

# The School Plan for Student Achievement 2020-2021

**School:** DEL VALLEJO LEADERSHIP AND STEAM ACADEMY  
**District:** SAN BERNARDINO CITY UNIFIED SCHOOL DISTRICT  
**County District School (CDS) Code:** 36678766059489  
**Principal:** Jackie Maner  
**SSC Approval/Adopted Date:** 9/10/20

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:** Jackie Maner  
**Telephone Number:** (909) 881-8280  
**Address:** 1885 East Lynwood Dr.  
San Bernardino, CA 92404  
**E-mail Address:** jackie.maner@sbcusd.k12.ca.us

**The District Governing Board approved this revision of the SPSA on .**

## **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

### **Board of Education**

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- Sudha Venkatesan, Director, Secondary Education
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- Ernestine Hopwood, Director, Charter Schools
- 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: Jackie Maner
- Vice Principal(s)/ACII: Agustin Zavala, Leslie Tucker

**Free and Reduced Lunch Percentage:** 96.33%

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**

<b>Total Number of Students</b>	681
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**Program/Student Group**

<b>English Learners</b>	101	<b>African American</b>	148
<b>Foster Youth</b>	27	<b>Asian</b>	9
<b>Homeless</b>	93	<b>Hispanic/Latino</b>	488
<b>Low Income</b>	656	<b>Pacific Islanders</b>	4
<b>Special Education</b>	107	<b>White</b>	21
<b>GATE</b>	64	<b>Other</b>	
<b>Reclassified</b>	175		

\*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.)

The SPSA/CSI development process, for the 2019-2020 school year, has been ongoing, throughout the school year. As a site, teachers and staff have participated in ongoing data analysis, through the completion of Data Protocols, as part of the MOU/PDT calendar. The Data Protocols have yielded valuable findings that have assisted in determining the site’s needs, for the purpose of increasing student achievement. Along with data analysis, staff and the School Site Council have implemented a continuous cycle of monitoring Title I and LCAP expenditures, found in the SPSA, as well as their effectiveness. Based on the ongoing data analysis and monitoring cycle, the staff, School Site Council, and stakeholders collaborated in updating the SPSA/CSI, in order to close the achievement gap, and best support the Title I/LCAP Program at the site.

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

GATE, AVID, STEAM and Leadership

Del Vallejo 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.

<b>CAASPP, ELA and Mathematics</b> (School-wide, EL, African American, groups in red)
<p><b>ACHIEVEMENT OF ELA GOAL:</b> Our 2019 ELA goal was to increase CAASPP ELA 15 points on Distance from Standard (DFS), as measured by CAASPP ELA, Spring 2019. Based on the CA Dashboard ELA increased by 10.5 points school-wide, leaving us 4.5 points short of achieving our goal.</p> <p><b>SCHOOL-WIDE:</b> The 2019 CA Dashboard data report for students in grades 6-8 indicates positive growth in English Language Arts (ELA) of 10.5 points. The school's Distance from Standard (DFS) is 73.4 points below standard in ELA. We currently have no student groups in the red level, 5 student groups in orange (African American, English Learners, Hispanic, Socioeconomically Disadvantaged, and Students with Disabilities), and no student groups in yellow, green, or blue.</p> <p><b>ENGLISH LEARNERS:</b> Our school had 153 EL students in grades 6-8. The current EL students (53 in grades 6-8) are 80.1 points below standard in ELA after a 15.8 point increase on the DFS. The Reclassified EL students (100 in grades 6-8) are 42.6 points below standard, after a 7.6 point decrease on the DFS.</p> <p><b>AFRICAN AMERICAN:</b> Our school had 96 African American students in grades 6-8. The students are 81.5 points below standard and are in the orange level. This student group increased 17.4 points when compared to the previous school year.</p> <p><b>ANALYSIS AND ROOT CAUSE:</b> Based on our analysis of ELA and reading formative assessments, we found that although we have a high percentage of students who have not mastered grade level standards, as a whole, we are making improvement in all grade levels. Additionally, when reviewing data by student groups, we found our five student groups in the orange (African American, English Learners, Hispanic, Socioeconomically Disadvantaged, and Students with Disabilities) all demonstrated growth.</p> <p>In discussing this data with 6-8 teachers, the following points were raised regarding the root cause...</p> <ol style="list-style-type: none"> <li>1. Students need to be exposed consistently to academic language in collaborative conversation.</li> <li>2. Daily instruction is not consistently aligned with DOK levels found in summative assessments.</li> <li>3. Students need more opportunities to practice standardized tests in order to build their academic grit, while taking online assessments for a prolonged period of time.</li> </ol> <p><b>NEXT STEPS:</b> (Include 20-21 expenditures in Next Steps)</p> <ol style="list-style-type: none"> <li>1. Increase the number of Reading/English support classes in order to provide additional support to Tier II and Tier III students (Certificated Teacher).</li> <li>2. Resident Sub will continue to provide additional reading support and intervention to our Tier II and Tier III students.</li> <li>3. Continue with computer licenses such as: Renaissance AR, reading plus, IXL ELA, overdrive etc...</li> <li>4. After school tutoring will be offered to students to fill in achievement gaps (additional duty).</li> <li>5. Department collaboration pull out days on a monthly basis, for data analysis, lesson design, and professional development.</li> <li>6. Program Facilitator will provide Professional Development, aligned with the site's professional learning foci.</li> <li>7. Continue to provide books such as novels, intervention reading books etc, in order to increase students' reading comprehension.</li> </ol>

**ACHIEVEMENT OF MATHEMATICS GOAL:**

Our 2019 Mathematics goal was to increase CAASPP Mathematics by 15 points on Distance from Standard (DFS) as measured by CAASPP Mathematics, Spring 2019. Based on the CA Dashboard, Math decreased by 7.3 points school-wide, leaving us 22.3 points short of achieving our goal.

**SCHOOL-WIDE:**

The 2019 CA Dashboard data report for students in grades 6-8 indicates a decline in Mathematics of 7.3 points. The school's Distance from Standard (DFS) is 145.5 points below standard in Mathematics. We currently have 3 student groups in the red level (African American, Hispanic, and Socioeconomically Disadvantaged), 2 student groups in orange (English Learners and Students with Disabilities), and no student groups in yellow, green or blue.

**ENGLISH LEARNERS:**

Our school had 153 EL students in grades 6-8. Overall, this student group was 138.8 points below standard in Math, after a 6.6 increase on the DFS. The current EL students (53 in grades 6-8) are 193.6 points below standard in Mathematics, after a 24.8 point decrease on the DFS. The Reclassified EL students (100 in grades 6-8) are 109.8 points below standard, after a 12.2 point decrease on the DFS.

**AFRICAN AMERICAN:**

Our school had 96 African American students in grades 6-8. The students are 161.6 points below standard and are in the red level. This student group declined by 4.7 points when compared to the previous school year.

**ANALYSIS AND ROOT CAUSE:**

Based on the analysis of Math for students, we found that a high percentage of students (across grade levels) are below grade level standards in Math. The current EL's and Students with Disabilities made progress in Math in comparison to the previous school year.

In reviewing this data and other formative data with 6-8 teachers, we found that ...

1. A lack of exposure to academic mathematical language inhibited students from understanding the multiple step equations on the online assessments.
2. Students are unable to independently perform new skills taught.
3. Additional discussions addressing the root cause of students performing below grade level identified that students are lacking proficiency in basic math skills.

**NEXT STEPS: (Include 20-21 expenditures in Next Steps)**

1. Increase the number of Math support classes in order to provide additional support to Tier II and Tier III students (certificated teaching).
2. After school tutoring will be offered to students (additional duty).
3. Professional development with an outside math consultant.
4. Department collaboration pull out days on a monthly basis, for data analysis, lesson design, and professional development .
5. Continue with computer licenses such as: IXL Math, ALEKS etc..
6. Interns to provide small group assistance with basic math skills intervention to Tier II and Tier III students.
7. Program Facilitator will provide Professional Development, aligned with the site's professional learning foci.

**ELPAC and English Learner Program**

(ELPAC Analysis, ELD Implementation Analysis, Reclassification and TELL Analysis)

**ACHIEVEMENT OF GOAL:**

Our goal was to increase our reclassification rate by 10%, as measured by the SBCUSD Site Data Dashboard. Based on the 2019 reclassification rates, we increased to 47.2%, surpassing our goal by 37%.

**ELPAC:**

The 2019 English Learner Progress Indicator on the 2019 CA Dashboard reports the 27.3% of the 66 English Learners are making progress toward English Language Proficiency as measured by the ELPAC. This is considered very low on the very low to very high rating scale.

**TELL:**

As of December 2019, English Learner progress monitoring demonstrates the following for the number of EL students tested (74): Limited= 7, Basic= 18, Intermediate= 33, High= 12 and Advanced= 4. This data indicates our English Learners are making appropriate progress.

**RECLASSIFICATION:** As of June 2019, 58 out of 124 students met the criteria to be reclassified to English proficient in the 2018-19 school year. In the 19-20, 2 out of the 106 English learners, met part of the criteria to be reclassified. 6 additional EL students met all the criteria and were reclassified, including scoring a level 4 on the 2019 ELPAC annual assessment.

**ELD IMPLEMENTATION:**

Based on the sites formative walkthrough data, 100% of all teachers were consistently integrating ELD strategies into the core subject areas of instruction and 75% of teachers are consistently providing designated ELD instruction. Based on this data, our site will provide professional development to all teachers on integrated ELD instruction.

**ANALYSIS AND ROOT CAUSE:**

Based on the data, instructional rounds, and ELD implementation data, we found...

1. In reviewing the listening, speaking, reading, and writing overall performance, EL's were chronically absent, and lacked the academic language needed for the speaking and reading domains for the ELPAC.
2. ELD teaching practices were inconsistent due to a high level of sub coverage for the ELD designated class.

**NEXT STEPS: (include 20-21 expenditures in Next Steps)**

Our staff will work to increase the amount of students being reclassified prior to leaving middle school by doing the following:

1. Become familiar with the ELD portfolio and levels language development.
2. Continue with an ELD intern for data chats with students and grade analysis for progress reports.
3. Continue with an ELD intern for new EL students and students in the far below on ELPAC.
4. Professional development on integrated ELD for all teachers.

**Standards Aligned Assessments**  
(ELA and Mathematics)

Achievement of English Language Arts, Standards Aligned Assessment (Grades 6-8)

**SCHOOL-WIDE**

6th Grade (100 students assessed): 16% (16 students) Exceeded, 13% (13 students) Met, 21% (21 students) Nearly Met, and 50% (50 students) Did Not Meet

7th Grade (225 students assessed): 17.8% (40 students) Exceeded, 19.1% (43 students) Met, 27.1% (61 students) Nearly Met, and 36% (81 students) Did Not Meet

8th Grade (215 students assessed): 16.7% (36 students) Exceeded, 28.8% (62 students) Met, 9.3% (20 students) Nearly Met, and 45.1% (97 students) Did Not Meet

**ENGLISH LEARNERS**

6th Grade (13 students assessed): 0% (0 students) Exceeded, 23.1% (3 students) Met, 15.4% (2 students) Nearly Met, and 61.5% (8 students) Did Not Meet

7th Grade (31 students assessed): 0% (0 students) Exceeded, 6.5% (2 students) Met, 22.6% (7 students) Nearly Met, and 71% (22 students) Did Not Meet

8th Grade (26 students assessed): 0% (0 students) Exceeded, 19.2% (5 students) Met, 7.7% (2 students) Nearly Met, and 73.1% (19 students) Did Not Meet

**AFRICAN-AMERICAN**

6th Grade (32 students assessed): 12.5% (4 students) Exceeded, 9.4% (3 students) Met, 12.5% (4 students) Nearly Met, and 65.6% (21 students) Did Not Meet

7th Grade (35 students assessed): 11.4% (4 students) Exceeded, 22.9% (8 students) Met, 31.4% (11 students) Nearly Met, and 34.3% (12 students) Did Not Meet

8th Grade (35 students assessed): 14.3% (5 students) Exceeded, 22.9% (8 students) Met, 8.6% (3 students) Nearly Met, and 54.3% (19 students) Did Not Meet

**ANALYSIS AND ROOT CAUSE:**

This is the baseline year for the ELA Standards Aligned Assessments. Teachers discussed the results/patterns of the SAA #1 with grade level teams and site administration. School-wide results show students were given several different strategies for citing textual evidence without a common strategy to be used consistently. Data analysis is not consistently aligned with DOK levels and calibration of student work samples and assessments.

**NEXT STEPS: (Include 20-21 expenditures in Next Steps)**

1. Teachers will engage students frequently in regular and informal assessments to build knowledge-based skills.
2. Teachers will provide daily questions, that have multiple steps to build students' confidence when responding to multi-set questions.
3. Teachers will check for student understanding during and at the conclusion of lessons in order to identify student difficulties.
4. Teachers will use supplemental materials, such as ACT, Ready Common Core, etc. to assist students with the development of higher level thinking.
5. Continue with computer licenses such as: Renaissance AR, Reading Plus, IXL ELA, Over Drive etc. to build and maintain knowledge-based skills
6. Program Facilitator will provide Professional Development, aligned with the site's professional learning foci
7. Continue to provide books such as novels, intervention reading books etc, in order to increase students' reading comprehension
8. After school tutoring will be offered to students (additional duty)
9. Department collaboration pull out days on a monthly basis, for data analysis, lesson design, and professional development

**ACHIEVEMENT OF MATH, STANDARDS ALIGNED ASSESSMENT (Grades 6-8)**

**SCHOOL-WIDE**

6th Grade (102 students assessed): 3.9% (4 students) Exceeded, 9.8% (10 students) Met, 12.7% (13 students) Nearly Met, and 73.5% (75 students) Did Not Meet

7th Grade (249 students assessed): 13.3% (33 students) Exceeded, 3.6% (9 students) Met, 6% (15 students) Nearly Met, and 77.1% (192 students) Did Not Meet

8th Grade (203 students assessed): 4.4% (9 students) Exceeded, 3.4% (7 students) Met, 17.7% (36 students) Nearly Met and 74.4% (151) Did Not Meet

**ENGLISH LEARNERS**

6th Grade (16 students assessed): 0% (0 students) Exceeded, 6.3% (1 student) Met, 12.5% (2 students) Nearly Met, and 81.3% (13 students) Did Not Meet

7th Grade (36 students assessed): 2.8% (1 student) Exceeded, 5.6% (2 students) Met, 2.8% (1 student) Nearly Met, and 88.9% (32 students) Did Not Meet

8th Grade (23 students assessed): 0% (0 students) Exceeded, 0% (0 students) Met, 21.7% (5 students) Nearly Met, and 78.3% (18 students) Did Not Meet

**AFRICAN-AMERICAN**

6th Grade (33 students assessed): 0% (0 students) Exceeded, 6.1% (2 students) Met, 6.1% (2 students) Nearly Met, and 87.9% (29 students) Did Not Meet  
 7th Grade (40 students assessed): 7.5% (3 students) Exceeded, 2.5% (1 student) Met, 7.5% (3 students) Nearly Met, and 82.5% (33 students) Did Not Meet  
 8th Grade (28 students assessed): 0% (0 students) Exceeded, 7.1% (2 students) Met, 21.4% (6 students) Nearly Met, and 71.4% (20 students) Did Not Meet

**ANALYSIS AND ROOT CAUSE:**

This is the baseline year for the Math Standards Aligned Assessments. Teachers discussed the results/patterns of SAA #1 with grade level teams and site administration. School-wide results show students...

1. A lack of exposure to academic mathematical language inhibited students from understanding the multiple step equations on the online assessments.
2. Students are unable to independently perform new skills taught.
3. Additional discussions addressing the root cause of students performing below grade level identified that students are lacking proficiency in basic math skills.
4. Daily instruction is not consistently aligned with DOK levels found in summative assessments.

**NEXT STEPS: (Include 20-21 expenditures in Next Steps)**

1. Continue with computer licenses such as: IXL, ALEKS, etc. to build and maintain knowledge-based skills.
2. Increase the number of Math support classes in order to provide additional support to Tier II and Tier III students (certificated teaching).
3. After school tutoring will be offered to students (additional duty).
4. Professional development with an outside math consultant.
5. Department collaboration pull out days on a monthly basis, for data analysis, lesson design, and professional development.
6. Interns to provide small group assistance with basic math skills intervention to Tier II and Tier III students.
7. Program Facilitator will provide Professional Development, aligned with the site's professional learning foci.

**Other Data**

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

**SUSPENSIONS**

Based on the CA Dashboard, Suspensions increased 5.2% school-wide in comparison to the previous school year.

In 2018-2019, out of 731 students, 16.3% were suspended at least once. There were 5 student groups in the red performance level: African American (162), with 21.6% of students suspended at least once showing an increase of 2.4%; Hispanic (490 students), with 13.5% of students suspended at least once, showing an increase of 5.1%; Two or More Races (32 students), with 37.5% of students suspended at least once, showing an increase of 31.6%; Socioeconomically Disadvantaged (690), with 16.5% of students suspended at least once showing an increase of 5.4%; Students with Disabilities (121 students), with 19% of students suspended at least once, showing an increase of 5.4%. There was 1 student group in the green performance level (English Learners). There was 1 student group in the orange performance level: Homeless (93 students), with 10.8% of students suspended at least once, showing an increase of 0.5%. There was one student group in the green performance level: English Learners (173 students), with 6.4% of students suspended at least once, showing a decline of 0.3%. There were no student groups in the yellow or blue performance level.

In 2016-17, the site had a suspension rate of 19.2%. In 2017-18, the site had an 11.1% suspension rate. In 2018-2019, the site had a 16.3% suspension rate. In 2019-20, the site had a suspension rate of 10.8%.



**ANALYSIS AND ROOT CAUSE:** Based on the data from the CA Dashboard, School PBIS data information and referral data, we found the majority of suspensions were due to physical injury (38.7%), the second was possession of a controlled substance (12.9%). In meeting with the PBIS team in fall 2019 and spring 2020, the team analyzed the discipline data. The data was shared with the staff. The staff developed a system of teacher monitoring students during transition and support staff monitoring specific areas during student transition. The site also created a PBIS store and student extra curricular activities as student incentives through the PBIS rewards system.

**NEXT STEPS:** (Include 20-21 expenditures in Next Steps)

Our staff will work to decrease the amount of students being suspended by doing the following:

1. Continue with the PBIS rewards system (student incentives)
2. Increase the progress monitoring of the MTSS process, as it pertains to behavior plans (additional duty).
3. School wide emphasis on increasing our SEL practices (additional duty)
4. School climate and culture team will analyze data and share next steps with the staff (additional duty).

#### CHRONIC ABSENTEEISM

Based on the CA Dashboard, chronic absenteeism increased by 5.8% school-wide, in comparison to the previous school year.

In 2018-2019, out of 687 students, 24.6% were chronically absent. There were 5 student groups in the red performance level: African American (150), with 29.3% of students were chronically absent; Students with Disabilities (114 students), with 28.1% of students were chronically absent; English Learners (164 students), with 16.5% of students were chronically absent; Hispanic (468 students), with 22.4% of students were chronically absent; Socioeconomically Disadvantaged (657), with 25.3% of students were chronically absent. There was 1 student group in the yellow performance level: Homeless (86 students), with 16.3% of students were chronically absent. There were no student groups in the orange, green, or blue performance level.

In 2017-18, out of 658 students, 18.8% were chronically absent. In 2018-2019, out of 687 students, 24.6% were chronically absent. In 2019-20, 19.8% of students were chronically absent.

**ANALYSIS AND ROOT CAUSE:** Based on the data from the CA Dashboard and Site Data Dashboard, we found that our African American and Foster Youth student groups had the highest percentage for chronic absenteeism. In further analyzing data, it was noted that many of our student groups have a high mobility rate; we found that students are absent due to students not being brought to school by parents, family emergencies, being ill, and had to stay home with younger siblings.

**NEXT STEPS:** (Include 20-21 expenditures in Next Steps)

Our school will work to decrease chronic absenteeism by doing the following:

1. The staff will reward students who have perfect attendance (weekly acknowledgement).
2. Student incentive store will be available to students, twice a week. (additional duty/student incentives).
3. Parent/student recognition ceremonies for outstanding academic, attendance, and behavior (student incentives).

#### PARENT ENGAGEMENT

#### ACHIEVEMENT OF GOAL:

The goal was to increase parent engagement by 10% by implementing the following practices: Parent center with 10 Mac Desktop Computers for personal, professional, and educational use. Parent Community Resource liaison to assist parents in areas of need. The site will have School of Choice Showcases to increase parent participation on campus. We will continue student award recognition, student performances and middle school sports.

We found that our parent engagement surpassed the 10% goal set for the 19/20 school year, as evidenced by sign in sheets.

#### ANALYSIS AND ROOT CAUSE:

In analyzing the evaluations of the parent workshops, we found that the content of the workshops was meaningful/helpful to parents. Many of the evaluations indicated parents wanted adjusted meeting times and student incentives for attendance; requests made included, having more parent trainings and providing childcare during meetings. The parent center was due to open before the end of the school year, but due to the global pandemic, the site was forced into distance learning. Although this opportunity was not available to our parents, we were able to see an increase in our parent participation.

#### NEXT STEPS:

To support the parent workshops, our site will do the following:

1. Continue to utilize the community resource liaison to assist parents in areas of need.
2. Continue with student recognition awards, student performance, middle school sports program, and student showcases.
3. Continue with our parent round tables "Let's Talk" DV Town Hall (formally coffee with the principal).

#### PROFESSIONAL DEVELOPMENT

##### ACHIEVEMENT OF GOAL:

Our 2019-20 Professional Learning Focus (goal) was Differentiation through Collaborative Structures/Conversations. Teachers will provide students instruction/tasks/activities at their instructional level to achieve mastery of standards. Students will have focused, direct and structured academic conversations. Students will be able to identify, articulate and enact SEL skills within the learning community.

We found that 100% of all teachers provided students with instruction/tasks/activities at their instructional level. Teachers continue to work with students in order to achieve mastery of standards. All students were able to engage, focus, and participate in direct and structured academic conversations, as evidenced by instructional rounds. Students will continue to work towards articulating and enacting SEL skills within their regular classroom learning community, as this goal is a work in progress.

#### ANALYSIS AND ROOT CAUSE:

Based on our formative data, our results are as follows:

1. Teachers presented multiple means for students to show mastery of skills taught in class.
2. Student attendance greatly affected collaborative conversations within group projects.
3. School wide emphasis on SEL practices was inconsistent; there was limited professional development opportunities for staff.

#### NEXT STEPS:

Based on the professional development evaluation and feedback, our site will do the following:

1. Program Facilitator will provide Professional Development, aligned with the site's professional learning foci
2. Professional development with an outside math consultant

3. Department collaboration pull out days on a monthly basis, for data analysis, lesson design, and professional development

**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
RECREATIONAL AIDES	Will provide supervision of students and help maintain a safe and secure learning environment, during lunch, passing periods, and before/after school, etc.	2118 Rec Aide Regular	Goal 6 Suspension Goal 5 Chronic Absenteeism (K-8)	Schoolwide	\$ 2,591	\$ 0	\$
MICRO-COMPUTER SPECIALIST	Will troubleshoot and resolve computer/equipment problems; perform minor computer and other equipment repairs, replace, install, and make appropriate computer repair referrals; instruct users in the use of computers, software and other computer needs.  Distributes chrome books and other devices to teachers and students.	2414 Techncl/Fincl/Offc - Reg (Micro-Comp Spec)	Goal 1 English Language Arts Goal 2 Mathematics Goal 3 English Learners Goal 4 African American	Schoolwide	\$ 47,034	\$ 0	\$
STUDENT INTERN	Will provide small group assistance with Physical Education classes, based on student physical needs.	2119 Student Intern (college intern)	Goal 1 English Language Arts Goal 2 Mathematics	Schoolwide English Learner African American	\$ 0	\$ 9,500	\$ 19,000

	<p>Provide small group in-class academic support in reading/math, including language development for EL's, based on teacher recommendations, and assist with technology implementation.</p> <p>In the event we remain in distance learning and these dollars are not used, please refer to possible future expenditures.</p>		<p>Goal 3 English Learners</p>				
<p>PROGRAM FACILITATOR</p>	<p>Will work directly with staff in providing professional development, model instructional strategies, provide data resources/reports, assist in designing effective lessons, assist with and support technology implementation.</p> <p>Will facilitate and participate in the MTSS process: identify students in need of tiered interventions, develop and assist with implementation of Tier II academic and behavior interventions, work directly with students during academic and behavior intervention to progress monitor, and provide necessary resources and training to parents.</p>	<p>1910/1190 Program Facilitator - Reg</p>	<p>Goal 1 English Language Arts Goal 2 Mathematics Goal 3 English Learners Goal 4 African American Goal 5 Chronic Absenteeism (K-8) Goal 6 Suspension Goal 7 Parent-Family Engagement</p>	<p>Schoolwide English Learner Foster Youth Low-Income African American Students with Disabilities Reclassified Hispanic/Latino</p>	<p>\$ 55,566</p>	<p>\$ 55,566</p>	<p>\$</p>

	<p>Will assist with ELD and Language Live implementation, monitor ELs and RFEPs, monitor all English Learners via ELPAC, TELL, EL data chats, oversee and monitor LTELs, work directly with students during interventions, provide materials to support language acquisition, and provide resources and training to parents.</p> <p>Will create schedules for testing, supervision, school events, etc.</p> <p>Will schedule, organize, and facilitate SSC, ELAC, AAPAC, and Let's Talk (site town hall meeting), etc. and maintain all documentation, flyers, agendas, and minutes.</p> <p>Will distribute materials/supplies as they arrive. Meet and request quotations from vendors for academic licenses and STEAM.</p>						
<p>Contracted Services</p>	<p>Provide consultation services and professional development to support the school's foci (collaborative conversations, STEAM, Leadership, teacher clarity,</p>	<p>5810 Contracted Services</p>	<p>Goal 2 Mathematics</p>	<p>Schoolwide English Learner African American Hispanic/Latino</p>	<p>\$</p>	<p>\$</p>	<p>\$ 15,000</p>

	etc.) in order to close the achievement gap.						
COMMUNITY RESOURCE WORKER (6 hours)	<p>Will assist students and parents with information, referrals to schools, and/or community resources.</p> <p>Will provide parent education classes.</p> <p>Will maintain records related to parent engagement, and home school communication.</p>	2913 Com Res W/Parent VW - Reg	<p>Goal 5 Chronic Absenteeism (K-8)</p> <p>Goal 7 Parent-Family Engagement</p>	<p>Foster Youth</p> <p>Low-Income</p> <p>African American</p> <p>Hispanic/Latino</p> <p>Students with Disabilities</p>	\$ 0	\$ 19,649	\$
CERTIFICATED TEACHING - SUB	<p>Will allow teachers to attend Professional Development such as: Instructional Rounds, grade level and department level planning, data analysis, Lesson Studies, Teacher Collaboration, and Common Core Planning.</p> <p>Will provide supplemental Reading/Math/Writing interventions to meet the needs of Tier II or Tier III students in the 6th - 8th Grade.</p> <p>Will provide supplemental intervention support for English Learners who are struggling in the area of reading to increase their achievement with reclassification status.</p>	1140 Certificated Teaching - Sub	<p>Goal 1 English Language Arts</p> <p>Goal 2 Mathematics</p> <p>Goal 3 English Learners</p> <p>Goal 4 African American</p> <p>Goal 5 Chronic Absenteeism (K-8)</p>	<p>Schoolwide</p> <p>English Learner</p> <p>English Learner</p> <p>Low-Income</p> <p>African American</p> <p>Hispanic/Latino</p> <p>Students with Disabilities</p> <p>Reclassified</p> <p>Homeless</p>	\$ 20,000	\$ 25,000	\$ 50,000

<p>CERTIFICATED TEACHING - ADDITIONAL DUTY</p>	<p>Certificated Teachers will provide Math and ELA support (intervention/ tutoring) after school and during winter and spring break intersessions, to students in grades 6th - 8th, in order to maintain or increase knowledge based skills.</p> <p>Data analysis and Department planning will occur for the purposes of student success in Math and ELA, to ensure services are being offered to identified students; to create/strategize effective teaching practices and lessons; to increase School Climate and Culture and PBIS planning, for a positive and safe learning environment for students.</p> <p>Will provide opportunities for teachers to plan and host parent capacity building nights, such as Literacy Night, Math Night, AVID Night, Showcases, etc., in order to increase parent involvement and knowledge of CCSS.</p>	<p>1130 Certificated Teaching - Addl Duty</p>	<p>Goal 1 English Language Arts Goal 2 Mathematics</p>	<p>Schoolwide</p>	<p>\$ 8,000</p>	<p>\$ 13,183</p>	<p>\$ 20,000</p>
<p>COMPUTER TECH FEES</p>	<p>Computer licenses/programs, such as ACT Now, Accelerated Reader, etc. to provide students with additional ELA/Math practice;</p>	<p>5840 Computer Tech Fees, Software Licenses, Svcs</p>	<p>Goal 1 English Language Arts Goal 2 Mathematics</p>	<p>Schoolwide</p>	<p>\$ 12,000</p>	<p>\$ 12,000</p>	<p>\$</p>

	<p>Spelling City to provide engaging activities to reinforce skills and concepts to improve reading and writing skills; Language Live, English in a Flash (EIAF), and Reading Plus through Renaissance Learning, to support language development; Z-Space to enhance student learning through virtual components.</p> <p>PBIS Rewards to increase and monitor student behavior.</p>		<p>Goal 3 English Learners Goal 4 African American</p>				
MAINTENANCE AGREEMENT	To maintain and provide replacement materials and parts for items such as copiers, laminators, marquee, etc.	5633 Maintenance Agreement	<p>Goal 2 Mathematics Goal 1 English Language Arts Goal 3 English Learners Goal 4 African American Goal 5 Chronic Absenteeism (K-8)</p>	Schoolwide	\$ 6,000	\$ 0	\$
PRINTING	To provide district printing for instructional supplemental materials in ELA, Math, and AVID in order to increase teacher and student resources for academic success.	5713 Printing - District	<p>Goal 1 English Language Arts Goal 2 Mathematics Goal 3 English Learners Goal 4 African American Goal 5 Chronic Absenteeism (K-8)</p>	Schoolwide	\$ 4,000	\$ 500	\$



			Goal 7 Parent-Family Engagement				
Instructional Aid/Additional Duty	Will provide Math and ELA support (intervention/ tutoring) after school and during winter and spring break intersessions, to students in grades 6th - 8th, in order to maintain or increase knowledge based skills.	2130 Addl Duty- Instructional Aides/Assts/EAlII/R ec Aides	Goal 1 English Language Arts Goal 2 Mathematics Goal 3 English Learners Goal 4 African American Goal 5 Chronic Absenteeism (K-8)	Schoolwide Foster Youth English Learner African American Hispanic/Latino Students with Disabilities Reclassified	\$	\$	\$ 2,500
CATERING	Parent/student events that provide a welcoming school environment to increase student and parent engagement.  In the event we remain in distance learning and these dollars are not used, please refer to possible future expenditures.	5752 Catering - Nutr Svs	Goal 7 Parent-Family Engagement	Schoolwide	\$ 300	\$ 0	\$
MUSICAL INSTRUMENTS	Provide musical instruments, music books, replacement parts, etc. to ensure musical access for all students.	4312 Musical Instr Materials/Supplies	Goal 3 English Learners Goal 4 African American Goal 4 African American	Schoolwide	\$ 8,000	\$ 0	\$
OTHER BOOKS (NOT TEXTS)	To provide other books, such as novels, SIPPS reading books, intervention reading books, in order to increase students' reading comprehension and provide resources for	4210 Other Books	Goal 1 English Language Arts Goal 2 Mathematics Goal 3 English Learners	Schoolwide	\$ 5,000	\$ 10,000	\$ 5,000

	collaborative conversations and 21st Century skill sets. Additional books/materials to provide EL students additional language development tools.		Goal 4 African American				
COMPUTER ACCESSORIES/ SUPPLIES / SOFTWARE	To purchase technology items under the \$500 threshold, such as tablets, projectors, Chromebooks, iPads, desktops, laptops, Apple TVs, ELMOs, printers, carts, etc., to assist with student learning, provide highly engaged, differentiated instruction, and teach 21st Century Technology Common Core Standards, as well as independent project based learning to include presentations and publications of student work.  Supplemental materials, such as additional and supplemental technology, hardware, computer accessories, software, including installation and security devices; include bulbs, batteries, replacement parts, cases, covers, stands, keyboards, mice, headphones, cords, etc.	4340 Computer Accessories/Supplies/Software	Goal 1 English Language Arts Goal 2 Mathematics Goal 3 English Learners Goal 4 African American Goal 5 Chronic Absenteeism (K-8)	Schoolwide	\$ 10,000	\$ 15,000	\$ 50,000
COMPUTER NON-DPRC EQUIPMENT	To purchase items, such as iPads, desktops, laptops, Apple TVs, ELMOs,	4440 Computer Non-Deprc Equip \$500-\$4,999.99	Goal 1 English Language Arts	Schoolwide	\$ 10,000	\$ 0	\$

	projectors, and printers, to assist student learning and teach 21st Century Technology Common Core Standards; supplemental technology hardware including installation and security devices.		Goal 2 Mathematics Goal 3 English Learners Goal 4 African American Goal 5 Chronic Absenteeism (K-8)				
DISTRICT COMPUTER WARRANTY	Provide warranty repair for all technology purchased with school funds.	5841 District Computer Warranty/Repair	Goal 1 English Language Arts Goal 2 Mathematics Goal 3 English Learners Goal 4 African American Goal 5 Chronic Absenteeism (K-8)	Schoolwide	\$ 1,000	\$ 1,000	\$
STUDENT INCENTIVES  BUILDING PARENT CAPACITY (\$1,000)	Purchase trophies, awards, medals, etc. for student achievement in order to motivate and promote student achievement. To provide parents the opportunity to attend parent capacity building conferences, such as CAFE, Regional Conference, etc.	5880 Student Incentives/Other Services/Fees/Parent Inservice	Goal 3 English Learners Goal 4 African American Goal 5 Chronic Absenteeism (K-8)	Schoolwide	\$ 12,500	\$ 1,000	\$
CONFERENCES \$22,500 STAFF \$7,500 ADMIN	Professional development opportunities that focus on increasing rigor and technology in the classroom, including conferences/workshops that build staffs' capacity and program sustainability; to include, such as AVID,	5220 Inservice/Conference	Goal 3 English Learners Goal 4 African American Goal 5 Chronic Absenteeism (K-8)	Schoolwide	\$ 0	\$ 20,000	\$ 10,000

	English Learners, Collaborative Conversations, engagement, rigor, technology, math, literacy best practices, etc.						
EMPLOYEE BENEFITS	Employee benefits for all personnel funded with LCAP and Title I funds.	3000-3999 Employee Benefits	Goal 1 English Language Arts		\$ 69,436	\$ 69,651	\$
INSTRUCTIONAL MATERIALS	<p>To provide materials and supplies, such as Rewards, Standards Plus, Ready Common Core, ACT Benchmark, Collaborative Conversations materials, Language Arts intervention materials, Scholastic News to enhance student engagement by utilizing high interest reading materials that improve literacy skills, copy paper to support intervention and classroom supplemental programs, lamination film, poster maker paper, supplemental classroom materials, instructional supplies, organizational bins, testing partitions, notebooks/composition books, etc.</p> <p>To provide supplemental materials to support project-based learning, such as ink/toner, supplemental classroom materials, etc., in order to increase academic opportunities and enhance</p>	4310 Instr Materials/Supplies	<p>Goal 1 English Language Arts</p> <p>Goal 2 Mathematics</p> <p>Goal 3 English Learners</p> <p>Goal 4 African American</p> <p>Goal 5 Chronic Absenteeism (K-8)</p>	Schoolwide	\$ 10,040	\$ 10,740	\$ 10,938

	instruction; AVID resources, such as agendas, binders, dividers, etc.. to extend student learning in higher level thinking skills.						
Certificated Teaching	To provide additional support for Math/ELA classes. Teachers will periodically progress monitor through assessments, such as IXL, ALEKS, etc.; will meet for department level planning purposes to increase student achievement.	1110 Certificated Teaching - Reg	Goal 1 English Language Arts Goal 2 Mathematics Goal 3 English Learners Goal 4 African American Goal 5 Chronic Absenteeism (K-8)	Schoolwide	\$ 30,350	\$ 52,000	\$
Non Deprc. equipment	To purchase items, such as iPad-carts, iPads, desktops, laptops, to assist student learning and teach 21st Century Technology Common Core Standards; supplemental technology hardware including installation and security devices.	4450 Non-Deprc Equip \$500-\$4,999.99/ Office Non-Deprc Equip \$500-\$4,999.99	Goal 1 English Language Arts Goal 2 Mathematics Goal 3 English Learners Goal 4 African American Goal 5 Chronic Absenteeism (K-8)	Schoolwide	\$	\$	\$ 6,500
<b>Total Costs</b>					\$ 311,817	\$ 314,789	\$ 188,938