

San Pasqual Valley Unified School District

2019-20 LCAP OVERVIEW

Local Control Funding Formula (LCFF)



8 State Priorities

1. Basic Services
2. Academic Standards
3. Parent Involvement
4. Student Achievement
5. Student Engagement
6. School Climate
7. Course Access
8. Other Outcomes

California's Local Control Funding Formula (LCFF) provides Base, Supplemental, and Concentration (S&C) funding to school districts. S&C funds are the only funds targeted to improve student outcomes for all students - especially for English learner, foster youth, and low income students.

The Local Control Accountability Plan (LCAP) shows how these funds will improve student outcomes and performance for all students – especially English learners, low-income students, and foster youth.

Local Control Accountability Plan (LCAP)

2019-20 Total LCFF Funding



OVERVIEW

Communities Served: Winterhaven, Bard, and the Ft. Yuma Indian Reservation

689 Students

7 Schools

125 Full- and Part-time Staff

Student Ethnicity

African American	0.87%
Filipino	%
Hispanic/Latino	40.93%
White	2.32%
Multiracial	%

Student Groups

28% English Learners 94.6% Low Income 0.28% Foster Youth

Unduplicated Students: students who are English learners, low income, and/or foster youth

NEW 2019-20 BUDGET ONE PAGERS



One page summaries are included this year in Appendix C of the LCAP packet.

These summaries show all the funding that supports LCAP Goals including:
 1) LCFF Base (for all students), 2) LCFF Supplementary/Concentration (to help high need students), and 3) Restricted Grant Funding (for specific uses).

2019-20 LCAP AT-A-GLANCE



6 LCAP Goals



54 LCAP Actions & Services



LCAP Measures



\$2,144,882 LCAP Budget

LCAP Goals

- 1 By the year 2020, the percentage of students who are chronically absent, missing partial days, tardy more than 30 minutes, and students who miss before or after a weekend and/or holiday will be decreased by 15%. The average number of students absent per day will decrease by 30 and the total number of days missed by chronically absent students will decrease by 300 as measured by reports from Synergy and daily absence logs. The average ADA for the District will increase by 11% to 681. (State Priorities 3 – Parent Involvement and 5 Pupil Engagement)
- 2 By the year 2019-2020 San Pasqual Valley Unified School District will create a positive, safe, nurturing environment as evidenced by reduced number of referrals related to school violence, bullying, harassment, and drug use, distribution, and possession thereby decreasing suspension and expulsions and increasing student attendance and reporting of incidents. (State Priorities 6 – School Climate and 3 – Parent Involvement). SPVUSD will provide a narrative summary of progress toward (1) seeking input from parents/guardians in school and district decision making; and (2) promoting parental participation in programs in regards to School Climate. This narrative will be based on a locally created survey. SPVUSD will also provide a narrative summary of the findings of the California Healthy Kids Survey.
- 3 By 2019-2020 the ALL STUDENT group of the San Pasqual Valley Unified School District will progress one color band per year on the California School Dashboard by increasing the average district scale score and decreasing the District distance from 3. This will be evidenced on the Dashboard for Academics – English Language Arts

and Math, and English Learning Progress. Our number of English Learners making one year's progress will increase by 3% per year and our RFEF rate will increase at an equal rate. The Students with Disabilities subgroup will progress one color band per year. All students will be instructed by credentialed, highly qualified teachers utilizing standards aligned textbooks. A narrative based on locally created tool to measure implementation of California State State Standards will be conducted and analyzed.. (State Priorities 4 – Pupil Achievement, 8 – Other Outcomes, 2 - Implementation of State Standards, 1 – Basic Conditions, and 7 – Course Access)

- 4** San Pasqual Valley Unified School District will graduate students who are college and career ready, meet the A-G requirements, and meet at least 1 other College and Career Readiness Indicator. San Pasqual Valley Unified School District will maintain promoting 8th grade students by preparing students for what to expect in high school and providing a challenging and rigorous curriculum.
- 5** San Pasqual Valley Unified School District will increase parent involvement where parent input is needed in the decision making process as measured by a locally created parent survey. In order to achieve maximum responses to the survey, they will be distributed at parent conferences, IEPs, DELAC/MPAC (District English Language Advisory Committee/Migrant Parent Advisory Committee), DIPAC (District Indian Parent Advisory Committee) and in all registration packets.
- 6** Maintain a safe and secure learning environment for students, staff and the community.
- 7** English Learners will progress both in the area of Language Acquisition and Academics at a rate equivalent to the "all student" group. The focus will be on English Learners in the area of mathematics.

Funding for LCAP Goals

Goal 1 is supported by \$549,524.00 in total funding

Goal 2 is supported by \$1,041,543.00 in total funding

Goal 3 is supported by \$261,930.00 in total funding

Goal 4 is supported by \$124,638.00 in total funding

Goal 5 is supported by \$15,700.00 in total funding


Goal 6 is supported by \$60,652.00 in total funding

Goal 7 is supported by \$20,500.00 in total funding

Supplementary & Concentration Funding by LCAP Goal

<p>What is in San Pasqual Valley Unified School District's LCAP?</p> <p>Stakeholder input shows the need to focus on attendance, discipline, and academics. All goals will support growth in these three areas. Included in each goal, except Goal 6, is parent training and expectations for engagement. A focus on the needs of students is evident in the adoption of a standards aligned textbook in ELA and Project Based Learning.</p>	<p>MAJOR CHANGES FOR 2019-20 LCAP</p> <p>The focus remains on attendance and academic achievement. Major changes include the addition of a ES/MS Counselor, Groundskeeper/Custodian, the implementation of Project Based Learning, and the adoption of English Language Arts textbooks. Also included is money allocated for attendance incentives at each site, professional development, and a strong student support system that addresses the whole child.</p>
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LCAP Goal 1:
By the year 2020, the percentage of students who are chronically absent, missing partial days, tardy more than 30 minutes, and students who miss before or after a weekend and/or holiday will be decreased by 15%. The average number of students absent per day will decrease by 30 and the total number of days missed by chronically absent students will decrease by 300 as measured by reports from Synergy and daily absence logs. The average ADA for the District will increase by 11% to 681. (State Priorities 3 – Parent Involvement and 5 Pupil Engagement)

 **Goal 1 Budget = \$549,524.00** **Related State Priorities: Student Engagement**

<p>1.1 Award Attendance Incentive Mini-grants to sites at the rate of \$1500 per site. Sites will be required to submit a plan to improve attendance including activities for students and a budget that shows that they have reviewed the data from the previous year and adjusted their plan. Sites will also be required to address Monday absences. Sites will also hold a parent meeting to reveal their attendance plan to parents.</p>	<p><u>X</u> All Schools</p>
<p>1.2 Administration will meet with meet with staff monthly to review the attendance data for the site. This data will be gleaned from the weekly update distributed through email by the District as well as dally contact logs distributed through email by the attendance clerks. Sites will review their mini-grant and provide an update on the goals to the District office quarterly. Data will include Monday/Friday absences, overall attendance, and improvement by Chronic Absentees.</p>	<p><u>X</u> All Schools</p>
<p>1.2 A team of paraprofessionals and support staff will continue to be provided to assist sites with truancy and chronic absenteeism. This team will make phone calls, conduct home visits, meet with students, hold SST meetings, hold SART meetings and provide resources to both students and families.</p>	
<p>1.3 Quarterly parent trainings will be held to discuss the importance of attendance and the effects poor attendance has on success in school and beyond. Parents involved in the SARB process and parents of students who were chronically absent and/or truant will be the primary focus; however, all community members will be invited.</p>	<p><u>X</u> All Schools</p>
<p>1.4 The high school will adopt graduation ceremony criteria that includes and attendance requirement This will begin with a 90% attendance requirement for the class of 2018, 2019, and 2020 for the their respective Senior years. Students who are Foster and Homeless youth will be handled on a case by case basis to ensure there are not penalties for attendance issues that were beyond their control.</p>	<p>Specific Schools: High School and Bill Manes</p>
<p>1.5 Students who are tardy and or absent will make up seat time missed after school and during Saturday School. The focus will be students who absences and tardies are unexcused and will assist students in meeting promotion and graduation criteria. All three sites will offer Saturday School.</p>	<p><u>X</u> All Schools</p>
<p>1.6 Sites will communicate with parents regarding attendance and how to communicate with the school at every opportunity. The first opportunity will be the</p>	<p><u>X</u> All Schools</p>

Ice Cream Social at the beginning of the year. Other opportunities include back-to-school night, parent conferences, SST meetings, parent events, etc. District/Site personnel will make positive home visits or meet students at bus stops to talk about attendance. The Support Team will plan and implement at least 4 parents meetings specifically for attendance.	
1.7 Sites will analyze a Student Ambassador program that allows cross-age mentors to meeting students at the beginning of the day and remind them how important on-time attendance is.	X All Schools

LCAP Goal 2:
By the year 2019-2020 San Pasqual Valley Unified School District will create a positive, safe, nurturing environment as evidenced by reduced number of referrals related to school violence, bullying, harassment, and drug use, distribution, and possession thereby decreasing suspension and expulsions and increasing student attendance and reporting of incidents. (State Priorities 6 – School Climate and 3 – Parent Involvement). SPVUSD will provide a narrative summary of progress toward (1) seeking input from parents/guardians in school and district decision making; and (2) promoting parental participation in programs in regards to School Climate. This narrative will be based on a locally created survey. SPVUSD will also provide a narrative summary of the findings of the California Healthy Kids Survey.

 **Goal 2 Budget = \$1,041,543.00** **Related State Priorities:**
Parent Involvement
School Climate

2.1 Elementary/MS Counselor to address the social emotional needs of the students, provide counseling, and work with students on College and Career Readiness.	X All Schools Specific Schools: Elementary and Middle School
2.2 PeaceBuilders will continue to be implemented at the elementary and high school. All three sites received grant funding to also implement "Safe School Ambassadors" to supplement PeaceBuilders and build a safe climate where bullying is not tolerated.	X All Schools
2.3 Training will take place in the Why Try? resilience curriculum to supplement the PeaceBuilders program and to address specific needs of adolescents and teens. Priority will be given to students who are Foster Youth, Homeless Youth, or students who are at risk of school failure.	
2.4 The SST Online System will be utilized to document students who are at-risk of school behavior due to disciplinary reasons. Students who are Foster Youth or Homeless Youth will be given an SST upon entry into the sites and will not wait for a teacher referral.	X All Schools
2.5 District Leadership Teams will investigate and analyze data regarding the use of In-School Restriction/In-School Suspension. Discussion will center around alternative solutions and support for Special Education Students. Discussion will also be held regarding Responsible Student Center and it's use for students needing time away from the classroom as a behavior support and intervention. Responsible Student Center will be coordinated by a certificated employee and supported by a paraprofessional.	X All Schools
2.6 Student and parent workshops will be conducted to help parents understand the School's Discipline Policy, Education Code regarding Suspensions and Expulsion, why students get suspended and expelled, and how to prevent it. A portion of the these workshops will address teen suicide and the red flags associated with teen suicide. These meetings will be held at least at the beginning of each semester.	X All Schools
2.7 A support team of Outreach Consultants, Counselors, Behavior Intervention Specialists, and the CHAT program will work with small groups of students and/or individuals to provide counseling and support, behavioral interventions and lessons. These members will also be part of a team that collaborates with COST, SST Teams, IEP Teams, CARE Teams, etc. Special attention will be paid to the needs of Foster	X All Schools

Youth, giving them priority in services.	
2.8 Campus Security will work with the School Resource Officer to supervise students, prevent problems from occurring, and intervene as early as possible.	X All Schools
2.9 Quarterly meetings will be scheduled with the School Resource Officer, Sheriff's Department, Quechan Police Department and campus security to discuss issues facing our students. We will also discuss the needs of the District.	X All Schools
2.10 Culturally sensitive activities will be planned that reflect the cultural traditions and customs of all students.	X All Schools
2.11 Health Class will continue to be a part of the master schedule on both the middle and high school campus. This class will teach skills related to HIV/AIDS awareness, comprehensive sexual education, and positive life choices.	

LCAP Goal 3:
By 2019-2020 the ALL STUDENT group of the San Pasqual Valley Unified School District will progress one color band per year on the California School Dashboard by increasing the average district scale score and decreasing the District distance from 3. This will be evidenced on the Dashboard for Academics – English Language Arts and Math, and English Learning Progress. Our number of English Learners making one year's progress will increase by 3% per year and our RFEP rate will increase at an equal rate. The Students with Disabilities subgroup will progress one color band per year. All students will be instructed by credentialed, highly qualified teachers utilizing standards aligned textbooks. A narrative based on locally created tool to measure implementation of California State State Standards will be conducted and analyzed.. (State Priorities 4 – Pupil Achievement, 8 – Other Outcomes, 2 - Implementation of State Standards, 1 – Basic Conditions, and 7 – Course Access)



Goal 3 Budget = \$261,930.00

Related State Priorities:

Basic Services

Academic Standards

Student Achievement


Course Access

Other Outcomes

3.1 SPVUSD will refine the implementation of Houghton Mifflin Harcourt Journeys (K-5) and Collections (6-8.) These State Board of Education Program 2 Approved textbooks are standards aligned and address the needs of all students including English Learners and Special Education Students. The District will adopt Amplify as the District's NGSS Science Curriculum beginning in 2019-2020.	
3.2 High School Math, ELA, and ELD Departments will receive coaching and lesson study through a contract with the Imperial County Office of Education. The focus will be on student voice and engagement.	
3.3 The Middle School Staff and newly added teams from the Elementary and High School will implement Project Based Learning. Planning and collaboration time will be provided during the school year with support from experts.	X All Schools
3.4 i-Ready will be utilized to close the gaps in achievement and enrich those students who are performing at or above standard. Training will be provided to new staff and follow-up training will be provided for returning staff. Assessments and data will be utilized to plan intervention for students. i-Ready will be utilized during the instructional day and after school.	
3.5 All staff will be provided 2 days of professional development and planning on the use of the CAASPP Interim Assessments as a teaching and learning tool. The training will be provided by ICOE on August 8 and 9th.	X All Schools
3.6 Administration will conduct Principal Calibration Walkthroughs to identify needs of the District in regards to materials and staff development. We will also look for consistency in implementation of curriculum and instruction.	X All Schools

3.7 All staff will receive training on the winter Professional Development Day in a topic chosen based on teacher feedback.	X	All Schools
3.8 Staff will receive training and support in the new CA ELD Standards. Observations will be conducted during the designated ELD time by both administration and the TOSA for ELL/Migrant.		
3.9 An Educational Technology Committee will be formed to review the technology plan. The Director of IT will be the lead on the committee, each site will have 2 representatives, and 2 classified employees will serve as representatives. This committee will meet at least once per quarter to discuss District needs and to review and revise the District IT Plan..	X	All Schools
3.10 The middle school master schedule will be revised to ensure that students who require designated English Language Development and Students with Disabilities also receive an opportunity to take an elective course.		Specific Schools: Middle School
3.11 Master Schedules will reflect scheduled intervention blocks/periods for students who are at risk of not meeting standards. Data will be reviewed and instruction will be modified based on data.		
3.12 STEM projects will occur within and apart from the Project Based Learning approach. These STEM projects will occur in STEM classes, ASES, and in math/science classes at the High School Level.	X	All Schools
3.13 A locally created tool to measure implementation of California State Standards will be conducted and analyzed and a narrative will be written outlining the findings.	X	All Schools
3.14 All Master Schedules will reflect Designated English Language Development time organized by grade level using newly adopted curriculum that meets the requirements of the California ELA/ELD Framework.		
3.15 After school tutoring will be offered to students who are identified as English Language Learners and students enrolled in ASES. Additional after-school tutoring will be offered based on the needs of the students at each site.	X	All Schools
3.16 ELL/Migrant TOSA will work with staff to identify students at risk of not meeting standards and will document interventions to meet that need (SST)		
3.17 Rosetta Stone will be utilized for students who are in the beginning stages of English Development and/or newcomers to improve oral language proficiency.		Specific Schools: Middle School and High School
3.18 The ELL/Migrant TOSA will lead a team of teachers and classified staff who meet quarterly to develop an English Learner Plan that includes a District Wide Monitoring System.		
3.19 Summer school will be offered for students at risk of retention, EL/Migrant students, Special Education students, and students requiring credit recovery. Priority will be given to Foster and Homeless youth.	X	All Schools
The Middle School will implement an after school Coding Club.		

LCAP Goal 4:
San Pasqual Valley Unified School District will graduate students who are college and career ready, meet the A-G requirements, and meet at least 1 other College and Career Readiness Indicator. San Pasqual Valley Unified School District will maintain promoting 8th grade students by preparing students for what to expect in high school and providing a challenging and rigorous curriculum.

 Goal 4 Budget = \$124,638.00

Related State Priorities:
 Parent Involvement
 Student Achievement
 Student Engagement
 Course Access
 Other Outcomes

4.1 Guidance counselor will work with Freshman, Sophomores and Juniors at risk of failure due to grades or other circumstances, Foster Youth, and Homeless Youth. She will meet with them at least once per quarter to assess their progress and their need for intervention and resources. All other students will meet with the guidance counselor at least once per semester.	
4.2 Exit surveys will be conducted on parents who are withdrawing their students in the 8th grade to attend school in Yuma or elsewhere. The same survey will be conducted for parents withdrawing their students between 9th and 10th grade. The purpose will be to identify reasons why students are not staying at San Pasqual to graduate.	
4.3 Intervention will be provided after school by certificated teachers not only for credit recovery, but for support with standards mastery.	
4.4 Accurate records of students transferring to Bill Manes Continuation High School will be kept in order to assist students in transition back to the high school prior to graduation. A quarterly meeting will be held between the Bill Manes Staff, Guidance Counselor, and Administration to determine the progress of students at Bill Manes and create a plan of re entry.	
4.5 Beginning in Grade 6, students will create a 7 year plan for high school graduation and College and Career Readiness. This plan will be guided by the MS/HS Counselors and will be revisited yearly at the beginning of each semester. Parent training will be held to inform parents of high school graduation requirements as early as 6th grade. Focus will be on the impact of MS on HS graduation.	
4.6 The Master Schedule will reflect classes needed for meeting the College and Career Readiness Indicators. It will reflect courses that meet the A-G requirements. AP classes will be offered in the area of US History and Art. A new AP Class will be added in the area of Science. A Career Technical Education Agriculture pathway will be offered.	
4.7 Students will be offered the opportunity to take the PSAT10, PSAT11, and the SAT. Prep classes, fee waivers, and transportation will be offered to remove any barriers students may encounter.	
4.8 College and Career Activities will be held throughout the school year. The ES/MS Counselor and MS/HS Guidance Counselor in partnership with the Grant Program Manager will create a list of events that will occur District Wide. These events will include career days, Higher Ed Week, College Week, etc. These activities will span TK-12.	<u>X</u> All Schools
4.9 Ongoing support and reinforcement will be provided for students who are on-track for graduation and meeting A-G requirements. Students will be provided information regarding colleges and careers, provided interest inventories to determine future college/career plans, and will meet with the guidance counselor at least once per semester.	
4.10 The High School will implement the "Get Focused, Stay Focused" curriculum as part of a requirement for Freshman. Also, Seniors will be required to complete EverFi, a 9 module program regarding financial literacy.	
4.11 Provide Staff Training on the A-G requirements to create a common language for discussion among staff and with parents and students.	<u>X</u> All Schools
The Middle School will implement the "Get Focused, Stay Focused" Curriculum in grades 7-8.	
Additional Support will be provided to students through support after school and during the school day in both content area and CTE Classes.	

LCAP Goal 5:
San Pasqual Valley Unified School District will increase parent involvement where parent input is needed in the decision making process as measured by a locally created parent survey. In order to achieve maximum responses to the survey, they will be distributed at parent conferences, IEPs, DELAC/MPAC

(District English Language Advisory Committee/Migrant Parent Advisory Committee), DIPAC (District Indian Parent Advisory Committee) and in all registration packets.



Goal 5 Budget = \$15,700.00

Related State Priorities:
Parent Involvement

5.1 A pre and post survey will be administered to parents. The survey will contain questions regarding opportunities to participate in the decision making process. A narrative will be written based on the survey.	X	All Schools
5.2 Implement the Parent Portal included with Synergy to communicate grades, attendance, and notices to parents. The portal will be available to parents of students in grades 6-12.	X	All Schools
5.3 An orientation packet for all parents will be created that includes important information for new parents to the site and/or District. A meeting will be held prior to the Ice Cream social for any parent that wants to attend, but focus will be on parents of students who are new. Parents will offered tours of the campus.	X	All Schools
5.4 At the beginning of the year, Parent Advisory groups will be given the annual schedule of meetings. Parents will be provided an opportunity at the firs meeting of each group to change or modify the times of the meetings. M	X	All Schools
5.5 A District-wide calendar of events/meetings will be created and distributed monthly to parents. This calendar will include all events and meetings for the site and the District. It will be color coordinated by site. This calendar will be posted on social media and the District's website.	X	All Schools
	X	All Schools

**LCAP Goal 6:
Maintain a safe and secure learning environment for students, staff and the community.**



Goal 6 Budget = \$60,652.00

Related State Priorities:
Basic Services
School Climate

6.1 Maintain 1 FTE grounds/custodian to service the District Office, Family Resource Center, Bill Manes/Adult Ed, CDS, the front of the sites, and maintain supplies and inventory.	X	All Schools
6.2 Modify custodian schedules and assignments to ensure that classrooms and restrooms are cleaned on a regular basis and that issues related to the fit are taken care of in a time manner (if needed).	X	All Schools
6.3 Maintain campus interior, exterior, cleanliness, electrical, restroom/fountains, safety, and structure's. The focus will be on items found as deficiencies on the FIT.	X	All Schools
Update all the fencing around and between sites to ensure that students are safe and that the fences are in good repair. Also upgrade the gates to electronic gates to ensure safety where appropriate.	X	All Schools
Implement ALICE as a district wide plan for Intruders and other safety issues.	X	All Schools
Implement the CATAPULT system for emergency notification in case of an Intruder or other emergency situation.	X	All Schools

**LCAP Goal 7:
English Learners will progress both in the area of Language Acquisition and Academics at a rate equivalent to the "all student" group. The focus will be on English Learners in the area of mathematics.**






Goal 7 Budget = \$20,500.00

Related State Priorities:
Student Achievement
Course Access
Other Outcomes

7.1 The EL/Migrant Support Teacher and Administration will provide support to teaches in differentiating between Designated and Integrated ELD utilizing the new ELA and Mathematics Curriculum. The EL/Migrant Support Teacher will provide training during the first two months of school and site administrators will observe during ELD to ensure that teachers are being successful and not in need of additional support. Training will include training in August on the ELD Roadmap.	
7.2 The middle school master schedule will be revised to ensure that students who require designated English Language Development also receive an opportunity to take an elective course. ELD courses will also focus on vocabulary for mathematics.	Specific Schools: Middle School
7.3 All Master Schedules will reflect Designated English Language Development time organized by grade level using newly adopted curriculum that meets the requirements of the California ELA/ELD Framework.	
7.4 After school tutoring will be offered to students who are identified as English Language Learners with an additional focus on vocabulary for mathematics.	
7.5 The District will provide training through ICOE utilizing the Project Voice techniques and Strategies in January and Ongoing using Friday PD time.	
7.6 The Paraprofessional assigned to EL will push into the Math classes in 8th grade and Algebra I to provide the needed language and academic support.	Specific Schools: Middle and High School
The EL/Migrant Support Teacher (TOSA) will provide professional development to each site once per quarter during the District's professional development day (Friday). The topics will be determined based on the needs of the District and/or each individual site. A schedule will be created and provided to all staff.	

LCAP MEASURES

 We want to maintain:	 We want to increase:	 We want to decrease:
Middle School Dropout Rate Focus on student attendance and achievement for all students CTE Track at the High School Level AP Classes Elective Classes for All Students	Student Achievement Attendance Rate High School Graduation Rate Number of students completing A-G requirements Rating on FIT Parent Engagement and Participation	Discipline Referrals Student Suspension and Expulsion Rate Chronic Absenteeism Rate High School Dropout Rate

STAKEHOLDER ENGAGEMENT

District LCAP (DLCAP) Parent Committee

District Indian Parent Advisory Committee
 Migrant Parent Advisory Committee
 District English Learner Advisory Committee
 Parent Advisory Committee
 School Site Councils



View measures & most up-to-date data on our LCAP Dashboard:

LCFF Evaluation Rubrics: Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.

K E Y A C R O N Y M S	A-G- A-G Course Requirements for College Entrance	DDI - Data Driven Instruction	PI - Program Improvement
	AP- Advanced Placement	EAP- Early Assessment Program	PSAT - Preliminary Scholastic Assessment Test
	API- Academic Performance Index	ELA - English Language Arts	PTA - Parent Teacher Association
	BEST- Building Effective Schools Together	EL or ELL - English Language Learner	S3 - Safe, Supportive Schools Program
	CAASPP- California Assessment of Student Performance and Progress	FTE- Full-Time Equivalent	S&C - Supplementary & Concentration Funds
	CBO- Community Based Organization	FY - Foster Youth	SARC - School Accountability Report Card
	CCSS – Common Core State Standards	IEP- Individualized Education Program	SAT - Scholastic Assessment Test
	CDE- California Department of Education	K- Kindergarten	SBAC - Smarter Balanced Assessment Consortium
	CELDT - CA English Language Development Test	LCAP- Local Control Accountability Plan	SRO - School Resource Officer
	CHKS - CA Healthy Kids Survey	LCFF - Local Control Funding Formula	SST- Student Study Team
CSO- Campus Safety Officer	LEP- Limited English Proficient	STEM – Science, Technology, Engineering, Math	
CSU- California State University	LI - Low Income	TK -Transitional Kindergarten	
CTE- Career Technical Education	NGSS- Next Generation Science Standards	UC - University of California	
	PO- Professional Development		
	PFT - Physical Fitness Test		