

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

Site Name: \_\_\_\_\_

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

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

English Learner Advisory Committee

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

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on \_\_\_\_\_  
Date of Meeting

(Optional)

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

\_\_\_\_\_  
Committee

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

\_\_\_\_\_  
Committee

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

\_\_\_\_\_  
Committee

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

Attested:

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

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

\_\_\_\_\_  
Date

# School Plan for Student Achievement (SPSA)

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Van Buren Elementary	39686766042790	05/22/2023	06/20/2023

## Purpose

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

Van Buren 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, Asian, 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

Site utilized surveys such as:

- PBIS School Culture Survey
- Site based teacher survey
- Site based parent survey
- LCAP

### Classroom Observations

Site conducted walkthroughs with emphasis on the following:

- AVID Strategy Implementation
- Intervention Hour Curriculum Implementation (SIPPS & Read 180)
- ELD Strategy and Curriculum Implementation
- Math Curriculum Implementation

### Analysis of Current Instructional Program

Van Buren met with the following committees to discuss the data analysis process for our needs assessment.

- **SSC Meeting on 1/30/23, 3/8/23 & 4/3/23** - We reviewed each strategy and its effectiveness of our SPSA Plan. We used I-Ready data, SIPPS Data, CORE Data and district absenteeism and suspension reports. We also completed a root cause analysis and identified factors that may be contributing to the lack of student achievement. We focused on factors that we have control over and avoided blaming others.
- **Leadership meeting on 2/23/2022** - We reviewed each strategy and its effectiveness of our SPSA plan using I-Ready data, SIPPS Data, CORE Data and district absenteeism and suspension reports. We also completed a root cause analysis and identified factors that may be contributing to the lack of student achievement. We focused on factors that we have control over and avoided blaming others. We also refined our goals for the upcoming year.
- **Leadership Meeting on 3/30** - We reviewed ELSB goals, strategies and their effectiveness. Discussed why attendance is such a big factor on the success of student achievement and why students are not coming to school, what factors do we have control over and what can be done to improve them.
- **ELAC Meeting on 3/8/23** - We reviewed each strategy and its effectiveness of our SPSA & ELSB Plan. We used I-Ready data, SIPPS Data, CORE Data and district absenteeism and suspension reports. We also completed a root cause analysis and identified factors that may be contributing to the lack of student achievement. We focused on factors that we have control over and avoided blaming others.

### Standards, Assessment, and Accountability

# Staffing and Professional Development

## Staffing and Professional Development Summary

Van Buren Staffing:

- Vacancies: Program Specialist
- 18/26 teachers are credentialed
- VAPA (PE, Music, Art)
- 2 Head Start (credentialed) teachers
- 2 Full time counselors
- Instructional Coach
- Mental Health Clinician
- Community Assistant
- Library Assistant
- Bilingual Aide
- Instructional Assistant
- Special Ed Assistant
- ASP Coordinator

We had PD in the following areas:

- SIPPS (K-3)
- Read 180
- PLC Meetings
- Data analysis
- CFA
- Trauma Informed Practices
- Reading Strategies Implementation (OERA) (K-3)
- SOS
- CORE Reading Assessment
- Restorative Mornings
- LETRS (K-3)
- ELPAC & ELD Strategies
- AVID

We did walkthroughs with focus on:

- ELD
- SIPPS Implementation
- AVID Strategies and Implementation
- Read 180 Implementation
- Ready Math Implementation

## Staffing and Professional Development Strengths

Van Buren Staffing:

- 18/26 teachers are credentialed
- VAPA (PE, Music, Art)
- 2 Head Start (credentialed) teachers
- 2 Full time counselors
- Instructional Coach
- Mental Health Clinician
- Community Assistant
- Library Assistant
- Instructional Assistant
- Special Ed Assistant
- ASP Coordinator

We had PD in the following areas:

- SIPPS (K-3)
- Read 180

- PLC Meetings
- Data analysis
- CFA
- Trauma Informed Practices
- Reading Strategies Implementation (OERA) (K-3)
- SOS
- CORE Reading Assessment
- Restorative Mornings
- LETRS (K-3)
- ELPAC & ELD Strategies
- AVID

We did walkthroughs with focus on:

- ELD
- SIPPS Implementation
- AVID Strategies and Implementation
- Read 180 Implementation

## Needs Statements Identifying Staffing and Professional Development Needs

**Needs Statement 1 (Prioritized):** 74% of our students are working below grade level. **Root Cause/Why:** We do not have consistent school wide instructional strategies that support early reading foundational skills and math implementation of district adopted curriculum. We do not have school wide strategies to support our students who are suffering trauma and the effects of being in a low SES .

**Needs Statement 2 (Prioritized):** Our staff is not fully trained on trauma informed practices to better meet the needs of our Tier 2 and Tier 3 students **Root Cause/Why:** Our training with Angela Byers was postponed and when 62.5% of teachers surveyed want training on working with defiant and challenging students.

# Teaching and Learning

## Teaching and Learning Summary

- Van Buren teachers adhere to the 360 instructional minutes each day
- 20:26 teachers are highly qualified and are fully credentialed.
- English Learners have ELD for at least 30 minutes for grades K-6 and 50 minutes for grades 7-8 each day.
- Van Buren teachers use the core curriculum provided by the district (Benchmark Advance, Ready Math, Savvas, Studies Weekly, McGrawHill Impact, HMH Dimensions).
- Admin analyzes data and identifies students that need Tier 3 academic support. These students are prioritized for tutoring after school.
- Teachers analyse data to create small group instruction during Van buren's Academic Power Hour (intervention)
- Van Buren teachers used small group instruction to provide intervention opportunities for students (SIPPS K-3 & Read 180 4-8).
- Van Buren teachers use AVID strategies during core instruction.
- K-3 teachers have completed Year 1 of 2 of the LETRS training.

## Teaching and Learning Strengths

- Most teams collaborate to plan instruction and assess student learning
- Teachers meet with the instructional coach and admin to reflect, analyze, plan, and gather resources to meet their SMART goals
- Staff meetings are used as opportunities for professional development
- The Leadership Team is more focused on PBIS, Instruction, AVID, and Data analysis as compared ton prior years
- The majority of teachers seize opportunities to learn when the district offers professional development on STA days and after school

## Needs Statements Identifying Teaching and Learning Needs

**Needs Statement 1 (Prioritized):** 74% of our students are working below grade level in reading with 28% being 3 or more grade levels below. **Root Cause/Why:** We do not have consistent school wide instructional strategies that support early reading foundational skills and math implementation of district adopted curriculum. We do not have school wide strategies to support our students who are suffering trauma, lack of student motivation that stem from being in a low SES community.

**Needs Statement 2 (Prioritized):** 73% of our students are working below grade level in math with 26% being 3 or more grade levels below. **Root Cause/Why:** Our district adopted curriculum is not being used or implemented to its fullest potential. There is no accountability for student product or mastery of basic skills.

# Parental Engagement

## Parental Engagement Summary

### Parent Opportunities

- Monthly Parent Coffee Hours with PD Opportunities
- Parent Conferences
- Back to School Night
- SSC Meetings
- ELAC Meetings
- After School Parent Events
- PBIS Monthly Assemblies

### Parent Related Staffing

- Community Assistant 3.5 hours
- 2 Full Time Counselors

### Parent Surveys

- LCAP
- Needs Assessment

## Parental Engagement Strengths

### Strengths:

- Maintained steady numbers to our PBIS Assemblies
- Had Quorums for all but one of our SSC Meetings
- Have held 3/4 of our ELAC Meetings
- High participation on our evening events such as movie night, turkey bingo, STEM night and Literacy Night
- 90% of parents surveyed believe that Van Buren promotes a safe environment for all stakeholders
- 90% of parents surveyed feel that the teachers keep them informed in a way they can understand besides report cards
- 52% of parents surveyed participate in our monthly Parent Coffee Hours

## Needs Statements Identifying Parental Engagement Needs

**Needs Statement 1 (Prioritized):** There is not enough consistency in having meaningful partnerships between school and home. Even though our parent are attending the after school activities and assemblies we have an average of less than 20 parents who attend our monthly coffee hours and parent teacher conference participation is low especially in the upper grades. **Root Cause/Why:** Our parents/community are still suffering from post COVID stress and lack of motivation. We have not found a significant motivator for more parents to attend our coffee hours.

# School Culture and Climate

## School Culture and Climate Summary

### Surveys: PBIS (3 x year), CNA (parents), CNA (teachers)

#### Attendance Data-Decreased

- At the end of April 2023 we had 41.49% chronic truancy rate
- At the end of February 2022 we had 58.93% chronic truancy rate.

#### Suspension Data-Increased

- At the end of April 2023 VB had 90 total suspension days
- At the end of April 2022 VB had 70 total suspension days.

## School Culture and Climate Strengths

### Strengths

- 90% of parents surveyed believe that Van Buren promotes a safe environment for students and parents
- 76% of parents surveyed believe that their child has access to a counselor when needed
- 83% of parents surveyed believe that school rules are enforced fairly and consistently for all students
- 90% of parents surveyed believe that our teachers communicate effectively about their child academic progress

## Needs Statements Identifying School Culture and Climate Needs

**Needs Statement 1 (Prioritized):** Our truancy rate continues to be elevated, we have 41.49% (End of April, 2023) of our students who are habitually truant. **Root Cause/Why:** We do not have consistent systems in place to support our students who are habitually truant. Being in a low SE community school is not always a priority for some families.

**Needs Statement 2 (Prioritized):** Our suspension rates increased to 90 days (End of April, 2023) total suspension days. 33 incidents were caused or threaten to cause physical harm to another. **Root Cause/Why:** We do not have consistency in the implementation of our school wide expectations. There is a need for trauma informed practices training for staff so we may support our students who are socially or emotionally distressed. There is a need for substance & tobacco use counseling for our students in need. Also we need to be more consistent with the SAP process for our Tier 2 and Tier 3 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

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

## Goal 1.1

School Goal for ELA/ELD: \*By EOY 2024, the percentage of students meeting/exceeding ELA standards will increase by 5% as measured by iReady Diagnostic 3 Report. \*By EOY 2024, the percentage of students meeting their typical growth will increase by 10% as measured by iReady Diagnostic 3 Report. \*By EOY 2024, the percentage of EL students meeting/exceeding standards in ELA will increase by 5% as measured by iReady Diagnostic 3 Reports. \*By EOY 2024, the number of students who reclassify will increase by 2 students as measured by ELPAC. School Goal for Math: \*By EOY 2024, the percentage of students in meeting/exceeding math standards will increase by 5% as measured by iReady Diagnostic 3 Report. \*By EOY 2024, the number of students that achieve iReady annual typical growth will increase by 10% as measured by iReady Diagnostic 3 Growth Report. \*By EOY 2024, the percentage of EL students meeting/exceeding standards in math will increase by 5% as measured by iReady Diagnostic 3 report.

## Identified Need

74% of our students are working below grade level.

74% of our students are working below grade level in reading with 28% being 3 or more grade levels below.

73% of our students are working below grade level in math with 26% being 3 or more grade levels below.

Our truancy rate continues to be elevated, we have 41.49% (End of April, 2023) of our students who are habitually truant.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Number of students reclassifying to Fluent English Proficient	Reclassified-16 students	Reclassified -19 students
Percentage of students meeting/exceeding grade level standards	ELA-25.7% Math-20.7% ELs - ELA- 6.8% ELs - Math - 5.8%	ELA-30.7% Math - 25.7% ELs -ELA - 11.8% ELs - Math - 10.8%
Percentage of students meeting Typical Growth goals	ELA- 53.5% Math- 45.7%	ELA -63.5% Math- 55.7%

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 Provide teachers with professional learning opportunities to supplement core instruction and gain strategies that will address the learning loss of students. Provide teachers with collaboration time to discuss student achievement, School Climate, and Meaningful Partnerships. \*Additional Pay Calculation for collaboration for leadership/AVID/PBIS: (9 teachers X 20 hours X \$65 rate of pay) + (1 program Specialist x 20 hrs. x \$70 rate of pay) = \$11,700 + 1,400 (Budget 13,100 - LCFF) \*Staff (counselor) Additional Pay Calculation for collaboration: 1 staff X 20 hrs. X \$50 rate = \$1,000 (LCFF) \*Additional comp PS 70x16 = \$1,120 (Budgeted \$1,500) LCFF Substitute Pay for PD Collaboration: 18 days x \$200 rate = \$3,600 (Title 1) Conferences: To include AVID, PLC, Literacy, Math, ELD, Social Emotional, Culture, Autism, Challenging Students, Writing, and other like type conferences. \* 6 Subs x 2 days x \$200 rate = \$2,400 (budgeted 3,000)- ELD Conferences/PD (LCFF) \*ELD Training - (No cost-only substitutes) \*AVID - Principal, AP, and staff (6 staff x 1,500 = \$9,000-Title 1 \*PLC or SEL Conference (1 admin, 3 teachers x 1800 = \$7,200 Title 1 Sub Pay for Collaboration \*Twice a year we will provide teachers with collaboration time for support in high quality first instruction teaching strategies using the Instructional Coach and/or Program Specialist. A substitute will be used to provide teachers the opportunities to collaborate. \*Once every other month staff will conduct Instructional Rounds to enhance teachers' pedagogical skills and develop a culture of collaboration. \*Substitute Pay Calculation: 12 days x 200 rate of pay = \$2,400 (Title 1) 24 days x 200 rate of pay = \$4,800 (Title 1) Van Buren will provide certificated and classified additional compensation/substitute costs needed for supplemental instruction, intervention, and enrichment. Metrics for progress monitoring: Academic Walkthroughs, PLC Minutes

## 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)
\$13,100	23030 - LCFF (Site)
\$1,000	23030 - LCFF (Site)
\$1,500	23030 - LCFF (Site)
\$10,800	50643 - Title I
\$3,000	23030 - LCFF (Site)
\$16,200	50643 - Title I

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

## Strategy/Activity 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 Instructional Coach (1.0 FTE - District Funded) ELA & MATH to provide teachers with professional learning opportunities to supplement core instruction, such as co-teach, demo lessons in the classroom, conferences/training, data analysis, coaching, extended collaboration, focusing on evidenced based, instructional practices; writing, mathematics, integrated ELD strategies, and phonics. Maintain (1.0 FTE - 85% Title 1 & 15% LCFF) Program Specialist-to provide support to teacher in analyzing and interpreting data. Coordinate all state, district, and common assessments, CAASPP and ELPAC preparation, and intervention, grade/credit data, and action walk data, as well as identify students who need additional support and connect them to programs and resources. To meet the expectation of 2 hours per day in classrooms, maintaining a Program Specialist will allow site leadership to examine and dig deep into trends, patterns, and the development of next steps for professional development. The Program Specialist will coordinate and supervise all reading interventions such as Read-180, Systems 44, SIPPS and after school tutoring programs. (Title 1 = \$102,175 & LCFF = \$18,013) Additional Compensation for Program Specialist for collaboration with Admin to address the learning needs of students, intervention blocks, after school tutoring and other student and staff needs. 1 PS x 25 hours x \$70 = \$2100 (Title 1) Bilingual Assist - By having a 6-hour bilingual aide that will work in collaboration with the classroom teachers to move students towards reclassification. Bilingual Assist will work in small groups on targeted EL interventions based on student needs. Our EL population is increasing and the demands for equity for all students is a priority. (no cost - district allocation) Instructional Assistant (.50 salary) - to collaborate with the classroom teachers to close the achievement gap. Conduct small group instruction using intervention strategies. \$23, 973 - Title 1 Library Media Assistant - With an ever-growing staff, and to meet the expectations of all teachers, maintaining this position would provide more time in the day for all classes to visit and promote literacy. Assistant will maintain the library's inventory with equitable, engaging, rigorous and up to date books that are accessible to all students. (LCFF - \$23,509) Teacher additional pay for collaboration time and to hold after school tutoring that will focus on learning gaps in literacy and math fundamentals for grades 4-8. (2.5 hrs/wk X 28 weeks) X 7 (Teachers) x \$65 (Rate) = \$31,850 - (budgeted \$31,395) Title 1 AVID team will be paid at an hourly rate to attend AVID SI during the summer (most likely San Diego or Sacramento). This team will consist of teachers, Program Specialist, and Admin: Teacher Add Comp-AVID Summer Institute: 5 teachers: 5 Teachers x \$55 p/hr X 6 hours X 3 days = \$4,950- LCFF Program Specialist Add Comp-AVID Summer Institute: 1 PS X \$75 p/hr X 6 Hours X 3 days = 1,350- LCFF Admin Add Comp-AVID Summer Institute: 1 X \$95 p/hr X 6 hrs. X 3 days = \$1,710 -LCFF AVID Post SI Collaboration Day AVID Leadership Collaboration Administration Support of AVID Implementation- Admin will meet with the AVID SI team in the summer after AVID SI to collaborate on strategies to present for following year AVID PD. 5 Teachers X \$55p/hr X 3 Hours = \$825 LCFF 1 Program Specialist X \$75p/hr X 3 hours = \$225 LCFF 1 principal and 1 AP X \$95p/hr X 3 hours = \$570) 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, technology, etc.) Metrics for Progress Monitoring: I-Ready and CORE data

### 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)
\$102,075	50643 - Title I
\$18,013	23030 - LCFF (Site)
\$2,100	50643 - Title I
\$23,509	23030 - LCFF (Site)
\$31,395	50643 - Title I

\$4,950	23030 - LCFF (Site)
\$1,350	23030 - LCFF (Site)
\$1,710	23030 - LCFF (Site)
\$825	23030 - LCFF (Site)
\$225	23030 - LCFF (Site)
\$570	23030 - LCFF (Site)
\$23,973	50643 - Title I
\$12,605	50643 - Title I Salary Contingency
\$7,316	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 Literacy Programs/Materials: Provide students with opportunities to increase reading proficiency and math fluency through literacy programs (e.g Read 180, System 44, SIPPS, Seesaw, Accelerated Reader or other like programs), level books (for classrooms, our school library, or home), class set of novels, small group and individualized instruction including supporting practices that promote literacy skills and foundational mathematics skills and math fluency. Licenses = Budgeted \$25,000 - LCFF Applicable supplemental instructional materials to include AVID specific organization and writing project material, poster/chart paper, markers, colored paper, binders, planners, paper (various colors), highlighters, dividers, post-its, pencil pouches, index cards, rulers, sentence strips, graph paper, headphones, dry erase boards, notebooks, composition books, glue sticks, etc. We will provide all supplies needed to make sure all students have access to materials needed for their education. By using AVID strategies, we are providing all students with organizational skills that will benefit them in their educational path. Estimated Cost = \$2,684-LCFF) \*\*\*\*General supplies are unallowable using State & Federal funds.\*\*\*\* Non Instructional Materials: materials such as toner, ink, poster paper, laminator rolls, Duplo supplies, and other supplies may need to be purchased to provide a print rich environment. Also projector bulbs to replace when needed so teachers can utilize their technology to provide equitable instruction. (\$2,005 Title 1) (\$10,022 LCFF) \*\*\*\*General supplies are unallowable using State & Federal funds.\*\*\*\* New equipment may need to be purchased such as: Chrome Books, projectors, E-readers, calculators, classroom printers, keyboards, speakers, iPads, headphones, wireless audio components, interactive SMART boards, doc cameras, projectors, and all accessories for these items such as screens, light bulbs, etc. Estimated Costs = (\$3996 - LCFF) Metrics for Progress Monitoring: Reading Inventory, I-Ready Scores

#### Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
\$25,000	23030 - LCFF (Site)
\$2,684	23030 - LCFF (Site)
\$2,005	50643 - Title I
\$10,022	23030 - LCFF (Site)
\$3,996	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 1.1.4

### 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 Field Trips Non-District/District Transportation for one field trip per grade level to provide students with hands on experiential learning opportunities to supplement core instruction also through guest speakers, traveling exhibits, etc. To be determined during the 2023-2024 school year by grade levels. May include: Exploratorium, Zoos, Parks, Museums, Theater Other educational settings. (Budgeted \$14,000 - LCFF) Transportation \$12,000 and student fees \$2000 Maintenance Agreements - Teachers will use various equipment such as the laminator, copier, Duplo, poster maker. Maintenance agreements ensure the equipment is available and usable to provide a print rich environment. (Estimated cost = \$4,000 - LCFF) Duplicating - School/Teachers will use duplicating services for Planners, banners, and curriculum implementation. (Estimated cost = \$2,000 - LCFF)

### 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)
\$12,000	23030 - LCFF (Site)
\$4,000	23030 - LCFF (Site)
\$2,000	23030 - LCFF (Site)
\$2,000	23030 - LCFF (Site)

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

## Strategy/Activity 1.1.5

### Students to be Served by this Strategy/Activity

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

All Students

### Strategy/Activity

Pre K - Kindergarten Connections Provide students opportunities to: \*interact with their peers who will attend their kindergarten class promoting social skills, \*establish a connection between the kindergarten teachers and our TK teacher. \*practice kindergarten rituals such as eating in the cafeteria, attending assemblies, and other grade level activities. \*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]

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 1.1.6

### Students to be Served by this Strategy/Activity

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

All Students

### Strategy/Activity

Teachers will enhance NGSS (science) curriculum through hands-on science experiments integrating Project Lead the Way (PLTW) and Science Technology Engineering Mathematics (STEM) projects to include PLTW/STEM project materials. Applicable supplemental instructional materials include math manipulatives, paper for graphic organizers, writing tools - whiteboards/chart paper, STEM specific materials including science specific project materials such as slides, 3D printers and plastic filament, Robotic materials and Project Lead the Way specific project materials. Equipment would include laptops that runs PLTW and STEM required software. Instructional Materials: \$2,227- 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)
\$2,327	50643 - Title I

## Annual Review

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

### Analysis

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

Our strategies were implemented and had a positive outcome on our I-ready scores going from 8.2 % of our students working at grade level at diagnostic 1 to 25.9% in diagnostic 3. This was an increase of 17.7%.

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

The program specialist position remained vacant all year due to teacher shortages. We were not able to do as much academic walkthroughs due to sub shortages.

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.

Hiring a PS in the 23-24 school year is a priority. Funding 50% of the salary of our instructional assistant which funding has been provided by our ELSB grant. Providing enrichment opportunities such as STEAM and robotics courses for our students.

## LCAP Goal

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

## Goal 2.1

School Goal for Suspension: By the end of 2023-24 academic school year, Van Buren will decrease the overall suspension for all students by 5% as measured by SUSD's EOY Suspension Report. School Goal for Attendance: By the end of 2023-24 academic school year, Van Buren will decrease the chronic absenteeism rate for all students by 2.5% as measured by SUSD's EOY Attendance Report.

### Identified Need

74% of our students are working below grade level.

Our staff is not fully trained on trauma informed practices to better meet the needs of our Tier 2 and Tier 3 students

74% of our students are working below grade level in reading with 28% being 3 or more grade levels below.

Our truancy rate continues to be elevated, we have 41.49% (End of April, 2023) of our students who are habitually truant.

Our suspension rates increased to 90 days (End of April, 2023) total suspension days. 33 incidents were caused or threaten to cause physical harm to another.

### Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Chronic Absenteeism	Pre-Covid -Truancy Rate = 40.1%	Truancy Rate = 37.6%
EOY District Suspension Report	Total Suspension Days: 104	Total Suspension Days =99.3

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

#### Strategy/Activity 2.1.1

##### Students to be Served by this Strategy/Activity

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

All Students  
English Learners  
Foster Youth  
Low Income

##### Strategy/Activity

Through District Services we will continue to provide our most challenged students with access to counselors and Mental Health personnel. Students with low-aggressive behaviors will be referred to counseling, offered opportunities to correct behaviors, assigned to detention and given opportunities to participate in restorative practices to help reduce suspensions. \*Post suspension conferences - every student who receives a suspension will meet with a counselor upon their return. \*PBIS - Restorative Circles - referral process has been updated and students will participate in a restorative activity with the counselors as an intervention step before being sent to admin for discipline. \*Collaboration Meetings - Counselors, SST, and CWA will hold weekly attendance collaboration meetings to develop a plan of action that may include Attendance Contracts tailored to student's needs \*Check-in system - a check in system will be in place for students who are tagged habitual truants Van Buren will utilize appropriate consultants, attend conferences, and provide additional compensation/substitute costs needed for PBIS supports, development of Social Emotional Learning, and training to improve school climate. Van Buren will provide guest speakers (consultants) with emphasis on motivation, academic and social emotional (LCFF - \$3,000) Metrics for Progress Monitoring: SAP Calendar (# of meetings), District Suspension/Absence Report

##### 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)
\$3,000	23030 - LCFF (Site)

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

#### Strategy/Activity 2.1.2

##### Students to be Served by this Strategy/Activity

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

English Learners  
Low Income  
Foster Youth  
All Students

### Strategy/Activity

Support Staff Salary for Plan Implementation and Additional Instructional Supports to provide students with support systems to promote good attendance and positive behaviors. \*Counseling - counselors will hold small groups and individual counseling sessions based on student need. We will continue to work with our Mental Health Clinician to offer therapy sessions with qualifying students based on need. \*BIP-Behavior Support Plans - we will develop tailored BIPs to support our student's needs. \*Conflict Resolution - counselors will hold necessary small group sessions to resolve conflicts amongst students. \*Monthly Team Home Visits - Our counselors will conduct home visits one a month to follow up with our students who are struggling with maintaining good attendance status Van Buren will provide certificated and classified additional compensation/substitute costs needed for SEL instruction and PBIS supports. 2 counselors x 10 hrs x \$50 = \$1,100 - LCFF Metrics for Progress Monitoring: District Attendance and Suspension Reports

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
\$1,100	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 2.1.3

#### Students to be Served by this Strategy/Activity

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

Low Income  
English Learners  
All Students  
Foster Youth

### Strategy/Activity

Supplemental Curriculum, Materials, and Programs to Support Improvement \*School Wide Attendance Incentives - Van Buren will hold monthly Panther Attendance Challenge, Monthly Individual Perfect Attendance Recognition, and random attendance drawings for prizes \*\*\*Incentives/gifts/appreciation "events"/entertainment are unallowable using State and Federal funds. Van Buren will provide supplemental instructional materials, books, licenses, subscriptions, and software needed for SEL instruction and PBIS supports. Title 1 - 1,000 Metrics for Progress Monitoring: District Attendance and Suspension Reports

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
\$1,000	50643 - Title I

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

### Strategy/Activity 2.1.4

#### Students to be Served by this Strategy/Activity

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

Low Income  
Foster Youth  
All Students  
English Learners

### Strategy/Activity

Other Services and Operational Costs Associated with Plan Implementation \*Structured lunch time activities provided by vendors such as Sports for Learning, YMCA or other similar vendors. \$10,000 Title 1 Van Buren will pay student fees, professional services, and duplicating costs associated with SEL development and PBIS implementation to improve school climate. \$1,500 Title 1 (services) \$Duplicating 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)
\$10,000	50643 - Title I
\$1,500	50643 - Title I

\$1,480	50643 - Title I

## Annual Review

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

### Analysis

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

Having a new intern counselor created challenges for our support team to follow through with the implementation of our strategies such as small group counseling, development of BIPs, follow up with SST meetings, and TUPE counseling. Our attendance truancy rate decreased, however it is still substantially high. Our strategies were implemented but there was a lack of follow through with the team collaboration.

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

Monthly home visits did not happen consistently, and we did not have structured lunch time activities as the district cancelled the initiative.

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.

Year long calendar will be implemented for our support team to hold each other accountable and have follow through with strategies. The community assistant will have additional comp to support our team. We will be utilizing the services of a vendor that offers structured lunch time activities (school funded).



## LCAP Goal

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

## Goal 3.1

School Goal for Meaningful Partnerships: By the end of the 2023-2024 academic school year the average number of parents attending Parent Involvement activities will increase by 10%. This will be measured by the number of parents that attend and sign in to our Monthly Parent Coffee Hours, Movie Nights, Back to School Night or any other parent involvement activities.

### Identified Need

74% of our students are working below grade level in reading with 28% being 3 or more grade levels below.

There is not enough consistency in having meaningful partnerships between school and home. Even though our parent are attending the after school activities and assemblies we have an average of less than 20 parents who attend our monthly coffee hours and parent teacher conference participation is low especially in the upper grades.

Our truancy rate continues to be elevated, we have 41.49% (End of April, 2023) of our students who are habitually truant.

Our suspension rates increased to 90 days (End of April, 2023) total suspension days. 33 incidents were caused or threaten to cause physical harm to another.

### Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Parent Event Sign in Sheets	Average parent participation= 20	Average Parent Participation = 22

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

#### Strategy/Activity 3.1.1

##### Students to be Served by this Strategy/Activity

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

Low Income  
English Learners  
All Students  
Foster Youth

##### Strategy/Activity

Professional Development, Collaboration, and Ongoing Instructional Support Plan Provide parents with support and resources that empowers them to be engaged in their student's learning such as: Parent Conferences \*Hold parent teacher conferences as needed based on students' needs \*Hold CARE or SST meetings as needed based on students' needs Parent Coffee Hours \*Hold monthly Parent Coffee Hours where we will offer a variety of information to our parents from our community and district office. \$1,000 Title 1 Parent \*PD Opportunities for parents: \*How to workshops: reading to your child; Fun math games; art projects \*ESL parent classes \*Technology classes \*Parenting classes \*Goal Setting Van Buren 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 Sheet

##### Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
\$1,000	50647 - Title I - Parent

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

#### Strategy/Activity 3.1.2

##### Students to be Served by this Strategy/Activity

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

English Learners  
Low Income  
Foster Youth  
All Students

##### Strategy/Activity

Support Staff Salary for Plan Implementation and Additional Instructional Supports Maintaining a Community Assistant \*This will allow for recruitment of new parents to volunteer, attend coffee hours, SSC & ELAC meetings, and other parent involvement events. \$27,250 - LCFF \*Additional Time for Community Assistant

10-15 hrs monthly x \$20 = \$3,000 LCFF Van Buren 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:

**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)
\$27,250	23030 - LCFF (Site)
\$3,000	23030 - LCFF (Site)

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

**Strategy/Activity 3.1.3**

**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 Purchase materials/books \*Supplemental supplies for our parents to take home after participating in parent PD opportunities. Books, materials, and resources (flash cards, manipulatives, site words, etc). \*\*\*\*General supplies are unallowable using State & Federal funds. \*\*\*\* \*\*Incentives/gifts/appreciation "events"/entertainment are unallowable using State and Federal funds. Van Buren will provide supplemental instructional materials, books, licenses, subscriptions, and software needed for parent training, community events, and building educational partnerships. \$1,847 Title 1 Parent Metrics for Progress Monitoring:

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)	Source(s)
\$1,847	50647 - Title I - Parent

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

**Strategy/Activity 3.1.4**

**Students to be Served by this Strategy/Activity**

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

All Students  
English Learners  
Foster Youth  
Low Income

**Strategy/Activity**

Other Services and Operational Costs Associated with Plan Implementation Movie Nights \*Hold one movie night per trimester Van Buren will pay student fees, professional services, and duplicating costs associated with parent training, community events, and building educational partnerships. \$800 Title 1 Parent

**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)
\$800	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 had success with the implementation of our strategies with the exception of some of our PD opportunities such as technology classes and ESL classes for our parents. We had great success bringing guest speakers from the community that offered a variety of services. We also distributed many instructional materials after each meeting and offered PD on how to use those materials at home. Our community assistant has been vital to the success of these strategies.

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

Parent conferences were not as successful as other years. We continue to struggle in communicating effectively with the families of our Tier 2 and Tier 3 students to build those meaningful partnerships. We need to do a better job communicating with our parents before issues arise, we need to be pro active.

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

We will continue to reach out to our parents and offer a variety of activities to bring them to our site and build relationships. We will offer resources for our most needy families. We will hold trainings on how to use technology to stay informed and keep an open relationship with our staff.

# 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	\$221,107.00
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	\$394,227.00

## 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	\$204,855.00
50647 - Title I - Parent	\$3,647.00
50643 - Title I Salary Contingency	\$12,605.00

Subtotal of additional federal funds included for this school: \$221,107.00

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)	\$165,804.00
23030 - LCFF Salary Contingency	\$7,316.00

Subtotal of state or local funds included for this school: \$173,120.00

Total of federal, state, and/or local funds for this school: \$394,227.00

# Acronyms and Initialisms

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

## A

Acronym	Description
AB	Assembly Bill
ACE	<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
---------	-------------

## 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
---------	-------------

## K

Acronym	Description
---------	-------------

## 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
---------	-------------

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
---------	-------------

## R

Acronym	Description
RFA	Request for Applications
RFP	Request for Proposals

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

## 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/selpacontentlead18fa.asp">https://www.cde.ca.gov/fg/fo/r18/selpacontentlead18fa.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)