

The School Plan for Student Achievement 2022-2023

School: LANKERSHIM ELEMENTARY SCHOOL
District: SAN BERNARDINO CITY UNIFIED SCHOOL DISTRICT
County District School (CDS) Code: 36678766036941
Principal: M. Evette Peters
SSC Approval/Adopted Date: 4-22-22

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (Con-App), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI TSI, or ATSI requirements, as applicable.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the School Site Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to plan that reflect changing needs and priorities, as applicable.

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 .

Community Engagement Plan (CEP)

- **Strategy 1**
Health, Wellness, and Safety: We will build an environment and foster a culture, which sustains good health, lifelong wellness, and safety for all members of the SBCUSD community.
- **Strategy 2**
Coaching and Mentoring: We will strengthen human capacity through systems of coaching and mentoring throughout the organization.
- **Strategy 3**
College and Career through Applied Learning: We will provide college and career academies that focus instruction on industry standards and 21st century demands.
- **Strategy 4**
Learning Beyond the Boundaries: We will organize student-learning experiences based on readiness, need and relevance, which will provide and promote learning beyond the boundaries of the classroom, the clock, and the calendar.
- **Strategy 5**
Network of Alliances and Resources: We will lead the districtwide development of systems that empower departments and school sites to build meaningful networks of alliances and to access resources needed to promote success for all students.

Local Control and Accountability Plan (LCAP)

Goal 1

Academic Achievement – Student academic performance, including English proficiency, will be at a “standards met or greater” level based on rigorous core content standards, resulting in a high school diploma. Emphasis will be placed on learning acceleration related to the COVID-19 pandemic, A-G coursework, STEAM (Science, Technology, Engineering, Arts, and Math), college and career pathways and vocational skills opportunities.

Goal 2

School Climate and Campus Environment-In order to support student academic achievement and engagement, all students will be educated in welcoming learning environments that are safe, well maintained, drug free, and conducive to learning. Emphasis will be placed on social-emotional learning and positive relationships to reduce suspension, expulsion, citation, and chronic absenteeism rates.

Goal 3

Student, Family, and Community Involvement and Support-SBCUSD will engage, educate, and involve students, families, caregivers, and the community as partners. Emphasis will be placed on enhancing academic achievement, careers, and social services through a network of resources, allies, and alliances.

LCAP Federal Addendum

TITLE I, PART A: Improving Basic Programs Operated by State and Local Educational Agencies

TITLE II, PART A: Supporting Effective Instruction

TITLE III, PART A: Language Instruction for English Learners and Immigrant Students

TITLE IV, PART A: Student Support and Academic Enrichment Grants

Purpose, Involvement, Resource Inequities

Purpose and Description

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

Schoolwide Program

Comprehensive Support and Improvement

Briefly describe the purpose of this plan:

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

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

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

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

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

Involvement Process for the SPSA and Annual Review and Update

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

The SPSA/CSI development process, for the 2022-2023 school year, has been on-going throughout the 2021-2022 school year. As a site, teachers and staff have participated in on-going PD in teacher clarity in the area of learning intentions, success criteria, creation of common formative assessments, data analysis, through the completion of Data Meetings which include administration, support staff, and classroom teachers, as well as grade level team data analysis during teacher release days, and Data Protocols, as part of the MOU/PDT calendar. The Data Meetings and grade level planning have yielded valuable findings that have assisted in determining the site's needs, for the purpose of increasing student achievement. Along with data analysis, staff and the School Site Council have implemented a continuous cycle of monitoring Title I and LCAP expenditures, found in the SPSA, as well as their effectiveness. Based on the on going data analysis and monitoring cycle, the staff, School Site Council, and stakeholders collaborated in updating the SPSA/CSI, in order to close the achievement gap, and best support the Title I/LCAP Programs at the site. Additionally, the team analyzed the data and areas under our CSI status. The SPSA was presented over several meetings in English and Spanish where parents were able to provide input and feedback on the SPSA before it was approved by SSC on April 22, 2022.

For the 2022-2023 school year, the site will continue the focus on teacher clarity, student engagement strategies, checking for understanding, community circles, foundational reading skills (TK-2) and reading comprehension (3-6). We will continue implementation of teacher clarity during ELA and math instruction.

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

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

District:

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

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

School:

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

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

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

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

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

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

Professional Development: The professional development plan will address the culture and climate of the school, including developing strategies for implementing PBIS, Restorative Justice, and culturally proficient instruction. Additionally, teachers and instructional aides will receive PD around Teacher Clarity and the 5 E Model (These phases include Engage, Explore, Explain, Elaborate, and Evaluate).

Evaluation of Goals

Directions: Utilize the following table to:

- Revisit your goals from current year's SPSA. Include the actual outcome and whether or not the goals were met
- Complete the Quantitative and/or Qualitative Site-Based and District Data Analysis
- Evaluate whether those Strategies/Activities were effective or ineffective
- Determine your needs and next steps for next year's SPSA LCAP, Title I, and CSI Program Strategies/Activities

Goals

1. ELA

School-Wide

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

ATSI Identified Needs

N/A

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome	Actual Outcome
CAASPP ELA- Students with Disabilities (Subgroup)	2019 Average -134.2 below standard	Increase by 6+ points resulting in -128.2 below standard	The CAASPP Summative Test was not administered in the spring of 2021, so an evaluation of data is not possible. Test Not Administered
CAASPP ELA- 3rd grade students met or exceeded	2019 Average - 27.8 below standard	Increase 15+ points resulting in 42.8 meeting or exceeding the standard	The CAASPP Summative Test was not administered in the spring of 2021, so an evaluation of data is not possible. Test Not Administered
CAASPP ELA All Students	2019 Average -35.5 below standard	Increase by 15+ resulting in - 20.5 points below standard	The CAASPP Summative Test was not administered in the spring of 2021, so an evaluation of data is not possible. Test Not Administered
CAASPP ELA African American Students	2019 Average -72.7 below standard	Increase by 15+ resulting in 57.7 points below standard	The CAASPP Summative Test was not administered in the spring of 2021, so an evaluation of data is not possible. Test Not Administered

2. Math

School-Wide

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

ATSI Identified Needs

N/A

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome	Actual Outcome
CAASPP All students	-55.1 points below standard	15+ increase in points below standard resulting in an increase to -40.1	The CAASPP Summative Test was not administered in the spring of 2021, so an evaluation of data is not possible. Test Not Administered
CAASPP Students with Disabilities	<ul style="list-style-type: none"> 140.1 points below standard 	6+ increase in points below standard resulting in an increase to -134.1	The CAASPP Summative Test was not administered in the spring of 2021, so an evaluation of data is not possible. Test Not Administered
CAASPP African American Students	-106.7 points below standard	15+ increase in points below standard resulting in an increase to -91.7	The CAASPP Summative Test was not administered in the spring of 2021, so an evaluation of data is not possible. Test Not Administered

3. English Learners

School-Wide

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

ATSI Identified Needs

N/A

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome	Actual Outcome
Annual Reclassification Rate	October 2020 is 0.5%	October 2021 – increase to 30%	The CAASPP Summative Test was not administered in the spring of 2021, so an evaluation of data is not possible. Test Not Administered
CAASPP English Language Arts Summative Test	Spring 2019-10.64% "Meets (3)" or "Exceeds (4)" Standards	Spring 2022-Increase to 20% "Meets (3)" or "Exceeds (4)" Standards	The CAASPP Summative Test was not administered in the spring of 2021, so an evaluation of data is not possible. Test Not Administered
CAASPP Mathematics Summative Test	Spring 2019-10.99% "Meets (3)" or "Exceeds (4)" Standards	Spring 2022-Increase to 20% "Meets (3)" or "Exceeds (4)" Standards	The CAASPP Summative Test was not administered in the spring of 2021, so an evaluation of data is not possible. Test Not Administered
ELPAC Summative Test	Spring 2019-3.8% of English Learners overall score "4"	Spring 2022-Increase to 20% of English Learners overall score "4"	On the Spring 2021 ELPAC Summative Assessment, 6.6% of English Learners scored a level "4". Goal Not Met

4. Chronic Absenteeism

School-Wide

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

ATSI Identified Needs

N/A

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome	Actual Outcome
CA Dashboard Students with Disabilities	CA School Dashboard 2019-20.8%	Decrease by 2% or more resulting in 18.8% decrease	Goal Not Met
CA Dashboard All students	CA School Dashboard 2019-15.8%	Decrease by 2% or more resulting in 13.8% decrease	Goal Not Met
CA Dashboard African American Students	CA School Dashboard 2019-25.5%	Decrease by 2% or more resulting in 23.5% decrease	Goal Not Met

5. Suspension

School-Wide

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

ATSI Identified Needs

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome	Actual Outcome
Suspension rate for all students	CA Dashboard 2019-2020 - 2.2%	3% or less	The suspension rate as of 3/18/22 is <1% for all students for the 2021-2022 school year. Goal Met
Suspension rate for students with disabilities	CA Dashboard 2019-2020 - 6.4%	5%	No students with disabilities have been suspended as of 3/18/22 for the 2021-2022 school year. Goal Met
Suspension rate for African American students	CA Dashboard 2019-2020 - 2.7%	2.3%	No African American students have been suspended as of 3/18/22 for the 2021-2022 school year. Goal Met

6. Parent-Family Engagement

School-Wide

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome	Actual Outcome
Raptor reports, sign-in sheets, attendance taken in virtual meetings.	<50 parents participating in school events.	> 60 parents participating in school events.	The total number of parents who have participated in parent capacity-building functions is <50. Goal Not Met

7. Graduation Rate (High School)

School-Wide

ATSI Identified Needs

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome	Actual Outcome
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8. College Career (High School)

School-Wide

ATSI Identified Needs

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome	Actual Outcome
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2021-2022 Program Evaluation – LCAP, Title I and CSI and 2022-2023 Needs Assessment

Quantitative and/or Qualitative Site-Based and District 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. The following data should be analyzed in completing the annual program evaluation: **California Dashboard** (ELA, Math, Suspensions, Chronic Absenteeism [K-8], Graduation Rate [HS], College Career [HS], Student Groups [EL, LI, FY, AA, ATSI], etc.), **ELPAC and English Learner Program** (ELPI, ELPAC Analysis, ELD Implementation Analysis, Reclassification and TELL Analysis), **District Assessments** (STAR [if applicable], IXL [grades 6-12], and NWEA), and **Site-Based Data** (Site Dashboard: Suspensions, Chronic Absenteeism, site-based assessments, student grades [D-F report], learning center/tutoring, and specific software/program data).

Needs Assessment Directions:

Based on the needs identified in your Quantitative and/or Qualitative Site-Based and District Data analysis, determine what will be included in the next year's SPSA LCAP, Title I, and CSI Action Plan. The items in your Needs Assessment must align with your **Section 3: LCAP, Title I, and CSI Action Plan**.

Annual Program Evaluation – LCAP, Title I, and CSI				Needs Assessment
2021-2022 Planned Expenditure: Strategies /Activities	Quantitative and/or Qualitative Site-Based and District Data (include whether data demonstrates growth, significant growth, declined, significantly declined, or maintained)	What is effective?	What has not been effective?	Next Steps? (Strategically continue, discontinue or modifications to the program)
<p>Certificated Teaching-Subs</p> <p>Resident Substitute to provide intervention for reading and math</p> <p>Provide Resident guest teachers have been/will continue to support students in grades 1-3, especially during asynchronous learning time during distance learning. Upon return to the site, the resident guest teachers will continue to support students within the school day. These students are progressed monitored every 4-6 weeks. The learning objectives, the program used and the data is shared with classroom teachers.</p> <p>CSI PLAN: Provide Resident guest teachers support students in grades 1-3, especially during asynchronous</p>	<p>Evidence:</p> <p>Reading Den(Learning Center) groups showed significant growth from the intervention that was provided.</p> <p>Teachers were able to attend staff development trainings and support at the site, as certificated substitutes provided coverage for their classes.</p> <p>Resident guest teachers provided small group instruction and support for students based on students' identified academic needs. Resident guest teachers also maintained a</p>	<p>Yes. Substitutes were able to cover classes and provide small group instruction in the Reading Den (learning center).</p>	<p>Learning center intervention staff were frequently required to cover classes without an assigned guest teacher due to district-wide substitute shortages and excessive absence due to COVID protocols.</p> <p>As such, the intervention was not provided on a regular basis, as planned for in the SPSA.</p>	<p>Continue 501 budget funding.</p> <p>CSI funding will not be used in this area for the 2022-2023 school year.</p>

learning time during distance learning. The learning objectives, the program used and the data is shared with classroom teachers.	schedule of learning center groups in which they were able to work on foundational reading skills, math, and receive immediate feedback in reading and writing activities.			
Student Interns Reading and Math intervention	No student interns were employed in the 2021-2022 school year.	No student interns were employed in the 2021-2022 school year.	No student interns were employed in the 2021-2022 school year.	Funding will not be used for student interns next school year.
Bilingual Program Facilitator Facilitates site programs, oversees and provides intervention for reading and math, progress monitoring and reports, SSC reports, family engagement, provides professional development and training for teachers, staff, and parents that is scheduled beyond the work day	For learning center data: Over 100 students attended the learning center for reading and math intervention throughout the course of the school year. Students who attended the learning center increased in their grade-equivalent reading progress an average of 0.71 (equivalent to 7.1 instructional months) in the first 6 weeks of small group intervention. The assessment tool was the Independent Reading Level Assessment Framework (IRLA), which is aligned to CCSS. This represents a significant acceleration of learning. Similar results were achieved in the subsequent 6 weeks of learning center intervention. Students in 5th grade received small group intervention in math. The intervention materials and lessons were from the SBCUSD curriculum guides and their intended purpose was to pre-teach skills before the core	Overall, intervention programs at the school site were very effective in accelerating reading achievement for students in all grades. The grade level and individual teacher PD supported teachers in how to better meet the various levels of their students. All parent council meetings were held and appropriate and required tasks were completed and documented.	To date, the Bilingual Program Facilitator has not been able to hold various family engagement opportunities due to COVID protocols. The PF was able to assist individual parents and families with tech support, when requested.	The job responsibilities of the Bilingual Program Facilitator will continue using budgets 419 and 501.

	<p>instruction.</p> <p>The program facilitator has ensured that all parent council documentation has been archived and is available for review.</p> <p>The PF provided grade level and individual teacher PD for the IRLA reading intervention program, the use of interims for grades 3-6 teachers and NWEA reports and analysis.</p>			
<p>Counselor-Additional Duty</p> <p>Participation in trainings and/or parent engagement that is scheduled beyond the work day</p>	<p>Evidence:</p> <p>Parent newsletters and communication documents. Parent workshops were offered, however, there was low or no parent participation.</p>	<p>The counselor was able to create newsletters and other documents to increase communication and parent engagement.</p>	<p>The funding was used in accordance with its intended purpose, however, parent attendance/participation was low, or workshops were cancelled.</p>	<p>Additional duty hours will discontinue for the counselor during the 2022-2023 school year and instead will occur during the contractual work day, unless as a future expenditure.</p>
<p>Certificated Teaching-Additional Duty</p> <p>Tutoring in ELA and/or Math, additional duty hours for training and grade level planning beyond the work day</p> <p>CSI PLAN</p> <ul style="list-style-type: none"> Additional duty for training and grade level planning <p>Classified - additional duty hours to participate in professional development opportunities</p>	<p>Evidence:</p> <p>Two kinder teachers tutored before school. The students who regularly attended showed growth or significant growth.</p> <p>Teachers created units and common formative assessments which are stored and utilized by grade level teams.</p>	<p>Teachers were able to utilize additional duty hours and have collaboratively created units of study that specifically address instructional needs of students that are identified by summative and formative assessments.</p>	<p>Only two teachers utilized additional duties funding for tutoring before school, so not enough students were able to participate in receiving the support.</p> <p>No classified staff participated in additional duties.</p>	<p>Additional duties will continue to be funded for tutoring and grade level planning.</p> <p>CSI funding will not be use in this area for the 2022-2023 school year.</p>
<p>Inservice/Conference (Certificated/Classified)</p> <p>Participation in conferences; registration, lodging traveling expenses, meals, etc.</p> <p>CSI PLAN:</p> <ul style="list-style-type: none"> Provide opportunities for teachers to 	<p>Evidence:</p> <p>Travel plans are being created for the AVID Summer Institute, which will be taking place during the summer of 2022.</p>	<p>Although staff have not yet attended the AVID Summer Institute, travel plans are being created.</p>	<p>No staff have yet attended an inservice or conference, but travel plans are being prepared.</p>	<p>Funding will continue for the 2022-2023 school year using the 419 budget.</p> <p>CSI funding will not be used in this area for the 2022-2023 school year.</p>

<p>participate in conferences that align with the academic focus, instruction in strategies when working with students to increase their achievement.</p>				
<p>Other Books</p> <ul style="list-style-type: none"> Purchase of other books for students and/or staff/professional development Add novels and books to teachers' classroom libraries <p>CSI PLAN:</p> <ul style="list-style-type: none"> Purchase professional books for teachers to serve as resources for teachers in need of expanding their strategies to engage their students 	<p>Evidence:</p> <p>American Reading Company, SIPPS, and other intervention books did not arrive on site until after April and therefore will not be used until summer school or the 2022-2023 school year.</p> <p>Teachers ordered class sets of grade level novels to provide reading comprehension instruction in the classroom. Approximately 40% of students met their RIT score for the NWEA assessment. On average, students demonstrated growth.</p>	<p>Professional development books and class sets of novels have been purchased and received at the site.</p>	<p>There is a small amount of money in the SPSA to fund other books, as we have most of the books that were requested by teachers.</p>	<p>Funding will continue. CSI funding will specifically used to purchase materials, supplies and to request items to be printed from printing services for our Reading Den & Math League intervention labs (Learning Center).</p>
<p>Supplemental Instructional Materials</p> <p>Supplemental Instructional Materials to increase student practice and achievement and enrichment activities, including for art projects</p> <p>CSI PLAN:</p> <ul style="list-style-type: none"> Purchase supplemental materials and intervention/acceleration materials/resources, 	<p>Evidence:</p> <p>Purchase orders were used for classrooms and the Reading Den/Math League (Learning Center) labs.</p> <p>Teachers ordered class sets of grade level novels to provide reading comprehension instruction in the classroom. Approximately 40% of students met their RIT score for the NWEA assessment. On average, students demonstrated growth.</p>	<p>Supplemental instructional supplies have been ordered and delivered to the site.</p>	<p>Funding has been used in accordance with the plan.</p>	<p>Funding will continue using budget 501 for approximately \$4,000 as the site has purchased many materials over the past 3 years.</p> <p>CSI Plan: \$12,000 is budgeted for the Reading Den/Math League (Learning Center) intervention labs.</p>

<p>Computer Accessories Supplies & Software</p> <p>Devices/Chromebooks to assist with diagnostics and student practice of core skills in ELA, math, ELD, science, social studies; additional monitors for teachers & staff to more effectively work virtually from home</p> <p>CSI PLAN:</p> <ul style="list-style-type: none"> To assist with student practice of core skills in ELA and math to include software and applications 	<p>Evidence:</p> <p>10 teacher Ipads and 1 computer for the program facilitator were purchased.</p>	<p>Yes, as primary grade teachers and the PF had access to a newer model device to support student instruction.</p>	<p>The devices were effective as the staff were given a newer model device to support student instruction.</p>	<p>Funding will continue using CSI and 419 budgets. The CSI funding will be used specifically for the Reading Den/Math League (Learning Center) intervention labs.</p>
<p>Other Materials</p> <p>Other materials needed to supplement and support the core curriculums</p> <p>CSI PLAN:</p> <ul style="list-style-type: none"> To assist with student practice of core skills in ELA and math to include software and applications, or other subject areas, including art projects 	<p>Evidence:</p> <p>Two items were purchased for two teachers. There was 1 set of math manipulatives and a Robotics set. The items did not arrive until late in the spring, so no data was able to be relayed on the impact.</p>	<p>Other materials have been ordered and delivered to the site.</p>	<p>N/A</p>	<p>Funding will not continue, unless for possible future expenditures using budgets 419 and 501.</p> <p>CSI funding will not be used in this area for the 2022-2023</p>
<p>Musical Instruments</p> <p>For additional instruments for more students to participate in the music program</p>	<p>No instruments were purchased. We moved this money to student incentives toward our student store.</p>	<p>No instruments were purchased</p>	<p>No instruments were purchased</p>	<p>No funding will continue for the 2022-2023</p>
<p>Maintenance Agreements</p> <p>Maintenance of the site's copy machines</p>	<p>Evidence:</p> <p>Machines were immediately serviced as needed, to that there was not a delay for making copies for instruction.</p>	<p>Maintenance agreements were purchased and have been used to maintain machines.</p>	<p>Yes, machines were immediately serviced as needed, to that there was not a delay for making copies for instruction.</p>	<p>Funding will continue for budget 419.</p>
<p>Independent Contractor/Consultant</p>	<p>Evidence:</p> <p>We did not have any independent</p>	<p>Professional development was not provided by outside of district vendors.</p>	<p>Funding was not used as planned.</p>	<p>Funding will not be continued for the 2022-2023 school year, unless as a possible future</p>

<p>To provide Professional Development for Teachers and Staff; PD may address academic needs, including AVID, as well as address the climate and culture of the school, including developing strategies for implementing PBIS, restorative justice, social-emotional learning, and culturally based instruction, and culturally relevant pedagogy</p> <p>CSI PLAN: Professional Development for Teachers and Staff; PD may address academic needs, including AVID, as well as address the climate and culture of the school, including developing strategies for implementing PBIS, restorative justice, social-emotional learning, and culturally based instruction, and culturally relevant pedagogy</p>	<p>contractor/consultants during the school year. Money was used toward instructional materials.</p>			<p>expenditure using budget 501.</p> <p>CSI funds will not be used in this area during the 2022-2023 school year.</p>
<p>Assemblies/Non-Classified Experts</p> <p>School-wide : Assemblies to improve school climate, and/or student achievement</p>	<p>Evidence:</p> <p>We did not contract for any assemblies as planned. One assembly that was scheduled had to be cancelled due to the vendor.</p>	<p>Funding for assemblies did not take place as planned.</p>	<p>We did not have any assemblies.</p>	<p>Funding will not continued, unless as a possible future expenditure.</p>
<p>Student Incentives</p> <p>To increase a positive school climate & culture, and/or student achievement, including trophies</p>	<p>Evidence: Student store incentives and trophies for attendance. Our office referrals showed a significant decrease from the 2019-2020 school year (2020-2021 school closures), from 256 referrals to 121 referrals. Our suspensions significantly decreased from 25 to 8. We had 80 students who earned a good attendance or perfect attendance trophy. Students were in class</p>	<p>Student store incentives and trophies for attendance were purchased. Students earned PBIS Reward points to purchase student store incentives.</p>	<p>We had 126 students who earned a good attendance or perfect attendance trophy through March. Between April and May, 46 students no longer qualified. Due to the COVID restrictions, many students were unable to attend school if had symptoms, or needed to be quarantined.</p>	<p>Incentives will continue to be purchased and utilized to increase positive school climate & culture, attendance and student achievement.</p>

	for instruction instead of in the office or on a suspension and therefore, did not lose a lot of classroom instruction due to behavior issues.			
Printing Services Printing services for AVID, teacher/student materials, learning center materials, PBIS certificates and posters, etc.	Evidence: Teachers, Reading Den/Math League (Learning Center) Labs and admin have ordered printing of many resources for instruction and for PBIS posters, so that we did not overwhelm our site copy machines.	Yes, teachers and admin have been able to order printing of many resources for instruction and for PBIS posters.	Nothing was not effective.	Teachers and admin will continue to send printing orders to the printing services in order to have materials that support learning, as well as materials that promote AVID and PBIS using 419 and 501 budgets. CSI Plan: \$3,000 has been budgeted for the Reading Den & Math League (Learning Center) intervention labs.
Field Trips Transportation Transportation to students in an effort to provide learning experiences beyond the classroom in ELA, math, social studies, science and/or the arts	In person field trips did not take place this school year using categorical funding.	N/A	In person field trips did not take place this school year using categorical funding.	These opportunities will be provided next school year, through possible future expenditures.
Field Trips Admissions To provide learning experiences beyond the classroom in ELA, math, social studies, science and/or the arts	In person field trips did not take place this school year using categorical funding.	N/A	In person field trips did not take place this school year using categorical funding.	These opportunities will be provided next school year, through possible future expenditures.
1% for parent engagement	Evidence: Catering and other orders	Some funding was used for catering for parent engagement events on campus.	Several events were held virtually due to county and District limitations for COVID-19 concerns. Virtual events did not include catering.	Funding will continue next year, using budget 419.
Program Facilitator- Additional Duty Participation in trainings and providing parent/family engagement workshops scheduled beyond the work day	Evidence: Additional duty was not provided.	The program facilitator did not utilize any additional duty hourly funding. The program facilitator worked five (5) additional days.	Funding was not utilized.	No additional duty hours will be allocated for the program facilitator, unless through possible future expenditures for the 2022-2023 school year.
Clerk/Bilingual Clerk 1	Evidence: The clerk regularly	Acted as a liaison for bilingual parents, parents of students	Funding has been used in accordance with the plan.	Funding will continue for the bilingual clerk

To increase parent engagement/involvement and outreach, including interpretation	communicated with parents on the phone, sending emails, and school visits to assist with interpretation and providing school/district information that was requested.	with disabilities, and African-American parents and supported parents of all backgrounds.		position next school year.
Personnel Benefits	Employee benefits statements	Employees have received benefits in accordance with employee agreements	Funding has been used in accordance with the plan.	Funding will continue for the 2022-2023 school year.
Library Assistant/1 hour per day To provide an additional hour of student engagement within the library and library resources, including virtual library read aloud opportunities	Evidence: We were unable to hire a bilingual library assistant for the 2021-2022 school year.	We were unable to hire a bilingual library assistant for the 2021-2022 school year.	The library assistant was vacant for the entire school year.	Funding will continue for the 2022-2023 school year.
Computer Non-Deprc. Equipment: \$500-\$4,999.99 Computers & technology for students, teachers and staff, including additional monitors so that staff can work virtually from home more effectively CSI PLAN: <ul style="list-style-type: none"> Computers & technology for students in order to provide access with one-on-one technology 	Evidence: All students, teachers and staff had access to a newer model device. Students had 2 to 1 devices.	Purchases for computers and instructional devices were purchased. All students, teachers and staff had access to a newer model device. Students had 2 to 1 devices.	There was nothing that was ineffective in this area.	Funding will continue for the 2022-2023 school year. CSI funding of \$7,000 will be used toward computers/technology for the Reading Den & Math League Intervention Labs.
Catering-Nutrition Services Refreshments for parent engagement meetings	Evidence: Catering Orders	Due to COVID-19 restrictions, parent meetings were held virtually and did not include catering until May 2022.	Catering was not provided for parent meetings due to COVID-19 restrictions until May 2022.	Upon returning to in-person meetings next year, catering will be provided in the next school year.
Rec Aides To increase positive climate and culture during non-instructional times	Evidence: Student store incentives and trophies for attendance. Our office referrals showed a significant decrease from the 2019-2020 school year (2020-2021 school closures), from 256 referrals to 121	Rec aides have supervised outdoor recess, lunches, and inclement recess times. Suspension and referral rates have been drastically reduced.	Due to many rec aide absences due to being quarantined or illness, on many days there was a shortage of rec aide supervision, and therefore other support staff covered recesses/lunches.	Funding will continue for the 2022-2023 school year, using 419 funds.

	<p>referrals. Our suspensions significantly decreased from 25 to 8.</p> <p>Students were in class for instruction instead of in the office or on a suspension and therefore, did not lose a lot of classroom instruction due to behavior issues.</p>			
<p>District Computer Warranty/Repair</p> <p>Warranties for site purchased technology</p>	<p>Evidence:</p> <p>Devices were given to students and staff as requested.</p>	<p>All devices and electronics purchased also included the purchase of a district computer warranty.</p>	<p>Funding has been used in accordance with the plan.</p>	<p>This funding will continue next school year for any additional devices purchased.</p>
<p>Non-Deprc. Equipment: \$500-\$4,999.99 (Technology Charging Carts)</p> <p>Charging carts for students' technology</p>	<p>Evidence:</p> <p>Funding was moved to instructional materials.</p>	<p>No charging carts were purchased. None were needed.</p>	<p>No charging carts were purchased. None were needed.</p>	<p>This funding will not continue, because it has not been necessary.</p>
<p>Microcomputer Specialist</p> <p>To support and assist teachers and staff with technology; troubleshooting and support with instructional technology</p>	<p>Evidence:</p> <p>Site-Based tech ticket system and employee timesheets</p>	<p>Yes, the employee was able to support at the site until October 2021.</p>	<p>The microcomputer specialist did not return to work after October 2021 and the position was abolished.</p>	<p>This position was abolished for the 2022-2023 school year.</p> <p>Most tasks related to the microcomputer specialist are now centralized with the district IT department, who utilize a separate request-for-support system.</p>
<p>Computer Tech Fees/Software Licenses (ELA, Math, Science, Climate & Culture (i.e.PBiS Rewards), etc., including for the "virtual learning center")</p> <p>To assist with diagnostics and student practice of core skills in ELA, SLA, math, ELD, science, social studies, TPT</p> <p>CSI PLAN:</p> <ul style="list-style-type: none"> To provide the additional practice of core skills needed 	<p>Evidence:</p> <ul style="list-style-type: none"> PBiS Rewards - for digital reward system for behavior (Student Store) Mystery Science IXL Brain Pop Starfall Teachers Pay Teachers (TPT) 	<p>Yes, teachers are having students use the various platforms. TPT allows teachers to use various resources for ELA, math, ELD, science, SEL, and social studies.</p>	<p>All subscriptions were effective.</p>	<p>Funding will continue next school year.</p> <p>CSI funds will not be used in this area during the 2022-2023 school year.</p>

in intervention and/or acceleration	<ul style="list-style-type: none"> • Nearpod/Flo cabulary • Discovery Education <p>Student software and subscriptions have been used to provide diagnostic data for students' academic needs, independent practice of skills to support progress toward grade-level standards, and receive immediate feedback for learning activities. Teachers have used the reports from electronic learning platforms to adjust and respond to student learning.</p> <p>Students are more engaged in the lessons and gain a better understanding of the standards in which they need additional support.</p>			
Other Materials including Parent Involvement Activities	<p>Evidence:</p> <p>Purchases were not made as activities were held virtually.</p>	N/A	Parent involvement activities were mostly held virtually, therefore materials were not purchased.	Funding will continue next year.

List the New Strategies/Activities based on Site and District Level Data Analysis (Quantitative and/or Qualitative):

Needs Assessment	
New Planned Expenditure: Strategies /Activities not listed in the 21-22 SPSA	Quantitative and/or Qualitative Site-Based and District Data (include data analyzed that helped you determine the new need)

Goal 1 English Language Arts

School-Wide

(Create a school-wide CAASPP goal.)

Increase ELA proficiency by 15 points, as measured by the 2022 SBAC Summative Assessment.
 Increase ELA proficiency of 3rd grade students by 15 points, as measured by the 2022 SBAC Summative Assessment.
 Increase ELA proficiency of students with disabilities by 6 points, as measured by the 2022 SBAC Summative Assessment.
 Increase ELA proficiency of African American student group by 15 points, as measured by the 2022 SBAC Summative Assessment.
 Increase ELA proficiency of chronically absent students by 6 points, as measured by the 2022 SBAC Summative Assessment.

ATSI Identified Needs

(ATSI schools must include state identified student groups.)

Indicate State and Local Metrics to assess progress/monitor this goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP ELA- Students with Disabilities (Subgroup)	2019 Average -134.2 below standard	Increase by 6+ points resulting in -128.2 below standard
CAASPP ELA- 3rd grade students met or exceeded	2019 Average - 27.8 below standard	Increase 15+ points resulting in 42.8 meeting or exceeding the standard
CAASPP ELA All Students	2019 Average -35.5 below standard	Increase by 15+ resulting in -20.5 points below standard
CAASPP ELA African American Students	2019 Average -72.7 below standard	Increase by 15+ resulting in 57.7 points below standard
NWEA Reading All Students	An average of 14.8% of students were "on track" according to the 2021 fall to 2022 winter NWEA Reading results.	Increase by 15.2%, resulting in 30% of students being "on track" on the Winter 2023 report.

Goal 2 Mathematics

School-Wide

(Create a school-wide CAASPP goal.)

Increase mathematics proficiency by 15 points, as measured by the 2022 SBAC Summative Assessment.
 Increase mathematics proficiency of students with disabilities by 6 points, as measured by the 2022 SBAC Summative Assessment.
 Increase mathematics proficiency of the African American student group by 15 points, as measured by the 2022 SBAC Summative Assessment.
 Increase mathematics proficiency of chronically absent students by 6 points, as measured by the 2022 SBAC Summative Assessment.

ATSI Identified Needs

(ATSI schools must include state identified student groups.)

Indicate State and Local Metrics to assess progress/monitor this goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP All students	2019 Average -55.1 points below standard	15+ increase in points below standard resulting in an increase to -40.1
CAASPP Students with Disabilities	2019 Average -140.1 points below standard	6+ increase in points below standard resulting in an increase to -134.1
CAASPP African American Students	2019 Average -106.7 points below standard	15+ increase in points below standard resulting in an increase to -91.7
NWEA Math All Students	An average of 12.4% of students were "on track" according to the fall 2021 to winter NWEA Math results.	Increase by 17.6%, resulting in 30% of students being "on track" on the Winter 2023 report.

Goal 3 English Learners

(ELPAC, Reclassification, ELA, Math and ATSI identified areas)

ELPAC

Increase the percentage of ELs making progress toward English proficiency by 36.2% moving from 28.7% to 65%, as measured by the 2023 ELPAC Summative test.

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

Reclassification

Reclassification rate will increase to 30% by the Spring 2023 as measured by EL Reclassification forms.

ELA

Increase CAASPP ELA distance from standard by 15 points moving from -105 to -90, as measured by the CA Dashboard.

Math

Increase CAASPP Math distance from standard by 15 points, moving from -97 to -82, as measured by the CA Dashboard.

ATSI Identified Needs

Indicate State and Local Metrics to assess progress/monitor this goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Annual Reclassification Rate	October 2020 is 0.5%	May 2023 – increase to 20%
CAASPP English Language Arts Summative Test	-105 (distance from meeting standard)	Increase CAASPP ELA distance from standard by 15 points moving from -105 to -90, as measured by the CA Dashboard.
CAASPP Mathematics Summative Test	-97 (distance from meeting standard)	Increase CAASPP Math distance from standard by 15 points, moving from -97 to -82, as measured by the CA Dashboard.
ELPAC Summative Test	28.7% making progress toward English proficiency	Increase the percentage of ELs making progress toward English proficiency by 36.2% moving from 28.7% to 65%, as measured by the 2023 ELPAC Summative test.
NWEA Reading	Winter NWEA Reading results show 8.5% of EL students were "on track."	Winter 2023 NWEA Reading results increasing by 11.5% to 20% of students being "on track."

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
NWEA Math	Winter NWEA Math results show 8.9% of EL students were "on track."	Winter 2023 NWEA Math results increasing by 11.1% to 20% of students being "on track."

Goal 4 Chronic Absenteeism (K-12)

School-Wide

(Create a school-wide goal.)

All Students: Our chronic absenteeism will not be above 30% for the 2022-23 school year as measured by the CA Dashboard in spring 2023.

ATSI Identified Needs

(ATSI schools must include state identified student groups.)

Students with Disabilities: Our chronic absenteeism will not be above 30% for the 2022-23 school year as measured by the CA Dashboard in spring 2023.

African American: Our chronic absenteeism will not be above 30% for the 2022-23 school year as measured by the CA Dashboard in spring 2023.

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

Indicate State and Local Metrics to assess progress/monitor this goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CA Dashboard All students	SBCUSD Site Dashboard 2021-22 (as of February 2022) -53.1%	Our chronic absenteeism will not be above 30%
CA Dashboard Students with Disabilities	SBCUSD Site Dashboard 2021-22 (as of February 2022) -62.3%	Our chronic absenteeism will not be above 30%
CA Dashboard African American Students	SBCUSD Site Dashboard 2021-22 (as of February 2022) -61.7%	Our chronic absenteeism will not be above 30%
Site Dashboard All Students	Site Dashboard as of April 2022, 51.1% of students were Chronically Absent	A decrease of 21.1%, so that there will be 30% of students on the April 2023 report.

Goal 5 Suspension

School-Wide

(Create a school-wide goal.)

All Students: All students' suspension rate will be maintained at 1% or lower during the 2022-23 school year based on the PBIS dashboard.

ATSI Identified Needs

(ATSI schools must include state identified student groups.)

All Students: All students suspension rate will be maintained at 1% or less during the 2022-23 school year based on the PBIS dashboard.

Students with Disabilities: Students with Disabilities suspension rate will be maintained at under 1% during the 2022-2023 school year based on the PBIS dashboard.

African American Students: African American suspension rate will be maintained at under 1% during the 2022-2023 school year based on the PBIS dashboard.

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

Indicate State and Local Metrics to assess progress/monitor this goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Site Dashboard Suspension rate for all students	Site Dashboard 2021-22 (as of April 2022): 0.5%	Suspension rate will be 1% or less.
Site Dashboard Suspension rate for students with disabilities	Site Dashboard 2021-22 (as of April 2022): 0%	Suspension rate will be 1% or less.
Site Dashboard Suspension rate for African American students	Site Dashboard 2021-22 (as of April 2022): 1.1%	Suspension rate will be 1% or less.

Goal 6 Parent-Family Engagement

School-Wide

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

Our site will collaborate with the Family Engagement department to build the capacity of site parent liaisons and certificated and classified staff in alignment with current research, best practices and district vision and goals.

Indicate Local Metrics to assess progress/monitor this goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Raptor reports, sign-in sheets, attendance taken in virtual meetings.	<50 parents participating in school events.	> 60 parents participating in school events.
Staff family engagement professional development sessions.	0 professional development sessions for 2021-22.	3 or more professional development sessions for 2022-23.

LCAP, Title I, and CSI Action Plan

Planned expenditures that are needed in order to achieve the schoolwide and student group goals.

Directions: Consider the needs of the following: intervention, student groups, professional development, parent engagement, etc. The LCAP Strategies/Activities must principally support Low-Income, Foster Youth, and/or English Learner student groups. A description of how Low-Income, Foster Youth, and/or English Learner student groups are supported must be included in the Strategies/Activities column for items with LCAP 419 funding included in the plan. The Title I Schoolwide program serves at-risk groups such as Low-Income, English Learners, Foster Youth, African American, Hispanic/Latino, Students with Disabilities, and other student groups. CSI is also a Schoolwide program.

Planned Expenditures Object Code	Strategies/Activities	Goal Alignment	LCAP 419 Cost	Title I 501 Cost	CSI 523 Cost
1910/1190 Program Facilitator - Reg	<p>Bilingual Program Facilitator</p> <p>Facilitates site programs, oversees and provides intervention for reading and math, progress monitoring and reports, SSC reports, family engagement.</p> <p>The Program Facilitator will provide ongoing support and training to teachers in the areas of progress monitoring, assessment, instructional planning, student engagement, technological program support, and integrated and designated English language development.</p> <p>Works with targeted EL students for grades 3-6 ELA and Math intervention groups, strategically groups EL students with other bilingual resident guest teachers for small group intervention in ELA & Math.</p>	<p>Goal 1 English Language Arts</p> <p>Goal 2 Mathematics</p> <p>Goal 3 English Learners</p> <p>Goal 4 Chronic Absenteeism (K-8)</p> <p>Goal 5 Suspension</p> <p>Goal 6 Parent-Family Engagement</p>	<p>\$ 29,529</p> <p>English Learner</p> <p>Foster Youth</p> <p>Low-Income</p>	\$82,681	\$0

2118 Rec Aide Regular	<p>Recreation Aides</p> <p>To increase positive climate and culture during non-instructional times</p>	<p>Goal 3 English Learners</p> <p>Goal 4 Chronic Absenteeism (K-8)</p> <p>Goal 5 Suspension</p> <p>Goal 6 Parent-Family Engagement</p>	<p>\$ 77,762</p> <p>English Learner</p> <p>Foster Youth</p> <p>Low-Income</p>	\$0	\$0
4210 Other Books	<p>Other Books</p> <ul style="list-style-type: none"> Purchase of other books for students and/or staff/professional development. PD books to target math, reading, writing, or SEL instruction. Add high interest novels and books to teachers' classroom libraries to increase student engagement. 	<p>Goal 1 English Language Arts</p> <p>Goal 2 Mathematics</p> <p>Goal 3 English Learners</p> <p>Goal 6 Parent-Family Engagement</p>	<p>\$ 1,000</p> <p>English Learner</p> <p>Foster Youth</p> <p>Low-Income</p>	\$0	\$8052
4310 Instructional Materials/Supplies	<p>Supplemental Instructional Materials</p> <p>Supplemental Instructional Materials to increase student practice and achievement and enrichment activities (ELA, math, ELD, science, SEL, white board markers and whiteboards to increase student engagement, including for art projects and AVID.</p>	<p>Goal 1 English Language Arts</p> <p>Goal 2 Mathematics</p> <p>Goal 3 English Learners</p> <p>Goal 4 Chronic Absenteeism (K-8)</p>	<p>\$ 0</p> <p>English Learner</p> <p>Foster Youth</p> <p>Low-Income</p>	\$4,227	\$16,760

	Ink cartridges to print authentic student assignments and assessments.				
4340/4410/4440/4450/5841-Computer Equipment/Accessories/Warranty	<p>Computer Accessories/Supplies</p> <p>Computer Non-Deprec Equip \$500-\$4,999.99</p> <p>Computer Accessories Supplies & Software</p> <p>Devices/Chromebooks to assist with diagnostics and student practice of core skills in ELA, math, ELD, science, social studies, document cameras, and projectors.</p> <p>Ink cartridges to print authentic student assignments and assessments.</p>	<p>Goal 1 English Language Arts</p> <p>Goal 2 Mathematics</p> <p>Goal 3 English Learners</p> <p>Goal 4 Chronic Absenteeism (K-8)</p> <p>Goal 5 Suspension</p> <p>Goal 6 Parent-Family Engagement</p>	<p>\$ 3,422</p> <p>English Learner</p> <p>Foster Youth</p> <p>Low-Income</p>	\$0	\$7,630
5220 Inservice/Conference	<p>Inservices/Conferences</p> <p>Inservice/Conference (Certificated/Classified)</p> <p>Participation in conferences; registration, lodging traveling expenses, meals, etc. in the area of ELA, math, student engagement, SEL and/or ELD to build teacher capacity and improve instructional strategies.</p>	<p>Goal 1 English Language Arts</p> <p>Goal 2 Mathematics</p> <p>Goal 3 English Learners</p>	<p>\$ 2,000</p> <p>English Learner</p> <p>Foster Youth</p> <p>Low-Income</p>	\$0	\$0
5633 Maintenance Agreement	Maintenance Agreements	Goal 1 English	\$ 3,000	\$0	\$0

	Maintenance of the site's copy machines	Language Arts Goal 2 Mathematics Goal 3 English Learners Goal 6 Parent-Family Engagement	English Learner Foster Youth Low-Income		
5713 Printing - District	Printing Services Printing services for AVID, teacher/student materials, learning center materials, ELA, Math, social studies, science, ELD, PBIS certificates and posters, etc.	Goal 1 English Language Arts Goal 2 Mathematics Goal 3 English Learners Goal 4 Chronic Absenteeism (K-8) Goal 5 Suspension Goal 6 Parent-Family Engagement	\$ 2,000.17 English Learner Foster Youth Low-Income	\$2,719.87	\$3,000
5840 Computer Tech Fees, Software Licenses, Svcs	Computer Tech Fees/Software Licenses To assist with diagnostics and student practice of core skills in ELA, SLA, math, ELD, science, social studies <ul style="list-style-type: none"> • PBIS Rewards - for digital reward system for behavior (Student Store) • Mystery Science • IXL • Brain Pop • Starfall • Teachers Pay Teachers (TPT) • Nearpod/Flocabulary • Discovery Education 	Goal 1 English Language Arts Goal 2 Mathematics Goal 3 English Learners Goal 4 Chronic Absenteeism (K-8) Goal 5 Suspension Goal 6 Parent-Family Engagement	\$ 20,000 English Learner Foster Youth Low-Income	\$15,000	\$18812

	<ul style="list-style-type: none"> (Additional licenses to support ELA, Math, Science, ELD, Climate & Culture, PBS, social studies. 				
2211 Lib/Media/Career - Reg	<p>Bilingual Library Asst (1 hour per day)</p> <p>To provide an additional hour of student and parent engagement within the library and library resources, including virtual library read aloud opportunities for parents and small children.</p>	<p>Goal 1 English Language Arts</p> <p>Goal 3 English Learners</p> <p>Goal 6 Parent-Family Engagement</p>	<p>\$ 3,580</p> <p>English Learner</p> <p>Foster Youth</p> <p>Low-Income</p>	\$0	\$0
4330/5752 Meeting Refreshments/Catering	<p>Catering</p> <p>Provide refreshments during parent meetings</p>	<p>Goal 6 Parent-Family Engagement</p>	<p>\$ 2,000</p> <p>English Learner</p> <p>Foster Youth</p> <p>Low-Income</p>	\$0	\$0
2410 Clerk/Bil Clerk - Reg	<p>Bilingual Clerk</p> <p>To increase parent engagement/involvement and outreach, including interpretation</p>	<p>Goal 3 English Learners</p> <p>Goal 4 Chronic Absenteeism (K-8)</p> <p>Goal 5 Suspension</p> <p>Goal 6 Parent-Family Engagement</p>	<p>\$ 37,552</p> <p>English Learner</p> <p>Foster Youth</p> <p>Low-Income</p>	\$0	\$0
2411 Clk/Techn Specldz - Reg (Curr Matl)/ (Registrar)/ (Attd Clk)	<p>Bilingual Attendance Clerk (2 hours) -</p> <ul style="list-style-type: none"> Assists with improving 	<p>Goal 3 English Learners</p> <p>Goal 4 Chronic Absenteeism (K-8)</p>	<p>\$ 10,530</p> <p>English Learner</p> <p>Foster Youth</p>	\$0	\$0

	attendance, supporting families through interpreting in Spanish, assists with parent engagement/involvement and outreach through phone calls, or parent visits at the site.	Goal 6 Parent-Family Engagement	Low-Income		
1130/1230/1930-Additional Duty Certificated Teacher/Counselor/PF/Other Certificated Staff	<p>Certificated Additional Duty</p> <p>Participation in trainings and/or parent engagement that is scheduled beyond the work day</p> <p>Certificated Teaching-Additional Duty</p> <p>Tutoring in ELA and/or Math, additional duty hours for training and grade level planning beyond the work day</p>	<p>Goal 1 English Language Arts</p> <p>Goal 2 Mathematics</p> <p>Goal 3 English Learners</p>	<p>\$ 0</p> <p>English Learner</p> <p>Foster Youth</p> <p>Low-Income</p>	\$25,000	\$0
1140 Certificated Teaching - Sub	<p>Certificated Teaching-Subs</p> <p>Resident and Guest Teachers</p> <ul style="list-style-type: none"> To provide intervention for reading and math, coverage for teachers to have individual and grade level planning; coverage 	<p>Goal 1 English Language Arts</p> <p>Goal 2 Mathematics</p> <p>Goal 3 English Learners</p>	<p>\$ 0</p> <p>English Learner</p> <p>Foster Youth</p> <p>Low-Income</p>	\$80,000	\$0

	<p>for teachers to attend professional development opportunities, data chat meetings, and for teachers to observing highly effective teachers & instructional rounds.</p> <p>Provide small group intervention in the areas of ELA & Math, including targeted EL students, based on data reports.</p>				
3000-3999 Employee Benefits	Employee Benefits	<p>Goal 1 English Language Arts</p> <p>Goal 2 Mathematics</p> <p>Goal 3 English Learners</p> <p>Goal 4 Chronic Absenteeism (K-12)</p> <p>Goal 5 Suspension</p> <p>Goal 6 Parent-Family Engagement</p>	<p>\$ 95,600</p> <p>English Learner</p> <p>Foster Youth</p> <p>Low-Income</p>	\$62,149	\$0
Total Costs			\$ 287,975.17	\$ 271,776.87	\$ 54,254
Total Allocation			\$ 287,975.17	\$ 271,776.87	\$ 22,000

Possible Future Expenditures: LCAP, Title I, and CSI

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	LCAP 419 Cost	Title I 501 Cost	CSI 523 Cost
1130/1230/1930-Additional Duty Certificated Teacher/Counselor/PF/Other Certificated Staff	<p>Certificated Teaching-Additional Duty</p> <p>Provide tutoring in Reading and/or Math, additional duty hours for training and grade level planning beyond the work day, in the areas of math, ELA, science, social studies, SEL and AVID.</p> <p>Classified - additional duty hours to participate in professional development opportunities in the area of SEL.</p>	<p>Goal 1 English Language Arts</p> <p>Goal 2 Mathematics</p> <p>Goal 3 English Learners</p>	<p>\$5,142</p> <p>English Learner</p> <p>Low-Income</p>	\$5,000	\$0

1140 Certificated Teaching - Sub	<p>Certificated Teaching-Subs</p> <p>Additional Resident/General Guest Teachers to provide intervention for reading and math within classrooms and/or within the pull out program. (Provide small group intervention in the areas of ELA & Math, including targeted EL students, based on data reports).</p> <p>Additional coverage for grade level/individual teacher planning, data chat meetings, teacher observing highly effective teachers, instructional rounds, professional development opportunities, and coverage for teacher absences, if needed.</p>	<p>Goal 1 English Language Arts</p> <p>Goal 2 Mathematics</p> <p>Goal 3 English Learners</p> <p>Goal 4 Chronic Absenteeism (K-8)</p> <p>Goal 5 Suspension</p>	<p>\$10,500</p> <p>Low-Income</p> <p>English Learner</p> <p>Foster Youth</p>	\$15,000	\$0
4310 Instructional Materials/Supplies	<p>Supplemental Instructional Materials</p> <p>Additional purchases of supplemental instructional materials to increase student practice and achievement and enrichment activities in the areas of ELA, ELD, social studies, math, AVID and science, including for art projects, white board markers and whiteboards to increase student engagement.</p> <p>Ink cartridges to print authentic student assignments and assessments.</p>	<p>Goal 1 English Language Arts</p> <p>Goal 2 Mathematics</p> <p>Goal 3 English Learners</p> <p>Goal 4 Chronic Absenteeism (K-8)</p> <p>Goal 5 Suspension</p>	<p>\$5,000</p> <p>Low-Income</p> <p>English Learner</p> <p>Foster Youth</p>	\$3,000	\$0

4340/4410/4440/4450/5841 -Computer Equipment/Accessories/Warranty	<p>Computers, Technology, Accessories, District Warranty</p> <p>Computers & technology for students, teachers and staff to assist with diagnostics and student practice of core skills in ELA, math, ELD, science, social studies.</p> <p>Technological accessories (e.g. mouses, document cameras, projectors, headphones)</p> <p>Charging cart</p> <p>Ink cartridges to print authentic student assignments and assessments.</p>	<p>Goal 1 English Language Arts</p> <p>Goal 2 Mathematics</p> <p>Goal 3 English Learners</p>	<p>\$10,000</p> <p>Low-Income</p> <p>English Learner</p> <p>Foster Youth</p>	\$6,000	\$0
4340/4410/4440/4450/5841 -Computer Equipment/Accessories/Warranty	<p>Poster maker</p> <ul style="list-style-type: none"> To assist with clear communication for instructional strategies, classroom anchor charts, PBS and increase the site's climate and culture. <p>Ink cartridges to print authentic student assignments and assessments.</p>	<p>Goal 6 Parent-Family Engagement</p> <p>Goal 4 Chronic Absenteeism (K-8)</p>	<p>\$7,000</p> <p>Low-Income</p> <p>English Learner</p> <p>Foster Youth</p>	\$0	\$0
5220 Inservice/Conference	<p>Inservice/Conference (Certificated/Classified)</p> <p>Participation in conferences that align with the site's and/or district's academic foci (teacher clarity, student engagement, AVID) to increase student achievement and/or improve SEL strategies. Includes registration, lodging traveling expenses, meals, etc.</p>	<p>Goal 1 English Language Arts</p> <p>Goal 2 Mathematics</p> <p>Goal 3 English Learners</p> <p>Goal 4 Chronic Absenteeism (K-8)</p> <p>Goal 5 Suspension</p> <p>Goal 6 Parent-Family Engagement</p>	<p>\$3,000</p> <p>Foster Youth</p> <p>English Learner</p> <p>Low-Income</p>	\$4,000	\$0

4390 Other Materials	<p>Other Materials</p> <p>Other materials needed to supplement and support the core curriculums, AVID and art projects.</p> <p>Supervision vests for recess/lunch duty.</p> <p>Ink cartridges to print authentic student assignments and assessments.</p>	<p>Goal 1 English Language Arts</p> <p>Goal 2 Mathematics</p> <p>Goal 4 Chronic Absenteeism (K-8)</p>	<p>\$2,000</p> <p>Low-Income</p> <p>English Learner</p> <p>Foster Youth</p>	\$2,000	\$0
5810/5850 Contracted Services/Independent Contractor/Consultant	<p>Independent Contractor/Consultant</p> <p>To provide professional development for teachers and staff in the areas of teacher clarity, AVID, SEL, PBS, ELA Writing, and/or student engagement strategies.</p>	<p>Goal 1 English Language Arts</p> <p>Goal 2 Mathematics</p> <p>Goal 3 English Learners</p> <p>Goal 4 Chronic Absenteeism (K-8)</p> <p>Goal 5 Suspension</p>	\$0	\$3,000	\$0
4210 Other Books	<p>Other Books</p> <ul style="list-style-type: none"> Purchase of other books for students and/or staff/professional development for reading, math, science, teacher clarity, SEL, PBS, community circles, student engagement strategies. Add novels and books to teachers' classroom libraries 	<p>Goal 1 English Language Arts</p> <p>Goal 2 Mathematics</p> <p>Goal 3 English Learners</p> <p>Goal 4 Chronic Absenteeism (K-8)</p>	<p>\$2,000</p> <p>English Learner</p> <p>Foster Youth</p> <p>Low-Income</p>	\$2,000	\$0

5713 Printing - District	<p>Printing Services</p> <p>Printing services for AVID, teacher/student materials, learning center materials for ELA, math, science, social studies, SEL, PBIS and posters, etc.</p>	<p>Goal 1 English Language Arts</p> <p>Goal 2 Mathematics</p> <p>Goal 3 English Learners</p> <p>Goal 4 Chronic Absenteeism (K-8)</p> <p>Goal 5 Suspension</p> <p>Goal 6 Parent-Family Engagement</p>	\$6,000	\$5,000	\$0
5712/5886 Field Trip Transportation/Admissions	<p>Field Trips Admission/ Transportation</p> <p>Transportation to students in an effort to provide learning experiences beyond the classroom in ELA, math, social studies, science and/or the arts</p>	<p>Goal 1 English Language Arts</p> <p>Goal 2 Mathematics</p> <p>Goal 5 Suspension</p> <p>Goal 6 Parent-Family Engagement</p>	\$18,000	\$20,000	\$0
5633 Maintenance Agreement	<p>To maintain the teachers copy machine to provide supplemental instructional materials and parent resources.</p>	<p>Goal 1 English Language Arts</p> <p>Goal 2 Mathematics</p> <p>Goal 6 Parent-Family Engagement</p> <p>Goal 1 English Language Arts</p>	\$1,000	\$1,000	\$0
5840 Computer Tech Fees, Software Licenses, Svcs	<p>Computer Tech Fees/Software Licenses (ELA, Math, Science, Climate & Culture (i.e.PBIS Rewards), etc., including for the "virtual learning center")</p> <p>To assist with diagnostics and student practice of core skills in ELA, SLA, math, ELD, science, social studies, TPT subscriptions, Discovery, etc.</p>	<p>Goal 3 English Learners</p> <p>Goal 4 Chronic Absenteeism (K-8)</p> <p>Goal 5 Suspension</p> <p>Goal 6 Parent-Family Engagement</p> <p>Goal 1 English Language Arts</p> <p>Goal 2 Mathematics</p>	<p>\$5,000</p> <p>Foster Youth</p> <p>English Learner</p> <p>Low-Income</p>	\$8,000	\$0

5851 Assemblies/Non-Classified Experts	Assemblies/NonClassified Experts School-wide: Assemblies to improve school climate, motivation, inspiration and/or student achievement	Goal 5 Suspension Goal 6 Parent-Family Engagement	\$1,750	\$2,500	\$0
5880 Student Incentives/Other Services/Fees/Parent Inservice	Student Incentives To increase positive school climate & culture, and/or student achievement, including trophies and decrease referrals and suspension behaviors,	Goal 5 Suspension Goal 6 Parent-Family Engagement Goal 7 Graduation (High School) Goal 1 English Language Arts Goal 2 Mathematics	\$4,000 Foster Youth Low-Income Low-Income	\$	\$0
4330/5752 Meeting Refreshments/Catering	Catering-Nutrition Services Refreshments for parent engagement meetings	Goal 6 Parent-Family Engagement Goal 3 English Learners	\$3,000	\$0	\$0
1130/1230/1930-Additional Duty Certificated Teacher/Counselor/PF/Other Certificated Staff	Program Facilitator- Additional Duty Hours: Facilitates site programs, oversees and provides intervention for reading and math, progress monitoring and reports, SSC reports, family engagement. The Program Facilitator will provide ongoing support and training to teachers in the areas of progress monitoring, assessment, instructional planning, student engagement, technological program support, and integrated and designated English language development.	Goal 1 English Language Arts Goal 2 Mathematics Goal 3 English Learners Goal 4 Chronic Absenteeism (K-8) Goal 5 Suspension Goal 6 Parent-Family Engagement Goal 7 Graduation (High School)	\$3,000 English Learner Foster Youth Low-Income	\$5,000	\$0

Total:	\$86,392	\$81,500	\$0
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English Learner Plan

LANKERSHIM ELEMENTARY SCHOOL

2022-2023

PROGRAMS AT THIS SITE: STRUCTURED ENGLISH IMMERSION, DUAL IMMERSION,
MAINTENANCE BILINGUAL, TRANSITIONAL BILINGUAL

GOALS:

ELPAC Increase the percentage of English Learner students making progress toward English proficiency by 36.2% moving from 28.8% to 65%, as measured by the 2021 ELPAC assessment.	RECLASSIFICATION Increase the percentage of English Learner students being reclassified by 29.5% of our current EL population of 183 students, moving from 0.5% to 30%, as measured by the SBCUSD school site data dashboard.
ELA Increase CAASPP ELA distance from standard by 15 points moving from -105 distance from standard to -90 distance from standard, as measured by the CA Dashboard.	MATH Increase CAASPP Math distance from standard by 15 points moving from -97 distance from standard to -82 distance from standard, as measured by the CA Dashboard.

STRATEGIES/ACTIVITIES

STUDENT ACHIEVEMENT STRATEGIES/ACTIVITIES	PARENT ENGAGEMENT STRATEGIES/ACTIVITIES
<p>419 Personnel:</p> <p>Provide intervention and support primary language to improve reading and math skills through a push-in or pull-out model for small group instruction.</p> <p>Provide classroom coverage to teachers to attend professional development and grade-level planning opportunities.</p>	<p>419 Personnel:</p> <p>Provide communication to increase parent involvement in district and school site activities and events, including sending ParentSquare & Facebook notifications, making phone calls, sending flyers, and parent workshops</p>
<p>501 Personnel:</p> <p>Provide intervention and support primary language to improve reading and math skills through a push-in or pull-out model for small group instruction.</p> <p>Provide classroom coverage to teachers to attend professional development and grade-level planning opportunities.</p>	<p>501 Personnel:</p> <p>Provide classroom coverage or additional duty hours for teachers to attend parent engagement events.</p>
PROFESSIONAL DEVELOPMENT	INSTRUCTIONAL SUPPLIES/TECHNOLOGY
<p>The Program Facilitator will provide ongoing support and training to teachers in the areas of progress monitoring, assessment, instructional planning, student engagement, technological program support, and integrated and designated English language development.</p>	<p>Culturally relevant and high interest reading materials and books for the classroom and school libraries</p> <p>Primary language reading subscriptions to increase Spanish reading opportunities.</p>

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For more complete information on our SPSA and Title I program, please attend our School Site Council meetings.

Additionally, the following describes and explains the curriculum in use at our school, the forms of academic assessment used to measure student progress, and achievement levels of the challenging state academic standards:

CURRICULUM IN USE:
ELD: Wonders ELD • Wonders ELA/ELD Teacher Editions • ELA/ELD Scope and Sequence from Wonders • Content curricula (science, social studies)
ELEMENTARY: Wonders ELD • Wonders ELA/ELD Teacher Editions • ELA/ELD Scope and Sequence from Wonders • Content curricula (science, social studies)
SECONDARY: Houghton Mifflin Collections • Levels 1— iLit • Level 2,3— English 3D
DUAL/MAINTENANCE BILINGUAL: Wonders ELD • Wonders ELA/ELD Teacher Editions • ELD Scope and Sequence for Maintenance Bilingual/Dual Immersion programs • Content curricula (science, social studies)
FORMS OF ACADEMIC ASSESSMENTS USED TO MEASURE STUDENT PROGRESS:
ELD portfolio, curriculum embedded assessments, CAASPP, district aligned assessments, NWEA, ELPAC, STAR, and TELL.

**PLAN DE ESTUDIANTES APRENDICES DE INGLÉS
LANKERSHIM ELEMENTARY SCHOOL
2022-2023**

PROGRAMAS EN ESTA ESCUELA: INMERSIÓN ESTRUCTURADA EN INGLÉS, INMERSIÓN DUAL,
MANTENIMIENTO BILINGÜE, BILINGÜE TRANSICIONAL

METAS:

ELPAC Aumentar el porcentaje de estudiantes de inglés que progresan hacia el dominio del inglés en un 36.2% moving from 28.8% al 65%, según las mediciones de la evaluación ELPAC de 2021.	RECLASSIFICATION Aumentar el porcentaje de estudiantes de inglés que son reclasificados en un 29.5% de nuestra actual población EL de 183 estudiantes, pasando del 0.5% al 30%, según las mediciones del tablero de datos de las escuelas del SBCUSD.
ELA Aumentar la distancia en la CAASPP de inglés del estándar por 15 puntos pasando de -105 distancia del estándar a -90 distancia del estándar, según las mediciones del Tablero de Datos de California.	MATH Aumentar la distancia en la CAASPP de matemáticas del estándar por 15 puntos pasando de -97 distancia del estándar a -82 distancia del estándar, según las mediciones del Tablero de Datos de California.

ESTRATEGIAS/ACTIVIDADES

ESTRATEGIAS/ACTIVIDADES PARA EL LOGRO DE LOS ESTUDIANTES	ESTRATEGIAS/ACTIVIDADES DE PARTICIPACIÓN DE LOS PADRES
<p>419 Personal:</p> <p>Proveer intervención y apoyo en el primer idioma e inglés para las destrezas de lectura fundamentales.</p>	<p>419 Personal:</p> <p>Proveer comunicación para aumentar el involucramiento de familias en el distrito escolar y las actividades y eventos de la escuela.</p>
<p>501 Personal:</p> <p>Proveer intervención y apoyo en el primer idioma e inglés para las destrezas de lectura fundamentales.</p> <p>Proveer instrucción de maestro sustituto para que los maestros asistan a desarrollo profesional y tiempo para hacer planes instruccionales con el equipo del nivel del grado.</p>	<p>501 Personal:</p> <p>Proveer instrucción de maestro sustituto para que los maestros asistan a eventos de involucramiento de padres</p>
CAPACITACIÓN PROFESIONAL	SUMINISTROS DE ENSEÑANZA
<p>El facilitador del programa de la escuela proveerá apoyo continuo y entrenamiento a los maestros en las temas de monitoreo de progreso, evaluación, planes instruccionales, y desarrollo de inglés integrado y designado.</p>	<p>Materiales de lectura y libros que son culturalmente relevantes y de interés de estudiantes en las bibliotecas en los salones de clases y de la escuela.</p> <p>Suscripciones de lectura disponibles en el primer idioma para aumentar las oportunidades de lectura en español.</p>

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Para una información más completa sobre nuestro SPSA y el programa de Título I, por favor asista a las reuniones del Consejo Escolar.

Además, lo siguiente describe y explica el currículo en uso en nuestra escuela, las formas de evaluación académica utilizadas para medir el progreso de los estudiantes, y los niveles de logro de los desafiantes estándares académicos del estado:

CURRÍCULUM EN USO:
ELD: ELD Maravillas • Ediciones para Maestros de ELA/ELD • ELA/ELD de Maravillas • Contenido Curricular (ciencia, ciencias sociales)
PRIMARIA: ELD Maravillas • Ediciones para Maestros de ELA/ELD Maravillas • Alcance y secuencia de ELA/ELD Maravillas • Contenido Curricular (ciencia, ciencias sociales)
SECUNDARIA: Colecciones de Houghton Mifflin • Nivel 1— iLit • Niveles 2,3— English 3D
DUAL: ELD de Maravillas • Ediciones para Maestros de ELA/ELD de Maravillas • Alcance y secuencia de ELD para la Educación Bilingüe Alternativa (ABE) / Programas de Inmersión Dual • Contenido Curricular (ciencia, ciencias sociales)
FORMAS DE EVALUACIÓN ACADÉMICA UTILIZADAS PARA MEDIR EL PROGRESO DE LOS ESTUDIANTES:
Portafolio de ELD, evaluaciones integradas al currículo, CAASPP, evaluaciones de distrito, NWEA, ELPAC, STAR y TELL.

Site Plan for African American Success

The following areas have been set as improvement targets* for African American student success by the San Bernardino City Unified School District Board of Education:

- 3rd Grade ELA
- Math in Grades 4, 5, and 8
- College & Career Readiness (via success in integrated math I and other options)
- Advanced Course Enrollment and Success Rates
- Student and Family Engagement

The Department of Equity and Targeted Student Achievement (ETSA) is currently *piloting* several systems of support to help our District reach these targets. The figure below lists some of the supports we can provide now to assist schools with early implementation. Schools may opt in to any of the supports listed below, or they may design their own supports to ensure African American students reach the targets. The support labeled *AA Improvement Plan Data Monitoring* is a District-wide expectation. Guidance and training will be provided by ETSA.

If you would like ETSA support, please select one or more of the options below by marking X by the support(s) of your choice.

Mark X	Support (click link for more details)	Overview	Target(s)	Grade Levels
	Gap-Closing Teaching PD	Teachers will understand achievement gaps, brain-based learning, African American history, and the skills and mindsets of gap-closing teachers.	<ul style="list-style-type: none"> • All Targets 	<ul style="list-style-type: none"> • PK-12
	Equity Student Success Conferences	Collaborative conference model that brings stakeholders together to plan for and progress-monitor student success.	<ul style="list-style-type: none"> • College & Career Readiness/ IM1 	<ul style="list-style-type: none"> • High School
	AAPAC Parent Empowerment PD	Principals and front office staff will use a process to identify AA parents who will lead the site AAPAC.	<ul style="list-style-type: none"> • Family Engagement 	<ul style="list-style-type: none"> • PK-12
X	AA Improvement Plan Data Monitoring	Sites will frequently report the percentage of AA students meeting/exceeding standards.	<ul style="list-style-type: none"> • ELA and math 	<ul style="list-style-type: none"> • 3, 4, 5, 8, and HS IM 1
	Other:			

*BP 6012.1: The Targeted Instructional Improvement Plan, adopted 10-16-07. Also see the 2019 Improvement Plan for African American Student Achievement.

LANKERSHIM ELEMENTARY SCHOOL
School-Parent and Family Engagement Policy
2022-2023

With approval from the local governing board, LANKERSHIM ELEMENTARY SCHOOL shall jointly develop with, and distribute to, parents and family members of participating children a written parent and family engagement policy, agreed upon by such parents and updated periodically to meet the changing needs of parents and the school. (20 U.S.C. § 6318[b][1])

This policy is distributed and made available to the community in the following manner:

The Parent and Family Engagement policy is distributed to parents and families in the Parent Handbook at the beginning of the school year. Extra copies are also available in the front office.

The school-level policy shall describe the means for how each school shall carry out the following requirements: (20 U.S.C. § 6318[b][1])

(a) Convene an annual meeting, at a convenient time, to which all parents of participating children shall be invited and encouraged to attend, to inform parents and family members of their school's participation in the Title I, Part A program and to explain the requirements, and the right of the parents to be involved. (20 U.S.C. § 6318[c][1])

The annual meeting will be completed as follows:

The annual meeting to discuss, explain, and inform the community of the Title I, Part A program, requirements, and the rights of parents to be involved will be held at our "Parent Information Gathering".

(b) Offer a flexible number of meetings, such as meetings in the morning or evening, and may provide, with Title I funds, transportation, child care, or home visits, as such services relate to parental involvement. (20 U.S.C. § 6318[c][2])

The school offers flexible meetings as follows:

The school offers flexible meeting times by scheduling meetings for mornings afternoons to accommodate different scheduling needs. We have offered meetings at 9:15 a.m., 1:00 pm and 2:45 pm. We also offer childcare for meetings. Depending on the needs of the group, the school will change its meeting days and times.

(c) Involve parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of the school's Title I program, including the planning, review, and improvement of the school parent and family engagement policy and the joint development of the school-wide program plan. (20 U.S.C. § 6318[c][3])

The school involves parents/family in the joint planning, review, and improvement of the Title I Program and school Parent-Family Engagement Policy in the following way(s):

The school invites parents/families to formal meetings where posters have been created relating to the required questions that need collaboration and input as it relates to this policy and the School-Parent Compact. The district provides examples, which we place on the poster, to begin the discussion of the overall topic and individual components of the policy can be implemented, kept, removed, or changed. Those in attendance can provide further discussion and recommendations for change. The draft policy is then presented to the School Site Council for review, input, and final approval.

(d) The school provides parents of participating children with the following:

i. Timely information about the Title I program. (20 U.S.C. § 6318[c][4][A])

ii. A description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the achievement levels of the challenging state academic standards. (20 U.S.C. § 6318[c][4][B])

iii. If requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible. (20 U.S.C. § 6318[c][4][C])

The school will provide this information and opportunities in the following way:

Parents and families receive a description and explanation of the curriculum in use at the school, assessments of student progress and achievement toward state academic standards as well as timely information about the Title I program at annual Parent Information Gathering, Parent-Teacher Conferences, School Site Council meetings, English Learner Advisory Council meetings, and African American Parent Advisory Council meetings. Parents are also able to request meetings with staff to discuss the student's progress. The office staff have a standardized form to express specific concerns. The office staff distributes this form to all pertinent staff members and a meeting is schedule with the parent.

(e) If the school-wide program plan is not satisfactory to the parents of participating children, parent comments regarding the plan will be submitted when the school makes the plan available to the LEA. (20 U.S.C. § 6318[c][5])

2.2 To ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, each school and LEA assisted under Title I, Part A shall carry out the following requirements: (20 U.S.C. § 6318[e])

(a) The school shall provide assistance to parents of children served by the school or LEA, as appropriate, in understanding such topics as the challenging state academic standards, state and local assessments, the requirements of Title I, Part A, and how to monitor a child's progress and work with educators to improve the achievement of their children. (20 U.S.C. § 6318[e][1])

The school will assist parents-family in understanding academic standards, assessments, and how to monitor their child's achievement in the following ways:

Families are given information about understanding academic standards, assessments, and monitoring their child(ren)'s achievement during the Parent Information Gathering, Parent-Teacher Conferences, family reading, math, and science nights, as well as a site-maintained website with links and resources for supporting academic achievement, including parent technology workshops.

(b) The school shall provide materials and training to help parents to work with their children to improve their children's achievement, **in the following ways:** (20 U.S.C. § 6318[e][2])

Families receive materials and training through the site-maintained website, ParentSquare, monthly calendar/newsletter, technology and informational trainings for parents, and family learning nights.

(c) The school shall educate teachers, specialized instructional support personnel, principals, and other school leaders, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school, **in the following ways:** (20 U.S.C. § 6318[e][3])

After School Site Council, English Learner Parent Advisory Council, and African American Parent Advisory meetings, the concerns and ideas are compiled and shared with teachers and staff at the following staff collaboration meeting.

(d) The school shall, to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with other federal, state, and local programs, including public preschool programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children, **in the following ways:** (20 U.S.C. § 6318[e][4])

In order to coordinate and integrate parent involvement programs and activities, community and district educational programs present their information and offerings at school parent council meetings, informational meetings regarding the transition from the Transitional Alternative Bilingual Education program model to the Dual Language Immersion program model have been held for all families, including preschool families.

(e) The school shall ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand. (20 U.S.C. § 6318[e][5])

The school does this by

All family communication in writing, phone messaging, and during school meetings, is provided in both English and Spanish. Interpretation of other languages is available upon request.

(f) The school shall provide such other reasonable support for parental involvement activities under this section as parents may request. (20 U.S.C. § 6318[e][14])

Additional information and communication for individual questions is available upon request.

2.3 In carrying out the parent and family engagement requirements of this part, LEAs and schools, to the extent practicable, shall provide opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children), including providing information and school reports required under 20 U.S.C. § 6311 in a format and, to the extent practicable, in a language such parents understand. (20 U.S.C. § 6318[f])

2.4 As a component of the school-level parent and family engagement policy, each school served under this part shall jointly develop with parents for all children served under this part a school parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the state's high standards. The school-parent compact shall carry out the following requirements: (20 U.S.C. § 6318[d])

(a) Describe the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the children served under this part to meet the challenging state academic standards, and the ways in which each parent will be responsible for supporting their children's learning; volunteering in their child's classroom; and participating, as appropriate, in decisions relating to the education of their children and positive use of extracurricular time. (20 U.S.C. § 6318[d][1])

(b) Address the importance of communication between teachers and parents on an ongoing basis through, at a minimum, the following: (20 U.S.C. § 6318[d][2])

i. Parent-teacher conferences in elementary schools, at least annually, during which the compact shall be discussed as the compact relates to the individual child's achievement; (20 U.S.C. § 6318[d][2][A])

ii. Frequent reports to parents on their children's progress; (20 U.S.C. § 6318[d][2][B])

iii. Reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities; and (20 U.S.C. § 6318[d][2][C])

iv. Ensuring regular two-way, meaningful communication between family members and school staff, and, to the extent practicable, in a language that family members can understand. (20 U.S.C. § 6318[d][2][D])

2.5 Each LEA or school receiving funds under Part E of Title IV shall inform parents and organizations of the existence of Title IV. (20 U.S.C. § 6318[g])

San Bernardino City Unified School District does not receive Title IV, Part E funds.

LANKERSHIM ELEMENTARY SCHOOL
School-Parent Compact
Shared Responsibilities for High Student Academic Achievement
2022-2023

This school parent compact outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the state's high standards. The school-parent compact shall carry out the following requirements: (20 U.S.C. § 6318[d])

- (a) Describe the **school's responsibility** to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the children served under this part to meet the challenging state academic standards.

- Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's content standards.
- Communicate high expectations for every student and endeavor to motivate students to learn.
- Participate in professional development opportunities that improve teaching and learning and support the formation of partnerships with families and the community.
- Provide parents opportunities to volunteer and participate in their student's classes and to observe classroom activities.
- Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows: Trimester Report Cards, SST meetings, Parent/Teacher Conferences, and open communication between parents and teachers.

- (b) The ways in which each **parent will be responsible** for supporting their children's learning; volunteering in their child's classroom; and participating, as appropriate, in decisions relating to the education of their children and positive use of extracurricular time. (20 U.S.C. § 6318[d][1])

- Ensure that my child attends school on time every day, gets adequate sleep, regular medical attention and proper nutrition.
- Provide quiet time, a place for homework and monitor use of electronic devices.
- Read to my child or encourage my child to read every day for 20-30 minutes.
- Regularly monitor my child's progress in school.
- Participate in school activities such as school decision making, volunteering and attending parent-teacher conferences.
- Find opportunities for my child to learn outside of school.

- (c) (c) Address the importance of communication between teachers and parents on an ongoing basis through, at a minimum, the following: (20 U.S.C. § 6318[d][2])

i. Parent-teacher conferences in elementary schools, at least annually, during which the compact shall be discussed as the compact relates to the individual child's achievement; (20 U.S.C. § 6318[d][2][A])

Conferences will take place as follows:

Conferences will be held from October 26, 2023 - November 3, 2023 for the first reporting period and from February 22, 2024 - March 1, 2024 for the second reporting period.

ii. Frequent reports to parents on their children's progress; **are provided as follows** (20 U.S.C. § 6318[d][2][B])

Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows: Trimester Report Cards, SST meetings, Parent/Teacher Conferences, and open communication between parents and teachers.

iii. Reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities; **is provided as follows:** (20 U.S.C. § 6318[d][2][C])

Parents are able to make appointments with staff by communicating with our school office. School office personnel will email staff when a request is made for a meeting with the staff member. Parents can also communicate directly with parents using ParentSquare, and/or email. Parents who want to volunteer in a child's class can receive information in the school office as to the procedure for being "cleared" to be on campus for these purposes. This clearance is completed through district school police and includes a criminal background check, as well as tuberculosis screening. Parents who want to observe classroom activities on an incidental basis can make this request to the school principal. The classroom teacher will arrange for the classroom observation.

iv. Ensuring regular two-way, meaningful communication between family members and school staff, and, to the extent practicable, in a language that family members can understand. (20 U.S.C. § 6318[d][2][D])

Parents/family members and staff members have regular two-way communication in the following ways:

The school will use a phone messaging system that will send all school messages in the language preference indicated on student enrollment forms. Parents can communicate directly with teachers using ParentSquare and/or email. Notices will also be sent home in both English and Spanish regarding scheduled school activities and meetings. Parents who need to communicate with teachers may make appointments with the office staff, use email to contact teachers, or speak with teachers during dismissal. If interpretation is needed, there are numerous bilingual staff members who will be able to assist. Additionally, the school can request interpretation services from the Multilingual Department. The Multilingual Department has interpretation services available in several languages.

Students will be responsible for improving their academic achievement.

- Come to school on time and be ready to learn and work hard.
- Bring all necessary materials, completed assignments and homework.
- Know and follow all school and classroom rules.
- Talk regularly with parents and teachers about school experiences so that they can help me to be successful in school.
- Limit my use of electronic devices such as T.V., games and phones. Instead I will study and read every day after school.
- Show respect to my school, classmates, staff and my family.

**Description of Centralized Services
Include Direct Services
For Categorical Programs**

A centralized service is an activity funded by a school allocation, but administered by the LEA central office. Even though the services may be directed by the LEA, and possibly housed at the central office, the services are provided directly to students at the school site and thus, would be charged to the 85 percent of the District's total Title I allocation. Goals are met through administrative support and direct instructional support. The total amount for each categorical program is aligned with the Consolidated Application.

School Goal #1: Provide positions that support the management of the program through administrative costs that support the site program goals.

Actions to be Taken to Reach Goal #1 (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date/ Completion Date	Funding Source (itemize for each source)
One Microcomputer Specialist position to support all schools by increasing student access to school libraries and reading materials, improve students' ability to conduct research and complete projects	On-going	Title I
One District Research Analyst to support all schools by providing student data to sites and teachers.	On-going	Title I

School Goal #2: Provide direct instructional and professional development to support schools.

The following actions and related expenditures support school goals and will be performed as centralized services.

Examples of centralized services that are within the 85 percent of the District's total Title I allocation, direct services limitation, and may serve as professional development, include:

- Research-based instructional strategies, curriculum development, school climate, and data disaggregation for instructional staff
- District-wide staff providing specific services to schools, e.g., categorical and fiscal personnel, English learners, and family engagement resource center
- Increase learning opportunities such as before/after school intersession and intervention programs funded by categorical programs
- Data analysis services, software, and training for assessment of student progress
- Teacher professional development activities for multiple schools
- Shared costs of staff members (i.e., content coaches) who provide professional development/coaching services to multiple schools
- Support Services for Homeless and Foster Youth

The School Site Council (SSC) has analyzed and discussed the planned program improvements contained in the site's School Plan for Student Achievement (SPSA). In addition, the SSC has discussed how Federal categorical monies (Title I), appropriated to the District, are provided to the sites in the form of direct services that assist in supporting program goals, related actions, and expenditures that raise the academic performance of students not yet meeting state standards. The description, discussion and adoption of centralized services, within the site's SPSA, can be found in the SSC minutes.

Program Support and Assistance

In order to assist schools in meeting the challenging academic performance standards, expected of all students, Title I-funded, central office staff provides a number of district and school-level services that support program planning, implementation and evaluation. The staff collects, organizes, and analyzes data for all district-level reports, applications, and budgets. The information collected is shared with appropriate district-level personnel and school councils.

District and school-level records are collected and retained on file, in the Categorical Programs Department, for the required time span of five years. Records maintained by the Categorical Programs Department include targeted information, budgets, School Plans for Student Achievement, School-wide Program authorization information, Recommendations and Assurances, and fiscal histories.

Central office staff serves as the School-wide Program District Learning Support Team, to provide technical assistance to all schools, as the schools develop comprehensive needs assessments, identify targeted needs, and develop School-wide Targeted Assistance Program plans. In order to build capacity, in-depth professional development is delivered as well as an understanding of how to monitor and evaluate programs.

Direct Services

Direct services, as reflected in site budgets and School Plans for Student Achievement, are centrally coordinated. Direct Services to program participants include school-linked services, Student services, content and academic coaches, language tutors, Resource Teacher, Program Specialists, and required disaggregation of Title IX data (Gender, Ethnicity, Socioeconomically Disadvantaged Students, Students with Disabilities, Gifted and Talented/Advanced Learners, and English Learners).

School-linked Services staff works with school personnel and parents, in order to identify attendance problems, and provide support to the family, so that absent students can return to school as quickly as possible. Family support services from School-linked Services may include emergency food, clothing, health care, counseling, and community referrals. Additionally, school-linked services provide support for foster youth and homeless youth.

Academic Program Specialists and content Coaches provide professional development and work directly at schools to ensure that each student has equitable access to high quality teaching and learning, as well as intervention that enables them to reach grade-level standards.

The Accountability and Education Technology Department supports the technology initiatives to ensure that students have full access to educational technology.

English learners have adequate base/core program resources to provide each student with appropriate learning opportunities in various program models. The provision of such general fund resources is not contingent on the receipt of State or federal categorical funds. The funds supplement, but do not supplant existing resources, at the school site.

Direct services to English Learners are centrally coordinated, through the English Learners Department, with the supplemental support of Title III funds. Title III provides ongoing training for teachers and language tutors who work with English Learners, throughout the year. Additionally, professional development on the use of instructional strategies to assist English learners in language proficiency and academic content is provided to administrators, teachers, and appropriate staff. Educational Assistants III, as well as college interns are assigned to schools with small and scattered numbers of English Learners, and thus ensure primary language instruction support and assistance with English Language Development and SDAIE instruction in grades K-12, throughout the entire district.

Informational meetings are planned, organized, and conducted by staff members in the Elementary and Secondary Instruction, Equity and Targeted Student Achievement Department, English Learners Department, and Categorical Programs Department, in order to share program guidelines and procedures with appropriate district and school-level personnel (principals, teachers, program facilitators, support teachers, community resource workers, health aides, family support workers, parent volunteer coordinators, family outreach workers, aides, library assistants, and tutors), as well as parent advisory groups. Professional development training activities are planned, implemented, and evaluated for the purpose of improving student achievement, job-related knowledge and instructional skills.

Additionally, District Advisory Council meetings, which address Title I issues, are organized and held monthly. Council members participate in the development and update of the LEA Plan, Parent and Family Engagement Policy, and progress monitoring, associated with both. Centralized staff members are available to assist schools in developing Site-Level Parent and Family Engagement Policies and School-Parent Compacts with parents. In addition to advisory council activities, a number of district-wide parent training sessions are implemented, in order to help parents, assume the responsibilities of active participation in the education of their children.

All elementary, middle, and high schools, receiving Title I funds, complete annual program evaluations through monitoring documents and parent surveys. Categorical Programs Department staff trains and advises school sites, and School Site Councils, in program evaluation, data-driven instructional planning processes, and the School Plan for Student Achievement cycle of development.

**Successful Policies and Practices
Shared Responsibility for Improvement**

Strategy: Ensure that the following practices have the greatest likelihood of benefiting all students, including Student Group, as they work toward meeting proficient and advanced levels of achievement.

Strategy	Person(s) Responsible	Task/Activities
Site Specific Professional Development and teacher collaboration	District Office Site Administrators Teachers	<ul style="list-style-type: none"> Provide time, on a regular basis, for teachers to meet in appropriate, grade-level teams for the purpose of analyzing data, reviewing and aligning instructional practices, and planning next steps
Instructional Rounds and Regular Walk-through observations	Administration Teachers	<ul style="list-style-type: none"> Schedule time for Instructional Rounds and the feedback process Schedule regular walk-through observations and provide meaningful feedback to teachers
Protect student instructional time in core subject areas by minimizing interruptions	Administration Teachers Support Staff	<ul style="list-style-type: none"> Time is built into the daily schedule for intervention/ support classes, as well as school site extended learning classes/curriculum

Shared Responsibility for Improvement

Strategy: Ensure that the State, District and school site share the responsibility for improvement of academic achievement

Department	Tasks/Activities
Categorical Programs Department	<ul style="list-style-type: none"> Provide sites with technical assistance and support in the area of categorical funding/budget, and development of the School Plan for Student Achievement (SPSA) Ensure that the SPSA aligns with the District Federal LCAP Addendum, District Community Engagement Plan and the District Local Control and Accountability Plan (LCAP) Provide site with technical assistance and support in the area of School Site Council roles and responsibilities
District Instructional Departments Special Education Department English Learner Department Human Resources	<ul style="list-style-type: none"> Continue training staff on components and implementation of Multi-Tiered Support System (MTSS) Provide teachers with meaningful professional development and training of staff in research-based strategies that will increase student achievement when working with students with disabilities or English learners Provide training on data analysis of State and Local assessments Provide teachers with a mentoring program such as: the Teacher Induction Program for New Teachers, PAR and/or Non-Induction for Experienced Teachers to increase their skills, Common Core Demonstration Teachers, and site level subject/grade level teacher support Provide course work to earn postsecondary credit while still in high school, such as Advanced Placement, International Baccalaureate, and dual or concurrent enrollment.
District Accountability And Educational Technology Department	<ul style="list-style-type: none"> Provide access to the results of State and Local assessment data Provide training on State and Local assessment administration Provide assessment schedules
Instructional Departments Positive Youth Development Student Wellness & Support Services	<ul style="list-style-type: none"> Provide Positive Behavior Interventions and Support (PBIS) training focused Tier One, Tier Two, and Tier Three systems of behavior support and Restorative Justice Provide counseling, school-based mental health programs, mentoring services and implement strategies that are outside of the academic subject areas that assist students in social emotion learning.

College and Career	<ul style="list-style-type: none"> • Provide opportunities for postsecondary education and success in the workforce
California Department of Education	<ul style="list-style-type: none"> • State representatives will provide technical assistance to the LEA

School Site Council Membership, Elementary (SSC)

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school.[1] The make-up of the SSC is as follows:

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Term Elected
M. Evette Peters	X				Permanent
Elizabeth Flores		X			2021-2023
Betzy Murillo		X			2021-2023
Gail Shaw		X			2020-2022
Tyler Shook			X		2021-2023
Katherine Perez				X	2021-2023
Sulma Stearns				X	2021-2023
Martha Arceo				X	2021-2023
Jannice Torres				X	2021-2023
Unable to find another interested parent member				X	
Numbers of members of each category:	1	3	1	5	

EC Section 65000[a]

English Learner Advisory Committee (ELAC)

Requirement

Each California public school, grades kindergarten through 12, with 21 or more English learners must form an English Learner Advisory Committee (ELAC)

Composition Requirements

Elections

1. Parents or guardians of English learners must have an opportunity to elect the parent members to serve on the ELAC or subcommittee.
2. Each ELAC shall have the opportunity to elect at least one member to the District English Learner Advisory Committee (DELAC).
3. Parents of English learners comprise at least the same percentage of the ELAC membership as English learners constitute of the school's total student population. For example, if 25 percent of the students in a school are English learners, then parents/guardians of English learners must comprise 25 percent of the ELAC membership.
4. Other members of the ELAC can be parents/guardians, school staff, and /or community members as long as the minimum percentage requirement for EL parents is maintained.

Name of Members	Principal	Parents of an English Learner	Classroom Teacher	Other School Staff	Parent or Community Member	Term Elected
Evette Peters	X					Permanent
Katherine Perez		X				2021-2023
Sulma Stearns		X				2021-2023
Martha Arceo		X				2021-2023
Catalina Valdez-Aguilar			X			2021-2023
Wendy Atunez de Montalvo				X		2021-2023
Numbers of members of each category:	1	3	1	1		

- California *Education Code*, sections 35147 (c), 52176 (b), and (c), 62002.5, 64001 (a)
- California *Code of Regulations*, Title 5, Section 11308 (b), (c), and (d)

School Plan for Student Achievement Certification

I certify that I have proof-read this document to ensure that it is free of grammatical and typographical errors.

M. Evette Peters



Print Name

Signature

I certify that I have proof-read this document to ensure that it is free of grammatical and typographical errors.

Tyler Shook



Print Name

Signature

X [Check here to submit completed plan to Categorical Programs Department.](#)

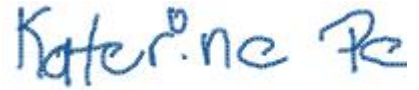
Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditure(s) to the district governing board for approval and assures the board of the following:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan **(Check those that apply):**

X English Learner Advisory Committee

Katherine Perez



Name of ELAC Chair

Signature

Other committees established by the school or district (list):

Name of Chair

Signature

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on 4-22-22.

Attested:

M. Evette Peters

Typed Name of School Principal



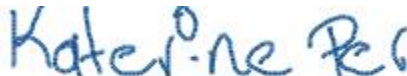
Signature of School Principal

5/4/22

Date

Katherine Perez

Typed Name of SSC Chairperson



Signature of SSC Chairperson

4-22-22

Date

Board Certification



SAN BERNARDINO CITY
UNIFIED SCHOOL DISTRICT
Making Hope Happen

Agenda Item Details

Meeting	Jun 21, 2022 - Regular Meeting of the San Bernardino City Unified School District Board of Education
Category	10. Action Items
Subject	10.4 Approval of School Plans for Student Achievement, 2022-2023
Type	Action
Preferred Date	Jun 21, 2022
Absolute Date	Jun 21, 2022
Fiscal Impact	No
Budgeted	No
Recommended Action	Approval of the School Plans for Student Achievement, 2022-2023

Prepared by: Kimbre Sargent, 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 attached schools.

[School Plans for Student Achievement - Sites.pdf \(15 KB\)](#)

[San Bernardino 22-23_SPSA_sections.zip \(38,990 KB\)](#)

Motion & Voting

Approval of the School Plans for Student Achievement, 2022-2023

Motion by Barbara Flores, second by Danny Tillman.

Final Resolution: Motion Carries

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

School Plans for Student Achievement

Schoolwide Programs Elementary Schools

Ramona Alessandro

Anton

Arrowhead

Barton

Belvedere

Bradley

Brown

Cole

Cypress

Davidson

Del Rosa

Dominguez

Emmerton

Fairfax

Gomez

Henry

Highland-Pacific

Hillside

Holcomb

Hunt

Inghram

Jones

Kendall

Kimbark

Lankershim

Lincoln

Lytle Creek

Marshall

Monterey

Mt. Vernon

Muscoy

Newmark

North Park

North Verdemont

Norton

Bonnie Oehl

Palm Avenue

Parkside

Riley

Rio Vista

E. Neal Roberts

Roosevelt

Salinas

Thompson

Urbita

Vermont

Warm Springs

Wilson

Wong

Schoolwide Programs: Middle Schools

Arrowview
Chavez
Curtis
Del Vallejo
Golden Valley
King
Paakuma
Richardson
Rodriguez
Serrano
Shandin Hills

Schoolwide Programs: High Schools

Arroyo Valley
Cajon
Indian Springs
Middle College
Pacific
San Andreas
San Bernardino
San Geronio
Sierra

Targeted Assistance Programs

Alternative Learning Center
Harmon
Virtual Academy



SAN BERNARDINO CITY
UNIFIED SCHOOL DISTRICT
Making Hope Happen

Doc Ervin
Superintendent

Professional Learning Plan Template (2022-2023)

Directions:

- This plan is a “living document” and can be modified as you make adjustments throughout the school year based on your site context and growth data.
- This PLP is an extension of your site SPSA and is meant to focus on **the academic priorities**, especially Math and ELA.
- We will use the document as we engage in reviewing new data in the Fall, Winter, and Spring.
- The academic goals can be copied and pasted directly from your SPSA document.
- The purpose of this document is to identify areas that each site is prioritizing in your implementation of Professional Learning Communities and MTSS. District level supports can be identified and provided based on information included in this document.
- This document should be developed collaboratively with your site leadership and PDT teams.

Data Dive

Use the document found in your school site data folder in google in the folder labeled April 13th ALI.

As you review your site's key performance indicators, what stands out to you? What are the patterns and trends? Which student groups need the most support?

15.6% met their target for Reading in the Fall and 15.2% met the target in the Winter.

10.3% met their target for Math in the Fall and 11.9% met the target in the Winter.

In Reading, grades 4-6 did better than K-3 in the fall and winter reports. 3rd grade students grew from 9.3% meeting their target in the fall to 19% meeting in the winter.

In Math, 1st, 3rd, and 5th graders either had less students to meet the target as in the Fall, or had very little growth.

Professional Learning Communities

Question 1: What do we want students to learn, know and be able to do?

1. How is your site's progress with the implementation of the SBCUSD curriculum guides? What are your next steps?

We have been using the curriculum guides since I became the principal in the 2019-2020 school year. Teachers continue to use them to cognitively plan during grade level planning meetings.

2. How are you using the curriculum guides to support the implementation of your PLP?

The guides determine which standards teachers need to focus on throughout the year, so they support the math and ELA foci for the year.

Question 2: How will we know if students are learning and making progress?

1. How has your site utilized the NWEA tool this school year? How do you envision building upon your work this year for next year?

We have used the NWEA assessments this year. Teachers were still learning what the reports mean and which ones to use. Next year, we will have structured "data chats" for individual teachers and grade level teams to discuss student progress. We will also use the NWEA student grouping tools, to better support small group instruction.

2. How can you use your NWEA data to support the development of your PLP?

We will look at the "on target" data to develop site goals for this local measurement of student learning.

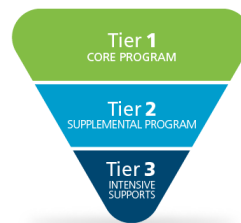
3. How does your site currently use other formative assessment tools? What are your next steps in this area?
- Grade level teams have created CFAs in math and continue to give them to students. Our next step is to have grade level teams provide a pre- and post- calendar of assessments and discuss the results during data chats. We will also refine them based on the new curriculum guides/scope and sequence documents, if needed.

Question 3/4: How will we respond when we know students need additional support and/or enrichment?

Tier 1/Tier II/Tier III Supports at our school site (Reference for Site Leaders)

- What does Tier 1 look like at your site? What do *all students* get? For academics? For Social-Emotional supports? For Engagement?
- What does Tier 2 or 3 look like at your site? What are some of the resources, supports, and interventions that students receive *as they need*?

Use the chart below to help note information:



<u>Tier</u>	<u>Resources and/or Interventions</u>
<p>1 -- Universal Core – Academics and Social Emotional Supports <i>We all get it</i></p> <p><i>-ELA, math, AVID, science, social studies lessons using the core or supplemental materials, SEL lessons through 2nd Steps, Community Circles, Affective Statements, PBS and location expectation instruction</i></p>	<p>-Teachers have small group instruction in reading and math during instructional blocks.</p> <p>-Student use of reading and math practice (IXL and Imagine Reading/Math)</p>

2 -- Supplemental – Academics and Social Emotional Supports <i>Extra Time and Support -- Some of us get it when we need it.</i>	-Counselor 2nd Steps' lessons for targeted students -Check in, Check out system for targeted students (behavior) -Counselor has attendance groups for chronically absent students -Push in or pull out intervention for grades 1-6 in the area of reading -Kinder team has “stay days” for homogenous groups, once a week
3 -- Intensive – Academics and Social Emotional Supports <i>Few of us get it when we need it.</i>	-Counselor referrals for SEL support -Psycho testing referrals after multiple interventions are provided for students, or with parent requests. For parent requests, admin, teacher, program facilitator (ELF and MTSS coordinator) and psychologist meet with parents to discuss concerns and offer an agreeable plan before moving forward with educational testing.

Academic Goals

Site SPSA Goals (Copy and Paste from your SPSA):

ELA:

Increase ELA proficiency by 15 points, as measured by the 2022 SBAC Summative Assessment.

Increase ELA proficiency of 3rd grade students by 15 points, as measured by the 2022 SBAC Summative Assessment.

Increase ELA proficiency of students with disabilities by 6 points, as measured by the 2022 SBAC Summative Assessment.

Increase ELA proficiency of the African American student group by 15 points, as measured by the 2022 SBAC Summative Assessment.

Increase ELA proficiency of chronically absent students by 6 points, as measured by the 2022 SBAC Summative Assessment.

Math:

Increase mathematics proficiency by 15 points, as measured by the 2022 SBAC Summative Assessment.

Increase mathematics proficiency of students with disabilities by 6 points, as measured by the 2022 SBAC Summative Assessment.

Increase mathematics proficiency of the African American student group by 15 points, as measured by the 2022 SBAC Summative Assessment.

Increase mathematics proficiency of chronically absent students by 6 points, as measured by the 2022 SBAC Summative Assessment.

Local Context: NWEA RIT growth scores (*based on spring 2022 scores for grades K-6*)

Reading: An average of 14.8% of students were "on track" according to the 2021 fall to 2022 winter NWEA Reading results. **Increase by 15.2%**, resulting in 30% of students being "on track" on the Winter 2023 report.

Math: An average of 12.4% of students were "on track" according to the fall 2021 to winter NWEA Math results. **Increase by 17.6%**, resulting in 30% of students being "on track" on the Winter 2023 report.

Professional Development Foci based on your SPSA Goals for Math and ELA (you can also consider your student groups):

- The 5 E's Model (Engage, Explore, Explain, Elaborate, and Evaluate) through math routines and teacher clarity modules.
- Standards for Math Practices (SMPs)
- Community Circles (SEL)- Implementation Year (PD was given during the 2021-2022 school year)

2022-2023 PLP Calendar Link:

https://docs.google.com/document/d/1_dPdWnjDvpBIHVkYzZ1Z9mI4lO4c8A3ooEfqdZTHvAY/edit

School - Home Engagement Supports

Attendance Plan:

Please place a link to your school-wide attendance plan that you have previously developed with the Positive Youth Development team.

<https://docs.google.com/document/d/1v4HoQFxWo3UPduhL7p3e0dhsDIfmclRDcBuXMWqiCO4/edit#>

Family Engagement:

What strategies are you using to engage your school families? What additional support would be helpful?

ParentSquare

Phone Calls

Flyers

Facebook posts

Coffee with Admin Events



Lankershim Elementary

School Site Council Agenda

April 22, 2022

1:00 pm-Held Virtually in Zoom

To receive the Zoom Code, Please call the school office.

- I. Call to Order and Welcome
- II. Roll Call
- III. SBCUSD Meeting Guidelines
- IV. Reading and Approval of Minutes from SSC Meeting 3-18-22-**Approval Required**
- V. Committee Reports
 - A. DAC 3-10-22
- VI. Old Business
 - A. Election of DAC Alternate
- VII. New Business
 - A. Review, update, and **approve** the 2022-2023 School-Parent and Family Engagement Policy and School-Parent Compact-**Approval Required**
 - B. Present and **approve** the 2022-2023 SBCUSD Centralized Services-**Approval Required**
 - C. Present the Tentative 2022-2023 LCAP Budget
 - D. Present and **approve** the Tentative 2022-2023 Title I Budget-**Approval Required**
 - E. Present and **approve** the Final 2022-2023 School Plan for Student Achievement (SPSA), including the Possible Future Expenditures-**Approval Required**
- VIII. Public Comment-All attendees have the opportunity to address the council regarding topics over which the council has purview. Comments may be regarding items on the agenda or other items discussed by School Site Council
- IX. Adjournment



Escuela Lankershim

Agenda del Concilio Escolar

22 de abril de 2022

1:00 pm-Virtual por Zoom

Para recibir el código para Zoom, favor de llamar a la oficina de la escuela.

- I. Apertura y bienvenida
- II. Asistencia
- III. Expectativas para las reuniones de SBCUSD
- IV. Lectura y aprobación de las actas de la reunión de 3-18-22-**Se Requiere Aprobación**
- V. Reporte de los comités
 - a. DAC 3-10-22
- VI. Negocios Anteriores
 - a. Elección del representante alternativo de DAC
- VII. Nuevos Negocios
 - a. Repaso, actualización, y **aprobación** de la Política de Involucramiento de la Escuela y Familias y el Acuerdo entre la Escuela y Padres-**Se Requiere Aprobación**
 - b. Presentación y **aprobación** de los servicios centralizados de SBCUSD para 2022-2023-**Se Requiere Aprobación**
 - c. Presentación del presupuesto tentativo de LCAP para 2022-2023
 - d. Presentación y **aprobación** del presupuesto tentativo del Título I de 2022-2023-**Se Requiere Aprobación**
 - e. Presentación y **aprobación** final del Plan Escolar para el Éxito Estudiantil (SPSA) de 2022-2023, incluyendo los gastos posibles para el futuro-**Se Requiere Aprobación**
- VIII. Comentarios Públicos-Todos presentes tienen la oportunidad para comentar al concilio sobre temas que tienen que ver con SSC. Los comentarios pueden ser de temas en la agenda u otros temas que se discute el SSC.
- IX. Aplazamiento



Lankershim Elementary

School Site Council Agenda

March 18, 2022

1:00 pm-Held Virtually in Zoom

To receive the Zoom Code, Please call the school office.

- I. Call to Order and Welcome
- II. Roll Call
- III. SBCUSD Meeting Guidelines
- IV. Reading and Approval of Minutes from SSC Meeting 1-28-22-**Approval Required**
- V. Committee Reports
 - A. DAC 3-10-22
- VI. Old Business
 - A. Election of DAC Alternate
- VII. New Business
 - A. **Present the DRAFT, 2022-2023 SPSA** and Budget Alignment: **Section 2:** Goals, **Section 3:** LCAP, Title I, and CSI Action Plan (Planned Expenditures: Strategies/Activities), and Possible Future Expenditures, *including ATSI* for identified student groups. **Approval of 2022-2023 Budget Required.**
 - B. Present ELAC's input on the school-wide needs assessment and recommendations for the English Learner program in the School Plan for Student Achievement (SPSA)
 - C. Presentation of Title I Parent Survey Results (SBCUSD Family Survey), with a focus on the Title I Survey (*Pending information*)
- VIII. Public Comment-All attendees have the opportunity to address the council regarding topics over which the council has purview. Comments may be regarding items on the agenda or other items discussed by School Site Council
- IX. Adjournment



Escuela Lankershim

Agenda del Concilio Escolar

18 de marzo de 2022

1:00 pm-Virtual por Zoom

Para recibir el código para Zoom, favor de llamar a la oficina de la escuela.

- I. Apertura y bienvenida
- II. Asistencia
- III. Expectativas para las reuniones de SBCUSD
- IV. Lectura y aprobación de las actas de la reunión de 2-18-22-**Se Requiere Aprobación**
- V. Reporte de los comités
 - a. DAC 3-10-22
- VI. Negocios Anteriores
 - a. Elección del representante alternativo de DAC
- VII. Nuevos Negocios
 - a. **Presentación del BORRADOR, SPSA de 2022-2023** y Plan del presupuesto:
Sección 2: Metas, **Sección 3:** LCAP, Título I, y Plan de Acción de CSI (Gastos ya planeados: Estrategias/Actividades), y Gastos posibles para el futuro, *incluyendo ATSI* para grupos identificados de estudiantes. **Se requiere la aprobación del presupuesto de 2022-2023.**
 - b. Presentación de perspectivas e ideas de ELAC sobre la evaluación de necesidades de la escuela y las recomendaciones para el programa de los aprendices de inglés en el Plan Escolar para el Éxito de Estudiantes (SPSA)
 - c. Presentación de los resultados de la Encuesta para Padres de Título I (Encuesta para familias de SBCUSD), con un enfoque en la encuesta del Título I
- VIII. Comentarios Públicos-Todos presentes tienen la oportunidad para comentar al concilio sobre temas que tienen que ver con SSC. Los comentarios pueden ser de temas en la agenda u otros temas que se discute el SSC.
- IX. Aplazamiento

School Site Council Meeting 4-22-22 (Responses)

Timestamp	Email Address	Name/Nombre	Phone Number/Número d	Email Address/Domicilio Electrónico
4/22/2022 13:03:53	elizabeth.flores@sbcusd.k12.ca.us	Elizabeth Flores		elizabeth.flores@sbcusd.k12.ca.us
4/22/2022 13:03:59	evette.peters@sbcusd.k12.ca.us	Evette Peters, principal		
4/22/2022 13:04:02	gail.shaw@sbcusd.k12.ca.us	Gail Shaw	9098624213	gail.shaw@sbcusd.k12.ca.us
4/22/2022 14:06:50	tyler.shook@sbcusd.k12.ca.us	Tyler Shook		
4/22/2022 14:12:08	Rosymartelternuritapink@gmail.com	Martha Arceo	9096728849	Rosymartelternuritapink@gmail.com
4/22/2022 14:18:21	jp665895@gmail.com	Katerine Perez		
4/22/2022 14:18:45	norma@icucpico.com	Norma Mejia	9092058091	norma@icucpico.com
4/22/2022 14:21:05	gg2460318@gmail.com	Gabriela	9092326657	7554 lankerhim Ave highland cal 92346



Lankershim Elementary

School Site Council Minutes

April 22, 2022

1:00 pm-Held Virtually in Zoom

- I. Call to Order and Welcome-Mrs. Peters called the meeting to order at 1:03. Interpretation was provided.
- II. Roll Call-
 - A. Present: T. Shook (Member, Other staff member), E. Peters (Member, Principal), G. Shaw (Member, classroom teacher, secretary), E. Flores (Member, classroom teacher), M. Arceo (Member, parent/community member, vice president), K. Perez (Member, parent/community member, president)
 - B. Absent: S. Stearns (Member, parent/community member), B. Murillo (Member, classroom teacher), Jannice Torres (Member, parent/community member)
 - C. Guests: See sign in sheet
- III. SBCUSD Meeting Guidelines-Mrs. Peters led a choral reading of the SBCUSD Guidelines for Meetings
- IV. Reading and Approval of Minutes from SSC Meeting 3-18-22-**Approval Required**

T. Shook asked if anyone had any questions or comments regarding the minutes from the previous meeting. There were none. A motion was made by G. Shaw to approve the minutes. A second motion was made by E. Flores. There was no further discussion.

VOTE: Yes- 5, No- 0, Abstentions- 1. **Motion carried.**
- V. Committee Reports
 - A. DAC 3-10-22- There was no report from the DAC representative, M. Arceo. She stated she receives a lot of emails about different meetings, and she was not sure which meeting was the DAC. T. Shook offered to help her and said he would get a calendar for her of the meetings. E. Peters said Jessica also sends out the DAC calendars to all committee parents.
- VI. Old Business
 - A. Election of DAC Alternate- There were no volunteers or nominations. This item will be on the next agenda.
- VII. New Business
 - A. Review, update, and **approve** the 2022-2023 School-Parent and Family Engagement Policy and School-Parent Compact-**Approval Required**
 1. T. Shook provided an overview of both documents.
 2. Questions- E. Flores asked if these documents were for next year? T. Shook said yes. E. Flores stated that although the documents are in Aeries, she hoped the school would provide paper copies. She stated it is nice to have paper copies since it is a contract between the school and families and not all families may have access to a computer. E. Peters shared that paper copies would be available in the office. There were no questions or discussions.
 3. E. Flores made a motion to approve the 2022-2023 School-Parent Family Engagement Police and the School-Parent Compact. G.Shaw gave the

second motion. There was no further discussion. **VOTE:** Yes- 6, No- 0, Abstentions- 0 **Motion carried.**

B. Present and **approve** the 2022-2023 SBCUSD Centralized Services-**Approval Required**

1. T. Shook presented an overview of this document. He stated there has to be proof that positions which support the management of programs through administrative costs support the site program goals. In some cases the district keeps a portion of the funds to provide support to more schools. For example, a microcomputer specialist could be used at several schools, so the district uses those funds to support that position at the district level. E. Peters shared that another example is that the Elementary Instruction Department will again be paying for 2 guest teachers for elementary sites for next year.
2. T. Shook asked if there were any questions. There were none, and there were no further discussions. T. Shook made a motion to approve the minutes. E. Flores made a second motion. There was no further discussion. **VOTE:** Yes- 6, No- 0, Abstentions- 0 **Motion carried.**

C. Present the Tentative 2022-2023 LCAP Budget

1. E. Peters explained the 501 budget is federally funded and needs SSC approval. The 419 budget is state funded and does not require SSC approval. However, E. Peters stated she still likes to share this information with SSC. T. Shook gave an overview of the budget which includes some staff positions, some technology costs, printing, subscriptions, conferences/in-services, and some catering.
2. T. Shook asked if there were any questions. There were none.

D. Present and **approve** the Tentative 2022-2023 Title I Budget-**Approval Required**

1. T. Shook presented the 501 budget next. He explained this budget includes some staff positions, certificated subs for teacher planning, teacher additional duty hours, personnel benefits, subscriptions, instructional materials, and printing.
2. Questions: E. Flores asked if the school gets the same amount of money each year. E. Peters said no and explained that we get money based on the number of students we have enrolled. We currently have approximately 575 students, and in past years we had up to approximately 715 students. She added that for 2 years we also received additional money for being a CSI school. That category was abolished, so that funding stopped. Both budgets are approximately \$50,000 less than the previous year. E. Peters also added that we sometimes get additional funding later in the year. There were no further questions or discussions. G. Shaw made a motion to approve the 501 budget. E. Flores made the second motion. There was no further discussion. **VOTE:** Yes- 6, No- 0, Abstentions- 0 **Motion carried.**

E. Present and **approve** the Final 2022-2023 School Plan for Student Achievement (SPSA), including the Possible Future Expenditures-**Approval Required**

1. T. Shook presented the possible future expenditures for the 2022-23 school year. This includes guest teacher salaries for coverage for grade

level planning, Program Facilitator additional hours, supplemental instructional materials, conferences, technology expenses including fees and licenses, printing services, field trips, student incentives, catering, and student incentives. E. Peters explained that the future expenditures can only be budgeted for up to 30% of the total for both budgets. Questions: E. Flores stated she did not see subscriptions in the budget. E. Peters showed where it was. E. Flores suggested the amount be higher since these are valuable tools for both teachers and parents. E. Peters explained that there is \$35,000 in the 419 and 501 budgets that is already allocated for subscriptions. She explained that the money being shared is for any future expenditures, so a little extra was included for subscriptions. E. Peters also explained that this was not the money presented was not final and it can be moved within the expenditures, but the total can not be changed. There were no suggestions from the council of modifying the proposed future expenditures.

2. T. Shook reminded SSC that everything else in the SPSA was presented and discussed throughout this school year starting in November of 2021. He said there is nothing new being presented. This is an overview of all that has been previously discussed. There were no further questions or discussions.
3. T. Shook made a motion to approve the SPSA. M. Arceo made the second motion. There was no further discussion. **VOTE:** Yes- 6, No- 0, Abstentions- 0 **Motion carried.**

- VIII. Public Comment-All attendees have the opportunity to address the council regarding topics over which the council has purview. Comments may be regarding items on the agenda or other items discussed by School Site Council
- IX. Adjournment- The meeting was adjourned at 2:20 pm.



Lankershim Elementary

Acta de la reunión del Concilio Escolar

22 de abril de 2022

1:00 p. m. - Realizada virtualmente en Zoom

- I. Apertura y bienvenida - Sra. Peters convocó la reunión a la 1:03. Se proporcionó interpretación.
- II. Asistencia
 - A. Presente: T. Shook (miembro, otro miembro del personal), E. Peters (miembro, director), G. Shaw (miembro, maestro de clase, secretaria), E. Flores (miembro, maestro de clase), M. Arceo (Miembro, padre/miembro de la comunidad, vicepresidente), K. Perez (Miembro, padre/miembro de la comunidad, presidente)
 - B. Ausente: S. Stearns (Miembro, padre/miembro de la comunidad), B. Murillo (Miembro, maestra de clase), Jannice Torres (Miembro, padre/miembro de la comunidad)
 - C. Invitados: Vea la hoja de registración
- III. Guía para las reuniones de SBCUSD-Sra. Peters dirigió una lectura coral de las Pautas para reuniones del SBCUSD
- IV. Lectura y aprobación de las actas de la reunión del SSC 3-18-22-**Se requiere aprobación**

T. Shook preguntó si alguien tenía alguna pregunta o comentario sobre las actas de la reunión anterior. No hubo ninguno. G. Shaw hizo una moción para aprobar el acta. Una segunda moción fue hecha por E. Flores. No hubo más discusión. **VOTO:** Sí- 5, No- 0, Abstenciones- 1. **Moción aprobada.**
- V. Informes del Comité
 - A. DAC 3-10-22- No hubo informe del representante del DAC, M. Arceo. Dijo que recibe muchos correos electrónicos sobre diferentes reuniones y que no estaba segura de cuál era la reunión del DAC. T. Shook se ofreció a ayudarla y dijo que le conseguiría un calendario de las reuniones. E. Peters dijo que Jessica también envía los calendarios del DAC a todos los padres del comité.
- VI. Asuntos pendientes
 - A. Elección del suplente del DAC: no hubo voluntarios ni nominaciones. Este punto estará en la próxima agenda.
- VII. Nuevos
 - A. Revisar, actualizar y **aprobar** la Política de participación de la escuela y los padres y la familia 2022-2023 **se requiere aprobación**
 1. T. Shook proporcionó una descripción general de ambos documentos.
 2. Preguntas- E. Flores preguntó si estos documentos eran para el próximo año? T. Shook dijo que sí. E. Flores dijo que aunque los documentos están en Aeries, esperaba que la escuela proporcionará copias impresas. Dijo que es bueno tener copias en papel ya que es un contrato entre la escuela y las familias y no todas las familias pueden tener acceso a una

computadora. E. Peters compartió que las copias impresas estarían disponibles en la oficina. No hubo preguntas ni discusiones.

3. E. Flores hizo una moción para aprobar la Política de participación de la escuela y la familia de los padres de 2022-2023 y el Pacto entre la escuela y los padres. G.Shaw dio la segunda moción. No hubo más discusión. **VOTO:** Sí- 6, No- 0, Abstenciones- 0 **Moción aprobada.**

B. Presentar y **aprobar** los servicios centralizados de SBCUSD 2022-2023: **se requiere aprobación**

1. T. Shook presentó una descripción general de este documento. Dijo que tiene que haber pruebas de que los puestos que apoyan la gestión de los programas a través de los costos administrativos apoyan las metas del programa del sitio. En algunos casos, el distrito se queda con una parte de los fondos para brindar apoyo a más escuelas. Por ejemplo, un especialista en microcomputadoras podría usarse en varias escuelas, por lo que el distrito usa esos fondos para apoyar ese puesto a nivel del distrito. E. Peters compartió que otro ejemplo es que el Departamento de Instrucción Primaria nuevamente pagará por 2 maestros invitados para las escuelas primarias para el próximo año.
2. T. Shook preguntó si había alguna pregunta. No hubo ninguno, y no hubo más discusiones. T. Shook hizo una moción para aprobar el acta. E. Flores hizo una segunda moción. No hubo más discusión. **VOTO:** Sí- 6, No- 0, Abstenciones- 0 **Moción aprobada.**

C. Presentar el presupuesto LCAP tentativo 2022-2023

1. E. Peters explicó que el presupuesto 501 está financiado por el gobierno federal y necesita la aprobación del SSC. El presupuesto 419 está financiado por el estado y no requiere la aprobación del SSC. Sin embargo, E. Peters dijo que todavía le gusta compartir esta información con SSC. T. Shook dio una descripción general del presupuesto que incluye algunos puestos de personal, algunos costos de tecnología, impresión, suscripciones, conferencias/servicios internos y algunos servicios de catering.
2. T. Shook preguntó si había alguna pregunta. No hubo ninguno.

D. Presentar y **aprobar** el presupuesto tentativo del Título I 2022-2023: **se requiere aprobación**

1. T. Shook presentó el presupuesto 501 a continuación. Explicó que este presupuesto incluye algunos puestos de personal, suplentes certificados para la planificación de maestros, horas de servicio adicionales para maestros, beneficios para el personal, suscripciones, materiales de instrucción e impresión.
2. Preguntas: E. Flores preguntó si la escuela recibe la misma cantidad de dinero cada año. E. Peters dijo que no y explicó que recibimos dinero según la cantidad de estudiantes que hayamos inscrito. Actualmente tenemos aproximadamente 575 estudiantes, y en años anteriores tuvimos hasta aproximadamente 715 estudiantes. Agregó que durante 2 años también recibimos dinero adicional por ser escuela CSI. Esa categoría fue abolida, por lo que se detuvo la financiación. Ambos

presupuestos son aproximadamente \$50,000 menos que el año anterior. E. Peters también agregó que a veces recibimos fondos adicionales más adelante en el año. No hubo más preguntas ni discusiones. G. Shaw hizo una moción para aprobar el presupuesto 501. E. Flores hizo la segunda moción. No hubo más discusión. **VOTO:** Sí- 6, No- 0, Abstenciones- 0 **Moción aprobada.**

E. Presentar y **aprobar** el Plan Escolar Final 2022-2023 para el Logro Estudiantil (SPSA), incluidos los Posibles Gastos Futuros -**Se requiere aprobación**

1. T. Shook presentó los posibles gastos futuros para el año escolar 2022-23. Esto incluye los salarios de los maestros invitados para la cobertura de la planificación de nivel de grado, las horas adicionales del facilitador del programa, los materiales didácticos complementarios, las conferencias, los gastos de tecnología, incluidas las tarifas y las licencias, los servicios de impresión, las excursiones, los incentivos para estudiantes, el catering y los incentivos para estudiantes. E. Peters explicó que los gastos futuros solo se pueden presupuestar hasta por un 30% del total de ambos presupuestos. Preguntas: E. Flores dijo que no vio suscripciones en el presupuesto. E. Peters mostró dónde estaba. E. Flores sugirió que la cantidad sea mayor ya que estas son herramientas valiosas tanto para los maestros como para los padres. E. Peters explicó que hay \$35,000 en los presupuestos 419 y 501 que ya están asignados para suscripciones. Explicó que el dinero que se comparte es para cualquier gasto futuro, por lo que se incluyó un poco más para las suscripciones. E. Peters también explicó que este no era el dinero presentado, no era definitivo y se puede mover dentro de los gastos, pero el total no se puede cambiar. No hubo sugerencias del consejo de modificar los gastos futuros propuestos.
2. T. Shook le recordó al SSC que todo lo demás en el SPSA se presentó y discutió durante este año escolar a partir de noviembre de 2021. Dijo que no se presentará nada nuevo. Esta es una descripción general de todo lo que se ha discutido anteriormente. No hubo más preguntas ni discusiones.
3. T. Shook hizo una moción para aprobar el SPSA. M. Arceo hizo la segunda moción. No hubo más discusión. **VOTO:** Sí- 6, No- 0, Abstenciones- 0 **Moción aprobada.**

VIII. Comentario público: todos los asistentes tienen la oportunidad de dirigirse al consejo con respecto a los temas sobre los que el consejo tiene competencia. comentarios pueden ser sobre temas en la agenda u otros temas discutidos por el consejo del sitio escolar.

IX. Clausura: la reunión finalizó a las 2:20 pm.



Lankershim Elementary

School Site Council Minutes

March 18, 2022

1:00 pm-Held Virtually in Zoom

- I. Call to Order and Welcome- Meeting started at 1:00 pm. Interpretation was provided.
- II. Roll Call-
 - A. Present-E. Peters (Member/Principal), T. Shook (Member/Other Staff Member), E. Flores (Member/Classroom Teacher), G. Shaw (Member/Classroom Teacher, Secretary), Betzy Murillo (Member/Classroom Teacher), S. Stearns (Member/Parent Community Member), M. Arceo (Member/Parent Community Member, Vice President)-**Quorum met**
 - B. Absent- Katherine Perez (Member/Parent Community Member, President), Jannice Torres (Member/Classroom Teacher)
 - C. Guests-O. Nunez (Parent Liaison- SBCUSD), See Sign in
- III. SBCUSD Meeting Guidelines- All guidelines were read aloud.
- IV. Reading and Approval of Minutes from SSC Meeting 1-28-22-**Approval Required**

E. Peters made a motion to approve the minutes. T. Shook made the second motion. T. Shook asked if there were any questions. There were not. **VOTE** Yes- 6, No- 0 Abstentions- 0 The minutes were approved.
- V. Committee Reports
 - A. DAC 3-10-22: M. Arceo was unable to attend the DAC meeting. She stated she receives lots of emails and invites, and she is not sure which one is for DAC. T. Shook offered to help her so she can attend DAC next month.
- VI. Old Business
 - A. Election of DAC Alternate- This was moved to next month's agenda due to no nominations.
- VII. New Business
 - A. **Present the DRAFT, 2022-2023 SPSA and Budget Alignment: Section 2: Goals, Section 3: LCAP, Title I, and CSI Action Plan (Planned Expenditures: Strategies/Activities), and Possible Future Expenditures, including ATSI for identified student groups. Approval of 2022-2023 Budget Required.**
 1. T. Shook explained that we do not have current data since it has been 2 years since students took the CAASPP test. Therefore, we have to start with a baseline this year. We will continue with the same goal from 2020 which is based on the 2019 CAASPP scores. It was also noted that the CAASPP test this year is a new format from past years. It is modified.
 2. T. Shook presented the goals for Math and ELA. This includes looking at 3rd grade students, chronically absent students, African American students, and students with disabilities. E. Peters explained that on this data, the better students do, they will get closer to 0, as it indicates how close students are to proficiency. She said the goal is to be at 0 or over. Shook added that we want scores to be in the positive integers. E. Peters added that English Learners have their own goal. T. Shook noted that

students did not score high on the ELPAC last year, but it was administered online. It is a difficult test to take online. This year the test was administered in person, and the scores are looking much better.

3. Questions- E. Flores: These scores are points not percentages? T. Shook replied that was correct. G. Shaw- Why are we specifically looking at 3rd grade? T. Shook responded that 3rd grade is a strategic group the district is looking at.
4. The 501 budget was discussed next. E. Peters explained that SSC approves the 501 budget. She presented the list of items that fall into the 501 budget. This includes part of the Program Facilitator's salary (plus benefits), 3 Guest Teachers, Additional duty for teachers, Substitutes for teachers to have grade level collaboration days, Instructional materials, and printing services. E. Peters noted that we currently are projected to have a decrease in enrollment for next year, which means we will get about \$25,000 dollars less next year in the budget. She also noted that the 4 hour micro-computer specialist job will be abolished next year, as there was not enough money in the budget to fund the position. E. Peters asked if there were any questions. There were none.
5. The 419 budget was next discussed. E. Peters reminded everyone that SSC does not vote on this budget, but she is presenting it so stakeholders are aware of how the money is spent. E. Peters presented the list of items that fall into the 419 budget. This includes part of the Program Facilitator's salary (plus benefits), 8 Rec Aides, the Bilingual Office Clerk, 1 hour of the Bilingual Library Assistant (district pays for the other 3 hours), books, computer accessories, conferences, maintenance agreements, catering for meetings, printing services, and subscriptions. E. Peters noted that this budget is projected to have \$15,000 less for next year. She also noted that teachers will only be given 25 hours for additional duty pay next year. This year they were given up to 80 hours.
6. At this time, E. Peters asked if there were any questions. There were none. E. Peters made a motion for SSC to approve the 501 budget. S. Stearns made the second motion. A vote was taken. Yes- 6, No- 0, Abstentions- 0. The 2022-2033 501 budget was approved.
7. At this time, ATSI identified needs were discussed. E. Peters explained that chronically absent students are students who are absent 10% of the time and who currently have been absent 16 or more days. Currently, approximately 50% of Lankershim students are considered chronically absent. E. Peters stated that the site will develop reasonable goals, and she will bring these goals back to SSC to discuss and get their input. E. Peters also discussed suspensions. There were no suspensions in the 20-21 school year, as we were virtual. E. Peters stated that so far for the 21-22 school year, there have only been 4 suspensions, and one of the suspended students was suspended twice. There have been no suspensions since September. E. Peters also noted that there have been no special ed or African American students suspended this year, and that is not usually the state or national trend. E. Peters noted that the site has worked very hard on implementing PBIS expectations and setting a positive climate and culture.

Mr. Shook made a motion to approve the Budget. Ms Murillo seconded the motion. There was no further discussion. Yes- 6, No- 0 Abstentions- 0 The minutes were approved.

VOTE Yes- 6, No- 0 Abstentions- 0 **Motion carried.**

- B. Present ELAC's input on the school-wide needs assessment and recommendations for the English Learner program in the School Plan for Student Achievement (SPSA)- E. Peters noted that ELAC did not provide any further recommendations for the SPSA.
- C. Presentation of Title I Parent Survey Results (SBCUSD Family Survey), with a focus on the Title I Survey (*Pending information*)
 - 1. At this time, Parent Family Engagement was discussed. T. Shook explained that parent participation is monitored by sign-in sheets, raptor reports, and attendance taken at meetings. E. Peters stated she would like to see an increase in parent participation in family events. E. Peters asked if there were any questions. There were no questions.
 - 2. T. Shook next discussed some items from the Panorama Family Survey. He explained that questions were asked regarding Lankershim including Cultural Awareness, customer service, high expectations, communication, family efficacy, family support, focus on academics, learning behaviors, schools climate, Title 1 instructions program, Title 1 Parent/Family Engagement, and Title 1 Parent/School compact. More than half of the Lankershim parent population responded. T. Shook noted that the responses show we are doing well in many areas.
- VIII. Public Comment-All attendees have the opportunity to address the council regarding topics over which the council has purview. Comments may be regarding items on the agenda or other items discussed by School Site Council
- IX. Adjournment- The meeting was adjourned at 2:17 pm.