, instructional practices, collaboration, assessments, curriculum, Professional Learning Community work, training, and conferences for Advanced Placement and Pre-AP learning, etcetera. Substitutes to release teachers for full-day collaboration, lesson studies, focusing on ELA and Math collaborative instructional planning and assessment development/review. Conference Registration for

AP and PreAP: 18 staff (14 teachers, 2 counselors, 1 administrator) \$775 X 18 attendees = \$13,950 Substitutes 35 hours X 200 = \$5,000 (allocate extra \$56 to = \$5056) Building student readiness for college and career is primary. Activities and opportunities are established to increase the A-G course completion rate and prepare students for the continuation of the educational path into college. Relevant initiatives to prepare students for entering the workforce include programs such as MESA (Mathematics Engineering Science Achievement), training by CollegeBoard in addition to regular AP/IB summer teacher training, etc. SECA will utilize appropriate consultants, attend conferences, and provide additional compensation/substitute costs needed for collaboration and training. Metrics for Progress Monitoring: 100% of Teachers will use collaboration time on a 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)
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 1.1.2

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 To provide students with appropriate and relevant intervention supports a guaranteed and viable curriculum that meet the needs of students as they progress towards mastery of academic achievement, such as, tools, software, and resources to enhance student language and literacy acquisition as well as mathematical proficiency, Credit Recovery and Dropout Recovery Programs, extended day/year programs, etc. Students will have before school, after school intervention opportunities, and engage in support activities outside of required instructional time. # of students tutored Frequency of available tutoring sessions Academic Progress of Student Failure Rate Course Completion Rate. 2 staff (2 teachers) are providing intervention and credit recovery opportunities in-person or virtually. 2 staff X 125 hours X \$60 = \$15,000 Building student readiness for college and career is primary. Activities and opportunities are established to increase the A-G course completion rate and prepare students for the continuation of the educational path into college. Relevant initiatives to prepare students for entering the workforce include programs such as: MESA (Mathematics Engineering Science Achievement), opportunities for age appropriate College Entrance Examinations (PSAT for 10th grade), after school and weekend tutorials supporting AP, Dual Enrollment classes, etc. SECA will provide certificated and classified additional compensation/substitute costs needed for supplemental instruction, intervention, and enrichment. Metrics for Progress Monitoring: Average of 45 students of socioeconomically disadvantaged subgroup receive interventions and tutoring weekly

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 1.1.3

Students to be Served by this Strategy/Activity

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

- Low Income
- Foster Youth
- All Students
- English Learners

Strategy/Activity

Supplemental Curriculum, Materials, and Programs to Support Improvement Students will be provided with appropriate and relevant intervention supports and supplemental curriculum. Curriculum will be viable and evidence based to meet the needs of students as they progress towards mastery of academic achievement. Instructional Materials 1,040 X \$5.50 = \$5,720 Naviance Career Exploration software supports student college and career readiness. License Agreement = 18,000 Other instructional tools also include software and resources to enhance student language and literacy acquisition as well as mathematical proficiency. Students need full and equitable access to the appropriate curriculum which requires updated instructional technology. Essential devices support A-G course completion rates, activities, and opportunities to prepare students for the rigor of coursework related to AP, dual enrollment college courses, and appropriate college credit and entrance exams. Instructional equipment needed to implement supplemental programs and provide effective instruction includes student laptops, tablet devices, E-readers, projectors, document readers/cameras, interactive SMARTboards, printers, audio, etc. Effective instruction and student engagement will be promoted with presentations, interventions, and assigned work in and out of the classroom through the use and purchase of Chromebooks. Equipment and Technology - 363 Chromebooks X 300.00 = 45,000 Equipment and Technology - 9 Interactive SMARTboards X 5081.11 = 45,730 SECA will provide supplemental instructional materials, equipment, books, licenses, subscriptions, and software needed for instructional support, interventions, and enrichment. Metrics for Progress Monitoring: %100 percent of grade levels and courses will review current and new materials, develop aligned units, created rubrics, and monitor student success and learning. 100% of students will have access to technology and tools as part of ongoing instruction.

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
\$45,000	50643 - Title I
\$45,730	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)

- All Students
- English Learners
- Foster Youth
- Low Income

Strategy/Activity

Other Services and Operational Costs Associated with Plan Implementation Building student readiness for college and career is primary. Activities and opportunities are established to increase the A-G course completion rate and prepare students for the continuation of the educational path into college. Relevant initiatives to prepare students for entering the workforce include programs such as: MESA (Mathematics Engineering Science Achievement), opportunities for age appropriate College Entrance Examinations (PSAT for 10th grade), Dual Enrollment classes - increase A-G course completion rate, Career Exploration, etc. Students will attend field trips to visit the college campus, explore hands-on application of mathematics and science, as well as experience opportunities to gain a deeper understanding and appreciation of English/Language Arts. Transportation: Transportation will be provided for Career and College-related field trips in-person or virtually as dictated by circumstances. 9 Buses X \$1342 = \$12,078 SECA will pay student fees, professional services, transportation, and duplicating costs associated with supplemental support in student achievement, college and career readiness, and A-G completion rate.

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.

IMPLEMENTATION AND EFFECTIVENESS Strategy 1 Implementation: 1. A. Many obstacles presented themselves and prevented the in-person attendance of PLC conferences, PreAP, and AP conferences. No conferences were attended in person. Collaboration did take place virtually monthly where practices and assessments were discussed. 1. B. No substitutes were used as certain in-person gatherings were still not allowed due to Covid protocols ensuring the safety of all parties. All conference attendance did not occur and collaboration took place during common prep and meeting periods. The use of substitutes was not allocated in the planning for this strategy due to a lack of knowledge about the availability of in-person PD. 1. B. Teachers met virtually for collaboration and in-person when allowed around planning and assessment monthly. The use of substitutes was not allocated in the planning for this strategy due to a lack of time. Effectiveness: 1. A. PD opportunities related to PLC and AP did not take place in person other than locally as part of ongoing, site-based PD. 1. A. Instructional practices and assessment as a result of collaboration were effective in aligning in-person practice with distance learning. Based on weekly observations both formally and informally effective use of delivery and teaching practices were evident. Assessments were also being used regularly as formative and summative tools to inform said practice. 1. B. The effective use of substitutes could not be determined due to time not being utilized. 1. B. Collaboration around best practices and instructional planning through virtual platforms and in-person when allowed was successful in the increase of planning sessions as observed in weekly observations. Strategy 2 Implementation: 1. A. A. Intervention provided such as tutoring, Academic support labs (ASL), Apex, and zero period math were supported through the allocation of funds other than Title 1 to support teachers in staffing. Effectiveness: 1. A. Data indicating an increase in scores and grades supported the implementation and use of interventions before and after school such as staffing tutoring and zero periods. Strategy 3 Implementation: 1. A. Teacher trainings were not attended in person due to the continuing constraints of COVID protocol. 1. A. In-person field trips were not offered due to the constraints of group sizes allowed due to COVID. Virtual college informational sessions with representatives did take place monthly from September through March. Effectiveness: 1. A. Virtual opportunities for teachers to complete AP and PreAP training took place and were effective in how the gained knowledge was implemented in the classroom. 1. A. In-person field trips were not offered due to the constraints of COVID and could not be evaluated. Virtual opportunities as implemented for college informational sessions were effective when offered monthly and observed by counselors at each meeting. Strategy 4 1. A. All funds were spent as well as additional funds to support the creation of a micro-library on the SECA campus as part of meeting A-G requirements. Strategy 5 1. A. Due to a delay on the part of the College Board and district personnel, the materials were not available to order in time for delivery.

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

Strategy 1 Major Differences: 1. A. Due to the ongoing issues related to Covid, many obstacles presented themselves and prevented in-person attendance to PLC, AP, or PreAP conferences. Virtual conferences and opportunities for PLC, AP, and PreAP were attended and completed. Monies were transferred to strategy 4. 1. B. Due to the ongoing issues related to Covid, no substitutes were used for release time and funds were not allocated for this. Strategy 2 Major Differences: 1. A. Major differences occurred due to a lack of opportunity to use monies for intervention. Monies were transferred to strategy 4. Strategy 3 Major Differences: 1. A. Due to the onset of Covid, many obstacles presented themselves and prevented In-person gatherings. Monies were transferred to strategy 4. Strategy 4 Major Differences: 1. A. No major differences except for the increase in funds for this strategy. Strategy 5 Major Differences: 1. A. Due to a delay on the part of the College Board and district personnel, the materials were not available to order in time for delivery. Monies were moved to strategy 4.

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 MADE OR PROPOSED Strategy 1 Changes to be made or proposed: 1. A. SECA will continue to identify student needs related to increasing growth in all subject areas and look to provide more access to technology in and outside of the classroom supporting the need for presentations, interventions, and assigned in-person and virtual work. Strategy 2-5 Changes to be made of proposed: All other strategies will be addressed through the use of non-Title 1 funds.

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: By the end of the 2023-24 school year, SECA will move to maintain a suspension rate of 0% for all students including low-income learners. For the 2023-24 school year, SECA will maintain an expulsion rate of 0% for all students including low-income learners. School Goal for Attendance/Chronic Truancy: By the end of the 2023-24 school year, SECA will continue to maintain a less than 3% average truancy/chronically absent rate for all students including low-income learners.

Identified Need

SECA attendance rates continue to exceed 97% and all district averages for discipline and suspension. Suspension and discipline rates continue to remain extremely low for all students including low-income.

SECA lacks enough access to technology supporting the needs for presentations, interventions, and assigned work in and out of the classroom for all students including low-income.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
School Goal for Attendance/Chronic Truancy: By the end of the 2023-24 school year, SECA will maintain an average truancy / chronically absence rate below 3% for all students including low-income learners.	SECA averaged a truancy/chronically absence rate below 3% for all students including low-income learners.	SECA will average a below 3% truancy/chronically absence rate for all students including low-income learners.
School Goal for Suspension: By the end of the year, SECA will maintain an expulsion and suspension rate of 0% for all students including low-income learners.	SECA expulsion and suspension rate for the 2022-23 was 0% for all students including low-income learners.	SECA will maintain an expulsion and suspension rate of 0% for all students including low-income learners.

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 Stockton Early College Academy utilizes a peer mediation and student tribunal process for student intervention and support. Through this student tribunal student discipline incidents are referred for peer examination and intervention with the support of staff and administration. Professional Development provides teachers with an opportunity to receive additional training that reinforces adopted instructional practices. Ongoing professional development allows for the implementation and improvement of the PLC process, which enables teachers to collaborate with colleagues on the implementation of PBIS and SEL initiatives. As part of the regular and ongoing site collaborative efforts, teachers utilize the PLC process to identify areas of need related to student behavior, school climate, and emotional support to facilitate in-class interventions that target the identified areas for additional SEL support. SECA will utilize appropriate consultants, attend conferences, and provide additional compensation/substitute costs needed for collaboration and training. Metrics for Progress Monitoring: 100% of Teachers will use collaboration time on a regular basis and participate in professional development. Student expulsion, suspension, and absence rates will remain near or at 0%. 80% or more of the student body will participate in leadership opportunities.

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)

Low Income
Foster Youth
English Learners
All Students

Strategy/Activity

Support Staff Salary for Plan Implementation and Additional Instructional Supports Stockton Early College Academy utilizes a peer mediation and student tribunal process for student intervention and support. Through this student tribunal student discipline incidents are referred for peer examination and intervention with the support of staff and administration. As part of the regular and ongoing site collaborative efforts, teachers utilize the PLC process to identify areas of need related to student behavior, school climate, and emotional support to facilitate in-class interventions that target the identified areas for additional SEL support. To build a school climate, promote Social Emotional Learning, and support/monitor student mental health and well being SECA maintains a second counselor on staff. SECA will provide certificated and classified additional compensation/substitute costs needed for supplemental instruction, intervention, and enrichment. Metrics for Progress Monitoring: Student expulsion, suspension, and absence rates will remain near or at 0%. 80% or more of the student body will participate in leadership opportunities.

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 2.1.3

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

Supplemental Curriculum, Materials, and Programs to Support Improvement Stockton Early College Academy utilizes a peer mediation and student tribunal process for student intervention and support. Through this student tribunal student discipline incidents are referred for peer examination and intervention with the support of staff and administration. Through the PLC process, teachers identify students with common instructional gaps in meeting Essential Outcomes and facilitate in class interventions that target the identified areas for additional instruction and mastery. Additionally, as part of the regular and ongoing site collaborative efforts, teachers utilize the PLC process to identify areas of need related to student behavior, school climate, and emotional support. SECA will provide supplemental instructional materials books, licenses, subscriptions, software, additional compensation/substitute costs needed for SEL instruction and PBIS supports. Metrics for Progress Monitoring: Student expulsion, suspension, and absence rates will remain near or at 0%. 80% or more of the student body will participate in leadership opportunities.

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 2.1.4

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 Stockton Early College Academy (SECA) maintains a thriving ASB/Leadership class and club which promotes a positive school culture and climate through the use of lunch time events, activities and sporting events that celebrate school spirit, attendance, and engagement. Currently the number of staff sponsored clubs exceeds the number of certificated teaching staff. Student leadership at SECA provides ongoing peer support, works to build school climate, and has been an effective tool at combating truancy and tension on campus. SECA 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.

Strategy 1 Implementation: 1. A. In-person use of peer mediation and tribunal were available as needed. 1. B. In-person and virtual opportunities related to collaboration and intervention to address school climate and emotional support did take place virtually monthly where instructional practices and assessment were discussed. Effectiveness: 1. A. In-person training and use of student peer mediation were effective as intervention and support strategies as a response to student-related discipline incidents. 1. B. PD opportunities related to PLC and AP to place as part of PLC process 1. B. Behavior, school climate, and emotional support as a result of collaboration were effective in aligning in-person practice and distance learning. Based on weekly observations both formally and informally effective use of delivery and teaching practices were evident. Strategy 2 Implementation: 1. A. Support for in-person activities and events with ASB and clubs occurred consistently throughout the year. 1. A. In-person and virtual opportunities for all students to be engaged and participate in school-related extracurricular activities were offered and promoted weekly. Effectiveness: 1. A. In-person opportunities were effective in promoting a positive school culture as an integral part of campus life. 1. A. In-person and virtual opportunities were successful for all students to be engaged and participate in school-related extracurricular activities were offered and promoted weekly as evidenced by student participation and observation by advisors and chaperones.

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

Strategy 1 Major Differences: 1. A. There were no major differences in regard to peer mediation. 1. B There were no major differences related to collaboration around behavior, school climate, or emotional services. Strategy 2 Major Differences: 1. A. No major differences occurred.

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.

Strategy 1 Changes to be made or proposed: 1. A. SECA will continue to identify student needs supporting intervention and collaboration related to school climate by offering more in-person and virtual opportunities for training and release for students and staff. Strategy 2 Changes to be made or proposed: 1. A SECA will continue to identify student needs related to school safety and climate offer more opportunities for staff and students both in-person and virtually to provide and support for student participation.

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: By June 2024, SECA will maintain increased participation from the prior year at Parent Night to create meaningful partnerships with stakeholders to support all students including low-income learners. . By June 2024, increase participation in other events to create meaningful partnerships with stakeholders to support all students including low-income learners. .

Identified Need

Low percentage of engagement with parents for events and meetings.

Low percentage of engagement with parents for events and meetings.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
By June 2024, SECA will maintain increased participation from the prior year at Parent Night and other events to create meaningful partnerships with stakeholders to support all students including low-income learners.	Attendance for back-to-school Title 1 presentation exceeded 200 parents An average of fewer than 20 parents attended other stakeholder events.	The participation of stakeholders will increase by 10 stakeholders at each event held to support all students including low-income learners.

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
English Learners
All Students
Foster Youth

Strategy/Activity

Professional Development, Collaboration, and Ongoing Instructional Support Plan Parent engagement events such as parent coffee hour are held throughout the year along with events organized and led by our Associated Student Body. SECA will utilize appropriate consultants, attend conferences, and provide additional compensation/substitute costs needed for collaboration and preparation of parent coffee hour and school events. Metrics for Progress Monitoring: An increase in the percentage of parents, admin, and teachers who will use collaboration time on a 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)
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 3.1.2

Students to be Served by this Strategy/Activity

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

Foster Youth
Low Income
English Learners
All Students

Strategy/Activity

Support Staff Salary for Plan Implementation and Additional Instructional Supports No additional support staff needed at this time. SECA will provide additional compensation/substitute costs needed for building educational partnerships, community events, and engaging parents in student support. Metrics for Progress Monitoring: An increase in the percentage of parents, admin, and teachers who will use meeting and collaboration time on a 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)
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)

Low Income
English Learners
All Students
Foster Youth

Strategy/Activity

Supplemental Curriculum, Materials, and Programs to Support Improvement SECA engages in ongoing and consistent parent communication through events on campus, our Naviance system for parent communication and outreach, as well as surveys and phone calls home. Parent engagement events such as parent coffee hour are held throughout the year along with events organized and led by our Associated Student Body. Parents are also encouraged to attend a Title I Parent Meeting during Back to School Night and to participate in the school site council. Meeting costs: Materials for parent meetings 1 X \$900 SECA will provide supplemental instructional materials books, licenses, subscriptions, software, and additional compensation/substitute costs needed to improve parent partnerships. Metrics for Progress Monitoring: Increase in the percentage of parents involved in the use of materials related to activities and opportunities on campus. Metrics for Progress Monitoring: # of parents attending Back to School Night. # parents attending monthly coffee hours # of parents attending Winter Open House, # of parents attending Spring Open House, # of Parents serving on School Site Council

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)
\$900	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)

Low Income
Foster Youth
English Learners
All Students

Strategy/Activity

Other Services and Operational Costs Associated with Plan Implementation SECA will pay professional services and duplicating costs associated with parent coffee hours and school events.

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)
\$923	50647 - Title I - Parent

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.

Strategy 1 Implementation: 1. A. The attendance at the Title 1 meeting and the back-to-school night was the highest we have ever had. 1. A. Communication and outreach were provided through the Naviance system on a regular basis to inform parents of virtual and in-person versions of all related events. All events such as coffee hours, parent communication, and School Site Council meetings were offered both in-person and virtually depending on need. Effectiveness: 1. A. In-person meetings were effective as part of the back-to-school night and new student orientations. 1. A. A small success in the increase in attendance due to the move to virtual meetings was noted in parent coffee hours from 5 to 10. Parents indicated they preferred virtual meetings for new student interviews due to transportation

issues. 1. A. 100% of parents were contacted through email, phone calls, and other communication platforms to promote the occurrence and attendance of meetings.

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

Strategy 1 Major Differences: 1. A. There were no major differences.

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.

Strategy 1 Changes to be made or proposed: 1. A. SECA staff will continue to look for ways to increase communication and engagement with parents and stakeholders both in-person and virtually. An increase in communication platforms and virtual opportunities will be explored.

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	\$110,553.00
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	\$110,553.00

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	\$108,730.00
50647 - Title I - Parent	\$1,823.00

Subtotal of additional federal funds included for this school: **\$110,553.00**

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 (\$)
There are no state or local funds indicated in this plan.	

Subtotal of state or local funds included for this school: [Enter state or local funds subtotal here]

Total of federal, state, and/or local funds for this school: **\$110,553.00**

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
CaSTRS	California State Teachers' Retirement System (Outside CDE Source)
CaWORKS	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
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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
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K

Acronym	Description
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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
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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
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R

Acronym	Description
RFA	Request for Applications
RFP	Request for Proposals

ROCP	Regional Occupational Centers and Programs
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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/selpacontentlead18fa.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