The School Plan for Student Achievement
2022-2023

School: E. NEAL ROBERTS ELEMENTARY SCHOOL

District: SAN BERNARDINO CITY UNIFIED SCHOOL DISTRICT

County District School (CDS) Code: 36678766109714

Principal: Yosan Hailemariam

SSC Approval/Adopted Date: 4/22/2022

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:**
> The purpose of this plan is to identify academic needs of all students at E. Neal Roberts Elementary School and set goals to implement specific strategies and activities as part of our Title I School-wide Program and Comprehensive Support and Improvement (CSI).

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

> The School Plan for student Achievement (SPSA) is a plan of action to improve student academic performance by coordinating all educational services and resources. Pursuant to California Education Code (EC), Section 64001 and the Every Student Succeeds Act (ESSA, Section 1114), schools receive state and federal funds. The Local Control Funding Formula (LCFF) and the District's Title I LCAP Federal Addendum provides schools the flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning as well as supplement and support the educational program at each school site.
>
> The SPSA documents the site's approach in maximizing the impact of federal and state funds to support all students, particularly the lowest-achieving students. The SPSA addresses all school-wide and community engagement requirements, and provides the framework of how the site plans to improve the entire educational program and improve academic achievement so all students are able to demonstrate proficiency on the State's academic standards.
>
> The SPSA is aligned with (1) specific, articulated, academic goals, (2) makes full use of the instructional time with courses necessary to provide a well-rounded education, (3) a commitment to ongoing professional development and continuous improvement, (4) effective assessment methods to monitor the progress of students, (5) strategies to intervene at the earliest point if students are not making progress, and (6) parent involvement opportunities that encourage parent/family engagement.

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

> The SPSA development process has been on-going throughout the school year. As a site, teachers and staff have participated in on-going data analysis. The data analysis has yielded valuable findings that has assisted in determining the site's needs, for the purpose of increasing student achievement. In addition, staff and the School Site Council have implemented a continuous cycle of monitoring Title I, LCAP and CSI expenditures and their effectiveness. ELAC has also had input and provided recommendations pertaining to the English Learners program. 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 and CSI Programs at the site.

Resource Inequities (Required for CSI/TSI/ATSI Schools Only)
Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

District:

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

2018-2019 data: During the analysis of the CA Dashboard data and site formative assessments, we found the following:
1. There is a learning gap (ELA) between students in the Hispanic, Socio-economically Disadvantages and Special Education groups compared school-wide. There is a learning gap (Math) between students in the Special Education group compared school-wide and all other subgroups.
2. 16.4% of the students are identified as chronically absent.
3. There are 20 teachers at our school, of which 20 have received the appropriate training in CCSS and the new district ELA and Math programs.
4. Suspension over the last school year is down significantly. With a suspension rate of 0.2% through the month of January 2020. This is a decrease from 0.9% the former year.

Next Steps:
To address these inequities we are consistently modifying instruction and teaching strategies in the Academic Academy for students in need of additional support based on classroom performance and assessment data. These students are monitored biweekly by the Program Facilitator with assessments specific to the standard being taught to ensure the students are receiving the necessary instruction. The principal will host data chats with the teachers and coach them in ELA and Math strategies, to ensure all teachers are addressing the needs of students during core instruction and ELD. Teacher will be provided with opportunities to attend professional development to build their skills and knowledge of CCSS. They will also be provided feedback and coaching to improve their instructional practices. The counselor will work closely with the office staff to monitor students with chronic absenteeism and suspensions. The counselor will identify the needs of the students, meeting with parents/families to discuss the students' need, and provide available resources as needed. The school counselor will also work closely with the Homeless student population and the District Specialized Program Department to determine the needs of the Homeless students and provide available resources as necessary.

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

Due to Distance Learning the school will increase CAASPP ELA by 10 points.

ATSI Identified Needs

N/A

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome	Actual Outcome
CAASPP ELA School-wide	School-wide-19.7	School-wide -9.7	Data Not Available Test Not Administered
Standard Aligned Assessment #1 ELA	Schoolwide: 3rd grade: 13.6% Mastered 4th grade: 31.3% Mastered 5th grade: 17.5% Mastered 6th grade: 31.5% Mastered	Schoolwide: 3rd grade: 23.6% Mastered 4th grade: 41.3% Mastered 5th grade: 27.5% Mastered 6th grade: 41.5% Mastered	Data Not Available Test Not Administered
IReady	Schoolwide: 2nd grade: 21% Tier I 3rd grade: 29% Tier I 4th grade: 23% Tier I 5th grade: 9% Tier I 6th grade: 11% Tier I	Schoolwide: 2nd grade: 31% Tier I 3rd grade: 39% Tier I 4th grade: 33% Tier I 5th grade: 19% Tier I 6th grade: 21% Tier I	Data Not Available Test Not Administered
STAR ELA (3-5)	Schoolwide: 35.5% urgent intervention 24.1% intervention 16.2% on watch 24.2% at or above grade level	Schoolwide: 25.5% urgent intervention 14.1% intervention 26.2% on watch 34.2% at or above grade level	Data Not Available Test Not Administered

2. Math

School-Wide

Due to Distance Learning the school will increase CAASPP Math by 10 points.

ATSI Identified Needs

N/A

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome	Actual Outcome
CAASPP Math School-wide	School-wide -53.1	Schoolwide -43.1	Data Not Available Test Not Administered
Standard Aligned Assessment #1 Math	Schoolwide: 3rd grade: 13.8% Mastered 4th grade: 12.7% Mastered 5th grade: 11.1% Mastered 6th grade: 9.1% Mastered	Schoolwide: 3rd grade: 23.8% Mastered 4th grade: 22.7% Mastered 5th grade: 21.1% Mastered 6th grade: 19.1% Mastered	Data Not Available Test Not Administered
IReady	Schoolwide: 2nd grade: 9% Tier I 3rd grade: 9% Tier I 4th grade: 13% Tier I 5th grade: 8% Tier I 6th grade: 12% Tier I	Schoolwide: 2nd grade: 19% Tier I 3rd grade: 19% Tier I 4th grade: 23% Tier I 5th grade: 18% Tier I 6th grade: 22% Tier I	Data Not Available Test Not Administered
STAR Math (3-5)	Schoolwide: 41% urgent intervention 15.7% intervention 13.5% on watch 29.8% at or above grade level	Schoolwide: 31% urgent intervention 5.7% intervention 23.5% on watch 39.8% at or above grade level	Data Not Available Test Not Administered

3. English Learners

School-Wide

Due to Distance Learning, increase the percentage of English Learner students making progress towards English proficiency by 10%.

ATSI Identified Needs

N/A

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome	Actual Outcome
ELPAC	40.4%	50.4%	Data Not Available Test Not Administered

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome	Actual Outcome
SBCUSD Dashboard-Reclassification Rate	4.3%	12.3%	0% Reclassified Goal Not Met
CAASPP ELA	69.8 points below standard	59.8 points below standard	Data Not Available Test Not Administered
CAASPP Math	49.3 points below standard	39.3 points below standard	Data Not Available Test Not Administered
Standard Aligned Assessment ELA	English Learner: 3rd grade: 5% Mastered 4th grade: 13% Mastered 5th grade: 4% Mastered 6th grade: 9% Mastered	English Learner: 3rd grade: 15% Mastered 4th grade: 23% Mastered 5th grade: 14% Mastered 6th grade: 19% Mastered	Data Not Available Test Not Administered
Standard Aligned Assessment MATH	English Learner: 3rd grade: 21% Mastered 4th grade: 3% Mastered 5th grade: 9% Mastered 6th grade: 0% Mastered	English Learner: 3rd grade: 31% Mastered 4th grade: 13% Mastered 5th grade: 19% Mastered 6th grade: 10% Mastered	Data Not Available Test Not Administered
STAR ELA (3-5)	English Learner: 64.1% urgent intervention 19.5% intervention 9.8% on watch 6.6% at or above grade level	English Learner: 54.1% urgent intervention 9.5% intervention 19.8% on watch 16.6% at or above grade level	Data Not Available Test Not Administered
STAR Math (3-5)	English Learner: 50.5% urgent intervention 14.6% intervention 14.6% on watch 20.3% at or above grade level	English Learner: 40.5% urgent intervention 4.6% intervention 24.6% on watch 30.3% at or above grade level	Data Not Available Test Not Administered

4. Chronic Absenteeism

School-Wide

Decrease the percentage of students chronically absent by 5%.

ATSI Identified Needs

N/A

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome	Actual Outcome
CA Dashboard	18% chronically absent	13% chronically absent	Data Not Available

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome	Actual Outcome
			N/A
SBCUSD School Dashboard	10.8% chronically absent as of January 2021	5.8% chronically absent as of January 2022	44.2% Chronically Absent Goal Not Met

5. Suspension

School-Wide

CA Dashboard: Decrease suspension rate by 50%
SBCUSD School Dashboard: Maintain the percentage of students suspended at least once at 0%

ATSI Identified Needs

N/A

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome	Actual Outcome
CA Dashboard	2.7% suspended at least once	1.35% suspended at least once	Data Not Available N/A
SBCUSD School Dashboard	0% suspended year to date as of January 2021	0% suspended year to date as of January 2022	1.0% Suspended Goal Not Met

6. Parent-Family Engagement

School-Wide

Increase the amount of parents/families participating in the Parent Workshops by 5 parents/families.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome	Actual Outcome
Sign In Sheets from Parent Meetings	5 parents.	10 parents	5 parents on average Goal Not Met

7. Graduation Rate (High School)

School-Wide

N/A-High School Only

ATSI Identified Needs

N/A-High School Only

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome	Actual Outcome
N/A-High School Only	N/A-High School Only	N/A-High School Only	N/A N/A

8. College Career (High School)

School-Wide

N/A-High School Only

ATSI Identified Needs

N/A-High School Only

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome	Actual Outcome
N/A-High School Only	N/A-High School Only	N/A-High School Only	N/A N/A

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)**
REC AIDES (419) • To support positive school climate and maintaining a safe and orderly environment through student supervision and reinforcement of PBiS social skills through Distance Learning and on Campus.	1. There was a slight increase of students following playground expectations. As of January 2022, there were 5 office referrals which is a decrease of 2 referrals from the last time (January 2020) students were in person at school. The Rec. Aides continue to redirect students utilizing PBiS social skills and expectations by location. This is evidenced by the low count of referrals, PBiS data reports and feedback from the principal, PF, and Rec. Aides.	1. Students continue to utilize the PBiS social skills to monitor their own behavior.	1. A few Rec. Aides struggled with the PBiS language.	1. Continue funding the Rec. Aide positions. The site will continue to provide training on the PBiS program to Rec. Aides.

PROGRAM FACILITATOR (419 / 501) Support may include face to face and/or Distance Learning: • Facilitates and coordinates local and state assessments to ensure all students are tested and required deadlines are met. • Provides on-going monitoring of the implementation of intervention programs to ensure students are achieving the skills taught. • Implements procedures for placing, evaluating, monitoring, and exiting students from intervention. • Provides small group instruction and intervention including literacy, math and AVID so students better understand the standards taught and feel more successful in their learning. Professional Development: Support may include face to face and/or Distance Learning: • Coordinates and provides staff development according to the sites foci to increase teacher capacity including, but not limited to, creating and providing videos, modeling, demonstrating, troubleshooting, etc. Parent Engagement:	Program Facilitator position was vacant and not filled until January. The unencumbered funds were transferred to instructional materials and supplies. 1. 277 students were administered the NWEA for ELA (K-6) and 288 students were administered the NWEA for Mathematics (K-6). As of March 2022, approximately 55% of all English Learners have taken the ELPAC. ELPAC testing is currently being administered as evidenced by assessment reports and staff feedback. Staff reviewed and analyzed NWEA data to determine small group instruction, student needs, and refinement of instructional practices. This is evidenced by the meeting agenda and powerpoint presentation. 2. Professional development has not yet occurred due to PF vacancy. 3.Six SSC and five ELAC meetings have been provided, three of which have been facilitated by the Program Facilitator. This is evidenced by minutes, agendas, sign-in sheets and powerpoint presentations. Due to COVID, parent workshops and trainings have not taken place.	1. Students received intervention during universal access time. 3. Parents were better informed to give input on the Title 1 and LCAP programs and were provided a forum to collaborate.	2/3. Position was vacant for at least half the year. PD and parent workshops/trainings were not provided by the PF.	Continue funding the Program Facilitator position. Program Facilitator will provided professional development next school year. As COVID restrictions reduce, parent workshops and trainings will also be provided.

Support may include face to face and/or Distance Learning; • Provides workshops, training for parents such as but not limited to AVID, computer skills, Math/ELA/Reading strategies, etc. to increase parent skills in order to better assist their students at home and increase parent engagement. • Coordinates SSC, ELAC, AAPAC, etc. meetings in order to assist parent groups with understanding their role and responsibility in developing the SPSA, as well as, maintain agendas, minutes, sign-in sheets, and all handouts for compliance.				
BILINGUAL CLERK (419) • Additional two hours to support parents and students with translations, enrollments, transportation, home visits, bus passes, etc. to increase parent engagement and keep reclassified students on track. • Communicates with Youth Services and contacts district liaison for support and possible resources, etc. to assist families, so students are healthier and are better equip to attend school on a daily basis.	1. The Bilingual Clerk provided parents with resources, interpretation and translation services and consistent school-parent communication. 86% of families responded favorably on the school climate survey. This was a 4% increase from the previous year. 78% of families responded favorably on the customer service survey which was a 9% increase when compared to all schools in the district. This is evidenced by the Panorama survey, administration observations, emails and parent interactions.	1. The school/parent relationships positively increased the parents comfort level to reach out to the school.	N/A	The site will continue to fund the two additional hours for the Bilingual Clerk.

CERTIFICATED ADDITIONAL DUTY CSI PLAN (523) • Provide small group intervention and tutoring on site or virtually. • Provide teacher planning time for professional development on teacher clarity, vertical alignment, etc.	1/2. Certificated additional duty was not utilized. The funds have currently not been spent. This is evidenced by the expenditure report and secretary feedback.	N/A	N/A	Additional duty will not be funded next year.
DISTRICT PRINTING (501 / 523) Parent Engagement: • Supplemental printing to assist in building the parent capacity in order to assist their student(s) at home. CSI PLAN • Supplemental printing to support/enhance lessons such as but not limited to research projects, AVID, PBiS, STEAM, GLAD, etc.	1. K-2 grade level teams printed supplemental workbooks that included reinforcement of skills taught, such as: grammar, writing, and number sense. This is evidenced by order forms, student work samples, and walk throughs.	1. Students were engaged and actively learning during the instructional and/or intervention time.	N/A	The site will continue to fund district printing with Title I.
OTHER BOOKS (501 / 523) • Other books which include but are not limited to teacher professional development books, etc. to support with implementation of AVID/ STEM/ STEAM/ Dual Immersion/ Math and ELA Focus, Teacher Clarity, Continuous Improvement, etc. CSI PLAN:	1/2. Other books were not purchased due to teachers continuing to use the Teacher Clarity Playbook. The funds have currently not been spent. This is evidenced by the expenditure report and secretary feedback.	N/A	N/A	Continue funding for other books that pertain to our school focus with Title I.

• Purchase books for teacher professional development that provide strategies and techniques which will increase student achievement in STEM/STEAM and Math and ELA focus.				
SUBSTITUTES/ RESIDENT SUB (501 / 523) Professional Development: • Allow for release of teachers for PD purposes such as but not limited to instructional rounds, collaboration, analyzing data, data chats, conferences, inservices, lesson studies, trainings, with the purpose of planning rigorous lessons leading to instructional improvement and increase in the use of effective instructional strategies. CSI PLAN • To provide small group instruction for language and vocabulary support, as well as teacher identified areas of need in order to close the achievement gap and increase engagement.	1. Due to COVID and a shortage in substitutes, the resident subs were used to fill teacher vacancies. This is evidenced by the job report. 2. Due to COVID and a shortage in substitutes, the resident subs were used to fill teacher vacancies and only provided small group intervention intermittently towards the end of the year. This is evidenced by job reports and substitute logs.	N/A	1/2. There was a shortage in substitutes.	Continue funding substitute teachers with Title I funds. Substitutes will be providing small group instruction and teacher release time for PD, pending the reduction of COVID restrictions.
SUPPLEMENTAL AND INSTRUCTIONAL MATERIALS/ SUPPLIES (419 / 501 / 523) • Purchase supplemental instructional materials/supplies	1. AVID materials and supplies were purchased school-wide. This includes but is not limited to AVID folders for K-2, and AVID binders and agendas for 3rd-6th grade. This is evidenced by	1. Students were more engaged academically, gained organizational skills, and made progress towards time management.	2/3. No workshops/trainings were provided for parents or teachers, therefore, no instructional materials and supplies were purchased.	Continue funding for instructional materials and supplies. As COVID restrictions reduce, workshops and trainings will be provided.

such as but not limited to workbooks, other informational text, individual whiteboards, manipulatives, novels, poster boards, problem solving books, science kits, realia, Get Ahead Writing, AVID supplies/resources, binders, notebooks, reader trackers, highlighter strips, timers, visuals to assist with Reading Comprehension and better understanding the CCSS. Parent Engagement: • Instructional Materials for parent training sessions and provide a pre/post survey and/or parent feedback form to gather parent input to increase parent involvement in future activities. CSI PLAN Professional Development: • Purchase of professional development materials, resources, etc. to assist teachers in increasing their capacity and better understand what they learned. • Purchase intervention material, SIPPS, Phonics for Reading, REWARDS, Chapter Books, vocabulary cards, etc. to assist with Reading	classroom walkthroughs, teacher/student feedback, and the purchase requisition. 2. Due to COVID, parent workshops and trainings have not taken place. No instructional materials and supplies for parents were purchased. 3. Instructional material and supplies for PD were not purchased. The funds have currently not been spent. This is evidenced by the expenditure report and secretary feedback.			

Comprehension and better understanding the CCSS.				
COMPUTER ACCESSORIES AND SUPPLIES (501) • Purchase equipment, accessories and supplies such as but not limited to iPads, keyboards, laptops, keyboards, Apple TVs, ELMOs, projectors, printers, carts, earbuds, cables, headphones, batteries, etc. to assist students learning and teach 21st Century Technology Common Core Standards and offer opportunities for research, enrichment and computer based skills as well as independent project based learning to include presentation and publications of student work.	1. Projectors, projector light bulbs, projector filters, toners, iPads and printers have been purchased. Due to covid and shipping delays, the site has not received the merchandise. Once received and utilized, the site will evaluate its effectiveness.	N/A	1. Site has not received the new technology	Technology will continue to be funded. The orders will be placed sooner in order to receive the merchandise in a timely manner.
COMPUTER EQUIPMENT (501) • To purchase computer equipment such as but not limited to carts, laptops, Chromebooks, chargers, Elmos, projectors, STEAM labs, printers, screens, Apple TVs, desktops, etc. for research, enrichment and to assist students in 21st century technology skills and standards.	1. The allocation in budget 4450 were not used. The funds will be transferred to district printing for supplemental materials for our K-2 classes after SSC approval.	N/A	N/A	The site will fund technology. However, the budget code will depend on the cost of the item(s).

DISTRICT WARRANTY (501) • Maintain working computers for teachers and students to be able to access information for learning such as but not limited to research, formative assessments, available programs using technology to enrich all students learning.	1. iPads have been purchased. Due to covid and shipping delays, the site has not received the merchandise. Once received and utilized, the site will evaluate its effectiveness.	N/A	1. Site has not received the new technology	Technology will continue to be funded. The orders will be placed sooner in order to receive the merchandise in a timely manner.
MAINTENANCE AGREEMENTS (501) • Maintain working equipment for teachers to be able to copy needed supplemental materials such as but not limited to intervention material, as well as, activities that enrich all students learning.	1. Kindergarten through sixth grade teachers printed supplemental material for scaffolding lessons which assisted students in better understanding the material taught. This is evidenced by student work samples, teacher feedback and walkthroughs.	1. Students were engaged and actively learning during the instructional time. Supplemental materials allowed teachers to differentiate instruction.	N/A	Continue to fund maintenance agreements
IN-SERVICE/ CONFERENCE (501 / 523) Professional Development: • Virtual and/or in person Professional Development such as but not limited to Reciprocal Teaching, ELA/Math, Closed Reading, use of technology training, Collaborative conversation, PBiS, STEAM, GLAD, AVID, Teacher Clarity, etc. in order to increase teachers' capacity to assist their students in all content standards. CSI PLAN	1. Due to the impact of covid and covid regulations, teachers have not attended any conferences or in-services. Virtual in-services and conferences were limited or did not align with the school's foci. Currently, funds are unspent.	N/A	N/A	Conferences and/or in-services will be funded out of Title I. Teachers will attend conferences and in-services pending the reduction of covid restrictions.

Professional development in Reciprocal Teaching, Closed Reading, STEAM and Teacher Clarity.				
COMPUTER TECH FEES AND LICENSES (523) CSI PLAN: • Software and licenses such as but not limited to Moby Max, iReady, to promote student learning and increase academic achievement during Distance Learning and Face-to-Face Instruction.	1. Licenses were not purchased with CSI monies due to allowability. The funds have currently not been spent. This is evidenced by the expenditure report and secretary feedback.	N/A	N/A	Licenses will be funded out of a different budget next year due to not being allowable with CSI funds.
STUDENT INTERNS (501) • Supporting students through Distance Learning and Face to Face Instruction • To provide small group instruction for language and vocabulary support, as well as teacher identified areas of need in order to close the achievement gap and increase engagement. • To provide mentoring to increase student engagement and academic success.	1. Interns provided small group intervention in ELA/Math for 15- 20 minutes every day, five days a week. This is evidenced by teacher feedback.	1. Students received intervention they needed to improve academically.	1. Due to student absences and vacancies the intervention was not consistent.	The site will continue funding student interns. As the impact of COVID reduces, the site expects attendance to increase and vacancies to decrease.
COMPUTER EQUIPMENT (501) • To purchase computer equipment such as but not limited to carts, laptops, Chromebooks, chargers, Elmos, projectors, STEAM labs, printers, screens, Apple TVs, desktops, etc. for	1. Projectors, projector light bulbs, projector filters, toners, iPads and printers have been purchased. Due to covid and shipping delays, the site has not received the merchandise. Once received and utilized, the site will evaluate its effectiveness.	N/A	1. Site has not received the new technology	Technology will continue to be funded. The orders will be placed sooner in order to receive the merchandise in a timely manner.

research, enrichment and to assist students in 21st century technology skills and standards.				

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)
ADDITIONAL DUTY CLASSIFIED CLERK/BIL. CLERK-To support families by communicating with other district departments for family support and possible resources, provides translation and interpretation services, enrollments, transportation, home visits, bus passes, etc. to increase parent engagement.	Parent feedback and admin observations indicated a need to pay additional duty after work hours to continue to provide assistance to families.

Goal 1 English Language Arts

School-Wide
(Create a school-wide CAASPP goal.)

Increase CAASPP ELA distance from standard by 10 points.

ATSI Identified Needs
(ATSI schools must include state identified student groups.)

N/A

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP	2018-2019 Schoolwide: -18.3 points below standard	-8.3 points below standard
NWEA	Schoolwide: 11.9% students on track 3rd Grade: 10.3% students on track 4th Grade: 9.8% students on track 5th Grade: 19.2% students on track 6th Grade: 14.3% students on track	Schoolwide: 26.9% students on track 3rd Grade: 25.3% students on track 4th Grade: 24.8% students on track 5th Grade: 34.2% students on track 6th Grade: 29.3% students on track

Goal 2 Mathematics

School-Wide
(Create a school-wide CAASPP goal.)

Increase CAASPP Math distance from standard by 10 points.

ATSI Identified Needs
(ATSI schools must include state identified student groups.)

N/A

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP	2018-2019 Schoolwide: -53.1points below standard	-43.1 points below standard
NWEA	Schoolwide: 8.3% students on track 3rd Grade: 12.7% students on track 4th Grade: 6.0% students on track 5th Grade: 9.6% students on track 6th Grade: 3.6% students on track	Schoolwide: 23.3% students on track 3rd Grade: 27.7% students on track 4th Grade: 21.0% students on track 5th Grade: 24.6% students on track 6th Grade: 18.6% students on track

Goal 3 English Learners

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

ELPAC

Increase the percentage of English Learner students making progress toward English proficiency by 10%.

Reclassification

Increase the percentage of English Learner students being reclassified by 10%.

ELA

Increase CAASPP ELA distance from standard by 10 points.

Math

Increase CAASPP Math distance from standard by 10 points.

ATSI Identified Needs

N/A

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ELPAC	2018-2019: 40.4% progress toward English Proficiency	50.4% progress toward English Proficiency
SBCUSD Reclassification Rates	0% reclassification rate	10% reclassification rate
CAASPP ELA	2018-2019 Schoolwide: -18.2 points below standard	-8.2 points below standard
CAASPP Math	2018-2019 Schoolwide: -49.3 points below standard	-39.3 points below standard
NWEA ELA	Schoolwide: 9.6% students on track 3rd Grade: 0% students on track 4th Grade: 11.4% students on track 5th Grade: 14.8% students on track 6th Grade: 0% students on track	Schoolwide: 24.6% students on track 3rd Grade: 15% students on track 4th Grade: 26.4% students on track 5th Grade: 29.8% students on track 6th Grade: 15% students on track
NWEA Math	Schoolwide: 5.8% students on track 3rd Grade: 8.7% students on track 4th Grade: 8.6% students on track 5th Grade: 3.7% students on track 6th Grade: 0% students on track	Schoolwide: 20.8% students on track 3rd Grade: 23.7% students on track 4th Grade: 23.6% students on track 5th Grade: 18.7% students on track 6th Grade: 15% students on track

Goal 4 Chronic Absenteeism (K-12)

School-Wide
(Create a school-wide goal.)

Decrease the percentage of students chronically absent by 5%.

ATSI Identified Needs
(ATSI schools must include state identified student groups.)

N/A

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CA Dashboard	2018-2019 Schoolwide: 10.1% chronically absent	5.1% chronically absent
SBCUSD School Dashboard	Schoolwide: 44.2% chronically absent as of January 2022	Schoolwide: 39.2% chronically absent as of January 2023

Goal 5 Suspension

School-Wide
(Create a school-wide goal.)

Decrease the percentage of students suspended at least once by 2.7%.

ATSI Identified Needs
(ATSI schools must include state identified student groups.)

N/A

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CA Dashboard	2018-2019 Schoolwide: 2.7% suspended at least once	0% suspended at least once
SBCUSD School Dashboard	Schoolwide: 1.0% suspended as of January 2022	Schoolwide: 0% suspended as of January 2023

Goal 6 Parent-Family Engagement

School-Wide

Increase the amount of parents/families participating in the Parent Workshops by 5 parents/families.

Create a Monthly calendar of Parent-Family Engagement events.

In collaboration with the site, the Family Engagement department will support and build the capacity of the Site Parent Liaison in alignment with District vision and goals.

Indicate Local Metrics to assess progress/monitor this goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Sign-in/Attendance Sheets	5 average attendees	10 average attendees
Panorama Data: Title I Parent-Family Engagement	65% favorable responses	70% favorable responses

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-promise 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	PROGRAM FACILITATOR (419/501) Low Income/English Learner: 1. Coordinates, facilitates, and collaborates with teachers on all state, district, and school assessments and surveys to assist in gathering and analyzing data to meet the students' academic needs. Schoolwide/Low Income: 2. Provides small group instruction and intervention in ELA and math, as well as monitors the implementation of the intervention program to ensure students are achieving the skills taught. Schoolwide/Low Income/English Learner: Professional Development: 3. Coordinates and provides staff development according to the sites foci to increase teacher capacity including,	Goal 1 English Language Arts Goal 2 Mathematics Goal 3 English Learners Goal 6 Parent-Family Engagement	$ 59,183 Low-Income English Learner	$20,794	$0

	creating and providing videos, modeling lessons, demonstrating strategies, analyzing data, designated/integrated ELD, Long Term English Learner strategies, Kagan strategies, etc. Parent Engagement: 4. Coordinates and Facilitates parent activities such as but not limited to workshops, training, academic nights, committee meetings, etc. to build parent capacity.				
2118 Rec Aide Regular	REC AIDES (419-11.1hrs) Low Income: 1. Provide supervision to support a positive school climate through the use of the PBIS program.	Goal 4 Chronic Absenteeism (K-8) Goal 5 Suspension	$ 31,680 Low-Income	$0	$0
2410 Clerk/Bil Clerk - Reg	BIL CLERK (419-2hrs) Low Income/English Learner: 1. To support families by communicating with other district departments for family support and possible resources, provides translation and interpretation services, enrollments, transportation, home visits, bus passes, etc. to increase parent engagement.	Goal 6 Parent-Family Engagement Goal 4 Chronic Absenteeism (K-8)	$ 19,560 English Learner Low-Income	$0	$0
1140 Certificated Teaching - Sub	SUBSTITUTES/ RESIDENT SUB (501)	Goal 1 English Language Arts	$ 0	$40,000	$0

	Schoolwide: 1. To provide small group instruction for language and vocabulary support, as well as teacher identified areas of need in order for students to meet state standards. Professional Development: 2. To provide release time for professional development such as but not limited to instructional rounds, collaboration, data analysis, data chats, conferences, in-services, lesson studies, trainings, etc. with the purpose of planning rigorous lessons leading to instructional improvement and increase in the use of effective instructional strategies.	Goal 2 Mathematics			
2119 Student Intern (college intern)	STUDENT INTERNS (501) Schoolwide: 1. To provide small group instruction for language and vocabulary support, as well as teacher identified areas of need in order for students to meet state standards.	Goal 1 English Language Arts Goal 2 Mathematics Goal 3 English Learners	$ 0	$25,000	$0
5713 Printing - District	DISTRICT PRINTING (501/419) Schoolwide/Low Income: 1. Supplemental printing to support AVID, intervention program, scaffolding of	Goal 1 English Language Arts Goal 2 Mathematics Goal 3 English Learners Goal 6 Parent-Family Engagement	$ 100 Low-Income	$4,201	$0

	lessons, reinforcement of skills taught, etc. Parent Engagement: 2. Supplemental printing to assist in building the parent capacity in order to assist their student(s) at home.				
4210 Other Books	OTHER BOOKS (501) Schoolwide: 1. Other books such as but not limited to professional development books, classroom libraries, novels, problem solving books, Get Ahead Writing, leveled readers, etc. to support the schools foci.	Goal 1 English Language Arts	$ 0	$3,000	$244
4310 Instructional Materials/Supplies	SUPPLEMENTAL AND INSTRUCTIONAL MATERIALS/SUPPLIES (419/ 501/523) Schoolwide/Low Income/English Learner/Foster Youth: 1. Purchase supplemental instructional materials and supplies such as but not limited to workbooks, individual whiteboards, manipulatives, poster boards, centers, science kits, realia, AVID supplies/resources, binders, notebooks, reader trackers, highlighter strips, timers, etc. so students better understanding the CCSS.	Goal 1 English Language Arts Goal 2 Mathematics Goal 3 English Learners Goal 6 Parent-Family Engagement	$ 17,923 Low-Income English Learner Foster Youth	$16,000	$14,760

	Parent Engagement: 2. Instructional Materials and supplies for parent trainings, workshops, academic nights, etc. to increase parent involvement in future activities. CSI PLAN: 3. Purchase intervention material such as but not limited to SIPPS, Phonics for Reading, REWARDS, vocabulary cards, individual whiteboards, chart paper, etc. to assist students in better understanding the skills taught.				
4340/4410/4440/4450/5841-Computer Equipment/Accessories/Warranty	TECHNOLOGY AND WARRANTY (501) Schoolwide: 1. Purchase technology, including warranties, such as but not limited to iPads, keyboards, laptops, Apple TVs, ELMOs, projectors, printers, carts, earbuds, cables, headphones, chargers, etc. to engage students in onsite and/or virtual learning.	Goal 1 English Language Arts Goal 2 Mathematics	$ 0	$34,500	$0
5633 Maintenance Agreement	MAINTENANCE AGREEMENTS (501) Schoolwide: 1. Maintain working equipment for teachers to be able to provide supplemental materials for AVID,	Goal 1 English Language Arts Goal 2 Mathematics	$ 0	$4,000	$500

	intervention program, scaffolding lessons, reinforcement of skills, etc.				
5220 Inservice/Conference	IN-SERVICE/ CONFERENCE (501) Schoolwide: Professional Development: 1. Virtual and/or in person Professional Development such as but not limited to Reciprocal Teaching, Closed Reading, Collaborative conversation, STEAM, GLAD, AVID, Teacher Clarity, etc. in order to increase teachers' capacity to assist their students in all content standards.	Goal 1 English Language Arts Goal 2 Mathematics	$ 0	$5,000	$0
5840 Computer Tech Fees, Software Licenses, Svcs	COMPUTER TECH FEES AND LICENSES (501) Schoolwide: 1. Software and licenses such as but not limited to Moby Max, iReady, etc. to promote student learning and increase academic achievement.	Goal 1 English Language Arts Goal 2 Mathematics	$ 0	$7,552	$3495
2420 Clerical OT	ADDITIONAL DUTY CLASSIFIED CLERK/BIL. CLERK (419) Low Income/English Learner: 1. To support families by communicating with other district departments for family support and possible	Goal 3 English Learners Goal 4 Chronic Absenteeism (K-8) Goal 6 Parent-Family Engagement	$ 200 Low-Income English Learner	$0	$0

	resources, provides translation and interpretation services, enrollments, transportation, home visits, bus passes, etc. to increase parent engagement.				
3000-3999 Employee Benefits	BENEFITS	Goal 1 English Language Arts Goal 2 Mathematics	$ 64,559 Low-Income	$22,291	$0
Total Costs			$ 193,205	$ 182,338	$ 18,999
Total Allocation			$ 193,205	$ 182,338	$ 14,760

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
1140 Certificated Teaching - Sub	SUBSTITUTES/ RESIDENT SUB Low Income/English Learner: 1. Supports in the facilitation of all state, district, and school assessments and surveys to assist in gathering and analyzing data to meet the students' academic needs. Schoolwide: 2. To provide small group instruction for language and vocabulary support, as well as teacher identified areas of need in order for students to meet state standards. Professional Development: 3. To provide release time for professional development such as but not limited to instructional rounds, collaboration, data analysis, data chats, conferences, in-services, lesson studies, trainings, etc. with the purpose of planning rigorous lessons leading to instructional improvement and increase in the use of effective instructional strategies.	Goal 1 English Language Arts Goal 2 Mathematics	$18,000 English Learner Low-Income	$10,000	$0

2119 Student Intern (college intern)	STUDENT INTERNS Schoolwide: 1. To provide small group instruction for language and vocabulary support, as well as teacher identified areas of need in order for students to meet state standards.	Goal 1 English Language Arts Goal 2 Mathematics Goal 3 English Learners	$0	$6,000	$0
5713 Printing - District	DISTRICT PRINTING Schoolwide/Low Income: 1. Supplemental printing to support AVID, intervention program, scaffolding of lessons, reinforcement of skills taught, etc. Parent Engagement: 2. Supplemental printing to assist in building the parent capacity in order to assist their student(s) at home.	Goal 1 English Language Arts Goal 2 Mathematics Goal 3 English Learners Goal 6 Parent-Family Engagement	$1,000 Low-Income	$1,000	$0

| 4310 Instructional Materials/Supplies | SUPPLEMENTAL AND INSTRUCTIONAL MATERIALS/SUPPLIES

Schoolwide/Low Income/English Learner/Foster Youth:
1. Purchase supplemental instructional materials and supplies such as but not limited to workbooks, individual whiteboards, manipulatives, poster boards, centers, science kits, realia, AVID supplies/resources, binders, notebooks, reader trackers, highlighter strips, timers, etc. so students better understanding the CCSS.

Parent Engagement:
2. Instructional Materials and supplies for parent trainings, workshops, academic nights, etc. to increase parent involvement in future activities.

CSI PLAN:
3. Purchase intervention material such as but not limited to SIPPS, Phonics for Reading, REWARDS, vocabulary cards, individual whiteboards, chart paper, etc. to assist students in better understanding the skills taught. | Goal 1 English Language Arts
Goal 2 Mathematics
Goal 3 English Learners
Goal 6 Parent-Family Engagement | $25,000
  English Learner
  Foster Youth
  Low-Income | $24,000 | $4,428 |
| 4340/4410/4440/4450/5841 -Computer Equipment/Accessories/Warranty | TECHNOLOGY AND WARRANTY

Schoolwide/Low Income:
1. Purchase technology, including warranties, such as but not limited to iPads, keyboards, laptops, Apple TVs, ELMOs, projectors, printers, carts, earbuds, cables, headphones, chargers, etc. to engage students in onsite and/or virtual learning. | Goal 1 English Language Arts
Goal 2 Mathematics | $8,000
  Low-Income | $8,000 | $0 |

5220 Inservice/Conference	IN-SERVICE/CONFERENCE Schoolwide/Low Income: Professional Development: 1. Virtual and/or in person Professional Development such as but not limited to Reciprocal Teaching, Closed Reading, Collaborative conversation, STEAM, GLAD, AVID, Teacher Clarity, etc. in order to increase teachers' capacity to assist their students in all content standards.	Goal 1 English Language Arts Goal 2 Mathematics	$5,000 Low-Income	$5,000	$0
5840 Computer Tech Fees, Software Licenses, Svcs	COMPUTER TECH FEES AND LICENSES Schoolwide/Low Income: 1. Software and licenses such as but not limited to Moby Max, iReady, etc. to promote student learning and increase academic achievement.	Goal 1 English Language Arts Goal 2 Mathematics	$1,000 Low-Income	$1,000	$0
Total:			$58,000	$55,000	$4,428

English Learner Plan
E. NEAL ROBERTS 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 10% moving from 40.4% to 50.4%, as measured by the 2021 ELPAC assessment.	**RECLASSIFICATION** Increase the percentage of English Learner students being reclassified by 10% of our current EL population of 198 students, moving from 0% to 10%, as measured by the SBCUSD school site data dashboard.
ELA Increase CAASPP ELA distance from standard by 10 points moving from -18.2 distance from standard to -8.2 distance from standard, as measured by the CA Dashboard.	**MATH** Increase CAASPP Math distance from standard by 10 points moving from -49.3 distance from standard to -39.3 distance from standard, as measured by the CA Dashboard.

STRATEGIES/ACTIVITIES

STUDENT ACHIEVEMENT STRATEGIES/ACTIVITIES	PARENT ENGAGEMENT STRATEGIES/ACTIVITIES
419 Personnel: Program Facilitator to monitor English Learner progress. Bilingual clerk to support parents and students with translations, enrollments, transportation, home visits, bus passes, etc.	419 Personnel: Program Facilitator coordinates and Facilitates parent activities such as but not limited to workshops, training, academic nights, committee meetings, etc. to build parent capacity.
501 Personnel: Program Facilitator provides ongoing monitoring of the implementation of intervention programs to ensure students are achieving the skills taught. Implements procedures for placing, evaluating, monitoring, and exiting students from intervention. Interns provide small group instruction for language and vocabulary support, as well as teacher identified areas of need in order to close the achievement gap and increase engagement.	501 Personnel: Program Facilitator coordinates and Facilitates parent activities such as but not limited to workshops, training, academic nights, committee meetings, etc. to build parent capacity. Substitutes/Resident Subs to allow for release of teachers for PD purposes (designated ELD, Integrated ELD, long-term English Learner strategies, Kagan strategies)
PROFESSIONAL DEVELOPMENT	**INSTRUCTIONAL SUPPLIES/TECHNOLOGY**
Designated ELD Integrated ELD Long-Term English Learner Strategies Kagan Strategies	GLAD Strategy Materials Intervention Materials

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
E. NEAL ROBERTS 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 10% moving from 40.4% al 50.4%, según las mediciones de la evaluación ELPAC de 2021.	**RECLASSIFICATION** Aumentar el porcentaje de estudiantes de inglés que son reclasificados en un 10% de nuestra actual población EL de 198 estudiantes, pasando del 0% al 10%, según las mediciones del tablero de datos de las escuelas del SBCUSD.
ELA Aumentar la distancia en la CAASPP de inglés del estándar por 10 puntos pasando de -18.2 distancia del estándar a -8.2 distancia del estándar, según las mediciones del Tablero de Datos de California.	**MATH** Aumentar la distancia en la CAASPP de matemáticas del estándar por 10 puntos pasando de -49.3 distancia del estándar a -39.3 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**
419 Personal: Facilitador del programa para monitorear el progreso de los estudiantes de inglés. Empleado bilingüe para apoyar a los padres y estudiantes con traducciones, inscripciones, transporte, visitas domiciliarias, pases de autobús, etc.	419 Personal: Facilitador del programa coordina y facilita las actividades de los padres, como, por ejemplo, talleres, capacitaciones, noches académicas, reuniones de comités, etc. para desarrollar la capacidad de los padres.
501 Personal: Facilitador del programa proporciona un seguimiento continuo de la implementación de los programas de intervención para garantizar que los estudiantes estén logrando las habilidades enseñadas. Implementa procedimientos para colocar, evaluar, monitorear y sacar a los estudiantes de la intervención. Los pasantes brindan instrucción en grupos pequeños para apoyar el idioma y el vocabulario, así como las áreas de necesidad identificadas por el maestro para cerrar la brecha de rendimiento y aumentar la participación.	501 Personal: Facilitador del programa coordina y facilita las actividades de los padres, como, por ejemplo, talleres, capacitaciones, noches académicas, reuniones de comités, etc. para desarrollar la capacidad de los padres. Sustitutos/suplentes residentes para permitir la liberación de maestros con fines de desarrollo profesional (ELD designado, ELD integrado, estrategias de estudiantes de inglés a largo plazo, estrategias Kagan).
CAPACITACIÓN PROFESIONAL	**SUMINISTROS DE ENSEÑANZA**
ELD designado ELD integrado Estrategias a largo plazo para estudiantes de inglés	Materiales de la estrategia GLAD Materiales de intervención

Estrategias de Kagan	

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 ADADÉMICA UTILIZADAS PARA MEDIR EL PROGRESO DE LOS ESTUDIANTES:
Portafolio de ELD, evaluaciones integradas al currículum, 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.	• All Targets	• PK-12
	Equity Student Success Conferences	Collaborative conference model that brings stakeholders together to plan for and progress-monitor student success.	• College & Career Readiness/ IM1	• 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.	• Family Engagement	• PK-12
X	AA Improvement Plan Data Monitoring	Sites will frequently report the percentage of AA students meeting/exceeding standards.	• ELA and math	• 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.

E. NEAL ROBERTS ELEMENTARY SCHOOL
School-Parent and Family Engagement Policy
2022-2023

With approval from the local governing board, E. NEAL ROBERTS 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 policy is provided via the aeries portal, and distributed at SSC meetings. The policy is also available upon request.

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:

At the beginning of the school year, all parents are provided an overview of the school's Title 1 program, including program requirements as they apply to a school-wide setting, the instructional program, and the parents' rights to be active participants in the school's Title 1 program.

(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:

Meetings include, but are not limited to:
- Back to School Night, Bring Your Lunch to School, Coffee with the Principal, AVID parent workshops, etc. and also include:
- Parent trainings/workshops
- Parent/Teacher Conferences as Requested
- SSC, ELAC
- District Advisory Council (DAC) and District English Learner Advisory Committee (DELAC) meetings

(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):

Meetings include, but are not limited to:
- Back to School Night, Bring Your Lunch to School, Coffee with the Principal, AVID parent workshops, etc. and also include:
- Parent trainings/workshops
- Parent/Teacher Conferences as Requested
- SSC, ELAC
- District Advisory Council (DAC) and District English Learner Advisory Committee (DELAC) meetings

(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:

The school provides information and has opportunities to suggest/discuss decisions relating to the Title 1 program and student academic achievement standards in a variety of ways including but not limited to:
Onsite and/or Virtual:
- School Site Council (SSC) meetings
- English Learners Advisory Committee (ELAC) meetings
- Back to School Night
- Parent Surveys
- Parent meetings and trainings
- Parent Square
- Parent Teacher Conferences

(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:

The school provides detailed information about the curriculum, the assessments used to monitor student progress, and expected proficiency levels during onsite and/or virtual activities such as Back to School Night, Coffee with the Principal, committee meetings, etc. In addition, information is available in the front office, on the school's website, through mailed correspondence, Parent Square communication system, and presentations during site-level trainings.

(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])

The school will provide the following materials and training opportunities for parents to assist them in helping their child(ren) improve academic achievement:
- Curriculum theme nights focusing on Common Core State Standards
- Parent workshops and trainings at the district and site
- Develop partnerships with community agencies
- SSC
- ELAC

(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])

The school will provide professional development and coaching to all certificated and classified staff to work and communicate with parents, as well as coordinate programs that build ties between the parents and the school.

(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])

> The school will work with parents in developing ways to enrich the home-school partnership and inform staff of parent contributions by:
> - Utilizing staff and parent surveys to determine needs and support strategies
> - Increase parent volunteer opportunities on campus
> - Provide a variety of training opportunities for parents involving various aspects of campus activities
> - Maintain open communication and access to staff
> - Provide regular, on-going feedback to parents regarding school related events, student achievement, etc.

(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 information sent home is distributed in English and Spanish.

(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])

> The school will work with parents in developing ways to enrich the home-school partnership and inform staff of parent contributions by:
> - Utilizing staff and parent surveys to determine needs and support strategies
> - Increase parent volunteer opportunities on campus
> - Provide a variety of training opportunities for parents involving various aspects of campus activities
> - Maintain open communication and access to staff
> - Provide regular, on-going feedback to parents regarding school related events, student achievement, etc.

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.

E. NEAL ROBERTS 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.

> Teachers will support their student's learning in the following ways:
> - Teachers will provide quality academic and social/emotional learning for all students.
> - Teachers continue to receive training at the site and district level.
> - Teachers will receive support from District Staff in the areas of differentiated instruction, Professional Learning Communities and Social/Emotional Learning in order to ensure learning for all students.
> - Teachers will provide support to identified students before, during, and/or after school.
> - Hold parent-teacher conferences twice annually.
> - Provide parents with reports on their child's/children's progress.
> - Teachers will send home progress reports, make phone calls home, or meet with parents to maintain communication regarding their child's progress with academics, behavior, and homework.
> - The school will provide parents reasonable access to staff. Parents are encouraged to schedule appointments with staff members before/after school. Special arrangements can be made to meet the needs of the parents.

(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])

> Parents will support their children's learning in the following ways:
> - Monitor their child's daily attendance and report any absences immediately to the school by phone or a note when the child returns to school.
> - Develop a routine time and provide a specific space to help support their child/children with homework. Monitor and develop a routine for time spent watching T.V, playing video games and social media.
> - Participate in school related activities such as Back To School Night, parent/teacher conferences, and special activities (if able).
> - Communicate with their child/children daily to become more informed about their school progress and needs for success.
> - Be respectful of the school staff, other students, families, and the community.
> - Parents will support their child by helping them to recognize their own emotions, thoughts, values and how theses will influence their child's behavior.
> - Parents will talk to their child daily, in order to understand and support their child's ability to manage their emotions, thoughts, impulses and stress in a constructive way.
> - Parents will support their child by helping them to build their ability to take the perspective of others, especially those of diverse cultures, backgrounds and individual groups.
> - Parent will demonstrate for their child/children what a healthy relationship with their peers, teachers and community members looks like by building communication skills to interact with

> others, build relationships with diverse cultures and demonstrate the skill to respectfully engage and resolve conflicts when necessary.
> - Parents will assist students to make responsible decisions that are based on safety, ethical standards and social norms. They will do this by considering the well-being of themselves and others, reflect on a situation before making a quick decision, and use problem solving skills when in a difficult situation.

(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:

Parent teacher conferences will take place twice a year in November and February
Parents are welcome to conference with teacher on a regular basis.

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

Teacher will keep parents informed of academics by sending home progress reports using but not limited to AVID communication and monthly notices
Teachers will contact parents when students are not making grade level standards for bimonthly meetings to discuss interventions and student needs.

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])

Teachers will allow parent to volunteer and observe students upon request.

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:

Teacher notices, monthly calendars, school messenger, peach jar, telephone communication, flyers.

Students will be responsible for improving their academic achievement.

Students will share the responsibility to improve their academic achievement and achieve the State's high standards. They will:
- Be respectful, responsible and safe throughout the day.
- Be responsible by arriving to class on time and be prepared to learn even when difficult and follow classroom and school expectations.
- Be responsible by having all necessary materials, completed assignments and submit homework regularly.
- Be responsible by completing homework and reading for a minimum of 20 minutes daily outside the classroom.
- Be responsible by getting plenty of sleep to be ready for school each day by limiting television, video games and social media time.
- Be respectful of the school staff, classmates, other families, and the community.
- Students will be aware of their emotions, thought and values the shape their behaviors.
- Students will begin developing the skills to manage their thoughts and behaviors by setting and working towards personal and academic goals.
- Students will work towards understanding and empathizing with others. They will demonstrate consideration for others, and desire positive contributions to their classroom, school and community.
- Students will work toward building relationships with diverse individual and groups including staff, students and the community. They will interact effectively, construct relationships and respectfully engage and resolve conflicts.

- Students will develop skills to make responsible decisions. They will be able to make decisions based on themselves and others when making a decision and build on their problem-solving skills to respond appropriately in a variety of situations.

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	• 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	• 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	• 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	• 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	• 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	• 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	• 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	• Provide opportunities for postsecondary education and success in the workforce
California Department of Education	• 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
Yosan Hailemariam	X				Permanent
Sandra Edu		X			2021-2023
Melissa Erickson		X			2020-2022
Laura Alvarez - Filled Vacancy		X			2021-2022
Andrew Dedick - Filled Vacancy			X		2021-2022
Maria Ruiz				X	2020-2022
Maria Gracia				X	2020-2022
Sandra Sigala				X	2020-2022
Jorgelina Flores - Filled Vacancy				X	2021-2022
Ana Renteria				X	2021-2023
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
Yosan Hailemariam	X					2021-2023
Maria Gracia		X				2021-2023
Maria Ruiz		X				2021-2023
Maria Martinez		X				2021-2023
Ana Renteria		X				2021-2023
Numbers of members of each category:	1	4	0	0	0	

- 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.

Andrew Dedick

Print Name	Signature

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

Alexa Barajas

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):**

Maria Gracia

$\mathcal{M}a_via\,G$

X   English Learner Advisory Committee

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 4/22/2022.

Attested:

Yosan Hailemariam   4/22/2022
Typed Name of School Principal   Signature of School Principal   Date

Maria Gracia   4/22/2022
Typed Name of SSC Chairperson   Signature of SSC Chairperson   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 Gorgonio
Sierra

Targeted Assistance Programs

Alternative Learning Center
Harmon
Virtual Academy

E. Neal Roberts Elementary School
SSC Meeting Agenda /*Agenda de la reunión del SSC*
March 18, 2022
4:00 p.m.
Meeting ID/ ID de reunión
meet.google.com/kkx-uigf-dhb

I. Call to Order and Welcome / *Bienvenida e inicio de la sesión*

II. Roll Call / *Pase de lista*

III. Reading and Approval of Minutes / *Lectura y aprobación del acta*

IV. Committee Reports / *Informe de los comités*

   a. DAC

   b. DELAC

   c. DAAAC

V. Old Business / *Asuntos anteriores*

VI. New Business / *Asuntos nuevos*

   a. Present draft of the 2022-2023 SPSA and Budget Alignment, Section 2: Goals and Section 2: LCAP, Title I, and CSI Action Plan and Possible Future Expenditures / *Presentar la llamada afilas del SPSA 2022-2023 y la a lineación presupuestaria, seccion 2: metas y seccion 2: LCAP, Titulo I, y plan de CSI y posibles gastos futuros*

VII. Public Comment / *Comentarios públicos*

VIII. Adjournment / *Aplazamiento de reunión*

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Roberts Elementary School
SSC Minutes
March 18, 2022
4:00pm

</div>

I. **Call to Order and Welcome:** The meeting was called to order by Mr. Dedick, at 4:06pm. Interpretation was provided.

II. **Roll Call:**

Present: Yosan Hailemariam (Principal), Andrew Dedick (Other), Sandra Sigala (Parent/Community Member), Maria Gracia (Parent/Community Member), and Maria Ruiz (Parent/Community Member)

Absent: Sandra Edu (Teacher), Katherine Delaria (Teacher), Melissa Erickson (Teacher), Ana Renteria (Parent/Community Member), and Jorgelina Flores (Parent/Community Member)

Quorum Met: No (*5 out of 10 members Present***)**

III. **Reading and Approval of Minutes from February 25, 2022:** All members and guests were provided with a copy of the minutes in English and Spanish. Time was given to review the minutes. Since quorum was not met, the minutes were unable to be approved and were tabled until the next meeting. There was no additional discussion nor were there recommended changes or additions.

IV. **Committee Reports:**
   a. **DAC:** There was a presentation on Saturday School. Saturday school is a way for students to make up some of the learning they missed due to their absence. If a parent receives a letter from their child's school, it means their student is eligible to attend Saturday school. Currently fourteen schools participate in the Saturday School Program. A presentation on the transitional kindergarten (TK) expansion was also presented. Currently, students who turn five between September 2nd and December 2nd are eligible to enroll into TK. However, by 2025-2026, all children who turn four by September 1st will be able to enroll. Lastly, a presentation on the Local Control and Accountability Plan (LCAP) was done. The three LCAP goals were presented, as well as what the district is doing to achieve those goals. Federal and state funding that the district received was also reviewed. Everyone was encouraged to provide their feedback via a QR code. The next DAC meeting is on April 14th.
   b. **DELAC:** There was a presentation on the supplement to the annual update for 2021-2022. Mrs. Sergeant reviewed the LCAP and its various funding sources, STAR math and ELA data, NWEA percentages, reclassification rates and student attendance was presented. The TK expansion was reviewed, and Mr. Ojeda discussed the results of the needs assessment and how the results can be used for the betterment of future DELAC meetings. The next DELAC meeting is on April 8th.

c. **DAAAC:** The next DAAAC meeting is on April 7th.

V. Old Business: None

VI. New Business:
a. **Present draft of the 2022-2023 SPSA and Budget Alignment; Section 2: Goals and Section 2: LCAP, Title I, and CSI Action Plan and Possible Future Expenditures:** Mr. Dedick reviewed Section 2: Goals and LCAP, Title I, and CSI Action Plan and Possible Future Expenditure report information as found in the 2022-2023 SPSA and Budget Alignment. Mr. Dedick presented the following information:

Section 2: Goals

GOAL 1 ELA: Due to Distance Learning, the school will increase CAASPP ELA by 10 points.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP ELA Schoolwide (2018-2019)	Schoolwide: -18.3	Schoolwide: -8.3
NWEA	Schoolwide: 11.9% 3rd: 10.3% 4th: 9.8% 5th: 19.2% 6th: 14.3%	Schoolwide: 26.9% 3rd: 25.3% 4th: 24.8% 5th: 34.2% 6th: 29.3%

GOAL 2 Mathematics: Due to Distance Learning, the school will increase CAASPP Math by 10 points.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP Math Schoolwide (2018-2019)	Schoolwide: -53.1	Schoolwide: -43.1
NWEA	Schoolwide: 8.3% 3rd: 12.7% 4th: 6.0% 5th: 9.6% 6th: 3.6%	Schoolwide: 23.3% 3rd: 27.7% 4th: 21.0% 5th: 24.6% 6th: 18.6%

GOAL 3 English Learners: Due to Distance Learning, the school will increase the percentage of English Learner students making progress towards English proficiency by 10%.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

ELPAC	40.4% progress towards English proficiency	50.4% progress towards English proficiency
SBCUSD Reclassification Rates	0% reclassification rate	10% reclassification rate
CAASPP ELA Schoolwide (2018-2019)	Schoolwide: -18.2	Schoolwide: -8.2
CAASPP Math Schoolwide (2018-2019)	Schoolwide: -49.3	Schoolwide: -39.3
NWEA (ELA)	Schoolwide: 9.6% 3rd: 0% 4th: 11.4% 5th: 14.8% 6th: 0%	Schoolwide: 24.6% 3rd: 15% 4th: 26.4% 5th: 29.8% 6th: 15%
NWEA (Math)	Schoolwide: 5.8% 3rd: 8.7% 4th: 8.6% 5th: 3.7% 6th: 0%	Schoolwide: 20.8% 3rd: 23.7% 4th: 23.6% 5th: 18.7% 6th: 15%

GOAL 4 Chronic Absenteeism: Due to Distance Learning, decrease the percentage of students chronically absent by 5%.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
California Dashboard (2018-2019)	Schoolwide: 10.1%	Schoolwide: 5.1%
SBCUSD School Dashboard (2021-2022)	Schoolwide: 44.2%	Schoolwide: 39.2%

GOAL 5 Suspension: Due to Distance Learning, decrease the percentage of student suspension by 5%.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
California Dashboard	Schoolwide: 1.6%	Schoolwide: 0%

(2018-2019)		
SBCUSD School Dashboard (2021-2022)	Schoolwide: 1.0%	Schoolwide: 0%

GOAL 6 Parent-Family Engagement: Increase the amount of parents/families participating in the parent workshops by 5 parents/families.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Sign In/Attendance Sheets	5 average attendees	10 average attendees
Panorama Data: Title I Parent-Family Engagement (2021-2022)	School-Parent Compact: 83% favorable responses Parent-Family Engagement: 65% favorable responses Instructional Program: 60% favorable responses	School-Parent Compact: 88% favorable responses Parent-Family Engagement: 70% favorable responses Instructional Program: 65% favorable responses

Mr. Dedick asked if there were any questions before moving on to the LCAP, Title I, and CSI Action Plan. There were none.

Section 2: LCAP, Title I, and CSI Action Plan

Strategies/Activities	Goal Alignment	LCAP 419 Cost	Title I 501 Cost
Program Facilitator (419/501)	Goals 1, 2, 3, 4, 7	$59,183	$20,794
Rec Aides (419)	Goals 4, 5	$31,680	
Bilingual Clerk (419)	Goals 3, 5, 7	$19,560	
Substitutes/Resident Subs (501/523)	Goals 1, 2, 3, 4		$40,000
Student Interns (501)	Goals 1, 2, 3, 4		$20,000
Certificated Additional Duty (523)	Goals 1, 2, 3, 4		

District Printing (501/523)	Goals 1, 2, 3, 4, 7	$100	$4,201
Other Books (501/523)	Goals 1, 2, 3, 4, 7		$3,000
Instructional Materials (419/501/523)	Goals 1, 2, 3, 4, 7	$17,923	$16,000
Technology & Warranty (501)	Goals 1, 2, 3, 4		$34,500
Maintenance Agreements (501)	Goals 1, 2, 3, 4		$4,000
Inservice/Conference (501/523)	Goals 1, 2, 3, 4, 7		$5,000
Computer Tech fees & Licenses (523)	Goals 1, 2, 3, 4		$7,552
Clerical OT (419)	Goals 3, 5, 7	$200	
Benefits	Goals 1, 2, 3, 4	$64,559	$22,291

Mr. Dedick asked if there were any questions before moving on to the possible future expenditures. There were none.

Possible Future Expenditures

Strategies/ Activities	Goal Alignment	Schoolwide/ Student Group	LCAP 419 Cost	Title I 501 Cost
Substitutes/ Resident Subs	Goals 1, 2, 3, 4	Schoolwide	$4,000	$10,000
Supplemental & Instructional Materials	Goals 1, 2, 3, 4, 7	Schoolwide	$10,000	$15,000
Technology & Warranty	Goals 1, 2, 3, 4	Schoolwide	$15,000	N/A
Inservice/	Goals	Schoolwide	$10,000	$6,000

Conference	1, 2, 3, 4, 7			
Computer Tech Fees & Licenses	Goals 1, 2, 3, 4, 7	Schoolwide	$10,000	$10,000
Student Interns	Goals 1, 2, 3, 4	Schoolwide	$15,000	$34,000
Field Trip Admissions	Goals 1, 2, 3, 4, 5, 6	Schoolwide	$1,000	

Mr. Dedick asked if there were any questions about the Section 2: Goals, Section 2: LCAP, Title I, and CSI Action Plan, and Possible Future Expenditures before moving on to public comment. There were none.

VII. Public Comment: Mr. Dedick asked for public comment. There were no comments.

VIII. Adjournment: Mrs. Ruiz motioned to adjourn the meeting at 4:51pm. Mrs. Sigala seconded the motion. There was no discussion. The meeting was adjourned unanimously at 4:52pm.

Roberts Elementary School
Acta del SSC
18 de marzo de 2022
4.00 p.m.

I. **Inicio de la sesión y bienvenida:** El Sr. Dedick inició la sesión a las 4.06 p.m. Se brindó interpretación.

II. **Pase de lista:**

Presentes: Yosan Hailemariam (directora), Andrew Dedick (otro), Sandra Sigala (madre/miembro comunitario), Maria Gracia (madre/miembro comunitario) y Maria Ruiz (madre/miembro comunitario)

Ausentes: Sandra Edu (maestra), Katherine Delaria (maestra), Melissa Erickson (maestra), Ana Renteria (madre/miembro comunitario) y Jorgelina Flores (madre/miembro comunitario)

Hubo quórum: No (*5 de 10 miembros Presentes***)**

III. **Lectura y aprobación del acta del 25 de febrero de 2022:** Se brindó una copia del acta en inglés y español a todos los miembros e invitados. Se dio tiempo para repasar el acta. Ya que no hubo quórum, no se pudo aprobar el acta y se pospuso hasta la próxima sesión. No se habló más de ello ni hubo adiciones ni cambios recomendados.

IV. **Informes de comités:**
   a. **DAC:** Hubo una presentación sobre las Clases sabatinas. Las Clases sabatinas son una manera para que los alumnos repongan algo del aprendizaje que perdieron debido a su ausencia. Si un padre recibe una carta de la escuela de su hijo, significa que su alumno cumple los requisitos para asistir a las Clases sabatinas. Actualmente catorce escuelas participan en el Programa de Clases Sabatinas. También se dio una presentación sobre la expansión de kindergarten de transición (TK). Actualmente, los alumnos que cumplen cinco entre el 2 de septiembre y 2 de diciembre cumplen los requisitos para inscribirse en TK. Sin embargo, para el 2025-2026, todos los niños que cumplen cuatro para el 1 de septiembre podrán inscribirse. Por último, se dio una presentación sobre el Plan Local de Control y Rendición de Cuentas (LCAP). Se presentaron las tres metas del LCAP, y lo que el distrito está haciendo para lograr esas metas. También se repasaron los fondos federales y estatales que el distrito recibió. Se animó a todos a dar sus comentarios vía un código QR. La próxima sesión del DAC será el 14 de abril.
   b. **DELAC:** Hubo una presentación sobre el suplemento al informe anual para 2021-2022. La Sra. Sergeant repasó el LCAP y sus diferentes fuentes de fondos, datos de matemáticas y ELA de STAR, porcentajes NWEA, índices de reclasificación y asistencia estudiantil se presentaron. Se repasó la expansión de TK, y el Sr. Ojeda habló sobre los resultados de la evaluación de necesidades y cómo los resultados pueden usarse para el mejoramiento de las futuras sesiones del DELAC. La próxima sesión del DELAC será el 8 de abril.
   c. **DAAAC:** La próxima sesión del DAAAC será el 7 de abril.

V. Asuntos pendientes: ninguno

VI. Nuevos asuntos:
   a. Presentar borrador de la SPSA 2022-2023 y concordancia del presupuesto; Sección 2: Metas y Sección 2: Plan de Acción del LCAP, Título I y CSI y posibles futuros gastos: El Sr. Dedick repasó la Sección 2: Información del informe de posibles futuros gastos y Plan de Acción del CSI, Título I y LCAP y metas encontrados en el SPSA y concordancia del presupuesto 2022-2023. El Sr. Dedick presentó la siguiente información:

Sección 2: Meta

META 1 ELA: Debido a los Estudios a Distancia, la escuela aumentará la ELA de la CAASPP por 10 puntos.

Medida/indicador	Punto de referencia/ resultado real	Resultado esperado
ELA de la CAASPP de la escuela entera (2018-2019)	Escuela entera: -18,3	Escuela entera: -8,3
NWEA	Escuela entera: 11,9% 3°: 10,3% 4°: 9,8% 5°: 19,2% 6°: 14,3%	Escuela entera: 26,9% 3°: 25,3% 4°: 24,8% 5°: 34,2% 6°: 29,3%

META 2 Matemáticas: Debido a los Estudios a Distancia, la escuela aumentará la Matemáticas de la CAASPP por 10 puntos.

Medida/indicador	Punto de referencia/ resultado real	Resultado esperado
Matemáticas de la CAASPP de la escuela entera (2018-2019)	Escuela entera: -53,1	Escuela entera: -43,1
NWEA	Escuela entera: 8,3% 3°: 12,7% 4°: 6,0% 5°: 9,6% 6°: 3,6%	Escuela entera: 23,3% 3°: 27,7% 4°: 21,0% 5°: 24,6% 6°: 18,6%

Meta 3 estudiantes de inglés: Debido a los Estudios a Distancia, la escuela aumentará el porcentaje de estudiantes de inglés progresando hacia la competencia de inglés por un 10%.

Medida/indicador	Punto de referencia/ resultado real	Resultado esperado
ELPAC	Un progreso de 40,4% hacia la competencia en inglés	Un progreso de 50,4% hacia la competencia en inglés
Índices de reclasificación del SBCUSD	Índice de reclasificación 0%	Índice de reclasificación 10%
ELA de la CAASPP de la escuela entera (2018-2019)	Escuela entera: -18,2	Escuela entera: -8,2
Matemáticas de la CAASPP de la escuela entera (2018-2019)	Escuela entera: -49,3	Escuela entera: -39,3
NWEA (ELA)	Escuela entera: 9,6% 3°: 0% 4°: 11,4% 5°: 14,8% 6°: 0%	Escuela entera: 24,6% 3°: 15% 4°: 26,4% 5°: 29,8% 6°: 15%
NWEA (Matemáticas)	Escuela entera: 5,8% 3°: 8,7% 4°: 8,6% 5°: 3,7% 6°: 0%	Escuela entera: 20,8% 3°: 23,7% 4°: 23,6% 5°: 18,7% 6°: 15%

META 4 Ausentismo crónico: Debido a los Estudios a Distancia, disminuir el porcentaje de alumnos ausentes crónicamente por un 5%.

Medida/indicador	Punto de referencia/ resultado real	Resultado esperado
Tablero de California (2018-2019)	Escuela entera: 10,1%	Escuela entera: 5,1%
Tablero Escolar del SBCUSD (2021-2022)	Escuela entera: 44,2%	Escuela entera: 39,2%

META 5 Suspensiones: Debido a los Estudios a Distancia, disminuir el porcentaje de suspensiones estudiantiles por un 5%.

Medida/indicador	Punto de referencia/ resultado real	Resultado esperado
Tablero de California (2018-2019)	Escuela entera: 1,6%	Escuela entera: 0%
Tablero Escolar del SBCUSD (2021-2022)	Escuela entera: 1,0%	Escuela entera: 0%

GOAL 6 Participación de los padres y familia: Aumentar la cantidad de padres/familias participando en los talleres para padres por 5 padres/familias.

Medida/indicador	Punto de referencia/ resultado real	Resultado esperado
Hojas de firmas/asistencia	5 concurrentes promedio	10 concurrentes promedio
Datos de Panorama: Participación de los padres y familia del Título I (2021-2022)	Pacto entre la Escuela y los Padres: Respuestas favorables 83% Participación de los Padres y Familia: Respuestas favorables 65% Programa de enseñanza: Respuestas favorables 60%	Pacto entre la Escuela y los Padres: Respuestas favorables 88% Participación de los Padres y Familia: Respuestas favorables 70% Programa de enseñanza: Respuestas favorables 65%

El Sr. Dedick preguntó si había alguna pregunta antes de pasar al Plan de Acción del CSI, Título I y LCAP. No hubo ninguno.

Sección 2: Plan de Acción del CSI, Título I y LCAP

Estrategias/ actividades	Concordancia con la meta	Costo del LCAP 419	Costo del Título I 501
Coordinador de programas (419/501)	Metas 1, 2, 3, 4, 7	$59.183	$20.794
Auxiliares de recreación (419)	Metas 4, 5	$31.680	
Oficinista bilingüe (419)	Metas 3, 5, 7	$19.560	

Sustitutos/sustitutos residentes (501/523)	Metas 1, 2, 3, 4		$40.000
Estudiante pasante (501)	Metas 1, 2, 3, 4		$20.000
Trabajo adicional certificado (523)	Metas 1, 2, 3, 4		
Impresión del Distrito (501/523)	Metas 1, 2, 3, 4, 7	$100	$4.201
Otros libros (501/523)	Metas 1, 2, 3, 4, 7		$3.000
Materiales educativos (419/ 501/523)	Metas 1, 2, 3, 4, 7	$17.923	$16.000
Tecnología y garantía (501)	Metas 1, 2, 3, 4		$34.500
Contratos de mantenimiento (501)	Metas 1, 2, 3, 4		$4.000
Conferencias/ capacitación en el plantel (501/523)	Metas 1, 2, 3, 4, 7		$5.000
Licencias y cuotas de tecnología informática (523)	Metas 1, 2, 3, 4		$7.552
OT de oficinista (419)	Metas 3, 5, 7	$200	
Beneficios	Metas 1, 2, 3, 4	$64.559	$22.291

El Sr. Dedick preguntó si había alguna pregunta antes de pasar a los posibles futuros gastos. No hubo ninguno.

Posibles futuros gastos

Estrategias/ actividades	Concordancia con la meta	Escuela entera/ grupo estudiantil	Costo del LCAP 419	Costo del Título I 501

Sustitutos/ sustitutos residentes	Metas 1, 2, 3, 4	Escuela entera	$4.000	$10.000
Materiales educativos y suplementarios	Metas 1, 2, 3, 4, 7	Escuela entera	$10.000	$15.000
Tecnología y garantía	Metas 1, 2, 3, 4	Escuela entera	$15.000	N/A
Capacitación/ Conferencias	Metas 1, 2, 3, 4, 7	Escuela entera	$10.000	$6.000
Cuotas de tecnología informática y licencias	Metas 1, 2, 3, 4, 7	Escuela entera	$10.000	$10.000
Estudiantes pasantes	Metas 1, 2, 3, 4	Escuela entera	$15.000	$34.000
Entradas para excursiones	Metas 1, 2, 3, 4, 5, 6	Escuela entera	$1.000	

El Sr. Dedick preguntó si había alguna pregunta sobre la Sección 2: Metas, Sección 2: Plan de Acción del LCAP, Título I y CSI y posibles futuros gastos antes de pasar a comentarios del público. No hubo ninguno.

VII. Comentarios del público: El Sr. Dedick pidió comentarios del público. No hubo ningún comentario.

VIII. Levantar la sesión: La Sra. Ruiz mocionó levantar la sesión a las 4.51 p.m. La Sra. Sigala secundó la moción. No se habló de ello. Se levantó la sesión por unanimidad a las 4.52 p.m.

I. Call to Order and Welcome / *Bienvenida e inicio de la sesión*

II. Roll Call / *Pase de lista*

III. Reading and Approval of Minutes / *Lectura y aprobación del acta*

IV. Committee Reports / *Informe de los comités*

    a. DAC

    b. DELAC

    c. DAAAC

V. Old Business / *Asuntos anteriores*

VI. New Business / *Asuntos nuevos*

    a. Present ELAC's input on the school-wide needs assessment / *Presentar el aporte de ELAC sobre la evaluación de necesidades de toda la escuela*

    b. Presentation of the Title I Parent Survey Results / *Presentación de los resultadosde la encuesta de padres de Título I*

    c. Review, Approve and Update the 2022-2023 School-Parent Family Engagement Policy and School-Parent Compact / *Revisar, aprobar y actualizar la política de participación de la escuela y la familia y el pacto entre la escuela y los padres de 2022-2023*

    d. Present and Approve the 2022-2023 SBCUSD Centralized Services / *Presentar y aprobar los servicios centralizados de SBCUSD 2022-2023*

    e. Present the tentative 2022-2023 LCAP budget / *Presentar el presupuesto LCAP 2022-2023*

    f. Present and Approve the tentative Title I budget / *Presentar y aprobar el presupuesto tentativo del Título I*

    g. Present and Approve the tentative CSI budget / *Presentar y aprobar el presupuesto tentativo de CSI*

    h. Present and Approve the final 2022-2023 SPSA, including possible future expenditures / *Presentar y aprobar el SPSA 2022-2023 final, incluidos los posibles gastos futuros*

VII. Public Comment / *Comentarios públicos*

VIII. Adjournment / *Aplazamiento de reunión*

Roberts Elementary School
SSC Minutes
April 22, 2022
9:50am

I. **Call to Order and Welcome:** The meeting was called to order by Mr. Dedick, at 10:23am. Interpretation was provided.

II. **Roll Call:**

Present: Yosan Hailemariam (Principal), Andrew Dedick (Other), Maria Gracia (Parent/Community Member), Maria Ruiz (Parent/Community Member), Sandra Edu (teacher), Melissa Erickson (teacher) and Laura Alvarez (teacher)

Absent: Ana Renteria (Parent/Community Member) Jorgelina Flores (Parent/Community Member), Sandra Sigala (Parent/Community Member)

Quorum Met: Yes (*7 out of 10 members Present***)**

III. **Reading and Approval of Minutes from February 25, 2022 and March 18, 2022:** All members and guests were provided with a copy of the minutes in English and Spanish. Time was given to review the minutes. Since quorum was met, the minutes were approved. There was no additional discussion nor were there recommended changes or additions.

IV. **Committee Reports:**
   a. **DAC:** Mrs. Erickson reports that there was a presentation on an anti-bullying program, the LCAP budget was updated and reviewed, Title I-Title IV program monitoring was discussed, and there was an update on the SSC responsibilities.
   b. **DELAC:** Many of the same things that were discussed in the DAC meeting were also spoken about in the DELAC meeting. Other line items included a calendar survey, student supports/interventions, virtual academy, and the EL Master Plan.
   c. **DAAAC:** The next DAAAC meeting is on May 5, 2022.

V. **Old Business:** None

VI. **New Business:**
   a. **Present ELAC's input on the schoolwide needs assessment and recommendations for the EL Plan in the SPSA:** First, Mr. Dedick presented the results of the schoolwide needs assessment. Based on ELAC member participation, the following recommendations for the schoolwide needs assessment were presented: providing ELD tutoring during or after school, sending the survey to all parents of English Learners (not just ELAC members), provide a follow-up survey to provide recommendations, and to email a link of the survey as well as sending a hard copy home. Next, after presenting the recommendations for the needs assessment, Mr. Dedick presented the recommendations for the 2022–2023 EL Plan. The recommendations for the EL Plan in the SPSA were to

provide after school tutoring.   Mr. Dedick asked the members if there were any questions. There were none.

b. **Presentation of the Title I Parent Survey Results:** Mr. Dedick presented the Title I parent survey results. He shared the top three strengths and top three areas of growth. Strengths included the school providing information about attendance and expectations, the school explaining the roles of students, staff, and parents to increase achievement, and that children are receiving core instruction in math and ELA. The three areas of growth were parents being encouraged in the development of school activities, understanding state academic standards via the CA Dashboard, and understanding the Title I program. Mr. Dedick asked if there were any questions. There were none.

c. **Review, update and approve the 2022-2023 School-Parent Family Engagement Policy and School-Parent Compact:** Mr. Dedick provided the SSC members time to go over the School-Parent Family Engagement Policy and the School-Parent Compact. After going over the policy and the compact, Mr. Dedick went over each part in detail and asked for any updates or suggestions. Once the School-Parent Family Engagement policy was discussed and updated, a motion was made by Mrs. Edu for approval. Mrs. Erickson seconded the motion. The policy was voted on, and approved unanimously. Once the School-Parent Compact was updated and discussed, a motion was made by Mrs. Alvarez for approval. Mrs. Erickson seconded the motion. The compact was voted on, and approved unanimously.

d. **Present and approve the 2022-2023 SBCUSD Centralized Services:** Mr. Dedick presented the centralized services for 2022-2023. He stated that no more than 15% of Title I is set aside and allocated for various Title I programs. The remaining 85% consists of school site allocations and centralized services. Services include the counselor, AET department, Categorical Programs department, the multilingual department, and family resources and services. Mr. Dedick asked if there were any questions. Mrs. Erickson made a motion to approve the centralized services. Mrs. Alvarez seconded the motion. The centralized services were voted on, and approved unanimously.

e. **Present the tentative 2022-2023 LCAP budget:** Mr. Dedick presented the tentative 2022-2023 LCAP budget of $193,205.16. He explained that this money comes from the state. Mr. Dedick asked if there were any questions. There were none.

f. **Present and approve the tentative 2022-2023 Title I budget:** Mr. Dedick presented the tentative 2022-2023 Title I budget of $182,337.57. He explained that this money was federal funding. Mr. Dedick asked if there were any questions. There were none. Mrs. Edu motioned to approve the Title I budget. Mrs. Gracia seconded the motion. The budget was voted on and approved unanimously.

g. **Present and approve the tentative 2022-2023 CSI budget:** Mr. Dedick presented the tentative 2022-2023 CSI budget of $14,760. He explained that these funds can only be used for items in the learning center. Mr. Dedick asked if there were any questions. There were none. Mrs. Erickson motioned to approve the budget, and Mrs. Alvarez seconded the motion. The budget was voted on and approved unanimously.

h. **Present and approve the final 2022-2023 SPSA, including possible future expenditures:** Mr. Dedick presented the final 2022-2023 SPSA and possible future expenditures. He explained that Section 1 consists of the purpose, involvement, resource inequities, evaluation of goals and the needs assessment. Section 2 contains the goals (ELA, Math, ELL's, Absenteeism, Suspension, Parent-Family Engagement), action plan,

EL Plan, Site Plan for African American Success, and the School-Parent Family Engagement Policy and School-Parent Compact. Section 3 includes the centralized services, library plan and SSC/ELAC Membership. Mr. Dedick stated that the centralized services were reviewed earlier in the meeting. Section 4 includes the agenda and minutes of the SSC draft and approval, the certification, recommendations, assurances, and board certification. Section 5 houses all data pertinent to student performance and other relevant data in the CA Dashboard. Lastly, Mr. Dedick explained the possible future expenditures. He explained that if we were to receive extra funding, where would we spend the funds based on student needs. Mr. Dedick asked if there were any questions about the SPSA or the possible future expenditures. There were none. Mrs. Edu made a motion for approval. Mrs. Erickson seconded the motion. The SPSA and possible future expenditures were voted on and approved unanimously.

VII. Public Comment: Mr. Dedick asked for public comment. There were no comments.

VIII. Adjournment: Mrs. Ruiz motioned to adjourn the meeting at 11:51am. Mrs. Gracia seconded the motion. There was no discussion. The meeting was adjourned unanimously at 11:51am.

Roberts Elementary School
Acta del SSC
22 de abril de 2022
9.50 a.m.

I. **Inicio de la sesión y bienvenida:** El Sr. Dedick inició la sesión a las 10.23 a.m. Se brindó interpretación.

II. **Pase de lista:**

Presentes: Yosan Hailemariam (directora), Andrew Dedick (otro), Maria Gracia (madre/miembro comunitario), Maria Ruiz (madre/miembro comunitario), Sandra Edu (maestra), Melissa Erickson (maestra) y Laura Alvarez (maestra)

Ausentes: Ana Renteria (madre/miembro comunitario) Jorgelina Flores (madre/miembro comunitario), Sandra Sigala (madre/miembro comunitario)

Hubo quórum: **Sí (***7 de 10 miembros presentes***)**

III. **Lectura y aprobación de las actas del 25 de febrero de 2022 y del 18 de marzo de 2022:** Se brindó una copia de las actas en inglés y español a todos los miembros e invitados. Se dio tiempo para repasar las actas. Ya que hubo quórum, se aprobaron las actas. No se habló más de ello ni hubo adiciones ni cambios recomendados.

IV. **Informes de comités:**
   a. **DAC:** La Sra. Erickson informa que hubo una presentación sobre un programa de antiacoso, se actualizó y repasó el presupuesto LCAP, se habló sobre el seguimiento del programa Título I-Título IV y hubo un informe sobre las responsabilidades del SSC.
   b. **DELAC:** Muchas de las mismas cosas de las cuales se hablaron en la sesión del DAC también se hablaron en la sesión del DELAC. Otros puntos incluyeron una encuesta del calendario, apoyos/intervenciones estudiantiles, academia virtual y el Plan Maestro para los EL.
   c. **DAAAC:** La próxima sesión del DAAAC será el 5 de mayo de 2022.

V. **Asuntos pendientes:** ninguno

VI. **Nuevos asuntos:**
   a. **Presentar sobre las opiniones y sugerencias del ELAC sobre la evaluación de las necesidades de la escuela entera y recomendaciones para el Plan para los EL en el SPSA:** Primero, el Sr. Dedick presentó los resultados de la evaluación de necesidades de la escuela entera. Basándose en la participación de los miembros del ELAC, se presentaron las siguientes recomendaciones para la evaluación de necesidades de la escuela entera: brindar apoyo académico del ELD durante o después de clases, enviar la encuesta a todos los padres de estudiantes de inglés (no solo los miembros del ELAC), brindar una encuesta de seguimiento para brindar recomendaciones y enviar por correo

electrónico un vínculo a la encuesta y también enviar una copia en papel a casa. Después de presentar las recomendaciones para la evaluación de necesidades, el Sr. Dedick presentó las recomendaciones para el Plan para los EL 2022-2023. Las recomendaciones para el Plan para los EL en el SPSA fueron brindar apoyo académico después de clases. El Sr. Dedick preguntó a los miembros si había alguna pregunta. No hubo ninguna.

b. Presentación de los resultados de la Encuesta de Padres del Título I: El Sr. Dedick presentó los resultados de la encuesta de padres del Título I. Él compartió las tres principales fortalezas y las tres principales áreas de mejoramiento. Las fortalezas incluyeron la escuela brinda información sobre la asistencia y expectativas, la escuela explica los roles de los alumnos, personal y padres para mejorar el rendimiento, y que los niños están recibiendo enseñanza requerida en matemáticas y ELA. Las tres áreas de mejoramiento fueron se animó a los padres en el desarrollo de actividades escolares, entender los estándares académicos estatales a través del Tablero de CA y entendimiento del Programa del Título I. El Sr. Dedick preguntó si había alguna pregunta. No hubo ninguna.

c. Repasar, actualizar y aprobar la Política de la Participación de los Padres y Familia de la Escuela y el Pacto entre la Escuela y los Padres 2022-2023: El Sr. Dedick dio a los miembros del SSC tiempo para repasar la Política de la Participación de los Padres y Familia de la Escuela y el Pacto entre la Escuela y los Padres. Después de repasar la política y el pacto, el Sr. Dedick repasó cada parte en detalle y pidió cualquier actualización o sugerencia. Una vez de que se habló sobre y se actualizó la Política de la Participación de los Padres y Familia de la Escuela, la Sra. Edu presentó la moción para aprobar. La Sra. Erickson secundó la moción. Se votó sobre la política, y se aprobó por unanimidad. Una vez de que se habló sobre y se actualizó el Pacto entre la Escuela y los Padres, la Sra. Alvarez presentó la moción para aprobar. La Sra. Erickson secundó la moción. Se votó sobre el pacto, y se aprobó por unanimidad.

d. Presentar y aprobar los Servicios Centralizados del SBCUSD 2022-2023: El Sr. Dedick presentó los servicios centralizados para el 2022-2023. Él declaró que no más del 15% del Título I se reserva y se asigna a diferentes programas del Título I. El restante 85% consiste de las asignaciones a la escuela y servicios centralizados. Los servicios incluyen al consejero, departamento AET, departamento de Programas por Categorías, el departamento multilingüe y servicios y recursos familiares. El Sr. Dedick preguntó si había alguna pregunta. La Sra. Erickson presentó la moción para aprobar los servicios centralizados. La Sra. Alvarez secundó la moción. Se votó sobre los servicios centralizados, y se aprobaron por unanimidad.

e. Presentar el presupuesto tentativo del LCAP 2022-2023: El Sr. Dedick presentó el presupuesto tentativo del LCAP 2022-2023 de $193.205,16. Él explicó que este dinero viene del estado. El Sr. Dedick preguntó si había alguna pregunta. No hubo ninguna.

f. Presentar y aprobar el presupuesto tentativo del Título I 2022-2023: El Sr. Dedick presentó el presupuesto tentativo del Título I 2022-2023 de $182.337,57. Él explicó que este dinero eran fondos federales. El Sr. Dedick preguntó si había alguna pregunta. No hubo ninguna. La Sra. Edu mocionó aprobar el presupuesto del Título I. La Sra. Gracia secundó la moción. Se votó sobre el presupuesto y se aprobó por unanimidad.

g. Presentar y aprobar el presupuesto tentativo del CSI 2022-2023: El Sr. Dedick presentó el presupuesto tentativo del CSI 2022-2023 de $14.760. Él explicó que estos fondos solo pueden usarse para artículos en el centro de aprendizaje. El Sr. Dedick

preguntó si había alguna pregunta. No hubo ninguna. La Sra. Erickson mocionó aprobar el presupuesto, y la Sra. Alvarez secundó la moción. Se votó sobre el presupuesto y se aprobó por unanimidad.

h. **Presentar y aprobar el SPSA final del 2022-2023, incluyendo posibles futuros gastos:** Sr. Dedick presentó el SPSA final del 2022-2023 y posibles futuros gastos. Él explicó que la Sección 1 consiste del objetivo, participación, desigualdades de recursos, evaluación de metas y la evaluación de necesidades. La Sección 2 contiene las metas (ELA, matemáticas, ELL, ausentismo, suspensión, participación de los padres y familia), plan de acción, Plan para los EL, Plan Escolar para el Éxito de los Afroamericanos y la Política de la Participación de los Padres y la Familia de la Escuela y el Pacto entre la Escuela y los Padres. La Sección 3 incluye los servicios centralizados, el plan de la biblioteca y la membresía del SSC/ELAC. El Sr. Dedick declaró que los servicios centralizados se repasaron en la sesión. La Sección 4 incluye la agenda y el acta del borrador del SSC y aprobación, la certificación, las recomendaciones, las garantías y la certificación de la mesa directiva. La Sección 5 tiene todos los datos pertinentes sobre el rendimiento estudiantil y otros datos pertinentes en el Tablero de CA. Por último, el Sr. Dedick explicó los posibles futuros gastos. Él explicó que si recibiéramos fondos adicionales, dónde gastaríamos los fondos según las necesidades estudiantiles. El Sr. Dedick preguntó si había alguna pregunta sobre el SPSA o los posibles futuros gastos. No hubo ninguna. Sra. Edu mocionó aprobar. La Sra. Erickson secundó la moción. Se votó sobre el SPSA y los posibles futuros gastos y se aprobaron por unanimidad.

VII. **Comentarios del público:** El Sr. Dedick pidió comentarios del público. No hubo ningún comentario.

VIII. **Levantar la sesión:** La Sra. Ruiz mocionó levantar la sesión a las 11.51 a.m. La Sra. Gracia secundó la moción. No se habló de ello. Se levantó la sesión por unanimidad a las 11.51 a.m.

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?

- Chronic Absenteeism Rate significantly high for all student groups
- NWEA Assessments: Data is reflective of many variables. Overall, significant growth is needed in all grade levels and within all student groups. Upper grades have seemingly out performed lower grades however, continued improvement is needed.

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?

   Site is currently following scope and sequence and grade-level continue to collaborate around essential standards when planning. Next steps for our site is to dive in deeper to the resources offered in the curriculum guide and consider additional systems of implementation such as suggested Routines, Success Criteria Rubrics, Formative Assessments, Questioning strategies, etc..

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

   Curriculum guides will be used within grade-level PLCs to guide planning and provide high-leverage strategies when making instructional decisions. PLCs will review components of curriculum guide throughout and prior to the start of the next unit to backwards map and plan. PLCs will begin by identifying learning intentions and success criteria then determining UDL strategies to move students towards achieving those learning goals.

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?

   Roberts has engaged in several professional development opportunities provided by the district and at the site level. Grade-level teams have been provided time during PD to explore and engage in learning more about NWEA and preparing their students for success. Teachers will continue to receive this support next year and we will increase our knowledge and understanding of NWEA along with district support.

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

NWEA Data will be used to assess student performance and teacher understanding to ensure that NWEA is being utilized with fidelity. Based on the results, modification will be made to the PD calendar and instructional practices being utilized in the classroom.

3. How does your site currently use other formative assessment tools? What are your next steps in this area?
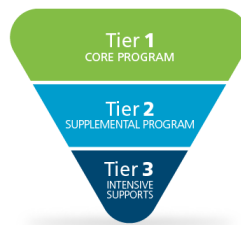
Our site currently utilizes interim assessments, CORE Literacy, and other grade-level common assessments. We will implement the use of the Focused Interim Assessments early on in the year and create structured time for grade level teams to analyze data to make informed decisions at a much more frequent rate.

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:

Tier	Resources and/or Interventions
1 -- Universal Core – Academics and Social Emotional Supports ***We all get it***	- Standards-Aligned Instruction - Universal Access with Strategic Grouping Scaffolds to Access Standards * - Culturally Responsive Teaching - Social Emotional Learning - English Language Development - Standards-Aligned Instructional Materials - Trauma-Informed Instruction - ELA/MATH Universal Access
2 -- Supplemental – Academics and Social Emotional Supports ***Extra Time and Support -- Some of us get it when we need it.***	- Problem Solving Model - Evidence-based interventions - Small-group instruction - Frequent implementation of intervention and progress monitoring with fidelity - Tutoring - Additional opportunities for practice - More intensive instruction that targets students' needs - Increased collaboration among families, interventionists, classroom teachers, and other stakeholders.
3 -- Intensive – Academics and Social Emotional Supports ***Few of us get it when we need it.***	- Targeted Instruction and Intervention - Additional Diagnostics - Immediate and more frequent response - Increased collaboration among families, interventionists, classroom teachers, and other stakeholders.

Academic Goals

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

ELA:By June 2023, as measured by the CAASPP ELA test, our students will grow at least 15 percentage points.

Math: By June 2023, as measured by the CAASPP Mathematics test, our students will grow at least 15 percentage points.

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

Teachers will deepen and refine their instructional practice (pedagogical content knowledge) through Teacher Clarity and UDL by participating in classroom observations, modeled lessons, collaborative planning, and research-based techniques,ETC..

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/1JhW1FvdpSeWvt1RYC2Gu2N4Ws91wCXiObKNpFtTP4No/edit

Original Attendance Template (If your site hasn't completed): Site Attendance Plan Template

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

Our focus for next year will be to utilize our Family Engagement specialist to engage families in areas of need such as assisting students at home, A-G requirements, community resources for families, volunteering opportunities, etc.. Next year, we will have a parent worker who will also be working to engage our families.