

# The School Plan for Student Achievement 2020-2021

**School:** ANDERSON SCHOOL  
**District:** SAN BERNARDINO CITY UNIFIED SCHOOL DISTRICT  
**County District School (CDS) Code:** 36678766036990  
**Principal:** Julie Barthelemy  
**SSC Approval/Adopted Date:** September 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:

**Principal:** Julie Barthelemy  
**Telephone Number:** (909) 388-6311  
**Address:** 24302 East 4th St.  
San Bernardino, CA 92410  
**E-mail Address:** julie.barthelemy@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**

Dr. Barbara Flores  
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Mrs. Abigail Rosales-Medina  
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### **Superintendent and Staff**

Vacant, Superintendent  
Dr. Harold Vollkommer, Interim Superintendent  
Dr. Sandra Rodriguez, Assistant Superintendent, Student Services  
Vacant, Assistant Superintendent, Educational Services  
Dr. Rachel Monarrez, Assistant Superintendent, Continuous Improvement  
Dr. Marcus Funchess, Assistant Superintendent, Human Resources  
Jayne Christakos, Chief Business Officer, Business Services

### **Educational Services**

- Vacant, Assistant Superintendent, Educational Services
- Tasha Doizan, Director, Elementary Education
- Sudha Venkatesan, Director, Secondary Education
- Michelle Cleveland, Director, Accountability and Educational Technology
- Ana Applegate, Director, Multilingual Program
- Dr. Wil Greer, Director, Equity and Targeted Student Achievement
- 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: Julie Barthelemy
- Vice Principal(s)/ACII:

**Free and Reduced Lunch Percentage:** 84.29%

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>	70
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**Program/Student Group**

<b>English Learners</b>	24	<b>African American</b>	14
<b>Foster Youth</b>	1	<b>Asian</b>	3
<b>Homeless</b>	1	<b>Hispanic/Latino</b>	46
<b>Low Income</b>	59	<b>Pacific Islanders</b>	2
<b>Special Education</b>	68	<b>White</b>	8
<b>GATE</b>	0	<b>Other</b>	0
<b>Reclassified</b>	8		

\*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.)

Parents, community members, and staff were given the opportunity to participate in various meetings in which the LCAP and SPSA were discussed. These methods included: Coffee with the Principal, Community Advisory Committee (CAC) workshops for parents, School Site Council/ELAC/AAPAC, Back to School Night, and Community Engagement meetings. Additionally, our parents were informed of the parent engagement opportunities after the Individual Education Plan Meetings (IEP) that are scheduled a minimum of once a year. The SPSA/CSI plan is then approved by the SSC

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

Special Education

Anderson 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)
N/A

<b>ELPAC and English Learner Program</b> (ELPAC Analysis, ELD Implementation Analysis, Reclassification and TELL Analysis)
N/A The rationale is the students at Anderson are cognitively impaired and their English Development is impacted by their disability which prevents them from increasing in their levels of English Language performance.

<b>Standards Aligned Assessments</b> (ELA and Mathematics)
<p>Data results from the 5 Domains demonstrate:</p> <p><b>FUNCTIONAL ACADEMICS BASIC III</b></p> <p>Includes turning academic areas into functional activities such as functional math, survival reading, local geography, current events and their applications to the community.</p> <p>42.6% of our students are making adequate progress in these areas. 38.3% of the students have met their goal and 10.6% are not making progress. This goal is not applicable for 18% of our students.</p> <p>The area that seems to be the most difficult for our students is Concrete to Abstract. We use the following strategies to assist students in these areas:</p> <p>Manipulatives, Tangibles, community outings, virtual field trips.</p> <p><b>DOMESTIC BASIC III</b></p> <p>Includes Focus on personal health care, responsibility, home management, family/social life, sexuality and their applications to the community</p> <p>25.5% of our students are making adequate progress in these areas. 27.7% of the students have met their goal and 8.5% are not making progress. This goal is not applicable for 56% of our students.</p> <p>The area that seems to be the most difficult for our students is cooking. We use the following strategies to assist students in these areas:</p> <p>Cooking supplies, grocery store gift cards, community outings</p> <p><b>VOCATIONAL BASIC III</b></p> <p>Includes on-campus career occupation experience and training, employment skills, access to Transition and the off-campus work experience program and their applications to the community</p>

40.4% of our students are making adequate progress in these areas. 38.3% of the students have met their goal and 14.9% are not making progress. This goal is not applicable for 16% of our students.

The area that seems to be the most difficult for our students is Access to local businesses. We use the following strategies to assist students in these areas:

Providing field trip opportunities, buses, bus tickets.

### COMMUNITY BASIC III

Includes skills necessary for the individuals to participate in campus, neighborhood, and community environments with successful interdependence. Mobility skills, access to community services, purchasing skills and their applications to the community

29.8% of our students are making adequate progress in these areas. 19.1% of the students have met their goal and 10.6% are not making progress. This goal is not applicable for 40.4% of our students.

The area that seems to be the most difficult for our students is Students need to be exposed to more community access and safety. We use the following strategies to assist students in these areas:

Bus tickets and bus service

### RECREATION AND LEISURE BASIC III

Includes games, puzzles, arts, crafts, music, social gatherings, hobbies, self-regulating interactive behaviors, accessing public interests, and their applications to the community.

19.1% of our students are making adequate progress in these areas. 27.7% of the students have met their goal and 12.8% are not making progress. This goal is not applicable for 40.4% of our students.

The area that seems to be the most difficult for our students is decision making. We use the following strategies to assist students in these areas:

Providing materials and supplies for choice and craft boxes for the organization.

### TRANSITIONAL BASIC III

Description:

46.8% of our students are making adequate progress in these areas. 36.2% of the students have met their goal and 6.4% are not making progress. This goal is not applicable for 4.3% of our students.

The area that seems to be the most difficult for our students is exposing students to a variety of opportunities in vocational environments. We use the following strategies to assist students in these areas:

Bus tickets and bus service.

**GOALS IN SERVICE AREAS**

Speech And Language, Orthopedic Impairment, Vision, Behavior, Health And Nursing

PBIS And Social Stills, And Vocational.

Root Cause/Why:

Based on teacher observation, monitoring of IEP goals, and data from the 5 Domain curriculum, we have found the following:

1. Teacher observation shows that students using wheelchairs have a difficult time accessing materials on desks and tables that are meant for regular chairs. It is recommended that we provide students with adjustable tables that will allow wheelchairs to fit with the desk/tables so the students can experience better access to using hands-on materials,
2. Additionally, our older students, are using desks, tables, chairs that are designed for younger students. We recommend that we provide appropriate furniture for the students.
3. Teachers find it necessary to have additional time within the school day where teachers can meet to plan, progress monitor student achievement and monitor progress towards goals and IEP goals. Certificated substitutes are necessary for these activities.
4. Adding a touch screen and software to the sensory room will allow students to be more interactive with instructional software that supports Functional Academics curriculum.

Next Steps:

Based on the needs assessment, Anderson School continues to need:

- Additional duty hours and certificated substitutes for teacher planning
- Instructional materials appropriate for the Basics curriculum
- Field Trips and Bus Tickets
- Professional Development for staff
- Parent engagement activities, including additional hours for a bilingual clerk
- Supplemental equipment that provides personal safety in Health, Wellness, and Safety

Anderson students have individualized goals in the area of mathematics and ELA. They receive progress on those goals three times a year as documented in their IEPs. Students will make appropriate progress on their goals with up to 50% of goals. This is measured by Basics 3 framework and in their IEPs.

**Other Data**

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

SUSPENSIONS ((Identified for CSI)):

Data: According to the SBCUSD Dashboard (school-wide), Anderson had a suspension rate of 1.4% from January 2020.

Root Cause- Students have a difficult time expressing their needs, wants and feelings due to their disabilities.

Next Step:

- Site will provide PD for teachers to assist with behavioral strategies, create successful vocational and transition units to decrease suspensions.
- Student visual aids will be purchased and/or provided to assist students in making choices to advocate and express their needs and wants.
- Professional Development training on behavior strategies will be provided for staff.
- Behavior intervention plans will be created for students with impeding behaviors.
- Train parents on Picture Communication Systems so students make preferred choices instead of aggressing toward self or other.

CHRONIC ABSENTEEISM:

Data: According to the SBCUSD Dashboard (school-wide), Anderson had a chronic absenteeism rate of 59.7% from January 2020.

Root Cause- Students are medically fragile. Parents kept their students home due to fear of student becoming severely sick, infected or contacting any illness that may cause them to require a visit to the ER.

Next Step:

- Site will have parent/guardian provide a doctor's note for any prolong absences.
- Site medical staff will be contacting parents on a regular basis and providing information to parents on communicable diseases, so parents can make well informed decisions.
- Provide protective gear for teachers/staff above the minimum requirements due to the fragile health issues of students.
- Site will provide PD for teachers to assist with behavioral strategies, create successful vocational and transition units to decrease chronic absenteeism.

**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 419/501	ADDITIONAL DUTY 501/CSI <ul style="list-style-type: none"> <li>• To provide time for teachers to attend professional development and collaboration activities to</li> </ul>	1130 Certificated Teaching - Addl Duty	Goal 1 English Language Arts Goal 2 Mathematics Goal 3 English Learners Goal 4 African American	Schoolwide	\$ 2,000	\$ 4,500	\$ 4,000

	<p>increase teacher efficacy in providing instructional strategies</p> <p>(419)</p> <ul style="list-style-type: none"> <li>provide behavioral strategies, create successful vocational and transition units, etc.</li> </ul> <p>(419)</p> <p>to assist in decreasing suspensions and increasing the probability of students meeting their IEP goals.</p>		<p>Goal 5 Chronic Absenteeism (K-8)</p> <p>Goal 6 Suspension</p> <p>Goal 7 Parent-Family Engagement</p> <p>Goal 8 Graduation (High School)</p> <p>Goal 9 College Career (High School)</p>				
<p>INSTRUCTIONAL MATERIAL 419/501</p>	<p>INSTRUCTIONAL MATERIAL</p> <ul style="list-style-type: none"> <li>Instructional materials and supplies to support the students as it aligns to the Five Domains: Functional Academics, Community, Recreation and Leisure, Vocational, and Domestic. This supports the Moderate/Severe Special Education Basics 3 Curriculum</li> </ul>	<p>4310 Instr Materials/Supplies</p>	<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>Schoolwide</p> <p>African American</p>	<p>\$ 5,956.46</p>	<p>\$ 5,297.29</p>	<p>\$</p>



	<p>Framework, as well as, Fine Arts (Performing and Visual), Vocational (Agriculture/Hospitality/Culinary/Clerical), Life Skills, such as but not limited to gardening items, seeds, gloves, pots, pans, kitchen utensils, dressers, dishes, towels, personal living items to teach life skills, food directly for cooking lessons, sensory items, dry erase tables, pencils, crayons, puzzles, learning games, craft supplies, items needed to support our base program to reinforce and gain independence and help in the student transition process.</p>						
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<p>COMPUTER LICENSES 419/501</p>	<p>COMPUTER LICENSES</p> <ul style="list-style-type: none"> <li>Computer Licenses, software and apps such as but not limited to Communication and Assistive Technology (Digital Books, Board maker Online, PDD program, Proloquo2go, GoTalkNow, and Tobii SnapCore and Compass), to assist with on-site and/or distance learning, as well as the Five Domains: Functional Academics, Community, Recreation and Leisure, Vocational, and Domestic. This supports the Moderate/Severe Special Education Basics 3 Curriculum Framework.</li> </ul>	<p>5840 Computer Tech Fees, Software Licenses, Svcs</p>	<p>Goal 1 English Language Arts Goal 2 Mathematics</p>	<p>Schoolwide</p>	<p>\$ 400</p>	<p>\$ 1,878</p>	<p>\$</p>
<p>OTHER MATERIAL 419/501</p>	<p>OTHER MATERIAL</p> <ul style="list-style-type: none"> <li>Based on a needs assessment</li> </ul>	<p>4390 Other Materials</p>	<p>Goal 1 English Language Arts Goal 2</p>	<p>Schoolwide</p>	<p>\$ 2,000</p>	<p>\$ 1,000</p>	<p>\$</p>

	<p>during the 2019-2020 school year, it was determined that in order to meet students Health, Wellness and Safety needs, supplemental equipment is needed such as but not limited to gloves, personal hygiene wipes, face masks, student hygiene packs, medical and safety supplies, backpacks, toiletries, socks, tissues, sensory items for comfort, books.etc. This is due to the site population being medically fragile, and completely dependent on staff for personal safety.</p>		<p>Mathematics Goal 3 English Learners Goal 4 African American</p>				
<p>COMPUTER EQUIPMENT 419/501</p>	<p>COMPUTER EQUIPMENT</p> <ul style="list-style-type: none"> <li>Technology equipment and supplies such as but not limited to</li> </ul>	<p>4440 Computer Non-Deprc Equip \$500-\$4,999.99</p>	<p>Goal 1 English Language Arts Goal 2 Mathematics</p>	<p>Schoolwide</p>	<p>\$ 9,001</p>	<p>\$ 4,500</p>	<p>\$</p>

	<p>Chrome books, laptops, desktops, chargers, cases, etc. to assist with on-site and/or distance learning, as well as the Five Domains: Functional Academics, Community, Recreation and Leisure, Vocational, and Domestic. This supports the Moderate/Severe Special Education Basics 3 Curriculum Framework.</p>		<p>Goal 3 English Learners                      Goal 4 African American                      Goal 9 College Career (High School)</p>				
<p>COMPUTER ACCESSORIES 501</p>	<p>COMPUTER ACCESSORIES</p> <ul style="list-style-type: none"> <li>Computer accessories and supplies such as but not limited to keyboards, mice, printers, chargers, carts, Chrome books, cases, etc. to assist with on-site and/or distance learning, as well as the Five Domains: Functional</li> </ul>	<p>4340 Computer Accessories/Supplies/Software</p>	<p>Goal 1 English Language Arts                      Goal 2 Mathematics                      Goal 3 English Learners                      Goal 4 African American                      Goal 9 College Career (High School)</p>	<p>Schoolwide</p>	<p>\$ 2,500</p>	<p>\$ 2,700</p>	<p>\$</p>

	Academics, Community, Recreation and Leisure, Vocational, and Domestic. This supports the Moderate/Severe Special Education Basics 3 Curriculum Framework.						
INSERVICE/CONFERENCE 419/501	<p>INSERVICE/CONFERENCE</p> <ul style="list-style-type: none"> <li>Professional development such as but not limited to CAGE, Autism Conferences, Behavior, SEIS Conference, Safety and Wellness Training, Paraprofessional Training, Clerical Training, PECS, SSC Training, MOVE Program Training and trainings provided by SBCSS.</li> <li>Certificated visits to other sites and programs,</li> <li>certificated workshops and conferences, administrator</li> </ul>	5220 Inservice/Conference	<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>Goal 6 Suspension</p> <p>Goal 7 Parent-Family Engagement</p>	Schoolwide English Learner Students with Disabilities	\$ 1,000	\$ 1,500	\$ \$10,000

	<p>conferences and workshops,</p> <ul style="list-style-type: none"> <li>classified conferences and workshops, training seminars and webinars,</li> <li>learning new strategies in the areas of literacy, reading comprehension</li> </ul> <p>and math designed for special education students in order to assist them in making progress toward meeting IEP and unit goals.</p> <ul style="list-style-type: none"> <li>training for applied behavior analysis, and social and emotional learning to assist students.</li> </ul>						
SUBSTITUTES 419/501	<p>SUBSTITUTES</p> <ul style="list-style-type: none"> <li>Substitutes to provide release time for teacher to attend on site and or virtual activities such as but not limited to in-services (501/CSI), training</li> </ul>	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 9 College Career (High School)</p>	Schoolwide	\$ 1,285	\$ 1,500	\$ 5,420.92

	(501/CSI), IEPs (419), teacher collaboration (501), etc. to assist in decreasing suspensions and increasing the probability of students meeting their IEP goals. (419)						
DISTRICT WARRANTIES 501	<p>DISTRICT WARRANTIES</p> <ul style="list-style-type: none"> <li>To ensure that new technology purchased is in working order and available for use to support in person and virtual instruction.</li> </ul>	5841 District Computer Warranty/Repair	<p>Goal 1 English Language Arts</p> <p>Goal 2 Mathematics</p>	Schoolwide	\$ 300	\$ 1,000	\$
BUS TICKETS 419/501	<p>BUS TICKETS</p> <ul style="list-style-type: none"> <li>Bus tickets to provide transportation for field trips, community outings, and vocational trips to support the students as it aligns to the Five Domains: Functional Academics, Community, Recreation and Leisure, Vocational, and Domestic. This</li> </ul>	5813 Bus Tickets	<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 9 College Career (High School)</p>	Schoolwide	\$ 1,500	\$ 1,000	\$

	supports the Moderate/Severe Special Education Basics 3 Curriculum Framework.						
STUDENT INCENTIVES/ PARENT INSERVICE 419	<p>STUDENT INCENTIVES/ PARENT INSERVICE</p> <ul style="list-style-type: none"> <li>• Student incentives such as but not limited to certificates, pencils, markers, sensory items, etc. to support the site's PBIS program, perfect attendance, etc.</li> <li>• Provide parents with onsite and/or virtual inservices, training, and conferences.</li> </ul>	5880 Student Incentives/Other Services/Fees/Parent Inservice	<p>Goal 7 Parent-Family Engagement</p> <p>Goal 5 Chronic Absenteeism (K-8)</p>	Schoolwide	\$ 500	\$	\$
DISTRICT PRINTING 419/501	<p>DISTRICT PRINTING</p> <ul style="list-style-type: none"> <li>• Instructional printing, as well as parent materials to provide better family engagement and school-parent communication</li> </ul>	5713 Printing - District	<p>Goal 7 Parent-Family Engagement</p> <p>Goal 1 English Language Arts</p> <p>Goal 2 Mathematics</p> <p>Goal 3 English Learners</p> <p>Goal 4 African American</p>	Schoolwide	\$ 400	\$ 300	\$



BENEFITS 419/501	BENEFITS	3000-3999 Employee Benefits	Goal 1 English Language Arts Goal 2 Mathematics	Schoolwide	\$ 1,202	\$ 1,314	\$
<b>Total Costs</b>					\$ 28,044.46	\$ 26,489.29	\$ 19,420.92