

# The School Plan for Student Achievement 2021-2022

**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:** April 13, 2021

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

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

**Principal:** Alicia D. Faz  
**Telephone Number:** (909) 383-8159  
**Address:** 1480 West 11th St.  
San Bernardino, CA 92411  
**E-mail Address:** alicia.faz@sbcusd.k12.ca.us

**The District Governing Board approved this revision of the SPSA on 6-22-21.**

### Section 1: Needs Assessment

**Comprehensive Needs Assessment – Data Analysis:**

The following needs assessment determines the supplemental needs of the school program, and reflects the need for positions, programs, professional development, and parent engagement. The SPSA addresses the use of LCAP (419), Title I (501) and CSI (523) funds as a way to meet the identified needs, for increasing student achievement.

What are the school-wide and student group observations in the CA Dashboard, ELPAC and English Learner Program, District Formative Assessments, and Site-Based Data and **In-person Student Re-engagement and Acceleration?**

Directions:

State the site’s 20-21 goal and articulate the achievement towards meeting the goal.

Complete an analysis of the data including root cause/why.

List the next steps (strategies/activities) that will be implemented to address the root causes, improve student achievement, and **student re-engagement and acceleration.**

California Dashboard (ELA, Math, Suspensions, Chronic Absenteeism [K-8], Graduation Rate [HS], College Career [HS], Student Groups [EL, AA, ATSI], etc .)
<p><b>ACHIEVEMENT OF ENGLISH LANGUAGE ARTS (ELA) GOAL:</b>                      ELA Goal 2018-2019: Our goal was to increase CAASPP ELA 10 points on Distance From Standard (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><b>Analysis:</b>                      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 Learners, Socioeconomically Disadvantaged, Hispanic), 0 student groups in yellow, 0 student groups in green, and 0 student groups in the blue.</p> <p>2. 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 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>3. 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>4. Group(s) in Red (African American and English Learners): 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. 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 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><b>Root Cause:</b>                      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"> <li>1. Students in grades 3rd-5th are coming in lacking foundational skills needed to comprehend the level of complexity when reading, specifically with African-American students and English Learners.</li> <li>2. Need to narrow focus.</li> <li>3. Ensure strategies are implemented by all staff to fidelity as evidenced by walkthroughs and CFA data analysis and collaboration.</li> </ol> <p><b>Next Steps:</b></p> <ol style="list-style-type: none"> <li>1. Teachers discussed needing to continue using our EAIII's and Resource Teacher to provide small group instruction and intervention in the classrooms using purchased licenses such as but not limited to MobyMax, iStation, and/or MyON, etc</li> <li>2. Certificated substitutes will be provided for classroom teachers to attend professional development, such as AVID, teacher clarity, Step Up to Writing, distance learning strategies and concepts, etc.</li> <li>3. Resident Substitutes will also assist Resource Teacher and EAIII's in providing instruction and intervention for students utilizing MobyMax, iStation, and MyON.</li> </ol>

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) to better assist parents through distance learning.
6. The Resource Teacher and Librarian will also help provide the resources necessary for the multiple instructional levels.
7. Additional duty will be utilized to compensate teachers for analyzing data to determine Rtl groups and reading intervention lesson design outside contractual hours. In each group, students are provided instruction based on their reading gaps allowing for targeted instruction in phonics, decoding and reading comprehension specifically with African American and English Learner students.
8. Grade level teams will work on refining Learning Intentions, Learning Progressions, and Success Criteria to promote teacher and student clarity.
9. The School will purchase instructional materials, supplies and supplemental materials as well as utilize district maintenance agreements to increase student comprehension and critical thinking skills
10. Licenses including MobyMax and IXL and others such as Pear Deck, etc. will be used to access targeted skills/assignments during in-person instruction and/or distance learning.
11. Teachers have discussed needing newer technology as well as 1-to-1 technology when we return physically, to be able to efficiently deliver synchronous and asynchronous instruction to improve student proficiency.
12. To increase academic achievement, teachers discussed and agreed that Social Emotional Learning (SEL) will need to be one of Gomez's focus for the next year as students have undergone trauma due to the Pandemic and will need support transitioning back to in-person learning. This will include teachers receiving professional development on SEL, (In-Services/Conferences, MOUs) and will also need subs to cover teachers being released to either receive SEL PD and plan SEL activities/lessons. SEL resources and materials will also need to be purchased, such as but not limited to, materials and supplies for calming centers, morning meetings, and other SEL activities, lessons, and support.

#### CSI:

1. Additional duty will be utilized to compensate teachers for analyzing data to determine reading groups for Rtl and reading intervention lesson design outside contractual hours. In each group, students are provided instruction based on their reading gaps allowing for targeted instruction in phonics, decoding and reading comprehension specifically with African American and English Learner students.
2. Certificated substitutes will be provided for classroom teachers to attend professional development. Grade level teams will work on refining Learning Intentions, Learning Progressions, and Success Criteria to promote teacher and student clarity.
3. Resident Substitutes will also assist Resource Teacher and EAIII's to provide small group instruction and intervention in the classrooms using purchased licenses such as but not limited to MobyMax, iStation, and/or MyON, etc
4. To increase academic achievement, teachers discussed and agreed that Social Emotional Learning (SEL) will need to be one of Gomez's focus for the next year as students have undergone trauma due to the Pandemic and will need support transitioning back to in-person learning. This will include teachers receiving professional development on SEL, (In-Services/Conferences, MOUs) and will also need subs to cover teachers being released to either receive SEL PD and plan SEL activities/lessons. SEL resources and materials will also need to be purchased, such as but not limited to, materials and supplies for calming centers, morning meetings, and other SEL activities, lessons, and support.

Math Goal 2018-2019: 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.

1. 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 an 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 disadvantages, and Hispanic), 0 student groups in yellow, 0 student groups in green, and 0 student groups in the blue.
2. 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.
3. 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.

4. Group(s) in Red (African Americans and English Learners): 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. Our school had 209 English Learners 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.

#### 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 MobyMax, IXL (6th Grade) and Extra math.
2. Resident substitutes 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 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) 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 and the use of California Math Framework to provide more effective math instruction.
7. Teachers have discussed needing newer technology as well as 1-to-1 technology when we return physically, to be able to efficiently deliver synchronous and asynchronous instruction to improve student proficiency.
8. Certificated substitutes will be provided for classroom teachers to attend Professional Development. Grade level teams will work on refining Learning Intentions, Learning Progressions, and Success Criteria to promote teacher and student clarity.
9. The School will purchase instructional materials, supplies and supplemental materials as well as utilize district maintenance agreements to increase student critical thinking skills.
10. Additional duty will be utilized to compensate teachers for analyzing data to determine math intervention lesson design outside contractual hours. In each group, students are provided instruction based on their reading gaps allowing for targeted instruction in mathematical and reasoning skills.
11. To increase academic achievement, teachers discussed and agreed that Social Emotional Learning (SEL) will need to be one of Gomez's focus for the next year as students have undergone trauma due to the Pandemic and will need support transitioning back to in-person learning. This will include teachers receiving professional development on SEL, (In-Services/Conferences, MOUs) and will also need subs to cover teachers being released to either receive SEL PD and plan SEL activities/lessons. SEL resources and materials will also need to be purchased, such as but not limited to, materials and supplies for calming centers, morning meetings, and other SEL activities, lessons, and support.

#### ACHIEVEMENT OF SUSPENSION:

2018-2019 ANALYSIS: According to the CA Dashboard, 3.7 of the students were suspended at least once, which puts us in the orange.

English Learners: 2.6% suspended at least once (Increased 2%)

African American: 6.3% suspended at least once (Increased 1.6%)

We currently have 2 student groups in red (African American and Students with Disabilities), 3 student groups in orange (English Learners, Hispanic, and Socioeconomically Disadvantaged), zero student group in yellow, zero student groups in green, and 1 student group in blue (Homeless).

#### 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 (SEL) 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:**

1. We will continue to build positive relationships with our students and use social-emotional learning strategies.
2. PBIS and SEL expectations and strategies will continue to be directly taught and enforced during both distance learning and a physical return to school.
3. Additional duty will be provided to the school climate and culture committee (Resource Teacher, counselors, teachers, etc.) to discuss and plan intervention needs.
4. To increase academic achievement, teachers discussed and agreed that Social Emotional Learning (SEL) will need to be one of Gomez's focus for the next year as students have undergone trauma due to the Pandemic and will need support transitioning back to in-person learning. This will include teachers receiving professional development on SEL, (In-Services/Conferences, MOUs) and will also need subs to cover teachers being released to either receive SEL PD and plan SEL activities/lessons. SEL resources and materials will also need to be purchased, such as but not limited to, materials and supplies for calming centers, morning meetings, and other SEL activities, lessons, and support.

**ACHIEVEMENT OF CHRONIC ABSENTEEISM (k-8):**

**2018-2019 ANALYSIS:**

School-wide: According to the CA Dashboard, 16.6% of the students were chronically absent, which puts the school in the red.

English Learners: 10.9% chronically absent (increased 5%)

African-American: 28.6% chronically absent (increased 2.4%)

We currently have 5 student groups in red (African American, Students with Disabilities, English Learners, Hispanic, and Socioeconomically Disadvantaged), 1 student group in orange (Homeless), zero student groups in orange, yellow, and green.

**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, resource teacher, counselor, and teachers will continue to provide positive incentives and rewards for students attending school.
2. 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 continue to fill our Gomez sticker books for attendance and participation. Once 5 stickers are earned the student will receive a prize in the mail.
3. During distance learning, teachers will choose 2 students from the attendance celebration wheel and prizes will be mailed to the homes of those students who are celebrated for both attendance and online participation.
4. CSI plan - 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.
5. The School will continue to hold SART meetings to gain insight on family needs and provide services as needed.
6. To increase academic achievement, teachers discussed and agreed that Social Emotional Learning (SEL) will need to be one of Gomez's focus for the next year as students have undergone trauma due to the Pandemic and will need support transitioning back to in-person learning. This will include teachers receiving professional development on SEL, (In-Services/Conferences, MOUs) and will also need subs to cover teachers being released to either receive SEL PD and plan SEL activities/lessons. SEL resources and materials will also need to be purchased, such as but not limited to, materials and supplies for calming centers, morning meetings, and other SEL activities, lessons, and support.

**ELPAC and English Learner Program**

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

**ACHIEVEMENT ENGLISH LEARNER PROGRESS:  
ANALYSIS:**

1. 2018-2019 ELPAC: According to the CA Dashboard, the English Learner progress rate was 42.2%.
2. 2020-2021 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 80% of teachers are beginning to provide designated ELD instruction. Based on this data, our site will provide professional development to all teachers on integrated and designated ELD instruction.
3. 2020-2021 TELL: We did not do any testing for 2020-2021 on TELL.
4. 10/19-10/20 Reclassification: According to the school district data dashboard, 0% of English Learners were reclassified.

**Root Cause:**

Based on the walkthroughs and lesson study data, we found that most our teachers were consistently implementing the ELD strategies in core instruction, and did provide small group ELA instruction and intervention. This indicated that our EL students need more support and scaffolding (designated and integrated ELD) during whole class and small group instruction.

**Next Steps:**

Although this is an improvement from the prior year, our staff will work to increase the number of students being reclassified before 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.
3. Classroom teachers will consistently implement the ELD strategies during instruction as evidenced by walkthroughs (virtual if necessary)

**District Formative Assessments**

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

**STAR ELA Analysis (Grades 3-6 only)**

1. School wide: Of the 291 students tested, 64% at the urgent intervention level, 22% at the intervention level, 10% at the on watch level and 4% at the at or above grade level.
2. English Learners Data Analysis: Of the 99 students tested, 82% at the urgent intervention level, 13% at the intervention level, 4% at the on watch level and 0% at the at or above grade level.
3. African American: Of the 28 students tested, 71% at the urgent intervention level, 21% at the intervention level, 4% at the on watch level and 4% at the at or above grade level.

**Root Cause:**

1. Due to the distance learning setting, it is difficult to use the STAR results as a true measure of a student's academic level and/or progress. This is due to students rushing through the test on their own at home and not performing as well as they have in the past, or students scoring much higher than normal due to parents assisting them to home.

**Next Steps:**

1. Some teachers have started administering the STAR during whole group class time to monitor students while they are taking the test to ensure they are completing the test independently and taking the appropriate amount of time.

**STAR Math Analysis (Grades 3-6 only)**

1. School wide: Of the 291 students tested, 57% at the urgent intervention level, 18% at the intervention level, 11% at the on watch level and 14% at the at or above grade level.
2. English Learners Data Analysis: Of the 99 students tested, 63% at the urgent intervention level, 20% at the intervention level, 11% at the on watch level and 6% at the at or above grade level.
3. African American: Of the 28 students tested, 76% at the urgent intervention level, 12% at the intervention level, 8% at the on watch level and 4% at the at or above grade level.

**Root Cause:**

1. Due to the distance learning setting, it is difficult to use the STAR results as a true measure of a student's academic level and/or progress. This is due to students rushing through the test on their own at home and not performing as well as they have in the past, or students scoring much higher than normal due to parents assisting them to home.

**Next Steps:**

1. Some teachers have started administering the STAR during whole group class time to monitor students while they are taking the test to ensure they are completing the test independently and taking the appropriate amount of time.

**Standards Aligned Assessments-English Language Arts Data Analysis****School-Wide:**

3rd grade (57 students assessed): 4% Exceeded, 5% Met, 28% Nearly Met, and 63% Not Met  
 4th grade (56 students assessed): 11% Exceeded, 9% Met, 12% Nearly Met, and 68% Not Met  
 5th grade (46 students assessed): 4% Exceeded, 9% Met, 13% Nearly Met, and 74% Not Met  
 6th grade (56 students assessed): 7% Exceeded, 16% Met, 21% Nearly Met, and 55% Not Met

**English Learners:**

3rd grade (22 students assessed): 0% Exceeded, 5% Met, 23% Nearly Met, and 73% Not Met  
 4th grade (21 students assessed): 0% Exceeded, 0% Met, 5% Nearly Met, and 95% Not Met  
 5th grade (10 students assessed): 0% Exceeded, 0% Met, 10% Nearly Met, and 90% Not Met  
 6th grade (20 students assessed): 5% Exceeded, 0% Met, 20% Nearly Met, and 75% Not Met

**African American:**

3rd grade (5 students assessed): 0% Exceeded, 0% Met, 40% Nearly Met, and 60% Not Met  
 4th grade (1 students assessed): 0% Exceeded, 0% Met, 0% Nearly Met, and 100% Not Met  
 5th grade (6 students assessed): 0% Exceeded, 0% Met, 17% Nearly Met, and 83% Not Met  
 6th grade (5 students assessed): 0% Exceeded, 20% Met, 20% Nearly Met, and 60% Not Met

**Root Cause:**

1. Due to the distance learning setting, students experience many technology issues which caused them to miss instruction. Teachers also experienced a lack of participation from students due to being socially, mentally, and emotionally impacted by the pandemic.

**Next Steps:**

1. Resource Teacher, Recreational Aides, and office staff will continue assisting parents and community with troubleshooting any technology issues.
2. The counselor will assemble a climate and culture team to develop an action plan of how the school will assist chronically absent students.
3. The Principal will purchase more and newer devices, including district warranty, in order for students to be successful whether on campus or in a virtual setting.
4. The School will purchase instructional materials and supplies as well as utilize district maintenance agreements to increase student comprehension and critical thinking skills.

**Standards Aligned Assessments-Mathematics Data Analysis: (Make a statement about the performance of each student group, by reporting statistics [e.g. scale scores, % correct, growth scores, etc.] )**

**School-Wide:**

3rd grade (63 students assessed): 3% Exceeded, 16% Met, 21% Nearly Met, and 60% Not Met  
 4th grade (60 students assessed): 18% Exceeded, 12% Met, 15% Nearly Met, and 55% Not Met  
 5th grade (80 students assessed): 6% Exceeded, 14% Met, 30% Nearly Met, and 50% Not Met  
 6th grade (60 students assessed): 7% Exceeded, 8% Met, 15% Nearly Met, and 70% Not Met

**English Learners Data Analysis:**

3rd grade (25 students assessed): 8% Exceeded, 16% Met, 32% Nearly Met, and 44% Not Met  
 4th grade (22 students assessed): 5% Exceeded, 0% Met, 9% Nearly Met, and 86% Not Met  
 5th grade (25 students assessed): 4% Exceeded, 12% Met, 20% Nearly Met, and 64% Not Met  
 6th grade (20 students assessed): 5% Exceeded, 5% Met, 25% Nearly Met, and 65% Not Met

**African Americans Data Analysis:**

3rd grade (6 students assessed): 0% Exceeded, 0% Met, 17% Nearly Met, and 83% Not Met  
 4th grade (3 students assessed): 0% Exceeded, 33% Met, 0% Nearly Met, and 67% Not Met

5th grade (6 students assessed): 0% Exceeded, 0% Met, 17% Nearly Met, and 83% Not Met  
 6th grade (5 students assessed): 0% Exceeded, 0% Met, 0% Nearly Met, and 100% Not Met

**Root Cause:**

1. Due to the distance learning setting, students experience many technology issues which caused them to miss instruction. Teachers also experienced a lack of participation from students due to being socially, mentally, and emotionally impacted by the pandemic.

**Next Steps:**

1. Resource Teacher, Recreational Aides, and office staff will continue assisting parents and community with troubleshooting any technology issues.
2. The counselor will assemble a climate and culture team to develop an action plan of how the school will assist chronically absent students.
3. The Principal will purchase more and newer devices, including district warranty, in order for students to be successful whether on campus or in a virtual setting.
4. The School will purchase instructional materials and supplies as well as utilize district maintenance agreements to increase student comprehension and critical thinking skills.

**Site-Based Data**

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

**Suspension Data Analysis**

1. School wide: According to the school district data dashboard for the 2020-2021 school year, 0% of the students were suspended at least once.
2. English Learners: 0% suspended at least once
3. African American: 0% suspended at least once

**Root Cause:**

1. Because of the distance learning setting, there were no suspensions.

**Next Steps:**

1. The counselor will continue to support and enforce PBiS with weekly videos (distance learning) and daily morning announcements (upon physical return).
2. Counselor, Resource Teacher, Recreational Aides, and other staff 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 Data Analysis**

1. School wide as of February 2021: According to the school district data dashboard for the 2020-2021 school year, 19.4% of the students were chronically absent.
2. English Learners: 9.4% chronically absent
3. African American: 30.4% chronically absent

**Root Cause:**

1. The increase in chronic absenteeism is due to the difficult circumstances that distance learning has placed on working families. Many families are struggling to find the time to assist their children in utilizing technology, aiding them in attending their synchronous meets, as well as assisting them in completing their asynchronous assignments.

**Site-Based Needs: 9/21**

Since the return to in-person learning, we have discovered through an inventory of tech that many of our devices are obsolete and will no longer update to utilize fully for our intervention program. Additionally, we have conducted a needs assessment of professional development needs and have discovered the focus has changed from the previous pd plan. Teachers and staff are now indicating they need more time to develop student engagement through teacher clarity, Google Classroom, ELD, and the RtI model. The funding reserved for in services and conferences will not be utilized due to a lack of subs and guest teachers. The plan was to send teachers to teacher clarity, AVID, and CABE PD. Due to teacher input and the current resource situation, our need has been driven toward continued Teacher Clarity, ELD, and RtI support utilizing district level staff support. As a result, the funding for



in service/conferences will be utilized for updating technology to help improve student engagement through Google Classroom, Rtl, and Teacher Clarity to impact student learning loss due to Covid-19.

Next Steps:

1. The office clerk, counselor, and teachers will continue to provide positive incentives and rewards for students attending school. Communication will be mailed home.
2. Community Resource Worker and Recreational Aides 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. The school will continue attendance awards/virtual celebrations with prizes (or physical assemblies if health and safety regulations allow).
4. The school will continue to hold SART meetings to gain insight on family needs.
5. The Counselor will assemble a Climate and Culture team to develop an action plan on how the school will assist chronically absent students.
6. District printing will be utilized to increase home school communication and parent engagement.
7. To mitigate learning loss, we will strengthen our SST/Rtl program, beginning with a school wide baseline diagnostic data gathering and individually goal setting and monitoring with each student.
8. 9/20/21: The school will purchase Chromebooks, chargers, and other accessories to support the technology needs for the intervention program based on the need to phase out technology that needs to be retired and purchase new technology.

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

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

2020-2021 Planned Expenditure: Strategies /Activities	Schoolwide and/or Applicable Student Group	What is effective (Include indicators showing the activity is working)	What has not been effective? (Include indicators showing the activity is not working)	Next Steps? (Strategically continue, discontinue or modifications to the program)
<p>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>	<p>Schoolwide African American Hispanic/Latino Low-Income Foster Youth Reclassified</p>	<p>The use of printing has proven effective in both ELA and Math as evidenced by walkthroughs, student work, and teacher feedback.</p>	<p>With the plethora of resources already available with the core curriculum, most printing funds were not spent.</p>	<p>Less money is devoted to printing costs this year, but more focus on math and reading basic skills practice will be implemented for those still well below grade level.</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>Schoolwide English Learner African American Foster Youth Low-Income</p>	<p>When available, Resident Subs have provided coverage for teacher collaboration and small group instruction for our at risk groups.</p>	<p>N/A</p>	<p>We will continue the expenditure on Resident Subs</p> <p>Will use subs for release time for data meetings to increase teacher capacity as well as identify at risk students and provide necessary interventions.</p>
<p>Bilingual Resource Teacher  (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>Schoolwide Low-Income English Learner African American Hispanic/Latino Foster Youth</p>	<p>The use of our Resource Teacher has proven effective in both ELA and Math as evidenced by a rise in both ELA and Math scores.</p> <p>The resource teacher successfully increased the knowledge and capacity of students,</p>	<p>The resource teacher has had difficulty maintaining a regular classroom teacher schedule due to troubleshooting, trainings, and asynchronous/synchronous schedules in the distance learning setting. This is evidenced by time and</p>	<p>Continue use of Resource Teacher through distance learning and in person.</p> <p>As the site transitions back to a physical return, the resource teacher will resume her regular schedule.</p> <p>The site will record parent</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>(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> <p>(501) Assist in recruiting parent involvement in various school committees and provides resources/training to parents.</p>		<p>teachers, and parents with technology. Switching to a virtual environment, resource teacher supported school wide distribution and technology use.</p> <p>The resource teacher was available via email and Google Meet to assist teachers, staff, students, and parents with technology questions and troubleshooting.</p> <p>The resource teacher facilitated STAR and Early Numeracy testing which proved effective for students and teachers. Students were overall more prepared for distance learning and better equipped with 21st the resource teacher has had difficulty maintaining a regular classroom teacher schedule due to troubleshooting, trainings, and asynchronous/synchronous schedules in the distance learning setting. This is evidenced by time and effort report. Due to COVID-19.</p> <p>We will continue to use our Resource Teacher who has been instrumental in supporting the change to virtual learning. Staff, students, and community are becoming proficient due to her support. As the site transitions back to a physical return,</p>	<p>effort report.</p>	<p>trainings/workshops and will send the presentations to the parents that were not able to attend the training/workshop so that they still have access to the same information.</p>
--	--	--	-----------------------	--

		<p>resource teacher will resume her regular schedule. The site will record parent trainings/ workshops and will send the presentations to the parents that were not able to attend the training/workshop so that they still have access to the same information. Century technology skills as evidenced by teacher and parent feedback, virtual walkthroughs and STAR data reports.</p> <p>As evidenced by observations 100% of the staff are using the three-column note, teacher clarity, and Step Up to Writing.</p>		
<p>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.</p>	<p>Schoolwide</p>	<p>Equipment is working and is being used to create and support interactive and engaging lessons that increase student proficiency as evidenced by teacher feedback and instructional walkthroughs.</p>	<p>During distance learning school iPads and Chromebooks have been distributed to all students. Most devices are old and are having many issues. Therefore, students' proficiency is being inhibited. This was evidenced by teacher, parent, and student feedback.</p>	<p>No modifications are needed, continue with service agreement. The Administrator has purchased new devices.</p>
<p>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.</p>	<p>Schoolwide</p>	<p>The district has currently, provided 1:1 technology school wide (Pre-K - 6th grade) due to distance learning.</p> <p>The technology has been proven effective as an instructional tool for teachers to implement core instruction. The use of ELMOs, projectors, etc. enable teacher to be more proficient with utilizing technology</p>	<p>The variety of devices (Chromebooks and iPads) were difficult to manage for some teachers. Teachers find it challenging to troubleshoot a variety of devices. This was evidence by teacher feedback.</p> <p>The older technology glitched which affected the usability of the device, thus negatively</p>	<p>The School will commit to using any available funds to purchase newer technology for school wide usage to provide equitable access to 21st century technology skills school wide.</p>

		during instruction as evidenced by walkthroughs and teacher feedback.	impacting students' attendance and participation as evidenced by teacher, student, and parent feedback as well as instructional visits.	
<p>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 not limited to Step Up to Writing, GLAD, and AVID resources, supplies, and materials CSI- materials for intervention program</p> <p>Materials for parent training</p>	<p>Schoolwide English Learner Foster Youth Low-Income African American Hispanic/Latino</p>	<p>The use of instructional material has proven effective in both ELA and Math as evidenced by a rise in both ELA and Math scores.</p> <p>Instructional materials and supplies for intervention and differentiated instruction were effective in assisting students learning the lessons taught as evidenced by observations, student work samples, and teacher feedback.</p> <p>During distance learning, Instructional materials and supplies were distributed to ensure student engagement and assistance in meeting their academic goals.</p>	<p>Based on teacher feedback, they would like more instructional materials to increase student engagement and improve academic achievement.</p> <p>Due to COVID-19, parent workshops were not well attended as evidenced by sign-in sheets.</p>	<p>No modifications are needed.</p>
<p>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</p> <p>LCAP - Attendance TITLE I - Academic Achievement</p>	<p>Schoolwide</p>	<p>They have proven very effective especially in increased attendance and participation.</p>	<p>N/A</p>	<p>We will be spending more money with the added TSSP funds to provide incentives for attendance participation and PBIS, in our distance learning format and in person.</p>
<p>Recreation Aides:</p>	<p>Schoolwide</p>	<p>As evidenced by a decrease in chronic</p>	<p>N/A</p>	<p>Upon physical return, continued use of</p>

<p>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.</p>		<p>absentee attendance in distance learning, the use of recreational aides has proven effective by the use of daily attendance phone calls.</p>		<p>Recreation Aides and a new recess/lunch schedule will go into effect next year to provide for more recreational aides at one playground to maximize supervision. Rec aides are currently being used for attendance outreach.</p>
	<p>Schoolwide</p>			
<p>Computer Tech Fees and Licenses</p> <p>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</p>	<p>Schoolwide</p>	<p>The use MobyMax has proven effective in both ELA and Math as evidenced by teacher and student feedback.</p> <p>MobyMax was use this year to increase student engagement in all subjects areas as well ad provide leveled intervention for each student.</p>	<p>N/A</p>	<p>We will continue to purchase and use effective computer licenses for the purposes of student engagement, intervention and academic support.</p>
<p>Additional Duty</p> <p>To provide Before, and/or After School Tutoring, and Intersession for more intensive supplemental interventions</p> <p>To identify at risk students, plan and provide for 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</p>	<p>Schoolwide</p>	<p>The use of Additional Duty has proven effective in ELA and Math as evidenced by STAR scores in ELA and Math school-wide</p> <p>Additional duty will be offered to those who wish to provide workshops for both staff and parents for our distance learning format and in person.</p>	<p>N/A</p>	<p>Continued use of additional funds for the purposes of providing workshops for the distance learning format and in person. As well as progress monitoring for at risk students.</p>

<p>students to better serve them. Additionally, this information will help determine staff needs for professional development.</p>				
<p><b>Bilingual Community Resource Worker</b></p> <p>To support the effort in strengthening parent engagement and 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 ongoing 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>English Learner Hispanic/Latino African American Foster Youth Low-Income Schoolwide</p>	<p>The Bilingual Community Resource Worker has been providing interpretation for parents, to maintain ongoing home-school communication, as evidenced through call logs. She has been the liaison for support services and parent resources.</p>	<p>N/A</p>	<p>Continued use of funds to reach out to specific District departments such as Youth Services, Family Engagement Center, Student Wellness and Support Services, etc. to continue to meet parent needs.</p>
<p><b>EAlll (2 Positions)</b></p> <p>To work with kinder through 6 grades to provide small group intervention.</p> <p>The English Learner student achievement program includes: Positions: EAlll to work with the ELL population to increase English language proficiency and reclassification rates.</p> <p>Assist with district and state testing (419)</p>	<p>English Learner</p>	<p>The EAlll's worked under the Resource Teacher in distance learning and effectively used Phonics for reading and other resources. They were successful in identifying students' current academic level and ability as well as provided leveled interventions. Students fluidly moved in and out of success academy as well as consistently moved up in STAR and phonics and decoding proving that intervention was successful and effective. (per STAR</p>	<p>As evidenced by our STAR and phonics and decoding reports and other data, more students can be serviced in distance learning who are not meeting grade level standards and thus require intensive intervention.</p> <p>Due to the conditions of the pandemic and technology issues, there was a decrease in student attendance and participation in small groups. This was evidenced by small groups attendance reports.</p>	<p>Continue use of EAlll's through distance learning and in person.</p>

		report and phonics and decoding assessment).		
<p><b>Instructional Materials and Supplies</b></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>	Low-Income	The use of material for parents training has proven effective as evidenced by parent participation	Due to COVID-19, parent workshops were not well attended as evidenced by sign-in sheets.	Continued use of funds parent outreach, training, and workshops
<p><b>In-Service and Conferences</b></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, Data Analysis, Root Cause, and inequities).</p>	Schoolwide English Learner	The use of in services and conferences has proven effective in ELA and Math as evidenced by Step Up to Writing, AVID and, Kinsella/ Kagan strategies being used school-wide,	The use of in services ad conferences was effective to build staff capacity of AVID, Step Up To Writing, and Teacher Clarity.	Continue use of funds for In services and conferences.
<p><b>Maintenance Agreements</b></p> <p>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.</p>	Schoolwide	During distance learning, our maintenance agreements have been put on hold except for administrative use needed to maintain parent communication. This was evidenced by documents that were copied and sent to parents via distributions.	N/A	Copy machines will continue to be updated as funds are available.  Continue with service agreement upon physical return.
<p><b>Printing</b></p> <p>Provide preventative maintenance and/or repair maintenance for effective operations</p>	Schoolwide	No longer funded out of 501 or 419	The use of work orders was not effective this year because of distance learning.	Switched funding to 205



<p>Other Books</p> <p>To purchase The Teacher Clarity Playbook and other books needed for professional development</p>	<p>Schoolwide</p>	<p>The use of other books has proven effective in ELA and Math as evidenced strategies being used by teachers with Teacher Clarity.</p>	<p>N/A</p>	<p>Continue use of funds for Other Books.</p>
<p>Computer Accessories/Supplies</p> <p>To provide additional technology for students and staff for the intervention program</p>	<p>Schoolwide</p>	<p>The technology has been proven effective as an instructional tool for teachers to implement core instruction. The use of ELMOs, projectors, etc enable teacher to be more proficient with utilizing technology during instruction as evidenced by walkthroughs, student work samples, and teacher feedback.</p>	<p>N/A</p>	<p>The School will commit to using any available funds to purchase newer technology as well as new technology to provide equitable access to 21st century technology skills for all grades.</p>
<p>Postage</p> <p>To mail student incentives</p>	<p>Schoolwide</p>	<p>The use of postage has been proven effective to send out incentives to students for attendance and participation for distance learning.</p>	<p>N/A</p>	<p>Continue to use funds for postage. There will be a decrease in funds because of in-person return.</p>

## Section 1: Purpose, Involvement, Resource Inequities

### Purpose and Description

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

#### Schoolwide Program

Comprehensive Support and Improvement

#### Briefly describe the purpose of this plan:

The purpose of this plan is to identify the academic needs of all students at Graciano Gomez Elementary School and set goals to implement specific strategies and activities as part of our Title I and LCAP School-wide Program. Additionally, the plan addresses required strategies needed under the CSI status.

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 2021-2022 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 grade level meetings and MOU/PDT calendar. The Data Protocols have yielded valuable findings that have assisted in determining the site's needs for 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 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 April 2021.

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

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

#### District:

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

1. District allocates local, state, and federal Title I, Part A funds, on a per-pupil allocation basis.
2. Williams requirements are met.
3. Class sizes meet the requirements under California state law.

4. Base staffing allotment, including certificated and classified, is determined on a per pupil allocation basis funded with state and local funds.
5. Information provided in the School Accountability Report Card (SARC).

### School:

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

1. There are learning gaps (ELA and Math) between students in the African American and English Language Learner groups, compared to school-wide.
2. There are 21 teachers at our school, of which 19 have received the appropriate training in CCSS and the new district ELA and Math programs.
3. 16.6% of the students are identified as chronically absent.
4. 3.7% of the students are identified as suspended.

Next Steps: To address these inequalities, we are creating learning opportunities in the RtI program for the students in need of additional support based on their summative and formative assessments. These students will be monitored by the Resource Teacher, EAlls, teachers, and Resident Subs to ensure the student received the necessary instruction. The CSI coach, Administration, and Resource Teacher will also host data chats with the teachers and coach them in ELA and Math strategies, to ensure all teachers are also addressing the needs of the students during core instruction and ELD. Teachers will be provided with the opportunity to attend the necessary professional development to build their skill and knowledge of CCSS. They will also be provided with feedback, coaching, and mentoring to improve their instructional practices. The bilingual clerk, office staff, rec aides, and counselor will work closely to monitor the students who are chronically absent, identify the needs of the students, meet with parents/families to discuss the student's needs, and provide available resources as needed. The school counselor will work closely with all students to implement PBiS and SEL expectations by providing available resources as needed to continue the decrease in school-wide suspensions. Monthly meetings will be conducted with administration, resource teacher, ELF, and our African American Equity Coach to review subgroup data and decide next steps.

## Section 2: Goal 1 English Language Arts

### Goal 1: English Language Arts

(Create a school-wide CAASPP goal. Note: ATSI schools must include state identified student groups.)

#### School-Wide

Increase CAASPP ELA distance from standard by 10 points.

#### ATSI Identified Needs

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP ELA (School wide 2018-2019)	School-wide: -48.7	School-wide: -38.7
Standards Aligned Assessment	3rd grade: 8.8% Mastered, 91.2% Not Mastered 4th grade: 19.6% Mastered, 80.4% Not Mastered 5th grade: 13% Mastered, 87% Not Mastered 6th grade: 23.2% Mastered, 76.8% Not Mastered	3rd grade: 13.8% Mastered 4th grade: 24.6% Mastered 5th grade: 18% Mastered 6th grade: 28.2% Mastered
STAR ELA (3-6)	64% tested at the Urgent Intervention level 22% tested at the Intervention level 10% tested at the On Watch level 4% tested at the At or Above level	59% tested at the Urgent Intervention level 17% tested at the Intervention level 15% tested at the On Watch level 9% tested at the At or Above level

### Section 2: Goal 2 Mathematics

**Goal 2: Mathematics**

(Create a school-wide CAASPP goal. Note: ATSI schools must include state identified student groups.)

**School-Wide**

Increase CAASPP Math distance from standard by 10 points.

**ATSI Identified Needs**

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP Math (School wide 2018-2019)	School-wide: -63.4	School-wide: -53.4
Standard Aligned Assessment	3rd grade: 19% Mastered, 81% Not Mastered 4th grade: 30% Mastered, 70% Not Mastered 5th grade: 20% Mastered, 80% Not Mastered 6th grade: 15% Mastered, 85% Not Mastered	3rd grade: 24% Mastered 4th grade: 35% Mastered 5th grade: 25% Mastered 6th grade: 20% Mastered
STAR Math (3-6)	57% tested at the Urgent Intervention level 18% tested at the Intervention level 11% tested at the On Watch level 14% tested at the At or Above level	52% tested at the Urgent Intervention level 13% tested at the Intervention level 16% tested at the On Watch level 19% tested at the At or Above level

### Section 2: Goal 3 English Learners

#### Goal 3: English Learners

(ELPAC, Reclassification, ELA and Math goals)

##### ELPAC

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

##### Reclassification

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

##### ELA

Increase CAASPP ELA distance from standard by 10 points.

##### Math

Increase CAASPP Math distance from standard by 10 points.

##### ATSI Identified Needs

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ELPAC	42.2% ELL's increased at least one language proficiency level	52.2% progress towards English proficiency.
CAASPP ELA- 2018-2019	-38.5	-28.5
CAASPP Math- 2018-2019	-48.4	-38.4
Reclassification Rate (February 2021)	0%	5%
Standard Aligned Assessment	3rd grade: 5% Mastered, 95% Not Mastered 4th grade: 0% Mastered, 100% Not Mastered 5th grade: 6% Mastered, 94% Not Mastered 6th grade: 5% Mastered, 95% Not Mastered	3rd grade: 10% Mastered 4th grade: 5% Mastered 5th grade: 11% Mastered 6th grade: 10% Mastered
STAR ELA (3-6)	English Learners 82% tested at the Urgent Intervention level 13% tested at the Intervention level 4% tested at the On Watch level 0% tested at the At or Above level	English Learners 77% tested at the Urgent Intervention level 8% tested at the Intervention level 9% tested at the On Watch level 5% tested at the At or Above level

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
STAR Math (3-6)	English Learners 63% tested at the Urgent Intervention level 20% tested at the Intervention level 11% tested at the On Watch level 6% tested at the At or Above level	English Learners 58% tested at the Urgent Intervention level 15% tested at the Intervention level 16% tested at the On Watch level 11% tested at the At or Above level

## Section 2: Goal 4 African American Students

### Goal 4: African American Students

(Include ELA, Math, and ATSI identified areas)

#### ELA

Increase CAASPP ELA distance from standard by 10 points.

#### Math

Increase CAASPP Math distance from standard by 10 points.

#### ATSI Identified Needs

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP ELA- 2018-2019	-80.3	-70.3
CAASPP Math- 2018-2019	-108.2	-98.2
ELA Standard Aligned Assessment	3rd grade: 0% Mastered, 100% Not Mastered 4th grade: 0% Mastered, 100% Not Mastered 5th grade: 0% Mastered, 100% Not Mastered 6th grade: 20% Mastered, 80% Not Mastered	3rd grade: 5% Mastered 4th grade: 5% Mastered 5th grade: 5% Mastered 6th grade: 25% Mastered
STAR ELA (3-6)	African Americans 71% tested at the Urgent Intervention level 21% tested at the Intervention level 4% tested at the On Watch level 4% tested at the At or Above level	African Americans 66% tested at the Urgent Intervention level 16% tested at the Intervention level 9% tested at the On Watch level 9% tested at the At or Above level
STAR Math (3-6)	African Americans 76% tested at the Urgent Intervention level 12% tested at the Intervention level 8% tested at the On Watch level 4% tested at the At or Above level	African Americans 71% tested at the Urgent Intervention level 7% tested at the Intervention level 13% tested at the On Watch level 9% tested at the At or Above level



## Section 2: Goal 5 Chronic Absenteeism (K-8)

### Goal 5: Chronic Absenteeism (K-8)

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

#### School-Wide

Decrease the percentage of students chronically absent by 5%.

#### ATSI Identified Needs

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CA Dashboard 2018-2019	16.6% chronically absent	11.6% chronically absent
SBCUSD School Dashboard (February 2021)	19.4% chronically absent	14.4% chronically absent

## Section 2: Goal 6 Suspension

### Goal 6: Suspension

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

#### School-Wide

Decrease the percentage of students suspended at least once by 50% as measured by the CA Dashboard

#### ATSI Identified Needs

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CA Dashboard 2018-2019	3.7% suspended at least once	1.9% suspended at least once
SBCUSD School Dashboard	0.0% suspended year to date (January 2021)	0.0 suspended year to date (January 2022)

## Section 2: Goal 7 Parent-Family Engagement

### Goal 7: Parent-Family Engagement

#### School-Wide

Increase the amount of parent & family workshops by approximately 10%. We will increase family efficacy by 10 points as evidenced by the Panorama Survey

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Sign In Sheets/Surveys/Panorama Survey	1 Sign-in/Attendance Sheets	2 Sign-in/Attendance Sheets
Parent/Family Workshops Calendars and Agendas	2 Workshops	3 Workshops

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

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

Planned Expenditures Object Code	Strategies/Activities	Goal Alignment	Schoolwide and/or Applicable Student Group	LCAP 419 Cost	Title I 501 Cost	CSI 523 Cost
5713 Printing - District	District Printing- To provide supplemental resources including but not limited to Step Up to Writing resources to help access and enhance the core curriculum.  To communicate to parents about workshops, training, letters, packets and information to increase home-school communication and parent engagement.	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 African American Hispanic/Latino Low-Income Foster Youth Reclassified Homeless Students with Disabilities	\$ 1,000	\$	\$
1140 Certificated Teaching - Sub	Resident Substitutes (419/501/523)-  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. CSI: To build capacity for knowing how to analyze data, perform a root cause analysis,	Goal 1 English Language Arts Goal 2 Mathematics Goal 3 English Learners	Schoolwide English Learner African American Foster Youth Low-Income Students with Disabilities	\$ 30,000	\$ 50,000	\$ 50,000

	and address the root cause to effectively meet the needs of our at-risk subgroups.					
1160 Pull Out Teacher	<p>Pull Out Teacher/Bilingual Resource Teacher (419/501)</p> <p>(419) To coordinate school-wide programs, work with teachers and students to strengthen the total reading and math program.</p> <p>(419)To function in a leadership role 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>(419) Support 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</p>	<p>Goal 1 English Language Arts</p> <p>Goal 2 Mathematics</p> <p>Goal 3 English Learners</p> <p>Goal 7 Parent-Family Engagement</p>	<p>Schoolwide</p> <p>Low-Income</p> <p>English Learner</p> <p>African American</p> <p>Hispanic/Latino</p> <p>Foster Youth</p> <p>Homeless</p> <p>Students with Disabilities</p>	\$ 54,808.55	\$ 36,539.03	\$

	<p>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> <p>(501) Assist in recruiting parent involvement in various school committees and provides resources/training to parents.</p>					
5841 District Computer Warranty/Repair	<p>District Warranty/Repair</p> <p>To provide supplemental resources to help access and enhance the core curriculum including, but not limited to, the purchase of computers.</p>	<p>Goal 1 English Language Arts</p> <p>Goal 2 Mathematics</p>	Schoolwide	\$	\$	\$ 1,000
4440 Computer Non-Deprc Equip \$500-\$4,999.99	<p>Computer- Non</p> <p>Purchase equipment such as but not limited to Chromebooks, radios, Apple</p>	<p>Goal 1 English Language Arts</p> <p>Goal 2 Mathematics</p>	Schoolwide	\$ 5,000	\$ 5,000	\$ 45,404.85

	<p>TVs, ELMOs, projectors, printers, carts, headphones/earbuds, batteries, and computer apps/learning programs to research, enrichment and assist students learning both at the school site and virtually, as well as teach 21st century technology skills and standards.</p> <p>CSI- To provide technology for the intervention program</p>					
4310 Instr Materials/Supplies	<p>Instructional Materials/Supplies- 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 not limited to Step Up to Writing, GLAD, SEL, and AVID resources, supplies, and materials</p>	<p>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</p>	<p>Schoolwide English Learner Foster Youth Low-Income African American Hispanic/Latino Homeless Students with Disabilities</p>	\$ 15,520.21	\$ 10,154	\$
5880 Student Incentives/Other Services/Fees/Parent Inservice	<p>Student Incentives (501/523)- 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 academic achievement, plus the postage required to mail them home during distance</p>	<p>Goal 1 English Language Arts Goal 2 Mathematics Goal 5 Chronic Absenteeism (K-8) Goal 7 Parent-Family Engagement</p>	<p>Schoolwide</p>	\$	\$ 5,000	\$

	learning					
2118 Rec Aide Regular	Recreation Aides: Work during the day to provide supervision of students to maintain a safe and orderly environment and reinforce PBIS expectations and Restorative Justice skills. Provide attendance outreach during distance learning.	Goal 1 English Language Arts Goal 2 Mathematics	Schoolwide	\$ 30,683.57	\$	\$
3000-3999 Employee Benefits	Employee benefits for all personnel funded with LCAP and Title I.	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	\$ 60,828.60	\$ 58,313.40	\$ 12,328
5840 Computer Tech Fees, Software Licenses, Svcs	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	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	\$ 4,000	\$ 5,000	\$



<p>1130 Certificated Teaching - Addl Duty</p>	<p>Additional Duty (419/501/523)</p> <p>To provide Before, and/or After School Tutoring/enrichment, and Intersession for more intensive supplemental interventions and enrichment</p> <p>To identify at risk students, plan and provide for 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 additional 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. The goal is to determine gaps, inequalities, and needs to better serve our students. Additionally, this information will help determine staff needs for professional development. To build capacity for knowing how to analyze data, perform a</p>	<p>Goal 1 English Language Arts</p> <p>Goal 2 Mathematics</p> <p>Goal 7 Parent-Family Engagement</p>	<p>Schoolwide</p>	<p>\$ 10,000</p>	<p>\$ 3,000</p>	<p>\$ 10,000</p>
---	---	--	-------------------	------------------	-----------------	------------------

	<p>root cause analysis, and address the root cause to effectively meet the needs of our at-risk subgroups</p>					
<p>2913 Com Res W/Parent VW - Reg</p>	<p>Bilingual Community Resource Worker</p> <p>To support the effort in strengthening parent engagement and 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.</p> <p>To provide ongoing 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>Goal 7 Parent-Family Engagement</p>	<p>Schoolwide</p> <p>English Learner</p> <p>Foster Youth</p> <p>Low-Income</p> <p>African American</p> <p>Hispanic/Latino</p> <p>Homeless</p> <p>Students with Disabilities</p>	<p>\$</p>	<p>\$ 14,676</p>	<p>\$</p>
<p>2111 Instructional Asst/EAIII - Reg</p>	<p>EAIII (2 Positions)</p> <p>To work with kinder through 6 grade ELLs to provide small group intervention.</p>	<p>Goal 1 English Language Arts</p> <p>Goal 2 Mathematics</p>	<p>English Learner</p>	<p>\$ 12,246</p>	<p>\$ 36,737</p>	<p>\$</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>Assist with district and state testing (419)</p>	Goal 3 English Learners				
4310 Instr Materials/Supplies	<p>Instructional Materials and Supplies (Parent Engagement)</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> <p>Materials for parent training</p>	Goal 7 Parent-Family Engagement	Schoolwide	\$	\$ 2,300	\$
5220 Inservice/Conference	<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, SEL, and math trainings.</p>	<p>Goal 1 English Language Arts</p> <p>Goal 2 Mathematics</p> <p>Goal 3 English Learners</p> <p>Goal 4 African American</p>	<p>Schoolwide</p> <p>English Learner</p> <p>African American</p> <p>Homeless</p> <p>Students with Disabilities</p>	\$	\$ 4,335	\$ 11567.64

	CSI: Provide additional professional development to meet the needs of our teachers (CABE, John Hattie, Teacher Clarity, Data Analysis, Root Cause, and inequities).	Goal 7 Parent-Family Engagement	Low-Income			
5633 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.	Goal 1 English Language Arts Goal 2 Mathematics	Schoolwide	\$ 4,000	\$	\$
4340 Computer Accessories/Supplies/ Software	Computer Accessories/Supplies  To provide additional technology for students and staff for the intervention program	Goal 1 English Language Arts Goal 2 Mathematics	Schoolwide	\$	\$ 1,000	\$ 20,000
5717 Postage - District	Postage  To mail student incentives	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	\$ 500	\$	\$

2211 Lib/Media/Career - Reg	Library/Media-  To extend learning opportunities for students with read aloud; support teachers and students with curriculum/resources in library, Google Classroom, and library website.	Goal 1 English Language Arts Goal 2 Mathematics Goal 3 English Learners Goal 4 African American	Schoolwide	\$ 7,746	\$	\$	
				<b>Total Costs</b>	\$ 236,332.93	\$ 232,054.43	\$ 150,300.49
				<b>Total Allocation</b>	\$ 236,332.93	\$ 232,054.69	\$ 150,300.49

**Section 3: Possible Future Expenditures**

**LCAP and Title I**

Possible adjustments and funds from vacant positions will be liquidated and allocated to the actions and services below .

**NOTE:** Include Strategies/Activities, Object Code, and Estimated Costs  
**(Not to exceed 30% of the tentative allocation)**

Planned Expenditure Object Code	Strategies/Activities	Goal Alignment	Schoolwide and/or Applicable Student Group	LCAP 419 Cost	Title I 501 Cost
4410 Instr Non-Deprc Equip \$500-\$4,999.99	Projectors, ELMOS, and other equipment to replace equipment used to enhance teaching of content areas.	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	Schoolwide	\$4,000	\$4,000
4440 Computer Non-Deprc Equip \$500-\$4,999.99	Chromebooks and headphones used to enhance teaching of content areas.	Goal 1 English Language Arts Goal 2 Mathematics	Schoolwide	\$10,000	\$10,000
4450 Non-Deprc Equip \$500-\$4,999.99/ Office Non-Deprc Equip \$500-\$4,999.99	Copy machines and Riso machines to support the supplemental instructional materials utilized to assist with teaching of content areas.	Goal 1 English Language Arts Goal 2 Mathematics	Schoolwide	\$5,000	\$

<p>4310 Instr Materials/Supplies</p>	<p>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.</p>	<p>Goal 1 English Language Arts                      Goal 2 Mathematics                      Goal 3 English Learners                      Goal 4 African American                      Goal 5 Chronic Absenteeism (K-8)                      Goal 6 Suspension                      Goal 7 Parent-Family Engagement</p>	<p>Schoolwide                      English Learner                      Foster Youth                      Low-Income                      African American                      Hispanic/Latino</p>	<p>\$10,000</p>	<p>\$10,000</p>
<p>4210 Other Books</p>	<p>Classroom and/or library books to support student learning.</p>	<p>Goal 1 English Language Arts                      Goal 3 English Learners                      Goal 2 Mathematics                      Goal 4 African American                      Goal 5 Chronic Absenteeism (K-8)                      Goal 6 Suspension</p>	<p>Schoolwide</p>	<p>\$1,000</p>	<p>\$1,000</p>
<p>1140 Certificated Teaching - Sub</p>	<p>Substitute teachers to provide coverage for teachers to receive collaboration time and professional development.</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>\$10,000</p>	<p>\$25,000</p>

5713 Printing - District	To provide supplemental resources to help access and enhance the core curriculum including but not limited to the purchase of a copy machine and printing.	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	Schoolwide English Learner Foster Youth Low-Income African American Hispanic/Latino	\$5,000	\$5,000
5841 District Computer Warranty/Repair	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.	Goal 1 English Language Arts Goal 2 Mathematics	Schoolwide	\$5,000	\$5,000
5633 Maintenance Agreement	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.	Goal 1 English Language Arts Goal 2 Mathematics	Schoolwide	\$6,000	\$5,000
5220 Inservice/Conference	Additional professional development will be provided for English Language Learner and Distance Learning support through GLAD, AVID, and distance learning trainings.	Goal 1 English Language Arts Goal 2 Mathematics Goal 3 English Learners Goal 4 African American Goal 7 Parent-Family Engagement	Schoolwide English Learner	\$5,000	\$
1130 Certificated Teaching - Addl Duty	Additional duty hours to provide before/after school and/or intersession intensive instruction for students not meeting grade level standards and grade level and team collaboration to plan instruction and strategies for students not meeting grade level standards.	Goal 1 English Language Arts Goal 2 Mathematics Goal 7 Parent-Family Engagement	Schoolwide	\$5,000	\$6,000



<p>5880 Student Incentives/Other Services/Fees/Parent Inservice</p>	<p>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.</p>	<p>Goal 1 English Language Arts Goal 2 Mathematics Goal 5 Chronic Absenteeism (K-8) Goal 7 Parent-Family Engagement</p>	<p>Schoolwide</p>	<p>\$5,000</p>	<p>\$</p>
				<p><b>Total:</b> \$71,000</p>	<p>\$71,000</p>

## Section 5: Board Certification

### Board Certification

7/8/2021

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



SAN BERNARDINO COUNTY  
UNIFIED SCHOOL DISTRICT  
*Making Hope Happen*

**Agenda Item Details**

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

Prepared by: Terry Cornick, Director, Categorical Programs Department

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

It is recommended that the following resolution be adopted:

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

Schoolwide Programs: Elementary Schools

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

Schoolwide Programs: Middle Schools

Arrowview	Chavez	Curtis	Del Vallejo
-----------	--------	--------	-------------

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

1/2

7/8/2021

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

Golden Valley  
Rodriguez

King  
Serrano

Paakuma  
Shandin Hills

Richardson

Schoolwide Programs: High Schools

Arroyo Valley  
Pacific  
Sierra

Cajon  
San Andreas

Indian Springs  
San Bernardino

Middle College  
San Geronio

Targeted Assistance Programs

Alternative Learning Center  
Anderson  
Harmon

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

**Motion & Voting**

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

Motion by Margaret Hill, second by Abigail Rosales-Medina.  
Final Resolution: Motion Carries

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