

The School Plan for Student Achievement 2021-2022

School: ANDERSON SCHOOL
District: SAN BERNARDINO CITY UNIFIED SCHOOL DISTRICT
County District School (CDS) Code: 36678766036990
Principal: Jana Stewart
SSC Approval/Adopted Date: 4/22/2021

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: Jana Stewart
Telephone Number: (909) 388-6311
Address: 24302 East 4th St.
San Bernardino, CA 92410
E-mail Address: jana.stewart@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 .)
<p>NOTE: Graduation rate and College and Career data was not available due to less than 11 students.</p> <p>2018-2019 ANALYSIS: School-wide (CSI): According the CA Dashboard, 2.9% of the students were suspended at least once, which puts the school in the orange.</p> <p>English Learners: 2.8% suspended at least once (increase of 0.3%)</p> <p>African American: 8.3% suspended at least once (Increased 8.3%)</p> <p>We currently have 0 student groups in the red, yellow and blue, 3 student groups in the orange (English Learners, Socioeconomically Disadvantaged and Students with Disabilities, and one student group in the green (Hispanic).</p> <p>ROOT CAUSE: Based on data, we found that a majority of the suspensions were due to students exhibiting socially inappropriate physically aggressive behaviors causing harm to staff and students.</p> <p>NEXT STEPS:</p> <ol style="list-style-type: none"> 1. Add'l Duty to provide time for teachers to attend professional development and collaboration activities to increase teacher efficacy in providing instructional strategies, behavioral strategies, create successful vocational and transition units, etc. 2. Instructional materials and supplies will be provided 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 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. 3. Provide 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. 4. Other Material 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. 5. Purchase technology equipment, accessories and supplies including district warranty and repair such as but not limited to 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. 6. Provide professional development including in-services and conferences such as but not limited Autism Conferences, Behavior, SEIS Conference, Safety and Wellness Training, literacy and reading comprehension, math, Paraprofessional Training, Clerical Training, PECS, MOVE Program Training and paid trainings provided by SBCSS.

7. Substitutes to provide release time for teacher to attend on site and or virtual activities such as but not limited to in-services training, IEPs, teacher collaboration, etc. to assist in decreasing suspensions and increasing the probability of students meeting their IEP goals.
8. 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 supports the Moderate/Severe Special Education Basics 3 Curriculum Framework.
9. Student incentives such as but not limited to certificates, pencils, markers, sensory items, etc. to support the site's PBIS program, perfect attendance, etc.
10. Provide parents with onsite and/or virtual in-services, training, and conferences.
11. Provide instructional printing as well as parent materials to provide better family engagement and school-parent communication.
12. Maintenance agreement to maintain working equipment for teachers to be able to copy lessons, supplemental materials intervention, IEP materials, etc.
13. Instructional printing, as well as parent materials, to provide better family engagement and school-parent communication.
14. Provide Field Trip Transportation and admissions such as but not limited to the 66ers Education Day and the Sunshine Days at the Orange Show, etc. to support the students as it aligns to the Basics Domains (Community, Domestic and Recreation/Leisure).
15. District Postage to provide notifications, communications, flyers, newsletters etc. to keep parents informed of events, activities and to improve communication between school and home and keep parents informed.
16. Add'l Duty will be provided to the Bilingual Clerk to communicate with parents and maintain records and provide resources to parents to access.
17. Ebooks to provide interactive technology and access to School wide instruction for the Five Domains (Functional Academics, Domestic, Community, Vocational and Recreation/Leisure).

CSI PLAN

1. To provide time for teachers to attend professional development and collaboration activities to increase teacher efficacy in providing instructional strategies
2. Instructional materials and supplies will be provided 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 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.
3. Provide professional development including in-services and conferences such as but not limited Autism Conferences, Behavior, SEIS Conference, Safety and Wellness Training, literacy and reading comprehension, math, Paraprofessional Training, Clerical Training, PECS, MOVE Program Training and paid trainings provided by SBCSS.
4. Substitutes to provide release time for teacher to attend on site and or virtual activities such as but not limited to in-services and trainings
5. Provide parents with onsite and/or virtual in-services, training, and conferences.
6. District Postage to provide notifications, communications, flyers, newsletters etc. to keep parents informed of events, activities and to improve communication between school and home and keep parents informed.
7. Purchase technology equipment, accessories and supplies including district warranty and repair such as but not limited to 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.

ELPAC and English Learner Program

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

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 proficiency and being assessed traditionally to determine their proficiency in English and in their home language. Due to this, the students don't take the standard ELPAC assessment. The students require an Alternative Language Proficiency Instrument (ALPI) which is a modified assessment designed to accommodate the needs of these students in initial language proficiency testing.

ELPAC:

English Learners are utilizing functional communication systems such as American Sign Language, Picture Communication Systems and Communication devices. The goal is that there will be an increase of 5% of English Learners using functional communication systems.

RECLASSIFICATION:

Due to the cognitive, receptive and expressive levels of the student population, other reclassification criteria is needed because the lack of language acquisition is due to the student's disability, not the student's environment. Reclassification is attainable for 100% of Anderson students using this criteria.

ELA:

English Learners have individualized goals in the area of ELA. They receive progress on those goals three times a year as documented in their IEPs. Based on their goals in the Functional Academics, Students will increase by 5% on meeting their goals. This is measured by Basics 3 Benchmarks.

MATH:

English Learners have individualized goals in the area of Math They receive progress on those goals three times a year as documented in their IEPs. Based on their goals in the Functional Academics, Students will increase by 5% on meeting their goals. This is measured by Basics 3 Benchmarks.

DATA ANALYSIS:

FUNCTIONAL ACADEMICS BASIC III-Includes turning academic areas into functional activities such as functional math, survival reading, local geography, current events and their applications to the community. 4 out of 12 EL learners met their goal. The guiding factors were high absenteeism, unable to observe and collect data due to stay-at-home order and requires excessive prompting. 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:

Manipulatives, Tangibles, and virtual field trips.

DOMESTIC BASIC III

Includes Focus on personal health care, responsibility, home management, family/social life, sexuality and their applications to the community. 4 out of 7 EL learners met their goal. The guiding factors were high absenteeism, unable to observe and collect data due to stay-at-home order and requires excessive prompting. 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:

Visuals of Cooking supplies and equipment. Grocery store gift card were unable to be used due to school closures.

VOCATIONAL BASIC III

Includes virtual career occupation experience and training, employment skills, access to Transition and their applications to the community. 7 out of 13 EL learners met their goal. The guiding factors were high absenteeism, unable to observe and collect data due to stay-at-home order, loses interest quickly, not focused on activity, challenges due to distance learning model, previous case carrier wrote goals outside of obtainable means for students to meet given their baseline, and requires excessive prompting. 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 virtual field trip opportunities during distance learning.

COMMUNITY BASIC III

Includes skills necessary for the individuals to participate in campus, neighborhood, and community environments with successful interdependence. Mobility skills, virtual access to community services, virtual purchasing skills and their applications to the community. 5 out of 9 EL learners met their goal. The guiding factors were high absenteeism, unable to observe and collect data due to stay-at-home order, students required more practice and higher level of assistance, previous case carriers wrote goals outside of obtainable means for students to meet given their baseline, and required excessive prompting. 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: Virtual field trips during distance learning.

RECREATION AND LEISURE BASIC III

Includes games, puzzles, arts, crafts, music, social gatherings, hobbies, self-regulating interactive behaviors, accessing public interests, and their virtual applications to the community. 2 out of 3 EL learners met their goal. The guiding factors are minimal progress was made during Covid mandated stay-at-home orders, needs 1:1 assistance to complete the task, and high absenteeism. 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 sensory materials and supplies for choice and craft boxes for organization.

TRANSITIONAL BASIC III-
 Includes developing skills for post secondary learning. 9 out of 12 EL learners met their goal. The guiding factors are high absenteeism, students not participating in distance learning, CBI is currently unavailable, unable to observe due to distance learning, made substantial progress but missed the goal to level of prompting and unable to measure due to distance learning. 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: Virtual outings and exposure to vocational environments.

ROOT CAUSE: The guiding factors were high absenteeism, unable to observe and collect data due to stay-at-home order, CBI is currently unavailable, students required more practice and higher level of assistance, previous case carriers wrote goals outside of obtainable means for students to meet given their baseline, needs 1:1 assistance, made substantial progress but missed the goal to level of prompting and required excessive prompting.

NEXT STEPS:

1. Instructional materials and supplies to support English Learners 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 Framework, as well as, Life Skills, such as but not limited to 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.
2. Professional development to support English Learners such as but not limited to CABE to assist them in making progress toward meeting IEP and unit goals.
3. Substitutes to provide release time for teacher to attend on site and or virtual activities to support English Learners such as but not limited to in-services training, IEPs, teacher collaboration, etc. to assist in decreasing suspensions and increasing the probability of students meeting their IEP goals.
4. E-Books to provide English Learners interactive technology and access to instruction for the Five Domains (Functional Academics, Domestic, Community, Vocational and Recreation/Leisure).

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

ANALYSIS:

FUNCTIONAL ACADEMICS BASIC III-Includes turning academic areas into functional activities such as functional math, survival reading, local geography, current events and their applications to the community.

Out of 51 IEP goals for functional academics 18 were met. 33 out of 51 did not meet their IEP goal. 14 out of 60 students are EL Learners and 12 out of 60 students are African American. 3 out of 12 African American Students and 4 out of 12 EL learners met their goal. The guiding factors were high absenteeism, unable to observe and collect data due to stay-at-home order and requires excessive prompting.

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:
 Manipulatives, Tangibles, and virtual field trips.

DOMESTIC BASIC III
 Includes Focus on personal health care, responsibility, home management, family/social life, sexuality and their applications to the community

Out of 37 IEP goals for Domestic and 11 were met. 26 out of 37 did not meet their IEP goal. 14 out of 60 students are EL Learners and 12 out of 60 students are African American. 3 out of 10 African American Students and 4 out of 7 EL learners met their goal. The guiding factors were high absenteeism, unable to observe and collect data due to stay-at-home order and requires excessive prompting.

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:
 Cooking supplies, grocery store gift cards

VOCATIONAL BASIC III

Includes virtual career occupation experience and training, employment skills, access to Transition and their applications to the community

Out of 54 IEP goals for Vocational 17 were met. 37 out of 54 did not meet their IEP goal. 14 out of 60 students are EL Learners and 12 out of 60 students are African American. 2 out of 10 African American Students and 7 out of 13 EL learners met their goal. The guiding factors were high absenteeism, unable to observe and collect data due to stay-at-home order, loses interest quickly, not focused on activity, challenges due to distance learning model, previous case carrier wrote goals outside of obtainable means for students to meet given their baseline, and requires excessive prompting.

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 virtual field trip opportunities

COMMUNITY BASIC III

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

Out of 44 IEP goals for community 18 were met. 26 out of 44 did not meet their IEP goal. 14 out of 60 students are EL Learners and 12 out of 60 students are African American. 3 out of 9 African American Students and 5 out of 9 EL learners met their goal. The guiding factors were high absenteeism, unable to observe and collect data due to stay-at-home order, students required more practice and higher level of assistance, previous case carriers wrote goals outside of obtainable means for students to meet given their baseline, and required excessive prompting.

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:

Virtual field trips

RECREATION AND LEISURE BASIC III

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

Out of 14 IEP goals for Recreation and Leisure 7 were met. 7 out of 14 did not meet their IEP goal. 14 out of 60 students are EL Learners and 12 out of 60 students are African American. 3 out of 14 African American Students and 2 out of 3 EL learners met their goal. The guiding factors are minimal progress was made during Covid mandated stay-at-home orders, needs 1:1 assistance to complete the task, and high absenteeism.

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 sensory materials and supplies for choice and craft boxes for organization.

TRANSITIONAL BASIC III

Out of 52 IEP goals for Transition 14 were met. 38 out of 52 did not meet their IEP goal. 14 out of 60 students are EL Learners and 12 out of 60 students are African American. 3 out of 14 African American Students and 9 out of 12 EL learners met their goal. The guiding factors are high absenteeism, students not participating in distance learning, CBI is currently unavailable, unable to observe due to distance learning, made substantial progress but missed the goal to level of prompting and unable to measure due to distance learning.

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:

Virtual outings and exposure to vocational environments.

ROOT CAUSE:

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

1. Due to the pandemic this has created an uncertain instructional delivery model for students. Students are having a difficult time with distance learning and staying engaged in the lessons that are online. Also, because students are home, there are less structured activities and more distractions due to family members being home.

NEXT STEPS:

1. Add'l Duty to provide time for teachers to attend professional development and collaboration activities to increase teacher efficacy in providing instructional strategies, behavioral strategies, create successful vocational and transition units, etc.
2. Instructional materials and supplies will be provided 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 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.
3. Provide computer Licenses, software and apps such as but not limited to Communication and Assistive Technology (Digital Books, Board maker Online, PODB 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.
4. Other Material 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.
5. Purchase technology equipment, accessories and supplies including district warranty and repair such as but not limited to 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.
6. Provide professional development including in-services and conferences such as but not limited Autism Conferences, Behavior, SEIS Conference, Safety and Wellness Training, literacy and reading comprehension, math, Paraprofessional Training, Clerical Training, PECS, MOVE Program Training and paid trainings provided by SBCSS.
7. Substitutes to provide release time for teacher to attend on site and or virtual activities such as but not limited to in-services training, IEPs, teacher collaboration, etc. to assist in decreasing suspensions and increasing the probability of students meeting their IEP goals.
8. 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 supports the Moderate/Severe Special Education Basics 3 Curriculum Framework.
9. Student incentives such as but not limited to certificates, pencils, markers, sensory items, etc. to support the site's PBIS program, perfect attendance, etc.
10. Provide parents with onsite and/or virtual in-services, training, and conferences.
11. Provide instructional printing as well as parent materials to provide better family engagement and school-parent communication.
12. Maintenance agreement to maintain working equipment for teachers to be able to copy lessons, supplemental materials intervention, IEP materials, etc.
13. Instructional printing, as well as parent materials, to provide better family engagement and school-parent communication.
14. Provide Field Trip Transportation and admissions such as but not limited to the 66ers Education Day and the Sunshine Days at the Orange Show, etc. to support the students as it aligns to the Basics Domains (Community, Domestic and Recreation/Leisure).
15. District Postage to provide notifications, communications, flyers, newsletters etc. to keep parents informed of events, activities and to improve communication between school and home and keep parents informed.
16. Add'l Duty will be provided to the Bilingual Clerk to communicate with parents and maintain records and provide resources to parents to access.
17. Ebooks to provide interactive technology and access to School wide instruction for the Five Domains (Functional Academics, Domestic, Community, Vocational and Recreation/Leisure).

CSI PLAN

1. To provide time for teachers to attend professional development and collaboration activities to increase teacher efficacy in providing instructional strategies
2. Instructional materials and supplies will be provided 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 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.

3. Provide professional development including in-services and conferences such as but not limited Autism Conferences, Behavior, SEIS Conference, Safety and Wellness Training, literacy and reading comprehension, math, Paraprofessional Training, Clerical Training, PECS, MOVE Program Training and paid trainings provided by SBCSS.
4. Substitutes to provide release time for teacher to attend on site and or virtual activities such as but not limited to in-services and trainings
5. Provide parents with onsite and/or virtual in-services, training, and conferences.
6. District Postage to provide notifications, communications, flyers, newsletters etc. to keep parents informed of events, activities and to improve communication between school and home and keep parents informed.
7. Purchase technology equipment, accessories and supplies including district warranty and repair such as but not limited to 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.

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

Suspension Rate Data Analysis
 School-wide: 0% suspended at least once

EL: 0% suspended at least once

AA: 0% suspended at least once

ROOT CAUSE:
 Anderson School staff continues to focus on decreasing the rate of suspension. Currently, the data shows there are no suspensions for Schoolwide, English Learner, and African American per the Aeries database. All Anderson students are learning at home with parent or family involvement and support. The continuous support and presence of family members who were able to redirect and keep students engaged, as much as possible, resulted in a decrease in student behavior.

NEXT STEPS:

1. Students will be provided with PBIS materials and incentives to decrease chronic absenteeism and maintain the 0% suspension rate.
2. Add'l Duty-Instructional Assistants will be provided to supervise for late student bus pick up after school and to decrease the suspension rate.
3. Provide professional development including in-services and conferences such as but not limited Behavior, Safety and Wellness Training, Paraprofessional Training, PECS, MOVE Program Training and paid trainings provided by SBCSS.

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>ADDITIONAL DUTY (419 / 501 / 523)</p> <ul style="list-style-type: none"> provide behavioral strategies, create successful vocational and transition units, etc. to assist in decreasing suspensions and increasing the probability of students meeting their IEP goals. <p>CSI PLAN (523):</p> <ul style="list-style-type: none"> To provide time for teachers to attend professional development and collaboration activities to increase teacher efficacy in providing instructional strategies 	<p>Schoolwide</p>	<p>Additional Duty has provided teachers with the opportunity to collaborate after contract hours regarding unit plans and collaborations between school and district staff. Anderson school does not have MOU days to give teachers the opportunities to collaborate in PD. 80% of teachers have participated as evidenced by sign sheets.</p>	<p>Due to distance learning and school closures, the staff have been gathering virtually and not in person.</p>	<p>Additional duty will continue to be provided when school resumes in the fall. Teacher will meet virtually until in-person school resumes.</p>
<p>INSTRUCTIONAL MATERIAL (419 / 501)</p> <ul style="list-style-type: none"> 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 	<p>Schoolwide African American</p>	<p>Due to distance learning, instructional materials and supplies increased in order to ensure that both students and teachers had adequate supplies while learning from home as evidenced by IEP documents, teacher sign in sheets and teacher feedback.</p>	<p>n/a</p>	<p>As we return to in person instruction, we will continue to purchase instructional materials and supplies to continue instruction.</p>

<p>Moderate/Severe Special Education Basics 3 Curriculum 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>				
<p>COMPUTER LICENSES (419 / 501)</p> <ul style="list-style-type: none"> • Computer Licenses, software and apps such as but not limited to Communication and Assistive Technology (Digital Books, Board maker Online, PODO 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 	<p>Schoolwide</p>	<p>N/A</p>	<p>The license allocation was transferred to technology according to the possible future expenditures. Due to distance learning, we had a greater need for computers and technology to conduct online lessons and activities.</p>	<p>As we return to in person learning, we will continue to use the knowledge gained with technology to modify classroom lessons. The site will continue to purchase technology for the 21/22 school year.</p>

<p>supports the Moderate/Severe Special Education Basics 3 Curriculum Framework.</p>				
<p>OTHER MATERIAL (419 / 501)</p> <ul style="list-style-type: none"> Based on a needs assessment 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>Schoolwide</p>	<p>Students have access to more hands-on instructional materials allowing for a more functional learning environment and a development of life-long learning skills, as evidenced by progress reports, B3Bs, and report cards.</p>	<p>n/a</p>	<p>Once we return to in person instruction, we will continue to purchase supplies to ensure the wellness and safety needs of our students.</p>
<p>COMPUTER EQUIPMENT (419 / 501)</p> <ul style="list-style-type: none"> Technology equipment and supplies such as but not limited to 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, 	<p>Schoolwide</p>	<p>Due to distance learning we had a greater need for computers and technology to conduct online lessons and activities as evidenced by teacher/parent feedback and technology inventory.</p>	<p>n/a</p>	<p>As we return to in person learning, we will continue to use the knowledge gained with technology to modify classroom lessons. The site will continue to purchase technology for the 21/22 school year.</p>

<p>and Domestic. This supports the Moderate/Severe Special Education Basics 3 Curriculum Framework.</p>				
<p>COMPUTER ACCESSORIES (419 / 501)</p> <ul style="list-style-type: none"> 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 Academics, Community, Recreation and Leisure, Vocational, and Domestic. This supports the Moderate/Severe Special Education Basics 3 Curriculum Framework. 	<p>Schoolwide</p>	<p>Due to distance learning we had a greater need for computer accessories and technology to conduct online lessons and activities as evidenced by teacher/parent feedback and technology inventory.</p>	<p>n/a</p>	<p>As we return to in person learning, we will continue to use the knowledge gained with technology to modify classroom lessons. The site will continue to purchase technology for the 21/22 school year.</p>
<p>INSERVICE/ CONFERENCE (419 / 501 / 523)</p> <ul style="list-style-type: none"> Professional development such as but not limited to CAFE, Autism Conferences, Behavior, SEIS Conference, Safety and Wellness Training, Paraprofessional Training, Clerical Training, PECS, SSC Training, MOVE Program Training and trainings provided by SBCSS. Certificated visits to other sites and programs, 	<p>Schoolwide English Learner Students with Disabilities</p>	<p>Teachers were able to attend virtual conferences were able to use strategies learning in their distance learning classrooms as evidenced by student work samples, teacher feedback, and virtual walk-throughs.</p>	<p>N/A</p>	<p>As we return to in person learning, virtual and on-site professional development will be provided.</p>

<ul style="list-style-type: none"> certificated workshops and conferences, administrator conferences and workshops, classified conferences and workshops, training seminars and webinars, learning new strategies in the areas of literacy, reading comprehension, and math designed for special education students in order to assist them in making progress toward meeting IEP and unit goals. training for applied behavior analysis, and social and emotional learning to assist students. <p>CSI PLAN</p> <ul style="list-style-type: none"> -Professional development such as but not limited to CAFE, Autism Conferences, Behavior, SEIS Conference, Safety and Wellness Training, Paraprofessional Training To learn new strategies in the areas of literacy, reading comprehension, and math designed for special education students 				
<p>SUBSTITUTES (419 / 501 / 523)</p> <ul style="list-style-type: none"> 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), 	<p>Schoolwide</p>	<p>Teachers were able to attend virtual conferences were able to use strategies learning in their distance learning classrooms as evidenced by student work samples, teacher</p>	<p>N/A</p>	<p>Substitutes will continue to be funded. As we return to in person learning, virtual and on-site professional development will be provided.</p>

<p>training (501/CSI), IEPs (419), teacher collaboration (501), etc. to assist in decreasing suspensions and increasing the probability of students meeting their IEP goals. (419)</p> <p>CSI PLAN (523):</p> <ul style="list-style-type: none"> • Substitutes to provide release time for teacher to attend on site and or virtual activities such as but not limited to in-services and trainings 		<p>feedback, and virtual walk-throughs.</p>		
<p>DISTRICT WARRANTIES (419 / 501)</p> <ul style="list-style-type: none"> • To ensure that new technology purchased is in working order and available for use to support in person and virtual instruction. 	<p>Schoolwide</p>	<p>Due to distance learning we had a greater need for computers and technology to conduct online lessons and activities as evidenced by teacher/parent feedback and technology inventory.</p>	<p>n/a</p>	<p>District Warranties will continue to be purchased as the site purchases technology.</p>
<p>BUS TICKETS (419 / 501)</p> <ul style="list-style-type: none"> • 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 supports the Moderate/Severe Special Education Basics 3 Curriculum Framework. 	<p>Schoolwide</p>	<p>N/A</p>	<p>Due to school closures, bus tickets were not needed. According to the possible future expenditures, the allocation was transferred to technology where we had a greater need.</p>	<p>As we return to in person learning, the site will continue to purchase bus tickets.</p>

<p>STUDENT INCENTIVES/ PARENT INSERVICE (419)</p> <ul style="list-style-type: none"> • Student incentives such as but not limited to certificates, pencils, markers, sensory items, etc. to support the site's PBIS program, perfect attendance, etc. • Provide parents with onsite and/or virtual inservices, training, and conferences. 	<p>Schoolwide</p>	<p>Parent Virtual In-Services and trainings were effective in providing valuable information as measured by more parent involvement and parent sign in sheets.</p>	<p>Due to school closures and distance learning, student incentives were not purchased. Per the possible future expenditures, allocation was transferred to technology.</p>	<p>As we return to in person learning, student incentives and parent in-services will continue.</p>
<p>DISTRICT PRINTING (419 / 501)</p> <ul style="list-style-type: none"> • Instructional printing, as well as parent materials to provide better family engagement and school-parent communication. 	<p>Schoolwide</p>	<p>Printing was effective in communicating with families especially during school closures as evidenced by the materials sent home.</p>	<p>n/a</p>	<p>Printing will continue to be funded in the 21/22 School Year.</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)

Targeted Assistance Program

Comprehensive Support and Improvement

Briefly describe the purpose of this plan:

The purpose of this plan is to identify the individual academic needs of all students at Anderson Elementary School and set goals to implement specific strategies and activities as part of our LCAP and Title I Targeted Assistance 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.)

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, 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 was then approved by the SSC.

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:

Anderson school has been identified as a CSI school, due to its suspension rate. During the 2018-2019 school year, 1 student was suspended 2 times due to outbursts, leading to physical harm to fellow classmates. Students have a difficult time expressing their needs, wants and feelings due to their disabilities.

Next Steps

- 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 staff and parents on Picture Communication Systems, so students make preferred choices instead of aggressing toward self or other.

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

Anderson Students have individualized goals in the area of ELA. They receive progress on those goals three times a year as documented in their IEPs. Based on their goals in the Functional Academics, Students will increase by 5% on meeting their goals. This is measured by Basics 3 Benchmarks.

ATSI Identified Needs

N/A.

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
See above.	See above.	See above.

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

Anderson Students have individualized goals in the area of Math. They receive progress on those goals three times a year as documented in their IEPs. Based on their goals in the Functional Academics, Students will increase by 5% on meeting their goals. This is measured by Basics 3 Benchmarks.

ATSI Identified Needs

N/A

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
See above	See above	See above

Section 2: Goal 3 English Learners

Goal 3: English Learners

(ELPAC, Reclassification, ELA and Math goals)

ELPAC

English Learners are utilizing functional communication systems such as American Sign Language, Picture Communication Systems and Communication devices. The goal is that there will be an increase of 5% of English Learners using functional communication systems.

Reclassification

Due to the cognitive, receptive and expressive levels of the student population, other reclassification criteria is needed because the lack of language acquisition is due to the student's disability, not the student's environment. Reclassification is attainable for 100% of Anderson students using the ALPI criteria.

ELA

English Learners have individualized goals in the area of ELA. They receive progress on those goals three times a year as documented in their IEPs. Based on their goals in the Functional Academics, Students will increase by 5% on meeting their goals. This is measured by Basics 3 Benchmarks.

Math

English Learners have individualized goals in the area of Math They receive progress on those goals three times a year as documented in their IEPs. Based on their goals in the Functional Academics, Students will increase by 5% on meeting their goals. This is measured by Basics 3 Benchmarks.

ATSI Identified Needs

N/A.

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
See above	See above	See above

Section 2: Goal 4 African American Students

Goal 4: African American Students

(Include ELA, Math, and ATSI identified areas)

ELA

African American Students have individualized goals in the area of ELA. They receive progress on those goals three times a year as documented in their IEPs. Based on their goals in the Functional Academics, Students will increase by 5% on meeting their goals. This is measured by Basics 3 framework and in their IEPs.

Math

African American Students have individualized goals in the area of Math. They receive progress on those goals three times a year as documented in their IEPs. Based on their goals in the Functional Academics, Students will increase by 5% on meeting their goals. This is measured by Basics 3 framework and in their IEPs.

ATSI Identified Needs

N/A

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
See above	See above	See above

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

N/A

ATSI Identified Needs

N/A

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
N/A	N/A	N/A

Section 2: Goal 6 Suspension

Goal 6: Suspension

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

School-Wide

CSI IDENTIFIED AREA:
Decrease the percentage of students suspended at least once by 50%.

ATSI Identified Needs

N/A

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CA Dashboard	2.9% suspended at least once	1.5% suspended at least once
SBCUSD Dashboard	0% suspended at least once as of January 2021.	0.7% suspended at least once as of January 2022

Section 2: Goal 7 Parent-Family Engagement

Goal 7: Parent-Family Engagement

School-Wide

Increase the amount of parents/families participating in school activities such as parent trainings, coffee with the principal, back-to-school nights, etc. by an average of 3 parents.

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Sign-in sheets	As of April 5th, 1-3 average sign-ins	4-6 average sign-ins

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
1130 Certificated Teaching - Addl Duty	ADDITIONAL DUTY (419 / 501 / 523) <ul style="list-style-type: none"> provide time for teachers to attend professional development and collaboration activities to increase teacher efficacy in providing instructional strategies, behavioral strategies, create successful vocational and transition units, etc. CSI PLAN (523): <ul style="list-style-type: none"> To provide time for teachers to attend professional development and collaboration activities to increase teacher efficacy in providing 	Goal 1 English Language Arts Goal 2 Mathematics Goal 9 College Career (High School) Goal 6 Suspension	Schoolwide Students with Disabilities	\$ 3,000	\$ 3,000	\$ 2,000

	instructional strategies.					
4310 Instr Materials/Supplies	<p>INSTRUCTIONAL MATERIAL (419/501/523)</p> <ul style="list-style-type: none"> 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 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, 	<p>Goal 1 English Language Arts Goal 2 Mathematics Goal 3 English Learners Goal 4 African American</p>	<p>Schoolwide English Learner</p>	\$ 4,022	\$ 6,389	\$ 3,500

	<p>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> <p>CSI Plan</p> <ul style="list-style-type: none"> • 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 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 					
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	<p>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>					
<p>5840 Computer Tech Fees, Software Licenses, Svcs</p>	<p>COMPUTER LICENSES (523/501)</p> <ul style="list-style-type: none"> Computer Licenses, software and apps such as but not limited to Communication and Assistive Technology (Digital Books, Board maker Online, PODD 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, 	<p>Goal 1 English Language Arts Goal 2 Mathematics</p>	<p>Schoolwide</p>	<p>\$</p>	<p>\$ 500</p>	<p>\$ 1,500</p>

	<p>and Domestic. This supports the Moderate/Severe Special Education Basics 3 Curriculum Framework.</p> <p>CSI</p> <ul style="list-style-type: none"> • Computer Licenses, software and apps such as but not limited to Communication and Assistive Technology (Digital Books, Board maker Online, PODD 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. 					
4390 Other Materials	<p>OTHER MATERIAL (419/501/523)</p> <ul style="list-style-type: none"> • In order to meet students Health, 	<p>Goal 1 English Language Arts Goal 2 Mathematics</p>	Schoolwide	\$ 2,000	\$ 1,000	\$ 5,500

	<p>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>CSI</p> <ul style="list-style-type: none"> To provide sensory items and books to increase student engagement and assist in students meeting their IEP goals. 					
<p>4440 Computer Non-Deprc Equip \$500-\$4,999.99</p>	<p>COMPUTER EQUIPMENT (523 / 501)</p> <ul style="list-style-type: none"> Technology equipment and supplies including warranty such as but not limited to Chrome books, laptops, desktops, 	<p>Goal 1 English Language Arts Goal 2 Mathematics Goal 9 College Career (High School)</p>	<p>Schoolwide</p>	<p>\$</p>	<p>\$ 2,500</p>	<p>\$ 3,000</p>

	<p>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>CSI</p> <ul style="list-style-type: none"> • Technology equipment and supplies including warranty such as but not limited to 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. 					
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<p>4340 Computer Accessories/Supplies/ Software</p>	<p>COMPUTER ACCESSORIES (523/501)</p> <ul style="list-style-type: none"> 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 Academics, Community, Recreation and Leisure, Vocational, and Domestic. This supports the Moderate/Severe Special Education Basics 3 Curriculum Framework. <p>CSI</p> <ul style="list-style-type: none"> -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 	<p>Goal 1 English Language Arts Goal 2 Mathematics</p>	<p>Schoolwide</p>	<p>\$ 0</p>	<p>\$ 387</p>	<p>\$ 1,500</p>
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	<p>Domains: Functional Academics, Community, Recreation and Leisure, Vocational, and Domestic. This supports the Moderate/Severe Special Education Basics 3 Curriculum Framework.</p>					
<p>5220 Inservice/Conference</p>	<p>INSERVICE/ CONFERENCE (419 / 501 / 523)</p> <ul style="list-style-type: none"> Professional development such as but not limited to CAFE, Culturally Proficient training, Autism Conferences, Behavior, SEIS Conference, Safety and Wellness Training, literacy and comprehension, math, Paraprofessional Training, Clerical Training, PECS, MOVE Program Training and paid trainings provided by SBCSS. <p>CSI PLAN</p> <ul style="list-style-type: none"> -Professional development such as but not limited 	<p>Goal 1 English Language Arts Goal 2 Mathematics Goal 3 English Learners Goal 9 College Career (High School) Goal 4 African American</p>	<p>Schoolwide English Learner African American</p>	<p>\$ 2,500</p>	<p>\$ 2,500</p>	<p>\$ 2,500</p>

	<p>to CABE, Autism Conferences, Behavior, SEIS Conference, Safety and Wellness Training, Paraprofessional Training</p> <ul style="list-style-type: none"> To learn new strategies in the areas of literacy, reading comprehension, and math designed for special education students 					
<p>1140 Certificated Teaching - Sub</p>	<p>SUBSTITUTES (419 / 501 / 523)</p> <ul style="list-style-type: none"> 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 (501/CSI), IEPs (419), teacher collaboration (501), etc. to assist in decreasing suspensions and increasing the probability of students meeting their IEP goals. (419) <p>CSI PLAN (523):</p> <ul style="list-style-type: none"> Substitutes to provide release time for teacher to 	<p>Goal 1 English Language Arts Goal 2 Mathematics Goal 6 Suspension Goal 3 English Learners</p>	<p>Schoolwide English Learner</p>	<p>\$ 2,000</p>	<p>\$ 2,000</p>	<p>\$ 2,000</p>

	attend on site and or virtual activities such as but not limited to in-services and trainings					
5841 District Computer Warranty/Repair	<p>DISTRICT WARRANTIES (501)</p> <ul style="list-style-type: none"> To ensure that new technology purchased is in working order and available for use to support in person and virtual instruction. 	<p>Goal 1 English Language Arts Goal 2 Mathematics Goal 9 College Career (High School)</p>	Schoolwide	\$	\$ 400	\$
2130 Addl Duty-Instructional Aides/Assts/EAI/Rec Aides	<p>ADDITIONAL DUTY-CLASSIFIED (Instructional and Education Assistants) (419)</p> <ul style="list-style-type: none"> To provide supervision for late student bus pick up after school and to decrease the suspension rate. 	Goal 6 Suspension	Schoolwide	\$ 1,000	\$	\$
5813 Bus Tickets	<p>BUS TICKETS (419 / 501)</p> <ul style="list-style-type: none"> Bus tickets to provide transportation for field trips, community outings, and vocational trips to 	<p>Goal 1 English Language Arts Goal 2 Mathematics Goal 9 College Career (High School)</p>	Schoolwide	\$ 7,000	\$ 2,000	\$

	<p>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 Framework.</p>					
<p>5880 Student Incentives/Other Services/Fees/Parent Inservice</p>	<p>STUDENT INCENTIVES/ PARENT INSERVICE (419/501/523)</p> <ul style="list-style-type: none"> • Student incentives such as but not limited to certificates, pencils, markers, sensory items, etc. to support the site's PBIS program, perfect attendance, etc. • Provide parents with onsite and/or virtual inservices, training, and conferences. <p>CSI</p> <ul style="list-style-type: none"> • Provide parents with onsite and/or virtual inservices, training, and 	<p>Goal 6 Suspension Goal 5 Chronic Absenteeism (K-8) Goal 7 Parent-Family Engagement</p>	<p>Schoolwide Students with Disabilities</p>	<p>\$ 1,000</p>	<p>\$ 1,000</p>	<p>\$ 1,000</p>

	conferences including materials.					
5633 Maintenance Agreement	<p>MAINTENANCE AGREEMENTS (419)</p> <ul style="list-style-type: none"> to maintain working equipment for teachers to be able to copy lessons, supplemental materials intervention, IEP materials, etc. 	<p>Goal 1 English Language Arts Goal 2 Mathematics</p>	Schoolwide	\$ 1,000	\$	\$
5713 Printing - District	<p>DISTRICT PRINTING (419 / 501)</p> <ul style="list-style-type: none"> Instructional printing, as well as parent materials to provide better family engagement and school-parent communication 	<p>Goal 7 Parent-Family Engagement Goal 8 Graduation (High School)</p>	Schoolwide	\$ 1,000	\$ 150	\$
5712 Field Trips Other Transport	<p>FIELD TRIP TRANSPORTATION (419/501)</p> <ul style="list-style-type: none"> Field trips such as but not limited to the 66ers Education Day and the Sunshine Days at the Orange Show, etc. to support the students as it aligns to the Five Domains (Community, Domestic and 	<p>Goal 1 English Language Arts Goal 2 Mathematics Goal 9 College Career (High School) Goal 8 Graduation (High School)</p>	Schoolwide	\$ 6,000	\$ 1,500	\$

	Recreation/Leisure)					
5717 Postage - District	<p>DISTRICT POSTAGE (501/523)</p> <ul style="list-style-type: none"> To provide notifications, communications, flyers, newsletters etc. to keep parents informed of events, activities and to improve communication between school and home and keep parents informed. <p>CSI</p> <ul style="list-style-type: none"> To provide notifications, communications, flyers, newsletters etc. to keep parents informed of events, activities and to improve communication between school and home and keep parents informed. 	Goal 7 Parent-Family Engagement	Schoolwide	\$	\$ 180	\$ 254.66
5886 Field Trip Admissions	<p>FIELD TRIP ADMISSIONS (419/501)</p> <ul style="list-style-type: none"> Field trips such as but not limited to the 66ers Education Day and the Sunshine Day 	<p>Goal 1 English Language Arts</p> <p>Goal 2 Mathematics</p> <p>Goal 9 College Career (High School)</p> <p>Goal 8 Graduation (High School)</p>	Schoolwide	\$ 77	\$ 4,013	\$

	at the Orange Show, etc. to support the students as it aligns to the Five Domains (Community, Domestic and Recreation/Leisure)					
2430 Clk/Techn Specld - Addl Duty (Curr Matl)/ Clerk/Bil Clerk - Addl Duty	<p>ADD'L DUTY-BIL.CLERK (419)</p> <ul style="list-style-type: none"> To communicate with parents and maintain records and provide resources to parents to access. 	Goal 7 Parent-Family Engagement	Schoolwide	\$ 1,000	\$	\$
				\$	\$	\$
4240 Computerized Books (not texts)	<p>EBOOKS (501)</p> <ul style="list-style-type: none"> to provide interactive technology and access to School wide instruction for the Five Domains (Functional Academics, Domestic, Community, Vocational and Recreation/Leisure). 	<p>Goal 1 English Language Arts</p> <p>Goal 2 Mathematics</p> <p>Goal 3 English Learners</p>	<p>Schoolwide</p> <p>English Learner</p>	\$	\$ 999	\$

3000-3999 Employee Benefits	BENEFITS	Goal 1 English Language Arts Goal 2 Mathematics Goal 7 Parent-Family Engagement	Schoolwide	\$ 1,366	\$ 1,536	\$
Total Costs				\$ 32,965	\$ 30,054	\$ 22,754.66
Total Allocation				\$ 32,965	\$ 30,054	\$ 22,754.66

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
5813 Bus Tickets	<p>BUS TICKETS</p> <ul style="list-style-type: none"> 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 supports the Moderate/Severe Special Education Basics 3 Curriculum Framework. 	<p>Goal 1 English Language Arts Goal 2 Mathematics Goal 9 College Career (High School)</p>	Schoolwide	\$5,000	\$5,000

<p>4310 Instr Materials/Supplies</p>	<p>INSTRUCTIONAL MATERIAL</p> <ul style="list-style-type: none"> • 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 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>Goal 1 English Language Arts Goal 2 Mathematics Goal 3 English Learners Goal 4 African American</p>	<p>Schoolwide English Learner</p>	<p>\$3,000</p>	<p>\$2,500</p>
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<p>5840 Computer Tech Fees, Software Licenses, Svcs</p>	<p>COMPUTER LICENSES</p> <ul style="list-style-type: none"> • Computer Licenses, software and apps such as but not limited to Communication and Assistive Technology (Digital Books, Board maker Online, PODD 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. 	<p>Goal 1 English Language Arts Goal 2 Mathematics</p>	<p>Schoolwide</p>	<p>\$1,000</p>	<p>\$500</p>
<p>4340 Computer Accessories/Supplies/Software</p>	<p>COMPUTER ACCESSORIES</p> <ul style="list-style-type: none"> • 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 Academics, Community, Recreation and Leisure, Vocational, and Domestic. This supports the Moderate/Severe Special Education Basics 3 Curriculum Framework. 	<p>Goal 1 English Language Arts Goal 2 Mathematics</p>	<p>Schoolwide</p>	<p>\$250</p>	<p>\$250</p>

<p>5841 District Computer Warranty/Repair</p>	<p>DISTRICT WARRANTIES</p> <ul style="list-style-type: none"> To ensure that new technology purchased is in working order and available for use to support in person and virtual instruction. 	<p>Goal 1 English Language Arts Goal 2 Mathematics Goal 9 College Career (High School)</p>	<p>Schoolwide</p>	<p>\$250</p>	<p>\$250</p>
<p>5220 Inservice/Conference</p>	<p>INSERVICE/ CONFERENCE</p> <ul style="list-style-type: none"> Professional development such as but not limited to CABA, Culturally Proficient training, Autism Conferences, Behavior, SEIS Conference, Safety and Wellness Training, literacy and comprehension, math, Paraprofessional Training, Clerical Training, PECS, MOVE Program Training and paid trainings provided by SBCSS. 	<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 English Learner African American</p>	<p>\$500</p>	<p>\$500</p>
				<p>Total: \$10,000</p>	<p>\$9,000</p>

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

1/2

7/8/2021

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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