

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

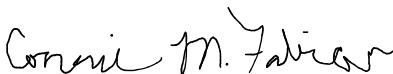
Date of Meeting

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 |
|-------------------|-----------------------------------|--|---------------------------|
| Wilson Elementary | 39686766042804 | 07/24/2023 | 08/08/2023 |

Purpose

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

Wilson Elementary is implementing a Schoolwide Program. In May 2023, Wilson exited Comprehensive Support and Improvement (CSI) status. Wilson Elementary is now identified as an Additional Targeted Support & Improvement (ATSI) school.

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.

Wilson Elementary's school plan aligns with the District's Local Control Accountability Plan (LCAP) as each goal and its associated strategy/activity can be referenced to the LCAP's intent.

Engaging Educational Partners

Refer to needs assessment

Resource Inequities

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

Refer to needs assessment

Comprehensive Needs Assessment Process

Comprehensive Needs Assessment Process Summary

Surveys

California Healty Kids Surcey
ELAC Needs Assessment

Classroom Observations

AVID Walkthroughs

Analysis of Current Instructional Program

The review and data analysis process included analyzing current student performance levels. Analyzing where we are currently performing and where we want to be performing. Wilson used a decision making model to prioritize needs, analyze data, and conduct a root cause analysis. Discussing the root causes of why we are in our current state of performance. Brainstorming ideas of how we might get to our where we want to be performing. Providing some ideas to assure what we do will work. Providing ideas on how our actions will be monitored and evaluated.

School Site Council Meetings:

- September 15, 2022
- February 9, 2023
- March 2, 2023
- March, 6, 2023
- April 6, 2023
- April 20, 2023
- May 2, 2023
- May 18, 2023

School Leadership Meetings

- October 18, 2022
- September 29, 2022
- November 29, 2022
- January 31, 20223

English Language Advisory Committee:

- September 23, 2022
- October 28, 2022
- December 9, 2022
- February 24, 2023
- May 5, 2023

Standards, Assessment, and Accountability

CAASP
iReady
California Accountability Dashboard

Staffing and Professional Development

Staffing and Professional Development Summary

Wilson is in good status with regard to the requirements for highly qualified teachers under the Elementary and Secondary Education Act (ESEA). There is a sufficient amount of credentialed teachers. At the beginning of the year, parents were informed on the professional qualifications of the the student's classroom teachers. Wilson administers state assessments for reading, math and science in grades 3 through 8 (Smarter Balanced Assessment Consortium, SBAC) In addition, all grade levels implement diagnostic assessments in reading and math which is embedded in our standards-aligned curriculum. Wilson teachers collaborate weekly. Equity is an integral part of our discussions at staff meetings, lesson planning, and overall school planning. As a Title I school, the majority of our funding is used to directly support the academic achievement of students and to prepare and train staff.

Staffing and Professional Development Strengths

Wilson faculty has received training in the areas of School Climate, AVID, PBIS and PLC over the past 2-3 years.

Wilson staff facilitated 10 days of Professional Development on topics related to curriculum, instruction, classroom management, school climate, and restorative practices. The chosen topics were identified from a staff survey.

Needs Statements Identifying Staffing and Professional Development Needs

Needs Statement 1 (Prioritized): Wilson School is at Level zero in AVID certification development. **Root Cause/Why:** Wilson staff is in need of more Professional Development opportunities through conferences, collaboration, on-site coaching, and/or instructional support staff.

Needs Statement 2 (Prioritized): Wilson School needs improvement in the area of teacher recruitment and retention of highly qualified teaching staff. **Root Cause/Why:** Wilson staff is in need or more support with team improvement of PLC, teacher support, creating positive school culture, and AVID implementation.

Teaching and Learning

Teaching and Learning Summary

Administrative classroom observations continue to be a challenge. Direct instruction is the evidence-based educational practice used in classrooms. Teachers are still transitioning in new curriculum, and are working towards proficiency in their delivery. Wilson's current instructional program improved with a majority of funding dedicated to extended day intervention time. Teachers had the flexibility of providing extra instruction to individual students and small groups throughout the school year. In addition to tutoring, teachers had the opportunity for extended quality collaboration time where they could analyze data, plan and organize. This made a huge impact in surpassing our goal for math and reading. All curriculum and supplementary programs are aligned to content and performance standards. The recommended instructional minutes for ELA and math were adhered to on a daily basis. Instructional materials and curriculum were available for each Wilson student. Categorical funds targeted students who were underperforming by providing extended day and extended year instructional support.

Teaching and Learning Strengths

An extensive amount of hours outside of instructional time, was provided to teachers to collaborate, analyze data, prepare for instruction, plan and implement ongoing and purposeful intervention time.

Needs Statements Identifying Teaching and Learning Needs

Needs Statement 1 (Prioritized): According to CAASP results, 84% of Wilson students participating in the state assessment performed below grade level in ELA and 86% performed below grade level in Math. **Root Cause/Why:** Students need access to supplemental program/curriculum support, school wide system of multi-tiered support needs refinement, students need further development in adopting WICOR strategies and behaviors, teachers need instructional support and PD for differentiation to address student subgroup needs, classroom instructional technology need updates to engage students in learning.

Needs Statement 2 (Prioritized): Under ESSA, student subgroups of African American, Hispanic, Socioeconomically Disadvantaged, Students with Disabilities, and White have been identified as needing Additional Targeted Support and Improvement (ATSI) **Root Cause/Why:** Need for additional staff support to closely monitor subgroup data and coordinate services to address their needs; lack of instructional support in implementation of supplemental curriculum and AVID instructional strategies; further refinement of data analysis, collaborative practices, and PLCs needed; students need access to differentiated and individualized pathway resources.

Needs Statement 3 (Prioritized): According to CAST results, 87% of Wilson students participating in the state assessment performed below grade level in NGSS standards. **Root Cause/Why:** Lack of opportunities and resources for STEM and project based learning, limited experience observing and practicing real life application of NGSS standards and core disciplines, classrooms un conducive to project based learning and lacking STEM materials and equipment, limited PD and teacher collaboration focused on developing NGSS lessons and STEM projects.

Parental Engagement

Parental Engagement Summary

Teachers held engagement activities after school hours with parents.

Our School Site Council and ELAC groups had teacher, parent and community member involvement at each meeting. Invitations to these meetings are always announced to families and the community through our Blackboard Messaging System, our website, the District's Peachjar Online Bulletin Board Posting System, the school marquee, front office bulletin board, and on Facebook. ELAC members also receive a personal phone call invitation from our Bilingual Assistant. School Site Council parents receive a personal phone call invitation from the principal.

Parents received surveys during scheduled ELAC meetings which requested feedback on trainings desired, school safety concerns, and school budgetary issues/suggestions. The ELAC parents provided feedback to the District Family Resource Center regarding school climate and culture along with training desired. The School Site Council parents (five parents) provided monthly feedback to the site administrator regarding student achievement, schoolwide goals, strategies and funding for resources. Classroom teachers allotted time during after school for parent/student conferences. Classroom teachers allotted time during after school and Saturdays for additional academic instruction/tutoring for under-achieving students. Classroom teachers provided additional training (after school) to parents regarding how to navigate ClassDojo, understanding the student report card and classroom grading system, Positive Behavior Intervention and Supports techniques, and how to navigate the internet.

Parental Engagement Strengths

Wilson parents applied for volunteer opportunities via the District "Be-A-Mentor" program. Parents volunteered to work at the school crosswalk and to work on the playground at Wilson Elementary. The "Be-A-Mentor" program was bottlenecked due to the large amount of parents District-wide applying for volunteer opportunities. Wilson Elementary received feedback that one parent was cleared to perform volunteer duties and the information was received within 30 days of the end of the school year. We project Wilson will start the 2023-2024 school year with parent volunteers who have been identified to enter campus via the District Be-A-Mentor program. Wilson parents received a survey via the monthly ELAC and overwhelmingly focused on child safety.

Needs Statements Identifying Parental Engagement Needs

Needs Statement 1 (Prioritized):

Increase parent engagement by advertising daily parent volunteer opportunities on campus such as classroom parent, cafeteria/playground/school crosswalk monitor, and field trip monitors. Provide ongoing school to home communications via flyers, marquee, District BlackBoard, and in person conversations before/after school. Identify multiple parent/student assemblies and invite all parents. **Root Cause/Why:** The percentage of parents attending many school events has been averaging 35%. Lack of support at home results in learning gaps and disconnections which present learning and behavior challenges. Increased communications/invitations via school marquee, ClassDojo, flyers, in person before/after school conversations and BlackBoard Mass Notification will help with parent engagement.

School Culture and Climate

School Culture and Climate Summary

While there has been progress in multiple areas of Wilson's school culture and climate during the 2022-2023 school year, there is still need for improvement in every area. Over 50% of Wilson's students were identified as chronically absent at the beginning of the 2022-2023 school year, 3.4 % of Wilson students were suspended for one day, and academic achievement along with parent/family engagement was very low. English Learner Progress was low. At the beginning of the 2022-2023 school year, Wilson Elementary entered its third year of Comprehensive Support and Improvement (CSI) status. There was increased focus on Wilson's values, beliefs, and equity throughout the 2022-2023 school year. Surveys were conducted during bullying, during ELAC and Coffee Hour parent meetings. Overwhelmingly, parents identified too much money was being spent on conferences and parents wanted training for the Bilingual Assistant, Noon Duty Assistants, and Campus Safety Assistant. Wilson values, beliefs, and equity was addressed during the 2022-2023 school year by realigning focus on the established Mission and Vision statements. Wilson middle school students conduct morning announcements every day where they address bullying, character traits, and team building.

School Culture and Climate Strengths

Wilson's enrollment averages around 350 students. We are one of the district's smaller schools. Strengths in the area of School Culture and Climate are the opportunities provided for staff to make stronger connection with students during after school tutoring and Saturday school. We have committed to a more focused approach towards Wilson's mission and vision. Each teacher is provided with a Mission and Vision statement (poster) to be displayed inside their classroom. Additional Mission and Vision signs have been purchased for display in the school office, cafeteria, and common areas such as the library and staff lounge. We have extended invitations to all parents to go through the "Be-A-Mentor" process in order to volunteer and supervise students at lunch and during recess. We regularly solicit parent volunteers to assist with crossing guard duties and assist in the classroom with an assigned teacher as classroom parent. The District 2nd Step Social-Emotional learning process has been imbedded into the school Bell Schedule (20 minutes daily) for every teacher. The school Bell Schedule has been restructured to allow teachers to spend more time with their students during recess. The number of suspensions and absences has decreased for the 2022-2023 school year. The math and ELA scores (iReady) increased. The positive impact of the initiatives resulted in Wilson Elementary being moved out of CSI status during the 2022-2023 school year. Wilson's Mission and Vision is identified below. There will be an initiative for students to recite the mission and vision for a small reward/recognition.

MISSION: "To become an effective Professional Learning Community, meeting the needs of each student. Students are prepared for the next level through high expectations with staff working together; supporting one another; checking student progress frequently; and carrying out a plan for appropriate reinforcement."

VISION: "To provide a high-level learning environment where every student builds character through life skills; learns from the guaranteed curriculum; develops an appreciation for education; and receives support, encouragement, and motivation to be lifelong learners."

The mission and vision is regularly discussed at staff meetings and every staff member has received a copy to be placed inside their classrooms/offices.

Needs Statements Identifying School Culture and Climate Needs

Needs Statement 1 (Prioritized): More training in implementing Positive Behavior Interventions and Supports (PBIS) along with 2nd Step Social Emotional Learning and Restorative Practices is required and funding has been allocated. Provide the Multi-Tiered System of Supports (MTSS) framework to give targeted support to struggling students. **Root Cause/Why:** Chronic absenteeism and suspensions are still too high. Implementing the identified strategies will create a framework for supporting students in areas of behavior, academics, and social-emotional learning. It will help to improve climate and culture along with supporting academic growth, emotional needs, and lowering absenteeism.

Goals, Strategies, Expenditures, & Annual Review

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

LCAP Goal

LCAP Goal 1 - Student Achievement:

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

Goal 1.1

English Language Arts (ELA) Smart Goal:

By June 2024, per iReady Diagnostic 3 Results, the percent of students performing 2 or more levels below will decrease by 5 percentage points.

The percent of students performing at or above grade level will increase by 5 percentage points.

English Learner Development (ELD) SMART Goal:

By June 2024, per ELPAC, the number of students to be reclassified will increase by 6 students.

Math SMART Goal:

By June 2024, per iReady Diagnostic 3 Results, the percent of students performing 2 or more levels below will decrease by 5 percentage points.

The percent of students performing at or above grade level will increase by 5 percentage points.

Identified Need

Wilson School is at Level zero in AVID certification development.

Wilson School needs improvement in the area of teacher recruitment and retention of highly qualified teaching staff.

According to CAASP results, 84% of Wilson students participating in the state assessment performed below grade level in ELA and 86% performed below grade level in Math.

Under ESSA, student subgroups of African American, Hispanic, Socioeconomically Disadvantaged, Students with Disabilities, and White have been identified as needing Additional Targeted Support and Improvement (ATSI)

According to CAST results, 87% of Wilson students participating in the state assessment performed below grade level in NGSS standards.

Increase parent engagement by advertising daily parent volunteer opportunities on campus such as classroom parent, cafeteria/playground/school crosswalk monitor, and field trip monitors. Provide ongoing school to home communications via flyers, marquee, District BlackBoard, and in person conversations before/after school. Identify multiple parent/student assemblies and invite all parents.

More training in implementing Positive Behavior Interventions and Supports (PBIS) along with 2nd Step Social Emotional Learning and Restorative Practices is required and funding has been allocated. Provide the Multi-Tiered System of Supports (MTSS) framework to give targeted support to struggling students.

Annual Measurable Outcomes

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|--|--|--|
| Percent/Number of students performing at or above grade level | ELA 37% (128 Students) Math 29% (98 Students) | ELA 42% (142 Students) Math 34% (114 Students) |
| Percent/Number of students performing 2 or more grade levels below | ELA 36% (122 Students) Math 33% (113 Students) | ELA 31% (105 Students) Math 28% (94 Students) |
| English Learners Reclassifying to English Fluent Proficient | 7.6% (6 RFEP students) | 12% (10 RFEP 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)

Strategy/Activity**PROFESSIONAL DEVELOPMENT Instructional Coach Strategy/Activity 1.1.1**

Wilson is scheduled to have a 1.0 FTE Instructional Coach for math and reading. The instructional coach will provide researched-based coaching that helps guide Wilson towards sustainable school improvement by providing professional development services that include reflective collegial cycle of inquiry, data analysis, high functioning Professional Learning Communities (PLC), and instructional leadership through alignment of teaching and learning to Common Core State Standards (CCSS) and assessment practices. The Instructional Coach will conduct in-class coaching, observing, modeling of instructional strategies, co-plan and co-teach with teachers and conduct classroom demonstrations/observations with a primary focus on teachers who are newcomers to the teaching profession and teachers who are challenged with lesson planning, curriculum implementation and classroom management.

Annual outcome: Every classroom student makes progress on diagnostics from fall to spring.

Instructional Coach Additional Compensation (Add Comp) 8 hours per month x 9 months = \$4500 coach

Add comp for teachers to meet with coach = 8 hrs x 9 months = \$4500 Title1

Substitute support: 2 days per month x 9 months = \$3600.

TOTAL FOR THIS STRATEGY: \$12,600 Title1

Metrics for Progress Monitoring: Fall to Spring iReady Diagnostic Results, Number of Teachers participating in coaching cycle, PLC rubrics

Proposed Expenditures for this Strategy/Activity

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

| Amount(s) | Source(s) |
|-----------|-----------------|
| \$4,500 | 50643 - Title I |
| \$4,500 | 50643 - Title I |
| \$3,600 | 50643 - Title I |

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

Strategy/Activity 1.1.2**Students to be Served by this Strategy/Activity**

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

Strategy/Activity**STUDENT ACHIEVEMENT Strategy/Activity 1.1.2**

Parent-Student-Teacher Conferencing

Understanding the importance of meaningful partnerships and establishing relationships, teachers will be able to conference at any time of the year when issues arise; after diagnostic testing; or pre or post report card time. Annual outcome: Every classroom student makes progress on diagnostics from fall to spring.

1 hours monthly x 15 teachers x 10 months.

Total estimate for this strategy: \$10,746 TITLE I

Metrics for Progress Monitoring: Conference logs, parent evaluation form, student data chat forms, student goals and self monitoring forms, Parent participation rates, parent/student communication platforms

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) |
|-----------|-----------------|
| \$10,746 | 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 1.1.3

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Reading Achievement Night Strategy/Activity 1.1.3

After school has completed for the day, teachers will invite parents for a one hour presentation on the reading curriculum, common core standards and iReady pathway, tips and strategies. Annual outcome: Every classroom student makes progress on iReady ELA diagnostics from fall to spring.

2 Reading Nights x 2.5 hours each x 15 teachers = 1 hr to present, 1.5 hr to prep

TOTAL FOR THIS STRATEGY \$4500 Title I

Proposed Expenditures for this Strategy/Activity

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

| Amount(s) | Source(s) |
|-----------|-----------------|
| \$4,500 | 50643 - Title I |

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

Strategy/Activity 1.1.4

Students to be Served by this Strategy/Activity

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

Strategy/Activity

STUDENT LEARNING OPPORTUNITIES Strategy/Activity 1.1.4

AVID Training/Summer Institute - AVID Schoolwide

Provide students with hands on experiential learning opportunities to supplement core instruction and promotion of college/career/community readiness. Advancement Via Individual Determination (AVID) will be implemented schoolwide. We continue to have the AVID elective for 7th and 8th graders who apply and successfully the interview and select process. Life Level Leaders have created college readiness goals and expectations for each grade level that will integrate well with the curriculum. Leaders will prepare a training to focus on grade level organization, note-taking, planners, and activities to enhance the college mindset on campus. AVID project instructional materials include: Note-taking paper/ templates, pencil pouches, dividers, planners, novels/books, whiteboards, clipboards, dry erase markers various colors, flashcards, games, TPR, copy paper (white and colored), folders/sleeves, pencils, colored pocket folders, multi-colored construction paper, color printer, color printer ink, printer paper, Post-It specific chart paper, glue sticks, multi-sized envelopes including 10"x 13" & 5" x 7", colored pencils, scissors, markers, whiteboard erasers, graph paper, index cards, erasers, Post-it notes (sticky notes), binder tab inserts, binders, 2 pocket folders, draft stamp, blue masking tape, file folders, multi-colored file folders, rolls of multi-colored butcher paper, fadeless paper, pencil sharpener, chalk, fasteners (brads), tissue paper, white-out, white-out tape, clear tape, metal rings, paper clips, binder clips, rubber bands, permanent markers, rulers, compass, wet erase markers, crayons, journals, highlighters, sentence strips, and composition books, sheet protectors, bottle glue, generic sticky chart paper, regular chart paper, small thin highlighters, large highlighters, highlighter sets, staples and stapler, binder paper college ruled, binder paper regular, spiral notebooks college ruled, spiral notebooks regular ruled, black/blue/red ballpoint pens, colored pencils, Flair specific pens, goldenrod copy paper, adhesive labels various sizes, plastic pocket folders, zip storage bags multi size, pocket charts, masking tape, scotch tape. Teachers will enhance NGSS (science) curriculum through hands-on science experiments. Applicable supplemental instructional materials include math manipulatives, paper for graphic organizers, writing tools - whiteboards/chart paper, science specific project materials - glue sticks, glitter, Plaster-of-Paris, popsicle sticks, specific paper for projects such as origami, dirt, sand, rubber bands, jars, poster paper and poster boards, masking tape, markers, pipe cleaners.

Wilson will seek and utilize appropriate consultants, attend conferences, and provide additional compensation/substitute costs needed for collaboration and training. Consultants may include Solution Tree, AVID, SJCOE, PCE Solutions, and others.

Purchase of instructional equipment needed to implement supplemental programs and provide effective instruction include student laptops, tablet devices, E-readers, projectors, document readers/cameras, interactive SMARTboards, printers, wireless audio components, and other

instructional ancillary devices. Replace old/broken equipment.

Maintenance agreements will ensure the equipment is available and usable to provide a print rich environment. Annual outcome: Every classroom student makes progress on iReady ELA & Math diagnostics from fall to spring.

AVID Summer Institute, Conference 23030: \$15,000 CSI 2021/22

AVID Instructional Materials 23030: \$2950 LCFF

TOTALS FOR THIS STRATEGY:

\$15,000 CSI 2021/22

\$2,950 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) |
|-----------|---------------------|
| \$15,000 | 50345 - CSI 2021/22 |
| \$2,950 | 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)

Strategy/Activity

SUPPLEMENTAL READING OPPORTUNITIES Strategy/Activity 1.1.5

Lexia Learning

Due to the magnitude of learning loss and the importance of reading intervention, we will continue this subscription which includes Core5/ PowerUp, Lexia Academy and Site Success Partnership. Core-5 supports educators in providing differentiated literacy instruction for students of all abilities in grades K-5. Lexia's research-proven program provides systematic, explicit, personalized learning in the six areas of reading instruction, targeting skill gaps as they emerge. The PowerUp literacy program provides a personalized literacy learning experience for struggling and nearly proficient readers in grades 6 and up. Annual outcome: Every classroom student makes progress on iReady ELA diagnostics from fall to spring.

Accelerated Reader (AR)

We will continue with the AR computer-based program that monitors reading practice and progress. It helps teachers guide students to books that are at their individual reading levels. Students take short quizzes after reading a book to check if they've understood it. Annual outcome: Every classroom student makes progress on iReady ELA diagnostics from fall to spring.

Our library will continue to grow with a rich variety of books to supplement AR reading activities with the purchase of \$2000 worth of books through District funds. Annual outcome: Every classroom student makes progress on iReady ELA diagnostics from fall to spring.

Lexia License Agreement - 23030: \$10,250 CSI 2021/22

Accelerated Reader License Agreement - 50643: \$4,000 CSI 2021-22

Additional comp for teachers to attend training - 50643:

\$4,200 Title 1

TOTALS FOR THIS STRATEGY:

\$14,250 CSI 2021/22

\$4,200 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) |
|-----------|---------------------|
| \$10,250 | 50345 - CSI 2021/22 |
| \$4,200 | 50643 - Title I |
| \$4,000 | 50345 - CSI 2021/22 |

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 1.1.6

Students to be Served by this Strategy/Activity

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

Strategy/Activity

ENGLISH LEARNER SUPPORT Strategy/Activity 1.1.6

Lexia English license to provide intervention and support for English Language Learners. This resource will help students meet their ELPAC annual goals. License 23030 \$10,000 CSI 2021/22

Primary Homework Hour

Grades K-3, additional Bilingual Assistant to provide support in the primary grades with homework help for English Learners with a focus on ELA as recommended by our ELAC group. Annual outcome: Every English Learner student makes progress on iReady ELA diagnostics from fall to spring.

Homework Hour Plus

Two certificated staff to tutor EL primary students after school, as well as one certificated staff for intermediate.

It is more challenging to reclassify EL students in the upper grades. We will add certificated tutoring of EL students in primary grades. Increase the number of students participating to at least 4. Annual outcome: Every English Learner student makes progress on iReady ELA diagnostics from fall to spring.

Primary Homework Hour: Bilingual Assistant, add comp= \$8000 LCFF

Homework Hour Plus: Three teachers for primary ELs and one intermediate teacher for intermediate EL students.

4 hrs per month x 4 teachers x 9 months= \$8640 Title I

TOTALS FOR THIS STRATEGY:

\$8000 LCFF

\$9050 Title I

\$10000 CSI 2021/22

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) |
|-----------|---------------------|
| \$9,050 | 50643 - Title I |
| \$8,000 | 23030 - LCFF (Site) |
| \$10,000 | 50345 - CSI 2021/22 |

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 1.1.7

Students to be Served by this Strategy/Activity

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

Strategy/Activity

SUPPORT PERSONNEL Strategy/Activity 1.1.7
Support Staff Salary for Plan Implementation and Additional Instructional Supports - Program Specialist - 0.5 FTE (Title 1: \$35,000 LCFF: \$35,000)

Allocate \$70,000 and hire a 0.5 FTE Program Specialist to provide support to struggling pupils and English learner programs. The Program Specialist will support Wilson Elementary part time and will support another school (to be determined) part time. The Program Specialist responsibilities or duties will include but are not limited to the following:

Title I: Program Specialist will assist Site Admin and Instructional Coach with providing professional development and co-teaching opportunities to individual and grade level teachers. Additionally, the Program Specialist will support all teachers with full implementation of the ELA, ELD, and mathematics curricula by accessing resources such as AVID, SIPPS, NGSS, and MTSS to support all components curriculum and instruction. The Program Specialist will work with teachers during and/or after school to assist with planning, collaboration, and the data cycle for analyzing student assessment results. The Program Specialist will plan, facilitate, and/or assist with teacher academic conferences with all grade levels and provide support to English learners during the instructional day.

LCFF: The Program Specialist will ensure timely monitoring of EL and RFEP students and coordinate all state and district assessments such as iReady, ELPAC, CAASPP, and PSAT. The Program Specialist will work with the Instructional Coach to ensure teachers and students have required core materials and manage instructional materials/inventories through Destiny. The Program Specialist will provide technical support for instructional technology and software. The Program Specialist will work with the Bilingual Assistant to support identification and monitoring of EL progress resulting in reclassification. The Program Specialist and Instructional Coach will work collaboratively with teachers to identify areas of need to support EL students.

NOTE: If personnel are vacant for any portion of the school year, salary and additional compensation funds associated with this staff will be reallocated to alternate resources that achieve the objective of the original expenditure - such as instructional materials, equipment, consultants, additional compensation, etc.

Support Staff Salary for 0.5 FTE Program Specialist to provide additional instructional supports
0.5 FTE (Title 1: \$35,000 LCFF: \$35000)
TOTALS FOR THIS STRATEGY:
\$35,000 Title I
\$35,000 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) |
|-----------|---------------------|
| \$35,000 | 50643 - Title I |
| \$35,000 | 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 1.1.8

Students to be Served by this Strategy/Activity

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

Strategy/Activity

EXTRA ACADEMIC SUPPORT Strategy Activity 1.1.8
K-8 Grade Support - Extra Academic Student Support (K-8)

This strategy encompasses the whole child, not just academics. Sixteen (16) Teachers will receive additional comp time for providing student support in areas relating to academics, behavioral, social-emotional, attendance, and/or mental wellness. This includes but is not limited to conferencing, tutoring, assessing, etc.

Annual outcome: Every classroom student makes progress on iReady ELA & Math diagnostics from fall to spring. Every student increases

attendance, positive behavior, and overall wellness.

16 teachers (include RSP) x 3 hours each = \$2,880
TOTALS FOR THIS STRATEGY:
\$3000 LCFF

Metrics for Progress Monitoring:iReady Diagnostic Results

Proposed Expenditures for this Strategy/Activity

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

| Amount(s) | Source(s) |
|-----------|---------------------|
| \$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 1.1.9

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Strategy/Activity 1.1.9

STUDENT ACHIEVEMENT Strategy/Activity 1.1.9

Ten Days in June

The School Planning Team consisting of 3 teachers will coordinate 10 days for training, lesson planning, and collaboration, based on data analyzed. This will prepare staff for the upcoming school year. Training will include but is not limited to lesson planning, Positive Behavioral Interventions and Supports (PBIS), classroom management, Multi-Tiered Systems of Support (MTSS), Diagnostic Data Analysis, Intervention Plans, School Plan Goals. Annual outcome: 100% progress toward all Student Achievement campus goals.

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) |
|-----------|---------------------|
| \$31,162 | 50345 - CSI 2021/22 |
| \$18,900 | 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 1.1.10

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Strategy/Activity 1.1.10 Primary Grade Sub Support
Extra Academic Student Support (K-8)

This strategy encompasses the whole child, not just academics. 16 Teachers will receive additional comp time for providing student support in any areas relating to academics/behavioral, social-emotional/attendance/mental wellness. This includes but is not limited to conferencing, tutoring, assessing or any other student support deemed necessary. Annual outcome: Every classroom student makes progress on iReady ELA & Math diagnostics from fall to spring.

16 teachers (include RSP) x 17 hours each= \$16,550

Proposed Expenditures for this Strategy/Activity

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

| Amount(s) | Source(s) |
|-----------|---------------------|
| \$16,550 | 50345 - CSI 2021/22 |

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

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

Strategy/Activity

Strategy/Activity 1.1.11 STUDENT LEARNING OPPORTUNITIES

AVID Schoolwide

Provide students with hands on experiential learning opportunities to supplement core instruction and promotion of college/ career/community readiness. Advancement Via Individual Determination (AVID) will be implemented schoolwide. We continue to have the AVID elective for 7th and 8th graders who apply and successfully the interview and select process. Life Level Leaders have created college readiness goals and expectations for each grade level that will integrate well with the curriculum. Leaders will prepare a training to focus on grade level organization, note-taking, planners, and activities to enhance the college mindset on campus. AVID project instructional materials include: Note-taking paper/ templates, pencil pouches, dividers, planners, novels/books, whiteboards, clipboards, dry erase markers various colors, flashcards, games, TPR, copy paper (white and colored), folders/sleeves, pencils, colored pocket folders, multi-colored construction paper, color printer, color printer ink, printer paper, Post-It specific chart paper, glue sticks, multi-sized envelopes including 10"x 13" & 5" x 7", colored pencils, scissors, markers, whiteboard erasers, graph paper, index cards, erasers, Post-it notes (sticky notes), binder tab inserts, binders, 2 pocket folders, draft stamp, blue masking tape, file folders, multi-colored file folders, rolls of multi-colored butcher paper, fadeless paper, pencil sharpener, chalk, fasteners (brads), tissue paper, white-out, white-out tape, clear tape, metal rings, paper clips, binder clips, rubber bands, permanent markers, rulers, compass, wet erase markers, crayons, journals, highlighters, sentence strips, and composition books, sheet protectors, bottle glue, generic sticky chart paper, regular chart paper, small thin highlighters, large highlighters, highlighter sets, staples and stapler, binder paper college ruled, binder paper regular, spiral notebooks college ruled, spiral notebooks regular ruled, black/blue/red ballpoint pens, colored pencils, Flair specific pens, goldenrod copy paper, adhesive labels various sizes, plastic pocket folders, zip storage bags multi size, pocket charts, masking tape, scotch tape. Teachers will enhance NGSS (science) curriculum through hands-on science experiments. Applicable supplemental instructional materials include math manipulatives, paper for graphic organizers, writing tools - whiteboards/chart paper, science specific project materials - glue sticks, glitter, plaster-of-Paris, popsicle sticks, specific paper for projects such as origami, dirt, sand, rubber bands, jars, poster paper and poster boards, masking tape, markers, pipe cleaners.

Purchase printers, doc cameras, bulbs, projectors to maintain and replace old/broken equipment. Maintenance agreements will ensure the equipment is available and usable to provide a print rich environment. Annual outcome: Every classroom student makes progress on iReady ELA & Math diagnostics from fall to spring.

TOTAL FOR THIS STRATEGY (CSI):

Additional Compensation - Teachers - 50345 - CSI 2021/22 - \$3,000

Instructional Materials - 50345 - CSI 2021/22 - \$20,000

AVID Summer Institute - 50345 - CSI 2021/22 - \$15,000

Equipment - 50345 LCFF \$20,350

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 | 50345 - CSI 2021/22 |
| \$20,350 | 23030 - LCFF (Site) |
| \$15,000 | 50345 - CSI 2021/22 |

| | |
|----------|---------------------|
| | |
| \$20,000 | 50345 - CSI 2021/22 |

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 1.1.12

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Strategy/Activity 1.1.12 : SUPPLEMENTAL READING OPPORTUNITIES
Accelerated Reader(AR)

We will continue this computer-based program that monitors reading practice and progress. It helps teachers guide students to books that are at their individual reading levels. Students take short quizzes after reading a book to check if they've understood it. Annual outcome: Every classroom student makes progress on iReady ELA diagnostics from fall to spring. Lexia Due to the magnitude of learning loss and the importance of reading intervention, we will purchase another Lexia one-year site subscription which includes Core5/PowerUp, Lexia Academy and Site Success Partnership. Core-5 supports educators in providing differentiated literacy instruction for students of all abilities in grades K-5. Lexia's research-proven program provides systematic, explicit, personalized learning in the six areas of reading instruction, targeting skill gaps as they emerge. The PowerUp literacy program provides a personalized literacy learning experience for struggling and nearly proficient readers in grades 6 and up. Annual outcome: Every classroom student makes progress on iReady ELA diagnostics from fall to spring. Training Teachers need to be trained in the supplemental programs. Annual outcome: Every classroom student makes progress on iReady ELA diagnostics from fall to spring. Library Book Fund Our library will continue to grow with a rich variety of books to supplement AR reading activities with the purchase of \$5000 worth of books.

Coach additional comp 4 hours per month to prep/plan supplementary programs add 4 hours x 9 months =36 x \$60= \$2160 CSI (1)
Library Book Fund: \$5000 CSI (1)

TOTALS FOR THIS STRATEGY:
Coach Add Comp \$2160 CSI (1)
CSI(1), Books \$5000 CSI(1)
TOTALCSI(1): \$7,160 (2021-2022)

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) |
|-----------|---------------------|
| \$2,160 | 50345 - CSI 2021/22 |
| \$5,000 | 50345 - CSI 2021/22 |

Annual Review

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

Analysis

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

Strategy/Activity 1.1.1 - PROFESSIONAL DEVELOPMENT - Instructional Coach Wilson's Instructional Coach took a leave of absence, resigned from the position (Dec 2022) and moved to another state. Strategy/activity was not implemented. Strategy/Activity 1.1.2 - EXTENDED LEARNING - Saturday School Six teachers scheduled to tutor on Saturday mornings with at least 10-15 students. Teachers provided academic tutoring to Wilson students each Saturday from November 2022 - May 2023. Strategy/Activity 1.1.2 - Extended Day Intervention Time (EDIT) Teachers analyze data, prepare, plan and implement an ongoing strategic and purposeful intervention plan outside of instructional hours. Strategy/Activity 1.1.2 - Ten Days in June 2023 Three teachers scheduled/planned the agenda for the 10 days of training. Over 75% of all teachers participated. Numerous District personnel provided insight and training to Wilson teachers (including Wilson Staff). Strategy/Activity 1.1.3 - Parent-Student-Teacher Conferencing Teachers met with parents/students throughout the school year. Conferencing occurred immediately after school. Student behavior got better and academic achievement increased as identified in the iReady assessments and lowered out of school suspension rate. Strategy/Activity 1.1.4 - Reading Achievement Night Teachers invited parents for a one hour presentation on the reading curriculum, common core standards and iReady pathway, tips and strategies. There was lower than expected participation from parents. Strategy/Activity 1.1.5 - Extra Academic Support (K-8) Focus on "whole child" concept of pushing a child's problem-solving skills. Funds were allotted for 16 teachers. This includes but is not limited to conferencing, tutoring,

assessing and other types of student support. This strategy/activity was effective for teachers who participated. Strategy/Activity 1.1.6 - AVID Schoolwide AVID Schoolwide initiatives were not fully implemented during the 2022-2023 school year due to loss of administrative and support personnel and priority of administrator duties. AVID was minimally implemented. Strategy/Activity 1.1.7 - Accelerated Reader(AR) AR was implemented sparingly during the 2022-2023 school year. Lexia, Academy and Site Success partnership was implemented alongside AR. Overall, the programs were a success as identified by the increased iReady ELA scores schoolwide. Strategy/Activity 1.1.8 - Bilingual Assistant Position This position was funded with site funds during the 2021-2022 school year but was moved to District funded during the 2022-2023 school year. Strategy/Activity 1.1.9 - Lexia English license The Lexia program was implemented schoolwide to provide intervention and support for English Language Learners and to build on our classroom curriculum and focus on developing reading skills in six areas (phonological awareness, phonics, structural analysis, fluency, vocabulary, and comprehension)

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

Strategy/Activity 1.1.1 - Due to District wide personnel shortages, the Instructional Coach position at Wilson Elementary remained vacant during the 2022-2023 school year. Strategy/Activity 1.1.1 was not implemented during the 2022-2023 school year. Strategy/Activity 1.1.2 Four teachers participated in the strategy/activity (Saturday school) from Nov 2022 - May 2023. The teachers conducted tutoring for two hours each Saturday. The number of students in attendance averaged between 8-10 students per classroom each Saturday. Program was effective as evidenced by iReady Diagnostic scores and schoolwide suspension data. Extended Day Intervention Time (EDIT): Approximately 50% of Wilson teachers participated in this strategy/activity. Ten Days in June 2023 Training was useful and aligned with school plan/strategies Strategy/Activity 1.1.3 - Activity was budgeted for 15 teachers and all teachers participated. Strategy/Activity 1.1.4 - Low number of parents participated in this opportunity but of those that participated (approximately 50% of teachers met with parents) they gave positive feedback. Strategy/Activity 1.1.5 - This strategy was implemented as expected Strategy/Activity 1.1.6 - AVID Schoolwide AVID instructional materials, conferences, etc were funded with CSI funds for the 2022-2023 school year. AVID will not receive CSI funds for the 2023-2024 school year. AVID schoolwide was not fully implemented due to the loss of admin and support personnel. AVID conferences, summer institute, materials and training will be implemented with Title 1 and LCFF funds during the 2023-2024 school year. Strategy/Activity 1.1.7 AR and Lexia was implemented as articulated and we reached our intended goal of increased iReady scores. Strategy/Activity 1.1.8 - Bilingual Assistant Position Implementation was consistent regardless of funding source Strategy/Activity 1.1.9 - Lexia English license \$10,250 was allocated for Lexia learning for the 2022-2023 school year. Lexia was pivotal in increasing iReady ELA scores schoolwide.

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

Strategy/Activity 1.1.1 - The Instructional Coach position at Wilson Elementary remains vacant as of July 2023 and is projected to remain vacant for the foreseeable future. Wilson will not plan for additional compensation for Instructional Coach for the 2023-2024 school year. Strategy/Activity 1.1.2 - Wilson Elementary will not fund Saturday School at the same rate (\$46,200). Wilson Elementary will reevaluate 2023-2024 funding for this strategy/activity with a plan to fund 3-4 teachers for Saturday school (\$25 000 - \$30,000) Extended Day Intervention Time (EDIT) will be funded at a reduced rate for the 2023-2024 school year due to low teacher participation. Ten Days in June training will not receive funding for 2023-2024 due to lack of CSI funds Strategy/Activity 1.1.3 - Same amount of funds will be allocated for the 2023-2024 school year due to clear successes with this activity/strategy. Successes were identified in iReady scores, better student behavior, and better school climate/culture as identified in the PLUS survey. Strategy/Activity 1.1.4 - The 2023-2024 plan will allow the same amount of funding for this strategy/activity Strategy/Activity 1.1.5 - This strategy will not receive funding for 2023-2024 due to lack of CSI funds Strategy/Activity 1.1.6 - AVID Schoolwide Prior AVID training/materials were funded with CSI funds. CSI is no longer applicable at Wilson. AVID will be funded during the 2023-2024 school year with Title 1/LCFF funding with the goal of implementing AVID schoolwide. Presently AVID is at zero level. At least \$15,320 will be allocated for AVID during the 2023-2024 school year for conferences, training, and materials. Strategy/Activity 1.1.7 Ar will be fully funded for the 2022-2023 school year. Lexia Learning will be fully funded for the 2023-2024 school year. Strategy/Activity 1.1.8 - Bilingual Assistant Position The Bilingual Assistant position will not be included in the 2023-2024 SPSA because it is being funded with District funds. Strategy/Activity 1.1.9 - Lexia English license Wilson Elementary will allocate the same amount for the Lexia Licensing Agreement for the 2023-2024 school year with the goal of continued increase in iReady assessment scores.

LCAP Goal

Goal 2: Equitable Learning Environments

Provide equitable and healthy learning environments that enhance the social-emotional and academic learning for all students utilizing a Multi-Tiered System of Supports (MTSS).

Goal 2.1

By June 2024, Wilson maintain a 2% suspension rate and have less than 10 student suspensions.

By 2024, reduce chronic absenteeism by 10 percentage points.

Identified Need

Wilson School is at Level zero in AVID certification development.

Wilson School needs improvement in the area of teacher recruitment and retention of highly qualified teaching staff.

According to CAST results, 87% of Wilson students participating in the state assessment performed below grade level in NGSS standards.

More training in implementing Positive Behavior Interventions and Supports (PBIS) along with 2nd Step Social Emotional Learning and Restorative Practices is required and funding has been allocated. Provide the Multi-Tiered System of Supports (MTSS) framework to give targeted support to struggling students.

Annual Measurable Outcomes

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|--------------------------|-------------------------|---------------------------|
| Suspension Rate | 2.2% (8 Suspensions) | 2% (Below 10 suspensions) |
| Chronic Absenteeism Rate | 39.1% | 29.1% |

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

Strategy/Activity 2.1.1

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

Strategy/Activity

SCHOOL CLIMATE Strategy/Activity 2.1.1
Technology Night for Parents

Improve School-Home Communication

Staff will prepare a one hour tech night at school. Topics will be the different platforms we will use to communicate home. Staff will also give some recommendations on how to monitor student use of electronics. Reach out to Information Services to see if anyone can come and give a little training on cyberbullying and precautionary measures when using social media platforms. Annual outcome: A decrease in number of incidents involving classroom misuse of technology.

Teacher add comp, 2 nights x 2 hours each (1 hr to prep; 1 hr to present) x 15 teachers= 4 x 15 x \$60= \$3600

TOTAL FOR THIS STRATEGY: \$3600 LCFF

Metrics for Progress Monitoring: Surveys and Attendance Logs

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) |
|-----------|---------------------|
| \$3,600 | 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)

Strategy/Activity

SCHOOL CLIMATE Strategy/Activity 2.1.2

Technology Training for Staff

Provide tech training support after school provided by district department or staff. We will do a needs analysis survey at orientation July to determine staff needs, then coordinate the training. We would like to continue to incorporate all the virtual platforms in some way and also use this to increase communication to the home. Conducts a needs assessment prior to the training. Based on the assessment, invite trainers from staff or district staff to present. Schedule Date on master calendar for training. Annual outcome: 100% of staff continue to use at least one virtual platform to communicate with families.

Add comp certificated...2 hours x 16=\$2000

Any prep for staff trainers: 2 staff x 2 hrs=\$240

Classified receive comp time.

TOTAL FOR THIS STRATEGY:

\$2240 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) |
|-----------|-----------------|
| \$2,240 | 50643 - Title I |

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

Strategy/Activity 2.1.3

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Attendance Team Strategy/Activity 2.1.3

Establish programs and procedures for addressing chronic absenteeism. Team will monitor attendance data, conduct conferences and SSTs, and create incentive programs to improve student attendance and connection with campus.

Add Comp for team collaboration and meetings including teachers and counselors.

20 hours X 2 teachers and counselor: teachers \$2400 and counselor \$3000

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) |
|-----------|---------------------|
| \$2,400 | 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 2.1.4

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Student Support Services Strategy/Activity 2.1.4
Multi-Tiered Systems of Support (MTSS)

Counselor is the coordinator for this strategy. Coordinate and facilitate SST meetings and CARE team meetings; coordinate 504 plan meetings. Counselor will create a schedule for the master calendar for applicable areas. Annual Outcome: Provide baseline number for schoolwide behavior reports.

Schedule after school SST Meeting and CARE meetings: \$3000

TOTAL FOR THIS STRATEGY: \$3000 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) |
|-----------|---------------------|
| \$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 2.1.5

Students to be Served by this Strategy/Activity

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

Strategy/Activity

POSITIVE BEHAVIOR AND INTERVENTION SUPPORTS (PBIS) Training Strategy/Activity 2.1.5

PBIS Rewards System

This system assists schools in their Positive Behavioral Interventions and Support program. The multi-device platform makes it easy to continuously recognize students for meeting behavior expectations from anywhere in the school, not just the classroom. It has added features like referral tracking, Check-In/Check-Out, and a teacher rewards system. PBIS Rewards helps to foster accountability and fidelity in your PBIS program. PBIS team members should include certificated as well as classified staff members. Annual Outcome: Provide baseline number for schoolwide behavior reports/suspensions/chronic absenteeism. PBIS License Agreement = \$1800

Teacher Coordinator 3 hrs x 9 months = \$2000

Counselor Support: 20 hrs additional comp= \$1500

Training Staff: 6 hours x 18 staff= \$6500

Classified gets comp time.

TOTAL FOR THIS STRATEGY:
\$11,800 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) |
|-----------|---------------------|
| \$1,800 | 23030 - LCFF (Site) |
| \$2,000 | 23030 - LCFF (Site) |
| \$1,500 | 23030 - LCFF (Site) |
| \$6,500 | 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 2.1.6

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Classroom Management (CM) System Strategy/Activity 2.1.6

There is a schoolwide Positive Behavior matrix established. Classroom management is the foundation. We should build on that. To support the goal of School Climate, we need to ensure there are routines, procedures and consequences that begin in the classroom. Annual Outcome:

Provide baseline number for schoolwide behavior reports

Coach Add Comp: \$60 x 40 hours=\$2500

All Teachers Training, Add Comp: 15 x 1hr= \$900

4 x 10 hours= 40 x \$60 \$2700 for any teachers needing this CM training.

TOTALS FOR THIS STRATEGY: \$2500 Teacher Add Comp= \$3600 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) |
|-----------|---------------------|
| \$2,500 | 23030 - LCFF (Site) |
| \$3,600 | 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 2.1.7

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Strategy/Activity 2.1.7
School Climate Conference, Temecula CA, April 24-26, 2024

A team of Wilson teachers, counselors, administrators, and support staff will attend the School Climate Conference to receive professional development on the improvement of school culture and a safe, healthy learning environment. Continued attendance at this conference would be beneficial for Wilson teachers and students.

Topics include Bullying/Cyberbullying and Harassment; Mental Health and Suicide Prevention; MTSS/PBIS and Data Solutions; Student Leadership and Youth Participation; Student, Parent, and Community Engagement; Classroom Culture and the Teacher Impact; Restorative Practices and Discipline/Intervention Procedures.

Other topics of interest include: Data Gathering Strategies, Dropout Prevention, Bullying/Cyberbullying, Student Leadership Impact on School Climate, Building a Positive School Climate/PBIS, Alcohol & Other Drugs, Crisis & Mental Health Response, Youth Development and Risk Prevention, Youth Participatory Action Research in K-12, School Climate and LCAP.

Annual Outcome: Reduce chronic absenteeism by 10% and reduce the number of suspension days to less than 11.

Conference will be held in Temecula, CA April 24-26 2024 .

Registration \$599 each=\$3000 4 classroom teachers, 1 admin, +1 other staff Travel and accommodations \$3500 each x 6 =\$24,954

Conference CSI 2021-22

Substitutes needed: 4 x 3 days=12 x \$200 \$2400

Proposed Expenditures:

*** (Since CSI funds will expire in September and Wilson has exited CSI designation - These expenditures will instead be covered with Title1 Funds.)

Conference - 50345 - CSI 2021-22- \$24,954

Substitutes - 50345 - CSI 2021-22 - \$2,400

TOTALS FOR THIS STRATEGY:

\$27,354 CSI 2021-22

\$27,354 Title1

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) |
|-----------|---------------------|
| \$23,836 | 50345 - CSI 2021/22 |
| \$27,354 | 50643 - Title I |
| \$2,400 | 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.

Strategy/Activity 2.1.1 - Advisory Days (K-8) - SCHOOL CLIMATE Strategy/Activity 2.1.1 Teachers held student conferences to discuss attendance, review data, set learning goals and advise students in building individual learning action plans. The activity was somewhat effective for the teachers that utilized this funding. Teachers who did not utilize this funding also experienced success by implementing daily classroom instructional and communication strategies and activities. Strategy/Activity 2.1.2 - Technology Night for Parents Teachers used this strategy in an attempt to improve communication with parents and provide information to parents antly communicate with parents and students. Strategy/Activity 2.1.3 - Technology Training for Staff Strategy was implemented after school with good attendance by teachers. Various tech training was provided. Teacher feedback indicated training was effective. Strategy/Activity 2.1.4 - Attendance Team Establish programs and procedures for addressing chronic absenteeism. All activities were conducted during the regular duty day. New attendance initiatives, programs and procedures were implemented by admin team (CWA, Counselor and Principal) during the duty day. Collaboration and meetings were held during the duty day. Attendance met established goals. Teachers did not meet with the attendance team. Strategy/Activity 2.1.5 - Student Support Services Counselor held multiple CARE/SST meetings with teachers throughout the school year. MTSS , PBIS, SAP, and CARE were discussed in detail. Counselor held minimal training with staff/ teachers. Strategy/Activity 2.1.6 - PBIS Training and PBIS Rewards System The PBIS rewards system was not implemented for the 2022-2023 school year. PBIS training was conducted regularly with Wilson staff and faculty. There was a marked improvement in school wide behavior. Strategy/Activity 2.1.7 - School Climate Conference Four teachers attended the conference in Temecula CA and then provided insight/information at a regularly scheduled staff meeting. This strategy/ activity was funded with CSI funds Strategy/Activity 2.1.8 - Classroom Management System PBIS based process designed gto lower classroom behavior problems. Focus is on daily routines, procedures and interventions inside the classroom.

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

Strategy/Activity 2.1.1 - Teachers who did not utilize this funding also experienced success by implementing daily classroom instructional and communication

strategies and activities. \$15,320 was allocated for this strategy for the 2022-2023 school year. Strategy/Activity 2.1.2 - This strategy/activity was implemented by a low percentage of teachers due to low parent participation. \$15,320 was allocated for the 2022-2023 school year. Strategy/Activity 2.1.3 - \$2,240 was allocated for the 2022-2023 school year. There was a shortage of facilitators/trainers for this strategy. Strategy/Activity 2.1.4 - Attendance Team All activities/meetings/discussions were conducted during the regular duty day. New attendance initiatives, programs and procedures were implemented by admin team (CWA, Counselor and Principal) during the duty day. Collaboration and meetings were held during the duty day. Attendance met established goals. Teachers did not meet with the attendance team. \$5400 was allocated for the attendance team to meet with teachers after school to further collaborate on how to increase attendance. Strategy/Activity 2.1.5 - Student Support Services Minimal training was conducted due to daily duty priorities. \$8800 was allocated for this strategy/activity. Strategy/Activity 2.1.6 - \$1800 was allocated and less was spent. The PBIS rewards system was not purchased for the 2022-2023 school year. Strategy/Activity 2.1.7 - The strategy/activity was implemented well. There are no funds to replicate this strategy activity. Wilson is no longer allocated CSI funds. \$23,836 was allocated for the 2022-2023 school year for this strategy/activity. Strategy/Activity 2.1.8. - The implementation of this strategy/activity was training based with staff training occurring after school

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

Strategy/Activity 2.1.1 - The attendance initiatives utilized for this strategy may be completed during the regular school day inside the classroom. Funding for this strategy/activity will be better utilized to fund AVID conferences, supplies, and activities during the 2023-2024 school year. Strategy/Activity 2.1.2 - The amount of Title 1/LCFF funds allocated for this strategy/activity (\$15,320) will be allocated to AVID conferences, materials and training for the 2023-2024 school year with the goal utilizing this evidence-based whole-school improvement system to support teachers and improve student learning outcomes. Strategy/Activity 2.1.3 - Reallocate \$2,240 to the 2023-2024 school year to focus on technology training and implement the training (after school) throughout the school year with a focus on Google systems and applications, Synergy, iReady, Illuminate, ClassDojo, PBIS World, and other technology related platforms applicable to the classroom and Wilson school. Strategy/Activity 2.1.4 - \$5400 will be reallocated to the attendance team for the 2023-2024 school year to ensure we continue to meet/exceed established attendance goals. We will discuss additional/new attendance initiatives designed to lower Wilson absenteeism rate. Strategy/Activity 2.1.5 - Counselor and teachers schedule meetings (via schoolwide calendar) for scheduled training on areas identified in this strategy/activity. \$8800 will be allocated in the 2023-2024 school year for this strategy/activity. Strategy/Activity 2.1.6 - \$8800 will be allocated for the 2023-2024 school year for PBIS staff training, PBIS license agreement, and/or the PBIS Rewards System. Strategy/Activity 2.1.7. - This strategy/activity will not be funded for the 2023-2024 school year due to a lack of CSI funding for Wilson Elementary. Strategy/Activity 2.1.8. - \$6,100 was allocated for the 2022-2023 school year and another \$6,100 will be allocated for the 2023-2024 school year with a focus on 2nd Step and Restorative practices training provided by the site counselor and/or other site or district staff

LCAP Goal

Goal 3: Meaningful Partnerships

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

Goal 3.1

By June 2024, increase the average parent attendance to school events by 35%.

By June 2024, offer 5 different parent trainings or events.

Identified Need

Increase parent engagement by advertising daily parent volunteer opportunities on campus such as classroom parent, cafeteria/playground/school crosswalk monitor, and field trip monitors. Provide ongoing school to home communications via flyers, marquee, District BlackBoard, and in person conversations before/after school. Identify multiple parent/student assemblies and invite all parents.

More training in implementing Positive Behavior Interventions and Supports (PBIS) along with 2nd Step Social Emotional Learning and Restorative Practices is required and funding has been allocated. Provide the Multi-Tiered System of Supports (MTSS) framework to give targeted support to struggling students.

Annual Measurable Outcomes

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|------------------------------------|-------------------------|------------------|
| Average Parent Attendance | 15% | 40% |
| Number of Parent Trainings offered | 4 Workshops | 5 Workshops |

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

Strategy/Activity 3.1.1

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

Strategy/Activity

| | |
|---|----------------------------------|
| Parent Fund MEANINGFUL PARTNERSHIPS Strategy/Activity 3.1.2 | Title I Parent Involvement Funds |
| Strategy/Activity Parent Assemblies, Parent Coffees and Parent ELAC meetings will require supplies, snacks, drinks etc. We will contact the Family Resource Center for support in this area. We will conduct multiple surveys, and communicate with Wilson families about attendance, academic performance, volunteerism, students social and emotional learning, and school policies/procedures. We will conduct training and provide parents opportunities to be more involved with their child's educational journey. | |
| Parent Meetings (drings, snacks and other items) \$630 Parent meetings materials/supplies: \$1500 | |
| \$2130 Title I | TOTAL FOR THIS STRATEGY: |

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) |
|-----------|--------------------------|
| \$630 | 50647 - Title I - Parent |
| \$1,500 | 50647 - Title I - Parent |

Annual Review

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

Analysis

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

Strategy/Activity 3.1.1 - Math Parent Night Math Parent Night was designed to get parents involved in what may be perceived as a difficult subject. The goal is to get better parent participation in math homework activities. There was moderate success with this strategy/activity and it will need further engagement to determine any level of success. Strategy/Activity 3.1.2 - Parent Fund The Family Resources Center participated in Coffee Hour meetings. The meetings were well attended. No site funds were used for this strategy/activity.

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

Strategy/Activity 3.1.1 - \$4,000 was allocated for this training. Additional advertisement vis school marquee, flyers sent home, and discussion at parent/teacher night may increase parent attendance Strategy/Activity 3.1.2 - \$1973 was identified for allocation via the Family Resource Center. The events were well attended and finger foods/refreshments were served.

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

Strategy/Activity 3.1.1 - \$4,000 will be allocated for the 2023-2024 school year for teachers to conduct Math Parent Night. The designated nights will be advertised in the school calendar, marquee, ClassDojo, and the Parent Newsletter. Teachers may be flexible with adjusting dates/times to gain maximum parent participation and attendance. Strategy/Activity 3.1.2 - There are no funds allocated for this strategy/activity for the 2023-2024 school year

LCAP Goal

Goal 4: Special Education

Pending development

Goal

Identified Need

Annual Measurable Outcomes

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

Strategy/Activity

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

Strategy/Activity

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

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

Annual Review

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

Analysis

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

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

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



Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

| Description | Amount |
|---|------------------------|
| Total Funds Provided to the School Through the Consolidated Application | \$129,120.00 |
| 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 | \$384,278.00 |

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 | \$126,990.00 |
| 50647 - Title I - Parent | \$2,130.00 |

Subtotal of additional federal funds included for this school: \$129,120.00

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) | \$99,200.00 |
| 50345 - CSI 2021/22 | \$155,958.00 |

Subtotal of state or local funds included for this school: \$255,158.00

Total of federal, state, and/or local funds for this school: \$384,278.00

Acronyms and Initialisms

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

A

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

B

| Acronym | Description |
|---------|--|
| BTSA | Beginning Teacher Support and Assessment |

C

| Acronym | Description |
|----------|---|
| CAASFEP | California Association of Administrators of State and Federal Education Programs (Outside CDE Source) |
| CAASPP | California Assessment of Student Performance Data System |
| CABE | California Association of Bilingual Education (Outside CDE Source) |
| CALPADS | California Longitudinal Pupil Achievement Data System |
| 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/selpacontentlead18fa.asp |
| SES | Supplemental Educational Services (Outside CDE Source) |
| SFSD | School Fiscal Services Division |
| SIG | School Improvement Grant |
| SIL | SELPA Systems Improvement Leads (Outside CDE Source) |
| SNP | School Nutrition Program |
| SnS | Supplement not Supplant |
| SpED | Special Education |
| SPSA | School-Plan for Student Achievement |
| SSC | Schoolsite Council |

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

T

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

U

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

V

| Acronym | Description |
|---------|--|
| VAPA | Visual and Performing Arts |

W

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

X, Y, Z

| Acronym | Description |
|---------|--------------------------------------|
| YRE | Year-round Education |

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