

The School Plan for Student Achievement 2021-2022

School: STAR AT ANDERSON COMMUNITY DAY SCHOOL
District: SAN BERNARDINO CITY UNIFIED SCHOOL DISTRICT
County District School (CDS) Code: 36678766114763
Principal: Courtney Weber, Coordinator
SSC Approval/Adopted Date: 5/20/2021

The School Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

For additional information on school programs and how you may become involved locally, please contact the Principal:

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

Section 1: Needs Assessment

Comprehensive Needs Assessment – Data Analysis:

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

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

Directions:

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

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

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

California Dashboard (ELA, Math, Suspensions, Chronic Absenteeism [K-8], Graduation Rate [HS], College Career [HS], Student Groups [EL, AA, ATSI], etc .)
<p>ELA Goal 2020 - 2021:</p> <ol style="list-style-type: none"> 1. School-wide: The 2020-2021 school year goal was to have every student increase by at least one point on the STAR Reading assessment. RESULTS: Overall, 55.6% of students improved by at least one point on the STAR Reading assessment--while 44.6% of students decreased on the STAR Reading assessment. The ELA goal was not met. 2. English Learners: CDS had only one student with English as a second language. The student increased on the STAR reading assessment. Goal met. 3. African American/Black Students: 66.6% of students who are African American/Black grew at least one point on the STAR Reading assessment. 33.4% of students lost at least one point. Goal not met. <p>Analysis:</p> <ol style="list-style-type: none"> 1. School-wide: Overall, 55.6% of students improved by at least one scaled score on STAR Reading-- averaging an increase of +35.4 scaled points. 44.6% of students decreased on the STAR Reading-- averaging a loss of -51 points. Approximately half of students did not meet the goal. 2. English Learners: CDS had only one student with English as a second language. The student increased on the STAR reading assessment. 3. African American: 66.6% of students who are African American/Black grew at least one point on the STAR Reading assessment. 33.4% of students lost at least one point. One student had not attended CDS the entire school year. <p>Root Cause:</p> <ol style="list-style-type: none"> 1. Chronic Absenteeism (missing more than 10% of school days) during distance learning which impacted approximately 66.67% of students. 2. Students had difficulty concentrating during distance learning due to distracted learning environment in the home setting. 3. Suspected disabilities in students and revoked consent for special education services. 4. Student's mental and physical health needs that are outside the school service provision. <p>Next Steps:</p> <ol style="list-style-type: none"> 1. All students have been offered the opportunity to attend Summer School in June 2021. This will be done in-person for the first time in 1.5 years. 2. Return to In-Person learning in the fall of 2021. A return for the new school year will also alleviate some distractions during distance learning from the home. 3. Student Success Team (SST) meetings are being held at CDS for students with suspected disabilities. 4. Collaborative approach with parents on outside agency referrals who provide mental and physical health services. 5. Substitute teachers in classrooms during instructional day so teachers can attend professional development. 6. Update and/or renew instructional materials, computers & software, and other materials. <p>CSI (if applicable): Suspension rate was identified as red on CA Dashboard in 2018-2019 & 2019-2020. The 2020-2021 Dashboard did not include the area of suspension, therefore still considers CDS a CSI school.</p> <p>*****</p>

Math Goal 2020-2021

1. School-wide: Overall, 55.6% of students improved by at least one point on the STAR Math assessment, while 44.6% of students decreased on the STAR Math assessment. Goal not met.
2. English Learners: The student who was an EL increased on the STAR Math by +132 points. Goal met.
3. African American: 66.67% of African American/Black students grew at least one point, while 33.33% decreased by at least one point. Goal not met.

Analysis:

1. School-wide: Overall, 55.6% of students improved by at least one scaled score on STAR Math-- averaging an increase of +123 scaled points. 44.6% of students decreased on the STAR Math-- averaging a loss of -48 points. Two students did not show up all year to take any of the STAR assessments.
2. English Learners: The student who was an EL increased on the STAR Math by +132 points.
3. African American: 66.67% of African American/Black students grew at least one point, while 33.33% decreased by at least one point. Of the students who grew, their average growth was +85 points. Of the students who lost points, the average loss was -55 points.

Root Cause:

1. Chronic Absenteeism (missing more than 10% of school days) during distance learning-- which impacted approximately 66.67% of students.
2. Students had difficulty concentrating during distance learning due to the learning environment being in the home setting.
3. Suspected disabilities in students and revoked consent for special education services.
4. Student's mental and physical health needs that are outside the school service provision.

Next Steps:

1. All students have been offered the opportunity to attend Summer School in June 2021. This will be done in-person for the first time in 1.5 years.
2. Return to In-Person learning in the fall of 2021. A return for the new school year will also alleviate some distractions during distance learning from the home.
3. Student Success Team (SST) meetings are being held at CDS for students at intake meetings.
4. Collaborative approach with parents on outside agency referrals who provide mental and physical health services.
5. Substitute teachers in classrooms during instructional day so teachers can attend professional development.
6. Update and/or renew instructional materials, computers & software, and other materials.

Suspension Data Analysis 2020-2021

1. School-wide: The 2020-2021 goal was to reduce suspension by 10% from the previous year, or 64.3% overall suspension rate. The 2020-2021 suspension rate was 0%. Goal met but should be interpreted with caution. No students were suspended in the 2020-2021 school year.
2. English Learners: No EL students were suspended in the 2020-2021 school year. Goal met but should be interpreted with caution.
3. African American: No students were suspended in the 2020-2021 school year. Goal met but should be interpreted with caution.

Root Cause:

1. Distance Learning during COVID-19 Pandemic resulted in no suspensions.

Next Steps:

1. Refine systems targeting academic, behavioral, and social skills using research based strategies. Professional Development for staff on Specialized Classroom Management BoysTown.
2. Create Behavior Intervention Plans (BIPs) for students whose behavior impedes learning. Professional Development for staff on writing BIPs, implementation, & collecting data.
3. Strengthen partnerships with families.
4. Collaborate with SBCUSD departments to support students and families-- family engagement, special education, positive youth development, student wellness & support services, equity and targeted student achievement.
5. Team with outside agencies to provide services to students in the areas of mental & physical health.
6. Hold parent-school meetings for students when they are coming back to school after out of school suspensions.
7. Teach daily Social-Emotional Learning (SEL) lessons through social skill of the week focus.
8. Build capacity of staff on Restorative Practices through professional development, staff meetings, and modeling of restorative circles.

9. Substitute teachers in classrooms during instructional day so teachers can attend professional development.
10. Update and/or renew instructional materials, computers & software, and other materials.

Chronic Absenteeism Data Analysis 2020-2021 Analysis:

1. School-wide: The 2020-2021 goal was to decrease chronic absenteeism from the previous school year, which was at 82.8%. In the 2020-2021 school year, chronic absenteeism was 69.6%. Goal met but should be interpreted with caution.
2. English Learners: The one student identified as EL was not chronically absent. Goal met.
3. African American: All students who are African American/Black were chronically absent in the 2020-2021 school year. Goal not met.

Root Cause:

1. Distance Learning model-- due to the COVID-19 pandemic, students attended from a non-school location. Students were marked present for the day by attending any portion of live, or synchronous, classroom instruction.
2. Learning in the home presented barriers and challenges such as having a designated learning space and distractions.
3. Parents reported that their children refused to log into synchronous and asynchronous learning opportunities.

Next Steps:

1. Create a positive incentive school-wide attendance initiative.
2. Prepare to return in-person learning for summer school and August 2021-- with a focus on social-emotional learning (SEL) to re-engage students to in-person school learning environment.
3. Strengthen partnerships with families.
4. Collaborate with SBCUSD departments to support students and families-- special education, positive youth development, student wellness & support services, equity and targeted student achievement.
5. Team with outside agencies to provide services to students in the areas of mental & physical health.
6. Substitute teachers in classrooms during instructional day so teachers can attend professional development.
7. Update and/or renew instructional materials, computers & software, and other materials.

ELPAC and English Learner Program

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

Analysis:

2019-2020 ELPAC: According to the CA Dashboard, the English Learner progress rate was 11.1% at CDS, or one student.
 2019-2020 ELD Implementation: Small group instruction & remediation in reading.
 2019-2020 TELL: English Learner progress monitoring demonstrated only one 1 student who scored Limited.
 2019-2020 Reclassification: According to the school district data dashboard, 0% of English Learners were reclassified.

Root Cause:

1. (Possible) suspected disability.
2. Distance learning format presented technology challenges such as internet glitches/slow and new laptop swapped out.
3. Distance learning distractions created need for designated learning space when not learning in school environment.

Next Steps:

1. Recommended testing for special education for student(s) who have suspected disability.
2. Universal Design for Learning (UDL) training for.
3. Return to in-person learning.
4. Substitute teachers in classrooms during instructional day so teachers can attend professional development.
5. Update and/or renew instructional materials, computers & software, and other materials.

District Formative Assessments

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

Due to COVID-19 pandemic, the state testing and benchmarks were halted in the 2020-2021 school year. See STAR reading and STAR math results for assessments utilized at CDS.

Site-Based Data

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

Read 180-- CDS utilized Read 180/Systems 44 as a supplemental curriculum in grades 2 - 6. There were 5 students who participated in Read 180/Systems 44 in 2020-2021. Three out of five students had attendance barriers to learning, with one student not attending the entire the year. Two of the five students showed improved growth using the Read 180/Systems 44 curriculum.

Next Steps:

1. Continue to use Read 180/Systems 44 in tandem for students who are struggling.
2. Universal Design for Learning (UDL) in all classrooms.
3. Data analysis meetings to drive data based decision making for students.
4. Substitute teachers in classrooms during instructional day so teachers can attend professional development.
5. Update and/or renew instructional materials, computers & software, and other materials.

MITIGATING LEARNING LOSS:

1. Identify missed learning standards and content using targeted assessments that are pre-requisites for current grade level standards.
2. Daily Social-Emotional Learning (SEL) lessons to start the day using social skill of the week focus
3. Build in daily opportunities for direct instruction to target re-teaching and pre-teaching.
4. Continue having sub teachers in classrooms during instructional day so teachers can attend professional development.

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

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

2020-2021 Planned Expenditure: Strategies /Activities	Schoolwide and/or Applicable Student Group	What is effective (Include indicators showing the activity is working)	What has not been effective? (Include indicators showing the activity is not working)	Next Steps? (Strategically continue, discontinue or modifications to the program)
<p>Certificated Teaching-Substitute Teachers</p> <p>CSI PLAN: Covering classrooms so teachers can attend professional development during the school day.</p>	<p>Schoolwide</p>	<p>CDS utilized guest teachers in classrooms so teachers may attend professional development during the school day while meeting instructional minutes requirements. Based on teacher feedback, having guest teachers during the school day provided them opportunities for building their own capacity-- for example it allowed teachers to attend professional development. Building capacity of teachers results in increased student achievement and performance. Guest Teachers taught small group and individual students to support main lessons taught by classroom teachers. By utilizing guest teachers in the classroom, approximately 50% of students showed growth on STAR reading and math scores between fall 2020 and spring 2021.</p>	<p>Student test scores showed approximately 50% of students did not show growth on the STAR reading and math assessments between fall 2020 and spring 2021. Although guest teachers were available during distance learning, students encountered many barriers to learning (e.g., chronic absenteeism, distractions in home setting, technology challenges, etc.).</p>	<p>Continue guest teachers in CDS classrooms to support students during small group instruction when returning in-person to help mitigate learning loss. Guest teachers will continue to cover classrooms during professional development opportunities.</p>
<p>Other Books</p> <ul style="list-style-type: none"> • Additional leveled books • Differentiated lesson planning for students 	<p>Schoolwide African American</p>	<p>Students showed growth in Read180/Systems 44 program. Students who attended regularly during distance learning showed</p>	<p>Read 180 is used for students in grades 3 - 5 and may need access to grade level curriculum in conjunction with supplemental programs. 60% of students'</p>	<p>Continue using Read 180/Systems 44 program.</p>

<ul style="list-style-type: none"> Books used with Read 180/system 44 		<p>significant growth on reading levels.</p>	<p>participating in Read 180/Systems 44 were chronically absent and did not take the assessments to measure performance.</p>	
<p>Instructional Materials/Supplies</p> <ul style="list-style-type: none"> Differentiated lesson planning for students <p>FOSTER YOUTH/HOMELESS</p> <ul style="list-style-type: none"> Supplemental reading/math materials/printing/manipulatives, mathematics tools to take home if necessary. <p>AFRICAN AMERICAN</p> <ul style="list-style-type: none"> Differentiated lesson planning for students using tools that are appropriate to transfer information to new areas. 	<p>Schoolwide Foster Youth African American Homeless</p>	<p>Supplemental materials were provided to students in Read 180/Systems 44, including a program called Reading Counts, which resulted in approximately 50% of students showing growth on STAR reading and math assessments.</p>	<p>Student attendance impacted growth in academic areas for some students. Returning to in-person learning will improve the attendance rate for some.</p>	<p>Continue with differentiated lessons.</p>
<p>Other Materials</p> <p>Supplies needed to assist in the communication with parents, around student achievement-behaviorally and academically: Family Activities, such as Award Assemblies and Family Nights</p>	<p>Schoolwide</p>	<p>Due to distance learning, CDS engaged in weekly wellness checks with families with the counselor and program specialist.</p>	<p>Some parents did not have working contact information to frequently communicate.</p>	<p>Awards assemblies, parent wellness checks</p>
<p>Computer Non-Dpr Equipment \$500-\$4,999.99</p> <p>Laptops and iPads, including accessories to assist in the instruction, student engagement, and technological skill development and access for the students</p>	<p>Schoolwide</p>	<p>During distance learning, CDS staff supported every student with devices, internet access, and technical support. Most students required laptops to swapped out approximately 2-5x, updated hotspots, and username/password resets.</p>	<p>Devices were frequently broken and district provided internet hotspots often resulted in slow and/or poor connection which resulted in lost learning opportunities.</p>	<p>Use distance learning as an opportunity to build capacity of students and families in using technology to further knowledge. CDS will continue with the usage of technology in the home setting-- even after students return in-person through homework assignments & family engagement.</p>
<p>Inservice/Conferences</p>	<p>Schoolwide</p>	<p>Teachers were offered trainings from elementary instruction on academic</p>	<p>Trainings outside the school day were rarely attended as staff prefer attending during the</p>	<p>Offer trainings during work day, require some trainings, & continue with PD Team.</p>

<p>Teachers to attend professional development opportunities during the school day.</p>		<p>interventions, restorative practices, attendance, and curriculum. The professional development team (PDT) met through-out the year to get input from staff. CDS partnered with another school to receive professional development from elementary instruction department.</p>	<p>work day. Some trainings were offered as "optional" for staff, so not all staff attended.</p>	
<p>Computer Tech Fees/Software Licenses/Svcs</p> <p>Programs, Such as:</p> <p>Reading interventions: Read 180/System 44 - establish intervention program for all students who need reading intervention support.</p> <ul style="list-style-type: none"> Accelerated Reader - To provide tracking and additional reading opportunities for students, including comprehension, quiz program aligned to library books. <p>IXL- Differentiated Reading and Math intervention software</p>	<p>Schoolwide</p>	<p>Read 180/Systems 44 was provided to students in grades 2-5 & those struggling in grade 6-- which resulted in the majority of students showing growth on STAR reading and math assessments. Both students participating in Read 180/Systems 44 showed growth at or above one year.</p>	<p>Students in Read 180/Systems 44 did not receive continual access to grade level curriculum.</p>	<p>Continue Read 180/Systems 44 but also in tandem with district adopted grade level curriculum.</p>
<p>Computer Accessories/Supplies/Software</p> <ul style="list-style-type: none"> Computer Software/Apps, such as IXL Differentiated Math/Reading software 	<p>Schoolwide African American</p>	<p>Computer software, supplies, and programs supported academic growth and ensured all CDS families had immediate response to technological issues.</p>	<p>Not all students utilized access to software programs due to attendance. Staff and students reported IXL was cumbersome and lengthy to complete.</p>	<p>Returning to in-person learning will help end many barriers related to technology.</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:

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.)

- + All school staff had an opportunity to provide feedback through meetings, discussions, collaborative forms, and trainings.
- + Optional feedback meetings scheduled with staff for input-- both 1:1 and group meetings. All teachers received an invitation to 1:1 meetings. Group input meetings scheduled both during the work day and outside the work day.
- + School Site Council Meetings
- + A shared Google Drive folder was created at beginning of the school year with previous SPSAs, copies of budgets, and a comparison table of SPSA's across the past three years-- for all CDS staff to review and provide input.
- + Coordinator and program specialist met multiple times to collaborate on portions of SPSA.
- + Teachers gave input for professional development through a Google Forms Survey.
- + Professional Development (PD) Team met every quarter to discuss site needs which is reflected on SPSA.

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:

Community Day School (CDS) is a Tier III school where students arrive via multiple pathways including expulsion or in lieu of expulsion, placement committee, and administrative transfer. CDS is intended to promote pro-social and positive behavior then transition students back to their neighborhood home school. CDS has been identified as a Comprehensive School Improvement site (CSI) in the areas of chronic absenteeism and suspension rate. Chronic absenteeism includes the combined variables of absences and out of school suspensions. In the 2019 - 2020 school year, the vast majority of students had been suspended from their referring school site and while attending CDS. Assessments used for academic analysis may include: district level Benchmarks, STAR assessments, curriculum-based measurements, or other assessments as determined by the teacher. CAASPP is not considered a reliable assessment to measure academic growth for students at CDS due to being a one time event and dependent upon students' motivation. Due to small school population, the CA Dashboard does not report on academic data for CDS. In the 2020 - 2021 school year, no students were suspended due to the distance learning model of education. Attendance during distance learning presented barriers due to technology challenges, the classroom extending into students' homes, and attendance.

Students are referred to CDS due to challenging behavior and often have a history of school suspension. CDS provides the following support:

1. Boys Town Social Skills Program
2. Small Class Size
3. Paraprofessional Support in Each Classroom
4. Full Time Counselor
5. Elementary students receive PE daily
6. Resident Subs/Guest Teachers support classrooms

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

Students will show an increase by at least one grade level on district and state assessments (e.g., CAASPP and STAR) by spring of 2022.

- -Students will take the STAR Reading assessment immediately upon entering CDS as a baseline, then every 6 weeks.
- -Students will take practice CAASPP tests and other assessments mandated by SBCUSD and state of CA.
- -Taking into consideration students with disabilities and suspected disabilities.

ATSI Identified Needs

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
STAR Reading Assessment	Each individual student has a different baseline.	Students will show an increase by one grade level on STAR.
CAASPP	Each individual student has a different baseline.	Students will show an increase by one grade level on CAASPP.

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

Students will show an increase by at least one grade level on district and state assessments (e.g., CAASPP and STAR) by spring of 2022.

- -Students will take the STAR Math assessment immediately upon entering CDS as a baseline, then every 6 weeks.
- -Students will take practice CAASPP tests and other assessments mandated by SBCUSD and state of CA.
- -Taking into consideration students with disabilities and suspected disabilities.

ATSI Identified Needs

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP	Each individual student is at a different level.	Grow at least one grade level on CAASPP.
STAR Math	Each individual student is at a different level.	Grow at least one grade level on STAR assessment.

Section 2: Goal 3 English Learners

Goal 3: English Learners

(ELPAC, Reclassification, ELA and Math goals)

ELPAC

English Learner students will make a positive trajectory towards English language proficiency by growing one level on ELPAC test.

Reclassification

Reclassified students will grow 1 level according to the ELPAC test.

ELA

Students will make growth positive growth on STAR Reading by at least one grade level.

Math

Students will make growth positive growth on STAR Math by at least one grade level.

ATSI Identified Needs

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ELPAC	Each student has a different baseline.	Growth on testing measures at least one grade level.
STAR assessment	Each student has a different baseline.	

Section 2: Goal 4 African American Students

Goal 4: African American Students

(Include ELA, Math, and ATSI identified areas)

ELA

Students who are African American/Black will show an increase of at least one grade level on the STAR Reading assessment.

Math

Students who are African American/Black will show an increase of at least one grade level on the STAR Math assessment.

ATSI Identified Needs

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
STAR Reading assessments	Every student has a different baseline.	Increase in at least one grade level
STAR Math assessments	Every student has a different baseline.	Increase in at least one grade level
CAASPP	Every student has a different baseline.	Increase in at least one grade level.
District benchmarks	Every student has a different baseline.	Increase in at least one 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

Chronic Absenteeism rate will be less than 75% as measured by the CA Dashboard Data & AERIES reports-- From August 2021 - June 2021. Staff will analyze attendance and suspension data to explore relationships and patterns.

ATSI Identified Needs

Decreasing chronic absenteeism

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CA Dashboard: Chronic Absenteeism Data	Students attended 66.8% in 2020 - 2021 90% of students were chronically absent in 2020 - 2021-- compared to 80.3% in 2019 - 2020, 83% of students were chronically absent.	Decrease chronic absenteeism to no less than 75%
AERIES Attendance Reports		

Section 2: Goal 6 Suspension

Goal 6: Suspension

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

School-Wide

Suspensions will decrease by 10% as compared to 2019 -2020 data-- as measured by the CA Dashboard and AERIES reports.

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: Suspension Rate & AERIES Reports on Discipline	Students were suspended for a total of 132 days resulting from 113 incidents according to suspension data.	Decrease in suspension rate by 10% from 2019 - 2020 school year data.
AERIES Reports on Discipline		

Section 2: Goal 7 Parent-Family Engagement

Goal 7: Parent-Family Engagement

School-Wide

Parent and Family Engagement-- there will be a 25% increase in parents/guardians attending open house, awards assemblies, parent meetings, and returning of daily point sheets in comparison of 2020-2021 data. CDS will work to communicate with families through social media, Peach Jar (flyer posting hub), awards assemblies, positive phone calls home, daily point sheets, and parent meetings.

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Sign-In Sheets, Attendance, & feedback given	Only one parent participated in the first week's virtual open house totaling 11% of all parents. CDS Staff offered a virtual parent assembly and approximately 25% of parents participated.	25% increase in parent participation

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

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

Planned Expenditures Object Code	Strategies/Activities	Goal Alignment	Schoolwide and/or Applicable Student Group	LCAP 419 Cost	Title I 501 Cost	CSI 523 Cost
1140 Certificated Teaching - Sub	Substitute Teachers to cover classrooms during the school day so teachers can attend trainings during the school day.	Goal 1 English Language Arts Goal 2 Mathematics Goal 3 English Learners Goal 4 African American Goal 5 Chronic Absenteeism (K-8) Goal 6 Suspension Goal 7 Parent-Family Engagement	Schoolwide English Learner African American Foster Youth Low-Income Hispanic/Latino Students with Disabilities Homeless Two or More Races	\$ 1,500	\$ 2,000	\$ 0
4310 Instr Materials/Supplies	Purchase Read 180/Systems 44 books, programs, and licenses. Differentiated lesson planning for students FOSTER YOUTH/HOMELESS *Supplemental reading/math materials/printing/manipulatives, mathematics tools to take home, if necessary. AFRICAN AMERICAN *Differentiated lesson planning for students using tools that	Goal 1 English Language Arts Goal 2 Mathematics Goal 3 English Learners Goal 4 African American Goal 5 Chronic Absenteeism (K-8) Goal 6 Suspension Goal 7 Parent-Family Engagement	Schoolwide	\$ 300	\$ 250	\$ 0

	are appropriate to transfer information to new areas. CHRONIC ABSENTEEISM & SUSPENSION *Increase student engagement to improve student performance, achievement, and attendance.					
4390 Other Materials	Supplies needed to assist in the support of families around student achievement, attendance, behavior, and social-emotional well being such as Family Activities and Award Assemblies.	Goal 1 English Language Arts Goal 2 Mathematics Goal 3 English Learners Goal 4 African American Goal 5 Chronic Absenteeism (K-8) Goal 6 Suspension Goal 7 Parent-Family Engagement	Schoolwide	\$ 0	\$ 236.55	\$ 0
4440 Computer Non-Deprc Equip \$500-\$4,999.99	Computers & Equipment \$500-\$4,999.99 Updating student computers in classrooms & the office.	Goal 7 Parent-Family Engagement Goal 1 English Language Arts Goal 2 Mathematics Goal 3 English Learners Goal 4 African American Goal 5 Chronic Absenteeism (K-8) Goal 6 Suspension	Schoolwide	\$ 1350.07	\$ 1150.07	\$ 0
5220 Inservice/Conference	Inservice/Conferences	Goal 1 English Language Arts	Schoolwide	\$ 0	\$ 3,000	\$ 2,395.23

	Staff to attend professional development opportunities during the school day. This will include: BoysTown Specialized Classroom Management for all staff and Restorative Practices.	<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>				
5840 Computer Tech Fees, Software Licenses, Svcs	<p>Computer Tech Fees/Software Licenses/Svcs</p> <p>Programs</p> <p>Reading interventions:</p> <ul style="list-style-type: none"> -Read 180/System 44 - establish intervention program for all students who need reading intervention support. -Accelerated Reader - To provide tracking and additional reading opportunities for students, including comprehension, quiz program aligned to library books. <p>IXL- Differentiated Reading and Math intervention software</p>	<p>Goal 7 Parent-Family Engagement</p>	Schoolwide	\$ 250	\$ 0	\$ 0
4340 Computer Accessories/Supplies/ Software	Computer Accessories/Supplies/ Software	Goal 1 English Language Arts	Schoolwide	\$ 150	\$ 150.00	\$ 0

	<ul style="list-style-type: none"> Computer Software/Apps, such as IXL Differentiated Math/Reading software 	Goal 2 Mathematics Goal 3 English Learners Goal 4 African American Goal 5 Chronic Absenteeism (K-8) Goal 6 Suspension Goal 7 Parent-Family Engagement				
Total Costs				\$ 3,550.07	\$ 6,786.62	\$ 2,395.23
Total Allocation				\$ 3,550.07	\$ 6,786.62	\$ 2,395.23

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
5220 Inservice/Conference	Professional development opportunities in the areas of Restorative Practices, Mindfulness, Positive Behavior Intervention Support (PBIS), Family Engagement, and other areas that are research based to improve student achievement, attendance (e.g., chronic absenteeism), connecting families to resources, and parent involvement.	Goal 5 Chronic Absenteeism (K-8) Goal 6 Suspension Goal 7 Parent-Family Engagement	Schoolwide	\$1,500	\$1,500
5850 Indep Contractor/Consultant	Consultant to provide coaching to staff (e.g., administration, program specialist, teachers, aides, etc.) through professional development and in-the-moment feedback on behavioral program called BoysTown.	Goal 4 African American Goal 5 Chronic Absenteeism (K-8) Goal 6 Suspension Goal 7 Parent-Family Engagement	Schoolwide	\$2,500	\$2,500
5880 Student Incentives/Other Services/Fees/Parent Inservice	Incentives to increase student engagement & academic performance, attendance, and improve student behavior. 419-- attendance trophies, awards, medals 501-- academic trophies, awards, medals	Goal 5 Chronic Absenteeism (K-8) Goal 6 Suspension Goal 7 Parent-Family Engagement	Schoolwide	\$1,000	\$1,000
Total:				\$5,000	\$5,000

Section 5: Board Certification

Board Certification

7/8/2021

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



SAN BERNARDINO COUNTY
UNIFIED SCHOOL DISTRICT
Making Hope Happen

Agenda Item Details

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

Prepared by: Terry Cornick, Director, Categorical Programs Department

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

It is recommended that the following resolution be adopted:

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

Schoolwide Programs: Elementary Schools

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

Schoolwide Programs: Middle Schools

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

1/2

7/8/2021

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Golden Valley
Rodriguez

King
Serrano

Paakuma
Shandin Hills

Richardson

Schoolwide Programs: High Schools

Arroyo Valley
Pacific
Sierra

Cajon
San Andreas

Indian Springs
San Bernardino

Middle College
San Geronio

Targeted Assistance Programs

Alternative Learning Center
Anderson
Harmon

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

Motion & Voting

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

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

Final Resolution: Motion Carries

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