2023-2024 School Plan for Student Achievement Recommendations and Assurances

Site Name: _____

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

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

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

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

    English Learner Advisory Committee

    _____
    Date of Meeting

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

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

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

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

_____   _____
            Committee   Date of Meeting

_____   _____
            Committee   Date of Meeting

_____   _____
            Committee   Date of Meeting

Attested:

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

School Plan for Student Achievement (SPSA)

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Taft Elementary	39686766042766	05/16/2023	06/20/2023

Purpose

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

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

Engaging Educational Partners

Meeting Dates:
Faculty Meeting: January 19, 2023, February 16, 2023, and April 6, 2023
Brainstorming Activities to Address Low Percentage of Students Performing Below Grade Level in ELA and Math
Data Analysis to Identify Strengths and Weaknesses
Review of Surveys and Instructional Walk

Leadership: January 16, 2023 and March 6, 2023
Revisit Progress Towards Goals
Classroom Observation Findings
Professional Development Needs

School Site Council: January 31 and February 28, 2023
Brainstorming Activities to Address Low Percentage of Students Performing Below Grade Level in ELA and Math
Parent & Teacher Surveys & Results
Interviews/Discussions with Stakeholders on Strategies to Improve Student Achievement

ELAC: January 16, 2023 and March 30, 2023
Brainstorming Activities to Address Low Percentage of Students Performing Below Grade Level in ELA and Math
Parent & Teacher Surveys & Results
Interviews/Discussions with Stakeholders on Strategies to Improve Student Achievement
Members Provided Feedback for Strategies to Improve Student Achievement

Resource Inequities

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

Refer to Comprehensive Needs Assessment.

Comprehensive Needs Assessment Process

Comprehensive Needs Assessment Process Summary

Surveys

Parent Surveys, English Language Learner Parent Surveys, Fall and Winter School Climate Surveys

Classroom Observations

Classroom walks observing:

SIPPS Implementation and Instruction

Heggerty Instruction

Math Instructional Routines

AVID Strategies

Analysis of Current Instructional Program

During the 2022-23 school year, Taft Elementary conducted a Comprehensive Needs Assessment (CNA) process that included a review of the school's mission and vision, educational expectations, assessment data, and achievement gaps. These meetings with stakeholders included the school site council (SSC), ELAC, parents, staff teachers, administrators, and other staff. Through several brainstorming activities, interviews, examination of documents, curriculum guides, professional development agendas, surveys of teachers and parents, classroom observations, and instructional walks, the CNA identified the following information for possible insights for the achievement gap in reading and math.

Meeting Dates:

Faculty Meeting: January 19, 2023, February 16, 2023, and April 6, 2023

Brainstorming Activities to Address Low Percentage of Students Performing Below Grade Level in ELA and Math

Data Analysis to Identify Strengths and Weaknesses

Review of Surveys and Instructional Walk

Leadership: January 16, 2023 and March 6, 2023

Revisit Progress Towards Goals

Classroom Observation Findings

Professional Development Needs

School Site Council: January 31 and February 28, 2023

Brainstorming Activities to Address Low Percentage of Students Performing Below Grade Level in ELA and Math

Parent & Teacher Surveys & Results

Interviews/Discussions with Stakeholders on Strategies to Improve Student Achievement

ELAC: January 16, 2023 and March 30, 2023

Brainstorming Activities to Address Low Percentage of Students Performing Below Grade Level in ELA and Math

Parent & Teacher Surveys & Results

Interviews/Discussions with Stakeholders on Strategies to Improve Student Achievement

Members Provided Feedback for Strategies to Improve Student Achievement

Standards, Assessment, and Accountability

IReady Diagnostic Data, CORE Assessment Data, SIPPS Placement and Mastery Assessments, IReady math unit and comprehension checks, PBIS Monthly behavioral data, Monthly Attendance Data, Number of students receiving Social/Emotional Lessons, number of students who have been Reclassified.   After the data was reviewed the fishbone model was used to determine needs statements and root cause analysis

Staffing and Professional Development

Staffing and Professional Development Summary

Staffing:

- 15 of our General Education Teachers are fully credentialed. Three teachers are interns and expect to be credentialed by May of 2024.

- Principal

- One assistant principal

- Full time program specialist

- 2 full time counselors

- Part-time music teacher that supports Middle School and elementary students

- 1 RSP teacher

- 3 SPED teachers

- 1 part-time library media specialist

- 1 full-time ELD Bilingual Assist

- 1 Parent Liaison

- 1 campus security monitorProfessional development during the 2022-2023 school yea

- **Following extensive professional development has been provided to give teachers tools to support students with academics and mental well-being**

- Mental Health training, with Stephen Elias, Suicide Prevention with the counselors, Trauma informed classrooms - counselors

- Restorative practice training 2x by Jennifer Robles. Restorative practice support and classroom practice with admin

- AVID training at every staff mtg; common formative assessments, WICOR, engagement strategies: Four corners, Fishbowl, etc.

-

    - Writing training, Process writing, SBAC Interim, Writing to explain math

    - REMS

    - CAASPP training

    - I-Ready training by the program specialist

    - I-Ready training/ math discourse training by Allison Silva from the district office

    - Grade Level Collaborations

    - K-3 teachers received additional PD

        - Letrs Course on teaching reading

        - Publisher training for SIPPS

        - On-going SIPPS training

        - Haggerty Training for phonemic awareness

    - AVID Walk-through for observations

    - MATH Walk-through for observations

    - SIPPS monitoring

Staffing and Professional Development Strengths

Due to the funding provided from the ELSB grant, the K-3 teachers are receiving a lot of training in the area of teaching reading.These trainings are contributing to a positive shift in student reading outcomes.   This is evident by the student's progress within the foundational standards of reading from the Fall CORE assessment to the Spring.

- AVID training at every staff mtg; common formative assessments, WICOR, engagement strategies: Four corners, Fishbowl, etc.

-

    - Writing training, Process writing, SBAC Interim, Writing to explain math

- REMS
- CAASPP training
- I-Ready training by the program specialist
- I-Ready training/ math discourse training by Allison Silva from the district office
- Grade Level Collaborations
- K-3 teachers received additional PD
  - LETRS Course on teaching reading
  - Publisher training for SIPPS
  - On-going SIPPS training
  - Haggerty Training for phonemic awareness
- AVID Walk-through for observations
- MATH Walk-through for observations
- SIPPS monitoring

Needs Statements Identifying Staffing and Professional Development Needs

Needs Statement 1 (Prioritized): Teachers need more training with I-Ready Math, specifically using the program for teaching math conceptually, using the tools embedded in the program for PLC conversations and how to reteach using the I-Ready lessons in small groups. **Root Cause/Why:** Based on data obtained from observations- teachers do not really understand the I-Ready Math program to its fullest and are not implementing all components of the program, they specifically needs more training with how to teach math conceptually, use the resources and pull small groups for math to reteach skills and use the data for PLC conversations.

Needs Statement 2 (Prioritized): Teachers need integrated ELD throughout all curriculum training. **Root Cause/Why:** Based on observational data observed in classroom walks we have realized that the teachers have a need to receive additional support and training with integrating ELD throughout all subjects.

Needs Statement 3 (Prioritized): Teachers need more training on how to teach and support student's growth in their individual writing to respond to questions as well as their own individual writing of essays. **Root Cause/Why:** Based on the data we collected from 5 different school wide writing assignments from 2021-2023, it is evident that our teachers need more instruction on how to teach writing, support the writing process, use of mentor text, writing to answer a prompt, providing adequate feedback to students and the use of rubrics to assess writing.

Needs Statement 4 (Prioritized): Teachers need support and training on how to hold PLC's that analyze data from CFAs and other progress monitoring tools, then use that data to improve instruction in the classroom. **Root Cause/Why:** Based on the feedback we currently receive in the PLC notes, it is not evident that teachers are consistently evaluating their data, reteaching the concepts and revisiting to monitor students' progression towards the mastery of the standards.

Needs Statement 5 (Prioritized): Literacy Instruction for Professional Development for grades 4 - 8 **Root Cause/Why:** Teachers in grades 4 - 8 have not received the intensive reading instruction the K-3 teachers have been receiving from the ELSB grant, yet due to the pandemic and lost learning they have students in their classrooms who are 3 and 4 grade levels below in their abilities to read and comprehend text. Teachers in grades 4 - 8 need more professional training on how to support those students who have e

Teaching and Learning

Teaching and Learning Summary

- **Classroom observations**
- **District adopted curriculum implementation**
- **Heggerty- supplemental ELA curriculum in the area of phonological awareness**
- **Systematic Instruction in Phonological Awareness, Phonics and Sight Words (SIPPS)-Intervention**
- **Intervention teacher for grades K-2**
- **Intervention time built into the master schedule**
- **Monthly Writing Prompts with Rubrics**
- **AVID WICOR strategys**
- **Master Schedule with common ELD and Intervention times in order to platoon across classrooms.**
- **After School Tutoring**
- **Summer Learning Academy**
- **Monthly professional development for K-3 teachers and the instructional coach with LETRS (Language Essentials for Teachers of Reading and Spelling)**

Teaching and Learning Strengths

Strengths:

- Multiple Intervention Options in K-3 focusing on Literacy
- Faithful implementation of the CORE curriculum
- Faithful implementation of SIPPS and Heggerty-supplemental programs
- Consistent progress monitoring and using the plan, do, study, act data model in ELA in grades K-3
- Professional Development in AVID strategies (WICOR)
- Successful monthly implementation of the AVID strategys chosen by the AVID Site Team for classroom implementation
- Monthly leadership team walks
- Restorative Practices to build social and emotional well-being of the students

Needs Statements Identifying Teaching and Learning Needs

Needs Statement 1 (Prioritized): There is a pressing need to address the challenges and transform the teaching and learning process to better prepare learners for success in the 21st century. This requires adopting innovative approaches that leverage technology, promote inclusivity and diversity, foster critical thinking and creativity, and empower learners to become active participants in their own learning journey. **Root Cause/Why:** The need for effective teaching and learning strategies that are learner-centered, inclusive, and future-oriented is critical. By addressing these challenges, we can ensure that all learners have access to high-quality education and are equipped with the skills and knowledge needed to thrive in the 21st century

Parental Engagement

Parental Engagement Summary

We do a variety of parent engagement activities and use various forms of communication with our parents and community members. Activities and platforms for communication are listed below:

School Site Council

ELAC

Parent Coffees

Latino Literacy

Family Nights

Lunch-on-the-Lawn

Assemblies

Parent/Teacher Conferences

Promotions

Parent Communications – ClassDojo, Peach Jar, Notes/Flyers Home, Blackboard, Marquis, Taft Website

Video Newsletters

Fall Festival

Needs Assessment

Fundraisers

Parental Engagement Strengths

Taft offers a multitude of activities for parents to be involved with the school. Some events are for enjoyment for parents and students, and other parental activities are for learning opportunities. The parent liaison, counselors, and program specialist provide workshops for parents with regard to Latino literacy, homework help, social and emotional support, English language fluency, etc. Taft also hosts parent family nights with a focus on both Reading and Math. Teachers and students participate in activities with parents to bring the community together with a focus on academics. The various events, activities and workshops are offered at different times of the day to accommodate parents' work schedules.

Needs Statements Identifying Parental Engagement Needs

Needs Statement 1 (Prioritized): Taft School will provide a school-wide system for homework that is communicated to parents. Additionally, Taft School will continue to do parent outreach with regard to activities, events, fundraising, workshops, and committee meetings in a timely manner as well as offer multiple times to accommodate parents' work schedules.   **Root Cause/Why:** A root cause as to the lack of parental engagement is because the socioeconomic status of our families requires many of our parents to work multiple jobs to make ends meet, which does not allow opportunities for them to attend school functions whether in the morning or evening. Another root cause is that many parents do not have the knowledge of how much of a positive impact parental involvement

School Culture and Climate

School Culture and Climate Summary

School Culture and Climate Summary:

Creating a positive school culture and climate is essential for the success and well-being of all students, staff, and faculty. It is important that all individuals within the school environment feel safe, valued, and respected in order to foster a sense of belonging and promote academic excellence. A positive school culture is characterized by open communication, collaborative decision-making, high expectations for all members of the school community, and a commitment to continuous improvement.

Some of the highlights and concerns from the 4-5th grade PLUS school climate survey are:

- The percentage of students that stated, "I know how to report bullying on campus" increased from 82% (fall) to 96% (winter).

- The percentage of students that stated, "I know how to report cyberbullying on campus" increased from 67% (fall) to 89% (winter).

- The percentage of students that stated, "I feel safe in my school" decreased from 83% (fall) to 78% (winter), which is a concern.

- The percentage of students that stated, "I feel as though there are activities at school I like" decreased from 93% (fall) to 80% (winter), which is a concern.

- Some of the highlights and concerns from the 6-8th grade PLUS school climate survey are:

- The percentage of students that stated, "At school, there is a teacher or other adult who tell me when I do a good job" increased from 86% (fall) to 90% (winter).

- The percentage of students that stated, "I have friends my age that really care about me" increased from 85% (fall) to 90% (winter).

- The percentage of students that stated, "I feel like my voice matters to adults at my school" decreased from 70% (fall) to 59% (winter), which is a concern.

- The percentage of students that stated, "there is a lot of tension at my school between different cultures, races, or ethnicities" decreased from 35% (fall) to 33% (winter), but is still a concern for our school.

Due to COVID, Taft's chronic absenteeism rates have increased. We have many Tier 1, Tier 2, and Tier 3 interventions in place to support students with the intention to decrease those numbers. Our goals over the next couple school years are to return to or lower our pre-COVID chronic attendance percentages. This is reflected across the subgroups identified for ATSI (Africian American, Hispanic, homeless, socio economic disadvantaged, students with disabilities)

Tier 1 interventions include:

- Teacher contacting parents.

- Whole class "taft tigers" perfect attendance incentives.

- Monthly perfect attendance super recess and treat.

Tier 2 interventions include:

- Referral to the SAP process.
    - Hold CARE Meetings

- Small groups/Check-ins with Counselors

- Disaggregating bimonthly attendance report to update tiered student list.

- Refer to CWA after 10 missed days.

Tier 3 interventions include:

- Individual student meetings.

- Home visits from CWA.

- Hold SST meetings

- SART Contracts signed with CWA

Chronic Absenteeism: 2016-2023
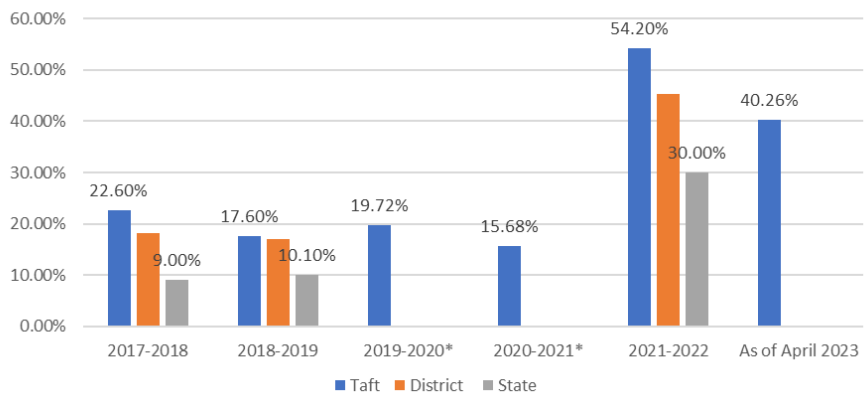
School Culture and Climate Strengths

School Culture and Climate Strengths:

- Schoolwide events

    - No One Eats Alone day, lunch on the lawn, One World, Fall Festival, WhiteOut Tobacco day, Red Ribbon Week, Monthly Character Traits

- Classroom Buddies
- Restorative Conferences
- PBIS
- Character Trait Promotion
- Professional Development
- PLUS/Club Live/FNL Leadership Students
- ROAR Tickets
- Spirit Weeks throughout the year
- Parent Coffee Hour – monthly
- Latino Literacy workshops – weekly
- PLUS School Climate Survey – 4-8 grades
- AVID/Literacy/Math Nights
- Parent/Teacher Conferences
- Super Recess/Attendance Incentives

The suspension rates for the sub groups identified for ATSI (Africian American, Hispanic, Homeless, Socio-economic disadvantage, students with disabilities) has a downward three year trend

Needs Statements Identifying School Culture and Climate Needs

Needs Statement 1 (Prioritized): To achieve this type of culture, it is crucial to provide ongoing professional development for all staff, establish clear expectations and consistent consequences for behavior, and promote a culture of kindness and empathy. By prioritizing the creation of a positive school culture and climate, we can ensure that all students are given the tools and support they need to reach their full potential a   **Root Cause/Why:** Students are struggling to get to school to build a positive sense of belonging. They are absent due to COVID or other health issues. Transportation is also an issue for some students due to the change in the school time this. We also have low parental involvement in school activities due to their work schedules and inability to get the time off work to participate.

Needs Statement 2 (Prioritized): Chronic Absenteeism for Taft student subgroups identified for ATSI (African American, Hispanic, Homeless, Socioeconomically disadvantaged, and Students with Disabilities) has dramatically increased over the past three years.   **Root Cause/Why:** Issues with transportation services

provided, students feel their voice matters at school, student feel teacher don't communicate to them that they are doing a good job, students and teachers feel lack of connectedness to the school, students feel less safe and secure at school, student state there are less preferred activities, lack of parent preparedness and involvement to support students.

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

LCAP 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

Provide teachers with professional learning opportunities to supplement core instruction, such as co-teach, demo lessons in the lessons in the classroom, conferences/training, data analysis, coaching, extended collaboration, etc. focusing on evidenced based, instructional practices; writing, mathematics, integrated ELD strategies, equity, Social and Emotional development and AVID through agendas, sign-ins, classroom observations, coaching, number of teachers participating in the PD by June 2024 ELA: We will project SBAC results using EOY iReady Diagnostic. By EOY 2023, per iReady Diagnostic 3 Results Reports, percent of students two or more grade levels below grade level will be 45% or lower. Math: We will project SBAC results using EOY iReady Diagnostic. By EOY 2023, per iReady Diagnostic 3 Result Reports, percentage of students two or more grade levels below grade level will be 60% or lower. EL: By EOY 2024, per ELPAC, the number of students who reclassify will be 15 students. CAST: Using the CAST state dashboard, percent of students two or more grade level below grade level will be 32% or lower.

Identified Need

Teachers need more training with I-Ready Math, specifically using the program for teaching math conceptually, using the tools embedded in the program for PLC conversations and how to reteach using the I-Ready lessons in small groups.

Teachers need integrated ELD throughout all curriculum training.

Teachers need more training on how to teach and support student's growth in their individual writing to respond to questions as well as their own individual writing of essays.

Teachers need support and training on how to hold PLC's that analyze data from CFAs and other progress monitoring tools, then use that data to improve instruction in the classroom.

Literacy Instruction for Professional Development for grades 4 - 8

There is a pressing need to address the challenges and transform the teaching and learning process to better prepare learners for success in the 21st century. This requires adopting innovative approaches that leverage technology, promote inclusivity and diversity, foster critical thinking and creativity, and empower learners to become active participants in their own learning journey.

To achieve this type of culture, it is crucial to provide ongoing professional development for all staff, establish clear expectations and consistent consequences for behavior, and promote a culture of kindness and empathy. By prioritizing the creation of a positive school culture and climate, we can ensure that all students are given the tools and support they need to reach their full potential a

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Percent of Students at 2 or more grade levels below	Projected ELA 55% (Actual SBA Results release August 2023)	SBA ELA 45%
Percent of Students at 2 or more grade levels below	CAST 37%	CAST 32%
Percent of Students at 2 or more grade levels below	Projected Math 65% (Actual SBA Results release August 2023)	SBA Math 60%

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

Strategy/Activity 1.1.1

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

All Students
English Learners
Foster Youth
Low Income

Strategy/Activity

Professional Development, Collaboration, and Ongoing Instructional Support Plan Substitutes will be used to provide teachers the opportunities to attend academic/data conferences and professional development with instructional coach, program specialist, counselors, and administration. Substitute Pay Calculations (Object Code 11700) 4 substitutes X 16 full time days X $184= $11,776 (Allocating $12,000)-Title 1 Teacher Collaboration Collaboration for in-depth data review and evaluation of strategies and activities, technology integration as a supplement instructional support (such as SIPPS): 26 (24 teachers, 1 instructional coach, 1

program specialist) X 8 hours X $60 =$12,480 (Allocating $13,218)-Title 1 AVID Site Team/Leadership Team will conduct data walks in all classrooms to provide feedback to teachers on AVID strategies and data which will in turn improve student achievement in all academic areas. AVID Conferences for teachers, administration, and counselors in order for staff to extend their understanding and application of AVID strategies-$7,000-title 1 The AVID professional development will be provided to all Taft teachers in order for students, including the ATSI subgroups (African American, Hispanic, Homeless, Socio-economic disadvantaged, and Students with disabilities) which will include WICOR skill and strategies needed to be successful Taft will utilize appropriate consultants, attend conferences, and provide additional compensation/substitute costs needed for collaboration and training. Metrics for Progress Monitoring: Number of teachers participating in professional development AVID Walkthroughs and CCI tool as well as the number of teachers receiving AVID Professional Development iReady Diagnostic Data Results CORE Assessment Data Results SIPPS Data Results

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)
$15,000	50643 - Title I
$20,000	50643 - Title I
$20,000	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 1.1.2

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

All Students
English Learners
Foster Youth
Low Income

Strategy/Activity

Support Staff Salary for Plan Implementation and Additional Instructional Supports Provide teachers with professional learning opportunities to supplement core instruction, such as co-teach, demo lessons in the lessons in the classroom, conferences/training, data analysis, coaching, extended collaboration, etc. focusing on evidenced based, instructional practices; writing, mathematics, integrated ELD strategies, equity, SIPPS implementation, and AVID. (1.0 FTE Instructional Coach - Centralized Service) The Program Specialist ($53.451 - 35% Title I, $99.265 - 65% LCFF) will coordinate supplemental programs at the site: English Learner Program Tasks State Mandated Testing Local Assessments Master Schedule & Student Placement Training & Demonstration of Activities & Processes Data Analysis, Reporting, Distribution Core Materials Management/Library Student Assistance Program (SAP) After School Program Supplemental, SIPPS Bilingual Staff Support Supplemental Support and Interventions AVID Elementary coordinator School Site Council & School Plan for Student Achievement Parent Involvement Activities Technical Support for Instructional Technology & Software Resolve Network Issues Communicate with Administration & Teachers Assist the Principal in Duties The Library Media Assistant will support literacy at the school site: Work directly with teachers and students to support literacy, read to all classes K-2 using elements from common core standards, Organizes the library so students can easily find books at their Lexile level, ensure books have Lexile levels on them, and order books that go along with Lexile level. Schedule times for each class to visit the library. Provide teachers with lists of individual and class sets of books sorted by Lexile levels to support Core Curriculum- Salary - $23,316 - LCFF Additional compensation for Library Media to support the library to be open longer hours for student access. 1 Library Media X 22.00 per hour x 45.5 = $1,000 - 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.) Taft will provide certificated and classified additional compensation/substitute costs needed for supplemental instruction, early literacy development, intervention, and enrichment. Metrics for Progress Monitoring: Number of teachers receiving support in the coaching cycle Number of students who re-classify Number of students receiving EL support Number of students receiving literacy support Instructional Walkthroughs Number of classrooms visiting and checking out books every month

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
$51,905	50643 - Title I
$94,922	23030 - LCFF (Site)
$1,000	50643 - Title I
$1,000	50643 - Title I
$27,337	23030 - LCFF (Site)

$10,519	50643 - Title I Salary Contingency
$13,982	23030 - LCFF Salary Contingency

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

Strategy/Activity 1.1.3

Students to be Served by this Strategy/Activity

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

All Students
English Learners
Foster Youth
Low Income

Strategy/Activity

Supplemental Curriculum, Materials, and Programs to Support Improvement Provide students with opportunities to increase reading and math proficiency through small group and individualized instruction including supporting practices that promote literacy skills and foundational mathematics skills and math fluency. The subgroups (African American, Hispanic, Homeless, Socio-economic disadvantaged, and Students with disabilities), ATSI will be provided intervention in the areas of ELA and Math, through small group instruction. Teacher will enhance integrated/designated ELD/ELD curriculum using GLAD techniques. Applicable supplemental instructional materials include AVID specific organization and writing project material, poster/chart paper, markers, colored paper, planners, etc. Books will be purchased for students to use as a supplemental resource in ELA to enhance students' knowledge. These supplemental books are fiction and non-fiction books. Books - Title I License Agreements-$7,000 - Title I, $9,139- LCFF Individually and in small group, teachers will incorporate Reflex Math to provide students with procedural and application practice in the CCSS-math. In small group and whole group, teachers will incorporate Newsela to provide students leveled reading articles to strengthen their comprehension and writing in the content areas of ELA, Social Studies, Science, and Social Emotional Learning. In small groups, teachers will incorporate Scholastic News to provide students with leveled reading articles and writing prompts to strengthen their comprehension and writing. Individually and in small group, teachers will incorporate Mobi Max to provide students with procedural and application practice in the CCSS-math. Students will also use Mobi Max to improve their CCSS-reading foundational skills. The subgroups (African American, Hispanic, Homeless, Socio-economic disadvantaged, and Students with disabilities), ATSI will be provided intervention in the areas of ELA and Math, through differentiation using technology programs (Moby Max, iReady, Reflex) to target and support their needs using the reports provided with each technology program. Applicable supplemental instructional materials include AVID specific organization and writing project material, SIPPS instruction, poster/chart paper, markers, color paper, planners, leveled readers, classroom libraries, school library; fiction and non-fiction, Teacher pay Teacher, supplemental ELA, Math, and Science materials, printers for classrooms $24,009-Title 1, $10,000-LCFF ****General supplies are unallowable using State & Federal funds.**** Provide teachers with technology that is necessary in order to remain faithful when implementing the district adopted ELA and math programs. Equipment ($2,000 - Title I) Instructional equipment needed to implement supplemental programs and provide effective instruction include student laptops, tablet devices, E-readers, projectors, document readers/cameras, interactive SMARTboards, printers, wireless audio components, and other instructional ancillary devices. Taft will provide supplemental instructional materials, books, equipment, licenses, subscriptions, and software to support instruction and improve student achievement. Metrics for Progress Monitoring: Implementing Moby Max and Reflex Math measures IReady pathways reports AVID Walkthroughs for evidence of using planners, binders as well as percentage of students using WICOR strategies Percentage of students using technological tools as a 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)
$20,000	50643 - Title I
$11,417	50643 - Title I
$4,279	23030 - LCFF (Site)
$7,000	50643 - Title I

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

Strategy/Activity 1.1.4

Students to be Served by this Strategy/Activity

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

All Students
English Learners
Foster Youth
Low Income

Strategy/Activity

Other Services and Operational Costs Associated with Plan Implementation AVID field trips in order for our AVID elective students to visit college campuses. $2,000 title 1 Maintenance Agreement - $1,000 - Title I: Teachers will use various equipment such as the laminator, copier, Duplo, poster maker and access to

virtual/flipped classroom instruction. Maintenance agreements ensure the equipment (Laminator, copier, Duplo, poster maker) are available and usable to provide a print rich environment. Duplicating- duplicate supplemental instructional materials in ELA and Math $1,000 (Title 1) Taft will pay student fees, transportation, professional services, and duplicating costs associated with PLC collaboration, effective instructional practices, and student achievement.

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

Amount(s)	Source(s)
$2,200	23030 - LCFF (Site)
$2,000	50643 - Title I

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

Strategy/Activity 1.1.5

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

All Students

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.

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.

LCAP Goal

Goal 2: Equitable 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

Taft's suspension rate for all students will maintain at 1%, as measured by Suspensions on the Dashboard in Spring 2024 Taft's Chronic Absenteeism rate for all students will decrease from 35.4% to 30%, as measured by Chronic Absenteeism on the Dashboard in Spring 2024

Identified Need

To achieve this type of culture, it is crucial to provide ongoing professional development for all staff, establish clear expectations and consistent consequences for behavior, and promote a culture of kindness and empathy. By prioritizing the creation of a positive school culture and climate, we can ensure that all students are given the tools and support they need to reach their full potential a

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Suspension Rate	1.2% of students	1.2% of students
Chronic Absenteeism Rate	35.4% of students	30% of students

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

Strategy/Activity 2.1.1

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

Low Income
Foster Youth
English Learners
All Students

Strategy/Activity

Professional Development, Collaboration, and Ongoing Instructional Support Plan. Increase student attendance through parent meetings, communication, and an incentive system (The intended outcome is by increasing student attendance with extrinsic motivators, we will build the desire to attend school and increased student achievement) by providing positive incentives and rewards. Students who are absent or tardy will have interventions based on their tier level. Provide students with social and emotional supportive resources that positively impact student learning through programs such as PLUS program, counseling, peer tutoring, structured student engagement activities (PBIS, Mindful Morning, incentives, teachers who are knowledgeable of student trauma and can support student social and emotional well-being). Provide staff with trauma informed and social/emotional professional development through hiring of a consultant- $500 per hour X 3 hours =`$1,500 (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]

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)

All Students
English Learners
Foster Youth
Low Income

Strategy/Activity

Support Staff Salary for Plan Implementation and Additional Instructional Supports Increase student attendance through parent meetings, communication, and an incentive system (The intended outcome is by increasing student attendance with extrinsic motivators, we will build the desire to attend school and increased student achievement) by providing positive incentives and rewards. Students who are absent or tardy will have interventions based on their tier level. Provide students with social and emotional supportive resources that positively impact student learning through programs such as PLUS program, counseling, peer tutoring, structured student engagement activities (PBIS, Mindful Morning, incentives, teachers who are knowledgeable of student trauma and can support student social

and emotional well-being) The subgroups (African American, Hispanic, Homeless, Socio-economic disadvantaged, and Students with disabilities), ATSI will be provided support through the school counselors to increase positive school attendance and positive school behaviors. Parent Liaison will reach out to families to create the bridge between home and school through parent coffee hours, parent trainings, and supporting parents with questions or support they may need in order to have a positive parent/school connection and improved school attendance. Counselor Additional Compensation (12151) to meet with parents after contractual hours regarding students social/emotional support as well as following up on chronic students' absences; 2 counselor's X 33.3 hours X $60= $2,000 (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)
$2,000	50643 - Title I

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

Strategy/Activity 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 Taft will provide supplemental instructional materials, books, licenses, subscriptions, and software needed for SEL instruction and PBIS supports.

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

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

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

Strategy/Activity 2.1.4
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 Taft will pay student fees, professional services, and duplicating costs associated with SEL development, building CTE pathways, PLUS initiatives, 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.

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.

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

The number of Taft parents participating in school sponsored activities (parent teacher conferences, family events, etc.) will increase from 150 parents to 165 parents, as measured by sign-in sheets.

Identified Need

Taft School will provide a school-wide system for homework that is communicated to parents. Additionally, Taft School will continue to do parent outreach with regard to activities, events, fundraising, workshops, and committee meetings in a timely manner as well as offer multiple times to accommodate parents' work schedules.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Number of Parents Participating in School Activities	150 Parents	165 Parents

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)

All Students
English Learners
Foster Youth
Low Income

Strategy/Activity

Professional Development, Collaboration, and Ongoing Instructional Support Plan Provide parents with support and resources that empowers them be engaged in their student's learning such as parent/teacher conferences, communication, after school academic focused activities, parent meetings (e.g., Parent Coffees, parent volunteering, parent engagement events, etc.), parent trainings/conferences, etc. Increase parent engagement activities through student-led conferences which encourage parent, teacher, and student relationships. Target the subgroups (African American, Hispanic, Homeless, Socio-economic disadvantaged, and Students with disabilities), ATSI in order to get them more involved to support their child's academic progress. Conferences- Send 3 parents to CABE-$700 (Title I - 50672) Taft will utilize appropriate consultants, attend conferences, and provide additional compensation/substitute costs needed for parent training and building community partnerships. Metrics for Progress Monitoring: Parent Sign-In Number of parents volunteering Number of parents attending school activities which support their child's academic growth

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)

Low Income
Foster Youth
English Learners
All Students

Strategy/Activity

Support Staff Salary for Plan Implementation and Additional Instructional Supports Parent Liaison will assist to increase school to home communication through one-one-one outreach, using social media, Blackboard, ClassDojo, website, and flyers Expand the Parent Coffee Hours topics to focus of the needs parents expressed to school through a needs assessment survey. Salary (FTE) - $17,070 (Title I) Parent Liaison Additional Compensation to meet with parents after contractual hours for parent trainings and support positive student attendance 1 parent liaison X 68 hours X 22= $1,496, allocating 1,500 (title 1 parent) (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.) Taft will

provide certificated and classified additional compensation/substitute costs needed for building educational partnerships, community events, and engaging parents in student support. Metrics for Progress Monitoring: Parent Sign In sheets as well as a survey at the end of each parent meeting which includes parent trainings and parent coffee hours.

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)
$17,070	50643 - Title I

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

Strategy/Activity 3.1.3

Students to be Served by this Strategy/Activity

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

Foster Youth
English Learners
All Students
Low Income

Strategy/Activity

Supplemental Curriculum, Materials, and Programs to Support Improvement Provide parents with support and resources that empowers them be engaged in their student's learning such as parent/teacher conferences, communication, after school academic focused activities, parent meetings (e.g., Parent Coffees, parent volunteering, parent engagement events, etc.), parent trainings/conferences, etc. Increase parent engagement activities through student-led conferences which encourage parent, teacher, and student relationships Parent Lending Library-purchase bilingual books and materials for parents in order to support their children's language acquisition Taft will provide supplemental instructional materials, books, licenses, subscriptions, and software needed for parent training, community events, and building educational partnerships. Metrics for Progress Monitoring: Number of parents accessing the lending library

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 3.1.4

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 Provide parents with support and resources that empowers them be engaged in their student's learning such as parent/teacher conferences, communication, after school academic focused activities, parent meetings (e.g., Parent Coffees, parent volunteering, parent engagement events, etc.), parent trainings/conferences, etc. Increase parent engagement activities through student-led conferences which encourage parent, teacher, and student relationships Duplicating-$319 (Title I - 50672): to be used for Parent Taft Handbook and Monthly Parent Newsletters Plan each trimester Lunch on The Lawn to assist with more parent involvement Parent Meeting-$500 (Title I -parent) Light snacks and refreshments Taft will pay student fees, professional services, and duplicating costs associated with parent training, community events, and building educational partnerships.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
$2,000	50647 - Title I - Parent
$951	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.

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	$181,862.00
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	$324,582.00

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	$168,392.00
50647 - Title I - Parent	$2,951.00
50643 - Title I Salary Contingency	$10,519.00

Subtotal of additional federal funds included for this school: $181,862.00

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)	$128,738.00
23030 - LCFF Salary Contingency	$13,982.00

Subtotal of state or local funds included for this school: $142,720.00

Total of federal, state, and/or local funds for this school: $324,582.00

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

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

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.

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

Signature	**Committee or Advisory Group Name**

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. 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 05/16/2023.

Attested:

Acronyms and Initialisms

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

A

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

B

Acronym	Description
BTSA	Beginning Teacher Support and Assessment

C

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

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

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

D

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

E

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

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

F

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

G

Acronym	Description
GAD	[Government Affairs Division](#) – CDE
GATE	[Gifted and Talented Education](#)
GED	[General Educational Development Test](#)

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

H

Acronym	Description

I

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

J

Acronym	Description

K

Acronym	Description

L

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

M

Acronym	Description

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

N

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

O

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

P

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

Q

Acronym	Description

R

Acronym	Description
RFA	Request for Applications
RFP	Request for Proposals

ROCP	Regional Occupational Centers and Programs

S

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

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

T

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

U

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

V

Acronym	Description
VAPA	Visual and Performing Arts

W

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

X, Y, Z

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

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