

The School Plan for Student Achievement 2020-2021

School: STAR AT ANDERSON COMMUNITY DAY SCHOOL
District: SAN BERNARDINO CITY UNIFIED SCHOOL DISTRICT
County District School (CDS) Code: 36678766114763
Principal: Courtney Weber
SSC Approval/Adopted Date: 9/17/2020

The School Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

For additional information on school programs and how you may become involved locally, please contact the Principal:

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The District Governing Board approved this revision of the SPSA on 10-20-20.

District Mission Statement

The mission of SBCUSD, the leading expert in human learning, is to ensure all students, cradle to career, develop the knowledge, skills, and proficiencies required for college, career, civic and economic success by inspiring and engaging them in a system distinguished by:

- High expectations for student and staff performance
- Vital partnerships with families, community, and employers
- Culturally proficient schools
- Learning experiences beyond traditional boundaries of where and when
- Safe, respectful, and welcoming environments

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Section 5: Board Executive Summary

Board Executive Summary of Title I and LCAP Programs

School Site Demographics

Administrators/positions:

- Principal: Courtney Weber
- Vice Principal(s)/ACII:

Free and Reduced Lunch Percentage: 93.75%

Data is collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS). Aggregate data files are provided by the CDE – Data Reporting Office at <http://www.cde.ca.gov/ds/sd/sd/filesenr.asp>

Student Demographics

Total Number of Students	16
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Program/Student Group

English Learners	3	African American	9
Foster Youth	2	Asian	
Homeless	4	Hispanic/Latino	6
Low Income	15	Pacific Islanders	
Special Education	9	White	1
GATE	1	Other	
Reclassified			

*Based on October 2019 CBEDS data

Stakeholder Involvement: Describe the planning process for this SPSA annual review and update.

(Include who was involved, as well as when and how it took place.)

A shared Google Drive folder was created at beginning of the school year with previous CDS SPSAs, copies of budgets, and a comparison table of SPSA's across the past three years-- for all CDS staff to review and provide input. Coordinator and program specialist met to discuss global CDS academic and behavioral data in September 2020. They then presented the 2020 - 2021 SPSA template staff meeting for thoughtful analysis and synthesis of school wide goals and budgetary support. Staff also reviewed previous SPSA's for analysis. Teachers gave input for professional development through a Google Forms Survey put out by the PD Team. The SSC met and received information about the School Plan for Student Achievement and the CSI status.

Programs: (i.e. AVID, Dual Immersion, GATE magnet, College Career Pathway, Contracted Services, etc.)

Elementary Community Day School

Comprehensive Needs Assessment:

What are the school-wide and student group observations in the CAASPP, ELPAC, Mathematics Standards Aligned Assessments, ELA Standards Aligned Assessments and “Other” Data? Include trends and patterns, root cause, and next steps.

CAASPP, ELA and Mathematics
(School-wide, EL, African American, groups in red)

ENGLISH LANGUAGE/ARTS

The CAASPP results are not the best indicators for growth for our students at Community Day Schools. The CA Dashboard reports that there are less than 11 students, therefore, there is no data available. We use the STAR Reading assessment as our tool to monitor and show growth.

2019-2020 - School-Wide Goal: Students who enroll and are at grade level, will increase no less than a year as measured by the STAR Reading assessment. Students who enroll and are below grade level their goal is increase by 1.5 year as measured by the STAR

Achievement of the Goal:

Achievement towards the goal: Globally, students have shown significant progress in Read 180/System 44 programs in grades two to five. In grade six, students make progress using the STAR Reading.

Analysis/Root Cause:

We do not have clear data as to the number of students who increased in their reading during the year. Based on teacher observation and reporting STAR Reading results reflect that the majority of students are below grade level in their reading skills and comprehension. Strategies and programs that are in place are meant to provide the necessary intervention program for students as they move toward grade level mastery.

Currently we are using System 44/Read 180 for students in grades 2-5, Students are showing growth in their scaled scores. The challenge is to ensure they show sufficient academic growth in order for them to be better equipped when they return to their home school. In addition, students must have behavior intervention in place so the behavior does not interfere with the academic learning.

Next Steps:

1. Monitor progress using the STAR reading assessment every 6 weeks and during enrollment process.
2. Use Read 180/system 44 as an intervention program for students reading below grade level for grades 2-5.
2. Continue to purchase additional Low level reading books for the library and for intervention as well as supplemental materials and supplies.
3. Continue to purchase Software/Apps, such as IXL Differentiated Math/Reading software and Renaissance Place-Accelerated Reader 360
4. Provide professional development opportunities for teacher to attend to build their repertoire of reading strategies and to stay current in grade level expectations and district practices.
5. During this time of distance learning we will utilize research based strategies for an environment for distance learning.
6. Every student entering CDS will be administered the STAR Reading as a baseline score for tracking growth.
7. Administer the STAR Reading assessments every 6 weeks to all students at CDS.

MATHEMATICS**2019-2020**

Mathematics Goal: Students who enroll and are at grade level, their goal is to increase no less than a year as measured by the IXL assessment. Students who enroll and are below grade level their goal is increase by 1.5 year as measured by the IXL assess

Achievement of the Goal:

Achievement towards the goal: Students have shown significant progress in STAR Math.

Analysis/Root Cause:

We do not have clear data as to the number of students who increased in their math knowledge and foundational skills during the year. Based on teacher observation and reporting STAR Math results reflect that the majority of students are below grade level in their math skills and comprehension. Strategies and programs that are in place are meant to provide the necessary intervention program for students as they move toward grade level mastery. Using IXL math provides the practice students need to master mathematical concepts.

As in reading, the challenge is to ensure they show sufficient academic growth in order for them to be better equipped when they return to their home school. In addition, students must have behavior intervention in place so the behavior does not interfere with the academic learning.

Next Steps:

1. Monitor progress using the STAR math assessment at enrollment for baseline score and every 6 weeks.
2. Use IXL Math for students allowing for additional practice on building on their foundational skills knowledge.
2. Continue to purchase supplemental materials and math tools and supplies.
3. Continue to purchase Software/Apps, such as IXL Differentiated Math software.
4. Provide professional development opportunities for teacher to attend to build their repertoire of reading strategies and to stay current in grade level expectations.
5. During this time of distance learning we will utilize research based strategies for an environment for distance learning.
6. Every student entering CDS will be administered the STAR Math as a baseline score for tracking growth.
7. Administer the STAR Math assessments every 6 weeks to all students at CDS.

ELPAC and English Learner Program
(ELPAC Analysis, ELD Implementation Analysis, Reclassification and TELL Analysis)

There were no designated English learners at STAR at Anderson School.

Standards Aligned Assessments
(ELA and Mathematics)

ENGLISH LANGUAGE ARTS

2019-2020 - School-Wide Goal: Students who enroll and are at grade level, will increase no less than a year as measured by the STAR Reading assessment. Students who enroll and are below grade level their goal is increase by 1.5 year as measured by the STAR

Achievement of the goal: Students are making minimal progress using standards aligned assessments.

Analysis/Root Cause:

Students show minimal progress using these assessments. We believe that one reason may be that students are not at grade level and the assessments are not accurate in indicating the intervention instructional program they have.

Additionally, students struggled with Distance learning environment during the end of the 19-20 school year. Taking the assessments presented many problems for students which indicates that results may accurately reflect their knowledge.

Next Steps:

Our next steps reflect the same steps in their ability to take the CAASPP.

1. Monitor progress using the STAR reading assessment at enrollment and every 6 weeks.
2. Use Read 180/system 44 as an intervention program for students reading below grade level in grades 2-5.
2. Continue to purchase additional low-level reading books for the library and for intervention as well as supplemental materials and supplies.
3. Continue to purchase Software/Apps, such as IXL Differentiated Math/Reading software and Renaissance Place-Accelerated Reader 360
4. Provide professional development opportunities for teacher to attend to build their repertoire of reading strategies and to stay current in grade level expectations.
5. During this time of distance learning we will utilize research based strategies for an environment for distance learning.
6. Every student entering CDS will be administered the STAR Reading as a baseline score for tracking growth.
7. Administer the STAR Reading assessments every 6 weeks to all students at CDS.

MATHEMATICS

2019-2020

Mathematics Goal: Students who enroll and are at grade level, their goal is to increase no less than a year as measured by the IXL assessment. Students who enroll and are below grade level their goal is increase by 1.5 year as measured by the IXL assess

Achievement of goal Students are making minimal progress using standards aligned assessments.

Analysis/Root Cause

Students show minimal progress using these assessments. We believe that one reason may be that students are not at grade level and the assessments are not accurate in indicating the intervention instructional program they have.

Additionally, students struggled with Distance learning environment during the end of the 19-20 school year. Taking the assessments presented many problems for students which indicates that results may accurately reflect their knowledge.

Root Cause (why):

1. Having to transition to Distance learning for the last three months did not necessarily promote a positive learning/testing environment (e.g., busy households).
2. Students did not complete the tests during asynchronous time.

Next steps:

Our next steps reflect the same steps in their ability to take the CAASPP.

1. Monitor monthly progress using the STAR reading assessment.
2. Use Read 180/system 44 as an intervention program for students reading below grade level.
2. Continue to purchase additional low-level reading books for the library and for intervention as well as supplemental materials and supplies.
3. Continue to purchase Software/Apps, such as IXL Differentiated Math/Reading software and Renaissance Place-Accelerated Reader 360
4. Provide professional development opportunities for teacher to attend to build their repertoire of reading strategies and to stay current in grade level expectations.
5. During this time of distance learning we will utilize research based strategies for an environment for distance learning.
6. Every student entering CDS will be administered the STAR Math as a baseline score for tracking growth.
7. Administer the STAR Math assessments every 6 weeks to all students at CDS.

CSI PLAN:

- Provide substitutes to cover classrooms so teachers can attend professional development during the school day.

Other Data

(Suspensions, Chronic Absenteeism, Graduation Rate [HS], College Career [HS], Site-based program data)

The site has been identified as a Comprehensive School Improvement school. Chronic absenteeism and suspensions are the two areas that are in the RED status according to the CA. dashboard.

CHRONIC ABSENTEEISM

This is a CSI target area due to both absences and suspensions.

Goal: Decrease chronic absenteeism percentage from the 2018-2019 school year which shows 12.4% decline.

Achievement of Goal: There were only 29 students listed and therefore, there is no color status. However, 82.8% of the students have been chronically absent, which is a increase of 26.2%.

Analysis and Root cause:

We know that chronic absenteeism impacts academic progress.

Research-based strategies will be utilized to respond to target behaviors with data collection. Attendance is a multi-faceted barrier to academic growth. Students do not live in the neighborhood of CDS and are usually transported from across San Bernardino. If students miss the bus or removed from the bus due to behavior-- they often have no other way to get to CDS and therefore absent. Students may also be absent when their families are moving between homes and wait for transportation to change to the new address. Approximately half of all students at CDS have a BIP.

Additionally, the Distance learning model created a significant learning barrier for some students at CDS (e.g., attention span sitting for long periods of time, learning in busy home environments, lack of hands-on learning during distance learning, etc.). Distance learning using technology presented barriers (e.g., slow internet, internet connection issues, lap tops breaking, etc.). There was a high turn over rate of students.

Next Steps:

1. Create a school wide attendance incentive initiative.
2. Create behavior intervention plans (BIP) for every student at CDS.
3. Partner with 'Department of Equity and Targeted Student Achievement' to share strategies that will impact attendance
4. Utilize research based strategies for distance learning.
5. Foster family supports while students attend CDS.
6. Continue to develop personal connections with students
7. Continue to make personal calls to families
8. Support families by providing community resources to fill a pressing need that may be hampering school attendance

SUSPENSIONS

This is a CSI target area due to both absences and suspensions.

Goal: Decrease the suspension percentage from the 2018-2019 which shows of the 32 students 56.3% were suspended which is an increase of 4.7%

Achievement of Goal: The CA. Dashboard reports during the 2019-2020 school year there were 32 students and 84.4% were suspended showing an increase of 28.1%.

Analysis/Root Cause

CDS is a Tier III school intended for students with behavior that impedes academic and social-emotional areas. Students who are suspended at CDS, often exhibit unsafe behavior. The following areas are the root cause of the suspensions at CDS.

1. Some students are being suspended more at CDS than at their comprehensive school site.
2. Students who are suspended from the bus do not then have their parents drop them off, and miss school that day.
3. Students are suspended at CDS for unsafe behaviors.
4. Students at CDS do not live in the local neighborhood, therefore cannot readily walk to school when removed from the bus privilege.
5. The majority of students at CDS have a documented disability (e.g., usually Other Health Impaired [OHI] and Specific Learning Disability [SLD]). This presents an additional barrier to academic and behavioral performance.
6. Students may move often in San Bernardino due to various individual circumstances.
7. During the distance learning environment that is a high level of independence required for success in that environment. Our students are not equipped yet with that level of independence that is needed for instruction in that model.

Next Steps

Our goal is to ensure that all students at CDS will have a behavior intervention plan (BIP) notating hypothesized function of behavior, triggers/antecedents, staff response, and specific goals. Research-based strategies will be utilized to respond to target behaviors with data collection.

1. Each student attending CDS will have a behavior intervention plan with individualized goals to provide targeted Tier III behavioral supports.
2. Review individual student behavioral data to explore potential patterns and relationships in escalation cycle-- identifying potential de-escalation opportunities.
3. Partner with 'Department of Equity and Targeted Student Achievement'.
4. Utilize research based strategies for distance learning.
5. Foster family supports while students attend CDS.
6. Continue with the Boys Town program

LCAP and Title I Strategies/Activities

Planned Expenditures needed in order to achieve the school-wide and student group goals.
(Consider the needs of the following: English Learner, AVID, Professional Development, Intervention/Learning Center, etc.)

Planned Expenditures	Strategies/Activities	Object Code	Goal Alignment	Schoolwide and/or Applicable Student Group	LCAP 419 Cost	Title I 501 Cost	CSI 523 Cost
Certificated Teaching-Sub	Certificated Teaching-Substitute Teachers	1140 Certificated Teaching - Sub	Goal 1 English Language Arts Goal 2	Schoolwide	\$	\$	\$ 4,439.07

	<p>CSI PLAN: Covering classrooms so teachers can attend professional development during the school day.</p>		<p>Mathematics</p>				
<p>Other Books</p>	<p>Other Books</p> <ul style="list-style-type: none"> • Additional leveled books • Differentiated lesson planning for students • Books used with Read 180/system 44 	<p>4210 Other Books</p>	<p>Goal 2 Mathematics Goal 1 English Language Arts Goal 4 African American</p>	<p>Schoolwide African American</p>	<p>\$</p>	<p>\$ 400.00</p>	<p>\$</p>
<p>Instructional Materials/Supplies</p>	<p>Instructional Materials/Supplies</p> <ul style="list-style-type: none"> • Differentiated lesson planning for students <p>FOSTER YOUTH/HOMELESS</p> <ul style="list-style-type: none"> • Supplemental reading/math materials/printing/manipulatives, mathematics tools to take home if necessary. <p>AFRICAN AMERICAN</p> <ul style="list-style-type: none"> • Differentiated lesson planning for students using tools that are 	<p>4310 Instr Materials/Supplies</p>	<p>Goal 1 English Language Arts Goal 2 Mathematics Goal 3 English Learners</p>	<p>Schoolwide Foster Youth African American Homeless</p>	<p>\$ 899.95</p>	<p>\$ 1599.91</p>	<p>\$</p>

	appropriate to transfer information to new areas.						
Other Materials	Other Materials Supplies needed to assist in the communication with parents, around student achievement- behaviorally and academically: Family Activities, such as Award Assemblies and Family Nights	4390 Other Materials	Goal 7 Parent-Family Engagement Goal 1 English Language Arts Goal 2 Mathematics	Schoolwide	\$ 300.00	\$ 200.00	\$
Computer Non-Dpr Equipment \$500-\$4,999.99	Computer Non-Dpr Equipment \$500-\$4,999.99 Laptops and iPads, including accessories to assist in the instruction, student engagement, and technological skill development and access for the students	4440 Computer Non-Deprc Equip \$500-\$4,999.99	Goal 1 English Language Arts Goal 2 Mathematics	Schoolwide	\$	\$ 1,000.00	\$
Inservice/Conferences	Inservice/Conferences Teachers to attend professional development opportunities during the school day.	5220 Inservice/Conference	Goal 1 English Language Arts Goal 1 English Language Arts	Schoolwide	\$ 1815.00	\$ 1,000.00	\$
Computer Tech Fees/Software Licenses/Svcs	Computer Tech Fees/Software Licenses/Svcs Programs, Such as:	5840 Computer Tech Fees, Software Licenses, Svcs	Goal 1 English Language Arts Goal 2 Mathematics	Schoolwide	\$ 1815.00	\$ 2998.00	\$

	<p>Reading interventions: Read 180/System 44 - establish intervention program for all students who need reading intervention support.</p> <ul style="list-style-type: none"> Accelerated Reader - To provide tracking and additional reading opportunities for students, including comprehension , quiz program aligned to library books. <p>IXL- Differentiated Reading and Math intervention software</p>						
Computer Accessories/Supplies/ Software	<p>Computer Accessories/Supplies/ Software</p> <ul style="list-style-type: none"> Computer Software/Apps, such as IXL Differentiated Math/Reading software 	4340 Computer Accessories/Supplies/Software	<p>Goal 1 English Language Arts Goal 2 Mathematics</p>	<p>Schoolwide African American</p>	\$ 2,300.00	\$	\$
Total Costs					\$ 7,129.95	\$ 7,197.91	\$ 4,439.07