

# The School Plan for Student Achievement 2021-2022

**School:** LANKERSHIM ELEMENTARY SCHOOL  
**District:** SAN BERNARDINO CITY UNIFIED SCHOOL DISTRICT  
**County District School (CDS) Code:** 36678766036941  
**Principal:** M. Evette Peters  
**SSC Approval/Adopted Date:** April 23, 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 Goal 2018-2019:</p> <ol style="list-style-type: none"> <li>1. Schoolwide: Increase ELA CAASPP Meets/Exceeds by 15 points</li> <li>2. English Learners: Increase ELA CAASPP Meets/Exceeds by 15 points</li> <li>3. African American: Increase ELA CAASPP Meets/Exceeds by 15 points</li> <li>4. ATSI Group(s)in Red: (Students with disabilities) Increase ELA CAASPP Meets/Exceeds by 15 points</li> </ol> <p>Analysis:</p> <ol style="list-style-type: none"> <li>1. Schoolwide: According to the 2019 CA Dashboard, School-wide, students grew 15.3 points on the CAASPP.</li> <li>2. English Learners: English learner students increased by 17.7 points on the CAASPP assessment.</li> <li>3. African American: African-American population decreased 13.9 points on the CAASPP assessment.</li> <li>4. ATSI Group(s)in Red: Students with disabilities increased by 9 points on the CAASPP assessment.</li> </ol> <p>Root Cause:</p> <ol style="list-style-type: none"> <li>1. During distance learning, students have received limited live instructional time with the teacher.</li> <li>2. Students have faced connectivity issues while in distance learning.</li> <li>3. Many students have been chronically absent during distance learning, which has limited instructional time even further.</li> </ol> <p>Next Steps:</p> <ol style="list-style-type: none"> <li>1. Students will have extended learning opportunities, including summer school and district provided tutoring.</li> <li>2. Teachers will review student data and plan for additional support and review of foundational reading skills, to support students in accessing grade level content.</li> <li>3. The reading intervention center will be providing robust and focused intervention activities to meet students’ instructional needs.</li> <li>4. Devices, chargers and troubleshooting services have been given/offered since the COVID-19 pandemic closed schools.</li> </ol> <p>Math Goal 2018-2019</p> <ol style="list-style-type: none"> <li>1. Schoolwide: Increase ELA CAASPP Meets/Exceeds by 15 points.</li> <li>2. English Learners: Increase ELA CAASPP Meets/Exceeds by 15 points.</li> <li>3. African American: Increase ELA CAASPP Meets/Exceeds by 15 points.</li> <li>4. ATSI Group(s)in Red: (Students with disabilities) Increase ELA CAASPP Meets/Exceeds by 15 points.</li> </ol> <p>Analysis:</p> <ol style="list-style-type: none"> <li>1. Schoolwide: According to the 2019 CA Dashboard, schoolwide, students increased 9.1 points on the CAASPP assessment.</li> <li>2. English Learners: English learner students increased 15.1 points from the 2018 CAASPP assessment in mathematics.</li> <li>3. African American: African American student decreased 16.7 points from the 2018 CAASPP assessment in mathematics.</li> <li>4. ATSI Group(s)in Red: Students with disabilities: Students with disabilities increased 20.5 points from the 2018 CAASPP assessment in mathematics.</li> </ol> <p>Root Cause:</p>

1. The school has experienced significant changes in school personnel including leadership, classroom teachers, and special education teachers over the past 3 years. Some classes have been taught by long-term guest teachers. New teachers and teacher interns have taken over several classes mid-year. New teachers and teacher interns are currently receiving professional development and beginning teacher support to improve their skills and knowledge on monitoring student progress and implementing Tier 1 and Tier 2 instruction in the classroom. Students with disabilities are being monitored through the IEP process and are being evaluated for possible new educational setting placement.

Next steps:

The professional development plan is focused on implementing the district-adopted curriculum, understanding the structure, instructional shifts, and rigor of the Common Core State Standards, and the use of "Tier 1" instructional models within the Multi-Tiered System of Supports. Teachers have participated in professional development and support in the area of teacher clarity during math instruction. This training cycle for teacher clarity is a multi-year professional development process, and teachers have received the first year of the training and support. All certificated staff, instructional assistants and resident guest teachers will continue next school year with the training modules included in teacher clarity.

Suspension Data Analysis 2018-2019

1. Schoolwide: According to the CA Dashboard, 5.7% of students were suspended at least once.
2. English Learners: According to the CA Dashboard, 3.1% of English Learner students were suspended at least once.
3. African American: According to the CA Dashboard, 12.6% of African American students were suspended at least once.
4. ATSI Group(s)in Red: (Students with Disabilities) According to the CA Dashboard, 10.7% of students with disabilities were suspended at least once.

Root Cause:

1. Some students are currently being evaluated for appropriate placement for their needs. District special education staff are supporting classroom teachers, administrators, and support staff to modify intervention plans to provide the least restrictive learning environment for students with disabilities. Because of staff turnover mid-year, changes in administration, and the hiring of new teachers and district interns, professional development needs to focus on implementing MTSS Tier 1 behavior management, intervention, and instruction school-wide.
2. Students with disabilities: In Analyzing this increase over the 2-year period, we believe that there are critical reasons for this increase. The increase is due to a high turnover of teaching and support staff and the need for systematic procedures for the schoolwide implementation of PBiS and SEL instruction, as well as students who may need increasingly restrictive instructional settings. Students with disabilities are being closely monitored to ensure correct educational placement and adequate and appropriate services are being provided.
3. There are been significant changes in staffing, including having new administrators and 6 new teachers.
4. For the 2021 CA Dashboard, the suspension rate will be 0%, due to all instruction being conducted virtually. There have not been any disciplinary incidents that resulted in suspension.

Next Steps:

1. The professional development plan will address the culture and climate of the school, as well as develop strategies for implementing PBiS, Restorative Justice, and culturally proficient instruction. Most classrooms have students with disabilities, and professional development will focus on the culture and climate of the school and implementing PBiS, Restorative Justice, Social-Emotional Learning, and Culturally Relevant Pedagogy.
2. The professional development plan will address the culture and climate of the school, as well as develop strategies for implementing PBiS, Restorative Justice, and culturally proficient instruction. The goal of the professional development will be to make instruction more culturally relevant and to improve the culture and climate of the school.
3. Professional development in the area of teacher clarity in mathematics instruction is ongoing and focuses on higher student engagement, which will decrease the likelihood of undesirable student behaviors.
4. Rec aides, instructional assistants, and all certificated staff will continue to receive ongoing PD on PBiS and SEL.
5. Upon returning to campus, significant procedural changes will be in place to address health and safety concerns regarding COVID-19. Additionally, specific procedures will be implemented to support all students' needs in SEL as they return to school and will have been somewhat socially isolated, due to long term state-wide "stay at home" orders.

Chronic Absenteeism Data Analysis 2018-2019

1. Schoolwide: According to the CA Dashboard, 15.8% of students were chronically absent.

2. English Learners: According to the CA Dashboard, 10.8% of English Learner students were chronically absent.
3. African American: According to the CA Dashboard, 25.5% of African American students were chronically absent.
4. ATSI Group(s) in Red: (Students with Disabilities) According to the CA Dashboard, 20.8% of students with disabilities were chronically absent.

**Root Cause:**

1. The overall suspension rate was 5.7%, which increased overall absences. Some students are currently being evaluated for appropriate placement for their needs. District special education staff are supporting classroom teachers, administrators, and support staff to modify intervention plans to provide the least restrictive learning environment for students with disabilities. Because of staff turnover mid-year, changes in administration, and the hiring of new teachers and district interns, professional development needs to focus on implementing MTSS Tier 1 behavior management, intervention, and instruction school-wide.
2. Students with disabilities: In Analyzing this increase over the 2-year period, we believe that there are critical reasons for this increase. The increase is due to a high turnover of teaching and support staff, as well as students who may need increasingly restrictive instructional settings. Students with disabilities are being closely monitored to ensure correct educational placement and adequate and appropriate services are being provided.
3. There have been significant changes in staffing, including having new administrators and 6 new teachers.

**Next Steps:**

1. The professional development plan will address the culture and climate of the school, as well as develop strategies for implementing PBIS, Restorative Justice, and culturally proficient instruction, which will increase the likelihood of students being more motivated to regularly attend school.
2. Professional development in the area of teacher clarity in mathematics instruction is ongoing and focuses on higher student engagement, which will decrease the likelihood of undesirable student behaviors, resulting in office referrals and/or suspensions, which increase the number of student absenteeism.
3. Rec aides, instructional assistants, and all certificated staff will receive ongoing PD on PBIS and SEL.
4. Upon returning to campus, significant procedural changes will be in place to address health and safety concerns regarding COVID-19. Additionally, specific procedures will be implemented to support all students' needs in SEL as they return to school and will have been somewhat socially isolated, due to long term state-wide "stay at home" orders.

**ELPAC and English Learner Program**

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

**Analysis:**

1. 2018-2019 ELPAC: According to the CA Dashboard, the English Learner progress rate was 28.8%.
2. 2020-2021 ELD Implementation: While in distance learning, teachers have implemented lessons in ELA, math, social studies, and science that have integrated English language development. Specific strategies that have been integrated into daily lessons include a focus on Tier 2 and Tier 3 vocabulary, sentence structure and frames to develop academic speaking and writing skills, use of realia, graphic organizers, breakout rooms to practice academic speaking, and continuous monitoring of formative assessment data to respond to the instructional needs on English learners. Teachers have also scheduled small group instructional times for students to meet outside of live instructional delivery. Teachers have implemented designated English language development in small groups based on the identified needs of English learners.
3. 2020-2021 TELL: The TELL assessment has not been available in distance learning.
4. October 2019 - October 2020 Reclassification: According to the school district data dashboard, 30% of English Learners were reclassified.

**Root Cause:**

1. Lankershim has a very high reclassification rate. Students who are reclassified, which represents a large percentage of English learners at the school, have made excellent progress, and are therefore no longer counted in the English learner group.
2. Students who are still English learners are frequently struggling in other academic areas as well, which may not be attributed to the language of instruction.

**Next Steps:**

1. All English learners who are struggling academically receive Tier 1 and Tier 2 interventions and monitoring. All English learners who are being monitored through the MTSS process receive a language development focus, to ensure that adequate language development instruction is being implemented.
2. Intervention staff include bilingual members, who are able to provide primary language support and language development support. Intervention staff also receive ongoing professional development to support students in foundational reading skills for both English and Spanish, with specific strategies for supporting English learners.

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

- STAR ELA Analysis (Grades 3-5 only)
1. Schoolwide: Student scores on the Star Reading assessment indicated lower achievement and rates of progress than in previous school years.
  2. English Learners: Student scores on the Star Reading assessment indicated lower achievement and rates of progress than in previous school years.
  3. African American: Student scores on the Star Reading assessment indicated lower achievement and rates of progress than in previous school years.

- Root Cause:
1. Students took the assessments in a virtual setting, in which there are many additional distractions that cannot be prevented.
  2. Some students rushed through the assessment or spent less time on the assessment than they do during an in-person setting.
  3. Students are currently receiving approximately 2 hours of live, synchronous instruction, which is far less than in-person instruction.
  4. Many students are attending live, synchronous instruction, but are not completing asynchronous assignments, which include an emphasis on reading comprehension.

- Next Steps:
1. Extended and accelerated learning opportunities are being developed to address student needs arising from spending more than one full school year in distance learning.
  2. The reading intervention staff and classroom teachers will be providing small group intervention and instruction to accelerate student achievement.

- STAR Math Analysis (Grades 3-5 only)
1. Schoolwide: Student scores on the Star Math assessment indicated lower achievement and rates of progress than in previous school years.
  2. English Learners: Student scores on the Star Math assessment indicated lower achievement and rates of progress than in previous school years.
  3. African American: Student scores on the Star Math assessment indicated lower achievement and rates of progress than in previous school years.

- Root Cause:
1. Students took the assessments in a virtual setting, in which there are many additional distractions that cannot be prevented.
  2. Some students rushed through the assessment or spent less time on the assessment than they do during an in-person setting.
  3. Students are currently receiving approximately 2 hours of live, synchronous instruction, which is far less than in-person instruction.
  4. Many students are attending live, synchronous instruction, but are not completing asynchronous assignments. This leaves students without adequate practice of necessary skills.

- Next Steps:
1. Extended and accelerated learning opportunities are being developed to address student needs arising from spending more than one full school year in distance learning.
  2. The intervention staff and classroom teachers will be providing small group intervention and instruction to accelerate student achievement.

IXL ELA Analysis (Grade 6 Only):

1. Schoolwide: Student scores on the IXL ELA assessment indicated that many students are not meeting grade level standards in reading.
2. English Learners: Student scores on the IXL ELA assessment indicated that many students are not meeting grade level standards in reading.
3. African American: Student scores on the IXL ELA assessment indicated that many students are not meeting grade level standards in reading.

Root Cause:

1. Students took the assessments in a virtual setting, in which there are many additional distractions that cannot be prevented.
2. Some students rushed through the assessment or spent less time on the assessment than they do during an in-person setting.
3. Students are currently receiving approximately 2 hours of live, synchronous instruction, which is far less than in-person instruction.
4. Many students are attending live, synchronous instruction, but are not completing asynchronous assignments, which include an emphasis on reading comprehension.

Next Steps:

1. Extended and accelerated learning opportunities are being developed to address student needs arising from spending more than one full school year in distance learning.
2. The reading intervention staff and classroom teachers will be providing small group intervention and instruction to accelerate student achievement.

IXL Math Analysis (Grade 6 Only):

1. Schoolwide: Student scores on the IXL Math assessment indicated that many students are not meeting grade level standards in math.
2. English Learners: Student scores on the IXL Math assessment indicated that many students are not meeting grade level standards in math.
3. African American: Student scores on the IXL Math assessment indicated that many students are not meeting grade level standards in math.

Root Cause:

1. Students took the assessments in a virtual setting, in which there are many additional distractions that cannot be prevented.
2. Some students rushed through the assessment or spent less time on the assessment than they do during an in-person setting.
3. Students are currently receiving approximately 2 hours of live, synchronous instruction, which is far less than in-person instruction.
4. Many students are attending live, synchronous instruction, but are not completing asynchronous assignments. This leaves students without adequate practice of necessary skills.

Next Steps:

1. Extended and accelerated learning opportunities are being developed to address student needs arising from spending more than one full school year in distance learning.
2. The intervention staff and classroom teachers will be providing small group intervention and instruction to accelerate student achievement.

Standards Aligned Assessments #1 -English Language Arts Data Analysis (The students did not take the SAA #2)

School-Wide:

- 3rd grade (63 students assessed): 14.3% Exceeded, 7.9% Met, 22.2% Nearly Met, and 55.6% Not Met  
 4th grade (90 students assessed): 12.2% Exceeded, 17.8% Met, 21.1% Nearly Met, and 48.9% Not Met  
 5th grade (86 students assessed): 10.5% Exceeded, 15.1% Met, 17.4% Nearly Met, and 57% Not Met  
 6th grade (55 students assessed): 9.1% Exceeded, 9.1% Met, 20% Nearly Met, and 61.8% Not Met

English Learners:

- 3rd grade (19 students assessed): 5% Exceeded, 0% Met, 32% Nearly Met, and 63% Not Met  
 4th grade (29 students assessed): 7% Exceeded, 10% Met, 24% Nearly Met, and 59% Not Met  
 5th grade (25 students assessed): 4% Exceeded, 8% Met, 8% Nearly Met, and 80% Not Met

6th grade (17 students assessed): 6% Exceeded, 6% Met, 0% Nearly Met, and 88% Not Met

**African American:**

3rd grade (13 students assessed): 30% Exceeded, 8% Met, 15% Nearly Met, and 46% Not Met

4th grade (12 students assessed): 17% Exceeded, 25% Met, 17% Nearly Met, and 42% Not Met

5th grade (7 students assessed): 0% Exceeded, 14% Met, 14% Nearly Met, and 71% Not Met

6th grade (10 students assessed): 0% Exceeded, 10% Met, 10% Nearly Met, and 80% Not Met

**Root Cause:**

1. During distance learning, students have received limited live instructional time with the teacher.
2. Students have faced connectivity issues while in distance learning.
3. Many students have been chronically absent during distance learning, which has limited instructional time even further.

**Next Steps:**

1. Students will have extended learning opportunities, including summer school and district provided tutoring.
2. Teachers will review student data and plan for additional support and review of foundational reading skills, to support students in accessing grade level content.
3. The reading intervention center will be providing robust and focused intervention activities to meet students' instructional needs.

Standards Aligned Assessments #1 -Mathematics Data Analysis: The students did not take the SAA #2 (Make a statement about the performance of each student group, by reporting statistics [e.g. scale scores, % correct, growth scores, etc.] )

**School-Wide:**

3rd grade (79 students assessed): 13.9% Exceeded, 8.9% Met, 20.3% Nearly Met, and 57% Not Met

4th grade (98 students assessed): 13.3% Exceeded, 14.3% Met, 21.4% Nearly Met, and 51% Not Met

5th grade (78 students assessed): 7.7% Exceeded, 14.1% Met, 21.8% Nearly Met, and 56.4% Not Met

6th grade (51 students assessed): 19.6% Exceeded, 9.8% Met, 5.9% Nearly Met, and 64.7% Not Met

**English Learners Data Analysis:**

3rd grade (32 students assessed): 3% Exceeded, 6% Met, 19% Nearly Met, and 72% Not Met

4th grade (35 students assessed): 0% Exceeded, 6% Met, 20% Nearly Met, and 74% Not Met

5th grade (22 students assessed): 0% Exceeded, 9% Met, 23% Nearly Met, and 68% Not Met

6th grade (18 students assessed): 11% Exceeded, 6% Met, 11% Nearly Met, and 72% Not Met

**African Americans Data Analysis:**

3rd grade (13 students assessed): 15% Exceeded, 23% Met, 7% Nearly Met, and 54% Not Met

4th grade (12 students assessed): 25% Exceeded, 25% Met, 8% Nearly Met, and 42% Not Met

5th grade (7 students assessed): 0% Exceeded, 0% Met, 14% Nearly Met, and 86% Not Met

6th grade (7 students assessed): 0% Exceeded, 29% Met, 0% Nearly Met, and 71% Not Met

**Root Cause:**

1. During distance learning, students have received limited live instructional time with the teacher.
2. Students have faced connectivity issues while in distance learning.
3. Many students have been chronically absent during distance learning, which has limited instructional time even further.
4. Although the learning center ELA/Math support and small group instruction during the asynchronous block were offered during distance learning, most of the struggling students did not participate.

**Next Steps:**

1. Students will have extended learning opportunities, including summer school and district provided tutoring.
2. Teachers will review student data and plan for additional support and review of foundational mathematics skills, to support students in accessing grade level content.
3. The learning center will continue to provide robust and focused intervention activities to meet students' instructional needs.

**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 Data Analysis

1. Schoolwide: According to the school district data dashboard for the 2019-2020 school year, the overall suspension rate was 2.2%. This represents a decrease from 2018-2019 of 3.5%.
  2. English Learners: According to the school district data dashboard for the 2019-2020 school year, the suspension rate for English learners was 3.1%. This represents an increase from 2018-2019 of 0.5%.
  3. African American: According to the school district data dashboard for the 2019-2020 school year, the suspension rate for African American students was 2.7%. This represents a decrease from 2018-2019 of 9.9%.
  4. Students with disabilities: According to the school district data dashboard for the 2019-2020 school year, the suspension rate for students with disabilities was 6.4%. This represents a decrease from 2018-2019 of 4.3%.
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1. Schoolwide: According to the school district data dashboard for the 2020-2021 school year, there is an overall suspension rate of 0%.
  2. English Learners: 0% of English learner students were suspended.
  3. African American: 0% of African American students were suspended.
  4. Students with disabilities: 0% of students with disabilities were suspended.

Root Cause:

1. While in distance learning, no disciplinary situations have resulted in suspension.
2. The significant decrease in overall suspension rate and suspension rate for African American students from the 2018-2019 school year to the 2019-2020 school year was due to appointment of permanent administration, who carefully refined procedures and systems for transitions to lunch, recess, and hallways, which were the locations of highest incidents. Also, professional development was provided for classified and certificated staff to address site-wide PBIS needs.

Next Steps:

1. Upon returning to campus, significant procedural changes will be in place to address health and safety concerns regarding COVID-19. Additionally, specific procedures will be implemented to support all students' needs in SEL as they return to school and will have been somewhat socially isolated, due to long term state-wide "stay at home" orders.
2. Rec aides have been receiving professional development in PBIS, SEL, and restorative conversations to support students on the playground, hallways, and cafeteria which are the locations of highest behavior incidents.

Chronic Absenteeism Data Analysis

1. Schoolwide: According to the school district data dashboard for the 2020-2021 school year, as of March 2021, the overall chronic absenteeism rate is 17.6.
2. English Learners: According to the school district data dashboard for the 2020-2021 school year, the chronic absenteeism rate for English learner students is 8.3.
3. African American: According to the school district data dashboard for the 2020-2021 school year, the chronic absenteeism rate for African American students is 24.7.
4. Students with disabilities: According to the school district data dashboard for the 2020-2021 school year, the chronic absenteeism rate for students with disabilities is 13.4.

Root Cause:

1. Many students have had difficulty in adjusting to distance learning. Although the school has provided robust supports for families in distance learning, many families have continued to struggle to connect students to distance learning resources.
2. Some families have struggled with connectivity issues, preventing students from participating in distance learning, although district hotspots and devices have been switched out.
3. Many families have faced financial, health, and stability of living issues associated with the COVID-19 pandemic. This has prevented some families from fully participating in distance learning.

Next Steps:

1. An attendance team has been formed at the school to call families of absent students shortly after the start of class. Families with connectivity problems are referred to site and district-provided technology support.
2. School counselors are working with small groups of students to support SEL needs.



3. Home visits are being conducted to verify the students' residences, and to provide access to community resources, devices, and technology connectivity.
4. The school attendance team will continue to plan incentives and motivation for students to participate in and attend school.
5. In collaboration with district personnel, additional strategies and resources will be provided to school sites to increase communication, home visits, and community resources to support African American families who are chronically absent.

**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>Certificated Teaching-Subs</p> <p>Resident Substitute to provide intervention for reading and math</p> <p>Provide Resident guest teachers have been/will continue to support students in grades 1-3, especially during asynchronous learning time during distance learning. Upon return to the site, the resident guest teachers will continue to support students within the school day. These students are progressed monitored every 4-6 weeks. The learning objectives, the program used and the data is shared with classroom teachers.</p> <p>CSI PLAN: Provide Resident guest teachers support students in grades 1-3, especially during asynchronous learning time during distance learning. The learning objectives, the program used and the data is shared with classroom teachers.</p>	<p>Schoolwide</p>	<p>Intended Implementation:</p> <p>Substitutes were able to cover classes and provide small group instruction in the learning center. For CSI: Resident guest teachers would work with individual and small groups of students to provide additional support for foundational reading skills in distance learning.</p> <p>Evidence:</p> <p>Teachers were able to attend small staff development trainings and support, as certificated substitutes provided coverage for their classes.</p> <p>Resident guest teachers provided small group instruction and support for students based on students' identified academic needs. Resident guest teachers also maintained a schedule of learning center groups in which students received additional support in</p>	<p>Although many hours of support were offered to students, some learning center intervention days had very few attendees. Also, many parents said that they were unaware of the schedule for student academic support. In response, additional messages and communication were sent to families and students to increase attendance during the additional support times.</p>	<p>A schedule of additional support for small groups of students will continue, whether virtually or in person. Students will receive assessments to indicate areas of academic need. Schedules for the small group support, as well as grouping of students and skills to be addressed will be revised regularly in order to respond to students' needs.</p> <p>Resident guest teachers will continue to be available to provide coverage for classes so that teachers will be able to attend professional development opportunities.</p>

		completion of asynchronous work, were able to work on foundational reading skills, and receive immediate feedback in reading and writing activities.		
Student Interns Reading and Math intervention	Schoolwide	No student interns were employed in the 2020-2021 school year.	Funding was not used for student interns.	Funding will not be used for student interns next school year.
Bilingual Program Facilitator  Facilitates site programs, oversees and provides intervention for reading and math, provides professional development and training for teachers, staff, and parents that is scheduled beyond the work day	Schoolwide  Reclassified	School-wide:  The SPSA was implemented, and the 2020-2021 plan was completed. All of the state and local testing requirements were met. The MTSS process served over 50 students. All parent council meetings were held virtually, and all pertinent documentation has been completed, filed, and will be retained for 5 years. The reading intervention center provided support school-wide. Parent technology events were provided to increase digital skills capacity to support students in virtual learning.  Reclassified students:  ELAC meetings were planned and held. All documentation has been retained. All reclassified students who were not meeting grade level standards during the annual R-FEP Monitoring time received an R-FEP Intervention Plan, in which there is a goal and an intervention designed to accelerate	Funding has been used in accordance with the plan.	Funding will be continued next school year.

		<p>learning for the student.</p> <p>Evidence: Documentation of parent groups, learning center schedules/attendance records.</p>		
<p>Counselor-Additional Duty</p> <p>Participation in trainings an/or parent engagement that is scheduled beyond the work day</p>	<p>Schoolwide</p> <p>Foster Youth</p> <p>Homeless</p>	<p>School-wide: Counselors have scheduled time for additional duty to plan for implementation of SEL lessons and support for students.</p>	<p>Funding has been used in accordance with the plan.</p>	<p>Funding will be continued next school year.</p>
<p>Certificated Teaching-Additional Duty</p> <p>Tutoring in ELA and/or Math, additional duty hours for training and grade level planning beyond the work day</p> <p>CSI PLAN</p> <ul style="list-style-type: none"> <li>Additional duty for training and grade level planning</li> </ul>	<p>Schoolwide</p>	<p>Schoolwide: 5 teachers have utilized additional duty funding to provide tutoring for students.</p> <p>CSI: Most teachers have utilized additional duty funding for planning, attending training, and building lessons collaboratively as grade level teams.</p>	<p>Funding has been used in accordance with the plan.</p>	<p>Funding will be continued next school year.</p>
<p>Inservice/Conference (Certificated)</p> <p>Participation in conferences; registration, lodging traveling expenses, meals, etc.</p> <p>CSI PLAN:</p> <ul style="list-style-type: none"> <li>Provide opportunities for teachers to participate in conferences that align with the academic focus, instruction in strategies when working with students to increase their achievement.</li> </ul>	<p>Schoolwide</p> <p>English Learner</p> <p>Students with Disabilities</p>	<p>Schoolwide: Teachers and certificated support staff have attended conferences for professional development. All conferences were held virtually, due to COVID-19 restrictions, so no funding was used for traveling expenses or meals. Funding was only used for registration fees for the conferences.</p> <p>CSI: Teachers have attended conferences</p>	<p>Funding has been used in accordance with the plan.</p>	<p>Funding will be continued next school year.</p>

		for professional development. All conferences were held virtually, due to COVID-19 restrictions, so no funding was used for traveling expenses or meals. Funding was only used for registration fees for the conferences.		
Inservice/Conference (Classified)  Participation in out of district conferences; registration, traveling expenses, meals, etc.	Schoolwide  English Learner  Low-Income  Students with Disabilities	No classified staff utilized funding to attend out-of-district conferences.	No classified staff utilized funding to attend out-of-district conferences.	Funding will continue next school year.
Other Books  <ul style="list-style-type: none"> <li>• Purchase of other books for students and/or staff</li> <li>• Add novels and books to teachers' classroom libraries</li> </ul> CSI PLAN: <ul style="list-style-type: none"> <li>• Purchase professional books for teachers to serve as resources for teachers in need of expanding their strategies to engage their students</li> </ul>	Schoolwide  English Learner  African American  Hispanic/Latino  Students with Disabilities	Numerous titles have been purchased to support students with high-interest, culturally relevant literature.  Numerous titles of professional books have been purchased for school staff. School staff have used these books to increase their knowledge of grade-level pedagogy (as evidenced through lesson plans), culturally relevant lessons and instructional strategies (as evidenced through lesson plans and administrative walk-throughs), and have participated in book studies (as evidence through calendar invites and attendance records).	Funding has been used in accordance with the plan.	Teachers will collaborate as grade levels to create lessons that support progress toward grade level standards by using novels and classroom libraries.  Teachers, staff, and administration will continue with book study groups and collaboration activities in which the concepts of the professional books can be implemented during classroom instruction and culture and climate of the school.
Supplemental Instructional Materials/Supplies  Supplemental Instructional Materials to increase student practice and achievement  CSI PLAN:	Schoolwide  English Learner  African American  Hispanic/Latino  Students with Disabilities	Teachers have given lists of instructional materials to the principal and secretary to be ordered. These instructional materials have included manipulatives for math instruction, phonics	Funding has been used in accordance with the plan.	Teachers will be organizing and implementing these instructional resources to enhance the multi-modality learning needs of students to meet grade level standards and intervention needs.

<ul style="list-style-type: none"> <li>• Purchase supplemental materials and intervention materials/resources,</li> </ul>	<p>Reclassified</p>	<p>and reading materials for use in small groups, and other materials to be used to achieve grade level standards and intervention needs of students.</p> <p>Evidence: Purchase records</p>		
<p>Computer Accessories Supplies &amp; Software</p> <p>To assist with diagnostics and student practice of core skills in ELA, math, ELD, science, social studies; additional monitors for teachers &amp; staff to more effectively work virtually from home</p> <p>CSI PLAN:</p> <ul style="list-style-type: none"> <li>• To assist with student practice of core skills in ELA and math to include software and applications</li> </ul>	<p>Schoolwide</p>	<p>Teachers have utilized the computer accessories to increase engagement of virtual lessons. Student software and subscriptions have been used to provide diagnostic data for students' academic needs, independent practice of skills to support progress toward grade-level standards, and receive immediate feedback for learning activities. Teachers have used the reports from electronic learning platforms to adjust and respond to student learning.</p> <p>Evidence: purchase records and activity/usage reports.</p>	<p>Funding has been used in accordance with the plan.</p>	<p>Funding will continue next school year.</p>
<p>Other Materials</p> <p>Other materials needed to supplement and support the core curriculums</p> <p>CSI PLAN:</p> <ul style="list-style-type: none"> <li>• To assist with student practice of core skills in ELA and math to include software and applications</li> </ul>	<p>Schoolwide English Learner Students with Disabilities</p>			

<p>Musical Instruments</p> <p>For additional instruments for more students to participate in the music program</p>	<p>Schoolwide</p>	<p>No musical instruments were purchased this school year.</p> <p>Evidence: Purchase records</p>	<p>No musical instruments were purchased this school year.</p>	<p>Funding will continue but only be used to replace broken instruments.</p>
<p>Maintenance Agreements</p> <p>Maintenance of the site's copy machines</p>	<p>Schoolwide</p>	<p>Copy machines have been used and are in working condition.</p> <p>Evidence: purchase records and maintenance records.</p>	<p>Funding has been used in accordance with the plan.</p>	<p>Maintenance agreements will continue next year.</p>
<p>Independent Contractor/Consultant</p> <p>To provide professional development</p> <p>CSI PLAN: Professional Development for Teachers and Staff</p>	<p>Schoolwide English Learner Students with Disabilities</p>	<p>No independent contractors or consultants were utilized this school year.</p> <p>Evidence: Purchase records</p>	<p>No independent contractors or consultants were utilized this school year.</p>	<p>Funding will continue next school year.</p>
<p>Assemblies/Non-Classified Experts</p> <p>School-wide : Assemblies to improve school climate, and/or student achievement</p>	<p>Schoolwide Foster Youth</p>	<p>No assemblies were held this year.</p> <p>Evidence: Purchase records</p>	<p>No assemblies were held this year, due to being in distance learning.</p>	<p>Funding will continue next school year.</p>
<p>Student Incentives</p> <p>To increase a positive school climate &amp; culture, and/or student achievement</p>	<p>Schoolwide</p>	<p>Student incentives and certificates have been purchased and distributed to students to promote positive school climate &amp; culture and student achievement.</p> <p>Evidence: purchase records and distribution lists.</p>	<p>Funding has been used in accordance with the plan.</p>	<p>Incentive will continue to be purchased and utilized to increase positive school climate &amp; culture and student achievement.</p>
<p>Printing Services</p> <p>Printing services for AVID, teacher/student materials, PBIS Certificates, PBIS Banners, etc.</p>	<p>Schoolwide English Learner Students with Disabilities</p>	<p>Teachers have been able to order printing of many resources. These resources have been distributed to students during "grab</p>	<p>Funding has been used in accordance with the plan.</p>	<p>Teachers will continue to have the ability to send printing orders to the print shop in order to have materials that support learning, as well</p>

		and go" distributions from the school.  Evidence: print shop records.		as materials that promote AVID and PBIS.
Field Trips Transportation  Transportation to students in an effort to provide learning experiences beyond the classroom in ELA, math, social studies, science and/or the arts	Schoolwide	In person field trips were not provided due to state orders concerning COVID-19 safety precautions.  Evidence:  Purchase records	These in person field trips did not take place due to COVID-19 restrictions.	These opportunities will be provided next school year, pending guidance from state, county, and district officials.
Field Trips Admissions  To provide learning experiences beyond the classroom in ELA, math, social studies, science and/or the arts	Schoolwide	In person field trips were not provided due to state orders concerning COVID-19 safety precautions. Virtual field trips have been scheduled.  Evidence:  Purchase agreement with virtual field trip provider	These in person field trips did not take place due to COVID-19 restrictions, but virtual field trips have been scheduled.	These opportunities will be provided next school year, pending guidance from state, county, and district officials.
Furniture/Equipment  Special furniture and/or equipment for special education students	Students with Disabilities	No furniture has been purchased for this school year. All students have been in distance learning, and no furniture has been necessary.  Evidence:  Purchase records	No furniture has been purchased for this school year. All students have been in distance learning, and no furniture has been necessary.	Funding will continue next school year.
Program Facilitator- Additional Duty  Participation in trainings and providing parent/family engagement workshops scheduled beyond the work day	Schoolwide  English Learner  Reclassified  Low-Income	The program facilitator did not utilize any additional duty hourly funding. The program facilitator will work five (5) additional days.  Evidence: Certificated timesheet.	The program facilitator did not utilize any additional duty hourly funding.	The program facilitator will increase in work days by five (5) days for the following school year.
Clerk/Bilingual Clerk 1  To increase parent engagement/involvement and	Schoolwide	Schoolwide: Acted as a liaison for bilingual parents, parents of students	Funding has been used in accordance with the plan.	Funding will continue for the bilingual clerk position next school year.



<p>outreach, including interpretation</p>		<p>with disabilities, and African-American parents and supported parents of all backgrounds.</p> <p>Evidence: Communication records.</p>		
<p>Certificated Teaching-Substitute</p> <p>Teacher release time for grade level planning, data chats, instructional rounds, professional development, etc.-</p> <p>CSI PLAN:</p> <ul style="list-style-type: none"> <li>• Provide teacher planning time and opportunities to participate in professional development.</li> </ul>	<p>Schoolwide</p> <p>English Learner</p> <p>Students with Disabilities</p>	<p>Schoolwide:</p> <p>Certificated substitutes covered classes for teachers who observed other teachers for planning and professional development purposes.</p> <p>CSI Plan:</p> <p>Certificated substitutes covered classes for teachers who observed other teachers for planning and professional development purposes.</p> <p>Evidence:</p> <p>Certificated substitute timesheets</p>	<p>Funding has been used in accordance with the plan.</p>	<p>Funding will continue next school year.</p>
<p>Library Assistant/1 hour per day</p> <p>To provide an additional hour of student engagement within the library and library resources, including virtual library read aloud opportunities</p>	<p>Schoolwide</p> <p>English Learner</p> <p>African American</p> <p>Hispanic/Latino</p>	<p>Intended Implementation:</p> <p>The school library was closed due to COVID-19 restrictions, but the library assistant was able to provide story time for grades TK-3 at scheduled times. Students were also able to read independently and demonstrate comprehension. The library assistant tracked student progress in independent reading</p>	<p>Library procedures and use were implemented differently due to COVID-19 restrictions. The library assistant was able to provide other reading and literacy activities in a virtual setting.</p>	<p>This position will continue for the next year.</p>

		<p>and provided celebrations for students who met their goals.</p> <p>Evidence:</p> <p>Records of story time events.</p>		
<p>Computer Non-Deprc. Equipment: \$500-\$4,999.99</p> <p>Computers &amp; technology for students, teachers and staff, including additional monitors so that staff can work virtually from home more effectively</p> <p>CSI PLAN:</p> <ul style="list-style-type: none"> <li>Computers &amp; technology for students in order to provide access with one-on-one technology</li> </ul>	Schoolwide	<p>Purchases for teachers included laptop computers and document cameras.</p> <p>Evidence:</p> <p>Purchase Records</p>	Funding has been used in accordance with the plan.	Expenditure will continue next school year.
<p>Catering-Nutrition Services</p> <p>Refreshments for parent engagement meetings</p>	Schoolwide	Due to COVID-19 restrictions, parent meetings were held virtually and did not include catering.	Catering was not provided for parent meetings due to COVID-19 restrictions.	If possible to resume in person parent meetings, catering will be provided in the next school year.
<p>Rec Aides</p> <p>To increase positive climate and culture during non-instructional times</p>	Schoolwide	Rec aides did not work on campus to supervise recess, lunch, drop-off, and dismissal due to COVID-19 school closures. Rec aides participated in professional development and assisted in organizing materials and distributing materials to students.	Due to COVID-19 school closures, Rec Aides did not provide supervision during non-instructional times.	These positions will continue next year. An additional 3-hour rec aide position will be added for next school year.
<p>District Computer Warranty/Repair</p> <p>Warranties for site purchased technology</p>	Schoolwide	<p>All devices and electronics purchased also included the purchase of a district computer warranty.</p> <p>Evidence:</p> <p>Purchase records.</p>	Funding has been used in accordance with the plan.	This funding will continue next school year for any additional devices purchased.

<p>Non-Deprc. Equipment: \$500-\$4,999.99 (Technology Charging Carts)</p> <p>Charging carts for students' technology</p>	<p>Schoolwide</p>	<p>Device charging carts have been purchased to charge and secure student devices.</p>	<p>Funding has been used in accordance with the plan.</p>	<p>Funding will continue next school year.</p>
<p>Microcomputer Specialist</p> <p>To support and assist teachers and staff with technology; troubleshooting and support with instructional technology</p>	<p>Schoolwide</p>	<p>The microcomputer specialist provided service to student and teacher devices that were returned due to defect. Newly acquired devices were installed with district assets and catalogued for inventory purposes. Student and teacher subscriptions were managed for independent student learning. Teachers were able to request assistance with technology questions and receive support in resolving problems.</p> <p>Evidence: Device records and technology service request system.</p>	<p>Funding has been used in accordance with the plan.</p>	<p>Funding will continue next school year.</p>
<p>Computer Tech Fees/Software Licenses (ELA, Math, Science, etc., including for the "virtual learning center")</p> <p>To assist with diagnostics and student practice of core skills in ELA, SLA, math, ELD, science, social studies</p> <p>CSI PLAN:</p> <ul style="list-style-type: none"> <li>To provide the additional practice of core skills needed in intervention.</li> </ul>	<p>Schoolwide</p>	<p>Student software and subscriptions have been used to provide diagnostic data for students' academic needs, independent practice of skills to support progress toward grade-level standards, and receive immediate feedback for learning activities. Teachers have used the reports from electronic learning platforms to adjust and respond to student learning.</p> <p>Evidence: purchase records and activity/usage reports.</p>	<p>Funding has been used in accordance with the plan.</p>	<p>Funding will continue next school year.</p>

<p>Other Materials Parent Involvement Activities</p>	<p>Schoolwide</p>	<p>Books have been purchased for parents to participate in book studies.</p>	<p>Very few materials were purchased for parent involvement, due to all parent involvement being conducted virtually.</p>	<p>Funding will continue next 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)

#### Schoolwide Program

Comprehensive Support and Improvement

#### Briefly describe the purpose of this plan:

Lankershim's School Plan for Student Achievement (SPSA/CSI) identifies and addresses the instructional needs of students and specifies how supplemental state and federal funds will be used to accomplish the goals outlined in the plan. The SPSA/CSI plan uses data and evaluations to continue to improve the educational program for its students and to meet the requirements of the CSI status.

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

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

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

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

### Involvement Process for the SPSA and Annual Review and Update

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

The SPSA/CSI development process, for the 2021-2022 school year, has been on-going throughout the 2020-2021 school year. As a site, teachers and staff have participated in on-going PD in teacher clarity (modules 1-4) in the area of math instruction, data analysis, through the completion of Data Meetings which include administration, support staff, and classroom teachers, as well as grade level team data analysis during teacher release days, and Data Protocols, as part of the MOU/PDT calendar. The Data Meetings and grade level planning have yielded valuable findings that have assisted in determining the site's needs, for the purpose of increasing student achievement. Along with data analysis, staff and the School Site Council have implemented a continuous cycle of monitoring Title I and LCAP expenditures, found in the SPSA, as well as their effectiveness. Based on the on going data analysis and monitoring cycle, the staff, School Site Council, and stakeholders collaborated in updating the SPSA/CSI, in order to close the achievement gap, and best support the Title I/LCAP Programs at the site. Additionally, the team analyzed the data and areas under our ATSI status. The SPSA was presented over several meetings in English and Spanish where parents were able to provide input and feedback on the SPSA before it was approved by SSC on April 23, 2021.

For the 2021-2022 school year, the site will continue the focus on teacher clarity modules 5-8 and begin implementation of teacher clarity during ELA instruction.

### 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:**

In reviewing budget information for all schools in SBCUSD, it was determined that budget /resource inequities do not exist, because the District allocates local, state, and federal Title I, Part A funds, on a per-pupil allocation basis.

Schools also receive base staffing allotment, based on a per-pupil allocation funded with State/Local Funds. Personnel may include: Principal, VP, Health Aide, School Secretary, Clerk, Recreation Aides, Counselor(s), Librarian, part time Library Assistant, Cafeteria staff, Custodian staff, PE Teacher, Music Teacher, and classroom teachers.

Within the school site, it has been determined that all students have equitable access to resources, personnel, and support. The budget and resources have been distributed equitably to all enrolled students to ensure access to standards-based instruction, intervention, use of the campus, and learning materials.

Because students with disabilities have been identified as having Red status in English language arts, mathematics, suspensions, and chronic absenteeism, there could be a resource inequality. The school has experienced significant changes in school personnel including leadership, classroom teachers, and special education teachers over the past 3 years. Some classes have been taught by long-term guest teachers. New teachers and teacher interns have taken over several classes mid-year. New teachers and teacher interns are currently receiving professional development and beginning teacher support to improve their skills and knowledge on monitoring student progress and implementing instruction in the classroom. Students with disabilities are being monitored through the IEP process and are being evaluated for possible new educational setting placement. Most classrooms have students with disabilities, and professional development will focus on the culture and climate of the school and implementing PBIS, Restorative Justice, Social-Emotional Learning, and Culturally Relevant Pedagogy.

## 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

Increase ELA proficiency by 15 points, as measured by the 2021 SBAC Summative Assessment.  
 Increase ELA proficiency of 3rd grade students by 15 points, as measured by the 2021 SBAC Summative Assessment.  
 Increase ELA proficiency of students with disabilities by 6 points, as measured by the 2021 SBAC Summative Assessment.  
 Increase ELA proficiency of African American student group by 15 points, as measured by the 2021 SBAC Summative Assessment.  
 Increase ELA proficiency of chronically absent students by 6 points, as measured by the 2021 SBAC Summative Assessment.

#### ATSI Identified Needs

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP ELA- Students with Disabilities (Subgroup)	2019 Average -134.2 below standard	Increase by 6+ points resulting in -128.2 below standard
CAASPP ELA- 3rd grade students met or exceeded	2019 Average - 27.8 below standard	Increase 15+ points resulting in 42.8 meeting or exceeding the standard
CAASPP ELA All Students	2019 Average -35.5 below standard	Increase by 15+ resulting in -20.5 points below standard
CAASPP ELA African American Students	2019 Average -72.7 below standard	Increase by 15+ resulting in 57.7 points below standard

## 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

Increase mathematics proficiency by 15 points, as measured by the 2021 SBAC Summative Assessment.  
 Increase mathematics proficiency of students with disabilities by 6 points, as measured by the 2021 SBAC Summative Assessment.  
 Increase mathematics proficiency of African American student group by 15 points, as measured by the 2021 SBAC Summative Assessment.  
 Increase mathematics proficiency of chronically absent students by 6 points, as measured by the 2021 SBAC Summative Assessment.

#### ATSI Identified Needs

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP All students	-55.1 points below standard	15+ increase in points below standard resulting in an increase to -40.1
CAASPP Students with Disabilities	<ul style="list-style-type: none"> <li>• 140.1 points below standard</li> </ul>	6+ increase in points below standard resulting in an increase to -134.1
CAASPP African American Students	-106.7 points below standard	15+ increase in points below standard resulting in an increase to -91.7



## Section 2: Goal 3 English Learners

### Goal 3: English Learners

(ELPAC, Reclassification, ELA and Math goals)

#### ELPAC

The percentage of English Learners who receive an overall score of "4" will increase from 3.8% to 20% on the ELPAC Summative test.

#### Reclassification

Reclassification rate will increase to 20% by the Spring 2022 as measured by EL Reclassification forms.

#### ELA

The percentage of English Learners who score "3" or "4" overall on the CAASPP English Language Arts Summative test will increase from 10.64% to 20%.

#### Math

The percentage of English Learners who score "3" or "4" overall on the CAASPP Mathematics Summative test will increase from 10.99% to 20%.

#### ATSI Identified Needs

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Annual Reclassification Rate	October 2020 is 0.5%	October 2021 – increase to 30%
CAASPP English Language Arts Summative Test	Spring 2019-10.64% "Meets (3)" or "Exceeds (4)" Standards	Spring 2022-Increase to 20% "Meets (3)" or "Exceeds (4)" Standards
CAASPP Mathematics Summative Test	Spring 2019-10.99% "Meets (3)" or "Exceeds (4)" Standards	Spring 2022-Increase to 20% "Meets (3)" or "Exceeds (4)" Standards
ELPAC Summative Test	Spring 2019-3.8% of English Learners overall score "4"	Spring 2022-Increase to 20% of English Learners overall score "4"

## Section 2: Goal 4 African American Students

### Goal 4: African American Students

(Include ELA, Math, and ATSI identified areas)

#### ELA

Increase ELA proficiency of African American student group by 15 points, as measured by the 2021 SBAC Summative Assessment.

#### Math

Increase mathematics proficiency of African American student group by 15 points, as measured by the 2021 SBAC Summative Assessment.

#### ATSI Identified Needs

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ELA CAASPP	CA School Dashboard 2019-73.4 points below standard	15+ increase in points below standard resulting in an increase to 57.7 below the standard
Math CAASPP	CA School Dashboard 2019-106.7 points below standard	15+ increase in points below standard resulting in an increase to 91.7 below the standard

## 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

All Students: There will be a decrease in chronic absenteeism by 2% or more percent as measured by the CA Dashboard in spring 2022.

#### ATSI Identified Needs

Students with Disabilities: There will be a decrease in chronic absenteeism by 2% or more percent as measured by the CA Dashboard in spring 2022.  
 African American: There will be a decrease in chronic absenteeism by 2% or more percent as measured by the CA Dashboard in spring 2022.  
 Professional Development: The professional development plan will address the culture and climate of the school, as well as develop strategies for implementing PBiS, Restorative Justice, and culturally proficient instruction. The goal of the professional development will be to make instruction more culturally relevant and to improve the culture and climate of the school.

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CA Dashboard Students with Disabilities	CA School Dashboard 2019-20.8%	Decrease by 2% or more resulting in 18.8% decrease
CA Dashboard All students	CA School Dashboard 2019-15.8%	Decrease by 2% or more resulting in 13.8% decrease
CA Dashboard African American Students	CA School Dashboard 2019-25.5%	Decrease by 2% or more resulting in 23.5% decrease

## Section 2: Goal 6 Suspension

### Goal 6: Suspension

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

#### School-Wide

All Students: All students suspension rate will decrease by 1% or more during the 2021-2022 school year based on the PBiS dashboard.

#### ATSI Identified Needs

All Students: All students suspension rate will be 3% or less during the 2021-2022 school year based on the PBiS dashboard. 3.2% is higher than the overall total due to school closures beginning March 13th, leaving approximately 3 months of school left for the year.

Students with Disabilities: Students with Disabilities suspension rate will decrease by 1.4% during the 2021-2022 school year based on the PBiS dashboard.

African American: African American suspension rate will decrease by 0.4% during the 2021-2022 school year based on the PBiS dashboard.

Professional Development: The professional development plan will address the culture and climate of the school, as well as develop strategies for implementing PBiS, Restorative Justice, and culturally proficient instruction.

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Suspension rate for all students	CA Dashboard 2019-2020 - 2.2%	3% or less
Suspension rate for students with disabilities	CA Dashboard 2019-2020 - 6.4%	5%
Suspension rate for African American students	CA Dashboard 2019-2020 - 2.7%	2.3%

## Section 2: Goal 7 Parent-Family Engagement

### Goal 7: Parent-Family Engagement

#### School-Wide

Increase parent attendance, and participation of parent capacity-building functions by 20% as monitored by sign-in sheets, Raptor reports, and attendance taken in virtual and/or onsite meetings.

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Raptor reports, sign-in sheets, attendance taken in virtual meetings.	<50 parents participating in school events.	> 60 parents participating in school events.

**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
1140 Certificated Teaching - Sub	Certificated Teaching-Subs  Resident Substitute to provide intervention for reading and math  Provide Resident guest teachers have been/will continue to support students in grades 1-3, especially during asynchronous learning time during distance learning. Upon return to the site, the resident guest teachers will continue to support students within the school day. These students are progressed monitored every 4-6 weeks. The learning objectives, the program used and the data is shared with classroom teachers.  CSI PLAN: Provide Resident guest teachers support students in grades 1-3, especially during asynchronous learning time during distance learning. The learning objectives, the program used and the data is	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	Schoolwide	\$ 1,000	\$ 85,000	\$ 71,425

	shared with classroom teachers.					
2119 Student Intern (college intern)	Student Interns Reading and Math intervention			\$ 0	\$ 0	\$ 0
1910/1190 Program Facilitator - Reg	Bilingual Program Facilitator Facilitates site programs, oversees and provides intervention for reading and math, progress monitoring and reports, SSC reports, family engagement, provides professional development and training for teachers, staff, and parents that is scheduled beyond the work day	Goal 1 English Language Arts Goal 2 Mathematics Goal 7 Parent-Family Engagement	Schoolwide English Learner Reclassified Low-Income	\$ 28,131	\$ 78,767	\$ 0
1230 Counselor - Addl Duty	Counselor-Additional Duty Participation in trainings and/or parent engagement that is scheduled beyond the work day	Goal 5 Chronic Absenteeism (K-8) Goal 7 Parent-Family Engagement Goal 6 Suspension	Schoolwide	\$ 800	\$ 0	\$ 0
1130 Certificated Teaching - Addl Duty	Certificated Teaching-Additional Duty Tutoring in ELA and/or Math, additional duty hours for training and grade level planning beyond the work day  CSI PLAN <ul style="list-style-type: none"> <li>Additional duty for training and grade level planning</li> </ul>	Goal 1 English Language Arts Goal 2 Mathematics Goal 3 English Learners	Schoolwide English Learner Students with Disabilities	\$ 1,000	\$ 0	\$ 81,425

	Classified - additional duty hours to participate in professional development opportunities					
5220 Inservice/Conference	<p>Inservice/Conference (Certificated/Classified)</p> <p>Participation in conferences; registration, lodging traveling expenses, meals, etc.</p> <p>CSI PLAN:</p> <ul style="list-style-type: none"> <li>Provide opportunities for teachers to participate in conferences that align with the academic focus, instruction in strategies when working with students to increase their achievement.</li> </ul>	<p>Goal 1 English Language Arts</p> <p>Goal 2 Mathematics</p> <p>Goal 3 English Learners</p> <p>Goal 4 African American</p>	<p>Schoolwide</p> <p>English Learner</p> <p>Foster Youth</p> <p>African American</p>	\$ 3,147	\$ 4,000	\$ 12,875.91
4210 Other Books	<p>Other Books</p> <ul style="list-style-type: none"> <li>Purchase of other books for students and/or staff/professional development</li> <li>Add novels and books to teachers' classroom libraries</li> </ul> <p>CSI PLAN:</p>	<p>Goal 1 English Language Arts</p> <p>Goal 2 Mathematics</p> <p>Goal 3 English Learners</p> <p>Goal 4 African American</p>	<p>Schoolwide</p> <p>English Learner</p> <p>African American</p> <p>Hispanic/Latino</p> <p>Students with Disabilities</p>	\$ 1,000	\$ 2,000	\$ 2,000



	<ul style="list-style-type: none"> <li>Purchase professional books for teachers to serve as resources for teachers in need of expanding their strategies to engage their students</li> </ul>					
4310 Instr Materials/Supplies	<p>Supplemental Instructional Materials</p> <p>Supplemental Instructional Materials to increase student practice and achievement and enrichment activities, including for art projects</p> <p>CSI PLAN:</p> <ul style="list-style-type: none"> <li>Purchase supplemental materials and intervention/acceleration materials/resources,</li> </ul>	<p>Goal 1 English Language Arts</p> <p>Goal 2 Mathematics</p> <p>Goal 3 English Learners</p> <p>Goal 4 African American</p> <p>Goal 5 Chronic Absenteeism (K-8)</p>	Schoolwide	\$ 0	\$ 4,067.95	\$ 0
4340 Computer Accessories/Supplies/Software	<p>Computer Accessories Supplies &amp; Software</p> <p>Devices/Chromebooks to assist with diagnostics and student practice of core skills in ELA, math, ELD, science, social studies; additional monitors for teachers &amp; staff to more effectively work virtually from home</p> <p>CSI PLAN:</p>	<p>Goal 1 English Language Arts</p> <p>Goal 2 Mathematics</p> <p>Goal 3 English Learners</p> <p>Goal 4 African American</p> <p>Goal 5 Chronic Absenteeism (K-8)</p> <p>Goal 6 Suspension</p>	Schoolwide	\$ 0	\$ 11,871	\$ 0

	<ul style="list-style-type: none"> <li>To assist with student practice of core skills in ELA and math to include software and applications</li> </ul>					
4390 Other Materials	<p>Other Materials</p> <p>Other materials needed to supplement and support the core curriculums</p> <p>CSI PLAN:</p> <ul style="list-style-type: none"> <li>To assist with student practice of core skills in ELA and math to include software and applications, or other subject areas, including art projects</li> </ul>	<p>Goal 1 English Language Arts</p> <p>Goal 2 Mathematics</p>	Schoolwide	\$ 2,000	\$ 1,000	\$ 0
4312 Musical Instr Materials/Supplies	<p>Musical Instruments</p> <p>For additional instruments for more students to participate in the music program</p>	<p>Goal 5 Chronic Absenteeism (K-8)</p> <p>Goal 6 Suspension</p>	Schoolwide	\$ 500	\$ 0	\$ 0
5633 Maintenance Agreement	<p>Maintenance Agreements</p> <p>Maintenance of the site's copy machines</p>	<p>Goal 1 English Language Arts</p> <p>Goal 2 Mathematics</p>	Schoolwide	\$ 3,000	\$ 3,000	\$ 0
5850 Indep Contractor/Consultant	<p>Independent Contractor/Consultant</p> <p>To provide Professional Development for Teachers and Staff; PD may address</p>	<p>Goal 1 English Language Arts</p> <p>Goal 2 Mathematics</p> <p>Goal 3 English Learners</p>	Schoolwide	\$ 0	\$ 10,000	\$ 20,000

	<p>academic needs, including AVID, as well as address the climate and culture of the school, including developing strategies for implementing PBIS, restorative justice, social-emotional learning, and culturally based instruction, and culturally relevant pedagogy</p> <p>CSI PLAN: Professional Development for Teachers and Staff; PD may address academic needs, including AVID, as well as address the climate and culture of the school, including developing strategies for implementing PBIS, restorative justice, social-emotional learning, and culturally based instruction, and culturally relevant pedagogy</p>	<p>Goal 4 African American</p> <p>Goal 5 Chronic Absenteeism (K-8)</p> <p>Goal 6 Suspension</p>				
5851 Assemblies/Non-Classified Experts	<p>Assemblies/Non-Classified Experts</p> <p>School-wide : Assemblies to improve school climate, and/or student achievement</p>	<p>Goal 5 Chronic Absenteeism (K-8)</p> <p>Goal 6 Suspension</p>	Schoolwide	\$ 1,500	\$ 1,000	\$ 0
5880 Student Incentives/Other Services/Fees/Parent Inservice	<p>Student Incentives</p> <p>To increase a positive school climate &amp; culture, and/or</p>	<p>Goal 5 Chronic Absenteeism (K-8)</p> <p>Goal 6 Suspension</p>	Schoolwide	\$ 2,000	\$ 0	\$ 0

	student achievement, including trophies	Goal 1 English Language Arts Goal 2 Mathematics Goal 7 Parent-Family Engagement				
5713 Printing - District	Printing Services  Printing services for AVID, teacher/student materials, learning center materials, PBiS certificates and posters, etc.	Goal 1 English Language Arts Goal 2 Mathematics Goal 3 English Learners Goal 5 Chronic Absenteeism (K-8) Goal 6 Suspension	Schoolwide	\$ 3,000	\$ 4,000	\$ 0
5712 Field Trips Other Transport	Field Trips Transportation  Transportation to students in an effort to provide learning experiences beyond the classroom in ELA, math, social studies, science and/or the arts	Goal 1 English Language Arts Goal 2 Mathematics Goal 5 Chronic Absenteeism (K-8) Goal 6 Suspension	Schoolwide	\$ 8,000	\$ 5,000	\$ 0
5886 Field Trip Admissions	Field Trips Admissions  To provide learning experiences beyond the classroom in ELA, math, social studies, science and/or the arts	Goal 1 English Language Arts Goal 2 Mathematics Goal 5 Chronic Absenteeism (K-8) Goal 6 Suspension	Schoolwide	\$ 3,000	\$ 3,000	\$ 0
5713 Printing - District	1% for parent engagement	Goal 7 Parent-Family Engagement	Schoolwide	\$ 0	\$ 3,575	\$ 0
1930 Program Facil. - Addl Duty/ Other Certificated Addl Duty	Program Facilitator- Additional Duty  Participation in trainings and providing parent/family engagement workshops			\$ 0	\$ 0	\$ 0

	scheduled beyond the work day					
2410 Clerk/Bil Clerk - Reg	Clerk/Bilingual Clerk 1  To increase parent engagement/involvement and outreach, including interpretation	Goal 7 Parent-Family Engagement Goal 5 Chronic Absenteeism (K-8) Goal 3 English Learners Goal 4 African American	Schoolwide	\$ 34,740	\$ 0	\$ 0
	Personnel Benefits			\$ 84,399.1	\$ 52,008.00	\$ 0
2211 Lib/Media/Career - Reg	Library Assistant/1 hour per day  To provide an additional hour of student engagement within the library and library resources, including virtual library read aloud opportunities	Goal 1 English Language Arts Goal 3 English Learners Goal 4 African American Goal 7 Parent-Family Engagement	Schoolwide English Learner African American Hispanic/Latino Students with Disabilities Reclassified Homeless	\$ 3,563	\$ 0	\$ 0
4440 Computer Non-Deprc Equip \$500-\$4,999.99	Computer Non-Deprc. Equipment: \$500-\$4,999.99  Computers & technology for students, teachers and staff, including additional monitors so that staff can work virtually from home more effectively  CSI PLAN: <ul style="list-style-type: none"> <li>Computers &amp; technology for students in order to provide access with one-on-one technology</li> </ul>	Goal 1 English Language Arts Goal 2 Mathematics	Schoolwide	\$ 2,000	\$ 2,000	\$ 0

5752 Catering - Nutr Svs	Catering-Nutrition Services Refreshments for parent engagement meetings	Goal 7 Parent-Family Engagement	Schoolwide	\$ 4,000	\$ 0	\$ 0
2118 Rec Aide Regular	Rec Aides To increase positive climate and culture during non-instructional times	Goal 5 Chronic Absenteeism (K-8) Goal 6 Suspension	Schoolwide	\$ 74,801	\$ 0	\$ 0
5841 District Computer Warranty/Repair	District Computer Warranty/Repair Warranties for site purchased technology	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	Schoolwide	\$ 0	\$ 2,000	\$ 0
4450 Non-Deprc Equip \$500-\$4,999.99/ Office Non-Deprc Equip \$500-\$4,999.99	Non-Deprc. Equipment: \$500-\$4,999.99 (Technology Charging Carts) Charging carts for students' technology	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	Schoolwide	\$ 6,000	\$ 0	\$ 0
2414 Techncl/Fincl/Offc - Reg (Micro-Comp Spec)	Microcomputer Specialist To support and assist teachers and staff with technology;	Goal 1 English Language Arts Goal 2 Mathematics	Schoolwide	\$ 24,310	\$ 0	\$ 0

	troubleshooting and support with instructional technology	<p>Goal 3 English Learners</p> <p>Goal 4 African American</p> <p>Goal 5 Chronic Absenteeism (K-8)</p> <p>Goal 6 Suspension</p> <p>Goal 7 Parent-Family Engagement</p>				
5840 Computer Tech Fees, Software Licenses, Svcs	<p>Computer Tech Fees/Software Licenses (ELA, Math, Science, Climate &amp; Culture (i.e.PBIS Rewards), etc., including for the "virtual learning center")</p> <p>To assist with diagnostics and student practice of core skills in ELA, SLA, math, ELD, science, social studies, TPT</p> <p>CSI PLAN:</p> <ul style="list-style-type: none"> <li>To provide the additional practice of core skills needed in intervention and/or acceleration</li> </ul>	<p>Goal 1 English Language Arts</p> <p>Goal 2 Mathematics</p> <p>Goal 3 English Learners</p> <p>Goal 4 African American</p> <p>Goal 5 Chronic Absenteeism (K-8)</p> <p>Goal 6 Suspension</p>	<p>Schoolwide</p> <p>English Learner</p> <p>Students with Disabilities</p> <p>Foster Youth</p> <p>Reclassified</p> <p>Hispanic/Latino</p>	\$ 8,878.88	\$ 25,000	\$ 0
4390 Other Materials	Other Materials including Parent Involvement Activities	<p>Goal 1 English Language Arts</p> <p>Goal 2 Mathematics</p> <p>Goal 5 Chronic Absenteeism (K-8)</p> <p>Goal 6 Suspension</p> <p>Goal 7 Parent-Family Engagement</p>	<p>Schoolwide</p>	\$ 2,000	\$ 1,000	\$ 0

	<b>Total Costs</b>	\$ 302,769.98	\$ 298,288.95	\$ 187,725.91
	<b>Total Allocation</b>	\$ 302,769.98	\$ 297,288.95	\$ 187,725.91



**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
1130 Certificated Teaching - Addl Duty	Certificated Teaching-Additional Duty  Tutoring in ELA and/or Math, additional duty hours for training and grade level planning beyond the work day  CSI PLAN <ul style="list-style-type: none"> <li>• Additional duty for training and grade level planning</li> </ul> Classified - additional duty hours to participate in professional development opportunities	Goal 1 English Language Arts Goal 2 Mathematics Goal 3 English Learners	Schoolwide English Learner Students with Disabilities	\$20,000	\$20,000

<p>1140 Certificated Teaching - Sub</p>	<p><b>Certificated Teaching-Subs</b></p> <p>Resident Substitute to provide intervention for reading and math</p> <p>Provide Resident guest teachers have been/will continue to support students in grades 1-3, especially during asynchronous learning time during distance learning. Upon return to the site, the resident guest teachers will continue to support students within the school day. These students are progressed monitored every 4-6 weeks. The learning objectives, the program used and the data is shared with classroom teachers.</p> <p><b>CSI PLAN:</b> Provide Resident guest teachers support students in grades 1-3, especially during asynchronous learning time during distance learning. The learning objectives, the program used and the data is shared with classroom teachers.</p>	<p>Goal 1 English Language Arts Goal 2 Mathematics Goal 3 English Learners Goal 4 African American Goal 5 Chronic Absenteeism (K-8)</p>	<p>Schoolwide</p>	<p>\$15,000</p>	<p>\$15,000</p>
<p>4310 Instr Materials/Supplies</p>	<p><b>Supplemental Instructional Materials</b></p> <p>Supplemental Instructional Materials to increase student practice and achievement and enrichment activities, including for art projects</p> <p><b>CSI PLAN:</b></p> <ul style="list-style-type: none"> <li>• Purchase supplemental materials and intervention/acceleration materials/resources, etc.</li> </ul>	<p>Goal 1 English Language Arts Goal 2 Mathematics Goal 3 English Learners Goal 4 African American Goal 5 Chronic Absenteeism (K-8)</p>	<p>Schoolwide</p>	<p>\$20,000</p>	<p>\$20,000</p>

<p>4440 Computer Non-Deprc Equip \$500-\$4,999.99</p>	<p>Computer Non-Deprc. Equipment: \$500-\$4,999.99</p> <p>Computers &amp; technology for students, teachers and staff, including additional monitors so that staff can work virtually from home more effectively</p> <p>CSI PLAN:</p> <ul style="list-style-type: none"> <li>Computers &amp; technology for students in order to provide access with one-on-one technology</li> </ul>	<p>Goal 1 English Language Arts Goal 2 Mathematics</p>	<p>Schoolwide</p>	<p>\$20,000</p>	<p>\$20,000</p>
<p>4340 Computer Accessories/Supplies/Software</p>	<p>Computer Accessories Supplies &amp; Software</p> <p>Devices/Chromebooks to assist with diagnostics and student practice of core skills in ELA, math, ELD, science, social studies; additional monitors for teachers &amp; staff to more effectively work virtually from home</p> <p>CSI PLAN:</p> <ul style="list-style-type: none"> <li>To assist with student practice of core skills in ELA and math to include software and applications</li> </ul>	<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>	<p>Schoolwide</p>	<p>\$15,000</p>	<p>\$15,000</p>

<p>5220 Inservice/Conference</p>	<p>Inservice/Conference (Certificated/Classified)</p> <p>Participation in conferences; registration, lodging traveling expenses, meals, etc.</p> <p>CSI PLAN:</p> <ul style="list-style-type: none"> <li>• Provide opportunities for teachers to participate in conferences that align with the academic focus, instruction in strategies when working with students to increase their achievement.</li> </ul>	<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>	<p>Schoolwide English Learner Foster Youth African American</p>	<p>\$35,000</p>	<p>\$35,000</p>
<p>4390 Other Materials</p>	<p>Other Materials</p> <p>Other materials needed to supplement and support the core curriculums</p> <p>CSI PLAN:</p> <ul style="list-style-type: none"> <li>• To assist with student practice of core skills in ELA and math to include software and applications, or other subject areas, including art projects</li> </ul>	<p>Goal 1 English Language Arts Goal 2 Mathematics</p>	<p>Schoolwide</p>	<p>\$10,000</p>	<p>\$10,000</p>
<p>5850 Indep Contractor/Consultant</p>	<p>Independent Contractor/Consultant</p> <p>To provide professional development</p> <p>CSI PLAN: Professional Development for Teachers and Staff</p>	<p>Goal 1 English Language Arts Goal 2 Mathematics Goal 3 English Learners Goal 4 African American Goal 5 Chronic Absenteeism (K-8)</p>		<p>\$30,000</p>	<p>\$30,000</p>

<p>4210 Other Books</p>	<p>Other Books</p> <ul style="list-style-type: none"> <li>• Purchase of other books for students and/or staff/professional development</li> <li>• Add novels and books to teachers' classroom libraries</li> </ul> <p>CSI PLAN:</p> <ul style="list-style-type: none"> <li>• Purchase professional books for teachers to serve as resources for teachers in need of expanding their strategies to engage their students</li> </ul>	<p>Goal 1 English Language Arts Goal 2 Mathematics Goal 3 English Learners Goal 4 African American</p>	<p>Schoolwide English Learner African American Hispanic/Latino Students with Disabilities</p>	<p>\$10,000</p>	<p>\$10,000</p>
<p>5713 Printing - District</p>	<p>Printing Services</p> <p>Printing services for AVID, teacher/student materials, learning center materials, PBIS certificates and posters, etc.</p>	<p>Goal 1 English Language Arts Goal 2 Mathematics Goal 3 English Learners Goal 4 African American Goal 5 Chronic Absenteeism (K-8) Goal 6 Suspension</p>	<p>Schoolwide</p>	<p>\$8,000</p>	<p>\$8,000</p>
<p>5712 Field Trips Other Transport</p>	<p>Field Trips Transportation</p> <p>Transportation to students in an effort to provide learning experiences beyond the classroom in ELA, math, social studies, science and/or the arts</p>	<p>Goal 1 English Language Arts Goal 2 Mathematics Goal 5 Chronic Absenteeism (K-8) Goal 6 Suspension</p>	<p>Schoolwide</p>	<p>\$20,000</p>	<p>\$20,000</p>

5886 Field Trip Admissions		Goal 1 English Language Arts Goal 2 Mathematics Goal 5 Chronic Absenteeism (K-8) Goal 6 Suspension	Schoolwide	\$20,000	\$20,000
5841 District Computer Warranty/Repair	District Computer Warranty/Repair Warranties for site purchased technology	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	Schoolwide	\$8,000	\$8,000
5851 Assemblies/Non-Classified Experts	Assemblies/NonClassified Experts School-wide: Assemblies to improve school climate, and/or student achievement	Goal 5 Chronic Absenteeism (K-8) Goal 6 Suspension	Schoolwide	\$6,000	\$6,000
1230 Counselor - Addl Duty	Additional Duty Hours for counselors Participation in trainings and/or parent engagement that is scheduled beyond the work day	Goal 5 Chronic Absenteeism (K-8) Goal 6 Suspension Goal 7 Parent-Family Engagement	Schoolwide Foster Youth Homeless	\$1,000	\$1,000
5752 Catering - Nutr Svs	Catering-Nutrition Services Refreshments for parent engagement meetings	Goal 7 Parent-Family Engagement	Schoolwide	\$3,000	\$

<p>1930 Program Facil. - Addl Duty/ Other Certificated Addl Duty</p>	<p>Program Facilitator- Additional Duty Hours:  Facilitates site programs, oversees and provides intervention for reading and math, progress monitoring and reports, SSC reports, family engagement, provides professional development and training for teachers, staff, and parents that is scheduled beyond the work day</p>	<p>Goal 1 English Language Arts Goal 2 Mathematics  Goal 3 English Learners Goal 4 African American Goal 5 Chronic Absenteeism (K-8) Goal 6 Suspension Goal 7 Parent-Family Engagement</p>	<p>Schoolwide  English Learner Foster Youth African American Hispanic/Latino Reclassified</p>	<p>\$1,000</p>	<p>\$1,000</p>
<p>2119 Student Intern (college intern)</p>	<p>Intern  Tier 1 and Tier 2 student intervention and acceleration support</p>	<p>Goal 1 English Language Arts Goal 2 Mathematics  Goal 3 English Learners Goal 4 African American Goal 5 Chronic Absenteeism (K-8) Goal 6 Suspension</p>	<p>Schoolwide</p>	<p>\$15,000</p>	<p>\$15,000</p>
<p>5880 Student Incentives/Other Services/Fees/Parent Inservice</p>	<p>Student Incentives  To increase positive school climate &amp; culture, and/or student achievement, including trophies</p>	<p>Goal 1 English Language Arts Goal 2 Mathematics  Goal 5 Chronic Absenteeism (K-8) Goal 6 Suspension Goal 7 Parent-Family Engagement</p>	<p>Schoolwide</p>	<p>\$8,000</p>	<p>\$0</p>

<p>4450 Non-Deprc Equip \$500-\$4,999.99/ Office Non-Deprc Equip \$500-\$4,999.99</p>	<p>Non-Deprac. Equipment: \$500-\$4,999.99  (Technology Charging carts for devices)</p>	<p>Goal 1 English Language Arts Goal 2 Mathematics Goal 3 English Learners Goal 4 African American Goal 5 Chronic Absenteeism (K-8) Goal 6 Suspension</p>	<p>Schoolwide</p>	<p>\$30,000</p>	<p>\$30,000</p>
<p>5840 Computer Tech Fees, Software Licenses, Svcs</p>	<p>Computer Tech Fees/Software Licenses (ELA, Math, Science, Climate &amp; Culture (i.e.PBiS Rewards), etc., including for the "virtual learning center")  To assist with diagnostics and student practice of core skills in ELA, SLA, math, ELD, science, social studies, TPT  CSI PLAN:  <ul style="list-style-type: none"> <li>To provide the additional practice of core skills needed in intervention and/or acceleration</li> </ul> </p>	<p>Goal 1 English Language Arts Goal 2 Mathematics Goal 3 English Learners Goal 4 African American Goal 5 Chronic Absenteeism (K-8) Goal 6 Suspension</p>	<p>Schoolwide English Learner Students with Disabilities Foster Youth Reclassified Hispanic/Latino</p>	<p>\$20,000</p>	<p>\$20,000</p>
				<p><b>Total:</b> \$315,000</p>	<p>\$304,000</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

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