

The School Plan for Student Achievement 2020-2021

School: GRACIANO GOMEZ ELEMENTARY SCHOOL
District: SAN BERNARDINO CITY UNIFIED SCHOOL DISTRICT
County District School (CDS) Code: 36678760127332
Principal: Alicia D. Faz
SSC Approval/Adopted Date: September 17, 2020

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

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

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The District Governing Board approved this revision of the SPSA on 10-20-20.

District Mission Statement

The mission of SBCUSD, the leading expert in human learning, is to ensure all students, cradle to career, develop the knowledge, skills, and proficiencies required for college, career, civic and economic success by inspiring and engaging them in a system distinguished by:

- High expectations for student and staff performance
- Vital partnerships with families, community, and employers
- Culturally proficient schools
- Learning experiences beyond traditional boundaries of where and when
- Safe, respectful, and welcoming environments

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Section 5: Board Executive Summary

Board Executive Summary of Title I and LCAP Programs

School Site Demographics

Administrators/positions:

- Principal: Alicia D. Faz
- Vice Principal(s)/ACII: N/A

Free and Reduced Lunch Percentage: 96.36%

Data is collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS). Aggregate data files are provided by the CDE – Data Reporting Office at <http://www.cde.ca.gov/ds/sd/sd/filesenr.asp>

Student Demographics

| | |
|---------------------------------|-----|
| Total Number of Students | 550 |
|---------------------------------|-----|

Program/Student Group

| | | | |
|--------------------------|-----|--------------------------|-----|
| English Learners | 194 | African American | 50 |
| Foster Youth | 8 | Asian | 7 |
| Homeless | 77 | Hispanic/Latino | 461 |
| Low Income | 530 | Pacific Islanders | 5 |
| Special Education | 56 | White | 17 |
| GATE | 30 | Other | |
| Reclassified | 105 | | |

*Based on October 2019 CBEDS data

Stakeholder Involvement: Describe the planning process for this SPSA annual review and update.

(Include who was involved, as well as when and how it took place.)

The SPSA development process, for the 2020-2021 school year, has been on-going throughout the school year. As a site, teachers and staff have participated in on-going data analysis, through the completion of Data Protocols, as part of grade leveled meetings and 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 on-going data analysis and monitoring cycle, the staff, School Site Council, and stakeholders collaborated in updating the SPSA, in order to close the achievement gap, and best support the Title I/LCAP Program at the site. The final copy of the SPSA/CSI, will be approved by School Site Council in September 2020.

Programs: (i.e. AVID, Dual Immersion, GATE magnet, College Career Pathway, Contracted Services, etc.)

Gomez Elementary School is a Dual Immersion magnet school that utilizes a 90/10 Dual Immersion Language Learning model. We have a performing arts focus with the implementation of the Gomez Acting Class.

Comprehensive Needs Assessment:

What are the school-wide and student group observations in the CAASPP, ELPAC, Mathematics Standards Aligned Assessments, ELA Standards Aligned Assessments and “Other” Data? Include trends and patterns, root cause, and next steps.

| CAASPP, ELA and Mathematics (School-wide, EL, African American, groups in red) |
|---|
| <p>Achievement of ELA Goal: 2019 ELA Goal: Our goal was to increase CAASPP ELA 10 points on DFS as measured by CAASPP ELA, Spring 2019. Based on the CA Dashboard ELA decreased by 2.5, leaving us 12.5 points short of achieving our goal.</p> <p>School-wide: Our school had 322 students tested in grade 3 through 6. The 2018-2019 CA Dashboard data report for students in grades 3-6 indicate a decline in English Language Arts (ELA) of 2.5 points. The school's Distance from Standard (DFS) is 48.7 points below standard in ELA. We currently have 0 student groups in the red level, 3 student groups in orange (English Language Learners, Socioeconomically Disadvantaged, Hispanic), 0 student groups in yellow, 0 student groups in green, and 0 student groups in the blue.</p> <p>English Learners: Our school had 209 EL students in grades 3-5. The current EL students are 38.5 points below standard in ELA after a 0.7 point decrease on the DFS. The Reclassified EL students (116 in grades 3-6) are 2.6 points above standard, after a 43.2 point decrease on the DFS.</p> <p>African American: Our school had 25 African American students in grades 3-5. The students are 80.3 points below standard and are in the No Performance Color Level. They had a 14.4 increase on the DFS.</p> <p>Analysis and Root Cause: In discussing this data with K-6 teachers, the following points were raised regarding the root cause of students not progressing:</p> <ol style="list-style-type: none"> 1. Need to narrow focus 2. Ensure strategies are implemented by all staff to fidelity as evidenced by walkthroughs and CFA data analysis and collaboration. <p>Next Steps:</p> <ol style="list-style-type: none"> 1. Teachers discussed needing to continue using our EAIII's and Resource Teacher to provide small group instruction and intervention in the classrooms using Moby Max, iStation, and MyON. 2. Resident Subs will be used to release teachers for professional development, opportunities for AVID, distance learning strategies and concepts, etc. 3. Resident Subs will also assist Resource Teacher and EAIII's in providing instruction and intervention for students utilizing MobyMax, iStation, and MyON. 4. Administration will support the implementation of the professional development by conducting walkthroughs (virtual as necessary) and lesson study (during a physical return) to provide feedback to teachers and adjust the professional learning of teachers, as needed. 5. Teachers also discussed the need to help parents learn skills to better help their children at home. It has been discussed to have certificated staff provide parent workshops on various topics (AVID, Google Classroom, navigating through Aeries, etc) in order to better assist parents through distance learning. <p>Achievement of Mathematical Goal: 2019 Mathematical Goal: Our goal was to increase CAASPP Mathematics by 10 points on Distance from Standard (DFS) as measured by CAASPP Mathematics, Spring 2019. Based on the CA Dashboard, Mathematics the distance from 3 decreased by 1.9 points school-wide, leaving us 8.1 points short of achieving our goal.</p> <p>School-wide: Our school had 319 students tested in grade 3 through 6. The 2018-2019 CA Dashboard data report for all students in grades 3-6 indicate a increase in Math of 1.9 points. The school's Distance from Standard (DFS) is 63.4 points below standard in Math. We currently have 0 student groups in the red level, 3 student groups in orange (English Language Learner, socioeconomic disadvantaged, and Hispanic), 0 student groups in yellow, 0 student groups in green, and 0 student groups in the blue.</p> |

English Learners: Our school had 209 EL students in grades 3-5. The current EL students are 48.4 points below standard in ELA after a 2.0 point increase on the DFS.

African American: Our school had 25 African American students in grades 3-5. The students are 108.2 points below standard and are in the No Performance Color Level. They had a 2.7 decrease on the DFS.

Analysis and Root Cause:

In discussing this data with K-6 teachers, the following points were raised regarding the root cause of students not progressing:

1. Need to narrow focus
2. Ensure implemented strategies are implemented by all staff to fidelity as evidenced by walkthroughs and lesson study when available.

Next Steps:

1. Teachers discussed needing to continue using our EAIII's and Resource Teacher to provide small group instruction and intervention in the classrooms using Moby Max, IXL (6th Grade) and Extra math.
2. Resident sub will be used to release teachers for professional development opportunities for AVID, distance learning strategies and concepts, standards for mathematical practice, social-emotional learning, etc.
3. Resident sub will also assist resource teacher and EAIII's in providing instruction and intervention for students utilizing Moby Max, IXL (6th Grade), and Extra math.
4. Administration will support the implementation of the professional development by conducting walkthroughs (virtual as necessary) and instructional rounds (during a physical return) to provide feedback to teachers and adjust the professional learning of teachers, as needed.
5. Teachers also discussed the need to help parents learn skills to better help their children at home. It has been discussed to have certificated staff provide parent workshops on various topics (AVID, Google Classroom, navigating through Aeries, etc) in order to better assist parents through distance learning.
6. Our focus has also shifted to provide more teacher clarity and the use of dialogical sequence in Math with a focus on number talks that allow for whole group participation which lends itself to be more effective in our virtual learning format than the previously successful and implemented strategy of Think Write Pair Share using the Kinsella model.

ELPAC and English Learner Program

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

Achievement of Goal:

Our goal was to increase our reclassification rate by 35%, as measured by the SBCUSD Site Data Dashboard. Based on the 2019 reclassification rates, and due to the Covid19 shutdown we reclassified 2% leaving us 33% short of achieving our goal.

ELPAC: The 2018-2019 English Learner Progress Indicator on the 2018-2019 CA Dashboard reports the 45.6% of the 253 English Learners are 3.92% are a level 4 (well developed), 35.29% are a level 3 (moderately developed), 48.53% are a level 2 (somewhat developed), and 12.25% are a level 1 (minimally developed).

Overall Performance For ELPAC:

Level 1: 12.25%
 Level 2: 48.53%
 Level 3: 35.29%
 Level 4: 3.92%

Overall Performance for Oral Language Performance:

Level 1: 9.80%
Level 2: 32.35%
Level 3: 43.14%
Level 4: 14.71%

Overall Performance for Written Language Performance:

Level 1: 29.41%
Level 2: 49.02%
Level 3: 18.63%
Level 4: 2.94%

Overall Performance for Listening Domain:

Beginning: 18.14%
Somewhat/moderately developed: 67.65%
Well developed: 14.22%

Overall Performance for Speaking Domain:

Beginning: 12.75%
Somewhat/moderately developed: 58.82%
Well developed: 28.43%

Overall Performance for Reading Domain:

Beginning: 44.12%
Somewhat/moderately developed: 53.43%
Well developed: 2.45%

Overall Performance for Writing Domain:

Beginning: 14.22%
Somewhat/moderately developed: 53.43%
Well developed: 14.22%

ELD Implementation: Based on the sites formative walkthrough data, 90% of teachers are consistently integrating ELD strategies into the core subject areas of instruction and 100% of teachers are beginning to provide designated ELD instruction through the Kinsella model of Think Write Pair Share. Based on this data, our site will provide professional development to all teachers on integrated and designated ELD instruction.

TELL: As of December 2019, English Learners progress monitoring demonstrates the following for the 146 students: Limited= 10, Basic= 44, Intermediate= 51, High= 41, and Advanced= 0.

Reclassification: As of June 2019, 25.7% students met the criteria to be reclassified to English proficient in the 2018-2019 school year. Currently 3 students, of the 197 English Learners, meet the criteria to be reclassified, including scoring a level 4 on the 2019 ELPAC annual assessment.

Analysis and Root Cause:

Based on the walkthroughs and lesson study data, we found that a majority of our teachers were consistently implementing the ELD strategies in core instruction, and did provide small group ELA instruction and intervention. Full scale assessment data is unavailable due to the Covid19 shutdown.

Next Steps:

Although this is an improvement from the prior year, our staff will work to increase the amount of students being reclassified prior to leaving elementary school by doing the following:

1. Resource Teacher and ELF will provide professional development to teachers on integrated and designated ELD. PD will be provided either during MOU or during the day, (distance learning or physical return) so a sub will be needed.
2. Our focus has also shifted to provide more teacher clarity and the use of dialogical sequence in Math with a focus on number talks that allow for whole group participation which lends itself to be more effective in our virtual learning format.

Standards Aligned Assessments

(ELA and Mathematics)

ENGLISH LANGUAGE ARTS (Assessment 1):

School-Wide Data Analysis:

3rd grade (70 students assessed): 23% Exceeded, 29% Met, 11% Nearly Met, and 43% Not Met

4th grade (97 students assessed): 15% Exceeded, 15% Met, 15% Nearly Met, and 54% Not Met

5th grade (100 students assessed): 30% Exceeded, 13% Met, 21% Nearly Met, and 36% Not Met

6th grade (72 students assessed): 19% Exceeded, 18% Met, 32% Nearly Met, and 31% Not Met

English Learners Data Analysis:

3rd grade (25 students assessed): 20% Exceeded, 16% Met, 20% Nearly Met, and 52% Not Met

4th grade (30 students assessed): 10% Exceeded, 3% Met, 17% Nearly Met, and 70% Not Met

5th grade (29 students assessed): 31% Exceeded, 17% Met, 24% Nearly Met, and 28% Not Met

6th grade (18 students assessed): 6% Exceeded, 11% Met, 44% Nearly Met, and 39% Not Met

African Americans Data Analysis:

3rd grade (8 students assessed): 25% Exceeded, 25% Met, 13% Nearly Met, and 38% Not Met

4th grade (10 students assessed): 0% Exceeded, 0% Met, 20% Nearly Met, and 80% Not Met

5th grade (11 students assessed): 18% Exceeded, 0% Met, 18% Nearly Met, and 64% Not Met

6th grade (4 students assessed): 0% Exceeded, 25% Met, 50% Nearly Met, and 25% Not Met

ANALYSIS AND ROOT CAUSE:

As evidenced by walkthroughs and lesson study, teachers that implemented strategies (Think, Write, Pair, Share, Step Up To Writing, Kagan and Kinsella Engagement Strategies) from the school's focus increased test scores.

NEXT STEPS:

1. EAIII's continue intervention in the classrooms.
2. Resident Subs continue intervention and release teachers for PD and grade level collaborations

MATHEMATICS:**School-Wide Data Analysis:**

3rd grade (73 students assessed): 11% Exceeded, 22% Met, 25% Nearly Met, and 42% Not Met
 4th grade (101 students assessed): 12% Exceeded, 10% Met, 12% Nearly Met, and 66% Not Met
 5th grade (100 students assessed): 20% Exceeded, 20% Met, 13% Nearly Met, and 35% Not Met
 6th grade (69 students assessed): 9% Exceeded, 7% Met, 17% Nearly Met, and 67% Not Met

English Learners Data Analysis:

3rd grade (26 students assessed): 8% Exceeded, 27% Met, 15% Nearly Met, and 50% Not Met
 4th grade (31 students assessed): 3% Exceeded, 3% Met, 6% Nearly Met, and 87% Not Met
 5th grade (29 students assessed): 10% Exceeded, 21% Met, 45% Nearly Met, and 24% Not Met
 6th grade (18 students assessed): 0% Exceeded, 0% Met, 3% Nearly Met, and 15% Not Met

African Americans Data Analysis:

3rd grade (8 students assessed): 8% Exceeded, 0% Met, 25% Nearly Met, and 50% Not Met
 4th grade (10 students assessed): 0% Exceeded, 0% Met, 0% Nearly Met, and 100% Not Met
 5th grade (11 students assessed): 9% Exceeded, 9% Met, 27% Nearly Met, and 55% Not Met
 6th grade (3 students assessed): 0% Exceeded, 0% Met, 1% Nearly Met, and 2% Not Met

ANALYSIS AND ROOT CAUSE:

As evidenced by walkthroughs and lesson study, teachers that implemented strategies (Think, Write, Pair, Share, Step Up To Writing, Kagan and Kinsella Engagement Strategies) from the school's focus increased test scores.

NEXT STEPS:

1. EAIII's continue intervention in the classrooms.
2. Resident Subs continue intervention and release teachers for PD and grade level collaborations

Other Data

(Suspensions, Chronic Absenteeism, Graduation Rate [HS], College Career [HS], Site-based program data)

SUSPENSIONS:

Overall, student suspensions were 0.8 points. This was a decrease from 3.7 (2018-19 year) according to the CA dashboard. Our Hispanic student group decreased from 3.3 suspensions to 0.6. Our African American student group decreased from 6.3 suspensions to 3.2. Our white student group decreased from 4.8 suspensions to 0.0. Our English Learners student group decreased from 2.6 suspensions to 0.9. Our socioeconomically disadvantaged student group decreased from 3.9 to 0.5 suspensions.

Analysis and Root Cause:

PBiS was more thoroughly followed and enforced by all staff members. The counselor made daily morning announcements reviewing the PBiS expectation by location and survival skill of the week including their steps. Positive reinforcements were given with weekly Golden Eagle cart incentives for being safe, responsible, and respectful. Social-

emotional learning trainings, Second Step curriculum implementation for grades kinder through sixth, and professional development were held for teachers. After a thorough review of the data various students were placed in a more appropriate educational setting.

Next Steps:

We will continue to build positive relationships with our students and use social-emotional learning strategies. PBIS and SEL expectations and strategies will continue to be directly taught and enforced during both distance learning and a physical return to school.

CHRONIC ABSENTEEISM:

Overall, chronic absenteeism was 13.5% points school wide. Based on our last available data due to the Covid19 shutdown our students went from 16.6 (2018-19 year) to 13.5 (2019-20 year) according to the CA dashboard. Our Hispanic student chronic absenteeism went from 14.8 to 12.0. Our socioeconomically disadvantaged student chronic absenteeism went from 16.6 to 13.2. Our special education student chronic absenteeism went from 22.4 to 22.0. Our white student chronic absenteeism went from 22.2 to 0.0. Our English Learner chronic absenteeism went from 10.9 to 8.7. Our African-American chronic absenteeism population increased from 28.6 to 32.1. Our foster youth had no data due to Covid19.

Analysis and Root Cause:

There was an increase at Graciano Gomez of families with housing instability, trauma, and foster and/or homeless youth. Admin Team, including Counselor and Resource Teacher was more effective with community outreach including home visits and regular check-ins with students and families.

Next Steps:

1. Bilingual clerk, counselor, and teachers will continue to provide positive incentives and rewards for students attending school. Teachers will continue to fill out Golden Eagle charts for everyday whole class is present for prizes when there is a physical return. During distance learning, teachers will choose and prizes will be mailed to the homes of those students who are celebrated for both attendance and online participation.
2. Counselor and Office staff will continue to make contact and build positive relationships with families of chronically absent students to provide them with information and resources regarding how to get their child to school.
3. School will continue to hold SART meetings in order to gain insight on family needs.

Note: Parent Engagement and Professional Development are included in the 2019-2020 SPSA. Below is a sample analysis of these two goals.

PARENT ENGAGEMENT:

Achievement of goal was to increase the amount of parents attending the workshops by 10% as measured by sign-in sheets, surveys, and participation. According to observation and parent feedback, there was 91 families attending the workshops.

Analysis and Root Cause:

Our parent participation percentage fell from the previous year due to COVID-19 preventing us from hosting parent workshops that were planned. However, the workshops that we did have physically (Open House, Math night, ELA Night and Winter night) had about the same participation as the previous year. Parents also have high participation rates because teachers are diligent about responding to their needs and the school constantly informs parents of events via the school's website, social media platforms, the marquee, and sending home flyers.

Next Steps:

To support the parent workshops the following will be needed:

1. Additional Duty for teachers to host workshops after school for working parents/families
2. Materials for the workshops such as chart paper, index cards, printer paper, ink, and markers, etc.

PROFESSIONAL DEVELOPMENT:

Achievement of Goal:

Our Professional Development goal was to have 100% of our teachers implement Kinsella strategies as evidenced by walkthroughs. We found that 100% of all teachers implemented these strategies, at least 70% at the beginning level of rigor. Step Up to Writing was implemented in 100% of our classes, as was the RtI push-in model.

Analysis and Root Cause:

Based on our formative data our results are as follows: We had 100% participation in Think Write Pair Share, Step Up to Writing, and the RtI push-in strategy using ELD strategies and structures. Full scale assessment data is unavailable due to the Covid 19 shutdown.

Next Steps:

Based on the professional development evaluation and feedback, teacher clarity, the dialogical sequence (which are better suited for the distance learning platform), RtI, and Step Up To Writing will continue to be part of the Professional Learning Plan in 2020-2021. Teachers will receive additional training and support to increase the implementation of skills learned.

LCAP and Title I Strategies/Activities

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

| Planned Expenditures | Strategies/Activities | Object Code | Goal Alignment | Schoolwide and/or Applicable Student Group | LCAP 419 Cost | Title I 501 Cost | CSI 523 Cost |
|----------------------|--|--------------------------|--|--|---------------|------------------|--------------|
| District Printing | <p>Printing- To provide supplemental resources including but not limited to Step Up to Writing resources to help access and enhance the core curriculum.</p> <p>To communicate to parents about workshops, training, letters, packets and information to increase home-school communication and parent engagement.</p> | 5713 Printing - District | <p>Goal 1 English Language Arts</p> <p>Goal 2 Mathematics</p> <p>Goal 7 Parent-Family Engagement</p> | <p>Schoolwide</p> <p>African American</p> <p>Hispanic/Latino</p> <p>Low-Income</p> <p>Foster Youth</p> <p>Reclassified</p> | \$ 1,000 | \$ | \$ |

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| <p>Resident Substitutes</p> | <p>Resident Substitutes Title I and CSI-</p> <p>To provide release time for teachers to attend activities such as but not limited to: collaboration, professional development, lesson studies, instructional planning, data meetings, conferences, grade level planning etc. to increase their capacity. To provide intervention for our at-risk groups.</p> | <p>1140 Certificated Teaching - Sub</p> | <p>Goal 1 English Language Arts Goal 2 Mathematics Goal 3 English Learners</p> | <p>Schoolwide English Learner African American Foster Youth Low-Income</p> | <p>\$ 4,135</p> | <p>\$ 70,000</p> | <p>\$ 50,000</p> |
| <p>Bilingual Resource Teacher</p> | <p>Bilingual Resource Teacher</p> <p>(419) To coordinate school-wide programs, work with teachers and students in order to strengthen the total reading and math program.</p> <p>(419)To function in a leadership role in order to implement a balanced literacy program.</p> <p>(419) Coordinate, creates testing schedules and maintains site, district, and state testing.</p> <p>(419) Maintain resources and provide to teachers as necessary.</p> | <p>1160 Pull Out Teacher</p> | <p>Goal 1 English Language Arts Goal 2 Mathematics Goal 7 Parent-Family Engagement Goal 3 English Learners</p> | <p>Schoolwide Low-Income English Learner African American Hispanic/Latino Foster Youth</p> | <p>\$ 66,573</p> | <p>\$ 22,191</p> | <p>\$</p> |

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| | <p>(419) Support the the MTSS process</p> <p>(501) Support the intervention program, to include identifying resources and materials to support English Learners, African American, Hispanic/Latino and Foster Youth</p> <p>(501) To coordinate the collection and review of math data for our African and English Learner subgroups, and the professional development and implementation of equity strategies to increase ELA and math test scores.</p> <p>(501) Coordinates/ plans/provides staff development as related to the core/base program to support student achievement</p> <p>(419) Provide data, resources and reports</p> <p>(501) Assist the monitoring of students with intervention programs, work in establishing the learning center and provide services and opportunities for all students.</p> | | | | | | |
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| | (501) Assist in recruiting parent involvement in various school committees and provides resources/training to parents. | | | | | | |
| District Warranty | District Warranty- District warranty/ licensing for computers to provide supplemental resources to help access and enhance the core curriculum including, but not limited to, the purchase of computers. | 5841 District Computer Warranty/Repair | Goal 1 English Language Arts Goal 2 Mathematics | Schoolwide | \$ 1,000 | \$ 982.94 | \$ 2,500 |
| Computer Equipment (\$500-\$4,999) | Computer- Non Purchase equipment such as but not limited to chromebooks, radios, Apple TVs, ELMOs, projectors, printers, carts, headphones/earbuds, batteries, and computer apps/learning programs for research, enrichment and assist students learning both at the school site and virtually, as well as teach 21st century technology skills and standards. | 4440 Computer Non-Deprc Equip \$500-\$4,999.99 | Goal 1 English Language Arts Goal 2 Mathematics | Schoolwide | \$ 3,402.69 | \$ 2,380.45 | \$ 35,000 |
| Instructional Materials and Supplies | Instructional Material- In an effort to address the low to mid-range scores in both ELA and Math the effective implementation of supplemental materials will improve academic achievement such as, but | 4310 Instr Materials/Supplies | Goal 1 English Language Arts Goal 2 Mathematics Goal 3 English Learners | Schoolwide English Learner Foster Youth Low-Income African American | \$ 28,123.27 | \$ 18,264.49 | \$ |

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|--------------------|---|--|---|-----------------|--------------|-----------|----|
| | not limited to Step Up to Writing, GLAD, and AVID resources, supplies, and materials CSI- materials for intervention program Materials for parent training | | Goal 4 African American Goal 5 Chronic Absenteeism (K-8) Goal 7 Parent-Family Engagement | Hispanic/Latino | | | |
| Student Incentives | Student Incentives- Student Incentives and awards such as certificates and/or instructional materials (e.g., pencils, books, etc.) for academic achievement/ improvement to provide students incentives for attendance, PBiS, and academic achievement, plus the postage required to mail them home during distance learning LCAP - Attendance TITLE I - Academic Achievement | 5880 Student Incentives/Other Services/Fees/Parent Inservice | Goal 1 English Language Arts Goal 2 Mathematics Goal 7 Parent-Family Engagement Goal 5 Chronic Absenteeism (K-8) | Schoolwide | \$ 19,000 | \$ 10,000 | \$ |
| Recreational Aides | Recreation Aides: Work during the day to provide supervision of students in order to maintain a safe and orderly environment and reinforce PBiS expectations and Restorative Justice skills. Provide attendance outreach during distance learning. | 2118 Rec Aide Regular | Goal 1 English Language Arts Goal 2 Mathematics | Schoolwide | \$ 33,327.53 | \$ | \$ |

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| Employee Benefits | Employee benefits for all personnel funded with LCAP and Title I. | 3000-3999 Employee Benefits | Goal 1 English Language Arts Goal 2 Mathematics Goal 3 English Learners Goal 4 African American Goal 5 Chronic Absenteeism (K-8) Goal 6 Suspension Goal 7 Parent-Family Engagement | Schoolwide | \$ 53,171.32 | \$ 65,540.54 | \$ |
| Computer Tech Fees and Licenses | Computer Tech Fees and Licenses Computer tech fees, software license to purchase instructional level intervention support programs such as, but not limited to MobyMax, etc to provide diagnostic and supplemental instructional level interventions to all students | 5840 Computer Tech Fees, Software Licenses, Svcs | Goal 1 English Language Arts Goal 2 Mathematics Goal 3 English Learners Goal 4 African American Goal 5 Chronic Absenteeism (K-8) Goal 7 Parent-Family Engagement | Schoolwide | \$ 5,000 | \$ 3,000 | \$ |
| Additional Duty | Additional Duty To provide Before, and/or After School Tutoring, and Intersession for more intensive supplemental interventions To identify at risk students, plan and provide for | 1130 Certificated Teaching - Addl Duty | Goal 1 English Language Arts Goal 2 Mathematics Goal 7 Parent-Family Engagement | Schoolwide | \$ 8,636 | \$ 10,000 | \$ 20,000 |

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| | <p>intervention, progress monitor</p> <p>To evaluate needs as measured by progress monitoring through MobyMax, District Benchmarks, and other assessments</p> <p>Staff will train parents/families and provide materials to help them work with and improve their child's achievement</p> <p>CSI: Provide addition time for the Leadership team to analyze formative data (CFAs, Moby Max, DRAs, Chronic Absenteeism, and Suspensions) to determine progress of students in each grade/student group. Goal is to determine gaps, inequalities, and needs to students to better serve them.</p> <p>Additionally, this information will help determine staff needs for professional development.</p> | | | | | | |
| <p>Bilingual Community Resource Worker</p> | <p>Bilingual Community Resource Worker</p> <p>To support the effort in strengthening parent engagement and</p> | <p>2913 Com Res W/Parent VW - Reg</p> | <p>Goal 7 Parent-Family Engagement</p> | <p>English Learner Hispanic/Latino African American Foster Youth</p> | <p>\$</p> | <p>\$ 14,136</p> | <p>\$</p> |

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| | <p>involvement as critical agents in academic achievement, and support the development of a positive school environment. To provide direct assistance to parents and students in identifying and obtaining community services, and to help ensure regular attendance as measured by home and school communication. To provide on-going monitoring of tardies and average daily attendance data with a focus on students who are consistently absent/tardy for “non-defiant” reasons; attendance at parent-centered functions such as teacher conferences, SSC/ELAC/AAPAC, “Coffee with the Principal,” etc.</p> | | | <p>Low-Income Schoolwide</p> | | | |
| EAIII | <p>EAIII (2 Positions)</p> <p>To work with kinder through 6 grades to provide small group intervention.</p> <p>The English Learner student achievement program includes: Positions: EAIII to work with the ELL population to increase English language proficiency and reclassification rates.</p> | <p>2111 Instructional Asst/EAIII - Reg</p> | <p>Goal 1 English Language Arts Goal 2 Mathematics Goal 3 English Learners</p> | <p>English Learner</p> | \$ 12,003.84 | \$ 36,011.52 | \$ |

| | | | | | | | |
|--------------------------------------|--|-------------------------------|--|----------------------------|----------|----------|--------------|
| | Assist with district and state testing (419) | | | | | | |
| Instructional Materials and Supplies | <p>Instructional Materials and Supplies</p> <p>Training and materials to help parents work with and improve their child's achievement. Also, increase connections between the school community and the school as measured by administration walkthroughs, documented sign-in sheets and observations, improved parent attendance at various parent events/activities, continued volunteer hours as evidence in the logs, and improved student achievement.</p> | 4310 Instr Materials/Supplies | Goal 7 Parent-Family Engagement | Low-Income | \$ | \$ 2,500 | \$ 14,092.91 |
| In-Service and Conferences | <p>In-Service and Conferences</p> <p>Additional professional development will be provided for English Language learners support through GLAD, Step Up to Writing, AVID, and Kinsella/Kagan trainings.</p> <p>CSI: Provide additional professional development to meet the needs of our teachers (CABE, John Hattie, Teacher Clarity,</p> | 5220 Inservice/Conference | <p>Goal 1 English Language Arts</p> <p>Goal 2 Mathematics</p> <p>Goal 3 English Learners</p> <p>Goal 4 African American</p> <p>Goal 7 Parent-Family Engagement</p> | Schoolwide English Learner | \$ 7,500 | \$ 2,000 | \$ 20,000 |

| | | | | | | | |
|--------------------------------|--|-----------------------------|--|------------|----------|----|----------|
| | Data Analysis, Root Cause, and inequities). | | | | | | |
| Maintenance Agreement | Maintenance Agreements Agreements for copiers and printers to provide supplemental resources to help access and enhance the core curriculum including, but not limited to the purchase of a copy machine and required maintenance agreements. | 5633 Maintenance Agreement | Goal 1 English Language Arts Goal 2 Mathematics | Schoolwide | \$ 4,500 | \$ | \$ |
| Work Orders-District | Printing Provide preventative maintenance and/or repair maintenance for effective operations | 5714 Work Orders - District | Goal 1 English Language Arts Goal 2 Mathematics Goal 7 Parent-Family Engagement Goal 3 English Learners Goal 4 African American Goal 5 Chronic Absenteeism (K-8) Goal 6 Suspension | Schoolwide | \$ | \$ | \$ |
| Professional Development Books | Other Books To purchase The Teacher Clarity Playbook and other books needed for professional development | 4210 Other Books | Goal 1 English Language Arts Goal 2 Mathematics Goal 3 English Learners Goal 4 African American Goal 5 Chronic Absenteeism (K-8) | Schoolwide | \$ | \$ | \$ 1,000 |

| | | | | | | | |
|--------------------|---|---|---|------------|---------------|---------------|---------------|
| | | | Goal 6 Suspension Goal 7 Parent-Family Engagement | | | | |
| Computer Accessory | Computer Accessories/Supplies To provide additional technology for students and staff for the intervention program | 4340 Computer Accessories/Supplies/Software | Goal 1 English Language Arts Goal 2 Mathematics | Schoolwide | \$ 9,552.13 | \$ 9,590.61 | \$ 10,000 |
| Postage | Postage To mail student incentives | 5717 Postage - District | Goal 1 English Language Arts Goal 2 Mathematics Goal 3 English Learners Goal 4 African American Goal 5 Chronic Absenteeism (K-8) Goal 5 Chronic Absenteeism (K-8) Goal 7 Parent-Family Engagement | Schoolwide | \$ 2500.00 | \$ | \$ |
| Total Costs | | | | | \$ 259,424.78 | \$ 266,597.55 | \$ 152,592.91 |
| | | | | | | | |



Mayra Gutierrez (Gomez ES) <mayra.gutierrez@sbcusd.k12.ca.us>

Firma de SPSA

angelita ramirez <ramirezangelita03@gmail.com>

Thu, Sep 17, 2020 at 4:33 PM

To: "Mayra Gutierrez (Gomez ES)" <mayra.gutierrez@sbcusd.k12.ca.us>

I'm Angelita Castellanos, vice chairperson of Gomez SSC and this email serves as my signature for the recomendations and assurances of the 2020-2021 SPSA.

Angelita Castellanos
9/17/20

Soy Angelita Castellanos, vice presidenta de Gomez SSC y este correo electrónico sirve como mi firma para las recomendaciones y garantías del SPSA 2020-2021

Angelita Castellanos
9/17/20

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ENGLISH LEARNER PLAN/ PLAN DE ESTUDIANTES APRENDICES DE INGLÉS

GRACIANO GOMEZ ELEMENTARY SCHOOL/ESCUELA 2020-2021

PROGRAMS AT THIS SITE: STRUCTURED ENGLISH IMMERSION, DUAL IMMERSION,
PROGRAMAS EN ESTA ESCUELA: INMERSIÓN ESTRUCTURADA EN INGLÉS, INMERSIÓN DUAL

Goals:

| | |
|--|--|
| ELPAC Increase the percentage of English Learner students making progress toward English proficiency by 10% moving from 42.2% to 52.2%, as measured by the 2020 ELPAC assessment. | RECLASSIFICATION Increase the percentage of English Learner students being reclassified by 10% of our current EL population of 253 students, moving from 25.7% to 35.7% as measured by the SBCUSD school site data dashboard. |
| ELA Increases CAASPP ELA distance from standard by 10 points moving from -38.5 distance from standard to -28.5 distance from standard, as measured by the CA Dashboard. | MATH Increases CAASPP Math distance from standard by 10 points moving from -48.4 distance from standard to -38.4 distance from standard, as measured by the CA Dashboard. |

STRATEGIES/ACTIVITIES

| Student Achievement strategies/activities | Parent Engagement strategies/activities |
|--|---|
| 419: Personnel: <ul style="list-style-type: none"> ● Resource Teacher – building student capacity in academics ● Resident Substitutes – small group interventions ● Instructional materials & Supplies – supplemental materials for Step Up to writing, GLAD, AVID, supplies, intervention materials, etc. ● Student Incentives- building student capacity in academics, attendance, and PBiS ● Additional Duty – building student capacity in academics ● EAIII (2 Positions) – assist with district and state testing | 419: Personnel: <ul style="list-style-type: none"> ● Resource Teacher – building parent capacity with technology ● Instructional Materials and Supplies – Parent workshop materials (paper, markers, etc) ● Additional Duty – building parent capacity to improve their child’s achievement |
| 501: Personnel: <ul style="list-style-type: none"> ● Resident Substitutes – small group interventions ● Resource Teacher – building student capacity in academics ● Instructional materials & Supplies – supplemental materials for Step Up to writing, GLAD, AVID, supplies, intervention materials, etc. ● Student Incentives- building student capacity in academics, attendance, and PBiS ● Additional Duty – building student capacity in academics ● EAIII (2 Positions) – building student capacity in academics (ELL population to increase English language proficiency and reclassification rates) | 501: Personnel: <ul style="list-style-type: none"> ● Resource Teacher – building parent capacity with technology ● Instructional Materials and Supplies – Parent workshop materials (paper, markers, etc) ● Additional Duty – building parent capacity to improve their child’s achievement ● Bilingual Community Resource Worker – building parent capacity with resources |
| | |

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GRACIANO GOMEZ ELEMENTARY SCHOOL/ESCUELA 2020-2021

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| PROFESSIONAL DEVELOPMENT | INSTRUCTIONAL SUPPLIES/TECHNOLOGY |
|--|---|
| 419: Personnel <ul style="list-style-type: none"> ● Resource Teacher – Building teacher capacity with technology/resources ● Resident Substitutes – Release teachers for professional development ● In-Services & conferences – GLAD, Step Up to Writing, AVID, and Kinsella | 419/501 <ul style="list-style-type: none"> ● Instructional materials & Supplies – for students and parents as mentioned above ● Licenses – MobyMax, etc ● Instructional materials & Supplies – supplemental materials for Step Up to writing, GLAD, AVID, supplies and materials ● Computer Equipment- Purchase equipment such as Chromebooks, Apple TV’s ELMOs, projectors, printers, carts, headphones/earbuds, etc ● Maintenance Agreement- Agreements for copiers and printers to provide supplemental resources to help access and enhance the core curriculum i |

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

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

| |
|---|
| Curriculum in use: |
| ELD: Wonders ELD • Wonders ELA/ELD Teacher Editions • ELA/ELD Scope and Sequence from Wonders • Content curricula (science, social studies) |
| ELEMENTARY: Wonders ELD • Wonders ELA/ELD Teacher Editions • ELA/ELD Scope and Sequence from Wonders • Content curricula (science, social studies) |
| DUAL/MAINTENANCE BILINGUAL: Wonders ELD • Wonders ELA/ELD Teacher Editions • ELD Scope and Sequence for Maintenance Bilingual/Dual Immersion programs • Content curricula (science, social studies) |
| |
| Forms of academic assessments used to measure student progress: |
| ELD portfolio, curriculum embedded assessments, CAASPP, district aligned assessments, STAR, TELL. |

ENGLISH LEARNER PLAN/ PLAN DE ESTUDIANTES APRENDICES DE INGLÉS

GRACIANO GOMEZ ELEMENTARY SCHOOL/ESCUELA 2020-2021

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PROGRAMAS EN ESTA ESCUELA: INMERSIÓN ESTRUCTURADA EN INGLÉS, INMERSIÓN DUAL

Metas:

| | |
|--|---|
| ELPAC: Aumentar el porcentaje de estudiantes de inglés que progresan hacia el dominio del inglés en un 10%, pasando del 42,2% al 52,2%, según la evaluación ELPAC 2020. | RECLASIFICACIÓN: Aumentar el porcentaje de estudiantes aprendices de inglés que son reclasificados en un 10% de nuestra población actual de 253 estudiantes EL, pasando del 25.7% al 35.7% según lo medido por el tablero de datos de la escuela SBCUSD. |
| ELA Aumenta la distancia del CAASPP ELA por 10 puntos, pasando de -38.5 a -28.5, según el tablero de CA. | MATEMÁTICAS : Aumenta la distancia del CAASPP de Matemáticas por 10 puntos pasando de -48.4 distancia del estándar a -38.4 distancia del estándar, según el tablero de CA. |

ESTRATEGIAS/ACTIVIDADES

| Actividades/Estrategias para el Logro Estudiantil | Actividades/Estrategias para la Participación de Los Padres |
|--|---|
| <p>419: Personal:</p> <ul style="list-style-type: none"> • Profesor de recursos - construcción de la capacidad de los estudiantes en lo académico. • Sustitutos residentes - intervenciones en grupos pequeños • Materiales de instrucción y suministros - materiales suplementarios para Step Up to writing, GLAD, AVID, suministros, materiales de intervención, etc. • Incentivos para estudiantes - construcción de la capacidad de los estudiantes en lo académico, la asistencia, y PbiS • Deberes adicionales - construcción de la capacidad de los estudiantes en lo académico • EAIII (2 Puestos) - ayudar con las pruebas del distrito y del estado <p>419: Personal:</p> <ul style="list-style-type: none"> • Profesor de recursos - construir la capacidad de los padres con la tecnología • Materiales y suministros de instrucción - materiales para talleres de padres (papel, marcadores, etc.) • Deber adicional - construir la capacidad de los padres para mejorar el rendimiento de sus hijos | <p>501: Personal:</p> <ul style="list-style-type: none"> • Profesor de recursos - construir la capacidad de los padres con la tecnología • Materiales de instrucción y suministros - materiales para talleres de padres (papel, marcadores, etc) • Deberes adicionales - crear la capacidad de los padres para mejorar el rendimiento de sus hijos • Trabajador de Recursos Comunitarios Bilingües - creación de capacidad de los padres con recursos |

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| | |
|--|---|
| <p>501: Personal</p> <ul style="list-style-type: none"> • Sustitutos residentes - intervenciones en grupos pequeños • Profesor de recursos - construcción de la capacidad de los estudiantes en lo académico • Materiales de instrucción y suministros - materiales suplementarios para Step Up to writing, GLAD, AVID, suministros, materiales de intervención, etc. • Incentivos para los estudiantes - construcción de la capacidad de los estudiantes en lo académico, la asistencia, y PbiS • Deberes adicionales - construcción de la capacidad de los estudiantes en lo académico • EAlll (2 Puestos) - construcción de la capacidad de los estudiantes en lo académico (población ELL para aumentar el dominio del idioma inglés y las tasas de reclasificación) | <p>419: Personal: Oficinista:</p> <ul style="list-style-type: none"> • Fortalece la conexión entre el hogar y la escuela. • Horas/días adicionales para aumentar la participación de los padres, mantenerse en contacto con los padres durante el Aprendizaje a Distancia y proporcionar recursos que ayudarán a las familias a que sus hijos permanezcan en la escuela. |
| <p>DESARROLLO PROFESIONAL</p> | <p>SUMINISTROS DE ENSEÑANZA</p> |
| <p>419: Personal Personal Certificado:</p> <ul style="list-style-type: none"> • Profesor de recursos - Creación de capacidad de los profesores con tecnología/recursos • Sustitutos residentes - Liberar a los maestros para el desarrollo profesional • Servicios y conferencias - GLAD, Step Up to Writing, AVID, y Kinsella | <p>419/501</p> <ul style="list-style-type: none"> • Materiales de instrucción y suministros - para los estudiantes y los padres como se mencionó anteriormente • - Licencias - MobyMax, etc. • - Materiales de instrucción y suministros - materiales suplementarios para Step Up to writing, GLAD, AVID, suministros y materiales • - Equipo de Computación- Compra de equipo como Chromebooks, Apple TV's ELMOs, proyectores, impresoras, carros, audífonos/escuchas, etc. • - Acuerdo de mantenimiento- Acuerdos para copadoras e impresoras para proporcionar recursos suplementarios para ayudar a acceder y mejorar el plan de estudios básico |

Para más información sobre nuestro SPSA y programa de Título I, por favor asista a nuestras Reuniones del Comité Asesor Escolar.

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

ENGLISH LEARNER PLAN/ PLAN DE ESTUDIANTES APRENDICES DE INGLÉS

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PROGRAMAS EN ESTA ESCUELA: INMERSIÓN ESTRUCTURADA EN INGLÉS, INMERSIÓN DUAL

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|--|
| Currículum en uso: |
| ELD: Wonders ELD - Wonders ELA/ELD Teacher Editions - ELA/ELD Scope and Sequence de Wonders - Currículo de contenido (ciencias, estudios sociales) |
| ELEMENTARIA: -Wonders ELD - Wonders ELA/ELD Teacher Editions - ELA/ELD Scope and Sequence from Wonders - Content curricula (science, social studies) |
| DUAL: -Wonders ELD - Wonders ELA/ELD Teacher Editions - ELD Scope and Sequence for Maintenance Bilingual/Dual Immersion programs - Content curricula (science, social studies) |
| |
| Formas de evaluación académica utilizadas para medir el progreso de los estudiantes: |
| Portafolio de ELD, evaluaciones integradas al currículum, CAASPP, evaluaciones alineadas al distrito, ELPAC, STAR, TELL. |