The School Plan for Student Achievement
2020-2021

School: SERRANO MIDDLE SCHOOL

District: SAN BERNARDINO CITY UNIFIED SCHOOL DISTRICT

County District School (CDS) Code: 36678766068712

Principal: Michelle Cleveland/Erin Freeman

SSC Approval/Adopted Date: 9-8-2020

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:

Principal: Michelle Cleveland/Erin Freeman

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                            Highland, CA 92346

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The District Governing Board approved this revision of the SPSA on September 8, 2020.

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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- Terry Comnick, Director, Categorical Programs
- Cheryl Togashi, Coordinator, Categorical Program

Section 5: Board Executive Summary

Board Executive Summary of Title I and LCAP Programs

School Site Demographics

Administrators/positions:
- Principal: Michelle Cleveland/Erin Freeman
- Vice Principal(s)/ACII: Robert Madrigal and Shenita Stevenson

Free and Reduced Lunch Percentage: 92.23%

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	849

Program/Student Group

English Learners	81	**African American**	105
Foster Youth	24	**Asian**	26
Homeless	100	**Hispanic/Latino**	651
Low Income	783	**Pacific Islanders**	11
Special Education	159	**White**	52
GATE	156	**Other**	
Reclassified	305		

*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.)
In order to develop the SPSA/CSI for the 2020-2021 school year, Serrano conducted needs assessment surveys from all stakeholders – parents, community members, students and staff (certificated and classified). The site leadership team, professional development team and the school site council analyzed the needs assessment results and looked at all Key Performance Indicators for our site including but not limited to: student behavior data (referral and suspension), STAR Math and Reading, Panorama Survey, District Benchmarks, School Climate results, Language Live, attendance data (Daily and chronic absenteeism), PBiS and school wide dashboard monthly data reports, the LCFF data snapshot information from the CDE website, English Learner data (reclassification, TELL, and ELPAC) and our most current SBAC/CAASPP data. Once the data had been analyzed, the teams reviewed previous SPSA information and made appropriate additions, deletions and modifications to our expenditures and planned/future expenditures. We continued to review needs assessments and data analysis at each SSC meeting, site leadership meeting, all stakeholder meetings in the evening (to accommodate working parents/guardians and community members) and with parents at other school site events (ie: home visits, conference days, coffee with the principal) in order to ensure that all voices were heard and that ideas were drafted and implemented within the plan. Drafts of the SPSA were presented and reviewed multiple times throughout the year with our SSC prior to approval.

Programs: (i.e. AVID, Dual Immersion, GATE magnet, College Career Pathway, Contracted Services, etc.)
Special Education—RSP, Inclusion, Moderate/Severe, Mild/Moderate, DHH; AVID, Robotics/STEM; Restorative Justice; Positive Behavior Support and Intervention; GATE; VAPA -- Choir, Band, Orchestra, Jazz Band, Drumline and Dance.

Serrano has been identified by the California Department of Education as a Comprehensive Support and Improvement (CSI) 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:
Overall our distance from 3 decreased from -17.8 to -15.0 from 2016-2017 to 2017-2018, however it increased to -19.4 in 2018-2019. According to the California Dashboard, the performance level is orange.

Achievement of ELA Goal: (NO groups/student groups in Red.) 2018-2019 Goal: Students will grow in proficiency by 10% as measured by the CAASPP. 2020 Goal: As measured by CAASPP ELA in 19-20, our students' distance from 3 will be 0. Our African American student group will be -15 from 0.

Review of 2019 ELA Goal: Serrano did not achieve the overall goal set for 2018-2019 as we increased the distance from 3 by 4.1 points. However, we saw a considerable decrease, 12.4, in the distance from 3 in our African American student group. We also saw a decline in the distance from 3 in our English Learners/RFEP 1-4 years by 3.1 points, and Homeless by 5.5 points.

School-wide: There were 841 students who took the ELA state test. According to the California Dashboard, the performance level is orange. Serrano is 19.4 points below standard/distance from 3, which is a 4.1 decline from 2017-2018.

English Learners: There were 277 students who took the ELA state test. According to the California Dashboard, their performance level is orange. In 2018-2019 our English Language Learners were 34.6 points below standard/distance from 3 in ELA. This was a decrease from standard/distance from 3 by 2.9 points.

African American: There were 99 students who took the ELA state test. According to the California Dashboard, their performance level is yellow. In 2018-2019, our African American student group were 26.6 points below standard/distance from 3 in ELA. This was a decrease from standard/distance from 3 by 13.3 points.

Analysis and Root Cause: The 7th grade made their ELA CAASPP goals, however, due to the decrease in 8th grade, overall, we did not show growth on the ELA CAASPP. The 8th grade discrepancies were due to long-term teacher absences and one brand new teacher. When comparing cohorts to themselves we made growth in most areas.

Next steps: Continue and increase the focus on student discourse, SAMR/3 E's, SEL/RJ/PBiS, by continuing our work with an expert trainer, regular/systematic teacher planning, coaching (new teacher), strategic classroom observation and feedback, lesson studies, instructional rounds, and evaluation of professional learning and teacher planning by providing additional duty, instructional material and supplies, conferences when needed, staff development books, and additional time provided with expert trainers using substitutes.

MATHEMATICS:
Overall our distance from 3 decreased from -81.1 to -74.5 from 2016-2017 to 2017-2018, however it increased to -82.1 in 2018-2019. According to the California Dashboard, the performance level is orange.

Achievement of Math Goal: (Homeless is in Red.) 2018-2019 Goal: Students will grow in proficiency by 10% as measured by the CAASPP. We did not make this overall goal, because we increased the distance from 3 by 8.

Review of 2019 Math Goal: Serrano did not achieve the overall goal set for 2018-2019, as we increased the distance from 3 by 8 points. However, we saw a considerable decrease, 19.4 points, in the distance from 3 in our African American student group and a 4.7 point decrease in our students with disabilities. We also maintained our distance from 3 in our English Learners/RFEP 1-4 years by -2.4 points, and Homeless by 2.3 points.

School-wide: There were 839 students who took the Math state test. According to the California Dashboard, the performance level is orange. Serrano is 82.1 points below standard/distance from 3, which is an 8 point decline from 2017-2018.

English Learners: There were 276 students who took the Math state test. According to the California Dashboard, their performance level is orange. In 2018-2019 our English Language Learners were 94.7 points below standard/distance from 3 in math. This was an increase from standard/distance from 3 by 2.4 points.

African American: There were 99 students who took the Math state test. According to the California Dashboard, their performance level is yellow. In 2018-2019, our African American student group were 89.5 points below standard/distance from 3 in Math. This was a decrease from standard/distance from 3 by 19.4 points. This student group surpassed the 15-point growth goal by 4.4 points.

Homeless: There were 72 students who took the Math state test. According to the California Dashboard, their performance level is red. In 2018-2019 our homeless population was 100.2 points below standard/distance from 3. This was a decrease from standard/distance from 3 by 2.3 points.

Analysis and Root Cause: The 18-19 cohort of students came into Serrano significantly behind the cohort in front of them. In order to assist with this gap the 8th grade teachers spent more time on reteaching and teaching until a higher level of proficiency was reached, unfortunately this put them behind in regards to standards. Several significant standards that were towards the middle and end of the year did not receive the time needed.

Next steps: Continue and increase the focus on student discourse, SAMR/3 E's, SEL/RJ/PBiS, by continuing our work with an expert trainer, regular/systematic teacher planning, coaching, strategic classroom observation and feedback, lesson studies, instructional rounds, and evaluation of professional learning and teacher planning by providing additional duty, instructional material and supplies, conferences when needed, staff development books, and additional time provided with expert trainers using substitutes.

Continue to upgrade our technology, hardware, software, and applications, in order for students proficiency in research, enrichment, and to assist students in comprehension skills, and learning 21 century skills/standards

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

ELPAC and ENGLISH LEARNER PROGRAM:
Achievement of Goal: No goal listed for last year. Baseline year.

Our goal is to increase the number of students that progressed at least one ELPI level from 37% to 47% and to decrease the number of students who dropped at least one ELPI level from 28.3% to 18.3%.

ELPAC: Serrano had 81 English Language Learners during the 2018-2019 school year. Out of these 81 students, 37% progressed at leave one ELPI level, 1.2% maintained ELPI level 4, 33.3% maintained ELPI levels 1, 2L, 2H, and 3H, and 28.3% decreased at least one ELPI level.

ELD Implementation: Serrano currently implements daily ELD in ELA classes for all English Learners, more structured ELD supports in ELA for beginning, early intermediate, and intermediate English Learners, and ELD support classes for beginning and early intermediate students, as well as, any English Learners that fall in our Universal screen area of need.

TELL: Students scored in 2018-2019, 7th grade: Advanced 13% (10 students), High 59% (45 students), Intermediate 21% (16 students), Basic 3%, and Limited 4%. 8th grade: Advanced 14% (8 students), High 64% (36 students), Intermediate 7%, Basic 11% (6 students), and Limited 4%. Students scored in 2019-2020 overall Advanced 4% (1 student), 57% (16 students), 21% (6 students), 11% (3 students), and Limited 7% (2 students).

Reclassification: From October 3, 2018 to October 2, 2019 we reclassified 62 of 134 English Learners, which is a 46% overall reclassification rate.

Analysis and Root Cause: One contributing factor is that half of the ELL's measured were from a new cohort. A second contributing factor is our 7th grade students often struggle with the transition from elementary to middle school and do not understand the importance of the ELPAC.

Next steps: Continue and increase the focus on student discourse, SAMR/3 E's, SEL/RJ/PBiS, by continuing our work with an expert trainer, regular/systematic teacher planning, coaching, strategic classroom observation and feedback, lesson studies, instructional rounds, and evaluation of professional learning and teacher planning by providing additional duty, instructional material and supplies, conferences when needed, and staff development books, EAIII, program facilitator, and bilingual clerk. We will continue to over communicate to students and parents/guardians the importance of the ELPAC and its connection to being reclassified, so students are doing their best.

Standards Aligned Assessments
(ELA and Mathematics)

Standards Aligned Assessments for Mathematics and English Language Arts:

ELA/Math Standards Aligned Assessments/District benchmarks: As a site, we administered SBAC interim in 2018-2019 instead of benchmarks, so we do not have benchmark scores from last year. Serrano did take the first and second benchmark in 2017-2018. In ELA, 7th grade's percent of proficiency was 18.4% on the first benchmark and 29% on the second benchmark. In ELA, 8th grade's percent of proficiency was 53.3% on the first benchmarks and 11.8% on the second benchmark. In math, 7th grade's percent of

proficiency was 11.7% on the first benchmark and 4.3% on the second benchmark. In math, 8th grade's percent of proficiency was 13% on the first benchmark and .5% on the second benchmark.

Achievement of Goal: No goal listed. Baseline year.

Our goal is to increase student proficiency by 10% on the standards included on each SAA given.

Analysis and Root Cause:
8th grade math: Our formative assessments are showing us that students understand the procedural concepts for the different standards. However, a lack of a strategic continual implementation of SBAC aligned questions/assignments is needed.
7th grade math: Tutorial is being used and successful, but a need to better differentiate using tutorial, especially in large skill gaps, such as multiplying and dividing integers.
8th grade ELA: Increase exposure to text structures and complexity, increase emphasis on citing evidence to support the claim, and demonstrate comprehension of text.
7th grade ELA: Lack of mastery of language for English Learners and students with disabilities and low student ownership/motivation.

Next steps:
8th grade math: More strategic implementation of our timeline, spiraling in SBAC phrased questions, and questions missed on the SAA in our starters and other opportunities.
7th grade math: Increased differentiation/varied grouping, spiraling content, opportunities to practice, and more conceptual tutorial videos.
8th grade ELA: Increase the variety of text structures and complexity, chunking to increase access to main idea/theme, refine reading strategies, and to continue journal writing/perfect paragraphs which have shown an increase in proficiency in multiple related standards. 7th grade ELA: Increase strategies aimed at mastery of language for English Learners and students with disabilities, incorporate more instructional strategies that fit the instruction, as well as, increase student's ownership/motivation.

Continue and increase the focus on student discourse, SAMR/3 E's, SEL/RJ/PBiS, by continuing our work with an expert trainer, regular/systematic teacher planning, coaching, strategic classroom observation and feedback, lesson studies, instructional rounds, and evaluation of professional learning and teacher planning by providing additional duty, instructional material and supplies, conferences when needed, staff development books, and additional time provided with expert trainers using substitutes.

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

Site-based Program Data:

Intervention Program Component:
Language Live: This is a new program this school year, so we are in the gathering data/baseline year.

Suspensions ((Identified for CSI)):
Achievement of Goal: Serrano had a 19% suspension rate, was red per the California Dashboard, and did not achieve our goal.

2019-2020 goal is to decrease the suspension rate by at least 3%, moving from red to yellow per the California Dashboard.

English Language Learners student suspension rate was 18.6%, which was an increase of 8.4%. African American student suspension rate was 34.6%, which was an increase of 11.7%.

Analysis and Root Cause: Administration, PBiS Team, and leadership did a root cause analysis and found an increase in suspensions in educational codes (a), (x), and (c). One contributing factor was an increase in administrative staff with a lack of calibration and collaboration in regards to specific suspend-able offenses.

Next steps: Administration also did and will continue to analyze the data and root cause for suspensions. This analysis resulted in a revision of the definition of what students should be suspended for under the educational codes (a), (x), and r, continual calibration of referrals/suspensions, and increasing the use of other means of correction where appropriate. Preliminary data has shown a significant decrease in the suspension percentage as of March 2020. In order to address the negative behaviors resulting in suspensions for educational codes (a), (x), and (c) the PBiS Team with administration also increased the advisory lessons on vaping/drug use, as well as, implemented the use of Second Step lessons, to address the Social Emotional aspect of threatening, bullying, and fighting. This is done by providing additional extra duty pay for staff to participate in these teams, additional duty for counselors, substitutes to attend trainings/conferences, and conferences and trainings. This is supported by our bilingual clerk and rec aide.

Chronic Absenteeism ((Identified for CSI)):
Achievement of Goal: No goal was written for 2018-2019.

Data summary: Overall Serrano's chronically absenteeism was 18.1% for the 2018-2019 school year. As measured by the California dashboard African American, Hispanic, Socially Disadvantaged students were in the orange, English Learners were in the yellow, Two or More Races were in the green, and Students with disabilities, Homeless, and White were in the red.

2020-2021 Goal: Decrease overall chronic absenteeism by 2%. Decrease Students with disabilities by 4.4% to move them from Red to yellow. Decrease our Homeless student group by 4% to move from red to yellow. Decrease our White student group by 3% to move from red to yellow.

English Language Learners students chronic absenteeism rate was 12.6%, which was a decrease of 3.6% from the year before. African American students chronic absenteeism rate was 21.% which was a decrease of .9% from the year before.

Analysis and Root Cause: There is a significant correlation between our suspension data and our chronic absenteeism, especially in regard to the three student groups in red; students with disabilities, Homeless, and White.

Next steps: Our attendance team will call home and interact with our students who are chronically absent. We will gather data on why students are absent and categorizing them into three areas, barriers, aversions, and myths, to make more informed decisions on the next steps. Administration also did and will continue to analyze the data and root cause for suspensions. This analysis resulted in a revision of the definition of what students should be suspended for under the educational codes (a), (x), and c, continual calibration of referrals/suspensions, and increasing the use of other means of correction where appropriate. Preliminary data has shown a significant decrease in the suspension percentage as of March 2020. This is supported by our bilingual clerk, rec aide, and additional duty for home visits,

Parent Engagement:
Achievement of Goal: 2018-2019 we achieved the goal by increasing the number of parent/guardians using Aeries by increasing the communication.

2019-2020 new goal is to incorporate parent/guardian workshops on campus.

Analysis and Root Cause: Parents/guardians did not know how to get on Aeries, specifically using the access code and the Aeries App per parent reports and a parent survey.

Next steps: Serrano put the new instructions of how to obtain and use the Aeries App on parents/guardians' phones, setting notifications for grades and attendance on the Aeries App, and providing the access code at every interaction with parents/guardians. Serrano will also increase workshops on various subjects and continue academic nights. This is supported by our Tech program facilitator, bilingual clerk, postage and printing to communicate events/instructions, and catering.

Professional Development:
Achievement of Goal: 2019-2020 Goal: 95% of all staff members will participate in Guided Lesson Studies focusing on student discourse-collaboration conversations, SMP #3 and Literacy Standard 1, as measured by the after-action Google Reflection done after each cycle. Goal was met.

2020-2021 Goal: 95% of all staff members will participate in Guided Lesson Studies focusing on student discourse-collaboration conversations, SMP #3 and Literacy Standard 1, as measured by the after-action Google Reflection done after each cycle.

Analysis and Root Cause: Yes, over 95% of staff participated in staff development, guided lesson studies, after action reviews of data, and data teams due to additional extra duty, substitutes provided for lesson studies and staff development, materials/books for staff development, and working with expert trainers. Creation and maintenance of systems communicating expectations to staff and following through on those systems has assisted in staff attending, participating in the development of, and coming prepared.

Next steps: Continue the focus on student discourse, SAMR/3 E's, SEL/RJ/PBiS, by continuing our work with an expert trainer, regular/systematic teacher planning, coaching, strategic classroom observation and feedback, lesson studies, instructional rounds, and evaluation of professional learning and teacher planning by providing additional duty, instructional material and supplies, conferences when needed, staff development books, and additional time provided with expert trainers using substitutes.

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
Additional Duty	ADDITIONAL DUTY • Provide intensive instruction on site and/or virtually for at risk students who are struggling in maintaining proficiency at	1130 Certificated Teaching - Addl Duty	Goal 1 English Language Arts Goal 2 Mathematics Goal 3 English Learners Goal 4 African American	Schoolwide	$ 32,660	$ 2,500	$ 25,000

	grade level standards during after school program.		Goal 7 Parent-Family Engagement				
	• Provide reteaching time with students beyond normal school hours onsite or virtually to increase student proficiency.						
	Professional Development:						
	• To provide additional duty time onsite and/or virtually such as but not limited to teacher collaboration, data analysis, data chats/meetings, until planning, staff development, training, inservices, planning, curriculum calibration, etc. to support academic achievement and increase teacher capacity. (523)						
	Parent Engagement:						

	• Saturday Home Visit Program that provides vital information to help parents/families with their student's achievements and success at Serrano. • Home visits to positively impact/build school-parent relationships and increase parent engagement. • To work with parents/families to build awareness/train parents about English Learner levels, the reclassification process and the importance of reclassification in order for parents to make informed decisions.						
Instructional Equipment $500-$4,999	INSTRUCTIONAL EQUIPMENT • Purchase technology, such as, but not limited to	4410 Instr Non-Deprc Equip $500-$4,999.99	Goal 1 English Language Arts Goal 2 Mathematics	Schoolwide	$ 2,500	$	$

	laptops, iPads, accessories, printers, equipment necessary for Robotics, tech-Mouse Club, etc., to enhance rigor and engagement for students on site & during distance learning. Parent Engagement: • Purchase technology, such as, but not limited to laptops, iPads, accessories, printers, etc., for our parent resource center to assist parent/guardians with technological support.		Goal 3 English Learners Goal 4 African American Goal 7 Parent-Family Engagement				
Substitute	SUBSTITUTE Professional Development: • To provide release time for teachers to attend in person and/or virtual professional development, such as but not limited to,	1140 Certificated Teaching - Sub	Goal 1 English Language Arts Goal 2 Mathematics Goal 3 English Learners Goal 4 African American Goal 6 Suspension	Schoolwide	$ 8,000	$ 2,500	$ 2,500

	instructional rounds, collaboration, instructional planning, data meetings, conferences, lesson studies, observation of Common Core Demonstration teachers/ other experts, (501/523) • Provide release time for MTSS, IEPs meetings, SEL, PBiS, and any other school focus, etc.to increase teacher capacity.(419)						
Recreational Aide 3hrs	RECREATIONAL AIDE • Provide supervision support for students as part of our commitment to a safe and welcoming environment for all students and staff.	2118 Rec Aide Regular	Goal 6 Suspension	Schoolwide	$ 7,773	$	$
Counselor Additional Duty	COUNSELOR ADDITIONAL DUTY • To provide in person and/or virtual professional development related to	1230 Counselor - Addl Duty	Goal 5 Chronic Absenteeism (K-8) Goal 6 Suspension Goal 7 Parent-Family Engagement	Schoolwide Students with Disabilities Homeless	$ 2,000	$	$

	socio-emotional learning, positive behavior support interventions, restorative practices and academic support for college and career readiness. • Supports academic achievement by providing emotional support and behavioral interventions outside of the contract time. • To provide mentoring to increase student engagement and academic success. Parent Engagement: • Supports parent engagement by paying certificated staff to visit students home outside of the contract hours and hold parent/guardia		Goal 1 English Language Arts Goal 2 Mathematics				

	n centered training's.						
Program Facilitator 2 positions	PROGRAM FACILITATOR Program Facilitator for Instructional Technology: Increase the use of technology in the classrooms and/or during distance learning, implement one to one iPads, and explore and use different apps and programs to increase use and engagement of technology in the classrooms to improve academic achievement. Professional Development: Supports academic achievement and professional development by providing resources, training, and systems to implement technology in the classrooms and/or during distance	1910/1190 Program Facilitator - Reg	Goal 1 English Language Arts Goal 2 Mathematics Goal 3 English Learners Goal 7 Parent-Family Engagement	Schoolwide English Learner	$ 111,654	$ 80,295	$

	learning and with staff to increase teaching strategies. Parent Engagement: • Supports parent/guardian engagement by providing access, training and support to parents/guardians for Aeries and with interaction with parents/guardians and their students. Program Facilitator: • Identify and place students in specific intervention supports, providing interventions for students, data collection and individual review of student progress throughout the year, such as support classes, ELD classes/instruction, tutoring (before, during, and/or after school),					

	targeted differentiated instruction, use of Accelerated Reader, READ180/System44, and/or other researched based programs/curriculum targeted toward increasing reading skills and comprehension. • Supports academic achievement professional development by providing interventions to multiple subgroups and any student who demonstrates a need for intervention. • Providing enrichment and challenging, interactive lessons to students before and after school, as well as Saturdays to					

	increase student engagement and academic proficiency. • To work collaboratively with teachers on tier 2 and 3 student interventions and supports, as well as progress monitoring to help students make academic growth. • Manage and implement all state, district, and site testing throughout the school year to ensure all student are tested. • Increase reading and proficiency and provide timely interventions for students On Watch, Intervention and Urgent Intervention levels to close the achievement gap • Support parent engagement					

	through the facilitation of Serrano's parent/guardian committees such as but not limited to SSC, ELAC, AAPAC, etc.						
PF Additional Duty	PROGRAM FACILITATOR ADDITIONAL DUTY • Provides intervention and reteaching in person and/or virtually to students before and after school to increase their achievement. • Providing enrichment and challenging, interactive lessons to students before and after school, as well as Saturdays to increase student engagement and academic proficiency. Professional Development: • To provide such as but not limited to instructional planning in	1930 Program Facil. - Addl Duty/ Other Certificated Addl Duty	Goal 1 English Language Arts Goal 2 Mathematics Goal 3 English Learners Goal 4 African American Goal 7 Parent-Family Engagement	Schoolwide	$ 1,000	$ 1,500	$

	data teams, professional development, training, etc. (in person and/or virtually) to improve student academic achievement. Parent Engagement: • Provides outreach, resources, home visits, etc. to parents before and after school, as well as, on Saturdays to assist in student academic success and building parent capacity, so they are able to help their student at home.						
Bilingual Clerk	BILINGUAL CLERK • To confer with parents, community and public agencies regarding students' status, to assist in compiling records, verifying	2410 Clerk/Bil Clerk - Reg	Goal 3 English Learners Goal 5 Chronic Absenteeism (K-8) Goal 7 Parent-Family Engagement	Schoolwide English Learner Reclassified	$ 50,812	$	$

	absences, registering students, and providing factual information regarding school matters over the telephone, in person and/or virtually. • Supports parent engagement by providing accesses to resources, events and communication to parents/guardians so they are better informed. • To translate and provide interpretation including reclassification documentation to assist parents/families in having a better understanding and building their capacity in order to make informed decisions. • To contact and provide notifications to					

	parents regarding scheduled SSTs and IEPs to increase participation.						
Instructional Materials/ Supplies	INSTRUCTIONAL MATERIALS/SUPPLIES • Instructional materials and supplies such as, but not limited too, texts for units, magazine subscriptions, library books, manipulatives, eBooks, vocabulary enrichment, novels, supplemental materials for struggling students, as well as, for enrichment of lessons etc. to support our academic and/or other learning environment priorities in all of the following areas ELA/ELA support, Math/Math support, Special Education,	4310 Instr Materials/Supplies	Goal 1 English Language Arts Goal 2 Mathematics Goal 3 English Learners Goal 4 African American Goal 7 Parent-Family Engagement	Schoolwide English Learner Students with Disabilities	$	$ 785	$

	Science, Social studies, AVID, Electives, Robotics, STEM, PE, VAPA, Music, ELD, READ180 etc. Parent Engagement • Instructional materials and supplies such as but not limited to binders, markers, poster/chart paper, etc. for parent training's, workshops, meetings, etc. to build the parents' capacity in order to assist in their student's academic success.						
In-Service/ Conferences	IN-SERVICE /CONFERENCES • In person and/or virtual Inservices and conferences such as but not limited to Teach Like a Champion (TLAC), Data Teams, the Formative approach,	5220 Inservice/Conference	Goal 1 English Language Arts Goal 3 English Learners Goal 2 Mathematics Goal 4 African American	Schoolwide	$ 10,000	$ 5,000	$ 30,000

	Speed of Trust, Instructional Coaching/Rounds, AVID, and professional readings, (523) • Provide training on PBiS/Restorative Practices, Social Emotional Learning, Trauma Informed, curriculum calibration, staff development, conference registration, lodging to increase teacher capacity. • Professional development will be targeted and prioritized based on the needs of the current staff and student population's needs to better assist them. All staff development will be researched based and continually evaluated for					

	effectiveness. These services will be provided by researched based organizations such as but not limited to Solution-Tree, Creative Leadership Solutions, CLS, National Forum, etc. Professional development will be supported by providing necessary materials, training books, etc. needed for continual staff learning. (523)						
Field Trip Transportation	FIELD TRIP TRANSPORTATION • Additional learning opportunities outside the school environment such as but not limited to colleges, university campuses, museums etc. to provide additional educational	5712 Field Trips Other Transport	Goal 1 English Language Arts Goal 2 Mathematics Goal 5 Chronic Absenteeism (K-8) Goal 6 Suspension	Schoolwide	$ 10,000	$	$

	experiences during and outside the regular school day for students to extend their learning, connections from CCSS to real life, access 21st century learning experiences, and to apply those experiences to solving real life situations. This supports academic achievement by providing experiences linking content area curriculum to real life, problem solving and exposure to 21st century skills.						
Computer Accessories, Supplies, and Software $500 or less	COMPUTER ACCESSORIES, SUPPLIES AND SOFTWARE • Purchase equipment, accessories and supplies such as, but not limited to, iPads, desktops,	4340 Computer Accessories/Suppli es/Software	Goal 1 English Language Arts Goal 2 Mathematics	Schoolwide	$ 2,822	$ 14,000	$ 60,000

	laptops, Apple TVs, ELMOs, projectors, printers, carts, keyboards, headphones, batteries, computer apps/learning programs for research, enrichment, etc. that assist students in comprehension skills, learning 21 century skills/standards and enhance rigor and engagement for students, especial in regards to distance learning.						
Maintenance Agreements	MAINTENANCE AGREEMENTS • To purchase and maintain working equipment for teachers to be able to copy needed supplemental materials such as, but not limited to, activities that enrich all students learning,	5633 Maintenance Agreement	Goal 1 English Language Arts Goal 2 Mathematics	Schoolwide	$ 8,000	$	$

	intervention resources, etc. Parent Engagement: • Provide services to support creation of instructional materials for parent training/workshops to build the parents capacity and to support parent and community communication.						
Postage	POSTAGE Parent Engagement: • Provide a way for parents to receive information on opportunities to attend training sessions, workshops, school events, parent/guardian/community committees, etc. in order to attend and/or to obtain knowledge and skills to assist students at home and to positively impact overall	5717 Postage - District	Goal 5 Chronic Absenteeism (K-8) Goal 7 Parent-Family Engagement Goal 1 English Language Arts Goal 2 Mathematics	Schoolwide Students with Disabilities English Learner	$ 4,000	$	$

	student achievement and the school-parent connection. • Any communication and/or documents that needs to be sent via mail for the purpose of communication resources and/or providing documentation.						
Catering	CATERING Parent Engagement • Provide catering for student and parent events such as, but not limited to, SSC, ELAC, AAPAC, math night, ELA night, Saturday Home Visits, coffee with the principal, student advisory events, workshops, training, etc. to encourage and increase participation.	5752 Catering - Nutr Svs	Goal 1 English Language Arts Goal 2 Mathematics Goal 3 English Learners Goal 4 African American Goal 7 Parent-Family Engagement	Schoolwide English Learner African American	$ 1,250	$	$

Technology Fees and Licenses	TECHNOLOGY FEES AND LICENSES • Tech fees and software licenses such as, but not limited to, Read 180, AR (Accelerated Reader), Apps, websites, etc. to support all areas of literacy, engage and increase student achievement in ELA, Math and Science. This will support academic achievement by providing technology, technology resources, resources and accessories to enhance rigor and engagement for students, especially with distance learning.	5840 Computer Tech Fees, Software Licenses, Svcs	Goal 1 English Language Arts Goal 2 Mathematics	Schoolwide	$ 12,000	$ 20,000	$ 10,000
District Computer Warranty & Repair	DISTRICT COMPUTER WARRANTY AND REPAIR • To maintain working equipment to create and support	5841 District Computer Warranty/Repair	Goal 1 English Language Arts Goal 2 Mathematics	Schoolwide	$	$ 3,500	$

	interactive engaging lessons that increase student proficiency. It will support academic achievement by maintaining technology, technology resources, resources and accessories to enhance rigor and engagement for students.						
Musical Instructional materials and Supplies	MUSICAL INSTRUCTIONAL MATERIALS AND SUPPLIES • To purchase musical instruments, materials and supplies for our music program, such as choir, drum line, jazz band, orchestra, band, etc. to encourage students to participate in extra-curricular activities. This supports academic achievement by creating a strong music program which	4312 Musical Instr Materials/Supplies	Goal 1 English Language Arts Goal 2 Mathematics Goal 5 Chronic Absenteeism (K-8)	Schoolwide	$ 5,005	$	$

	connects students to school. Music has also been shown via research to increase academic processing abilities.						
Field Trip Admissions	FIELD TRIP ADMISSIONS • Additional learning opportunities outside the school environment (In person and/or virtual) such as but not limited to colleges, university campuses, museums etc. to provide additional educational experiences during and outside the regular school day for students to extend their learning, connections from CCSS to real life, access 21st century learning experiences, and to apply	5886 Field Trip Admissions	Goal 1 English Language Arts Goal 2 Mathematics Goal 5 Chronic Absenteeism (K-8) Goal 6 Suspension	Schoolwide	$ 8,500	$	$

	those experiences to solving real life situations. This includes admissions, entrance, other fees associated with going and entering the destination. This supports academic achievement by providing experiences linking content area curriculum to real life, problem solving and exposure to 21st century skills.						
Student Incentives/Other Services/Fees/ Parent In-service	STUDENTS INCENTIVES/OTHER SERVICES/FEES/PARENT IN-SERVICES • Incentives such as but not limited to technology items (ear buds, styluses, etc.), student supplies, certificates, ribbons, plaques etc. to maximize student engagement/	5880 Student Incentives/Other Services/Fees/Pare nt Inservice	Goal 1 English Language Arts Goal 2 Mathematics Goal 3 English Learners Goal 4 African American Goal 5 Chronic Absenteeism (K-8) Goal 7 Parent-Family Engagement	Schoolwide	$ 3,000	$	$ 8,047.96

	participation /achievement and increase parent/guardian knowledge, skills and understanding of behavior, academics, social issues, current subjects and anything that may pertain to the success of students and parent/guardians in the educational system.						
Computer Equipment $500- $4,999	COMPUTER EQUIPMENT FROM $500 to $4,999 • Purchase computer equipment such as, but not limited to, laptops, iPads, accessories, Apple TVs, ELMOs, projectors, printers, carts, equipment necessary for Robotics, tech-Mouse Club, etc. for research, enrichment, etc. that assist students in comprehension	4440 Computer Non-Deprc Equip $500-$4,999.99	Goal 1 English Language Arts Goal 2 Mathematics Goal 7 Parent-Family Engagement	Schoolwide	$	$ 10,000	$ 80,000

	skills, learning 21 century skills/standards and enhance rigor and engagement for students onsite and/or distance learning. Parent Engagement: • Purchase computer equipment, such as, but not limited to laptops, iPads, accessories, printers, etc., for our parent resource center to assist parent/guardians with technological support. (501)						
Musical Instruments	MUSICAL INSTRUMENTS • To purchase musical instruments for our music program, such as choir, drum line, jazz band, orchestra, band, etc. to encourage students to participate in extra-curricular activities. This	4402 Musical Instr Non-Deprc $500-$4,999.99	Goal 1 English Language Arts Goal 2 Mathematics Goal 5 Chronic Absenteeism (K-8)	Schoolwide	$ 3,000	$	$

	supports academic achievement by creating a strong music program which connects students to school. Music has also been shown via research to increase academic processing abilities.						
Independent Contractor	INDEPENDENT CONTRACTOR/CONSULTATION • On site and/or virtual Independent contractor/consultation services (523) and any materials and supplies related to the services, such as but not limited to Dr.Doug Reeves, Creative Leadership Solutions, etc. to increase teacher capacity. All services are directly related to current staff	5850 Indep Contractor/Consultant	Goal 1 English Language Arts Goal 2 Mathematics Goal 3 English Learners Goal 4 African American	Schoolwide	$	$ 20,000	$ 20,000

	development needs and foci. This supports professional development by providing necessary materials, training's, books, etc. needed for continual staff learning.(501/523)						
Other Books	OTHER BOOKS Professional Development: • Necessary professional development/training books which include e-books associated with the staff development foci: Teach Like a Champion (TLAC), Data Teams, the Formative approach, Speed of Trust, Instructional Coaching/Rounds, AVID, STEM, Literacy, professional readings, and continual creation and monitoring of professional	4210 Other Books	Goal 2 Mathematics Goal 1 English Language Arts Goal 3 English Learners Goal 4 African American Goal 5 Chronic Absenteeism (K-8) Goal 6 Suspension	Schoolwide	$	$ 1,500	$

	learning goals, etc. needed for continual staff learning. All other books are directly related to current staff development needs and foci. This supports professional development by providing necessary materials, training, books, etc. needed for continual staff learning.						
Instructional Assistant/EAIII	INSTRUCTIONAL ASSISTANT/EAIII • To provide small group instruction in and/or out of class and/or virtually in ELA/Math in order to increase student achievement. To reduce the staff to student ratio to increase individual student needs. • To provide English Learners access to the	2111 Instructional Asst/EAIII - Reg	Goal 1 English Language Arts Goal 2 Mathematics Goal 3 English Learners	Schoolwide English Learner	$	$ 25,808	$

	curriculum through explicit vocabulary and language acquisition to increase their English proficiency. This supports academic achievement by providing resources, support and interventions to ELL's.						
District Printing	DISTRICT PRINTING • To improve parent and teacher communication, improve student organizational skills, and improve student achievement, printing for activities such as but not limited to workshops, trainings, meetings, academic nights, etc.	5713 Printing - District	Goal 1 English Language Arts Goal 2 Mathematics Goal 7 Parent-Family Engagement	Schoolwide	$	$ 4,994	$
Pull Out Teacher	PULL OUT TEACHER • This intervention and ELD-English	1160 Pull Out Teacher	Goal 1 English Language Arts Goal 2 Mathematics	Schoolwide English Learner	$	$ 98,579	$

	Language development teacher provides interventions on site or virtually for students, data collection and individual review of student progress throughout the year, such as support classes, ELD classes/instruction, targeted differentiated instruction, use of Accelerated Reader, Language Live, and/or other researched based programs/curriculum targeted toward increasing reading skills, comprehension, and English development. • Supports academic achievement by providing interventions to multiple subgroups and students who		Goal 3 English Learners	Students with Disabilities			

	demonstrates a need for intervention.						
Contracted Services	CONTRACTED SERVICES INDEPENDENT CONTRACTOR/CONSULTATION (AGREEMENT) • On site and/or virtual Independent contractor/consultation services and any materials and supplies related to the services, such as but not limited to Dr.Doug Reeves, Creative Leadership Solutions, PETALS, Niki Dettman, etc. to increase teacher capacity, increase student academic and behavioral skills and student-home connection to school. All services are directly related to current staff development needs, foci,	5110 Contracted Svcs Sub Agreement	Goal 1 English Language Arts Goal 2 Mathematics Goal 3 English Learners Goal 4 African American	Schoolwide	$ 12,000	$	$

					$ 2,000	$	$
	and areas of need according to current data (California dashboard, CAASPP, SAA, suspension, and chronic absentism). This supports professional development by providing necessary materials, training's, books, etc. needed for continual staff learning.						
Assemblies/Non Classified Experts	ASSEMBLIES/NON CLASSIFIED EXPERTS • On site and/or Virtual Assemblies and non-classified experts and services and any materials and supplies related to the services, such as but not limited to Dr.Doug Reeves, Creative Leadership Solutions, PETALS, Niki Dettman, etc. to increase teacher	5851 Assemblies/Non-Classified Experts	Goal 1 English Language Arts Goal 2 Mathematics Goal 4 African American Goal 5 Chronic Absenteeism (K-8) Goal 6 Suspension Goal 7 Parent-Family Engagement	Foster Youth African American Students with Disabilities Low-Income	$ 2,000	$	$

	capacity, increase student academic and behavioral skills and student-home connection to school. All services are directly related to current staff development needs, foci, and areas of need according to current data (California dashboard, CAASPP, SAA, suspension, and chronic absenteeism). This supports professional development by providing necessary materials, training's, books, etc. needed for continual staff learning.						
Benefits	Benefits	3000-3999 Employee Benefits	Goal 1 English Language Arts Goal 2 Mathematics Goal 3 English Learners Goal 4 African American	Schoolwide	$ 74,207	$ 84,769	$

	Total Costs	$ 372,183	$ 375,730	$ 235,547.96