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

Site Name: __John Adams Elementary__

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           __10/26/2023__
                                                            Date of Meeting

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

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

This SPSA was adopted by the SSC at a public meeting on __11/16/2023__.
                                                                              Date of Meeting

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

__Guiding Coalition/Leadership__           __11/2/2023__
                Committee                                    Date of Meeting

_____           _____
                Committee                                    Date of Meeting

_____           _____
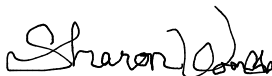                Committee                                    Date of Meeting

Attested:

Sharon Womble           _(signature)_           11/16/2023
Typed Named of School Principal       Signature of School Principal            Date

# School Plan for Student Achievement (SPSA)

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

| School Name | County-District-School (CDS) Code | Schoolsite Council (SSC) Approval Date | Local Board Approval Date |
|---|---|---|---|
| Adams Elementary | 39686766042501 | 11/16/2023 | 06/20/2023 |

## Purpose

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

Adams Elementary is implementing a Comprehensive Support and Improvement (CSI) program.

## Description

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

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

## Engaging Educational Partners

Refer to the Comprehensive Needs Assessment

## Resource Inequities

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

Refer to the Comprehensive Needs Assessment

# Comprehensive Needs Assessment Process

## Comprehensive Needs Assessment Process Summary

## Surveys

**Adams Elementary developed this school plan which aligned to the district's goals and incorporated strategies specific to the school and student population needs. The original plan was reviewed by the school's Site Council in draft on February 22, 2023 and then again after the third i-Ready data review on May 18,2023.**

**A climate survey was conducted with students of the site as well as a parent and staff survey focusing on reading, writing and safety.**

**The evaluation included responses to the four questions focusing on each goal within the Single Plan for Student Achievement (SPSA). Question 1 inquired about the implementation of strategies within the plan. Question 2 inquired about the effectiveness of the strategies within the plan. Question 3 inquired about material changes- both fiscal and programmatic. Question 4 inquired about the future changes based on the results of questions 1 and 2. Throughout the school year, the School Site Council has continuously reviewed areas of need and strengths within the Essential Questions in the areas of Academic Performance for ELA and Math, Student Engagement (Chronic Absenteeism), and Conditions and Climate (Suspensions). The council reviewed data from the CA Dashboard and i-Ready Assessment Results. Input was then placed on the DMM form with suggested Cause, Design, Assurances, and Implementation Indicators.**

Adams Elementary Staff and School Site Council reviewed the progress of the 2022-2023 Decision Making Model (DMM) used to develop the Comprehensive Needs Assessment (CNA) and the SPSA. During the first Fall meeting on September 29, 2022, the School Site Council reviewed the previous DMM and identified areas of need and strengths within the Essential Questions in the areas of Academic Performance for ELA and Math, Student Engagement (Chronic Absenteeism), and Conditions & Climate (Suspensions and Social Emotional Supports). They reviewed data from CA Dashboard, district generated data reports, and i-Ready Diagnostics. Findings were recorded by adding an additional column in the DMM to reflect changes and a different data points that were required to be used because of COVID impact. Input was then placed on the DMM form with suggested Cause, Design, Assurances, and Implementation Indicators.

During our School Site Council Meeting on November 17, 2022, The DMM format was used to record and edit previously mentioned indicators. Discussion and review of the evaluation during the following meetings whereas the principal shared the i-Ready Data and growth made compared to previous data in the comprehensive needs assessment, identifying areas of growth in the development of the 2023-2024 CNA and DMM.

School Site Council February 22, 2023 and again May 18, 2023

Staff Meetings March 7, 2023 and again May 16, 2023

Leadership/PBIS Team Meeting Jan 19, 2023 and again May 11, 2023

English Language Advisory Committee March 21, 2023

## Classroom Observations

During the 22-23 school term classroom action walks and observations were conducted and used to drive on site professional development and data. Data process was used with the leadership team, AVID Leadership and Site Liaison to support school initiatives and better understand grade level and individual needs. The data drives monthly PD and incorporation of the needs assessment to drive how the site plan is developed or changed. All data is shared at School Site Council and ELAC parent meetings to inform the community and take input on the process of learning.

## Analysis of Current Instructional Program

Analysis of the instructional program is monitored both through Leadership, data team walks, school site council and ELAC community community meetings. All data shared is reviewed and input is taken to drive change or needs for added supports for staff, students and site. Multiple assessments are reviewed as well including, but not limited to, i-Ready, California Dashboards, PLC discussions, Benchmark results, student writing examples, grade level writing rubrics, attendance, after school activities and programs.

## Standards, Assessment, and Accountability

Adams Elementary Staff and School Site Council reviewed the progress of the 2022-2023 Decision Making Model (DMM) used to develop the Comprehensive Needs Assessment (CNA) and the SPSA. During the first Fall meeting on September 29, 2022, the School Site Council reviewed the previous DMM and identified areas of need and strengths within the Essential Questions in the areas of Academic Performance for ELA and Math, Student Engagement (Chronic Absenteeism), and Conditions & Climate (Suspensions and Social Emotional Supports). They reviewed data from CA Dashboard, district generated data reports, and i-Ready Diagnostics. Findings were recorded by adding an additional column in the DMM to reflect changes and a different data points that were required to be used because of COVID impact. Input was then placed on the DMM form with suggested Cause, Design, Assurances, and Implementation Indicators.

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review of the evaluation during the following meetings whereas the principal shared the i-Ready Data and growth made compared to previous data in the comprehensive needs assessment, identifying areas of growth in the development of the 2023-2024 CNA and DMM.

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English Language Advisory Committee March 21, 2023

# Staffing and Professional Development

## Staffing and Professional Development Summary

During the 2022-2023 School year Professional Development opportunities were limited to District Professional Development Days (3) due to shortage and availability of substitute teachers.

Staffing includes:

- 1 Principal (Interim)
- 1 Assistant Principal (Interim)
- 1 Program Specialist
- 1 Instructional Coach
- 2 School Counselors
- 1 Mental Health Clinician
- .5 School Psychologist
- 21 Fully Credentialed Teachers
- 4 Probationary Teachers
- 5 Teacher Interns
- 2 Speech and Language Pathologist

Of which there are

- 1 Resource Teacher
- 4 Special Day Class Teachers
- 1 Preschool Special Day Class Teachers
- 2 State Preschool Teachers
- 2 Head Start Teachers
- Single Subject Middle School Teachers
- 14 Kindergarten - Sixth Grade Teachers

In addition, we have 11 Special Education Instructional Paraprofessionals

## Staffing and Professional Development Strengths

During the Summer of 2022 five staff members participated in off-site AVID Training. By teaching and reinforcing academic behaviors and higher-level thinking at a young age, AVID Elementary teachers create a ripple effect in later grades. Elementary students develop the academic habits they will need to be successful in middle school, high school, and college, in an age-appropriate and challenging way. Children learn about organization, study skills, communication, and self-advocacy. AVID Elementary students take structured notes and answer and ask high-level questions that go beyond routine answers. The team came back and provided on-site training in AVID to promote language acquisition, high academic achievement, and 21st century skills to improve instructional strategies, curriculum implantation, equitable practices, and small group and individual student support.

When educators have a clear sense of the purpose, direction, and the ideal future state of their school, they are better able to understand their ongoing roles within the school. Therefore, All Staff members participated site provided professional learning in Professional Learning Communities (PLC) presented by Solution Tree virtually in order to garner the support you need to:

- Build capacity among all your new and veteran teachers to deepen and sustain effective teaching and learning
- Stabilize and support your team to ensure your students have access to grade-level instruction
- Create and propel productive habits and routines to inform and accelerate student learning
- Recognize the purpose at the heart of your team's work together to achieve what they cannot do alone
- Restore and increase the passion of teachers by creating the conditions that allow them to successfully do their work.

## Needs Statements Identifying Staffing and Professional Development Needs

**Needs Statement 1 (Prioritized):** Students have inconsistent access to high quality instructional practices and over 80% of students are performing below grade level in ELA and Math. Professional Development needs to occur in order to support the teachers and staff to implement the programs to meet the District and Site goals.   **Root Cause/Why:** Inability to make systematic sustainable change and monitor throughout the year, limited opportunities for site professional learning due to shortage of substitutes and staff. Teachers need to have time to meet and plan to meet the needs of our students.

# Teaching and Learning

## Teaching and Learning Summary

Observations were conducted using Adams' Walkthrough tool helps administrators collect observational data. When it is evident that teachers need support, a professional development opportunity is provided.

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) were limited due to staff and substitute shortages district wide. Our support staff, when used effectively, aid staff members in their ongoing endeavors, to become strong instructors. Their roles are to coach teachers, not students.

Professional development was scheduled throughout the year to ensure that the most current curriculum and instruction are delivered to our students.

AVID Demonstrations and strategies were implemented at staff meetings and then reviewed during AVID walk-throughs.

The PLC teams, academic conferences, and Co[1]planning/co-teaching are used to identify and help teachers deliver strong instruction, show them how to utilize data to drive instruction, help in the creation of lessons that will increase student engagement and academic success were limited due to shortages mentioned.

We service 180 Special Educations students = 31.6% Special Education

We have 15% English Learners of those 40% are Special Education

SUSD administered the EOY i-Ready diagnostic between April and May 26th, 2023. Over 99% of our school's students in ELA and 99% in Math took the End of Year i-Ready diagnostic.

Based on the comparison of the i-Ready Diagnostics From Fall 2022 to Fall 2023, in ELA there was a(n)

6 % increase participation

Increase of 1% of students who were on or above grade level.

Based on the comparison of the i-Ready Diagnostics From Fall 2022 to Fall 2023, in Math there was a(n)

6 % increase participation

Decrease of 1.6% of students who were on or above grade level.

## Teaching and Learning Strengths

Teacher professional development day led by school site in July 2022, provided teachers with professional learning opportunities and support that enhance instructional strategies focusing on monitoring student progress toward grade level standards, informed instruction, identify strategic and intensive interventions for students, determine the effectiveness of current instruction and interventions, and identifying best practices through the Professional Learning Community (PLC) process and continued AVID certification. Eight staff members attended AVID training in the summer of 2023 and Ten staff members attended the PLC conference in the summer of 2023. Currently we undergoing our 2023 certification walk.

## Needs Statements Identifying Teaching and Learning Needs

**Needs Statement 1 (Prioritized):** Little to no support for new and struggling teachers.  **Root Cause/Why:** The ability to complete a coaching cycle was not afforded due to staff shortage and coaching/leadership team having to cover classes

**Needs Statement 2 (Prioritized):** Limited student achievement due to limited strategies and professional development on site to inform practice and data.  **Root Cause/Why:** Students need to have more targeted interventions and strategies to make academic gains in ELA and Math.

# Parental Engagement

## Parental Engagement Summary

Levels of parent involvement, specifically active recruitment and retention of ELAC and SSC, board members is limited.

This barrier is not necessarily indicative of lack of interest, but rather time demands that are reflective of a working-class community.

We recognize the value of an active parent community, and continue to seek new ways to create a more active parent population.

In addition, there are inadequate Resources available from family, school, district, and community to assist students particularly due to the fact that we are not a community school, the majority of our students are bussed or lack reliable transportation.

Chronic Absenteeism is an indicator of these issues resulting in a lack of parent involvement.

Stakeholders are provided with numerous opportunities to provide input and assist in the monitoring and developing of the SPSA, school activities, school culture, and parent involvement opportunities, unfortunately, our site struggles with getting adequate participation from various stakeholders.

Adams school is surrounded by Lincoln Unified attendance boundaries, very little attendance area within walking distance of Adams School.

## Parental Engagement Strengths

Our school provide parents with support and resources that empowers them be engaged in their student's learning such as parent conferences, communication, and increased parent involvement opportunities. Teachers, three times a year, to meet with parents during Mid-Trimester Academic Conferences. We believe that Mid[1]Trimester Conferencing allows parents to be informed at the same time giving students an opportunity to improve their grades as necessary.

Due to being able to hold conferences via Zoom, we have seen an increase of almost 10% of parent attendance in conferences.

## Needs Statements Identifying Parental Engagement Needs

**Needs Statement 1 (Prioritized):** Very little to no parent involvement.   **Root Cause/Why:** Reasons may include, distance from home i.e. transportation, employment, etc.

# School Culture and Climate

## School Culture and Climate Summary

## Surveys (students)

The PLUS survey given to 4-5 Grade students showed that

70% responded yes to "If I knew there was going to be a fight on campus I would report it to a teacher or administrator. "

74% responded yes to "I feel like I am part of this school."

77% responded yes to "I feel safe in my school."

89% responded yes to "At my school, there is a teacher or other adult who really cares about me."

This data was led to the discussion and determination that we needed to Increase opportunities for students to have a sense of community and belonging. An increase in counseling services were strongly recommended.

## Values

OUR MISSION:

The Adams Family is committed to continuous collaboration focused on essential learning for All students, by consistently monitoring and evaluating data driven instruction.

## Beliefs

OUR VISION:

Empowering, Motivating and Supporting our Community

## Equity-Opportunity and Equal Access

OUR VALUES:

 INTEGRITY, RESPECT, RESPONSIBILITY These Values are integrated in everything we do and are expected from everyone present on the John Adams Campus.

## School Culture and Climate Strengths

Implementation of the Leadership/PBIS (Positive Behavior and Intensive Supports) provide a positive school climate for students with basic, academic, behavioral, attendance, and social emotional supportive resources. Student learning through counseling, instructional supports, incentives, and structured engagement activities such as the PLUS program, Character Counts, school performances and recognition. Teachers, instructional staff and support staff members engage with community after school members to promote a positive school climate focused around Integrity, respect and responsibility.

## Needs Statements Identifying School Culture and Climate Needs

**Needs Statement 1 (Prioritized):** Lack of opportunities for student engagement outside of academics.   **Root Cause/Why:** School is unable to provide various intellectual outlets and activities, such as VAPA, Arts, Dance, and Sports. District has not assigned resources to site.

**Needs Statement 2 (Prioritized):** We have seen an increase in the number of students being referred to counseling and Mental Health Clinician.   **Root Cause/Why:** The Centers for Disease Control and Prevention determined that mental health related visits to the emergency room increased by 31% for students ages 12 to 17. Additionally, CDC surveillance data concluded that 1 in 3 high school students reported feelings of persistent sadness and depression. We have noticed since returning to in-person learning student have lost a sense of community and belonging

**Needs Statement 3 (Prioritized):** Historically high Chronic Absenteeism   **Root Cause/Why:** We are not a neighborhood school, over 90% of our students live within bussing distance, if they miss the bus there is no transportation to get them to school.

**Needs Statement 4:** Teacher training in Social Emotional , Truancy, and School Climate. De-escalation strategies. **Root Cause/Why:** Increased Suspension, truancy, and results from School climate, show a disconnect with adults on campus

# Goals, Strategies, Expenditures, & Annual Review

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

## LCAP Goal

Goal 1: Student Achievement

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

# Goal 1.1

Based on the End of Year iReady and SBAC Assessments SMART goals will be developed, which will include but not limited to looking at other forms of performance indicators. i-Ready's online instruction student's pathway if s/he is struggling.

ELA: By EOY 2024, per iReady Diagnostic 3 Growth Report, an increase of 5% of all students will achieve iReady annual typical growth goals.

ELA: By Spring 2024, per SBAC comparison of Spring of 2023 to Spring of 2024, the distance from standard in ELA will decrease by 3 (three) points All Students.

EL: By EOY 2024, per ELPAC, increase the number of students who reclassify will increase by 10% students.

EL: By Spring 2024, per SBAC comparison of Spring of 2023 to Spring of 2024, the distance from standard in ELA will decrease by 3 (three) points All Students.

Math: By EOY 2024, per iReady Diagnostic 3 Growth Report, an increase of 5% of all students will achieve iReady annual typical growth goals.

Math: By EOY 2024, the distance from standard in Math will decrease by 3 (three) points for African American subgroup.

Math: By Spring 2024, per SBAC comparison of Spring of 2023 to Spring of 2024, the distance from standard in Math will decrease by 3 (three) points All Students.

## Identified Need

Students have inconsistent access to high quality instructional practices and over 80% of students are performing below grade level in ELA and Math. Professional Development needs to occur in order to support the teachers and staff to implement the programs to meet the District and Site goals.

Little to no support for new and struggling teachers.

Limited student achievement due to limited strategies and professional development on site to inform practice and data.

Very little to no parent involvement.

Lack of opportunities for student engagement outside of academics.

We have seen an increase in the number of students being referred to counseling and Mental Health Clinician.

Historically high Chronic Absenteeism

## Annual Measurable Outcomes

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|---|---|---|
| ELPAC Reclassification Rate | 8.0% | 13.8% |
| iReady Diagnostic Student Growth Goal Met | ELA 52% Math 52% | ELA 65% Math 65% |

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**

Cost of PLC Conference, Funding Source: SCI ; 10 x $2,200 = $22,000

To provide teachers with professional learning opportunities and support that enhance instructional strategies focusing on monitoring student progress toward grade level standards, informed instruction, identify strategic and intensive interventions for students, determine the effectiveness of current instruction and interventions, and identifying best practices through the Professional Learning Community (PLC) process.

Consultant Services:  Funding Source: CSI; $ 30,500
Professional development is throughout the year to ensure that the most current curriculum and instruction are delivered to our students. The PLC teams, academic conferences, and Co-planning/co-teaching are used to identify and help teachers deliver strong instruction, show them how to utilize data to drive instruction, help in the creation of lessons that will increase student engagement and academic success.

Create and sustain a professional learning community where key practices and strategies are embedded in the culture of your school or district.


* Instructional Coach 1.0 FTE Funding: Centralized Services
Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches). Our support staff, listed below, is provided to assist staff members in their ongoing endeavors to become strong instructors. Their roles are to coach teachers, not students.

* Program Specialist 1.0 FTE, Funding Source; $61,886 - 40% - Title I ; $92,945 - 60% - LCFF
Program Specialist (PS):  providing professional development and support to teachers to increase fidelity across the school with continued curriculum adoption in addition to integrated and designated ELD strategies. The Program Specialist will help with collecting evidence to ensure ELD assessment. Focuses data retrieval and evaluation to target students needing support and progress monitoring of RFEP students.
PS will also assist teachers in their PLC to view data and identify what strategies would be helpful in improving student data. Ensures technology is in place to support learning and instructional assessments.
In addition:
* Counselors 2.0 FTE, Funding: Centralized Services
* Principal, Assistant Principal,  1.0 FTE Funding: Centralized Services
* Curriculum Department, Funding: Centralized Services
* Language Development Office (LDO), Funding: Centralized Services
* Bilingual Paraprofessional, 1.0 FTE, Funding: Centralized Services
* Research and Accountability Department, Funding: Centralized Services

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

Metrics for Progress Monitoring:

**Proposed Expenditures for this Strategy/Activity**

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

| Amount(s) | Source(s) |
|---|---|
| $55,912 | 50643 - Title I |
| $81,452 | 23030 - LCFF (Site) |
| $22,000 | 50346 - CSI 2022/23 |
| $11,493 | 23030 - LCFF Salary Contingency |
| $5,974 | 50643 - Title I Salary Contingency |
| $30,500 | 50346 - CSI 2022/23 |
| $28,929 | 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**


  Conferences/Trainings/Workshops - Funding Source:  LCFF;  $28,600 ; Title I ; $28,600

Adams Staff are participating off-site professional development retreat that will  promote language acquisition, high academic achievement, and equitable teaching practice, and social emotional development that effectively improve instructional practices curriculum implementation and small group and individual student support. Staff Retreat (May 31 - June 3, 2024): To evaluate data and identify instructional strategies that will build on collective commitment, and continue to move the site toward AVID certification and academic achievement.

Topic: Targeted Instruction
K-6 teachers to utilize a classroom management system that frees up the teacher so that he/she can provided targeted instruction to meet each student's individual academic needs. 7 - 8 grade electives are also designed to provide time for Targeted Instruction  as well.
Teachers are taking this information and through collaboration time and PLC's, they are developing improved instructional strategies, common rubrics and consistent presentations to better target areas of growth. Potential strategies/curriculum  -
* Universal Design for Learning.
*      Guided Reading
* AVID
* Multi-Tiered System of Supports (MTSS); PBIS, SAP
* Gradual Release model (including DII) that facilitate collaboration
* Differentiated instruction; 1:1 Support, Small groups, Platooning, integrated ELD strategies
* ACE Strategies (both Reading and Math)
* Close Reading
* Writers Workshop
* Integrated language and literacy instruction in all core curriculum
* Adherence to Designated ELD time
In addition to
* Restorative Practices
*      Multi-Tiered System of Supports (MTSS); PBIS, SAP
* Integrated language and literacy instruction in all core curriculum
* Adherence to Designated ELD time
* Guided  Language Acquisition and Development (GLAD) Instructional  Strategies


To provide students with resources and supports to increase writing proficiency using AVID note taking strategies to meet grade level expectations (e.g., 2/3 column notes, Cornell Notes, etc.) that supports student collaboration (e.g., pair-share, philosophical chairs, carousel, etc.).

To provide students with resources and support to increase their level of academic questioning using AVID Inquiry strategies to increase rigor and meet grade level expectations (e.g., level 2 and 3 question development, close reading, etc.) that supports student collaboration (e.g., pair-share, philosophical chairs, carousel, etc.).

Funding Source: Title I, $10,000.
To provide students with binders, notebooks, flashcards, chart paper, composition books, dry erase boards, headphones, easel pads, graph paper, highlighters, index cards, planners, poster boards, sentence strips, tag boards.

Teachers will use various equipment such as the laminator, poster maker, copier, Duplo, poster maker.  Instructional technology may include student laptops, tablet devices, E-readers, projectors, document readers/cameras, interactive SMARTboards, printers, copiers, laminators, wireless audio components, and other instructional ancillary devices.
Equipment 42000 -

Maintenance agreements ensure the equipment is available and usable to provide a print rich environment.
Annual Maintenance Agreements, 56590 Funding Source: Title I; $5,000.

License Agreements, 58450 Funding Source: Title I; $5,000.
License Agreements for Accelerated Reader with supports, monitors, and assesses students' progress in Reading.

Duplicating, Funding Source: Title I; $5,000.
Student planners and handbooks

Instructional Materials; Funding Source; $3,974
To provide students with resources and supports to increase writing proficiency using AVID note taking strategies to meet grade level expectations (e.g., 2/3 column notes, Cornell Notes, etc.) that supports student collaboration (e.g., pair-share, philosophical chairs, carousel,

etc.) while increasing their level of academic questioning using AVID Inquiry strategies to increase rigor and meet grade level expectations (e.g., level 2 and 3 question development, close reading, etc.) that supports student collaboration (e.g., pair-share, philosophical chairs, carousel, etc.).

Student Laptops/Carts for implementation of supplemental programs such as SIPPS, AVID, and others.
Funding Source - LCFF $22, 775. ; CSI; $42, 340
Economically disadvantaged school children lacking access to laptops to complete their homework creates opportunity gaps between students, largely based on their economic status, also known as the digital divide. These instructional resources will help provide student interventions, accelerated learning, and master common core standards.

Cost of AVID Conference, Funding Source: CSI; 10 x $2,200 = $22,000
To provide students with organizational tools that support AVID organizational strategies to meet grade level expectations that support student collaboration (e.g., binder checks, etc.).
AVID Conference July 2023

## 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) |
|---|---|
| $22,500 | 23030 - LCFF (Site) |
| $5,000 | 50643 - Title I |
| $5,000 | 50643 - Title I |
| $22,000 | 50346 - CSI 2022/23 |
| $28,600 | 50643 - Title I |
| $5,000 | 50643 - Title I |
| $10,000 | 50643 - Title I |
| $42,340 | 50346 - CSI 2022/23 |
| $3,974 | 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

  English Learner Progress: Because of the efforts listed below and in addition to the 30 minutes of daily Designated ELD instruction. Students receive targeted instruction through small group and one- in-one instruction focusing on pre-teaching or re-teaching instructional concepts to advance language acquisition and English language proficiency resulting in reclassification. Students receive English Learner Academic Hour (ELAH) providing academic support based on individual needs. Students are encouraged to ask for support in concepts from the academic school day. Newcomers are provided Rosetta Stone support. Staff conducts monitoring and observation of ELD instruction to verify implementation of the new curriculum for designated ELD and will implement the Board adopted curriculum with integrity and fidelity.

Bilingual Paraprofessional to provide a variety of services including, but not limited to, Assist in the preparation of instructional materials and study aids to be used by students in classrooms or individual study situations; perform photo-copying and duplication duties as necessary.  Assist in the implantation of instructional activities such as assisting limited English speaking students in the development of English language, and reinforce concepts taught by teacher using the students' primary language as directed by the certificated instructor

Program Specialist (PS) with the assistance of the Bilingual Paraprofessional will support to teachers to increase fidelity across the school with AVID and ELD strategies in addition to integrated and designated ELD strategies. The Program Specialist will help with collecting evidence to insure ELD monitoring and AVID certification, plan 3 - 5 AVID family nights throughout the year, and plan the AVID showcase that takes place twice a year. PS will also assist teachers in their PLC to view data and identify what strategies would be helpful in improving student data. Ensures technology is in place to support learning and instructional assessments. Focuses data retrieval and evaluation to target students needing support and progress monitoring of RFEP students.

Teachers will enhance integrated/designated ELA/ELD curriculum through: Interactive KWL, Quick Writes, Text Type Chart, Close Read, Notice and Note, Sentence Pattern Chart, Split Dictation, Text- Based Can-Have-Are-Chart, Jointly constructed sentences and paragraphs, Journal Writes, Signal Word Chart, Test Organization Matrix (TOM), Pictorial Input Chart, Text Reconstruction, Unpacking sentences, Text Puzzles, Comparing Paragraphs, Verb Chant, Note Making, Content Links, Ticket Out the Door, Running Dictation, Sentence Combining, Literacy Stations, Noodle, Expert Groups, Give One, Get One, Rate Your Knowledge, Vanishing Text, Observation Chart, and Interactive Notebooks.

Library Media Assistant- .4375 FTE, Funding Source: LCFF $28,929.
Library Media Assistant will perform a variety of clerical library duties involved in the acquisition, circulation, maintenance and distribution of library books and instructional materials at an assigned school site; process new books and instructional materials; oversee the cataloguing of books and instructional materials. As well as, Instruct students in proper methods of utilizing library and reference materials; assist students with utilizing computers for research projects; monitor and maintain acceptable student behavior in the library.

Supplemental Instructional Materials, Funding Source: 43110 LCFF; $ 23,799
Applicable supplemental instructional materials include: novels/books, white boards, clipboards, dry erase markers, flashcards, games, copy paper, folders/ sleeves, pencils, construction paper, color printer/scanner, printer ink, printer paper, chart paper, glue sticks, envelopes, colored pencils, scissors, markers, whiteboard erasers, graph paper, index cards, erasers, post it notes (sticky notes), binder tab inserts, binders, 2 pocket folders, envelopes, ball point pens, masking tape, file folders, butcher (fadeless) paper, glitter, pencil sharpener, chalk, fasteners (brads), tissue paper, white out, clear tape, metal rings, paper clips, rubber bands, permanent markers, rulers, compass, wet erasers.

**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) |
|---|---|
| $23,799 | 50643 - Title I |
| $28,875 | 23030 - LCFF (Site) |

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

## Strategy/Activity 1.1.4

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

**Strategy/Activity**

Small group instruction, Funding Source: CSI $30,000
Adams Elementary was identified in 2020-2021 as eligible for comprehensive support and improvement (CSI) due to
Low Performance for all student groups:
Schools with all indicators at the lowest status level
Schools with all indicators at the lowest Status level but one indicator at another status level

Retired Teacher to provide Interventions to students, Small group instruction.

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

| Amount(s) | Source(s) |
|---|---|
| $30,000 | 50346 - CSI 2022/23 |

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

Subgroup: Preschool, Transitional Kindergarten

Provide students opportunities to: *interact with their peers who will attend their kindergarten class promoting social skills, *establish a connection between the kindergarten teacher and preschooler, *practice kindergarten rituals such as eating in the cafeteria, attending assemblies, and visiting the computer lab, and *attend the district's one-week Summer Bridge program. Preschool parents will be provided the opportunity to participate in classroom and school events and to learn about school readiness and early literacy activities.

Funding: Centralized Services

### 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.

The overall strategies implemented had an impact that was positive in the addition to vocabulary instruction and student assistance. The implementation of a bilingual assistant has greatly increased the redesignation of students and shows great ability to continue in a positive direction.

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

There was a larger increase of absenteeism due to lack of transportation and a need for added school supports for academic small groups. Furthermore the data shows a need for a deeper training into social emotional learning as well as building repour and relationships.

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.

Adams noticed a lack of growth in reading and mathematics. Working with site leadership the site has decided to repurchase accelerated reader for grades 2-5 to support reading intervention and push students to be more inquiry based as well as assist in foundations of vocabulary at the students zone of proximal development. Furthermore Adams plans to pilot the ALEKs math AI program in the middle school to support student math skill recovery in small group and individual assignments.

## LCAP Goal

Goal 2: Safe and Healthy Learning Environments

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

# Goal 2.1

Decrease the percentage of for ALL students and in ALL SUBGROUPS who are Suspended by 10% by End of 2023 -2024 School year.

Attendance/Chronic Truancy -
Decrease the percentage of for ALL students and in ALL SUBGROUPS who are chronically absent by 10% by End of 2023 - 2024 School year.

## Identified Need

Students have inconsistent access to high quality instructional practices and over 80% of students are performing below grade level in ELA and Math. Professional Development needs to occur in order to support the teachers and staff to implement the programs to meet the District and Site goals.

Little to no support for new and struggling teachers.

Limited student achievement due to limited strategies and professional development on site to inform practice and data.

Very little to no parent involvement.

Lack of opportunities for student engagement outside of academics.

We have seen an increase in the number of students being referred to counseling and Mental Health Clinician.

Historically high Chronic Absenteeism

## Annual Measurable Outcomes

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|---|---|---|
| Suspensions | 90 | 50 |
| Chronic Truancy | 57.85% | 45% |

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

 Consultant Services: Funding Source: CSI; $30,000-
 Provide students with basic, academic, behavioral, attendance, and social emotional, supportive resources that positively impacts student learning through, counseling, instructional support, incentives, and structured student engagement activities. Allows schools can and should create play environments that help kids be their best. Studies show that recess matters: a thoughtful approach to recess improves children's physical health and social and emotional learning. Consultant helps schools and districts make the most of recess through on-site staffing, consultative support, professional development, free resources, and more.
They also support youth programs and other organizations that wish to improve playtime. Organizations like The Centers for Disease Control, and City Year all look to Consultant to inform practice and policy.
Helping Schools Rethink Recess
Consultant helped school figure out what works well on their playgrounds.
For recess to reinforce school culture, we've learned that a holistic approach is needed. Here are a few areas of the focus
Safety, Engagement, and  Empowerment

### 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) |
|---|---|
| $30,000 | 50346 - CSI 2022/23 |

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

2.0 FTE Counselors, 1.0 FTE mental Health Clinician, 1.0 FTE Assistant Principal, 1.0 FTE Principal; CWA Social Services assigned to a group of schools; Funding Source-Centralized Services
Provide a positive school climate for students with basic, academic, behavioral, attendance, and social emotional supportive resources. Student learning through counseling, instructional supports, incentives, and structured engagement activities such as the PLUS program, Character Counts, school performances and recognition. Teachers, instructional staff and support staff members engage with community and after school members to promote a positive school climate focused around integrity, respect and responsibility.

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

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

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

## Strategy/Activity 2.1.3

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

### Strategy/Activity

Character education SEL materials and supplies to support the SEL program in the classroom to help motivate and support student and staff connectiveness.

### 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) |
|---|---|
| $3,337 | 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.

The lack of attendance of 1.0 counselor for half the year did not provide significant evidence or support of the interventions. Added student activities where started and still need to be developed during the school day.

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

The intended implementation was to support student attendance and recovery of student subgroups. Added budget needs to target student activities and focus on transportation as well.

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.

SEL Strategies as well as a focus on student engagement will target attendance, school life and added assemblies to support engagement.

## 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

Provide Stakeholder with numerous opportunities to provide input and assist in the monitoring and developing of the SPSA, school activities, school culture, and parent involvement opportunities, unfortunately, our site struggles with getting adequate participation from various stakeholders.

## Identified Need

## Annual Measurable Outcomes

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|---|---|---|
| PTC Conference Schedules | Data (schedules) from 2022-2023 conferences | Increase in participation |

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

Academic Conferences: Funding Source; Title I; $5,000
Substitute teacher/or teacher prep compensation to cover teacher classrooms to have Academic Conferences (3 days) between teacher and site leadership team three times a year.

Teachers are provided with a substitute or release time three times a year to meet with Site Instructional Team during Mid- Trimester Academic Conferences. We believe that Mid-Trimester Conferencing allows for Team to assist teachers with interpreting iReady and SBAC data, and creating CFAs that drive instruction and lesson planning. Teachers will then take this data and hold academic conferences with parents and students. This allows parents to be informed at the same time giving students an opportunity to improve their grades as necessary. In addition, Teachers communicate via class Dojo or other technological applications that allow for documented communications, as well as email and phone calls on a regular basis.

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

| Amount(s) | Source(s) |
|---|---|
| $5,000 | 50643 - Title I |

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

## Strategy/Activity 3.1.2

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

### Strategy/Activity

Provide parents with supports and resources that empower them to engage in their student's learning such as parent conferences, on and off-site communications, and increased parent involvement activities. The parent and community has engaged with Adams through online and on site activities, fundraisers and field trips. Furthermore, parents come to on site activities ELAC Meetings, Parent Coffees, Parent: Students gathering such as pie for parents, lunch on the lawn, and student performances.

Non-Instructional Materials, $2,304, Funding Source: Title I; Meeting Costs, $500, Funding Source: Title I.

**Proposed Expenditures for this Strategy/Activity**

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

| Amount(s) | Source(s) |
|---|---|
| $2,400 | 50647 - Title I - Parent |
| $628 | 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.

The overall implementation was focused on students discipline and academic needs. Parent communication increased with the use of Blackboard and other electronic devices.

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

Parent cand teacher conferences supported student engagement. The first conferences held were teacher driven while the second set was student driven.

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.

Counselors and PLUS leaders will use electronic displays to add visuals for community members to see in the main office as well as the library. Added pages tot he school webpage will be used to allow for added communication of events, parent portal and teacher access.

# 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 | $360,393.00 |
| 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 | $504,713.00 |

## 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 | $174,551.00 |
| 50647 - Title I - Parent | $3,028.00 |
| 50643 - Title I Salary Contingency | $5,974.00 |
| 50346 - CSI 2022/23 | $176,840.00 |

Subtotal of additional federal funds included for this school: $360,393.00

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) | $132,827.00 |
| 23030 - LCFF Salary Contingency | $11,493.00 |

Subtotal of state or local funds included for this school: $144,320.00

Total of federal, state, and/or local funds for this school: $504,713.00

# Recommendations and Assurances

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

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

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

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

| Signature | Committee or Advisory Group Name |
|---|---|
| Fontez Dale | SSC Chairperson |
| Sharon Womble | Principal |
| Mychau Sou | ELAC Coordintor |

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance. This SPSA was adopted by the SSC at a public meeting on 11/16/2023.

Attested:

| |
|---|
| Principal, Sharon Womble on 11/16/2023 |
| SSC Chairperson, Fontez Dale on 11/16/2023 |

# Addendums

# Acronyms and Initialisms

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

## A

| Acronym | Description |
|---|---|
| AB | Assembly Bill |
| ACE | 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 |

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

## H

| Acronym | Description |
|---|---|

## I

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

## J

| Acronym | Description |
|---|---|

## K

| Acronym | Description |
|---|---|

## L

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

## M

| Acronym | Description |
|---|---|

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

# N

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

# O

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

# P

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

# Q

| Acronym | Description |
| --- | --- |

# R

| Acronym | Description |
| --- | --- |
| RFA | Request for Applications |
| RFP | Request for Proposals |

| | |
|---|---|
| ROCP | Regional Occupational Centers and Programs |

# S

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

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

# T

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

# U

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

# V

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

# W

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

# X, Y, Z

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

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