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
Victory Elementary	39686766042808	05/31/2023	06/20/2023

Purpose

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

Victory Elementary is implementing a Schoolwide Program. The purpose of this plan is to address the needs of students identified by ESSA for Comprehensive Support and Improvement.

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

- Teachers were met with during Academic Conferences February 6-9, 2023. During the small grade level groups with the Assistant Principal, Instructional Coach, and Principal. During discussions a basic needs assessment was conducted.

Resource Inequities

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

- RTI Process site devloped learning needs, Professional Development, Protocols and RTI Data Cycle for Differentiation.
- Additional Compensation for teachers to plan, and go through the RTI Data Cycle

Comprehensive Needs Assessment Process

Comprehensive Needs Assessment Process Summary

As a school site staff met at throughout Academic Conference meetings to discuss what is working and not working in regards to academics, culture and climate, and meaningful partnerships within each grade level. Staff met in small groups to identify supports and needs for the upcoming school year.

Leadership met on April 11, 2023 and reviewed the summary of the comprehensive needs assessment. Administration presented data provided by the district including but not limited to staffing, attendance, suspensions, and academics. Staff provided input on glows and grows for each category. Next steps include identifying problems and root causes.

 School Site Council met twice to go over the Foramative and Annual Reviews and reviewed what the other teams identified as the root causes. School Site Council provided input as to what they found meaningful such as programs and parental involvement.

Staffing and Professional Development

Staffing and Professional Development Summary

Looking at our school data, 91% of the teaching staff is fully credentialed, 9% of our teachers are still completing a credentialing program. These teachers are supported through a mentor teacher and/ or an Induction mentor.

Victory has recently developed a plan to support new teachers by implementing a co-plan, co-teach cycle. Teachers were strategically paired in efforts to support lesson planning, and developing rigorous standard driven lessons.

Throughout the course of the year Leadership met to help drive the focus of Victory's Professional Learning Community with a focus at the beginning of the year on English Language Arts, intervention and providing a scaffolded approach to address learning loss. The Instructional Leadership Team met with Curriculum Associates in December to review progress from iReady diagnostic 1 to iReady diagnostic 2 to determine successes and next steps. There was not ongoing support to continue curriculum implementation.

Victory has an approved waiver to provide teachers with an additional time each week to support their grade level collaboration. Collaboration is focused around the four Professional Learning Community essential questions; 1. What do we want all students to know and be able to do? 2. How will we know if they learn it? 3. How will we respond when some students do not learn? 4. How will we extend the learning for students who are already proficient? Administration, counselor, program specialist and resource teachers meet with each grade level team to help support in specific content areas.

Leadership met on Janary 17, 2023, and during a Staff meeting on February 9, 2023 and April 11, 2023 to identify gaps and next steps. Staff identified the following as areas for growth:

- Professional Development:
- iReady and Benchmark Curriculum training support
- More curriculum training
- PE curriculum/ equipment
- A desire to implement AVID K-8
- Need to integrate AVID site team into Leadership
- A need for a plan to support the library due to no librarian
- RTI Training for all to support a systematic intervention process school wide
- No primary counselor
- Behind in IEPs

Staffing and Professional Development Strengths

Strengths:

- PLTW/ STEM focused training
- Mental Health Clinician
- Attendance Team: Administration, Teacher, Child Welfare and Attendance,
- AVID Summer Institute
- Highly qualified teachers 89% with master's degree
- One full time Counselor
- Seven AVID trained teachers;
- AVID elective class offered to middle school students
- Beginning with middle school and establishing systemic pathways into primary in terms of organization and developing a college focused culture

Needs Statements Identifying Staffing and Professional Development Needs

Needs Statement 1 (Prioritized): Professional Development needs to occur in order to support the teachers and staff to implement the programs to meet the District and Site goals.   **Root Cause/Why:** Professional Development has been inconsistent and not relevant to what teachers need to be able to differentiate students, collaborate effectively and build capacity.

Teaching and Learning

Teaching and Learning Summary

Teachers are in their fourth year of curriculum implementation for both Benchmark/ Savaas, ELA, and Ready Math. Teacher utilize the curriculum and supplement as needed to support students academic instruction. The site utilized internal capacity to help support teachers and instruction. One round of co-plan, co-teach was completed. Access to substitute teachers would support the site to be able to release teachers for academic conferences and planning purposes.

Accelerated Reader licenses have been purchased for all students and teachers in grades 1st through 6th to support students' academic achievement in reading and reading comprehension.

Grades 1-3 utilize an intervention model where they rotate students for foundational skills in reading. Groupings are flexible based on student academic growth.

ESGI licenses have been purchased for all Kindergarten teachers. ESGI allows teachers to assess students quickly and provides immediate feedback to students as well as tangible supports that can be sent home to aid parents in supporting their child as well.

Teacher utilize our iReady Pathway intervention program provided by the district. Teachers monitor and assign work to students using the pathways. The site supports student achievement through providing prizes for students who complete their weekly pathway on Fridays via a "Wheel of Names," raffle.

ELD is provided to all English Learners during designated ELD time. Teachers utilize core curriculum in addition to supplemental supplies and materials.

Teaching and Learning Strengths

Strengths:

- PLTW offered in middle school electives and 5th grade

- Project based science materials

- Material for learning available, easy to access

- Primary and Intermediate RTI process in place for ELA

- Active and invested Direct Instruction

- PLC- Platooning Data Cycle

- ESGI program used in kindergarten to provide data and immediate feedback and intervention to students with family support included

- Differentiated Instruction

- PLTW Gateway - second year implementing fully in person at 7th and 8th grade level

- Math Curriculum being taught, curriculum imbedded assessments are inconsistent

- Social studies Curriculum is good, but lack of time makes it hard to do assessments

- ESGI, Kindergarten

- AR

- iReady

- Accelerated Reader is utilized to promote literacy and reading comprehension for all students.

- iReady Growth from fall to winter

- Platooning/ Intervention for ELA sitewide

Needs Statements Identifying Teaching and Learning Needs

Needs Statement 1 (Prioritized): Students need to have more targeted interventions and strategies to make academic gains in ELA and Math.   **Root Cause/Why:** Student data shows that 60% of our students are 1 or more grade levels below in ELA and 65% of our students are 1 or more grade levels below in Math.

Needs Statement 2 (Prioritized): Teachers need to have time to meet and plan to meet the needs of our students.   **Root Cause/Why:** There isn't enough time provided within Contract time to focus on meeting vertically or within a life level, to plan, reflect, collaborate and discuss differentiated instruction to meet the needs of our students.

Parental Engagement

Parental Engagement Summary

Victory has strived to maintain strong communication via monthly parent newsletters the first week of each month. Information is also shared with parents via phone dialers, flyers, social media and our school website.

Parents and families have also engaged with the campus through various parent meetings and events. We have welcomed our families to participate in the Fall Festiva, parent conferences, and parent coffee meetings. Victory also invites all families to participate in ELAC, School Site Council, and our PTO.

Parental Engagement Strengths

Strengths:

- Monthly Newsletter to families
- Social media accounts/ website
- Monthly Newsletter
- Instagram Account
- PLUS students active on campus
- More use of Remind/ Dojo apps on campus to communicate to families
- Administration is present at morning drop-off/ staff present at dismissal
- Fall Festival
- Social Media to communicate with families
- Parent Teacher Conferences
- Phone Dialers

Needs Statements Identifying Parental Engagement Needs

Needs Statement 1 (Prioritized): Parent conferences and activities need to increase in order to maintain communication with families. **Root Cause/Why:** Parent conferences occurred with about 47.5% participation. There were 6 Family Engagement Activities, however they were not well attended due to communication.

School Culture and Climate

School Culture and Climate Summary

During Leadership and staff meetings, teams discussed possible areas for growth to help support students academically and emotionally. The team agreed there are many systems and supports in place to support our students emotional well being as well as creating a school culture that is positive, welcoming at safe.

Administration is in the front of the school daily, with music and dancing on Friday mornings; setting the stage for a positive day at school. Students earn Viking bucks when they follow our Victory pledge, "I will be safe, I will be respectful, I will be responsible." These Viking Bucks can be entered into a raffle to win a prize or used to purchase an item from our Victory Viking Bucks Store. Each month we celebrate citizen of the month winners with a certificate and a treat, and attendance winners who also receive recognition and reward.

Staff shared they felt they lacked the tools to help support all our students emotionally and with heightened triggers. They are requesting more training or support staff to help support students with extensive needs.

- Anger management, counseling partners/ groups for student, decision making, grief support, basic social skills
- Buddies across grade levels; students and teachers
- more community involvement activities
- Campus beautification: benches, cleaning, planter boxes are bare/ dead
- Not sure what exactly PLUS does as we do not really see them
- College Days, Spirit Rallies,
- Career Days: Information days for adults and students (Advocates, community people, bankers, auto mechanics, etc)
- Attendance:
  - Should be counted even if the child is late for perfect attendance.
  - We are to praise them when they arrive no matter what time.
- Monthly attendance reward for perfect attendance- super recess/treat/toy
- PLUS Forums
- Viking buck store/student store
- Restorative Circles- Refresher for staff
- Study Buddies
- Make the super recess special for attendance rewards (bubbles, chalk, dance)
- Mentor program/check-ins
- Middle school teachers teaching during groups
- Defining counselor's role

School Culture and Climate Strengths

- Victory Viking Bucks Store
- Restorative Circles/SEL (Hit or Miss, sometimes great other times not so much)
- Morning Drop-off Admin Greetings
- School Wide Positive Incentives (raffles; bikes, iReady Pathway)
- Viking bucks
- Purple Fridays
- PLUS
- Citizen of the month with treats, certificates, pictures, folders

- Whistle Freeze, walking

- Kinder having yard duty coverage in the morning

- PLUS coming to do check-ins for attendance

- Restorative Practices

- Spirit Days: Football Day, Winter Spirit Week, Light Parade

- Holiday Activities: Elf on a Shelf/ Santa Photos

- College Banners

- Fall Festival

- Family Nights: Literacy Week, Scholastic Book Fair, PLTW Night

- Mobile Speaker with music for PE and Friday Morning Drop Offs

Needs Statements Identifying School Culture and Climate Needs

Needs Statement 1 (Prioritized): Training for Teachers and staff in de-escalation, restorative circles, and classroom management to best support our learners while they are at school. **Root Cause/Why:** Student behaviors have risen with the new DOJ guidelines and restrictions. Teachers need to learn how to deal with the behaviors that prevent learning from occurring in the classroom.

Goals, Strategies, Expenditures, & Annual Review

Complete a copy of the Goal table for each of the school's goals. Duplicate the table as needed.

LCAP Goal

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

Goal 1.1

ELA: By the end of the year 2024, per iReady Reading Diagnostic 3 Results Report, the total number of students performing at "early on/ mid or above grade level" will increase by 10% from iReady Reading Diagnostic 3 from spring 2023. EL: By the end of the year 2024, per ELPAC, the number of students who reclassify from ELD will increase from 8 students in 2022-2023, to 9 students in the 2023- 2024 school year. Math: By the end of the year 2024, per iReady Math Diagnostic 3 Results Report, the total number of students performing at "early on/ mid or above grade level" will increase by 10% from iReady Math Diagnostic 3 from spring 2023.

Identified Need

Professional Development needs to occur in order to support the teachers and staff to implement the programs to meet the District and Site goals.

Students need to have more targeted interventions and strategies to make academic gains in ELA and Math.

Teachers need to have time to meet and plan to meet the needs of our students.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Number of students reclassifying to Fluent English Proficient	8 RFEP Students	9 RFEP Students
Number of students at or above grade level	ELA 202 students Math 182 students	ELA 223 students Math 201 students

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

Strategy/Activity 1.1.1

Students to be Served by this Strategy/Activity

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

All Students
English Learners
Foster Youth
Low Income

Strategy/Activity

Professional Development, Collaboration, and Ongoing Instructional Support Plan Professional development opportunities provided by instructional coach and program specialist for administrators, teachers, program specialist, and instructional coaches around English Language Arts, ELD, and Mathematics. Platooning at each grade level is necessary to better differentiate instruction for different levels of English Learners based on ELPAC scores. Additional training for effective platooning will be provided for administrators and Designated ELD Teachers. Additional Professional development (conferences, webinars, institutes, workshops, etc.) for administrators, teachers, program specialist, instructional coaches, and counselors to implement the AVID strategies that will focus efforts to improve academic success for all learners. Additional Compensation: 22 Teachers- 15 hours. x $60 x 22 teachers= $19,800Title 1 1 Program Specialist- 15 hours. x $60 x 1 PS=$900 Title 1 1 Counselors-15 hours. x $60 x 1 counselor=$900 Title 1 1 Instructional Coach-15 hours. x $60 x 1 IC=$900 Title 1 Academic Conferences: Through collaboration and time set aside to learn more about appropriate strategies to use to target student achievement. Teachers will be compensated to attend training after their contracted workday. Opportunities to collaborate amongst each other and / or obtain professional development, teachers will be able to do such training or collaboration during the day in the form of Academic Conferences, Lesson Studies, Instructional Rounds, and Leadership meetings. Professional Development based on collaboration as needed will be addressed through these or other conferences or training teachers/staff determine over time. Substitutes to Release Teachers: 4 subs x 4 days x 2 times x $200/ day= $6,400 Title 1 Leadership/AVID team Meeting - Through site Leadership the AVID team will help to develop Professional development opportunities to support the site goals. The team will be provided release time during the day to help support the effectiveness of the strategies being implemented. Substitutes to Release Teachers: 6 subs x 4 times x $200/ day= $4,800 Title 1 Additional Compensation: 10 Teachers x 18 hours x$60/hour x 1 times= $10,800Title 1 1 instructional coaches x 18 hours x $60/ hour x 1 times= $1,080 Title 1 1 program specialist x 18hours x $60/ hour x 1 times= $1,080 Title 1 Metrics for Progress Monitoring: Agendas and Sign-in sheets

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
$900	50643 - Title I

$19,800	50643 - Title I
$900	50643 - Title I
$900	50643 - Title I
$6,400	50643 - Title I
$4,800	50643 - Title I
$10,800	50643 - Title I
$1,080	50643 - Title I
$1,080	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 A full-time program specialist and one full time instructional coach will provide teachers with professional learning opportunities to supplement core instruction, participating in co-teaching lessons and providing demos in the classroom using evidence-based instructional strategies. These staff will also provide instruction and support in data analysis, assessment development, and extended collaboration in grade level teams as well as vertical alignment. They will coordinate conferences and training as needed by teachers based on observations and teacher requests. The specialist will ensure all teachers and students have appropriate materials and curriculum and coordinate ongoing State and District assessments. Program specialist will also support the monitoring of assessments and programs on campus including, but not limited to CAASPP, SBAC, CAST, ELPAC, all state and local testing required by LEA. Implementation and monitoring of Accelerated reader as a means to support academic achievement as it relates to ELA will be supported by the specialist. The program specialist and instructional coach will be included in the collaboration and will receive additional compensation beyond their contract hours. Two times per year academic conferences will be held to analyze student achievement and identify supports and interventions needed. Teachers will be released throughout the year to collaborate vertically and horizontally to analyze data, refine curriculum implementation, assessment and modifications to response to intervention needs. Site coach will also support teachers during academic conferences with a focus on data analysis, instructional strategies, and the impact unfinished learning and teaching has on our students. Site coaches continue to support teachers during implementation of new curriculums. (ELA and Math) Coach will support teachers through coaching conversations and supporting professional-development dialogue during grade level collaboration meetings. Victory will use other specialists from the curriculum department to support teachers. When teachers collaborate beyond contracted hours they will be compensated for the additional time. Substitutes will be utilized when teachers are released during the school day. Full Time Program Specialist (1.0 FTE) Salary $72,053 Title 1 $48,035 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.) 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)
$72,053	50643 - Title I
$48,035	23030 - LCFF (Site)
$7,205	50643 - Title I Salary Contingency
$10,674	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 AVID strategies to support core curriculum and increase academic achievement. Classes will incorporate a college-bound focus in their classrooms. Supplemental materials include AVID note-taking strategies, paper for graphic organizers, journals, writing tools, binders, whiteboard/ chart paper, dividers, pens/pencils, highlighters, calendars, technology, and AVID organizational tools. Project Lead the Way (PLTW): Ongoing training for 7th-8th grade science teachers. Grant funds to be used to support this strategy. PLTW will be implemented in 5th-8th grade. Teachers will enhance Next Generation Science Standards (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. Instructional materials to support instruction, curriculum, Project Based Learning, and STEM lessons. Applicable supplemental instructional materials include copy paper, binder paper, pencils, pens, highlighters and chart paper, miscellaneous materials to be used with PBL and STEM lessons, classroom printers (not to exceed $500), toner, headphones, projectors, projector bulbs. Materials and supplies such as highlighters, index cards, chart paper, sentence strips, poster board, composition books and binders to be purchased to support ELD program and the reclassification of English Learners over time. Books purchases will supplement classroom libraries to support English Learners. Instructional Supplies: $20,000 LCFF Non-Instructional Materials: $789 LCFF Instructional Materials: $16,180 Title 1 Non-Instructional Materials: $1,902 Title 1 Teachers will use various equipment such as the laminator, copier, Duplo to support instruction and curriculum. Teachers provide a consistent and regular system to monitor and measure student growth through the use of Accelerated Reader and Star Reading assessments. Accelerated Reader and Star Reading assessments for 1st-8th grades. Implement a reward system to incentivize reading and accountability. Awards will be given for completion by trimester. License agreement: $7,000 Title 1 Teachers in kindergarten and SDC will utilize the ESGI assessment tool to maintain up to date records of students' achievement and provide students and parents with supports. License agreement: $1,800 Title 1 Summer Bridge Program: 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. Metrics for Progress Monitoring: Usage Reports and Progress Monitoring 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)
$20,000	23030 - LCFF (Site)
$789	23030 - LCFF (Site)
$16,180	50643 - Title I
$1,902	50643 - Title I
$7,000	50643 - Title I
$1,800	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 In order to implement the curriculum, equipment is used to create documents, copies, laminated items and other instructional materials to meet the needs of all learners. Maintenance agreements ensure the equipment (list equipment) is available and usable to provide a print rich environment. Maintenance Agreements cost $7,300 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)
$7,300	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.

S1: Materials were purchased to support EL learners. Professional Development specific to ELD instruction was not implemented. S2: AR and ESGI were implemented and student literacy improved. 14 teachers use AR regularly. 2 Kinder classes use ESGI and have used the assessments to help track student success. S3: Academic Conferences were held with discussions about student data and a needs assessment was taken of each grade level team. Books were purchased for each classroom to give students more opportunities to increase literacy. S4: AVID Conferences for summer of 2022 and summer of 2023 were attended by 6 teachers, and have 8 teachers registered to attend, respectfully. The PLC conference for the summer of 2023 have 11 Teachers registered to attend. S5: Summer Bridge was held.

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 majority of the funds that were moved were the Program Specialist funding as the position went unfilled the entire year. Funds were reallocated to other activities to held support with their implementation.

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.

The ELA and Math Goals will remain the same, as an increase of 10% in both. ELA will be 223 and Math will be 201. EL classification will be rewritten to be 8 students reclassified. Activity 1 will remain the same. Activity 2 will keep AR and ESGI will increase by 2 licenses to be used by SDC teachers. Activity 3 will remain the same with changes to allocations. Activity 4 will remain, the allocations will be reduced as more teachers are trained. Activity 5 will remain the same.

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

During the 2023-2024 school year, Victory will decrease chronic absenteeism for all students to below 30% school wide. Victory will decrease suspensions by 10% from 184 during the 2022-2023 school year to 165 by the end of the 2023-2024 school year.

Identified Need

Training for Teachers and staff in de-escalation, restorative circles, and classroom management to best support our learners while they are at school.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Suspensions	184 suspensions	165 suspensions
Chronic Absenteeism	38.32%	30%

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

Strategy/Activity 2.1.1

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

All Students
English Learners
Foster Youth
Low Income

Strategy/Activity

Professional Development, Collaboration, and Ongoing Instructional Support Plan Provide students with social and emotional supportive resources that positively impact student learning through programs such as Positive Behavior Intervention Support (PBIS) (including home visits, alternate placement, school wide incentives for good behavior, etc.), Peer Leaders Uniting Students (PLUS), Restorative Circles, structured student engagement activities, etc. to decrease suspension and expulsion rates and to increase attendance. PBIS team will meet regularly during the summer prior to the start of the school year throughout the school year, during and/or after school, to ensure effective implementation of PBIS. Additional compensation will be provided for extended day work. When the PBIS team meets during the school day, substitutes will be utilized to release them from the classroom. PBIS team meets monthly or more as needed to address school safety and climate. The PBIS team will work collaboratively to create school wide systems and procedures to support all students behaviorally and academically. All classrooms will also have supporting printed materials for PBIS expectations. Substitutes to Release Teachers: 3 subs x 4 times x $200/ day= $2,400 Title 1 Additional Compensation: 6 Teachers x 18 hours x $60/ hour = $6,480 Title 1 1 Counselor x 18hours x $60/ hour = $1,080 Title 1 1 CSA x 18hours x $25/ hour = $450 (general funds) Trauma-informed/ restorative practices training and support for the teachers and staff who directly support the low income and foster youth, students enrolled. In order to train our support staff members that work directly with students, they need to have time to meet and collaborate. Additional Compensation: (Not to exceed $1500) 4 Noon duty Assists x 10 hours x $25/hr.= $1,000 (gen. funds) 1 CSA x 10 hours x $25/hr.= $250 (gen. funds) Victory will utilize appropriate consultants, attend conferences, and provide additional compensation/substitute costs needed for collaboration and training to improve school climate. Metrics for Progress Monitoring: Tiered Fidelity Inventory

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

Amount(s)	Source(s)
$6,480	50643 - Title I
$2,400	50643 - Title I
$1,080	50643 - Title I

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

Strategy/Activity 2.1.2

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

Low Income
Foster Youth

All Students
English Learners

Strategy/Activity

Support Staff Salary for Plan Implementation and Additional Instructional Supports Provide students with social and emotional supportive resources that positively impact student learning through programs such as Positive Behavior Intervention Support (PBIS) (including home visits, alternate placement, school wide incentives for good behavior, etc.), Peer Leaders Uniting Students (PLUS), Restorative Circles, structured student engagement activities, etc. to decrease suspension and expulsion rates and to increase attendance. Counselors facilitate the SAP process for students with chronic absenteeism or a significant number of discipline referrals that includes the K-3 Counselor, 4-8 Counselor, and release time of teachers (district funded) to meet with the Student Study Team and/or parents to develop a plan to support the student to increase attendance and/or decrease discipline referrals. Victory will provide additional compensation/substitute costs needed for SEL instruction and PBIS supports. 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)
In Place of the Add Fund Source	[Add source(s) here]

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

Strategy/Activity 2.1.3

Students to be Served by this Strategy/Activity

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

All Students
English Learners
Foster Youth
Low Income

Strategy/Activity

Supplemental Curriculum, Materials, and Programs to Support Improvement Provide students with social and emotional supportive resources that positively impact student learning through programs such as Positive Behavior Intervention Support (PBIS) (including home visits, alternate placement, school wide incentives for good behavior, etc.), Peer Leaders Uniting Students (PLUS), Restorative Circles, structured student engagement activities, etc. to decrease suspension and expulsion rates and to increase attendance. Non-Instructional materials will be purchased to support these events, including books, construction paper, markers, glue, poster boards, paint, poster-paint and supporting materials. Instructional materials: $500 LCFF A healthy, safe school culture and climate is promoted through the use of materials and methods including sensory tools to promote mindfulness, deep breathing techniques, and sensory items (for example: stress balls, exercise band, textured balls. Canopies, carpet squares, bean bag chairs, curtains, plants, books (for example: coloring books, social emotional stories), and games will be purchased to create and establish a calming room on campus to provide a supportive therapeutic environment. Calming rooms can be a place for students to visit after acting out in the classroom. They are a tool to teach students calming techniques in order to decrease agitation, aggressiveness, irritation, sadness, etc. This gives them the chance to calm themselves before trying to process the cause of their actions/misbehavior. Students develop skills here that they can use outside of school to benefit their well-being; self-awareness, resiliency, and self-care. The intent of the room is to offer students who are struggling behaviorally and or emotionally a place to regroup and refocus to be able to reintroduce students back into the classroom. Non-Instructional materials and supplies: $500 LCFF Victory will provide supplemental instructional materials, books, licenses, subscriptions, and software needed for SEL instruction and PBIS supports. Metrics for Progress Monitoring: Effectiveness will be measured through data utilizing school-wide implemented think-sheets, discipline referrals, and suspension tracking 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)
$500	23030 - LCFF (Site)
$500	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 2.1.4

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 Provide students with social and emotional supportive resources that positively impact student learning through programs such as Positive Behavior Intervention Support (PBIS) (including home visits, alternate placement, school wide incentives for

good behavior, etc.), Peer Leaders Uniting Students (PLUS), Restorative Circles, structured student engagement activities, etc. to decrease suspension and expulsion rates and to increase attendance. PLUS students will support the counselor's work with improving school attendance by doing weekly attendance check-ins. The PLUS program has provided a layer of support and student voice. It focuses on the school climate and culture, using surveys to help determine which areas need extra attention. The program includes students in grades 6-8 to help provide school-wide and grade specific support. Counselors present the developed curriculum, per the ASCA model, to students in all grade levels. This process includes pre and post assessments, helping gauge the success of the curriculum. Kelso's Choices, for grades K-5, presented to assist with conflict mediation and resolution. Why Try curriculum, for grades 6-8 grades, to help students with future goals and social and emotional strategies. To promote attendance Victory includes classroom parties for 7 days of perfect attendance, including popcorn, ice cream, extra recess, and Stockton Kings tickets. School wide incentive for perfect attendance monthly and students will receive prizes and recognition. Victory Viking bucks used to motivate students, encouraging them to make good choices on campus and promote positive behavior. ***Incentives/gifts/appreciation "events"/entertainment are not allowable expenditures using State & Federal funds. Victory will pay student fees, professional services, and duplicating costs associated with SEL development and PBIS implementation to improve school climate.

Proposed Expenditures for this Strategy/Activity

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

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

Annual Review

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

Analysis

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

PBIS team, PLUS, Counselors, and the calming room were all implemented. Due to operating with fewer support staff, our one counselor took on the duties of all activities. The Counselors did hold SAP meetings monthly.

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

Having 1.5 counselors with and increase in student behaviors caused less time in the day and we were unable to perform as many PLUS forums and support services as needed. The restorative training did not occur due to PD opportunities not being planned effectively. The only major difference between the intended implementation and what was actually implemented was the inability to use funds to pay for teacher PD. Money was reallocated for additional compensation for teachers for collaboration, planning and training.

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.

The overall goal will change. Chronic Absenteeism at 25% was not met, the year ended with about 38.32%. The suspension rate goal was not met, the year ended at about 184. For the 2023-24 school year the new goal for chronic absenteeism will be 30% and the suspension rate will reduce 10% to be 165 or less. Activity 1 will remain the same. Activity 2 will include data to better support the activities in reducing the chronic absenteeism and to monitor efforts to reduce suspensions. Activity 3 will remain the same with the addition of more funds to create a calming room more geared to address the primary students. Activity 4 will remain the same, with the focus on Restorative Practice training and circles training to help with school culture improvement.

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

During the 2023-2024 school year, Victory will Family Engagement Nights will increase from 6 events this year during the 22-23 school year to 8 family engagement nights by June 2024. Parents attending parent conferences will reach at minimum of 50% participation in each class as measured by class sign in sheets.

Identified Need

Professional Development needs to occur in order to support the teachers and staff to implement the programs to meet the District and Site goals.

Parent conferences and activities need to increase in order to maintain communication with families.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Family Engagement Nights	6 events	8 events
Parent conference participation rate	47%	50%

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 Victory will utilize appropriate consultants, attend conferences, and provide additional compensation/substitute costs needed for parent training and building community partnerships. 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)
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 A full-time community assistant provides parents with support and resources empowering them to be engaged in their student's learning. This staff will coordinate parent/teacher conferences, parent meetings (e.g. Parent Coffee Hours, PTO, etc.) parent trainings (i.e.: Positive Parenting Classes, ESL, community resources, etc.), communication, after school academic focused activities (i.e.: Back to School Night, Literacy Night, School Book Fair, Parent evening workshops, etc.), and help with providing community support services to families. Community Assistant salary, (.75 FTE) 6 hours/ day $58,702 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.) Victory will provide additional compensation/substitute costs needed for building educational partnerships, community events, and engaging parents in student support. Teachers need to have more opportunities to communicate directly with parents about their student and their academic performance. Teachers will schedule a 2nd round of parent conferences in the late winter to improve this communication. Additional Compensation: 21 Teachers x 6 hours x $60/ hour= $7,560 Title 1 Metrics for Progress Monitoring: Agendas and sign-in sheets

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)
$58,702	23030 - LCFF (Site)
$7,560	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)

Low Income
Foster Youth
English Learners
All Students

Strategy/Activity

Supplemental Curriculum, Materials, and Programs to Support Improvement Increase parental involvement through Parent conferences (twice/year), Parent Meetings (SSC/ELAC, etc.), monthly Coffee Hour. Family nights will be offered virtually or in person; Science Fair, Open House, Literacy Night, Back to School Night, Movie Nights, PTO sponsored family nights; Fall Festival, Winter Craft Night, Book Fair, Paint Night, Talent Show, and more. Victory will provide parent meetings/training interest to parents as identified through parent surveys. Items to be purchased to support these family engagement nights include; paint, paint brushes, canvas/ specialty paper, art supplies, educational games, board games, flash cards, supplemental materials, books, materials for hands on activities for families (cardboard, brads, paint, clay, batteries, science kits) will be purchased using Title 1 Parent Monies. Books/ Supplies/ Materials Title 1- Parent: $1,979 Title 1 (parent funds) Victory will utilize SUSD's SAP process to involve parents in educational planning, etc. Mobile Farmers Market donates fresh produce once per month to students and families. In partnership with AXIS church, Bread of Life donated food boxes to the community once a month. Stockton Rotary donated dictionaries to students in third grade. Stockton Rotary Readers volunteered to read, virtually, for Read Across America. Volunteers from Cal Water Service presented core related curriculum to primary classrooms and donated materials to students to extend the lessons. Stockton Chaplains donate toys and bikes during the Christmas season for students. They have also make a presence on campus numerous times in support of school wide events; offering support, prizes for competitions, and goodie bags for families. Monthly parent newsletter sent home with information regarding upcoming school and community events. Supplies and refreshments to be purchased for parent meetings held throughout the year. Parent Meeting: $1,000 Title 1 (parent funds) Victory will provide supplemental instructional materials, books, licenses, subscriptions, and software needed for parent training, community events, and building educational partnerships. Metrics for Progress Monitoring: Agendas, flyers, and sign-in sheets

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)
$1,979	50647 - Title I - Parent
$1,000	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.

Parent Coffee, SSC, ELAC, and Back to School Night were held during the school year. The community assist provided monthly coffee hours and parent meeting presentations. The school had 6 parent nights and 47.5% parent conference attendance.

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

All of the intended activities and meetings with parents occurred, however there was little attendance at the family nights. It is assumed that there was little attendance due to communication being short notice.

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.

The goal over all will remain the same, with the exception of increasing Family nights to 8 and increases parent conferences to be held twice a year, additional compensation for the teachers, with a 50% participation rate.

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	$180,599.00
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	$319,799.00

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	$170,415.00
50647 - Title I - Parent	$2,979.00
50643 - Title I Salary Contingency	$7,205.00

Subtotal of additional federal funds included for this school: $180,599.00

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)	$128,526.00
23030 - LCFF Salary Contingency	$10,674.00

Subtotal of state or local funds included for this school: $139,200.00

Total of federal, state, and/or local funds for this school: $319,799.00

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
Monica Serrano	SSC
Betty Santana	SSC
Camila Rodriguez	SSC
Octavia Boligan	SSC

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 05/31/2023.

Attested:

Principal, Jennifer O'Neill on 05/31/2023
SSC Chairperson, Claudia Salazar on 05/31/2023

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

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