

The School Plan for Student Achievement 2021-2022

School: E. NEAL ROBERTS ELEMENTARY SCHOOL
District: SAN BERNARDINO CITY UNIFIED SCHOOL DISTRICT
County District School (CDS) Code: 36678766109714
Principal: Yosan Hailemariam
SSC Approval/Adopted Date: April 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:

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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>ELA (Identified for CSI) ACHIEVEMENT OF ENGLISH LANGUAGE ARTS (ELA) GOAL: 2018-2019 ELA Goal: Our goal was to increase CAASPP ELA by 15 points on Distance from Standard (DFS) as measured by CAASPP ELA, Spring 2019. Based on the CA Dashboard, ELA decreased by 5.6 points school-wide, leaving us 20.6 points short of achieving our goal.</p> <p>ANALYSIS: School-wide: Our school had 240 students tested in grade 3 through 6. The 2019 CA Dashboard data report for students in grades 3-6 indicate a decline in English Language Arts (ELA) of 5.6 points moving us from -12.6 points from Distance From Standard (DFS) to -18.3 points from standard (DFS) in ELA.</p> <p>English Learners: Our school has 169 3rd through 6th graders tested. The 2019 CA Dashboard data report for students in grades 3-6 indicate a decline in English Language Arts (ELA) of 10 points moving us from -8.2 points from standard (DFS) to -18.3 points from standard (DFS) in ELA. Reclassified EL Students (79 in grade 3-6) are 40.6 above standard with a decline of 17.7 points.</p> <p>African American: Our school had 10 African American students in grades 3-6. The students do not have a performance color and an increase or decrease amount due to the small group size.</p> <p>We currently have 0 student groups in red, yellow, green and blue performance level and 3 student groups in orange (English Learners, Hispanic, Socioeconomically Disadvantaged)</p>
<p>MATH (Identified for CSI) ACHIEVEMENT OF MATHEMATICS GOAL: 2018-2019 Math Goal: Our goal was to increase CAASPP Math by 15 points on Distance from Standard (DFS) as measured by CAASPP Math, Spring 2019. Based on the CA Dashboard, Math increased status by 2.9 points school-wide, leaving us 12.1 points short of achieving our goal.</p> <p>ANANYSIS: School-wide: Our school had 240 students tested in grade 3 through 6. The 2019 CA Dashboard data report for students in grades 3-6 indicate an increase in Mathematics, moving us from -56 points from standard (DFS) to -53.1 points from standard (DFS).</p> <p>English Learners: Our school has 169 3rd through 6th graders tested. The 2019 CA Dashboard data report for students in grades 3-6 indicate an increased in Mathematics of 2.5 points moving us from -51.8 points from standard (DFS) to -49.3 points from standard (DFS) in Mathematics. Reclassified EL Students (79 in grade 3-6) are 10.5 below standard with a decline of 11.9 points.</p> <p>African American: Our school had 10 African American students in grades 3-6. The students do not have a performance color due to the small group size.</p> <p>We currently have 0 student groups in red, green and blue and 2 student groups in orange (English Learners and Hispanic) and 1 students group in yellow (Socioeconomically Disadvantaged).</p>

ROOT CAUSE

There was a consistent drop in attendance rates over the year. Chronic Absenteeism shows as the year progressed, attendance percentages decreased. Month one started at 96.5% and dropped monthly to our lowest percentage of 92.7% in month seven. As the school year began to end, absences began to decrease. Starting in month 8 there were small increases in attendance but we were never able to reach the percentage of 96.5% that we started with at the beginning of the school year.

African Americans (40 students) were chronically absent 25% which increases 3.9% since the last school year.

English Learners (281 students) were chronically absent 11% which increases 4.4% since the last school year.

Hispanics (449 students) were chronically absent 17.6% which increases 8.3% since the last school year.

Socio-economically Disadvantaged (498 students) were chronically absent 18.3% which increases 7.9% since the last school year.

Special Education (60 students) were chronically absent 16.7% which increases 5.4% since the last school year.

Based on our analysis, chronic absenteeism is an obstacle towards achievement. Without students being present, learning and achievement can not take place.

Based on the analysis of ELA and Math CAASPP data, teachers determined a need for vocabulary and grammar development that students are lacking in order to read and answer questions at a higher level of comprehension in both ELA and Math.

NEXT STEPS FOR ELA and MATH:

1. The clerk will monitor attendance frequently, contact families to provide additional services as needed etc.
2. The counselor will work on promoting good attendance and work with students that continue to have chronic absenteeism.
3. Professional Development will be offered for teachers consistently throughout the year to develop the skill of collaborative conversations. This will help to build comprehension, language and vocabulary skills for the students.
4. School-wide assessments are used to determine students in need of additional support to develop reading skills, vocabulary, grammar, and comprehension skills.
5. Parent workshops will be provided to help parents develop skills to help their students with basic reading skills and comprehension strategies to support their students literacy,
6. Professional Development Conferences such as but not limited to Reciprocal Teaching, ELA/Math, Closed Reading, use of technology training, Collaborative conversation, PBiS, STEAM, GLAD, AVID, Teacher Clarity, etc. in order to increase teachers' capacity to assist their students in all content standards. Professional Development can be virtual and/or in person

CSI PLAN

- Additional Duty for Certificated Staff to provide small group intervention and tutoring on site or virtually.
- Provide teacher planning time for professional development on teacher clarity, vertical alignment, etc..
- Resident Substitutes - To provide small group instruction for language and vocabulary support to increase student academic achievement.
- Resident Substitutes -To provide small group instruction in areas identified by the teacher in order to close the achievement gap and increase engagement.
- Professional development in Reciprocal Teaching, Closed Reading, STEAM and Teacher Clarity.

SUSPENSION (Identified for CSI):**2018-2019 ANALYSIS:**

School-wide: According to the CA Dashboard, 2.7% of the students were suspended at least once, which puts the school in the orange (increase of 1%). In addition, for the 2020-2021 school year there were no suspensions due to Distance learning

English Learners: 1.7% suspended at least once (increased 0.7%)

African American: 11.3% suspended at least once (Increased 4.5%)

We currently have 0 student groups in the yellow, green and blue performance level. 1 student group in red (African American) and 5 student groups in orange (Hispanic, Socioeconomically Disadvantaged, English Learners, Homeless and Students with Disabilities).

ROOT CAUSE:

Due to Distance Learning there were no suspensions this school year.

NEXT STEPS:

1. Additional training for teachers and staff on Tier 2 Behavioral Interventions is necessary in order to support students with Tier 2 Interventions. This includes coping strategies when frustrated, skill development, to know when and where to ask for help, and utilizing restorative conversations/conferences to resolve conflicts.
2. Recreational Aides will be provided to support school climate and maintain a safe and orderly environment while reinforcing the PBiS social skills.
3. Continue to work with students and their families in order to continue the 0% suspensions for the upcoming school year.

CHRONIC ABSENTEEISM (Identified for CSI):

2018-2019 ANALYSIS:

School-wide: According to the CA Dashboard, 18% of the students were chronically absent, which puts the school in the red (increase 7.9%).

English Learners: 11% chronically absent (increased 4.4%)

African-American: 25% chronically absent (increased 3.9%)

We currently have 0 student groups in yellow, green and blue performance level, 5 in red (African American, Socioeconomically Disadvantaged, English Learners, Hispanic, Homeless) and 1 student group in orange (Students with Disabilities).

ROOT CAUSE:

Data indicates inconsistencies in systems to address attendance concerns in addition to a need in professional development and training to support preventative strategies.

NEXT STEPS:

1. Professional Development for support staff, teachers, and Parent Communication/Engagement will require a more targeted approach in addressing the needs of students who are chronically absent.
2. Implementation of a continuous improvement system to improve attendance
3. Targeted and informed analysis and data study of attendance rates to implement preventative strategies.
4. Recreational Aides will be provided to support school climate and maintain a safe and orderly environment while reinforcing the PBiS social skills.

ELPAC and English Learner Program

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

ACHIEVEMENT ENGLISH LEARNER PROGRESS:

ANALYSIS:

2018-2019 ELPAC: According to the CA Dashboard, the English Learner progress rate was 40.4%.

2020-2021 ELD IMPLEMENTATION: Based on the sites formative walkthrough data, 80% of all teachers are consistently integrating ELD strategies into the core subject areas of instruction and 80% of teachers are consistently providing designated ELD instruction.

7/20-1/21 RECLASSIFICATION: According to the school district data dashboard 4.3% of English Learners were reclassified.

ROOT CAUSE:

Due to the school closure in March and the inability to complete ELPAC testing for the 2019/20 school year only 4.3% students were reclassified.

Based on the data, classroom visits, and ELD implementation data, support staff and teacher will benefit from increased targeted professional development with implementation of ELD strategies in core instruction, indicating that our EL students need more support and scaffolding during whole class and small group instruction.

NEXT STEPS:

Although this is an improvement from the prior year, our staff will work to increase the amount of students being reclassified prior to leaving elementary school by doing the following:

1. Classroom teachers will consistently implement different strategies such as Collaborative Conversations and ELD strategies in core content areas. Teachers will be provided additional duty pay to support with before and after school instruction.
2. Classroom teachers will consistently implement the ELD strategies during designated ELD.
3. The Program Facilitator, Resident subs and student interns will provide individual/small group scaffolding instruction to all EL students to support their academic language growth.
4. Professional Development, coaching and modeling will be provided for teachers, as needed. Professional Development can be virtual and/or in person. Professional Development conferences such as but not limited to Collaborative conversation will be available to increase teachers' capacity to assist their students in all content standards.
5. The Bilingual Clerk (Including Bilingual Clerk Substitute) will provide support to parent and students by assisting with bus passes, transportation assistance etc. to increase parent engagement.
6. Supplemental printing will be provided to support GLAD strategies, etc. for English Learners.
7. Maintenance Agreements will support the ability to provide instructional materials during intervention and small group instruction.

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

STAR Reading ANALYSIS (CSI):
School-Wide Data Analysis:
 Out of 247 students enrolled, 178 of them tested for a participation rate of 72%. Of the 178 students who tested, there were 35.5% at the urgent intervention level, 24.1% at the intervention level, 16.2% at the on watch level and 24.2% at the at or above grade level.

English Learners Data Analysis:
 Of the 92 students tested, 64.1% at the urgent intervention level, 19.5% at the intervention level, 9.8% at the on watch level and 6.6% at the at or above grade level.

African American Data Analysis:
 Of the 5 students tested, 60% at the urgent intervention level, 0% at the intervention level, 40% at the on watch level and 0% at the at or above grade level.

STAR Math ANALYSIS (CSI):
School-Wide Data Analysis:
 Out of 247 students enrolled, 178 of them tested for a participation rate of 72%. Of the 178 students who tested, there were 41% at the urgent intervention level, 15.7% at the intervention level, 13.5% at the on watch level and 29.8% at the at or above grade level.

English Learners Data Analysis:
 Of the 103 students tested, 50.5% at the urgent intervention level, 14.6% at the intervention level, 14.6% at the on watch level and 20.3% at the at or above grade level.

African American Data Analysis:
 Of the 4 students tested, 50% at the urgent intervention level, 25% at the intervention level, 25% at the on watch level and 0% at the at or above grade level.

ROOT CAUSE (Reading/Math):
 School-wide results show students in grades 3-6 lack reading comprehension skills based on the STAR Reading Assessment. Students have also had significant drops in mathematics. The number of students tested lacked the 95% expectation for assessments

Due to the pandemic students missed a significant amount of school at the end of the school year and are adjusting to online classes this year. Distance Learning has become a huge factor for test results. Distance Learning has had an impact on performance levels on the STAR Reading Assessments students were not completing their work during asynchronous time at home.

The African American student group (5 students) has significant learning gaps as well due to the pandemic. Teachers continue to work on refining Learning Intentions, Learning Progressions, and Success Criteria to continue moving students forward with their

learning. The English Learners student group is decreasing in achievement due the pandemic as well. In addition, there are inconsistencies with the implementation of Designated ELD instruction as well as scaffolding during Integrated Instruction in some grades levels.

NEXT STEPS (Reading/Math):

1. Work to support students with achievement gaps through small group instruction and intervention/acceleration programs provided through pull out programs.
2. Use technology programs such as IReady to target instructional needs of individual students.

STANDARDS ALIGNED ASSESSMENTS (CSI):

ENGLISH LANGUAGE ARTS:

School-Wide Data Analysis:

3rd grade (44 students assessed): 2.3% Exceeded, 11.4% Met, 22.7% Nearly Met, and 63.6% Not Met
 4th grade (64 students assessed): 12.5% Exceeded, 18.8% Met, 20.3% Nearly Met, and 48.4% Not Met
 5th grade (63 students assessed): 7.9% Exceeded, 9.5% Met, 14.3% Nearly Met, and 68.3% Not Met
 6th grade (54 students assessed): 20.4% Exceeded, 11.1% Met, 20.4% Nearly Met, and 48.1% Not Met

English Learners Data Analysis:

3rd grade (19 students assessed): 0% Exceeded, 5% Met, 37% Nearly Met, and 58% Not Met
 4th grade (31 students assessed): 0% Exceeded, 13% Met, 19% Nearly Met, and 68% Not Met
 5th grade (23 students assessed): 0% Exceeded, 4% Met, 13% Nearly Met, and 83% Not Met
 6th grade (23 students assessed): 0% Exceeded, 9% Met, 13% Nearly Met, and 78% Not Met

African Americans Data Analysis:

3rd grade (1 students assessed): 0% Exceeded, 0% Met, 0% Nearly Met, and 100% Not Met
 4th grade (3 students assessed): 0% Exceeded, 33% Met, 0% Nearly Met, and 67% Not Met
 5th grade (1 students assessed): 0% Exceeded, 0% Met, 0% Nearly Met, and 100% Not Met
 6th grade (1 student assessed): 0% Exceeded, 0% Met, 100% Nearly Met, and 0% Not Met

MATHEMATICS:

School-Wide Data Analysis:

3rd grade (65 students assessed): 4.6% Exceeded, 9.2% Met, 20% Nearly Met, and 66.2% Not Met
 4th grade (63 students assessed): 4.8% Exceeded, 7.9% Met, 15.9% Nearly Met, and 71.4% Not Met
 5th grade (63 students assessed): 3.2% Exceeded, 7.9% Met, 22.2% Nearly Met, and 66.7% Not Met
 6th grade (55 students assessed): 5.5% Exceeded, 3.6% Met, 7.3% Nearly Met, and 83.6% Not Met

English Learners Data Analysis:

3rd grade (39 students assessed): 8% Exceeded, 13% Met, 15% Nearly Met, and 64% Not Met
 4th grade (31 students assessed): 0% Exceeded, 3% Met, 10% Nearly Met, and 87% Not Met
 5th grade (23 students assessed): 0% Exceeded, 9% Met, 22% Nearly Met, and 70% Not Met
 6th grade (23 students assessed): 0% Exceeded, 0% Met, 0% Nearly Met, and 100% Not Met

African Americans Data Analysis:

3rd grade (1 students assessed): 0% Exceeded, 0% Met, 100% Nearly Met, and 0% Not Met
 4th grade (3 students assessed): 0% Exceeded, 0% Met, 0% Nearly Met, and 100% Not Met
 5th grade (1 students assessed): 0% Exceeded, 0% Met, 0% Nearly Met, and 100% Not Met
 6th grade (1 students assessed): 0% Exceeded, 0% Met, 0% Nearly Met, and 100% Not Met

ROOT CAUSE (ELA/Math):

School-wide results show students in grades 3-6 lack reading comprehension skills, and based on Common Formative Assessments. Students have made significant drops in mathematics as well. Due to the pandemic students missed a significant amount of school at the end of the school year and are adjusting to online classes this year. Significant learning gaps are evident. Distance Learning has become a huge factor for test results. Distance Learning has had an impact on performance levels on the Standards Aligned Assessment. Students were not completing their work during asynchronous time at home.

The African American student group (5 students) has significant learning gaps as well due to the pandemic. Teachers continue to work on refining Learning Intentions, Learning Progressions, and Success Criteria to continue moving students forward with their learning. The English Learners student group is decreasing in achievement due the pandemic as well. In addition, there are inconsistencies with the implementation of Designated ELD instruction as well as scaffolding during Integrated Instruction in some grades levels.

NEXT STEPS (ELA/Math):

1. Teachers will work to develop a schedule for Interim Assessments aligned to the standards being taught. This will demonstrate any standards that should be retaught either to a small groups or the whole group as needed.
2. Teachers will continue to use Common Formative Assessments in grade level teams. Data analysis will occur to determine what standards need to be re-taught, either whole group or during the Intervention Blocks in order for students to be able to meet or exceed the Language Arts and Math SAA.
3. In addition to Classroom Teachers, a Resident Substitute is needed to support small group instruction in grades K-6. The Resident Sub would work with the Program Facilitator and Student Interns to organize, develop lessons, and facilitate the learning center program for students in need of additional support during Intervention Blocks.
4. Grade level teams will continue to work on and receive training on Teacher Clarity: Learning Intentions and Learning Progressions to promote teacher and student clarity, specifically focusing on English Learners, Students with Disabilities, and African-American students. The use of other teacher professional books will be used.
5. Administration will support the implementation of Common Formative Assessments by observations, data analysis/chats, and walkthroughs.
6. Supplemental printing to support/enhance lessons such as but not limited to research projects, AVID, PBIS, STEAM, GLAD, etc. Including maintenance agreements to maintain working equipment for teachers to be able to copy needed supplemental materials such as but not limited to intervention material, as well as, activities that enrich all students learning.
7. Purchase equipment, accessories and supplies such as but not limited to district warranties, iPads, keyboards, laptops, Apple TVs, ELMOs, projectors, printers, carts, earbuds, cables, headphones, batteries, etc. to assist students learning and teach 21st Century Technology Common Core Standards and offer opportunities for research, enrichment and computer based skills as well as independent project based learning to include presentation and publications of student work
8. Program Facilitator Coordinates and provides staff development according to the sites foci to increase teacher capacity including, but not limited to, creating and providing videos, modeling, demonstrating, troubleshooting, etc.
9. Program Facilitator will provide workshops, training for parents such as but not limited to AVID, computer skills, Math/ELA/Reading strategies, etc. to increase parent skills in order to better assist their students at home and increase parent engagement. She will Coordinate SSC, ELAC, AAPAC, etc. meetings in order to assist parent groups with understanding their role and responsibility in developing the SPSA, as well as, maintain agendas, minutes, sign-in sheets, and all handouts for compliance.
10. District Printing to assist in building the parent capacity in order to assist their student(s) at home.
11. Substitute to allow for release of teachers for PD purposes such as but not limited to instructional rounds, collaboration, analyzing data, data chats, conferences, inservices, lesson studies, trainings, with the purpose of planning rigorous lessons leading to instructional improvement and increase in the use of effective instructional strategies.
12. Instructional Materials and supplies for parent training sessions and provide a pre/post survey and/or parent feedback form to gather parent input to increase parent involvement in future activities.
13. Purchase supplemental instructional materials/supplies such as but not limited to workbooks, other informational text, individual whiteboards, manipulatives, novels, poster boards, problem solving books, science kits, realia, Get Ahead Writing, AVID supplies/resources, binders, notebooks, reader trackers, highlighter strips, timers, visuals to assist with Reading Comprehension and better understanding the CCSS.

CSI PLAN

- Supplemental printing to support/enhance lessons such as but not limited to research projects, AVID, PBIS, STEAM, GLAD, etc
- Purchase intervention material, SIPPS, Phonics for Reading, REWARDS, Chapter Books, vocabulary cards, etc. to assist with Reading Comprehension and better understanding the CCSS.
- Purchase other books for Professional Development and provide In-services/Conferences for teachers.
- software and licenses such as but not limited to Moby Max, iReady, to promote student learning and increase academic achievement during Distance Learning and Face-to-Face.
- Instructional Materials and Supplies to purchase of professional development materials, resources, etc. to assist teachers in increasing their capacity and better understand what they learned.
- Instructional Materials and Supplies to purchase intervention material, SIPPS, Phonics for Reading, REWARDS, Chapter Books, vocabulary cards, etc. to assist with Reading Comprehension and better understanding the CCSS.

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 ANALYSIS (CSI):

School-wide: According to the school district data dashboard, 0% of the students were suspended at least once for the 20-21 school year.

English Learners: 0% suspended at least once

African American: 0% suspended at least once

ROOT CAUSE: Distance learning has supported the lack of suspensions this school year. In the past, the majority of the suspensions were due to threat of physical violence/fighting. This is not the case this year.

NEXT STEPS:

1. The Program Facilitator will provide support and meet with students in tier 2 and 3 intervention to monitor behavior/suspensions, attendance, and grades.
2. Provide additional resources available to support students and families in need to reduce counter-productive social behaviors and increase academic achievement of targeted students through student mentoring, intervention, and support using cultural activities, especially for African American students.
3. Additional duty will be provided to the school climate and culture committee (PF, counselors, teachers, etc.) to discuss and plan intervention needs.

CHRONIC ABSENTEEISM ANALYSIS (CSI):

School-wide: According to the school district data dashboard, 10.2% of the students were chronically absent.

English Learners: According to the school district data dashboard, 7.6% chronically absent

African-American: According to the school district data dashboard, 33.3% chronically absent

ROOT CAUSE: The decrease of chronic absenteeism can be contributed to the MTSS' team, including the attendance clerk, who focused on calling families and establishing relationships with parents and students alike. This allowed for the school to work closely with parents to ensure that students were attending school consistently. Additionally, teachers have been working in building relationships with students and parents and informing them of the importance of attending school. Another cause for the decrease school wide is the additional support provided for distance learning to get students online and turning in their work completed during asynchronous time.

The African American groups only has a group of six students. This is the cause of the high percentage rates.

English Learners group will continue to be supported with additional supports on campus and with outside agencies when necessary.

NEXT STEPS:

1. Additional duty hours for the attendance technician/clerk and counselor to provide additional services to families.
2. The Bilingual Clerk and school health aide will assist parents and students with health/other related issues/concerns that impact attendance and tardies and provides information to improve attendance.
3. -The rec. aides will support with positive school climate and maintaining a safe and orderly environment through student supervision and reinforcement of PBiS social skills through Distance Learning and on Campus.
4. Supplemental printing to assist in building the parent capacity in order to assist their student(s) at home. Including maintenance agreements to maintain working equipment for teachers to be able to copy needed supplemental materials such as but not limited to intervention material, as well as, activities that enrich all students learning.
5. agreements will support the needs of English Learners by providing supplemental materials during intervention and additional instruction time.

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>REC AIDES (419)</p> <ul style="list-style-type: none"> To support positive school climate and maintaining a safe and orderly environment through student supervision and reinforcement of PBiS social skills through Distance Learning and on Campus. 	<p>Schoolwide</p>	<p>The supervision has created a positive climate and culture where students feel safe as evident by observation and feedback from the rec. aides.</p> <p>Referrals and suspensions have decreased this school year. Suspensions are at a 0% rate overall, as evident by the data dashboard.</p> <p>Rec. aides have effectively communicated with parents, teachers and administration during the grab and go which allowed students to have the materials needed for their online lesson. This is evident by the feedback and virtual administrative walkthroughs.</p>	<p>N/A</p>	<p>Continue to train rec. aides PBiS social skills, SEL, and cultural proficiency</p>
<p>PROGRAM FACILITATOR (419 / 501)</p> <p>Support may include face to face and/or Distance Learning:</p> <ul style="list-style-type: none"> Facilitates and coordinates local and state assessments to ensure all students 	<p>Schoolwide English Learner African American</p>	<p>1. The coordination of district and site assessments were effective as determined by deadlines being met, as well as the percentage of students being tested which was 98%-100%.</p>	<p>3. Although intervention groups were consistent, small group intervention was not impactful for some students according to the data (STAR assessments, teacher assessments, Interim, and observation).</p>	<p>Intervention: Use of resources specific to needs of student learning gaps, regular analysis of data to target specific learning needs and inform next steps, support Early Literacy in grades k-1, provide training and PD to</p>

<p>are tested and required deadlines are met.</p> <ul style="list-style-type: none"> • Provides on-going monitoring of the implementation of intervention programs to ensure students are achieving the skills taught. • Implements procedures for placing, evaluating, monitoring, and exiting students from intervention. • Provides small group instruction and intervention so students better understand the standards taught and feel more successful in their learning. • Supports with AVID and early literacy small group instruction to assist students learn skills needed to achieve standards. • Supports student learning by modeling, demonstrating, and troubleshooting, etc. <p>Professional Development:</p> <p>Support may include face to face and/or Distance Learning:</p> <ul style="list-style-type: none"> • Coordinates and provides staff development according to the sites foci to increase teacher capacity including, but not limited to, creating and providing videos to, etc. <p>Parent Engagement:</p>		<p>2. Student interns and resident subs were trained regularly which supported the students attending the intervention program. The small group intervention was effective in increasing fluency and comprehension skills as demonstrated by pre/post tests, STAR Reading/ Early Literacy Data and Interim Assessments.</p> <p>3. Intervention Logs were filled out consistently on students that were not meeting grade-level progress. The site will continue to consistently monitor students and regroup students as needed. This is evident by intervention logs.</p> <p>4. The monthly virtual committees (SSC, ELAC) engaged parents and provided information needed to be better informed about their child's education as evidenced by parent sign-in sheets, parent feedback and questioning during meetings.</p>	<p>5. Parent Engagement workshops were offered, however, not on a regular basis as indicated by the PF feedback.</p>	<p>enhance teacher/staff pedagogy, etc..</p> <p>Parent workshops and trainings will be provided on a regular basis. A survey of parent needs will be given to better understand the needs of the parent.</p> <p>PF will continue to provide training and professional development to implement school-wide use of intervention program.</p>
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<p>Support may include face to face and/or Distance Learning;</p> <ul style="list-style-type: none"> • Provides workshops, training for parents such as but not limited to AVID, computer skills, Math/ELA/Reading strategies, etc. to increase parent skills in order to better assist their students at home and increase parent engagement. • Coordinates SSC, ELAC, AAPAC, etc. meetings in order to assist parent groups with understanding their role and responsibility in developing the SPSA, as well as, maintain agendas, minutes, sign-in sheets, and all handouts for compliance. 				
<p>BILINGUAL CLERK (419)</p> <ul style="list-style-type: none"> • Additional two hours to support parents and students with translations, enrollments, transportation, conduct home visits, support with bus passes, etc. to increase parent engagement and keep reclassified students on track. • Communicates with Youth Services and contacts district liaison for support and possible resources, etc. to assist families, so students are healthier and are better equip to 	<p>Reclassified English Learner Hispanic/Latino</p>	<p>Language support assisted the parents to better understand what was needed for their child's education. Parent calendars have been created and distributed on a monthly basis which created awareness and encouraged parent attendance of the virtual activities at school. The school/parent relationships positively increased the parents comfort level to reach out to the school as measured by observation and interaction of parents, by parent and student participation, and teacher feedback.</p>	<p>The Bilingual Clerk position was vacant for the majority of the school year. Due to an oversight, the salary was not unencumbered.</p>	<p>The site will fill the vacancy and continue with the same strategies and activities.</p> <p>Provide training and other opportunities for professional development to impact improvement towards attendance. Work closely with attendance team to regularly monitor and impact attendance.</p>

<p>attend school on a daily basis.</p>				
<p>CERTIFICATED ADDITIONAL DUTY CSI PLAN (523)</p> <ul style="list-style-type: none"> • Provide small group intervention and tutoring on site or virtually. • Provide teacher planning time for professional development on teacher clarity, vertical alignment, etc.. 	<p>Schoolwide</p>	<p>Teachers attended professional development which helped increase their capacity as indicated by teacher feedback and administrative walkthroughs.</p>	<p>Teachers successfully supported foundational reading skills during the students' asynchronous time as evident through observations and student work samples. Additional duty was utilized for teacher PD only.</p>	<p>Continue to fund this expenditure</p>
<p>DISTRICT PRINTING (419 / 501 / 523)</p> <p>Parent Engagement:</p> <ul style="list-style-type: none"> • Supplemental printing to assist in building the parent capacity in order to assist their student(s) at home. <p>CSI PLAN</p> <ul style="list-style-type: none"> • Supplemental printing to support/enhance lessons such as but not limited to research projects, AVID, PBIS, STEAM, GLAD, etc. 	<p>Schoolwide</p>	<p>Printed material helped engage parents and provided information needed to be better informed about their child's online education. Materials were also provided during the grab and go. This was evidenced by parent feedback and questioning during the online events.</p>	<p>N/A</p>	<p>Continue to fund this expenditure</p>
<p>OTHER BOOKS (419 / 501 / 523)</p> <ul style="list-style-type: none"> • Other books which include but are not limited to teacher professional development books, etc. to support with implementation of AVID/ STEM/ STEAM/ Dual Immersion/ Math and ELA Focus, Teacher Clarity, 	<p>Schoolwide</p>	<p>Teachers used the techniques and strategies learned from their professional development books which assisted students in better understanding the skills taught in their virtual classroom as evidenced by instruction rounds, administrative virtual walkthroughs, and teacher feedback.</p>	<p>N/A</p>	<p>Continue to fund this expenditure</p>

<p>Continuous Improvement, etc.</p> <p>CSI PLAN:</p> <ul style="list-style-type: none"> • Purchase books for teacher professional development that provide strategies and techniques which will increase student achievement in STEM/STEAM and Math and ELA focus.. 				
<p>SUBSTITUTES/ RESIDENT SUB (419 / 501 / 523)</p> <p>Professional Development:</p> <ul style="list-style-type: none"> • Allow for release of teachers for PD purposes such as but not limited to instructional rounds, collaboration, analyzing data, data chats, conferences, inservices, lesson studies, trainings, with the purpose of planning rigorous lessons leading to instructional improvement and increase in the use of effective instructional strategies. <p>CSI PLAN</p> <ul style="list-style-type: none"> • To provide small group instruction for language and vocabulary support to increase student academic achievement. • To provide small group instruction in areas identified by the teacher in order to close the achievement gap and increase engagement. 	<p>English Learner</p> <p>Low-Income</p> <p>African American</p> <p>Hispanic/Latino</p> <p>Homeless</p> <p>Schoolwide</p>	<p>1) Resident subs were used in the Academic Academy which were effective in assisting intervention students in a small group virtual setting. Small group intervention was effective in increasing fluency and comprehension skills as demonstrated by pre/post test, STAR Reading/Early Literacy Data and Interim Assessments.</p> <p>Teachers attended professional development which helped increase their capacity as indicated by teacher feedback and administrative walkthroughs.</p> <p>2) Resident subs provided additional support which decreased the achievement gap for EL's and African American students as evident by pre/post tests, STAR reports, and Academic Academy Roster of students.</p> <p>Small group instruction was effective by</p>	<p>Resident subs need to be trained in the different strategies (GLAD, AVID, STEAM...) as evident by observation and feedback within the Academic Academy</p>	<p>Work to train resident subs using the trainings available through the district.</p>

		<p>providing intervention in ELA and Math. 2/3 of students were proficient by the end of the virtual sessions as evident by teacher observation, substitute input and student work samples.</p> <p>Due to distance learning, the substitutes were effective in increasing completion of asynchronous assignments and attendance. This is evidenced by Aeries attendance and teacher input and assignment logs.</p>		
<p>CLERICAL SUBSTITUTE FOR BILINGUAL CLERK (419)</p> <ul style="list-style-type: none"> • Sub hours to continue to support parents and students with translations, enrollments, conduct home visits, support with bus passes, transportation, etc. to increase parent engagement and keep reclassified students on track. • Sub hours to continue to communicate with Youth Services and contact district liaison for support and possible resources, etc. to assist families, so students are healthier and are better equip to attend school on a daily basis. 	<p>Schoolwide English Learner Hispanic/Latino</p>	<p>Language support assisted the parents to better understand what was needed for their child's education. Parent calendars have been created and distributed on a monthly basis which created awareness and encouraged parent attendance of the virtual activities at school. The school/parent relationships positively increased the parents comfort level in reaching out to the site as measured by observation and interaction of parents, by parent and student participation, and teacher feedback.</p>	<p>The Bilingual Clerk position was vacant for the majority of the school year. Due to an oversight, the salary was not unencumbered.</p>	<p>The site will fill the vacancy and continue with the same strategies and activities.</p> <p>Provide training and other opportunities for professional development to impact improvement towards attendance. Work closely with attendance team to regularly monitor and impact attendance.</p>

<p>SUPPLEMENTAL AND INSTRUCTIONAL MATERIALS/SUPPLIES (419 / 501 / 523)</p> <ul style="list-style-type: none"> Purchase supplemental instructional materials/supplies such as but not limited to workbooks, other informational text, individual whiteboards, manipulatives, novels, poster boards, problem solving books, science kits, realia, Get Ahead Writing, AVID supplies/resources, binders, notebooks, reader trackers, highlighter strips, timers, visuals to assist with Reading Comprehension and better understanding the CCSS. <p>Parent engagement:</p> <ul style="list-style-type: none"> Instructional Materials for multi-week parent training sessions and provide a pre/post survey and/or parent feedback form to gather parent input to increase parent involvement in future activities. <p>CSI PLAN Professional Development:</p> <ul style="list-style-type: none"> Purchase of professional development materials, resources, etc. to assist teachers in increasing their capacity and better 	<p>Schoolwide</p>	<p>Students were able to engage in activities that allowed them to create and collaborate on virtual group, individual and classroom projects which increased their skills in the areas of math and ELA as evident by administrative virtual walkthroughs and instructional rounds.</p>	<p>Walkthroughs/Instructional rounds and lesson studies revealed that there is a need to allocate more time in understanding the curriculum/materials purchased for students and teachers.</p>	<p>Professional development will take place as needed (i.e. collaborative conversations, use of novels in classroom, literature circles, small group, etc.) to go along with material purchased.</p>
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<p>understand what they learned.</p> <ul style="list-style-type: none"> • Purchase intervention material, SIPPS, Phonics for Reading, REWARDS, Chapter Books, vocabulary cards, etc. to assist with Reading Comprehension and better understanding the CCSS. 				
<p>COMPUTER ACCESSORIES AND SUPPLIES (501)</p> <ul style="list-style-type: none"> • Purchase equipment, accessories and supplies such as but not limited to iPads, keyboards, laptops, keyboards, Apple TVs, ELMOs, projectors, printers, carts, earbuds, cables, headphones, batteries, etc. to assist students learning and teach 21st Century Technology Common Core Standards and offer opportunities for research, enrichment and computer based skills as well as independent project based learning to include presentation and publications of student work. 	<p>Schoolwide</p>	<p>Students are now 1 to 1 Chromebooks in grades 1-6 and 1 to 1 iPads in Kinder as evidenced by the technology log.</p> <p>Teachers and students use of technology was effective in supporting students with technological skills, projects, group assignments and during their online synchronous/asynchronous time. This also assisted in increasing comprehension, fluency, and math skills. This is measured by STAR, instructional rounds, teacher feedback and student work.</p>	<p>N/A</p>	<p>Purchase additional Chromebooks to support students with CCSS onsite and during distance learning.</p> <p>Used Symboloo to provide students with grade-appropriate links and supports.</p>
<p>COMPUTER EQUIPMENT (501)</p> <ul style="list-style-type: none"> • To purchase computer equipment such as but not limited to carts, laptops, Chromebooks, chargers, Elmos, projectors, STEAM 	<p>Schoolwide</p>	<p>Students are now 1 to 1 Chromebooks in grades 1-6 and 1 to 1 iPads in Kinder as evidenced by the technology log.</p> <p>Teachers and students use of technology was effective in supporting</p>	<p>N/A</p>	<p>Purchase additional Chromebooks to support students with CCSS onsite and during distance learning.</p>

<p>labs, printers, screens, Apple TVs, desktops, etc. for research, enrichment and to assist students in 21st century technology skills and standards.</p>		<p>students with technological skills, projects, group assignments and during their online synchronous/asynchronous time. This also assisted in increasing comprehension, fluency, and math skills. This is measured by STAR, instructional rounds, teacher feedback and student work.</p>		
<p>DISTRICT WARRANTY (501)</p> <ul style="list-style-type: none"> Maintain working computers for teachers and students to be able to access information for learning such as but not limited to research, formative testing, available programs using technology to enrich all students learning. 	<p>Schoolwide</p>	<p>Students are now 1 to 1 Chromebooks in grades 1-6 and 1 to 1 iPads in Kinder as evidenced by the technology log.</p> <p>Teachers and students use of technology was effective in supporting students with technological skills, projects, group assignments and during their online synchronous/asynchronous time. This also assisted in increasing comprehension, fluency, and math skills. This is measured by STAR, instructional rounds, teacher feedback and student work.</p>	<p>N/A</p>	<p>Purchase additional Chromebooks to support students with CCSS onsite and during distance learning.</p>
<p>MAINTENANCE AGREEMENTS (501)</p> <ul style="list-style-type: none"> Maintain working equipment for teachers to be able to copy needed supplemental materials such as but not limited to intervention material, as well as, activities that enrich all students learning. 	<p>Schoolwide</p>	<p>Maintained working equipment that allowed teachers to copy supplemental materials for differentiation which increased fluency and comprehension skills as evidenced by iReady and STAR data.</p>	<p>N/A</p>	<p>Contracts for repairs on Copy machines are outsourced.</p> <p>Teachers will use copy machine for smaller jobs and will be encouraged to use printing services for larger ones. District Printing services used more consistently and less expensive.</p>

<p>IN-SERVICE/ CONFERENCE (501 / 523)</p> <p>Professional Development:</p> <ul style="list-style-type: none"> • Virtual PD • ELA/MATH PD • Professional Development such as but not limited to Reciprocal Teaching, Closed Reading, use of technology training, Collaborative conversation, PBIS, STEAM, GLAD, AVID, Teacher Clarity, etc. in order to increase teachers' capacity to assist their students in all content standards. <p>CSI PLAN Professional development in Reciprocal Teaching, Closed Reading, STEAM and Teacher Clarity.</p>	<p>Schoolwide</p>	<p>Teachers who attended the conference, successfully utilized the strategies learned and provided PD to the staff. This was evident through administrative virtual walkthroughs, PD schedule, and teacher feedback.</p>	<p>N/A</p>	<p>Teachers will continue to attend conferences to gain knowledge on the school focus.</p>
<p>COMPUTER TECH FEES AND LICENSES (501 / 523)</p> <ul style="list-style-type: none"> • Software and licenses such as but not limited to Moby Max, iReady, class dojo, Accelerated Reader/Math, etc. to promote student learning and increase academic achievement during Distance Learning and Face-to-Face. <p>CSI PLAN:</p> <ul style="list-style-type: none"> • Software and licenses such as but not limited to Moby Max, iReady, to promote student learning and increase academic achievement during 	<p>Schoolwide</p>	<p>iReady was effective in targeting the achievement of students. It was also effective in engaging students during distance learning. This is evidenced by participation report and virtual walkthroughs.</p> <p>Students were able to utilize technology for intervention, research, and presentations, which increased their knowledge in reading comprehension, fluency and math skills. This was evidenced by observations, feedback, virtual administrative walk-throughs, and presentation rubrics.</p>	<p>N/A</p>	<p>Continue to purchase current programs, as well as look into other programs that support all learners.</p>

<p>Distance Learning and Face-to-Face.</p>				
<p>STUDENT INTERNS (501)</p> <ul style="list-style-type: none"> • Supporting students through Distance Learning • Work collaboratively with K-1 grade teachers to provide direct assistance to students who are not meeting standards. • Works collaboratively with teachers to provide small group instruction on students' IEP goals. • To provide mentoring to increase student engagement and academic success. • Provide small group instruction for language support, so students remain on track. 	<p>Schoolwide</p>	<p>Successfully supported foundational reading skills in Kinder through 6th grade through a virtual learning center environment as evident through observations and student work samples.</p>	<p>N/A</p>	<p>Interns will be funded next year. Continue to provide training to support the instruction of the students with greatest needs.</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 academic needs of all students at E. Neal Roberts Elementary School 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.)

Throughout the school year, teachers have been using the data analysis to analyze data. During this time, the teachers collaborate to determine the needs of the students. Parent meeting such as ELAC and SSC have been ongoing in order to inform parents about the school and student needs. The data analysis have been shared with parent and have been a valuable tool to determine site needs for the purpose of increasing student achievement. Along with data analysis, the SSC and parent committees (ELAC) have had a continuous cycle of reviewing and monitoring LCAP and Title 1 expenditures. Based on the ongoing review and monitoring of data, the staff, School Site Council, English Language Advisory Committee and stakeholders collaborate in updating the SPSA/CSI, in order to close the achievement gap and best support the Title1/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:

During the analysis of the CA Dashboard data and site formative assessments, we found the following:

1. There is a learning gap (ELA) between students in the Hispanic, Socio-economically Disadvantaged and Special Education groups compared school-wide. There is a learning gap (Math) between students in the Special Education group compared school-wide and all other subgroups.
2. 16.4% of the students are identified as chronically absent.
3. There are 20 teachers at our school, of which 20 have received the appropriate training in CCSS and the new district ELA and Math programs.
4. Suspension over the last school year is down significantly. With a suspension rate of 0.2% through the month of January 2020. This is a decrease from 0.9% the former year.

Next Steps:

To address these inequities we are consistently modifying instruction and teaching strategies in the Academic Academy for students in need of additional support based on classroom performance and STAR data. These students are monitored biweekly by the Program Facilitator with assessments specific to the standard being taught to ensure the students are receiving the necessary instruction. The principal will host data chats with the teachers and coach them in ELA and Math strategies, to ensure all teachers are addressing the needs of students during core instruction and ELD. Teachers will be provided with opportunities to attend professional development to build their skills and knowledge of CCSS. They will also be provided feedback and coaching to improve their instructional practices. The counselor will work closely with the office staff to monitor students with chronic absenteeism and suspensions. The counselor will identify the needs of the students, meeting with parents/families to discuss the students' needs, and provide available resources as needed. The school counselor will also work closely with the Homeless student population and the District Specialized Program Department to determine the needs of the Homeless students and provide available resources as necessary.

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

Due to Distance Learning the school will increase CAASPP ELA by 10 points.

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
CAASPP ELA School-wide	School-wide-19.7	School-wide -9.7
Standard Aligned Assessment #1 ELA	Schoolwide: 3rd grade: 13.6% Mastered 4th grade: 31.3% Mastered 5th grade: 17.5% Mastered 6th grade: 31.5% Mastered	Schoolwide: 3rd grade: 23.6% Mastered 4th grade: 41.3% Mastered 5th grade: 27.5% Mastered 6th grade: 41.5% Mastered
IReady	Schoolwide: 2nd grade: 21% Tier I 3rd grade: 29% Tier I 4th grade: 23% Tier I 5th grade: 9% Tier I 6th grade: 11% Tier I	Schoolwide: 2nd grade: 31% Tier I 3rd grade: 39% Tier I 4th grade: 33% Tier I 5th grade: 19% Tier I 6th grade: 21% Tier I
STAR ELA (3-5)	Schoolwide: 35.5% urgent intervention 24.1% intervention 16.2% on watch 24.2% at or above grade level	Schoolwide: 25.5% urgent intervention 14.1% intervention 26.2% on watch 34.2% at or above grade level

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

Due to Distance Learning the school will increase CAASPP Math by 10 points.

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
CAASPP Math School-wide	School-wide -53.1	Schoolwide -43.1
Standard Aligned Assessment #1 Math	Schoolwide: 3rd grade: 13.8% Mastered 4th grade: 12.7% Mastered 5th grade: 11.1% Mastered 6th grade: 9.1% Mastered	Schoolwide: 3rd grade: 23.8% Mastered 4th grade: 22.7% Mastered 5th grade: 21.1% Mastered 6th grade: 19.1% Mastered
IReady	Schoolwide: 2nd grade: 9% Tier I 3rd grade: 9% Tier I 4th grade: 13% Tier I 5th grade: 8% Tier I 6th grade: 12% Tier I	Schoolwide: 2nd grade: 19% Tier I 3rd grade: 19% Tier I 4th grade: 23% Tier I 5th grade: 18% Tier I 6th grade: 22% Tier I
STAR Math (3-5)	Schoolwide: 41% urgent intervention 15.7% intervention 13.5% on watch 29.8% at or above grade level	Schoolwide: 31% urgent intervention 5.7% intervention 23.5% on watch 39.8% at or above grade level

Section 2: Goal 3 English Learners

Goal 3: English Learners

(ELPAC, Reclassification, ELA and Math goals)

ELPAC

Due to Distance Learning, increase the percentage of English Learner students making progress towards English proficiency by 10%.

Reclassification

Due to Distance Learning, increase the percentage of English Learners being reclassified by 8%.

ELA

Due to Distance Learning, increase CAASPP ELA by 10 points.

Math

Due to Distance Learning, increase CAASPP Math by 10 points.

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
ELPAC	40.4%	50.4%
SBCUSD Dashboard-Reclassification Rate	4.3%	12.3%
CAASPP ELA	69.8 points below standard	59.8 points below standard
CAASPP Math	49.3 points below standard	39.3 points below standard
Standard Aligned Assessment ELA	English Learner: 3rd grade: 5% Mastered 4th grade: 13% Mastered 5th grade: 4% Mastered 6th grade: 9% Mastered	English Learner: 3rd grade: 15% Mastered 4th grade: 23% Mastered 5th grade: 14% Mastered 6th grade: 19% Mastered
Standard Aligned Assessment MATH	English Learner: 3rd grade: 21% Mastered 4th grade: 3% Mastered 5th grade: 9% Mastered 6th grade: 0% Mastered	English Learner: 3rd grade: 31% Mastered 4th grade: 13% Mastered 5th grade: 19% Mastered 6th grade: 10% Mastered
STAR ELA (3-5)	English Learner: 64.1% urgent intervention 19.5% intervention	English Learner: 54.1% urgent intervention 9.5% intervention

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	9.8% on watch 6.6% at or above grade level	19.8% on watch 16.6% at or above grade level
STAR Math (3-5)	English Learner: 50.5% urgent intervention 14.6% intervention 14.6% on watch 20.3% at or above grade level	English Learner: 40.5% urgent intervention 4.6% intervention 24.6% on watch 30.3% at or above grade level

Section 2: Goal 4 African American Students

Goal 4: African American Students

(Include ELA, Math, and ATSI identified areas)

ELA

Due to Distance Learning, increase CAASPP ELA by 10 points.

Math

Due to Distance Learning, increase CAASPP Math by 10 points.

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
CAASPP ELA	Site will analyze data individually due low AA count.	Site will analyze data individually due low AA count.
CAASPP Math	Site will analyze data individually due low AA count.	Site will analyze data individually due low AA count.
Standard Aligned Assessment ELA #1	African American: 3rd grade: 0% Mastered (1 student) 4th grade: 0% Mastered (1 student) 5th grade: 33% Mastered (3 students) 6th grade: 0% Mastered (1 student)	African American: 3rd grade: 50% Mastered/Nearly Mastered 4th grade: 50% Mastered/Nearly Mastered 5th grade: 50% Mastered/Nearly Mastered 6th grade: 66% Mastered/Nearly Mastered
Standard Aligned Assessment MATH #1	African American: 3rd grade: 0% Mastered (1 student) 4th grade: 0% Mastered (1 student) 5th grade: 0% Mastered (3 students) 6th grade: 0% Mastered (1 student)	African American: 3rd grade: 50% Mastered/Nearly Mastered 4th grade: 50% Mastered/Nearly Mastered 5th grade: 50% Mastered/Nearly Mastered 6th grade: 66% Mastered/Nearly Mastered
STAR ELA (3-5)	African American: (5 students) 60% urgent intervention 0% intervention 40% on watch 0% at or above grade level	African American: (5 students) 0% urgent intervention 0% intervention 50% on watch 50% at or above grade level

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
STAR Math (3-5)	African American: (5 students) 50% urgent intervention 25% intervention 25% on watch 0% at or above grade level	African American: (5 students) 0% urgent intervention 0% intervention 50% on watch 50% at or above grade level

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

Decrease the percentage of students chronically absent by 5%.

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	18% chronically absent	13% chronically absent
SBCUSD School Dashboard	10.8% chronically absent as of January 2021	5.8% chronically absent as of January 2022

Section 2: Goal 6 Suspension

Goal 6: Suspension

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

School-Wide

CA Dashboard: Decrease suspension rate by 50%
 SBCUSD School Dashboard: Maintain the percentage of students suspended at least once at 0%

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	2.7% suspended at least once	1.35% suspended at least once
SBCUSD School Dashboard	0% suspended year to date as of January 2021	0% suspended year to date 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 the Parent Workshops by 5 parents/families.

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Sign In Sheets from Parent Meetings	5 parents.	10 parents

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
2118 Rec Aide Regular	REC AIDES (419) <ul style="list-style-type: none"> To support positive school climate and maintaining a safe and orderly environment through student supervision and reinforcement of PBiS social skills through Distance Learning and on Campus. 	Goal 5 Chronic Absenteeism (K-8) Goal 6 Suspension	Schoolwide	\$ 27,943	\$ 0	\$ 0
1910/1190 Program Facilitator - Reg	PROGRAM FACILITATOR (419 / 501) Support may include face to face and/or Distance Learning: <ul style="list-style-type: none"> Facilitates and coordinates local and state assessments to ensure all students are tested and required deadlines are met. Provides on-going monitoring of the implementation of 	Goal 1 English Language Arts Goal 2 Mathematics Goal 3 English Learners Goal 4 African American Goal 7 Parent-Family Engagement	Schoolwide	\$ 90,870	\$ 30,290	\$ 0

	<p>intervention programs to ensure students are achieving the skills taught.</p> <ul style="list-style-type: none"> • Implements procedures for placing, evaluating, monitoring, and exiting students from intervention. • Provides small group instruction and intervention including literacy, math and AVID so students better understand the standards taught and feel more successful in their learning. <p>Professional Development: Support may include face to face and/or Distance Learning:</p> <ul style="list-style-type: none"> • Coordinates and provides staff development according to the sites foci to increase teacher capacity including, but not limited to, creating and providing videos, modeling, demonstrating, troubleshooting, etc. <p>Parent Engagement:</p>					
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	<p>Support may include face to face and/or Distance Learning;</p> <ul style="list-style-type: none"> Provides workshops, training for parents such as but not limited to AVID, computer skills, Math/ELA/Reading strategies, etc. to increase parent skills in order to better assist their students at home and increase parent engagement. Coordinates SSC, ELAC, AAPAC, etc. meetings in order to assist parent groups with understanding their role and responsibility in developing the SPSA, as well as, maintain agendas, minutes, sign-in sheets, and all handouts for compliance. 					
<p>2410 Clerk/Bil Clerk - Reg</p>	<p>BILINGUAL CLERK (419)</p> <ul style="list-style-type: none"> Additional two hours to support parents and students with translations, enrollments, transportation, 	<p>Goal 3 English Learners Goal 5 Chronic Absenteeism (K-8) Goal 7 Parent-Family Engagement</p>	<p>English Learner Hispanic/Latino</p>	<p>\$ 13,028</p>	<p>\$ 0</p>	<p>\$ 0</p>

	<p>home visits, bus passes, etc. to increase parent engagement and keep reclassified students on track.</p> <ul style="list-style-type: none"> Communicates with Youth Services and contacts district liaison for support and possible resources, etc. to assist families, so students are healthier and are better equip to attend school on a daily basis. 					
1130 Certificated Teaching - Addl Duty	<p>CERTIFICATED ADDITIONAL DUTY CSI PLAN (523)</p> <ul style="list-style-type: none"> Provide small group intervention and tutoring on site or virtually. Provide teacher planning time for professional development on teacher clarity, vertical alignment, etc. 	<p>Goal 1 English Language Arts Goal 2 Mathematics Goal 3 English Learners Goal 4 African American</p>	Schoolwide	\$ 0	\$ 0	\$ 10,000
5713 Printing - District	<p>DISTRICT PRINTING (501 / 523)</p> <p>Parent Engagement:</p> <ul style="list-style-type: none"> Supplemental printing to assist in 	<p>Goal 1 English Language Arts Goal 2 Mathematics Goal 3 English Learners</p>	Schoolwide	\$ 0	\$ 4,228	\$ 5,000

	<p>building the parent capacity in order to assist their student(s) at home.</p> <p>CSI PLAN</p> <ul style="list-style-type: none"> Supplemental printing to support/enhance lessons such as but not limited to research projects, AVID, PBIS, STEAM, GLAD, etc. 	<p>Goal 4 African American</p> <p>Goal 7 Parent-Family Engagement</p>				
<p>4210 Other Books</p>	<p>OTHER BOOKS (501 / 523)</p> <ul style="list-style-type: none"> Other books which include but are not limited to teacher professional development books, etc. to support with implementation of AVID/ STEM/ STEAM/ Dual Immersion/ Math and ELA Focus, Teacher Clarity, Continuous Improvement, etc. <p>CSI PLAN:</p> <ul style="list-style-type: none"> Purchase books for teacher professional development that provide strategies and techniques 	<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>\$ 0</p>	<p>\$ 3,000</p>	<p>\$ 3,000</p>

	<p>which will increase student achievement in STEM/STEAM and Math and ELA focus.</p>					
<p>1140 Certificated Teaching - Sub</p>	<p>SUBSTITUTES/ RESIDENT SUB (501 / 523)</p> <p>Professional Development:</p> <ul style="list-style-type: none"> Allow for release of teachers for PD purposes such as but not limited to instructional rounds, collaboration, analyzing data, data chats, conferences, inservices, lesson studies, trainings, with the purpose of planning rigorous lessons leading to instructional improvement and increase in the use of effective instructional strategies. <p>CSI PLAN</p> <ul style="list-style-type: none"> To provide small group instruction for language and vocabulary support, as well as teacher identified areas of need in 	<p>Goal 1 English Language Arts Goal 2 Mathematics Goal 3 English Learners Goal 4 African American</p>	<p>Schoolwide</p>	<p>\$ 0</p>	<p>\$ 40,000</p>	<p>\$ 10,000</p>

	order to close the achievement gap and increase engagement.					
4310 Instr Materials/Supplies	<p>SUPPLEMENTAL AND INSTRUCTIONAL MATERIALS/ SUPPLIES (419 / 501 / 523)</p> <ul style="list-style-type: none"> Purchase supplemental instructional materials/supplies such as but not limited to workbooks, other informational text, individual whiteboards, manipulatives, novels, poster boards, problem solving books, science kits, realia, Get Ahead Writing, AVID supplies/resources, binders, notebooks, reader trackers, highlighter strips, timers, visuals to assist with Reading Comprehension and better understanding the CCSS. <p>Parent Engagement:</p> <ul style="list-style-type: none"> Instructional Materials for 	<p>Goal 1 English Language Arts</p> <p>Goal 2 Mathematics</p> <p>Goal 3 English Learners</p> <p>Goal 4 African American</p> <p>Goal 7 Parent-Family Engagement</p>	Schoolwide	\$ 1,044	\$ 18,489	\$ 20,000.73

	<p>parent training sessions and provide a pre/post survey and/or parent feedback form to gather parent input to increase parent involvement in future activities.</p> <p>CSI PLAN Professional Development:</p> <ul style="list-style-type: none"> • Purchase of professional development materials, resources, etc. to assist teachers in increasing their capacity and better understand what they learned. • Purchase intervention material, SIPPS, Phonics for Reading, REWARDS, Chapter Books, vocabulary cards, etc. to assist with Reading Comprehension and better understanding the CCSS. 					
<p>4340 Computer Accessories/Supplies/Software</p>	<p>COMPUTER ACCESSORIES AND SUPPLIES (501)</p>	<p>Goal 1 English Language Arts Goal 2 Mathematics</p>	<p>Schoolwide</p>	<p>\$ 0</p>	<p>\$ 15,000</p>	<p>\$ 0</p>

	<ul style="list-style-type: none"> • Purchase equipment, accessories and supplies such as but not limited to iPads, keyboards, laptops, keyboards, Apple TVs, ELMOs, projectors, printers, carts, earbuds, cables, headphones, batteries, etc. to assist students learning and teach 21st Century Technology Common Core Standards and offer opportunities for research, enrichment and computer based skills as well as independent project based learning to include presentation and publications of student work. 					
<p>4450 Non-Deprc Equip \$500-\$4,999.99/ Office Non-Deprc Equip \$500-\$4,999.99</p>	<p>COMPUTER EQUIPMENT (501)</p> <ul style="list-style-type: none"> • To purchase computer equipment such as but not limited to carts, laptops, Chromebooks, chargers, Elmos, projectors, STEAM labs, printers, 	<p>Goal 1 English Language Arts Goal 2 Mathematics</p>	<p>Schoolwide</p>	<p>\$ 0</p>	<p>\$ 7,000</p>	<p>\$ 0</p>

	<p>screens, Apple TVs, desktops, etc. for research, enrichment and to assist students in 21st century technology skills and standards.</p>					
<p>5841 District Computer Warranty/Repair</p>	<p>DISTRICT WARRANTY (501)</p> <ul style="list-style-type: none"> Maintain working computers for teachers and students to be able to access information for learning such as but not limited to research, formative assessments, available programs using technology to enrich all students learning. 	<p>Goal 1 English Language Arts Goal 2 Mathematics</p>	<p>Schoolwide</p>	<p>\$ 0</p>	<p>\$ 1,500</p>	<p>\$ 0</p>
<p>5633 Maintenance Agreement</p>	<p>MAINTENANCE AGREEMENTS (501)</p> <ul style="list-style-type: none"> Maintain working equipment for teachers to be able to copy needed supplemental materials such as but not limited to intervention material, as well as, activities that 	<p>Goal 1 English Language Arts Goal 2 Mathematics Goal 3 English Learners Goal 4 African American</p>	<p>Schoolwide English Learner</p>	<p>\$ 0</p>	<p>\$ 4,000</p>	<p>\$ 0</p>

	enrich all students learning.					
5220 Inservice/Conference	<p>IN-SERVICE/ CONFERENCE (501 / 523)</p> <p>Professional Development:</p> <ul style="list-style-type: none"> Virtual and/or in person Professional Development such as but not limited to Reciprocal Teaching, ELA/Math, Closed Reading, use of technology training, Collaborative conversation, PBIS, STEAM, GLAD, AVID, Teacher Clarity, etc. in order to increase teachers' capacity to assist their students in all content standards. <p>CSI PLAN Professional development in Reciprocal Teaching, Closed Reading, STEAM and Teacher Clarity.</p>	<p>Goal 1 English Language Arts</p> <p>Goal 2 Mathematics</p> <p>Goal 3 English Learners</p> <p>Goal 4 African American</p>	Schoolwide	\$ 0	\$ 5,000	\$ 26,061
5840 Computer Tech Fees, Software Licenses, Svcs	<p>COMPUTER TECH FEES AND LICENSES (523)</p> <p>CSI PLAN:</p>	<p>Goal 1 English Language Arts</p> <p>Goal 2 Mathematics</p>	Schoolwide	\$ 0	\$ 0	\$ 44,502

	<ul style="list-style-type: none"> Software and licenses such as but not limited to Moby Max, iReady, to promote student learning and increase academic achievement during Distance Learning and Face-to-Face Instruction. 					
2119 Student Intern (college intern)	<p>STUDENT INTERNS (501)</p> <ul style="list-style-type: none"> Supporting students through Distance Learning and Face to Face Instruction To provide small group instruction for language and vocabulary support, as well as teacher identified areas of need in order to close the achievement gap and increase engagement. To provide mentoring to increase student engagement and academic success. 	<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>African American</p> <p>English Learner</p> <p>Hispanic/Latino</p>	\$ 0	\$ 25,000	\$ 0
4440 Computer Non-Deprc Equip \$500-\$4,999.99	<p>COMPUTER EQUIPMENT (501)</p> <ul style="list-style-type: none"> To purchase computer equipment such as but not limited to 	<p>Goal 1 English Language Arts</p> <p>Goal 2 Mathematics</p>	<p>Schoolwide</p>	\$ 0	\$ 10,000	\$ 0

	<p>carts, laptops, Chromebooks, chargers, Elmos, projectors, STEAM labs, printers, screens, Apple TVs, desktops, etc. for research, enrichment and to assist students in 21st century technology skills and standards.</p>						
3000-3999 Employee Benefits	BENEFITS	<p>Goal 1 English Language Arts Goal 2 Mathematics Goal 3 English Learners Goal 4 African American Goal 7 Parent-Family Engagement</p>	Schoolwide	\$ 55,776	\$ 21,738	\$ 0	
				Total Costs	\$ 188,661	\$ 185,245	\$ 118,563.73
				Total Allocation	\$ 188,661	\$ 185,245	\$ 118,563.73

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
1140 Certificated Teaching - Sub	<p>SUBSTITUTES/ RESIDENT SUB</p> <p>Professional Development:</p> <ul style="list-style-type: none"> Allow for release of teachers for PD purposes such as but not limited to instructional rounds, collaboration, analyzing data, data chats, conferences, inservices, lesson studies, trainings, with the purpose of planning rigorous lessons leading to instructional improvement and increase in the use of effective instructional strategies. To provide small group instruction for language and vocabulary support, as well as teacher identified areas of need in order to close the achievement gap and increase engagement. 	<p>Goal 1 English Language Arts</p> <p>Goal 2 Mathematics</p> <p>Goal 3 English Learners</p> <p>Goal 4 African American</p>	Schoolwide	\$4,000	\$10,000

<p>4310 Instr Materials/Supplies</p>	<p>SUPPLEMENTAL AND INSTRUCTIONAL MATERIALS/SUPPLIES</p> <ul style="list-style-type: none"> • Purchase supplemental instructional materials/supplies such as but not limited to workbooks, other informational text, individual whiteboards, manipulatives, novels, poster boards, problem solving books, science kits, realia, Get Ahead Writing, AVID supplies/resources, binders, notebooks, reader trackers, highlighter strips, timers, visuals to assist with Reading Comprehension and better understanding the CCSS. <p>Parent Engagement:</p> <ul style="list-style-type: none"> • Instructional Materials for parent training sessions and provide a pre/post survey and/or parent feedback form to gather parent input to increase parent involvement in future activities. <p>Professional Development:</p> <ul style="list-style-type: none"> • Purchase of professional development materials, resources, etc. to assist teachers in increasing their capacity and better understand what they learned. • Purchase intervention material, SIPPS, Phonics for Reading, REWARDS, Chapter Books, vocabulary cards, etc. to assist with Reading Comprehension and better understanding the 	<p>Goal 1 English Language Arts Goal 2 Mathematics Goal 3 English Learners Goal 4 African American Goal 7 Parent-Family Engagement</p>	<p>Schoolwide</p>	<p>\$10,000</p>	<p>\$15,000</p>
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	CCSS.				
4340 Computer Accessories/Supplies/Software	<p>COMPUTER ACCESSORIES AND SUPPLIES</p> <ul style="list-style-type: none"> Purchase equipment, accessories and supplies such as but not limited to iPads, keyboards, laptops, keyboards, Apple TVs, ELMOs, projectors, printers, carts, earbuds, cables, headphones, batteries, etc. to assist students learning and teach 21st Century Technology Common Core Standards and offer opportunities for research, enrichment and computer based skills as well as independent project based learning to include presentation and publications of student work. 	<p>Goal 1 English Language Arts Goal 2 Mathematics</p>	Schoolwide	\$15,000	\$10,000
4450 Non-Deprc Equip \$500-\$4,999.99/ Office Non-Deprc Equip \$500-\$4,999.99	<p>COMPUTER EQUIPMENT</p> <ul style="list-style-type: none"> To purchase computer equipment such as but not limited to carts, laptops, Chromebooks, chargers, Elmos, projectors, STEAM labs, printers, screens, Apple TVs, desktops, etc. for research, enrichment and to assist students in 21st century technology skills and standards. 	<p>Goal 1 English Language Arts Goal 2 Mathematics Goal 3 English Learners Goal 4 African American</p>	Schoolwide	\$15,000	\$

<p>5220 Inservice/Conference</p>	<p>IN-SERVICE/CONFERENCE</p> <ul style="list-style-type: none"> Virtual and/or in person Professional Development such as but not limited to Reciprocal Teaching, ELA/Math, Closed Reading, use of technology training, Collaborative conversation, PBiS, STEAM, GLAD, AVID, Teacher Clarity, etc. in order to increase teachers' capacity to assist their students in all content standards. 	<p>Goal 1 English Language Arts Goal 2 Mathematics Goal 3 English Learners Goal 4 African American</p>	<p>Schoolwide</p>	<p>\$10,000</p>	<p>\$6,000</p>
<p>5840 Computer Tech Fees, Software Licenses, Svcs</p>	<p>COMPUTER TECH FEES AND LICENSES</p> <ul style="list-style-type: none"> Software and licenses such as but not limited to Moby Max, iReady, class dojo, Accelerated Reader/Math, etc. to promote student learning and increase academic achievement during Distance Learning and Face-to-Face Instruction. 	<p>Goal 1 English Language Arts Goal 2 Mathematics Goal 3 English Learners Goal 4 African American</p>	<p>Schoolwide</p>	<p>\$10,000</p>	<p>\$10,000</p>
<p>4440 Computer Non-Deprc Equip \$500-\$4,999.99</p>	<p>COMPUTER EQUIPMENT (501)</p> <ul style="list-style-type: none"> To purchase computer equipment such as but not limited to carts, laptops, Chromebooks, chargers, Elmos, projectors, STEAM labs, printers, screens, Apple TVs, desktops, etc. for research, enrichment and to assist students in 21st century technology skills and standards. 	<p>Goal 1 English Language Arts Goal 2 Mathematics Goal 3 English Learners Goal 4 African American</p>	<p>Schoolwide</p>	<p>\$</p>	<p>\$24,000</p>

5886 Field Trip Admissions	<p style="text-align: center;">FIELD TRIP ADMISSIONS</p> <ul style="list-style-type: none"> To provide admissions such as but not limited to Linked Learning, AVID, Museums, colleges, universities, and STEAM initiatives to support and reinforce the Common Core Standards to increase student achievement. 	<p>Goal 1 English Language Arts Goal 2 Mathematics Goal 3 English Learners Goal 4 African American Goal 5 Chronic Absenteeism (K-8) Goal 6 Suspension</p>	Schoolwide	\$1,000	\$
				Total:	\$65,000
					\$75,000

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

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