

The School Plan for Student Achievement 2021-2022

School: SERRANO MIDDLE SCHOOL
District: SAN BERNARDINO CITY UNIFIED SCHOOL DISTRICT
County District School (CDS) Code: 36678766068712
Principal: Erin C. Freeman
SSC Approval/Adopted Date: 4/15/2021

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>CAASPP: ELA: Overall our distance from 3 decreased from -17.8 to -15.0 from 2016-2017 to 2017-2018, however it increased to -19.6 in 2018-2019. School wide we are in orange according to the California Dashboard.</p> <p>The achievement of the 2019-2020 ELA goal cannot be determined due to the COVID-19 closure of schools in March 2020 extending through the 2020-2021 school year in SBCUSD. Students did not participate in the CAASPP assessment in 2020, nor will they participate in the CAASPP assessment in 2021. The CAASPP metric was the sole metric in 2019-2020 and 2020-2021.</p> <p>Achievement of ELA Goal: 2018-2019: Review of 2018-2019 ELA Goal: Serrano did not achieve the overall goal set for 2018-2019 as we increased the distance from 3 by 4.1. However, we saw a considerable decrease, 12.4, in the distance from 3 in our African American subgroup. We also saw a decline in the distance to 3 in our English Learners/RFEP 1-4 years 3.1, and Homeless 5.5. School-wide: According to the California Dashboard, Serrano is 19.4 points below standard/distance from 3, which is a 4.1 increase from 2017-2018. English Learners are in orange according to the California Dashboard. In 2018-2019 our English Language Learners were 34.6 below standard/distance from 3 in ELA. We had a 2.9 point maintenance/growth from 2017-2018. African American: Yellow according to the California Dashboard. In 2018-2019 our African American sub-group was 26.6 the distance from 3, which is a decrease from the distance from 3 in 2017-2018 by 12.9.</p> <p>Analysis and Root Cause: 2018-2019: The 7th grade made their goals, however, due to the decrease in 8th grade, overall, we did not show growth. The 8th grade discrepancies were due to long-term teacher absences. When comparing cohorts to themselves we made growth in most areas. Lagging indicator review of data to see if our changes to instruction and student practice have changed KPI outcomes as intended. 2019-2020: Due to the pandemic, we did not administer state testing in 2019-2020, so we do not have any new data to compare. Other means of measurement were used: STAR Reading, IXL-math and ELA, and SAA’s/Benchmarks. However, due to inconsistencies in internet service, attendance, and less instructional time, these results will be used and reported with caution.</p> <p>Next steps: 2020-2021: Will be implemented in 2021-2022 Continue and increase the focus on student discourse, SAMR/3 E’s, SEL/RJ/PBiS, by continuing our work with an expert trainer, regular/systematic teacher planning, coaching, strategic classroom observation and feedback, lesson studies, instructional rounds, and evaluation of professional learning and teacher planning. Our program facilitator in charge of testing will oversee the requirements, testing schedules, monitor completion, make-ups, and the distribution of data to teachers in order to analyze and create instructional next steps. Using the data gathered teachers and support staff will provide interventions and supports after school hours and when appropriate. Per staff surveys and formative assessment data and real time feedback via technology was one of the most beneficial results of being in distance learning. The technology used was class kick. word wall, go formative, etc. In</p>

order to continue practice on campus we have found a computer work space that provides a charging system for teachers devices, a double screen, uses a battery that allows the work station to be mobile and move with the teacher around the classroom to combine direct instruction to give real time feedback to the students via the apps listed.

Tech fees and software licenses, Apps, websites, to support all areas of literacy, engage, increase student achievement, and accurately identify/fill gaps in learning in ELA, Math and Science. Research supports instructional technology when students can work with relatively small amounts of learning and not large chunks, gives learner the control to allow them to be able to stop and go back and repeat the dynamics of the text or images and provides plenty of opportunities for students to practice what they are learning through technology-based lessons with teacher support.

Math:

Overall our distance from 3 decreased from -81.1 to -74.5 from 2016-2017 to 2017-2018, however it increased to -82.1 in 2018-2019. School wide we are in orange according to the California Dashboard.

Achievement of Math Goal:

2018-2019:

Review of 2018-2019 Math Goal: Serrano did not achieve the overall goal set for 2018-2019 as we increased the distance from 3 by 8. However, we saw a considerable decrease, 19.4, in the distance from 3 in our African American subgroup and a 4.7 decrease in our students with disabilities. We also maintained our distance from 3 in our English Learners/RFEP 1-4 years -2.4, and Homeless 2.3.

School-wide: Overall, in math Serrano's distance from 3 in 2018-2019 was 82.1, which is an increase in the distance from 3 from 2017-2018 by 8.

English Learners: Orange per the California Dashboard. In 2018-2019 our English Language Learners were 94.7 below standard/from 3 in math, which is an increase in the distance from 3 in 2017-2018 by 6.4 points.

African American: Yellow as measured by the California Dashboard. Our African American sub-group decreased their distance from 3 by 20.2 for the 2018-2019 school year from the previous year 2017-2018. This sub-group surpassed the 15-point growth goal by 5.2. (2018-2019: 89.5 points from 3)

Homeless sub-group is Red per the California Dashboard. In 2018-2019 our homeless population was 100.2 points below standard/distance from 3. This was considered maintained by 2.3 points increase/growth from the 2017-2018 school year.

Analysis and Root Cause:

2019-2020:

Lagging indicator review of data to see if our changes to instruction and student practice have changed KPI outcomes as intended.

2021-2022:

Due to the pandemic, we did not administer state testing in 2019-2020, so we do not have any new data to compare. Other means of measurement were used: IXL-math and ELA, and SAA's/Benchmarks. However, due to inconsistencies in internet service, attendance, and less instructional time these results will be used and reported with caution.

Next steps:

2019-2020:

Continue and increase the focus on student discourse, SAMR/3 E's, SEL/RJ/PBiS, by continuing our work with an expert trainer, regular/systematic teacher planning, coaching, strategic classroom observation and feedback, lesson studies, instructional rounds, and evaluation of professional learning and teacher planning.

2020-2021: Will be implemented in 2021-2022.

The next steps listed in 2019-2020 all continue. Serrano also implemented mandatory tutorial, placed resident guest teachers, AVID tutors, and other available staff into as many virtual classrooms as possible to increase student support. A very targeted continued effort to implement not only weekly SEL lessons, but also embed SEL into daily lesson plans with the emphasis on building staff relationships with students, but also student to student relationships. Our program facilitator over technology oversees all the purchasing, distribution, and problem solving involved in testing and all other aspects of technology on campus, as well as, staff development to increase the staff capacity to use all purchased apps and websites. Using the data gathered teachers and support staff will provide interventions and supports after school hours and when appropriate. Our program facilitator in charge of testing will oversee the requirements, testing schedules, monitor completion, make-ups, and the distribution of data to teachers in order to analyze and create instructional next steps. Using the data gathered teachers and support staff will provide interventions and supports after school hours and when appropriate. Per staff surveys and formative assessment data and real

time feedback via technology was one of the most beneficial results of being in distance learning. The technology used was class kick, word wall, go formative, etc. In order to continue practice on campus we have found a computer work space that provides a charging system for teachers devices, a double screen, uses a battery that allows the work station to be mobile and move with the teacher around the classroom to combine direct instruction to give real time feedback to the students via the apps listed. Tech fees and software licenses, Apps, websites, to support all areas of literacy, engage, increase student achievement, and accurately identify/fill gaps in learning in ELA, Math and Science. Research supports instructional technology when students can work with relatively small amounts of learning and not large chunks, gives learner the control to allow them to be able to stop and go back and repeat the dynamics of the text or images and provides plenty of opportunities for students to practice what they are learning through technology-based lessons with teacher support.

CSI PLAN:

Purchase equipment, accessories, iPads, desktops, laptops, printers, carts, keyboards, headphones, computer apps/learning programs for research, enrichment, that assist students in comprehension skills, learning 21 century skills/standards and enhance rigor and engagement for students, especial in regards to distance learning.

Increase parent/guardian knowledge, skills and understanding of behavior, academics, social issues, current subjects and anything that may pertain to the success of students and parent/guardians in the educational system.

Impact: Students were able to have one to one iPad technology which helped increase student participation. Teachers were able to give immediate feedback to students even in distance learning to increase student content knowledge. Participation levels increased which in turn showed more classwork being turned in as well as increased time on task. Per staff surveys and formative assessment data and real time feedback via technology was one of the most beneficial results of being in distance learning. The technology used was class kick, word wall, go formative, etc. In order to continue practice on campus we have found a computer work space that provides a charging system for teachers devices, a double screen, uses a battery that allows the work station to be mobile and move with the teacher around the classroom to combine direct instruction to give real time feedback to the students via the apps listed.

SUSPENSIONS:

Achievement of Goal and Data Analysis:

2018-2019:

Serrano had a 19% suspension rate, was red per the California Dashboard and did not achieve our goal.

ROOT CAUSE:

Administration calibrated all suspensions in educational codes (a), (x), and c. New guidelines were developed and other means of correction were used in cases that were deemed not suspendible during calibration. Counselors assisted with the implementation of the other means of correction. An almost 80% decrease was seen in students with one referral getting another referral. Though we were at 9% when school closed in March, we were still in target of decreasing our suspensions by at least 3%, but the final decrease amount of 10% is partially due to not completing the school year on campus.

NEXT STEPS:

2020-2021 and 2021-2022:

These steps continued in Distance Learning, but on a much smaller level. Administration also did an analysis and root cause for suspensions, which resulted in a revision of the definition of what students should be suspended for under the educational codes (a), (x), and r, continual calibration of referrals/suspensions, and increasing the use of other means of correction where appropriate.

Serrano made the Second Step-SEL lessons, a priority and they were taught school wide once a week. We also increased the advisory lessons on vaping/drug use, as well as, implemented the use of embedding SEL into daily academic lesson planning. This was made a priority by introducing staff to a SEL idea on how to embedded into academic lessons every Monday during staff development. This will include our program facilitators and counselors to run and compile data routinely to analyze and provide supports and interventions to students.

CSI PLAN:

Professional Development:

To provide additional duty time onsite and/or virtually such as but not limited to teacher collaboration, data analysis, data chats/meetings, until planning, staff development, training, in-services, planning, curriculum calibration, etc. to support academic achievement and increase teacher capacity.

Substitutes provide release time for teachers to attend in person and/or virtual professional development, collaboration, instructional planning, data meetings, conferences, lesson studies.

Resident Substitutes to provide small group intervention in Math and ELA.

Conferences to be provided by researched based organizations such as but not limited to Solution-Tree, Creative Leadership Solutions, CLS, National Forum, etc. Professional development will be supported by providing necessary materials, training books, etc. needed for continual staff learning.

Impact: Teachers gained knowledge on the specific software programs that were being used during distance learning and were able to utilize these programs to increase students efficiency. The professional development allowed teachers to understand the complexities of distance learning and attend virtual workshops that increased their knowledge base to better equip teachers to be better at research based practices.

CHRONIC ABSENTEEISM:

Data Analysis:

2018-2019:

Overall Serrano’s chronically absenteeism was 18.1% for the 2018-2019 school year. As measured by the California dashboard African American, Hispanic, Socially Disadvantaged students were in the orange, English Learners were in the yellow, Two or More Races were in the green, and Students with disabilities, Homeless, and White were in the red.

Root Cause:

We believed there is a significant correlation between our suspension data and our chronic absenteeism, especially in regard to the three sub-groups in red; Students with disabilities, Homeless, and White. However, when our suspension rate decreased by 10% our chronic absenteeism did not decrease in proportion to the suspension rate. Upon closer look, many of our students that are chronically absent have multiple years of being chronically absent, so this is more of a systemic issue vs. a new or school based.

Next Steps:

2020-2021 and 2021-2022:

We have implemented an attendance team and are creating systems of looking at data on a more regular basis. We are also creating systems that define Tier 1, Tier 2, and Tier 3 parameters and what interventions will be done when students fall under these tiers. We have also paired with the district to create an extra level of interventions and supports for our African American students. All Tier 3 students receive home visits when it is safe to do so. This will include our program facilitators and counselors to run and compile data routinely to analyze and provide supports and interventions to students.

Serrano's plan to address learning recovery include: Using a Universal Screener at the beginning of the school year to determine needs for additional support. The bottom 10% of the students will receive reading support through support classes in reading and mathematics. All students below P 1 will be placed in a reading support class in addition to the core ELA class. The support classes will be taught by students core instructional teacher. Students will also have support through tutorials which encompass 2 30 minute targeted sessions during the regular school day. Students will also 2 30 minute advisory sessions to support academic as well as the behavior component.

ELPAC and English Learner Program

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

ELPAC and English Learner Program:

GOAL:

2020-2021:

The goal for the 2020-2021 school year is to maintain 17% or less students from dropping one ELPI level and the rest of the 83% of students to maintain their ELPI level or increase by one level or more.

Achievement of Goal:

2019-2020:

No goal listed for last year. Baseline year.

2020-2021:

The goal was to increase the number of students that progressed at least one ELPI level from 37% to 47% and to decrease the number of students who dropped at least one ELPI level from 28.3% to 18.3%.

Goal was not met in students to increase one ELPI level from 37% to 47%. We maintained the 37% of students who increased one ELPI level. The goal was met in decreasing the percentage of students who went down one ELPI level from 28.3% to 17%.

ELPAC:

2019-2020 data:

Serrano had 90 students take the ELPAC. 37% or 33 students went up a level, 17% or 16 students went down a level and 45% or 41 students maintained a level.

ELD Implementation: Serrano currently implements daily ELD in ELA classes for all English Learners, more structured ELD supports in ELA for beginning, early intermediate, and intermediate English Learners, and ELD support classes for beginning and early intermediate students, as well as, any English Learners that fall in our Universal screen area of need. In addition, during Distance Learning targeted intervention sessions during asynchronous time with at least one adult who speaks Spanish for assistance and clarification were done multiple times per week. Along with our EAll, Serrano placed Spanish speaking AVID tutors in as many virtual classrooms with our 1 and 2 ELL's and 3's when able. Individual calls have been and will continue to be made in English and Spanish to parents/guardians informing them of the tutoring, students grades, missing assignments, and the need to come to school daily. Serrano has also provided communication via email (when applicable), all calls, Remind, mailing hard copies home, home visits, website, and social media (Facebook, Twitter, and Instagram). Serrano implemented many incentive programs for students to earn gift cards for coming to school, competing assignments, and attending tutoring sessions. Our program facilitator is in charge of testing systems, which include giving the tests to students whole group and the individual parts as well. Our program facilitator also administers all English Language Learner monitoring, reclassifying, and assists with professional development inside the classrooms delivering English Language Development. Our program facilitator over technology oversees all the purchasing, distribution, and problem solving involved in testing and all other aspects of technology on campus, as well as, staff development to increase the staff capacity to use all purchased apps and websites. Using the data gathered teachers and support staff will provide interventions and supports after school hours and when appropriate. Our ELL instructional tutor will delivery support on a daily basis to provide our English Language Learners daily direct connection to academics and other aspects of school life, connecting them to campus. Our ELL instructional tutor will also be a resource for testing, translation, tutor (during and after school hours if needed) and making contact with parents and guardians when needed.

TELL:**2018-2019:**

Students scored in 2018-2019, 7th grade: Advanced 13% (10 students), High 59% (45 students), Intermediate 21% (16 students), Basic 3%, and Limited 4%. 8th grade: Advanced 14% (8 students), High 64% (36 students), Intermediate 7%, Basic 11% (6 students), and Limited 4%. Students scored in 2019-2020 overall Advanced 4% (1 student), 57% (16 students), 21% (6 students), 11% (3 students), and Limited 7% (2 students).

2019-2020:

In 2019-2020 the TELL test usage was switched from a year long progress monitoring tool to an initial baseline tool. Students only took the TELL in August to give teachers a starting point. The TELL was not given in 2020-2021.

Reclassification:

2018-2019: From October 3, 2018 to October 2, 2019 we reclassified 62 of 134 English Learners, which is a 46% overall reclassification rate.

7/2020-2/2021: We reclassified 11 of 114 English Learners, which is a 9.6% overall reclassification rate.

Goal:**2020-2021:**

Our goal in 2020-2021 is to reclassify 15% of our English Language Learners.

Analysis and Root Cause:

2019-2020: We exceeded our goal, district, and state averages.

2020-2021: We have significantly decreased our goal for 2020-2021-Serrano's reclassification rates may decline due to two reasons. The first reason is the lack of the ability to gather reliable accurate data and attendance issues during the school closure for our English Learners. Second, the requirements have changed significantly increasing the difficulty to meet the requirements for an English Learner to be reclassified.

Next steps:**2019-2020:**

Continue and increase the focus on student discourse, SAMR/3 E's, SEL/RJ/PBiS, by continuing our work with an expert trainer, regular/systematic teacher planning, coaching, strategic classroom observation and feedback, lesson studies, instructional rounds, and evaluation of professional learning and teacher planning.

2020-2021 and 2021-2022:

All the above next steps are continuing and remain valid.

During Distance Learning an increased need to focus on ELL attendance and implementation of multiple supports and interventions became evident. Targeted intervention sessions during asynchronous time with at least one adult who speaks Spanish for assistance and clarification were done multiple times per week. Along with our EAll, Serrano placed Spanish speaking AVID tutors in as many virtual classrooms with our 1 and 2 ELL's and 3's when able. Individual calls have been and will continue to be made in English and Spanish to parents/guardians informing them of the tutoring, students grades, missing assignments, and the need to come to school daily. Serrano has also provided communication via email (when applicable), all calls, Remind, mailing hard copies home, home visits, website, and social media (Facebook, Twitter, and Instagram). Serrano implemented many incentive programs for student attendance, completing assignments, and attending tutoring sessions. This will include our program facilitator to run and compile data routinely to analyze and provide supports and interventions to students. Our program facilitator also administers all English Language Learner monitoring, reclassifying, and assists with professional development inside the classrooms delivering English Language Development. Our program facilitator over technology oversees all the purchasing, distribution, and problem solving involved in testing and all other aspects of technology on campus, as well as, staff development to increase the staff capacity to use all purchased apps and websites. Using the data gathered teachers and support staff will provide interventions and supports after school hours and when appropriate. Our ELL instructional tutor will delivery support on a daily basis to provide our English Language Learners daily direct connection to academics and other aspects of school life, connecting them to campus. Our ELL instructional tutor will also be a resource for testing, translation, tutor (during and after school hours if needed) and making contact with parents and guardians when needed.

CSI PLAN:

Provide intensive instruction on site and/or virtually for at risk students who are struggling in maintaining proficiency at grade level standards during after school program.

Provide reteaching time with students beyond normal school hours onsite or virtually to increase student proficiency.

Purchasing and implementing to fidelity Apps, software, and programs geared to identifying and filling gaps in students academic knowledge.

District Formative Assessments

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

Standards Aligned Assessments (Mathematics and ELA):

ELA/Math Standards Aligned Assessments/District benchmarks:

2018-2019 data:

As a site, we administered SBAC interims in 2018-2019 instead of benchmarks, so we do not have benchmark scores from last year. Serrano did take the first and second benchmark in 2017-2018. In ELA 7th grade our percent of proficiency was 18.4% on the first benchmark and 29% on the second benchmark. In ELA 8th grade our percent of proficiency was 53.3% on the first benchmarks and 11.8% on the second benchmark. In math 7th grade our percent of proficiency was 11.7% on the first benchmark and 4.3% on the second benchmark. In math 8th grade our percent of proficiency was 13% on the first benchmark and .5% on the second benchmark.

2019-2020 data:

The 2019-2020 SAA's/Benchmarks were a district pilot year, so the results cannot be compared to 2018-2019.

2020-2021 Data Analysis:

The results of the first SAA's/Benchmarks are:

7th Grade:

ELA: 282 students took the standard aligned assessment. 68% did not show mastery of the standards. 31.9% of the students did show mastery of the standards.

Math: 338 students took the standard aligned assessment. 85.5% did not show mastery of the standards. 14.2% of the students did show mastery of the standards

8th Grade:

ELA: 358 students took the standard aligned assessment. 74.3% did not show mastery of the standards. 25.7% of the students did show mastery of the standards.

Math: 396 students took the standard aligned assessment. 67.9% did not show mastery of the standards. 32.1% of the students did show mastery of the standards.

Goal:

2020-2021:

Our goal is to increase the number of students that show mastery of the standards on the first benchmark by 10%, which is from 25.7% to 35.7%.

Achievement of Goal:

2019-2020:

Our goal was to increase student proficiency by 10% on the standards included on each SAA given. We did not meet our goal.

Root Cause:

2019-2020:

8th grade math: Our formative assessments are showing us that students understand the procedural concepts for the different standards, however, a lack of a strategic continual implementation of SBAC aligned questions/assignments is needed. 7th grade math: Tutorial is being used and successful, but a need to better differentiate using tutorial, especially in large skill gaps, such as multiplying and dividing integers.

8th grade ELA: Increase exposure to text structures and complexity, increase emphasis on citing evidence to support the claim, and demonstrate comprehension of text. 7th grade ELA: Lack of mastery of language for English Learners and students with disabilities and low student ownership/motivation.

Due to school closures we only administered the first of the two SAA's/Benchmarks.

Next Steps:

2019-2020:

8th grade math: More strategic implementation of our timeline, spiraling in SBAC phrased questions, and questions missed on the SAA in our starters and other opportunities. 7th grade math: Increased differentiation/varied grouping, spiraling content, opportunities to practice, and more conceptual tutorial videos.

8th grade ELA: Increase the variety of text structures and complexity, chunking to increase access to main idea/theme, refine reading strategies, and to continue journal writing/perfect paragraphs which have shown an increase in proficiency in multiple related standards. 7th grade ELA: Increase strategies aimed at mastery of language for English Learners and students with disabilities, incorporate more instructional strategies that fit the instruction, as well as, increase student's ownership/motivation. Schoolwide: Continue and increase the focus on student discourse, SAMR/3 E's, SEL/RJ/PBiS, by continuing our work with an expert trainer, regular/systematic teacher planning, coaching, strategic classroom observation and feedback, lesson studies, instructional rounds, and evaluation of professional learning and teacher planning. Our program facilitator in charge of testing will oversee the requirements, testing schedules, monitor completion, make-ups, and the distribution of data to teachers in order to analyze and create instructional next steps. Our program facilitator over technology oversees all the purchasing, distribution, and problem solving involved in testing and all other aspects of technology on campus, as well as, staff development to increase the staff capacity to use all purchased apps and websites. Using the data gathered teachers and support staff will provide interventions and supports after school hours and when appropriate.

Next Steps:

2020-2021 and 2021-2022:

The next steps listed in 2019-2020 all continue. Serrano also implemented mandatory tutorial, placed resident guest teachers, AVID tutors, and other available staff into as many virtual classrooms as possible to increase student support. A very targeted continued effort to implement not only weekly SEL lessons, but also embed SEL into daily lesson plans with the emphasis on building staff relationships with students, but also student to student relationships.

CSI PLAN:

On site and/or virtual Independent contractor/consultation services and any materials and supplies related to the services, such as but not limited to Dr. Doug Reeves, Creative Leadership Solutions, Urban Assembly, and other entities deemed to meet the identified priorities. The Contracted service (Petals/Desert Song) will provide additional support through wrap around services including skill development in organization to be successful in ELA and Math, Attendance, Leadership and SEL.

Site-Based Data

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

Site-based Program Data:

Intervention Program Component:

Language Live:

2019-2020:

Unfortunately, due to school closures we were unable to pull the necessary data at the end of the year and the data is not available the next year from the year before.

Goal:

2020-2021:

Our goal for Language Live is that all students will increase their grade equivalency reading level by 1.5 years as measured by the beginning of the year data compared to the same assessment given at the end of the year.

Next steps:

2020-2021 and 2021-2022:

Our program facilitator and two reading intervention teachers have already taken baseline data at the beginning of the year, August 2020, and will compare that data to the same reading assessment in Language Live given in May 2021. We will report those results in the 2021-2022 SPSA. Using the data gathered teachers and support staff will provide interventions and supports after school hours and when appropriate. Our ELL instructional tutor will delivery support on a daily basis to provide our English Language Learners daily direct connection to academics and other aspects of school life, connecting them to campus. Our ELL instructional tutor will also be a resource for testing, translation, tutor (during and after school hours if needed) and making contact with parents and guardians when needed.

Suspensions:

Achievement of Goal:

2019-2020:

Serrano had a 9.0% suspension rate, which was a 10% decrease. We exceeded our goal by 7%. There is no California Dashboard data to report for the 2019-2020 school year.

2020-2021:

As of April 2021, Serrano has a .3% suspension rate. However, due to school closures this will not be accurate data for the creation of future goals.

Goal:

2020-2021 goal is to decrease the suspension rate by at least 3% from 9%. This goal was created using data prior to school closure.

Analysis and Root Cause:

2019-2020

Administration calibrated all suspensions in educational codes (a), (x), and c. New guidelines were developed and other means of correction were used in cases that were deemed not suspendible during calibration. Counselors assisted with the implementation of the other means of correction. An almost 80% decrease was seen in students with one referral getting another referral. Though we were at 9% when school closed in March, we were still in target of decreasing our suspensions by at least 3%, but the final decrease amount of 10% is partially due to not completing the school year on campus.

2020-2021:

The root cause and practices for 2019-2020 are continuing and we were seeing a significant decrease before school closure. The current drop is due to school closure and not indicative of system/practice changes.

Next steps:

2020-2021 and 2021-2022:

These steps continued in Distance Learning, but on a much smaller level. Administration also did an analysis and root cause for suspensions, which resulted in a revision of the definition of what students should be suspended for under the educational codes (a), (x), and r, continual calibration of referrals/suspensions, and increasing the use of other means of correction where appropriate.

Serrano made the Second Step-SEL lessons, a priority and they were taught schoolwide once a week. We also increased the advisory lessons on vaping/drug use, as well as, implemented the use of embedding SEL into daily academic lesson planning. This was made a priority by introducing staff to a SEL idea on how to embedded into academic lessons every Monday during staff development. This will include our program facilitators and counselors to run and compile data routinely to analyze and provide supports and interventions to students. The Contracted service (Petals/Desert Song) will provide additional support through wrap around services including skill development in organization to be successful in ELA and Math, Attendance, Leadership and SEL.

CSI PLAN:**Professional Development:**

To provide additional duty time onsite and/or virtually such as but not limited to teacher collaboration, data analysis, data chats/meetings, until planning, staff development, training, in services, planning, curriculum calibration, etc. to support academic achievement and increase teacher capacity.

Substitutes provide release time for teachers to attend in person and/or virtual professional development, collaboration, instructional planning, data meetings, conferences, lesson studies.

Conferences to be provided by researched based organizations such as but not limited to Solution-Tree, Creative Leadership Solutions, CLS, National Forum, etc. Professional development will be supported by providing necessary materials, training books, etc. needed for continual staff learning. The Contracted service (Petals/Desert Song) will provide additional support through wrap around services including skill development in organization to be successful in ELA and Math, Attendance, Leadership and SEL.

Chronic Absenteeism:**Achievement of Goal:****2019-2020:**

Though we did decrease our chronic absenteeism by .7%, we did not meet our goal of decreasing by 2%. Also, this is not an authentic decrease, because the last three months of school were not accounted for due to the school closures.

Data summary:**2019-2020:**

Overall Serrano's chronically absenteeism was 17.4% for the 2019-2020 school year. Hispanic, English Learner, and SED students were below the 17.4% average, however, White, African Americans, and students receiving Special Education were up to 10% over the school-wide 17.4% average.

2020-2021:

Overall Serrano's chronically absenteeism is currently, as of April 2021, 20.7%. Our three largest areas of concern for chronically absenteeism is our African American's at 30.2%, White at 31%, and our students who receive special education services at 25.2%.

Goal:**2020-2021:**

Due to the pandemic and school closure, our chronic absenteeism numbers were not valid from 2019-2020 and will be inflated for 2020-2021. Our Serrano goal is to stay under the middle school district average by 2%.

Root Cause:**2019-2020:**

We believed there is a significant correlation between our suspension data and our chronic absenteeism, especially in regard to the three sub-groups in red; Students with disabilities, Homeless, and White. However, when our suspension rate decreased by 10% our chronic absenteeism did not decrease in proportion to the suspension rate. Upon closer look, many of our students that are chronically absent have multiple years of being chronically absent, so this is more of a systemic issue vs. a new or school based.

2020-2021:

A significant contributor to our chronic absenteeism rate is due to school closures and distance learning.

Next steps:**2019-2020:**

As our attendance team calls home and interacts with our students who are chronically absent and we are taking data on why students are absent and categorizing them into three areas, barriers, aversions, and myths, to make more informed decisions on the next steps. Administration also did an analysis and root cause for suspensions, which resulted in a revision of the definition of what students should be suspended for under the educational codes (a), (x), and c, continual calibration of referrals/suspensions, and increasing the use of other means of correction where appropriate. Preliminary data has shown a significant decrease in the suspension percentage as of March 2020.

2020-2021 and 2021-2022:

We have implemented an attendance team and are creating systems of looking at data on a more regular basis. We are also creating systems that define Tier 1, Tier 2, and Tier 3 parameters and what interventions will be done when students fall under

these tiers. We have also paired with the district to create an extra level of interventions and supports for our African American students. All Tier 3 students receive home visits when it is safe to do so. This will include our program facilitators and counselors to run and compile data routinely to analyze and provide supports and interventions to students. The Contracted service (Petals/Desert Song) will provide additional support through wrap around services including skill development in organization to be successful in ELA and Math, Attendance, Leadership and SEL.

CSI: The Contracted service (Petals/Desert Song) will provide additional support through wrap around services including skill development in organization to be successful in ELA and Math, Attendance, Leadership and SEL.

Parent Engagement:

Achievement of Goal:

2018-2019:

We achieved the goal by increasing the number of parents/guardians using Aeries by increasing the communication.

2019-2020:

We did not meet our 2019-2020 goal by incorporating parent/guardian workshops on campus or virtually.

Goal:

2020-2021:

Our new goal is to incorporate parent/guardian workshops on campus and to increase participation in our committees-AAPAC and ELAC, which have had low to no attendance.

Analysis and Root Cause:

2018-2019:

Parents/guardians did not know how to get on Aeries, specifically using the access code and the Aeries App.

2019-2020:

We did not schedule parent/guardian workshops.

Next steps:

2020-2021 and 2021-2022:

We are meeting with agencies that provide services specific to assisting parents/guardians with current issues. We also will be utilizing Survey Monkey to ask parents/guardians what information/training they are interested in. We will send this survey out in August 2021. Both our program facilitators will be involved in obtaining this data and reviewing it to create next steps. They will also assist in home visits, setting up and maintaining the parent center (especially in regards to technology), providing trainings on academics and technology (Aeries, Google Classroom, etc.). Our ELL instructional tutor will also be a resource for testing, translation, tutor (during and after school hours if needed) and making contact with parents and guardians when needed.

- -Family Engagement Service to provide parenting classes focused on African American families on skills necessary to be successful in school and parent/student empowerment to lead to increased parent/student engagement in school.

CSI Plan Next Steps: Using the past data and lack of engagement/connections with our African American & Hispanic/ELL parents we will be seeking out contract services from parent organizations that specialize in engaging parents in culturally relevant topics and concerns.

Professional Development:

Achievement of Goal:

2019-2020:

Serrano achieved the goal and 98% of staff participated in three rounds of guided lesson studies.

Goal:

2019-2020: 95% of all staff members will participate in Guided Lesson Studies focusing on student discourse-collaboration conversations, SMP #3 and Literacy Standard 1, as measured by the after-action Google Reflection done after each cycle. Goal was met.

2020-2021: 95% of all staff members will participate in Guided Lesson Studies focusing on student discourse-collaboration

conversations, SMP #3 and Literacy Standard 1, as measured by the after-action Google Reflection done after each cycle.

Analysis and Root Cause:

Creation and maintenance of systems communicating expectations to staff and following through on those systems. We calendar cycles of beginning and ending of Guided Lesson Studies cycles in our Monday MOU staff development at the beginning of the year.

Next steps:

Continue the focus on student discourse, SAMR/3 E's, SEL/RJ/PBiS, by continuing our work with an expert trainer, regular/systematic teacher planning, coaching, strategic classroom observation and feedback, lesson studies, instructional rounds, and evaluation of professional learning and teacher planning.

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

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

2020-2021 Planned Expenditure: Strategies /Activities	Schoolwide and/or Applicable Student Group	What is effective (Include indicators showing the activity is working)	What has not been effective? (Include indicators showing the activity is not working)	Next Steps? (Strategically continue, discontinue or modifications to the program)
<p>ADDITIONAL DUTY (419 / 501 / 523)</p> <p>Parent Engagement:</p> <ul style="list-style-type: none"> • Saturday Home Visit Program that provides vital information to help parents/families with their student's achievements and success at Serrano. • Home visits to positively impact/build school-parent relationships and increase parent engagement. • To work with parents/families to build awareness/train parents about English Learner levels, the reclassification process and the importance of reclassification in order for parents to make informed decisions. <p>CSI PLAN:</p> <ul style="list-style-type: none"> • Provide intensive instruction on site and/or virtually for at risk students who are struggling in maintaining proficiency at grade level standards during after school 	<p>Schoolwide</p>	<p>Staff participated in staff development, data teams, unit planning, which have been successful as shown by the data below.</p> <p>95% of all staff members attended and participated in four rounds of Guided Lesson Studies focused on student discourse-collaboration conversations, SMP #3 and Literacy Standard 1 in the first two rounds and success criteria with smaller rounds of data use/instructional conversations the second two rounds, as measured by the after-action Google Reflection done after each cycle.</p> <p>Our reclassification rate is 46%, which is double the state average. We will continue our current practices.</p> <p>Our most current ELPAC/TELL scores reflect that our current practices are raising ELPAC and TELL scores by 5 to 7% from 7th to 8th grade.</p>	<p>N/A</p>	<p>We will continue to communicate across multiple platforms, as well as add parent/guardian training, workshops, etc. after school on multiple subjects.</p> <p>We will continue our Staff Development practices and focuses with a renewed review of Data Teams.</p>

<p>program.</p> <ul style="list-style-type: none"> • Provide reteaching time with students beyond normal school hours onsite or virtually to increase student proficiency. <p>Professional Development:</p> <ul style="list-style-type: none"> • To provide additional duty time onsite and/or virtually such as but not limited to teacher collaboration, data analysis, data chats/meetings, until planning, staff development, training, inservices, planning, curriculum calibration, etc. to support academic achievement and increase teacher capacity. (523) 		<p>Our African-American students in ELA/Math decreased their distance from 3 and surpassed the district and school goal in math as measured by CAASPP.</p>		
<p>INSTRUCTIONAL EQUIPMENT (419)</p> <ul style="list-style-type: none"> • Purchase technology, such as, but not limited to laptops, iPads, accessories, printers, equipment necessary for Robotics, tech-Mouse Club, etc., to enhance rigor and engagement for students on site & during distance learning. <p>Parent Engagement:</p> <ul style="list-style-type: none"> • Purchase technology, such as, but not limited to laptops, iPads, accessories, printers, etc., for our parent resource center to assist parent/guardians with technological support. 	<p>Schoolwide</p>	<p>Serrano is a one to one school, all students were provided with an iPad, as well as staff who provide indirect and direct academic support/ teaching in virtual small group and/or whole group. Certificated staff were also assigned a laptop. All staff routinely used, integrated technology in their lessons, assisted with and accessed apps, Google Classroom, etc. which increased the level of engagement and overall quality of online lessons, as seen via virtual walkthroughs, lesson studies and instructional rounds. Google feedback forms were utilized for all walkthroughs.</p>	<p>N/A</p>	<p>We will continue our current practices of replenishing technology for staff and students.</p>

		<p>98% of students had access to and participated in weekly monitoring of their academic success, as measured by data reports.</p> <p>Serrano had multiple sections of Robotics and Mouse Club that have shown to be effective. These Robotic classes enhanced rigor in the classroom, provided high level thinking skills, and engaged students in their online learning. This is evidenced by the wait list for students to get into the class, the need to add additional sections, instructional virtual walkthroughs, observation of engagement.</p> <p>The technology was extremely effective when it became necessary to transition to 100% distant learning as evidenced by participation and attendance reports.</p>		
<p>SUBSTITUTE (419 / 501 / 523)</p> <p>Professional Development:</p> <ul style="list-style-type: none"> To provide release time for teachers to attend in person and/or virtual professional development, such as but not limited to, instructional rounds, collaboration, instructional planning, data meetings, conferences, lesson studies, observation of Common Core Demonstration 	<p>Schoolwide</p>	<p>Staff participated in staff development, data teams, unit planning, culturally responsiveness, SEL trainings, which has been successful as shown by the data below.</p> <p>Subs help us to increase small groups. Subs also cover departments to engage in regular continuous process in order to promote instructional conversations in order to make adaption to</p>	<p>N/A</p>	<p>Site will continue to fund substitutes next year.</p>

<p>teachers/ other experts, (501/523)</p> <ul style="list-style-type: none"> Provide release time for MTSS, IEPs meetings, SEL, PBiS, and any other school focus, etc.to increase teacher capacity.(419) <p>CSI PLAN: Professional Development:</p> <ul style="list-style-type: none"> To provide release time for teachers to attend in person and/or virtual professional development, collaboration, instructional planning, data meetings, conferences, lesson studies. 		<p>the instructional process.</p> <p>95% of all staff members attended and participated in 2 rounds of Guided Lesson Studies focused on student discourse-collaboration conversations, SMP #3 and Literacy Standard 1, and the last 2 rounds added the creation of success criteria and 1/2 period data cycles to inform instruction/ instructional conversations for a total of 4 rounds. All was measured by the after-action Google Reflection done after each cycle.</p> <p>Our African-American students in ELA/Math decreased their distance from 3 and surpassed the district</p>		
<p>RECREATIONAL AIDE (419)</p> <ul style="list-style-type: none"> Provide supervision support for students as part of our commitment to a safe and welcoming environment for all students and staff. 	<p>Schoolwide</p>	<p>This position among other interventions/ proactive actions have shown to be effective. It increased active online supervision, thus decreasing negative behaviors. Serrano's suspension rate for 2018-2019 was 19% and has dropped to 9% in 2019-2020. Our suspension rate to this point for 2020-2021 is not accurate due to school closures and students being at home. Interventions/proactive measures have been successful as evident by the suspension data.</p>	<p>N/A</p>	<p>The site will continue to fund Rec. Aides next year.</p>
<p>COUNSELOR ADDITIONAL DUTY (419)</p>	<p>Schoolwide Students with</p>	<p>PBiS, Restorative Justice, and Social Emotional Learning-SEL</p>	<p>N/A</p>	<p>Next steps are to continue working on these systems, as well as,</p>

<ul style="list-style-type: none"> To provide in person and/or virtual professional development related to socio-emotional learning, positive behavior support interventions, restorative practices and academic support for college and career readiness. Supports academic achievement by providing emotional support and behavioral interventions outside of the contract time. To provide mentoring to increase student engagement and academic success. <p>Parent Engagement:</p> <ul style="list-style-type: none"> Supports parent engagement by paying certificated staff to visit students home outside of the contract hours and hold parent/guardian centered training's. 	<p>Disabilities Homeless</p>	<p>have progressively been Serrano's whole school focus which has increased culture, student overall well-being, positive behavior, and emotional health of all stakeholders as evidenced by the student panoramic survey data and decrease suspension percentage report.</p> <p>In the 2019-2020 and 2020-2021 school year, the site adopted and delivered SEL lessons school wide which have been working as evidenced by the decrease of suspensions and feedback. Serrano used Second Step curriculum as a universal support once a week in all classrooms via advisory and in targeted SEL areas with students requiring tier 2 and tier 3 supports. Counselors are almost finished with the process of reviewing, unpacking, and organizing the Second Step lessons by SEL standard and benchmark. This information will be used next year to create more targeted small group intervention groups for students.</p>		<p>implementing SEL strategies into teachers daily lesson plans.</p>
<p>PROGRAM FACILITATOR (419 / 501)</p> <p>Program Facilitator for Instructional Technology:</p> <ul style="list-style-type: none"> Increase the use of technology in the classrooms and/or 	<p>Schoolwide English Learner</p>	<p>The program facilitator was irreplaceable in the distribution, replacement, and trouble shooting of devices, apps, and programs during distance learning. This was evidence by our</p>	<p>N/A</p>	<p>We will continue our practices of implementation, coaching, and staff development to deepen our staffs understanding and use of technology.</p>

<p>during distance learning, implement one to one iPads, and explore and use different apps and programs to increase use and engagement of technology in the classrooms to improve academic achievement.</p> <p>Professional Development:</p> <ul style="list-style-type: none"> • Supports academic achievement and professional development by providing resources, training, and systems to implement technology in the classrooms and/or during distance learning and with staff to increase teaching strategies. <p>Parent Engagement:</p> <ul style="list-style-type: none"> • Supports parent/guardian engagement by providing access, training and support to parents/guardians for Aeries and with interaction with parents/guardians and their students. <p>Program Facilitator:</p> <ul style="list-style-type: none"> • Identify and place students in specific intervention supports, providing interventions for students, data collection and individual review of student progress throughout the year, such as support classes, ELD classes/instruction, 	<p>average 93% attendance rate.</p> <p>While on campus, technology was used effectively by the student body during their online lessons. The technology was integrated in all aspects of the academic school day as evidenced by Google Classroom, participation rates, virtual walkthroughs, and feedback forms. 98% of students had access too and participated in weekly monitoring of their grades via Aeries in Advisory as evidenced by agenda checks.This was extremely effective when it became necessary to transition to 100% distant learning. Students were better equipped in doing their lessons online with very little disruption in their virtual academic program as evidenced by participation rates and virtual observations.</p> <p>Coaching was provided to all staff members on a daily basis which assisted in implementing and integrating technology into the online lessons which increased the level of engagement and overall quality of lessons as seen via walkthroughs, lesson studies and instructional rounds. The program facilitator has provided and continues to provide staff development on</p>	
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<p>tutoring (before, during, and/or after school), targeted differentiated instruction, use of Accelerated Reader, READ180/System44, and/or other researched based programs/curriculum targeted toward increasing reading skills and comprehension.</p> <ul style="list-style-type: none"> • Supports academic achievement professional development by providing interventions to multiple subgroups and any student who demonstrates a need for intervention. • Providing enrichment and challenging, interactive lessons to students before and after school, as well as Saturdays to increase student engagement and academic proficiency. • To work collaboratively with teachers on tier 2 and 3 student interventions and supports, as well as progress monitoring to help students make academic growth. • Manage and implement all state, district, and site testing throughout the school year to ensure all student are tested. • Increase reading and proficiency and provide timely 		<p>current technology apps and platforms, as well as new ones. This staff development and daily coaching was necessary for the successful implementation of distance learning. The program facilitator was irreplaceable in the distribution, replacement, and trouble shooting of devices, apps, and programs during distance learning. This was evidence by our average 93% attendance rate and virtual walkthroughs.</p>		
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<p>interventions for students On Watch, Intervention and Urgent Intervention levels to close the achievement gap</p> <ul style="list-style-type: none"> • Support parent engagement through the facilitation of Serrano’s parent/guardian committees such as but not limited to SSC, ELAC, AAPAC, etc. 				
<p>PROGRAM FACILITATOR ADDITIONAL DUTY (419 / 501)</p> <ul style="list-style-type: none"> • Provides intervention and reteaching in person and/or virtually to students before and after school to increase their achievement. • Providing enrichment and challenging, interactive lessons to students before and after school, as well as Saturdays to increase student engagement and academic proficiency. <p>Professional Development:</p> <ul style="list-style-type: none"> • To provide such as but not limited to instructional planning in data teams, professional development, training, etc. (in person and/or virtually) to improve student academic achievement. <p>Parent Engagement:</p> <ul style="list-style-type: none"> • Provides outreach, resources, home visits, etc. to parents before and after 	<p>Schoolwide</p>	<p>Our program facilitator position was successful in providing supports and interventions for English Language Learners, GATE, and students with disabilities. The PF also provided continued communication with ELLs and parents/guardians in regards to reclassification, which has show to be effective by our reclassification rate shown in the data below.</p> <p>Our reclassification rate is 46%, which is double the state average. We will continue our current practices. Our most current ELPAC/TELL scores reflect that our current practices are raising ELPAC and TELL scores by 5 to 7% from 7th to 8th grade.</p> <p>Our African-American students in ELA/Math decreased their distance from 3 and surpassed the district and school goal in</p>	<p>N/A</p>	<p>Additional duty for the Program Facilitator will continue next year.</p>

<p>school, as well as, on Saturdays to assist in student academic success and building parent capacity, so they are able to help their student at home.</p>		<p>math as measured by CAASPP. New test scores are not available due to school closure.</p>		
<p>BILINGUAL CLERK (419)</p> <ul style="list-style-type: none"> To confer with parents, community and public agencies regarding students' status, to assist in compiling records, verifying absences, registering students, and providing factual information regarding school matters over the telephone, in person and/or virtually. Supports parent engagement by providing accesses to resources, events and communication to parents/guardians so they are better informed. To translate and provide interpretation including reclassification documentation to assist parents/families in having a better understanding and building their capacity in order to make informed decisions. To contact and provide notifications to parents regarding scheduled SSTs and IEPs to increase participation. 	<p>Schoolwide English Learner Reclassified</p>	<p>The support to parents/families has been successful. Participation to school activities and events have increased the last two years (2018-2019 and 2019-2020). This continued communication was essential during 2020-2021 and distance learning. Clerk communicated with parents/guardians via phone, email, and all call systems. The translation of documents and interpretation assisted in parents/families accessing all communication, as well as being better informed in their student's academic success with online learning. This is evidenced by sign in sheets, system reports, translated documents and reclassification data below.</p> <p>Our reclassification rate is 46%, which is double the state average. We will continue our current practices, which includes the assistance in communication with parents/guardians from bilingual clerk.</p> <p>Our ELPAC/TELL scores reflect that our current practices are raising</p>	<p>N/A</p>	<p>The bilingual clerk will continue to be funded next year.</p>

		<p>ELPAC and TELL scores by 5 to 7% from 7th to 8th grade, as last measured before school closure.</p> <p>Aeries parent participation has increased for the last two years, 2018-2019 and 2019-2020 school year due to increasing the communication across multiple platforms as evidenced by usage report. This continued communication was essential during distance learning.</p>		
<p>INSTRUCTIONAL MATERIALS/SUPPLIES (501)</p> <ul style="list-style-type: none"> Instructional materials and supplies such as, but not limited too, texts for units, magazine subscriptions, library books, manipulatives, eBooks, vocabulary enrichment, novels, supplemental materials for struggling students, as well as, for enrichment of lessons etc. to support our academic and/or other learning environment priorities in all of the following areas ELA/ELA support, Math/Math support, Special Education, Science, Social studies, AVID, Electives, Robotics, STEM, PE, VAPA, Music, ELD, READ180 etc. 	<p>Schoolwide English Learner Students with Disabilities</p>	<p>The materials and supplies purchased were effective and utilized by students during distance learning, which helped with engaging students, as evidenced by instructional rounds, lesson studies, and our increase in student achievement.</p> <p>Our African-American students in ELA/Math which decreased their distance from 3 and surpassed the district and school goal in math as measured by CAASPP. Due to school closures, this is the last state testing data.</p> <p>Our ELPAC/TELL scores reflect that our current practices are raising ELPAC and TELL scores by 5 to 7% from 7th to 8th grade. Due to school closures, this is the last ELPAC testing data.</p> <p>The materials purchased for parent</p>	<p>N/A</p>	<p>The site will continue to purchase instructional materials and supplies. The site will also continue to assist parents/families with their technology challenges.</p>

<p>Parent Engagement</p> <ul style="list-style-type: none"> • Instructional materials and supplies such as but not limited to binders, markers, poster/chart paper, etc. for parent training's, workshops, meetings, etc. to build the parents' capacity in order to assist in their student's academic success. 		<p>virtual training, workshops, and meetings were effective in continuing participation, increasing higher level of engagement, as evidenced by sign in sheets, observations, and graduation/ completion from parent workshops.</p> <p>In the last two years, 2018-2019 and 2019-2020 we increased the number of parents/guardians who used Aeries by increasing the communication across multiple platforms as evidenced by usage report. However, during 2020-2021 we had an increase of parents/guardians without parent portal due to school closures, technology challenges, and communication restrictions. We had 77% of parents and guardians with parent portals as evidenced by Aeries reports.</p>		
<p>IN-SERVICE /CONFERENCES (419 / 501 / 523)</p> <ul style="list-style-type: none"> • In person and/or virtual Inservices and conferences such as but not limited to Teach Like a Champion (TLAC), Data Teams, the Formative approach, Speed of Trust, Instructional Coaching/Rounds, AVID, and professional readings, (523) • Provide training on PBIS/Restorative 	<p>Schoolwide</p>	<p>Our staff participated in professional readings, training, and outside coaching centered around our PD goals, with a renewed concentration on effective data teams. This professional development was effective as determined by virtual walkthroughs, lesson studies, instructional rounds, and Google feedback forms that were utilized for all walkthroughs. 95% of all staff members</p>	<p>N/A</p>	<p>Inservices and conferences will continue to be funded.</p>

<p>Practices, Social Emotional Learning, Trauma Informed, curriculum calibration, staff development, conference registration, lodging to increase teacher capacity.</p> <p>CSI PLAN:</p> <ul style="list-style-type: none"> Professional development will be targeted and prioritized based on the needs of the current staff and student population’s needs to better assist them. All staff development will be researched based and continually evaluated for effectiveness. These services will be provided by researched based organizations such as but not limited to Solution-Tree, Creative Leadership Solutions, CLS, National Forum, etc. Professional development will be supported by providing necessary materials, training books, etc. needed for continual staff learning. 		<p>attended and participated in Guided Lesson Studies focused on student discourse-collaboration conversations, SMP #3 and Literacy Standard 1, as measured by the after-action Google Reflection done after each cycle.</p> <p>Also effective by our ELPAC/TELL scores reflect that our current practices are raising ELPAC and TELL scores by 5 to 7% from 7th to 8th grade. Due to school closures, this is the last ELPAC testing data.</p> <p>Another measure of effectiveness is the Implementation of weekly Second Step SEL lessons school wide. These overall efforts saw a decline in our 19% suspension rate from 2018-2019 to 9% in 2019-2020, which is less than half from the previous year.</p>		
<p>FIELD TRIP TRANSPORTATION (419)</p> <ul style="list-style-type: none"> Additional learning opportunities outside the school environment such as but not limited to colleges, university campuses, museums etc. to provide additional educational 	<p>Schoolwide</p>	<p>No field trip transportation were utilized due to school closures for the 2020-2021 school year. Field trip transportation was not utilized. According to the Possible Future Expenditures, the allocation was transferred to technology. See technology line item</p>	<p>N/A</p>	<p>At this time Serrano will not be funding Field Trip Transportation for the 2021-2022 school due to the current restrictions. If the restrictions are lifted this will be reconsidered.</p>

<p>experiences during and outside the regular school day for students to extend their learning, connections from CCSS to real life, access 21st century learning experiences, and to apply those experiences to solving real life situations. This supports academic achievement by providing experiences linking content area curriculum to real life, problem solving and exposure to 21st century skills.</p>		<p>for evaluation.</p>		
<p>COMPUTER ACCESSORIES, SUPPLIES AND SOFTWARE (419 / 501 / 523)</p> <ul style="list-style-type: none"> • Purchase equipment, accessories and supplies such as, but not limited to, iPads, desktops, laptops, Apple TVs, ELMOs, projectors, printers, carts, keyboards, headphones, batteries, computer apps/learning programs for research, enrichment, etc. that assist students in comprehension skills, learning 21 century skills/standards and enhance rigor and engagement for students, especial in regards to distance learning. <p>CSI PLAN</p> <ul style="list-style-type: none"> • Purchase equipment, accessories, iPads, 	<p>Schoolwide</p>	<p>Serrano is a one to one school, all students were provided with an iPad, as well as staff who provide indirect and direct academic support/ teaching in virtual small groups and/or whole group. All staff routinely used, integrated technology in their online lessons, assisted with and accessed apps, Google Classroom, etc. which increased the level of engagement and overall quality of lessons, as seen via virtual walkthroughs, lesson studies and instructional rounds. Google feedback forms were utilized for all walkthroughs. All students had access to and participated in weekly monitoring of their academic success, as measured by individual Google</p>	<p>N/A</p>	<p>Technology will continue to be funded next year.</p>

<p>desktops, laptops, printers, carts, keyboards, headphones, computer apps/learning programs for research, enrichment, that assist students in comprehension skills, learning 21 century skills/standards and enhance rigor and engagement for students, especial in regards to distance learning.</p>		<p>Documents grade check and reflections.</p> <p>Serrano has multiple sections of Robotics and Mouse Club that have shown to be effective. These Robotic classes enhanced rigor in the classroom, provided high level thinking skills, and engaged students in their online learning. This is evidenced by the wait list for students to get into the class, the need to add additional sections, virtual instructional walkthroughs, and observation of engagement. 2019-2020 is the first year for Mouse Club and the class was at capacity, also with a wait list of student requests to get into the class. The class continued to be successful in distance learning as measured by projects students completed, the interest in the class and virtual walkthroughs. However, due to school closures, the data was limited.</p> <p>The technology was extremely effective when it became necessary to transition and stay in 100% distant learning as evidenced by participation and attendance reports. Also, surveys given to staff on what apps and software were utilized to make changes in purchasing.</p>		
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<p>MAINTENANCE AGREEMENTS (419)</p> <ul style="list-style-type: none"> To purchase and maintain working equipment for teachers to be able to copy needed supplemental materials such as, but not limited to, activities that enrich all students learning, intervention resources, etc. <p>Parent Engagement:</p> <ul style="list-style-type: none"> Provide services to support creation of instructional materials for parent training/workshops to build the parents capacity and to support parent and community communication. 	<p>Schoolwide</p>	<p>Students received supplemental materials needed to engage them in their learning and to better understand the lessons taught online. This was evident during virtual walkthroughs, instructional rounds, and lesson studies.</p>	<p>N/A</p>	<p>Maintenance agreements will continue next year.</p>
<p>POSTAGE (419)</p> <p>Parent Engagement:</p> <ul style="list-style-type: none"> Provide a way for parents to receive information on opportunities to attend training sessions, workshops, school events, parent/guardian/community committees, etc. in order to attend and/or to obtain knowledge and skills to assist students at home and to positively impact overall student achievement and the school-parent connection. Any communication and/or documents that needs to be sent via mail for the 	<p>Schoolwide Students with Disabilities English Learner</p>	<p>Postage for parent engagement was effective. An increase of parent/guardian, 30 plus participation for training sessions, workshops, and other school events have increased for two years (2018-2019 and 2019-2020). There has also been an increase in parents/guardians utilizing Aeries to monitor their student's academics, communicate with teachers, etc. This is evidenced by sign ins, observations, Aeries reports, teacher feedback and teacher-parent team meetings. Although still effective, due to school closures and technology challenges, the</p>	<p>N/A</p>	<p>Monies will be allocated for postage next year. The site will continue to assist parents/families with their technology challenges.</p>

<p>purpose of communication resources and/or providing documentation.</p>		<p>parent/guardian participation was much lower during 2020-2021 distance learning.</p>		
<p>CATERING (419)</p> <p>Parent Engagement</p> <ul style="list-style-type: none"> Provide catering for student and parent events such as, but not limited to, SSC, ELAC, AAPAC, math night, ELA night, Saturday Home Visits, coffee with the principal, student advisory events, workshops, training, etc. to encourage and increase participation. 	<p>Schoolwide English Learner African American</p>	<p>No catering was utilized due to school closures for the 2020-2021 school year. Catering was not utilized. According to the Possible Future Expenditures, the allocation was transferred to technology. See technology line item for evaluation.</p>	<p>N/A</p>	<p>We reduced the amount of money allocated for catering considerable for the 2021-2022 school year due to the current restrictions. We did allocate a small amount for possible in person trainings, parent councils, parent trainings, and other sessions.</p>
<p>TECHNOLOGY FEES AND LICENSES (419 / 501 / 523)</p> <ul style="list-style-type: none"> Tech fees and software licenses such as, but not limited to, Read 180, AR (Accelerated Reader), Apps, websites, etc. to support all areas of literacy, engage and increase student achievement in ELA, Math and Science. This will support academic achievement by providing technology, technology resources, resources and accessories to enhance rigor and engagement for students, especially with distance learning. <p>CSI PLAN:</p>	<p>Schoolwide</p>	<p>Usage reports were run routinely which determined usage and effectiveness. The licenses used by the site were Class Kick, NewELA, GoFormative, WordWall, MobyMax, and Math/ELA IXL. These licenses were effectively used and have shown an increase in engagement as evidenced by program reports, virtual walkthrough, observations, class data, and guided lesson studies.</p> <p>Serrano is a one to one school, all students were provided with an iPad, as well as staff who provide indirect and direct academic support/ taught virtual small groups and/or whole groups. All staff routinely used, integrated technology</p>	<p>N/A</p>	<p>The site will continue to purchase licenses.</p>

<ul style="list-style-type: none"> Tech fees and software licenses, Apps, websites, to support all areas of literacy, engage and increase student achievement in ELA, Math and Science. 		<p>in their lessons, assisted with and accessed apps, Google Classroom, etc. which increased the level of engagement and overall quality of online lessons, as seen via virtual walkthroughs, lesson studies and instructional rounds. Google feedback forms were utilized for all walkthroughs. All students had access to and participated in weekly monitoring of their academic success, as measured by individual Google Documents grade check and reflection.</p> <p>Serrano had multiple sections of Robotics and Mouse Club that have shown to be effective. These Robotic classes enhanced rigor in the classroom, provided high level thinking skills, and engaged students in their online learning. This is evidenced by the wait list for students to get into the class, the need to add additional sections, virtual instructional walkthroughs, and observation of engagement. 2019-2020 is the first year for Mouse Club and the class was at capacity, also with a wait list of student requests to get into the class. The class continued to be successful in distance learning as measured by projects students completed, virtual</p>		
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		<p>walkthroughs, and the interest in the class. However, due to school closures the data was limited.</p> <p>The technology was extremely effective when it became necessary to transition and stay in 100% distant learning as evidenced by participation and attendance reports. Also, surveys given to staff on what apps and software were utilized to make changes in purchasing.</p>		
<p>DISTRICT COMPUTER WARRANTY AND REPAIR (501)</p> <ul style="list-style-type: none"> To maintain working equipment to create and support interactive engaging lessons that increase student proficiency. It will support academic achievement by maintaining technology, technology resources, resources and accessories to enhance rigor and engagement for students. 	<p>Schoolwide</p>	<p>The warranties were effective in keeping the technology in working order for distance learning.</p> <p>Serrano is a one to one school, all students were provided with an iPad, as well as staff who provide indirect and direct academic support/ taught virtual small groups and/or whole groups. All staff routinely used, integrated technology in their lessons, assisted with and accessed apps, Google Classroom, etc. which increased the level of engagement and overall quality of online lessons, as seen via virtual walkthroughs, lesson studies and instructional rounds. Google feedback forms were utilized for all walkthroughs. All students had access to and participated in weekly monitoring of their academic success,</p>	<p>N/A</p>	<p>The site will purchase technology warranty within the technology allocation.</p>

	<p>as measured by individual Google Documents grade check and reflection.</p> <p>Serrano had multiple sections of Robotics and Mouse Club that have shown to be effective. These Robotic classes enhanced rigor in the classroom, provided high level thinking skills, and engaged students in their online learning. This is evidenced by the wait list for students to get into the class, the need to add additional sections, virtual instructional walkthroughs, and observation of engagement. 2019-2020 is the first year for Mouse Club and the class was at capacity, also with a wait list of student requests to get into the class. The class continued to be successful in distance learning as measured by projects students completed, virtual walkthroughs, and the interest in the class. However, due to school closures the data was limited.</p> <p>The technology was extremely effective when it became necessary to transition and stay in 100% distant learning as evidenced by participation and attendance reports. Also, surveys given to staff on what apps and software were utilized</p>		
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		to make changes in purchasing.		
<p>MUSICAL INSTRUCTIONAL MATERIALS AND SUPPLIES (419)</p> <ul style="list-style-type: none"> To purchase musical instruments, materials and supplies for our music program, such as choir, drum line, jazz band, orchestra, band, etc. to encourage students to participate in extracurricular activities. This supports academic achievement by creating a strong music program which connects students to school. Music has also been shown via research to increase academic processing abilities. 	Schoolwide	<p>Our music continued through distance learning, however not at the same level. Serrano did distribute musical instructional materials via grab and go's, home visits, and mailing them home which assisted with student engagement. This was evidenced by feedback.</p> <p>The data and statement below remains the best summary of our music program and what it will be in 2021-2022. Our music program is an extremely important and vital part of our VAPA career path. Over 300 students are involved in either the advanced band, band, orchestra, beginning orchestra, choir, jazz band, and/or drum line. Our music program and performances provided a strong school to home connection for both students, families, and the community. We have had many students progress to the next levels, such as district, county, and state honor bands. Students in our music program have demonstrated a higher overall GPA than the student body as a whole. This is evidenced by Aeries reports and student feedback.</p>	N/A	The site will continue to purchase musical instructional materials/supplies next year.
FIELD TRIP ADMISSIONS (419)	Schoolwide	No field trip admissions were utilized due to	N/A	At this time Serrano will not be funding Field Trip

<ul style="list-style-type: none"> Additional learning opportunities outside the school environment (In person and/or virtual) such as but not limited to colleges, university campuses, museums etc. to provide additional educational experiences during and outside the regular school day for students to extend their learning, connections from CCSS to real life, access 21st century learning experiences, and to apply those experiences to solving real life situations. This includes admissions, entrance, other fees associated with going and entering the destination. This supports academic achievement by providing experiences linking content area curriculum to real life, problem solving and exposure to 21st century skills. 		<p>school closures for the 2020-2021 school year. Field trip admissions was not utilized. According to the Possible Future Expenditures, the allocation was transferred to technology. See technology line item for evaluation.</p>		<p>Admissions for the 2021-2022 school due to the current restrictions. If the restrictions are lifted this will be reconsidered.</p>
<p>STUDENTS INCENTIVES/OTHER SERVICES/FEES/PARENT IN-SERVICES (419 / 523)</p> <ul style="list-style-type: none"> Incentives such as but not limited to technology items (ear buds, styluses, etc.), student supplies, certificates, ribbons, plaques etc. to maximize student engagement/ participation 	<p>Schoolwide</p>	<p>Systems were implemented to reward/award positive student outcomes in many areas by providing student chosen incentives, etc. to promote PBiS, SEL, and increase usage/responsibility of technology during distance learning. This system was effective as demonstrated by an increase in climate of</p>	<p>N/A</p>	<p>Incentives will be purchase to maximized student engagement, participation, attendance, and academics.</p>

<p>/achievement and increase -</p> <p>CSI PLAN</p> <ul style="list-style-type: none"> Increase parent/guardian knowledge, skills and understanding of behavior, academics, social issues, current subjects and anything that may pertain to the success of students and parent/guardians in the educational system. 		<p>support for academic learning which was at 80%, as measure by the student panorama survey, and technology report.</p> <p>This was effective as evidenced by our African-American students in ELA/Math decreasing their distance from 3 as measured by the CAASPP and surpassed the district and school goal in math. Due to school closures, this is the last state testing data. Demonstrating an increase interest and connection to school overall.</p>		
<p>COMPUTER EQUIPMENT FROM \$500 to \$4,999 (501 / 523)</p> <p>Parent Engagement:</p> <ul style="list-style-type: none"> Purchase computer equipment, such as, but not limited to laptops, iPads, accessories, printers, etc., for our parent resource center to assist parent/guardians with technological support. <p>(501)</p> <p>CSI PLAN</p> <ul style="list-style-type: none"> Purchase computer equipment such as, but not limited to, laptops, iPads, accessories, Apple TVs, ELMOs, projectors, printers, carts, equipment necessary for Robotics, tech-Mouse Club, etc. for research, enrichment, etc. that assist students 	<p>Schoolwide</p>	<p>Serrano is a one to one school, all students were provided with an iPad, as well as staff who provide indirect and direct academic support/ taught virtual small groups and/or whole groups. All staff routinely used, integrated technology in their lessons, assisted with and accessed apps, Google Classroom, etc. which increased the level of engagement and overall quality of online lessons, as seen via virtual walkthroughs, lesson studies and instructional rounds. Google feedback forms were utilized for all walkthroughs. All students had access to and participated in weekly monitoring of their academic success, as measured by individual Google</p>	<p>N/A</p>	<p>Technology will continue to be purchased next year.</p>

<p>in comprehension skills, learning 21 century skills/standards and enhance rigor and engagement for students onsite and/or distance learning.</p>		<p>Documents grade check and reflection.</p> <p>Serrano had multiple sections of Robotics and Mouse Club that have shown to be effective. These Robotic classes enhanced rigor in the classroom, provided high level thinking skills, and engaged students in their online learning. This is evidenced by the wait list for students to get into the class, the need to add additional sections, virtual instructional walkthroughs, and observation of engagement. 2019-2020 is the first year for Mouse Club and the class was at capacity, also with a wait list of student requests to get into the class. The class continued to be successful in distance learning as measured by projects students completed, virtual walkthroughs, and the interest in the class. However, due to school closures the data was limited.</p> <p>The technology was extremely effective when it became necessary to transition and stay in 100% distant learning as evidenced by participation and attendance reports. Also, surveys given to staff on what apps and software were utilized to make changes in purchasing.</p>		
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<p>MUSICAL INSTRUMENTS (419)</p> <ul style="list-style-type: none"> To purchase musical instruments for our music program, such as choir, drum line, jazz band, orchestra, band, etc. to encourage students to participate in extra-curricular activities. This supports academic achievement by creating a strong music program which connects students to school. Music has also been shown via research to increase academic processing abilities. 	<p>Schoolwide</p>	<p>Our music program continued through distance learning, however not at the same level. The data and statement below remains the best summary of our music program and what it will be in 2021-2022. Our music program is an extremely important and vital part of our VAPA career path. Over 300 students are involved in either the advanced band, band, orchestra, beginning orchestra, choir, jazz band, and/or drum line. Our music program and performances provided a strong school to home connection for both students, families, and the community. We have had many students progress to the next levels, such as district, county, and state honor bands. Students in our music program have demonstrated a higher overall GPA than the student body as a whole. This is evidenced by Aeries reports and student feedback.</p>	<p>N/A</p>	<p>Musical instruments will be purchased to encourage students to participate in extra-curricular activities.</p>
<p>INDEPENDENT CONTRACTOR/CONSULTATION (501 / 523)</p> <ul style="list-style-type: none"> Consultant services to increase teacher capacity. All services are directly related to current staff development needs and foci. This supports professional development by providing necessary materials, training's, 	<p>Schoolwide</p>	<p>All departments (staff) received multiple sessions from Dr. Reeves and creative leadership to deepend the implementation of data cycles and the instructional conversations from effectively looking at data. This is evidenced by the schedules, coaching sessions with the principal to discuss current staff progress and next steps, and the</p>	<p>N/A</p>	<p>The independent contractor/consultation will be provided next year to support professional development</p>

<p>books, etc. needed for continual staff learning.</p> <p>CSI PLAN: On site and/or virtual Independent contractor/consultation services and any materials and supplies related to the services, such as but not limited to Dr.Doug Reeves, Creative Leadership Solutions,</p>		<p>deepening of understanding shown in the Debriefing Google Documents completed by each department.</p> <p>Our staff participated in professional readings, training, and outside coaching centered around our PD goals, with a renewed concentration on effective data teams. This was effective as evidenced by instructional walkthroughs, lesson studies, and student academic achievement with our African-American students.</p> <p>Serrano</p>		
<p>OTHER BOOKS (501)</p> <p>Professional Development:</p> <ul style="list-style-type: none"> Necessary professional development/training books which include e-books associated with the staff development foci: Teach Like a Champion (TLAC), Data Teams, the Formative approach, Speed of Trust, Instructional Coaching/Rounds, AVID, STEM, Literacy, professional readings, and continual creation and monitoring of professional learning goals, etc. needed for continual staff learning. All other books are directly related to current staff development needs and foci. This 	<p>Schoolwide</p>	<p>Books purchased were utilized. 95% of all staff members attended and participated in 4 rounds of Guided Lesson Studies focused on student discourse-collaboration conversations, SMP #3, Literacy Standard 1, creation of success criteria, 1 to 2 day data cycles, and targeted instructional conversations, as measured by the after-action Google Reflection done after each cycle. Our staff participated in professional readings, trainings, and out side coaching centered around our PD goals, with a renewed concentration on effective data teams as measured by the after-action Google Reflection done after each cycle.</p>	<p>N/A</p>	<p>Other books for professional development will be provided next year.</p>

<p>supports professional development by providing necessary materials, training, books, etc. needed for continual staff learning.</p>				
<p>INSTRUCTIONAL ASSISTANT/EALII (501)</p> <ul style="list-style-type: none"> To provide small group instruction in and/or out of class and/or virtually in ELA/Math in order to increase student achievement. To reduce the staff to student ratio to increase individual student needs. To provide English Learners access to the curriculum through explicit vocabulary and language acquisition to increase their English proficiency. This supports academic achievement by providing resources, support and interventions to ELL's. 	<p>Schoolwide English Learner</p>	<p>Our EALII was essential in administering small group tutoring and many other supports during distance learning as evidenced by virtual walkthroughs.</p> <p>Small group instruction by our EA III has been effective as measured by our reclassification rate which is 46%, which is double the state average and increase in ELPAC/TELL scores shown below.</p> <p>EA III was effective in communicating with parents/guardians and explained, reviewed academic progress, student needs, provided resources, and discussed ways parents can assist their student at home as evidenced by parent feedback and observations.</p>	<p>N/A</p>	<p>Instructional assistant will continue next year.</p>
<p>DISTRICT PRINTING (501)</p> <ul style="list-style-type: none"> To improve parent and teacher communication, improve student organizational skills, and improve student achievement, printing for activities such as but not limited to workshops, 	<p>Schoolwide</p>	<p>During distance learning, district printing was utilized which increase communication with students and parents/guardians who were not engaging via technology. It was also utilized which increased positive relations with students and parents/ guardians by sending cards from staff for positive</p>	<p>N/A</p>	<p>District printing will be funded next year.</p>

<p>trainings, meetings, academic nights, etc.</p>		<p>recognition and celebrations as evidenced by printing log, parent feedback and observations.</p>		
<p>PULL OUT TEACHER (501)</p> <ul style="list-style-type: none"> This intervention and ELD-English Language development teacher provides interventions on site or virtually for students, data collection and individual review of student progress throughout the year, such as support classes, ELD classes/instruction, targeted differentiated instruction, use of Accelerated Reader, Language Live, and/or other researched based programs/curriculum targeted toward increasing reading skills, comprehension, and English development. Supports academic achievement by providing interventions to multiple subgroups and students who demonstrates a need for intervention. 	<p>Schoolwide English Learner Students with Disabilities</p>	<p>This teacher administered continual progress monitoring and gave individualized instruction to students which filled academic gaps with a concentration in reading and writing as evidenced by teacher feedback and student work samples.</p> <p>Our reclassification rate is 46%, which is double the state average. We will continue our current practices.</p> <p>Our most current ELPAC/TELL scores reflect that our current practices are raising ELPAC and TELL scores by 5 to 7% from 7th to 8th grade. New test scores are not available due to school closure.</p> <p>Our African-American students in ELA/Math decreased their distance from 3 and surpassed the district and school goal in math as measured by CAASPP. New test scores are not available due to school closure.</p>	<p>N/A</p>	<p>Pull out teacher will continue next year.</p>
<p>INDEPENDENT CONTRACTOR/CONSULTATION - AGREEMENT (419)</p> <ul style="list-style-type: none"> On site and/or virtual Independent contractor/consultation services and any 	<p>Schoolwide</p>	<p>All departments (staff) received multiple sessions to deepen the implementation of data cycles and the instructional conversations from effectively looking at data. This is evidenced</p>	<p>N/A</p>	<p>The independent contractor/consultation will be provided next year to support professional development.</p>

<p>materials and supplies related to the services, such as but not limited to Dr.Doug Reeves, Creative Leadership Solutions, PETALS, Niki Dettman, etc. to increase teacher capacity, increase student academic and behavioral skills and student-home connection to school. All services are directly related to current staff development needs, foci, and areas of need according to current data (California dashboard, CAASPP, SAA, suspension, and chronic absenteeism). This supports professional development by providing necessary materials, training's, books, etc. needed for continual staff learning.</p>		<p>by the schedules, coaching sessions with the principal to discuss current staff progress and next steps, and the deepening of understanding shown in the Debriefing Google Documents completed by each department.</p> <p>Our staff participated in professional readings, training, and outside coaching centered around our PD goals, with a renewed concentration on effective data teams. This was effective as evidenced by instructional walkthroughs, lesson studies, and student academic achievement with our African-American students.</p>		
<p>ASSEMBLIES/NON CLASSIFIED EXPERTS (419)</p> <ul style="list-style-type: none"> On site and/or Virtual Assemblies and non-classified experts and services and any materials and supplies related to the services, such as but not limited to Dr.Doug Reeves, Creative Leadership Solutions, PETALS, Niki Dettman, etc. to increase teacher capacity, increase student academic and behavioral skills and student-home connection to 	<p>Foster Youth African American Students with Disabilities Low-Income</p>	<p>Students that participated in PETALS had an increase in both attendance and grade reports as evidenced by semester reports.</p>	<p>N/A</p>	<p>This expenditure will be funded next year.</p>

<p>school. All services are directly related to current staff development needs, foci, and areas of need according to current data (California dashboard, CAASPP, SAA, suspension, and chronic absenteeism). This supports professional development by providing necessary materials, training's, books, etc. needed for continual staff learning.</p>				
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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 Serrano Middle School and set goals to implement specific strategies and activities as part of our LCAP & 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.)

In order to develop the SPSA/CSI for the 2021-2022 school year, Serrano conducted needs assessment surveys from all stakeholders – parents, community members, students and staff (certificated and classified). The site leadership team, professional development team and the school site council analyzed the needs assessment results and looked at all Key Performance Indicators for our site including but not limited to: student behavior data (referral and suspension), STAR Math and Reading, Panorama Survey, District Benchmarks, School Climate results, Language Live, attendance data (Daily and chronic absenteeism), PBIS and school wide dashboard monthly data reports, the LCFF data snapshot information from the CDE website, English Learner data (reclassification, TELL, and ELPAC) and our most current SBAC/CAASPP data. Once the data had been analyzed, the teams reviewed previous SPSA information and made appropriate additions, deletions and modifications to our expenditures and planned/future expenditures. We continued to review needs assessments and data analysis at each SSC meeting, site leadership meeting, all stakeholder meetings in the evening (to accommodate working parents/guardians and community members) and with parents at other school site events (ie: home visits, conference days, coffee with the principal) in order to ensure that all voices were heard and that ideas were drafted and implemented within the plan. Drafts of the SPSA/CSI were presented and reviewed multiple times throughout the year with our SSC prior to approval. After multiple attempts to get English learner parents involved through parent phone calls, "all calls" being made, and notification through social media as well as peach jar, we were not able to have ELAC provide input on the SPSA/CSI.

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

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

District:

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

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

School:

In reviewing the student data it is evident that our teachers need additional time for teacher collaboration, data analysis, data chats/meetings, unit planning, staff development, training, in-services, curriculum calibration, etc. to support academic achievement and increase teacher capacity. The impact will be that as teachers gain an understanding of the complexities of distance learning and attend (virtual) workshops their knowledge-base will increase in order to better equip teachers at implementing research based practices. Additionally, teachers will gain knowledge of how to fill in the achievement gap created during distance learning. Furthermore, we found that school personnel will need to work closely to monitor students who are chronically absent and homeless, identify the needs of the students, meet with parents/families to discuss the student's needs, and provide available resources, as needed.

Suspensions and Chronic Absenteeism (CSI)

During our analysis of the CA Dashboard data, student group data, staff data, and school resources we found the following:

1. There are 9% of our students suspended with our African American rate at 16% and our foster youth at 18%
2. There are 9% of the students being suspended during the months of March-June.
3. 17% of the students are identified as chronically absent.

Next Steps:

To address these inequities, we are creating learning opportunities in the Advisory program for the students in need of additional support, based on their suspension and absenteeism rate. These students will be monitored by the Counselor and school administration to ensure the student receives the necessary PBiS instruction. The School Climate & Culture team will also hold meetings to discuss trends in the data to ensure all teachers are also addressing the needs of students during instruction in their advisory period. Teachers will be provided with the opportunity to attend the necessary professional development to build their skill and knowledge on PBiS implementation. They will also be provided with feedback, coaching, and mentoring to improve their social and emotional learning practices. The school attendance verifier and counselor will work closely to monitor the students who are chronically absent, identify the needs of the students, meet with parents/families to discuss the student's needs, and provide available resources, as needed. The school counselor will work closely with the Homeless student population and the District Specialized Programs Department to determine the needs of the Homeless students and provide available resources, as needed.

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

As measured by CAASPP ELA in 20-21, our overall student's distance from standard will be -9.6 or less, which is a 10 point increase toward standard.

ATSI Identified Needs

N/A

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP	-19.6 points from standard	-9.6 points from standard
Standard Aligned Assessment	Schoolwide: 7th grade: -19.6 from standard 8th grade: -19.6 from standard	Schoolwide: 7th grade: -9.6 from standard 8th grade: -9.6 from standard
STAR ELA	7th grade: 14% of students were at or above a 50% percentile ranking. 8th grade: 15% of students were at or above a 50 percentile ranking .	Schoolwide: 7th grade: 24% of students will be at or above percentile ranking. 8th grade: 25% of students will be at or above percentile ranking.

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

As measured by CAASPP Math in 20-21, our overall student's distance from standard will be -72.1 or less, which is a 10 point increase towards standard.

ATSI Identified Needs

N/A

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP	-82.1 points from standard	-72.1 points from standard
Standard Aligned Assessment	Schoolwide: 7th grade: -82.1 points from standard 8th grade: -82.1 points from standard	Schoolwide: 7th grade: -72.1 points from standard 8th grade: -72.1 points from standard
STAR Math:	7th grade: 21% at the 50% percentile ranking. 8th grade: 22% at the 50% percentile ranking .	School Wide: 7th: 31% of our students will score at the 50% percentile ranking. 8th: 32% of our students will score at the 50% percentile ranking.

Section 2: Goal 3 English Learners

Goal 3: English Learners

(ELPAC, Reclassification, ELA and Math goals)

ELPAC

English Language Learners will progress one or more levels by 10% as measured on the ELPAC.

Reclassification

Serrano will reclassify 20% of ELL's (New restrictions were implemented, which will decrease the amount of ELL eligible for reclassification.)

ELA

As measured by CAASPP ELA in 20-21, our English Language Learner student's distance from standard will be -24.6 or less, which is a 10 point increase

Math

As measured by CAASPP Math in 20-21, our overall student's distance from standard will be -84.7 or less, which is a 10 point increase

ATSI Identified Needs

N/A

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ELPAC (19-20 local data)	37% of ELL increased at least one level	47% of ELL increased at least one level
Reclassification	20% reclassification rate	20% reclassification rate
CAASPP ELA	-34.6 points from standard	-24.6 points from standard
CAASPP Math	-94.7 points from standard	-84.7 points from standard
Standard Aligned Assessment ELA	English Learner: 7th grade: 20% Mastered 8th grade: 20% Mastered	English Learner: 7th grade: 20% Mastered 8th grade: 20% Mastered
Standard Aligned Assessment MATH	English Learner: 7th grade: 20% Mastered 8th grade: 20% Mastered	English Learner: 7th grade: 20% Mastered 8th grade: 20% Mastered

Section 2: Goal 4 African American Students

Goal 4: African American Students

(Include ELA, Math, and ATSI identified areas)

ELA

As measured by CAASPP ELA in 20-21, our African American student's distance from standard will be -16.6 or less, which is a 10 point increase.

Math

As measured by CAASPP Math in 20-21, our African American student's distance from standard will be -79.5 or less, which is a 10 point increase

ATSI Identified Needs

N/A

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP ELA	-26.6 points from standard	-16.6 points from standard
CAASPP Math	-89.5 points from standard	-79.5 points from standard
Standard Aligned Assessment ELA	African American: 7th grade: 25% Mastered 8th grade: 25% Mastered	African American: 7th grade: 25% Mastered 8th grade: 25% Mastered
Standard Aligned Assessment MATH	African American: 7th grade: 25% Mastered 8th grade: 25% Mastered	African American: 7th grade: 25% Mastered 8th grade: 25% Mastered
SBCUSD School Dashboard African American	27.9% chronically absent as of January 2021	20.4% chronically absent as of January 2022

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 overall chronic absenteeism by 2%.
 Decrease Students with disabilities by 4.4% to move them from Red to yellow.
 Decrease our Homeless sub-group by 4% to move from red to yellow.
 Decrease our White sub-group by 3% to move from red to yellow.

ATSI Identified Needs

N/A

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CA Dashboard	School wide: 18.1% chronically absent Students with disabilities: 23.4% chronically absent Homeless: 30.2% chronically absent White: 25% chronically absent	School wide: 16.1% chronically absent Students with disabilities: 19% chronically absent Homeless: 26.2% chronically absent White: 22% chronically absent
SBCUSD School Dashboard Schoolwide	20.4% chronically absent as of January 2021	17.4% chronically absent as of January 2022

Section 2: Goal 6 Suspension

Goal 6: Suspension

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

School-Wide

Our goal is to decrease the suspension rate by at least 3%, moving from red to yellow per the California Dashboard

ATSI Identified Needs

N/A

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
California Dashboard	19.1% suspended at least once	16% suspended at least once
SBCUSD Dashboard	0.3% suspended at least once as of January 2021	6% suspended at least once as of January 2022 due to coming back from distance learning to on-site.

Section 2: Goal 7 Parent-Family Engagement

Goal 7: Parent-Family Engagement

School-Wide

Our goal is to increase parent/guardian workshops on campus or virtually that discuss socially relevant and topics of concern by four. (Example is vaping/marijuana use.)

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Agenda's/all call record for events/workshops	One workshop was provided	5 workshop were provided

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

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

Planned Expenditures Object Code	Strategies/Activities	Goal Alignment	Schoolwide and/or Applicable Student Group	LCAP 419 Cost	Title I 501 Cost	CSI 523 Cost
1130 Certificated Teaching - Addl Duty	ADDITIONAL DUTY (419 / 523) Parent Engagement: <ul style="list-style-type: none"> • Saturday Home Visit Program that provides vital information to help parents/families with their student's achievements and success at Serrano. (Depending on COVID restrictions this may or may not occur.) • Home visits to positively impact/build school-parent relationships and increase parent engagement. • To work with parents/families to build awareness/train parents about English Learner levels, the reclassification 	Goal 1 English Language Arts Goal 2 Mathematics Goal 3 English Learners Goal 4 African American Goal 5 Chronic Absenteeism (K-8)	Schoolwide English Learner Foster Youth Low-Income African American Students with Disabilities	\$ 22,440	\$	\$ 30,000

	<p>process and the importance of reclassification in order for parents to make informed decisions.</p> <ul style="list-style-type: none"> To provide instruction, discussions, and trainings around curriculum, state testing, critical social issues, Serrano systems, technology platforms, and other areas identified as areas of need by parent/guardian surveys/input. <p>CSI PLAN:</p> <ul style="list-style-type: none"> Provide intensive instruction on site and/or virtually for at risk students who are struggling in maintaining proficiency at grade level standards during after school program. Provide reteaching time with students beyond normal school hours onsite or virtually to increase student proficiency. 					
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	<p>Professional Development:</p> <ul style="list-style-type: none"> To provide additional duty time onsite and/or virtually such as but not limited to teacher collaboration, data analysis, data chats/meetings, until planning, staff development, training, inservices, planning, curriculum calibration, etc. to support academic achievement and increase teacher capacity. (523) 					
<p>5712/5886 Field Trip Transportation/Admissions</p>	<p>Fieldtrip transportation and admission (419)</p> <p>Sending students to different places to widen their exposure to different environments and experiences. This extends their learning and opportunities beyond the school site and city, allowing them to use the social skills and SEL skills we have explicitly taught in other life situations. Also, allowing students to engage in competitions and rewards that are directly linked to subject matter taught at Serrano. For example, music classes auditioning for opportunities</p>	<p>Goal 3 English Learners Goal 4 Chronic Absenteeism (K-8) Goal 5 Suspension</p>	<p>English Learner Low-Income Foster Youth</p>	<p>\$ 6,500</p>	<p>\$</p>	<p>\$</p>

	to play in different venues around southern California.					
1140 Certificated Teaching - Sub	<p>SUBSTITUTE (419 / 501 / 523)</p> <p>Professional Development:</p> <ul style="list-style-type: none"> To provide release time for teachers to attend in person and/or virtual professional development, such as but not limited to, instructional rounds, collaboration, instructional planning, data meetings, conferences, lesson studies, observation of Common Core Demonstration teachers/ other experts, and instructional coaching. (501/523) Provide release time for MTSS, IEPs meetings, SEL, PBiS, and any other school focus, etc.to increase teacher capacity.(419) <p>CSI PLAN: Professional Development:</p>	<p>Goal 1 English Language Arts</p> <p>Goal 2 Mathematics</p> <p>Goal 3 English Learners</p> <p>Goal 4 African American</p>	<p>Schoolwide</p> <p>English Learner</p> <p>Foster Youth</p> <p>Low-Income</p> <p>African American</p> <p>Students with Disabilities</p>	\$ 8,000	\$ 45,000	\$ 70,000

	<ul style="list-style-type: none"> To provide release time for teachers to attend in person and/or virtual professional development, collaboration, instructional planning, data meetings, conferences, lesson studies. Provide intensive instruction on site and/or virtually for at risk students who are struggling in maintaining proficiency at grade level standards during school program. 					
2118 Rec Aide Regular	<p>RECREATIONAL AIDE (419)</p> <ul style="list-style-type: none"> Provide supervision support for students as part of our commitment to a safe and welcoming environment for all students and staff. 	<p>Goal 1 English Language Arts Goal 2 Mathematics Goal 5 Chronic Absenteeism (K-8) Goal 6 Suspension</p>	Schoolwide	\$ 8,349	\$	\$
1230 Counselor - Addl Duty	<p>COUNSELOR ADDITIONAL DUTY (419)</p> <ul style="list-style-type: none"> To provide in person and/or virtual professional development related to socio-emotional learning, 	<p>Goal 1 English Language Arts Goal 2 Mathematics Goal 5 Chronic Absenteeism (K-8) Goal 6 Suspension Goal 7 Parent-Family Engagement</p>	<p>Schoolwide Foster Youth Low-Income Students with Disabilities Homeless</p>	\$ 2,000	\$	\$

	<p>positive behavior support interventions, restorative practices and academic support for college and career readiness.</p> <ul style="list-style-type: none"> • Supports academic achievement by providing emotional support and behavioral interventions outside of the contract time. • To provide mentoring to increase student engagement and academic success. <p>Parent Engagement:</p> <ul style="list-style-type: none"> • Supports parent engagement by paying certificated staff to visit students home outside of the contract hours and hold parent/guardian centered training's. 					
<p>1910/1190 Program Facilitator - Reg</p>	<p>PROGRAM FACILITATOR (419 / 501)</p> <p>Program Facilitator for Instructional Technology:</p> <ul style="list-style-type: none"> • Increase the use of technology in the 	<p>Goal 1 English Language Arts Goal 2 Mathematics Goal 3 English Learners Goal 4 African American</p>	<p>Schoolwide English Learner Low-Income African American Hispanic/Latino</p>	<p>\$ 114,282</p>	<p>\$ 81,775</p>	<p>\$</p>

	<p>classrooms and/or during distance learning, implement one to one iPads, and explore and use different apps and programs to increase use and engagement of technology in the classrooms to improve academic achievement.</p> <p>Professional Development:</p> <ul style="list-style-type: none"> • Supports academic achievement and professional development by providing resources, training, and systems to implement technology in the classrooms and/or during distance learning and with staff to increase teaching strategies. <p>Parent Engagement:</p> <ul style="list-style-type: none"> • Supports parent/guardian engagement by providing access, training and support to parents/guardians for Aeries and with interaction with 	<p>Goal 5 Chronic Absenteeism (K-8)</p> <p>Goal 6 Suspension</p> <p>Goal 7 Parent-Family Engagement</p>	<p>Students with Disabilities</p> <p>Reclassified</p> <p>Homeless</p>			
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	<p>parents/guardians and their students.</p> <p>Program Facilitator:</p> <ul style="list-style-type: none"> Identify and place students in specific intervention supports, providing interventions for students, data collection and individual review of student progress throughout the year, such as support classes, ELD classes/instruction, tutoring (before, during, and/or after school), targeted differentiated instruction, use of Accelerated Reader, READ180/System4 4, and/or other researched based programs/curriculum targeted toward increasing reading skills and comprehension. Supports academic achievement professional development by providing interventions to multiple subgroups and any student 					
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	<p>who demonstrates a need for intervention.</p> <ul style="list-style-type: none">• Providing enrichment and challenging, interactive lessons to students before and after school, as well as Saturdays to increase student engagement and academic proficiency.• To work collaboratively with teachers on tier 2 and 3 student interventions and supports, as well as progress monitoring to help students make academic growth.• Manage and implement all state, district, and site testing throughout the school year to ensure all student are tested.• Increase reading and proficiency and provide timely interventions for students On Watch, Intervention and					
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	<p>Urgent Intervention levels to close the achievement gap</p> <ul style="list-style-type: none"> Support parent engagement through the facilitation of Serrano’s parent/guardian committees such as but not limited to SSC, ELAC, AAPAC, etc. 					
<p>1930 Program Facil. - Addl Duty/ Other Certificated Addl Duty</p>	<p>PROGRAM FACILITATOR ADDITIONAL DUTY (419 / 501)</p> <ul style="list-style-type: none"> Provides intervention and reteaching in person and/or virtually to students before and after school, during intersession, Saturdays, summer school, and/or extended school year, to increase their achievement. Providing enrichment and challenging, interactive lessons to students before and after school, during intersession, summer school, 	<p>Goal 1 English Language Arts Goal 2 Mathematics Goal 3 English Learners Goal 4 African American Goal 6 Suspension Goal 5 Chronic Absenteeism (K-8) Goal 7 Parent-Family Engagement</p>	<p>Schoolwide English Learner Low-Income African American Hispanic/Latino Students with Disabilities</p>	<p>\$ 2,000</p>	<p>\$ 1,500</p>	<p>\$</p>

	<p>and/or extended school year, as well as Saturdays to increase student engagement and academic proficiency.</p> <p>Professional Development:</p> <ul style="list-style-type: none"> To provide such as but not limited to instructional planning in data teams, professional development, training, etc. (in person and/or virtually) to improve student academic achievement. <p>Parent Engagement:</p> <ul style="list-style-type: none"> Provides outreach, resources, home visits, etc. to parents before and after school, as well as, on Saturdays to assist in student academic success and building parent capacity, so they are able to help their student at home. 					
<p>2410 Clerk/Bil Clerk - Reg</p>	<p>BILINGUAL CLERK (419)</p> <ul style="list-style-type: none"> To confer with parents, 	<p>Goal 1 English Language Arts Goal 2 Mathematics</p>	<p>Schoolwide English Learner</p>	<p>\$ 43,807</p>	<p>\$</p>	<p>\$</p>

	<p>community and public agencies regarding students' status, to assist in compiling records, verifying absences, registering students, and providing factual information regarding school matters over the telephone, in person and/or virtually.</p> <ul style="list-style-type: none"> • Supports parent engagement by providing accesses to resources, events and communication to parents/guardians so they are better informed. • To translate and provide interpretation including reclassification documentation to assist parents/families in having a better understanding and building their capacity in order to make informed decisions. • To contact and provide notifications to parents regarding 	<p>Goal 3 English Learners Goal 4 African American Goal 5 Chronic Absenteeism (K-8) Goal 7 Parent-Family Engagement</p>	<p>African American Students with Disabilities Homeless</p>			
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	<p>scheduled SSTs and IEPs to increase participation.</p>					
<p>4310 Instr Materials/Supplies</p>	<p>INSTRUCTIONAL MATERIALS/SUPPLIES (419/501)</p> <ul style="list-style-type: none"> Instructional materials and supplies such as, but not limited too, texts for units, magazine subscriptions, library books, manipulatives, eBooks, vocabulary enrichment, novels, supplemental materials for struggling students, as well as, for enrichment of lessons etc. to support our academic and/or other learning environment priorities in all of the following areas ELA/ELA support, Math/Math support, Special Education, Science, Social studies, AVID, Electives, Robotics, STEM, PE, VAPA, Music, ELD, READ180 etc. <p>Parent Engagement</p>	<p>Goal 1 English Language Arts Goal 2 Mathematics Goal 3 English Learners Goal 4 African American Goal 7 Parent-Family Engagement</p>	<p>Schoolwide English Learner Foster Youth Low-Income African American Students with Disabilities Homeless Reclassified</p>	<p>\$ 5,001</p>	<p>\$ 7,256</p>	<p>\$</p>

	<ul style="list-style-type: none"> • Instructional materials and supplies such as but not limited to binders, markers, poster/chart paper, etc. for parent training's, workshops, meetings, etc. to build the parents' capacity in order to assist in their student's academic success. 					
<p>5220 Inservice/Conference</p>	<p>IN-SERVICE /CONFERENCES (419 / 501 / 523)</p> <ul style="list-style-type: none"> • In person and/or virtual Inservices and conferences such as but not limited to Teach Like a Champion (TLAC), Data Teams, the Formative approach, Speed of Trust, Instructional Coaching/Rounds, AVID, and professional readings, (523) • Provide training on PBiS/Restorative Practices, Social Emotional Learning, Trauma Informed, curriculum 	<p>Goal 1 English Language Arts Goal 2 Mathematics Goal 2 Mathematics Goal 4 African American Goal 5 Chronic Absenteeism (K-8) Goal 6 Suspension</p>	<p>Schoolwide English Learner African American Hispanic/Latino Students with Disabilities</p>	<p>\$ 5,000</p>	<p>\$ 10,000</p>	<p>\$ 20,000</p>

	<p>calibration, staff development, conference registration, lodging to increase teacher capacity.</p> <p>CSI PLAN:</p> <ul style="list-style-type: none"> Professional development will be targeted and prioritized based on the needs of the current staff and student population's needs to better assist them. All staff development will be researched based and continually evaluated for effectiveness. These services will be provided by researched based organizations such as but not limited to Solution-Tree, Creative Leadership Solutions, CLS, National Forum, etc. Professional development will be supported by providing necessary materials, training books, etc. needed 					
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	for continual staff learning.					
4340 Computer Accessories/Supplies/Software	<p>COMPUTER ACCESSORIES, SUPPLIES AND SOFTWARE (419 / 501 / 523)</p> <ul style="list-style-type: none"> Purchase equipment, accessories and supplies such as, but not limited to, iPads, desktops, laptops, Apple TVs, ELMOs, projectors, printers, carts, keyboards, headphones, batteries, computer apps/learning programs for research, enrichment, etc. that assist students in comprehension skills, learning 21 century skills/standards and enhance rigor and engagement for students, especial in regards to distance learning. This includes any district warranties and repairs. <p>CSI PLAN</p> <ul style="list-style-type: none"> Purchase equipment, 	<p>Goal 1 English Language Arts</p> <p>Goal 2 Mathematics</p> <p>Goal 3 English Learners</p> <p>Goal 4 African American</p>	<p>Schoolwide</p> <p>English Learner</p> <p>African American</p> <p>Hispanic/Latino</p> <p>Students with Disabilities</p>	\$ 30,000	\$ 30,000	\$

	<p>accessories, iPads, desktops, laptops, printers, carts, keyboards, headphones, computer apps/learning programs, enrichment, that assist students in comprehension skills, filling identified academic and behavioral gaps, learning 21 century skills/standards and enhance rigor and engagement for students, on site, needed for hybrid and/or distance learning.</p>					
<p>5633 Maintenance Agreement</p>	<p>MAINTENANCE AGREEMENTS (419)</p> <ul style="list-style-type: none"> To purchase and maintain working equipment for teachers to be able to copy needed supplemental materials such as, but not limited to, activities that enrich all students learning, intervention resources, etc. <p>Parent Engagement:</p>	<p>Goal 1 English Language Arts Goal 2 Mathematics Goal 7 Parent-Family Engagement</p>	<p>Schoolwide</p>	<p>\$ 5,000</p>	<p>\$</p>	<p>\$</p>

	<ul style="list-style-type: none"> • Provide services to support creation of instructional materials for parent training/workshops to build the parents capacity and to support parent and community communication. 					
5717 Postage - District	<p>POSTAGE (419/501)</p> <p>Parent Engagement:</p> <ul style="list-style-type: none"> • Provide a way for parents to receive information on opportunities to attend training sessions, workshops, school events, parent/guardian/c ommunity committees, etc. in order to attend and/or to obtain knowledge and skills to assist students at home and to positively impact overall student achievement and the school-parent connection. • Any communication and/or documents that needs to be sent via mail for 	<p>Goal 1 English Language Arts</p> <p>Goal 2 Mathematics</p> <p>Goal 5 Chronic Absenteeism (K-8)</p> <p>Goal 7 Parent-Family Engagement</p>	Schoolwide	\$ 1,000	\$ 3,000	\$

	the purpose of communication resources and/or providing documentation.					
5752 Catering - Nutr Svs	<p>CATERING (419)</p> <p>Parent Engagement</p> <ul style="list-style-type: none"> Provide catering for student and parent events such as, but not limited to, SSC, ELAC, AAPAC, math night, ELA night, Saturday Home Visits, coffee with the principal, student advisory events, workshops, training, etc. to encourage and increase participation. 	<p>Goal 1 English Language Arts</p> <p>Goal 2 Mathematics</p> <p>Goal 3 English Learners</p> <p>Goal 4 African American</p> <p>Goal 7 Parent-Family Engagement</p>	<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>	\$ 500	\$	\$
5840 Computer Tech Fees, Software Licenses, Svcs	<p>TECHNOLOGY FEES AND LICENSES (419 / 501 /523)</p> <ul style="list-style-type: none"> Tech fees and software licenses such as, but not limited to, Read 180, AR (Accelerated Reader), Apps, websites, etc. to support all areas of literacy, engage and increase student 	<p>Goal 1 English Language Arts</p> <p>Goal 2 Mathematics</p> <p>Goal 3 English Learners</p>	<p>Schoolwide</p> <p>English Learner</p> <p>African American</p> <p>Students with Disabilities</p>	\$ 10,000	\$ 11,000	\$

	<p>achievement in ELA, Math and Science. This will support academic achievement by providing technology, technology resources, resources and accessories to enhance rigor and engagement for students, especially with distance learning.</p> <p>CSI PLAN:</p> <ul style="list-style-type: none"> Tech fees and software licenses, Apps, websites, to support all areas of literacy, engage and increase student achievement in ELA, Math and Science. 					
<p>4330 Meeting Refreshments</p>	<p>MEETING REFRESHMENTS (419)</p> <p>Staff meetings</p> <ul style="list-style-type: none"> Provide meeting refreshments at trainings, professional development, staff celebrations, etc.to encourage 	<p>Goal 1 English Language Arts Goal 2 Mathematics Goal 3 English Learners Goal 4 African American Goal 7 Parent-Family Engagement</p>	<p>Schoolwide English Learner African American Hispanic/Latino Reclassified Students with Disabilities</p>	<p>\$ 500</p>	<p>\$</p>	<p>\$</p>

	positivity and increase morale.					
4312 Musical Instr Materials/Supplies	<p>MUSICAL INSTRUCTIONAL MATERIALS AND SUPPLIES (419)</p> <ul style="list-style-type: none"> To purchase musical instruments, materials and supplies for our music program, such as choir, drum line, jazz band, orchestra, band, etc. to encourage students to participate in extracurricular activities. This supports academic achievement by creating a strong music program which connects students to school. Music has also been shown via research to increase academic processing abilities. 	<p>Goal 1 English Language Arts Goal 2 Mathematics</p>	<p>Schoolwide Low-Income</p>	\$ 1,000	\$	\$
5880 Student Incentives/Other Services/Fees/Parent Inservice	<p>STUDENTS INCENTIVES/OTHER SERVICES/FEES/PARENT IN-SERVICES (419)</p> <ul style="list-style-type: none"> Incentives such as but not limited to technology items (ear buds, styluses, 	<p>Goal 1 English Language Arts Goal 2 Mathematics Goal 3 English Learners Goal 4 African American</p>	<p>Schoolwide English Learner African American Hispanic/Latino Students with Disabilities Reclassified</p>	\$ 3,000	\$	\$

	<p>etc.), student supplies, certificates, ribbons, plaques etc. to maximize student engagement/ participation /achievement and increase -</p> <ul style="list-style-type: none"> • Increase parent/guardian knowledge, skills and understanding of behavior, academics, social issues, current subjects and anything that may pertain to the success of students and parent/guardians in the educational system. 	<p>Goal 5 Chronic Absenteeism (K-8) Goal 6 Suspension Goal 7 Parent-Family Engagement</p>				
<p>4440 Computer Non-Deprc Equip \$500-\$4,999.99</p>	<p>COMPUTER EQUIPMENT FROM \$500 to \$4,999 (419 / 523)</p> <p>Parent Engagement:</p> <ul style="list-style-type: none"> • Purchase computer equipment, such as, but not limited to laptops, iPads, accessories, printers, etc., for our parent resource center to assist parent/guardians 	<p>Goal 1 English Language Arts Goal 2 Mathematics Goal 7 Parent-Family Engagement</p>	<p>Schoolwide English Learner Low-Income</p>	<p>\$ 5,000</p>	<p>\$</p>	<p>\$ 50,000</p>

	<p>with technological support. This includes any district warranties and repairs.</p> <p>(501)</p> <p>CSI PLAN</p> <ul style="list-style-type: none"> • Purchase computer equipment such as, but not limited to, laptops, iPads, accessories, Apple TVs, ELMOs, projectors, printers, carts, equipment necessary for Robotics, tech-Mouse Club, etc. for research, enrichment, etc. that assist students in comprehension skills, learning 21 century skills/standards and enhance rigor and engagement for students onsite and/or distance learning. 					
<p>4402 Musical Instr Non-Deprc \$500-\$4,999.99</p>	<p>MUSICAL INSTRUMENTS (419)</p> <ul style="list-style-type: none"> • To purchase musical instruments for our music program, such as choir, drum line, jazz band, orchestra, band, etc. to encourage 	<p>Goal 1 English Language Arts Goal 2 Mathematics</p>	<p>Schoolwide Low-Income</p>	<p>\$ 3,000</p>	<p>\$</p>	<p>\$</p>

	<p>students to participate in extra-curricular activities. This supports academic achievement by creating a strong music program which connects students to school. Music has also been shown via research to increase academic processing abilities.</p>					
<p>5850 Indep Contractor/Consultant</p>	<p>INDEPENDENT CONTRACTOR/CONSULTATION (501)</p> <ul style="list-style-type: none"> • Consultant services to increase teacher capacity. All services are directly related to current staff development needs and foci. This supports professional development by providing necessary materials, training's, books, etc. needed for continual staff learning. • Family Engagement Service to provide parenting classes 	<p>Goal 1 English Language Arts Goal 2 Mathematics Goal 3 English Learners Goal 4 African American</p>	<p>Schoolwide English Learner Low-Income African American Students with Disabilities</p>	<p>\$</p>	<p>\$ 27,288</p>	<p>\$ 59,642.38</p>

	<p>focused on African American families on skills necessary to be successful in school and parent/student empowerment to lead to increased parent/student engagement in school.</p> <ul style="list-style-type: none"> On site and/or virtual Independent contractor/consultation services and any materials and supplies related to the services, such as but not limited to Dr.Doug Reeves, Creative Leadership Solutions, 					
<p>2130 Addl Duty- Instructional Aides/Assts/EAI/Rec Aides</p>	<p>INSTRUCTIONAL AIDE/ASST/EAI/ ADDITIONAL DUTY (419)</p> <p>Parent Engagement:</p> <ul style="list-style-type: none"> Saturday Home Visit Program that provides vital information to help parents/families with their student's achievements and success at Serrano. (Depending on COVID restrictions 	<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>English Learner Foster Youth Low-Income African American Students with Disabilities Reclassified Homeless</p>	<p>\$ 3,000</p>	<p>\$</p>	<p>\$</p>

	<p>this may or may not occur.)</p> <ul style="list-style-type: none"> • Home visits to positively impact/build school-parent relationships and increase parent engagement. • To work with parents/families to build awareness/train parents about English Learner levels, the reclassification process and the importance of reclassification in order for parents to make informed decisions. • To provide instructional assistance to students during extended day and/or year and other areas identified as areas of need. 					
4210 Other Books	<p>OTHER BOOKS (501)</p> <p>Professional Development:</p> <ul style="list-style-type: none"> • Necessary professional development/training books which include e-books associated with the 	<p>Goal 1 English Language Arts Goal 2 Mathematics Goal 3 English Learners Goal 4 African American</p>	<p>Schoolwide English Learner Foster Youth Low-Income African American Hispanic/Latino</p>	\$	\$ 5,000	\$ \$15,000

	<p>staff development foci: Teach Like a Champion (TLAC), Data Teams, the Formative approach, Speed of Trust, Instructional Coaching/Rounds, AVID, STEM, Literacy, professional readings, and continual creation and monitoring of professional learning goals, etc. needed for continual staff learning. All other books are directly related to current staff development needs and foci. This supports professional development by providing necessary materials, training, books, etc. needed for continual staff learning.</p> <p>CSI (523)</p> <p>Order books and class sets of books/novels that promote and include Diverse authors and characters, and broaden our academic differentiation of reading levels and topics to include all academic levels of</p>	<p>Goal 5 Chronic Absenteeism (K-8)</p> <p>Goal 6 Suspension</p> <p>Goal 7 Parent-Family Engagement</p>	<p>Students with Disabilities</p> <p>Homeless</p>			
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	students who receive special education services that are above and beyond our allocation.					
2111 Instructional Asst/EaIII - Reg	<p>INSTRUCTIONAL ASSISTANT/EaIII (501)</p> <ul style="list-style-type: none"> To provide small group instruction in and/or out of class and/or virtually in ELA/Math in order to increase student achievement. To reduce the staff to student ratio to increase individual student needs. To provide English Learners access to the curriculum through explicit vocabulary and language acquisition to increase their English proficiency. This supports academic achievement by providing resources, support and interventions to ELL's. 	<p>Goal 1 English Language Arts Goal 2 Mathematics</p>	<p>English Learner Hispanic/Latino Reclassified Two or More Races</p>	\$	\$ 26,328	\$
5713 Printing - District	DISTRICT PRINTING (501)	<p>Goal 1 English Language Arts Goal 2 Mathematics</p>	<p>Schoolwide English Learner Foster Youth</p>	\$	\$ 1,000	\$

	<ul style="list-style-type: none"> To improve parent and teacher communication, improve student organizational skills, and improve student achievement, printing for activities such as but not limited to workshops, trainings, meetings, academic nights, etc. 	<p>Goal 3 English Learners Goal 4 African American Goal 7 Parent-Family Engagement</p>	<p>Low-Income African American Hispanic/Latino Students with Disabilities Homeless</p>			
<p>1110 Certificated Teaching - Reg</p>	<p>Classroom TEACHER (501)</p> <ul style="list-style-type: none"> This intervention, targeted support, and ELD-English Language development teacher provides interventions on site or virtually for students, data collection and individual review of student progress throughout the year, such as support classes, ELD classes/instruction, targeted differentiated instruction, use of Accelerated Reader, Language 	<p>Goal 1 English Language Arts Goal 3 English Learners Goal 4 African American</p>	<p>English Learner Low-Income African American Students with Disabilities Homeless Foster Youth</p>	<p>\$</p>	<p>\$ 32,537</p>	<p>\$</p>

	<p>Live, and/or other researched based programs/curriculum targeted toward increasing reading skills, comprehension, and English development.</p> <ul style="list-style-type: none"> • Supports academic achievement by providing interventions to multiple subgroups and students who demonstrates a need for intervention. 					
<p>5110 Contracted Svcs Sub Agreement</p>	<p>INDEPENDENT CONTRACTOR/CONSULTATION - AGREEMENT (419)</p> <ul style="list-style-type: none"> • On site and/or virtual Independent contractor/consultation services and any materials and supplies related to the services, such as but not limited to Dr. Doug Reeves, Creative Leadership Solutions, PETALS, Niki Dettman, etc. to increase teacher capacity, increase student academic 	<p>Goal 1 English Language Arts Goal 2 Mathematics Goal 3 English Learners Goal 4 African American</p>	<p>Schoolwide English Learner Low-Income African American Students with Disabilities</p>	<p>\$ 12,000</p>	<p>\$</p>	<p>\$</p>

	<p>and behavioral skills and student-home connection to school. All services are directly related to current staff development needs, foci, and areas of need according to current data (California dashboard, CAASPP, SAA, suspension, and chronic absenteeism). This supports professional development by providing necessary materials, training's, books, etc. needed for continual staff learning.</p>					
<p>5851 Assemblies/Non-Classified Experts</p>	<p>ASSEMBLIES/NON CLASSIFIED EXPERTS (419)</p> <ul style="list-style-type: none"> On site and/or Virtual Assemblies and non-classified experts and services and any materials and supplies related to the services, such as but not limited to Dr. Doug Reeves, 	<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 African American Foster Youth Low-Income Hispanic/Latino Homeless Students with Disabilities</p>	<p>\$ 3,000</p>	<p>\$</p>	<p>\$</p>

	<p>Creative Leadership Solutions, PETALS, Niki Dettman, etc. to increase teacher capacity, increase student academic and behavioral skills and student-home connection to school. All services are directly related to current staff development needs, foci, and areas of need according to current data (California dashboard, CAASPP, SAA, suspension, and chronic absenteeism). This supports professional development by providing necessary materials, training's, books, etc. needed for continual staff learning.</p>					
<p>2220 Pupil Support - OT</p>	<p>SECURITY PUPIL SUPPORT ADDITIONAL HOURS (419)</p> <ul style="list-style-type: none"> • Campus Security Officers are needed for safety 	<p>Goal 1 English Language Arts Goal 2 Mathematics Goal 6 Suspension</p>	<p>Schoolwide</p>	<p>\$ 500</p>	<p>\$</p>	<p>\$</p>

	reasons at any afterschool, weekened, extended day, and/or extended year school events/activities/schooling.	Goal 7 Parent-Family Engagement				
2430 Clk/Techn Specld - Addl Duty (Curr Matl)/ Clerk/Bil Clerk - Addl Duty	<p>CLERK/BIL CLERK ADDITIONAL DUTY (419)</p> <ul style="list-style-type: none"> Clerk and Bilingual Clerk are needed for additional hours to perform office assistance, translation, and other duties under their job titles at any afterschool, weekened, extended day, and/or extended year school events/activities/schooling. 	<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 7 Parent-Family Engagement</p>	<p>Schoolwide</p> <p>English Learner</p> <p>African American</p> <p>Hispanic/Latino</p>	\$ 2,000	\$	\$
3000-3999 Employee Benefits	BENEFITS	<p>Goal 1 English Language Arts</p> <p>Goal 2 Mathematics</p> <p>Goal 3 English Learners</p> <p>Goal 4 African American</p> <p>Goal 5 Chronic Absenteeism (K-8)</p> <p>Goal 6 Suspension</p>	<p>Schoolwide</p> <p>English Learner</p> <p>Foster Youth</p> <p>Low-Income</p> <p>African American</p> <p>Hispanic/Latino</p> <p>Students with Disabilities</p> <p>Homeless</p>	\$ 72,742	\$ 74,864	\$

		Goal 7 Parent-Family Engagement				
			Total Costs	\$ 369,621	\$ 356,548	\$ 244,642.38
			Total Allocation	\$ 363,121	\$ 356,548	\$ 229,642.38

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>1130 Certificated Teaching - Addl Duty</p>	<p>ADDITIONAL DUTY (419/501)</p> <p>Parent Engagement:</p> <ul style="list-style-type: none"> • Saturday Home Visit Program that provides vital information to help parents/families with their student's achievements and success at Serrano. (Depending on COVID restrictions this may or may not occur.) • Home visits to positively impact/build school-parent relationships and increase parent engagement. • To work with parents/families to build awareness/train parents about English Learner levels, the reclassification process and the importance of reclassification in order for parents to make informed decisions. • To provide instruction, discussions, and trainings around curriculum, state testing, critical social issues, Serrano systems, technology platforms, and other areas identified as areas of need by parent/guardian surveys/input. <p>Small group/Intensive student support and invention:</p> <ul style="list-style-type: none"> • Provide intensive instruction on site and/or virtually for at risk students who are struggling in maintaining proficiency at grade level standards during after school program. 	<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>English Learner</p> <p>Foster Youth</p> <p>Low-Income</p> <p>Students with Disabilities</p> <p>African American</p>	<p>\$15,000</p>	<p>\$20,000</p>
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	<ul style="list-style-type: none"> • Provide reteaching time with students beyond normal school hours onsite or virtually to increase student proficiency. <p>Professional Development:</p> <ul style="list-style-type: none"> • To provide additional duty time onsite and/or virtually such as but not limited to teacher collaboration, data analysis, data chats/meetings, until planning, staff development, training, inservices, planning, curriculum calibration, etc. to support academic achievement and increase teacher capacity. 				
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<p>1140 Certificated Teaching - Sub</p>	<p style="text-align: center;">SUBSTITUTE (419/501)</p> <p>Professional Development:</p> <ul style="list-style-type: none"> To provide release time for teachers to attend in person and/or virtual professional development, such as but not limited to, instructional rounds, collaboration, instructional planning, data meetings, conferences, lesson studies, observation of Common Core Demonstration teachers/ other experts, and instructional coaching. Provide release time for MTSS, IEPs meetings, SEL, PBIS, and any other school focus, etc.to increase teacher capacity. <p>Professional Development:</p> <ul style="list-style-type: none"> To provide release time for teachers to attend in person and/or virtual professional development, collaboration, instructional planning, data meetings, conferences, lesson studies. Provide intensive instruction on site and/or virtually for at risk students who are struggling in maintaining proficiency at grade level standards during school program. 	<p>Goal 1 English Language Arts Goal 2 Mathematics Goal 3 English Learners Goal 4 African American Goal 5 Chronic Absenteeism (K-8) Goal 6 Suspension</p>	<p>Schoolwide</p>	<p>\$15,000</p>	<p>\$20,000</p>
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<p>1930 Program Facil. - Addl Duty/ Other Certificated Addl Duty</p>	<p>PROGRAM FACILITATOR ADDITIONAL DUTY (419 / 501)</p> <ul style="list-style-type: none"> Provides intervention and reteaching in person and/or virtually to students before and after school, during intersession, Saturdays, summer school, and/or extended school year, to increase their achievement. Providing enrichment and challenging, interactive lessons to students before and after school, during intersession, summer school, and/or extended school year, as well as Saturdays to increase student engagement and academic proficiency. <p>Professional Development:</p> <ul style="list-style-type: none"> To provide such as but not limited to instructional planning in data teams, professional development, training, etc. (in person and/or virtually) to improve student academic achievement. <p>Parent Engagement:</p> <ul style="list-style-type: none"> Provides outreach, resources, home visits, etc. to parents before and after school, as well as, on Saturdays to assist in student academic success and building parent capacity, so they are able to help their student at home. 	<p>Goal 3 English Learners Goal 4 African American Goal 5 Chronic Absenteeism (K-8) Goal 6 Suspension Goal 7 Parent-Family Engagement Goal 2 Mathematics Goal 1 English Language Arts</p>	<p>English Learner Foster Youth Low-Income African American Students with Disabilities Reclassified</p>	<p>\$8,936.30</p>	<p>\$6,964.27</p>
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<p>4340 Computer Accessories/Supplies/Software</p>	<p>COMPUTER ACCESSORIES, SUPPLIES AND SOFTWARE (419/501)</p> <ul style="list-style-type: none"> • Purchase equipment, accessories and supplies such as but not limited to, iPads, desktops, laptops, projectors (equipment used to project), printers, carts, keyboards, headphones, computer apps/learning programs, enrichment, that assist students in comprehension skills, filling identified academic and behavioral gaps, learning 21 century skills/standards and enhance rigor and engagement for students, on site, needed for hybrid and/or distance learning. 	<p>Goal 1 English Language Arts Goal 2 Mathematics Goal 3 English Learners Goal 4 African American</p>	<p>Schoolwide English Learner Students with Disabilities Foster Youth Foster Youth African American Hispanic/Latino Reclassified</p>	<p>\$20,000</p>	<p>\$20,000</p>
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<p>4440 Computer Non-Deprc Equip \$500-\$4,999.99</p>	<p>COMPUTER EQUIPMENT FROM \$500 to \$4,999 (419 / 501)</p> <p>Parent Engagement:</p> <ul style="list-style-type: none"> • Purchase computer equipment, such as, but not limited to laptops, iPads, accessories, printers, etc., for our parent resource center to assist parent/guardians with technological support. • Purchase computer equipment such as, but not limited to, laptops, iPads, accessories, Apple TVs, ELMOs, projectors, printers, carts, equipment necessary for Robotics, tech-Mouse Club, etc. for research, enrichment, etc. that assist students in comprehension skills, filling identified academic gaps, learning 21 century skills/standards and enhance rigor and engagement for students onsite and/or distance learning. (419/501) 	<p>Goal 1 English Language Arts Goal 2 Mathematics Goal 3 English Learners Goal 4 African American Goal 5 Chronic Absenteeism (K-8) Goal 6 Suspension Goal 7 Parent-Family Engagement</p>	<p>Schoolwide</p>	<p>\$30,000</p>	<p>\$30,000</p>
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<p>5880 Student Incentives/Other Services/Fees/Parent Inservice</p>	<p>STUDENTS INCENTIVES/OTHER SERVICES/FEES/PARENT IN-SERVICES (419)</p> <ul style="list-style-type: none"> Incentives such as but not limited to technology items (ear buds, styluses, etc.), student supplies, certificates, ribbons, plaques etc. to maximize student engagement/participation /achievement academically and behaviorally and increase success in areas of growth, such as chronic absenteeism and suspension, etc. Increase parent/guardian knowledge, skills and understanding of behavior, academics, social issues, current subjects and anything that may pertain to the success of students and parent/guardians in the educational system. 	<p>Goal 1 English Language Arts Goal 2 Mathematics Goal 5 Chronic Absenteeism (K-8) Goal 6 Suspension</p>	<p>Schoolwide English Learner Foster Youth African American Hispanic/Latino Students with Disabilities Reclassified</p>	<p>\$10,000</p>	<p>\$0</p>
				<p>Total: \$98,936.30</p>	<p>\$96,964.27</p>

Section 5: Board Certification

Board Certification

7/8/2021

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



SAN BERNARDINO COUNTY
UNIFIED SCHOOL DISTRICT
Making Hope Happen

Agenda Item Details

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

Prepared by: Terry Cornick, Director, Categorical Programs Department

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

It is recommended that the following resolution be adopted:

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

Schoolwide Programs: Elementary Schools

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

Schoolwide Programs: Middle Schools

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

1/2

7/8/2021

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

Golden Valley
Rodriguez

King
Serrano

Paakuma
Shandin Hills

Richardson

Schoolwide Programs: High Schools

Arroyo Valley
Pacific
Sierra

Cajon
San Andreas

Indian Springs
San Bernardino

Middle College
San Geronio

Targeted Assistance Programs

Alternative Learning Center
Anderson
Harmon

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

Motion & Voting

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

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

Final Resolution: Motion Carries

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