

# The School Plan for Student Achievement 2022-2023

**School:** DEL VALLEJO LEADERSHIP AND STEAM ACADEMY  
**District:** SAN BERNARDINO CITY UNIFIED SCHOOL DISTRICT  
**County District School (CDS) Code:** 36678766059489  
**Principal:** Jackie Maner  
**SSC Approval/Adopted Date:** 5/3/22

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

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

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

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

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

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**The District Governing Board approved this revision of the SPSA on .**

### Community Engagement Plan (CEP)

- **Strategy 1**  
Health, Wellness, and Safety: We will build an environment and foster a culture, which sustains good health, lifelong wellness, and safety for all members of the SBCUSD community.
- **Strategy 2**  
Coaching and Mentoring: We will strengthen human capacity through systems of coaching and mentoring throughout the organization.
- **Strategy 3**  
College and Career through Applied Learning: We will provide college and career academies that focus instruction on industry standards and 21<sup>st</sup> 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 the academic needs of all students at Del Vallejo Leadership and STEAM Academy, and set goals for improvement through the implementation of specific strategies and activities, as part of our Title I School-wide Program and Comprehensive Support and Improvement (CSI).

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

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

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

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

### Involvement Process for the SPSA and Annual Review and Update

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

The SPSA/CSI development process, for the 2022-2023 school year, has been ongoing, throughout the school year. As a site, teachers and staff have participated in ongoing data analysis, through the completion of Data Protocols, as part of the MOU/PDT calendar. The Data Protocols have yielded valuable findings that have assisted in determining the site's needs, for the purpose of increasing student achievement. Along with data analysis, staff and the School Site Council have implemented a continuous cycle of monitoring Title I and LCAP expenditures, found in the SPSA, as well as their effectiveness. Based on the ongoing data analysis and monitoring cycle, the staff, School Site Council, and stakeholders collaborated in updating the SPSA/CSI, in order to close the achievement gap, and best support the Title I/LCAP Program at the site.

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

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

#### District:

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

- 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:

To increase academic achievement across major student groups in both English Language Arts and Math, and decrease the level of inequities school-wide, the following measures will occur in the 2022-2023 academic school year. First, educators will be supported by clear expectations and guidelines to motivate the increase ownership when implementing research-based practices, to increase student academic achievement levels. Educators will utilize data analysis protocols and purposefully engage in root cause analysis. After such measures and trainings, educators will provide feedback and next steps in order to meet student needs.

Due to the academic impact of distance learning in the 20-21 school year, and an increase in chronic absenteeism and a decrease in student engagement during the 21-22 school year, there has been a deep loss of learning. In order to combat the loss of learning, the site has an ongoing focus on the following:

- Educators continue to be trained/retrained in the use and implementation of Common Core district curriculum, as well as in the implementation of formative assessments such as but not limited to, NWEA, CFA, SBAC Interims, etc.
- Educators continue to work on their development of SEL skills and knowledge in order to best support students whom are impacted by social and emotional needs. Educators will continue to be trained in how to build relationships with students and parents. Additionally, educators will continue to be trained in how to utilize SEL strategies to reintroduce skills necessary for in person learning.
- Professional development will continue to be provided for educators on SEL and PBIS implementation strategies to impact student learning.
- Outside consultants will continue to work with the Math and ELA departments to increase student engagement, teacher clarity, and pacing guides.
- Educators will continue to work on culturally responsive pedagogy to increase student engagement and outcomes.

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

## Evaluation of Goals

**Directions:** Utilize the following table to:

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

### Goals

#### 1. ELA

##### School-Wide

Increase CAASPP ELA Distance from Standard by 15 points.

##### ATSI Identified Needs

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome	Actual Outcome
CA Dashboard CAASPP ELA	School-Wide: -73.4	School-Wide: -58.4	No CAASPP data available on the CA Dashboard. The district opted to use the STAR Reading in lieu of CAASPP for Spring 2021. Test Not Administered
Standards Aligned Assessments ELA	Winter 2020 6th grade: 23 students exceeded/met 7th grade: 54 students exceeded/met 8th grade: 86 students exceeded/met	Winter 2021 6th grade: 32 students exceeded/met 7th grade: 64 students exceeded/met 8th grade: 96 students exceeded/met	No data available. The district replaced this district-wide assessment with NWEA. Test Not Administered
STAR ELA	Fall 2020 6th grade: 2% students at or above grade level 7th grade: 12% students at or above grade level 8th grade: 19% students at or above grade level	Fall 2021 6th grade: 12% students at or above grade level 7th grade: 22% students at or above grade level 8th grade: 29% students at or above grade level	No data available. Test Not Administered

#### 2. Math

##### School-Wide

Increase CAASPP Math Distance from Standard by 15 points.

#### ATSI Identified Needs

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome	Actual Outcome
CA Dashboard CAASPP Math	School-Wide: -145.5	School-Wide: -130.5	No CAASPP data available on the CA Dashboard. The district opted to use the STAR Math in lieu of CAASPP for Spring 2021. Test Not Administered
Standards Aligned Assessments	Winter 2020 6th grade: 4 students exceeded/met 7th grade: 108 students exceeded/met 8th grade: 24 students exceeded/met	Winter 2020 6th grade: 14 students exceeded/met 7th grade: 118 students exceeded/met 8th grade: 34 students exceeded/met	No data available. The district replaced this district-wide assessment with NWEA. Test Not Administered
STAR Math	Fall 2020 6th grade: 22% students at or above grade level 7th grade: 21% students at or above grade level 8th grade: 25% students at or above grade level	Fall 2021 6th grade: 32% students at or above grade level 7th grade: 31% students at or above grade level 8th grade: 35% students at or above grade level	No data available. Test Not Administered

### 3. English Learners

#### School-Wide

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

#### ATSI Identified Needs

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome	Actual Outcome
CA Dashboard - ELPAC	2018-2019 27.3% progress toward English proficiency	2020-2021 32.3% progress towards English proficiency	No data available on CA Dashboard N/A

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome	Actual Outcome
SBCUSD Site Data Dashboard Reclassification Rate	Feb 2021 4.1%	Feb 2022 9.1%	As of February 2022, 11% of ELs were reclassified Goal Met
CA Dashboard - CAASPP ELA	-80.1	-65.1	No data available Test Not Administered
CA Dashboard - CAASPP MATH	-138.8	-123.8	No data available Test Not Administered
Standards Aligned Assessments ELA	Winter 2020 6th grade: 7 students exceeded/met 7th grade: 6 students exceeded/met 8th grade: 5 students exceeded/met	Winter 2021 6th grade: 17 students exceed/met 7th grade: 16 students exceed/met 8th grade: 15 students exceed/met	No data available. The district replaced this district- wide assessment with NWEA. Test Not Administered
Standards Aligned Assessments Math	Winter 2020 6th grade: 1 students exceeded/met 7th grade: 18 students exceeded/met 8th grade: 2 students exceeded/met	Winter 2021 6th grade: 11 students exceed/met 7th grade: 28 students exceed/met 8th grade: 12 students exceed/met	No data available. The district replaced this district- wide assessment with NWEA. Test Not Administered
STAR ELA	Fall 2020 6th grade: 0% students at or above grade level 7th grade: 3% students at or above grade level 8th grade: 0%students at or above grade level	Fall 2021 6th grade: 10% students at or above grade level 7th grade: 13% students at or above grade level 8th grade: 10%students at or above grade level	6th grade: 8% students at or above grade level 7th grade: 8% students at or above grade level 8th grade: 0%students at or above grade level  Goal Not Met
STAR Math	Fall 2020 6th grade: 20% students at or above grade level 7th grade: 11% students at or above grade level 8th grade: 13% students at or above grade level	Fall 2021 6th grade: 30% students at or above grade level 7th grade: 21% students at or above grade level 8th grade: 23% students at or above grade level	No data available. Test Not Administered

#### 4. Chronic Absenteeism

##### School-Wide

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



**ATSI Identified Needs**

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Metric/Indicator	Baseline/Actual Outcome	Expected Outcome	Actual Outcome
CA Dashboard Chronic Absenteeism	24.6%	19.6%	No data available N/A
SBCUSD Site Data Dashboard	27% Feb 2021	22% Feb 2022	42.3% Feb 2022 Goal Not Met

**5. Suspension****School-Wide**

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

**ATSI Identified Needs**

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Metric/Indicator	Baseline/Actual Outcome	Expected Outcome	Actual Outcome
CA Dashboard Suspensions	16.3%	11.3%	No data available N/A
SBCUSD Site Data Dashboard	0% suspended at least once as of Feb 2021	0% suspended at least once as of Feb 2022	7.9% suspended at least once as of Feb 2022 Goal Not Met

**6. Parent-Family Engagement****School-Wide**

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome	Actual Outcome
Sign-In Sheets/Attendance verification from parent trainings, such as AVID or other parent workshops.	25 families	35 families	40 families Goal Met

7. Graduation Rate (High School)

School-Wide

ATSI Identified Needs

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

School-Wide

ATSI Identified Needs

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

### Quantitative and/or Qualitative Site-Based and District Data Analysis:

The following needs assessment determines the supplemental needs of the school program and reflects the need for positions, programs, professional development, and parent engagement. The SPSA addresses the use of LCAP (419), Title I (501), and CSI (523) funds as a way to meet the identified needs, for increasing student achievement. The following data should be analyzed in completing the annual program evaluation: **California Dashboard** (ELA, Math, Suspensions, Chronic Absenteeism [K-8], Graduation Rate [HS], College Career [HS], Student Groups [EL, LI, FY, AA, ATSI], etc.), **ELPAC and English Learner Program** (ELPI, ELPAC Analysis, ELD Implementation Analysis, Reclassification and TELL Analysis), **District Assessments** (STAR [if applicable], IXL [grades 6-12], and NWEA), and **Site-Based Data** (Site Dashboard: Suspensions, Chronic Absenteeism, site-based assessments, student grades [D-F report], learning center/tutoring, and specific software/program data).

### Needs Assessment Directions:

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

Annual Program Evaluation – LCAP, Title I, and CSI				Needs Assessment
2021-2022 Planned Expenditure: Strategies /Activities	Quantitative and/or Qualitative Site-Based and District Data (include whether data demonstrates growth, significant growth, declined, significantly declined, or maintained)	What is effective?	What has not been effective?	Next Steps? (Strategically continue, discontinue or modifications to the program)
RECREATIONAL AIDES 419  Will provide supervision of students and help maintain a safe and secure learning environment, during lunch, passing periods, and before/after school, etc.	Office Referrals: 0-1 referrals (Tier 1) 719 2-6 referrals (Tier 2) 28 7+ (Tier 3) 3 students	1. Supervision is provided when the rec aide is present.	1. The site has 1 rec aide position. The rec aide's in-person availability was limited during the first 2 months of the school year. From October 2021 through now, the rec aide has been on leave. There was an increase in Office Referrals due to lack of supervision when the rec aide was not available.	1. Support staff provided supervision in order to help maintain a safe and secure environment for students.
MICRO-COMPUTER SPECIALIST - 419  Will troubleshoot and resolve computer/ equipment problems; perform minor computer and other equipment repairs, replace, install, and	1. A log was kept by the micro-computer specialist of all tech services rendered to staff and students. An inventory log was kept of all tech devices on campus.	1. The micro-computer specialist was able to perform all duties as assigned, including troubleshooting and resolving computer and WiFi problems.	1. Teachers did not use the ticket system consistently. Therefore, some of the repair requests were not fulfilled.	The site will continue to fund the position for the micro-computer specialist and rely on the ticket system in order to provide the necessary tech services to teachers and staff.

<p>make appropriate computer repair referrals; instruct users in the use of computers, software and other computer needs.</p> <p>Distributes chrome books and other devices to teachers and students. Will maintain a system of student application request, technology training, and repair tickets.</p>	<p>2. Aeries Portal was used to keep track of devices checked out to students.</p>	<p>2. Students have 1:1 computer devices, which includes school to home.</p>		
<p>STUDENT INTERN - 419/501</p> <p>Will provide small group assistance with Physical Education classes, based on student physical needs (419 only)</p> <ul style="list-style-type: none"> <li>• Provide small group in-class academic support in reading/math, including language development and progress monitoring for EL's, based on teacher recommendations, and assist with technology implementation.</li> </ul> <p>In the event we remain in distance learning and these dollars are not used, please refer to possible future expenditures.</p>	<p>Not Applicable.</p>	<p>Not Applicable.</p>	<p>1. Due to shortage in availability of student interns, these positions remained vacant during the 21-22 school year.</p>	<p>1. The site plans to continue funding student interns for the 22-23 school year. However, the number of student intern positions will be reduced due to lack of student intern availability.</p> <p>For the 21-22 school year, these funds were reallocated to purchase technology.</p>
<p>PROGRAM FACILITATOR - 419/501</p> <p>Will work directly with staff in providing PD, model instructional strategies, provide data resources/reports, assist in designing effective lessons, assist with and support technology implementation.</p> <p>Will facilitate and participate in the MTSS process: identify students in need of tiered interventions, develop and assist with implementation of Tier II academic and behavior interventions, work directly with</p>	<p>1. Logs, agendas, and sign-ins were kept for all meetings.</p> <p>2. A log was kept for the MTSS process students with progress monitoring.</p> <p>3. As evidenced by the calendar invites to meet with the ELD teachers.</p> <p>4. Testing Schedules were made for all testing.</p>	<p>1. Professional development was given to the staff regarding testing. Individual coaching and planning for the school's foci was done with teachers.</p> <p>2. Interventions were put in place for students needing support with behavior. Parent meetings were held for students with academic and behavioral issues.</p>	<p>1. Due to high teacher absence, some PDs had to be rescheduled, and presented more than once.</p> <p>2. Due to the amount of time spent covering teacher absences due to Covid, the PF was unable to progress monitor students for MTSS in a timely manner.</p> <p>3. ELD students had</p>	<p>The site will continue to fund this position for the upcoming school year.</p> <p>2. Develop a calendar for upcoming MTSS meetings with staff and monitor Tier II and Tier III students.</p>

<p>students during academic and behavior intervention to progress monitor, and provide necessary resources and training to parents.</p> <p>Will assist with ELD and Language Live implementation, monitor ELs and RFEPs, monitor all English Learners via ELPAC, EL data chats, oversee and monitor LTELs, work directly with students during interventions, provide materials to support language acquisition, and provide resources and training to parents.</p> <p>Will create schedules for testing, supervision, school events, etc.</p> <p>Will schedule and organize parent advisory meetings (SSC, ELAC, etc.) and Let's Talk (site town hall meeting), etc. and maintain all documentation, flyers, agendas, and minutes.</p> <p>Will distribute materials/supplies as they arrive. Meet and request quotations from vendors for academic licenses and STEAM.</p>	<p>5. As evidenced by agenda, minutes, and sign-ins.</p> <p>6. As evidenced by admin walkthroughs and teacher anecdotal, teachers received the necessary resources and supplemental materials.</p>	<p>3. Program Facilitator met with the ELD teachers for planning and progress monitoring and ELPAC testing was completed for all ELD students.</p> <p>4. The following assessments were administered (NWEA, CAASPP, etc..) in order to obtain formative and summative data.</p> <p>5. Program Facilitator held SSC and ELAC on a regular basis for parent involvement in order to keep families, students, and staff current with all SSC/ELAC related business.</p> <p>6. Resources and supplemental materials were distributed to teachers to ensure continuity with learning occurred.</p>	<p>a high percentage of absences which inhibited meeting with them on a regular basis. Due to Covid the ELD teacher had a sub for most of the school year.</p> <p>4. Due to student and teacher absences, it took longer to complete the administration for some assessments.</p> <p>5. SSC and ELAC parents were unable to come to the meetings either virtually or in person due to illness or other obligations. Teachers were unable to be dismissed to attend SSC and ELAC due to a lack of subs.</p> <p>6. N/A</p>	
<p>Contracted Services - 523</p> <p>CSI PLAN: Provide consultation services and PD to support the school's foci (providers will work with the ELA and Math teams on teacher clarity and student success criteria as well as mentorship for students): STEAM, collaborative conversations, teacher clarity, Leadership, etc. in order to close the achievement gap.</p>	<p>1. As evidenced by STAR data, lesson designs, and admin walkthroughs, this expenditure was effective.</p>	<p>1. The consultant worked with ELA teachers to plan and execute lessons for student success. The consultant also conducted data analysis with teachers to develop strategic groups for intervention.</p>	<p>N/A</p>	<p>Site will continue with the contracted services to develop a base line for ongoing services. The site will also expand the services to include Math, STEAM, and SANKOFA.</p>
<p>COMMUNITY RESOURCE WORKER (6 hours) - 501</p> <p>Will assist students and parents with information, referrals to</p>	<p>1. This was evident through call logs, sign-in sheets and flyers.</p> <p>2. N/A</p>	<p>1. Provided resources and information to students and families, (Operation School Bell and Tsi Chi Food Pantry) as</p>	<p>2. Due to COVID restrictions, and a lack of parent participation, the site was unable to provide this service.</p>	<p>The site will continue funding this position, in order to continue to develop and execute the School Messenger System regarding parent</p>

<p>schools, and/or community resources.</p> <p>Will provide parent education classes.</p> <p>Will maintain records related to parent engagement, and home school communication.</p>	<p>3. Contacted parents multiple ways, including Parent square, and School Messenger System regarding parent meetings (SSC, ELAC, etc...) as evidenced by virtual sign-in sheet and flyers .</p>	<p>needed. The resource worker held monthly food drives.</p> <p>2. N/A</p> <p>3. Logs were kept for parents who showed for school meetings. She was constantly making contact with parents regarding school functions and kept the community informed of upcoming events.</p>		<p>meetings. The site plans to continue with the development of a parent center to establish in conjunction with the parent engagement center in order to build parent capacity.</p>
<p>CERTIFICATED TEACHING (SUB) - 419/501</p> <p>Will allow teachers to attend Professional Development such as: Instructional Rounds, grade level and department level planning, data analysis, Lesson Studies, Teacher Collaboration, and Common Core Planning.</p> <p>Will provide supplemental intervention support for English Learners who are struggling in the area of reading to increase their achievement with reclassification status.</p> <p>Will provide supplemental Reading/Math/Writing interventions to meet the needs of Tier II or Tier III students in the 6th - 8th Grade.</p>	<p>1. As evidenced by admin walkthroughs, teachers used data analysis to develop effective lesson plans, and deliver instruction.</p> <p>2-3. As evidenced by admin walkthroughs, and class grades, this strategy was effective.</p>	<p>1. Subs provided grade level release time, department level planning, data analysis, Lesson Studies, Teacher Collaboration, and Common Core Planning, when the subs were not covering a class.</p> <p>2. The subs provided intervention to support ELs in order to increase their achievement with reclassification</p> <p>3. The subs supported classroom teachers with students struggling in the area of reading to increase their achievement.</p>	<p>1-3. Subs had to cover for classroom teachers due to absences or transfers, which limited their availability to assist with the planned activities.</p>	<p>The site will continue to fund this expenditure for the upcoming school year. The site will complete the professional development calendar. Schedule in advance any sub coverage for contracted services, in order for teachers to collaborate.</p> <p>These funds were reallocated towards technology.</p>
<p>CERTIFICATED TEACHING (ADDITIONAL DUTY) - 419/501/523</p> <p>Certificated Teachers will provide Math and ELA support (intervention /tutoring) after school and during winter and spring break intersessions, to students in grades 6th - 8th, in order to maintain or increase knowledge based skills.</p>	<p>1. As evidenced by department calendars and lesson plans.</p> <p>2. As evidenced by sign-in sheets, and lesson plans.</p> <p>3. N/A</p>	<p>1. Teachers provided Math and ELA support (intervention /tutoring) after school and during winter and spring break intersessions.</p> <p>2. Data analysis and Department planning occurred for the purposes of student</p>	<p>1. Lack of students who showed up impacted the program.</p> <p>2. N/A</p> <p>3. Due to a high absenteeism rate from staff, the site did not host parent involvement events.</p>	<p>The site will continue funding this expenditure and have a calendar for teachers to sign up for additional duty.</p>

<p><b>CSI PLAN:</b> Data analysis and Department planning will occur for the purposes of student success in Math and ELA, to ensure services are being offered to identified students; to create/strategize effective teaching practices and lessons; to increase School Climate and Culture and PBIS planning, for a positive and safe learning environment for students.</p> <p>Will provide opportunities for teachers to plan and host parent capacity building nights, such as Literacy Night, Math Night, AVID Night, Showcases, etc., in order to increase parent involvement and knowledge of CCSS.</p>		<p>success in Math and ELA.</p> <p>3. N/A</p>		
<p><b>COMPUTER TECH FEES - 419/501</b></p> <p>Computer licenses/ programs, such as Accelerated Reader, etc. to provide students with additional ELA/Math practice; Language Live, English in a Flash (EIAF), and Reading Plus through Renaissance Learning, to support language development; Z-Space to enhance student learning through virtual components.</p> <p>PBIS Rewards to increase and monitor student behavior.</p>	<p>1. As evidenced by student program usage, and admin walkthroughs.</p> <p>2. Students were incentivized for their attendance and behavior.</p>	<p>1. Skill Struck and iReady were purchased to reinforce/enhance ELA and Math practice.</p> <p>2. The site did not incur a cost for PBIS this school year, due to being billed over the course of distance learning.</p>	<p>1. Teachers did not use the programs, including Z-Space, faithfully due to a lack of support in the classroom.</p> <p>2. PBIS was used by some staff inconsistently.</p>	<p>The site will continue to allocate funds for supplemental computer programs and licenses. The site did not incur a cost for PBIS Rewards or Z-Space. The site will not be funding Z-Space for the upcoming school year.</p>
<p><b>MAINTENANCE AGREEMENT - 419</b></p> <p>To maintain and provide replacement materials and parts for items such as copiers, laminators, marquee, etc.</p>	<p>1. As evidenced by copy machine report and distribution of supplemental materials, and home-school communication.</p>	<p>1. Supplemental materials were made available to staff and teachers to support instruction.</p>	N/A	<p>The site will continue to fund this expenditure for the upcoming school year.</p>
<p><b>PRINTING - 419/501</b></p> <p>To provide district printing for instructional supplemental materials in ELA, Math, and AVID in order to increase teacher and student resources for academic success.</p>	<p>1. As evidenced by student distribution lists, teacher anecdotal, and admin walkthroughs.</p>	<p>1. Provided instructional supplemental materials in ELA, Math, and AVID.</p>	N/A	<p>The site will continue to fund this expenditure for the upcoming school year.</p>

<p><b>CATERING - 419</b></p> <p>Parent/student events that provide a welcoming school environment to increase student and parent engagement.</p> <p>In the event we are unable to host in person meetings these dollars are not used, please refer to possible future expenditures.</p>	<p>1. As evidenced by sign-in sheets.</p>	<p>1. The site was able to utilize a portion of these funds for on-site parent advisory meetings.</p>	<p>N/A</p>	<p>The site will continue to fund this expenditure for the upcoming school year.</p> <p>The remaining funds were reallocated towards additional duty in order to increase student achievement.</p>
<p><b>Non Deprc. equipment - 501/523</b></p> <p>To purchase items, such as iPads, desktops, laptops, to assist student learning and teach 21st Century Technology Common Core Standards.</p> <p>CSI Plan: To purchase additional items, such as iPad-carts, iPads, desktops, laptops, to assist student learning and teach 21st Century Technology Common Core Standards and provide differentiated instruction; supplemental technology hardware including installation and security devices.</p>	<p>1-2. As as evidenced by teacher cart assignment, and admin walkthroughs.</p>	<p>1-2. The site purchased tech equipment, as needed.</p>	<p>1. Some teachers' limited understanding of chrome books and google suite apps. Usage did not allow students to demonstrate deep collaborative conversation.</p>	<p>Due to restructuring of our budget, the site cannot afford to fund this expenditure for next school year. Should the site receive an adjustment allocation or be able to liquidate funds, the site will include this expenditure in Possible Future Expenditures.</p>
<p><b>OTHER BOOKS (NOT TEXTS) - 501/523</b></p> <p>To provide other books, such as novels, intervention reading books, such as ACT Now, Standards Plus, Ready Common Core, etc. in order to increase students' reading comprehension and provide resources for collaborative conversations and 21st Century skill sets.</p> <p>Additional books/ materials to provide EL students additional language development tools.</p> <p>CSI PLAN: To provide PD books, such as Teacher Clarity and Teacher</p>	<p>1. As evidenced by admin walkthroughs, and IXL data.</p> <p>2. N/A</p> <p>3. As evidenced by PD sign-ins and agendas.</p>	<p>1. The site purchased ACT Now, Standards Plus, Ready Common Core, etc. in order to increase students' reading comprehension.</p> <p>2. N/A</p> <p>3. Teacher Clarity and Teacher Playbook, were purchased and utilized during PD.</p>	<p>Due to multiple subs in classrooms, the books were not used effectively.</p>	<p>Due to restructuring of our budget, the site cannot afford to fund this expenditure for next school year. Should the site receive an adjustment allocation or be able to liquidate funds, the site will include this expenditure in Possible Future Expenditures.</p>



Playbook, etc. that align with the school's foci.				
<p>COMPUTER ACCESSORIES/ SUPPLIES / SOFTWARE - 501/523</p> <p>To purchase technology items under the \$500 threshold, such as tablets, projectors, Chrome books, iPads, desktops, laptops, Apple TVs, ELMOs, printers, robotics to support the site's STEAM program, etc., to assist with student learning and teach 21st Century Technology Common Core Standards, as well as independent project based learning to include presentations and publications of student work.</p> <p>Supplemental technology, hardware, computer accessories, software, including installation and security devices; include bulbs, batteries, replacement parts, cases, covers, stands, keyboards, mice, headphones, cords, etc.</p> <p>CSI PLAN To purchase technology, such as tablets, iPads, projectors, Apple TVs, Chrome books, desktops, laptops, ELMOs, printers, etc., to assist with student learning, and provide differentiated instruction.</p> <p>Additional/supplemental computer accessories and software, including installation and security devices, etc.</p>	<p>1. As as evidenced by admin walk throughs, and invoices.</p> <p>2-4. N/A</p>	<p>1. The site purchased computer accessories, such as adapters and additional plugs in order to assist with student learning.</p> <p>2-4. N/A</p>	N/A	<p>The site will continue to fund this expenditure for the upcoming school year. However, the site had to reduce the funds for this expenditure due to a reduction in tentative allocations.</p>
<p>COMPUTER NON-DPRC EQUIPMENT - 501</p> <p>To purchase items, such as desktops, laptops, Apple TVs, ELMOs, projectors, carts and printers, etc. to assist student learning and teach 21st Century Technology CCSS; supplemental technology hardware including installation and security devices.</p>	<p>1. As evidenced by admin walkthroughs, teacher anecdotal, and invoices.</p>	<p>1. The site purchased laptops, desktops, carts and printers.</p>	<p>Some teachers' limited understanding of chrome books and google suite apps. Usage did not allow students to demonstrate deep collaborative conversation.</p>	<p>The site will continue to fund this expenditure for the upcoming school year. However, the site had to reduce the funds for this expenditure due to a reduction in tentative allocations.</p>

<p><b>DISTRICT COMPUTER WARRANTY - 501</b></p> <p>Provide warranty repair for all technology purchased with school funds.</p>	<p>1. Warranties guaranteed that machinery and technology used by teachers continued to provide the materials needed to increase student achievement in ELA and Math as evidenced by admin walkthroughs and the daily use of technology in the classroom.</p>	<p>1. This service provides warranty repair for all technology purchased with school funds.</p>	<p>N/A</p>	<p>The site will continue to fund this expenditure for the upcoming school year.</p>
<p><b>STUDENT INCENTIVES - 419/501</b></p> <p><b>BUILDING PARENT CAPACITY (\$1,000) - 501</b></p> <p>Purchase trophies, awards, medals, etc. to recognize students for academic achievement.</p> <p>To provide parents the opportunity to attend parent capacity building conferences, such as CABE, Regional Conference, etc.</p>	<p>1. Site saw an increase in student achievement during first semester to second semester.</p>	<p>1. The site purchased gift cards using 419 funds, to recognize students for attendance and honor roll.</p> <p>2. N/A</p>	<p>1. N/A</p> <p>2. Due to the pandemic, conferences were offered on a virtual platform, and parents were unable to attend.</p>	<p>The site will continue to fund this expenditure for the upcoming school year. However, the site had to reduce the funds for this expenditure due to a reduction in tentative allocations.</p>
<p><b>CONFERENCES - 501/523</b></p> <p><b>\$20,000 STAFF</b></p> <p><b>\$10,000 ADMIN</b></p> <p>PD opportunities that help increase rigor in the classroom, based on the school's foci, including conferences/workshops that build staffs' capacity and program sustainability such as AVID, Collaborative Conversations and Technology STEAM based, etc.</p> <p><b>CSI PLAN:</b></p> <p>PD opportunities that help increase rigor, technology, and math in the classroom, based on the school's foci, as well as provide professional development opportunities for attendees to present information to the the staff. Opportunities will include; conferences /workshops that build staffs' capacity and program sustainability such as</p>	<p>1. As evidenced by presentations by teachers/staff on PD that was attended through these funds.</p> <p>2. N/A</p>	<p>1. Teachers/staff were able to attend PD that helped increase rigor in the classroom, based on the school's foci.</p> <p>2. N/A</p>	<p>Due to sub shortages, not all teachers/staff were able to attend conferences.</p>	<p>The site will continue to fund this expenditure for the upcoming school year. However, the site had to reduce the funds for this expenditure due to a reduction in tentative allocations.</p>

AVID, Collaborative Conversations, Visible Learning, Technology through math and science, etc.				
<p><b>INSTRUCTIONAL MATERIALS - 419/501</b></p> <p>To provide materials and supplies, such as Collaborative Conversations materials, Language Arts intervention materials, Scholastic News to enhance student engagement by utilizing high interest reading materials that improve literacy skills, copy paper to support intervention and classroom supplemental programs, lamination film, poster maker paper, supplemental classroom materials, instructional supplies, organizational bins, testing partitions, notebooks/composition books, etc.</p> <p>(419 only) Supplemental materials to support project-based learning, such as ink/toner, supplemental classroom materials, etc., in order to increase academic opportunities and enhance instruction. SEL, PBIS, etc. resources for student efficacy and wellness.</p> <p>AVID resources, such as agendas, binders, dividers, etc.. to extend student learning in higher level thinking skills.</p>	1-3. As evidenced by lesson plans, and admin walkthroughs.	1-3. The site purchased materials and supplies, Language Arts intervention materials, copy paper to support intervention and classroom supplemental programs, lamination film, poster maker paper, supplemental classroom materials, instructional supplies, and AVID materials.	Resource materials were not used consistently between grade levels due to a high turn over with classroom teachers.	The site will continue to fund this expenditure for the upcoming school year.
<p><b>Certificated Teaching - 419/501</b></p> <p>To provide additional support for Math/ELA classes. Teachers will periodically progress monitor through assessments, such as IXL, ALEKS, etc.; will meet for department level planning purposes to increase student achievement.</p>	1. As evidenced by admin walkthroughs, master schedule, as well as IXL data, this expenditure was effective.	1. These teachers provided consistent additional support for Math/ELA classes. Teachers periodically progress monitored through assessments, such as IXL and teacher-made, and met for department level planning.	N/A	The site will continue funding these positions (2) for the upcoming school year. The site will develop a calendar for progress monitoring meetings with teachers for Tier II and Tier III students.

Other Materials - 419  Supplemental materials, technology, hardware, computer accessories, software for the STEAM lab.	1. N/A	1. N/A	N/A	This expenditure will not be funded for the upcoming school year.  The unused funds were reallocated to ensure teachers/staff received additional duty pay for after school tutoring and intersession support for students.

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

Needs Assessment	
<b>New Planned Expenditure: Strategies /Activities not listed in the 21-22 SPSA</b>	<b>Quantitative and/or Qualitative Site-Based and District Data</b> (include data analyzed that helped you determine the new need)
POSTAGE - 501  School-Wide: 1. To provide notices to parents regarding parent engagement events, parent advisory meetings, student showcase events, etc.	The site has seen a decline in parent involvement during the 20-21 and 21-22 school year. The site plans to reconnect with parents/families by sending physical forms regarding school activities in order to increase parent/family engagement and participation

# Goal 1 English Language Arts

**School-Wide**

(Create a school-wide CAASPP goal.)

Increase CAASPP ELA Distance from Standard by 15 points.

**ATSI Identified Needs**

(ATSI schools must include state identified student groups.)

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP Schoolwide - CA Dashboard	2018-2019 <ul style="list-style-type: none"><li>73.4</li></ul>	2021-2022 <ul style="list-style-type: none"><li>58.4</li></ul>
NWEA ELA	Winter 2022 Percentage on Track: 6th: 4% 7th: 7% 8th: 11%	Winter 2023 Percentage on Track: Schoolwide: 6th: 11% 7th: 12% 8th: 19%

## Goal 2 Mathematics

**School-Wide**

(Create a school-wide CAASPP goal.)

Increase CAASPP Math Distance from Standard by 15 points.

**ATSI Identified Needs**

(ATSI schools must include state identified student groups.)

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CA Dashboard - CAASPP School-Wide	2018-2019 <ul style="list-style-type: none"><li>145.5</li></ul>	2021-2022 <ul style="list-style-type: none"><li>130.5</li></ul>
NWEA Reading	Winter 2022 6th: 0% 7th: 4% 8th: 4%	Winter 2023 6th: 3% 7th: 7% 8th: 7%

## 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 5%.

### Reclassification

Increase the percentage of English Learner students being reclassified by 5.7%.

### ELA

Increase CAASPP ELA Distance from Standard by 15 points.

### Math

Increase CAASPP Math Distance from Standard by 15 points.

### ATSI Identified Needs

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CA Dashboard - CAASPP ELPAC	2018-2019 27.3% progress toward English proficiency	2021-2022 32.3% progress towards English proficiency
SBCUSD Site Data Dashboard Reclassification Rate	2020-2021 9.3%	2021-2022 15%
CA Dashboard - CAASPP ELA	2018-2019 • 80.1	2021-2022 • 65.1
CA Dashboard - CAASPP MATH	2018-2019 • 138.8	2021-2022 • 123.8
NWEA - Reading	Winter 2022 6th: 4% 7th: 2.3% 8th: 0%	Winter 2023 6th: 9% 7th: 7.3% 8th: 5%
NWEA - Math	Winter 2022 6th: 0%	Winter 2023 6th: 5%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	7th: 4.5% 8th: 0%	7th: 9.5% 8th: 5%
STAR Reading	Winter 2022 At or Above Benchmark: 6th: 8% 7th: 8% 8th: 3%	Winter 2023 At or Above Benchmark: 6th: 13% 7th: 13% 8th: 8%



## Goal 4 Chronic Absenteeism (K-12)

**School-Wide**

(Create a school-wide goal.)

Decrease the chronic absenteeism by 5%

**ATSI Identified Needs**

(ATSI schools must include state identified student groups.)

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CA Dashboard - Chronic Absenteeism	2018-2019 24.6%	2021-2022 19.6%
SBCUSD Site Data Dashboard	2021-2022 41.4%	2022-2023 36.4%

# Goal 5 Suspension

**School-Wide**

(Create a school-wide goal.)

Decrease the amount of suspension by 5%

**ATSI Identified Needs**

(ATSI schools must include state identified student groups.)

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CA Dashboard - Suspensions	2018-2019 16.3%	2022-23 11.3%
SBCUSD Site Data Dashboard	2019-2020 (through March 2020 due to pandemic) 10.9%	2022-2023 5.9%

## Goal 6 Parent-Family Engagement

**School-Wide**

The site will host a minimum of 2 parent capacity building events.

Indicate Local Metrics to assess progress/monitor this goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Parent Building Capacity Events - Flyers, Agendas, Sign-Ins	2021-2022 0 events	2022-2023 2 events
Panorama Family Survey - Title I / Parent & Family Engagement	2021-2022 52% favorable response	2022-2023 56% favorable response

## LCAP, Title I, and CSI Action Plan

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

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

Planned Expenditures Object Code	Strategies/Activities	Goal Alignment	LCAP 419 Cost	Title I 501 Cost	CSI 523 Cost
1110 Certificated Teaching - Reg	<p>CERTIFICATED TEACHING (PULL OUT TEACHERS)</p> <p>419 - English Learner, Foster Youth, Low-Income: 1. To provide supplemental intervention support for English Learners who are struggling in the area of reading to increase their achievement with reclassification status.</p> <p>501- School-Wide: 1. To provide supplemental Reading/Math/Writing interventions to meet the needs of Tier II or Tier III students in the 6th - 8th Grade.</p>	<p>Goal 1 English Language Arts</p> <p>Goal 4 Chronic Absenteeism (K-8)</p> <p>Goal 2 Mathematics</p> <p>Goal 3 English Learners</p>	<p>\$ 84,825</p> <p>English Learner</p> <p>Foster Youth</p> <p>Low-Income</p>	\$52,769	\$
1910/1190 Program Facilitator - Reg	<p>PROGRAM FACILITATOR - 419/501</p> <p>Low Income, Foster Youth, English Learner:</p>	<p>Goal 1 English Language Arts</p> <p>Goal 2 Mathematics</p>	<p>✗ Changes Were Made</p> <p>\$ 59,058</p>	<p>✗ Changes Were Made</p> <p>\$59,058</p>	\$

	<p>1. Will facilitate and participate in the MTSS process:  2. Will assist and support with technology implementation.  3. Will monitor ELs and RFEPs, monitor all English Learners via ELPAC, EL data chats, oversee and monitor LTELs, work directly with students during interventions  4. Will create schedules for testing, supervision, school events, etc.  5. Will distribute materials/ supplies as they arrive. Meet and request quotations from vendors for academic licenses and STEAM.</p> <p>School-Wide:  1. Will work directly with staff in providing PD, assist in designing effective lessons, &amp; model instructional strategies.  2. Will provide data resources/ reports in order to identify students in need of tiered interventions  3. Will develop and assist with implementation of Tier II academic and behavior interventions  4. Will work directly with students during academic and behavior intervention to progress monitor, and provide necessary resources and training to parents.  5. Will schedule and organize parent advisory meetings (SSC, ELAC, etc.) and Let's Talk (site town hall meeting), etc. and</p>	<p>Goal 3 English Learners  Goal 4 Chronic Absenteeism (K-8)  Goal 5 Suspension  Goal 6 Parent-Family Engagement</p>	<p>English Learner  Foster Youth  Low-Income</p>		
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	maintain all documentation, flyers, agendas, and minutes.				
1130/1230/1930-Additional Duty Certificated Teacher/Counselor/PF/Other Certificated Staff	<p>CERTIFICATED TEACHING (ADDITIONAL DUTY) - 419/501</p> <p>1130</p> <p>Low Income, Foster Youth, English Learner, School-Wide:</p> <p>1. Certificated Teachers will provide Math and ELA support (intervention /tutoring) after school and during winter and spring break intersessions, to students in grades 6th - 8th, in order to maintain or increase knowledge based skills.</p> <p>2. Will provide opportunities for teachers to plan and host parent capacity building nights, such as Literacy Night, Math Night, AVID Night, Showcases, etc., in order to increase parent involvement and knowledge of CCSS</p>	<p>Goal 1 English Language Arts</p> <p>Goal 2 Mathematics</p> <p>Goal 3 English Learners</p> <p>Goal 4 Chronic Absenteeism (K-8)</p> <p>Goal 6 Parent-Family Engagement</p>	<p>✕ <b>Changes Were Made</b></p> <p>\$ 9,500</p> <p>English Learner</p> <p>Foster Youth</p> <p>Foster Youth</p>	\$5,000	\$
1140 Certificated Teaching - Sub	<p>CERTIFICATED TEACHING (SUB) - 419/501</p> <p>Low Income, Foster Youth, English Learner, School-Wide:</p> <p>1. Will allow teachers to attend Professional Development such as: Instructional Rounds, grade level and department level planning, data analysis, Lesson Studies, Teacher Collaboration, and Common Core Planning.</p> <p>2. Will provide supplemental intervention support for English Learners who are</p>	<p>Goal 1 English Language Arts</p> <p>Goal 2 Mathematics</p> <p>Goal 3 English Learners</p> <p>Goal 4 Chronic Absenteeism (K-8)</p> <p>Goal 5 Suspension</p>	<p>\$ 9,000</p> <p>English Learner</p> <p>Low-Income</p> <p>Foster Youth</p>	\$15,000	\$

	<p>struggling in the area of reading.</p> <p>3. Will provide supplemental Reading/Math/Writing interventions to meet the needs of Tier II or Tier III students in the 6th - 8th Grade</p>				
2118 Rec Aide Regular	<p>RECREATIONAL AIDES- 419</p> <p>Low Income, Foster Youth, English Learner:</p> <p>1. Will provide supervision of students and help maintain a safe and secure learning environment, during lunch, passing periods, and before/after school, etc.</p>	<p>Goal 4 Chronic Absenteeism (K-8)</p> <p>Goal 5 Suspension</p>	<p>\$ 3,456</p> <p>Low-Income</p> <p>English Learner</p> <p>Foster Youth</p>	\$	\$
2119 Student Intern (college intern)	<p>STUDENT INTERN - 419/501</p> <p>Low Income, Foster Youth, English Learner:</p> <p>1. To provide small group assistance with Physical Education classes, based on student physical needs.</p> <p>2. To provide small group in-class academic support in language development and progress monitoring for EL's.</p> <p>3. To assist with technology implementation.</p> <p>School-Wide:</p> <p>1. To provide small group in-class academic support in reading/math, including language development based on teacher recommendations.</p>	<p>Goal 1 English Language Arts</p> <p>Goal 2 Mathematics</p> <p>Goal 3 English Learners</p> <p>Goal 4 Chronic Absenteeism (K-8)</p>	<p>\$ 6,500</p> <p>English Learner</p> <p>Foster Youth</p> <p>Low-Income</p>	<p>✕ <b>Changes Were Made</b></p> <p>\$5,000</p>	\$

4310 Instructional Materials/Supplies	<p>INSTRUCTIONAL MATERIALS - 501</p> <p>School-Wide:</p> <ol style="list-style-type: none"> <li>1. To provide materials and supplies that align with the schools foci and assist with Collaborative Conversations.</li> <li>2. Language Arts and Math intervention materials.</li> <li>3. Copy paper, lamination film, poster maker paper, etc. to support intervention and classroom supplemental programs</li> <li>4. Supplemental classroom materials, instructional supplies, organizational bins, notebooks, composition books, etc.</li> <li>5. AVID resources, such as agendas, binders, dividers, etc.. to extend student learning</li> <li>6. Culturally responsive related materials to support African American students, both in academics and in SEL.</li> </ol> <p>CSI</p> <ol style="list-style-type: none"> <li>1. Supplemental materials to support the learning center, such as, supplemental classroom materials, etc., in order to increase academic opportunities and enhance instruction.</li> </ol>	<p>Goal 1 English Language Arts</p> <p>Goal 2 Mathematics</p> <p>Goal 4 Chronic Absenteeism (K-8)</p> <p>Goal 5 Suspension</p> <p>Goal 6 Parent-Family Engagement</p>	\$	<p>✕ Changes Were Made</p> <p>\$5,609</p>	\$10,674
4340/4410/4440/4450/5841-Computer Equipment/Accessories/Warranty	<p>TECHNOLOGY &amp; WARRANTY - 501</p> <p>School-Wide:</p>	<p>Goal 1 English Language Arts</p> <p>Goal 2 Mathematics</p>	\$	<p>✕ Changes Were Made</p>	\$14,920



	<p>1. To purchase technology items under the \$500 threshold, such as tablets, projectors, Chrome books, iPads, desktops, laptops, Apple TVs, ELMOs, printers, to assist with student learning and teach 21st Century Technology Standards, as well as independent project based learning to include presentations and publications of student work.</p> <p>2. To purchase supplemental technology, hardware, computer accessories, software, including bulbs, batteries, replacement parts, cases, covers, stands, keyboards, mice, headphones, cords, etc.</p> <p>3. To provide warranty repair for all technology purchased with school funds.</p> <p>CSI PLAN</p> <p>1. To purchase technology, such as tablets, iPads, projectors, Apple TVs, Chrome books, desktops, laptops, ELMOs, printers, etc., to assist with student learning, and provide differentiated instruction within the learning center.</p> <p>2. Additional/supplemental computer accessories and software, including installation and security devices, etc. for learning center use.</p>	<p>Goal 3 English Learners</p> <p>Goal 4 Chronic Absenteeism (K-8)</p>		\$23,000	
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5220 Inservice/Conference	<p>CONFERENCES - 501</p> <p>School-Wide: 1. PD opportunities that help increase rigor in the classroom, based on the school's foci. 2. Conferences/workshops that build staffs' capacity and program sustainability such as AVID, CORWIN, Collaborative Conversations, etc.</p>	<p>Goal 1 English Language Arts</p> <p>Goal 2 Mathematics</p> <p>Goal 3 English Learners</p> <p>Goal 4 Chronic Absenteeism (K-8)</p>	\$	<p>✕ Changes Were Made</p> <p>\$10,000</p>	\$
5713 Printing - District	<p>PRINTING - 501</p> <p>School-Wide: 1. To provide district printing for instructional supplemental materials in ELA, Math, and AVID in order to increase teacher and student resources for academic success.</p>	<p>Goal 1 English Language Arts</p> <p>Goal 2 Mathematics</p> <p>Goal 4 Chronic Absenteeism (K-8)</p> <p>Goal 3 English Learners</p>	<p>✕ Changes Were Made</p> <p>\$</p>	\$1,000	\$
5717 Postage - District	<p>POSTAGE - 501</p> <p>School-Wide: 1. To provide notices to parents regarding parent engagement events, parent advisory meetings, student showcase events, etc.</p>	<p>Goal 1 English Language Arts</p> <p>Goal 2 Mathematics</p> <p>Goal 3 English Learners</p> <p>Goal 4 Chronic Absenteeism (K-8)</p> <p>Goal 6 Parent-Family Engagement</p>	\$	\$500	\$
5840 Computer Tech Fees, Software Licenses, Svcs	<p>COMPUTER TECH FEES - 501</p> <p>School-Wide: 1. Computer licenses/ programs, such as Accelerated Reader, etc. to provide students with additional ELA/Math practice;</p>	<p>Goal 1 English Language Arts</p> <p>Goal 2 Mathematics</p> <p>Goal 3 English Learners</p> <p>Goal 4 Chronic Absenteeism (K-8)</p>	\$	\$15,000	\$1670

	<p>2. Language Live, English in a Flash (EIAF), and Reading Plus through Renaissance Learning, to support language development</p> <p>3. Z-Space to enhance student learning through virtual components.</p> <p>4. PBIS Rewards to monitor student behavior and decrease chronic absenteeism and suspensions.</p>	Goal 5 Suspension			
2414 Techncl/Fincl/Offc - Reg (Micro-Comp Spec)	<p>MICRO-COMPUTER SPECIALIST - 419</p> <p>Low Income, Foster Youth, English Learner:</p> <p>1. Will troubleshoot and resolve computer/ equipment problems</p> <p>2. Will perform minor computer and other equipment repairs, as well as replace, install, and make appropriate computer repair referrals</p> <p>3. Will instruct users in the use of computers, software and other computer needs.</p> <p>4. Will distribute chrome books and other tech devices to teachers and students.</p> <p>5. Will maintain a system of student application requests, technology training, and repair tickets.</p>	<p>Goal 1 English Language Arts</p> <p>Goal 2 Mathematics</p> <p>Goal 3 English Learners</p> <p>Goal 4 Chronic Absenteeism (K-8)</p>	<p>\$ 53,939</p> <p>English Learner</p> <p>Foster Youth</p> <p>Low-Income</p>	\$	\$
5880 Student Incentives/Other Services/Fees/Parent Inservice	<p>STUDENT INCENTIVES - 501</p> <p>School-Wide:</p>	<p>Goal 1 English Language Arts</p> <p>Goal 2 Mathematics</p>	✗ Changes Were Made	✗ Changes Were Made	\$

	1. To purchase trophies, awards, medals, etc. to recognize students for academic achievement.	Goal 3 English Learners Goal 4 Chronic Absenteeism (K-8)	\$	\$2,000	
5633 Maintenance Agreement	MAINTENANCE AGREEMENT - 419  Low Income, English Learner, Foster Youth: 1. To maintain and provide replacement materials and parts for items such as copiers, laminators, marquee, etc. in order to communicate effectively and be able to provide supplemental materials	Goal 1 English Language Arts Goal 2 Mathematics	\$ 4,174 English Learner Foster Youth Low-Income	\$	\$
5810/5850 Contracted Services/Independent Contractor/Consultant	CONTRACTED SERVICES - 501  School-Wide: 1. To provide consultation services and PD to support the school's foci (providers will work with the ELA and Math teams on teacher clarity and student success criteria as well as mentorship for students) STEAM, collaborative conversations, teacher clarity, Leadership, etc. in order to close the achievement gap. 2. Will work with students and staff, including analyzing data and providing direct services to students in support of the Culturally responsive program.	Goal 1 English Language Arts Goal 2 Mathematics  Goal 3 English Learners Goal 4 Chronic Absenteeism (K-8)	\$	✕ <b>Changes Were Made</b>  \$24,000	\$

2913 Com Res W/Parent VW - Reg	BILINGUAL COMMUNITY RESOURCE WORKER (6 hours) - 501  School-Wide: 1. Will assist students and parents with information, referrals to schools, and/or community resources. 2. Will provide parent education classes. 3. Will maintain records related to parent engagement, and home school communication.	Goal 4 Chronic Absenteeism (K-8) Goal 6 Parent-Family Engagement	\$	\$22,444	\$
3000-3999 Employee Benefits	EMPLOYEE BENEFITS - 419/501	Goal 1 English Language Arts Goal 2 Mathematics Goal 3 English Learners Goal 4 Chronic Absenteeism (K-8) Goal 5 Suspension Goal 6 Parent-Family Engagement	\$ 95,745 English Learner Foster Youth Low-Income	\$67,469	\$
<b>Total Costs</b>			\$ 326,197	\$ 307,849	\$ 27,264
<b>Total Allocation</b>			\$ 326,197.33	\$ 307,849.07	\$ 24,920

## 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
4310 Instructional Materials/Supplies	<p>INSTRUCTIONAL MATERIALS - 419/501</p> <p>Low Income, Foster Youth, English Learner, School-Wide:</p> <p>1. Supplemental materials, such as Collaborative Conversations materials, Language Arts intervention materials, ink/toner, and supportive, research based LA and Math materials, etc. to support struggling students.</p> <p>2. Provide supplemental materials to support collaborative learning, STEAM, Leadership and AVID implementation including: ink/toner for classroom printers, supplemental classroom materials, etc., in order to increase academic opportunities and enhance instruction.</p> <p>3. Instructional Materials and Supplies, such as Rewards, Ready Common Core, ACT Benchmark, Scholastic News, copy paper to support intervention and classroom supplemental programs, lamination film, poster maker paper, supplemental classroom materials, organizational bins, privacy partitions, notebooks/composition books, etc.</p>	<p>Goal 1 English Language Arts</p> <p>Goal 2 Mathematics</p> <p>Goal 3 English Learners</p>	\$10,000	<p>✕ Changes Were Made</p> <p>\$10,000</p>	\$

4340/4410/4440/4450/5841 -Computer Equipment/Accessories/Warranty	<p>TECHNOLOGY &amp; WARRANTY - 419/501</p> <p>Low Income, Foster Youth, English Learner, School-Wide:</p> <p>1. Computer accessories such as, but not limited to keyboards, mice, headphones, earbuds, etc. in order to enhance the use of technology.</p> <p>2. Provide Classroom Technology, such as, but not limited to Laptops, Smart tv's, projectors, screens, etc., in order to enhance student learning and engagement.</p>	<p>Goal 1 English Language Arts</p> <p>Goal 2 Mathematics</p> <p>Goal 3 English Learners</p> <p>Goal 4 Chronic Absenteeism (K-8)</p> <p>Goal 5 Suspension</p>	\$50,000	<p>✕ Changes Were Made</p> <p>\$50,000</p>	\$
5840 Computer Tech Fees, Software Licenses, Svcs	<p>COMPUTER TECH FEES/LICENSES - 419/501</p> <p>Low Income, Foster Youth, English Learner, School-Wide:</p> <p>1. To provide computer licenses in order to differentiate instruction and provide engaging activities to reinforce skills and concepts to improve reading, writing skills and math skills, such as STAR Renaissance programs, Language Live, Rosetta Stone, etc. to support language development.</p> <p>2. Computer apps, learning programs to assist with student learning and teach 21st Century Technology Common Core Standards Learning, including ACT Now, to provide additional practice and relearning opportunities.</p>	<p>Goal 1 English Language Arts</p> <p>Goal 2 Mathematics</p>	\$10,000	\$20,000	\$

1130/1230/1930-Additional Duty Certificated Teacher/Counselor/PF/Other Certificated Staff	<p>CERTIFICATED ADDL DUTY - 419/501</p> <p>1130</p> <p>Low Income, Foster Youth, English Learner, School-Wide:</p> <p>1. Certificated Teachers will provide Math and ELA support (intervention/tutoring) after school, to students in grades 6th - 8th, in order to maintain or increase knowledge based skills.</p> <p>2. Data analysis and Department planning will occur for the purposes of student success in Math and ELA:</p> <p>(a) to ensure services are being offered to identified students</p> <p>(b) to create/strategize effective teaching practices and lessons</p> <p>(c) to increase School Climate and Culture and PBIS planning, for a positive and safe learning environment for students.</p> <p>3. Will provide opportunities for teachers to plan and host parent capacity building nights, such as Literacy Night, Math Night, AVID Night, Showcases, etc., in order to increase parent involvement and knowledge of CCSS.</p>	<p>Goal 1 English Language Arts</p> <p>Goal 2 Mathematics</p> <p>Goal 3 English Learners</p> <p>Goal 4 Chronic Absenteeism (K-8)</p>	\$10,000	\$10,000	\$
5712/5886 Field Trip Transportation/Admissions	<p>FIELD TRIPS (TRANSPORTATION) - 419/501</p> <p>Low Income, Foster Youth, English Learner, School-Wide:</p> <p>1. Field Trips will be used for reinforcement of standards through field trips for real world exploration.</p>	<p>Goal 1 English Language Arts</p> <p>Goal 2 Mathematics</p>	\$5,000	\$5,000	\$



5220 Inservice/Conference	INSERVICE/CONFERENCES - 419/501  Low Income, Foster Youth, English Learner, School-Wide: 1. Provide opportunities for Parent Trainings/conferences in order to build parent capacity and encourage parent engagement.	Goal 1 English Language Arts Goal 2 Mathematics	\$5,000	✕ Changes Were Made  \$5,000	\$
4312 Musical Instructional Materials/Supplies	MUSICAL INSTRUMENTS - 419  Low Income, Foster Youth, English Learner: 1. To provide musical instruments, music books, replacement parts, etc. to ensure musical access for all students.		\$5,000 English Learner Foster Youth Low-Income	\$	\$
<b>Total:</b>			\$95,000	\$100,000	\$

## English Learner Plan

### DEL VALLEJO LEADERSHIP AND STEAM ACADEMY 2022-2023

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

**GOALS:**

<b>ELPAC</b> Increase the percentage of English Learner students making progress toward English proficiency by 5% moving from 27.3% to 32.3%, as measured by the 2021 ELPAC assessment.	<b>RECLASSIFICATION</b> Increase the percentage of English Learner students being reclassified by 5.7% of our current EL population of 117 students, moving from 9.3% to 15%, as measured by the SBCUSD school site data dashboard.
<b>ELA</b> Increase CAASPP ELA distance from standard by 15 points moving from -80.1 distance from standard to -65.1 distance from standard, as measured by the CA Dashboard.	<b>MATH</b> Increase CAASPP Math distance from standard by 15 points moving from -138.8 distance from standard to -123.8 distance from standard, as measured by the CA Dashboard.

**STRATEGIES/ACTIVITIES**

<b>STUDENT ACHIEVEMENT STRATEGIES/ACTIVITIES</b>	<b>PARENT ENGAGEMENT STRATEGIES/ACTIVITIES</b>
<p>419 Personnel:</p> <p>CERTIFICATED TEACHING (PULL OUT TEACHER)</p> <ul style="list-style-type: none"> <li>To provide supplemental intervention support for English Learners who are struggling in the area of reading to increase their achievement with reclassification status.</li> </ul> <p>PROGRAM FACILITATOR</p> <ul style="list-style-type: none"> <li>Will assist with ELD and implementation of Language Live</li> <li>Will monitor ELs and RFEPs, monitor all English Learners via ELPAC, EL data chats, oversee and monitor LTELs, work directly with students during interventions</li> </ul> <p>CERTIFICATED TEACHING (SUB)</p> <ul style="list-style-type: none"> <li>Will provide supplemental intervention support for English Learners who are struggling in the area of reading.</li> </ul> <p>STUDENT INTERN</p> <ul style="list-style-type: none"> <li>To provide small group in-class academic support in language development and progress monitoring for EL's.</li> </ul>	<p>419 Personnel:</p>
<p>501 Personnel:</p> <p>STUDENT INTERN</p> <ul style="list-style-type: none"> <li>To provide small group in-class academic support in</li> </ul>	<p>501 Personnel:</p> <p>PROGRAM FACILITATOR</p> <ul style="list-style-type: none"> <li>Will work directly with students during academic</li> </ul>

<p>reading/math, including language development based on teacher recommendations.</p> <p><b>CERTIFICATED TEACHING (ADDITIONAL DUTY)</b></p> <ul style="list-style-type: none"> <li>• Certificated Teachers will provide Math and ELA support (intervention /tutoring) after school and during winter and spring break intersessions, to students in grades 6th - 8th, in order to maintain or increase knowledge based skills.</li> </ul>	<p>and behavior intervention to progress monitor, and provide necessary resources and training to parents.</p> <ul style="list-style-type: none"> <li>• Will schedule and organize parent advisory meetings (SSC, ELAC, etc.) and Let's Talk (site town hall meeting), etc. and maintain all documentation, flyers, agendas, and minutes.</li> <li>• Will provide materials to support language acquisition for students, and provide resources and training to parents.</li> </ul> <p><b>CERTIFICATED TEACHING (ADDITIONAL DUTY)</b></p> <ul style="list-style-type: none"> <li>• Will provide opportunities for teachers to plan and host parent capacity building nights, such as Literacy Night, Math Night, AVID Night, Showcases, etc., in order to increase parent involvement and knowledge of CCSS</li> </ul> <p><b>BILINGUAL COMMUNITY RESOURCE WORKER</b></p> <ul style="list-style-type: none"> <li>• Will assist students and parents with information, referrals to schools, and/or community resources.</li> <li>• Will provide parent education classes.</li> <li>• Will maintain records related to parent engagement, and home school communication.</li> </ul>
<b>PROFESSIONAL DEVELOPMENT</b>	<b>INSTRUCTIONAL SUPPLIES/TECHNOLOGY</b>

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:

<b>CURRICULUM IN USE:</b>
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)
<b>FORMS OF ACADEMIC ASSESSMENTS USED TO MEASURE STUDENT PROGRESS:</b>
ELD portfolio, curriculum embedded assessments, CAASPP, district aligned assessments, NWEA, ELPAC, STAR, and TELL.



**PLAN DE ESTUDIANTES APRENDICES DE INGLÉS  
DEL VALLEJO LEADERSHIP AND STEAM ACADEMY  
2022-2023**

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

**METAS:**

<b>ELPAC</b> Aumentar el porcentaje de estudiantes de inglés que progresan hacia el dominio del inglés en un 5% moving from 27.3% al 32.3%, según las mediciones de la evaluación ELPAC de 2021.	<b>RECLASSIFICATION</b> Aumentar el porcentaje de estudiantes de inglés que son reclasificados en un 5.7% de nuestra actual población EL de 117 estudiantes, pasando del 9.3% al 15%, según las mediciones del tablero de datos de las escuelas del SBCUSD.
<b>ELA</b> Aumentar la distancia en la CAASPP de inglés del estándar por 15 puntos pasando de -80.1 distancia del estándar a -65.1 distancia del estándar, según las mediciones del Tablero de Datos de California.	<b>MATH</b> Aumentar la distancia en la CAASPP de matemáticas del estándar por 15 puntos pasando de -138.8 distancia del estándar a -123.8 distancia del estándar, según las mediciones del Tablero de Datos de California.

**ESTRATEGIAS/ACTIVIDADES**

<b>ESTRATEGIAS/ACTIVIDADES PARA EL LOGRO DE LOS ESTUDIANTES</b>	<b>ESTRATEGIAS/ACTIVIDADES DE PARTICIPACIÓN DE LOS PADRES</b>
<p>419 Personal:</p> <p>ENSEÑANZA CERTIFICADA (MAESTRO PULL OUT)</p> <ul style="list-style-type: none"> <li>Proporcionar apoyo de intervención suplementario para los estudiantes de inglés que tienen dificultades en el área de lectura para aumentar su rendimiento con el estado de reclasificación.</li> </ul> <p>FACILITADOR DEL PROGRAMA</p> <ul style="list-style-type: none"> <li>Ayudará con ELD y la implementación de Language Live</li> <li>Supervisar los EL y los RFEP, supervisará a todos los estudiantes de inglés a través de ELPAC, chats de datos EL, supervisará y controlará los LTEL, trabajará directamente con los estudiantes durante las intervenciones</li> </ul> <p>ENSEÑANZA CERTIFICADA (SUB)</p> <ul style="list-style-type: none"> <li>Proporcionará apoyo de intervención suplementario para los estudiantes de inglés que tienen dificultades en el área de la lectura.</li> </ul> <p>ESTUDIANTE INTERNO</p> <ul style="list-style-type: none"> <li>Proporcionar apoyo académico en grupos pequeños en la clase en el desarrollo del lenguaje y el seguimiento del progreso de los EL.</li> </ul>	<p>419 Personal:</p>
501 Personal:	501 Personal:

<p><b>ESTUDIANTE INTERNO</b></p> <ul style="list-style-type: none"> <li>• Proporcionar apoyo académico en lectura/matemáticas en grupos pequeños en clase, incluido el desarrollo del lenguaje basado en las recomendaciones del maestro.</li> </ul> <p><b>ENSEÑANZA CERTIFICADA (OBRA ADICIONAL)</b></p> <ul style="list-style-type: none"> <li>• Los maestros certificados brindarán apoyo en Matemáticas y ELA (intervención/tutoría) después de la escuela y durante las vacaciones de invierno y primavera, a los estudiantes en los grados 6 a 8, para mantener o aumentar las habilidades basadas en el conocimiento.</li> </ul>	<p><b>FACILITADOR DEL PROGRAMA</b></p> <ul style="list-style-type: none"> <li>• Trabajaré directamente con los estudiantes durante la intervención académica y de comportamiento para monitorear el progreso y brindar los recursos y la capacitación necesarios a los padres.</li> <li>• Programaré y organizaré reuniones de asesoramiento para padres (SSC, ELAC, etc.) y Hablemos (reunión del ayuntamiento del sitio), etc. y mantendrá toda la documentación, volantes, agendas y actas.</li> <li>• Proporcionaré materiales para apoyar la adquisición del idioma para los estudiantes y brindará recursos y capacitación a los padres.</li> </ul> <p><b>ENSEÑANZA CERTIFICADA (OBRA ADICIONAL)</b></p> <ul style="list-style-type: none"> <li>• Proporcionaré oportunidades para que los maestros planifiquen y organicen noches de desarrollo de capacidades para padres, como Noche de alfabetización, Noche de matemáticas, Noche AVID, Showcases, etc., para aumentar la participación de los padres y el conocimiento de CCSS.</li> </ul> <p><b>TRABAJADOR DE RECURSOS COMUNITARIOS BILINGÜES</b></p> <ul style="list-style-type: none"> <li>• Ayudará a los estudiantes y padres con información, referencias a escuelas y/o recursos comunitarios.</li> <li>• Proveerá clases de educación para padres.</li> <li>• Mantendrá registros relacionados con la participación de los padres y la comunicación entre la escuela y el hogar.</li> </ul>
<b>CAPACITACIÓN PROFESIONAL</b>	<b>SUMINISTROS DE ENSEÑANZA</b>

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:

<b>CURRÍCULUM EN USO:</b>
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)
<b>FORMAS DE EVALUACIÓN ACADÉMICA UTILIZADAS PARA MEDIR EL PROGRESO DE LOS ESTUDIANTES:</b>
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:

- 3<sup>rd</sup> 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
X	<a href="#">Gap-Closing Teaching PD</a>	Teachers will understand achievement gaps, brain-based learning, African American history, and the skills and mindsets of gap-closing teachers.	<ul style="list-style-type: none"> <li>• All Targets</li> </ul>	<ul style="list-style-type: none"> <li>• PK-12</li> </ul>
X	<a href="#">Equity Student Success Conferences</a>	Collaborative conference model that brings stakeholders together to plan for and progress-monitor student success.	<ul style="list-style-type: none"> <li>• College &amp; Career Readiness/ IM1</li> </ul>	<ul style="list-style-type: none"> <li>• High School</li> </ul>
X	<a href="#">AAPAC Parent Empowerment PD</a>	Principals and front office staff will use a process to identify AA parents who will lead the site AAPAC.	<ul style="list-style-type: none"> <li>• Family Engagement</li> </ul>	<ul style="list-style-type: none"> <li>• PK-12</li> </ul>
X	AA Improvement Plan Data Monitoring	Sites will frequently report the percentage of AA students meeting/exceeding standards.	<ul style="list-style-type: none"> <li>• ELA and math</li> </ul>	<ul style="list-style-type: none"> <li>• 3, 4, 5, 8, and HS IM 1</li> </ul>
X	Other: Culturally Responsive Pedagogy	Will work with students and staff, including analyzing data and providing direct services to students in support of the culturally responsive program. Which focuses on culturally responsive pedagogy.	African American Students (ELA, Math, SEL)	6,7, and 8

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



**DEL VALLEJO LEADERSHIP AND STEAM ACADEMY**  
**School-Parent and Family Engagement Policy**  
**2022-2023**

With approval from the local governing board, DEL VALLEJO LEADERSHIP AND STEAM ACADEMY 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 distributed and made available to the community in the following manner: Back to school night, Del Vallejo's Website, ParentSquare, and a hardcopy available upon request. The policy is also reviewed at parent meetings, such as SSC, ELAC, etc.

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 each school year, all families are provided a detailed overview of the school's Title I program, including program requirements as they apply to a school-wide setting, the instructional program, and the parents' right to be an active participant in the school's Title I program. Agendas and sign-in sheets are maintained to document the event.

(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:**

In addition to on-site meetings, we are working with the district Family Engagement Office on a variety of other ways to increase parent-family involvement, including webinars and other interactive technology, with the goal of increasing family educational capital and improving staff and family relationships. Parent meetings are offered on various days of the week, at various times, in order to create multiple opportunities for parents to participate.

(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):**

Throughout the year, parents are invited to participate in the site's development process of the School Plan for Student Achievement, which includes the Title I Program. During this process, we review and evaluate the expenditures to ensure students are maximizing the benefits of the programs available. After all expenditures have been reviewed, the educational partners then discuss and decide which expenditures should continue, be revised, or discontinued. The school also utilizes parent surveys to gather input and feedback to better serve the needs of our students and parents.

The School Parent and Family Engagement Policy is also reviewed throughout the year, where all educational partners are given the opportunity to provide input and recommendations. The School Parent and Family Engagement Policy is reviewed and approved annually by SSC.

(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 on-going, regular information about its Title I programs, including:

- o Parent newsletters
- o Parent meetings
- o Parent notices
- o School webpage/ParentSquare
- o Email updates
- o Let's Talk "Town Hall Meetings" (coffee with the principal)

(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 helps parents to understand the standards, assessments, and student achievement through informational meetings (ELAC and SSC), parent newsletters, parent-teacher conferences, communication with teacher (via phone, letters, ParentSquare, Google Classroom, and in-person [if necessary]). Parents can also make 1-1 appointments with administration, in order to further discuss and understand their child's academic needs. The school will utilize staff and parent surveys to determine needs and support strategies to increase parent understanding of their student's academics.

(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])

Parents are provided with various opportunities to learn how to support and improve their child's success. Some of the opportunities provided include SSC and ELAC meetings, parent workshops, such as Aeries Portal Training, AVID Parent Training, A-G Requirements Training, and various academic events.

(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 work with parents in developing ways to enrich the home-school partnership and inform staff of parent contributions such as, utilizing staff and parent surveys to determine needs, increase parent volunteer opportunities, and provide a variety of training opportunities for parents. The site will maintain open communication and access to provide regular, on-going feedback to parents regarding school related events, student achievement, etc.

(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])

Parents are given opportunities to participate in surveys to assist with identifying program strengths and growth areas, as well as offering suggestions for needed information and trainings. In addition, the site works with the Family Engagement Office and their

staff to provide important resources to our families, as well as, coordinate with district departments, such as Categorical Programs Department, Multilingual Programs Department, Student Wellness and Support Services Department, etc., to provide additional resources.

(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**

Del Vallejo provides translated documents by employing a bilingual clerk, who translates all parent communications into Spanish. Del Vallejo also utilizes district translators for languages other than Spanish. Families also receive notifications in English and Spanish via ParentSquare, Google Classroom, school webpage, email updates, and Parent Newsletter, etc.

(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])

- o Feeder elementary schools are given the opportunity to tour the campus for orientation.
- o Invite parents from incoming schools for a school visit and meet with all program leads.
- o Availability of counselors and other staff members to assist incoming students who are having difficulty in the transition.
- o Field trips to high schools for orientation and tours for students who will be attending high school the following year.
- o High school counselors and other staff visits from local high school to meet with 8th grade students.

Del Vallejo staff coordinates with the community relations workers at the Family Engagement Office to provide activities and support, as requested.

Through the Family Engagement Office, other district departments and state and local agencies, such as the Department of Rehabilitation, we have access to a variety of resources to make sure that all families have access to information, training, and support, regardless of language proficiency, disability, or permanence of residency.

Del Vallejo staff and the Family Engagement Office support student learning by helping families to make sure that their children understand the connection between their current learning and later personal, academic, and career opportunities; that their children are doing work above and beyond what their teachers require, based on their child's individual goals and passions; that families are aware of the school's grade-level family engagement goals; that they volunteer, as possible; that they attend meetings or otherwise communicate their thoughts and desires regarding their children's education to their child's teacher(s), counselor or administrator.

The school will actively solicit parents for input and feedback in the development of parent engagement activities, via surveys.

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.**

**DEL VALLEJO LEADERSHIP AND STEAM ACADEMY**  
**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.

The school agrees to carry out the following responsibilities:

- Provide high-quality curriculum and instruction, in a supportive and effective learning environment, that enables the participating students to meet the State's content standards.
- Communicate high expectations for every student.
- Provide parents opportunities to participate in their student's academics.
- Provide parents with frequent progress reports.
- Communicate regularly with families about student progress through the Aeries Parent Portal.
- During the second semester, monitor the grades of all 8th grade students, send home reports for any student earning three or more F letter grades, and meet with parents who request a conference with staff.
- Provide parents reasonable access to staff through the following means: Email, Phone calls, Google classroom, Google meets, ParentSquare, Team Meetings, etc.
- Offer parents and students the opportunity to participate in decision making with the site, through the following opportunities: School Site Council (SSC), English Language Advisory Committee (ELAC), African-American Parent Advisory Council (AAPAC), Surveys, "Let's Talk" Town Hall Meetings (formally coffee with the principal), etc.

- (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])

Provide a quiet place for homework and monitor TV/video game viewing.  
 Assure that my child attends school every day on time, gets adequate sleep, regular medical attention, and proper nutrition.  
 Regularly monitor my child's progress in school through the aeries parent portal and teacher communication.  
 Participate at school in activities such as, but not limited to, school decision-making, volunteering, and/or attending parent/teacher meetings.  
 Communicate the importance of education and learning to my child.  
 Respect the school, staff, students, and families.  
 Know and support school PBIS rules.  
 Discuss with my child what they did during the school day.  
 Keep school informed in the event of address/phone changes.  
 Regularly check my child's Google Classroom, to monitor assignments, due dates, and work turned in.  
 Attend all Parent Conferences as requested by teachers or site staff.  
 Monitor technology usage including internet and cell phone.  
 Access school programs, such as tutoring, CAPS, etc., if my child needs academic help.  
 Make sure my child is dressed properly for school.

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

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

**Conferences will take place as follows:**

Parent will contact office staff. Teachers will set up a parent/teacher conference.

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

Parents/Guardians are provided with progress reports as entered through the Aeries Portal every six weeks, via district.

Parents/Guardians will receive their student's report card each semester.

Teachers assign tasks via Google Classroom, where students are able to access the material at school and at home.

Teachers have the ability to grade, make comments/suggestions, and provide aide through the Google Classroom assignments.

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 and administrators all have district provided emails that are available through the Del Vallejo Website.

Parents are given the school number to leave messages that will be returned within 24 hours of receipt.

The Board of Education encourages parents/guardians and interested members of the community to visit the schools and view the educational program. To ensure minimum interruption of the instructional program, the Superintendent or designee has established procedures which facilitate visits during regular school days. Visits during school hours should be first arranged with the teacher and principal or designee no later than 24 hours prior to the time of the scheduled visit and should be for a maximum of 20 minutes. If a conference is desired, an appointment should be set with the teacher/team during the teacher's prep time. To ensure the safety of students and staff and avoid potential disruptions, all visitors shall register immediately upon entering any school building or grounds when school is in session (PC1250).

All gates and entrances are LOCKED and SECURED when instruction begins at 8:00 A.M. Any and all visitors MUST check-in at the front office during school hours. Visitors must wear a visitor's pass at all times.

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/Parent Email  
Teacher/Parent Meetings  
ParentSquare  
Google Classroom  
Parent phone calls

**Students will be responsible for improving their academic achievement.**

1. Attend school regularly and on time.
2. Work to make school safe for everyone.
  - By following all school and classroom rules/PBiS rules.
  - By using equipment in a safe manner.
3. Be active in learning new things.
  - By completing and turning in all assignments on time.
  - By doing my best at all times.
  - Attending and participating in tutoring programs, if needed.
4. Communicate often with my parents and teachers about school experiences, so they can help me be successful in school.

- By taking progress reports and all notes home to my parents.
  - By clarifying information with my teachers.
5. Treat fellow students, adults and property with respect.
  6. Be responsible for materials provided by the school and come to school with all necessary materials.
  7. Refrain from using cellphone or other personal electronic devices while on campus.

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

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

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

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

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

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

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

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

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

**Program Support and Assistance**

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



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

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

### **Direct Services**

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

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

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

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

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

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

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

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

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

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

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

Strategy	Person(s) Responsible	Task/Activities
Site Specific Professional Development and teacher collaboration	District Office Site Administrators Teachers	<ul style="list-style-type: none"> <li>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</li> </ul>
Instructional Rounds and Regular Walk-through observations	Administration Teachers	<ul style="list-style-type: none"> <li>Schedule time for Instructional Rounds and the feedback process</li> <li>Schedule regular walk-through observations and provide meaningful feedback to teachers</li> </ul>
Protect student instructional time in core subject areas by minimizing interruptions	Administration Teachers Support Staff	<ul style="list-style-type: none"> <li>Time is built into the daily schedule for intervention/ support classes, as well as school site extended learning classes/curriculum</li> </ul>

**Shared Responsibility for Improvement**

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

Department	Tasks/Activities
Categorical Programs Department	<ul style="list-style-type: none"> <li>Provide sites with technical assistance and support in the area of categorical funding/budget, and development of the School Plan for Student Achievement (SPSA)</li> <li>Ensure that the SPSA aligns with the District Federal LCAP Addendum, District Community Engagement Plan and the District Local Control and Accountability Plan (LCAP)</li> <li>Provide site with technical assistance and support in the area of School Site Council roles and responsibilities</li> </ul>
District Instructional Departments Special Education Department English Learner Department Human Resources	<ul style="list-style-type: none"> <li>Continue training staff on components and implementation of Multi-Tiered Support System (MTSS)</li> <li>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</li> <li>Provide training on data analysis of State and Local assessments</li> <li>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</li> <li>Provide course work to earn postsecondary credit while still in high school, such as Advanced Placement, International Baccalaureate, and dual or concurrent enrollment.</li> </ul>
District Accountability And Educational Technology Department	<ul style="list-style-type: none"> <li>Provide access to the results of State and Local assessment data</li> <li>Provide training on State and Local assessment administration</li> <li>Provide assessment schedules</li> </ul>
Instructional Departments Positive Youth Development Student Wellness & Support Services	<ul style="list-style-type: none"> <li>Provide Positive Behavior Interventions and Support (PBIS) training focused Tier One, Tier Two, and Tier Three systems of behavior support and Restorative Justice</li> <li>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.</li> </ul>

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

## School Site Council Membership, Secondary (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.[2] The make-up of the SSC is as follows:

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Student	Term Elected
Jackie Maner	X					Permanent
Grace Batie		X				2020-2022
Marcus Soward		X				2020-2022
Nick Destasio		X				2021-2023
Felisha Singleton		X				2020-2022
Darlene Carter			X			2021-2023
Susan Gassaway				X		2021-2023
Erika Neza				X		2021-2023
Wendy Quintana				X		2021-2023
Sydney Cooper					X	2021-2022
Monique Paramo					X	2021-2022
Alexis Gonzales					X	2021-2022
<b>Numbers of members of each category:</b>	<b>1</b>	<b>4</b>	<b>1</b>	<b>3</b>	<b>3</b>	

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
Jackie Maner	X					2021-2023
Lydia Zapata			X			2021-2023
Ana Ramirez				X		2021-2023
Erika Neza		X				2021-2023
Wendy Quintana		X				2021-2023
<b>Numbers of members of each category:</b>	<b>1</b>	<b>2</b>	<b>1</b>	<b>1</b>	<b>0</b>	

- 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.

Jane Farias



---

Print Name

Signature

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

Sheryl Whisner



---

Print Name


Signature

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

## Recommendations and Assurances

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

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

X	English Learner Advisory Committee	Lydia Zapata	
		Name of ELAC Chair	
			Signature

X	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 5/3/22.

Attested:

<u>Jackie Maner</u> Typed Name of School Principal	 Signature of School Principal	<u>5/5/2022</u> Date
<u>Nicolas Destasio</u> Typed Name of SSC Chairperson	 Signature of SSC Chairperson	<u>5/5/2022</u> Date

## Board Certification



SAN BERNARDINO CITY  
UNIFIED SCHOOL DISTRICT  
*Making Hope Happen*

### Agenda Item Details

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

Prepared by: Kimbre Sargent, Director, Categorical Programs Department

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

It is recommended that the following resolution be adopted:

BE IT RESOLVED that the Board of Education approves the School Plans for Student Achievement for the attached schools.

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

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

### Motion & Voting

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

Motion by Barbara Flores, second by Danny Tillman.

Final Resolution: Motion Carries

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



**School Plans for Student Achievement**

**Schoolwide Programs Elementary Schools**

Ramona Alessandro

Anton

Arrowhead

Barton

Belvedere

Bradley

Brown

Cole

Cypress

Davidson

Del Rosa

Dominguez

Emmerton

Fairfax

Gomez

Henry

Highland-Pacific

Hillside

Holcomb

Hunt

Inghram

Jones

Kendall

Kimbark

Lankershim

Lincoln

Lytle Creek

Marshall

Monterey

Mt. Vernon

Muscoy

Newmark

North Park

North Verdemont

Norton

Bonnie Oehl

Palm Avenue

Parkside

Riley

Rio Vista

E. Neal Roberts

Roosevelt

Salinas

Thompson

Urbita

Vermont

Warm Springs

Wilson

Wong

**Schoolwide Programs: Middle Schools**

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

**Schoolwide Programs: High Schools**

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

**Targeted Assistance Programs**

Alternative Learning Center  
Harmon  
Virtual Academy



Del Vallejo Leadership and STEAM Academy

SSC Meeting Agenda

April 26, 2022

9:00 am

**[Join with Google Meet](#)**

**[meet.google.com/okn-jsko-tff](https://meet.google.com/okn-jsko-tff)**

- I. Call to Order and Welcome
- II. Roll Call
- III. Reading and Approval of Minutes
- IV. Committee Reports
  - a. DAC
  - b. DELAC
  - c. DAAAC
- V. Old Business
- VI. New Business
  - a. Present the DRAFT, 2022-2023 SPSA and Budget Alignment: Section 2: Goals, Section 2: LCAP, Title I, and CSI Action Plan, and Possible Future Expenditures, *including* ATSI for identified student groups.
  - b. Present Title I Parent Survey Results (SBCUSD Family Survey), with a focus on the Title I Topics
- VII. Public Comment
- VIII. Adjournment



Del Vallejo Leadership and STEAM Academy

Agenda de la sesión del Consejo Escolar

1 de marzo de 2022

9:00 am

[Join with Google Meet](https://meet.google.com/okn-jsko-tff)

[meet.google.com/okn-jsko-tff](https://meet.google.com/okn-jsko-tff)

- I. Inicio de la sesión y bienvenida
- II. Pase de lista
- III. Lectura y aprobación del acta
- IV. Informe de los comités
  - a. DAC
  - b. DELAC
  - c. DAAAC
- V. Asuntos anteriores
- VI. Asuntos nuevos
  - a. Presentar el BORRADOR de la Concordancia presupuestaria y SPSA 2022-2023: Sección 2: Metas, Sección 2: Plan de Acción y Posibles futuros gastos del LCAP, Título I y CSI, *incluyendo* ATSI para grupos estudiantiles identificados.
  - b. Presentar los resultados de la Encuesta de Padres del Título I (Encuesta familiar del SBCUSD), con un enfoque en los temas del Título I
- VII. Comentarios públicos
- VIII. Levantar la sesión



## **Del Vallejo Leadership and STEAM Academy**

SSC spsa approval/ Agenda

Tuesday, May 3 · 9:00 – 10:00am

Google Meet joining info

Video call link: <https://meet.google.com/mqy-qfiu-mob>

Or dial: (US) +1 801-996-4441 PIN: 941 444 685#

- I. Call to Order and Welcome
- II. Roll Call
- III. Reading and Approval of Minutes
- IV. Committee Reports
  - a. DAC
  - b. DELAC
  - c. DAAAC
- V. Old Business
- VI. New Business
  - a. Review, update, and approve the 2022-2023 School-Parent and Family Engagement Policy and School-Parent Compact
  - b. Present and approve the 2022-2023 SBCUSD Centralized Services
  - c. Present the Tentative 2022-2023 LCAP Budget
  - d. Present and approve the Tentative 2022-2023 Title I Budget
  - e. Present and approve the Final 2022-2023 School Plan for Student Achievement (SPSA), including the Possible Future Expenditures
- VII. Public Comment
- VIII. Adjournment

Ejemplo Escuela Primaria  
Agenda de la sesión del Consejo Escolar  
SSC spsa approval  
Tuesday, May 3 · 9:00 – 10:00am  
Google Meet joining info  
Video call link: <https://meet.google.com/mqy-qfiu-mob>  
Or dial: (US) +1 801-996-4441 PIN: 941 444 685#

- I. Bienvenida e inicio de la sesión
- II. Pase de lista
- III. Lectura y aprobación del acta
- IV. Informe de los comités
  - a. DAC
  - b. DELAC
  - c. DAAAC
- V. Asuntos anteriores
- VI. Asuntos nuevos
  - a. Repasar, actualizar y aprobar la Política de la Participación de los Padres y las Familias de la Escuela y el Pacto entre la Escuela y los Padres 2022-2023
  - b. Presentar y aprobar los Servicios Centralizados del SBCUSD 2022-2023
  - c. Presentar el presupuesto tentativo del LCAP 2022-2023
  - d. Presentar y aprobar el presupuesto tentativo del Título I 2022-2023
  - e. Presentar y aprobar el Plan Escolar para el Rendimiento Estudiantil (SPSA) 2022-2023 final, incluyendo los Posibles futuros gastos
- VII. Comentarios públicos
- VIII. Levantar la sesión

**.0Del Vallejo Leadership and STEAM Academy**

**SSC Meeting Agenda**

**April 18, 2023**

**9:30 am**

**MU Room**

- I. Call to Order and Welcome
- II. Roll Call
- III. Reading and Approval Minutes from April 6, 2023
- IV. Committee Reports
  - a. DAC
  - b. DELAC
  - c. DAAAC
- V. Old Business: None
- VI. New Business
  - a. Presentation of SPSA Modifications: Approval of Title I (501) revised Strategies and Activities
  - b. Present ELAC's input on the school-wide needs assessment and recommendations for the English Learner program in the School Plan for Student Achievement (SPSA)
  - c. Review, update, and approve the 2023-2024 School-Parent and Family Engagement Policy and School-Parent Compact
  - d. Present and approve the 2023-2024 SBCUSD Centralized Services
  - e. Present the Tentative 2023-2024 LCAP Budget
  - f. Present and approve the Tentative 2023-2024 Title I Budget
  - g. Present and approve the Tentative 2023-2024 CSI Budget
  - h. Present and approve the Final 2023-2024 School Plan for Student Achievement (SPSA), including the Possible Future Expenditures
- VII. Public Comment
- VIII. Adjournment

## **Del Vallejo Leadership & STEAM Academy**

### **Agenda de la sesión del SSC**

**18 de abril de 2023**

**9:30 A.M.**

**Salón MU**

- I. Inicio de la sesión y bienvenida**
- II. Pase de lista**
- III. Lectura y aprobación del acta del 6 de abril del 2023**
- IV. Informe de los comités**
  - a. DAC
  - b. DELAC
  - c. DAAAC
- V. Asuntos anteriores: Ninguno**
- VI. Asuntos nuevos:**
  - a. Presentar modificaciones del SPSA: Aprobación del Título I (501) revisiones de estrategias y actividades
  - b. Presentar las opiniones y sugerencias del ELAC sobre la evaluación de necesidades de la escuela entera y recomendaciones para el Programa para Estudiantes de Inglés en el Plan Escolar para el Rendimiento Estudiantil (SPSA)
  - c. Repasar, actualizar y aprobar la Política de la Participación de los Padres y la Familia de la Escuela, y el Pacto entre la Escuela y los Padres 2023-2024
  - d. Presentar y aprobar los Servicios Centralizados del SBCUSD 2023-2024
  - e. Presentar el presupuesto tentativo del LCAP 2023-2024
  - f. Presentar y aprobar el presupuesto tentativo del Título I 2023-2024
  - g. Presentar y aprobar el presupuesto tentativo del CSI 2023-2024
  - h. Presentar y aprobar el Plan Escolar para el Rendimiento Estudiantil (SPSA) 2023-2024 final, que incluye los Posibles gastos futuros
- VI. Comentarios públicos**
- VII. Levantar la sesión**



# Del Vallejo Leadership and STEAM Academy

## SSC Minutes

April 18, 2023

MU Room

9:30 am

- I. Call to Order and Welcome:** The meeting was called to order by Mrs. Williams, at 9:33 am. Interpretation was provided.

**II. Roll Call:**

**Present:** Jackie Maner (Principal), Darlene Carter (Other), Felisha Singleton (Teacher), Danya Brown (Teacher), Benjamin Cervantes (Teacher), Nicholas Destasio (Teacher), Maria Cano (Parent), Guadalupe Obregon (Parent), Alysson Pinon (Student), Lakayla Johnson (Student), Jonathan Castro (Student)

**Absent:** Mia Cooper (Parent)

**Guest(s):** Andrea Rodriguez (Parent), Miriam Quintana (Parent), Miriam Doroteo (Parent), Juaia Voleb (Parent), Alberta Frazier (Community member)

**Quorum Met:** Yes (*11 out of 12 members Present*)

- III. Reading and Approval of Minutes from April 6, 2023:** All members and guests were provided with a copy of the minutes in English and Spanish. Time was given to review the minutes. Mr. Cervantes made a motion to approve the minutes from April 6, 2023 as presented. Ms. Carter seconded the motion. There was no additional discussion nor were there recommended changes or additions.

**VOTE:** 11 Yeas, 0 Nays, 0 Abstain-motion carried.

**IV. Committee Reports:**

**a. DAC:** Mrs. Williams reported that the DAC meeting will be on April 20, 2023.

**b. DELAC:** Ms. Delgado reported that at the April 7, 2023 meeting topics discussed were CAFE, Reclassification, LCAP update, and College and Career preparation.

**c. DAAAC:** Mrs. Williams reported out from the April 6, 2023 meeting. They gave an HBCU recap, Summer school, Nursing Assistant programs, summer leadership opportunities. Next meeting May 4, 2023

- V. Old Business:** None

**VI. New Business:**

**a. Presentation of SPSA Modifications: Approval of Title I (501) revised Strategies and Activities:** Mrs. Williams informed the council of modifications that need to be made to Del Vallejo Middle School's SPSA (School Plan for Student Achievement). She reminded those in attendance that the SPSA is a living document that guides decision-making and delineates the school's focus for the school year. Currently, Del

Vallejo is recommending the following changes to the SPSA, based on newly identified academic needs, as follows:

<b>From Management (419,501,523)- Object Code</b>	<b>To Management (419, 501, 523)- Object Code</b>	<b>Amount</b> (N/A for content change only)	<b>Rationale</b> (Why?)	<b>Modified Strategies / Activities</b> (SPSA Language)
4340-501	4210-501  Already in the SPSA?  <input checked="" type="checkbox"/> Yes  <input type="checkbox"/> No	\$11,120	Site has determined that additional leveled readers are necessary to support core reading instruction.	Changes apply to:  <input type="checkbox"/> Action Plan  <input checked="" type="checkbox"/> Possible Future Expenditures  1. Provide supplemental reading materials.

Funds will be transferred from Technology (4340) to Other Books (4210). Funds in the amount of \$11,120 will be used to purchase leveled readers to support core reading instruction.

Mrs. Williams then directed the council's attention back to the change in Management (budget) 501 and reminded members that any changes to planned strategies and activities in Management (budget) 501 requires the *approval* of SSC. Mrs. Williams asked if there were any questions, comments or concerns. There were none.

A motion to approve the Title I modifications to the 2022-2023 SPSA was made by Ms. Brown. Mr. Cervantes seconded the motion. There was no additional discussion.  
VOTE: 11 Yeas, 0 Nays, 0 Abstain-Motion carried.

**b. Present ELAC's input on the school-wide needs assessment and recommendations for the English Learner program in the School Plan for Student Achievement (SPSA):** Mrs. Williams stated that Del Vallejo's ELAC (English Language Advisory Committee) had reviewed the Title I and LCAP expenditures, during its last meeting. As it is the ELAC's responsibility to make recommendations, with regard to the Title I program, and its impact on English learners, ELAC members recommended having a program to support their language development, such as Rosetta Stone. They also recommended that the site have a system that allows for concurrent translation with individual headsets. Other suggestions were to have smaller groups/classes with ELD focus, more ELD interns and meet the needs of all students with IEP/504 with additional resources. Mrs. Williams informed the council that Rosetta Stone would be requested as needed from the Multilingual Department as that is centrally funded. She also stated that the action plan has funds allocated for the translation system, a TOSA that will support EL students, certificated subs that could support Special Education students and Student Interns in Possible Future Expenditures that could also support students in a small group setting.

Mrs. Williams asked if there were any questions, comments, or concerns. There were none.

**c. Review, update, and approve the 2023-2024 School-Parent and Family Engagement Policy and School-Parent Compact:**

**School-Parent and Family Engagement Policy**

Mrs. Williams provided the council with an overview of the School-Parent and Family Engagement Policy. She stated that schools receiving Title I funding are required to jointly develop a written parent and family engagement policy with parents and family members of participating students. The policy must be agreed upon by the parents, as well as distributed to them. Furthermore, the policy must describe how outreach to all parents and family members will take place, how programs and activities will be implemented, as well as procedures for the involvement of parents and family members. Such programs, activities, and procedures must be planned and implemented with meaningful consultation with parents of participating students. Parents must be notified of the policy, in an understandable and uniform format, and the policy must be provided in a language that parents can understand. The policy must also be made available to the local community and updated, annually, to meet the changing needs of parents and the school.

Mrs. Williams projected Del Vallejo's 2022-2023 School-Parent and Family Engagement Policy for review and update. She stated that there were no recommendations for updates.

Mrs. Williams asked if there were any questions or concerns. There were none.

**School-Parent Compact**

Additionally, Mrs. Williams explained that schools receiving Title I funding must jointly develop with parents, a School-Parent Compact (as part of the School-Parent and Family Engagement Policy), 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 includes the following:

- A description of the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment (including a virtual learning environment), to meet the academic achievement standards
- A description of the ways in which each parent will be responsible for supporting their children's learning, such as: monitoring attendance (and participation during distance learning), monitoring homework completion, and participating, as appropriate, in decisions relating to the education of their children and positive use of extracurricular time
- Address the importance of communication between teachers and parents on an ongoing basis through, at a minimum — parent-teacher conferences, frequent reports to parents on their children's progress, reasonable access to staff, opportunities to volunteer and participate in their child's class, as well as opportunities to observe classroom activities

Mrs. Williams projected Del Vallejo's 2022-2023 School-Parent Compact for review and update. She stated that there were no recommended changes to the 2023-2024 compact.

Mrs. Williams asked if there were any questions or concerns. There were none.

A motion to approve the 2023-2024 School-Level Parent and Family Engagement Policy, and School-Parent Compact was made by Mr. Cervantes. Mr. Destasio seconded the motion. There was no additional discussion.

**VOTE:** 11 Yeas, 0 Nays, 0 Abstain-motion carried.

**d. Present and approve the 2023-2024 SBCUSD Centralized Services:**

Mrs. Williams directed the council back to the *Centralized Services* in Section 3 of the SPSA. She stated that a centralized service is an activity funded by a school allocation, but administered by the LEA (District) 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.**

The following actions support Goal #1 (e.g., Teaching and Learning, Staffing, and Professional Development)

- District Research Analyst to support all schools by providing student data to sites and teachers.
- Director, Coordinator, Program Specialists, Secretaries, Clerical staff, Microcomputer Specialist, and Budget staff to support the implementation of programs (e.g. Title I, Professional Development, Instructional, and Family Engagement program).
- Student Support Staff and Student Services Specialist to provide students resources to help them access the school program.
- Director and Community Resource Worker staff to implement the Family Engagement Program throughout the district.

**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 (i.e., resident guest teachers for intervention within learning centers)
- Data analysis services, software, and training for assessment of student progress
- Teacher professional development activities for all 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 and Comprehensive Support and Improvement plans or 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 to program participants include School-Linked Services ( Family Engagement), Student services, Program Specialists, Teacher/Support Staff, Clerical Staff, Budget Analysts, 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 work 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.

The Family Engagement Department supports the Family Engagement Strategic Plan to ensure families have full access to resources and the family engagement calendar, which includes offerings of family workshops/training. Support is provided through a districtwide school cluster model.

The Specialized Services Department coordinates and provides support for foster youth and homeless families.

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.

The Multilingual Programs Department ensures 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 Multilingual Programs 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, Multilingual Programs, and Categorical Programs Departments, 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 workers, 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 7-8 times per year. Council members participate in the development and update of the Parent and Family Engagement Policy, and progress monitoring, associated with both. Centralized staff members are available to assist schools in developing School-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, and student groups, as they work toward meeting proficient and advanced levels of achievement.

<b>Strategy</b>	<b>Person(s) Responsible</b>	<b>Task/Activities</b>
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
Regular Walk-through observations and feedback	Administration Teachers	· 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

<b>Department</b>	<b>Tasks/Activities</b>
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Categorical Programs Department	<ul style="list-style-type: none"> <li>· Provide sites with technical assistance and support in the area of categorical funding/budget, School Site Council, development of the School Plan for Student Achievement (SPSA), and Federal Program Monitoring.</li> <li>· Ensure that the SPSA aligns with the District Framework for Excellence, District Local Control and Accountability Plan (LCAP), and Federal LCAP Addendum</li> <li>· Provide site with technical assistance and support in the area of School Site Council roles and responsibilities</li> </ul>
District Instructional Departments Special Education Department Multilingual Programs Department Human Resources	<ul style="list-style-type: none"> <li>· Continue training staff on components and implementation of Multi-Tiered Support System (MTSS)</li> <li>· 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</li> <li>· Provide training on data analysis of State and Local assessments</li> <li>· 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</li> <li>· Provide course work to earn postsecondary credit while still in high school, such as Advanced Placement, International Baccalaureate, and dual or concurrent enrollment.</li> </ul>
District Accountability And Educational Technology Department	<ul style="list-style-type: none"> <li>· Provide access to the results of State and Local assessment data</li> <li>· Provide training on State and Local assessment administration</li> <li>· Provide assessment schedules</li> <li>· Provide each school with a site tech coach who is trained and has the ability to support educational technology implementation at the site.</li> </ul>
Instructional Departments Positive Youth Development Student Wellness & Support Services	<ul style="list-style-type: none"> <li>· Provide Positive Behavior Interventions and Support (PBIS) training focused Tier One, Tier Two, and Tier Three systems of behavior support and Restorative Justice</li> <li>· 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 emotional learning.</li> </ul>
Secondary Education and College and Career	<ul style="list-style-type: none"> <li>· Provide opportunities for postsecondary education and success in the workforce</li> </ul>



California Department of Education	State representatives will provide technical assistance to the LEA
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Mrs. Williams asked if there were any questions or concerns. There were none.

A motion to approve the 2023-2024 Centralized Services was made by Jonathan Castro. Lakayla Johnson seconded the motion. There was no additional discussion.

**VOTE:** 11 Yeas, 0 Nays, 0 Abstain-motion carried.

**e. Present the Tentative 2023-2024 LCAP Budget:**

Mrs. Williams reviewed the *Tentative 2023-2024 Budget Allocation* which contains information on the tentative 2023-2024 LCAP and Title I budget. Based on the total unduplicated student count, composed of Low-Income, English Learners, and Foster Youth students at Del Vallejo Middle School, currently listed as 582, the tentative LCAP entitlement is \$348,270.38.

Mrs. Williams asked if there were any comments, questions, or input regarding the *tentative 2023-2024 LCAP Budget*. There were none.

**f. Present and approve the Tentative 2023-2024 Title I Budget:**

Mrs. Williams then presented information on the *Tentative 2023-2024 Title I Budget*. Based on the student population at Del Vallejo Middle School, currently listed as 561, the tentative Title I entitlement is \$320,843.12. The total allocation to the school, including \$3,875.47 for “Parent Involvement,” and \$32,084.31 for “Professional Development” totals \$320,843.12.

Mrs. Williams reminded the council that it is important that all LCAP and Title I funding, for the 2023-2024 school year, be spent as delineated in the site’s 2023-2024 School Plan for Student Achievement (SPSA). Mrs. Williams asked if there were any questions or concerns.

Ms. Cano asked if we can hire more counselors. Mrs. Williams stated that the budget does not allow for more counselors to be hired, however we have outside resources that they can refer the parents to. Ms. Cano asked if there is an anti-bullying program that we can help with student bullying. Mrs. Maner informed the council that Positive Youth Development will support the site with anti-bullying for students and that she would also contact PYD to request anti-bullying classes for parents. Mrs. Maner also said she would inquire if the Family Engagement Office can also provide an anti-bullying workshop for parents.

Mrs. Williams asked if there were any additional questions. There were none.

Mrs. Williams stated that the tentative 2023-2024 Title I Budget requires the approval of the SSC. A motion to approve the tentative 2023-2024 Title I budget was made by Jonathan Castro. Lakayla Johnson seconded the motion. There was no additional discussion.

**VOTE:** 11 Yeas, 0 Nays, 0 Abstain-motion carried.

**g. Present and approve the Tentative 2023-2024 CSI Budget:**

Mrs. Williams presented information on the tentative 2023-2024 CSI Budget. She stated that Del Vallejo was identified to continue as a CSI school for the 2023-2024 school year. The total tentative allocation for the CSI budget will be \$22,440. The funds have been allocated as follows:

-\$11,220 toward Instructional Materials/Supplies that support the purchase of items such as intervention materials to improve academic achievement in ELA and Math.

-\$11,220 toward Other Books that support the purchase of items such as classroom libraries and culturally relevant library books that support ELA.

Mrs. Williams reminded the council that it is important that the CSI funding for the 2023-2024 school year be spent as delineated in the School Plan for Student Achievement (SPSA). Mrs. Williams asked if there were any questions or concerns. There were none.

Mrs. Williams stated that the tentative 2023-2024 CSI Budget requires the approval of the SSC. A motion to approve the tentative 2023-2024 CSI budget was made by Mr. Cervantes. Jonathan Castro seconded the motion. There was no additional discussion.

**VOTE:** 11 Yeas, 0 Nays, 0 Abstain-motion carried.

**h. Present and approve the Final 2023-2024 School Plan for Student Achievement (SPSA), including the Possible Future Expenditures:** Mrs. Williams presented the on-line, *final* draft of Del Vallejo Middle School's 2023-2024 *School Plan for Student Achievement* (SPSA), for all in attendance. A digital copy (pdf) of the plan was also made available for anyone who preferred to follow along, utilizing the copy. Mrs. Williams reminded the council that the School Plan for Student Achievement (SPSA) is a written plan developed by the School Site Council (SSC), school staff, and educational partners, describing the school's program and how resources will be used to meet the supplemental, educational and related needs of participating students.

Mrs. Williams reviewed each of the 5 Sections in the SPSA as follows:

**Section 1** consists of the site's *Purpose, Involvement, and Resource Inequities*, which briefly describes the purpose of the plan, followed by the *Evaluation of Goals* in which Del Vallejo revisited goals from the current SPSA and discussed actual outcomes (whether or not the goals were met). Section 1 also includes the *Program Evaluation- Needs Assessment*.

**Section 2** consists of the *Goals* (School-wide and Student Groups) set for the 2023-2024 school year. The section contains the following: Goal 1 English Language Arts, Goal 2 Mathematics, Goal 3 English Learners, Goal 4 Chronic Absenteeism (K-12), Goal 5 Suspension, Goal 6 Parent-Family Engagement, Goal 7 Graduation Rate (High School), and Goal 8 College Career (High School). Section 2 also contains the *LCAP, Title I and CSI Action Plan*, and is inclusive of the *Possible Future Expenditures: LCAP, Title I and CSI*. Mrs. Williams explained that the council would be discussing the contents of the Action Plan and Possible Future Expenditures during today's meeting, prior to approving the plan. Both the *English Learner Plan* and the *Site Plan for African-American Success* can be found in the same section. Additionally, the

*School-Parent and Family Engagement Policy*, along with the *School-Parent Compact* are included in Section 2 of the SPSA.

Mrs. Williams continued with **Section 3**, which contains the *Centralized Services*, and information on the composition of the SSC and ELAC. Mrs. Williams pointed out that the council had reviewed and approved the Centralized Services, as required, earlier in the meeting.

**Section 4** houses the *Recommendations and Assurances*, the *School Plan for Student Achievement Certification*, as well as the *Board Certification*.

**Section 5** houses pertinent data such as the *CA Data Dashboard*.

Mrs. Williams asked if there were any questions or concerns. There were none.

Mrs. Williams directed the council back to Section 2, the *LCAP, Title I and CSI Action Plan*, and reminded the council of the time they had spent reviewing, evaluating and making recommendations on the Planned Expenditures, as well as the Strategies and Activities, during the last meeting. She then reviewed the planned expenditures which include partial funding of Certificated Teachers, partial funding of a TOSA (Teacher on Special Assignment), Certificated Additional Duty, Certificated Substitutes, Rec Aides, Meeting Refreshments/Catering, Instructional Materials/Supplies, Micro-Computer Specialist, and Maintenance Agreement, for a total of \$348,270 out of LCAP (management 419). She thanked the council for their contributions and asked if there was any additional input. No further input was provided.

Mrs. Williams reviewed the planned expenditures under Title I (management 501). The expenditures include partial funding of Certificated Teachers, partial funding of a TOSA (Teacher on Special Assignment), Certificated Additional Duty, Certificated Substitutes, Instructional Materials/Supplies, Technology/Warranty, Inservice/Conference, Printing, EAIII, Computer Tech Fees, Field Trip Transportation/Admissions, Contracted Services, Student Incentives, and Other Books for a total of \$320,843.

### **Possible Future Expenditures**

Before concluding the presentation, Mrs. Williams reminded the council of the LCAP, Title I, and CSI Possible Future Expenditures found in Section 3 of the 2023-2024 SPSA which had been presented, in detail, during the previous meeting.

She reviewed the possible future expenditures under LCAP (management 419) for a total of \$325,000. *The expenditures include* Certificated Additional Duty, Certificated Substitutes, Other Books, Instructional Materials/Supplies, Meeting Refreshments/Catering, Technology/Warranty, Inservice/Conference, Maintenance Agreement, Field Trip Transportation/Admissions, Printing, Contracted Services, Computer Tech Fees, Student Incentives, and Student Interns.

Mrs. Williams then reviewed the possible future expenditures under Title I (management 501) for a total of \$320,000. *The expenditures include* Certificated Additional Duty, Certificated Substitutes, Other Books, Instructional Materials/Supplies, Technology/Warranty, Inservice/Conference, Field Trip Transportation/Admissions, Printing, Contracted Services, Computer Tech Fees, Student Incentives, and Student Interns.

Additionally, Mrs. Williams informed the council that no CSI funds were allocated in Possible Future Expenditures.

Mrs. Williams asked if there was any additional input, comments or concerns regarding the LCAP, Title I and CSI Possible Future Expenditures. There were none.

### **Approval of the Final 2023-2024 School Plan for Student Achievement (SPSA)**

Once again, Mrs. Williams thanked the council for their dedication to ensuring that the plan addressed the needs of all the students, and clearly delineated the LCAP and Title I programs, at Del Vallejo. She then asked if there were any additional recommendations. No further recommendations were provided.

A motion to approve the final *2023-2024 School Plan for Student Achievement* was made by Ms. Cano. Jonathan Castro seconded the motion. There was no additional discussion.

**VOTE:** 11 Yeas, 0 Nays, 0 Abstain-motion carried.

**VII. Public Comment:** Mrs. Williams asked for public comment. Darlene Carter said that she wanted the parents to know that their comments are always welcomed.

**VIII. Adjournment:** The meeting was adjourned at 10:27 am.

**Del Vallejo Leadership and STEAM Academy**

**SSC Meeting Agenda**

**April 6, 2023**

**9:30 am**

**Library**

- I. Call to Order and Welcome
- II. Roll Call
- III. Reading and Approval Minutes from March 16, 2023
- IV. Committee Reports
  - a. DAC
  - b. DELAC
  - c. DAAAC
- V. Old Business: None
- VI. New Business
  - a. Presentation of SPSA Modifications with Input on LCAP (419) and Approval of Title I (501) revised Strategies and Activities
  - b. Drafting 2023-2024 SPSA Section 1: 2022-2023 Program Evaluation/Needs Assessment
  - c. Drafting 2023-2024 SPSA Section 2: LCAP, Title I, and CSI Action Plan, including Possible Future Expenditures
- VII. Public Comment
- VIII. Adjournment

**Del Vallejo Leadership & STEAM Academy**  
**Agenda de la sesión del SSC**  
**6 de abril de 2023**  
**9:30 A.M.**  
**Salón MU**

- I. Inicio de la sesión y bienvenida
- II. Pase de lista
- III. Lectura y aprobación del acta del 16 de marzo del 2023
- IV. Informe de los comités
  - a. DAC
  - b. DELAC
  - c. DAAAC
- V. Asuntos anteriores: Ninguno
- VI. Asuntos nuevos:
  - a. Presentación de modificaciones del SPSA con el aporte sobre el LCAP (419) y aprobación de las estrategias y actividades del Título I (501)
  - b. Crear el borrador del SPSA 2023-2024 – Sección 1: Evaluación de programas/evaluación de necesidades 2022-2023
  - c. Presentar el BORRADOR del SPSA 2023-2024 - Sección 2: Plan de acción y Posibles gastos futuros del LCAP, Título I y CSI
- VI. Comentarios públicos
- VII. Levantar la sesión

# Del Vallejo Leadership and STEAM Academy

## SSC Minutes

April 6, 2023

Library

9:30 am

- I. Call to Order and Welcome:** The meeting was called to order by Mrs. Williams, at 9:34 am. Interpretation was provided.

**II. Roll Call:**

**Present:** Jackie Maner (Principal), Darlene Carter (Other), Felisha Singleton (Teacher), Danya Brown (Teacher), Benjamin Cervantes (Teacher), Nicholas Destasio (Teacher), Mia Cooper (Parent), Guadalupe Obregon (Parent), Jonathan Castro (Student)

**Absent:** Alysson Pinon (Student), Lakayla Johnson (Student), Maria Cano (Parent)

**Guest(s):** See sign in sheet

**Quorum Met:** Yes (*9 out of 12 members Present*)

- III. Reading and Approval of Minutes from March 16, 2023:** All members and guests were provided with a copy of the minutes in English and Spanish. Time was given to review the minutes. Mr. Cervantes made a motion to approve the minutes from March 16, 2023 as presented. Ms. Cooper seconded the motion. There was no additional discussion nor were there recommended changes or additions.

**VOTE:** 9 Yeas, 0 Nays, 0 Abstain-motion carried.

**IV. Committee Reports:**

- a. DAC:** No report given, the next meeting is April 20, 2023.
- b. DELAC:** No report given, the next meeting is April 7, 2023.
- c. DAAAC:** No report given, the next meeting is April 6, 2023.

**V. Old Business:** None

**VI. New Business:**

- a. Presentation of SPSA Modifications with Input on LCAP (419) and Approval of Title I (501) revised Strategies and Activities:** Ms. Maner informed the council of modifications that need to be made to Del Vallejo Middle School's SPSA (School Plan for Student Achievement). She reminded those in attendance that the SPSA is a living document that guides decision-making and delineates the school's focus for the school year. Currently, Del Vallejo is recommending the following changes to the SPSA, based on newly identified academic needs, as follows:

From Management (419,501,523)- Object Code	To Management (419, 501, 523)- Object Code	Amount (N/A for content change only)	Rationale (Why?)	Modified Strategies / Activities (SPSA Language)
1190-501	4340,4440,4410, 5841-501  Already in the SPSA? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	\$51,107	Due to the Program Facilitator position being vacant the funds will be unencumbered to support the 2-1 technology needs to better support the needs of students in intervention. 1. Chromebooks to support student use of technology. 2. Supplemental technology, hardware, computer accessories, software, including bulbs, batteries, replacement parts, cases, covers, stands, keyboards, mice, headphones, cords, etc. 3. Warranty for devices	Changes apply to: <input checked="" type="checkbox"/> Action Plan <input checked="" type="checkbox"/> Possible Future Expenditures  TECHNOLOGY & WARRANTY - 501  School-Wide: 1. To purchase technology items under the \$500 threshold, such as tablets, projectors, Chrome books, iPads, desktops, laptops, Apple TVs, ELMOs, printers, to assist with student learning and teach 21st Century Technology Standards, as well as independent project based learning to include presentations and publications of student work. 2. To purchase supplemental technology, hardware, computer accessories, software, including bulbs, batteries, replacement parts, cases, covers, stands, keyboards, mice, headphones, cords, etc.
1190-419 1190-501	5880-419 5880-501  Already in the SPSA?	\$6,000 \$200	Due to the vacant Program Facilitator position, funds will be unencumbered to provide incentives for	Changes apply to: <input type="checkbox"/> Action Plan <input checked="" type="checkbox"/> Possible Future Expenditures



<b>From Management (419,501,523)- Object Code</b>	<b>To Management (419, 501, 523)- Object Code</b>	<b>Amount</b> (N/A for content change only)	<b>Rationale</b> (Why?)	<b>Modified Strategies / Activities</b> (SPSA Language)
	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No		students to help make improvements in Attendance, Academic Achievement and Behavior	<b>STUDENT INCENTIVES - 501</b>  School-Wide: 1. To purchase trophies, awards, medals, etc. to recognize students for academic achievement.
1190-419	5752-419 Already in the SPSA? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	\$1,349.03	Parent feedback indicates that catering/meeting refreshments would assist with attendance at SSC, ELAC and workshops.	Changes apply to: <input type="checkbox"/> Action Plan <input checked="" type="checkbox"/> Possible Future Expenditures <b>CATERING/MEETING REFRESHMENTS - 419</b>  1. Provide light refreshments for parent advisory groups.
1190-419	5713-429 Already in the SPSA? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	\$400.00	The site has identified a need to support parent-family engagement.	Changes apply to: Action Plan X Possible Future Expenditures <b>DISTRICT-PRINTING</b>  1. Provide materials for parent-family engagement, AVID, and supplemental instructional materials.
1190-419	1230-419 Already in the SPSA?	\$1,800.00	The site has identified that wrap around services were necessary	Changes apply to: Action Plan

<b>From Management (419,501,523)-Object Code</b>	<b>To Management (419, 501, 523)-Object Code</b>	<b>Amount</b> (N/A for content change only)	<b>Rationale</b> (Why?)	<b>Modified Strategies / Activities</b> (SPSA Language)
	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No		to support families.	X Possible Future Expenditures  CERTIFICATED ADDITIONAL DUTY-COUNSELOR  1. Provide counseling for students and families to teach them SEL strategies.
4340-501	5220-501 Already in the SPSA? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	\$13,000	The site has identified that professional development is needed to build the skill and knowledge of teachers.	Changes apply to: Action Plan  X Possible Future Expenditures  INSERVICES/ CONFERENCES Conferences/ workshops that build staffs' capacity and program sustainability such as AVID, CORWIN, Collaborative Conversations, etc.
4310: Mid-Year adjustment of \$36,863.46 From this amount, the site will leave \$34,391 in 4310.	N/A Already in the SPSA? <input type="checkbox"/> Yes <input type="checkbox"/> No	\$34,391	The site will utilize the mid-year adjustment to purchase supplemental instructional materials as outlined in Possible Future Expenditures.	Changes apply to: Action Plan  X Possible Future Expenditures  INSTRUCTIONAL

From Management (419,501,523)- Object Code	To Management (419, 501, 523)- Object Code	Amount (N/A for content change only)	Rationale (Why?)	Modified Strategies / Activities (SPSA Language)
				<p><b>MATERIALS/ SUPPLIES</b></p> <p>Instructional Materials and Supplies, such as Rewards, Ready Common Core, ACT Benchmark, Scholastic News, copy paper to support intervention and classroom supplemental programs, lamination film, poster maker paper, supplemental classroom materials, organizational bins, privacy partitions, notebooks/composition books, etc.</p>
5850-501	4340,4440,4410, 5841-501 Already in the SPSA? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	\$19,000	Due to not needing contracted services the funds will be unencumbered to support the 2-1 technology needs to better support the needs of students in intervention. 1. Chromebooks to support student use of technology. 2. Supplemental technology, hardware, computer accessories, software, including bulbs, batteries, replacement parts, cases, covers, stands, keyboards, mice, headphones, cords, etc.	Changes apply to: X Action Plan X Possible Future Expenditures  <b>TECHNOLOGY &amp; WARRANTY - 501 School-Wide:</b> 1. To purchase technology items under the \$500 threshold, such as tablets, projectors, Chrome books, iPads, desktops, laptops, Apple TVs, ELMOs, printers, to assist with student learning and teach 21st Century Technology Standards, as well as independent project based learning to include presentations and

From Management (419,501,523)- Object Code	To Management (419, 501, 523)- Object Code	Amount (N/A for content change only)	Rationale (Why?)	Modified Strategies / Activities (SPSA Language)
			3. Warranty for devices	publications of student work. 2. To purchase supplemental technology, hardware, computer accessories, software, including bulbs, batteries, replacement parts, cases, covers, stands, keyboards, mice, headphones, cords, etc.
2119-501 (plus benefits)	4210-501  Already in the SPSA?  <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	\$5,860	Site has determined that additional culturally responsive readers are necessary to incorporate into supplemental reading instruction.	Changes apply to: X Action Plan X Possible Future Expenditures  1. Provide supplemental reading materials.

Ms. Maner explained that the School Site Council and other parent groups provide review and comment as to the use of LCAP funds identified as part of the SPSA. As such, the changes to the planned strategies and activities in Management (budget) 419, discussed during today's meeting, require the *input* of the SSC. Ms. Maner asked if there were any comments, questions, or input regarding the recommended changes.

Ms. Maner then directed the council's attention back to the change in Management (budget) 501 and reminded members that any changes to planned strategies and activities in Management (budget) 501 requires the *approval* of SSC. Ms. Maner asked if there were any questions, comments or concerns.

Mr. Cervantes asked if the budget had already been spent. Ms. Maner responded that it had and that the funds were used as delineated in the action plan, possible future expenditures, and as indicated in the SPSA modification form presented.

Ms. Maner asked if there were any additional questions or concerns. There were none.

A motion to approve the Title I modifications to the 2022-2023 SPSA was made by Ms. Carter. Ms. Cooper seconded the motion. There was no additional discussion.  
VOTE: 9 Yeas, 0 Nays, 0 Abstain-Motion carried.

**b. Drafting 2023-2024 SPSA Section 1: 2022-2023 Program Evaluation/Needs**

**Assessment:**

**Program Evaluation/Needs Assessment**

Mrs. Williams explained that in order to determine the success of Del Vallejo's LCAP, Title I, and CSI if applicable programs, an annual evaluation must be conducted. The expenditures and activities, implemented through the SPSA, must be evaluated in order to determine if they are effective and supporting the site's SPSA. The evaluation highlights how the academic achievement of all students, and particularly of low-achieving students at Del Vallejo Leadership and STEAM Academy, is impacted; whether the objectives of the SPSA were achieved; and if the SPSA is still appropriate, as written. The evaluation measures how successful the site has been in addressing needs and focus areas.

Throughout the year, Del Vallejo Leadership and STEAM Academy has been analyzing student data. The analysis has included reflection on the LCAP, Title I and CSI program/expenditures which assists in monitoring their effectiveness. Summaries of data analysis have been presented to SSC, ELAC and AAPAC, and input/recommendations have been gathered. Finally, the summaries will be used in the development of the Needs Assessment in Section 1 of the SPSA.

The LCAP, Title I, and CSI Program Evaluation demonstrates that Del Vallejo Leadership and STEAM Academy is working to meet the needs of students, teachers, and parents. In order to evaluate the effectiveness of the LCAP, Title I, and CSI program/expenditures, Del Vallejo Leadership and STEAM Academy must consider the following:

1. Has the LCAP, Title I, and CSI program produced positive growth and achievement?
2. What has been effective in the LCAP, Title I, and CSI Program? (Include the data analysis used to determine effectiveness and demonstrate planned expenditures [strategies/activities] are working.)
3. What has not been effective in the LCAP, Title I, and CSI Program? (Include the data analysis used to determine a lack of effectiveness and demonstrate planned expenditures [strategies/activities] are not working.)
4. What are the next steps? (Strategically continue, discontinue, or modifications to the program)

Parts of the LCAP, Title I, and CSI program may remain the same, while other parts may change, due to the evaluation. The council referred to the current (2022-2023) SPSA in order to evaluate the effectiveness of the LCAP, Title I, and CSI program (and related expenditures), as follows:

**2022-2023 Program Evaluation-Needs Assessment**

Annual Program Evaluation: LCAP, Title I, and CSI			Needs Assessment
2022-2023 Planned Expenditure: Strategies /Activities	What is effective?	What has not been effective? (Include the data analysis used to	Next Steps? (Strategically continue, discontinue or modifications to the program)

	(Include the data analysis used to determine effectiveness)	determine ineffectiveness)	
<p>CERTIFICATED TEACHING (PULL OUT TEACHERS) 419 - English Learner, Foster Youth, Low-Income: 1. To provide supplemental intervention support for English Learners who are struggling in the area of reading to increase their achievement with reclassification status.</p> <p>501- School-Wide: 1. To provide supplemental Reading/Math/Writing interventions to meet the needs of Tier II or Tier III students in the 6th - 8th Grade.</p>	<p>419</p> <p>1. Teachers provided supplemental intervention for English Learners to increase their achievement as evidenced by an 11.6% increase in the number of ELs making progress toward English Language Proficiency.</p> <p>501</p> <p>1. The site was able to provide a math intervention program to support students needing additional mathematics skills to bring them up to grade level standard.</p>	<p>419</p> <p>1. Due to a lack of certificated guest teachers the impact on the intervention program was limited due to teachers inability to consistently provide intervention sessions.</p> <p>501</p> <p>1. Due to a lack of professional development and growth the math intervention program did not show growth as anticipated.</p>	<p>Strategically provide additional certificated teachers to support ELA and Math intervention.</p>
<p>PROGRAM FACILITATOR - 419/501 Low Income, Foster Youth, English Learner: Goal 1 English Language Arts Goal 2 Mathematics Goal 3 English Learners \$ 59,058 English Learner Foster Youth Low-Income \$59,058 \$</p> <p>1. Will facilitate and participate in the MTSS process: 2. Will assist and support with technology implementation. 3. Will monitor ELs and RFEPs, monitor all English Learners via ELPAC, EL data chats, oversee and monitor LTELs, work directly with students during interventions 4. Will</p>	<p>N/A-The position has been vacant all year.</p>	<p>N/A-The position has been vacant all year.</p>	<p>This position has been abolished and re-established as a TOSA position.</p>

<p>create schedules for testing, supervision, school events, etc. 5. Will distribute materials/ supplies as they arrive. Meet and request quotations from vendors for academic licenses and STEAM.</p> <p>School-Wide: 1. Will work directly with staff in providing PD, assist in designing effective lessons, &amp; model instructional strategies. 2. Will provide data resources/ reports in order to identify students in need of tiered interventions 3. Will develop and assist with implementation of Tier II academic and behavior interventions 4. Will work directly with students during academic and behavior intervention to progress monitor, and provide necessary resources and training to parents. 5. Will schedule and organize parent advisory meetings (SSC, ELAC, etc.) and Let's Talk (site town hall meeting), etc. and Goal 4 Chronic Absenteeism (K-8) Goal 5 Suspension Goal 6 Parent-Family Engagement maintain all documentation, flyers, agendas, and minutes</p>			
<p>CERTIFICATED TEACHING (ADDITIONAL DUTY) - 419/501 1130</p>	<p>1. Certificated Teachers have hosted after school tutoring (3-days per week since October) in ELA and Math.</p>	<p>1. Certificated Teachers have hosted after school tutoring (3-days per week since October) in ELA and Math. Approximately</p>	<p>Continue to provide Additional Duty to support tutoring and family workshops</p>

<p>Low Income, Foster Youth, English Learner, School-Wide:</p> <ol style="list-style-type: none"> <li>1. Certificated Teachers will provide Math and ELA support (intervention /tutoring) after school and during winter and spring break intersessions, to students in grades 6th - 8th, in order to maintain or increase knowledge based skills.</li> <li>2. Will provide opportunities for teachers to plan and host parent capacity building nights, such as Literacy Night, Math Night, AVID Night, Showcases, etc., in order to increase parent involvement and knowledge of CCSS</li> </ol>	<p>Approximately 150 students have participated and based on NWEA data noting a 2% increase of students meeting targets in ELA between Fall and Winter.</p> <ol style="list-style-type: none"> <li>2. Certificated Teachers have provided 4 family nights to assist families in learning skills to be able to assist their students at home. All events were attended by approximately 250 families.</li> </ol>	<p>150 students have participated and based on NWEA data noting a 1.4% decrease of students meeting target in Math between Fall and Winter.</p> <ol style="list-style-type: none"> <li>2. All attempts that have been designed to increase parent involvement and knowledge of CCSS have been effective. The sign in for these events need to be revised. In addition, opportunities for families to provide written feedback on these events were nonexistent.</li> </ol>	
<p>CERTIFICATED TEACHING (SUB) - 419/501</p> <p>Low Income, Foster Youth, English Learner, School-Wide:</p> <ol style="list-style-type: none"> <li>1. Will allow teachers to attend Professional Development such as: Instructional Rounds, grade level and department level planning, data analysis, Lesson Studies, Teacher Collaboration, and Common Core Planning.</li> <li>2. Will provide supplemental intervention support for English Learners who are struggling in the area of reading.</li> <li>3. Will provide supplemental</li> </ol>	<p>419</p> <ol style="list-style-type: none"> <li>1. When teachers were allowed to participate in Professional Development their instructional delivery increased by approximately 60%. This was evidenced by walkthroughs, student engagement, lesson plans, etc.</li> <li>2. When teachers were allowed to provide supplemental interventions for English Learners reclassification rates and course grades increased by approximately 25%.</li> </ol>	<p>501</p> <ol style="list-style-type: none"> <li>2. Certificated guest teachers were not funded in Title I this year due to long term absences.</li> <li>3. Certificated guest teachers were not funded in Title I to provide intervention this year due to long term absences.</li> </ol>	<p>Strategically continue certificated guest teacher support for professional development and intervention purposes.</p>



Reading/Math/Writing interventions to meet the needs of Tier II or Tier III students in the 6th - 8th Grade			
<p>RECREATIONAL AIDES- 419</p> <p>Low Income, Foster Youth, English Learner:</p> <p>1. Will provide supervision of students and help maintain a safe and secure learning environment, during lunch, passing periods, and before/after school, etc.</p>	<p>1. When recreational aides were present they provided an extra layer of support in designated areas.</p>	<p>1. Recreational Aides were ineffective in providing consistent active supervision of students which led to an increase in student incidents based on referral data and suspensions during unstructured times. Also, the attendance rates of recreational aides drastically declined which led to a gap in supervision during unstructured times.</p>	<p>Strategically continue providing Recreational Aides to support student supervision</p>
<p>STUDENT INTERN - 419/501</p> <p>Low Income, Foster Youth, English Learner:</p> <p>1. To provide small group assistance with Physical Education classes, based on student physical needs.</p> <p>2. To provide small group in-class academic support in language development and progress monitoring for EL's.</p> <p>3. To assist with technology implementation.</p> <p>School-Wide:</p> <p>1. To provide small group in-class academic support in reading/math, including language development based on teacher recommendations.</p>	<p>N/A-this position was vacant the entire year.</p>	<p>N/A-this position was vacant the entire year.</p>	<p>The student intern position will not be funded instead the site will hire a EAIII to support ELs.</p>

<p><b>INSTRUCTIONAL MATERIALS - 501</b></p> <p>School-Wide:</p> <ol style="list-style-type: none"> <li>1. To provide materials and supplies that align with the schools foci and assist with Collaborative Conversations.</li> <li>2. Language Arts and Math intervention materials.</li> <li>3. Copy paper, lamination film, poster maker paper, etc. to support intervention and classroom supplemental programs</li> <li>4. Supplemental classroom materials, instructional supplies, organizational bins, notebooks, composition books, etc.</li> <li>5. AVID resources, such as agendas, binders, dividers, etc.. to extend student learning</li> <li>6. Culturally responsive related materials to support African American students, both in academics and in SEL.</li> </ol> <p>CSI</p> <ol style="list-style-type: none"> <li>1. Supplemental materials to support the learning center, such as supplemental classroom materials, etc., in order to increase academic opportunities and enhance instruction.</li> </ol>	<p>501</p> <p>The site was effective in providing all instructional materials and supplies to all students and teachers necessary for the facilitation of learning. Students and teachers had access to resources that promoted SEL and culturally responsive instruction.</p> <p>CSI</p> <p>The site effectively provided students and teachers instructional materials and resources to enhance and extend learning experiences for all students.</p>	<p>CSI: the site needed to explore the allowable uses of CSI funding in order to determine resources for intervention purposes.</p>	<p>Strategically provide instructional materials and supplies to support the ELA and Math intervention program.</p>
<p><b>TECHNOLOGY &amp; WARRANTY - 501</b></p> <p>School-Wide:</p> <ol style="list-style-type: none"> <li>1. To purchase technology items under</li> </ol>	<p>Over 200 technology devices were purchased to support students as part of our 2-1 program.</p>	<p>CSI: Devices were not purchased as part of the CSI program. Funds were utilized for the Math intervention program.</p>	<p>Continue to purchase technology to assist with student learning.</p>

<p>the \$500 threshold, such as tablets, projectors, Chrome books, iPads, desktops, laptops, Apple TVs, ELMOs, printers, to assist with student learning and teach 21st Century Technology Standards, as well as independent project based learning to include presentations and publications of student work.</p> <p>2. To purchase supplemental technology, hardware, computer accessories, software, including bulbs, batteries, replacement parts, cases, covers, stands, keyboards, mice, headphones, cords, etc.</p> <p>3. To provide warranty repair for all technology purchased with school funds.</p> <p>CSI PLAN</p> <p>1. To purchase technology, such as tablets, iPads, projectors, Apple TVs, Chrome books, desktops, laptops, ELMOs, printers, etc., to assist with student learning, and provide differentiated instruction within the learning center.</p> <p>2. Additional/supplemental computer accessories and software, including installation and security devices, etc. for learning center use.</p>			
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<p>CONFERENCES - 501</p> <p>School-Wide:</p> <ol style="list-style-type: none"> <li>1. PD opportunities that help increase rigor in the classroom, based on the school's foci.</li> <li>2. Conferences/workshops that build staffs' capacity and program sustainability such as AVID, CORWIN, Collaborative Conversations, etc.</li> </ol>	<p>501</p> <p>Teachers were afforded opportunities to attend professional development opportunities to include conferences/workshops. Teachers from all departments participated in these professional development opportunities. Teachers who did attend conferences/workshops did show evidence of things learned during MOU time and within their daily classroom instruction.</p>	<p>501</p> <p>Due to scheduling conflicts and guest teacher availability not all teachers were able to attend conferences that would best meet their needs, primarily first year teachers.</p> <p>CSI</p> <p>Teachers received training and support (3 out of 4 training sessions to date) utilizing the NWEA assessment tool for purposes of data analysis. Although teachers are being trained in NWEA data analysis the outcomes of these sessions have not been fully translated in their daily instructional practices to drive instruction.</p>	<p>Continue providing inservice/conference opportunities for teachers and staff to be able to build their skill and knowledge.</p> <p>CSI: Work with the district to incorporate professional development for staff beginning in August.</p>
<p>PRINTING - 501</p> <p>School-Wide:</p> <ol style="list-style-type: none"> <li>1. To provide district printing for instructional supplemental materials in ELA, Math, and AVID in order to increase teacher and student resources for academic success.</li> </ol>	<p>The site did utilize the district's printing service when providing large quantities of administrative generated essential supplemental materials to all students and teachers.</p>	<p>Teachers did not utilize the district's printing services for large quantity teacher generated supplemental materials.</p>	<p>Strategically continue to provide printing services for large quantity supplemental orders.</p>
<p>POSTAGE - 501</p> <p>School-Wide:</p> <ol style="list-style-type: none"> <li>1. To provide notices to parents regarding parent engagement events, parent advisory meetings, student showcase events, etc.</li> </ol>	<p>The site did utilize postage to disseminate information to parents regarding important upcoming events and parent engagement opportunities.</p>	<p>Parents communicated that although many parents utilize Parent Square for receiving notifications from the school, some parents prefer hard copies of items provided in Parent Square.</p>	<p>Discontinue using LCAP and Title I funds for postage. The site will use base funding.</p>

<p><b>COMPUTER TECH FEES - 501</b></p> <p>School-Wide:</p> <ol style="list-style-type: none"> <li>1. Computer licenses/ programs, such as Accelerated Reader, etc. to provide students with additional ELA/Math practice;</li> <li>2. Language Live, English in a Flash (EIAF), and Reading Plus through Renaissance Learning, to support language development</li> <li>3. Z-Space to enhance student learning through virtual components.</li> <li>4. PBiS Rewards to monitor student behavior and decrease chronic absenteeism and suspensions.</li> </ol>	<ol style="list-style-type: none"> <li>1-2 The District provided the Accelerated Reader program and programs for English learner students at no cost to the school.</li> <li>4. PBiS Rewards is utilized site wide as a monitoring system for improving student behavior and decreasing suspensions. Year to date the suspension rate has decreased by 5.1%.</li> </ol>	<ol style="list-style-type: none"> <li>3. Zspace was not purchased due to the cost of the program.</li> <li>4. The PBIS rewards program has not been effective in decreasing chronic absenteeism.</li> </ol>	<p>Continue funding computer licenses including the PBIS rewards program</p>
<p><b>MICRO-COMPUTER SPECIALIST - 419</b></p> <p>Low Income, Foster Youth, English Learner:</p> <ol style="list-style-type: none"> <li>1. Will troubleshoot and resolve computer/ equipment problems</li> <li>2. Will perform minor computer and other equipment repairs, as well as replace, install, and make appropriate computer repair referrals</li> <li>3. Will instruct users in the use of computers, software and other computer needs.</li> <li>4. Will distribute chrome books and other tech devices to teachers and students.</li> <li>5. Will maintain a system of student</li> </ol>	<ol style="list-style-type: none"> <li>1. The micro-computer specialist was effective in maintaining the site's technology needs. All students and staff had access to all technology resources required to supplement learning.</li> </ol>	<p>N/A</p>	<p>Continue providing the micro-computer specialist position</p>

application requests, technology training, and repair tickets.			
<p>STUDENT INCENTIVES - 501</p> <p>School-Wide:</p> <p>1. To purchase trophies, awards, medals, etc. to recognize students for academic achievement.</p>	<p>Student incentives were purchased and distributed to students twice a year in recognition of their academic achievement in various areas.</p>	<p>Students were not consistently provided incentives for things such as attendance and behavioral improvements.</p>	<p>Continue providing student incentives and awards.</p>
<p>MAINTENANCE AGREEMENT - 419</p> <p>Low Income, English Learner, Foster Youth:</p> <p>1. To maintain and provide replacement materials and parts for items such as copiers, laminators, marquee, etc. in order to communicate effectively and be able to provide supplemental materials</p>	<p>Routine maintenance was performed on all equipment necessary to communicate effectively and provide supplemental materials to support student learning.</p>	<p>N/A</p>	<p>Continue providing maintenance agreements to ensure teachers have a functioning copy machine.</p>
<p>CONTRACTED SERVICES - 501</p> <p>School-Wide:</p> <p>1. To provide consultation services and PD to support the school's foci (providers will work with the ELA and Math teams on teacher clarity and student success criteria as well as mentorship for students)</p> <p>STEAM, collaborative conversations, teacher clarity, Leadership, etc. in order to close the achievement gap.</p> <p>2. Will work with students and staff, including analyzing data and providing direct services to</p>	<p>N/A</p>	<p>The district CSI and Focus schools were used to fund contracts for PLC professional development.</p>	<p>Strategically provide contracted service for professional development purposes, as needed. If District funds are utilized for this purpose, these funds will be used for Inservice/Conference.</p>

students in support of the Culturally responsive program.			
<b>BILINGUAL COMMUNITY RESOURCE WORKER (6 hours) - 501</b>  School-Wide: 1. Will assist students and parents with information, referrals to schools, and/or community resources. 2. Will provide parent education classes. 3. Will maintain records related to parent engagement, and home school communication.	1. The Bilingual Community Resource Worker was effective in assisting parents and students with gaining access to resources essential to student achievement as evidenced by 50 referrals to outside agencies. 2. Has provided ongoing support to families training them on the Aeries Parent Portal. 3. Documents all parent contacts and the type of assistant provided to each family.	N/A	Discontinue this position in SPSA as this position will be funded by the District allotment

After the evaluation of the 2022-2023 Action Plan and site based data analysis, it was determined that the following expenditures were needed in 2022-2023 and would also need to be included in the 2023-2024 SPSA Action Plan and Possible Future Expenditures:

List the New Strategies/Activities based on Site and District Level Data Analysis:

Needs Assessment	
New Planned Expenditure: Strategies/Activities not listed in the 22-23 SPSA	Site-Based and District Data (include data analyzed that helped you determine the new need)
EAIII Position	Based on CA Dashboard data of 38% of the English Learner students making progress on English proficiency an EA III will be hired to support this student group in English language arts.
Other Books to support intervention in ELA and Math	Based on current CAASPP and NWEA assessments, students are in need of additional books to support learning in ELA and Math
Field Trip transportation/admissions	The 2022 Panorama survey data indicates that students are in need of expanded learning opportunities to support the grade level standards and daily classroom instruction to facilitate academic relevance and engagement.
Catering/Meeting Refreshments	Parent feedback indicates that catering/meeting refreshments would assist with attendance at SSC, ELAC and workshops
Teacher on Special Assignment (TOSA)	Based on CAASPP and NWEA data, the site will establish a TOSA position to provide Math intervention support

Mrs. Williams asked if there were any questions, comments, or concerns.

Ms. Obregon asked why enrollment is declining. Ms. Maner responded that these are the district projections and that there is an overall decline in enrollment in the district.

Ms. Cooper asked if the TOSA can get an assistant to support. Ms. Maner responded that there would not be an assistant but the MTSS TOSA would be able to assist with intervention when needed.

Ms. Cooper asked if additional funds could be included in the 2023-2024 Action Plan. Ms. Maner informed the council that expenditure for postage and printing for parent engagement has been included in the 2023-2024 Action Plan.

Ms. Cooper asked how students were being identified for tutoring. Ms. Maner informed the council that tutoring is open to all students but that additional communication would be posted on ParentSquare, letters mailed home and flyers posted around the school reminding families and students of tutoring.

Ms. Cooper asked if the cost of an EAIII would be higher. Ms. Maner stated that Student Interns were removed from the 2023-2024 Action Plan and that there is enough in the Title I allocation to support the hiring of an EAIII.

Ms. Marisol Delgado asked if reclassified students continue to be monitored. Ms. Maner informed the council that they do continue to be monitored.

Mrs. Williams asked if there were any additional questions or comments. There were none.

**c. Drafting 2023-2024 SPSA Section 2: LCAP, Title I, and CSI Action Plan, including Possible Future Expenditures:** Section 2: LCAP, Title I, and CSI Action Plan of the 2023-2024 School Plan for Student Achievement, including Possible Future Expenditures was projected for members and guests to view.

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

Ms. Maner began by reminding the SSC that their responsibilities include monitoring the implementation of the School Plan for Student Achievement (SPSA), evaluating the effectiveness of the planned activities, revising and approving the plan, and finally, recommending it to the board for approval. She reminded the council that the development process for the 2023-2024 SPSA has been ongoing. As a site, teachers and staff have participated in on-going data analysis that has yielded valuable findings and has assisted in determining the site's needs, for the purpose of increasing student achievement. Along with data analysis, staff and the School Site Council have implemented a continuous cycle of monitoring Title I, LCAP, and CSI expenditures, found in the SPSA, as well as their effectiveness. Based on the on-going data analysis and monitoring cycle, the staff, School Site Council, and educational partners are now coming together to update the SPSA, in order to close the achievement gap, and best support the Title I/LCAP/CSI program at the site.

Ms. Maner followed by projecting the 2023-2024 Section 2: "LCAP, Title I, and CSI Action Plan" and explained that the planned expenditures are aligned to those discussed during Del Vallejo Middle School's budget development process. She reminded the council of the specific intent of each of the Title I planned expenditures/strategies and activities, which is to increase student achievement by addressing the needs of all students who are at-risk of failing, or are currently failing. Consistent with educational partner transparency and budgetary alignment with



the site-level needs assessment (found in Section 1 of the plan), student data, and identified academic priorities, the council was provided with the details as to the positions, programs, professional development, and parent-family engagement activities that support school wide and student group needs, as follows:

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

<b>Planned Expenditures Object Code</b>	<b>Strategies/Activities</b>	<b>Goal Alignment</b>	<b>LCAP 419 Cost</b>	<b>Title I 501 Cost</b>	<b>CSI 523 Cost</b>
1110 Certificated Teaching	<p>1110 CERTIFICATED TEACHING - 419/501</p> <p>Low-Income and Schoolwide: 1. To increase student achievement by providing intervention in ELA and Math.</p>	<p>Goal 1 English Language Arts</p> <p>Goal 2 Math</p>	<p>\$121,256</p> <p>Low Income</p>	\$52,909	
1913 Teacher on Special Assignment	<p>1913 TOSA - 419/501 (50%/50%)</p> <p>Low Income/English Learner: 1. Provide core math instruction as part of class size reduction.  2. Participate and support the MTSS process for low achieving students.  3. Progress monitor English Learners, LTELs, and reclassified students. Assist with ELPAC administration. Provide intervention for English Learner students in ELA and Math.</p> <p>School-Wide: 1. Provide Math intervention to students identified through the MTSS process and support with progress monitoring.  2. Coach and model technology integration into math lessons.  3. Assist certificated teachers in designing effective lessons and model instructional strategies.</p>	<p>Goal 1 English Language Arts</p> <p>Goal 2 Mathematics</p> <p>Goal 3 English Learners</p> <p>Goal 6 Parent Family Engagement</p>	<p>\$37,106</p> <p>English Learner Low Income</p>	\$37,106	

	<p>4. Assist certificated teachers in data analysis to identify students that need additional small group support within the classroom setting.</p> <p>5. Coordinate and facilitate parent advisory groups. Support the development of the school plan.</p>				
1130/1230/1930 Additional Duty Certificated	<p>1130/1230/1930 CERTIFICATED TEACHING (ADDITIONAL DUTY) - 419/501</p> <p>English Learner/Low-Income: 1130 Certificated Teachers and TOSA (419) NTE \$2,000</p> <p>1. Provide additional duty to support students in Math, ELA, or ELD (intervention/tutoring) to increase skill and knowledge.</p> <p>2. Provide additional duty to plan and host parent capacity building nights, such as but not limited to Literacy Night, Math Night, AVID Night, etc., in order to increase parent involvement and build parent capacity.</p> <p>Schoolwide: 1130 Certificated Teachers and TOSA (501) NTE \$12,000</p> <p>1. Provide additional duty to support students in Math and ELA (intervention/tutoring) to increase skill and knowledge.</p> <p>2. Provide additional duty to plan and host parent capacity building nights, such as but not limited to Literacy Night, Math Night, AVID Night, etc., in order to increase parent involvement and build parent capacity.</p> <p>1230 Counselor (501) NTE: \$2,000</p>	<p>Goal 1 English Language Arts</p> <p>Goal 2 Mathematics</p> <p>Goal 3 English Learners</p> <p>Goal 6 Parent-Family Engagement</p>	<p>\$2,000</p> <p>Low Income English Learner</p>	\$14,000	

	1. Provide additional duty to support families with wrap around services that support SEL.				
1140 Certificated Subs	<p>1140 CERTIFICATED TEACHING (SUB) - 419/501</p> <p>Low Income and School-Wide: 1. Provide release time for teachers to participate in professional development activities such as but not limited to PLC, data analysis, inservices/conferences, etc.</p> <p>2. Provide supplemental support in the areas of ELA and Math.</p>	<p>Goal 1 English Language Arts</p> <p>Goal 2 Mathematics</p> <p>Goal 3 English Learners</p>	<p>\$2,000</p> <p>Low-Income</p>	\$15,000	
2118 Rec Aide	<p>2118 RECREATIONAL AIDES - 419</p> <p>Low-Income: 1. Will provide supervision of students and help maintain a safe and secure learning environment, during lunch, passing periods, etc.</p>	Goal 5 Suspension	\$3,882 Low-Income		
4330/5752 Meeting Refreshments/ Catering	<p>4330/5752 MEETING REFRESHMENTS/ CATERING - 419</p> <p>Low-Income: 1. Provide light refreshments for parent advisory group meetings and parent events.</p>	Goal 6 Parent-Family Engagement			
4310 Instructional Materials/Supplies	<p>4310 INSTRUCTIONAL MATERIALS - 419/501/523</p> <p>Low-Income and School-Wide: 1. Provide Language Arts and Math intervention materials such as but not limited to workbooks, manipulatives, AVID agendas, dividers, binders, paper, composition books, spiral notebooks, etc.</p> <p>CSI Provide Language Arts and Math intervention materials such as but not limited to</p>	<p>Goal 1 English Language Arts</p> <p>Goal 2 Mathematics</p>	<p>\$2,317</p> <p>Low-Income</p>	\$22,115	\$11,220

	workbooks, manipulatives, leveled readers, etc.				
4340/4410/4440/4450/5841 Computer Equipment/Accessories/Warranties	4340/4410/4440/4450/5841 TECHNOLOGY and WARRANTY - 501  School-Wide: 1. Purchase technology items such as but not limited to projectors, Chrome books, iPads, desktops, laptops, Apple TVs, ELMOs, printers, bulbs, batteries, toner, keyboards, headphones, etc. to assist with student learning and engagement.	Goal 1 English Language Arts  Goal 2 Mathematics		\$20,600	
5220 Inservice/Conference	5220 INSERVICE/ CONFERENCES - 501  School-Wide: 1. Provide opportunity to attend inservices/conferences such as but not limited to PLC, AVID, CORWIN, etc.	Goal 1 English Language Arts  Goal 2 Mathematics		\$10,000	
5713 Printing-District	5713 PRINTING - 501  School-Wide: 1. To provide supplemental materials for ELA, Math, and AVID to increase student achievement.	Goal 1 English Language Arts  Goal 2 Mathematics		\$1,200	
2111 Instructional Assistant	EAIH - 501  Schoolwide: 1. Provide small group instructional support in ELA and ELD.	Goal 1 English Language Arts  Goal 3 English Learners		\$24,874	
5840 Computer Tech Fees	5840 COMPUTER TECH FEES and LICENSES - 501  School-Wide: 1. Purchase educational licenses such as but not limited to Vocabulary.com, PBIS Rewards, etc. to increase student achievement and decrease chronic absenteeism and suspensions.	Goal 1 English Language Arts  Goal 2 Mathematics  Goal 4 Chronic Absenteeism  Goal 5 Suspension		\$5,000	
2414 Micro-Computer Specialist	2414 MICRO-COMPUTER SPECIALIST - 419  Low-Income:	Goal 1 English Language Arts	\$60,613  Low-Income		

	<p>1. Complete minor computer and other equipment repairs, as well as replace, install, and make appropriate computer repair referrals.</p> <p>2. Support staff in the use of computers, software and other computer needs.</p> <p>3. Inventory and distribute chrome books and other tech devices to staff and students.</p>	Goal 2 Mathematics			
5633 Maintenance Agreement	<p>5633 MAINTENANCE AGREEMENT - 419</p> <p>English Learner/Low-Income: 1. To maintain and provide replacement materials and parts for items such as copiers, laminators, marquee, etc. in order to communicate effectively and be able to provide supplemental materials.</p>	<p>Goal 1 English Language Arts</p> <p>Goal 2 Mathematics</p> <p>Goal 3 English Learners</p> <p>Goal 6 Parent-Family Engagement</p>	\$4,000  English Learner		
5712/5886 Field Trip Transportation/ Admissions	<p>5712/5886 FIELD TRIP TRANSPORTATION/ ADMISSIONS (501) Transportation NTE \$5,000 Admissions NTE \$2,000</p> <p>Schoolwide: 1. Provide field trips and transportation that support common core state standards and make real world connections.</p>	<p>Goal 1 English Language Arts</p> <p>Goal 2 Mathematics</p>		\$7,000	
5810/5850 Contracted Services/ Independent Contractor	<p>5810/5850 CONTRACTED SERVICES - 501</p> <p>School-Wide: 1. Provide contracted services for professional development to support PLC, teacher clarity, etc. including support to staff with data analysis.</p> <p>If the cost of contracted services exceeds the allocation, funding will be reallocated to 5220 Conferences/Inservices.</p>	<p>Goal 1 English Language Arts</p> <p>Goal 2 Mathematics</p>		\$10,000	

5880 Student Incentives	5880 STUDENT INCENTIVES - 501  School-Wide: 1. To purchase trophies, awards, medals, etc. to recognize students for academic achievement.	Goal 1 English Language Arts  Goal 2 Mathematics  Goal 3 English Learners		\$3,000	
4210 Other Books	4210 OTHER BOOKS (501/523)  Schoolwide: 1. Purchase other books such as but not limited to classroom libraries, leveled readers, culturally relevant library books, professional development, etc.  CSI 1. Purchase other books such as but not limited to classroom libraries, leveled readers, culturally relevant library books, etc.	Goal 1 English Language Arts  Goal 2 Mathematics		\$15,000	\$11,220
3000-3999 -Employee Benefits	BENEFITS for all employees		\$113,596	\$83,039	
		<b>Total Cost</b>	\$348,270	\$320,843	\$22,440
		<b>Total Allocation</b>	\$348,270.38	\$320,843.12	\$22,440

Ms. Maner concluded the presentation of each of the LCAP, Title I, and CSI planned expenditures/strategies and activities found in Section 2 of the SPSA, by first, highlighting that the total amount for the LCAP funded expenditures (\$348,270), aligned with the total in the 2023-2024 budget template. Ms. Maner asked if there were any comments, questions, or input regarding the draft LCAP strategies and activities.

Ms. Cooper asked if the teachers had been presented with the draft of the 2023-2024 Action Plan. Ms. Brown responded that she is excited about next year's plan because of the EAIII and TOSA that have been built into the plan to support student groups.

Ms. Cooper asked if tablets or iPads could be purchased instead of chromebooks. Ms. Maner informed the council that iPads were available for students if they preferred but the school typically distributes chromebooks because they are more durable and the chromebook could be repaired onsite or replaced quickly. iPads would have to be purchased for replacement.

There were no additional questions or comments.

Ms. Maner emphasized that the total amount for the Title I expenditures (\$320,843), aligned with the total in the 2023-2024 budget template. Mrs. Williams asked if there were any comments,

questions, or input regarding the draft, 2023-2024 SPSA, Title I portion of the plan. There were none.

## **Section 2: Possible Future Expenditures**

Finally, Mrs. Williams stated that it is important for Del Vallejo Middle School to have a plan in the event of possible adjustments to the LCAP (419) and/or Title I (501) budgets. Possible adjustments and/or funds from vacant positions will be liquidated throughout the year and allocated to the actions and services listed under the “Possible Future Expenditures” in Section 2 of the SPSA. Furthermore, the planned expenditures must not exceed the total tentative allocation.

The following planned expenditures/strategies and activities are recommended in the event of an adjustment to the *LCAP (419) budget, the Title I (501), and/or the CSI (523) budget*:

### **Section 2: Possible Future Expenditures LCAP, Title I, and CSI**

<b>Planned Expenditures Object Code</b>	<b>Strategies/Activities</b>	<b>Goal Alignment</b>	<b>LCAP 419 Cost</b>	<b>Title I 501 Cost</b>	<b>CSI 523 Cost</b>
1130/1230/1930 Additional Duty Certificated	<p>1130/1230/1930 CERTIFICATED TEACHING (ADDITIONAL DUTY) - 419/501</p> <p>English Learner/Low-Income: 1130 Certificated Teachers and TOSA 1. Provide additional duty to support students in Math, ELA, or ELD (intervention/tutoring) to increase skill and knowledge.</p> <p>2. Provide additional duty to plan and host parent capacity building nights, such as but not limited to Literacy Night, Math Night, AVID Night, etc., in order to increase parent involvement and build parent capacity.</p> <p>Schoolwide: 1130 Certificated Teachers and TOSA 1. Provide additional duty to support students in Math and ELA (intervention/tutoring) to increase skill and knowledge.</p>	<p>Goal 1 English Language Arts</p> <p>Goal 2 Math</p> <p>Goal 3 English Learners</p> <p>Goal 6 Parent-Family Engagement</p>	<p>\$25,000</p> <p>English Learner</p> <p>Low Income</p>	\$25,000	

	<p>2. Provide additional duty to plan and host parent capacity building nights, such as but not limited to Literacy Night, Math Night, AVID Night, etc., in order to increase parent involvement and build parent capacity.</p> <p>1230 Counselor</p> <p>1. Provide additional duty to support families with wrap around services that support SEL.</p>				
1140 Certificated Subs	<p>1140 CERTIFICATED TEACHING (SUB) - 419/501</p> <p>Low Income and School-Wide:</p> <p>1. Provide release time for teachers to participate in professional development activities such as but not limited to PLC, data analysis, inservices/conferences, etc.</p> <p>2. Provide supplemental support in the areas of ELA and Math.</p>	<p>Goal 1 English Language Arts</p> <p>Goal 2 Mathematics</p> <p>Goal 3 English Learners</p>	<p>\$50,000</p> <p>Low Income</p>	\$50,000	
4210 Other Books	<p>4210 OTHER BOOKS - 419/501</p> <p>Low-Income and School-wide:</p> <p>1. Purchase other books such as but not limited to classroom libraries, leveled readers, culturally relevant library books, professional development, etc.</p>	<p>Goal 1 English Language Arts</p> <p>Goal 2 Mathematics</p>	<p>\$20,000</p> <p>Low-Income</p>	\$20,000	
4310 Instructional Materials/Supplies	<p>4310 INSTRUCTIONAL MATERIALS - 419/501</p> <p>Low-Income and School-Wide:</p> <p>1. Provide Language Arts and Math intervention materials such as but not limited to workbooks, manipulatives, AVID agendas, dividers, binders, paper, composition books, spiral notebooks, etc.</p>	<p>Goal 1 English Language Arts</p> <p>Goal 2 Mathematics</p>	<p>\$30,000</p> <p>Low-Income</p>	\$30,000	
4330/5772 Meeting Refreshments/Catering	<p>4330/5752 MEETING REFRESHMENTS/CATERING - 419</p>	<p>Goal 6 Parent-Family Engagement</p>	<p>\$10,000</p> <p>Low-Income</p>		



	<p>Low-Income: 1. Provide light refreshments for parent advisory group meetings and parent events.</p>				
4340/4410/4440/4450/5841 Computer Equipment/Accessories/Warranties	<p>4340/4410/4440/4450/5841 TECHNOLOGY and WARRANTY - 501</p> <p>Low-Income and School-Wide: 1. Purchase technology items such as projectors, Chrome books, iPads, desktops, laptops, Apple TVs, ELMOs, printers, bulbs, batteries, toner, keyboards, headphones, etc. to assist with student learning and engagement.</p>	<p>Goal 1 English Language Arts</p> <p>Goal 2 Mathematics</p>			
5220 Inservice/Conference	<p>5220 INSERVICE/ CONFERENCES - 501</p> <p>School-Wide: 1. Provide opportunity to attend inservices/conferences such as but not limited to PLC, AVID, CORWIN, etc.</p>	<p>Goal 1 English Language Arts</p> <p>Goal 2 Mathematics</p>	<p>\$30,000</p> <p>Low-Income</p>	\$30,000	
5633 Maintenance Agreement	<p>5633 MAINTENANCE AGREEMENT - 419</p> <p>English Learner/Low-Income: 1. To maintain and provide replacement materials and parts for items such as copiers, laminators, marquee, etc. in order to communicate effectively and be able to provide supplemental materials.</p>	<p>Goal 1 English Language Arts</p> <p>Goal 2 Mathematics</p>	<p>\$5,000</p> <p>English Learner</p> <p>Low-Income</p>		
5712/5886 Field Trip Transportation/Admissions	<p>5712/5886 FIELD TRIP TRANSPORTATION/ ADMISSIONS (419/501)</p> <p>Transportation: NTE \$15,000 (419) NTE \$15,000 (501)</p> <p>Admissions: NTE: \$15,000 (419) NTE \$10,000 (501)</p> <p>Low-Income and Schoolwide: 1. Provide field trips and transportation that support</p>	<p>Goal 1 English Language Arts</p> <p>Goal 2 Mathematics</p>	<p>\$30,000</p> <p>Low-Income</p>	\$25,000	

	common core state standards and make real world connections.				
5713 Printing-District	5713 PRINTING - 419/501  Low-Income and School-Wide: 1. To provide supplemental materials for ELA, Math, and AVID to increase student achievement.	Goal 1 English Language Arts  Goal 2 Mathematics	\$10,000  Low-Income	\$15,000	
5810/5850 Contracted Services/ Independent Contractor	5810/5850 CONTRACTED SERVICES - 419/501  Low-Income and School-Wide: 1. Provide contracted services for professional development to support PLC, teacher clarity, etc. including support to staff with data analysis.	Goal 1 English Language Arts  Goal 2 Mathematics	\$25,000  Low-Income	\$30,000	
5840 Computer Tech Fees/Licenses	5840 COMPUTER TECH FEES and LICENSES - 419/501  Low-Income and School-Wide: 1. Purchase educational licenses such as but not limited to Vocabulary.com, PBIS Rewards, etc. to increase student achievement and decrease chronic absenteeism and suspensions.	Goal 1 English Language Arts  Goal 2 Mathematics	\$10,000  Low-Income	\$15,000	
5880 Student Incentives	5880 STUDENT INCENTIVES - 419/501  Low-Income and School-Wide: 1. To purchase trophies, awards, medals, gift cards, etc. to recognize students for academic achievement.	Goal 1 English Language Arts  Goal 2 Mathematics  Goal 3 English Learners	\$10,000  Low-Income	\$10,000	
2119 Student Interns	2119 STUDENT INTERNS - 419/501  Low-Income: 1. Provide additional support in supervision to reinforce PBIS skills and school expectations.  Schoolwide: 1. Provide small group support in ELA and Math.	Goal 1 English Language Arts  Goal 2 Mathematics	\$20,000  Low-Income		

		<b>Total Costs</b>	\$325,000	\$320,000	
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Ms. Maner asked if there were any comments, questions, or input regarding the draft 2023-2024 Action Plan and Possible Future Expenditures.

Ms. Cooper asked if funds are available for parents to attend conferences. Ms. Maner explained that the current plan did have that allocation but the 2023-2024 Action Plan does not. If that is a recommendation, Ms. Maner can review the Action Plan and make adjustments as recommended.

A parent asked if parent workshops could be hosted for technology. Ms. McNeal from the Family Engagement Office stated that she will put together a Pacific Cluster meeting to gather at least 19 people to host a workshop at Del Vallejo. Ms. Maner stated that parents/families are always welcome to come to the school and request support from the micro-computer specialist.

There were no additional questions, comments or concerns.

**VII. Public Comment:** Mrs. Williams asked for public comment.

A parent stated that her student had not brought home any forms to attend field trips this year. Ms. Maner informed the council that students needed to meet expectations in academics, behavior, and attendance to attend some of the field trips that had already taken place. She also informed the council that additional field trips would be taking place later this spring and a counselor would meet with her student to determine what they needed to do to attend the field trip.

**VIII. Adjournment:** The meeting was adjourned at 11:04 am.



## **Del Vallejo Leadership and STEAM Academy**

### **SSC Meeting Agenda**

SSC spsa approval

Tuesday, May 3 · 9:00 – 10:00am

Google Meet joining info

Video call link: <https://meet.google.com/mqy-qfiu-mob>

Or dial: (US) +1 801-996-4441 PIN: 941 444 685#

**I. Call to Order and Welcome:** The meeting was called to order by Marcus Jackson, at 9:16am. Interpretation was provided.

#### **II. Roll Call:**

**Present:** Ms. Maner( Principal), Monique Paramo (Student), Sydney Cooper (Student), Ana Ramirez (Community resource worker), Mr Soward (Teacher), Mrs. Carter (Other), Mrs. Batie (Teacher), Mrs. Singleton (Teacher), Mr. Destasio (Teacher), Wendy Quintana (Parent/Community Member), Erika Neza (Parent/Community Member).

**Absent:** Alexa Gonzales(Student), Mrs. Gassaway(Parent community member)

**Quorum Met: Yes** (*10 out of 12 members Present*)

**III. Reading and Approval of Minutes from April 26, 2022:** All members and guests were provided with a copy of the minutes in English and Spanish. Time was given to review the minutes. Mr. Destasio made a motion to approve the minutes from April 26, 2022 as presented. Ms. Singleton seconded the motion. There was no additional discussion nor were there recommended changes or additions.

**VOTE:** 10 Yeas, 0 Nays, 0 Abstain-motion carried.

#### **IV. Committee Reports:**

- a. DAC: none were given*
- b. DELAC: none were given*
- c. DAAAC: none were given.*

#### **V. Old Business:** None

#### **VI. New Business:**

- a. Review, update, and approve the 2022-2023 School-Parent and Family Engagement Policy and School-Parent Compact**

##### **[School-Parent and Family Engagement Policy](#)**

Mrs. Richardson provided the council with an overview of the School-Parent and Family Engagement Policy. She stated that schools receiving Title I funding are required to

jointly develop a written parent and family engagement policy with parents and family members of participating students. The policy must be agreed upon by the parents, as well as distributed to them. Furthermore, the policy must describe how outreach to all parents and family members will take place, how programs and activities will be implemented, as well as procedures for the involvement of parents and family members. Such programs, activities, and procedures must be planned and implemented with meaningful consultation with parents of participating students. Parents must be notified of the policy, in an understandable and uniform format, and the policy must be provided in a language that parents can understand. The policy must also be made available to the local community and updated, annually, to meet the changing needs of parents and the school.

Mrs. Richardson gave all participants a copy of Del Vallejo Leadership and STEAM Academy's 2021-2022 School-Parent and Family Engagement Policy for review and update. There were no updates from prior.

Mrs. Richardson asked if there were any questions or concerns. There were no further questions or concerns.

#### **School-Parent Compact**

Additionally, Mrs. Richardson explained that schools receiving Title I funding must jointly develop with parents, a School-Parent Compact (as part of the School-Parent and Family Engagement Policy), 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 includes the following:

- A description of the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment (including a virtual learning environment), to meet the academic achievement standards
- A description of the ways in which each parent will be responsible for supporting their children's learning, such as: monitoring attendance (and participation during distance learning), monitoring homework completion, and participating, as appropriate, in decisions relating to the education of their children and positive use of extracurricular time
- Address the importance of communication between teachers and parents on an ongoing basis through, at a minimum — parent-teacher conferences, frequent reports to parents on their children's progress, reasonable access to staff, opportunities to volunteer and participate in their child's class, as well as opportunities to observe classroom activities

Mrs. Richardson projected Del Vallejo Leadership and STEAM Academy's 2021-2022 School-Parent Compact for review and update. There were no updated from the previous update.

Mrs. Richardson asked if there were any questions or concerns. There were no further questions or concerns.

A motion to approve the 2022-2023 School-Level Parent and Family Engagement Policy, and School-Parent Compact was made by Mr. Destatio. Ms. Singleton seconded the motion. There was no additional discussion.

**VOTE:** 10 Yeas, 0 Nays, 0 Abstain-motion carried.

**b. Present and Approve the 2022-2023 SBCUSD Centralized Services**

Mrs. Richardson directed the council, back to the *Centralized Services* in Section 3 of the SPSA. She stated that each year, the District receives its Title I entitlement and sets aside no more than 15% to be used to address costs related to the Title I programs. The remaining 85% consists of school site allocations and Centralized Services. The funds in Centralized Services are used for identified districtwide needs and must provide direct services that benefit Title I schools/students. Base or core educational programs (such as textbooks) costs cannot be paid from Title I funds.

Inasmuch that Centralized Services are “part of” the 85% Title I entitlement (direct school/student support), each site must annually review and approve the District’s Centralized Services

Examples of Centralized Services include:

- Student wellness services which coordinate the services of the health and dental clinics for students, counseling, and provides information on student’s social-emotional learning.
- Family resource services which provide information about resources and provide workshops and training for parents from the Family Engagement office.
- Professional development for reading, math, and other content areas through the curriculum departments
- Academic coaches working with teachers to focus on what students need and how students learn.
- District and school level resource teachers, program specialists, and supplement administrative support to coordinate parent councils, provide information about resources for parents, and work with teachers and administrators to provide the best educational environment for students.
- Accountability and Educational Technology which provides and assists sites with analyzing aggregated and disaggregated student performance data to aid sites in developing learning objectives to meet the individual needs of student group populations to accelerate the closing of learning gaps.
- The Multilingual department assists sites with assessment, support personnel, planning, professional development, and curriculum development to raise academic achievement of our English learner populations.

- Categorical personnel provide state/federal guidance to schools and departments related to Title I and other federal programs. The Categorical Programs Department provides direct assistance to all schools with the School Plan for Student Achievement (SPSA), School Site Council records, District Advisory Council records, fiscal guidance, and family engagement. Additionally, this department prepares for Title I Federal Program Monitoring (FPM) reviews by ensuring all funds are used to supplement and not supplant the core program.

Mrs. Richardson asked if there were any questions or concerns. There were none.

A motion to approve the 2022-2023 Centralized Services was made by Mrs. Carter. Mrs. Neza seconded the motion. There was no additional discussion.

**VOTE:** 10 Yeas, 0 Nays, 0 Abstain-motion carried.

**c. Present the Tentative 2022-2023 LCAP Budget**

Mrs. Richardson reviewed the “*Tentative 2022-2023 Budget Allocation*” which contains information on the tentative 2022-2023 LCAP and Title I budget. Based on the student population at Del Vallejo Leadership and STEAM Academy, currently listed as 728, the tentative LCAP entitlement is \$ 326,197.33 The total allocation to the school, considering all direct and indirect costs, Centralized Services, and adjustments, totals \$ 326,197. Mrs. Richardson asked if there were any comments questions, or input regarding the *tentative 2022-2023 LCAP Budget*. There were none.

**d. Present and Approve the Tentative 2022-2023 Title I Budget**

Mrs. Richardson then presented information on the *tentative 2022-2023 Title I Budget*. Based on the student population at Del Vallejo Leadership and STEAM Academy, currently listed as 728, the tentative Title I entitlement is \$ 307,849 . The total allocation to the school, considering all direct and indirect costs, Centralized Services, and adjustments, totals \$307,849.07.

Mrs. Richardson reminded the council that it is important that all LCAP and Title I funding, for the 2022-2023 school year, be spent as delineated in the site’s 2022-2023 School Plan for Student Achievement (SPSA). Mrs. Richardson asked if there were any questions or concerns. There were none.

Mrs. Richardson stated that the tentative 2022-2023 Title I Budget requires the approval of the SSC. A motion to approve the tentative 2022-2023 Title I budget was made by Mr. Destasio. Wendy Quintana seconded the motion. There was no additional discussion.

**VOTE:** 10 Yeas, 0 Nays, 0 Abstain-motion carried.

**e. Present and Approve the Final 2022-2023 School Plan for Student Achievement**

**(SPSA), including the Possible Future Expenditures:** Mrs. Richardson presented the on-line, *final* draft of Del Vallejo Leadership and STEAM Academy’s *2022-2023 School Plan for Student*

*Achievement* (SPSA), for all in attendance. A digital copy (pdf) of the plan, was also made available for anyone who preferred to follow along, utilizing the copy. Mrs. Richardson reminded the council that the School Plan for Student Achievement (SPSA) is a written plan developed by the School Site Council (SSC), school staff, and stakeholders, describing the school's program and how resources will be used to meet the supplemental, educational and related needs of participating students, while on distance learning and upon return to campus.

Mrs. Richardson reviewed each of the 5 Sections in the SPSA as follows:

**Section 1** consists of the site's *Purpose, Involvement, and Resource Inequities*, which briefly describes the purpose of the plan, followed by the *Evaluation of Goals* in which Del Vallejo Leadership and STEAM Academy revisited goals from the current SPSA and discussed actual outcomes (whether or not the goals were met). Section 1 also includes the *Program Evaluation-LCAP and Title I* as well as the *Needs Assessment*.

**Section 2** consists of the *Goals* (School-wide and Student Groups) set for the 2022-2023 school year. The section contains the following: Goal 1 English Language Arts, Goal 2 Mathematics, Goal 3 English Learners, Goal 4 Chronic Absenteeism (K-12), Goal 5 Suspension, Goal 6 Parent-Family Engagement. Section 2 also contains the *LCAP and Title I Action Plan*, and is inclusive of the *Possible Future Expenditures: LCAP and Title I*. Mrs. Richardson explained that the council would be discussing the contents of the Action Plan and Possible Future Expenditures during today's meeting, prior to approving the plan. Both the *English Learner Plan* and the *Site Plan for African-American Success* can be found in the same section. Additionally, the *School-Parent and Family Engagement Policy*, along with the *School-Parent Compact* are included in Section 2 of the SPSA.

Mrs. Richardson continued with **Section 3**, which contains the *Centralized Services*, the *Library Plan*, *Title I Library Services*, and information on the composition of the SSC and ELAC. Mrs. Richardson pointed out that the council had reviewed and approved the Centralized Services, as required, earlier in the meeting.

**Section 4** houses the *School Plan for Student Achievement Certification*, the *Recommendations and Assurances*, and *Board Certification*.

**Section 5** houses pertinent data such as the *CA Data Dashboard*.

Mrs. Richardson asked if there were any questions or concerns any questions. There were none. Mrs. Richardson asked if there was any additional input, comments, or concerns. There were none.

Mrs. Richardson directed the council back to Section 2, the *LCAP, Title I and CSI Action Plan*, and reminded the council of the time they had spent reviewing, evaluating and making recommendations on the Planned Expenditures, as well as the Strategies and Activities, during the last meeting. She then reviewed the planned expenditures which include partial funding of the Resource Teacher, the Program Facilitator, and Supplemental Instructional Materials, along with funding of Technology, Academic Field Trips, Family Engagement Worker, Intern, Recreational Aides, Substitutes, a Micro-Computer Specialist, Maintenance Agreements, Technology, and Computer Warranties, for a total of \$ 326,197 out of LCAP (budget 419). She thanked the council for their contributions and asked if there was any additional input. No further input was provided.



Mrs. Richardson reviewed the planned expenditures under Title I (budget 501). The expenditures include partial funding of the Resource Teacher, the Program Facilitator, and Supplemental Instructional Materials, along with funding of Contracted Services, Resident Substitutes, In-service/Conferences, Software/subscriptions, Computer Hardware, Postage, Additional duty, and Other books, for a total of \$307,849.

#### **Possible Future Expenditures**

Before concluding the presentation, Mrs. Richardson reminded the council of the LCAP and Title I Possible Future Expenditures found in Section 3 of the 2022-2023 SPSA which had been presented, in detail, during the previous meeting.

She reviewed the possible future expenditures under LCAP (budget 419) for a total of \$95,000. The expenditures include: MUSICAL INSTRUMENTS, INSERVICE/CONFERENCES, FIELD TRIPS (TRANSPORTATION, CERTIFICATED ADDL DUTY, COMPUTER TECH FEES/LICENSES, COMPUTER ACCESSORIES/SUPPLIES, INSTRUCTIONAL MATERIALS

Mrs. Richardson then reviewed the possible future expenditures under Title I (budget 501) for a total of \$100,000. The expenditures include: INSERVICE/CONFERENCES, FIELD TRIPS (TRANSPORTATION, CERTIFICATED ADDL DUTY, COMPUTER TECH FEES/LICENSES, COMPUTER ACCESSORIES/SUPPLIES, INSTRUCTIONAL MATERIALS

Mrs. Richardson asked if there was any additional input, comments or concerns regarding the LCAP and Title I Possible Future Expenditures. There were none.

#### **Approval of the Final 2022-2023 School Plan for Student Achievement (SPSA)**

Once again, Mrs. Richardson thanked the council for their dedication to ensuring that the plan addressed the needs of all the students, and clearly delineated the LCAP and Title I programs, at Del Vallejo Leadership and STEAM Academy. She then asked if there were any additional recommendations. No further recommendations were provided. A motion to approve the final *2022-2023 School Plan for Student Achievement* was made by Mr. Destasio. Ms. Singleton seconded the motion. There was no additional discussion.

**VOTE:** 10 Yeas, 0 Nays, 0 Abstain-motion carried.

- VII. Public Comment:** Mrs. Richardson asked for public comment. Erika Neza asked about security for the campus. Ms. Maner explained that the amount of CSO's for a school is dependent on the school population. Mrs. Richardson asked if there were any other comments. There were none.
- VIII. Adjournment:** Sydney Cooper motioned to adjourn the meeting. Erika Neza seconded the motion. There was no discussion. The meeting was adjourned unanimously at 9:46 am.



**Del Vallejo Leadership and STEAM Academy  
SSC Meeting Agenda**

School Site Council Make up  
Monday, May 23 · 2:30 – 3:00pm  
Google Meet joining info

SSC CSI final meeting  
Monday, May 23 · 2:30 – 3:30pm  
Google Meet joining info

Video call link: <https://meet.google.com/zyr-zhxs-amo>  
Or dial: (US) +1 419-869-2018 PIN: 889 527 744#

**I. Call to Order and Welcome:**

**II. Roll Call:**

**III. New Business:**

- a. Present, update, the 2022-2023 CSI plan for SPSA



**Del Vallejo Leadership and STEAM Academy**

**SSC Meeting Agenda**

School Site Council Make up

Monday, May 23 · 2:30 – 3:00pm

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I. Llamada al Orden y Bienvenida:

II. Llamada de rol:

tercero Nuevo negocio:

una. Presentar, actualizar, el plan CSI 2022-2023  
para el SPSA



## **Del Vallejo Leadership and STEAM Academy**

### **SSC Meeting Agenda**

School Site Council Make up

Monday, May 23 · 2:30 – 3:00pm

Google Meet joining info

SSC CSI final meeting

Monday, May 23 · 2:30 – 3:30pm

Google Meet joining info

Video call link: <https://meet.google.com/zyr-zhxs-amo>

Or dial: (US) +1 419-869-2018 PIN: 889 527 744#

**I. Call to Order and Welcome:** The meeting was called to order by Mrs. Richardson, at 9:00 am. Mrs. Ramirez provided interpretation.

### **II. Roll Call:**

**Present:** Ms. Maner ( Principal), Monique Paramo (Student), Sydney Cooper (Student), Ana Ramirez (Community resource worker) Mr Soward (Teacher), Mrs. Carter (Other), Mrs. Batie (Teacher), Mrs, Singleton (Teacher), Wendy Quintana(Parent/Community Member), Erika Neza (Parent/Community Member),

**Absent:** Susan Gassaway (Parent/Community Member), Alexis Gonzales (Student),

**Quorum Met: Yes ( 10 out of 12 members Present)**

### **III. New Business:**

#### **a. Present, update, the 2022-2023 CSI plan for SPSA**

Mrs. Richardson explained the in the SPSA the site was given CSI money and it needed to be allocated. CSI money can only be used for the learning center for the 2022/2023 school year. Mrs. Richardson asked for how the money should be spent. Ms. Maner suggested that we use the money between 2 budgets. 4310 and 4440. She explained that both would allow for supplied to be purchased for the learning center. Mrs. Richardson also explained what could be purchased with both object codes. Mrs. Richardson called for a vote. Miss Singleton motioned to put the CSI money in the two object codes. Mr. Soward second the motion. Mrs. Richardson asked if there were any further questions, There were none. The budget was approved with the new CSI budget.

Vote: (10 yes 0 no)

**San Bernardino City Unified School District  
2022-2023 SPSA Modification**

<b>School: Del Vallejo</b>	<b>Principal: Jackie Maner</b>	<b>Date: 2.28.2023</b>
<b>Check all that apply:</b> <input checked="" type="checkbox"/> LCAP <input checked="" type="checkbox"/> Title I <input type="checkbox"/> CSI	<b>Title I and CSI</b> SSC Approval Date: 4.6.2023  <b>LCAP</b> SSC Review Date: 4.6.2023	<b>Check One:</b> <input type="checkbox"/> TAS <input checked="" type="checkbox"/> SWP
<b>Type of modification:</b>	<input checked="" type="checkbox"/> Revision of the SPSA Content AND Budget <input type="checkbox"/> Revision of the SPSA Content Only <input type="checkbox"/> Revision of the Budget Only <input type="checkbox"/> Other	
<b>Check the reason(s) for Budget modification:</b>	<input type="checkbox"/> New Allocation <input checked="" type="checkbox"/> Salary Savings (vacant positions, unused personnel costs, etc.) <input type="checkbox"/> Movement of funds from one activity to one or more other activity(ies) <input type="checkbox"/> Other <input type="checkbox"/> N/A	
<b>Check the reason(s) for Content modification:</b>	<input type="checkbox"/> New need identified through data analysis <input type="checkbox"/> Change of an evidenced-based strategy/activity <input type="checkbox"/> Clarification of content <input checked="" type="checkbox"/> Adding an additional object code/expense: 5880, 5752, 5713, 1230, 4210 <input checked="" type="checkbox"/> Other: Increase in funding for 4340-501 and 4440-501 <input type="checkbox"/> N/A	

**Directions:** Please complete the SPSA Modification table below for all content and budget changes. **Rows can be added for multiple modifications.** For your reference, an example is included at the end of this document.

Approval of the SPSA is required by SSC if changes are made in Title I or CSI. Please send this completed form, along with the SSC Minutes and the Agenda that reflect the Approval/Review of the changes, to your assigned Program Specialist. Board approval of SPSA Modifications is required prior to implementation.

<b>From Management (419,501,523)- Object Code</b>	<b>To Management (419, 501, 523)- Object Code</b>	<b>Amount</b> (N/A for content change only)	<b>Rationale</b> (Why?)	<b>Modified Strategies / Activities</b> (SPSA Language)
1190-501	4340,4440,4410, 5841-501  Already in the SPSA? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	\$51,107	Due to the Program Facilitator position being vacant the funds will be unencumbered to support the 2-1 technology needs to better support the needs of students in intervention. 1. Chromebooks to support student use of technology. 2. Supplemental technology, hardware, computer accessories, software, including bulbs, batteries, replacement parts, cases, covers, stands, keyboards, mice, headphones, cords, etc. 3. Warranty for devices	Changes apply to: <input checked="" type="checkbox"/> Action Plan <input checked="" type="checkbox"/> Possible Future Expenditures  TECHNOLOGY & WARRANTY - 501  School-Wide: 1. To purchase technology items under the \$500 threshold, such as tablets, projectors, Chrome books, iPads, desktops, laptops, Apple TVs, ELMOs, printers, to assist with student learning and teach 21st Century Technology Standards, as well as independent project based learning to include presentations and publications of student work. 2. To purchase supplemental technology, hardware, computer accessories, software, including bulbs, batteries, replacement parts, cases, covers, stands, keyboards, mice, headphones, cords, etc.

<b>From Management (419,501,523)- Object Code</b>	<b>To Management (419, 501, 523)- Object Code</b>	<b>Amount (N/A for content change only)</b>	<b>Rationale (Why?)</b>	<b>Modified Strategies / Activities (SPSA Language)</b>
1190-419 1190-501	5880-419 5880-501  Already in the SPSA? <input checked="" type="checkbox"/> Yes (501) <input checked="" type="checkbox"/> No (419)	\$6,000 \$200	Due to the vacant Program Facilitator position, funds will be unencumbered to provide incentives for students to help make improvements in Attendance, Academic Achievement and Behavior	Changes apply to: <input type="checkbox"/> Action Plan <input checked="" type="checkbox"/> Possible Future Expenditures  STUDENT INCENTIVES - 419/501  School-Wide: 1. To purchase trophies, awards, medals, etc. to recognize students for academic achievement.
1190-419	5752-419 Already in the SPSA? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	\$1,349.03	Parent feedback indicates that catering/meeting refreshments would assist with attendance at SSC, ELAC and workshops.	Changes apply to: <input type="checkbox"/> Action Plan <input checked="" type="checkbox"/> Possible Future Expenditures  CATERING/MEETING REFRESHMENTS - 419  1. Provide light refreshments for parent advisory groups.
1190-419	5713-419 Already in the SPSA? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	\$400.00	The site has identified a need to support parent-family engagement.	Changes apply to:  Action Plan  X Possible Future Expenditures  DISTRICT-PRINTING  1. Provide materials for parent-family engagement, AVID, and supplemental instructional materials.

<b>From Management (419,501,523)- Object Code</b>	<b>To Management (419, 501, 523)- Object Code</b>	<b>Amount  (N/A for content change only)</b>	<b>Rationale  (Why?)</b>	<b>Modified Strategies / Activities  (SPSA Language)</b>
1190-419	1230-419 Already in the SPSA?  <input type="checkbox"/> Yes  <input checked="" type="checkbox"/> No	\$1,800.00	The site has identified that wrap around services were necessary to support families.	Changes apply to:  Action Plan  X Possible Future Expenditures  CERTIFICATED ADDITIONAL DUTY-COUNSELOR  1. Provide counseling for students and families to teach them SEL strategies.
4340-501	5220-501 Already in the SPSA?  <input checked="" type="checkbox"/> Yes  <input type="checkbox"/> No	\$13,000	The site has identified that professional development is needed to build the skill and knowledge of teachers.	Changes apply to:  Action Plan  X Possible Future Expenditures  INSERVICES/ CONFERENCES Conferences/ workshops that build staffs' capacity and program sustainability such as AVID, CORWIN, Collaborative Conversations, etc.



<b>From Management (419,501,523)- Object Code</b>	<b>To Management (419, 501, 523)- Object Code</b>	<b>Amount (N/A for content change only)</b>	<b>Rationale (Why?)</b>	<b>Modified Strategies / Activities (SPSA Language)</b>
4310: Mid-Year adjustment of \$36,863.46 From this amount, site will leave \$34,391 in 4310.	N/A Already in the SPSA? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	\$34,391	The site will utilize the mid-year adjustment to purchase supplemental instructional materials as outlined in Possible Future Expenditures.	Changes apply to:  Action Plan  X Possible Future Expenditures  INSTRUCTIONAL MATERIALS/ SUPPLIES  Instructional Materials and Supplies, such as Rewards, Ready Common Core, ACT Benchmark, Scholastic News, copy paper to support intervention and classroom supplemental programs, lamination film, poster maker paper, supplemental classroom materials, organizational bins, privacy partitions, notebooks/composition books, etc.
5850-501	4340,4440,4410, 5841-501 Already in the SPSA? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	\$19,000	Due to not needing contracted services the funds will be unencumbered to support the 2-1 technology needs to better support the needs of students in intervention. 1. Chromebooks to support student use of technology. 2. Supplemental technology, hardware, computer accessories, software, including bulbs, batteries,	Changes apply to: X Action Plan X Possible Future Expenditures  TECHNOLOGY & WARRANTY - 501 School-Wide: 1. To purchase technology items under the \$500 threshold, such as tablets, projectors, Chrome books, iPads, desktops, laptops, Apple TVs, ELMOs, printers, to assist with student learning and teach 21st Century Technology

<b>From Management (419,501,523)- Object Code</b>	<b>To Management (419, 501, 523)- Object Code</b>	<b>Amount  (N/A for content change only)</b>	<b>Rationale  (Why?)</b>	<b>Modified Strategies / Activities  (SPSA Language)</b>
			replacement parts, cases, covers, stands, keyboards, mice, headphones, cords, etc. 3. Warranty for devices	Standards, as well as independent project based learning to include presentations and publications of student work. 2. To purchase supplemental technology, hardware, computer accessories, software, including bulbs, batteries, replacement parts, cases, covers, stands, keyboards, mice, headphones, cords, etc.
2119-501 (plus benefits)	4210-501  Already in the SPSA?  <input type="checkbox"/> Yes  <input checked="" type="checkbox"/> No	\$5,860	Site has determined that additional culturally responsive readers are necessary to incorporate into supplemental reading instruction.	Changes apply to: X Action Plan X Possible Future Expenditures  1. Provide supplemental reading materials.

### Agendas and Minutes Have been submitted to your Program Specialist

☒ Yes

Date Submitted: 4.6.2023

<u>Jackie Maner</u>	<u>Jacqueline L. Maner</u>	<u>3.27.2023</u>
<b>Print Name of the Principal</b>	<b>Signature of the Principal</b>	<b>Date</b>

Cheryl Togashi

**Print Name of the Categorical  
Programs Director**



**Signature of the Categorical  
Programs Director**

3.27.2023

**Date**

**Categorical Programs Use Only:**

<b>Board Approval Date:</b>	<b>Analysis of the need for Board Approval for this modification:</b>	<b>Modification Board Approval Date:</b>
6/21/2022	Due to the amount of funds being moved in LCAP and Title I, the SPSA modifications will need to be re-approved by the School Board.	

**San Bernardino City Unified School District  
2022-2023 SPSA Modification**

<b>School: Del Vallejo MS</b>	<b>Principal: Jackie Maner</b>	<b>Date: 4.11.2023</b>
<b>Check all that apply:</b> <input type="checkbox"/> LCAP <input checked="" type="checkbox"/> Title I <input type="checkbox"/> CSI	<b>Title I and CSI</b> SSC Approval Date: 4.18.2023  <b>LCAP</b> SSC Review Date:	<b>Check One:</b> <input type="checkbox"/> TAS <input checked="" type="checkbox"/> SWP
<b>Type of modification:</b>	<input type="checkbox"/> Revision of the SPSA Content AND Budget <input type="checkbox"/> Revision of the SPSA Content Only <input checked="" type="checkbox"/> Revision of the Budget Only <input type="checkbox"/> Other	
<b>Check the reason(s) for Budget modification:</b>	<input type="checkbox"/> New Allocation <input type="checkbox"/> Salary Savings (vacant positions, unused personnel costs, etc.) <input checked="" type="checkbox"/> Movement of funds from one activity to one or more other activity(ies) <input type="checkbox"/> Other <input type="checkbox"/> N/A	
<b>Check the reason(s) for Content modification:</b>	<input type="checkbox"/> New need identified through data analysis <input type="checkbox"/> Change of an evidenced-based strategy/activity <input type="checkbox"/> Clarification of content <input type="checkbox"/> Adding an additional object code/expense <input type="checkbox"/> Other <input checked="" type="checkbox"/> N/A	

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Approval of the SPSA is required by SSC if changes are made in Title I or CSI. Please send this completed form, along with the SSC Minutes and the Agenda that reflect the Approval/Review of the changes, to your assigned Program Specialist. Board approval of SPSA Modifications is required prior to implementation.

<b>From Management (419,501,523)-Object Code</b>	<b>To Management (419, 501, 523)-Object Code</b>	<b>Amount</b> (N/A for content change only)	<b>Rationale</b> (Why?)	<b>Modified Strategies / Activities</b> (SPSA Language)
4340-501	4210-501  Already in the SPSA? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	\$11,120	Site has determined that additional leveled readers are necessary to support core reading instruction.	Changes apply to: <input type="checkbox"/> Action Plan <input checked="" type="checkbox"/> Possible Future Expenditures 1. Provide supplemental reading materials.

### Agendas and Minutes Have been submitted to your Program Specialist

☒ Yes

Date Submitted: 4.18.2023

Jackie Maner *Jackeline L. Maner* 4/13/2023

**Print Name of the Principal**

**Signature of the Principal**

**Date**

Cheryl Togashi



4-13-2023

**Print Name of the Categorical Programs Director**

**Signature of the Categorical Programs Director**

**Date**

### Categorical Programs Use Only:

<b>Board Approval Date:</b>	<b>Analysis of the need for Board Approval for this modification:</b>	<b>Modification Board Approval Date:</b>
6/21/2022	Due to the amount of funds being moved in Title I, the SPSA modifications will need to be re-approved by the School Board.	

# Del Vallejo Leadership and STEAM Academy

## SSC Minutes

SSC spsa

Tuesday, April 26 · 9:00 – 10:00am

Google Meet joining info

Video call link: <https://meet.google.com/okn-jsko-tff>

Or dial: (US) +1 216-512-0906 PIN: 886 044 163#

- I. Call to Order and Welcome:** The meeting was called to order by Mrs. Richardson, at 9:05am. Interpretation was provided.

**I. Roll Call:**

- II. Present:** Ms. Maner( Principal Virtually), Monique Paramo (Student), Sydney Cooper (Student), Ana Ramirez (Community resource worker), Mr Soward (Teacher join Virtually), Mrs. Carter (Other), Mrs. Batie (Teacher), Mrs. Singleton (Teacher), Mr. Destasio (Teacher join Virtually), (Parent/Community Member), (Parent/Community Member).

- III. Absent:** Susan Gasaway (Parent/Community Member), Alexis Gonzales (Student),

**Quorum Met: Yes** (*10 out of 12 members Present*)

- II. Reading and Approval of Minutes from April 26, 2022:** All members and guests were provided with a copy of the minutes in English and Spanish. Time was given to review the minutes. Mr. Destasio motioned to approved the min, Ms. Singleton second. There was no additional discussion nor were there recommended changes or additions.

**VOTE:** 10 Yeas, 0 Nays, 0 Abstain-motion carried.

**IV. Committee Reports:**

- a. **DAC:** *Include summary of DAC meeting/report.*  
b. **DELAC:** *Include summary of DELAC meeting.*  
c. **DAAAC:** *Include summary of DAAAC meeting.*

**V. Old Business:** None

**VI. New Business:**

- a. **Present the DRAFT, 2022-2023 SPSA and Budget Alignment- Section 2: Goals, Section 2: LCAP, Title I, CSI Action Plan, and Possible Future Expenditures, including ATSI for identified student groups.**

Mrs. Richardson shared the budget with the council.

Strategies/Activities	Goal Alignment	LCAP 419 Cost	Title I 501 Cost
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<p style="text-align: center;"><b>CERTIFICATED TEACHING (PULL OUT TEACHERS)</b></p> <p><b>419 - English Learner, Foster Youth, Low-Income:</b> 1. To provide supplemental intervention support for English Learners who are struggling in the area of reading to increase their achievement with reclassification status.</p> <p><b>501- School-Wide:</b> 1. To allow teachers to attend Professional Development such as: Instructional Rounds, grade level and department level planning, data analysis, Lesson Studies, Teacher Collaboration, and Common Core Planning, etc.</p> <p>2. To provide supplemental Reading/Math/Writing interventions to meet the needs of Tier II or Tier III students in the 6th - 8th Grade.</p>	<p>Goal 1 English Language Arts Goal 2 Mathematics Goal 3 English Learners Goal 4 Chronic Absenteeism (K-8) Goal 5 Suspension Goal 6 Parent-Family Engagement Goal 7 Graduation (High School) Goal 8 College Career (High School)</p>	<p>\$84,825</p> <p>English Learner Foster Youth Low- Income</p> <p>English Learner Foster Youth Low- Income</p> <p>English Learner Foster Youth Low- Income</p>	<p><b>\$52,769</b></p>
<p style="text-align: center;"><b>PROGRAM FACILITATOR - 419/501</b></p> <p><b>Low Income, Foster Youth, English Learner:</b> 1. Will facilitate and participate in the MTSS process: 2. Will assist and support with technology implementation. 3. Will monitor ELs and RFEPs, monitor all English Learners via ELPAC, EL data chats, oversee and monitor LTELs, work directly with students during interventions 4. Will create schedules for testing, supervision, school events, etc. 5. Will distribute materials/ supplies as they arrive. Meet and request quotations from vendors for</p>	<p>Goal 1 English Language Arts Goal 2 Mathematics Goal 3 English Learners Goal 4 Chronic Absenteeism (K-8) Goal 5 Suspension Goal 6 Parent-Family Engagement Goal 7 Graduation (High School) Goal 8 College Career (High School)</p> <p>Goal 1 English Language Arts Goal 2 Mathematics Goal 3 English Learners Goal 4 Chronic Absenteeism (K-8) Goal 5 Suspension Goal 6 Parent-Family Engagement Goal 7</p>	<p><b>\$59,058</b></p> <p>English Learner Foster Youth Low- Income</p> <p>English Learner Foster Youth Low- Income</p> <p>English Learner Foster Youth Low- Income</p>	<p><b>\$59,058</b></p>

<p>academic licenses and STEAM.</p> <p><b>School-Wide:</b></p> <p>1. Will work directly with staff in providing PD, assist in designing effective lessons, &amp; model instructional strategies.</p> <p>2. Will provide data resources/ reports in order to identify students in need of tiered interventions</p> <p>3. Will develop and assist with implementation of Tier II academic and behavior interventions</p> <p>4. Will work directly with students during academic and behavior intervention to progress monitor, and provide necessary resources and training to parents.</p> <p>5. Will schedule and organize parent advisory meetings (SSC, ELAC, etc.) and Let's Talk (site town hall meeting), etc. and maintain all documentation, flyers, agendas, and minutes.</p>	<p>Graduation (High School) Goal 8</p> <p>College Career (High School)</p>		
<p><b>CERTIFICATED TEACHING (ADDITIONAL DUTY) - 419/501</b></p> <p><b>1130</b></p> <p><b>Low Income, Foster Youth, English Learner, School-Wide:</b></p> <p>1. Certificated Teachers will provide Math and ELA support (intervention /tutoring) after school and during winter and spring break intersessions, to students in grades 6th - 8th, in order to maintain or increase knowledge based skills.</p> <p>2. Will provide opportunities for teachers to plan and host parent capacity building nights, such as Literacy Night, Math Night, AVID Night, Showcases, etc., in order to increase parent involvement and knowledge of CCSS</p>	<p>Goal 1 English Language Arts Goal 2 Mathematics Goal 3 English Learners Goal 4 Chronic Absenteeism (K-8) Goal 5 Suspension Goal 6 Parent-Family Engagement Goal 7 Graduation (High School) Goal 8 College Career (High School)</p>	<p><b>\$9,500</b></p> <p>English Learner Foster Youth Low-Income</p> <p>English Learner Foster Youth Low-Income</p> <p>English Learner Foster Youth Low-Income</p>	<p><b>\$5,000</b></p>



<p align="center"><b>CERTIFICATED TEACHING (SUB) - 419/501</b></p> <p><b>Low Income, Foster Youth, English Learner, School- Wide:</b></p> <p><b>1. Will allow teachers to attend Professional Development such as: Instructional Rounds, grade level and department level planning, data analysis, Lesson Studies, Teacher Collaboration, and Common Core Planning.</b></p> <p><b>2. Will provide supplemental intervention support for English Learners who are struggling in the area of reading.</b></p> <p><b>3. Will provide supplemental Reading/Math/Writing interventions to meet the needs of Tier II or Tier III students in the 6th - 8th Grade</b></p>	<p>Goal 1 English Language Arts Goal 2 Mathematics Goal 3 English Learners Goal 4 Chronic Absenteeism (K-8) Goal 5 Suspension Goal 6 Parent-Family Engagement Goal 7 Graduation (High School) Goal 8</p>	<p><b>\$9,000</b></p> <p>English Learner Foster Youth Low- Income</p> <p>English Learner Foster Youth Low- Income</p> <p>English Learner Foster Youth Low- Income</p>	<p><b>\$15,000</b></p>
<p align="center"><b>RECREATIONAL AIDES- 419</b></p> <p><b>Low Income, Foster Youth, English Learner:</b></p> <p><b>1. Will provide supervision of students and help maintain a safe and secure learning environment, during lunch, passing periods, and before/after school, etc.</b></p>	<p>Goal 1 English Language Arts Goal 2 Mathematics Goal 3 English Learners Goal 4 Chronic Absenteeism (K-8) Goal 5 Suspension Goal 6 Parent-Family Engagement Goal 7 Graduation (High School) Goal 8</p>	<p><b>\$3,456</b></p> <p>English Learner Foster Youth Low- Income</p> <p>English Learner Foster Youth Low- Income</p> <p>English Learner Foster Youth Low- Income</p>	
<p align="center"><b>STUDENT INTERN - 419/501</b></p> <p><b>Low Income, Foster Youth, English Learner:</b></p> <p><b>1. To provide small group assistance with Physical Education classes, based on student physical needs.</b></p> <p><b>2. To provide small group in-class academic support in language development and progress monitoring for EL's.</b></p>	<p>Goal 1 English Language Arts Goal 2 Mathematics Goal 3 English Learners Goal 4 Chronic Absenteeism (K-8) Goal 5 Suspension Goal 6 Parent-Family Engagement Goal 7 Graduation (High School) Goal 8</p>	<p><b>\$6,500</b></p> <p>English Learner Foster Youth Low- Income</p> <p>English Learner Foster Youth Low- Income</p> <p>English Learner Foster Youth Low- Income</p>	<p><b>\$5,000</b></p>

<p><b>3. To assist with technology implementation.</b></p> <p><b>School-Wide:</b></p> <p><b>1. To provide small group in-class academic support in reading/math, including language development based on teacher recommendations.</b></p>			
<p><b>INSTRUCTIONAL MATERIALS - 501</b></p> <p><b>School-Wide:</b></p> <p><b>1. To provide materials and supplies that align with the schools foci and assist with Collaborative Conversations.</b></p> <p><b>2. Language Arts and Math intervention materials.</b></p> <p><b>3. Copy paper, lamination film, poster maker paper, etc. to support intervention and classroom supplemental programs</b></p> <p><b>4. Supplemental classroom materials, instructional supplies, organizational bins, notebooks, composition books, etc.</b></p> <p><b>5. AVID resources, such as agendas, binders, dividers, etc.. to extend student learning</b></p> <p><b>6. Culturally responsive related materials to support African American students, both in academics and in SEL.</b></p>	<p>Goal 1 English Language Arts Goal 2 Mathematics Goal 3 English Learners Goal 4 Chronic Absenteeism (K-8) Goal 5 Suspension Goal 6 Parent-Family Engagement Goal 7 Graduation (High School) Goal 8</p>	<p><b>\$5,609</b></p> <p>English Learner Foster Youth Low-Income</p> <p>English Learner Foster Youth Low-Income</p> <p>English Learner Foster Youth Low-Income</p>	
<p><b>340 COMPUTER ACCESSORIES/SUPPLIES - 501 = \$10,000</b></p> <p><b>School-Wide:</b></p> <p><b>1. To purchase technology items under the \$500 threshold, such as tablets, projectors, Chrome books, iPads, desktops, laptops, Apple TVs, ELMOs, printers, to assist with student learning and teach 21st Century Technology Standards, as well as independent project based learning to include presentations and</b></p>	<p>Goal 1 English Language Arts Goal 2 Mathematics Goal 3 English Learners Goal 4 Chronic Absenteeism (K-8) Goal 5 Suspension Goal 6 Parent-Family Engagement Goal 7 Graduation (High School) Goal 8</p>	<p><b>\$23,000</b></p> <p>English Learner Foster Youth Low-Income</p> <p>English Learner Foster Youth Low-Income</p> <p>English Learner Foster Youth Low-Income</p>	

<p>publications of student work.</p> <p><b>4440 COMPUTER NON-DEPRC EQUIPMENT</b> 501 = \$10,000</p> <p><b>School-Wide:</b> 1. To purchase supplemental technology, hardware, computer accessories, software, including bulbs, batteries, replacement parts, cases, covers, stands, keyboards, mice, headphones, cords, etc.</p> <p><b>DISTRICT COMPUTER WARRANTY</b> 501 = \$3,000 <b>School-Wide:</b> 1. To provide warranty repair for all technology purchased with school funds.</p>			
<p><b>CONFERENCES - 501</b></p> <p><b>School-Wide:</b> 1. PD opportunities that help increase rigor in the classroom, based on the school's foci. 2. Conferences/workshops that build staffs' capacity and program sustainability such as AVID, CORWIN, Collaborative Conversations, etc.</p>	<p>Goal 1 English Language Arts Goal 2 Mathematics Goal 3 English Learners Goal 4 Chronic Absenteeism (K-8) Goal 5 Suspension Goal 6 Parent-Family Engagement Goal 7 Graduation (High School) Goal 8</p>	<p><b>\$10,000</b></p> <p>English Learner Foster Youth Low-Income</p> <p>English Learner Foster Youth Low-Income</p> <p>English Learner Foster Youth Low-Income</p>	
<p><b>PRINTING - 501</b></p> <p><b>School-Wide:</b> 1. To provide district printing for instructional supplemental materials in ELA, Math, and AVID in order to increase teacher and student resources for academic success.</p>		<p><b>\$1,000</b></p> <p>English Learner Foster Youth Low-Income</p> <p>English Learner Foster Youth Low-Income</p> <p>English Learner Foster Youth Low-Income</p>	
<p><b>POSTAGE - 501</b></p>	<p>Goal 1 English Language Arts Goal 2</p>	<p><b>\$500</b></p>	

<p><b>School-Wide:</b>  <b>1. To provide notices to parents regarding parent engagement events, parent advisory meetings, student showcase events, etc.</b></p>	<p>Mathematics Goal 3  English Learners Goal 4  Chronic Absenteeism (K-8) Goal 5  Suspension Goal 6  Parent-Family Engagement Goal 7  Graduation (High School) Goal 8</p>	<p>English Learner Foster Youth Low-Income  English Learner Foster Youth Low-Income  English Learner Foster Youth Low-Income</p>	
<p><b>COMPUTER TECH FEES - 501</b></p> <p><b>School-Wide:</b>  <b>1. Computer licenses/ programs, such as Accelerated Reader, etc. to provide students with additional ELA/Math practice;</b>  <b>2. Language Live, English in a Flash (EIAF), and Reading Plus through Renaissance Learning, to support language development</b>  <b>3. Z-Space to enhance student learning through virtual components.</b>  <b>4. PBIS Rewards to monitor student behavior and decrease chronic absenteeism and suspensions.</b></p>	<p>Goal 1 English Language Arts Goal 2  Mathematics Goal 3  English Learners Goal 4  Chronic Absenteeism (K-8) Goal 5  Suspension Goal 6  Parent-Family Engagement Goal 7  Graduation (High School) Goal 8</p>	<p><b>\$15,000</b></p> <p>English Learner Foster Youth Low-Income  English Learner Foster Youth Low-Income  English Learner Foster Youth Low-Income</p>	
<p><b>MICRO-COMPUTER SPECIALIST - 419</b></p> <p>Low Income, Foster Youth, English Learner:  1. Will troubleshoot and resolve computer/ equipment problems  2. Will perform minor computer and other equipment repairs, as well as replace, install, and make appropriate computer repair referrals  3. Will instruct users in the use of computers, software and other computer needs.  4. Will distribute chrome books and other tech devices to teachers and students.</p>	<p>Goal 1 English Language Arts Goal 2  Mathematics Goal 3  English Learners Goal 4  Chronic Absenteeism (K-8) Goal 5  Suspension Goal 6  Parent-Family Engagement Goal 7  Graduation (High School) Goal 8</p>	<p><b>\$53,939</b></p> <p>English Learner Foster Youth Low-Income  English Learner Foster Youth Low-Income  English Learner Foster Youth Low-Income</p>	

5. Will maintain a system of student application requests, technology training, and repair tickets..			
<b>STUDENT INCENTIVES - 501</b>  <b>School-Wide:</b> <b>1. To purchase trophies, awards, medals, etc. to recognize students for academic achievement.</b>	Goal 1 English Language Arts Goal 2 Mathematics Goal 3 English Learners Goal 4 Chronic Absenteeism (K-8) Goal 5 Suspension Goal 6 Parent-Family Engagement Goal 7 Graduation (High School) Goal 8		<b>\$2,000</b>
<b>MAINTENANCE AGREEMENT - 419</b>  <b>Low Income, English Learner, Foster Youth:</b> <b>1. To maintain and provide replacement materials and parts for items such as copiers, laminators, marquee, etc. in order to communicate effectively and be able to provide supplemental materials</b>	Goal 1 English Language Arts Goal 2 Mathematics Goal 3 English Learners Goal 4 Chronic Absenteeism (K-8) Goal 5 Suspension Goal 6 Parent-Family Engagement Goal 7 Graduation (High School) Goal 8	<b>\$4,174</b>  English Learner Foster Youth Low-Income  English Learner Foster Youth Low-Income  English Learner Foster Youth Low-Income	
<b>CONTRACTED SERVICES - 501</b>  <b>School-Wide:</b> 1. To provide consultation services and PD to support the school's foci (providers will work with the ELA and Math teams on teacher clarity and student success criteria as well as mentorship for students) STEAM, collaborative conversations, teacher clarity, Leadership, etc. in order to close the achievement gap. 2. Will work with students and staff, including analyzing data and providing direct services to students in support of the Culturally responsive program			<b>\$24,000</b>
<b>BILINGUAL COMMUNITY RESOURCE WORKER (6 hours) - 501</b>  <b>School-Wide:</b> <b>1. Will assist students and parents with information, referrals to</b>			<b>\$22,444</b>

<p><b>schools, and/or community resources.</b></p> <p><b>2. Will provide parent education classes.</b></p> <p><b>3. Will maintain records related to parent engagement, and home school communication.</b></p>			
<b>EMPLOYEE BENEFITS - 419/501</b>		<b>\$95,745</b> English Learner Foster Youth Low-Income English Learner Foster Youth Low-Income English Learner Foster Youth Low-Income	<b>\$67,469</b>
		<b>\$326,197</b>	<b>\$307,849</b>

## **Section 2: Goals 1-6**

Section 2 of the 2022-2023 School Plan for Student Achievement, which includes Sample Elementary School's goals, was projected for members and guests to view.

### **Goal 1: English Language Arts**

Mrs. Richardson began by presenting the goal(s) for English Language Arts as follows:

#### **School-Wide**

Increase CAASPP ELA distance from standard by 15 points.
--

<b>Metric/Indicator</b>	<b>Baseline/Actual Outcome</b>	<b>Expected Outcome</b>
CA Dashboard - CAASPP (Schoolwide)	2018-2019 -73.4	2021-2022 -58.4
NWEA Reading	Winter 2022 Percentage on Track: 6th: 4% 7th: 7% 8th: 11%	Winter 2023 Percentage on Track: Schoolwide: 6th: 11% 7th: 12% 8th: 19%

Mrs. Barrera stated that Del Vallejo Leadership and STEAM continues to work toward meeting its goal in ELA by 15 points

### Goal 2: Mathematics

Mrs. Richardson presented the schoolwide goal for Math. She stated that Del Vallejo Leadership and STEAM Academy continues to work toward meeting its goal in Math by 15 points

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CA Dashboard - CAASPP (Schoolwide)	2018-2019 -145.5	2021-2022 -130.5
NWEA	Winter 2022 6th: 0% 7th: 4% 8th: 4%	Winter 2023 6th: 3% 7th: 7% 8th: 7%

### Goal 3: English Learners

Mrs. Barrera shared a brief overview of the goals for Sample Elementary School's English Learners as follows:

#### ELPAC

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

#### Reclassification

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

#### ELA

Increase CAASPP ELA distance from standard by 15 points.

#### Math

Increase CAASPP Math distance from standard by 15 points.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
NWEA - Reading	Winter 2022 6th: 4% 7th: 2.3% 8th: 0%	Winter 2023 6th: 9% 7th: 7.3% 8th: 5%
Reclassification Rate	5.7%	20%

CAASPP ELA	2018-2019 -80.1	2021-2022 -65.1
CAASPP MATH	2018-2019 -138.8	2021-2022 -123.8
NWEA	Winter 2022 6th: 4% 7th: 2.3% 8th: 0% 3 <sup>rd</sup> :	Winter 2023 6th: 9% 7th: 7.3% 8th: 5% 3 <sup>rd</sup> :

#### Goal 4: Chronic Absenteeism (K-12)

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CA Dashboard - Chronic Absenteeism	2018-2019 24.6%	2021-2022 19.6%
SBCUSD Site Data Dashboard	2021-2022 41.4%	2022-2023 36.4%

#### Goal 5: Suspension

CA Dashboard -suspension	2018-2019 16.3%	2022-23 11.3%
SBCUSD Site Data Dashboard	2019-2020 (through March 2020 due to pandemic) 10.9%	2022-2023 5.9%

#### Goal 6: Parent-Family Engagement

Mrs. Barrera indicated that Sample Elementary School sought the input of parents in their establishment of the Parent-Family Engagement goals for the 2022-2023 school year. She presented the schoolwide goals for Parent-Family Engagement as follows:

##### School-Wide

Increase the amount of educational parent/family workshops \by 2 workshops a year

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.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Parent/Family Workshop Calendars and Agendas	0 Workshops	2 Workshops



Sign-in/Attendance Verification Sheet	0 Attendees	20 Attendees
Panorama Data- Title I Parent-Family Engagement	2021-2022 52% favorable response	2022-2023 56% favorable response

Mrs. Richardson stated that Del Vallejo Leadership and STEAM Academy continues to work toward meeting its goals for parent engagement by employing a community resource worker.

Mrs. Richardson asked if there were any questions or concerns. There were no further comments.

### **Section 2: LCAP, Title I Action Plan**

Mrs. Richardson began by reminding the SSC that their responsibilities include monitoring the implementation of the School Plan for Student Achievement (SPSA), evaluating the effectiveness of the planned activities, revising and approving the plan, and finally, recommending it to the board for approval. She reminded the council that the development process for the 2022-2023 SPSA has been on going. As a site, teachers and staff have participated in on-going data analysis that has yielded valuable findings and has assisted in determining the site's needs, for the purpose of increasing student achievement. Along with data analysis, staff and the School Site Council have implemented a continuous cycle of monitoring Title I and LCAP, expenditures found in the SPSA, as well as their effectiveness. Based on the on-going data analysis and monitoring cycle, the staff, School Site Council, and stakeholders are now coming together to update the SPSA, in order to close the achievement gap, and best support the Title I/LCAP program at the site.

Mrs. Richardson followed by projecting the 2022-2023 Section 2: "LCAP, Title I, and CSI Action Plan" and explained that the planned expenditures are aligned to those discussed during Del Vallejo Leadership and STEAM Academy's budget development process. She reminded the council of the specific intent of each of the Title I planned expenditures/strategies and activities, which is to increase student achievement by addressing the needs of all students who are at-risk of failing, or are currently failing. Consistent with stakeholder transparency and budgetary alignment with the site-level needs assessment (found in Section 1 of the plan), student data, and identified academic priorities, the council was provided with the details as to the positions, programs, professional development, and parent-family engagement activities that support school wide and student group needs, as follows:

<b>Strategies/Activities</b>	<b>Goal Alignment</b>	<b>LCAP 419 Cost</b>	<b>Title I 501 Cost</b>
<b>CERTIFICATED TEACHING (PULL OUT TEACHERS)</b>		\$84,825	<b>\$52,769</b>

<p><b>419 - English Learner, Foster Youth, Low-Income:</b>  <b>1. To provide supplemental intervention support for English Learners who are struggling in the area of reading to increase their achievement with reclassification status.</b></p> <p><b>501- School-Wide:</b>  <b>1. To allow teachers to attend Professional Development such as: Instructional Rounds, grade level and department level planning, data analysis, Lesson Studies, Teacher Collaboration, and Common Core Planning, etc.</b>  <b>2. To provide supplemental Reading/Math/Writing interventions to meet the needs of Tier II or Tier III students in the 6th - 8th Grade.</b></p>	<p>Goal 1 English Language Arts Goal 2 Mathematics Goal 3 English Learners Goal 4 Chronic Absenteeism (K-8) Goal 5 Suspension Goal 6 Parent-Family Engagement Goal 7 Graduation (High School) Goal 8 College Career (High School)</p>	<p>English Learner Foster Youth Low-Income</p> <p>English Learner Foster Youth Low-Income</p> <p>English Learner Foster Youth Low-Income</p>	
<p><b>PROGRAM FACILITATOR - 419/501</b></p> <p><b>Low Income, Foster Youth, English Learner:</b>  <b>1. Will facilitate and participate in the MTSS process:</b>  <b>2. Will assist and support with technology implementation.</b>  <b>3. Will monitor ELs and RFEPs, monitor all English Learners via ELPAC, EL data chats, oversee and monitor LTELs, work directly with students during interventions</b>  <b>4. Will create schedules for testing, supervision, school events, etc.</b>  <b>5. Will distribute materials/supplies as they arrive. Meet and request quotations from vendors for academic licenses and STEAM.</b></p> <p><b>School-Wide:</b></p>	<p>Goal 1 English Language Arts Goal 2 Mathematics Goal 3 English Learners Goal 4 Chronic Absenteeism (K-8) Goal 5 Suspension Goal 6 Parent-Family Engagement Goal 7 Graduation (High School) Goal 8 College Career (High School)</p> <p>Goal 1 English Language Arts Goal 2 Mathematics Goal 3 English Learners Goal 4 Chronic Absenteeism (K-8) Goal 5 Suspension Goal 6 Parent-Family Engagement Goal 7 Graduation (High School) Goal 8 College Career (High School)</p>	<p><b>\$59,058</b></p> <p>English Learner Foster Youth Low-Income</p> <p>English Learner Foster Youth Low-Income</p> <p>English Learner Foster Youth Low-Income</p>	<p><b>\$59,058</b></p>

<p>1. Will work directly with staff in providing PD, assist in designing effective lessons, &amp; model instructional strategies.</p> <p>2. Will provide data resources/ reports in order to identify students in need of tiered interventions</p> <p>3. Will develop and assist with implementation of Tier II academic and behavior interventions</p> <p>4. Will work directly with students during academic and behavior intervention to progress monitor, and provide necessary resources and training to parents.</p> <p>5. Will schedule and organize parent advisory meetings (SSC, ELAC, etc.) and Let's Talk (site town hall meeting), etc. and maintain all documentation, flyers, agendas, and minutes.</p>			
<p><b>CERTIFICATED TEACHING (ADDITIONAL DUTY) - 419/501</b></p> <p><b>1130</b></p> <p><b>Low Income, Foster Youth, English Learner, School-Wide:</b></p> <p>1. Certificated Teachers will provide Math and ELA support (intervention /tutoring) after school and during winter and spring break intersessions, to students in grades 6th - 8th, in order to maintain or increase knowledge based skills.</p> <p>2. Will provide opportunities for teachers to plan and host parent capacity building nights, such as Literacy Night, Math Night, AVID Night, Showcases, etc., in order to increase parent involvement and knowledge of CCSS</p>	<p>Goal 1 English Language Arts Goal 2 Mathematics Goal 3 English Learners Goal 4 Chronic Absenteeism (K-8) Goal 5 Suspension Goal 6 Parent-Family Engagement Goal 7 Graduation (High School) Goal 8 College Career (High School)</p>	<p><b>\$9,500</b></p> <p>English Learner Foster Youth Low-Income</p> <p>English Learner Foster Youth Low-Income</p> <p>English Learner Foster Youth Low-Income</p>	<p><b>\$5,000</b></p>
<p><b>CERTIFICATED TEACHING (SUB) - 419/501</b></p>	<p>Goal 1 English Language Arts Goal 2 Mathematics Goal 3 English</p>	<p><b>\$9,000</b></p> <p>English Learner Foster</p>	<p><b>\$15,000</b></p>

<p><b>Low Income, Foster Youth, English Learner, School-Wide:</b></p> <p><b>1. Will allow teachers to attend Professional Development such as: Instructional Rounds, grade level and department level planning, data analysis, Lesson Studies, Teacher Collaboration, and Common Core Planning.</b></p> <p><b>2. Will provide supplemental intervention support for English Learners who are struggling in the area of reading.</b></p> <p><b>3. Will provide supplemental Reading/Math/Writing interventions to meet the needs of Tier II or Tier III students in the 6th - 8th Grade</b></p>	<p>Learners Goal 4 Chronic Absenteeism (K-8) Goal 5 Suspension Goal 6 Parent-Family Engagement Goal 7 Graduation (High School) Goal 8</p>	<p>Youth Low-Income English Learner Foster Youth Low-Income English Learner Foster Youth Low-Income</p>	
<p><b>RECREATIONAL AIDES-419</b></p> <p><b>Low Income, Foster Youth, English Learner:</b></p> <p><b>1. Will provide supervision of students and help maintain a safe and secure learning environment, during lunch, passing periods, and before/after school, etc.</b></p>	<p>Goal 1 English Language Arts Goal 2 Mathematics Goal 3 English Learners Goal 4 Chronic Absenteeism (K-8) Goal 5 Suspension Goal 6 Parent-Family Engagement Goal 7 Graduation (High School) Goal 8</p>	<p><b>\$3,456</b> English Learner Foster Youth Low-Income English Learner Foster Youth Low-Income English Learner Foster Youth Low-Income</p>	
<p><b>STUDENT INTERN - 419/501</b></p> <p><b>Low Income, Foster Youth, English Learner:</b></p> <p><b>1. To provide small group assistance with Physical Education classes, based on student physical needs.</b></p> <p><b>2. To provide small group in-class academic support in language development and progress monitoring for EL's.</b></p> <p><b>3. To assist with technology implementation.</b></p> <p><b>School-Wide:</b></p>	<p>Goal 1 English Language Arts Goal 2 Mathematics Goal 3 English Learners Goal 4 Chronic Absenteeism (K-8) Goal 5 Suspension Goal 6 Parent-Family Engagement Goal 7 Graduation (High School) Goal 8</p>	<p><b>\$6,500</b> English Learner Foster Youth Low-Income English Learner Foster Youth Low-Income English Learner Foster Youth Low-Income</p>	<p><b>\$5,000</b></p>

1. To provide small group in-class academic support in reading/math, including language development based on teacher recommendations.			
<p align="center"><b>INSTRUCTIONAL MATERIALS - 501</b></p> <p align="center"><b>School-Wide:</b></p> <p><b>1. To provide materials and supplies that align with the schools foci and assist with Collaborative Conversations.</b></p> <p><b>2. Language Arts and Math intervention materials.</b></p> <p><b>3. Copy paper, lamination film, poster maker paper, etc. to support intervention and classroom supplemental programs</b></p> <p><b>4. Supplemental classroom materials, instructional supplies, organizational bins, notebooks, composition books, etc.</b></p> <p><b>5. AVID resources, such as agendas, binders, dividers, etc.. to extend student learning</b></p> <p><b>6. Culturally responsive related materials to support African American students, both in academics and in SEL.</b></p>	<p>Goal 1 English Language Arts Goal 2 Mathematics Goal 3 English Learners Goal 4 Chronic Absenteeism (K-8) Goal 5 Suspension Goal 6 Parent-Family Engagement Goal 7 Graduation (High School) Goal 8</p>	<p><b>\$5,609</b></p> <p>English Learner Foster Youth Low-Income</p> <p>English Learner Foster Youth Low-Income</p> <p>English Learner Foster Youth Low-Income</p>	
<p><b>340 COMPUTER ACCESSORIES/SUPPLIES - 501 = \$10,000</b></p> <p><b>School-Wide:</b></p> <p><b>1. To purchase technology items under the \$500 threshold, such as tablets, projectors, Chrome books, iPads, desktops, laptops, Apple TVs, ELMOs, printers, to assist with student learning and teach 21st Century Technology Standards, as well as independent project based learning to include presentations and publications of student work.</b></p> <p><b>4440 COMPUTER NON-DEPRC EQUIPMENT</b></p>	<p>Goal 1 English Language Arts Goal 2 Mathematics Goal 3 English Learners Goal 4 Chronic Absenteeism (K-8) Goal 5 Suspension Goal 6 Parent-Family Engagement Goal 7 Graduation (High School) Goal 8</p>	<p><b>\$23,000</b></p> <p>English Learner Foster Youth Low-Income</p> <p>English Learner Foster Youth Low-Income</p> <p>English Learner Foster Youth Low-Income</p>	

<p><b>501 = \$10,000</b></p> <p><b>School-Wide:</b>  <b>1. To purchase supplemental technology, hardware, computer accessories, software, including bulbs, batteries, replacement parts, cases, covers, stands, keyboards, mice, headphones, cords, etc.</b></p> <p><b>DISTRICT COMPUTER WARRANTY</b>  <b>501 = \$3,000</b>  <b>School-Wide:</b>  <b>1. To provide warranty repair for all technology purchased with school funds.</b></p>			
<p><b>CONFERENCES - 501</b></p> <p><b>School-Wide:</b>  <b>1. PD opportunities that help increase rigor in the classroom, based on the school's foci.</b>  <b>2. Conferences/workshops that build staffs' capacity and program sustainability such as AVID, CORWIN, Collaborative Conversations, etc.</b></p>	<p>Goal 1 English  Language Arts Goal 2  Mathematics Goal 3  English Learners Goal 4  Chronic Absenteeism (K-8) Goal 5  Suspension Goal 6  Parent-Family Engagement Goal 7  Graduation (High School) Goal 8</p>	<p><b>\$10,000</b></p> <p>English Learner Foster Youth Low-Income</p> <p>English Learner Foster Youth Low-Income</p> <p>English Learner Foster Youth Low-Income</p>	
<p><b>PRINTING - 501</b></p> <p><b>School-Wide:</b>  <b>1. To provide district printing for instructional supplemental materials in ELA, Math, and AVID in order to increase teacher and student resources for academic success.</b></p>		<p><b>\$1,000</b></p> <p>English Learner Foster Youth Low-Income</p> <p>English Learner Foster Youth Low-Income</p> <p>English Learner Foster Youth Low-Income</p>	
<p><b>POSTAGE - 501</b></p> <p><b>School-Wide:</b>  <b>1. To provide notices to parents regarding parent engagement events, parent advisory meetings, student showcase events, etc.</b></p>	<p>Goal 1 English  Language Arts Goal 2  Mathematics Goal 3  English Learners Goal 4  Chronic Absenteeism</p>	<p><b>\$500</b></p> <p>English Learner Foster Youth Low-Income</p>	

	(K-8) Goal 5 Suspension Goal 6 Parent-Family Engagement Goal 7 Graduation (High School) Goal 8	English Learner Foster Youth Low- Income  English Learner Foster Youth Low- Income	
<b>COMPUTER TECH FEES - 501</b>  <b>School-Wide:</b> <b>1. Computer licenses/ programs, such as Accelerated Reader, etc. to provide students with additional ELA/Math practice;</b> <b>2. Language Live, English in a Flash (EIAF), and Reading Plus through Renaissance Learning, to support language development</b> <b>3. Z-Space to enhance student learning through virtual components.</b> <b>4. PBIS Rewards to monitor student behavior and decrease chronic absenteeism and suspensions.</b>	Goal 1 English Language Arts Goal 2 Mathematics Goal 3 English Learners Goal 4 Chronic Absenteeism (K-8) Goal 5 Suspension Goal 6 Parent-Family Engagement Goal 7 Graduation (High School) Goal 8	<b>\$15,000</b>  English Learner Foster Youth Low- Income  English Learner Foster Youth Low- Income  English Learner Foster Youth Low- Income	
<b>MICRO-COMPUTER SPECIALIST - 419</b>  Low Income, Foster Youth, English Learner: 1. Will troubleshoot and resolve computer/ equipment problems 2. Will perform minor computer and other equipment repairs, as well as replace, install, and make appropriate computer repair referrals 3. Will instruct users in the use of computers, software and other computer needs. 4. Will distribute chrome books and other tech devices to teachers and students. 5. Will maintain a system of student application requests, technology training, and repair tickets..	Goal 1 English Language Arts Goal 2 Mathematics Goal 3 English Learners Goal 4 Chronic Absenteeism (K-8) Goal 5 Suspension Goal 6 Parent-Family Engagement Goal 7 Graduation (High School) Goal 8	<b>\$53,939</b>  English Learner Foster Youth Low- Income  English Learner Foster Youth Low- Income  English Learner Foster Youth Low- Income	
<b>STUDENT INCENTIVES - 501</b>  <b>School-Wide:</b>	Goal 1 English Language Arts Goal 2 Mathematics Goal 3		<b>\$2,000</b>

<p><b>1. To purchase trophies, awards, medals, etc. to recognize students for academic achievement.</b></p>	<p>English Learners Goal 4 Chronic Absenteeism (K-8) Goal 5 Suspension Goal 6 Parent-Family Engagement Goal 7 Graduation (High School) Goal 8</p>		
<p><b>MAINTENANCE AGREEMENT - 419</b></p> <p><b>Low Income, English Learner, Foster Youth:</b></p> <p><b>1. To maintain and provide replacement materials and parts for items such as copiers, laminators, marquee, etc. in order to communicate effectively and be able to provide supplemental materials</b></p>	<p>Goal 1 English Language Arts Goal 2 Mathematics Goal 3 English Learners Goal 4 Chronic Absenteeism (K-8) Goal 5 Suspension Goal 6 Parent-Family Engagement Goal 7 Graduation (High School) Goal 8</p>	<p><b>\$4,174</b></p> <p>English Learner Foster Youth Low-Income English Learner Foster Youth Low-Income English Learner Foster Youth Low-Income</p>	
<p><b>CONTRACTED SERVICES - 501</b></p> <p>School-Wide:</p> <p>1. To provide consultation services and PD to support the school's foci (providers will work with the ELA and Math teams on teacher clarity and student success criteria as well as mentorship for students) STEAM, collaborative conversations, teacher clarity, Leadership, etc. in order to close the achievement gap.</p> <p>2. Will work with students and staff, including analyzing data and providing direct services to students in support of the Culturally responsive program</p>			<p><b>\$24,000</b></p>
<p><b>BILINGUAL COMMUNITY RESOURCE WORKER (6 hours) - 501</b></p> <p><b>School-Wide:</b></p> <p><b>1. Will assist students and parents with information, referrals to schools, and/or community resources.</b></p> <p><b>2. Will provide parent education classes.</b></p>			<p><b>\$22,444</b></p>



<b>3. Will maintain records related to parent engagement, and home school communication.</b>			
<b>EMPLOYEE BENEFITS - 419/501</b>		<b>\$95,745</b> English Learner Foster Youth Low- Income  English Learner Foster Youth Low- Income  English Learner Foster Youth Low- Income	<b>\$67,469</b>
		<b>\$326,197</b>	<b>\$307,849</b>

Mrs. Richardson concluded the presentation of each of the LCAP and Title I (planned expenditures/strategies and activities found in Section 2 of the SPSA, by first, highlighting that the total amount for the LCAP funded expenditures (\$326,197), aligned with the total in the 2022-2023 budget template. Mrs. Richardson asked if there were any comments, questions, or input regarding the draft LCAP strategies and activities. There were none.

Mrs. Richardson emphasized that the total amount for the Title I expenditures (\$307,849), aligned with the total in the 2022-2023 budget template. Mrs. Richardson asked if there were any comments, questions, or input regarding the draft, 2022-2023 SPSA, Title I portion of the plan. Mrs. Batie asked if the planned expenditures/strategies and activities would remain the same for the upcoming school year. Mrs. Richardson explained that while the intent is to implement the plan in its approved state, the SPSA is a living document, that may be modified (at any necessary time), based on the results of a needs assessment. She reminded the council that any changes to the Title I portion of the plan, do require a “re-approval” by the council, as well as the Board.

### **Section 2: Possible Future Expenditures**

Finally, Mrs. Richardson stated that it is important for Sample Elementary School to have a plan in the event of possible adjustments to the LCAP (419) and/or Title I (501) budgets. Possible adjustments and/or funds from vacant positions will be liquidated throughout the year and allocated to the actions and services listed under the “Possible Future Expenditures” in Section 2 of the SPSA. Furthermore, the planned expenditures must not exceed 30% of the total tentative allocation.

The following planned expenditures/strategies and activities are recommended in the event of an adjustment to the *LCAP (419) budget and/or the Title I (501) budget*:

*(\*\*Document the presentation of each/all of the “Possible Future Expenditures” as listed in the SPSA)*

**Section 2: Possible Future Expenditures  
LCAP, Title I, and CSI**

<b>Strategies/Activities</b>	<b>Goal Alignment</b>	<b>LCAP 419 Cost</b>	<b>Title I 501 Cost</b>	<b>CSI 523 Cost</b>
<p>INSTRUCTIONAL MATERIALS - 419/501</p> <p>Low Income, Foster Youth, English Learner, School-Wide:</p> <p>1. Supplemental materials, such as Collaborative Conversations materials, Language Arts intervention materials, ink/toner, and supportive, research based LA and Math materials, etc. to support struggling students.</p> <p>2. Provide supplemental materials to support collaborative learning, STEAM, Leadership and AVID implementation including: ink/toner for classroom printers, supplemental classroom materials, etc., in order to increase academic opportunities and enhance instruction.</p> <p>3. Instructional Materials and Supplies, such as Rewards, Ready Common Core, ACT Benchmark, Scholastic News, copy paper to support intervention and classroom supplemental programs, lamination film, poster maker paper, supplemental classroom materials, organizational bins, privacy partitions, notebooks/composition books, etc.</p>	<p>Goal 1 English Language Arts</p> <p>Goal 2 Mathematics</p> <p>Goal 3 English Learners</p>	<p>\$10,000.00</p> <p>Low-Income</p>	\$10,000.00	
<p>4340 COMPUTER ACCESSORIES/ SUPPLIES</p> <p>419 = \$20,000</p> <p>501 = \$20,000</p> <p>Low Income, Foster Youth, English Learner, School-Wide:</p> <p>1. Computer accessories such as, but not limited to keyboards, mice, headphones, earbuds, etc. in order to enhance the use of technology.</p> <p>4410 INSTR NON-DEPRC EQUIP</p> <p>419 = \$30,000</p> <p>501 = \$30,000</p> <p>Low Income, Foster Youth, English Learner, School-Wide:</p> <p>1. Provide Classroom Technology, such as, but not limited to Laptops, Smart tV's, projectors, screens, etc., in order to</p>	<p>Goal 1 English Language Arts</p> <p>Goal 2 Mathematics</p>	<p>\$50,000</p> <p>Low-Income</p>	\$50,000	

enhance student learning and engagement.				
<p>COMPUTER TECH FEES/LICENSES - 419/501</p> <p>Low Income, Foster Youth, English Learner, School-Wide:</p> <p>1. To provide computer licenses in order to differentiate instruction and provide engaging activities to reinforce skills and concepts to improve reading, writing skills and math skills, such as STAR Renaissance programs, Language Live, Rosetta Stone, etc. to support language development.</p> <p>2. Computer apps, learning programs to assist with student learning and teach 21st Century Technology Common Core Standards Learning, including ACT Now, to provide additional practice and relearning opportunities.</p>	<p>Goal 1 English Language Arts</p> <p>Goal 2 Mathematics</p> <p>Goal 3 English Learners</p>	<p>\$10,000</p> <p>English Learner</p> <p>Low-Income</p>	\$20,000	
<p>CERTIFICATED ADDL DUTY - 419/501</p> <p>1130</p> <p>Low Income, Foster Youth, English Learner, School-Wide:</p> <p>1. Certificated Teachers will provide Math and ELA support (intervention/tutoring) after school, to students in grades 6th - 8th, in order to maintain or increase knowledge based skills.</p> <p>2. Data analysis and Department planning will occur for the purposes of student success in Math and ELA:</p> <p>(a) to ensure services are being offered to identified students</p> <p>(b) to create/strategize effective teaching practices and lessons</p> <p>(c) to increase School Climate and Culture and PBIS planning, for a positive and safe learning environment for students.</p> <p>3. Will provide opportunities for teachers to plan and host parent capacity building nights, such as Literacy Night, Math Night, AVID Night, Showcases, etc., in order to increase parent involvement and knowledge of CCSS.</p>	<p>Goal 1 English Language Arts</p> <p>Goal 2 Mathematics</p> <p>Goal 3 English Learners</p>	10,000	10,000	

<p>FIELD TRIPS (TRANSPORTATION) - 419/501</p> <p>Low Income, Foster Youth, English Learner, School-Wide: 1. Field Trips will be used for reinforcement of standards through field trips for real world exploration.</p>	<p>Goal 1 English Language Arts</p> <p>Goal 2 Mathematics</p> <p>Goal 3 English Learners</p>	\$5,000	\$5,000	
<p>INSERVICE/CONFERENCES - 419/501</p> <p>Low Income, Foster Youth, English Learner, School-Wide: 1. Provide opportunities for Parent Trainings/conferences in order to build parent capacity and encourage parent engagement.</p>	<p>Goal 1 English Language Arts</p> <p>Goal 2 Mathematics</p> <p>Goal 3 English Learners</p>	\$5,000	\$5,000	
	<b>Total Cost</b>	\$95,000	\$ 100,000	

Mrs. Richardson asked if there were any comments, questions, or input regarding the draft 2022-2023 Possible Future Expenditures. There were none.

**b. Present ELAC’s input on the school-wide needs assessment and recommendations for the English Learner program in the School Plan for Student Achievement (SPSA):** Mrs. Richardson stated that Sample Elementary School’s ELAC (English Language Advisory Committee) had reviewed the Title I and LCAP expenditures, during its last meeting. As it is the ELAC’s responsibility to make recommendations, with regard to the Title I program, and its impact on English learners, ELAC members.

**c. Presentation of Title I Parent-Family Engagement Survey Results (SBCUSD Family Survey with a focus on the Title I Survey):** Mrs. Richardson reminded parents that the Title I Parent-Family Engagement Survey was included as part of the 2021-2022 SBCUSD Family Survey. The survey covers key topics from perceptions of school supports and school climate, to barriers to engagement. Overall, the survey is used as a formative tool that allows the district and schools to strengthen parent-family engagement, in order to support strong student academic and social outcomes.

Mrs. Richardson reminded the council that it is specifically tasked with the responsibility of reviewing the results of the Title I Parent-Family Engagement Survey *portion* of the District’s Family Survey.

A review of the results revealed that Del Vallejo Leadership and STEAM Academy’s *top 3 strengths* are as follows:

1. **Climate of Support for Academic Learning**
2. **Knowledge and Fairness of Discipline, Rules and Norms**
3. **Diversity and Inclusion**

Del Vallejo Leadership and STEAM Academy will be addressing the *3 areas of growth* as follows:

1. **Safety**
2. **Sense of Belonging (School Connectedness)**
3. **Sense of Acceptance**

Mrs. Richardson stated that schools receiving Title I funding are required to conduct outreach to all parents and family members, and implement programs, activities, and procedures for the engagement of said parents and family members. The results of the Title I Parent-Family Engagement Survey indicate the parents' input with regard to the strengths and needs of the school, as well as what programs, activities, and procedures should be planned and implemented at the school level. Del Vallejo Leadership and STEAM Academy will further study the results in order to determine any next steps, possibly generate additional expenditures in the Action Plan, amend the School-Parent and Family Engagement Policy, and/or revise the School-Parent Compact.

Mrs. Richardson asked if there were any questions or concerns. There were none.

**VII. Public Comment:** Mrs. Richardson asked for public comment. There were none

**VIII. Adjournment:** Sydney Cooper motioned to adjourn the meeting. Ms. Singleton seconded the motion. There was no discussion. The meeting was adjourned unanimously at 10:10 am.