

# 2023-2024 School Plan for Student Achievement Recommendations and Assurances

Site Name: Montezuma

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

11/9/23

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 11/9/23.  
Date of Meeting

(Optional)

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

\_\_\_\_\_  
Committee

\_\_\_\_\_  
Date of Meeting

\_\_\_\_\_  
Committee

\_\_\_\_\_  
Date of Meeting

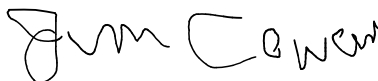
\_\_\_\_\_  
Committee

\_\_\_\_\_  
Date of Meeting

Attested:

Montezuma

\_\_\_\_\_  
Typed Name of School Principal



\_\_\_\_\_  
Signature of School Principal

11/17/2023

\_\_\_\_\_  
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
Montezuma Elementary	39686766042717	11/17/2023	07/11/2023

## Purpose

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

Montezuma 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, Hispanic, Homeless, Socioeconomically Disadvantaged, Students with Disabilities (SWD) 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.

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

## 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

Staff and school site council were asked about their needs for the upcoming year, I ready diagnostic data was shared and ideas were solicited.

All ideas were put in a google form and staff was asked to choose their top 3 "needs".

Overwhelmingly, resposes to the survey indicated a need for writing training and support.

Additionally, staff and parents would like to see a return of science and art fairs.

### Classroom Observations

Few classroom observations were done, with the exception of those needed for administrative observations. We antipated doing instructional rounds but for a variety reasons to include sub shortages , and we had administrative changes to include principal ,as well as, one of our AP's leaving in October and the position remained unfilled. Furthermore, we had a class without a teacher and we rarely got a sub for that class so admin., counselors and program specialist took turns subbing in the clsasroom.

### Analysis of Current Instructional Program

Upon further examination of our Additional targeted support and improvement groups (ATSI)

Based on the reuslts of the 3rd I-ready diagnostic:

Homeless students Typical growth 111% reading 104% Math

Special ed Typical Growth 89% Reading 110% math

Black/African American students Typical growth 95% Reading 114% Math

In contrast to All student Typical growth 111% Reading 104% Math

Homeless students scored the same as all student average scores.

Black/african American students were 6% below the average typical growth of all studentsin reading and 10% higher in math.

Special ed students were 22% below all students typical growth in reading and 6% higher in math.

All data was shared with staff at staff meetings , as well as with parents during school site council meetings.

## **Standards, Assessment, and Accountability**

**I ready diagnostic 3 indicated areas of need for Reading as vocabulary and reading comprehension, while math area of needs were in the areas of algebraic thinking, measurement and data and geometry.**

**Phonics was an area of extreme need last year, but with the addition of SIPPS our overall proficiency was at 60% versus 55% last year.**

# Staffing and Professional Development

## Staffing and Professional Development Summary

- 23 teachers are highly qualified
- 2 subs in unfilled classes
- 6 Induction and/or Intern
- 1 Program specialist
- 1 full time bilingual para
- 1 media specialist
- 10 Staff(including Principal,AP and Program Specialist) attending PLC conference in June 2023
- 10 Staff (including Principal and AP) attending AVID Summer institute in June 2023
- 3 teachers are trained in Project Lead the way
- 2 Jr. High sections of PLTW(Robotics and medical detectives)
- 1 Jr High section of AVID elective
- Schoolwide Avid certification. All teachers use AVID focused notes and all students have an AVID binder. Grades 4-8 use socratic seminar and we have AVID elective for grades 7th and 8th.
- 1 teacher trained in Quest
- Staff development for 2023-24 will focus on Avid writing ,El strategies and educational equity
- Academic conferences 3x year,coinciding with I ready Diagnostic assessments. Principal met with grade levels to analyze current strengths and areas of concern in an effort to support small group interventin and extension. Teachers use the I ready grouping report to differnetiate for small group instruction.
- Focus teams will be developed to ensure access, engagement,relavence and rigor
- Teachers have access to the Montezuma Program Specialist to assist with technology and curriculum needs.
- Montezuma teachers will collborate using the PLC process 2x a month.
- Montezuma teachers will have the opportunity to participate in vertical collabortion once each trimester
- 3 Deaf and hard of heearing(DHH) classes
- 1 mod/severe preschool
- 2 Resource teachers
- 3 Therapeutic Intervention for School Succes(TISS) teachers
- 28 Instructional asists supporting TISS,DHH,RSP and mod/severe preschool
- Two fulltime counselors offer support for teachers and students providing in class presentations (SEL,anti bullying,anti tobacco and crisis intervention),student groups, behavior intervention,coordinate SST/CARE meeting sand supports, consultation and referrals to on site mental health clinician and outside agencies.

## Staffing and Professional Development Strengths

Staff is committed to the fidelity and implementation of core curriculum and master schedule.

We are certified K-8 for AVID and all teachers use AVID and PBIS strategies.

Several teachers used SIPPS.

We have a full time media assist and all students use the library.

Additionally, we have a full time bilingual assist.

## Needs Statements Identifying Staffing and Professional Development Needs

**Needs Statement 1 (Prioritized):** Based on I ready Reading Diagnostic 3 we have 63% students functioning 1 or more years below grade level **Root Cause/Why:** Inconsistent use of the SIPPs program. Few opportunities for site based PD to support full implementation due to lack of subs and admin taking on the role of subs.

**Needs Statement 2 (Prioritized):** Additional coaching and PD responsibilities were placed on admin and program specialist. **Root Cause/Why:** District did not place an instructional coach on campus result admin and Program Specialist assumed the duties of Instructional Coach. Additionally, Admin and program specialist had to cover multiple vacant positions on campus which pulled away professional development support.

**Needs Statement 3 (Prioritized):** Admin was not able to effectively provide ongoing feedback and assistance. **Root Cause/Why:** We have in excess of 200 IEP's on campus between the following programs ; TISS,DHH, Resource, speech, mod/sever preschool. Managing extreme behaviors and attending in excess of 200 IEP's a year, impedes admin ability to effectively manage instructional programming( visit classrooms, insure teachers are following pacing guides and maintaining fidelity to core programs) and maintain a safe campus.

# Teaching and Learning

## Teaching and Learning Summary

Analysis Current Instructional Program: ACON conferences are held 3 time a year and are based on summative/I-Ready scores and daily formative assessments to make collaboration time more applicable to student needs in a timely manner.

Alignment to Adopted Curriculum and Pacing

Following master schedule

Research Based Instructional Practices

After school tutoring 4 days a week for 1-1/2 hrs a day 108 students attended September through May.

I ready diagnostic 3x years, learning pathways

	Diagnostic 1	Diagnostic 3 (percentage on grade level I ready Data)
Math		
Tier 1	10%	36%
Tier 2	45%	37%
Tier 3	45%	27%
ELA		
Tier 1	15%	37%
Tier 2	36%	31%
Tier 3	49%	32%

Read 180 -RSP teacherand 1 TISS teacher using the program

We are a certified AVID school for K-8th grade. All teachers use AVID focused note taking and all students have an AVID binder.

Grades 4-8 utilize the Socratic seminar.

We have Avid elective for grade 7th and 8th

We have 2 sections of Project lead the way (Robotics and Medical Detectives)

All EL students receive ELD (K-6th 30 minutes, 7/8 50 minutes)

Professional development opportunities include focus on AVID WICOR strategies and SEL

One full time Program Specilaist provides support for all teachers including teacher/student technology,curriculum and programs, EL coordinator,Afterschool ELOP coordinator, SLA Coordinator and test adminstrator for SBAC,and ELPAC.

Two fulltime counselors offer support for teachers and students providing in class presentations (SEL,anti bullying,anti tobacco and crisis intervention),student groups, behavior intervention,coordinate SST/CARE meetings and supports, consultation and referrals to on site mental health clinician and outside agencies.

## Teaching and Learning Strengths

Growth from diagnostic 1-3 in i-ready reading and Math

Teachers follow posted master schedule

Teachers Implement adopted core programs

Teachers participate in collaboration 2x month

## Needs Statements Identifying Teaching and Learning Needs

**Needs Statement 1 (Prioritized):** After I ready Reading diagnostic 3 we had 32 % of students 2 or more years below grade level **Root Cause/Why:** Root Cause/Why As a result of examining Diagnostic 3 we discovered, vocabulary, was the biggest area of concern. We also have in excess of 250 English learners and over 200 special ed students. Lack of development in reading to develop career relevant skills,

**Needs Statement 2 (Prioritized):** After I math diagnostic 3 we had 27% of students 2 or more years below grade level **Root Cause/Why:** Site based support needed to support teachers in maximizing I ready components to increase student achievement. We also have in excess of 250 English learners and over 200 special ed students.

**Needs Statement 3 (Prioritized):** At Montezuma, subgroups of African Americans, Homeless, and Students With Disabilities have been identified by the state for Additional Targeted Support and Improvement (ATSI) due to low achievement. **Root Cause/Why:** Need for designated staff to closely monitor subgroup performance and coordinate supports and resources to address their specific needs, students need targeted access to supplemental curriculum (such as SIPPS) to address their deficiencies, lack of professional development opportunities for collaboration to plan for subgroup needs and strategies to differentiate lessons for learning acceleration.

**Needs Statement 4 (Prioritized):** According to California Science Test (CAST) results 89% of Montezuma students are below grade level in NGSS standard proficiency. **Root Cause/Why:** Lack of opportunities for student to engage in project-based learning, need for supplemental curriculum and resources to support NGSS disciplines, need to update classrooms for NGSS/STEAM instruction, lack of exposure to real life application and experience hands-on NGSS learning.



# Parental Engagement

## Parental Engagement Summary

- ELAC
- SSC
- Monthly Food bank
- Title 1 presentation,school and district website
- PBIS program and incentives
- Back to school night
- Teachers and Admin regular contact families via class dojo and google classroom
- Administrators are available to parents and are provided multiple contact options:emial,in person walk in and appointments, Class dojo, messaging and phone.
- Lunch on the lawn
- Life skills and Honor roll assemblies
- Soccer and volleyball intermural sports
- Black history month afterschool program mixer

## Parental Engagement Strengths

- School site council meets composition requirements
- Regular parent communication about Montezuma school via Class Dojo and school marquee
- Administrators are available to parents and are provided multiple contact options:emial,in person walk in and appointments, Class dojo, messaging and phone.
- Parental feedback solicited through parnt surveys and feedback,SSC,ELAC and the submission of written requests.

## Needs Statements Identifying Parental Engagement Needs

**Needs Statement 1 (Prioritized):** Limited parent contact **Root Cause/Why:** Admin was short staffed after losing the AP who was in charge of parent engagement.

**Needs Statement 2 (Prioritized):** Limited EL parent contact **Root Cause/Why:** ESL teacher was injured and this decreased parent engagement.

**Needs Statement 3 (Prioritized):** Only able to hold one ELAC meeting this year **Root Cause/Why:** Admin was short staffed after losing AP, and having 2 classes without teachers and limited subs

# School Culture and Climate

## School Culture and Climate Summary

Implementing PBIS on campus to increase daily attendance and positive school environment. As part of our PBIS program Montezuma promotes positivity, responsibility, acceptance and forgiveness. Student safety issues are a priority and students are accountable and supported as they learn to interact within the school community. This message is clearly communicated and modeled through daily morning announcements, daily classroom circles, in class SEL presentations, recess and lunchtime activities and procedures.

- One scholastic book fair

- Student LGBTQ club

- 108 students attending after school tutoring and ELOP

- Student climate survey-given to 189 students in grades 4-8. We have provided lunch time activities( game days, trusted adult activities, no child eats alone day) to increase positive school climate.

- We have two counselors -One counselor serves K-4 students, the other serves grades 5-8. Counselors work with students and help support PBIS, run CARE team meetings, SST's, and run grief, trauma groups, lunch buddy, food and clothes closets.

- We have two CSEA Positions-maintain campus, playground and cafeteria security before and after school.

CARE TEAM Meetings are held monthly to address academic needs, truancy and socio emotional needs. These meetings help support possible SST referrals.

CWA clinicians one day a week help support trauma and truancy. Clinician offers support, and incentives as appropriate to encourage students to attend school regularly.

- Attendance challenge: assorted gift cards purchased to increase attendance

- Can food drive to create on site food pantry for those in need.

## School Culture and Climate Strengths

Two full time counselors -One counselor serves K-4 students, the other serves grades 5-8. Counselors work with students and helps support PBIS, run CARE team meetings, SST's, and run grief and trauma groups, as well as provide individual counseling.

Librarian has a master schedule to include all classes in library visitation, so students can check out books and offers support for research for classroom projects. Additionally she manages Accelerated Reader for entire school.

Program Specialist, coordinates all site testing to include ELPAC and SBAC. General Ed representative for TISS and DHH IEP's. Afterschool tutoring coordinator, Summer school coordinator, assist principal with SPSA.

One on site mental health clinician-supports students with trauma

Full time Bilingual para professional works with over 100 newcomers and English learners. Supports students in class and pulls out small groups to support their English needs. Works with classroom teachers to support students. Para provides afterschool tutoring providing extra language support and homework help three days a week. She also provides translation for student meetings, ELAC and SSC meetings.

Student incentives and rewards

Classroom circles

Weekly college rallies

Adopt a college

Trauma informed care

-CARE,Attendance,PBIS and Leadership teams

Student leadership opportunities

-Plus program

-College and career readiness presentations

-College visitations

-Career day"mock job fair"

-AVID

-PLTW

## Needs Statements Identifying School Culture and Climate Needs

**Needs Statement 1 (Prioritized):** There is a need to create a unification of the school culture and climate. **Root Cause/Why:** There are multiple programs on campus: DHH, TISS, Autistic Pre-School, and general ed. Additionally, there was a change of leadership and staff.

**Needs Statement 2 (Prioritized):** Montezuma's chronic absenteeism remains high, **Root Cause/Why:** Students with SEL needs and comfortable with previously attending classes virtually has been problematic.

# 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

ELA:  
By the end of the 2024 school year, per I ready Diagnostic 3 results report, the total number of students performing 2 or more grade levels below will decrease by 75 students.  
By the end of the 2024 school year, per I ready Diagnostic 3 results report, 10% of students in Grades K-8 will achieve their I ready Annual typical growth goal.

EL:  
By the end of the 2023 school year, per ELPAC, we will increase the number of students who reclassify by 50 students.

Math:  
Increase the percentage of all students meeting the standards on SBAC by 10% in math  
Decrease the distance from standard for all students in ELA and Math by 10.

## Identified Need

Based on I ready Reading Diagnostic 3 we have 63% students functioning 1 or more years below grade level

Additional coaching and PD responsibilities were placed on admin and program specialist.

Admin was not able to effectively provide ongoing feedback and assistance.

After I ready Reading diagnostic 3 we had 32 % of students 2 or more years below grade level

After I math diagnostic 3 we had 27% of students 2 or more years below grade level

At Montezuma, subgroups of African Americans, Homeless, and Students With Disabilities have been identified by the state for Additional Targeted Support and Improvement (ATSI) due to low achievement.

According to California Science Test (CAST) results 89% of Montezuma students are below grade level in NGSS standard proficiency.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Percentage/Number of students performing 2 or more grade levels below	ELA 187/624 32% (# students) Math 156/624 27% (#students)	ELA 18 % (# 75 students) Math 13 % (# 75 students)
Percent of EL students reclassifying to English Fluent Proficient	RFEPS 15% (37/240 15% Students)	50 RFEPS 21%

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

Provide teachers with professional learning opportunities to support Tier 1 instruction in reading and math, by using the district adopted

curriculum, demo lessons in the classroom, data analysis, academic conferences, and site based professional development to include outside consultants such as AVID, PLTW and Solution Tree.  
Provide opportunities for teachers to attend PD for various reasons such as AVID, Solution Tree and Project Lead the Way(PLTW).  
Conferences 52150 -  
Consultants 58100 -

Substitute Pay Calculation to release teachers for PD, academic conferences:  
100 days X \$200 = \$20,000 - Title I  
Effectiveness will be measured by iReady data 3x a year  
# Parents attending Parent Cafe # Students increase to Tier 1 in reading/Math

Additional Hourly for site based PD:  
30 teachers X 6 hours X \$60 = \$10,000 - Title I

Through the Data Teams process and PLC development ,classroom walk throughs/reviews, conferences and trainings(AVID, iReady diagnostics, Lesson study cycles, PLTW) teachers will deepen their skills in lesson planning and design providing rigorous first instruction and use of data analysis to inform instructional practices aligned across content area and grade levels.  
11700-Teacher substitute \$24,869 -Title 1

Montezuma will seek and utilize any appropriate consultants, attend conferences, and provide additional compensation/substitute costs needed for professional development, collaboration and training.

Metrics for Progress Monitoring: CAASP, iReady, ELPAC, Number of teacher participating in Lesson Cycle, Percentage of classrooms demonstrating WICOR strategies, 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)
\$10,000	50643 - Title I
\$20,000	50643 - Title I
\$24,869	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

Program Specialist will provide Site based PD on RTI, ELD, ELPAC, data and support in class and during Academic Conferences.  
60% FTE - 19101 (\$95,492) Title I - Program specialist activities using Title 1 federally sponsored funds include: supporting teachers and administration with administering and monitoring data for local assessments, Afterschool Academic Hour coordinator, supervising and coordinating bilingual assist schedule, organizing and presenting at Parent meetings to include parent Cafe, offering technical and instructional support to staff , providing site based trainings and professional development in an effort to increase student achievement and engagement. Program Specialist will monitor progress of additional targeted support and improvement sub groups using the iReady data to help support teachers in providing small group intervention and extension opportunities.  
Program specialist will specifically monitor progress for ATSI subgroups (African American, Homeless, and Students with Disabilities) to align supports and interventions based on their needs.  
40% FTE - 19101 (\$63,661) LCFF -Program specialist activities using LCFF federally sponsored funds include: Managing English learners' program and ELPAC testing. Managing SBAC and PSAT testing, participating in the SAP process, member of site CARE team. Assist principal in assigned duties, as needed, resolve tech issues.

Instructional coaches (1 @ .5 FTE Instructional Coach - Centralized Service) will provide further support through co-teaching, co-planning, or demo lessons in the classroom.

The library media assist will help students select appropriate leveled books to read and then have students take corresponding comprehension and vocabulary tests based on the books they have read. Students will choose future books to read based on their AR test. The library media assist will monitor school wide progress and provide incentives for classes and students meeting their individual goals. Additionally, the library media assist will provide teacher support and training on Accelerated Reader in and effort to foster a schoolwide love of reading. Library Media Clerk runs small groups, access throughout the day including after school. Assists students to select grade appropriate level books. Provides modeling of reading and conducts read aloud. Supports teachers with Readers Theater. Coordinate and monitor Accelerated Reader.

.625 FTE Library Media Assist 22601 (salary and benefits) \$53,399 - LCFF

Additional Compensation to extend the opportunities for students to experience reading resources.

1 Library Media Assist X 12 hours X \$60 = \$720 - Additional Comp 22500 LCFF

To provide EL students with support and resources, such as one-on-one/small group instruction that honor the students' primary language to increase foundational literacy skills. during. Designated ELD time, teachers will write language objectives, based on student language demands. Bilingual Assistant support teachers within the classroom to work with Level 1 and Level 2 students to support with language literacy, reading proficiency, letter and sound recognition.

.75 FTE Bilingual assist schedule and # students supported All students will have access to instructional materials to support AVID WICOR strategies.

Bilingual Aide Salary 21101 \$62,538 - LCFF

(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.)

To provide students with additional learning opportunities during intersession/Summer School focusing on ELA and mathematics in grades K-2 foundational skills and grades 3-8 academic vocabulary.

Program will target ATSI subgroups for enrollment.

Pre/post assessment Anecdotal/ Observation Survey (time on task)

Additional Hourly for Intersession/Spring Break/Summer School:

5 teachers X 54 hours X \$60 = \$16,200 - Title I

1 Program Specialist X 60 hours X \$60 = \$3,600 - LCFF

Metrics for Progress Monitoring:

# of students increasing AR level, based on AR reports, # Students using Accelerated reader, # Frequency of AR sessions, # of ATSI students increasing AR reading levels, # of students increasing an ELPAC level, # of student RFEP, # Students increasing iReady diagnostic score 3x year

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
\$16,200	50643 - Title I
\$3,600	23030 - LCFF (Site)
\$91,233	50643 - Title I
\$60,823	23030 - LCFF (Site)
\$10,080	50643 - Title I Salary Contingency
\$11,365	23030 - LCFF Salary Contingency
\$47,647	23030 - LCFF (Site)
\$61,200	23030 - LCFF (Site)
\$720	23030 - LCFF (Site)
\$245	23030 - LCFF (Site)

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

### Strategy/Activity 1.1.3

**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: As we are an AVID school in grade K-8, all supplemental materials/supplies will help to support WICOR strategies - Books, binders, paper, dividers, student planners, pencil pouches and chart paper help to support organization and student success. Additionally, materials will support Project lead the way and STEM activities. Potential purchases to support programs with supplemental materials to support programs. These items may include SIPPS, Haggerty, PLTW, NGSS and ELD. The lesson's effectiveness to student achievement will be measured by I-ready diagnostic growth data collected three times a year. Cost of materials/supplies = \$3,291 - Title I Books 42000 -

Students will be provided opportunities and resources to increase reading and vocabulary proficiency through the use of Accelerated Reader. The library media assist will help students select appropriate leveled books to read and then have students take corresponding comprehension and vocabulary tests based on the books they have read. Students will choose future books to read based on their AR test. The library media assist will monitor school wide progress and provide incentives for classes and students meeting their individual goals. Additionally, the library media assist will provide teacher support and training on Accelerated Reader in an effort to foster a schoolwide love of reading. Library Media Clerk runs small groups, access throughout the day including after school. Assists students to select grade appropriate level books. Provides modeling of reading and conducts read aloud. Supports teachers with Readers Theater. Coordinate and monitor Accelerated Reader. ATSI student subgroups (African American, Homeless, and Students with Disabilities) will be provided access to Amira for early literacy and reading comprehension support. License agreements - \$13,764- Title I

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 Material/Supplies \$5,000 (Title 1)

AVID specific project materials to include: binders, pencil pouches, dividers and all necessary materials to support strategies. Chart paper, markers, and easels.

# students with organized binders, binder checks 3x year

Instructional Materials/Supplies \$10,429 - Title 1

ATSI student subgroups (African American, Homeless, and Students with Disabilities) will utilize student binders and receive training in WICOR strategies.

Purchase instructional equipment necessary to implement supplemental programs that support high levels of student engagement, effective instructional practices, and application of Common Core state standards. Instructional technology may include student laptops, tablet devices, E-readers, projectors, document readers/cameras, interactive SMARTboards, printers, wireless audio components, and other instructional ancillary devices.

Non-Capital Equipment 44000 -

**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)
\$20,429	50643 - Title I
\$13,764	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 enhance NGSS (science) curriculum through hands-on science experiments and real life application experiences. Integrating Project Lead the Way (PLTW) and Science Technology Engineering Mathematics (STEM) exploration will provide opportunities for project-based learning and practical application of the Next Generation Science Standards.

Field trips will be used to develop background knowledge in the arts, social studies, STEM and develop social emotional skills. They will also be used to promote AVID and engage in STEM activities such as PLTW and Computer Science.

Transportation Costs - District 57250 or Non-District 58720 \$5,000 LCFF

Any necessary Student Fees - 58920

Teachers will use various equipment such as the laminator, copier, Duplo, poster maker. Maintenance agreements ensure the equipment -4 cannon image runner advance copy machine are available and usable to provide a print rich environment.

Maintenance agreements and duplicating \$6,000 - Title 1

Duplicating expenses are for student materials in larger quantities such as plays, short stories, to be used as additional resources/manipulatives for student learning.

Motivational and PBIS assemblies to support school climate and healthy learning environments.

Non-instructional Consultants 58320 -

## 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)
\$6,000	50643 - Title I
\$5,000	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 1.1.5

### 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.



We have implemented AVID and PLTW successfully. Students on grade level have increased for reading and math by more than 10% from diagnostic 1. Using I ready Diagnostic (D)from D1-D3 we reduced the number of students READING 1 grade level below 33 students 2 grade levels below 49 students 3 grade levels below 47 students Overall Reading grade level proficiency from D1-D3 from 15%-37% MATH 1 grade level below 51 students 2 grade levels below 53 students 3 grade levels below 50 students Overall Math grade level proficiency from D1-D3 from 10%-36% While we did not meet our goal of moving 75 students 1 grade level below we still had positive movement and good overall growth in both reading and math. In terms of our typical growth goal , we far exceeded the goal. 55% (326/ 593)of our students met their typical growth goal in reading 54%(316/587) of our students met their typical growth goal in math EL- We were able to reclassify 37 students this year, meeting our goal. Several teachers successfully implemented SIPPS, supporting the learning loss in reading for many students as a result of the pandemic and virtual learning. We had a focus of tutoring during our ELOP afterschool program. We had 108 students participate 4 days a week for 1.5 hours daily. The extra tutoring helped to insure homework was completed weekly as well as give them individualized help specific to their needs. We had site based PD to help support teachers with their implementation of AVID strategies and we had a monthly theme to help focus on a particular strategy. Our bilingual Para worked with in excess of 100 students. She did in class support, pull out support, afterschool tutoring and helped administer ELPAC assessments.

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

Monies put aside for academic conferences were not utilized, due to sub shortages. We ended up not using AMIRA reading. the district purchased SIPPs and teachers were reluctant to implement 2 new programs at a time, so we eliminated the AMIRA licenses. Grades 2-6 used Accelerated Reader, our media specialist ran a contest for most words read, she had a bulletin board of top readers in the library and did a celebration with certificates for the top readers.

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.

Accelerated reading licenses will be for grades 4-8 only. We will add Amira reading for grades 1-3( Strategy/Activity 3) We adjusted the AR licenses to include 3rd grade, since we eliminated AMIRA .

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

By June 30,2024 maintain suspension rate less than 5%  
By June 30,2024 decrease chronic absenteeism for all students by 2%

Identified Need

Limited parent contact  
Limited EL parent contact  
There is a need to create a unification of the school culture and climate.  
Montezuma's chronic absenteeism remains high,

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Percentage and number of students chronically absent	39.9% ( 284 students)	37% Chronic absenteeism

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

Provide students with social and emotional supportive resources that positively impacts student learning through program such as PBIS, PLUS program, Project Prevent, counseling, and structured student engagement activities.  
Non-Instructional Materials include posters, sheet protectors and expo pens to support small group counselling sessions.

# of student involved in the PLUS program # of discipline referrals # of students suspended  
8 teachers x 11 hours x \$60=\$5,280

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)
\$5,280	50643 - Title I

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

Strategy/Activity 2.1.2

Students to be Served by this Strategy/Activity

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

## Strategy/Activity

PBIS and Leadership teams will review and modify school handbook to address new routines and procedures needed, as a result of new construction.

Further work will be done by the teams to support methodology introduced at site based RTI PD. Administration will review with staff, students and parents at beginning of the year assemblies.

Additional Hourly for teachers: 8 teachers X 11 hours X \$60 = \$5,280 - Title I

## 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.

Attendance has not been good due to Covid and virtual learning academy. PBIS/PLUS strategies have been implemented. Positive student activities (as COVID protocols would allow) created a positive school environment. May 2023, our Chronic absenteeism has decreased by 10.8% and or decreased by 94 students. We had an attendance initiative, kicked off at a Friday rally, and promoting attendance. Communication with parents about attendance was made in Class dojo. Teachers were provided gift cards to hand out to students that had an increase in attendance.

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

none

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.

none

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

By May 2024 increase the number of parents involved in school activities to include: SSC,ELAC, Parent Cafe, assemblies, ESL classes and family nights by 5%

Identified Need

Limited parent contact

Limited EL parent contact

Only able to hold one ELAC meeting this year

There is a need to create a unification of the school culture and climate.

Montezuma's chronic absenteeism remains high,

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Parent Participation rates	10%	15%

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

Montezuma would like to increase parent participation and involvement, by offering multiple opportunities for parents and families to participate in their child's education. Latino Family Literacy project has a set of parent training modules that have been successful and well attended at Montezuma.

The SUSD Language Development office, previously purchased one set of materials focused at a particular grade. As a site, we would like to purchase another set of materials to continue on going parent trainings and support in how to read with their child and support them with homework.

Additionally, we will be offering weekly Parent Cafe featuring a variety of topics provided by district Family Engagement department. Provide parents with support and resources that empowers them to be engaged in their student's learning such as parent conferences, family nights and communication.

Supplies for meetings, construction paper, copy paper, craft supplies (construction paper, glue, stickers, markers) Materials used during parent meetings, and the Latino Literacy Project. Materials help support parent empowerment -giving parents and strategies to help support reading and literacy in the home.

Additionally, help to increase student achievement and engagement, by offering parenting tips and "make and take "activities that can be used at home.

# of parents attending meetings # of parents attending trainings

\$3,4555 Parent meetings and trainings (Title 1)

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)
\$3,738	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.

We tried to offer parent cafes virtually, but had no participation. In 2022-23 We were able to hold several parent coffee hours that were well attended. We held all required school site council meetings. English classes for non English speakers were held and well attended, until the instructor was injured and there was no replacement. Parents were invited to attend: "lunch on the Lawn", honor roll and life skills celebrations, Scholastic book fair, mobile farmer's market and 8th grade promotion. Parents enjoyed the opportunity to be back on campus.

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

Latino Family Literacy project was not implemented due to materials not being purchased. It was replaced by the adult English classes that we were able to provide temporarily, until the instructor was inured.

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.

none

LCAP Goal

Goal 4: Special Education

Pending development

Goal

Identified Need

Annual Measurable Outcomes

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

Strategy/Activity

Students to be Served by this Strategy/Activity

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

Strategy/Activity

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

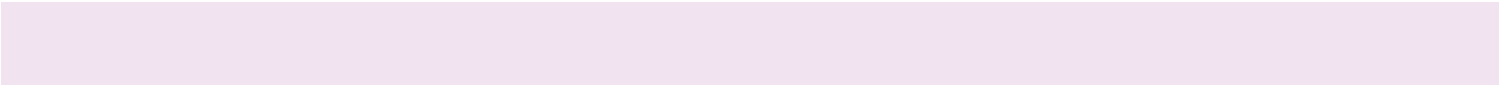
SPSA Year Reviewed: 2022-2023 Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

Analysis

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

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

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.



# 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	\$226,593.00
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	\$412,193.00

## 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	\$212,775.00
50647 - Title I - Parent	\$3,738.00
50643 - Title I Salary Contingency	\$10,080.00

Subtotal of additional federal funds included for this school: \$226,593.00

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)	\$174,235.00
23030 - LCFF Salary Contingency	\$11,365.00

Subtotal of state or local funds included for this school: \$185,600.00

Total of federal, state, and/or local funds for this school: \$412,193.00



# Addendums

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

## B

Acronym	Description
BTSA	Beginning Teacher Support and Assessment

## C

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

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

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

## D

Acronym	Description
Dashboard	<a href="#">California School Dashboard</a>
DASS	<a href="#">Dashboard Alternative School Status</a>
DHCS	<a href="#">Department of Health Care Services</a>
DOF	<a href="#">Department of Finance</a> (Outside CDE Source)
DOL	<a href="#">U.S. Department of Labor</a> (Outside CDE Source)
DSS	<a href="#">Department of Social Services</a> (Outside CDE Source)

## E

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

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

## F

Acronym	Description
FASD	<a href="#">Fiscal and Administrative Services Division</a>
FM	Fiscal Monitoring
FPM	<a href="#">Federal Program Monitoring</a>
FRPM	Free or Reduced-Priced Meals
FTE	Full-time Equivalent
FY	Fiscal Year
FYS	<a href="#">Foster Youth Services</a>

## G

Acronym	Description
GAD	<a href="#">Government Affairs Division</a> – CDE
GATE	<a href="#">Gifted and Talented Education</a>
GED	<a href="#">General Educational Development Test</a>

GEER	<a href="#">Governor's Emergency Education Relief Fund</a>
GL	General Ledger
GMART	<a href="#">Grant Management and Reporting Tool</a>
GPA	Grade Point Average

## H

Acronym	Description
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## I

Acronym	Description
IB	International Baccalaureate
IDEA	<a href="#">Individuals with Disabilities Education Act</a> (Outside CDE Source)
IEP	Individualized Education Program
IS	<a href="#">Independent Study</a>
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	<a href="#">Legal, Audits, and Compliance Branch</a>
LASSO	<a href="#">Local Agency Systems Support Office</a>
LCAP	<a href="#">Local Control and Accountability Plan</a>
LCFF	<a href="#">Local Control Funding Formula</a>
LEA	Local Educational Agency
LTEL	Long-term English Learner

## M

Acronym	Description
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MSD	<a href="#">Multilingual Support Division</a> – CDE
MTSS	<a href="#">Multi-tiered System of Support</a> (Outside CDE Source)

## N

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

## O

Acronym	Description
OMB	Office of the Management and Budget
OSE	<a href="#">Office of the Secretary of Education</a> (Outside CDE Source)
OSHA	<a href="#">Occupational Safety and Health Administration</a> (Outside CDE Source)

## P

Acronym	Description
PCA	Program Cost Account
PFT	<a href="#">Physical Fitness Testing</a>
PSAT	<a href="#">Preliminary Scholastic Achievement Test</a> (Outside CDE Source)
PTA	<a href="#">Parent Teacher Association (State)</a> (Outside CDE Source)

## Q

Acronym	Description
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## R

Acronym	Description
RFA	Request for Applications
RFP	Request for Proposals

ROCP	<a href="#">Regional Occupational Centers and Programs</a>
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## S

Acronym	Description
SACS	<a href="#">Standardized Account Code Structure</a>
S and C Funds	Supplemental and Concentration Funds
SARB	<a href="#">School Attendance Review Board</a>
SARC	School Accountability Report Card
SASD	<a href="#">Student Achievement and Support Division</a> – CDE
SAT	<a href="#">Scholastic Achievement Test</a>
SB	Senate Bill
SBE	<a href="#">State Board of Education</a>
SBP	<a href="#">School Breakfast Program</a>
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	<a href="#">Special Education Division</a> – CDE
SELPA	<a href="#">Special Education Local Plan Area</a>
SELPA Content Leads	SELPA Content Leads <a href="https://www.cde.ca.gov/fg/fo/r18/selpacontentlead18rfa.asp">https://www.cde.ca.gov/fg/fo/r18/selpacontentlead18rfa.asp</a>
SES	<a href="#">Supplemental Educational Services</a> (Outside CDE Source)
SFSD	<a href="#">School Fiscal Services Division</a>
SIG	<a href="#">School Improvement Grant</a>
SIL	<a href="#">SELPA Systems Improvement Leads</a> (Outside CDE Source)
SNP	<a href="#">School Nutrition Program</a>
SnS	<a href="#">Supplement not Supplant</a>
SpED	Special Education
SPSA	<a href="#">School-Plan for Student Achievement</a>
SSC	Schoolsite Council



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

## T

Acronym	Description
T5	Title 5, California Code of Regulations
TA	<a href="#">Technical Assistance</a>
TAS	<a href="#">Targeted School Assistance</a>
TSD	<a href="#">Technology Services Division</a>
TSI	<a href="#">Targeted Support and Improvement</a>
TUPE	<a href="#">Tobacco-Use Prevention Education</a>

## U

Acronym	Description
UC	<a href="#">University of California</a> (Outside CDE Source)
UCOP	<a href="#">University of California Office of the President</a> (Outside CDE Source)
UCP	<a href="#">Uniform Complaint Procedures</a>
UGG	Uniform Grant Guidance
USDA	<a href="#">U.S. Department of Agriculture</a> (Outside CDE Source)

## V

Acronym	Description
VAPA	<a href="#">Visual and Performing Arts</a>

## W

Acronym	Description
WASC	<a href="#">Western Association of Schools and Colleges</a> (Outside CDE Source)
WestEd	<a href="#">WestEd</a> (Outside CDE Source)
WIC	<a href="#">Women, Infants, and Children</a> (Outside CDE Source)

## X, Y, Z

Acronym	Description
YRE	<a href="#">Year-round Education</a>

Questions: Felicia Novoa | [fnovoa@cde.ca.gov](mailto:fnovoa@cde.ca.gov)