

The School Plan for Student Achievement 2021-2022

School: PARKSIDE ELEMENTARY SCHOOL
District: SAN BERNARDINO CITY UNIFIED SCHOOL DISTRICT
County District School (CDS) Code: 36678766037071
Principal: Joann LaChance
SSC Approval/Adopted Date: 5/21/2021

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: Joann LaChance
Telephone Number: (909) 881-8209
Address: 3775 North Waterman Ave.
San Bernardino, CA 92404
E-mail Address: joann.lachance2@sbcusd.k12.ca.us

The District Governing Board approved this revision of the SPSA on 6-22-21.

Section 1: Needs Assessment

Comprehensive Needs Assessment – Data Analysis:

The following needs assessment determines the supplemental needs of the school program, and reflects the need for positions, programs, professional development, and parent engagement. The SPSA addresses the use of LCAP (419), Title I (501) and CSI (523) funds as a way to meet the identified needs, for increasing student achievement.

What are the school-wide and student group observations in the CA Dashboard, ELPAC and English Learner Program, District Formative Assessments, and Site-Based Data and **In-person Student Re-engagement and Acceleration?**

Directions:

State the site’s 20-21 goal and articulate the achievement towards meeting the goal.

Complete an analysis of the data including root cause/why.

List the next steps (strategies/activities) that will be implemented to address the root causes, improve student achievement, and **student re-engagement and acceleration.**

California Dashboard (ELA, Math, Suspensions, Chronic Absenteeism [K-8], Graduation Rate [HS], College Career [HS], Student Groups [EL, AA, ATSI], etc .)
Information from 2019-2020 SPSA-Spring 2020 CAASPP ELA and MATH assessments were waived due to COVID19 Pandemic.
<p>ACHIEVEMENT OF ELA GOAL: Our 2019 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 decreased by 17.2 points school-wide, leaving us 32.2 points short of achieving our goal.</p> <p>SCHOOL-WIDE: The 2019 CA Dashboard data report for students in grades 3-6 indicate a decline in English Language Arts (ELA) of 17.2 points. The school's Distance from Standard (DFS) is 46.4 points below standard in ELA. We currently have 1 student group in the red level (Students with Disabilities), 3 student groups in the orange level (English Learners, Hispanic, and Socioeconomically Disadvantaged), and no student groups in yellow, green, or blue.</p> <p>ENGLISH LEARNERS: Our school had 75 EL students in grades 3-6. The current EL students (37 in grades 3-6) are 113.8 points below standard in ELA, after a 41.7 point decrease on the DFS. The Reclassified EL students (38 in grades 3-6) are 8.9 points below standard, after a 10.8 point decrease on the DFS.</p> <p>AFRICAN AMERICAN: Our school had 37 African American students in grades 3-6. The AA students are 89 points below standard in ELA, after a 34.4 point decline on the DFS..</p> <p>ACHIEVEMENT OF MATHEMATICS GOAL: Our 2019 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, Mathematics decreased by 19.9 points school-wide, leaving us 34.9 points short of achieving our goal.</p> <p>SCHOOL-WIDE: The 2019 CA Dashboard data report for students in grades 3-6 indicate a decline in Mathematics of 19.9 points. The school's Distance from Standard (DFS) is 76 points below standard in Mathematics. We currently have one student group in the red level (Students with Disabilities), three student groups in the orange level (English Learners, Hispanic, and Socioeconomically Disadvantaged), and no student groups in yellow, green, or blue.</p> <p>ENGLISH LEARNERS: Our school had 75 EL students in grades 3-6. The current EL students (37 in grades 3-6) are 122.2 points below standard in Mathematics, after a 41.2 point decrease on the DFS. The Reclassified EL students (38 in grades 3-6) are 43.7 points below standard, after a 11.5 point decrease on the DFS.</p> <p>AFRICAN-AMERICAN: Our school had 37 African American students in grades 3-6. The AA students are 113.7 points below standard, after a 31.8 point decline on the DFS.</p> <p>ROOT CAUSE: In discussing this data with K-6 teachers, the following points were raised regarding the root cause: 1. Teacher clarity is needed to clearly align the rigor of materials used, instructional practices, and assessment. Some materials from the ELA and Math curriculum and supplemental materials are not at the same level of rigor as the CAASPP assessments. Time is needed for teachers to collaborate on best practices and finding materials that meet the rigor and objectives of lessons. 2. Professional development is needed to build the teacher's capacity to plan from standards using learning intentions and success</p>

criteria.

3. There is a lack of an intervention system within the classroom.

4. There were significant grade level changes last year.

NEXT STEPS: when students return to in-person instruction, the site will...

1. Provide opportunities to attend professional development in the area of Teacher Clarity, SEL, and standards-based planning or other conferences.

2. Provide supplemental materials and supplies, including printing and maintenance agreements, to support intervention, small group instruction, tutoring, and rigor alignment in order to support learning acceleration.

3. Provide training on learning progressions and grade level standards to support teachers that changed grade levels.

4. Provide technology that will support differentiated instruction, and allow students to access computer programs to support class instruction and use of site provided digital supplemental programs, as well as help build parent capacity.

5. Provide computer programs, such as: Accelerated Reader, Reflex Math, Spelling City, TrueFlix, Etc. in order to provide highly engaged opportunities.

6. Continue the intervention program with the help of Resident Subs to help reinforce ELA and Math skills for all students, including supporting learning acceleration when students/staff return to in-person instruction.

7. Program Facilitator will continue to meet with intervention support staff to track student progress and facilitate data chats.

8. Program Facilitator will continue to support teachers with coordinating supplemental programs, and oversee extended learning opportunities (Additional Duty).

9. Bring an outside consultant who will provide teachers with additional PD to support the Professional Learning Plan and the school's foci.

10. Increase language development, reading comprehension, and critical thinking skills, by providing culturally relevant books, classroom library books, appropriate mathematical literature and appropriately leveled readers and supplemental texts in the classroom.

CSI PLAN:

- Professional Development books/ resources aligned to the site's professional development learning plan/foci; supplement the classroom libraries/ learning center with resources such as leveled readers, thematic centers, etc.
- Provide opportunities for engagement, differentiated instructional and research opportunities by upgrading and purchases of iPads, tablets, Chromebooks, projectors, and other technology
- Continue and expand the intervention program by acquiring more Resident Subs who can support students across all grade levels.
- Bring an outside consultant who will provide teachers with additional PD to support the school's foci.
- To allow teachers to attend conferences/ trainings iTeach, CAG, Differentiation, Get Your Teach On, Math, Teacher Clarity, SEL, standards-based planning. and engagement training
- Educational technology, including district computer warranties, to support instruction and provide increased access to technology for students in order to provide support that will address learning loss.
- Certificated Additional Duty for academic family nights, parent capacity building events, etc.

SUSPENSIONS

Based on the 2018-2019 CA Dashboard, Suspensions increased 1.6% school-wide, in comparison to the previous school year. More current data was not available. There were no suspensions during the 2020-2021 school year.

Analysis of 2018-2019 CA Dashboard: Out of 584 students, 1.6% were suspended at least once. There was one student group in the red performance level: White (48), with 6.3% of students suspended at least once, showing an increase of 2%. There were six student groups in the orange performance level: African American (79), with 3.8% of students suspended at least once, showing an increase of 1.4%; English Learners (122 students), with 1.6% of students suspended at least once, showing an increase of 0.9%; Hispanics (421 students), with 2.4% of students suspended at least once, showing an increase of 1.7%; Homeless (65 students), with 4.6% of students suspended at least once, showing an increase of 4.6%; Socioeconomically Disadvantaged (515), with 3.5% of students suspended at least once, showing an increase of 2%; Students with Disabilities (98 students), with 3.1% of students suspended at least once, showing an increase of 1.1%. There were no student groups in the yellow, green, or blue performance level.

ROOT CAUSE:

Based on the data from the CA Dashboard, we found that a majority of the suspensions were due to A1 violations and R violations. The referrals were due to fighting, bullying, causing physical injury, and harassment.

NEXT STEPS:

1. Provide recreation aides to support a safe and secure environment.
2. Provide training to teachers for PBIS, Restorative Justice, and deescalation strategies.
3. Purchase a schoolwide system to support the implementation of PBIS (PBIS Rewards).

CHRONIC ABSENTEEISM

ACHIEVEMENT OF GOAL: Our goal was to decrease chronic absenteeism by 2% as measured by the 2018-2019 CA Dashboard and Site Data Dashboard. Based on the CA Dashboard, chronic absenteeism increased 3.7%.

Analysis of 2018-2019 CA Dashboard: Based on the CA Dashboard, Chronic Absenteeism increased 3.7% school-wide, placing us in the red performance level. Out of 537 students on campus, 19.4% of students were chronically absent. We had five student groups in the red performance level: African-American students (69 students), 21.7% were chronically absent, showing an increase of 4.6% from the previous school year; Students with Disabilities (95 students) were 22.1% chronically absent, showing an increase of 1.9% from the previous school year; Hispanic (393 students) were 19.3% chronically absent, showing a 5.9% increase from the previous year; Homeless (65 students), 24.6% were chronically absent, showing an increase of 7.2% from the previous school year; Socioeconomically Disadvantaged (473 students) were 20.1% chronically absent, showing a 4.1% increase from the previous school year. There was one student group in the orange performance level: English Learners (117 students) were 14.5% chronically absent, showing they maintained (-0.1%) when comparing to the previous year. There was one student group in the yellow performance level: White (43 students) were 16.3% chronically absent, showing a decrease of 12% from the previous school year. There were no student groups in the green or blue performance levels.

ROOT CAUSE:

1. Based on the data from the CA Dashboard, we found that a majority of the absences were due to reported illness by a family member.

NEXT STEPS:

1. Provide clerical support for family outreach, home visits, etc. (Attendance Clerk)
2. Educators will be trained in how to build relationships with students and parents (Substitutes and/or Additional Duty)
Educators will be trained in how to utilize:
 - SEL strategies inside and outside the classroom, to increase student engagement in the classroom.
 - Professional development will be provided for educators on SEL and PBIS implementation strategies to impact student learning.
3. Provide incentives to promote positive attendance.

ELPAC and English Learner Program

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

ACHIEVEMENT OF GOAL 20-21: Our goal was to increase our reclassification rate by 15%, as measured by the SBCUSD Site Data Dashboard. We exceeded our goal by reclassifying 17.5% of our EL population.

ELPAC: The 2019 English Learner Progress Indicator on the 2019 CA Dashboard reports the 32.8% of the 64 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.

RECLASSIFICATION: July 2020 through April 2021, 1 student met the criteria to be reclassified to English proficient in the 2020-21 school year.

ELD IMPLEMENTATION: Based on teacher feedback (via Jamboard), teachers are not consistently providing integrated and designated ELD instruction due to distance learning.

ROOT CAUSE:

1. Criteria for reclassification were adjusted during the 2019-2020 school year. Many of the students did not obtain a score of 4 on the ELPAC summative that was needed for reclassification.
2. Teachers need more training in the areas of integrated and designated ELD, as well as using the ELD Portfolios to plan for differentiated groups.

3. Systems need to be strengthened to include the ELF in IEP meetings, LATs, and MTSS process.
4. ELD was particularly difficult to implement during Distance Learning with limited live instruction time.

NEXT STEPS:

1. Provide professional development in the areas of Integrated and Designated ELD.
2. Provide instructional materials and supplies, including maintenance agreements, to support ELD.
3. Partner with the Multilingual Department to provide follow-up coaching and support.
4. Resident guest teachers will provide additional support in the classroom in the area of language development.
5. The Program Facilitator will provide primary language translation and interpretation to improve communication between the school and families.
6. The Program Facilitator will serve as the ELF and train staff on reclassification.
7. Continue the intervention program with the help of Resident Subs.
8. Program Facilitator will continue to meet with intervention support staff to track student progress and facilitate data chats for English Learners.
9. Bring an outside consultant who will provide teachers with additional PD to support the Professional Learning Plan and the school's foci.

District Formative Assessments

(STAR [grades 3-5], IXL [grades 6-12], Standards Aligned Assessments, Student Groups [EL, AA, ATSI], etc .)

ACHIEVEMENT OF ENGLISH LANGUAGE ARTS, STANDARDS ALIGNED ASSESSMENT (GRADES 3-6) #1

GOAL: 95% participation on ELA & Math for the 20-21 school year. Due to distance learning, the site was unable to reach the goal, with a 76% schoolwide participation rate for ELA and 78% participation rate for Math.

SCHOOL-WIDE

- 3rd Grade (44 out of 72 students assessed): 9.1% Exceeded, 18.2% Met, 18.2% Nearly Met, and 54.5% Did Not Meet Standards
- 4th Grade (52 out of 66 students assessed): 13.5% Exceeded, 11.5% Met, 13.5% Nearly Met, and 61.5% Did Not Meet Standards
- 5th Grade (47 out of 66 students assessed): 8.5% Exceeded, 4.3% Met, 21.3% Nearly Met, and 66% Did Not Meet Standards
- 6th Grade (61 out of 66 students assessed): 11.9% Exceeded, 11.9% Met, 13.6% Nearly Met, and 62.7% Did Not Meet Standards

ENGLISH LEARNERS

- 3rd Grade (13 students assessed): 7.7% Exceeded, 15.4% Met, 7.7% Nearly Met, and 69.2% Did Not Meet Standards
- 4th Grade (10 students assessed): 0% Exceeded, 0% Met, 30% Nearly Met, and 70% Did Not Meet Standards
- 5th Grade (6 students assessed): 0% Exceeded, 0% Met, 0% Nearly Met, and 100% Did Not Meet Standards
- 6th Grade (6 students assessed): 0% Exceeded, 0% Met, 16.7% Nearly Met, and 83.3% Did Not Meet Standards

AFRICAN-AMERICAN

- 3rd Grade (3 students assessed): 0% Exceeded, 0% Met, 33.3% Nearly Met, and 66.7% Did Not Meet Standards
- 4th Grade (6 students assessed): 16.7% Exceeded, 16.7% Met, 0% Nearly Met, and 66.7% Did Not Meet Standards
- 5th Grade (8 students assessed): 0% Exceeded, 0% Met, 50% Nearly Met, and 50% Did Not Meet Standards
- 6th Grade (14 students assessed): 7.1% Exceeded, 0% Met, 21.4% Nearly Met, and 71.4% Did Not Meet Standards

ACHIEVEMENT OF MATH, STANDARDS ALIGNED ASSESSMENT (GRADES 3-6) #1

SCHOOL-WIDE

- 3rd Grade (39 out of 72 students assessed): 5.1% Exceeded, 15.4% Met, 20.5% Nearly Met, and 59% Did Not Meet Standards
- 4th Grade (52 out of 66 students assessed): 13.5% Exceeded, 13.5% Met, 7.7% Nearly Met, and 65.4% Did Not Meet Standards
- 5th Grade (57 out of 66 students assessed): 3.5% Exceeded, 8.8% Met, 31.6% Nearly Met, and 56.1% Did Not Meet Standards
- 6th Grade (61 out of 66 students assessed): 8.2% Exceeded, 3.3% Met, 11.5% Nearly Met, and 77% Did Not Meet Standards

ENGLISH LEARNERS

- 3rd Grade (10 students assessed): 0% Exceeded, 10% Met, 0% Nearly Met, and 90% Did Not Meet Standards
- 4th Grade (11 students assessed): 0% Exceeded, 9.1% Met, 9.1% Nearly Met, and 81.8% Did Not Meet Standards
- 5th Grade (6 students assessed): 0% Exceeded, 0% Met, 0% Nearly Met, and 100% Did Not Meet Standards
- 6th Grade (7 students assessed): 0% Exceeded, 0% Met, 0% Nearly Met, and 100% Did Not Meet Standards

AFRICAN-AMERICAN

3rd Grade (2 students assessed): 0% Exceeded, 0% Met, 0% Nearly Met, and 100% Did Not Meet Standards

4th Grade (5 students assessed): 20% Exceeded, 0% Met, 20% Nearly Met, and 60% Did Not Meet Standards

5th Grade (11 students assessed): 9.1% Exceeded, 0% Met, 9.1% Nearly Met, and 81.8% Did Not Meet Standards

6th Grade (14 students assessed): 0% Exceeded, 7.1% Met, 14.3% Nearly Met, and 78.6% Did Not Meet Standards

ROOT CAUSE:

1. Teacher clarity is needed to clearly align the rigor of materials used, instructional practices, and assessment. Some materials from the ELA and Math curriculum and supplemental materials are not at the same level of rigor as the SAA.
2. Professional development is needed to build the teacher's capacity to plan from standards using learning intentions and success criteria.
3. There is a lack of an intervention system within the classroom.
4. Distance Learning had fewer instructional minutes than in-person schedules.
5. The students had mixed participation and this greatly affected our achievement.

STAR ELA ANALYSIS (Winter 2020)**School-Wide Data Analysis:**

3rd Grade: 27 students tested - 19% were at the urgent intervention level, 26% were at the intervention level, 15% were on watch and 41% were at or above grade level.

4th Grade: 46 students tested - 26% were at the urgent intervention level, 11% were at the intervention level, 15% were on watch level and 48% were at or above grade level.

5th Grade: 58 students tested - 34% were at the urgent intervention level, 24% were at the intervention level, 14% were on watch level and 28% were at or above grade level.

6th Grade: 52 students tested - 48% were at the urgent intervention level, 29% were at the intervention level, 13% were on watch level and 10% were at or above grade level.

English Learners Data Analysis:

3rd Grade: 4 students tested - 75% were at the urgent intervention level and 25% were at or above grade level.

4th Grade: 10 students tested - 80% were at the urgent intervention level, 10% were at the intervention level, and 10% were at or above grade level.

5th Grade: 2 students tested - 100% were at the urgent intervention level

6th Grade: 7 students tested - 71% were at the urgent intervention level, 14% were at the intervention level, and 14% were on watch level.

African American Data Analysis:

3rd Grade: 1 student tested - 100% were at the urgent intervention level

4th Grade: 6 students tested - 50% were at the urgent intervention level, 17% were at the intervention level, and 33% were on watch level.

5th Grade: 9 students tested - 56% were at the urgent intervention level, 11% were at the intervention level, 11% were on watch level and 22% were at or above grade level.

6th Grade: 14 students tested - 57% were at the urgent intervention level, 29% were at the intervention level, 7% were on watch level and 7% were at or above grade level.

ROOT CAUSE: Teachers discussed the results/patterns of the STAR ELA data with grade level teams. Overall, participation rate was low due to distance learning. The test results do not reflect the school's overall achievement. Data analysis is not consistently aligned with DOK levels and calibration of student work samples and assessments.

NEXT STEPS:

1. Provide opportunities to attend professional development in the area of Teacher Clarity, SEL, and standards-based planning or other conferences.
2. Provide supplemental materials and supplies, including printing and maintenance agreements, to support intervention, small group instruction, tutoring, and rigor alignment.
3. Provide training on learning progressions and grade-level standards to support teachers that changed grade levels.
4. Provide technology, including District Computer Warranties, that will support differentiated instruction and help build parent capacity.

5. Provide computer programs, such as: Reflex Math, iXL, ESGI, Scholastic News, TrueFlix, etc. in order to provide highly engaging opportunities and to assess students.
6. Time and guidance are needed for teachers to collaborate on best practices and finding materials that meet the rigor and objectives of lessons (guest teachers).
7. Continue the intervention program with the help of Resident Subs.
8. Program Facilitator will continue to meet with intervention support staff to track student progress and facilitate data chats.
9. Program Facilitator will continue to support teachers with coordinating supplemental programs, and oversee extended learning opportunities (Additional Duty).
10. Bring an outside consultant who will provide teachers with additional PD to support the Professional Learning Plan and the school's foci.

Site-Based Data
 (Site Dashboard: Suspensions, Chronic Absenteeism, site-based assessments, student grades [D-F report], learning center/tutoring, and specific software/program data)

SUSPENSIONS
 Based on the 2020-2021 SBCUSD Site Data Dashboard, as of April 2021 there were 0 suspensions, which was a decrease of 1.5% school-wide, in comparison to the previous school year.

ROOT CAUSE:
 The bulk of referrals/suspensions during the 2019-2020 school year occurred during recess and lunch (playground/cafeteria area). Due to distance learning, staff did not find the need to discipline students which resulted in zero referrals/suspensions for the 2020-2021 school year.

- NEXT STEPS:**
1. Provide recreation aides to support a safe and secure environment.
 2. Provide training to teachers for PBIS, Restorative Justice, and deescalation strategies.
 3. Purchase a schoolwide system to support the implementation of PBIS (PBIS Rewards).

CHRONIC ABSENTEEISM
 Based on the 2020-2021 SBCUSD Site Data Dashboard, as of April 2021, students were 25.6% chronically absent. No data was available for April 2020 (due to distance learning). However, the following was available for February 2019 (17.3% chronically absent), February 2020 (14.9% chronically absent), and February 2021 (25.9% chronically absent). Again, overall 25.6% were chronically absent in 20-21, Hispanic were chronically absent 26%, African American were chronically absent 28.2%, White were chronically absent 19.2%, English Learners were chronically absent 20.5%, Socio-Economically Disadvantaged were chronically absent 26.7%, Special Education were chronically absent 24.2%, and Foster Youth were chronically absent 33.3%.

ROOT CAUSE:

1. Based on the Site Data Dashboard, we found that a majority of the absences were due to reported illness by a family member.
2. Distance Learning has presented many challenges for families to participate fully, including connectivity issues and the inability for family members to assist their child at home.
3. Some families do not participate in the grab-n-go (distribution of school supplies/materials).

- NEXT STEPS:**
1. Provide clerical support for family outreach, home visits, etc. (Attendance Clerk)
 2. Educators will be trained in how to build relationships with students and parents. Educators will be trained in how to utilize:
 - SEL strategies inside and outside the classroom, to increase student engagement in the classroom.
 - Professional development will be provided for educators on SEL and PBIS implementation strategies to impact student learning.
 3. Provide incentives to promote positive attendance.

ESGI DATA - ELA/Math
 Language Arts for Kinder - Class 1 (21 Students Tested)
 Letter Identification: 68% correct, 32% incorrect
 Sound Identification: 40% correct, 60% incorrect
 Sight Words: 33% correct, 67% incorrect

Language Arts for Kinder - Class 2 (19 Students Tested)

Uppercase Letters: 85% correct, 15% incorrect

Lowercase Letters: 86% correct, 14% incorrect

Lowercase Sounds: 77% correct, 23% incorrect

Wonders Sight Words List: 60% correct, 40% incorrect (18 students)

Language Arts for 1st Grade - Class 1 (23 students tested)

Uppercase Letters: 89% correct, 11% incorrect

Lowercase Letters: 87% correct, 13% incorrect

Lowercase Sounds: 62% correct, 38% incorrect (20 students tested)

Uppercase Sounds: 57% correct, 43% incorrect (19 students tested)

Smart Start Words: 81% correct, 19% incorrect (24 students tested)

Language Arts 1st Grade - Class 2 (23 students tested)

Uppercase Letters: 91% correct, 9% incorrect

Lowercase Letters: 90% correct, 10% incorrect

Lowercase Sounds: 78% correct, 22% incorrect (22 students tested)

Uppercase Sounds: 78% correct, 22% incorrect (22 students tested)

CVC Words: 69% correct, 31% incorrect (20 students tested)

Language Arts 1st Grade - Class 3 (23 students tested)

Uppercase Letters: 92% correct, 8% incorrect

Lowercase Letters: 90% correct, 10% incorrect

Beginning Sounds: 87% correct, 13% incorrect

Smart Start Words: 83% correct, 17% incorrect (21 students tested)

Math Kinder - Class 1 (21 students tested)

Number Recognition (0-5): 92% correct, 8% incorrect

Number Recognition (6-10): 78% correct, 22% incorrect

Number Recognition (11-20): 50% correct, 50% incorrect

Math Kinder - Class 2 (20 students tested)

Numbers Recognition: 84% correct, 16% incorrect

Math 1st Grade - Math Class 1 (21 students)

Numbers Recognition: 80% correct, 20% incorrect

Add and Subtract within 20: 59% correct, 41% incorrect

Math 1st Grade - Math Class 2 (23 students)

Numbers Recognition: 92% correct, 8% incorrect

Add and Subtract to and from 10: 65% correct, 35% incorrect

Math 1st Grade - Math Class 3 (22 students)

Numbers Recognition: 88% correct, 12% incorrect

Add and Subtract to and from 20: 65% correct, 35% incorrect (18 students tested)

Root Cause:

Consistency and repetition for foundational skills allowed students to master ELA concepts. Daily exposure helped them learn and commit to memory. The use of learning sites such as RAZ Kids and ABC Mouse allows students to practice what they learn in class asynchronously. Visual and digital manipulatives helped make counting and mathematics more concrete.

NEXT STEPS:

1. Provide opportunities to attend professional development in the area of Teacher Clarity, SEL, and standards-based planning or other conferences.
2. Provide supplemental materials to support intervention, small group instruction, tutoring, and rigor alignment.
3. Provide training on learning progressions and grade-level standards to support teachers that changed grade levels.

4. Provide technology that will support differentiated instruction and help build parent capacity.
5. Provide computer programs, such as: Reflex Math, iXL, ESGI, Scholastic News, TrueFlix, etc. in order to provide highly engaging opportunities and to assess students.
6. Time and guidance are needed for teachers to collaborate on best practices and finding materials that meet the rigor and objectives of lessons (guest teachers).
7. Continue the intervention program with the help of Resident Subs.
8. Program Facilitator will continue to meet with intervention support staff to track student progress and facilitate data chats.
9. Program Facilitator will continue to support teachers with coordinating supplemental programs, and oversee extended learning opportunities (Additional Duty).
10. Bring an outside consultant who will provide teachers with additional PD to support the Professional Learning Plan and the school's foci.

Section 1: Program Evaluation – LCAP, Title I and CSI

Directions: Utilize the following table to evaluate the effectiveness of LCAP, Title I, and CSI program strategies/activities. Include quantitative and/or qualitative indicators that support effectiveness of the program.

2020-2021 Planned Expenditure: Strategies /Activities	Schoolwide and/or Applicable Student Group	What is effective (Include indicators showing the activity is working)	What has not been effective? (Include indicators showing the activity is not working)	Next Steps? (Strategically continue, discontinue or modifications to the program)
<p>PROGRAM FACILITATOR - 419/501</p> <p>Coordinates all state and local testing; Coordinate and support SSC and ELAC, in order to encourage and support parent involvement and input; provides supervision of students and reinforcement of PBiS; supports SPSA development, monitoring, and evaluation; supports purchasing of equipment, supplies, and supplemental materials, distributes curriculum materials, in order to ensure compliance.</p> <p>Coffee with the Principal to keep families informed and build home-school communication.</p> <p>Provides technology support, including trouble-shooting, maintenance of devices (upgrades, adding programs), etc.</p> <p>Serve as the English Language Facilitator to monitor reclassification and Adequate Yearly Progress of ELs.</p> <p>Serve as Admin Designee</p> <p>Oversee and implement an RTI program for the lowest 5% of students; Monitor student data to track progress and facilitate data chats.</p> <p>Small group instruction focused on language development,</p>	<p>Schoolwide</p> <p>English Learner</p> <p>African American</p> <p>Reclassified</p> <p>Hispanic/Latino</p> <p>Two or More Races</p>	<p>The monitoring and oversight for Substitute teachers for K-3 Intervention Support; as evidenced by professional development of subs to provide push-in support for students K-2.</p> <p>All data and information and progress monitoring towards reclassification are completed in a timely manner.</p> <p>SSC meeting criteria organized set and completed as evidenced by agendas and minutes.</p> <p>Technology and AVID supports are monitored, maintained, and updated; Provides technology support and troubleshooting issues for all stakeholders as evidenced by admin observation.</p> <p>Purchasing of materials and getting orders delivered in a timely manner.</p>	<p>Ability to engage parents consistently due to COVID. Parent participation is minimal.</p> <p>Coffee with the Principal was not held during the School Building Closure.</p> <p>We can do more to monitor the yearly progress of English Learners.</p> <p>Did not implement small group instruction during Distance Learning.</p>	<p>Continue with the Expenditure.</p> <p>Fix: Create a schedule of parent meetings at the beginning of the year and share with families.</p> <p>After each reporting period, check the report cards of English Learners and create intervention plans with parents and teachers.</p> <p>Focus on LTELs for intervention and small group instruction next year.</p> <p>Modifications: Program facilitator and/or clerk should maintain a school wide dojo (or similar) account.</p> <p>Increased parent informational or training opportunities: clear expectations/ activities/ program information.</p> <p>It would be great to have a technology person on campus to assist the Program Facilitator with computer questions, problems, or come in to a class and train students (and some teachers) on how to use the technology and</p>

<p>writing and vocabulary across the content areas using GLAD and SDAIE strategies.</p> <p>Provide/ facilitate parent trainings on how to build parent skill and ability to support their children at home.</p> <p>Provide/ facilitate professional development to teachers to implement our AVID Elementary Schoolwide program.</p>				<p>programs available on the iPads and Chromebooks. This would likely be needed more in the first trimester of the year, although technology issues are always an issue. The program facilitator is spread thin on most days (she wears many hats).</p>
<p>REC AIDES - 419</p> <p>To support positive school culture and climate; maintain a safe and orderly environment through student supervision, reinforce PBIS, and single point of entry-closed campus; provide childcare support for parent workshops and trainings, etc</p>	<p>Schoolwide</p> <p>Foster Youth</p> <p>Students with Disabilities</p> <p>Homeless</p> <p>Two or More Races</p>	<p>Despite the school closure, Rec Aides were able to assist with:</p> <p>Grab and Go, Material intake and Distribution, phone calls as evidenced by staff and admin observations.</p>	<p>Nothing.</p>	<p>Continue with Expenditure.</p> <p>Rec aide positions need to be maintained or increased due to all the new protocols which will needed to be implemented next year.</p> <p>Modification: Action Plan to incorporate safety guidelines, and additional duties when students are not present</p> <p>If possible: We will need more Rec Aides to handle all of the special needs added to our school during and because of Covid (taking temps, checking in, etc.)</p>
<p>Instructional Additional Duty - 419</p> <p>Additional duty to support students.</p>	<p>Schoolwide</p>	<p>A one-time expenditure.</p>	<p>Nothing.</p>	<p>Discontinue. Not needed for future school years.</p>
<p>ATTENDANCE CLERK - 419</p> <p>Increase home-school connection by compiling attendance records, verifying absences through phone calls or home visits, registering students and handling record transfers. Will provide community resources to ensure families to help decrease chronic</p>	<p>Schoolwide</p> <p>Low-Income</p> <p>Two or More Races</p>	<p>Attendance monitored daily and teacher support for chronic absences was made available as evidenced by attendance reports and calls made home</p> <p>Parent/community resources were made available and</p>	<p>Nothing.</p>	<p>Continue with the Expenditure:</p> <p>Modification: Clerk and/or program facilitator should do a school wide dojo to communicate with parents.</p> <p>AERIES Training/Videos</p>

<p>absenteeism. Work with school counselor to identify students with attendance deficiencies. Will provide translation (English and Spanish) when necessary, such as school flyers or during parent/teacher conferences.</p>		<p>communication was provided in English and Spanish as evidenced by appointment log, School Messenger, and flyers.</p>		
<p>MAINTENANCE AGREEMENTS - 419</p> <p>To maintain technology and equipment, ensure it is all in working order, and has the appropriate supplies that will provide supplemental materials, such as standards aligned homework, etc.</p>	<p>Schoolwide</p>	<p>Provided working machines for the duplication of supplemental materials as evidenced by grab-n-go materials distributed to students.</p>	<p>Nothing.</p>	<p>Continue with expenditure.</p> <p>Adjust, if needed, based on usage in 2019-2020.</p>
<p>INSTRUCTIONAL MATERIALS - 419/501</p> <p>Instructional materials (such as, but not limited to: binders, dividers, agendas, pencils, pens, paper, spiral notebooks, highlighters, erasers, pencil pouches, etc), AVID, subscriptions to non-fiction material, such as Scholastic News; math tools, graphic organizers, charting tools, etc.</p>	<p>Schoolwide Low-Income</p>	<p>Supplies (such as binders, agendas, writing tools, etc.) were provided and replenished to support students during distance learning and to support the AVID program (from home), as evidenced by grab-n-go events and google classrooms.</p> <p>Intervention materials, such as manipulatives, high-frequency/homophone kits, visuals for ELs, etc. were used to support learning loss as evidenced by virtual admin observations.</p>	<p>The purchasing system for our site, receiving items in a more than timely manner if at all.</p>	<p>Continue with expenditure.</p> <p>Modification: Provide training for purchasing.</p> <p>Training for office staff and admin for SPSA/ BUDGET EXPENDITURE alignment.</p> <p>Program Facilitator will support purchasing.</p>
<p>CONFERENCES or Contracted Services (depending on guidance) - 501/523</p> <p>Inservice and Business Expenses (including the costs for registration, travel, and incidentals) to attend conferences/ trainings such as (but not limited to): AVID, AVID Path, iTeach, CAG, Differentiation, Get Your Teach On, ACSA, Autism conferences, and Behavior Intervention</p>	<p>Schoolwide Low-Income Homeless Foster Youth Students with Disabilities</p>	<p>12/23 teachers attended the online training for Get Your Teach On, 3 teachers attended the online CAGE conference, and 10 teachers took part in different Kagan webinars, as evidenced by lesson design and instruction during distance learning.</p>	<p>Educators needing to spend EVEN MORE TIME on a digital platform is not appealing.</p>	<p>Continue with expenditure.</p> <p>Modification: Adapt to the new digital platform and explore opportunities prior to the onset of the new year and continue to be flexible as guidelines changes.</p> <p>Try to sign up for conferences as soon as</p>

<p>conferences, etc.</p> <p>Training such as (but not limited to): SDE virtual training, AVID virtual training, Math training, engagement training, SEL, technology, etc.</p> <p>CSI PLAN:</p> <ul style="list-style-type: none"> To allow teachers to attend conferences/trainings iTeach, CAG, Differentiation, Get Your Teach On, Math , and engagement training, 		<p>We had more teachers sign up for Virtual Conferences and outside PD opportunities this year over any other year.</p>		<p>possible, IF that is something available next school year.</p>
<p>CERTIFICATED SUBSTITUTES - 501</p> <p>20,000(Including Resident Substitutes) to provide release time for Instructional Rounds, site-level meetings, data meetings, district/ site trainings, in order for teachers to build their capacity in their school wide focus.</p> <p>To allow teachers to attend AVID, RIMS AVID Pathways, GLAD, SDAIE, and other professional development opportunities in order to increase their knowledge of various teaching strategies,</p> <p>To provide coverage for teachers to plan and organize lessons in order to create enrichment and extended learning opportunities.</p>	<p>Schoolwide</p> <p>African American</p> <p>Students with Disabilities</p>	<p>Subs provided intervention in grades 2 and 3 in small group instruction during Distance Learning, with approximately 36 students serviced, as evidenced by ESGI data, teacher observation, and materials that were provided by the classroom teachers</p> <p>Subs provided schoolwide intervention during intersessions (winter and spring), as evidenced by google classroom attendance and student assignments via google classroom.</p>	<p>Due to Distance Learning, we were unable to hold instructional rounds, lesson studies, and other opportunities that required guest teacher coverage.</p> <p>More grade levels could have used the same level of intervention (2 grade levels received the extra support this year).</p>	<p>Continue with the expenditure.</p> <p>Modification: Provide extra support to more grade levels like we did for grades 2 and 3 this year.</p>
<p>COMPUTER LICENSES - 501</p> <p>Supplemental computer programs, such as Reflex Math, Kami, DocHub, ClassroomScreen, Standards Plus, ESGI, Raz Kids, Spelling City, Reading A-Z, iXL, Headsprout, Read Naturally, ABC Mouse etc., in order to provide highly engaged, differentiated instruction in a 21st century classroom that</p>	<p>Schoolwide</p>	<p>ESGI served as a progress monitoring tool for our K-1 teachers. Students showed growth as evidenced by the ESGI data.</p> <p>ABC Mouse and Raz Kids were available to K-2 students which provided additional skills practice during</p>	<p>iXL and TrueFlix were purchased later in the school year, so implementation was limited.</p> <p>Due to distance learning, the usage of computer licenses was limited.</p>	<p>Continue with expenditure in order to make ESGI available for student progress monitoring.</p> <p>Continue with any current computer licensed programs, such as ABC Mouse, Raz Kids, etc.</p>

<p>offer opportunities for research, enrichment, and computer based skills as well as independent project based learning to include presentations and publications of student work.</p>		<p>asynchronous time, as evidenced by usage of the programs.</p> <p>Reflex Math provided math fact fluency practice for 2-6 grade students, as evidenced by the usage of the program.</p>		<p>The site will look into the possibility of acquiring the following: IXL, SeeSaw, RAZ+, Headsprout, Boom Learning, among others, in order to provide students the opportunity to practice skills taught in the classroom.</p>
<p>OTHER BOOKS - 523</p> <p>CSI PLAN:</p> <ul style="list-style-type: none"> increase language development, reading comprehension, and critical thinking skills, by providing culturally relevant books, classroom library books, appropriate mathematical literature and appropriately leveled readers and supplemental texts in the classroom, 	<p>Hispanic/Latino African American Reclassified</p>	<p>Culturally relevant books were purchased for all classroom libraries and books were purchased to support English Learners for classroom libraries as evidenced by the selection of books that are currently available to teachers to read during distance learning.</p> <p>Various intervention books (Hawthorne) were purchased to support goal setting and strategy identification to meet individual student needs to address Tier 2 and Tier 3 instruction as evidenced by MTSS paperwork and google classrooms.</p> <p>Professional Development books were purchased to support implementation of Visible Learning (Teacher Clarity) as evidenced by MOU agendas.</p>	<p>Limited use of classroom library books due to distance learning. Due to stay-at-home orders, not all teachers were able to access the intervention materials.</p>	<p>Continue with expenditure.</p> <p>Teachers read aloud classroom library books to students during distance learning.</p> <p>Continue to build classroom libraries and make full use of the classroom library once the site returns to in-person learning.</p>
<p>COMPUTER EQUIPMENT - 501/523</p> <p>iPads, tablets, Chromebooks, projectors, and other technology in order to provide highly engaged, differentiated instruction, as well as offer opportunities for research,</p>	<p>Schoolwide Low-Income</p>	<p>Devices and covers for laptops were purchased to ensure access to technology as evidenced by all students and teachers being able to use a school device during distance learning.</p>	<p>Due to school closure, a computer station was not set up for parents.</p>	<p>Continue with expenditure.</p> <p>Changed platforms from HP Streams to Chromebooks.</p> <p>Modification for parent:</p>

<p>enrichment, and computer based skills and independent project based learning to include presentations and publications of student work.</p> <p>CSI PLAN:</p> <ul style="list-style-type: none"> • Provide opportunities for engagement, differentiated instructional and research opportunities by upgrading and purchases of iPads, tablets, Chromebooks, projectors, and other technology 				<p>Adding a computer station for them will be a welcome addition for parents.</p> <p>Parents could use more training on how to use the device their child/children is/are using.</p>
<p>DISTRICT COMPUTER WARRANTY - 501</p> <p>District Extended Warranty at the time of purchase of all new technology purchased with Title I to ensure technology equipment is fully functional.</p>	<p>Schoolwide Low-Income</p>	<p>Necessary to ensure computers are in working order.</p> <p>The ability for students to be able to trade in their school assigned chromebook during distance learning really helped with the continuity of distance learning as evidenced by one to one assignment of technology devices for all students.</p>	<p>Nothing</p>	<p>Continue with expenditure.</p>
<p>EDUCATIONAL TECHNOLOGY - 523</p> <p>CSI PLAN: Provide a Computer station for the parent center/area where parents can access materials to support their child at home.</p> <p>Educational technology to support instruction and provide increased access to technology for students in order to work toward 21st Century skills.</p>	<p>Schoolwide</p>	<p>Teacher laptops were replaced to ensure staff has access to working computers that meet the demands of teaching online and using multiple programs as evidenced by teacher ability to teach remotely.</p>	<p>Nothing.</p>	<p>Continue with expenditure to ensure all students, staff, and classrooms are equipped with the necessary devices for continued learning.</p>
<p>PROGRAM FACILITATOR (ADDITIONAL DUTY) - 501</p>	<p>Schoolwide</p>	<p>N/A</p>	<p>Although the Program Facilitator worked the additional duty, this</p>	<p>Modification: Allocate funds out of 419 for Additional Duty.</p>

<p>Additional duty to support teachers, plan and coordinate supplemental programs, etc.</p> <p>Oversee extended learning opportunities such as intensive instruction and tutoring, in order to support school-wide intervention program.</p> <p>Model/Provide coaching to teachers to implement Culturally Relevant Teaching Practices.</p>			<p>item was not utilized as the position is funded out of 419 100%.</p>	
<p>CERTIFICATED (ADDITIONAL DUTY) - 501</p> <p>Additional duty to plan, collaborate, and/or provide tutoring services to students.</p>	<p>Schoolwide English Learner</p>	<p>Provided opportunities to collaborate and attend Professional Development outside of the contractual time as evidenced by lesson design and instruction during distance learning. Tutoring was provided as evidenced by the schedule for interventions during winter/spring intersession.</p>	<p>Limited certificated staff interest for additional duty.</p>	<p>Continue with expenditure.</p>

Section 1: Purpose, Involvement, Resource Inequities

Purpose and Description

Briefly describe the purpose of this plan (Select from School-wide or Targeted Assistance Program. If also identified, select one of the following: Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Schoolwide Program

Comprehensive Support and Improvement

Briefly describe the purpose of this plan:

The purpose of this plan is to identify the academic needs of all students at Parkside Elementary, and set goals to implement specific strategies and activities as part of our Title I School-Wide Program and Comprehensive Support and Improvement (CSI).

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Community Engagement Plan, Local Control and Accountability Plan (LCAP) and LCAP Federal Addendum:

The School Plan for Student Achievement (SPSA) is a plan of action to improve student academic performance by coordinating all educational services and resources. Pursuant to California Education Code (EC), Section 64001 and the Every Student Succeeds Act (ESSA, Section 1114), schools receive state and federal funds. The Local Control Funding Formula (LCFF) and the District's Title I LCAP Federal Addendum provides schools the flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning as well as supplement and support the educational program at each school site.

The SPSA documents the site's approach in maximizing the impact of federal and state funds to support all students, particularly the lowest-achieving students. The SPSA addresses all school-wide and community engagement requirements, and provides the framework of how the site plans to improve the entire educational program and improve academic achievement so all students are able to demonstrate proficiency on the State's academic standards.

The SPSA is aligned with (1) specific, articulated, academic goals, (2) makes full use of the instructional time with courses necessary to provide a well-rounded education, (3) a commitment to ongoing professional development and continuous improvement, (4) effective assessment methods to monitor the progress of students, (5) strategies to intervene at the earliest point if students are not making progress, and (6) parent involvement opportunities that encourage parent/family engagement.

Involvement Process for the SPSA and Annual Review and Update

Describe the planning process for this SPSA (CSI/TSI/ATSI) annual review and update. (Include who was involved, as well as when and how it took place.)

The 2020-2021 SPSA/CSI development process has occurred in various forms throughout the school year. As a site, teachers and staff have participated in ongoing data analysis. The findings from the data analysis 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 analyzed their effectiveness. Based on the ongoing data analysis and monitoring cycle, the staff, English Learner Advisory Committee, School Site Council, and parent/community stakeholders collaborated in updating the SPSA, in order to close the achievement gap, and best support the Title I/LCAP Program at the site.

Resource Inequities (Required for CSI/TSI/ATSI Schools Only)

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

District:

District resource and budget inequities do not exist because of the following:

1. District allocates local, state, and federal Title I, Part A funds, on a per-pupil allocation basis.
2. Williams requirements are met.
3. Class sizes meet the requirements under California state law.
4. Base staffing allotment, including certificated and classified, is determined on a per pupil allocation basis funded with state and local funds.

5. Information provided in the School Accountability Report Card (SARC).

School:

To increase academic achievement across major student groups in both English Language Arts and Math, and decrease the level of inequities school-wide the following measures will occur in the 2021-2022 academic school year. First, educators will be supported by clear expectations and guidelines to motivate the increased ownership when implementing research-based practices, to increase student academic achievement levels. Educators will be trained to utilize data analysis and purposefully engage in root cause analysis. After such measures and training, educators will be supported by providing them feedback and next steps in order to meet student needs. As evident by the California Dashboard data, our school has not provided the equitable means to meet the needs of our students K-6.

To begin addressing such inequity, our site will continue shifting the half-day Kindergarten model to full-day Kindergarten; one half-day section to full-day each school year. In doing so, providing Kindergarten students with an increased amount of time in school will aid in closing the academic gaps. Educators will be trained and provided with opportunities to visit classrooms in order to adequately meet the needs of Common Core State Standards, in both ELA and Math. In addition, educators will be provided with ample opportunities to attend District and school-wide training to equip themselves with the implementation process of District mandated Curriculum and Common Core State standards. Furthermore, our school will address areas of inequities by committing to the following actionable steps in the 2020-2021 academic school year:

(Due to the impact of COVID, there has been a deep loss of academic learning and social-emotional learning since the last trimester of the 2019-2020 school year)

- Educators will be trained/retrained in the use and implementation of EnVision Math & Wonders Curriculum, as well as in the implementation of common formative assessments, such as District Benchmarks, DRA, End of Unit Assessments, SBAC Interim, Etc.
- Assessments in Math, continue Professional Development on Visible Learning (Math) training and implementation.
- In addition to the implementation of strategic, formative assessments, educators will be guided in the analysis of formative data in order to assist them with guiding instruction and meeting the needs of all students.
- Educators will also work on their development of SEL skills and knowledge in order to best support students who are impacted by social and emotional needs. Educators will be trained in how to build relationships with students and parents. Additionally, educators will be trained in how to utilize:
 - SEL strategies inside and outside the classroom, to increase student engagement in the classroom.
 - Professional development will be provided for educators on SEL and PBiS implementation strategies to impact student learning.

Based on our needs assessment,

We need to progress monitor and analyze data more often to plan for student intervention needs within our grade levels. It was also determined that there was a need for professional development in the dialogic sequence within math instruction. The ELA and Math indicators for our students with disabilities were red on the CA Dashboard over a two-year period. After further analysis, we also saw that this student group, along with homeless, socioeconomically disadvantaged, and African American student groups have a high absenteeism rate. Teachers will receive PD on best practices of attendance taking and increase positive parent contact, as well as strategies to decrease chronic absenteeism.

Our site has a high student population who is identified as students with disabilities. The high volume of IEP meetings that must be held to remain in compliance with federal law has an impact on the overall academic performance in ELA and Math. Evidence shows that Students with Disabilities are working 2-to-3 grade levels behind. IEP goals are set at their academic learning level, progress is made toward meeting IEP goals. Although CAASPP scores reflect a decline, classroom educators use strategies and intervention materials from the adopted curriculum that matches the student's instructional level, allowing students to make growth towards their IEP goals. The nature of Students with Disabilities is to work at instructional levels which are below their grade level, and using the CAASPP scores is not a true reflection of the growth they are making towards their IEP goals.

Section 2: Goal 1 English Language Arts

Goal 1: English Language Arts

(Create a school-wide CAASPP goal. Note: ATSI schools must include state identified student groups.)

School-Wide

CAASPP: growth of more than 15 points on the Distance from Level 3 (if administered)
CAASPP Third Grade: growth of 4% in the Meeting and Exceeding Standards performance band (if administered)
STAR ELA: growth of 5% in the Meeting and Exceeding Standards performance band
NWEA Reading K-6: set baseline data

ATSI Identified Needs

--

Indicate State, District, and Site-based Metrics to assess progress/monitor this goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP	46.4 points below standard	31.4 points below standard
CAASPP 3rd Grade	30.3% Meets/Exceeds	34.3% Meets/Exceeds
SAA #1 ELA	3rd Grade: 27.3% Met/Exceeded 4th Grade: 25% Met/Exceeded 5th Grade: 12.8% Met/Exceeded 6th Grade: 23.8% Met/Exceeded	3rd Grade: 32.3% Met/Exceeded 4th Grade: 30% Met/Exceeded 5th Grade: 17.8% Met/Exceeded 6th Grade: 28.8% Met/Exceeded
STAR ELA	3rd Grade: 41% at or above grade level 4th Grade: 48% at or above grade level 5th Grade: 28% at or above grade level 6th Grade: 10% at or above grade level	3rd Grade: 46% at or above grade level 4th Grade: 53% at or above grade level 5th Grade: 33% at or above grade level 6th Grade: 15% at or above grade level
NWEA	Set baseline data	

Section 2: Goal 2 Mathematics

Goal 2: Mathematics

(Create a school-wide CAASPP goal. Note: ATSI schools must include state identified student groups.)

School-Wide

CAASPP: growth of more than 15 points on the Distance from Level 3 (if administered)

STAR Math: 5% in the Meeting and Exceeding Standards performance band

NWEA K-6- Set baseline data for the 2021-2022 school year

ATSI Identified Needs

Indicate State, District, and Site-based Metrics to assess progress/monitor this goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP	76 points below standard	61 points below standard
SAA #1 Math	3rd Grade: 20.5% Met/Exceeded 4th Grade: 27% Met/Exceeded 5th Grade: 12.3% Met/Exceeded 6th Grade: 11.5% Met/Exceeded	3rd Grade: 25.5% Met/Exceeded 4th Grade: 32% Met/Exceeded 5th Grade: 17.3% Met/Exceeded 6th Grade: 16.5% Met/Exceeded
STAR Math	No Baseline Data	5% in the Meeting and Exceeding Standards performance band
NWEA K-6	Set baseline data for the 2021-2022 school year	

Section 2: Goal 3 English Learners

Goal 3: English Learners

(ELPAC, Reclassification, ELA and Math goals)

ELPAC

English Learner Progress Indicator (ELPI) growth of 10 points for English Learners Making Expected Growth

Reclassification

Increase reclassification rate of EL students by 5%.

ELA

CAASPP: growth of more than 20 points on the Distance from Level 3 (if administered)

STAR ELA: growth of 10% in the Meeting and Exceeding Standards performance band

Math

CAASPP: growth of more than 20 points on the Distance from Level 3 (if administered)

STAR Math: 10% in the Meeting and Exceeding Standards performance band

ATSI Identified Needs

Indicate State, District, and Site-based Metrics to assess progress/monitor this goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ELPAC	32.8% Making progress toward English language proficiency	50% Making progress toward English language proficiency
Reclassification Rate	1%	6%
CAASPP ELA	60.7 points below standard	40.7 points below standard
CAASPP Math	82.4 points below standard	62.4 points below standard
SAA #1 (English Learners)	3rd Grade: 21.3% Met/Exceeded 4th Grade: 0% Met/Exceeded 5th Grade: 0% Met/Exceeded 6th Grade: 0% Met/Exceeded	3rd Grade: 31.3% Met/Exceeded 4th Grade: 10% Met/Exceeded 5th Grade: 10% Met/Exceeded 6th Grade: 10% Met/Exceeded
SAA #1 Math (English Learners)	3rd Grade: 10% Met/Exceeded 4th Grade: 9.1% Met/Exceeded 5th Grade: 0% Met/Exceeded 6th Grade: 0% Met/ Exceeded	3rd Grade: 20% Met/Exceeded 4th Grade: 19.1% Met/Exceeded 5th Grade: 10% Met/Exceeded 6th Grade: 10% Met/ Exceeded

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
STAR ELA	3rd Grade: 25% at or above grade level 4th Grade: 10% at or above grade level 5th Grade: 0% at or above grade level 6th Grade: 0% at or above grade level	3rd Grade: 35% at or above grade level 4th Grade: 20% at or above grade level 5th Grade: 10% at or above grade level 6th Grade: 10% at or above grade level
STAR Math	No Baseline	10% in the Meeting and Exceeding Standards performance band

Section 2: Goal 4 African American Students

Goal 4: African American Students

(Include ELA, Math, and ATSI identified areas)

ELA

CAASPP: growth of more than 20 points on the Distance from Level 3 (if administered)

STAR ELA: growth of 10% in the Meeting and Exceeding Standards performance band

Math

CAASPP: growth of more than 20 points on the Distance from Level 3 (if administered) in ELA and Math

STAR Math: 10% in the Meeting and Exceeding Standards performance band

ATSI Identified Needs

Indicate State, District, and Site-based Metrics to assess progress/monitor this goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ELA CAASPP	89 points below standard	69 points below standard
Math CAASPP	113.7 points below standard	93.7 points below standard
SAA ELA #1 (African Americans)	3rd Grade: 0% Met/Exceeded 4th Grade: 33.4% Met/Exceeded 5th Grade: 0% Met/Exceeded 6th Grade: 7.1% Met/Exceeded	3rd Grade: 10% Met/Exceeded 4th Grade: 43.4% Met/Exceeded 5th Grade: 10% Met/Exceeded 6th Grade: 17.1% Met/Exceeded
SAA Math #1 (African Americans)	AFRICAN-AMERICAN 3rd Grade: 0% Met/Exceeded 4th Grade: 20% Met/Exceeded 5th Grade: 9.1% Met/Exceeded 6th Grade: 7.1% Met/Exceeded	AFRICAN-AMERICAN 3rd Grade: 10% Met/Exceeded 4th Grade: 30% Met/Exceeded 5th Grade: 19.1% Met/Exceeded 6th Grade: 17.1% Met/Exceeded
STAR ELA (African Americans)	3rd Grade: 0% at or above grade level 4th Grade: 0% at or above grade level 5th Grade: 22% at or above grade level 6th Grade: 7% at or above grade level	3rd Grade: 10% at or above grade level 4th Grade: 10% at or above grade level 5th Grade: 32% at or above grade level 6th Grade: 17% at or above grade level
STAR Math (African Americans)	No baseline	10% in the Meeting and Exceeding Standards performance band

Section 2: Goal 5 Chronic Absenteeism (K-8)

Goal 5: Chronic Absenteeism (K-8)

(School-wide goal and student groups identified by ATSI)

School-Wide

Chronic Absenteeism: Decrease of 2% in annual Chronic Absenteeism percentage

ATSI Identified Needs

Indicate State, District, and Site-based Metrics to assess progress/monitor this goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CA Dashboard	19.4% Chronically Absent	17.4% Chronically Absent
SBCUSD Site Data Dashboard	25.6% Chronically Absent	23.6% Chronically Absent

Section 2: Goal 6 Suspension

Goal 6: Suspension

(School-wide goal and student groups identified by ATSI)

School-Wide

Reduce the percentage of suspended students by 1%.

ATSI Identified Needs

Indicate State, District, and Site-based Metrics to assess progress/monitor this goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CA Dashboard	3.1% suspended at least once	2.1% suspended at least once
SBCUSD Site Data Dashboard	0% suspended at least once	2.1% or less suspended at least once

Section 2: Goal 7 Parent-Family Engagement

Goal 7: Parent-Family Engagement

School-Wide

Increase the amount of parents/families participating in the Parent Workshops by 10 parent/families as measured by sign-in sheets, using the 21-22 school year as our baseline.

Indicate District and Site-based Metrics to assess progress/monitor this goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Sign-In Sheets from Parent Workshops	0	10

Section 3: LCAP, Title I, and CSI Action Plan

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 Object Code	Strategies/Activities	Goal Alignment	Schoolwide and/or Applicable Student Group	LCAP 419 Cost	Title I 501 Cost	CSI 523 Cost
1910/1190 Program Facilitator - Reg	PROGRAM FACILITATOR - 419 Schoolwide: <ul style="list-style-type: none"> Coordinates all state and local testing (CAASPP, NAGLIERI, ELPAC, NWEA, STAR, etc.) Provides supervision of students and reinforcement of PBiS Supports SPSA development, monitoring, and evaluation Supports purchasing of equipment, supplies, and supplemental materials, distributes curriculum materials, in order to ensure compliance. Provides technology support, including 	Goal 1 English Language Arts Goal 2 Mathematics Goal 3 English Learners Goal 7 Parent-Family Engagement	Schoolwide English Learner Reclassified	\$ 104,253	\$	\$

	<p>trouble-shooting, maintenance of devices (upgrades, adding programs), etc.</p> <ul style="list-style-type: none"> • Oversee and implement an RTI program for the lowest 5% of students; Monitor student data to track progress and facilitate data chats. • Serve as Admin Designee <p>Parent Engagement:</p> <ul style="list-style-type: none"> • Coordinate and support SSC and ELAC, in order to encourage and support parent involvement and input • Coordinate and support Coffee with the Principal to keep families informed and build home-school communication. • Provide/ facilitate parent training on how to build parent skills and the ability to support their children at home. Create a schedule of parent meetings 					
--	--	--	--	--	--	--

	<p>at the beginning of the year and share it with families.</p> <ul style="list-style-type: none"> • Program facilitator and/or clerk should maintain a school-wide dojo (or similar) account. • Increased parent informational or training opportunities: clear expectations/ activities/ program information. <p>Professional Development:</p> <ul style="list-style-type: none"> • Provide/ facilitate professional development to teachers to implement our AVID Elementary Schoolwide program. <p>English Learners:</p> <ul style="list-style-type: none"> • Serve as the English Language Facilitator to monitor reclassification and Adequate Yearly Progress of ELs. • Small group instruction focused on language development, writing, and vocabulary across 					
--	---	--	--	--	--	--

	<p>the content areas using GLAD and SDAIE strategies.</p> <ul style="list-style-type: none"> • After each reporting period, check the report cards of English Learners and create intervention plans with parents and teachers. • Focus on LTELs for intervention and small group instruction next year. 					
2118 Rec Aide Regular	<p>REC AIDES - 419</p> <p>To support positive school culture and climate:</p> <ul style="list-style-type: none"> • Maintain a safe and orderly environment through student supervision • Reinforce PBiS, and single point of entry-closed campus <p>To support parents:</p> <ul style="list-style-type: none"> • Provide childcare support for parent workshops and training, etc • Provide primary language support, when available. 	<p>Goal 5 Chronic Absenteeism (K-8)</p> <p>Goal 6 Suspension</p> <p>Goal 7 Parent-Family Engagement</p>	<p>Schoolwide</p> <p>Hispanic/Latino</p> <p>Reclassified</p> <p>English Learner</p>	\$ 25,047	\$	\$
1130 Certificated Teaching - Addl Duty	CERTIFICATED (ADDITIONAL DUTY) - 501/523	Goal 1 English	Schoolwide	\$	\$ 2,000	\$ 4,000

	<p>Title I: Additional duty to plan, collaborate, attend training outside of the contractual time, and/or provide tutoring services to students.</p> <p>CSI Plan: additional duty for academic family nights, parent capacity building events, etc.</p>	<p>Language Arts Goal 2 Mathematics</p>				
<p>2411 Clk/Techn Specld - Reg (Curr Matl)/ (Registrar)/ (Attd Clk)</p>	<p>ATTENDANCE CLERK - 419</p> <p>Increase home-school connection by compiling attendance records, verifying absences through phone calls or home visits, registering students, and handling record transfers.</p> <p>Will provide community resources to ensure families help decrease chronic absenteeism.</p> <p>Contact families regarding IEP appointments and documents.</p> <p>Contact families regarding GATE, ELPAC, and other assessments.</p> <p>Maintain records for foster youth students and contact the homeless/foster liaison, as needed, for additional support.</p> <p>Work with the school counselor to identify students with attendance deficiencies.</p>	<p>Goal 5 Chronic Absenteeism (K-8) Goal 7 Parent-Family Engagement</p>	<p>Schoolwide English Learner Foster Youth Hispanic/Latino Students with Disabilities Homeless</p>	<p>\$ 23,513</p>	<p>\$</p>	<p>\$</p>

	Will provide translation (English and Spanish) when necessary, such as school flyers or during parent/teacher conferences.					
5633 Maintenance Agreement	<p>MAINTENANCE AGREEMENTS - 419</p> <p>To maintain technology and equipment, ensure it is all in working order and has the appropriate supplies that will provide supplemental materials, such as standards-aligned homework, etc.</p>	<p>Goal 1 English Language Arts</p> <p>Goal 2 Mathematics</p> <p>Goal 7 Parent-Family Engagement</p> <p>Goal 5 Chronic Absenteeism (K-8)</p>	Schoolwide	\$ 3,000	\$	\$
4310 Instr Materials/Supplies	<p>INSTRUCTIONAL MATERIALS - 419/501</p> <p>Instructional materials (such as, but not limited to: binders, dividers, agendas, pencils, pens, paper, spiral notebooks, highlighters, erasers, pencil pouches, etc), AVID, subscriptions to non-fiction material, such as Scholastic News; math tools, graphic organizers, charting tools, intervention materials, backpacks, etc.</p>	<p>Goal 1 English Language Arts</p> <p>Goal 2 Mathematics</p> <p>Goal 3 English Learners</p>	<p>Schoolwide</p> <p>Two or More Races</p>	\$	\$ 9,262	\$
3000-3999 Employee Benefits	EMPLOYEE BENEFITS - 419/ 501/ 523	<p>Goal 1 English Language Arts</p> <p>Goal 2 Mathematics</p>	Schoolwide	\$ 55,386	\$ 13,240	\$ 13,000
5220 Inservice/Conference	CONFERENCES or Contracted Services (depending on guidance) - 501/523	Goal 1 English Language Arts	<p>Schoolwide</p> <p>Low-Income</p>	\$	\$ 12,000	\$ 10,000

	<p>Inservice and Business Expenses (including the costs for registration, travel, and incidentals) to attend conferences/training such as (but not limited to): AVID, AVID Path, iTech, CAG, Differentiation, Get Your Teach On, ACSA, Autism conferences, and Behavior Intervention conferences, etc.</p> <p>Training such as (but not limited to): SDE virtual training, AVID virtual training, Math training, engagement training, SEL, technology, etc.</p> <p>CSI PLAN:</p> <ul style="list-style-type: none"> To allow teachers to attend conferences/training iTech, CAG, Differentiation, Get Your Teach On, Math, and engagement training. 	<p>Goal 2 Mathematics</p> <p>Goal 3 English Learners</p> <p>Goal 4 African American</p> <p>Goal 7 Parent-Family Engagement</p>	<p>English Learner</p>			
<p>1140 Certificated Teaching - Sub</p>	<p>CERTIFICATED SUBSTITUTES - 501/ 523</p> <p>(Including Resident Substitutes) to provide release time for Instructional Rounds, site-level meetings, data meetings, district/ site training, in order for teachers to build their capacity in their school-wide focus.</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>English Learner</p> <p>African American</p>	<p>\$</p>	<p>\$ 50,000</p>	<p>\$ 65,300.49</p>

	<p>To allow teachers to attend AVID, RIMS AVID Pathways, GLAD, SDAIE, and other professional development opportunities in order to increase their knowledge of various teaching strategies,</p> <p>To provide coverage for teachers to plan and organize lessons in order to create enrichment and extended learning opportunities.</p> <p>Provide small group instruction to students based on data. Support English Language development of ELL students by providing small group instruction.</p> <p>CSI PLAN: This will allow subs to provide small group instruction to students based on data, where every 2 grade levels will have an assigned sub, in order to work towards closing learning loss.</p>					
<p>5840 Computer Tech Fees, Software Licenses, Svcs</p>	<p>COMPUTER LICENSES - 501</p> <p>Supplemental computer programs, such as Reflex Math, Kami, DocHub, ClassroomScreen, Standards Plus, ESGI, Raz Kids, Spelling City, Reading A-Z, iXL, Headsprout, Read Naturally, ABC Mouse, etc., in order to provide highly engaged, differentiated instruction in a 21st-century classroom that</p>	<p>Goal 1 English Language Arts Goal 2 Mathematics</p>	<p>Schoolwide</p>	<p>\$</p>	<p>\$ 30,000</p>	<p>\$</p>

	offers opportunities for research, enrichment, and computer-based skills as well as independent project-based learning to include presentations and publications of student work.					
5850 Indep Contractor/Consultant	<p>Contracted Services (depending on guidance) - 501/ 523</p> <p>Consultant to provide targeted professional development in the areas of ELA, Writing, Math, AVID, ELD, and topics related to the site's professional development learning plan/foci, such as Step Up to Writing, etc.</p> <p>CSI Plan: Consultant to provide targeted professional development in the areas of SEL, Differentiation, Behavior Intervention, and topics related to the site's professional development learning plan/foci, such as SEL with Dr. Elliot, Kagan (Behavior Intervention), etc.</p>	<p>Goal 1 English Language Arts</p> <p>Goal 2 Mathematics</p> <p>Goal 3 English Learners</p> <p>Goal 6 Suspension</p>	<p>Schoolwide</p> <p>English Learner</p> <p>Two or More Races</p>	\$	\$ 15,000.00	\$ 15,000
4340 Computer Accessories/Supplies/ Software	<p>COMPUTER EQUIPMENT - 501/523</p> <p>iPads, tablets, Chromebooks, projectors, and other technology in order to provide highly engaged, differentiated instruction, as well as offer opportunities for research,</p>	<p>Goal 1 English Language Arts</p> <p>Goal 2 Mathematics</p>	<p>Schoolwide</p>	\$	\$ 20,000	\$ 15,000

	<p>enrichment, and computer-based skills, and independent project-based learning to include presentations and publications of student work.</p> <p>CSI PLAN:</p> <ul style="list-style-type: none"> • Provide students with a 1:1 device (such as iPads, tablets, Chromebooks, projectors, and other technology, etc) <p>that will allow them to access computer programs to support class instruction and use of site provided digital supplemental programs.</p>					
5841 District Computer Warranty/Repair	<p>DISTRICT COMPUTER WARRANTY - 419/501/523</p> <p>District Extended Warranty at the time of purchase of all new technology purchased to ensure technology equipment is fully functional.</p>	<p>Goal 1 English Language Arts</p> <p>Goal 2 Mathematics</p>	Schoolwide	\$ 200	\$ 5,000	\$ 1,500
4440 Computer Non-Deprc Equip \$500-\$4,999.99	<p>EDUCATIONAL TECHNOLOGY - 501/523</p> <p>Title I: provide a Computer station for the parent center/area where parents can access materials to support their child at home.</p>	<p>Goal 1 English Language Arts</p> <p>Goal 2 Mathematics</p>	Schoolwide	\$	\$ 5,000.00	\$ 10,000.00

	<p>Educational technology to support instruction and provide increased access to technology for students and staff in order to work toward 21st Century skills.</p> <p>CSI Plan: Educational technology to support instruction and provide increased access to technology for students in order to provide support that will address learning loss.</p>					
1930 Program Facil. - Addl Duty/ Other Certificated Addl Duty	<p>PROGRAM FACILITATOR (ADDITIONAL DUTY) - 419</p> <p>Additional duty to support teachers, plan and coordinate supplemental programs, etc.</p> <p>Oversee extended learning opportunities such as intensive instruction and tutoring, in order to support school-wide intervention programs.</p> <p>Model/Provide coaching to teachers to implement Culturally Relevant Teaching Practices.</p>	<p>Goal 1 English Language Arts Goal 2 Mathematics</p>	Schoolwide	\$ 4,300	\$	\$
4210 Other Books	<p>Other Books - 501/523</p> <p>Title I: Classroom library books to provide access to non-fiction, SEL, biographies, culturally relevant, primary language, and other books.</p>	<p>Goal 1 English Language Arts Goal 2 Mathematics</p>	Schoolwide	\$	\$ 35,000	\$ 16,500

	CSI Plan: Professional Development books/ resources aligned to the site's professional development learning plan/foci; supplement the classroom libraries/ learning center with resources such as leveled readers, thematic centers, etc.						
5880 Student Incentives/Other Services/Fees/Parent Inservice	Student Incentives - 419 Incentives to promote positive attendance and support the implementation of PBIS schoolwide.	Goal 1 English Language Arts Goal 2 Mathematics Goal 5 Chronic Absenteeism (K-8) Goal 7 Parent-Family Engagement	Schoolwide English Learner	\$ 3,897	\$	\$	
5713 Printing - District	Printing - 501 Printing to provide supplemental instructional materials, AVID Agendas, AVID materials, parent training materials, and flyers.	Goal 1 English Language Arts Goal 2 Mathematics	Schoolwide	\$	\$ 3,702	\$	
				Total Costs	\$ 219,596	\$ 200,204	\$ 150,300.49
				Total Allocation	\$ 219,596.91	\$ 200,203.74	\$ 150,300.49

Section 3: Possible Future Expenditures

LCAP and Title I

Possible adjustments and funds from vacant positions will be liquidated and allocated to the actions and services below .

NOTE: Include Strategies/Activities, Object Code, and Estimated Costs

(Not to exceed 30% of the tentative allocation)

Planned Expenditure Object Code	Strategies/Activities	Goal Alignment	Schoolwide and/or Applicable Student Group	LCAP 419 Cost	Title I 501 Cost
2130 Addl Duty- Instructional Aides/Assts/EAll/Rec Aides	Instructional Additional Duty - 419 Additional duty to provide support for Family Engagement Activities, NTE \$1,000.00.	Goal 1 English Language Arts Goal 2 Mathematics	Schoolwide	\$1,000.00	\$
4210 Other Books	Other Books - 419/501 To increase language development, reading comprehension, and critical thinking skills, by providing culturally relevant books, classroom library books, appropriate mathematical literature and appropriately leveled readers and supplemental texts in the classroom,	Goal 1 English Language Arts Goal 2 Mathematics	Schoolwide	\$2,000.00	\$2,000.00

<p>4340 Computer Accessories/Supplies/Software</p>	<p>COMPUTER EQUIPMENT - 419/501</p> <p>iPads, tablets, Chromebooks, projectors, and other technology in order to provide highly engaged, differentiated instruction, as well as offer opportunities for research, enrichment, and computer-based skills, and independent project-based learning to include presentations and publications of student work.</p> <ul style="list-style-type: none"> • Provide opportunities for engagement, differentiated instructional and research opportunities by upgrading and purchases of iPads, tablets, Chromebooks, projectors, and other technology 	<p>Goal 1 English Language Arts Goal 2 Mathematics</p>	<p>Schoolwide</p>	<p>\$15,000.00</p>	<p>\$15,000.00</p>
<p>5841 District Computer Warranty/Repair</p>	<p>DISTRICT COMPUTER WARRANTY - 419/501</p> <p>District Extended Warranty at the time of purchase of all new technology purchased with Title I to ensure technology equipment is fully functional.</p>	<p>Goal 1 English Language Arts Goal 1 English Language Arts</p>	<p>Schoolwide</p>	<p>\$1,500.00</p>	<p>\$1,500.00</p>
<p>4310 Instr Materials/Supplies</p>	<p>INSTRUCTIONAL MATERIALS - 419/501</p> <p>Instructional materials (such as, but not limited to: binders, dividers, agendas, pencils, pens, paper, spiral notebooks, highlighters, erasers, pencil pouches, etc), AVID, subscriptions to non-fiction material, such as Scholastic News; math tools, graphic organizers, charting tools, intervention materials, backpacks, etc.</p>	<p>Goal 1 English Language Arts Goal 2 Mathematics</p>	<p>Schoolwide</p>	<p>\$15,000.00</p>	<p>\$15,000.00</p>

5851 Assemblies/Non-Classified Experts	Virtual Assemblies, that focus on building cultural proficiency and SEL, to provide instruction beyond the learning boundaries.	Goal 1 English Language Arts Goal 2 Mathematics Goal 5 Chronic Absenteeism (K-8) Goal 6 Suspension	Schoolwide	\$2,500.00	\$2,500.00
1130 Certificated Teaching - Addl Duty	Additional duty to provide student support, tutoring, collaboration, after-school training, etc. to continue to close the learning gap.	Goal 1 English Language Arts Goal 2 Mathematics	Schoolwide	\$2,500.00	\$2,500.00
4390 Other Materials	Other materials to support supplemental instruction, intervention, organization, and tutoring, such as leveled readers, thematic text, etc.	Goal 1 English Language Arts Goal 2 Mathematics Goal 3 English Learners	Schoolwide Two or More Races	\$5,000.00	\$5,000.00
4440 Computer Non-Deprc Equip \$500-\$4,999.99	EDUCATIONAL TECHNOLOGY - 419/501 Provide a Computer station for the parent center/area where parents can access materials to support their child at home. Educational technology to support instruction and provide increased access to technology for students and staff in order to work toward 21st Century skills.	Goal 1 English Language Arts Goal 2 Mathematics	Schoolwide	\$15,000.00	\$15,000.00
5633 Maintenance Agreement	MAINTENANCE AGREEMENTS - 419 To maintain technology and equipment, ensure it is all in working order and has the appropriate supplies that will provide supplemental materials, such as standards-aligned homework, etc.	Goal 1 English Language Arts Goal 2 Mathematics	Schoolwide	\$2,000.00	\$

5220 Inservice/Conference	<p>CONFERENCES or Contracted Services (depending on guidance) - 419/501</p> <p>Inservice and Business Expenses (including the costs for registration, travel, and incidentals) to attend conferences/training such as (but not limited to): AVID, AVID Path, iTeach, CAG, Differentiation, Get Your Teach On, ACSA, Autism conferences, and Behavior Intervention conferences, etc.</p> <p>Training such as (but not limited to): SDE virtual training, AVID virtual training, Math training, engagement training, SEL, technology, etc.</p>	<p>Goal 1 English Language Arts</p> <p>Goal 2 Mathematics</p>	<p>Students with Disabilities</p> <p>Two or More Races</p> <p>Low-Income</p>	\$4,000.00	\$7,000.00
				Total:	\$65,500
				\$65,500	\$65,500

Section 5: Board Certification

Board Certification

7/8/2021

BoardDocs® Meeting: Regular Meeting of the Board of Education Tue, Jul 6, 2021



SAN BERNARDINO COUNTY
UNIFIED SCHOOL DISTRICT
Making Hope Happen

Agenda Item Details

Meeting	Jun 22, 2021 - Regular Meeting of the Board of Education
Category	11. Action Items
Subject	11.3 Approval of School Plans for Student Achievement, 2021-2022
Type	Action
Preferred Date	Jun 22, 2021
Absolute Date	Jun 22, 2021
Fiscal Impact	No
Budgeted	No
Recommended Action	Approval of the School Plans for Student Achievement, 2021-2022

Prepared by: Terry Cornick, Director, Categorical Programs Department

The State Education Code requires that all school plans that operate with categorical funds be approved by the local school board. When funded by Title I, schools may operate as Targeted Assistance Schools where specific Title I students are identified to receive Title I services, or they may operate as Schoolwide Programs where funds are focused on a program that ensures academic achievement for all students. Under this option, schools gain flexibility in the use of categorical support services. Based on the needs assessments, to operate as a schoolwide program would be to the benefit of their students rather than separate, add-on services in raising academic achievement for the lowest achieving students in a school. All plans are reviewed for legal compliance and are recommended for approval as submitted.

It is recommended that the following resolution be adopted:

BE IT RESOLVED that the Board of Education approves the School Plans for Student Achievement for the following schools:

Schoolwide Programs: Elementary Schools

Ramona Alessandro	STAR CDS at Anderson	Anton	Arrowhead
Barton	Belvedere	Bradley	Brown
Cole	Cypress	Davidson	Del Rosa
Dominguez	Emmertton	Fairfax	Gomez
Henry	Highland-Pacific	Hillside	Holcomb
Hunt	Inghram	Jones	Kendall
Kimbark	Lankershim	Lincoln	Lytle Creek
Marshall	Monterey	Mt. Vernon	Muscoy
Newmark	North Park	North Verdemont	Norton
Bonnie Oehl	Palm Avenue	Parkside	Riley
Rio Vista	E. Neal Roberts	Roosevelt	Salinas
S.B. City Community Day	Thompson	Urbita	Vermont
Warm Springs	Wilson	Wong	

Schoolwide Programs: Middle Schools

Arrowview	Chavez	Curtis	Del Vallejo
-----------	--------	--------	-------------

<https://go.boarddocs.com/ca/sbcusd/Board.nsf/goto?open&id=C3D6FU14C70D>

1/2

7/8/2021

BoardDocs® Meeting: Regular Meeting of the Board of Education Tue, Jul 6, 2021

Golden Valley
Rodriguez

King
Serrano

Paakuma
Shandin Hills

Richardson

Schoolwide Programs: High Schools

Arroyo Valley
Pacific
Sierra

Cajon
San Andreas

Indian Springs
San Bernardino

Middle College
San Geronio

Targeted Assistance Programs

Alternative Learning Center
Anderson
Harmon

[Link to SPSAs_.pdf \(27 KB\)](#)

Motion & Voting

Approval of the School Plans for Student Achievement, 2021-2022

Motion by Margaret Hill, second by Abigail Rosales-Medina.

Final Resolution: Motion Carries

Yea: Gwen Dowdy-Rodgers, Scott Wyatt, Barbara Flores, Margaret Hill, Abigail Rosales-Medina, Danny Tillman, Mayra Ceballos