

The School Plan for Student Achievement 2021-2022

School: DEL VALLEJO LEADERSHIP AND STEAM ACADEMY
District: SAN BERNARDINO CITY UNIFIED SCHOOL DISTRICT
County District School (CDS) Code: 36678766059489
Principal: Jackie Maner
SSC Approval/Adopted Date: 5/7/2021

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>ACHIEVEMENT OF ELA GOAL: Our 2019 ELA goal was to increase CAASPP ELA 15 points on Distance from Standard (DFS), as measured by CAASPP ELA, Spring 2019. Based on the CA Dashboard ELA increased by 10.5 points school-wide, leaving us 4.5 points short of achieving our goal.</p> <p>SCHOOL-WIDE ANALYSIS: The 2019 CA Dashboard data report for students in grades 6-8 indicates positive growth in English Language Arts (ELA) of 10.5 points. The school's Distance from Standard (DFS) is 73.4 points below standard in ELA. We currently have no student groups in the red level, 5 student groups in orange (African American, English Learners, Hispanic, Socioeconomically Disadvantaged, and Students with Disabilities), and no student groups in yellow, green, or blue.</p> <p>ENGLISH LEARNERS ANALYSIS: Our school had 153 EL students in grades 6-8. The current EL students (53 in grades 6-8) are 80.1 points below standard in ELA after a 15.8 point increase on the DFS. The Reclassified EL students (100 in grades 6-8) are 42.6 points below standard, after a 7.6 point decrease on the DFS.</p> <p>AFRICAN AMERICAN ANALYSIS: Our school had 96 African American students in grades 6-8. The students are 81.5 points below standard and are in the orange level. This student group increased 17.4 points when compared to the previous school year.</p> <p>ROOT CAUSE: Based on our analysis of ELA and reading formative assessments, we found that although we have a high percentage of students who have not mastered grade level standards, as a whole, we are making improvement in all grade levels. Additionally, when reviewing data by student groups, we found our five student groups in the orange (African American, English Learners, Hispanic, Socioeconomically Disadvantaged, and Students with Disabilities) all demonstrated growth.</p> <p>In discussing this data with 6-8 teachers, the following points were raised regarding the root cause...</p> <ol style="list-style-type: none"> 1. Students need to be exposed consistently to academic language in collaborative conversation. 2. Daily instruction is not consistently aligned with DOK levels found in summative assessments. 3. Students need more opportunities to practice standardized tests in order to build their academic grit, while taking online assessments for a prolonged period of time. <p>NEXT STEPS:</p> <ol style="list-style-type: none"> 1. Increase the number of Reading/English support classes in order to provide additional support to Tier II and Tier III students (Certificated Teacher). 2. Resident Sub will continue to provide additional reading support and intervention to our Tier II and Tier III students. 3. Continue with computer licenses such as: Renaissance AR, reading plus, IXL ELA, overdrive etc... 4. After school tutoring will be offered to students to fill in achievement gaps (additional duty). 5. Department collaboration pull out days on a monthly basis, for data analysis, lesson design, and professional development. 6. Program Facilitator will provide Professional Development, aligned with the site's professional learning foci. 7. Continue to provide books such as novels, intervention reading books etc, in order to increase students' reading comprehension.

8. To provide supplemental Reading/Writing interventions to meet the needs of Tier II or Tier III students in the 6th - 8th Grade.
9. Certificated Teachers and Instructional aides will provide ELA support (intervention/ tutoring) after school and during winter and spring break intersessions, to students in grades 6th - 8th, in order to maintain or increase knowledge based skills.
10. Purchase technology, including District Computer Warranty, to assist with student learning, and provide highly engaged, differentiated instruction.
11. The micro computer specialist will continue to support students and staff with issuing and updating technology using a virtual ticket system.
12. Continue to provide students with agendas, and supplemental materials used with the STEAM lab and school foci, for student success. (printing and other materials)
13. Teachers will have the opportunity to attend conferences to expand their knowledge base for the school's foci.

CSI Plan

- To provide supplemental Reading/Writing interventions to meet the needs of Tier II or Tier III students in the 6th - 8th Grade.
- To provide teachers time to meet for lesson studies and data analysis.
- Professional development with an outside consultant will continue for the 21-22 school year.
- Purchase additional technology to assist with student learning, and provide highly engaged, differentiated instruction.
- Purchase additional computer accessories and software that are compatible with tech devices to allow students to access/use the necessary computer programs.
- Teachers will have the opportunity to attend conferences that are geared towards the school's foci, and bring back information to the staff to increase their knowledge.
- Professional development books will be provided to staff to maintain professional growth towards the school's foci. (other books)

ACHIEVEMENT OF MATHEMATICS GOAL:

Our 2019 Mathematics goal was to increase CAASPP Mathematics by 15 points on Distance from Standard (DFS) as measured by CAASPP Mathematics, Spring 2019. Based on the CA Dashboard, Math decreased by 7.3 points school-wide, leaving us 22.3 points short of achieving our goal.

SCHOOL-WIDE ANALYSIS:

The 2019 CA Dashboard data report for students in grades 6-8 indicates a decline in Mathematics of 7.3 points. The school's Distance from Standard (DFS) is 145.5 points below standard in Mathematics. We currently have 3 student groups in the red level (African American, Hispanic, and Socioeconomically Disadvantaged), 2 student groups in orange (English Learners and Students with Disabilities), and no student groups in yellow, green or blue.

ENGLISH LEARNERS ANALYSIS:

Our school had 153 EL students in grades 6-8. Overall, this student group was 138.8 points below standard in Math, after a 6.6 increase on the DFS. The current EL students (53 in grades 6-8) are 193.6 points below standard in Mathematics, after a 24.8 point decrease on the DFS. The Reclassified EL students (100 in grades 6-8) are 109.8 points below standard, after a 12.2 point decrease on the DFS.

AFRICAN AMERICAN ANALYSIS:

Our school had 96 African American students in grades 6-8. The students are 161.6 points below standard and are in the red level. This student group declined by 4.7 points when compared to the previous school year.

ROOT CAUSE:

Based on the analysis of Math for students, we found that a high percentage of students (across grade levels) are below grade level standards in Math. The current EL's and Students with Disabilities made progress in Math in comparison to the previous school year.

In reviewing this data and other formative data with 6-8 teachers, we found that ...

1. A lack of exposure to academic mathematical language inhibited students from understanding the multiple step equations on the online assessments.
2. Students are unable to independently perform new skills taught.
3. Additional discussions addressing the root cause of students performing below grade level identified that students are lacking proficiency in basic math skills.

NEXT STEPS:

1. Increase the number of Math support classes in order to provide additional support to Tier II and Tier III students (certificated teaching).
2. After school tutoring will be offered to students (additional duty).
3. Department collaboration pull out days on a monthly basis, for data analysis, lesson design, and professional development .
4. Continue with computer licenses such as: IXL Math, ALEKS etc.
5. Interns to provide small group assistance with basic math skills intervention to Tier II and Tier III students, including small group in-class academic support in math
6. Program Facilitator will provide Professional Development, aligned with the site's professional learning foci.
7. Certificated Teachers and Instructional aides will provide Math support (intervention/ tutoring) after school and during winter and spring break intersessions, to students in grades 6th - 8th, in order to maintain or increase knowledge based skills.
8. Purchase technology, including District Computer Warranty, to assist with student learning, and provide highly engaged, differentiated instruction.
9. The micro computer specialist will continue to support students and staff with issuing and updating technology using a virtual ticket system.
10. Continue to provide students with agendas, and supplemental materials used with the STEAM lab and school foci, for student success. (printing and other materials)
11. Teachers will have the opportunity to attend conferences to expand their knowledge base for the school's foci.

CSI PLAN

- To provide supplemental Math/Writing interventions to meet the needs of Tier II or Tier III students in the 6th - 8th Grade.
- Continue Professional Development with an outside math consultant.
- To provide teachers time to meet for lesson studies and data analysis.
- Purchase additional technology to assist with student learning, and provide highly engaged, differentiated instruction.
- Purchase additional computer accessories and software that are compatible with tech devices to allow students to access/use the necessary computer programs.
- Teachers will have the opportunity to attend conferences that are geared towards the school's foci, and bring back information to the staff to increase their knowledge.
- Professional development books will be provided to staff to maintain professional growth towards the school's foci. (other books)

SUSPENSIONS ANALYSIS:

Based on the CA Dashboard, Suspensions increased 5.2% school-wide in comparison to the previous school year.

In 2018-2019, out of 731 students, 16.3% were suspended at least once. There were 5 student groups in the red performance level: African American (162), with 21.6% of students suspended at least once showing an increase of 2.4%; Hispanic (490 students), with 13.5% of students suspended at least once, showing an increase of 5.1%; Two or More Races (32 students), with 37.5% of students suspended at least once, showing an increase of 31.6%; Socioeconomically Disadvantaged (690), with 16.5% of students suspended at least once showing an increase of 5.4%; Students with Disabilities (121 students), with 19% of students suspended at least once, showing an increase of 5.4%. There was 1 student group in the green performance level (English Learners). There was 1 student group in the orange performance level: Homeless (93 students), with 10.8% of students suspended at least once, showing an increase of 0.5%. There was one student group in the green performance level: English Learners (173 students), with 6.4% of students suspended at least once, showing a decline of 0.3%. There were no student groups in the yellow or blue performance level.

ROOT CAUSE: Based on the data from the CA Dashboard, we found the majority of suspensions were due to physical injury (38.7%), the second was possession of a controlled substance (12.9%). In meeting with the PBIS team in fall 2019 and spring 2020, the team analyzed the discipline data. The data was shared with the staff. The staff developed a system of teacher monitoring students during transition and support staff monitoring specific areas during student transition. The site also created a PBIS store and student extra curricular activities as student incentives through the PBIS rewards system.

NEXT STEPS:

Our staff will work to decrease the amount of students being suspended by doing the following:

1. Continue with the PBIS rewards system (student incentives)
2. Increase the progress monitoring of the MTSS process, as it pertains to behavior plans (additional duty).

3. School wide emphasis on increasing our SEL practices (additional duty)
4. School climate and culture team will analyze data and share next steps with the staff (additional duty).

CHRONIC ABSENTEEISM ANALYSIS:

Based on the CA Dashboard, chronic absenteeism increased by 5.8% school-wide, in comparison to the previous school year.

In 2018-2019, out of 687 students, 24.6% were chronically absent. There were 5 student groups in the red performance level: African American (150), with 29.3% of students were chronically absent; Students with Disabilities (114 students), with 28.1% of students were chronically absent; English Learners (164 students), with 16.5% of students were chronically absent; Hispanic (468 students), with 22.4% of students were chronically absent; Socioeconomically Disadvantaged (657), with 25.3% of students were chronically absent. There was 1 student group in the yellow performance level: Homeless (86 students), with 16.3% of students were chronically absent. There were no student groups in the orange, green, or blue performance level.

ROOT CAUSE: Based on the data from the CA Dashboard and Site Data Dashboard, we found that our African American and Foster Youth student groups had the highest percentage for chronic absenteeism. In further analyzing data, it was noted that many of our student groups have a high mobility rate; we found that students are absent due to students not being brought to school by parents, family emergencies, being ill, and had to stay home with younger siblings.

NEXT STEPS:

Our school will work to decrease chronic absenteeism by doing the following:

1. The staff will reward students who have perfect attendance (weekly acknowledgement).
2. Student incentive store will be available to students, twice a week. (additional duty/student incentives).
3. Parent/student recognition ceremonies for outstanding academic, attendance, and behavior (student incentives).
4. School Outreach Worker will continue to assist parents and students with health/other related issues/concerns that impact attendance and tardies and provides information to improve attendance.

ELPAC and English Learner Program

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

ENGLISH LEARNER PROGRESS:

2018-2019 ELPAC ANALYSIS: The 2019 English Learner Progress Indicator on the 2019 CA Dashboard reports the 27.3% of the 66 English Learners are making progress toward English Language Proficiency as measured by the ELPAC. This is considered very low on the very low to very high rating scale.

2020-2021 ELD IMPLEMENTATION: Based on the sites virtual walkthrough data, 90% of all teachers were consistently integrating ELD strategies into the core subject areas of instruction and 75% of teachers are consistently providing designated ELD instruction. Based on this data, our site will provide professional development to all teachers on integrated ELD instruction.

July 2020 - June 2021 RECLASSIFICATION: According to the school district data dashboard, 4.1% of English Learners were reclassified.

ROOT CAUSE:

Based on the data, and ELD implementation data, we found...

1. In reviewing the listening, speaking, reading, and writing overall performance, EL's were chronically absent, and lacked the academic language needed for the speaking and reading domains for the ELPAC.
2. ELD teaching practices were inconsistent due to distance learning, students attendance was sporadic or did not participate while in virtual forum.

NEXT STEPS:

Our staff will work to increase the amount of students being reclassified prior to leaving middle school by doing the following:

1. Become familiar with the ELD portfolio and levels language development.
2. Continue with an ELD intern for data chats with students and grade analysis for progress reports.
3. Continue with an ELD intern for new EL students and students in the far below on ELPAC.
4. Professional development on integrated ELD for all teachers.

District Formative Assessments

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

Achievement of English Language Arts, Standards Aligned Assessment (Grades 6-8)**SCHOOL-WIDE**

6th Grade (45 students assessed): 23 students Exceeded/Met, 9 students Nearly Met, and 16 students Did Not Meet
 7th Grade (211 students assessed): 54 students Exceeded/Met, 27 students Nearly Met, and 137 students Did Not Meet
 8th Grade (204 students assessed): 86 students Exceeded/Met, 45 students Nearly Met, and 73 students Did Not Meet

ENGLISH LEARNERS

6th Grade (11 students assessed): 7 students Exceeded/Met, 1 students Nearly Met, and 3 students Did Not Meet
 7th Grade (38 students assessed): 6 students Exceeded/Met, 4 students Nearly Met, and 28 students Did Not Meet
 8th Grade (27 students assessed): 5 students Exceeded/Met, 4 students Nearly Met, and 18 students Did Not Meet

AFRICAN-AMERICAN

6th Grade (9 students assessed): 3 students Exceeded/Met, 4 students Nearly Met, and 2 students Did Not Meet
 7th Grade (34 students assessed): 6 students Exceeded/Met, 5 students Nearly Met, and 23 students Did Not Meet
 8th Grade (33 students assessed): 16 students Exceeded/Met, 10 students Nearly Met, and 7 students Did Not Meet

ROOT CAUSE:

This is the second year for the ELA Standards Aligned Assessments. Teachers discussed the results/patterns of the SAA #1 with grade level teams and site administration. Participation rate was low due to distance learning. Overall test results do not reflect the school's overall achievement. Data analysis is not consistently aligned with DOK levels and calibration of student work samples and assessments.

NEXT STEPS:

1. Teachers will engage students frequently in regular and informal assessments to build knowledge-based skills.
2. Teachers will provide daily questions, that have multiple steps to build students' confidence when responding to multi-set questions.
3. Teachers will check for student understanding during and at the conclusion of lessons in order to identify student difficulties.
4. Teachers will use supplemental materials, such as ACT, Ready Common Core, etc. to assist students with the development of higher level thinking.
5. Continue with computer licenses such as: Renaissance AR, Reading Plus, IXL ELA, Over Drive etc. to build and maintain knowledge-based skills
6. Program Facilitator will provide Professional Development, aligned with the site's professional learning foci
7. Continue to provide books such as novels, intervention reading books etc, in order to increase students' reading comprehension
8. After school tutoring will be offered to students (additional duty)
9. Department collaboration pull out days on a monthly basis, for data analysis, lesson design, and professional development (additional duty)
10. Certificated Teachers and Instructional aides will provide ELA support (intervention/ tutoring) after school and during winter and spring break intersessions, to students in grades 6th - 8th, in order to maintain or increase knowledge based skills.
11. Purchase technology, including District Computer Warranty, to assist with student learning, and provide highly engaged, differentiated instruction.

CSI Plan

- To provide supplemental Reading/Writing interventions to meet the needs of Tier II or Tier III students in the 6th - 8th Grade.
- To provide teachers time to meet for lesson studies and data analysis.
- Professional development with an outside consultant will continue for the 21-22 school year.
- Purchase additional technology to assist with student learning, and provide highly engaged, differentiated instruction.
- Purchase additional computer accessories and software that are compatible with tech devices to allow students to access/use the necessary computer programs.

ACHIEVEMENT OF MATH, STANDARDS ALIGNED ASSESSMENT (Grades 6-8)

SCHOOL-WIDE

6th Grade (25 students assessed): 4 students Exceeded/Met, 1 students Nearly Met, and 20 students Did Not Meet
 7th Grade (245 students assessed): 108 students Exceeded/Met, 22 students Nearly Met, and 115 students Did Not Meet
 8th Grade (165 students assessed): 24 students Exceeded/Met, 37 students Nearly Met, and 104 students Did Not Meet

ENGLISH LEARNERS

6th Grade (7 students assessed): 1 students Exceeded/Met, 0 students Nearly Met, and 6 students Did Not Meet
 7th Grade (45 students assessed): 18 students Exceeded/Met, 3 students Nearly Met, and 24 students Did Not Meet
 8th Grade (24 students assessed): 2 students Exceeded/Met, 4 students Nearly Met, and 18 students Did Not Meet

AFRICAN-AMERICAN

6th Grade (4 students assessed): 1 students Exceeded/Met, 0 students Nearly Met, and 3 students Did Not Meet
 7th Grade (36 students assessed): 14 students Exceeded/Met, 0 students Nearly Met, and 22 students Did Not Meet
 8th Grade (27 students assessed): 3 students Exceeded/Met, 4 students Nearly Met, and 20 students Did Not Meet

ROOT CAUSE:

This is the second year for the Math Standards Aligned Assessments. Teachers discussed the results/patterns of SAA #1 with grade level teams and site administration. Participation rate was low due to distance learning. Overall test results do not reflect the school's overall achievement. A lack of exposure to academic mathematical language inhibited students from understanding the multiple step equations on the online assessments. Students are unable to independently perform new skills taught. Additional discussions addressing the root cause of students performing below grade level identified that students are lacking proficiency in basic math skills. Daily instruction is not consistently aligned with DOK levels found in summative assessments.

NEXT STEPS:

1. Continue with computer licenses such as: IXL, reading plus, etc. to build and maintain knowledge-based skills.
2. Increase the number of Math support classes in order to provide additional support to Tier II and Tier III students (certificated teaching).
3. After school tutoring will be offered to students (additional duty).
4. Department collaboration pull out days on a monthly basis, for data analysis, lesson design, and professional development.
5. Program Facilitator will provide Professional Development, aligned with the site's professional learning foci.
6. Provide supplemental materials and supplies, including Maintenance Agreements, for Math intervention.
7. Certificated Teachers and Instructional aides will provide Math support (intervention/ tutoring) after school and during winter and spring break intersessions, to students in grades 6th - 8th, in order to maintain or increase knowledge based skills.
8. Purchase technology, including District Computer Warranty, to assist with student learning, and provide highly engaged, differentiated instruction.

CSI PLAN:

- Professional development with an outside math consultant will continue for the 21-22 school year.
- Purchase additional technology to assist with student learning, and provide highly engaged, differentiated instruction.
- Purchase additional computer accessories and software that are compatible with tech devices to allow students to access/use the necessary computer programs.
- To provide teachers time to meet for lesson studies and data analysis.

STAR ELA ANALYSIS**School-Wide Data Analysis:**

6th Grade: Of the 42 students who tested, there were 58% at the urgent intervention level, 26% at the intervention level, 14% at the on watch level and 2% at the at or above grade level.

7th Grade: Of the 175 students who tested, there were 45% at the urgent intervention level, 29% at the intervention level, 14% at the on watch level and 12% at the at or above grade level.

8th Grade: Of the 147 students who tested, there were 40% at the urgent intervention level, 24% at the intervention level, 16% at the on watch level and 19% at the at or above grade level.

English Learners Data Analysis:

6th Grade: Of the 10 students who tested, there were 80% at the urgent intervention level, 10% at the intervention level, 10% at the on watch level and 0% at the at or above grade level.

7th Grade: Of the 32 students who tested, there were 59% at the urgent intervention level, 31% at the intervention level, 6% at the

on watch level and 3% at the at or above grade level.

8th Grade: Of the 12 students who tested, there were 75% at the urgent intervention level, 0% at the intervention level, 25% at the on watch level and 0% at the at or above grade level.

African American Data Analysis:

6th Grade: Of the 6 students who tested, there were 83% at the urgent intervention level, 0% at the intervention level, 17% at the on watch level and 0% at the at or above grade level.

7th Grade: Of the 34 students who tested, there were 53% at the urgent intervention level, 29% at the intervention level, 12% at the on watch level and 6% at the at or above grade level.

8th Grade: Of the 26 students who tested, there were 50% at the urgent intervention level, 19% at the intervention level, 19% at the on watch level and 12% at the at or above grade level.

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

NEXT STEPS:

1. Teachers will engage students frequently in regular and informal assessments to build knowledge-based skills.
2. Teachers will provide daily questions, that have multiple steps to build students' confidence when responding to multi-set questions.
3. Teachers will check for student understanding during and at the conclusion of lessons in order to identify student difficulties.
4. Teachers will use supplemental materials, such as ACT, Ready Common Core, etc. to assist students with the development of higher level thinking.
5. Continue with computer licenses such as: Renaissance AR, Reading Plus, IXL ELA, Over Drive etc. to build and maintain knowledge-based skills
6. Program Facilitator will provide Professional Development, aligned with the site's professional learning foci
7. Continue to provide books such as novels, intervention reading books etc, in order to increase students' reading comprehension
8. After school tutoring will be offered to students (additional duty)
9. Department collaboration pull out days on a monthly basis, for data analysis, lesson design, and professional development (additional duty)
10. Certificated Teachers and Instructional aides will provide ELA support (intervention/ tutoring) after school and during winter and spring break intersessions, to students in grades 6th - 8th, in order to maintain or increase knowledge based skills.
11. Purchase technology, including District Computer Warranty, to assist with student learning, and provide highly engaged, differentiated instruction.

CSI Plan

- To provide supplemental Reading/Writing interventions to meet the needs of Tier II or Tier III students in the 6th - 8th Grade.
- To provide teachers time to meet for lesson studies and data analysis.
- Professional development with an outside consultant will continue for the 21-22 school year.
- Purchase additional technology to assist with student learning, and provide highly engaged, differentiated instruction.
- Purchase additional computer accessories and software that are compatible with tech devices to allow students to access/use the necessary computer programs.

STAR Math ANALYSIS

School-Wide Data Analysis:

6th Grade: Of the 32 students who tested, there were 38% at the urgent intervention level, 25% at the intervention level, 16% at the on watch level and 22% at the at or above grade level.

7th Grade: Of the 196 students who tested, there were 33% at the urgent intervention level, 24% at the intervention level, 22% at the on watch level and 21% at the at or above grade level.

8th Grade: Of the 156 students who tested, there were 21% at the urgent intervention level, 35% at the intervention level, 20% at the on watch level and 25% at the at or above grade level.

English Learners Data Analysis:

6th Grade: Of the 5 students who tested, there were 20% at the urgent intervention level, 40% at the intervention level, 20% at the on watch level and 20% at the at or above grade level.

7th Grade: Of the 36 students who tested, there were 44% at the urgent intervention level, 25% at the intervention level, 19% at the on watch level and 11% at the at or above grade level.

8th Grade: Of the 16 students who tested, there were 31% at the urgent intervention level, 50% at the intervention level, 6% at the on watch level and 13% at the at or above grade level.

African American Data Analysis:

6th Grade: Of the 7 students who tested, there were 57% at the urgent intervention level, 0% at the intervention level, 14% at the on watch level and 29% at the at or above grade level.

7th Grade: Of the 36 students who tested, there were 50% at the urgent intervention level, 19% at the intervention level, 22% at the on watch level and 8% at the at or above grade level.

8th Grade: Of the 27 students who tested, there were 37% at the urgent intervention level, 22% at the intervention level, 19% at the on watch level and 22% at the at or above grade level.

ROOT CAUSE: Teachers discussed the results/patterns of STAR MATH data with grade level teams and site administration. Participation rate was low due to distance learning. Overall test results do not reflect the school's overall achievement. A lack of exposure to academic mathematical language inhibited students from understanding the multiple step equations on the online assessments. Students are unable to independently perform new skills taught. Additional discussions addressing the root cause of students performing below grade level identified that students are lacking proficiency in basic math skills. Daily instruction is not consistently aligned with DOK levels found in summative assessments.

NEXT STEPS:

1. Continue with computer licenses such as: IXL, reading plus, etc. to build and maintain knowledge-based skills.
2. Increase the number of Math support classes in order to provide additional support to Tier II and Tier III students (certificated teaching).
3. After school tutoring will be offered to students (additional duty).
4. Professional development with an outside math consultant will continue for the 21-22 school year.
5. Department collaboration pull out days on a monthly basis, for data analysis, lesson design, and professional development.
6. Program Facilitator will provide Professional Development, aligned with the site's professional learning foci.
7. Provide supplemental materials and supplies, including Maintenance Agreements, for Math intervention.
- 8.. Certificated Teachers and Instructional aides will provide Math support (intervention/ tutoring) after school and during winter and spring break intersessions, to students in grades 6th - 8th, in order to maintain or increase knowledge based skills.
9. Purchase technology, including District Computer Warranty, to assist with student learning, and provide highly engaged, differentiated instruction.

CSI PLAN:

- Professional development with an outside math consultant will continue for the 21-22 school year.
- Purchase additional technology to assist with student learning, and provide highly engaged, differentiated instruction.
- Purchase additional computer accessories and software that are compatible with tech devices to allow students to access/use the necessary computer programs.
- To provide teachers time to meet for lesson studies and data analysis.

Site-Based Data

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

SUSPENSIONS ANALYSIS:

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

English Learners: 0% suspended at least once

African American: 0% suspended at least once

ROOT CAUSE: Due to distance learning and teacher's virtual classroom management, there were no suspensions.

NEXT STEPS:

Our staff will work to decrease the amount of students being suspended by doing the following:

1. Continue with the PBIS rewards system (student incentives)
2. Increase the progress monitoring of the MTSS process, as it pertains to behavior plans (additional duty).
3. School wide emphasis on increasing our SEL practices (additional duty)
4. School climate and culture team will analyze data and share next steps with the staff (additional duty).
5. Rec. aides will monitor students while at lunch and between classes.

CHRONIC ABSENTEEISM ANALYSIS:

School-wide: According to the school district data dashboard, 27% of the students were chronically absent as of Feb. 2021.

English Learners: 20.3% chronically absent

African-American: 41.5% chronically absent

ROOT CAUSE: Due to distance learning, students faced challenges logging into virtual classrooms which included home displacement, illnesses, and family circumstances beyond their control.

NEXT STEPS:

1. School Outreach Worker will continue to assist parents and students with health/other related issues/concerns that impact attendance and tardies and provides information to improve attendance.
2. Student recognition ceremonies (student incentives)
3. Counselors along with district support staff will conduct home visits.
4. Attendance verifier will conduct parent phone calls for chronically absent students.
5. Bringing parents to campus ie: academic night, parent advisory meetings, STEAM showcase etc. for student success. (Catering)

D AND F REPORT ANALYSIS (According to the D and F Report):

Schoolwide:

6th grade: 67 with D or F

7th Grade: 198 with D or F

8th Grade: 191 with D or F

English Learner:

6th grade: 7 with D or F

7th Grade: 26 with D or F

8th Grade: 12 with D or F

African American:

6th grade: 21 with D or F

7th Grade: 48 with D or F

8th Grade: 49 with D or F

ROOT CAUSE: Due to distance learning, students faced challenges logging into virtual classrooms which included home displacement, illnesses, and family circumstances beyond their control.

NEXT STEPS:

1. Increase the number of Math/ELA support classes in order to provide additional support to Tier II and Tier III students (certificated teaching).
2. Increase the progress monitoring of the MTSS process, as it pertains to lesson planning and grading as well as offer after school tutoring (additional duty).
3. Student recognition ceremonies (student incentives)
4. Counselors will meet with students for data chats.
5. Department collaboration pull out days on a monthly basis, for data analysis, lesson design, and professional development.

6. Certificated Teachers and Instructional aides will provide Math and ELA support (intervention/ tutoring) after school and during winter and spring break intersessions, to students in grades 6th - 8th, in order to maintain or increase knowledge based skills.
7. Bringing parents to campus ie: academic night, parent advisory meetings, STEAM showcase etc. for student success. (Catering)

CSI PLAN:

- Professional development with an outside math consultant will continue for the 21-22 school year.
- Purchase additional technology to assist with student learning, and provide highly engaged, differentiated instruction.
- Purchase additional computer accessories and software that are compatible with tech devices to allow students to access/use the necessary computer programs.
- To provide teachers time to meet for lesson studies and data analysis.

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>RECREATIONAL AIDES - 419</p> <p>Will provide supervision of students and help maintain a safe and secure learning environment, during lunch, passing periods, and before/after school, etc.</p>	<p>Schoolwide</p>	<p>Due to Distance Learning, Rec. Aids called students who needed technology devices, as evidenced by the Aeries report.</p>	<p>Due to distance learning Rec. Aids were not used in their normal capacity.</p>	<p>When we go back to in person learning, there will be training for SEL. Develop a system for Rec. Aides to check out devices which are utilized for the PBIS rewards program. The site plans to go from having two Rec. Aides to one Rec. Aide.</p>
<p>MICRO-COMPUTER SPECIALIST - 419</p> <p>Will troubleshoot and resolve computer/equipment problems; perform minor computer and other equipment repairs, replace, install, and make appropriate computer repair referrals; instruct users in the use of computers, software and other computer needs.</p> <p>Distributes chrome books and other devices to teachers and students.</p>	<p>Schoolwide</p>	<p>The micro computer specialist provided staff and student support with troubleshooting, replacement of technology, and computer training on technology; took inventory and installed programs, delivered devices to students who needed technology for distance learning, as evidenced by technology repair request data and aeries student asset report.</p>	<p>Due to distance learning we were not on campus. This made it difficult to contact students/parents with technology issues.</p>	<p>The site will continue funding this position for the upcoming school year. Develop a system to keep track of students application requests, technology training, and student repair tickets.</p>
<p>STUDENT INTERN - 501/523</p> <ul style="list-style-type: none"> • Will provide small group assistance with Physical Education classes, based on student physical needs (INAP or 419 only) • Provide small group in-class academic support in reading/math, 	<p>Schoolwide English Learner African American</p>	<p>The intern provided small group in-class (via distance learning) academic support in reading/math, including language development for EL's, based on teacher recommendations, and assisted with technology implementation as evidence by STAR data</p>	<p>Due to the pandemic, we only had one part time intern. Students had difficulty going to a breakout room for instructional assistance.</p>	<p>The site plans to continue funding student interns for the upcoming school year. The site will develop a system where students progress is monitored and assessed based on students growth performance.</p>

<p>including language development for EL's, based on teacher recommendations, and assist with technology implementation.</p> <p>In the event we remain in distance learning and these dollars are not used, please refer to possible future expenditures.</p> <p>CSI PLAN: Provide small group in-class academic support in reading/math</p>		<p>and the intern's rotation schedule.</p>		
<p>PROGRAM FACILITATOR - 419/501</p> <p>Will work directly with staff in providing professional development, model instructional strategies, provide data resources/reports, assist in designing effective lessons, assist with and support technology implementation.</p> <p>Will facilitate and participate in the MTSS process: identify students in need of tiered interventions, develop and assist with implementation of Tier II academic and behavior interventions, work directly with students during academic and behavior intervention to progress monitor, and provide necessary resources and training to parents.</p> <p>Will assist with ELD and Language Live implementation, monitor ELs and RFEPs, monitor all English Learners via ELPAC, TELL, EL data chats, oversee and monitor LTELs, work directly with students during interventions, provide materials to support language acquisition, and provide resources and training to parents.</p>	<p>Schoolwide English Learner Foster Youth Low-Income African American Students with Disabilities Reclassified Hispanic/Latino</p>	<p>The Program Facilitator worked directly with staff in providing professional development, modeled instructional strategies, provided data resources/ reports, assisted in designing effective lessons, assisted with and supported technology implementation during distance learning as evidenced by MOU agendas (break out sessions) and admin virtual walkthroughs.</p> <p>Worked directly with students during academic and behavior intervention to progress monitor, and provide necessary resources and training to parents as evidenced by virtual sign-in and data chats.</p> <p>Assisted with ELD implementation, monitored ELs and RFEPs, monitored all English Learners via ELPAC and EL data chats, worked directly</p>	<p>MTSS process was not fully implemented due to distance learning.</p>	<p>Develop a calendar for upcoming MTSS meetings with staff and monitor Tier II and Tier III students.</p>

<p>Will create schedules for testing, supervision, school events, etc.</p> <p>Will schedule, organize, and facilitate SSC, ELAC, AAPAC, and Let's Talk (site town hall meeting), etc. and maintain all documentation, flyers, agendas, and minutes.</p> <p>Will distribute materials/supplies as they arrive. Meet and request quotations from vendors for academic licenses and STEAM.</p>		<p>with students during interventions, provided materials to support language acquisition, and provided resources and training to parents as evidence by reclassification, STAR scores and virtual sign-in.</p> <p>Created schedules for testing, and school events, etc. as evidenced by testing schedules.</p> <p>Schedule, organize, and facilitate SSC, ELAC, parent testing meetings etc. and maintain all documentation, flyers, agendas, and minutes as evidenced by SSC/ELAC records and virtual sign-in.</p> <p>Met virtually and requested quotations from vendors for academic licenses and STEAM as evidenced by student usage reports.</p>		
<p>Contracted Services - 523</p> <p>CSI PLAN: Provide consultation services and professional development to support the school's foci (collaborative conversations, STEAM, Leadership, teacher clarity, etc.) in order to close the achievement gap.</p>	<p>Schoolwide English Learner African American Hispanic/Latino</p>	<p>Provided consultation services and professional development to support the school's foci (collaborative conversations, STEAM, Leadership, teacher clarity, etc.) for ELA and Math, in order to close the achievement gap as evidenced by STAR data and virtual admin walkthroughs.</p>	<p>N/A</p>	<p>Site will seek out contracted services that align with the school foci and principals' professional learning plan and Accelerated Student Achievement Plan.</p>
<p>COMMUNITY RESOURCE WORKER (6 hours) - 501</p> <p>Will assist students and parents with information, referrals to schools, and/or community resources.</p>	<p>Foster Youth Low-Income African American Hispanic/Latino</p>	<p>Provided resources and information to students and families, (Operation School Bell and Tsi Chi Food Pantry) as needed. This was evident through</p>	<p>N/A</p>	<p>Due to distance learning, parent education classes were modified to provide technical support.</p> <p>When the site is back in person, a parent center</p>

<p>Will provide parent education classes.</p> <p>Will maintain records related to parent engagement, and home school communication.</p>	<p>Students with Disabilities</p>	<p>call logs, sign-in sheets and flyers.</p> <p>Contacted parents multiple ways, including Peachjar, and School Messenger System regarding parent meetings (SSC, ELAC, etc...) as evidenced by virtual sign-in sheet and flyers .</p>		<p>will be established in conjunction with the parent engagement center in order to build parent capacity.</p>
<p>CERTIFICATED TEACHING (SUB) - 419/501/523</p> <p>Will allow teachers to attend Professional Development such as: Instructional Rounds, grade level and department level planning, data analysis, Lesson Studies, Teacher Collaboration, and Common Core Planning.</p> <p>Will provide supplemental intervention support for English Learners who are struggling in the area of reading to increase their achievement with reclassification status.</p> <p>CSI PLAN:</p> <ul style="list-style-type: none"> To provide supplemental Reading/Math/Writing interventions to meet the needs of Tier II or Tier III students in the 6th - 8th Grade. To provide teachers time to meet for lesson studies and data analysis. 	<p>Schoolwide</p> <p>English Learner</p> <p>English Learner</p> <p>Low-Income</p> <p>African American</p> <p>Hispanic/Latino</p> <p>Students with Disabilities</p> <p>Reclassified</p> <p>Homeless</p>	<p>Provided supplemental Intervention with Reading Support by Resident Sub for Tier II and Tier III students in 6th through 8th grade with specific reading interventions as evidenced by STAR.</p>	<p>Teachers absences resulted in resident subs pulled to cover classes. Due to distance learning instructional rounds did not take place.</p>	<p>The site will continue to fund this expenditure for the upcoming school year. The site will complete the professional development calendar. Schedule in advance any sub coverage for teachers during instructional rounds.</p>
<p>CERTIFICATED TEACHING (ADDITIONAL DUTY) - 419/501/523</p> <p>Data analysis and Department planning will occur for the purposes of student success in Math and ELA, to ensure services are being offered to identified students; to</p>	<p>Schoolwide</p>	<p>Department planning time and effective lesson planning were implemented which included teacher clarity, as evidenced by admin walkthroughs and department calendars.</p>	<p>N/A</p>	<p>The site will continue funding this expenditure and have a calendar for teachers to sign up for additional duty.</p>

<p>create/strategize effective teaching practices and lessons; to increase School Climate and Culture and PBIS planning, for a positive and safe learning environment for students.</p> <p>Will provide opportunities for teachers to plan and host parent capacity building nights, such as Literacy Night, Math Night, AVID Night, Showcases, etc., in order to increase parent involvement and knowledge of CCSS.</p> <p>CSI PLAN:</p> <ul style="list-style-type: none"> • Certificated Teachers will provide Math and ELA support (intervention/ tutoring) after school and during winter and spring break intersessions, to students in grades 6th - 8th, in order to maintain or increase knowledge based skills. 		<p>Curriculum Design with a focus on learning intentions and student success criteria as was implemented as evidenced by admin lesson plan virtual walk through.</p> <p>Extra duty provided teachers opportunities to host parent showcases to increase parent involvement as evidenced by virtual sign-in.</p> <p>Teachers provided Math and ELA support during spring break intersession for students in 6th - 8th to maintain and increase knowledge based skills as evidenced by STAR data.</p>		
<p>COMPUTER TECH FEES - 419/501</p> <p>Computer licenses/programs, such as ACT Now, Accelerated Reader, etc. to provide students with additional ELA/Math practice; Spelling City to provide engaging activities to reinforce skills and concepts to improve reading and writing skills; Language Live, English in a Flash (EIAF), and Reading Plus through Renaissance Learning, to support language development; Z-Space to enhance student learning though virtual components.</p> <p>PBIS Rewards to increase and monitor student behavior.</p>	<p>Schoolwide</p>	<p>Provided opportunities for students to learn 21st century technology Common Core standards through IXL, Reading plus, Peardeck, and Nearpod as evidenced by program usage reports.</p> <p>Programs/licenses provided progress monitoring data for teachers to support differentiated instruction for students as evidenced by virtual admin walkthroughs and program data..</p>	<p>N/A</p>	<p>The site will continue with this expenditure for the upcoming school year in order to provide students with multiple platforms to extend their learning.</p>
<p>MAINTENANCE AGREEMENT - 419</p> <p>To maintain and provide replacement materials and parts</p>	<p>Schoolwide</p>	<p>Provided maintenance and supplies for machines, which supported the duplication of</p>	<p>N/A</p>	<p>The site will continue to fund this expenditure for the upcoming school year.</p>

for items such as copiers, laminators, marquee, etc.		supplemental materials as evidenced by copy machine report and distribution of home-school communication.		
<p>PRINTING - 419/501</p> <p>To provide district printing for instructional supplemental materials in ELA, Math, and AVID in order to increase teacher and student resources for academic success.</p>	Schoolwide	Provided instructional materials and resources such as agenda/handbooks for student learning, which helped students with the opportunity to maintain and organize classwork as evidenced by student distribution lists and admin virtual walkthroughs.	N/A	The site will continue to fund this expenditure for the upcoming school year.
<p>Instructional Aid/Additional Duty - 523</p> <p>CSI PLAN: Will provide Math and ELA support (intervention/ tutoring) after school and during winter and spring break intersessions, to students in grades 6th - 8th, in order to maintain or increase knowledge based skills.</p>	<p>Schoolwide</p> <p>Foster Youth</p> <p>English Learner</p> <p>African American</p> <p>Hispanic/Latino</p> <p>Students with Disabilities</p> <p>Reclassified</p>	Instructional aids provided Math and ELA support during spring break intersession for students in 6th - 8th to maintain and increase knowledge based skills as evidenced by STAR data.	N/A	This expenditure will not be included in the 21/22 SPSA due to return to in person learning with other student opportunities for additional instruction after school.
<p>CATERING - 419</p> <p>Parent/student events that provide a welcoming school environment to increase student and parent engagement.</p> <p>In the event we remain in distance learning and these dollars are not used, please refer to possible future expenditures.</p>	Schoolwide	Was not utilized due to distance learning.	N/A	These dollars were reallocated with possible future expenditures to cover the cost of supplemental materials.
<p>MUSICAL INSTRUMENTS - 419</p> <p>Provide musical instruments, music books, replacement parts, etc. to ensure musical access for all students.</p>	Schoolwide	Music teacher provided musical instruments, music books, replacement instruments to students, as evidenced by admin virtual walk throughs and virtual performances.	N/A	This expenditure will not be funded for the upcoming school year, as the site currently has sufficient musical instruments to enhance student learning.
OTHER BOOKS (NOT TEXTS) - 419/501/523	Schoolwide	N/A	The site was unable to distribute the library books and additional	The site will continue funding this expenditure and will develop a check-

<p>To provide other books, such as novels, SIPPS reading books, intervention reading books, in order to increase students' reading comprehension and provide resources for collaborative conversations and 21st Century skill sets. Additional books/materials to provide EL students additional language development tools.</p> <p>CSI PLAN:</p> <ul style="list-style-type: none"> To provide other books, such as novels, SIPPS reading books, intervention reading books, in order to increase students' reading comprehension . 			<p>resource materials due to distance learning.</p>	<p>out system in order to make these materials available to students, regardless of the learning model (hybrid, in-person, etc.)</p>
<p>COMPUTER ACCESSORIES/ SUPPLIES / SOFTWARE - 419/501/523</p> <p>To purchase technology items under the \$500 threshold, such as tablets, projectors, Chromebooks, iPads, desktops, laptops, Apple TVs, ELMOs, printers, carts, etc., to assist with student learning, provide highly engaged, differentiated instruction, and teach 21st Century Technology Common Core Standards, as well as independent project based learning to include presentations and publications of student work.</p> <p>Supplemental materials, such as additional and supplemental technology, hardware, computer accessories, software, including installation and security devices; include bulbs, batteries, replacement parts, cases, covers, stands, keyboards, mice, headphones, cords, etc.</p> <p>CSI PLAN</p> <ul style="list-style-type: none"> To purchase technology, such as 	<p>Schoolwide</p>	<p>Provided opportunities for students to learn 21st century job building skills and enrichment activities to learn endurance and self motivation as evidenced by virtual classroom walk throughs.</p> <p>Students completed projects that were spotlighted during parent virtual showcase nights as evidenced by admin virtual observations and student projects.</p>	<p>Equipment ordered arrived to the site later than expected which impacted the ability to train staff properly to use the equipment with students.</p>	<p>The site will continue to fund this expenditure for the upcoming school year. A schedule will be developed to ensure teachers receive training on how to access materials for student use.</p>

<p>tablets, projectors, Chromebooks, iPads, desktops, laptops, Apple TVs, ELMOs, printers, carts, etc., to assist with student learning, and provide highly engaged, differentiated instruction,</p> <ul style="list-style-type: none"> Supplemental materials, such as additional and supplemental , computer accessories, and software 				
<p>COMPUTER NON-DPRC EQUIPMENT - 419</p> <p>To purchase items, such as iPads, desktops, laptops, Apple TVs, ELMOs, projectors, and printers, to assist student learning and teach 21st Century Technology Common Core Standards; supplemental technology hardware including installation and security devices.</p>	<p>Schoolwide</p>	<p>The site was able to distribute/implement devices for all students as evidenced by virtual classroom walkthroughs.</p> <p>The site was able to provide opportunities for student instruction virtually, inquiry based learning, as well as extension and enrichment opportunities, as evidenced by virtual classroom walkthrough data and lesson plans.</p>	<p>Some teachers' limited understanding of chrome books and google suite apps. Usage did not allow students to demonstrate deep collaborative conversation.</p>	<p>The site will continue to fund this expenditure for the upcoming school year. A schedule will be developed to ensure teachers receive training on how to utilize technology for student use.</p>
<p>DISTRICT COMPUTER WARRANTY - 419/501</p> <p>Provide warranty repair for all technology purchased with school funds.</p>	<p>Schoolwide</p>	<p>Warranties guaranteed that machinery and technology used by teachers continued to provide the materials needed to increase student achievement in ELA and Math as evidenced by admin virtual walkthroughs and the daily use of technology in distance learning.</p>	<p>N/A</p>	<p>The site will continue funding this expenditure.</p>
<p>STUDENT INCENTIVES - 419</p> <p>BUILDING PARENT CAPACITY (\$1,000) - 501</p>	<p>Schoolwide</p>	<p>Site saw an increase in student achievement during distance learning from first</p>	<p>Due to the pandemic, parents were unable to attend any regional parent building capacity</p>	<p>The site will continue funding this expenditure for the upcoming school year. The site will</p>

<p>Purchase trophies, awards, medals, etc. for student achievement in order to motivate and promote student achievement. To provide parents the opportunity to attend parent capacity building conferences, such as CABE, Regional Conference, etc.</p>		<p>semester to second semester. Student awards and medals were purchased for student achievement as evidenced by virtual recognition ceremonies and student weekly distance learning involvement.</p>	<p>conferences.</p>	<p>develop a weekly student recognition for student attendance. Continue with student ceremonies throughout the year.</p>
<p>CONFERENCES - 501/523 \$22,500 STAFF \$7,500 ADMIN</p> <p>Professional development opportunities that focus on increasing rigor and technology in the classroom, including conferences/workshops that build staffs' capacity and program sustainability; to include, such as AVID, English Learners, Collaborative Conversations, engagement, rigor, technology, math, literacy best practices, etc.</p> <p>CSI PLAN: Professional development opportunities that focus on increasing rigor including conferences/workshops that build staffs' capacity and program sustainability; to include, such as AVID, English Learners, Collaborative Conversations, engagement, rigor, math, literacy best practices, etc.</p>	<p>Schoolwide</p>	<p>Provided development opportunities that focus on increasing rigor and technology in a virtual platform, including conferences/workshops that build staffs' capacity and program sustainability; to include, such as AVID, English Learners, Collaborative Conversations, engagement, rigor, technology, math, literacy best practices, etc., as evidenced by lesson plans and STAR data.</p>	<p>Due to distance learning conferences for staff were limited and were virtual.</p>	<p>The site will continue funding this expenditure. The site will research conference opportunities that provide additional learning on the school's foci. The site will develop a calendar for conference opportunities for teachers.</p>
<p>INSTRUCTIONAL MATERIALS - 419/501/523</p> <p>To provide materials and supplies, such as Rewards, Standards Plus, Ready Common Core, ACT Benchmark, Collaborative Conversations materials, Language Arts intervention materials, Scholastic News to enhance student engagement by utilizing high interest reading materials that improve literacy skills, copy paper to support intervention</p>	<p>Schoolwide</p>	<p>Teachers were able to access resource materials, such as ACT and Ready Common Core, to support literacy skills and higher level thinking for students, as evidenced by lesson plans and program usage data.</p>	<p>Resource materials were not used consistently between grade levels. Due to distance learning some materials were used in a digital platform in lieu of a physical book.</p>	<p>The site will continue to fund this expenditure in the upcoming school year. The site will provide training for teachers on supplemental materials/ programs in order to ensure they are used effectively and consistently between grade levels.</p>

<p>and classroom supplemental programs, lamination film, poster maker paper, supplemental classroom materials, instructional supplies, organizational bins, testing partitions, notebooks/composition books, etc.</p> <p>To provide supplemental materials to support project-based learning, such as ink/toner, supplemental classroom materials, etc., in order to increase academic opportunities and enhance instruction; AVID resources, such as agendas, binders, dividers, etc.. to extend student learning in higher level thinking skills.</p> <p>CSI PLAN:</p> <ul style="list-style-type: none"> To provide materials and supplies, such as Rewards, Standards Plus, Ready Common Core, ACT for Language Arts intervention materials as well as high interest reading materials that improve literacy skills. 				
<p>Certificated Teaching - 419/501</p> <p>To provide additional support for Math/ELA classes. Teachers will periodically progress monitor through assessments, such as IXL, ALEKS, etc.; will meet for department level planning purposes to increase student achievement.</p>	<p>Schoolwide</p>	<p>Provided additional support for Math/ELA classes. Teachers periodically progress monitored through assessments, such as IXL, STAR, etc.; met for department level planning purposes to increase student achievement as evidence by STAR and IXL data.</p>	<p>Due to distance learning, students did not consciously attend class. Progress monitoring was delayed due to inconsistency with student attendance.</p>	<p>The site will continue funding these positions (2) for the upcoming school year. The site will develop a calendar for progress monitoring meetings with teachers for Tier II and Tier III students.</p>
<p>Non Deprc. equipment - 523</p> <p>To purchase items, such as iPad-carts, iPads, desktops, laptops, to assist student learning and teach 21st Century Technology</p>	<p>Schoolwide</p>	<p>The site was able to implement devices for all students as evidenced by virtual classroom walkthroughs.</p>	<p>Some teachers' limited understanding of chrome books and google suite apps. Usage did not allow students to demonstrate deep</p>	<p>Schedule will be developed to ensure teachers receive training on how to utilize technology for student use.</p>

<p>Common Core Standards; supplemental technology hardware including installation and security devices.</p>		<p>The site was able to provide opportunities for student instruction virtually, inquiry based learning, as well as extension and enrichment opportunities, as evidenced by virtual classroom walkthrough data and lesson plans.</p>	<p>collaborative conversation.</p>	

Section 1: Purpose, Involvement, Resource Inequities

Purpose and Description

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

Schoolwide Program

Comprehensive Support and Improvement

Briefly describe the purpose of this plan:

The purpose of this plan is to identify the academic needs of all students at Del Vallejo Leadership and STEAM Academy, and set goals for improvement through the implementation of specific strategies and activities, as part of our Title I School-wide Program and Comprehensive Support and Improvement (CSI).

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

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

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

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

Involvement Process for the SPSA and Annual Review and Update

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

The SPSA/CSI development process, for the 2020-2021 school year, has been ongoing, throughout the school year. As a site, teachers and staff have participated in ongoing data analysis, through the completion of Data Protocols, as part of the MOU/PDT calendar. The Data Protocols 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 ongoing 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 Program at the site.

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

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

District:

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

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

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

School:

To increase academic achievement across major student groups in both English Language Arts and Math, and decrease the level of inequities school-wide, the following measures will occur in the 2020-2021 academic school year. First, educators will be supported by clear expectations and guidelines to motivate the increase ownership when implementing research-based practices, to increased student academic achievement levels. Educators will utilize data analysis protocols and purposefully engage in root cause analysis. After such measures and trainings, educators will provide feedback and next steps in order to meet student needs.

Due to Academic impact of COVID the 2020-2021 school year, there was a deep loss of learning

- Educators will be trained/retrained in the use and implementation of Common Core district curriculum, as well as in the implementation of formative assessments such as but not limited to, Standard Aligned Assessments, CFA, SBAC Interims, etc.
- Educators will also work on their development of SEL skills and knowledge in order to best support students whom are impacted by social and emotional needs. Educators will be trained in how to build relationships with students and parents. Additionally, educators will be trained in how to utilize SEL strategies through distance learning as well as inside and outside of the classroom to increase student engagement virtually and in person.
- Professional development will be provided for educators on SEL and PBIS implementation strategies to impact student learning.
- Outside consultants worked with the Math and ELA departments to increase student engagement and teacher clarity.

Based on our needs assessment, it was determined that we need to progress monitor and analyze data more often to plan for student intervention needs within our grade levels. The Math indicators for our African American student group were red on the CA Dashboard over a two-year period. After further analysis, we also saw that this student group has a high absenteeism rate and suspension rate. Teachers will receive PD on the practice of attendance taking, further development in teaching social skills, and the African American student group will receive targeted small group intervention, to close the achievement gap.

Technology inequities exist amongst all student groups which impacts students' ability to access their curriculum digitally during distance learning. The site is working on replacing and fulfilling the inequity equipment with students.

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 CAASPP ELA Distance from Standard by 15 points.

ATSI Identified Needs

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CA Dashboard CAASPP ELA	School-Wide: -73.4	School-Wide: -58.4
Standards Aligned Assessments ELA	Winter 2020 6th grade: 23 students exceeded/met 7th grade: 54 students exceeded/met 8th grade: 86 students exceeded/met	Winter 2021 6th grade: 32 students exceeded/met 7th grade: 64 students exceeded/met 8th grade: 96 students exceeded/met
STAR ELA	Fall 2020 6th grade: 2% students at or above grade level 7th grade: 12% students at or above grade level 8th grade: 19% students at or above grade level	Fall 2021 6th grade: 12% students at or above grade level 7th grade: 22% students at or above grade level 8th grade: 29% students at or above grade level

Section 2: Goal 2 Mathematics

Goal 2: Mathematics

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

School-Wide

Increase CAASPP Math Distance from Standard by 15 points.

ATSI Identified Needs

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CA Dashboard CAASPP Math	School-Wide: -145.5	School-Wide: -130.5
Standards Aligned Assessments	Winter 2020 6th grade: 4 students exceeded/met 7th grade: 108 students exceeded/met 8th grade: 24 students exceeded/met	Winter 2020 6th grade: 14 students exceeded/met 7th grade: 118 students exceeded/met 8th grade: 34 students exceeded/met
STAR Math	Fall 2020 6th grade: 22% students at or above grade level 7th grade: 21% students at or above grade level 8th grade: 25% students at or above grade level	Fall 2021 6th grade: 32% students at or above grade level 7th grade: 31% students at or above grade level 8th grade: 35% students at or above grade level

Section 2: Goal 3 English Learners

Goal 3: English Learners

(ELPAC, Reclassification, ELA and Math goals)

ELPAC

Increase the percentage of English Learner students making progress toward English proficiency by 5%.

Reclassification

Increase the percentage of English Learner students being reclassified by 5%.

ELA

Increase CAASPP ELA Distance from Standard by 15points, as measured by the CA Dashboard.

Math

Increase CAASPP Math Distance from Standard by 15 points, as measured by the CA Dashboard.

ATSI Identified Needs

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CA Dashboard - ELPAC	2018-2019 27.3% progress toward English proficiency	2020-2021 32.3% progress towards English proficiency
SBCUSD Site Data Dashboard Reclassification Rate	Feb 2021 4.1%	Feb 2022 9.1%
CA Dashboard - CAASPP ELA	-80.1	-65.1
CA Dashboard - CAASPP MATH	-138.8	-123.8
Standards Aligned Assessments ELA	Winter 2020 6th grade: 7 students exceeded/met 7th grade: 6 students exceeded/met 8th grade: 5 students exceeded/met	Winter 2021 6th grade: 17 students exceed/met 7th grade: 16 students exceed/met 8th grade: 15 students exceed/met
Standards Aligned Assessments Math	Winter 2020 6th grade: 1 students exceeded/met 7th grade: 18 students exceeded/met 8th grade: 2 students exceeded/met	Winter 2021 6th grade: 11 students exceed/met 7th grade: 28 students exceed/met 8th grade: 12 students exceed/met

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
STAR ELA	Fall 2020 6th grade: 0% students at or above grade level 7th grade: 3% students at or above grade level 8th grade: 0% students at or above grade level	Fall 2021 6th grade: 10% students at or above grade level 7th grade: 13% students at or above grade level 8th grade: 10% students at or above grade level
STAR Math	Fall 2020 6th grade: 20% students at or above grade level 7th grade: 11% students at or above grade level 8th grade: 13% students at or above grade level	Fall 2021 6th grade: 30% students at or above grade level 7th grade: 21% students at or above grade level 8th grade: 23% students at or above grade level

Section 2: Goal 4 African American Students

Goal 4: African American Students

(Include ELA, Math, and ATSI identified areas)

ELA

Increase CAASPP ELA Distance from Standard by 15 points, as measured by the CA Dashboard.

Math

Increase CAASPP Math Distance from Standard by 15 points, as measured by the CA Dashboard.

ATSI Identified Needs

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CA Dashboard - CAASPP ELA	-81.5	-66.5
CA Dashboard - CAASPP Math	-161.6	-146.6
Standards Aligned Assessments ELA	Winter 2020 6th grade: 3 students exceeded/met 7th grade: 6 students exceeded/met 8th grade: 16 students exceeded/met	Winter 2020 6th grade: 13 students exceeded/met 7th grade: 16 students exceeded/met 8th grade: 26 students exceeded/met
Standards Aligned Assessments Math	Winter 2020 6th grade: 1 students exceeded/met 7th grade: 14 students exceeded/met 8th grade: 3 students exceeded/met	Winter 2020 6th grade: 11 students exceeded/met 7th grade: 14 students exceeded/met 8th grade: 13 students exceeded/met
STAR ELA	Fall 2020 6th grade: 0% students at or above grade level 7th grade: 6% students at or above grade level 8th grade: 12%students at or above grade level	Fall 2020 6th grade: 10% students at or above grade level 7th grade: 16% students at or above grade level 8th grade: 22%students at or above grade level
STAR Math	Fall 2020 6th grade: 29% students at or above grade level 7th grade: 8% students at or above grade level 8th grade: 22%students at or above grade level	Fall 2020 6th grade: 29% students at or above grade level 7th grade: 18% students at or above grade level 8th grade: 32%students at or above grade level

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

Goal 5: Chronic Absenteeism (K-8)

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

School-Wide

Decrease the percentage of students chronically absent by 5% as measured by the CA Dashboard.

ATSI Identified Needs

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CA Dashboard Chronic Absenteeism	24.6%	19.6%
SBCUSD Site Data Dashboard	27% Feb 2021	22% Feb 2022

Section 2: Goal 6 Suspension

Goal 6: Suspension

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

School-Wide

Decrease the percentage of students suspended at least once by 5% as measured by the CA Dashboard.

ATSI Identified Needs

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CA Dashboard Suspensions	16.3%	11.3%
SBCUSD Site Data Dashboard	0% suspended at least once as of Feb 2021	0% suspended at least once as of Feb 2022

Section 2: Goal 7 Parent-Family Engagement

Goal 7: Parent-Family Engagement

School-Wide

Increase the amount of parents/families by 10 who attend parent trainings, such as AVID, English Language Learners, or other parent workshops, as evidenced by Sign-in Sheets/Attendance verification.

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Sign-In Sheets/Attendance verification from parent trainings, such as AVID or other parent workshops.	25 families	35 families

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

Planned Expenditures needed in order to achieve the school-wide and student group goals.
 (Consider the needs of the following: English Learner, AVID, Professional Development, Intervention/Learning Center, etc.)

Planned Expenditures Object Code	Strategies/Activities	Goal Alignment	Schoolwide and/or Applicable Student Group	LCAP 419 Cost	Title I 501 Cost	CSI 523 Cost
2118 Rec Aide Regular	RECREATIONAL AIDES 419 Will provide supervision of students and help maintain a safe and secure learning environment, during lunch, passing periods, and before/after school, etc.	Goal 5 Chronic Absenteeism (K-8) Goal 4 African American Goal 3 English Learners Goal 6 Suspension	Schoolwide	\$ 3,340	\$	\$
2414 Techncl/Fincl/Offc - Reg (Micro-Comp Spec)	MICRO-COMPUTER SPECIALIST - 419 Will troubleshoot and resolve computer/ equipment problems; perform minor computer and other equipment repairs, replace, install, and make appropriate computer repair referrals; instruct users in the use of computers, software and other computer needs. Distributes chrome books and other devices to teachers and students. Will maintain a system of student application request, technology training, and repair tickets.	Goal 1 English Language Arts Goal 2 Mathematics Goal 3 English Learners Goal 4 African American Goal 7 Parent-Family Engagement	Schoolwide	\$ 47,973	\$	\$

<p>2119 Student Intern (college intern)</p>	<p>STUDENT INTERN - 419/501</p> <p>Will provide small group assistance with Physical Education classes, based on student physical needs (419 only)</p> <ul style="list-style-type: none"> • Provide small group in-class academic support in reading/math, including language development and progress monitoring for EL's, based on teacher recommendations, and assist with technology implementation. <p>In the event we remain in distance learning and these dollars are not used, please refer to possible future expenditures.</p>	<p>Goal 1 English Language Arts</p> <p>Goal 2 Mathematics</p> <p>Goal 4 African American</p> <p>Goal 3 English Learners</p> <p>Goal 5 Chronic Absenteeism (K-8)</p>	<p>Schoolwide</p> <p>English Learner</p> <p>Foster Youth</p> <p>Low-Income</p>	<p>\$ 9,500</p>	<p>\$ 9,500</p>	<p>\$</p>
<p>1910/1190 Program Facilitator - Reg</p>	<p>PROGRAM FACILITATOR - 419/501</p> <p>Will work directly with staff in providing PD, model instructional strategies, provide data resources/reports, assist in designing effective lessons, assist with and support technology implementation.</p> <p>Will facilitate and participate in the MTSS process: identify students in need of tiered</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> <p>Goal 7 Parent-Family Engagement</p>	<p>Schoolwide</p> <p>English Learner</p> <p>Foster Youth</p> <p>Low-Income</p> <p>African American</p> <p>Hispanic/Latino</p> <p>Students with Disabilities</p> <p>Reclassified</p>	<p>\$ 57,230</p>	<p>\$ 57,230</p>	<p>\$</p>

	<p>interventions, develop and assist with implementation of Tier II academic and behavior interventions, work directly with students during academic and behavior intervention to progress monitor, and provide necessary resources and training to parents.</p> <p>Will assist with ELD and Language Live implementation, monitor ELs and RFEPs, monitor all English Learners via ELPAC, EL data chats, oversee and monitor LTELs, work directly with students during interventions, provide materials to support language acquisition, and provide resources and training to parents.</p> <p>Will create schedules for testing, supervision, school events, etc.</p> <p>Will schedule and organize parent advisory meetings (SSC, ELAC, etc.) and Let's Talk (site town hall meeting), etc. and maintain all documentation, flyers, agendas, and minutes.</p> <p>Will distribute materials/supplies as they arrive. Meet and request quotations from vendors for academic licenses and STEAM.</p>					
<p>5810 Contracted Services</p>	<p>Contracted Services - 523</p>	<p>Goal 1 English</p>	<p>Schoolwide</p>	<p>\$</p>	<p>\$</p>	<p>\$ 90,000</p>

	<p>CSI PLAN: Provide consultation services and PD to support the school's foci (providers will work with the ELA and Math teams on teacher clarity and student success criteria as well as mentorship for students): STEAM, collaborative conversations, teacher clarity, Leadership, etc. in order to close the achievement gap.</p>	<p>Language Arts Goal 2 Mathematics</p>	<p>Foster Youth Low-Income Two or More Races</p>			
<p>2913 Com Res W/Parent VW - Reg</p>	<p>COMMUNITY RESOURCE WORKER (6 hours) - 501</p> <p>Will assist students and parents with information, referrals to schools, and/or community resources.</p> <p>Will provide parent education classes.</p> <p>Will maintain records related to parent engagement, and home school communication.</p>	<p>Goal 5 Chronic Absenteeism (K-8) Goal 7 Parent-Family Engagement</p>	<p>Schoolwide Foster Youth African American Students with Disabilities Hispanic/Latino Homeless</p>	\$	\$ 20,818	\$
<p>1140 Certificated Teaching - Sub</p>	<p>CERTIFICATED TEACHING (SUB) - 419/501</p> <p>Will allow teachers to attend Professional Development such as: Instructional Rounds, grade level and department level planning, data analysis, Lesson Studies, Teacher Collaboration, and Common Core Planning.</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 African American English Learner Foster Youth Low-Income</p>	\$ 10,500	\$ 25,000	\$

	<p>Will provide supplemental intervention support for English Learners who are struggling in the area of reading to increase their achievement with reclassification status.</p> <p>Will provide supplemental Reading/Math/Writing interventions to meet the needs of Tier II or Tier III students in the 6th - 8th Grade.</p>					
<p>1130 Certificated Teaching - Addl Duty</p>	<p>CERTIFICATED TEACHING (ADDITIONAL DUTY) - 419/501/523</p> <p>Certificated Teachers will provide Math and ELA support (intervention /tutoring) after school and during winter and spring break intersessions, to students in grades 6th - 8th, in order to maintain or increase knowledge based skills.</p> <p>CSI PLAN: Data analysis and Department planning will occur for the purposes of student success in Math and ELA, to ensure services are being offered to identified students; to create/strategize effective teaching practices and lessons; to increase School Climate and Culture and PBIS planning, for a positive and safe learning environment for students.</p>	<p>Goal 1 English Language Arts Goal 2 Mathematics Goal 4 African American Goal 5 Chronic Absenteeism (K-8) Goal 6 Suspension Goal 7 Parent-Family Engagement</p>	<p>Schoolwide</p>	<p>\$ 4,500</p>	<p>\$ 10,000</p>	<p>\$ 27,000</p>

	Will provide opportunities for teachers to plan and host parent capacity building nights, such as Literacy Night, Math Night, AVID Night, Showcases, etc., in order to increase parent involvement and knowledge of CCSS.					
5840 Computer Tech Fees, Software Licenses, Svcs	<p>COMPUTER TECH FEES - 419/501</p> <p>Computer licenses/ programs, such as Accelerated Reader, etc. to provide students with additional ELA/Math practice; Language Live, English in a Flash (EIAF), and Reading Plus through Renaissance Learning, to support language development; Z-Space to enhance student learning though virtual components.</p> <p>PBiS Rewards to increase and monitor student behavior.</p>	<p>Goal 1 English Language Arts</p> <p>Goal 2 Mathematics</p> <p>Goal 3 English Learners</p> <p>Goal 4 African American</p>	Schoolwide	\$ 3,874	\$ 15,000	\$
5633 Maintenance Agreement	<p>MAINTENANCE AGREEMENT - 419</p> <p>To maintain and provide replacement materials and parts for items such as copiers, laminators, marquee, etc.</p>	<p>Goal 1 English Language Arts</p> <p>Goal 2 Mathematics</p> <p>Goal 3 English Learners</p> <p>Goal 4 African American</p>	Schoolwide	\$ 5,000	\$	\$
5713 Printing - District	<p>PRINTING - 419/501</p> <p>To provide district printing for instructional supplemental materials in ELA, Math, and AVID in order to increase</p>	<p>Goal 1 English Language Arts</p> <p>Goal 2 Mathematics</p>	Schoolwide	\$ 2000	\$ 1,000	\$

	teacher and student resources for academic success.					
5752 Catering - Nutr Svs	<p>CATERING - 419</p> <p>Parent/student events that provide a welcoming school environment to increase student and parent engagement.</p> <p>In the event we are unable to host in person meetings these dollars are not used, please refer to possible future expenditures.</p>	Goal 7 Parent-Family Engagement	Schoolwide	\$ 1,500	\$	\$
4450 Non-Deprc Equip \$500-\$4,999.99/ Office Non-Deprc Equip \$500-\$4,999.99	<p>Non Deprc. equipment - 501/523</p> <p>To purchase items, such as iPads, desktops, laptops, to assist student learning and teach 21st Century Technology Common Core Standards.</p> <p>CSI Plan: To purchase additional items, such as iPad-carts, iPads, desktops, laptops, to assist student learning and teach 21st Century Technology Common Core Standards and provide differentiated instruction; supplemental technology hardware including installation and security devices.</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>	Schoolwide	\$	\$ 2,500	\$ 20,000
4210 Other Books	OTHER BOOKS (NOT TEXTS) - 501/523	Goal 1 English Language Arts	Schoolwide	\$	\$ 6,000	\$ 20,000

	<p>To provide other books, such as novels, intervention reading books, such as ACT Now, Standards Plus, Ready Common Core, etc. in order to increase students' reading comprehension and provide resources for collaborative conversations and 21st Century skill sets. Additional books/ materials to provide EL students additional language development tools.</p> <p>CSI PLAN: To provide PD books, such as Teacher Clarity and Teacher Playbook, etc. that align with the school's foci.</p>	<p>Goal 2 Mathematics Goal 3 English Learners Goal 4 African American</p>	<p>English Learner African American Students with Disabilities</p>			
<p>4340 Computer Accessories/Supplies/ Software</p>	<p>COMPUTER ACCESSORIES/ SUPPLIES / SOFTWARE - 501/523</p> <p>To purchase technology items under the \$500 threshold, such as tablets, projectors, Chrome books, iPads, desktops, laptops, Apple TVs, ELMOs, printers, robotics to support the site's STEAM program, etc., to assist with student learning and teach 21st Century Technology Common Core Standards, as well as independent project based learning to include presentations and publications of student work.</p>	<p>Goal 1 English Language Arts Goal 2 Mathematics</p>	<p>Schoolwide</p>	<p>\$</p>	<p>\$ 12,500</p>	<p>\$ 25,097</p>

	<p>Supplemental technology, hardware, computer accessories, software, including installation and security devices; include bulbs, batteries, replacement parts, cases, covers, stands, keyboards, mice, headphones, cords, etc.</p> <p>CSI PLAN To purchase technology, such as tablets, iPads, projectors, Apple TVs, Chrome books, desktops, laptops, ELMOs, printers, etc., to assist with student learning, and provide differentiated instruction.</p> <p>Additional/supplemental computer accessories and software, including installation and security devices, etc.</p>					
4440 Computer Non-Deprc Equip \$500-\$4,999.99	<p>COMPUTER NON-DPRC EQUIPMENT - 501</p> <p>To purchase items, such as desktops, laptops, Apple TVs, ELMOs, projectors, carts and printers, etc. to assist student learning and teach 21st Century Technology CCSS; supplemental technology hardware including installation and security devices.</p>	<p>Goal 1 English Language Arts Goal 2 Mathematics</p>	Schoolwide	\$	\$ 10,000	\$
5841 District Computer Warranty/Repair	DISTRICT COMPUTER WARRANTY - 501	<p>Goal 1 English Language Arts Goal 2 Mathematics</p>	Schoolwide	\$	\$ 2,500	\$

	Provide warranty repair for all technology purchased with school funds.	Goal 3 English Learners Goal 4 African American				
5880 Student Incentives/Other Services/Fees/Parent Inservice	STUDENT INCENTIVES - 419/501 BUILDING PARENT CAPACITY (\$1,000) - 501 Purchase trophies, awards, medals, etc. to recognize students for academic achievement. To provide parents the opportunity to attend parent capacity building conferences, such as CAFE, Regional Conference, etc.	Goal 4 African American Goal 3 English Learners Goal 1 English Language Arts Goal 2 Mathematics	Schoolwide	\$ 5000	\$ 1,500	\$
5220 Inservice/Conference	CONFERENCES - 501/523 \$20,000 STAFF \$10,000 ADMIN PD opportunities that help increase rigor in the classroom, based on the school's foci, including conferences/workshops that build staffs' capacity and program sustainability such as AVID, Collaborative Conversations and Technology STEAM based, etc. CSI PLAN: PD opportunities that help increase rigor, technology, and math in the classroom, based on the school's foci, as well as	Goal 1 English Language Arts Goal 2 Mathematics Goal 3 English Learners Goal 4 African American Goal 5 Chronic Absenteeism (K-8) Goal 7 Parent-Family Engagement	Schoolwide English Learner African American Hispanic/Latino Students with Disabilities Reclassified Homeless Two or More Races	\$	\$ 10,000	\$ 20,000

	provide professional development opportunities for attendees to present information to the the staff. Opportunities will include; conferences /workshops that build staffs' capacity and program sustainability such as AVID, Collaborative Conversations, Visible Learning, Technology through math and science, etc.					
3000-3999 Employee Benefits	EMPLOYEE BENEFITS - 419/501			\$ 81,355	\$ 62,723	\$
4310 Instr Materials/Supplies	<p>INSTRUCTIONAL MATERIALS - 419/501</p> <p>To provide materials and supplies, such as Collaborative Conversations materials, Language Arts intervention materials, Scholastic News to enhance student engagement by utilizing high interest reading materials that improve literacy skills, copy paper to support intervention and classroom supplemental programs, lamination film, poster maker paper, supplemental classroom materials, instructional supplies, organizational bins, testing partitions, notebooks/composition books, etc.</p> <p>(419 only) Supplemental materials to support project-based learning, such as ink/toner, supplemental</p>	<p>Goal 1 English Language Arts</p> <p>Goal 2 Mathematics</p> <p>Goal 3 English Learners</p> <p>Goal 4 African American</p>	Schoolwide	\$ 7,000	\$ 23,774	\$

	<p>classroom materials, etc., in order to increase academic opportunities and enhance instruction. SEL, PBIS, etc. resources for student efficacy and wellness.</p> <p>AVID resources, such as agendas, binders, dividers, etc.. to extend student learning in higher level thinking skills.</p>					
1110 Certificated Teaching - Reg	<p>Certificated Teaching - 419/501</p> <p>To provide additional support for Math/ELA classes. Teachers will periodically progress monitor through assessments, such as IXL, ALEKS, etc.; will meet for department level planning purposes to increase student achievement.</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>Schoolwide</p> <p>English Learner</p> <p>African American</p> <p>Students with Disabilities</p>	\$ 77,680	\$ 48,158	\$
4390 Other Materials	<p>Other Materials - 419</p> <p>Supplemental materials, technology, hardware, computer accessories, software for the STEAM lab.</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>	\$ 7,619	\$	\$
Total Costs				\$ 324,071	\$ 318,203	\$ 202,097
Total Allocation				\$ 324,070.27	\$ 318,203.75	\$ 202,097.27

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

<p>4310 Instr Materials/Supplies</p>	<p>Instructional Materials and Supplies</p> <ul style="list-style-type: none"> • Supplemental materials, such as Collaborative Conversations materials, Language Arts intervention materials, ink/toner, and supportive, research based LA and Math materials, etc. to support struggling students. • Provide supplemental materials to support collaborative learning, STEAM, Leadership and AVID implementation including: ink/toner, supplemental classroom materials, etc., in order to increase academic opportunities and enhance instruction. • Instructional Materials and Supplies, such as Rewards, Ready Common Core, ACT Benchmark, Scholastic News, copy paper to support intervention and classroom supplemental programs, lamination film, poster maker paper, supplemental classroom materials, instructional supplies, organizational bins, testing partitions, notebooks/composition books, etc. 	<p>Goal 1 English Language Arts Goal 2 Mathematics Goal 4 African American Goal 3 English Learners</p>	<p>Schoolwide</p>	<p>\$10,000</p>	<p>\$10,000</p>
<p>4340 Computer Accessories/Supplies/Software</p>	<p>Computer Media Software Programs and accessories such as, but not limited to keyboards, mice, headphones, etc. in order to enhance the use of technology.</p>	<p>Goal 1 English Language Arts Goal 2 Mathematics</p>	<p>Schoolwide</p>	<p>\$20,000</p>	<p>\$20,000</p>

<p>5840 Computer Tech Fees, Software Licenses, Svcs</p>	<ul style="list-style-type: none"> • Provide software licenses in order to differentiate instruction and provide engaging activities to reinforce skills and concepts to improve reading, writing skills and math skills, such as IXL for Math and ELA, Language Live, Rosetta Stone, Renaissance Learning, etc. to support language development, etc. • Computer apps, learning programs to assist with student learning and teach 21st Century Technology Common Core Standards Learning, to include ACT Now, Accelerated Reader to provide additional practice and relearning opportunities, etc. 	<p>Goal 1 English Language Arts Goal 2 Mathematics</p>	<p>Schoolwide</p>	<p>\$10,000</p>	<p>\$20,000</p>
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<p>1130 Certificated Teaching - Addl Duty</p>	<p>Certificated Teachers will provide Math and ELA support (intervention/tutoring) after school, to students in grades 6th - 8th, in order to maintain or increase knowledge based skills.</p> <p>Data analysis and Department planning will occur for the purposes of student success in Math and ELA, to ensure services are being offered to identified students; to create/strategize effective teaching practices and lessons; to increase School Climate and Culture and PBiS planning, for a positive and safe learning environment for students.</p> <p>Will provide opportunities for teachers to plan and host parent capacity building nights, such as Literacy Night, Math Night, AVID Night, Showcases, etc., in order to increase parent involvement and knowledge of CCSS.</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>\$10,000</p>	<p>\$10,000</p>
<p>5712 Field Trips Other Transport</p>	<p>Field Trips will be used for reinforcement of standards through field trips for real world exploration.</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 English Learner Foster Youth Low-Income African American Hispanic/Latino Students with Disabilities</p>	<p>\$5,000</p>	<p>\$5,000</p>
<p>5220 Inservice/Conference</p>	<p>Provide opportunities for Parent Trainings/conferences in order to build parent capacity and encourage parent engagement.</p>	<p>Goal 1 English Language Arts Goal 2 Mathematics</p>	<p>Schoolwide</p>	<p>\$10,000</p>	<p>\$</p>
<p>5810 Contracted Services</p>	<p>Provide consultation services and professional development to support the school's foci (collaborative conversations, STEAM, Leadership, teacher clarity, etc.).</p>	<p>Goal 1 English Language Arts Goal 2 Mathematics</p>	<p>Schoolwide</p>	<p>\$10,000</p>	<p>\$10,000</p>

<p>4410 Instr Non-Deprc Equip \$500-\$4,999.99</p>	<p>Provide Classroom Technology, such as, but not limited to: Laptops, Smart tV's, projectors, screens, etc., in order to enhance student learning and engagement.</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 Foster Youth Low-Income African American</p>	<p>\$30,000</p>	<p>\$30,000</p>
<p>4312 Musical Instr Materials/Supplies</p>	<p>MUSICAL INSTRUMENTS - 419 Provide musical instruments, music books, replacement parts, etc. to ensure musical access for all students.</p>	<p>Goal 3 English Learners Goal 4 African American Goal 1 English Language Arts Goal 2 Mathematics</p>	<p>Schoolwide</p>	<p>\$5,000</p>	<p>\$5,000</p>
<p>1130 Certificated Teaching - Addl Duty</p>	<p>Will provide Math and ELA support (intervention/ tutoring) after school and during winter and spring break intersessions, to students in grades 6th - 8th, in order to maintain or increase knowledge based skills.</p>	<p>Goal 1 English Language Arts Goal 2 Mathematics Goal 3 English Learners Goal 4 African American</p>	<p>Schoolwide</p>	<p>\$2,300</p>	<p>\$</p>
				<p>Total: \$102,310</p>	<p>\$110,000</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	Emmerton	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>

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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