

The School Plan for Student Achievement 2022-2023

School: SERRANO MIDDLE SCHOOL
District: SAN BERNARDINO CITY UNIFIED SCHOOL DISTRICT
County District School (CDS) Code: 36678766068712
Principal: Erin C. Freeman
SSC Approval/Adopted Date: April 28, 2022

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

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

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

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

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

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

Community Engagement Plan (CEP)

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

Local Control and Accountability Plan (LCAP)

Goal 1

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

Goal 2

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

Goal 3

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

LCAP Federal Addendum

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

TITLE II, PART A: Supporting Effective Instruction

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

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

Purpose, Involvement, Resource Inequities

Purpose and Description

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

Schoolwide Program

Comprehensive Support and Improvement

Briefly describe the purpose of this plan:

The purpose of this plan is to identify the academic needs of all students at Serrano Middle School and set goals to implement specific strategies and activities as part of our LCAP & Title I School-wide Program and Comprehensive Support and Improvement (CSI).

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

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

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

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

Involvement Process for the SPSA and Annual Review and Update

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

In order to develop the SPSA/CSI for the 2022-2023 school year, Serrano conducted needs assessment surveys from all stakeholders – parents, community members, students and staff (certificated and classified). The site leadership team, professional development team and the school site council analyzed the needs assessment results and looked at all Key Performance Indicators for our site including but not limited to: student behavior data (referral and suspension), NWEA, Panorama Survey-School Climate results for families and students, Language Live, attendance data (Daily and chronic absenteeism), PBIS and school wide dashboard monthly data reports, the LCFF data snapshot information from the CDE website, English Learner data (reclassification and ELPAC) and our most current SBAC/CAASPP data. Once the data had been analyzed, the teams reviewed previous SPSA information and made appropriate additions, deletions and modifications to our expenditures and planned/future expenditures. We continued to review needs assessments and data analysis at each SSC meeting, site leadership meeting, all stakeholder meetings (to accommodate working parents/guardians and community members) and with parents at other school site events (ie: home visits, conference days, coffee with the principal) in order to ensure that all voices were heard and that ideas were drafted and implemented within the plan. Drafts of the SPSA/CSI were presented and reviewed multiple times throughout the year with our SSC prior to approval. After multiple attempts to get English learner parents involved through parent phone calls, "all calls" being made, and notification through social media as well as peach jar, we were able to have a functioning ELAC, but this was later in the year, so they were provided data and input on the SPSA/CSI was sought, but they did not receive the data all year long as the SSC did.

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

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

District:

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

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

School:

In reviewing the student data it is evident that our teachers need additional time for teacher collaboration, data analysis, data chats/meetings, unit planning, staff development, training, in-services, curriculum calibration, etc. to support academic achievement, increase effective interventions/supports, and increase teacher capacity. The impact will be that as teachers gain an understanding of the complexities of Teacher Clarity, effective push-in interventions, and attend (virtual/in person) workshops their knowledge-base will increase in order to better equip teachers at implementing research based practices. Additionally, teachers will gain knowledge of how to fill in the achievement gap created during distance learning, with intensive focus in math, students in the SED category, and the three sub groups that were the hardest hit: African Americans, Hispanic, and Alaskan Native/American Native American. Furthermore, we found that school personnel will need to work closely to monitor students who are chronically absent and homeless, identify the needs of the students, meet with parents/families to discuss the student's needs, and provide available resources, as needed.

Suspensions and Chronic Absenteeism (CSI)

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

1. Our current suspension rate for 2021-2022 is 8.9% with our African American rate at 19.5%, next highest sub group is white at 9.1% and our foster youth is currently 0%.
2. There are .086% of the students being suspended during the months of March-June.
3. 41.8% of the students are identified as chronically absent.

Next Steps:

To address these inequities, we are creating learning opportunities in the Advisory program for the students in need of additional support, based on their suspension, absenteeism rate, and SEL needs. Depending on need, these students will also participate in targeted skill groups with counselors. These students will be monitored by the Counselor and school administration to ensure the student receives the necessary PBIS and SEL (Second Step) instruction and possible extension lessons. The Behavior Leadership Team (School Climate & Culture team) will also hold meetings to discuss trends in the data to ensure all teachers are also addressing the needs of students during instruction in their advisory period. Teachers will be provided with the opportunity to attend the necessary professional development to build their skill and knowledge on PBIS and SEL implementation. They will also be provided with feedback, coaching, and mentoring to improve their social and emotional learning practices. The school attendance verifier 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 the Homeless and Foster Youth student populations and the District Specialized Programs Department to determine the needs of the Homeless and Foster Youth students and provide available resources, as needed.

Evaluation of Goals

Directions: Utilize the following table to:

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

Goals

1. ELA

School-Wide

As measured by CAASPP ELA in 21-22, our overall student's distance from standard will be -9.6 or less, which is a 10 point increase toward standard/proficiency.

ATSI Identified Needs

N/A

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome	Actual Outcome
CAASPP	-19.6 points from standard	-9.6 points from standard	CA Dashboard data not available Test Not Administered
Standard Aligned Assessment	Schoolwide: 7th grade: -19.6 from standard 8th grade: -19.6 from standard	Schoolwide: 7th grade: -9.6 from standard 8th grade: -9.6 from standard	Data not available Test Not Administered
STAR ELA	7th grade: 14% at or above 50 percentile ranking. 8th grade: 15% at or above 50 percentile ranking	7th grade: 24% at or above percentile ranking. 8th grade: 25% at or above percentile ranking.	Data not available Test Not Administered

2. Math

School-Wide

As measured by CAASPP Math in 20-21, our overall student's distance from standard will be -72.1 or less, which is a 10 point increase towards standard.

ATSI Identified Needs

N/A

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome	Actual Outcome
CAASPP	-82.1 points from standard	-72.1 points from standard	CA Dashboard data not available Test Not Administered
Standard Aligned Assessment	Schoolwide: 7th grade: -82.1 points from standard 8th grade: -82.1 points from standard	Schoolwide: 7th grade: -72.1 points from standard 8th grade: -72.1 points from standard	Data not available Test Not Administered
STAR Math	7th: 21% at the 50% percentile ranking. 8th: 22% at the 50% percentile ranking.	7th: 31% at the 50% percentile ranking. 8th: 32% at the 50% percentile ranking.	Data not available Test Not Administered

3. English Learners

School-Wide

English Language Learners will progress one or more levels by 10% as measured on the ELPAC.

ATSI Identified Needs

N/A

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome	Actual Outcome
ELPAC (19-20 local data)	37% of ELL increased at least one level	47% of ELL increased at least one level	CA Dashboard data not available N/A
Reclassification	20% reclassification rate	20% reclassification rate	15% reclassification rate Goal Partially Met
CAASPP ELA	-34.6 points from standard	-24.6 points from standard	CA Dashboard data not available Test Not Administered
CAASPP Math	-94.7 points from standard	-84.7 points from standard	CA Dashboard data not available Test Not Administered
Standard Aligned Assessment ELA	English Learner: 7th grade: 20% Mastered 8th grade: 20% Mastered	English Learner: 7th grade: 20% Mastered 8th grade: 20% Mastered	Data not available Test Not Administered
Standard Aligned Assessment MATH	English Learner: 7th grade: 20% Mastered 8th grade: 20% Mastered	English Learner: 7th grade: 20% Mastered 8th grade: 20% Mastered	Data not available Test Not Administered

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome	Actual Outcome

4. Chronic Absenteeism

School-Wide

Decrease overall chronic absenteeism by 2%.
 Decrease Students with disabilities by 4.4% to move them from Red to yellow.
 Decrease our Homeless sub-group by 4% to move from red to yellow.
 Decrease our White sub-group by 3% to move from red to yellow.

ATSI Identified Needs

N/A

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome	Actual Outcome
CA Dashboard	School wide: 18.1% chronically absent Students w/disabilities: 23.4% chronically absent Homeless: 30.2% chronically absent White: 25% chronically absent	School wide: 16.1% chronically absent Students w/disabilities: 19% chronically absent Homeless: 26.2% chronically absent White: 22% chronically absent	CA Dashboard data not available N/A
SBCUSD School Dashboard Schoolwide	20.4% chronically absent as of January 2021 students w/disabilities: 26.8% chronically absent as of January 2021 homeless: 23.9 chronically absent as of January 2021 White: 28.6% chronically absent as of January 2021	17.4% chronically absent as of January 2022 students w/disabilities 22.4% chronically absent as of January 2022 homeless: 19.9% chronically absent as of January 2022 white: 25.6% chronically absent as of January 2022	40.9% chronically absent as of January 2022 due to COVID students w/disabilities 45.6% chronically absent due to Covid Homeless: 40.9% chronically absent due to Covid white: 52.5% chronically absent due to Covid Goal Not Met

5. Suspension

School-Wide

Our goal is to decrease the suspension rate by at least 3%, moving from red to yellow per the California Dashboard.

ATSI Identified Needs

N/A

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome	Actual Outcome
California Dashboard	19.1% suspended at least once	16% suspended at least once	CA Dashboard data not available N/A
SBCUSD Dashboard	0.3% suspended at least once as of January 2021	6% suspended at least once as of January 2022 due to coming back from distance learning to on-site.	5.7 suspended as of January 2022 Goal Met

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

Our goal is to increase parent/guardian workshops on campus or virtually that discuss socially relevant and topics of concern by four. (Example is vaping/marijuana use.)

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome	Actual Outcome
Agenda's/all call record for events/workshops	One workshop was provided	5 workshop were provided	8 total workshops were provided Goal Met

7. Graduation Rate (High School)**School-Wide**

N/A High School Only

ATSI Identified Needs

N/A High School Only

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

8. College Career (High School)

School-Wide

N/A High School Only

ATSI Identified Needs

N/A High School Only

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

2021-2022 Program Evaluation – LCAP, Title I and CSI and 2022-2023 Needs Assessment

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

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

Needs Assessment Directions:

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

Annual Program Evaluation – LCAP, Title I, and CSI				Needs Assessment
2021-2022 Planned Expenditure: Strategies /Activities	Quantitative and/or Qualitative Site-Based and District Data (include whether data demonstrates growth, significant growth, declined, significantly declined, or maintained)	What is effective?	What has not been effective?	Next Steps? (Strategically continue, discontinue or modifications to the program)
ADDITIONAL DUTY (419 / 523) Parent Engagement: <ul style="list-style-type: none"> Saturday Home Visit Program that provides vital information to help parents/families with their student's achievements and success at Serrano. (Depending on COVID restrictions this may or may not occur.) Home visits to positively impact/build school-parent relationships and increase parent engagement. To work with parents/families to build 	Serrano made RIT scores gains as measured by the NWEA/MAPS assessment from Fall 2021 to Winter 2022 in both 7th and 8th grade in all Instructional Areas in both math and ELA except one instructional area in 8th grade ELA-Literary Text. In this area we decreased by .3 RIT.	Yes, as noted by the data, additional duty was effective in academic student growth.	The amount budgeted was excessive in comparison to what was used. Though extra duty is necessary the amount budgeted was decreased.	We will continue to utilize additional duty for student support/intervention, data teams, during the school day planning, planning for intervention and support, and any other time needed for student behavioral and academic success.

<p>awareness/train parents about English Learner levels, the reclassification process and the importance of reclassification in order for parents to make informed decisions.</p> <ul style="list-style-type: none"> To provide instruction, discussions, and trainings around curriculum, state testing, critical social issues, Serrano systems, technology platforms, and other areas identified as areas of need by parent/guardian surveys/input. <p>CSI PLAN:</p> <ul style="list-style-type: none"> Provide intensive instruction on site and/or virtually for at risk students who are struggling in maintaining proficiency at grade level standards during after school program. Provide reteaching time with students beyond normal school hours onsite or virtually to increase student proficiency. <p>Professional Development:</p> <ul style="list-style-type: none"> To provide additional duty time onsite and/or virtually such as but not limited to teacher collaboration, data analysis, data chats/meetings, until planning, staff development, training, inservices, planning, curriculum 				
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calibration, etc. to support academic achievement and increase teacher capacity. (523)				
<p>SUBSTITUTE (419 / 501 / 523)</p> <p>Professional Development:</p> <ul style="list-style-type: none"> To provide release time for teachers to attend in person and/or virtual professional development, such as but not limited to, instructional rounds, collaboration, instructional planning, data meetings, conferences, lesson studies, observation of Common Core Demonstration teachers/ other experts, and instructional coaching. (501/523) Provide release time for MTSS, IEPs meetings, SEL, PBIS, and any other school focus, etc.to increase teacher capacity.(419) <p>CSI PLAN:</p> <p>Professional Development:</p> <ul style="list-style-type: none"> To provide release time for teachers to attend in person and/or virtual professional development, collaboration, instructional planning, data meetings, conferences, lesson studies. Provide intensive instruction on site and/or virtually for at risk students who are struggling in maintaining proficiency at grade 	<p>Serrano made RIT scores gains as measured by the NWEA/MAPS assessment from Fall 2021 to Winter 2022 in both 7th and 8th grade in all Instructional Areas in both math and ELA except one instructional area in 8th grade ELA-Literary Text. In this area we decreased by .3 RIT. Serrano made a RIT gain of 3 in Math from Winter to Spring utilizing small group pull outs</p>	<p>Having multiple resident guest teachers allowed for the least disruptive learning environment, especially with extended teacher absences. It also allowed our advisory and tutorial programs to continue with students missing key information and support/intervention s during the school day.</p> <p>Resident guest teachers were also utilized in the majority of math classes, as well as, other subjects matters when appropriate to hold data determined push-in/push-out small group intervention/support s during the school duty and/or teach the class while the teacher of record pulled and worked with students needing support/intervention services.</p>		<p>Due to staff absences and substitute shortages we did not hold our two instructional rounds. In meeting with leadership, we will be implementing the two sets of school wide instructional rounds with an AVID focus and multiple sets of team/grade level department rounds rounds next year. The team/grade level department rounds will target implementation of planning. Continue current practices, personnel, expectations, trainings, and services for 2022-2023.</p>

level standards during school program.				
RECREATIONAL AIDE (419) <ul style="list-style-type: none"> Provide supervision support for students as part of our commitment to a safe and welcoming environment for all students and staff. 	<p>Serrano decreased overall suspension rates from 2018-2019 California data dashboard of 19% to 8.9% as of March 2022 as measured by our SBCUSD Data Dashboard.</p>	<p>Recreational Aide supervision and assistance with communicating and upholding Serrano's communicated behavior expectations is extremely beneficial and successful as demonstrated by our decrease in suspension percentages.</p>		<p>Continue current practices, expectations, and hours from this year.</p>
COUNSELOR ADDITIONAL DUTY (419) <ul style="list-style-type: none"> To provide in person and/or virtual professional development related to socio-emotional learning, positive behavior support interventions, restorative practices and academic support for college and career readiness. Supports academic achievement by providing emotional support and behavioral interventions outside of the contract time. To provide mentoring to increase student engagement and academic success. <p>Parent Engagement:</p> <ul style="list-style-type: none"> Supports parent engagement by paying certificated staff to visit students home outside of the contract hours and hold 	<p>Serrano decreased overall suspension rates from 2018-2019 California data dashboard of 19% to 8.9% as of March 2022 as measured by our SBCUSD Data Dashboard.</p> <p>One of Serrano's staff goals was to teach 100% of the Second Step SEL lessons throughout the school year. As a staff we did build the teaching of all 4 units into our advisory schedule and the majority of staff taught the majority of the lessons. However, the data is not clear as there were some reporting issues with the Second Step program and how teachers logged in.</p> <p>Serrano's chronically absent percentage did increase to 41.8% as of March 2022.</p>	<p>Counselor additional duty to make home visits, meet with parents/guardians, and participate in trainings, community events, and gather resources was successful as noted by our decrease in suspension rates. Also, the use of Second Step to explicitly teach SEL can be associated with the decrease in suspension percentages.</p>	<p>The Chronic absenteeism percentage increased drastically, but can be directly associated with COVID, either by staying home when sick, staying home while positive, and/or staying home due to a mandatory quarantine. This was beyond our control.</p>	<p>We will continue all Second Step implementation, home visits, parent/guardian meetings/trainings, attendance of community events/activities, student specific behavioral or academic needs after school hours, our advisory planning, and other means of correction planning/implementation.</p> <p>We will continue and on a deeper level implement a more targeted/focused supports, interventions, monitoring and rewards for attendance and students needing tier two and tier three attendance in 2021-2022.</p>

parent/guardian centered training's.				
<p>PROGRAM FACILITATOR (419 / 501)</p> <p>Program Facilitator for Instructional Technology:</p> <ul style="list-style-type: none"> • Increase the use of technology in the classrooms and/or during distance learning, implement one to one iPads, and explore and use different apps and programs to increase use and engagement of technology in the classrooms to improve academic achievement. <p>Professional Development:</p> <ul style="list-style-type: none"> • Supports academic achievement and professional development by providing resources, training, and systems to implement technology in the classrooms and/or during distance learning and with staff to increase teaching strategies. <p>Parent Engagement:</p> <ul style="list-style-type: none"> • Supports parent/guardian engagement by providing access, training and support to parents/guardians for Aeries and with interaction with parents/guardians and their students. <p>Program Facilitator:</p>	<p>Serrano made RIT scores gains as measured by the NWEA/MAPS assessment from Fall 2021 to Winter 2022 in both 7th and 8th grade in all Instructional Areas in both math and ELA except one instructional area in 8th grade ELA-Literary Text. In this area we decreased by .3 RIT.</p> <p>Able to test 95% of students and above on all diagnostic platforms/testing throughout the year. This is due to fluid technology access, useage, and fast turn around when issues due arise. This allows for correct data collection and usage to improve curriculum next steps and schoolwide planning.</p>	<p>Yes, the program facilitator was extremely effective in proving trainings/staff development on the use of technology and the apps/programs purchased.</p> <p>Success was also seen by the increase in academic scores as the program facilitator allowed for fluid access to apps/programs and the replacement of devices when there were issues.</p> <p>Though we had a small turn-out, the program facilitator was instrumental in the planning, communication, and assistance for parent/guardian trainings and technology/App access and setting up Aeries Parent Portal.</p> <p>In order to continued non interrupted technology services whether this is in regards to devices, software, apps, and/or programs, it is necessary to have an expert to problem solve and take proactive steps to keep all systems running smoothly.</p>		<p>We will continue all systems, trainings, resources, monitoring, and proactive problem solving to keep the high level of service and technology functioning that allows us to increase academic and behavioral achievement.</p>

<ul style="list-style-type: none">• Identify and place students in specific intervention supports, providing interventions for students, data collection and individual review of student progress throughout the year, such as support classes, ELD classes/instruction, tutoring (before, during, and/or after school), targeted differentiated instruction, use of Accelerated Reader, READ180/System44, and/or other researched based programs/curriculum targeted toward increasing reading skills and comprehension.• Supports academic achievement professional development by providing interventions to multiple subgroups and any student who demonstrates a need for intervention.• Providing enrichment and challenging, interactive lessons to students before and after school, as well as Saturdays to increase student engagement and academic proficiency.• To work collaboratively with teachers on tier 2 and 3 student interventions and supports, as well as progress monitoring to help students				
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<p>make academic growth.</p> <ul style="list-style-type: none"> • Manage and implement all state, district, and site testing throughout the school year to ensure all student are tested. • Increase reading and proficiency and provide timely interventions for students On Watch, Intervention and Urgent Intervention levels to close the achievement gap • Support parent engagement through the facilitation of Serrano's parent/guardian committees such as but not limited to SSC, ELAC, AAPAC, etc. 				
<p>PROGRAM FACILITATOR ADDITIONAL DUTY (419 / 501)</p> <ul style="list-style-type: none"> • Provides intervention and reteaching in person and/or virtually to students before and after school, during intersession, Saturdays, summer school, and/or extended school year, to increase their achievement. • Providing enrichment and challenging, interactive lessons to students before and after school, during intersession, summer school, and/or extended school year, as well as Saturdays to increase student 	<p>Serrano made RIT scores gains as measured by the NWEA/MAPS assessment from Fall 2021 to Winter 2022 in both 7th and 8th grade in all Instructional Areas in both math and ELA except one instructional area in 8th grade ELA-Literary Text. In this area we decreased by .3 RIT. Work with groups of parents (2-5 per group) to create access to information to monitor student grades and attendance and discuss academic support with parents</p>	<p>Though we had a small turn-out, the program facilitator was instrumental in the planning, communication, and assistance for parent/guardian trainings and technology/App access and setting up Aeries Parent Portal.</p> <p>Success with assisting with staff development beyond contract hours, both planning and holding the trainings/supports.</p> <p>Continue need for home visits in order to support all of Serrano's system and handle tech related issues.</p>		<p>We will continue all systems, trainings, resources, monitoring, and proactive problem solving to keep the high level of service and technology functioning that allows us to increase academic and behavioral achievement.</p> <p>Continue home visits, parent/guardian trainings/workshops, staff development planning and sessions, and all other technology needs outside the contract day.</p>

<p>engagement and academic proficiency.</p> <p>Professional Development:</p> <ul style="list-style-type: none"> To provide such as but not limited to instructional planning in data teams, professional development, training, etc. (in person and/or virtually) to improve student academic achievement. <p>Parent Engagement:</p> <ul style="list-style-type: none"> Provides outreach, resources, home visits, etc. to parents before and after school, as well as, on Saturdays to assist in student academic success and building parent capacity, so they are able to help their student at home. 				
<p>BILINGUAL CLERK (419)</p> <ul style="list-style-type: none"> To confer with parents, community and public agencies regarding students' status, to assist in compiling records, verifying absences, registering students, and providing factual information regarding school matters over the telephone, in person and/or virtually. Supports parent engagement by providing accesses to resources, events and communication to parents/guardians so they are better informed. 	<p>Serrano made RIT scores gains as measured by the NWEA/MAPS assessment from Fall 2021 to Winter 2022 in both 7th and 8th grade in all Instructional Areas in both math and ELA except one instructional area in 8th grade ELA-Literary Text. In this area we decreased by .3 RIT.</p> <p>Our English Language Learners did make growth in 7th and 8th grade and in ELA and Math as measured by an increase in RIT score from the fall to winter NWEA/MAP assessments. However, the growth was significantly better in</p>	<p>Our bilingual clerks are effective as determined by the positive feedback from our school community on providing communication and customer service.</p> <p>Assistance with communicating and upholding Serrano's communicated behavior and academic expectations is extremely beneficial and successful as demonstrated by our decrease in suspension percentages and maintaining our reclassification rate.</p>		<p>Serrano will continue to utilize the extremely effective position of bilingual clerk in the same ways and capacities as 2022-2023, with increased communication in regards to attendance.</p>

<ul style="list-style-type: none"> To translate and provide interpretation including reclassification documentation to assist parents/families in having a better understanding and building their capacity in order to make informed decisions. To contact and provide notifications to parents regarding scheduled SSTs and IEPs to increase participation. 	<p>ELA. ELA 7th grew 5.1 RIT score from 196.4 in fall to 201.5 in winter. ELA 8th grade grew 1.3 RIT score from 199.6 in fall to 200.9 in winter. Math 7th grade grew 2.7 RIT score from 198.3 in fall to 201.0 in winter. Math 8th grade grew .6 RIT score from 201.0 in fall to 201.6 in winter.</p> <p>The Panorama data noted Serrano's communication as the 2nd highest category in our data this school year, with a increase from last year and an average over the other middle schools in SBCUSD.</p> <p>Maintaining a 15% reclassification rate even as requirements increase.</p>	<p>Our bilingual clerk assists with communication and building relationships with our parents/guardians of our ELL's. This has been effective in maintaining our 15% reclassification rate.</p>		
<p>INSTRUCTIONAL MATERIALS/ SUPPLIES (419/501)</p> <ul style="list-style-type: none"> Instructional materials and supplies such as, but not limited too, texts for units, magazine subscriptions, library books, manipulatives, eBooks, vocabulary enrichment, novels, supplemental materials for struggling students, as well as, for enrichment of lessons etc. to support our academic and/or other learning environment priorities in all of the following areas ELA/ELA support, Math/Math support, 	<p>Serrano made RIT scores gains as measured by the NWEA/MAPS assessment from Fall 2021 to Winter 2022 in both 7th and 8th grade in all Instructional Areas in both math and ELA except one instructional area in 8th grade ELA-Literary Text. In this area we decreased by .3 RIT.</p> <p>Serrano decreased overall suspension rates from 2018-2019 California data dashboard of 19% to 8.9% as of March 2022 as measured by our SBCUSD Data Dashboard.</p>	<p>As evidenced by our academic and behavioral growth all supplies, resources, and equipment used to assist in the instructional program were in turn successful,</p>	<p>More money than was needed was allocated to instructional supplies. This was taken into account for the 2022-2023 school years budget planning and less money was allocated to instructional supplies.</p>	<p>Serrano will the current use of instructional supplies.</p>

<p>Special Education, Science, Social studies, AVID, Electives, Robotics, STEM, PE, VAPA, Music, ELD, READ180 etc.</p> <p>Parent Engagement</p> <ul style="list-style-type: none"> Instructional materials and supplies such as but not limited to binders, markers, poster/chart paper, etc. for parent training's, workshops, meetings, etc. to build the parents' capacity in order to assist in their student's academic success. 				
<p>IN-SERVICE /CONFERENCES (419 / 501 / 523)</p> <ul style="list-style-type: none"> In person and/or virtual Inservices and conferences such as but not limited to Teach Like a Champion (TLAC), Data Teams, the Formative approach, Speed of Trust, Instructional Coaching/Rounds, AVID, and professional readings, (523) Provide training on PBiS/Restorative Practices, Social Emotional Learning, Trauma Informed, curriculum calibration, staff development, conference registration, lodging to increase teacher capacity. <p>CSI PLAN:</p>	<p>Due to COVID restrictions and excessive absences due to COVID Serrano did not attend any in-services/conferences this school year.</p>	N/A	N/A	<p>Serrano plans to attend in-services and conferences targeted at current staff needs and needs uncovered by a deep data dive both instructionally and behaviorally when needed (SEL, Restorative Practices, Trauma Informed, etc.)</p>

<ul style="list-style-type: none"> Professional development will be targeted and prioritized based on the needs of the current staff and student population's needs to better assist them. All staff development will be researched based and continually evaluated for effectiveness. These services will be provided by researched based organizations such as but not limited to Solution-Tree, Creative Leadership Solutions, CLS, National Forum, etc. Professional development will be supported by providing necessary materials, training books, etc. needed for continual staff learning. 				
<p>COMPUTER ACCESSORIES, SUPPLIES AND SOFTWARE (419 / 501 / 523)</p> <ul style="list-style-type: none"> Purchase equipment, accessories and supplies such as, but not limited to, iPads, desktops, laptops, Apple TVs, ELMOs, projectors, printers, carts, keyboards, headphones, batteries, computer apps/learning programs for research, enrichment, etc. that assist students in comprehension skills, learning 21 century skills/standards and enhance rigor and engagement for 	<p>Serrano made RIT scores gains as measured by the NWEA/MAPS assessment from Fall 2021 to Winter 2022 in both 7th and 8th grade in all Instructional Areas in both math and ELA except one instructional area in 8th grade ELA-Literary Text. In this area we decreased by .3 RIT.</p>	<p>As evidenced by our academic and behavioral growth all supplies, devices, technology resources, and equipment used to assist in the instructional program and all other Serrano systems were in turn successful,</p>		<p>We will continue all systems, purchasing, resources, monitoring, and proactive problem solving to keep the high level of service and technology functioning that allows us to increase academic and behavioral achievement.</p>

<p>students, especial in regards to distance learning. This includes any district warranties and repairs.</p> <p>CSI PLAN</p> <ul style="list-style-type: none"> Purchase equipment, accessories, iPads, desktops, laptops, printers, carts, keyboards, headphones, computer apps/learning programs, enrichment, that assist students in comprehension skills, filling identified academic and behavioral gaps, learning 21 century skills/standards and enhance rigor and engagement for students, on site, needed for hybrid and/or distance learning. 				
<p>MAINTENANCE AGREEMENTS (419)</p> <ul style="list-style-type: none"> To purchase and maintain working equipment for teachers to be able to copy needed supplemental materials such as, but not limited to, activities that enrich all students learning, intervention resources, etc. <p>Parent Engagement:</p> <ul style="list-style-type: none"> Provide services to support creation of instructional materials for parent training/workshops to build the parents capacity and to support parent and 	<p>Serrano made RIT scores gains as measured by the NWEA/MAPS assessment from Fall 2021 to Winter 2022 in both 7th and 8th grade in all Instructional Areas in both math and ELA except one instructional area in 8th grade ELA-Literary Text. In this area we decreased by .3 RIT.</p>	<p>As evidenced by our academic and behavioral growth all supplies, resources, and equipment used to assist in the instructional program were in turn successful,</p>		<p>Serrano will continue the use of and maintenance agreements in the same capacity in the 2022-2023.</p>

community communication.				
<p>POSTAGE (419/501)</p> <p>Parent Engagement:</p> <ul style="list-style-type: none"> Provide a way for parents to receive information on opportunities to attend training sessions, workshops, school events, parent/guardian/community committees, etc. in order to attend and/or to obtain knowledge and skills to assist students at home and to positively impact overall student achievement and the school-parent connection. Any communication and/or documents that needs to be sent via mail for the purpose of communication resources and/or providing documentation. 	<p>Serrano made RIT scores gains as measured by the NWEA/MAPS assessment from Fall 2021 to Winter 2022 in both 7th and 8th grade in all Instructional Areas in both math and ELA except one instructional area in 8th grade ELA-Literary Text. In this area we decreased by .3 RIT.</p> <p>The Panorama data noted Serrano's communication as the 2nd highest category in our data this school year, with a increase from last year and an average over the other middle schools in SBCUSD.</p>	<p>We received positive feedback from our school community on providing communication via the mail in conjunction with ParentSquare. There is a significant percentage of our parents/guardians that do not actively engage in social media and/or other forms of electronic messaging.</p>		<p>Serrano will continue to communicate via mail in conjunction with other electronic/social media messaging to increase access to all and keep the high level of communication currently happening.</p>
<p>CATERING (419)</p> <p>Parent Engagement</p> <ul style="list-style-type: none"> Provide catering for student and parent events such as, but not limited to, SSC, ELAC, AAPAC, math night, ELA night, Saturday Home Visits, coffee with the principal, student advisory events, workshops, training, etc. to encourage and increase participation. 	<p>Catering and meeting refreshments are provides for parent groups and meetings when discussing school information and data but was not utilized this year due to Covid restrictions and parents meetings being held virtually</p>	<p>This practice was extremely successful in past years, but due to COVID in person meetings for parents/guardians did not happen this school year-2021-2022.</p>		<p>Serrano will continue the practice of providing catering for staff and parents/guardians when appropriate to increase attendance, participation, and positive morale.</p>

<p>TECHNOLOGY FEES AND LICENSES (419 / 501 /523)</p> <ul style="list-style-type: none"> Tech fees and software licenses such as, but not limited to, Read 180, AR (Accelerated Reader), Apps, websites, etc. to support all areas of literacy, engage and increase student achievement in ELA, Math and Science. This will support academic achievement by providing technology, technology resources, resources and accessories to enhance rigor and engagement for students, especially with distance learning. <p>CSI PLAN:</p> <ul style="list-style-type: none"> Tech fees and software licenses, Apps, websites, to support all areas of literacy, engage and increase student achievement in ELA, Math and Science. 	<p>Serrano made RIT scores gains as measured by the NWEA/MAPS assessment from Fall 2021 to Winter 2022 in both 7th and 8th grade in all Instructional Areas in both math and ELA except one instructional area in 8th grade ELA-Literary Text. In this area we decreased by .3 RIT.</p>	<p>As evidenced by our academic and behavioral growth all supplies, devices, technology resources, and equipment used to assist in the instructional program and all other Serrano systems were in turn successful,</p>		<p>We will continue all systems, purchasing, resources, monitoring, and proactive problem solving to keep the high level of service and technology functioning that allows us to increase academic and behavioral achievement.</p>
<p>MEETING REFRESHMENTS (419)</p> <p>Staff meetings</p> <ul style="list-style-type: none"> Provide meeting refreshments at trainings, professional development, staff celebrations, etc.to encourage positivity and increase morale. 	<p>Serrano made RIT scores gains as measured by the NWEA/MAPS assessment from Fall 2021 to Winter 2022 in both 7th and 8th grade in all Instructional Areas in both math and ELA except one instructional area in 8th grade ELA-Literary Text. In this area we decreased by .3 RIT.</p>	<p>This practice was extremely successful this year and we maintained not only as consistent as possible staff attendance, but also a high level of morale as measured by staff surveys throughout the year.</p>		<p>Serrano will continue the practice of providing meeting refreshments for staff and parents/guardians when appropriate to increase attendance, participation, and positive morale.</p>
<p>MUSICAL INSTRUCTIONAL MATERIALS AND SUPPLIES (419)</p>	<p>Serrano made RIT scores gains as measured by the</p>	<p>Participation in music is directly tied to an academic increase</p>		<p>Serrano will continue all music related activities, master scheduling,</p>

<ul style="list-style-type: none"> To purchase musical instruments, materials and supplies for our music program, such as choir, drum line, jazz band, orchestra, band, etc. to encourage students to participate in extracurricular activities. This supports academic achievement by creating a strong music program which connects students to school. Music has also been shown via research to increase academic processing abilities. 	<p>NWEA/MAPS assessment from Fall 2021 to Winter 2022 in both 7th and 8th grade in all Instructional Areas in both math and ELA except one instructional area in 8th grade ELA-Literary Text. In this area we decreased by .3 RIT.</p>	<p>and decrease in negative behaviors. Per the positive data increase music continues to be an extremely necessary cultural, academic/behavior achievement, and a way to connect students to Serrano in a positive way.</p>		<p>purchasing of resources/instruments, and current practices to build the music program back up to its pre COVID status.</p>
<p>STUDENTS INCENTIVES/OTHER SERVICES/FEES/PARENT IN-SERVICES (419)</p> <ul style="list-style-type: none"> Incentives such as but not limited to technology items (ear buds, styluses, etc.), student supplies, certificates, ribbons, plaques etc. to maximize student engagement/ participation /achievement and increase - Increase parent/guardian knowledge, skills and understanding of behavior, academics, social issues, current subjects and anything that may pertain to the success of students and parent/guardians in the educational system. 	<p>Serrano made RIT scores gains as measured by the NWEA/MAPS assessment from Fall 2021 to Winter 2022 in both 7th and 8th grade in all Instructional Areas in both math and ELA except one instructional area in 8th grade ELA-Literary Text. In this area we decreased by .3 RIT.</p> <p>Serrano decreased overall suspension rates from 2018-2019 California data dashboard of 19% to 8.9% as of March 2022 as measured by our SBCUSD Data Dashboard.</p>	<p>Student incentives were extremely successful this school year as seen by an increase in academic scores and a decrease in suspensions/referrals .</p>		<p>Serrano will not only continue, but has increased the amount of funds for all schoolwide, team specific, attendance, and other incentives for the 2022-2023 school year.</p>

<p>COMPUTER EQUIPMENT FROM \$500 to \$4,999 (419 / 523)</p> <p>Parent Engagement:</p> <ul style="list-style-type: none"> Purchase computer equipment, such as, but not limited to laptops, iPads, accessories, printers, etc., for our parent resource center to assist parent/guardians with technological support. This includes any district warranties and repairs. <p>(501)</p> <p>CSI PLAN</p> <ul style="list-style-type: none"> Purchase computer equipment such as, but not limited to, laptops, iPads, accessories, Apple TVs, ELMOs, projectors, printers, carts, equipment necessary for Robotics, tech-Mouse Club, etc. for research, enrichment, etc. that assist students in comprehension skills, learning 21 century skills/standards and enhance rigor and engagement for students onsite and/or distance learning. 	<p>Serrano made RIT scores gains as measured by the NWEA/MAPS assessment from Fall 2021 to Winter 2022 in both 7th and 8th grade in all Instructional Areas in both math and ELA except one instructional area in 8th grade ELA-Literary Text. In this area we decreased by .3 RIT.</p>	<p>As evidenced by our academic and behavioral growth all supplies, devices, technology resources, and equipment used to assist in the instructional program and all other Serrano systems were in turn successful,</p>		<p>We will continue all systems, purchasing, resources, monitoring, and proactive problem solving to keep the high level of service and technology functioning that allows us to increase academic and behavioral achievement.</p>
<p>MUSICAL INSTRUMENTS (419)</p> <ul style="list-style-type: none"> To purchase musical instruments for our music program, such as choir, drum line, jazz band, orchestra, band, etc. to encourage students 	<p>Serrano made RIT scores gains as measured by the NWEA/MAPS assessment from Fall 2021 to Winter 2022 in both 7th and 8th grade in all Instructional Areas in both math and</p>	<p>Participation in music is directly tied to an academic increase and decrease in negative behaviors. Per the positive data increase music continues to be an extremely necessary</p>		<p>Serrano will continue all music related activities, master scheduling, purchasing of resources/instruments, and current practices to build the music program back up to its pre COVID status.</p>

to participate in extra-curricular activities. This supports academic achievement by creating a strong music program which connects students to school. Music has also been shown via research to increase academic processing abilities.	ELA except one instructional area in 8th grade ELA-Literary Text. In this area we decreased by .3 RIT.	cultural, academic/behavior achievement, and a way to connect students to Serrano in a positive way.		
<p>INDEPENDENT CONTRACTOR/CONSULTATION (501)</p> <ul style="list-style-type: none"> Consultant services to increase teacher capacity. All services are directly related to current staff development needs and foci. This supports professional development by providing necessary materials, training's, books, etc. needed for continual staff learning. Family Engagement Service to provide parenting classes focused on African American families on skills necessary to be successful in school and parent/student empowerment to lead to increased parent/student engagement in school. On site and/or virtual Independent contractor/consultation services and any materials and supplies related to the services, such as 	Due to continued issues with processing both independent contractors/consultation, neither was utilized in the 2021-2022 school year.	N/A	N/A	N/A

but not limited to Dr.Doug Reeves, Creative Leadership Solutions,				
<p>INSTRUCTIONAL AIDE/ASST/EAI/III ADDITIONAL DUTY (419)</p> <p>Parent Engagement:</p> <ul style="list-style-type: none"> • Saturday Home Visit Program that provides vital information to help parents/families with their student's achievements and success at Serrano. (Depending on COVID restrictions this may or may not occur.) • Home visits to positively impact/build school-parent relationships and increase parent engagement. • To work with parents/families to build awareness/train parents about English Learner levels, the reclassification process and the importance of reclassification in order for parents to make informed decisions. • To provide instructional assistance to students during extended day and/or year and other areas identified as areas of need. 	<p>Our English Language Learners did make growth in 7th and 8th grade and in ELA and Math as measured by an increase in RIT score from the fall to winter NWEA/MAP assessments. However, the growth was significantly better in ELA. ELA 7th grew 5.1 RIT score from 196.4 in fall to 201.5 in winter. ELA 8th grade grew 1.3 RIT score from 199.6 in fall to 200.9 in winter. Math 7th grade grew 2.7 RIT score from 198.3 in fall to 201.0 in winter. Math 8th grade grew .6 RIT score from 201.0 in fall to 201.6 in winter.</p>	<p>As the data shows, our current supports, interventions, teaching, etc. are working well in ELA and minimally in math. Serrano will continue the practice of giving our ELL students needing tier 3 of support two periods of ELD and reading support and our students needing tier 2 support receive one period of ELD/Reading support.</p>		<p>Expansion beyond the school day is necessary to provide more supports and interventions for our students needing tier two and tier three academic assistance.</p>
<p>OTHER BOOKS (501)</p> <p>Professional Development:</p> <ul style="list-style-type: none"> • Necessary professional 	<p>Serrano made RIT scores gains as measured by the NWEA/MAPS assessment from Fall 2021 to Winter 2022 in</p>	<p>As evidenced by our academic and behavioral growth all supplies, resources, and equipment used to assist in the</p>		<p>Serrano will continue to decide via surveys and data what professional development resources are necessary to build on current systems and</p>

<p>development/trainin g books which include e-books associated with the staff development foci: Teach Like a Champion (TLAC), Data Teams, the Formative approach, Speed of Trust, Instructional Coaching/Rounds, AVID, STEM, Literacy, professional readings, and continual creation and monitoring of professional learning goals, etc. needed for continual staff learning. All other books are directly related to current staff development needs and foci. This supports professional development by providing necessary materials, training, books, etc. needed for continual staff learning.</p> <p>CSI (523)</p> <p>Order books and class sets of books/novels that promote and include Diverse authors and characters, and broaden our academic differentiation of reading levels and topics to include all academic levels of students who receive special education services that are above and beyond our allocation.</p>	<p>both 7th and 8th grade in all Instructional Areas in both math and ELA except one instructional area in 8th grade ELA-Literary Text. In this area we decreased by .3 RIT.</p> <p>Our English Language Learners did make growth in 7th and 8th grade and in ELA and Math as measured by an increase in RIT score from the fall to winter NWEA/MAP assessments. However, the growth was significantly better in ELA. ELA 7th grew 5.1 RIT score from 196.4 in fall to 201.5 in winter. ELA 8th grade grew 1.3 RIT score from 199.6 in fall to 200.9 in winter. Math 7th grade grew 2.7 RIT score from 198.3 in fall to 201.0 in winter. Math 8th grade grew .6 RIT score from 201.0 in fall to 201.6 in winter. 20% more books were checked out by diverse authors then in previous years.</p>	<p>instructional program were in turn successful,</p>		<p>increase academic and behavioral achievement for the 2022-2023 school.</p>
<p>INSTRUCTIONAL ASSISTANT/EALII (501)</p> <ul style="list-style-type: none"> To provide small group instruction in and/or out of class and/or virtually in ELA/Math in order 	<p>Our English Language Learners did make growth in 7th and 8th grade and in ELA and Math as measured by an increase in RIT score from the fall to winter NWEA/MAP</p>	<p>As the data shows, our current supports, interventions, teaching, etc. are working well in ELA and minimally in math. Serrano will continue the practice</p>	<p>As the data shows, we need to change and expand our ELD teaching practices and support for ELL's in math.</p>	<p>Serrano will continue our practices for ELA as they are showing considerable growth, especially in 7th grade ELA. Next steps include focusing on an app(s) that assist with academic</p>

<p>to increase student achievement. To reduce the staff to student ratio to increase individual student needs.</p> <ul style="list-style-type: none"> To provide English Learners access to the curriculum through explicit vocabulary and language acquisition to increase their English proficiency. This supports academic achievement by providing resources, support and interventions to ELL's. 	<p>assessments. However, the growth was significantly better in ELA. ELA 7th grew 5.1 RIT score from 196.4 in fall to 201.5 in winter. ELA 8th grade grew 1.3 RIT score from 199.6 in fall to 200.9 in winter. Math 7th grade grew 2.7 RIT score from 198.3 in fall to 201.0 in winter. Math 8th grade grew .6 RIT score from 201.0 in fall to 201.6 in winter.</p>	<p>of giving our ELL students needing tier 3 of support two periods of ELD and reading support and our students needing tier 2 support receive one period of ELD/Reading support.</p>		<p>math vocabulary, support personnel in math, an intervention math teacher with support personnel, and professional development for staff on incorporating research based ELD practices into math lesson planning.</p>
<p>DISTRICT PRINTING (501)</p> <ul style="list-style-type: none"> To improve parent and teacher communication, improve student organizational skills, and improve student achievement, printing for activities such as but not limited to workshops, trainings, meetings, academic nights, etc. 	<p>Serrano made RIT scores gains as measured by the NWEA/MAPS assessment from Fall 2021 to Winter 2022 in both 7th and 8th grade in all Instructional Areas in both math and ELA except one instructional area in 8th grade ELA-Literary Text. In this area we decreased by .3 RIT.</p>	<p>As evidenced by our academic and behavioral growth all supplies, resources, and equipment used to assist in the instructional program were in turn successful,</p>		<p>Serrano will continue to utilize the district print shop for communication, organization tools, and resources requiring printing to be used in Serrano's academic and behavioral systems.</p>
<p>Classroom TEACHER (501)</p> <ul style="list-style-type: none"> This intervention, targeted support, and ELD-English Language development teacher provides interventions on site or virtually for students, data collection and individual review of student progress throughout the year, such as support classes, ELD 	<p>academic support provided in ELA, Math and English Language Development Our English Language Learners did make growth in 7th and 8th grade and in ELA and Math as measured by an increase in RIT score from the fall to winter NWEA/MAP assessments. However, the growth was significantly better in ELA. ELA 7th grew 5.1 RIT score from 196.4 in fall to 201.5 in winter.</p>	<p>As the data shows, our current supports, interventions, teaching, etc. are working well in ELA and minimally in math. Serrano will continue the practice of giving our ELL students needing tier 3 of support two periods of ELD and reading support and our students needing tier 2 support receive one period of ELD/Reading support.</p>	<p>None</p>	<p>Serrano will continue our practices for ELA as they are showing considerable growth, especially in 7th grade ELA.</p>

<p>classes/instruction, targeted differentiated instruction, use of Accelerated Reader, Language Live, and/or other researched based programs/curriculum targeted toward increasing reading skills, comprehension, and English development.</p> <ul style="list-style-type: none"> • Supports academic achievement by providing interventions to multiple subgroups and students who demonstrates a need for intervention. 	<p>ELA 8th grade grew 1.3 RIT score from 199.6 in fall to 200.9 in winter. Math 7th grade grew 2.7 RIT score from 198.3 in fall to 201.0 in winter. Math 8th grade grew .6 RIT score from 201.0 in fall to 201.6 in winter. ELPAC scores rose by 10% based on 21-22 data.</p>			
<p>INDEPENDENT CONTRACTOR/CONSULTATION - AGREEMENT (419)</p> <ul style="list-style-type: none"> • On site and/or virtual Independent contractor/consultation services and any materials and supplies related to the services, such as but not limited to Dr.Doug Reeves, Creative Leadership Solutions, PETALS, Niki Dettman, etc. to increase teacher capacity, increase student academic and behavioral skills and student-home connection to school. All services are directly related to current staff development needs, foci, and areas of need according to current data (California 	<p>Due to continued issues with processing both independent contractors, neither was utilized in the 2021-2022 school year.</p>	N/A	N/A	N/A

<p>dashboard, CAASPP, SAA, suspension, and chronic absentism). This supports professional development by providing necessary materials, training's, books, etc. needed for continual staff learning.</p>				
<p>ASSEMBLIES/NON CLASSIFIED EXPERTS (419)</p> <ul style="list-style-type: none"> On site and/or Virtual Assemblies and non-classified experts and services and any materials and supplies related to the services, such as but not limited to Dr.Doug Reeves, Creative Leadership Solutions, PETALS, Niki Dettman, etc. to increase teacher capacity, increase student academic and behavioral skills and student-home connection to school. All services are directly related to current staff development needs, foci, and areas of need according to current data (California dashboard, CAASPP, SAA, suspension, and chronic absenteeism). This supports professional development by providing necessary materials, training's, books, etc. needed for continual staff learning. 	<p>Due to COVID restrictions no assemblies were held.</p>	N/A	N/A	N/A

<p>SECURITY PUPIL SUPPORT ADDITIONAL HOURS (419)</p> <ul style="list-style-type: none"> Campus Security Officers are needed for safety reasons at any afterschool, weekened, extended day, and/or extended year school events/activities/schooling. 	<p>Serrano's suspensions are 8.9% of students were suspended as of March 2022. This is a significant decrease from the 19% reported in the California Data Dashboard.</p>	<p>The increase in CSO personnel, Staff, and systems has shown to be effective by our decrease in suspension percentage.</p>	<p>N/A</p>	<p>Continue to have CSO's, staff, and current systems (making changes when needed) at all outside of school hour events/activities and during the school day.</p>
<p>CLERK/BIL CLERK ADDITIONAL DUTY (419)</p> <ul style="list-style-type: none"> Clerk and Bilingual Clerk are needed for additional hours to perform office assistance, translation, and other duties under their job titles at any afterschool, weekened, extended day, and/or extended year school events/activities/schooling. 	<p>Our English Language Learners did make growth in 7th and 8th grade and in ELA and Math as measured by an increase in RIT score from the fall to winter NWEA/MAP assessments. However, the growth was significantly better in ELA. ELA 7th grew 5.1 RIT score from 196.4 in fall to 201.5 in winter. ELA 8th grade grew 1.3 RIT score from 199.6 in fall to 200.9 in winter. Math 7th grade grew 2.7 RIT score from 198.3 in fall to 201.0 in winter. Math 8th grade grew .6 RIT score from 201.0 in fall to 201.6 in winter.</p>	<p>Having bilingual staff increases parent/guardian access to all student and school information, which leads to increased academic and behavioral levels, and the school community.</p>	<p>N/A</p>	<p>Continued providing the necessary outside of the contract day pay to continue the high level of service and resources currently being provided.</p>

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

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

Goal 1 English Language Arts

School-Wide

(Create a school-wide CAASPP goal.)

As measured by CAASPP ELA in 22-23, our overall student's distance from standard will be -9.6 or less, which is a 10 point increase toward standard/proficiency.

ATSI Identified Needs

(ATSI schools must include state identified student groups.)

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
NWEA/MAPS Assessment	<p>ELA Schoolwide by grade level: (Data was taken from the winter 2022 administration)</p> <p>7th grade: 5.3% of students are exceeding grade level standards, 27.8% of students are meeting grade level standards, 27.2% of students are nearly meeting grade level standards, and 39.7% of students are not meeting grade level standards.</p> <p>8th grade: 3.8% of students are exceeding grade level standards, 19.7% of students are meeting grade level standards, 36.9% of students are nearly meeting grade level standards, and 39.7% of students are not meeting grade level standards.</p>	<p>ELA Schoolwide by grade level: (Data will be taken from the winter 2023 administration)</p> <p>7th grade: Growth of 10% from Nearly Met to Met and a 10% decrease in Not Met.</p> <p>Increase to 37.8% of students are meeting grade level standards and 29.7% of students are not meeting grade level standards.</p> <p>8th grade: Growth of 10% from Nearly Met to Met and a 10% decrease in Not Met.</p> <p>Increase to 29.7% of students are meeting grade level standards and 29.7% of students are not meeting grade level standards.</p>
CAASPP	-19.6 points from standard	-9.6 points from standard

Goal 2 Mathematics

School-Wide

(Create a school-wide CAASPP goal.)

As measured by CAASPP Math in 22-23, our overall student's distance from standard will be -72.1 or less, which is a 10 point increase towards standard.

ATSI Identified Needs

(ATSI schools must include state identified student groups.)

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP	-82.1 points from standard	-72.1 points from standard
NWEA/MAPS Assessment	<p>Math Schoolwide by grade level: (Data was taken from the winter 2022 administration)</p> <p>7th grade: 1.8% of students are exceeding grade level standards, 4.6% of students are meeting grade level standards, 20.1% of students are nearly meeting grade level standards, and 73.5% of students are not meeting grade level standards.</p> <p>8th grade: .9% of students are exceeding grade level standards, 2.8% of students are meeting grade level standards, 16.4% of students are nearly meeting grade level standards, and 79.9% of students are not meeting grade level standards.</p>	<p>Math Schoolwide by grade level: (Data will be taken from the winter 2023 administration)</p> <p>7th grade: Growth of 10% from Nearly Met to Met and a 10% decrease in Not Met.</p> <p>Increase to 14.6% of students are meeting grade level standards and 63.5% of students are not meeting grade level standards.</p> <p>8th grade: Growth of 10% from Nearly Met to Met and a 10% decrease in Not Met.</p> <p>Increase to 12.8% of students are meeting grade level standards and 69.9% of students are not meeting grade level standards.</p>

Goal 3 English Learners

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

ELPAC

English Language Learners will progress one or more levels by 10% as measured on the ELPAC.

Reclassification

15% of ELL will be reclassified

ELA

ELL will have a 10% increase to met grade level standards and 10% decrease in not met grade level standards as measured by the NWEA.

Math

ELL will have a 10% increase to met grade level standards and 10% decrease in not met grade level standards as measured by the NWEA.

ATSI Identified Needs

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ELPAC (19-20 local data)	37% of ELL increased at least one level	10% of English Language Learners will move up from current ELPAC level to the next level.
Reclassification	15% reclassification rate	15% reclassification rate
CAASPP ELA	-34.6 points from standard	-24.6 points from standard
CAASPP Math	-94.7 points from standard	-84.7 points from standard
NWEA/MAP Assessment ELA	<p>English Learner: (Data was taken from the winter administration)</p> <p>7th grade: 0% of students are exceeding grade level standards, 9.1% of students are meeting grade level standards, 32.7% of students are nearly meeting grade level standards, and 58.2% of students are not meeting grade level standards.</p> <p>8th grade: 0% of students are exceeding grade level standards, 2.4% of students are meeting grade level standards, 41.5% of students are nearly meeting</p>	<p>English Learner: (Data will be taken from the winter administration)</p> <p>7th grade: 10% increase to met grade level standards and 10% decrease in Not Met grade level standards</p> <p>8th grade: 10% increase to met grade level standards and 10% decrease in Not Met grade level standards</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	grade level standards, and 56.1% of students are not meeting grade level standards.	
NWEA/MAP Assessment Math	<p>English Learner: (Data was taken from the winter administration)</p> <p>7th grade: 0% of students are exceeding grade level standards, 3.5% of students are meeting grade level standards, 8.8% of students are nearly meeting grade level standards, and 87.7% of students are not meeting grade level standards.</p> <p>8th grade: 0% of students are exceeding grade level standards, 0% of students are meeting grade level standards, 2.5% of students are nearly meeting grade level standards, and 97.5% of students are not meeting grade level standards.</p>	<p>English Learner: (Data will be taken from the winter administration)</p> <p>7th grade: 10% increase to met grade level standards and 10% decrease in Not Met grade level standards.</p> <p>8th grade: 10% increase to met grade level standards and 10% decrease in Not Met grade level standards.</p>

Goal 4 Chronic Absenteeism (K-12)

School-Wide

(Create a school-wide goal.)

Decrease overall chronic absenteeism by 15%, which is from 41.8% to 26.8%.
Our three highest % sub-groups are our White, African American, and English Languae Learners.
Decrease our White sub-group from 46.3% to 32%.
Decrease our African American student sub-group from 44.4% to 30%.
Decrease our English Language Learners student sub-group from 42.9% to 28%.

ATSI Identified Needs

(ATSI schools must include state identified student groups.)

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CA Dashboard	School wide: 18.1% chronically absent Students with disabilities: 23.4% chronically absent Homeless: 30.2% chronically absent White: 25% chronically absent	School wide: 16.1% chronically absent Students with disabilities: 19% chronically absent Homeless: 26.2% chronically absent White: 22% chronically absent
SBCUSD School Dashboard Schoolwide	41.8%% chronically absent as of March 2022	26.8% chronically absent as of March 2023.

Goal 5 Suspension

School-Wide

(Create a school-wide goal.)

Our goal is to decrease the suspension rate by at least 3%, moving from red to yellow per the California Dashboard.

ATSI Identified Needs

(ATSI schools must include state identified student groups.)

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
California Dashboard	19.1% suspended at least once	16% suspended at least once
SBCUSD Data Dashboard	8.9% of students were suspended as of March 2022.	5.9%--Decrease by 3% of student suspensions as of March 2023.

Goal 6 Parent-Family Engagement

School-Wide

Our goal is to keep the parent/guardian workshops number the same and increase the number that are on campus that discuss socially relevant and topics of concern and Parent Portal Aeries trainings. (Example is vaping/marijuana use, social media, and topics.)

Indicate Local Metrics to assess progress/monitor this goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Agenda's/all call record for events/workshops/sign-in sheets	6 virtual workshops were provided and two in person Parent Portal Aeries trainings.	8 workshops total with an increase of 2 in person trainings.

LCAP, Title I, and CSI Action Plan

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

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

Planned Expenditures Object Code	Strategies/Activities	Goal Alignment	LCAP 419 Cost	Title I 501 Cost	CSI 523 Cost
1910/1190 Program Facilitator - Reg	PROGRAM FACILITATOR (419/501) Program Facilitator for Instructional Technology: <ul style="list-style-type: none"> Increase the depth of use of technology in the classrooms and/or during distance learning, implement/disbursement/tracking/inventory/usage one to one iPads and other technology, explore and use different apps, programs to increase use and engagement of technology in the classrooms to improve academic achievement, and implementing technology at the innovation level. 	Goal 1 English Language Arts Goal 2 Mathematics Goal 3 English Learners Goal 6 Parent-Family Engagement	✕ Changes Were Made \$ 123,038.00 Low-Income	\$87,137.00	\$0

	<p>Professional Development:</p> <ul style="list-style-type: none">• Supports academic achievement and professional development by providing resources, training, and systems to implement technology in the classrooms and/or during distance learning and with staff to increase teaching strategies. <p>Parent Engagement:</p> <ul style="list-style-type: none">• Supports parent/guardian engagement by providing access, training and support to parents/guardians for Aeries and with interaction with parents/guardians and their students. Provides trainings and supports to parents/guardians with the different programs/apps, etc. that Serrano is using, such as Google Classroom, IXL, study.com, etc. <p>Program Facilitator:</p>				
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	<ul style="list-style-type: none">• Identify and place students in specific intervention supports, providing interventions for students, data collection and individual review of student progress throughout the year, such as support classes, ELD classes/instruction, tutoring (before, during, and/or after school), targeted differentiated instruction, use of Accelerated Reader, Language Live, and/or other researched based programs/curriculum targeted toward increasing reading skills and comprehension and math.• Supports academic achievement professional development by providing interventions to multiple subgroups and any student who demonstrates a need for intervention with a				
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	<p>focus on English Language Learners.</p> <ul style="list-style-type: none">• Providing enrichment and challenging, interactive lessons to students before and after school, as well as, Saturdays to increase student engagement and academic proficiency.• To work collaboratively with teachers on tier one instruction, implementation of ELD strategies into their lesson planning, and how to collect frequent data to effectively progress monitor to help provide students with timely interventions and supports.• To work collaboratively with teachers on tier 2 and 3 student interventions and supports, as well as, progress monitoring to help students make academic growth.				
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	<ul style="list-style-type: none">• Manage and implement all state, district, and site testing throughout the school year to ensure all students are tested.• Increase reading and proficiency, math, and provide timely interventions for students On Watch, Intervention and Urgent Intervention levels to close the achievement gap• Support parent engagement through the facilitation of Serrano's parent/guardian committees such as but not limited to SSC, ELAC, AAPAC, etc. Assist with parent/guardian trainings (Aeries, current topics, and resources), coffee with the principal, and any other events or activities that include and/or held for parents/guardians				
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	and the community.				
1110 Certificated Teaching - Reg	<p>Classroom TEACHER (501)</p> <ul style="list-style-type: none"> This intervention, targeted support, and ELD-English Language development teacher provides interventions on site or virtually for students, data collection and individual review of student progress throughout the year, such as support classes, ELD classes/instruction, targeted differentiated instruction, use of Accelerated Reader, Language Live, and/or other researched based programs/curriculum targeted toward increasing reading skills, comprehension, and English development. Supports academic achievement by providing interventions to 	<p>Goal 1 English Language Arts</p> <p>Goal 2 Mathematics</p> <p>Goal 3 English Learners</p>	\$ 0	\$34,699.00	\$0

	multiple subgroups and students who demonstrate a need for intervention. Provides specific and targeted interventions to our English Language Learners.				
1130/1230/1930- Additional Duty Certificated Teacher/Counselor/PF/Ot her Certificated Staff	<p>ADDITIONAL DUTY (419/501/523) Parent Engagement:</p> <ul style="list-style-type: none"> Saturday Home Visit Program that provides vital information to help parents/families with their student's achievements and success at Serrano. This includes information for the parents/guardians of our English Language Learners to explain what supports/interventions are provided and what the reclassification process entails. (Depending on COVID restrictions this may or may not occur.) Home visits to positively impact/build school-parent relationships and 	<p>Goal 1 English Language Arts Goal 2 Mathematics Goal 3 English Learners Goal 4 Chronic Absenteeism (K-8) Goal 6 Parent-Family Engagement</p>	<p>\$ 3,648.00 English Learner Foster Youth Low-Income</p>	\$495.00	\$25,840.00

	<p>increase parent engagement. Also, as an academic and/or behavioral intervention/support to communicate updates, new information, and/or provide resources.</p> <ul style="list-style-type: none">• To work with parents/families to build awareness/train parents about English Learner levels, the reclassification process and the importance of reclassification in order for parents to make informed decisions.• To provide instruction, discussions, and trainings around curriculum, state testing, critical social issues, Serrano systems, technology platforms, and other areas identified as areas of need by parent/guardian surveys/input.• Provide intensive instruction on site and/or virtually for				
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	<p>at-risk students who are struggling in maintaining proficiency at grade level standards outside of regular school/contract hours.</p> <ul style="list-style-type: none">• To provide afterschool, at lunch, Saturday, or possible other times for interventions and supports for students. Time for staff to meet in data teams, departments, teams, or other groups for the academic and behavioral benefit of the students at Serrano Middle School.• This includes certificated staff: teachers, program facilitators, counselors, and librarians. <p>CSI PLAN (523):</p> <ul style="list-style-type: none">• Provide intensive instruction on site and/or virtually for at-risk students who are struggling in maintaining proficiency at				
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	<p>grade level standards outside of regular school/contract hours.</p> <ul style="list-style-type: none">• Provide reteaching time with students beyond normal school hours onsite or virtually to increase student proficiency. <p>Professional Development:</p> <ul style="list-style-type: none">• To provide additional duty time onsite and/or virtually such as but not limited to teacher collaboration, data analysis, data chats/meetings, unit planning, staff development, training, inservices, planning, curriculum calibration, etc. to support academic achievement and increase teacher capacity.• -This includes certificated staff: teachers, program facilitators, counselors, and librarians. <p>COUNSELOR ADDITIONAL</p>				
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	<p>DUTY (419)</p> <ul style="list-style-type: none">• To provide in person and/or virtual professional development related to socio-emotional learning, positive behavior support interventions, restorative practices and academic support for college and career readiness.• Supports academic achievement by providing emotional support and behavioral interventions outside of the contract time.• To provide mentoring to increase student engagement and academic success. <p>Parent Engagement:</p> <ul style="list-style-type: none">• Supports parent engagement by paying certificated staff to visit students home outside of the contract hours and hold parent/guardian centered training's.				
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	<p>PROGRAM FACILITATOR ADDITIONAL DUTY (419 / 501)</p> <ul style="list-style-type: none">• Provides intervention and reteaching in person and/or virtually to students before and after school, during intersession, Saturdays, summer school, and/or extended school year, to increase their achievement.• Providing enrichment and challenging, interactive lessons to students before and after school, during intersession, summer school, and/or extended school year, as well as Saturdays to increase student engagement and academic proficiency. <p>Professional Development:</p> <ul style="list-style-type: none">• To provide such as but not limited to instructional planning in data teams, professional				
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	<p>development, training, etc. (in person and/or virtually) to improve student academic achievement.</p> <p>Parent Engagement:</p> <ul style="list-style-type: none"> Provides outreach, resources, home visits, etc. to parents before and after school, as well as, on Saturdays to assist in student academic success and building parent capacity, so they are able to help their student at home. 				
1140 Certificated Teaching - Sub	<p>SUBSTITUTE (419/501)</p> <p>Professional Development:</p> <ul style="list-style-type: none"> To provide release time for teachers to attend in person and/or virtual professional development, such as but not limited to, instructional rounds, collaboration, instructional planning, data meetings, conferences, 	<p>Goal 1 English Language Arts</p> <p>Goal 2 Mathematics</p> <p>Goal 3 English Learners</p> <p>Goal 4 Chronic Absenteeism (K-8)</p> <p>Goal 5 Suspension</p>	<p>\$ 2,000.00</p> <p>English Learner</p> <p>Foster Youth</p> <p>Low-Income</p>	\$20,000.00	\$0

	<p>lesson studies, observation of Common Core Demonstration teachers/other experts, and instructional coaching. (501/523)</p> <ul style="list-style-type: none"> • Provide release time for MTSS, IEPs meetings, SEL, PBIS, and any other school focus, etc.to increase teacher capacity.(419) <p>Intervention/support: To provide coverage for teachers to do instructional rounds, guided lesson studies, team rounds, department planning, or other planning/tasks that were only able to be done during instructional hours. Also, for our resident guest teachers to provide interventions, support, small group push-in/pull-out support, lunch intervention support, Saturday school, reteaching of academic and behavioral content/expectations, and assistance during the instructional day. (419/501)</p>				
2111 Instructional Asst/EAIII - Reg	INSTRUCTIONAL ASSISTANT/EAIII (501)	Goal 1 English Language Arts	\$ 0	\$28,018	\$

	<ul style="list-style-type: none"> • To provide small group instruction push-in and/or pull-out of class and/or virtually in ELA/Math in order to increase student achievement. To reduce the staff to student ratio to increase attention and support to individual student needs. • To provide flexible timely support/intervention to students when and where it is needed. • To provide English Learners access to the curriculum through explicit vocabulary and language acquisition to increase their English proficiency. This supports academic achievement by providing resources, support and interventions to English Language Learners. • To assist with communication/translation with parents/guardians in regards to 	<p>Goal 2 Mathematics</p> <p>Goal 3 English Learners</p> <p>Goal 6 Parent-Family Engagement</p>			
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	students academic, behavioral, and reclassification needs when appropriate.				
2118 Rec Aide Regular	<p>RECREATIONAL AIDE (419)</p> <ul style="list-style-type: none"> • Provide supervision support and extend/reinforce school wide behavior expectations for students as part of our commitment to a safe and welcoming environment for all students and staff. • To communicate expectations and school information with parents/guardians and translation with applicable. 	<p>Goal 5 Suspension</p> <p>Goal 6 Parent-Family Engagement</p>	<p>\$ 8,640.00</p> <p>Low-Income</p>	\$0	\$0
2130 Addl Duty-Instructional Aides/Assts/EAI/Rec Aides	<p>INSTRUCTIONAL AIDE/ASST/EAI/ ADDITIONAL DUTY (419)</p> <p>Parent Engagement:</p> <ul style="list-style-type: none"> • Saturday Home Visit Program that provides vital information to help parents/families with their student's achievements and success at Serrano. 	<p>Goal 1 English Language Arts</p> <p>Goal 2 Mathematics</p> <p>Goal 3 English Learners</p>	\$ 600.00	\$0	\$0

	<p>This includes information for the parents/guardians of our English Language Learners to explain what supports/interventions are provided and what the reclassification process entails. (Depending on COVID restrictions this may or may not occur.)</p> <ul style="list-style-type: none">• Home visits to positively impact/build school-parent relationships and increase parent engagement.• To work with parents/families to build awareness/train parents about English Learner levels, the reclassification process and the importance of reclassification in order for parents to make informed decisions, as well as, the importance of coming to school everyday (attendance).• To provide instructional				
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	assistance to students during extended day and/or year, other areas identified as areas of need and anytime outside of the regular school day/contract day.				
2119 Student Intern (college intern)	<p>STUDENT INTERNS (419)</p> <ul style="list-style-type: none"> To provide small group instruction push-in and/or pull-out of class and/or virtual mainly in ELA/Math in order to increase student achievement. To reduce the staff to student ratio to increase attention and support to individual student needs. To provide flexible timely support/intervention to students when and where it is needed. Provide supervision support and extend/reinforce school wide behavior expectations for students as part of our commitment 	<p>Goal 1 English Language Arts</p> <p>Goal 2 Mathematics</p> <p>Goal 3 English Learners</p>	<p>\$ 5,201.00</p> <p>English Learner</p> <p>Foster Youth</p> <p>Low-Income</p>	\$5,000.00	\$0

	<p>to a safe and welcoming environment for all students and staff.</p> <ul style="list-style-type: none"> To provide instructional assistance to students during extended day and/or year, other areas identified as areas of need and anytime outside of the regular school day/contract day. 				
4310 Instructional Materials/Supplies	<p>INSTRUCTIONAL MATERIALS/SUPPLIES (419/501/523)</p> <ul style="list-style-type: none"> Instructional materials and supplies such as, but not limited too, texts for units, magazine subscriptions, office supplies, supplies need to create learning systems and organization systems to enhance learning, library books, manipulatives, eBooks, vocabulary enrichment, novels, supplemental materials for struggling students, as well 	<p>Goal 1 English Language Arts</p> <p>Goal 2 Mathematics</p> <p>Goal 3 English Learners</p> <p>Goal 4 Chronic Absenteeism (K-8)</p> <p>Goal 5 Suspension</p> <p>Goal 6 Parent-Family Engagement</p>	<p>✕ Changes Were Made</p> <p>\$ 2,001.00</p> <p>Low-Income</p> <p>English Learner</p> <p>Foster Youth</p>	<p>✕ Changes Were Made</p> <p>\$3,411.00</p>	<p>✕ Changes Were Made</p> <p>\$1,284.00</p>

	<p>as, for enrichment of lessons etc. to support our academic and/or other learning environment priorities in all of the following areas ELA/ELA support, Math/Math support, Special Education (the full continuum of services: speech, RSP, Inclusion, mild/moderate SDC, moderate/severe SDC, and DHH SDC) Science, Social studies, AVID, Electives, Robotics, STEAM, PE, VAPA, Music, ELD, Spanish, Language Live, etc.</p> <p>Parent Engagement</p> <ul style="list-style-type: none">• Instructional materials and supplies such as but not limited to binders, markers, poster/chart paper, office supplies, etc. for parent training's, workshops, meetings, etc. to build the parents' capacity in order to assist in their				
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	student's academic success.				
4312 Musical Instructional Materials/Supplies	<p>MUSICAL INSTRUCTIONAL MATERIALS AND SUPPLIES (419)</p> <ul style="list-style-type: none"> To purchase musical instruments, materials and supplies for our music program, such as choir, drum line, jazz band, orchestra, band, etc. to encourage students to participate in extracurricular activities. This includes new up to date music that students are currently interested in playing. This supports academic achievement by creating a strong music program which connects students to school. Music has also been shown via research to increase academic processing abilities. 	<p>Goal 1 English Language Arts</p> <p>Goal 2 Mathematics</p>	<p>✕ Changes Were Made</p> <p>\$ 3,000.00</p> <p>Low-Income</p> <p>Foster Youth</p>	\$0	\$0
4330/5752 Meeting Refreshments/Catering	MEETING REFRESHMENTS (419)	Goal 1 English Language Arts	\$ 2,400.00	\$0	\$

	<p>Staff meetings</p> <ul style="list-style-type: none"> Provide meeting refreshments at trainings, professional development, staff celebrations, etc. to encourage positivity and increase morale. <p>Parent Engagement</p> <ul style="list-style-type: none"> Provide catering for student and parent events such as, but not limited to, SSC, ELAC, AAPAC, math night, ELA night, Saturday Home Visits, coffee with the principal, student advisory events, workshops, training, Back To School Night, etc. to encourage and increase participation. 	<p>Goal 2 Mathematics</p> <p>Goal 3 English Learners</p> <p>Goal 6 Parent-Family Engagement</p>	Low-Income		
4340/4410/4440/4450/5841-Computer Equipment/Accessories/Warranty	To purchase computer equipment-iPads, laptops, monitors, other forms of technology-Laser printers, screen printing, etc., technology/iPad/laptop/projector accessories (Including but not limited to chargers, cases, bulbs, etc.), supplies needed to run and/or operate current technology equipment, additions that are necessary for	<p>Goal 1 English Language Arts</p> <p>Goal 2 Mathematics</p> <p>Goal 3 English Learners</p> <p>Goal 4 Chronic Absenteeism (K-8)</p> <p>Goal 5 Suspension</p> <p>Goal 6 Parent-Family Engagement</p>	<p>✗ Changes Were Made</p> <p>\$ 10, 500.00</p> <p>Low-Income</p> <p>Foster Youth</p> <p>English Learner</p>	\$21,000.00	<p>✗ Changes Were Made</p> <p>\$2,053.00</p>

	<p>updating or extending the use of the equipment, and warranties or other necessary components to effectively use the technology.</p> <p>COMPUTER ACCESSORIES, SUPPLIES AND SOFTWARE (419 / 501/523)</p> <ul style="list-style-type: none">• Purchase equipment, accessories and supplies such as, but not limited to, iPads, desktops, laptops, Apple TVs, ELMOs, projectors, printers, carts, keyboards, headphones, batteries, computer apps/learning programs for research, enrichment, etc. that assist students in comprehension skills, learning 21 century skills/standards and enhance rigor and engagement for students, especial in regards to distance learning. This includes any district warranties and repairs.				
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	<ul style="list-style-type: none">• Purchase equipment, accessories, iPads, desktops, laptops, printers, carts, keyboards, headphones, computer apps/learning programs, enrichment, that assist students in comprehension skills, filling identified academic and behavioral gaps, learning 21 century skills/standards and enhance rigor and engagement for students, on site, needed for hybrid and/or distance learning. <p>Parent Engagement:</p> <ul style="list-style-type: none">• Purchase computer equipment, such as, but not limited to laptops, iPads, accessories, printers, etc., for our parent resource center to assist parent/guardians with technological support and any technology to assist with parent/guardian				
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	<p>trainings virtually or in person. This includes any district warranties and repairs.</p> <p>(419/501)</p>				
5220 Inservice/Conference	<p>Attend trainings, inservices, conferences in person or virtually, as well as, have targeted professional development, trainings, inservices to come on site to provide the services to staff. The professional development being sought out is research based, pertaining to site professional development goals, needs that arise from analyzing current data either whole school or targeted sub-groups, such as our English Language Learners.</p> <p>IN-SERVICE /CONFERENCES (419/501)</p> <ul style="list-style-type: none"> In person, prerecorded, and/or virtual inservices, conferences, and trainings in the following areas, but not limited to Teach Like a Champion (TLAC), Data Teams, the formative approach, Speed of Trust, Instructional Coaching/Rounds, 	<p>Goal 1 English Language Arts</p> <p>Goal 2 Mathematics</p> <p>Goal 3 English Learners</p> <p>Goal 5 Suspension</p>	<p>✕ Changes Were Made</p> <p>\$ 2,000.00</p> <p>English Learner</p> <p>Low-Income</p> <p>Foster Youth</p>	\$5,000	\$0

	<p>AVID, Teacher Clarity, and any other areas of need identified by data. (419/501/523)</p> <ul style="list-style-type: none"> • Provide trainings on PBIS/Restorative Practices, Social Emotional Learning, Trauma Informed Practices, curriculum calibration, staff development, conference registration, conference expenses, and lodging to increase staff capacity. 				
5633 Maintenance Agreement	<p>MAINTENANCE AGREEMENTS (419/501/523)</p> <ul style="list-style-type: none"> • To purchase and maintain working equipment for teachers/staff to be able to copy needed supplemental materials such as, but not limited to, activities that enrich all students' learning, intervention resources, etc. 	<p>Goal 1 English Language Arts Goal 2 Mathematics Goal 6 Parent-Family Engagement</p>	<p>\$ 3,000.00 Low-Income English Learner</p>	<p>\$6,000.00</p>	<p>✕ Changes Were Made</p> <p>\$5,000.00</p>

	<p>Parent Engagement:</p> <ul style="list-style-type: none"> • Provide services to support creation of instructional materials for parent training/workshops to build the parents capacity and to support parent and community communication. 				
5712/5886 Field Trip Transportation/Admissions	<p>5712/5886: Field Trip transportation and admission (419)</p> <p>Sending students to different places to widen their exposure to different environments and experiences. These experiences can include college campuses and different employment/career opportunities that students may not know are an option. This extends their learning and opportunities beyond the school site and city, allowing them to use the social skills and SEL skills we have explicitly taught in other life situations. Also, allowing students to engage in competitions and rewards that are directly linked to subject matter taught at Serrano. For example, music classes auditioning for opportunities to play in different venues around</p>	<p>Goal 1 English Language Arts</p> <p>Goal 2 Mathematics</p> <p>Goal 3 English Learners</p> <p>Goal 4 Chronic Absenteeism (K-8)</p>	<p>✕ Changes Were Made</p> <p>\$ 5,000.00</p> <p>Low-Income</p>	\$0	\$0

	southern California. This includes the cost of admission, possible transportations costs, and other costs associated with different field trips.				
5840 Computer Tech Fees, Software Licenses, Svcs	<p>TECHNOLOGY FEES AND LICENSES (419/501/523)</p> <ul style="list-style-type: none"> Tech fees and software licenses such as, but not limited to, Language Live, AR (Accelerated Reader), Apps (NEWSELA/IXL/Nea rPod/Classkick/MobyMax/Xtra Math/Seesaw Learning/Ed Puzzle/Student Lap Tracker/Adobe/Go Formative/Vimeo/WordWall/Alexandria/Bird Brain/Mote Technologies/Glow Forge), websites, etc. to support all areas of literacy, academic vocabulary, engage and increase student achievement in ELA, Math, History, PE, Science, SEL/Restorative Practices, PBIS, and 	<p>Goal 1 English Language Arts</p> <p>Goal 2 Mathematics</p> <p>Goal 3 English Learners</p> <p>Goal 5 Suspension</p>	<p>✕ Changes Were Made</p> <p>\$ 5,134.00</p> <p>Low-Income English Learner</p>	<p>✕ Changes Were Made</p> <p>\$25,000.00</p>	<p>✕ Changes Were Made</p> <p>\$12,281</p>

	all other course work at Serrano. This will support academic achievement by providing technology, technology resources, resources and accessories to enhance rigor and engagement for students.				
5880 Student Incentives/Other Services/Fees/Parent Inservice	<p>As a school site, Serrano made a decision to switch the mindset of focusing on what students are not doing well to what students are doing well. In this effort, we have created schoolwide positive reinforcement systems, such as Cougar Cash and grade level teams are using their individual data to create team challenges and rewards for academic and behavior communicated expectations, such as students bringing their iPads everyday and charged, no missing assignments, etc. The student incentives purchased are used to support these systems.</p> <p>STUDENTS INCENTIVES/OTHER SERVICES/FEEES/PARENT IN-SERVICES (419)</p>	<p>Goal 1 English Language Arts</p> <p>Goal 2 Mathematics</p> <p>Goal 3 English Learners</p> <p>Goal 4 Chronic Absenteeism (K-8)</p> <p>Goal 5 Suspension</p> <p>Goal 6 Parent-Family Engagement</p>	\$ 15,000.00	\$0	\$0

	<ul style="list-style-type: none"> Incentives such as but not limited to technology items (ear buds, styluses, etc.), student supplies, certificates, ribbons, plaques etc. to maximize student engagement/participation/achievement and increase engagement and academic performance, attendance, and behavioral behaviors that have been explicitly taught. Increase parent/guardian knowledge, skills and understanding of behavior, academics, social issues, current subjects and anything that may pertain to the success of students and parent/guardians in the educational system. 				
5713 Printing - District	DISTRICT PRINTING (501)	Goal 1 English Language Arts Goal 2 Mathematics	\$ 0	\$1,353.00	\$0

	<ul style="list-style-type: none"> To improve parent and teacher communication, improve student organizational skills, and improve student achievement, printing for activities such as but not limited to workshops, trainings, meetings, academic nights, etc. 	Goal 6 Parent-Family Engagement			
5717 Postage - District	<p>POSTAGE (419/501)</p> <p>Parent Engagement:</p> <ul style="list-style-type: none"> Provide a way for parents to receive information on opportunities to attend training sessions, workshops, school events, parent/guardian/community committees, etc. in order to attend and/or to obtain knowledge and skills to assist students at home and to positively impact overall student achievement and the school-parent connection. 	<p>Goal 1 English Language Arts</p> <p>Goal 2 Mathematics</p> <p>Goal 3 English Learners</p> <p>Goal 4 Chronic Absenteeism (K-8)</p> <p>Goal 5 Suspension</p> <p>Goal 6 Parent-Family Engagement</p>	\$ 0	\$2,500.00	\$0

	<ul style="list-style-type: none"> Any communication and/or documents that needs to be sent via mail for the purpose of communication resources and/or providing documentation. 				
2410 Clerk/Bil Clerk - Reg	<p>BILINGUAL CLERK (419)</p> <ul style="list-style-type: none"> To confer with parents, community and public agencies regarding students' status, to assist in compiling records, verifying absences, registering students, and providing factual information regarding school matters over the telephone, in person and/or virtually. Supports parent engagement by providing access to resources, events and communication to parents/guardians so they are better informed. To translate and provide interpretation including 	<p>Goal 1 English Language Arts</p> <p>Goal 2 Mathematics</p> <p>Goal 3 English Learners</p> <p>Goal 4 Chronic Absenteeism (K-8)</p> <p>Goal 5 Suspension</p> <p>Goal 6 Parent-Family Engagement</p>	<p>\$ 44,931.00</p> <p>English Learner</p> <p>Low-Income</p>	\$0	\$0

	<p>reclassification documentation to assist parents/families in having a better understanding and building their capacity in order to make informed decisions.</p> <ul style="list-style-type: none"> • To contact and provide notifications to parents regarding scheduled SSTs and IEPs to increase participation. • To assist with trainings, workshops, and/or meetings. This includes assistance in person, virtually, or over the phone with creating/navigating Aeries Parent Portal, Google Classroom, or any other program/technology the school and students are utilizing. 				
2430 Clk/Techn Specld - Addl Duty (Curr Matl)/ Clerk/Bil Clerk - Addl Duty	<p>CLERK/BIL CLERK ADDITIONAL DUTY (419)</p> <ul style="list-style-type: none"> • Clerk and Bilingual Clerk are needed for additional hours to perform 	<p>Goal 1 English Language Arts</p> <p>Goal 2 Mathematics</p> <p>Goal 3 English Learners</p>	<p>\$ 400.00</p> <p>English Learner</p> <p>Low-Income</p>	\$	\$

	office assistance, translation, trainings/workshops/meetings, and other duties under their job titles at any afterschool, weekend, extended day, and/or extended year school events/activities/events.	Goal 4 Chronic Absenteeism (K-8) Goal 5 Suspension Goal 6 Parent-Family Engagement			
4210 Other Books	<p>OTHER BOOKS (501)</p> <p>Professional Development:</p> <ul style="list-style-type: none"> Necessary professional development/training books which include e-books associated with the staff development foci: Teach Like a Champion (TLAC), Data Teams, the Formative approach, Speed of Trust, Instructional Coaching/Rounds, AVID, STEAM, Literacy, Math, Academic Vocabulary, Teacher Clarity, PLC's, professional readings, and continual creation and monitoring of professional learning goals, etc. 	<p>Goal 1 English Language Arts</p> <p>Goal 2 Mathematics</p> <p>Goal 3 English Learners</p> <p>Goal 5 Suspension</p>	\$ 0	\$1,000.00	<p>✕ Changes Were Made</p> <p>\$826.00</p>

	<p>needed for continual staff learning. All other books are directly related to current staff development needs and foci. This supports professional development by providing necessary materials, training, books, etc. needed for continual staff learning.</p> <p>CSI (523)</p> <p>Order books and class sets of books/novels that promote and include Diverse authors and characters, and broaden our academic differentiation of reading levels and topics to include all academic levels of students who receive special education services that are above and beyond our allocation.</p>				
2230 Pupil Support - Addl Duty/ Hlth A/H ST/Audio - Addl Duty	<p>PUPIL SUPPORT-HEALTH AIDE (419)</p> <p>Additional duty for our health to provide support before and after contract hours, as well as, during events and activities outside of normal school hours and days. This support can include assistance with student health needs-proactive and</p>	<p>Goal 1 English Language Arts</p> <p>Goal 2 Mathematics</p> <p>Goal 4 Chronic Absenteeism (K-8)</p> <p>Goal 6 Parent-Family Engagement</p>	<p>\$ 7,000.00</p> <p>Low-Income</p>	\$0	\$0

	reactive, Hazel Health operations, creation/distribution of health related materials/trainings, COVID measures, and any other health related activities.				
3000-3999 Employee Benefits	BENEFITS	Goal 1 English Language Arts Goal 2 Mathematics Goal 3 English Learners Goal 4 Chronic Absenteeism (K-12) Goal 5 Suspension Goal 6 Parent-Family Engagement	\$ 105,746.00 English Learner Foster Youth Low-Income	\$78,601.00	\$0
Total Costs			\$ 338,749	\$ 319,214	\$ 47,284
Total Allocation			\$ 338,240	\$ 319,214	\$ 47,284

Possible Future Expenditures: LCAP, Title I, and CSI

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

NOTE: Include Strategies/Activities, Object Code, and Estimated Costs

(Not to exceed 30% of the tentative allocation)

Planned Expenditure Object Code	Strategies/Activities	Goal Alignment	LCAP 419 Cost	Title I 501 Cost	CSI 523 Cost
5880 Student Incentives/Other Services/Fees/Parent Inservice	As a school site, Serrano made a decision to switch the mindset of focusing on what students are not doing well to what students are doing well. In this effort, we have created schoolwide positive reinforcement systems, such as Cougar Cash and grade level teams are using their individual data to create team challenges and rewards for academic and behavior communicated expectations, such as students bringing their iPads everyday and charged, no missing assignments, etc. The student incentives purchased are used to support these systems.	Goal 1 English Language Arts Goal 2 Mathematics Goal 3 English Learners Goal 4 Chronic Absenteeism (K-8) Goal 5 Suspension	\$15,000 English Learner Foster Youth Low-Income	\$	\$

4402 Musical Instruments Non-Deprc \$500-\$4,999.99	To purchase musical instruments to replace broken/old instruments and continue our one instrument at school and one instrument at home program to allow all students access to be in and proficient in our music program.		\$15,000 Low-Income Foster Youth	\$	\$
4340/4410/4440/4450/5841 -Computer Equipment/Accessories/Warranty	To purchase computer equipment-iPads, laptops, monitors, other forms of technology-Laser printers, screen printing, etc., technology/iPad/laptop/projector accessories (Including but not limited to chargers, cases, bulbs, etc.), supplies needed to run and/or operate current technology equipment, add-ons that are necessary for updating or extending the use of the equipment, and warranties or other necessary components to effectively use the technology.		\$\$50,00 Low-Income	\$\$60,000	\$30,000

6450 Computers/Hardware \$5,000-above			\$	\$	\$
1130/1230/1930-Additional Duty Certificated Teacher/Counselor/PF/Other Certificated Staff	To provide afterschool, at lunch, Saturday, or possible other times for interventions and supports for students. Time for staff to meet in data teams, departments, teams, or other groups for the academic and behavioral benefit of the students at Serrano Middle School.		\$20,000 Low-Income English Learner Foster Youth	\$20,000	\$10,000
1140 Certificated Teaching - Sub	To provide coverage for teachers to do instructional rounds, guided lesson studies, team rounds, department planning, or other planning/tasks that were only able to do during instructional hours. Also, for our resident guest teachers to provide interventions, support, small group push-in/pull-out support, lunch intervention support, Saturday school, reteaching of academic and behavioral content/expectations, and assistance during the instructional day.		\$20,000	\$20,000	\$50,000
5220 Inservice/Conference	Attend trainings, inservices, conferences in person or virtually, as well as, have targeted professional development, trainings, inservices come on site to provide the services to staff. The professional development being sought out is research based, pertaining to site professional development goals, needs that arise from analyzing current data either whole school or targeted sub- groups, such as our English Language Learners.		\$\$10,000 English Learner Foster Youth Low-Income	\$\$15,000	\$10,000
Total:			\$85,000	\$115,000	\$100,000

English Learner Plan

SERRANO MIDDLE SCHOOL

2022-2023

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

GOALS:

ELPAC Increase the percentage of English Learner students making progress toward English proficiency by 10% moving from 37% to 47%, as measured by the 2021 ELPAC assessment.	RECLASSIFICATION Increase the percentage of English Learner students being reclassified by 15% of our current EL population of 100 students, moving from 15% to 15%, as measured by the SBCUSD school site data dashboard.
ELA Increase CAASPP ELA distance from standard by 10 points moving from -34.6 distance from standard to -24.6 distance from standard, as measured by the CA Dashboard.	MATH Increase CAASPP Math distance from standard by 10 points moving from -94.7 distance from standard to -84.7 distance from standard, as measured by the CA Dashboard.

STRATEGIES/ACTIVITIES

STUDENT ACHIEVEMENT STRATEGIES/ACTIVITIES	PARENT ENGAGEMENT STRATEGIES/ACTIVITIES
<p>419 Personnel:</p> <p>EAll additional duty - small group after school intervention</p> <p>counselor additional duty - interventions, incentives</p>	<p>419 Personnel:</p> <p>counselor additional duties - parent support</p> <p>program facilitator - parent groups for academic student success</p> <p>Bilingual Clerk - translations, phone calls</p>
<p>501 Personnel:</p> <p>program facilitator - academic support - grades, academic vocabulary</p> <p>EAll - academic support - small group intervention and pull out</p> <p>Intervention teacher - reading and writing support</p>	<p>501 Personnel:</p> <p>program facilitator- grades monitoring, parent support</p> <p>EAll - aeries support, support with student work</p>
PROFESSIONAL DEVELOPMENT	INSTRUCTIONAL SUPPLIES/TECHNOLOGY
<p>In-Services - EL strategies and best practices</p> <p>conferences - EL strategies and data analysis</p> <p>independent contractor - data analysis and best practices</p> <p>books for professional development - best practices and data analysis</p>	<p>postage - fliers and letters mailed home</p> <p>technology fees and licenses- platforms that are accessible to parents whose first language is not English</p> <p>computer equipment - parent access to Aeries located in the parent resource room and to access other applications</p>

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

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

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

PLAN DE ESTUDIANTES APRENDICES DE INGLÉS
SERRANO MIDDLE SCHOOL
2022-2023

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

METAS:

ELPAC Aumentar el porcentaje de estudiantes de inglés que progresan hacia el dominio del inglés en un 10% moving from 37% al 47%, según las mediciones de la evaluación ELPAC de 2021.	RECLASSIFICATION Aumentar el porcentaje de estudiantes de inglés que son reclasificados en un 15% de nuestra actual población EL de 100 estudiantes, pasando del 15% al 15%, según las mediciones del tablero de datos de las escuelas del SBCUSD.
ELA Aumentar la distancia en la CAASPP de inglés del estándar por 10 puntos pasando de -34.6 distancia del estándar a -24.6 distancia del estándar, según las mediciones del Tablero de Datos de California.	MATH Aumentar la distancia en la CAASPP de matemáticas del estándar por 10 puntos pasando de -94.7 distancia del estándar a -84.7 distancia del estándar, según las mediciones del Tablero de Datos de California.

ESTRATEGIAS/ACTIVIDADES

ESTRATEGIAS/ACTIVIDADES PARA EL LOGRO DE LOS ESTUDIANTES	ESTRATEGIAS/ACTIVIDADES DE PARTICIPACIÓN DE LOS PADRES
419 Personal: EAIII deber adicional - intervención en grupos pequeños después de la escuela consejero deber adicional - intervenciones, incentivos	419 Personal: consejero deber adicional - apoyo a los padres facilitador del programa - grupos de padres para el éxito académico de los estudiantes empleada bilingüe - traducciones, llamadas telefónicas
501 Personal: EAIII - apoyo académico - intervención en grupos pequeños y extracción profesora de intervención - apoyo a la lectura y escritura facilitador del programa - apoyo académico - calificaciones, vocabulario academico	501 Personal: facilitador del programa - seguimiento de calificaciones, apoyo a los padres EAIII - apoyo de aeries, apoyo con el trabajo de los estudiantes
CAPACITACIÓN PROFESIONAL	SUMINISTROS DE ENSEÑANZA
en servicio - estrategias y mejores practicas de EL conferencias - estrategias y mejores practicas de EL contratista independiente - análisis de datos y mejores prácticas libros para el desarrollo profesional - mejores prácticas y análisis de datos	gastos de envío - volantes y cartas enviadas a casa technology fees and licenses - plataformas que son accesibles para los padres cuyo primer idioma no es el inglés computer equipment - acceso de los padres a Aeries ubicado en la sala de recursos para padres y para acceder a otras aplicaciones

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

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

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

Site Plan for African American Success

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

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

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

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

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

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

SERRANO MIDDLE SCHOOL
School-Parent and Family Engagement Policy
2022-2023

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

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

Serrano Middle School distributes the policy to parents of Title I students during our Back To School night, parent committees (SSC, AAPAC, and ELAC), and it is included in the beginning of the year packet and posted on the Serrano District Website in August.

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

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

The annual meeting will be completed as follows:

At the beginning of the school year we hold our annual Back-to-School Night (Virtually/on campus when safe to do so) and it is held within the first three weeks of the school year. All parents/guardians are provided a detailed overview of Serrano's Title 1 program, including program requirements as they apply to a school-wide setting, the instructional program, and the parent's rights to be an active participant in the school's Title 1 program. Parents/guardians are notified of this meeting via multiple ParentSquares and, three sets of fliers are sent home at the beginning of the week before the event, announcement/fliers are distributed at parent orientation meetings and the first day of school, as well as, posting it on our electronic marquee.

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

The school offers flexible meetings as follows:

Serrano offers multiple opportunities for parents/guardians to participate in several different types of meetings whether virtually or on campus (when safe to do so). These meetings include a parent orientation meeting in English with Spanish translation, Coffee with the Principal, SSC, AAPAC, ELAC, and LCAP/SPSA meetings and Back to School night. Parents/guardians are consulted via the needs assessments surveys and on Back-to-School night/parent orientation about their preferences in regards to days and times for meetings prior to scheduling and all meetings are arranged to accommodate the parents to ensure the best opportunity for participation. Our parent resource center also has up-to-date information regarding all stakeholder meetings.

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

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

Parents/guardians are invited to participate in multiple surveys and meetings held to review data, review implementation and improve/create Serrano's School Plan for Student Achievement (SPSA), our Title 1 programs, and the Title 1 parental involvement policy. These meetings (SSC/ELAC/AAPAC/Coffee with the principal, Back-to-School night, parent orientation) are communicated to parents/guardian via ParentSquare, individual phone calls (ELAC), fliers/agendas sent home with students, and emails (correspondence is translated where appropriate and available). Data is also collected via the Title 1 Survey.

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

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

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

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

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

Serrano Middle School continually communicates invitations to regular meetings and/or student specific meetings through team letters home, parent orientation, Back-To-School Night, teacher phone calls home, Aeries, and teacher/team emails to parents and guardians communicating that they may call and/or email the teachers/staff at Serrano at any time and request a meeting with their students team of teachers and any other staff members as needed through whole school parent teacher conferences and team/parent teacher conferences. The regularly scheduled meetings are SSC, ELAC, AAPAC, and LCAP/SPSA stakeholder collaborate

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

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

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

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

Serrano Middle School provides detailed information about the curriculum, assessments to monitor student progress, expected proficiency levels students are expected to meet, monitoring tools-quick guides (Access and use Aeries, etc.), and training sessions during the following activities/meetings: parent orientation, Back-to-School night, Coffee with the principal, SSC, ELAC, AAPAC, LCAP/SPSA development, team/parent conferences, individual parent/staff conferences, home visits and newsletters. In addition, information is available in the front office, Serrano's website, mailed correspondence, and ParentSquare

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

Serrano will provide information, materials, and training opportunities for parents/guardians to assist them with helping their children improve academic achievement: parent workshops/trainings at the site, virtual trainings and district trainings, and developing partnerships with local community agencies (Immanuel Baptist Church). Serrano Middle School will also provide pamphlets, booklets, quick guides, and targeted trainings during parent orientation, Back-to-School night, Coffee with the principal, SSC, ELAC, AAPAC, LCAP/SPSA development, team/parent conferences, individual parent/staff conferences, and home visits. As well as, keeping materials on hand in the front office for parents/guardians questions and needs.

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

Serrano Middle School staff continually participates in staff development geared toward creating, strengthening, and maintaining school to home connections and relationships. Serrano Middle School staff is encouraged to participate in our multiple (SSC, ELAC, and AAPAC) parent committees in order to facilitate working with parents/guardians as equal partners. Serrano will also work in conjunction with staff and parents in developing ways to enrich the home-school partnership by increasing and sharing regular feedback from and with each set of stakeholders.

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

Serrano offers a variety of events and activities throughout the school year such as Champion Showcase, field trip chaperones and sports and music events. Parents/guardians are provided with opportunities to participate in needs assessment surveys to assist with identifying areas of program strengths and growth areas, as well as, offering suggestions for needed information and trainings. During coffee with the principal or our Saturday Home Visits, parents have the opportunity to voice any concerns or ask any questions. Serrano will continue to offer opportunities to become actively involved in on-campus activities and other school events. On-going outreach to community organizations and supports will continue to be developed and enhanced.

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

The school does this by

Serrano Middle School relays information via ParentSquare, school messenger, marquee, fliers, and handouts in English and Spanish. Serrano Middle School posts agendas, fliers for school activities, and community events in the front office in English and Spanish, when available. Serrano also discusses information verbally and in summarized format and translated when necessary and available at our parent committees (SSC, ELAC, and AAPAC), home visits, social media-Facebook, Twitter, and ParentSquare and Coffee with the Principal meetings/events.

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

Serrano Middle School continually surveys all stakeholders via a needs assessment survey on all the different aspects of the school environment. This information is summarized, reviewed, and used to make future decisions. With the assistance of the parents, Serrano will prioritize activities, trainings, and events identified to enhance, encourage, and enable all parents/guardians to become active participants in their student's academic achievement.

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

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

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

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

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

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

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

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

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

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

SERRANO MIDDLE SCHOOL
School-Parent Compact
Shared Responsibilities for High Student Academic Achievement
2022-2023

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

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

Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's content standards.
 Communicate high expectations for every student and endeavor to motivate students to learn.
 Participate in professional development opportunities that improve teaching and learning and support the formation of partnerships with families and the community.
 Provide parents opportunities to volunteer and participate in their student's classes and to observe classroom activities.
 Provide parents with frequent reports on their children's progress.
 Provide support for parents to create an Aeries account to monitor student progress.
 We will have grades inputted into Aeries within five days of assignment/assessment due date.

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

- o Ensure that my child gets adequate rest and attends school on time every day with all the necessary materials, including school issued technology and agenda book.
- o Provide space at home for my child to do homework and allow my child to attend tutoring sessions if necessary.
- o Attend parent-teacher student conferences or other meetings related to my student's academic and behavioral/SEL growth and development.
- o Agree to participate in voluntary home visits and/or community-based meetings that are designed to strengthen communication between home and school and to provide parents/guardians with tools and strategies to support their student academically and behaviorally.
- o Create an Aeries Parent portal, complete student data confirmation and sign up for ParentSquare.
- o Check my student's grades and attendance on Aeries once a week.

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

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

Conferences will take place as follows:

NA

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

Student's agenda book grade check done weekly on Friday's; regular progress reports at 3, 6 and 9 week grading periods; Aeries Parent Portal; Parent-Team Meetings, Phone calls, Emails and Notes Home

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

We have regular community events, Champion Saturday Home Visits (when safe to do so) and a 24-Hour notice Visitor policy that allows parents direct access to classroom instruction.

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

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

Bilingual Translation offered for all meetings and events; translated letters and fliers

Students will be responsible for improving their academic achievement.

- o Bring all necessary education material to school, each day, including school issued technology and agenda book.
- o Follow the school dress code policy and dress for P.E. each day.
- o Attend school each day and get to class on time, follow school rules and complete and hand in all assigned work.
- o Check assignments, assessments, and grades on Aeries at least once a week.
- o Check google classroom daily

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

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

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

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

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

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

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

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

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

Program Support and Assistance

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

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

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

Direct Services

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

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

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

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

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

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

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

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

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

Successful Policies and Practices
Shared Responsibility for Improvement

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

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

Shared Responsibility for Improvement

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

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

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

School Site Council Membership, Secondary (SSC)

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school.[2] The make-up of the SSC is as follows:

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Student	Term Elected
Erin C. Freeman	X					Permanent
Lori Soliz		X				2020-2021, 2021-2022
Geralynn Gibbs		X				2020-2021, 2021-2022
Jennifer Lux		X				2020-2021, 2021-2022
Robyn Iraheta		X				2021-2022, 2022-2023
Michelle CantuRanard			X			2020-2021, 2021-2022
Rikayah Johnson Phillips				X		2020-2021, 2021-2022
Regina Alvarado				X		2020-2021, 2021-2022
Salian Garcia				X		2021-2022, 2022-2023
Nathalie Robles					X	2021-2022
Natalie Garcia					X	2021-2022
Hannah Slayton					X	2021-2022
Numbers of members of each category:	1	4	1	3	3	

EC Section 65000[a]

English Learner Advisory Committee (ELAC)

Requirement

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

Composition Requirements

Elections

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

Name of Members	Principal	Parents of an English Learner	Classroom Teacher	Other School Staff	Parent or Community Member	Term Elected
Cesar Lopez (Interim Vice Principal)	X					2021-2022
Lori Soliz				X		2021-2022
Edilia Gortera		X				2021-2022/2022-2023
Michelle CantuRanard				X		2021-2022
Numbers of members of each category:						

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

School Plan for Student Achievement Certification

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

Erin C. Freeman



Print Name

Signature

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

Lori Soliz



Print Name

Signature

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

Recommendations and Assurances

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

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

X English Learner Advisory Committee

Edilia Gortera



Name of ELAC Chair

Signature

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

Name of Chair

Signature

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on April 28, 2022.

Attested:

Erin C. Freeman

Typed Name of School Principal



Signature of School Principal

5-10-2022

Date

Natalie Garcia

Typed Name of SSC Chairperson



Signature of SSC Chairperson

4-28-2022

Date

Board Certification



SAN BERNARDINO CITY
UNIFIED SCHOOL DISTRICT
Making Hope Happen

Agenda Item Details

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

Prepared by: Kimbre Sargent, Director, Categorical Programs Department

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

It is recommended that the following resolution be adopted:

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

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

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

Motion & Voting

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

Motion by Barbara Flores, second by Danny Tillman.

Final Resolution: Motion Carries

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

School Plans for Student Achievement

Schoolwide Programs Elementary Schools

Ramona Alessandro

Anton

Arrowhead

Barton

Belvedere

Bradley

Brown

Cole

Cypress

Davidson

Del Rosa

Dominguez

Emmerton

Fairfax

Gomez

Henry

Highland-Pacific

Hillside

Holcomb

Hunt

Inghram

Jones

Kendall

Kimbark

Lankershim

Lincoln

Lytle Creek

Marshall

Monterey

Mt. Vernon

Muscoy

Newmark

North Park

North Verdemont

Norton

Bonnie Oehl

Palm Avenue

Parkside

Riley

Rio Vista

E. Neal Roberts

Roosevelt

Salinas

Thompson

Urbita

Vermont

Warm Springs

Wilson

Wong

Schoolwide Programs: Middle Schools

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

Schoolwide Programs: High Schools

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

Targeted Assistance Programs

Alternative Learning Center
Harmon
Virtual Academy



Serrano Middle School
SSC Meeting/Consejo Escolar

April 28, 2022, via zoom @ 1 pm/28 de abril del 2022
a las 1pm

<https://sbcusd.zoom.us/j/82002915321?pwd=Z1JLVDFVYjhJSzFMbmFyVHh5Y0k1Zz09>

Agenda

- I. Call to order and welcome/Bienvenida y apertura de la sesión
- II. Roll call/Pase de lista
- III. Reading and approval of Minutes/lectura y aprobación del acta de la reunión anterior
- IV. Committee reports/informe de los comités
 - a. DAC
- V. Old business/negocio antiguo
- VI. New business/asuntos nuevos
 - a. Present and approve the 2022-2023 School Plan for student Achievement (SPSA) including the possible future expenditures/Presentar y aprobar el Plan Escolar 2022-2023 para el Aprovechamiento Estudiantil (SPSA) incluyendo los posibles gasto futuros
- VII. Public comments/comentarios públicos
- VIII. Adjournment/aplazamiento de reunión



Serrano Middle School

SSC Meeting

April 28, 2022, via zoom @ 1 pm

<https://sbcusd.zoom.us/j/82002915321?pwd=ZlJLVDFVVjhJSzFMbmFyVHh5Y0k1Zz09>

Meeting Minutes

- I. **Call to order and welcome-** Natalie Garcia called the meeting to order at 1:01 pm.
- II. **Roll call-** Erin Freeman (Principal), Lori Soliz (SSC teacher), Geralynn Gibbs (SSC teacher), Jennifer Lux (SSC teacher), Robyn Iraheta (SSC Teacher), Jennifer Morales (SSC student alternate), Natalie Garcia (SSC student), Nathalie Robles (SSC student), Rikayah Johnson Phillips (SSC parent), Gina Alvarado (SSC parent), Salian Garcia (SSC parent) Hannah Slayton (SSC student) Quorum (11)

Absent: Michelle CantuRanard (SSC other)
- III. **Reading and approval of Minutes:** Natalie Garcia asked the council to read the minutes from the last meeting on April 14, 2022. Natalie Garcia asked if anyone had any comments or corrects on the minutes, and no one did. Natalie Garcia asked if anyone wanted to motion to approve the minutes. Ms. Gibbs motioned to approve the minutes and Ms. Garcia second the motion. The council voted to approve the minutes (10 yay, 0 Nay) Hannah Slayton was late and therefore did not get to vote on the minutes
- IV. **Committee reports**
 - a. **DAC-** Ms. Gibbs stated that there was no DAC report to give at this time.
- V. **Old business** – Natalie Garcia stated that there was no old business to discuss.
- VI. **New business-**
 - a. **Present and approve the 2022-2023 School Plan for student Achievement (SPSA) including the possible future expenditures-** Ms. Freeman reminded the members and guests that SSC has thoroughly reviewed the sections in the 22-23 SPSA for the exception of the possible future expenditures. Ms. Freeman then went through the possible future expenditures of the SPSA stating that these are the strategies that show is a current need of the site. Ms. Freeman stated that from budget 419 \$15,000 would be spend on student incentives for positive reinforcement for academic and behaviorally communicated expectations. From budget 419 \$15,000 would be spent on musical instruments so students would not have to carry their musical instruments, especially the larger ones, back and

forth from home to school. For computer equipment \$50,000 would be spent from 419, \$60,000 from 501 and \$60,000 from 523. This money would be used to purchase iPads, laptops, monitors other forms of technology-Laser printers, screen printing etc. For computers/hardware \$20,000 would be spent from 419, \$30,000 from 501 and \$30,000 from 523. This money would be spent on higher level and new technology/equipment to extend the STEAM, tech class, robotics and/or other classes. Ms. Freeman went on to state that money will also be spent for in-services/conferences. From budget 419 \$10,000 will be spend, from 501 \$15,000 and from 523 \$20,000. This money will be spent on in-services and conferences both in person and virtually, targeted professional development that is researched based and that targets the whole school or targeted sub-groups based off data such as our English Language Learners. Ms. Freeman also stated that the site would like to spend money on certificated teaching subs that would be used for small group, targeted interventions. Ms. Freeman asked if anyone had any questions. Ms. Alvarado asked how many subs the money stated in possible future expenditures would pay for. Ms. Freeman stated that if it happens at the beginning of the year then two, but if it is not approved in time for the start of the year or does not take effect until the middle of the year then 4 subs could be potentially hired. Ms. Freeman asked if there were any other questions, and no one had any. Natalie Garcia asked if anyone wanted to motion to approve the 2022-2023 SPSA. Nathalie Robles motioned to approve the SPSA. Mrs. Iraheta second the motion. The council voted to approve the SPSA. (11 yay, 0 nay)

- VII. Public comments-** Natalie Garcia asked if anyone had any public comments. Mrs. Soliz thanked the council for their hard work this year and thanked those who served their two-year commitment.
- VIII. Adjournment-** Natalie Garcia asked if anyone wanted to motion to adjourn the meeting. Ms. Gibbs motioned to adjourn the meeting. Mrs. Iraheta second the motion. The council voted to adjourn the meeting. (11 yay, 0 nay). The meeting was adjourned at 1:22 pm.



Serrano Middle School
School Site Council/Consejo Escolar

April 14, 2022, at 1:00pm/14 de abril 2022, 1:00 pm via Zoom

<https://sbcusd.zoom.us/j/84792565391?pwd=NVZTUG1tTE95Zkt3cVY1b0g2cWIRdz09>

Meeting ID: 847 9256 5391

Passcode: 055925

Agenda

- I. Call to Order and Welcome/Bienvenida y apertura de la sesión
- II. Roll Call /Pase de Lista
- III. Reading and Approval of Minutes/Lectura y aprobación del acta de la reunión anterior
- IV. Committee Reports /informe de los comités
 - a. DAC
 - b. DELAC
 - c. DAAAC
- V. Old Business/negocio antiguo
- VI. New Business/asuntos nuevos
 - a. Review, update, and approve the 2022-2023 School -Parent and Family Engagement Policy and School-Parent Compact/ Revisar, actualizar y aprobar la Política de participación de padres y familias 2022-2023 y el Pacto entre la escuela y los padres.
 - b. Present and approve the 2022-2023 SBCUSD Centralized services/ Presentar y aprobar los servicios centralizados del SBCUSD 2022-2023
 - c. Present the tentative 2022-2023 LCAP Budget/ Presentar el presupuesto LCAP tentativo 2022-2023
 - d. Present and approve the Tentative 2022-2023 Title I Budget/ Presentar y aprobar el Presupuesto Título I tentativo 2022-2023
 - e. Present and approve the Tentative 2022-2023 CSI Budget/ Presentar y aprobar el Presupuesto tentativo del CSI 2022-2023
 - f. Present The Draft, 2022-2023 SPSA and budget alignment: Section 2 goals, section 3: LCAP and Title I and CSI action plan, and possible future expenditures/ Presentar el borrador del SPSA 2022-2023 y la alineación del presupuesto: objetivos de la sección 2, sección 3: LCAP y el plan de acción del Título I y CSI y posibles gastos futuros
- VII. Public Comments/comentarios públicos
- VIII. Adjournment/aplazamiento de reunión



Serrano Middle School
School Site Council/Consejo Escolar
October 14, 2021, at 1:00pm/14 de octubre 2021, 1:00 pm
via Zoom

<https://sbcusd.zoom.us/j/84792565391?pwd=NVZTUG1tTE95Zkt3cVY1b0g2cWIRdz09>

Meeting ID: 847 9256 5391

Passcode: 055925

Agenda

- I. Call to Order and Welcome/Bienvenida y apertura de la sesión
- II. Roll Call /Pase de Lista
- III. Reading and Approval of Minutes/Lectura y aprobación del acta de la reunión anterior
- IV. Committee Reports /informe de los comités
 - a. DAC
 - b. DELAC
 - c. DAAAC
- V. Old Business/negocio antiguo
- VI. New Business/asuntos nuevos
 - a. Presentation of the 21-22 Comprehensive School Safety Plan/ Presentación del plan integral de seguridad escolar 21-22
 - b. SPSA Monitoring #1- Using district and site-based metrics identified in the SPSA goals, present summary of District and Site formative student data for ELA, Math and Title I intervention programs including English Learners, African American/Monitoreo SPSA #1- usando métricas del distrito y del sitio identificadas en las metas del SPSA, presente un resumen de los datos formativos de los estudiantes del distrito y del sitio para los programas de intervención de ELA, Matemáticas y Título I, incluidos los estudiantes de ingles, los afroamericanos
 - c. Data review/ revisión de datos
- VII. Public Comments/comentarios públicos
- VIII. Adjournment/aplazamiento de reunión



Serrano Middle School
School Site Council/Consejo Escolar
November 4, 2021, at 1:00pm/4 de noviembre 2021, 1:00 pm
via Zoom

<https://sbcusd.zoom.us/j/84792565391?pwd=NVZTUG1tTE95Zkt3cVY1b0g2cWIRdz09>

Meeting ID: 847 9256 5391

Passcode: 055925

Agenda

- I. Call to Order and Welcome/Bienvenida y apertura de la sesión
- II. Roll Call /Pase de Lista
- III. Reading and Approval of Minutes/Lectura y aprobación del acta de la reunión anterior
- IV. Committee Reports /informe de los comités
 - a. DAC
 - b. DELAC
 - c. DAAAC
- V. Old Business/negocio antiguo
- VI. New Business/asuntos nuevos
 - a. Presentation of the District Parent and Family Engagement Policy/Presentación de la política de participación de los padres y la familia del distrito
 - b. Discussion and Agreement of the 21-22 comprehensive school safety plan/Discusión y acuerdo del plan integral de seguridad escolar 21-22
 - c. Distribute and review the 2021-2022 School Parent and Family Engagement Policy and School-Parent Compact/Distribuir y revisar la Política de participación de los padres y la familia de la escuela 2021-2022 y el Acuerdo entre la escuela y los padres
 - d. Data review/ revisión de datos
- VII. Public Comments/comentarios públicos
- VIII. Adjournment/aplazamiento de reunión



Serrano Middle School
School Site Council/Consejo Escolar
January 27, 2022, at 1:00pm/27 de enero 2022, 1:00 pm
via Zoom

<https://sbcusd.zoom.us/j/84792565391?pwd=NVZTUG1tTE95Zkt3cVY1b0g2cWIRdz09>

Meeting ID: 847 9256 5391

Passcode: 055925

Agenda

- I. Call to Order and Welcome/Bienvenida y apertura de la sesión
- II. Roll Call /Pase de Lista
- III. Reading and Approval of Minutes/Lectura y aprobación del acta de la reunión anterior
- IV. Committee Reports /informe de los comités
 - a. DAC
 - b. DELAC
 - c. DAAAC
- V. Old Business/negocio antiguo
- VI. New Business/asuntos nuevos
 - a. Present, update, and jointly develop the 2022-2023 School Parent and Family Engagement Policy and School-Parent Compact for eventual approval in April/ Presentar, actualizar y desarrollar conjuntamente la Política de participación escolar de padres y familias 2022-2023 y el Acuerdo entre la escuela y los padres' para su eventual aprobación en abril.
 - b. Present an update on the budget expenditures as they relate to the 2021-2022 Section 3: LCAP, Title I and CSI Action Plan/ Presentar una actualización de los gastos del presupuesto en relación con la Sección 3 de 2021-2022: LCAP, Título I y Plan de acción de CSI
- VII. Public Comments/comentarios públicos
- VIII. Adjournment/aplazamiento de reunión



Serrano Middle School
School Site Council/Consejo Escolar
August 24, 2021 at 1:00pm/24 de agosto 2021, 1:00 pm via Zoom

<https://sbcusd.zoom.us/j/84792565391?pwd=NVZTUG1tTE95Zkt3cVY1b0g2cWIRdz09>

Meeting ID: 847 9256 5391

Passcode: 055925

Agenda

- I. Call to Order and Welcome/Bienvenida y apertura de la sesión
- II. Roll Call /Pase de Lista
- III. Reading and Approval of Minutes/Lectura y aprobación del acta de la reunión anterior
- IV. Committee Reports /informe de los comités
 - a. DAC
 - b. DELAC
 - c. DAAAC
 - d.
- V. Old Business/negocio antiguo
- VI. New Business/asuntos nuevos
 - a. Present results of Membership election and the new composition of School Site Council Members/Presentar los resultados de la elección de miembros y la nueva composición de los miembros del consejo del sitio escolar
 - b. School Site Council Training PPT / PPT de capacitación del consejo del sitio escolar
 - c. Election of Officers within the new School Site Council membership (Chair, Vice-Chair and Secretary)/Elección de Oficiales dentro de la nueva membresía del Consejo Del Plantel Escolar (Presidente, Vicepresidente y Secretario)
 - d. Election of District Advisory Council Representative and Alternate/Elección del representante y suplente del Consejo Asesor del Distrito
 - e. Annual presentation of the Uniform Complaint Procedures/Presentación anual de los procedimientos uniformes de quejas
 - f. Distribute SSC Bylaws for review, input and eventual approval in September /Distribuir los estatutos del SSC par así revisión, aportación y eventual aprobación en septiembre
- VII. Public Comments/comentarios públicos

VIII. Adjournment/aplazamiento de reunión



Serrano Middle School
School Site Council/Consejo Escolar

February 17, 2022, at 1:00pm/17 de febrero 2022, 1:00 pm via Zoom

<https://sbcusd.zoom.us/j/84792565391?pwd=NVZTUG1tTE95Zkt3cVY1b0g2cWIRdz09>

Meeting ID: 847 9256 5391

Passcode: 055925

Agenda

- I. Call to Order and Welcome/Bienvenida y apertura de la sesión
- II. Roll Call /Pase de Lista
- III. Reading and Approval of Minutes/Lectura y aprobación del acta de la reunión anterior
- IV. Committee Reports /informe de los comités
 - a. DAC
 - b. DELAC
 - c. DAAAC
- V. Old Business/negocio antiguo
- VI. New Business/asuntos nuevos
 - a. SPSA Monitoring #2 – Using district and site metrics identified in the SPSA goals, present summary of district and site formative student data for ELA, Math and Title I intervention programs including English Learners and African American/Supervision del SPSA#2- utilizando las métricas del distrito y del sitio identificadas en las metas del SPSA, presente un resumen de los datos formativos de los estudiantes del distrito y del sitio para los programas de intervención de ELA, Matemáticas y Título I, incluidos los estudiantes de inglés y los afroamericanos.
 - b. Present annual summative data from 2021 (i.e., CA data dashboard, site data dashboard)/Presentar datos acumulativos anuales de 2021 (es decir, panel de datos de CA, panel de datos del sitio)
 - c. Complete the 2021-2022 program evaluation – LCAP, Title I, and CSI planned expenditures: Strategies/Activities, including how the expenditures support site's SPSA goals/ Completar la evaluación del programa 2021-2022: LCAP, Título I y gastos planificados de CSI-estrategias/actividades, incluida la forma en que los gastos respaldan los objetivos del SPSA del sitio
 - d. Review final 2021-2022 LCAP budget allocation/revisar la asignación presupuestaria final del LCAP para 2021-2022
 - e. Review and **approve** final 2021-2022 Title I budget allocation (address any applicable increase in funding, as it relates to Possible Future Expenditures)/Revisar y aprobar la asignación presupuestaria final del Título I para 2021-2022 (abordar cualquier aumento aplicable en la financiación, en relación con los posibles gastos futuros)
 - f. Present ELAC's input on the school-wide needs assessment and recommendations for the English Learner program in the school plan for student achievement (SPSA)/Presentar el aporte de ELAC sobre la evaluación de necesidades de toda la escuela y las recomendaciones para el programa de Estudiantes de inglés en el plan escolar para el rendimiento estudiantil (SPSA)
 - g. Presentation of Title I Parent Survey Results (SBCUSD Family Survey), with a focus on the Title I Survey/Presentación de los Resultados de la Encuesta de Padres de Título I (Encuesta Familiar de SBCUSD), con un enfoque en la Encuesta de Título I.
- VII. Public Comments/comentarios públicos

VIII. Adjournment/aplazamiento de reunión



Serrano Middle School
School Site Council/Consejo Escolar
September 16, 2021, at 1:00pm/16 de septiembre 2021, 1:00 pm
via Zoom

<https://sbcusd.zoom.us/j/84792565391?pwd=NVZTUG1rTE95Zkt3cVY1b0g2cWlRdz09>

Meeting ID: 847 9256 5391

Passcode: 055925

Agenda

- I. Call to Order and Welcome/Bienvenida y apertura de la sesión
- II. Roll Call /Pase de Lista
- III. Reading and Approval of Minutes/Lectura y aprobación del acta de la reunión anterior
- IV. Committee Reports /informe de los comités
 - a. DAC
 - b. DELAC
 - c. DAAAC
- V. Old Business/negocio antiguo
 - a. Present final member of school site council/ actual miembro final del consejo escolar
- VII. New Business/asuntos nuevos
 - a. Annual review, update, and **approval** of School Site Council Bylaws/revision, actualización y aprobación anual de los estatutos del consejo del plantel escolar
 - b. Present a summary of the 2021-2022 SPSA development process of **Section 1** and **Section 2**/
Presentar un resumen del proceso de desarrollo del SPSA 2021-2022 de la sección 1 y la sección 2
 - c. Present the 2021-2022 Section 3: LCAP, Title I, and CSI Action Plan. Review and explain expenditures related to the Action Plan, *including ATSI* for identified student groups/ Presentar la sección 3 2021-2022 LCAP, Título I y Plan de acción de CSI. Revisar y explicar los gastos relacionados con el Plan de acción, incluido el ATSI para grupos de estudiantes identificados
 - d. Data review/ revisión de datos
- VII. Public Comments/comentarios públicos
- VIII. Adjournment/aplazamiento de reunión



Serrano Middle School
School Site Council
April 14, 2022, at 1:00pm

<https://sbcusd.zoom.us/j/84792565391?pwd=NVZTUg1tTE95Zkt3cVY1b0g2cWIRdz09>

Meeting ID: 847 9256 5391

Passcode: 055925

Meeting Minutes

- I. **Call to Order and Welcome:** Natalie Garcia called the meeting to order at 1:04 pm
- II. **Roll Call** – Erin Freeman (Principal), Lori Soliz (SSC teacher), Jennifer Lux (SSC teacher), Geralynn Gibbs (SSC teacher), Robyn Iraheta (SSC teacher), Natalie Garcia (SSC student), Hannah Slayton (SSC student), , Rikayah Johnson Phillips (SSC Parent), Gina Alvarado (SSC parent), Salian Garcia (SSC parent), Michelle CantuRanard (SSC other) (Quorum 11)

Absent: Nathalie Robles (SSC student), Jennifer Morales (SSC student alternate)
- III. **Reading and Approval of Minutes** – Natalie Garcia asked the council to read the minutes from the last meeting on February 17, 2022. Natalie Garcia asked the council if anyone had any comments or corrections on the minutes and no one did. Natalie Garcia asked if anyone wanted to motion to approve the minutes. Hannah Slayton motioned to approve the minutes. Ms. Gibbs second the motion. The council voted to approve the minutes. (11 yay, 0 nay)
- IV. **Committee Reports**
 - a. **DAC** – Ms. Gibbs discussed CAPS expanded learning and what it is. Ms. Gibbs explained they will have morning and afternoon TK sessions. There was also an ETSA presentation.
 - b. **DELAC** – Mrs. Soliz explained that there was a new DELAC representative, and she was not available to give a committee report at this time.
 - c. **DAAAC** – Ms. Johnson Phillips explained that they discussed at the meeting the 3 goals for the district., the CASA conference, summer school which will run from June 8- June 30th, the SPSA addendum and that the new school start times will be pushed to the 23-24 school year.
- V. **Old Business-** Natalie Garcia stated that there was no old business to discuss.
- VI. **New Business**
 - a. **Review, update, and approve the 2022-2023 School -Parent and Family Engagement Policy and School-Parent Compact** – Mrs. Soliz reminded the council that there were minor changes that were made to both documents. In the school parent compact the changes made were changing Peachjar to parent square and adding the line under parent responsibility about creating an AERIES account and signing up for parent square. Mrs. Soliz shared that the changes that were made to the parent and family engagement policy were the name change from Peachjar to parent square and adding a line about parents being aware and monitoring their student's social emotional needs. Mrs. Soliz asked if anyone had any questions about the changes or if there were any changes or deletions that they felt should be made to either document. No one had any changes that they wanted to make to either document. Natalie Garcia asked if anyone wanted to motion to approve the school parent compact and the parent and family engagement policy. Ms. Johnson Phillips motioned to approve the documents. Ms. Garcia second the motion. The council voted to approve both documents. (11 yay, 0 nay)
 - b. **Present and approve the 2022-2023 SBCUSD Centralized services-** Mrs. Soliz shared with the council that this is a document that is created by the district. Ms. Freeman stated that the document states that the district has the right to take money that is given to the district for the schools to help pay for items that all schools use such as the hiring of personnel from district office who assists schools sites. Ms. Freeman asked if anyone

had any questions about the document, and no one did. Natalie Garcia asked if anyone wanted to motion to approve the document. Mrs. CantuRanard motioned to approve centralized services. Ms. Gibbs second the motion. The council voted to approve the centralized services. (11 yay, 0 nay)

- c. **Present the tentative 2022-2023 LCAP Budget** – Ms. Freeman stated that Serrano’s LCAP budget is \$338,239.93. Ms. Freeman stated that a portion of this budget goes toward paying for staff. It also pays for supplies, technology, maintenance agreements and other expenses. Ms. Freeman stated that the budget was due on March 18. Ms. Freeman asked if anyone had any questions about the budget, and no one did.
- d. **Present and approve the Tentative 2022-2023 Title I Budget** – Ms. Freeman went over the Title I budget and stated that the site will receive \$319,214.28. This money will be used to help with interventions and incentives as well as support personnel. Ms. Freeman asked if anyone had any questions about the budget, and no one did. Natalie Garcia asked if anyone wanted to motion to approve the budget. Hannah Slayton motioned to approve the budget. Ms. Gibbs second the motion. The Title I budget was approved (11 yay, 0 nay)
- e. **Present and approve the Tentative 2022-2023 CSI Budget** – Ms. Freeman discussed the CSI budget. Ms. Freeman stated the site will receive \$25,000 but is creating a play to try to obtain more for lunch time interventions and resident guest teachers to help with small group support for Math. Ms. Freeman asked if anyone had any questions, and no one did. Natalie Garcia stated that she will motion to approve the CSI budget. Ms. Lux second the motion. The council voted to approve the CSI budget. (11 yay, 0 nay).
- f. **Present The Draft, 2022-2023 SPSA and budget alignment: Section 2 goals, section 3: LCAP and Title I and CSI action plan, and possible future expenditures** – Ms. Freeman discussed all the data that is used to help Serrano create its SPSA goals and to decide where and how the money should be spent to support the goals and areas of need for Serrano’s students. Ms. Freeman reviewed all the goals in section 2 which include ELA, Math, EL, Chronic Absenteeism, Suspensions, and Parent Engagement. Ms. Freeman discussed that based on the NWEA data Math is an area of need which is why Ms. Freeman would like to use, if the site receives it, some of the CSI money to hire additional math guest teachers that would work with the math teachers to do small group interventions. Ms. Freeman stated that math is going to continue to be low based on nationwide data showing that 4th, 5th and 6th graders have shown a significant decline in math and those will be the students that Serrano will be receiving over the next three years so having interventions in place will help with the achievement gap. While reviewing the NWEA data for ELA the department determined that vocabulary is an area of need there so the ELA department will be incorporating a lot more vocabulary work into their teaching and asking other departments to do the same. Serrano is going to make sharing this data with students a priority by adding pages into their daily agenda where they can keep track of their NWEA data and create personal goals. Ms. Freeman then went on to discuss referral data and how there were a total of 54 referrals written for the 7th graders and 82 written for 8th graders for a total of 19% referrals written for 699 students. Ms. Freeman then went on to suspension data and stated that currently Serrano is at an 8.9% suspension rate. Ms. Freeman stated that goals have been made to increase behavior interventions and Serrano will continue supporting student behavior through the site’s advisory program. Ms. Freeman also discussed attendance data and stated how attendance is down 5.8% from the 19-20 school year. Ms. Freeman stated that January was a low month since students were not returning due to having to quarantine after winter break. Ms. Freeman stated that this has led to a higher chronic absenteeism rate since students have to quarantine for at least up to 10 days and if they have to quarantine twice then they are considered chronically absence since it falls within the 18-day chronic absentee definition. Ms. Freeman then reviewed the action plan for LCAP, Title I, and CSI as follows: PF, support teacher, additional duty, substitutes, EAIII, EAIII additional duty, Rec Aides, student interns, instructional material and supplies, musical instructional material and supplies, meeting refreshment for parents, technology and warranty, in-services/conferences, maintenance agreements, field trip transportation and admissions, tech fees and licenses, student incentives, district printing, postage, bilingual clerk, additional duty for clerk, other books, health aide, and employee benefits. She also discussed the goal alignment, student group for the LCAP portion of the strategies, and CSI program. Ms. Freeman informed the council that the Possible future Expenditures will be reviewed at the next SSC meeting due to time. Ms. Freeman asked if anyone had any questions about the goals or what steps Serrano is taking to help the site’s areas of need, and no one did. Ms. Freeman stated we will be holding a final meeting to approve the SPSA.

- VII. Public Comments** – Natalie Garcia asked if anyone had any public comments. Ms. Freeman reminded our 8th grade parents about 8th grade events that will be happening. Ms. Soliz discussed the next SSC meeting. Mrs. Soliz stated that on the calendar it is set for May 6 but wanted to see if the council would be willing to move it to April 28. The council agreed to move the May meeting to April 28th at 1 pm.
- VIII. Adjournment** – Natalie Garcia asked if anyone wanted to motion to adjourn the meeting. Ms. Freeman motioned to adjourn the meeting. Ms. Garcia second the motion. The council voted to adjourn the meeting. (11 yay, 0 nay). The meeting was adjourned at 2:05 pm.



Serrano Middle School
School Site Council
August 24, 2021 at 1:00pm

<https://sbcusd.zoom.us/j/84792565391?pwd=NVZTUG1tTE95Zkt3cVY1b0g2cWIRdz09>

Meeting ID: 847 9256 5391

Passcode: 055925

Meeting Minutes

- I. Call to Order and Welcome:** Mrs. Soliz called the meeting to order at 1:12 pm
- II. Roll Call:** Ms. Freeman (Principal), Lori Soliz (SSC Teacher), Geralynn Gibbs (SSC Teacher), Jennifer Lux (SSC Teacher), Robyn Iraheta (SSC Teacher), Michelle CantuRanard (SSC other), Nathalie Robles (SSC Student), Natalie Garcia (SSC Student), Hannah Slayton (SSC Student), Jennifer Morales (SSC student alternate), Rikayah Johnson Phillips (SSC Parent), Salian Garcia (guest) Quorum (10)

Absent: Gina Alvarado (SSC Parent)
- III. Reading and Approval of Minutes:** Mrs. Soliz asked the council to read the minutes from our last meeting on April 15, 2021. Mrs. Soliz asked the council if anyone had any corrections or comments about the minutes. No one had any corrections or comments. Mrs. Soliz asked if anyone wanted to motion to approve the minutes. Ms. Gibbs motioned to approve the minutes. Mrs. CantuRanard second the motion. The council voted to approve the minutes (10 yay, 0 nay)
- IV. Committee Reports**
 - a. DAC** – voting for representative today first meeting in September
 - b. DELAC-** Mrs. Soliz discussed DELAC and how they talked about the importance of having a DELAC and ELAC at sites and what their responsibilities are.
 - c. DAAAC** – no DAAAC representative at this time.
- V. Old Business:** Mrs. Soliz stated that there is no old business at this time.
- VI. New Business/asuntos nuevos**
 - a. Present results of Membership election and the new composition of School Site Council Members:** Mrs. Soliz informed the council that 3 of the teachers from last year are returning to the council as well as two parents. Mrs. Soliz then stated that since Ms. Widetick is no longer at Serrano her position needed to be filled. Mrs. Soliz stated how nominations and elections were held and that Mrs. Iraheta is now the newest member of the council for our certificated staff. Mrs. Soliz stated that every year we hold student elections for school site council. Mrs. Soliz stated that students were nominated and voted upon by their peers. The newest student members to school site council are Nathalie Robles, Natalie Garcia and Hannah Slayton. Jennifer Morales is

the student Alternate. Mrs. Soliz mentioned that we still have one parent vacancy, but nominations are underway. Mrs. Soliz further mentioned that the parent/community nominations close Friday and voting will begin the week of August 30, 2021. Mrs. Soliz asked the council if anyone had any questions, and no one did.

- b. School Site Council Training PPT:** Mrs. Soliz went through the school site council training PowerPoint with the council. Mrs. Soliz discussed why we have a school site council and the SPSA and goal and needs alignment. Mrs. Soliz discussed what school site council is and is not. Mrs. Soliz discussed how many members need to be on the council and who they need to be comprised of (parents/community members, teachers, students, principal). Mrs. Soliz discussed quorum and how quorum needs to be met before things can be voted on and approved. Mrs. Soliz went through Robert's Rules and why it is important to establish norms for meetings. Mrs. Soliz asked the council if they had any questions about anything on the PowerPoint and no one did.
- c. Election of Officers within the new School Site Council membership (Chair, Vice-Chair and Secretary:** Mrs. Soliz stated that we need to elect new officers for this year's school site council. Mrs. Soliz asked if anyone wanted to nominate themselves or someone else for chair. Mrs. Soliz stated that the Chair would run the meeting and walk us through the agenda items. Natalie Garcia nominated herself for Chair. Hannah Slayton also nominated herself for Chair. Mrs. Soliz asked if anyone else wanted to give a nomination and no one did. Mrs. Soliz asked the council to vote on the nominations. The council voted to approve both nominations for chair (10 yay, 0 nay). Due to the nominees being students, the council held a silent vote to vote for Chair. The votes were counted, and Natalie Garcia won the vote for Chair 6-4. Next, Mrs. Soliz stated that we need to nominate and vote for vice-chair. Mrs. Soliz stated that the vice-chair would run the meetings if the chair was not present. Hannah Slayton nominated herself for vice chair. Mrs. Soliz asked if anyone else wanted to nominate themselves and no one did. The council voted on Hannah Slayton's nomination 10 yay, 0 nay. Since Hannah Slayton was the only nomination, the vote was unanimous for her to be vice-chair (10,0). Next, Mrs. Soliz stated that the council needs a secretary. Mrs. Soliz stated that the secretary would keep track of everything that was said during the meeting and type up the minutes. Ms. Freeman nominated Mrs. Soliz and Mrs. Lux and Mrs. Phillips simultaneously seconded the nominations. Mrs. Soliz asked if anyone else wanted to give a nomination and no one did. The council voted an approved Mrs. Soliz as the secretary (10 yay, 0 nay). Mrs. Soliz asked anyone if they had any questions, and no one did.
- d. Election of District Advisory Council Representative and Alternate:** Mrs. Soliz asked if anyone wanted to nominate themselves for District advisory council representative. Mrs. Soliz informed the council that meetings until further notice will be virtual. Mrs. Soliz stated the representative's responsibility would be to attend the meetings and then to report back to the council, at our next meeting, what was said. Mrs. Gibbs nominated herself and Ms. Garcia nominated herself as well for DAC rep. Mrs. Soliz asked if anyone else wanted to give a nomination for DAC representative and no one did. Mrs. Soliz asked the council to vote to approve the nominations. The council voted 10 yay, 0 nay to approve the nominations. Both Ms. Gibbs and Ms. Garcia were voted as co-DAC representatives. They agreed to divide up the meetings. Mrs. Soliz asked if anyone had any questions, and no one did.

- e. **Annual presentation of the Uniform Complaint Procedures-** Mrs. Soliz next asked the council to look at the uniform complain procedure that they had in front of them. Ms. Freeman went through the document. Ms. Freeman stated that these are the steps and hierarchy of who you would go to if you (parent, student, teacher) had a complaint. Ms. Freeman stated that first it would be a site level complaint to address the situation with whomever or whatever seems to be the problem at the site level. Ms. Freeman then stated that if whomever made the complaint felt the situation was not resolved then they would move up to the next level and so on until they feel their complaint was resolved. Ms. Freeman asked if anyone had any questions, and no one did.
- f. **Distribute SSC Bylaws for review, input and eventual approval in September:** Mrs. Soliz discussed the school site council bylaws. Mrs. Soliz stated that this is the document that helps guide the process of creating and maintaining Serrano's school site council. Mrs. Soliz stated that it explains how Serrano obtains its members, how to replace members and what members responsibilities are. Mrs. Soliz informed the council that the bylaws would need to be approved at the next meeting in September. Mrs. Soliz asked the council to please take the bylaws home and to read through them to see if we need to make any changes to the bylaws. Mrs. Phillips asked if we had anything in the bylaws about virtual meetings. Ms. Freeman stated at this time we do not but that is something that should be included due to recent circumstances. Ms. Soliz asked if there were any other questions or comments about the bylaws and no one had any.

VII. Public Comments: Ms. Freeman stated that she wanted to talk to the council about some verbiage that was added or changed in the SPSA. Ms. Freeman stated that more specific language was added to Serrano's needs assessment. Ms. Freeman stated that it is important to write the schools train of thought so when others read the document, they can easily make the connections between what is needed, why it is needed, and how it will benefit students. Ms. Freeman talked about how adding specifics about Serrano's resident subs, cart and battery supplies and specific apps and programs will help with clarity as to Serrano's needs. Ms. Freeman asked if anyone had any questions and no did. Ms. Freeman reminded the council about Serrano's Virtual Back to School night that will be held on Thursday, August 26, 2021, from 5-6. Ms. Freeman explained how all links will be provided through the students' teachers via google classroom and Parentsquare as well as posted on Serrano's district webpage

VIII. Adjournment: Mrs. Soliz asked if anyone wanted to motion to adjourn the meeting. Ms. Phillips motioned to adjourn the meeting. **Jennifer Morales** second the motion. The council voted to adjourn the meeting. (10 yay, 0 nay). The meeting was adjourned at 2:12 pm.



Serrano Middle School
School Site Council
January 27, 2022, at 1:00pm via zoom

<https://sbcusd.zoom.us/j/84792565391?pwd=NVZTUG1tTE95Zkt3cVY1b0g2cWIRdz09>

Meeting ID: 847 9256 5391

Passcode: 055925

Meeting Minutes

- I. Call to Order and Welcome** – Natalie García called the meeting to order at 1:02 pm
- II. Roll Call** – Erin Freeman (Principal), Lori Soliz (SSC Teacher), Geralynn Gibbs (SSC Teacher), Jennifer Lux (SSC Teacher), Robyn Iraheta (SSC Teacher), Natalie Garcia (SSC student), Hannah Slayton (SSC student), Michelle CantuRanard (SSC other), Salian Garcia (SSC parent), Gina Alvarado (SSC Parent), Rikayah Johnson Phillips (SSC parent) Quorum (11)
Absent: Jennifer Morales (SSC student alternate), Nathalie Robles (SSC student),
- III. Reading and Approval of Minutes**- Natalie Garcia asked the council to read the minutes from the last meeting on November 4, 2021. Natalie Garcia asked if anyone had any corrections or comments on the minutes and no one did. Natalie Garcia asked if anyone wanted to motion to approve the minutes. Ms. Gibbs motioned to approve the minutes. Mrs. CantuRanard second the motion. The council voted to approve the minutes. (11 yay, 0 nay)
- IV. Committee Reports**
 - a. DAC** – Ms. Gibbs discussed the information from the November 18th meeting. Ms. Gibbs stated there was a presentation from student wellness discussing the money available for students who want to attend college. Ms. Gibbs stated that at the meeting they also discussed short term independent study and virtual academy.
 - b. DELAC** – Mrs. Soliz explained how Mr. Ojeda shared the EL programs goals and objectives. The multilingual department also discussed the criteria for reclassification. Mrs. Weber discussed the independent study program. The multilingual department also discussed their future leaders training that is coming up in June.
 - c. DAAAC** – Ms. Phillips stated that she was not able to make the last meeting therefore she had no report to give.
- V. Old Business** – Natalie Garcia explained that there was no old business at this time.
- VI. New Business**
 - a. Present, update, and jointly develop the 2022-2023 School Parent and Family Engagement Policy and School-Parent Compact for eventual approval in April** – Mrs. Soliz explained that we have looked at the parent and family engagement policy and the school parent compact before. Mrs. Soliz shared how at the last meeting it was brought up to change the term Peachjar to ParentSquare since that is the new district way to communicate. Mrs. Soliz also explained how it was asked that information be added about parents coming to meetings regarding their students behavioral and social emotional development. Mrs. Soliz asked if anyone had any additional information to add or remove from either document and no one did. Ms. Garcia did ask if we have had difficulty collecting the school parent compact. Ms. Freeman stated that it is in Aeries as part of the beginning of the year information so the past couple of years have been a bit more difficult since we have

a large number of parents who still have not created Aeries accounts therefore, they cannot state that they have received these documents. Ms. Freeman stated that when we used to send the information home, we would receive about 95% back and then contact the families who the school had not received one from. Ms. Freeman stated that Serrano is still calling homes to get them to make accounts so that they can review the important documents but that is a slow-going process. Ms. Garcia asked if the site will ever return to sending home the information. Ms. Freeman stated no the district is moving towards staying digital and that even if the parents do not have access to Aeries they can still have access to the documents on Serrano's Webpage or through ParentSquare. However, if they obtain the documents this way there is no way to mark in Aeries that the parent has viewed the documents so that makes our receiving rates lower. Mrs. Soliz reminded the council that the documents will be finalized and approved in April, so if they would like to change anything between now and then, there is still time.

b. Present an update on the budget expenditures as they relate to the 2021-2022 Section 3: LCAP,

Title I and CSI Action Plan,— Ms. Freeman reminded the group that our school is CSI. Ms. Freeman went through some changes that would be occurring within the CSI budget. Ms. Freeman stated that money was left in the budget for field trips and admissions just in case things changed and field trips were allowed however since sites still cannot take field trips Ms. Freeman stated that money would be allocated elsewhere. Ms. Freeman stated that money will be put into technology, extra duty, and resident guest teachers. The resident guest teachers can also work in the classrooms to facilitate small group learning. So far, the resident guest teachers have been working in the math classrooms to help with small group interventions so that the students are not being pulled out and they help in tutorial for more targeted intervention. Ms. Freeman stated that the school will also be purchasing a program called extra math, since math fluency has been identified by the math teachers as being an area where most of the students perform low. All teachers will be trained on how to use extra math so if there is any down time in any class a teacher can tell the student to log into extra math to work on their fluency. Ms. Freeman stated that a couple of other applications that the site is looking into are Math Accelerator and Imagine but it is being vetted by a couple of teachers first to see if it meets the students' needs. Ms. Freeman stated that something else that will be added to the SPSA is the moving of money from budget 4310 to 4210. Ms. Freeman stated that \$15,000 will be given to the library so that books can be purchased with more diverse authors and content for all levels of readers so that more students can find books in their reading level and in their interest level as well. Ms. Freeman asked if anyone had any questions, and no one did.

VII. Public Comments – Mrs. Soliz stated that the next school site council meeting will be on February 17 at 1pm.

VIII. Adjournment – Natalie Garcia asked if anyone wanted to motion to adjourn the meeting. Ms. Phillips motioned to adjourn the meeting. Ms. Garcia second the motion. The council voted to adjourn the meeting at 1:36 pm. (11 yay, 0 nay)



Serrano Middle School
School Site Council
September 16, 2021, at 1:00pm
via Zoom

<https://sbcusd.zoom.us/j/84792565391?pwd=NVZTUG1tTE95Zkt3cVY1b0g2cWIRdz09>

Meeting ID: 847 9256 5391

Passcode: 055925

Meeting minutes

- I. Call to Order and Welcome-** Natalie García called the meeting to order at 1:02 pm
- II. Roll Call** – Erin Freeman (Principal), Lori Soliz (SSC teacher), Geralynn Gibbs (SSC teacher), Jennifer Lux (SSC teacher), Robyn Iraheta (SSC teacher), Natalie García (SSC student), Nathalie Robles (SSC student), Hannah Slayton (SSC student), Jennifer Morales (Student alternate), Rikayah Johnson Phillips (SSC parent), Gina Alvarado (SSC parent) (Quorum 10)

Absent – Michelle CantuRanard (SSC other), Salian Garcia (SSC parent)
- III. Reading and Approval of Minutes-** Natalie García asked the council to read the minutes from the last meeting on August 24, 2021. Natalie Garcia asked if anyone had any comments or correction about the minutes and no one did. Natalie Garcia asked if anyone wanted to motion to approve the minutes. Ms. Gibbs motioned to approve the minutes. Ms. Freeman second the motion. The council voted to approve the minutes. (10 yay, 0 nay)
- IV. Committee Reports**
 - a. DAC** – Ms. Gibbs stated that the meeting was supposed to be last week but that it was postponed until later in the month therefore, there was no committee report to present.
 - b. DELAC** – Mrs. Soliz shared the information from the DELAC meeting on September 3, 2021. Mrs. Soliz mentioned how transportation talked about how many routes there are and how many buses and drivers there are and how there is a shortage of both drivers and busses. The shortage is causing busses to be late in the picking up and dropping off students. Transportation stated that they are hiring so to spread the word to any interested parties. Next, they discussed English Learners and ELPAC testing and how the district sends out letters each year to inform the parent of their students EL status and what requirements they will need to meet based on their EL status.
 - c. DAAAC-** No report
- V. Old Business**
 - a. Present final member of School Site Council** – Mrs. Soliz informed the council that Salian Garcia is the newest parent/community member of school site council. Ms. Garcia will be serving for the 2021-2022 and 2022- 2023 school years.
- VI. New Business**
 - a. Annual review, update, and approval of School Site Council Bylaws-** Mrs. Soliz asked the council to revisit the bylaws that were passed out and emailed at the last meeting and prior to this meeting. Mrs. Soliz mentioned that based on Mrs. Phillips comments she did add the information about meetings being virtual. Ms. Freeman stated that she did not like the wording discussing handicapped persons and asked if we could change it. Ms. Phillips recommended using differently abled persons. No one had any objections to using that wording. Mrs. Soliz asked if anyone else had any comments or suggestions about things that could be added or changed from the bylaws. No one else had any comments or corrections. Natalie Garcia asked if

anyone wanted to motion to approve the bylaws with the corrections. Ms. Phillips motioned to approve the bylaws. **Jennifer Morales second the motion.** The council voted to approve the bylaws. (10 yay, 0 nay)

b. Present a summary of the 2021-2022 SPSA development process of Section 1 and Section 2-

Ms. Freeman discussed that this section of the SPSA is data driven. Serrano looks at what worked, what didn't work and why or why not it worked or didn't. Serrano then uses that information to determine next steps. Based on the next steps is where Serrano determines how to spend its monies that are given to the site. Ms. Freeman stated that 523 budget is supplemental and its not guaranteed to be received every year. Ms. Freeman stated that in this section we look at our targeted groups and determine what their areas of need are and how we can support them. Ms. Freeman stated that a lot of what the site does is labeled under school wide because everything the site does it geared to benefit many students and not just a particular group because the strategies used are data driven as well. These include interventions, additional support, after school help, licenses for applications that the students use in class, support staff to help with small group instructions, supplies that go above and beyond what is already provided in the class as well as contractors and groups who can support PD and student social emotional learning. Ms. Freeman asked if anyone had any questions, and no one did.

c. Present the 2021-2022 Section 3: LCAP, Title I, and CSI Action Plan. Review and explain expenditures related to the Action Plan:

Ms. Freeman talked about the action plan. Ms. Freeman stated that now that Serrano knows the areas of need for the site the school uses the action plan section of the SPSA to state where the money is going to go to help support the areas of need that were identified. Ms. Freeman stated this includes musical supplies, so band can still play their instruments. An EAIII who works with Serrano's English Language Learners in the class and in small groups. Ms. Freeman stated that this money is also used for in-services, but at this time they must be virtual and after school since the district is experiencing a guest teacher shortage which would cause a burden on the site if the teachers were out. Ms. Freeman stated that at this time there is money put aside for a rec aide and for a bilingual clerk but that those positions are currently vacant. Ms. Freeman stated that the position for rec aide will be reevaluated to see if it is still need since Serrano has a lower enrollment count this year. If the position is not need and the money is moved, Ms. Freeman stated that she will be bringing that information to Serrano's school site council for recommendations and approval. Ms. Gibbs asked if these items need to be approved downtown or through the school board. Ms. Freeman stated that it goes through both, the board, and the district, to get approval. Ms. Freeman asked if anyone else had any further questions and no one did.

d. Data review-

Ms. Freeman stated that the next school site council meeting we will be looking at the data from the NWEA test for Math and ELA that Serrano students took. Ms. Freeman did state that she did have a piece of data she did want to share that was a bit of a celebration. Ms. Freeman stated that at the beginning of the year 356 of Serrano's students needed their immunization. Ms. Freeman stated that letters and all calls went out to the parents' informing them that as of September 7 if their student did not have their immunization, they would not be able to attend school. Once that information went out the list was cut in half and 156 students brought in their immunization information. The office staff worked hard to contact families to make appointments to help students get their immunizations. Ms. Freeman stated that as of the day of the meeting only 17 students still needed their immunizations and 10 already had appointments to get them done. Ms. Freeman asked if anyone had any questions, and no one did.

VII. Public Comments-

Natalie Garcia asked the council if anyone had any public comments they would like to make. Mrs. Soliz stated that the next school site council meeting was going to be on October 14, 2021, at 1 pm. No one else had any comments

VIII. Adjournment- Natalie Garcia asked if anyone wanted to motion to adjourn the meeting. Ms. Gibbs motioned to adjourn the meeting. Ms. Phillips second the motion. The council voted to adjourn the meeting. (10 yay, 0 nay). The meeting was adjourned at 2:07 pm.



Serrano Middle School
School Site Council
November 4, 2021, at 1:00pm
via Zoom

<https://sbcusd.zoom.us/j/84792565391?pwd=NVZTUG1tTE95Zkt3cVY1b0g2cWIRdz09>

Meeting ID: 847 9256 5391

Passcode: 055925

Agenda

- I. **Call to Order and Welcome:** Natalie Garcia called the meeting to order at 1:04 pm
- II. **Roll Call:** Ms. Freeman (Principal), Lori Soliz (SSC Teacher), Geralynn Gibbs (SSC Teacher), Jennifer Lux (SSC Teacher), Robyn Iraheta (SSC Teacher), Natalie Garcia (SSC student), Nathalie Robles (SSC student), Hannah Slayton (SSC student), Jennifer Morales (SSC student alternate), Rikayah Johnson Phillips (SSC Parent), Gina Alvarado (SSC Parent), Michelle CantuRanard (SSC other) Mrs. Stevenson (Vice-Principal-guest), Oliva Nunez (Parent and family engagement-guest) (Quorum 11)

Absent: Salian Garcia (SSC Parent)
- III. **Reading and Approval of Minutes:** Natalie Garcia asked the council to read the minutes from the last meeting on October 14, 2021. Natalie Garcia asked if anyone had on comments or corrections on the minutes and no one did. Natalie Garcia asked if anyone wanted to motion to approve the minutes. Ms. Gibbs motioned to approve the minutes. Ms. Phillips second the motion. The council voted to approve the minutes. (11 yay, 0 nay)
- IV. **Committee Reports**
 - a. **DAC-** The DAC representative was not present at the meeting.
 - b. **DELAC-** Mrs. Soliz informed the council that the DELAC meeting is on 11/5/21.
 - c. **DAAAC-** Ms. Phillips informed the council that the DAAAC meeting was in the evening on November 4, 2021.
- V. **Old Business:** Natalie Garcia stated that there was no old business to discuss.
- VI. **New Business:**
 - a. **Presentation of the District Parent and Family Engagement Policy-** Mrs. Soliz went through the district parent and family engagement policy. Mrs. Soliz explained the district's responsibility in providing opportunities for parent to be involved as well as the parents' rights and responsibilities to be involved in their student's school, district, and education. Mrs. Soliz asked if anyone had any questions or comments, and no one did.
 - b. **Discussion and Agreement of the 21-22 comprehensive school safety plan-** Mrs. Stevenson went through the comprehensive school safety plan. Mrs. Stevenson said that for the safety plan they look at a 4-year trend for the site in regard to discipline, and safety on campus. Mrs. Stevenson said that the site has shown a decrease in offenses as well as suspensions. Mrs. Stevenson stated that when it came to suspensions the site decided to move to a restorative approach which took into account the whole student and not just the offense that they committed. When the site moved to this approach suspensions decreased because the site took a more proactive approach to stopping the issues and behaviors before they happened through advisory lessons and SEL implementation. Mrs. Stevenson did state that the data does not reflect the 2020-2021 school year since the site was on virtual learning and there were minimal discipline

issues that were addressed. Mrs. Stevenson stated that the site also looks at the data across grade levels to determine where more attention may be needed. Mrs. Stevenson stated that next steps for Serrano's 7th graders is following instructions primarily dealing with social skills development, lesson on threatening/harassment – digital citizenship (online bullying) and profanity towards staff- cool down strategies. For Serrano's 8th graders next steps include bullying- lessons on compassion/empathy digital citizenship, caused physical injury- lessons on compassion, drugs- drug awareness and fighting- lesson on empathy/compassion. Mrs. Stevenson asked if there were any questions so far. Ms. Phillips asked if the site noticed that they had to give more redirection to students based on their lack of socialization skills. Mrs. Stevenson said yes, she has noticed that that has had to happen more often than in the past. Ms. Freeman stated that they did notice that the students did come into school much calmer than in past years but that Serrano knew that socialization may be an issue with students since they have been gone from the sites for some time. Ms. Freeman stated that one way Serrano tried to combat this issue is by taking a dipstick of students and their socialization skills during Serrano's summer school. Based on what was observed, Ms. Freeman stated that she noticed students forgot how to respond to adults, not out of defiance but a lack of practice. Ms. Freeman stated that based on this observation, during summer school, Serrano implemented its SEL practice within the first week of school to teach and remind students how to be social with people in person as opposed to virtually. Ms. Freeman asked if there were any other questions, and no one had any. Mrs. Stevenson then went on to Serrano's emergency preparedness procedures. Mrs. Stevenson discussed that the standard for drills is 3 fire drills, 3 earthquake drills and 2 lockdown drills. However, since Serrano is considered a secondary site 2 of each drill is all that is required. Mrs. Stevenson stated that the drills are necessary so that everyone is aware of what to do in case of an emergency. Ms. Stevenson then reminded the council about how at the last meeting we discussed the command structure and evacuation sites. Ms. Stevenson stated that at this time there was still no answer as to whether Serrano would still be using the Food 4 Less and San Manuel parking lots. Mrs. Stevenson then reviewed the difference between a lockout and lockdown. Mrs. Stevenson asked if anyone had any questions. Hannah Slayton asked if a lockdown is initiated what happens to the students who are outside at PE. Mrs. Stevenson stated that they will immediately be moved inside. Natalie Garcia asked if that meant moved into the locker room. Mrs. Stevenson said it would depend on the situation. Mrs. Stevenson stated that the goal, if there is time, is to get everyone inside the main building but if the emergency is imminent and the safest place is the locker room than that is where the students will go. Mrs. Stevenson asked if anyone else had any other questions and no one did.

- c. **Distribute and review the 2021-2022 School Parent and Family Engagement Policy and School-Parent Compact-** Mrs. Soliz went through the school parent and family engagement policy and the school parent compact. First Mrs. Soliz discussed the school-parent compact. Mrs. Soliz discussed the school's responsibilities, the parent's responsibilities, and the student's responsibilities. A few of the school's responsibilities are to provide a high-quality curriculum, communicate high expectations, participate in professional development, and provide parents with frequent reports on their child's progress. Mrs. Soliz then shared the parent's responsibilities which include ensuring that their child has adequate rest and attends school every day, attend parent-teacher student conferences, and check student's grades and attendance regularly in Aeries. Ms. Freeman also wanted to add since some communication and information is now being done in Aeries that we need to add under parent responsibility to update their student's information as well as sign up for ParentSquare to ensure that they are receiving all parent communication from the site. Mrs. Soliz then went on to discuss the student's responsibilities which include bringing all necessary materials to school, following school rules, attending school each day, and checking Aeries for grades and missing assignments. Ms. Freeman stated that she felt that since all teachers use google classroom that it should be added for students to check google classroom daily. Mrs. Soliz asked if anyone else

had any comments, additions, or deletions for the school-parent compact and no one did. Mrs. Soliz informed the council that if they have anything they would like to change they can bring it up at the next school site council meeting in January. Mrs. Soliz then went through Serrano's Parent and Family Engagement Policy. Mrs. Soliz discussed that the policy is included in the beginning of the year information and is posted on the school website for parents to access. Then Mrs. Soliz explained how the policy explains different opportunities for parents to participate with the school. Parents can attend council meetings, parent meetings as well as back to school night and any other events the school holds when it is safe to do so. The school will provide information about these events in advance for parents to plan for them. The policy also discusses how parents can be involved in jointly planning, reviewing, and improving the sites Title I program and school parent family engagement policy. Mrs. Soliz also explained that the parents can have reasonable access to teachers through parent square and emails so that they can schedule meetings or inquire about their student's educational status. Mrs. Soliz concluded with talking about how the policy explains the various ways that the site communicates with parents which include Aeries and now ParentSquare. Mrs. Soliz asked if anyone had any questions. Mrs. Lux asked if we still use remind since it is listed on the policy. Ms. Freeman stated no we do not use remind therefore it will need to be removed and that messenger and PeachJar will also need to be removed and replaced with ParentSquare. Mrs. Soliz asked if anyone had any other questions or comments, and no one did. Mrs. Soliz reminded the council again that if they do have anything they want to change that they can bring it up at the meeting in January.

- d. Data review-** Ms. Freeman stated that Mrs. Stevenson discussed the information that she was going to cover on suspension in the school safety plan. Ms. Freeman did want to point out that referrals are down by 30% but that also Serrano's attendance is down so that also needs to be taken into consideration.

VII. Public Comments- Mrs. Soliz stated that this will be the last SSC meeting for the year 2021. The next school site council meeting will be on January 27th, 2022 at 1pm.

VIII. Adjournment- Natalie Garcia asked if anyone wanted to motion to adjourn the meeting. Hannah Slayton motioned to adjourn the meeting. Ms. Freeman second the motion. The council voted to adjourn the meeting. (11 yay, 0 nay). The meeting was adjourned at 1:57 pm.



Serrano Middle School
School Site Council
October 14, 2021, at 1:00pm
via Zoom

<https://sbcusd.zoom.us/j/84792565391?pwd=NVZTUG1tTE95Zkt3cVY1b0g2cWIRdz09>

Meeting ID: 847 9256 5391

Passcode: 055925

Meeting minutes

- I. **Call to Order and Welcome:** Natalie Garcia called the meeting to order at 1:05 pm.
- II. **Roll Call** – Erin Freeman (Principal), Lori Soliz (SSC teacher), Geralynn Gibbs (SSC teacher), Robyn Iraheta (SSC teacher), Jennifer Lux (SSC teacher), Michelle CantuRanard (SSC other), Jennifer Morales (SSC student alternate), Natalie Garcia (SSC student), Hannah Slayton (SSC student) Rikayah Phillips (SSC parent), Gina Alvarado (SSC parent), Salian Garcia (SSC parent) (Quorum 12)

Absent- Nathalie Robles (SSC student),
- III. **Reading and Approval of Minutes** – Natalie Garcia asked the council to read the minutes from Serrano’s last meeting on September 16, 2021. Natalie Garcia asked the council if they had any corrections or comments about the minutes and no one did. Natalie Garcia asked if anyone wanted to motion to approve the minutes. Ms. Gibbs motioned to approve the minutes. Ms. Garcia second the motion. The council voted to approve the minutes. (11 yay, 0 nay)
- IV. **Committee Reports**
 - a. **DAC** – Ms. Gibbs stated that at the September 29th DAC meeting the council voted in their officers and explained what DAC was and what it was not.
 - b. **DELAC** – Mrs. Soliz stated that she was unable to make the DELAC meeting. Mrs. Soliz stated that once she receives the information about what was discussed she will present it at the next SSC meeting in November.
 - c. **DAAAC** – Ms. Phillips stated that at the DAAAC meeting Randy Olson from Family engagement gave a presentation about how the district wants to revamp parent engagement so that more parents can be involved.
- V. **Old Business-** Natalie Garcia explained that there is no old business to discuss.
- VI. **New Business**
 - a. **Presentation of the 21-22 Comprehensive School Safety Plan-** Mrs. Soliz went through the first part of the school safety plan. Mrs. Soliz stated that Mrs. Stevenson will give a more in-depth presentation in November. Mrs. Soliz stated that Serrano has three drills that they practice with the students: earthquake, lockdown and lock-out. Mrs. Soliz stated that the earthquake drills is a duck and cover drill which ends in an evacuation to the site’s field area. Next is a lockdown drill where everyone shelters in place without movement until it is secure to do so. Finally, is the lock-out where the perimeter is locked down but since Serrano is an indoor school students and staff still may move throughout the building. Next, Mrs. Soliz discussed evacuation sites incase Serrano becomes an unsafe environment for the students to remain at. San Manuel parking lot, Belvedere parking lot, Food for less parking lot, Del Vallejo and Bonnie Oehl are all sites where Serrano can go if needed. Ms. Phillips asked if Food for Less is still a viable option since there is a charter school that now shares the parking lot with Food for Less and Ms.

Freeman said she would look into it. Ms. Freeman also stated that she would need to look into whether or not San Manuel is still a viable option since they have done construction on their parking structure. Next Mrs. Soliz discussed resources that are available so that everyone has access to make evacuation plans within their own household. Ms. Garcia asked if this information can be made public so that all families have access to the resources. Ms. Freeman stated that the information can be put on Parentsquare and the school wide google classroom so that the resources can be accessed by Serrano students and their families. Natalie Garcia asked if anyone had any further questions or comments and Ms. Gibbs asked who orders lockdowns or lock-outs and who contacts the parents. Ms. Freeman stated sometimes it could be Serrano's administration and sometimes the security office depending on the situation and once they know all the details then they will contact parents and guardians. Ms. Alvarado asked how soon after an emergency occurs are parents notified. Ms. Freeman said that parents will be notified once all information has been obtained and they know what to communicate with parents. Ms. Freeman did state that if it is a lockdown that even if parents come to the campus to pick up their students, they will not be able to remove their students from the school because a lockdown is where the school does not open any doors for anyone until the threat has been cleared. Natalie Garcia asked if there were any further questions, and no one had any.

- b. SPSA Monitoring #1-** Using district and site-based metrics identified in the SPSA goals, present summary of District and Site formative student data for ELA, Math and Title I intervention programs including English Learners, and African American. Mrs. Soliz discussed the data that was received from the site's administration of the NWEA for ELA and Math. Mrs. Soliz stated that 317 7th grade students took the ELA portion of the NWEA. 119 students scored in the low less than 21st percentile, 69 scored in the low average 21-40th percentile, 42 scored in the high average 61-80th percentile and 13 scored in the high, above 80th percentile. 320 7th grade students took the Math portion of the NWEA. 58 percent of the students scored in the low below the 21st percentile, 25 percent scored in the low average 21-40th percentile, 11 percent scored in the average 41-60th percentile, 4 percent scored in the high average 61-80th percentile and 2 percent scored in the high above 80th percentile. 316 8th grade students took the ELA portion of the NWEA. 32 percent of the students scored in the low less than 21st percentile. 27 percent of the students scored in the low average 21-40th percentile, 25 percent scored the average 41-60th percentile, 14 percent scored in the high average 61-80th percentile and 3 percent scored in the high over 80th percentile. 314 8th grade students took the Math portion of the NWEA. 49 percent of the students scored in the low less than 21st percentile, 34 percent scored in the low average 21-40th percentile, 12 percent scored in the average 41-60th percentile, 4 percent scored in the high average 61-80th percentile and 1 percent scored in the high 80th percentile. Ms. Soliz stated that there were four areas that were looked at in Math: Operations and Algebraic thinking, the real and complex number systems, Geometry and statistics and probabilities. The math department stated that based on the data most students can add whole numbers successfully. However, subtractions, multiplication and division are all areas of struggle for most of the population. Math will help students by using tutorials, targeted reteaching, small group instructions, fluency emphasis, formative and summative corrections, peer expert groups and intensive math intervention class. Mrs. Soliz stated that there were three areas that were looked at for ELA: Literary and informational text and vocabulary. The ELA department stated that based on the data, students have the most skills with vocabulary and Literary texts. However, most are below average in both categories. Interest levels in literary texts are usually higher because students have choices of novels they want to read. Vocabulary is strongest because

context clues are a huge focus beginning in elementary school. However, academic and content specific vocabulary acquisition remains an issue. The ELA department also stated informational texts is where our students demonstrate the least amount of understanding. Several factors contribute to this which includes lack of exposure to a variety of expository texts, low interest level for expository texts, and understanding text structure and craft. Also, in expository texts, academic and content specific vocabulary remains a roadblock to fully grasping the material. Next steps for the ELA department include tutorials, targeted reteaching, peer expert groups, reading support class, individualized IXL lessons and intensive reading intervention class. Mrs. Soliz asked if anyone had any questions or comments about the data. Ms. Phillips asked if the district has plans to push the data out to parents about how their student did and train the parents to read the data and what it means. Ms. Freeman stated that the district is still training the staff since this is a new assessment. Ms. Freeman stated that as of right now there is no parent friendly report that can be sent out for the parents to truly understand what they are looking at but that maybe we can upload the data to Aeries once there is one. Ms. Freeman stated that this process is a learning curve for all. Most tested are used to drive instructions, so once Serrano learns how to disaggregate the data then we can use the information to drive instruction. Ms. Freeman stated that the test is meant to evolve with the students correct or incorrect answers so once the students take the winter administration of the assessment Serrano's staff should have a better understanding of what the students are truly capable of doing and where more targeted instruction needs to be given. Ms. Freeman also stated that as of right now the data does not breakdown for specific subgroups, so it is a bit difficult to know how to help those targeted groups. Ms. Freeman stated that it has been brought to the company's attention who created the NWEA and hopefully they can remedy this issue. Ms. Freeman asked if there were any other questions, and no one had any.

- c. Data review- Natalie Garcia read the data review item on the agenda but Ms. Freeman stated that there were no other data items to be discussed.

VII. Public Comments- Natalie Garcia asked if anyone had any public comments that they would like to share. Mrs. Soliz stated that the next School Site Council meeting will be held on November 4, 2021, at 1 pm.

VIII. Adjournment- Natalie Garcia asked if anyone wanted to motion to adjourn the meeting. Ms. Phillips motioned to adjourn the meeting. Ms. Freeman second the motion. The council voted to adjourn the meeting. (12 yay, 0 nay). The meeting was adjourned at 1:54 pm



Serrano Middle School
School Site Council
February 17, 2022, at 1:00pm via Zoom

<https://sbcusd.zoom.us/j/84792565391?pwd=NVZTUg1tTE95Zkt3cVY1b0g2cWIRdz09>

Meeting ID: 847 9256 5391

Passcode: 055925

Meeting Minutes

- I. **Call to Order and Welcome** – Natalie Garcia called the meeting to order at 1:02 pm
- II. **Roll Call** – Erin Freeman (Principal), Lori Soliz (SSC teacher), Jennifer Lux (SSC teacher), Robyn Iraheta (SSC teacher), Geralynn Gibbs (SSC teacher), Michelle CantuRanard (SSC other), Natalie Garcia (SSC student), Hannah Slayton (SSC student), Nathalie Robles (SSC student), Gina Alvarado (SSC parent), Rikayah Johnson Phillis (SSC Parent) Quorum (11)
Absent: Salian Garcia (SSC Parent), Jennifer Morales (SSC student alternate)
- III. **Reading and Approval of Minutes**- Natalie Garcia asked the council to read the minutes from the last meeting on January 27, 2022. Natalie Garcia asked if anyone has any comments or corrections about the minutes, and no one did. Natalie Garcia asked if anyone wanted to motion to approve the minutes. Nathalie Robles motioned to approve the minutes. Ms. Johnson Phillips second the motion. The council voted to approve the minutes (11 yay, 0 nay)
- IV. **Committee Reports**
 - a. **DAC**- Ms. Gibbs discussed the DAC meeting that was held on February 10, 2022. Ms. Gibbs stated that they shared information about the categorical programs, they discussed LCAP goals, NWEA results and Saturday school.
 - b. **DELAC** – Mrs. Soliz stated that they discussed supplement to the annual update for 21/22, universal pre-kindergarten parent updates and input and they shared the needs assessment results as well as discussed elections for next year's DELAC.
 - c. **DAAAC** – Ms. Johnson Phillips stated that there has not been a DAAAC meeting since the last SSC meeting so there is no report to discuss.
- V. **Old Business** – Natalie Garcia stated that there was no old business to discuss.
- VI. **New Business**
 - a. **SPSA Monitoring #2** – Using district and site metrics identified in the SPSA goals, present summary of district and site formative student data for ELA, Math and Title I intervention programs including English Learners and African American- Mrs. Soliz went over the data from the winter administration of the NWEA test. Mrs. Soliz stated that 332 out of 340 7th grade students took the NWEA for math. The grade level RIT score was 224 for the site. 30 students are at or above grade level mean RIT. Most of the students however are in the low average range. The students were tested on Operations and Algebraic thinking, the real and complex number systems, geometry and statistics and probability. Serrano's Hispanic population with 58 of them being EL scored primarily in the low range. Serrano's African American population also scored primarily in the low range. For 7th grade reading 324 out of 340 7th graders took the NWEA for reading. The grade level mean RIT was 217.1. 93 students are at or above grade level mean RIT. The students were tested on Literary Text, informational text and vocabulary. Many of the students are in the low average and average range. Serrano's Hispanic population scored primarily in the low range. Serrano's African American population scored primarily in the low range. For 8th grade there were 319 out of 339 students who took the NWEA for Math. The grade level RIT was 228.1. 30 students scored at or above grade level mean RIT. The 8th graders were tested on the same concepts as the 7th graders. Most students scored in the low range. Serrano's Hispanic population, 45 of them being considered EL, scored primarily in the low range. Serrano's African American population scored primarily in the low range. There were 320 8th grade students who took

the NWEA for reading. The grade level RIT was 220.5. There were 75 students who scored at or above the grade level mean RIT. The 8th graders were tested on the same concepts as the 7th graders. Most students tested in the low range. Serrano's Hispanic population scored primarily in the low range. Serrano's African American population scored primarily in the low range. Mrs. Soliz asked if there were any questions. Ms. Johnson Phillips asked if there will be reports sent out to parents, so they know how their scholars did on both NWEA tests. Ms. Freeman stated that at this time no reports will be sent out by the school because the site is still trying to figure out the report that would be the most effective for parents to get a good understanding of where their child's present level is, as well as what would be the best way to get that report to parents. Mrs. Soliz asked if there were any other questions, and no one had any.

- b. Present annual summative data from 2021 (i.e., CA data dashboard, site data dashboard) – Ms.** Freeman discussed the information from the dashboard. Ms. Freeman stated that there is no current CAASPP data since the test has not been taken since the 2018-2019 school year. Ms. Freeman did go over the attendance data. Ms. Freeman stated that attendance has dropped over the last three years. Currently Serrano sits at a 90.4% for overall attendance. Ms. Freeman stated that this is understandable given the pandemic, but the site is hopeful that this will increase as more students start to return to in person learning. Ms. Freeman stated that Serrano's chronic absenteeism rate has also increased to 35.2% but again this is understandable due to students having to stay home if they become ill to help stop the spread of the pandemic. Again, the site is hopeful that this number will drop once students show no symptoms and return to in person learning. Ms. Freeman then went on to talk about suspension rates. Currently Serrano is at a 5.2% suspension rate. This however cannot be compared to last year since the school was entirely virtual and suspensions were not being done. Ms. Freeman stated that Serrano has implemented more targeted teachings which she feels is what is helping to keep the suspension rate down because students have a better understanding of what the expectations are as well as coping skills in case they do come across difficult situations. Finally, Mrs. Freeman covered Serrano's reclassification rate which has seen a drop in the last two years. Ms. Freeman stated that one reason the rate has dropped is because the state made the requirements a bit tighter on the criteria for reclassification. Serrano went from a 64.9 in 19-20, to a 30.1 in 20-21 (both over the 20% target) to 8% for the 21-22 school year. Mrs. Soliz stated that they are still working to reclassify students so this number should increase. Ms. Freeman asked if anyone had any questions, and no one did.
- c. Complete the 2021-2022 program evaluation – LCAP, Title I, and CSI planned expenditures:** Strategies/Activities, including how the expenditures support site's SPSA goals-

Annual Program Evaluation: LCAP, Title I, and CSI <i>(if applicable)</i>				Needs Assessment
Planned Expenditures: Strategies/Activities from the 21-22 SPSA	Quantitative and/or Qualitative Site-Based and District Data (Include whether data demonstrates, growth, significant growth, maintained, declined, or significantly declined)	What is effective?	What has not been effective?	Next Steps? (Strategically continue, discontinue or list modifications to the program)
ADDITIONAL DUTY (419 / 523) Parent Engagement: -Saturday Home Visit Program that provides vital information to help parents/families with their student's achievements and success at Serrano. (Depending on COVID restrictions this may or may not occur.) -Home visits to positively impact/build school-parent relationships and increase parent engagement. -To work with parents/families to	Serrano made RIT scores gains as measured by the NWEA/MAPS assessment from Fall 2021 to Winter 2022 in both 7th and 8th grade in all Instructional Areas in both math and ELA except one instructional area in 8th grade ELA-Literary Text. In this area we decreased by .3 RIT.	Yes, as noted by the data, additional duty was effective in academic student growth.	The amount budgeted was excessive in comparison to what was used. Though extra duty is necessary the amount budgeted	We will continue to utilize additional duty for student support/intervention, data teams, during the school day planning, planning for intervention and support, and any other time needed for student behavioral and academic success.

<p>build awareness/train parents about English Learner levels, the reclassification process and the importance of reclassification in order for parents to make informed decisions. -To provide instruction, discussions, and trainings around curriculum, state testing, critical social issues, Serrano systems, technology platforms, and other areas identified as areas of need by parent/guardian surveys/input.</p> <p>CSI PLAN: -Provide intensive instruction on site and/or virtually for at risk students who are struggling in maintaining proficiency at grade level standards during after school program. -Provide reteaching time with students beyond normal school hours onsite or virtually to increase student proficiency.</p> <p>Professional Development: -To provide additional duty time onsite and/or virtually such as but not limited to teacher collaboration, data analysis, data chats/meetings, until planning, staff development, training, in-services, planning, curriculum calibration, etc. to support academic achievement and increase teacher capacity. (523)</p>			was decreased.	
<p>SUBSTITUTE (419 / 501 / 523)</p> <p>Professional Development: -To provide release time for teachers to attend in person and/or virtual professional development, such as but not limited to, instructional rounds, collaboration, instructional planning, data meetings, conferences, lesson studies, observation of Common Core Demonstration teachers/ other experts, and instructional coaching. (501/523)</p> <p>-Provide release time for MTSS, IEPs meetings, SEL, PBIS, and any other school focus, etc.to increase teacher capacity.(419)</p> <p>CSI PLAN: Professional Development: -To provide release time for teachers to attend in person and/or virtual professional development, collaboration, instructional planning, data meetings,</p>	<p>Serrano made RIT scores gains as measured by the NWEA/MAPS assessment from Fall 2021 to Winter 2022 in both 7th and 8th grade in all Instructional Areas in both math and ELA except one instructional area in 8th grade ELA- Literary Text. In this area we decreased by .3 RIT.</p>	<p>Having multiple resident guest teachers allowed for the least disruptive learning environment, especially with extended teacher absences. It also allowed our advisory and tutorial programs to continue with students missing key information and support/interventions during the school day.</p> <p>Resident guest teachers were also utilized in the majority of math classes, as well as, other subjects matters when appropriate to hold data determined push-in/push-out small group intervention/supports during the school duty and/or teach the class while the teacher of record pulled and worked with students needing support/intervention services.</p>		<p>Due to staff absences and substitute shortages, we did not hold our two instructional rounds. In meeting with leadership, we will be implementing the two sets of school wide instructional rounds with an AVID focus and multiple sets of team/grade level department rounds next year. The team/grade level department rounds will target implementation of planning. Continue current practices, personnel, expectations, trainings, and services for 2022-2023.</p>

conferences, lesson studies. -Provide intensive instruction on site and/or virtually for at risk students who are struggling in maintaining proficiency at grade level standards during school program.				
RECREATIONAL AIDE (419) -Provide supervision support for students as part of our commitment to a safe and welcoming environment for all students and staff.	Serrano decreased overall suspension rates from 2018-2019 California data dashboard of 19% to 8.9% as of March 2022 as measured by our SBCUSD Data Dashboard.	Recreational Aide supervision and assistance with communicating and upholding Serrano's communicated behavior expectations is extremely beneficial and successful as demonstrated by our decrease in suspension percentages.		Continue current practices, expectations, and hours from this year.
COUNSELOR ADDITIONAL DUTY (419) -To provide in person and/or virtual professional development related to socio-emotional learning, positive behavior support interventions, restorative practices and academic support for college and career readiness. -Supports academic achievement by providing emotional support and behavioral interventions outside of the contract time. -To provide mentoring to increase student engagement and academic success. Parent Engagement: -Supports parent engagement by paying certificated staff to visit students home outside of the contract hours and hold parent/guardian centered training's.	Serrano decreased overall suspension rates from 2018-2019 California data dashboard of 19% to 8.9% as of March 2022 as measured by our SBCUSD Data Dashboard. One of Serrano's staff goals was to teach 100% of the Second Step SEL lessons throughout the school year. As a staff we did build the teaching of all 4 units into our advisory schedule and the majority of staff taught the majority of the lessons. However, the data is not clear as there were some reporting issues with the Second Step program and how teachers logged in. Serrano's chronically absent percentage did increase to 41.8% as of March 2022.	Counselor additional duty to make home visits, meet with parents/guardians, and participate in trainings, community events, and gather resources was successful as noted by our decrease in suspension rates. Also, the use of Second Step to explicitly teach SEL can be associated with the decrease in suspension percentages.	The Chronic absenteeism percentage increased drastically, but can be directly associated with COVID, either by staying home when sick, staying home while positive, and/or staying home due to a mandatory quarantine. This was beyond our control.	We will continue all Second Step implementation, home visits, parent/guardian meetings/trainings, attendance of community events/activities, student specific behavioral or academic needs after school hours, our advisory planning, and other means of correction planning/implementation. We will continue and on a deeper level implement a more targeted/focused supports, interventions, monitoring and rewards for attendance and students needing tier two and tier three attendance in 2021-2022.
PROGRAM FACILITATOR (419 / 501) Program Facilitator for Instructional Technology: -Increase the use of technology in the classrooms and/or during distance learning, implement one to one iPads, and explore and use different apps and programs to increase use and engagement of technology in the classrooms to improve academic achievement. Professional Development: -Supports academic achievement and professional development by providing	Serrano made RIT scores gains as measured by the NWEA/MAPS assessment from Fall 2021 to Winter 2022 in both 7th and 8th grade in all Instructional Areas in both math and ELA except one instructional area in 8th grade ELA- Literary Text. In this area we decreased by .3 RIT. Able to test 95% of students and above on all	Yes, the program facilitator was extremely effective in proving trainings/staff development on the use of technology and the apps/programs purchased. Success was also seen by the increase in academic scores as the program		We will continue all systems, trainings, resources, monitoring, and proactive problem solving to keep the high level of service and technology functioning that allows us to increase academic and behavioral achievement.

<p>resources, training, and systems to implement technology in the classrooms and/or during distance learning and with staff to increase teaching strategies.</p> <p>Parent Engagement: -Supports parent/guardian engagement by providing access, training and support to parents/guardians for Aeries and with interaction with parents/guardians and their students.</p> <p>Program Facilitator: -Identify and place students in specific intervention supports, providing interventions for students, data collection and individual review of student progress throughout the year, such as support classes, ELD classes/instruction, tutoring (before, during, and/or after school), targeted differentiated instruction, use of Accelerated Reader, READ180/System44, and/or other researched based programs/curriculum targeted toward increasing reading skills and comprehension. -Supports academic achievement professional development by providing interventions to multiple subgroups and any student who demonstrates a need for intervention. -Providing enrichment and challenging, interactive lessons to students before and after school, as well as Saturdays to increase student engagement and academic proficiency.</p> <p>-To work collaboratively with teachers on tier 2 and 3 student interventions and supports, as well as progress monitoring to help students make academic growth.</p> <p>-Manage and implement all state, district, and site testing throughout the school year to ensure all student are tested. -Increase reading and proficiency and provide timely interventions for students On Watch, Intervention and Urgent Intervention levels to close the achievement gap -Support parent engagement through the facilitation of Serrano's parent/guardian committees such as but not limited to SSC, ELAC, AAPAC, etc.</p>	<p>diagnostic platforms/testing throughout the year. This is due to fluid technology access, usage, and fast turnaround when issues due arise. This allows for correct data collection and usage to improve curriculum next steps and schoolwide planning.</p>	<p>facilitator allowed for fluid access to apps/programs and the replacement of devices when there were issues.</p> <p>Though we had a small turn-out, the program facilitator was instrumental in the planning, communication, and assistance for parent/guardian trainings and technology/App access and setting up Aeries Parent Portal.</p> <p>In order to continued non interrupted technology services whether this is in regards to devices, software, apps, and/or programs, it is necessary to have an expert to problem solve and take proactive steps to keep all systems running smoothly.</p>		
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<p>PROGRAM FACILITATOR ADDITIONAL DUTY (419 / 501)</p> <p>-Provides intervention and reteaching in person and/or virtually to students before and after school, during intersession, Saturdays, summer school, and/or extended school year, to increase their achievement.</p> <p>-Providing enrichment and challenging, interactive lessons to students before and after school, during intersession, summer school, and/or extended school year, as well as Saturdays to increase student engagement and academic proficiency.</p> <p>Professional Development: -To provide such as but not limited to instructional planning in data teams, professional development, training, etc. (in person and/or virtually) to improve student academic achievement.</p> <p>Parent Engagement: -Provides outreach, resources, home visits, etc. to parents before and after school, as well as, on Saturdays to assist in student academic success and building parent capacity, so they are able to help their student at home.</p>	<p>Serrano made RIT scores gains as measured by the NWEA/MAPS assessment from Fall 2021 to Winter 2022 in both 7th and 8th grade in all Instructional Areas in both math and ELA except one instructional area in 8th grade ELA-Literary Text. In this area we decreased by .3 RIT.</p>	<p>Though we had a small turn-out, the program facilitator was instrumental in the planning, communication, and assistance for parent/guardian trainings and technology/App access and setting up Aeries Parent Portal.</p> <p>Success with assisting with staff development beyond contract hours, both planning and holding the trainings/supports.</p> <p>Continue need for home visits in order to support all of Serrano's system and handle tech related issues.</p>		<p>We will continue all systems, trainings, resources, monitoring, and proactive problem solving to keep the high level of service and technology functioning that allows us to increase academic and behavioral achievement.</p> <p>Continue home visits, parent/guardian trainings/workshops, staff development planning and sessions, and all other technology needs outside the contract day.</p>
<p>BILINGUAL CLERK (419)</p> <p>-To confer with parents, community and public agencies regarding students' status, to assist in compiling records, verifying absences, registering students, and providing factual information regarding school matters over the telephone, in person and/or virtually.</p> <p>-Supports parent engagement by providing accesses to resources, events and communication to parents/guardians so they are better informed.</p> <p>-To translate and provide interpretation including reclassification documentation to assist parents/families in having a better understanding and building their capacity in</p>	<p>Serrano made RIT scores gains as measured by the NWEA/MAPS assessment from Fall 2021 to Winter 2022 in both 7th and 8th grade in all Instructional Areas in both math and ELA except one instructional area in 8th grade ELA-Literary Text. In this area we decreased by .3 RIT.</p> <p>Our English Language Learners did make growth in 7th and 8th grade and in ELA and Math as measured by an increase in RIT score from the fall to winter NWEA/MAP assessments. However, the growth was significantly better in ELA. ELA 7th grew 5.1 RIT score from 196.4 in fall to 201.5 in winter. ELA 8th grade grew 1.3 RIT score from 199.6 in fall to 200.9 in winter. Math 7th grade grew 2.7 RIT score from 198.3 in fall to 201.0 in winter. Math 8th grade grew .6 RIT score from 201.0 in fall to 201.6 in winter.</p> <p>The Panorama data noted Serrano's communication as the 2nd highest category in our data this school year, with a</p>	<p>Our bilingual clerks are effective as determined by the positive feedback from our school community on providing communication and customer service.</p> <p>Assistance with communicating and upholding Serrano's communicated behavior and academic expectations is extremely beneficial and successful as demonstrated by our decrease in suspension percentages and maintaining our reclassification rate.</p>		<p>Serrano will continue to utilize the extremely effective position of bilingual clerk in the same ways and capacities as 2022-2023, with increased communication in regard to attendance</p>

<p>order to make informed decisions.</p> <p>-To contact and provide notifications to parents regarding scheduled SSTs and IEPs to increase participation.</p>	<p>increase from last year and an average over the other middle schools in SBCUSD.</p> <p>Maintaining a 15% reclassification rate even as requirements increase.</p>	<p>Our bilingual clerk assists with communication and building relationships with our parents/guardians of our ELL's. This has been effective in maintaining our 15% reclassification rate.</p>		
<p>INSTRUCTIONAL MATERIALS/ SUPPLIES (419/501)</p> <p>-Instructional materials and supplies such as, but not limited too, texts for units, magazine subscriptions, library books, manipulatives, eBooks, vocabulary enrichment, novels, supplemental materials for struggling students, as well as, for enrichment of lessons etc. to support our academic and/or other learning environment priorities in all of the following areas ELA/ELA support, Math/Math support, Special Education, Science, Social studies, AVID, Electives, Robotics, STEM, PE, VAPA, Music, ELD, READ180 etc.</p> <p>Parent Engagement</p> <p>-Instructional materials and supplies such as but not limited to binders, markers, poster/chart paper, etc. for parent training's, workshops, meetings, etc. to build the parents' capacity in order to assist in their student's academic success.</p>	<p>Serrano made RIT scores gains as measured by the NWEA/MAPS assessment from Fall 2021 to Winter 2022 in both 7th and 8th grade in all Instructional Areas in both math and ELA except one instructional area in 8th grade ELA-Literary Text. In this area we decreased by .3 RIT.</p> <p>Serrano decreased overall suspension rates from 2018-2019 California data dashboard of 19% to 8.9% as of March 2022 as measured by our SBCUSD Data Dashboard.</p>	<p>As evidenced by our academic and behavioral growth all supplies, resources, and equipment used to assist in the instructional program were in turn successful,</p>	<p>More money than was needed was allocated to instructional supplies. This was taken into account for the 2022-2023 school years budget planning and less money was allocated to instructional supplies.</p>	<p>Serrano will the current use of instructional supplies.</p>
<p>IN-SERVICE /CONFERENCES (419 / 501 / 523)</p> <p>-In person and/or virtual In-services and conferences such as but not limited to Teach Like a Champion (TLAC), Data Teams, the Formative approach, Speed of Trust, Instructional Coaching/Rounds, AVID, and professional readings, (523)</p> <p>-Provide training on PBIS/Restorative Practices, Social Emotional Learning, Trauma Informed, curriculum calibration, staff development, conference registration, lodging to increase teacher capacity.</p> <p>CSI PLAN:</p> <p>- Professional development will be targeted and prioritized based on the needs of the current staff</p>	<p>Due to COVID restrictions and excessive absences due to COVID Serrano did not attend any in-services/conferences this school year.</p>	<p>N/A</p>	<p>N/A</p>	<p>Serrano plans to attend in-services and conferences targeted at current staff needs and needs uncovered by a deep data dive both instructionally and behaviorally when needed (SEL, Restorative Practices, Trauma Informed, etc.)</p>

<p>and student population's needs to better assist them. All staff development will be researched based and continually evaluated for effectiveness. These services will be provided by researched based organizations such as but not limited to Solution-Tree, Creative Leadership Solutions, CLS, National Forum, etc. Professional development will be supported by providing necessary materials, training books, etc. needed for continual staff learning.</p>				
<p>COMPUTER ACCESSORIES, SUPPLIES AND SOFTWARE (419 / 501 / 523)</p> <p>-Purchase equipment, accessories and supplies such as, but not limited to, iPads, desktops, laptops, Apple TVs, ELMOs, projectors, printers, carts, keyboards, headphones, batteries, computer apps/learning programs for research, enrichment, etc. that assist students in comprehension skills, learning 21 century skills/standards and enhance rigor and engagement for students, especial in regards to distance learning. This includes any district warranties and repairs.</p> <p>CSI PLAN</p> <p>-Purchase equipment, accessories, iPads, desktops, laptops, printers, carts, keyboards, headphones, computer apps/learning programs, enrichment, that assist students in comprehension skills, filling identified academic and behavioral gaps, learning 21 century skills/standards and enhance rigor and engagement for students, on site, needed for hybrid and/or distance learning.</p>	<p>Serrano made RIT scores gains as measured by the NWEA/MAPS assessment from Fall 2021 to Winter 2022 in both 7th and 8th grade in all Instructional Areas in both math and ELA except one instructional area in 8th grade ELA-Literary Text. In this area we decreased by .3 RIT.</p>	<p>As evidenced by our academic and behavioral growth all supplies, devices, technology resources, and equipment used to assist in the instructional program and all other Serrano systems were in turn successful,</p>		<p>We will continue all systems, purchasing, resources, monitoring, and proactive problem solving to keep the high level of service and technology functioning that allows us to increase academic and behavioral achievement.</p>
<p>MAINTENANCE AGREEMENTS (419)</p> <p>-To purchase and maintain working equipment for teachers to be able to copy needed supplemental materials such as, but not limited to, activities that enrich all students learning, intervention resources, etc.</p> <p>Parent Engagement:</p> <p>-Provide services to support creation of instructional materials for parent training/workshops to</p>	<p>Serrano made RIT scores gains as measured by the NWEA/MAPS assessment from Fall 2021 to Winter 2022 in both 7th and 8th grade in all Instructional Areas in both math and ELA except one instructional area in 8th grade ELA-Literary Text. In this area we decreased by .3 RIT.</p>	<p>As evidenced by our academic and behavioral growth all supplies, resources, and equipment used to assist in the instructional program were in turn successful,</p>		<p>Serrano will continue the use of and maintenance agreements in the same capacity in the 2022-2023.</p>

build the parents capacity and to support parent and community communication.				
POSTAGE (419/501) Parent Engagement: -Provide a way for parents to receive information on opportunities to attend training sessions, workshops, school events, parent/guardian/community committees, etc. in order to attend and/or to obtain knowledge and skills to assist students at home and to positively impact overall student achievement and the school-parent connection. -Any communication and/or documents that needs to be sent via mail for the purpose of communication resources and/or providing documentation.	Serrano made RIT scores gains as measured by the NWEA/MAPS assessment from Fall 2021 to Winter 2022 in both 7th and 8th grade in all Instructional Areas in both math and ELA except one instructional area in 8th grade ELA-Literary Text. In this area we decreased by .3 RIT. The Panorama data noted Serrano's communication as the 2nd highest category in our data this school year, with a increase from last year and an average over the other middle schools in SBCUSD.	We received positive feedback from our school community on providing communication via the mail in conjunction with ParentSquare. There is a significant percentage of our parents/guardians that do not actively engage in social media and/or other forms of electronic messaging.		Serrano will continue to communicate via mail in conjunction with other electronic/social media messaging to increase access to all and keep the high level of communication currently happening.
CATERING (419) Parent Engagement -Provide catering for student and parent events such as, but not limited to, SSC, ELAC, AAPAC, math night, ELA night, Saturday Home Visits, coffee with the principal, student advisory events, workshops, training, etc. to encourage and increase participation.	Serrano made RIT scores gains as measured by the NWEA/MAPS assessment from Fall 2021 to Winter 2022 in both 7th and 8th grade in all Instructional Areas in both math and ELA except one instructional area in 8th grade ELA-Literary Text. In this area we decreased by .3 RIT.	This practice was extremely successful in past years, but due to COVID in person meetings for parents/guardians did not happen this school year-2021-2022.		Serrano will continue the practice of providing catering for staff and parents/guardians when appropriate to increase attendance, participation, and positive morale.
TECHNOLOGY FEES AND LICENSES (419 / 501 /523) -Tech fees and software licenses such as, but not limited to, Read 180, AR (Accelerated Reader), Apps, websites, etc. to support all areas of literacy, engage and increase student achievement in ELA, Math and Science. This will support academic achievement by providing technology, technology resources, resources and accessories to enhance rigor and engagement for students,	Serrano made RIT scores gains as measured by the NWEA/MAPS assessment from Fall 2021 to Winter 2022 in both 7th and 8th grade in all Instructional Areas in both math and ELA except one instructional area in 8th grade ELA-Literary Text. In this area we decreased by .3 RIT.	As evidenced by our academic and behavioral growth all supplies, devices, technology resources, and equipment used to assist in the instructional program and all other Serrano systems were in turn successful,		We will continue all systems, purchasing, resources, monitoring, and proactive problem solving to keep the high level of service and technology functioning that allows us to increase academic and behavioral achievement.

<p>especially with distance learning.</p> <p>CSI PLAN: -Tech fees and software licenses, Apps, websites, to support all areas of literacy, engage and increase student achievement in ELA, Math and Science.</p>				
<p>MEETING REFRESHMENTS (419)</p> <p>Staff meetings -Provide meeting refreshments at trainings, professional development, staff celebrations, etc.to encourage positivity and increase morale.</p>	<p>Serrano made RIT scores gains as measured by the NWEA/MAPS assessment from Fall 2021 to Winter 2022 in both 7th and 8th grade in all Instructional Areas in both math and ELA except one instructional area in 8th grade ELA-Literary Text. In this area we decreased by .3 RIT.</p>	<p>This practice was extremely successful this year and we maintained not only as consistent as possible staff attendance, but also a high level of morale as measured by staff surveys throughout the year.</p>		<p>Serrano will continue the practice of providing meeting refreshments for staff and parents/guardians when appropriate to increase attendance, participation, and positive morale.</p>
<p>MUSICAL INSTRUCTIONAL MATERIALS AND SUPPLIES (419)</p> <p>-To purchase musical instruments, materials and supplies for our music program, such as choir, drum line, jazz band, orchestra, band, etc. to encourage students to participate in extracurricular activities. This supports academic achievement by creating a strong music program which connects students to school. Music has also been shown via research to increase academic processing abilities.</p>	<p>Serrano made RIT scores gains as measured by the NWEA/MAPS assessment from Fall 2021 to Winter 2022 in both 7th and 8th grade in all Instructional Areas in both math and ELA except one instructional area in 8th grade ELA-Literary Text. In this area we decreased by .3 RIT.</p>	<p>Participation in music is directly tied to an academic increase and decrease in negative behaviors. Per the positive data increase music continues to be an extremely necessary cultural, academic/behavior achievement, and a way to connect students to Serrano in a positive way.</p>		<p>Serrano will continue all music related activities, master scheduling, purchasing of resources/instruments, and current practices to build the music program back up to its pre COVID status.</p>
<p>STUDENTS INCENTIVES/OTHER SERVICES/FEES/PARENT IN-SERVICES (419)</p> <p>-Incentives such as but not limited to technology items (ear buds, styluses, etc.), student supplies, certificates, ribbons, plaques etc. to maximize student engagement/ participation /achievement and increase -</p> <p>- Increase parent/guardian knowledge, skills and understanding of behavior, academics, social issues, current subjects and anything that may pertain to the success of students and</p>	<p>Serrano made RIT scores gains as measured by the NWEA/MAPS assessment from Fall 2021 to Winter 2022 in both 7th and 8th grade in all Instructional Areas in both math and ELA except one instructional area in 8th grade ELA-Literary Text. In this area we decreased by .3 RIT.</p> <p>Serrano decreased overall suspension rates from 2018-2019 California data dashboard of 19% to 8.9% as of March 2022 as measured by our SBCUSD Data Dashboard.</p>	<p>Student incentives were extremely successful this school year as seen by an increase in academic scores and a decrease in suspensions/referrals.</p>		<p>Serrano will not only continue, but has increased the amount of funds for all schoolwide, team specific, attendance, and other incentives for the 2022-2023 school year.</p>

parent/guardians in the educational system.				
<p>COMPUTER EQUIPMENT FROM \$500 to \$4,999 (419 / 523)</p> <p>Parent Engagement: -Purchase computer equipment, such as, but not limited to laptops, iPads, accessories, printers, etc., for our parent resource center to assist parent/guardians with technological support. This includes any district warranties and repairs. (501)</p> <p>CSI PLAN -Purchase computer equipment such as, but not limited to, laptops, iPads, accessories, Apple TVs, ELMOs, projectors, printers, carts, equipment necessary for Robotics, tech-Mouse Club, etc. for research, enrichment, etc. that assist students in comprehension skills, learning 21 century skills/standards and enhance rigor and engagement for students onsite and/or distance learning.</p>	Serrano made RIT scores gains as measured by the NWEA/MAPS assessment from Fall 2021 to Winter 2022 in both 7th and 8th grade in all Instructional Areas in both math and ELA except one instructional area in 8th grade ELA-Literary Text. In this area we decreased by .3 RIT.	As evidenced by our academic and behavioral growth all supplies, devices, technology resources, and equipment used to assist in the instructional program and all other Serrano systems were in turn successful,		We will continue all systems, purchasing, resources, monitoring, and proactive problem solving to keep the high level of service and technology functioning that allows us to increase academic and behavioral achievement.
<p>MUSICAL INSTRUMENTS (419)</p> <p>-To purchase musical instruments for our music program, such as choir, drum line, jazz band, orchestra, band, etc. to encourage students to participate in extra-curricular activities. This supports academic achievement by creating a strong music program which connects students to school. Music has also been shown via research to increase academic processing abilities.</p>	Serrano made RIT scores gains as measured by the NWEA/MAPS assessment from Fall 2021 to Winter 2022 in both 7th and 8th grade in all Instructional Areas in both math and ELA except one instructional area in 8th grade ELA-Literary Text. In this area we decreased by .3 RIT.	Participation in music is directly tied to an academic increase and decrease in negative behaviors. Per the positive data increase music continues to be an extremely necessary cultural, academic/behavior achievement, and a way to connect students to Serrano in a positive way.		Serrano will continue all music related activities, master scheduling, purchasing of resources/instruments, and current practices to build the music program back up to its pre COVID status.
<p>Independent contractor/consultation (501)</p> <p>-Consultant services to increase teacher capacity. All services are directly related to current staff development needs and foci. This supports professional development by providing necessary materials,</p>	Due to continued issues with processing both independent contractors/consultations, neither was utilized in the 2021-2022 school year.	N/A	N/A	N/A

<p>trainings, books, etc. needed for continual staff learning.</p> <p>-Family engagement service to provide parenting classes focused on African American families on skills necessary to be successful in school and parent/student empowerment to lead to increased parent/student engagement in school.</p> <p>-On site and/or virtual independent contractor/consultation services and any materials and supplies related to the services, such as but not limited to Dr. Doug Reeves, Creative Leadership Solutions.</p>				
<p>INSTRUCTIONAL AIDE/ASST/EAL/ADDITIONAL DUTY (419)</p> <p>Parent Engagement:</p> <p>-Saturday Home Visit Program that provides vital information to help parents/families with their student's achievements and success at Serrano. (Depending on COVID restrictions this may or may not occur.)</p> <p>-Home visits to positively impact/build school-parent relationships and increase parent engagement.</p> <p>-To work with parents/families to build awareness/train parents about English Learner levels, the reclassification process and the importance of reclassification in order for parents to make informed decisions.</p> <p>-To provide instructional assistance to students during extended day and/or year and other areas identified as areas of need.</p>	<p>Our English Language Learners did make growth in 7th and 8th grade and in ELA and Math as measured by an increase in RIT score from the fall to winter NWEA/MAP assessments. However, the growth was significantly better in ELA. ELA 7th grew 5.1 RIT score from 196.4 in fall to 201.5 in winter. ELA 8th grade grew 1.3 RIT score from 199.6 in fall to 200.9 in winter. Math 7th grade grew 2.7 RIT score from 198.3 in fall to 201.0 in winter. Math 8th grade grew .6 RIT score from 201.0 in fall to 201.6 in winter.</p>	<p>As the data shows, our current supports, interventions, teaching, etc. are working well in ELA and minimally in math. Serrano will continue the practice of giving our ELL students needing tier 3 of support two periods of ELD and reading support and our students needing tier 2 support receive one period of ELD/Reading support.</p>		<p>Expansion beyond the school day is necessary to provide more supports and interventions for our students needing tier two and tier three academic assistance.</p>
<p>OTHER BOOKS (501)</p> <p>Professional Development:</p> <p>-Necessary professional development/training books which include e-books associated with the staff development foci: Teach Like a Champion (TLAC), Data Teams, the Formative approach, Speed of Trust, Instructional Coaching/Rounds, AVID, STEM, Literacy, professional readings, and continual creation and monitoring of professional learning goals, etc. needed for continual staff learning. All other books are directly related to current staff development needs and foci. This supports professional</p>	<p>Serrano made RIT scores gains as measured by the NWEA/MAPS assessment from Fall 2021 to Winter 2022 in both 7th and 8th grade in all Instructional Areas in both math and ELA except one instructional area in 8th grade ELA-Literary Text. In this area we decreased by .3 RIT.</p> <p>Our English Language Learners did make growth in 7th and 8th grade and in ELA and Math as measured by an increase in RIT score from the fall to winter</p>	<p>As evidenced by our academic and behavioral growth all supplies, resources, and equipment used to assist in the instructional program were in turn successful,</p>		<p>Serrano will continue to decide via surveys and data what professional development resources are necessary to build on current systems and increase academic and behavioral achievement for the 2022-2023 school.</p>

<p>development by providing necessary materials, training, books, etc. needed for continual staff learning.</p> <p>CSI (523)</p> <p>Order books and class sets of books/novels that promote and include Diverse authors and characters, and broaden our academic differentiation of reading levels and topics to include all academic levels of students who receive special education services that are above and beyond our allocation.</p>	<p>NWEA/MAP assessments. However, the growth was significantly better in ELA. ELA 7th grew 5.1 RIT score from 196.4 in fall to 201.5 in winter. ELA 8th grade grew 1.3 RIT score from 199.6 in fall to 200.9 in winter. Math 7th grade grew 2.7 RIT score from 198.3 in fall to 201.0 in winter. Math 8th grade grew .6 RIT score from 201.0 in fall to 201.6 in winter.</p>			
<p>INSTRUCTIONAL ASSISTANT/EAI (501)</p> <p>-To provide small group instruction in and/or out of class and/or virtually in ELA/Math in order to increase student achievement. To reduce the staff to student ratio to increase individual student needs.</p> <p>-To provide English Learners access to the curriculum through explicit vocabulary and language acquisition to increase their English proficiency. This supports academic achievement by providing resources, support, and interventions to ELL's.</p>	<p>Our English Language Learners did make growth in 7th and 8th grade and in ELA and Math as measured by an increase in RIT score from the fall to winter NWEA/MAP assessments. However, the growth was significantly better in ELA. ELA 7th grew 5.1 RIT score from 196.4 in fall to 201.5 in winter. ELA 8th grade grew 1.3 RIT score from 199.6 in fall to 200.9 in winter. Math 7th grade grew 2.7 RIT score from 198.3 in fall to 201.0 in winter. Math 8th grade grew .6 RIT score from 201.0 in fall to 201.6 in winter.</p>	<p>As the data shows, our current supports, interventions, teaching, etc. are working well in ELA and minimally in math. Serrano will continue the practice of giving our ELL students needing tier 3 of support two periods of ELD and reading support and our students needing tier 2 support receive one period of ELD/Reading support.</p>	<p>As the data shows, we need to change and expand our ELD teaching practices and support for ELL's in math.</p>	<p>Serrano will continue our practices for ELA as they are showing considerable growth, especially in 7th grade ELA. Next steps include focusing on an app(s) that assist with academic math vocabulary, support personnel in math, an intervention math teacher with support personnel, and professional development for staff on incorporating research based ELD practices into math lesson planning.</p>
<p>DISTRICT PRINTING (501)</p> <p>-To improve parent and teacher communication, improve student organizational skills, and improve student achievement, printing for activities such as but not limited to workshops, trainings, meetings, academic nights, etc.</p>	<p>Serrano made RIT scores gains as measured by the NWEA/MAPS assessment from Fall 2021 to Winter 2022 in both 7th and 8th grade in all Instructional Areas in both math and ELA except one instructional area in 8th grade ELA-Literary Text. In this area we decreased by .3 RIT.</p>	<p>As evidenced by our academic and behavioral growth all supplies, resources, and equipment used to assist in the instructional program were in turn successful,</p>		<p>Serrano will continue to utilize the district print shop for communication, organization tools, and resources requiring printing to be used in Serrano's academic and behavioral systems.</p>
<p>Classroom TEACHER (501)</p>	<p>Our English Language Learners did make</p>	<p>As the data shows, our current supports,</p>	<p>none</p>	<p>Serrano will continue our practices for ELA as they</p>

<p>-This intervention, targeted support, and ELD-English Language development teacher provides interventions on site or virtually for students, data collection and individual review of student progress throughout the year, such as support classes, ELD classes/instruction, targeted differentiated instruction, use of Accelerated Reader, Language Live, and/or other researched based programs/curriculum targeted toward increasing reading skills, comprehension, and English development.</p> <p>-Supports academic achievement by providing interventions to multiple subgroups and students who demonstrates a need for intervention.</p>	<p>growth in 7th and 8th grade and in ELA and Math as measured by an increase in RIT score from the fall to winter NWEA/MAP assessments. However, the growth was significantly better in ELA. ELA 7th grew 5.1 RIT score from 196.4 in fall to 201.5 in winter. ELA 8th grade grew 1.3 RIT score from 199.6 in fall to 200.9 in winter. Math 7th grade grew 2.7 RIT score from 198.3 in fall to 201.0 in winter. Math 8th grade grew .6 RIT score from 201.0 in fall to 201.6 in winter.</p>	<p>interventions, teaching, etc. are working well in ELA and minimally in math. Serrano will continue the practice of giving our ELL students needing tier 3 of support two periods of ELD and reading support and our students needing tier 2 support receive one period of ELD/Reading support.</p>		<p>are showing considerable growth, especially in 7th grade ELA.</p>
<p>Independent contractor/consultation-agreement (419)</p> <p>-On site and/or virtual independent contractor/consultation services and any materials and supplies related to the services, such as but not limited to Dr. Doug Reeves, Creative Leadership Solutions, PETALS, Niki Dettman, etc. to increase teacher capacity, increase student academic and behavioral skills and student-home connection to school. All services are directly related to current staff development needs, foci, and areas of need according to current data (California dashboard, CAASPP, SAA suspension, and chronic absenteeism). This supports professional development by providing necessary materials, trainings, books, etc. needed for continual staff learning.</p>	<p>Due to continued issues with processing both independent contractors, neither was utilized in the 2021-2022 school year.</p>	N/A	N/A	N/A
<p>ASSEMBLIES/NON CLASSIFIED EXPERTS (419)</p> <p>-On site and/or Virtual Assemblies and non-classified experts and services and any materials and supplies related to the services, such as but not limited to Dr. Doug Reeves, Creative Leadership Solutions, PETALS, Niki Dettman, etc. to increase teacher capacity, increase student academic and behavioral skills and student-home connection to school. All services are directly related to current staff development needs, foci, and areas of need according to current data (California dashboard, CAASPP, SAA,</p>	<p>Due to COVID restrictions no assemblies were held.</p>	N/A	N/A	N/A

suspension, and chronic absenteeism). This supports professional development by providing necessary materials, training's, books, etc. needed for continual staff learning.				
SECURITY PUPIL SUPPORT ADDITIONAL HOURS (419) -Campus Security Officers are needed for safety reasons at any afterschool, weekend, extended day, and/or extended year school events/activities/schooling.	Serrano's suspensions are 8.9% of students were suspended as of March 2022. This is a significant decrease from the 19% reported in the California Data Dashboard.	The increase in CSO personnel, Staff, and systems has shown to be effective by our decrease in suspension percentage.	N/A	Continue to have CSO's, staff, and current systems (making changes when needed) at all outside of school hour events/activities and during the school day.
CLERK/BIL CLERK ADDITIONAL DUTY (419) -Clerk and Bilingual Clerk are needed for additional hours to perform office assistance, translation, and other duties under their job titles at any afterschool, weekend, extended day, and/or extended year school events/activities/schooling.	Our English Language Learners did make growth in 7th and 8th grade and in ELA and Math as measured by an increase in RIT score from the fall to winter NWEA/MAP assessments. However, the growth was significantly better in ELA. ELA 7th grew 5.1 RIT score from 196.4 in fall to 201.5 in winter. ELA 8th grade grew 1.3 RIT score from 199.6 in fall to 200.9 in winter. Math 7th grade grew 2.7 RIT score from 198.3 in fall to 201.0 in winter. Math 8th grade grew .6 RIT score from 201.0 in fall to 201.6 in winter.	Having bilingual staff increases parent/guardian access to all student and school information, which leads to increased academic and behavioral levels, and the school community.		Continued providing the necessary outside of the contract day pay to continue the high level of service and resources currently being provided.

d. Review final 2021-2022 LCAP budget allocation- Ms. Freeman discussed the 419 budget and moves that were being made and why. Ms. Freeman stated that \$3,000 was budgeted for assemblies but the site will not be doing assemblies. The money will help pay for this trip since no one was able to fundraise. Ms. Freeman stated that \$2,659 will be moved from 2130 to cover the negative in 2410 for the bilingual clerk salary. \$341 that is left in 2130 along with \$167.68 from 2220 will be moved to 2440 to cover the negative in classified pupil support. Ms. Freeman also went on to state that \$8, 548.32 will be moved from 1130 extra duty certificated to 5880 student incentives/furniture. \$7,115.24 will be moved from 1140- substitute to 4340 computer accessories for iPad cases and other related accessories. Ms. Freeman continued by saying that all of the following will be moved into 4440 \$499 and below computers/technology: \$1,324.80 was moved from 1230, \$2,000 was moved from 1930, the remaining \$332.32 from 2220 was moved, \$2,000 was moved from 2430, \$2,916.83 was moved from 4310, \$12,000 was moved from 5110, \$4,230.93 was moved from 5633 and \$7,100.70 was moved from 5840. Ms. Freeman then went on to discuss one more move and a possible move. Ms. Freeman stated that \$676.39 will be moved from 4402 music instruments to 4340 computer accessories for camera equipment to record performances. The final budget move depending on amount would be the remainder of Cesar Lopez's program facilitator pay, since he is now being paid as interim Vice Principal, would be moved to 2119 student worker. Ms. Freeman asked if anyone had any questions, and no one did.

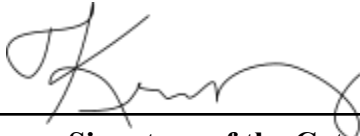
e. Review and approve final 2021-2022 Title I budget allocation (address any applicable increase in funding, as it relates to Possible Future Expenditures)- Ms. Freeman discussed that there will be some money left in Serrano's 501 budget. The site did not spend as much as it thought it would plus there was a mid-year adjustment of \$35, 654.76. Ms. Freeman would have liked to have moved some of this money into other

categories within the budget but as of right now the process is long and it would not be approved for the moves before the April purchasing deadline. Ms. Freeman stated that next year Serrano will look at the budget earlier in the year to leave time for any movement. Ms. Freeman did also state that next year substitutes and extra duty pay will not be out of 501 but will be moved to a different budget. Ms. Freeman asked if anyone had any questions, and no one did. Natalie Garcia asked if anyone wanted to motion to approve the Title I budget allocation. Ms. Phillips motioned to approve the budget. Ms. Gibbs second the motion. The council voted to approve the Title I budget allocation. (11 yay, 0 nay)

- f. Present ELAC's input on the school-wide needs assessment and recommendations for the English Learner program in the school plan for student achievement (SPSA)-** Mrs. Soliz stated that at this time there is not a functioning ELAC at Serrano therefore, there are no parents to give the needs assessment survey to as well as there is no one in ELAC to give recommendations for the English Learner program in the SPSA. Mrs. Soliz asked if anyone had any questions, and no one did. Ms. Freeman stated that if anyone has any ideas on how to get parents to come to ELAC to please share. No one had any ideas at the time.
- g. Presentation of Title I Parent Survey Results (SBCUSD Family Survey), with a focus on the Title I Survey-** Ms. Freeman went over the results from the family parent survey. Ms. Freeman states that Serrano's areas of growth are family support which decreased two percentage point to 59%. The second area where Serrano needs growth is Title 1 which decreased by two percentage points to 51%. Serrano's final area that needs growth is Title 1 parent/family engagement which stayed the same at 55%. Ms. Freeman stated that the site may need to do various presentations of the Title I information to help parents better understand what it means to be a Title I school as well as provide more communication about academic/standards/mastery and how it relates to state testing. Ms. Freeman went on to talk about Serrano's areas of strength. Serrano's first area of strength is family-school communication which was the sites greatest strength which increased 15% to 73%. Serrano's second area of strength was school climate which was the sites second strongest which increased 12% points to 68%. Serrano's next area of strength was Title 1 school/parent compact which increased 7% points to 73%. The next area of strength for Serrano was cultural awareness and action which increased 4% points to 62%. The final area of growth was learning behaviors which increased 3% points to 55%. Ms. Freeman asked if anyone had any questions about the information, and no one did.
- VII. Public Comments-** Natalie Garcia asked if there were any public comments. Mrs. Soliz stated that there will be no school site council meeting in March. The next meeting will be in April.
- VIII. Adjournment-** Natalie Garcia asked if anyone wanted to motion to adjourn the meeting. Mrs. Iraheta motioned to adjourn the meeting. Ms. Gibbs second the motion. The council voted to adjourn the meeting at 2:15 pm (11 yay, 0 nay)

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

School: <u>Serrano Middle School</u>	Principal: <u>Erin C. Freeman</u>	Date: <u>March 16, 2023</u>
Check One: <input checked="" type="checkbox"/> LCAP <input checked="" type="checkbox"/> Title I <input type="checkbox"/> CSI	Title I and CSI SSC Approval Date: March 17, 2023 LCAP SSC Review Date: <u>March 17, 2023</u>	Check One: <input type="checkbox"/> TAS <input checked="" type="checkbox"/> SWP
Type of modification:	<input type="checkbox"/> Revision of the SPSA Content AND Budget <input type="checkbox"/> Revision of the SPSA Content Only <input checked="" type="checkbox"/> Revision of the Budget Only <input type="checkbox"/> Other _____	
Check the reason for Budget modification:	<input type="checkbox"/> New Allocation <input type="checkbox"/> Salary Savings (vacant positions, unused personnel costs, etc.) <input checked="" type="checkbox"/> Movement of funds from one activity to one or more other activity(ies) <input type="checkbox"/> Other _____ <input type="checkbox"/> N/A	
Check the reason for Content modification:	<input checked="" type="checkbox"/> New need identified through data analysis <input checked="" type="checkbox"/> Change of an evidenced-based strategy/activity <input type="checkbox"/> Clarification of content <input type="checkbox"/> Other Adding an additional object code/expense <input checked="" type="checkbox"/> N/A	

<u>Erin C. Freeman</u>	<u>Erin C. Freeman</u>	<u>3/17/2023</u>
Print Name of the Principal	Signature of the Principal	Date
<u>Kimbre Sargent</u>		<u>3//2023</u>
Print Name of the Categorical Programs Director	Signature of the Categorical Programs Director	Date

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

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

From Management (419,501,523)- Object Code	To Management (419, 501, 523)- Object Code	Amount (N/A for content change only)	Rationale (Why?)	Modified Strategies / Activities (SPSA Language)
419-5851 Assemblies/non -classified experts	419-4340 Computer Accessories and Supplies Already in the SPSA? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Revised 419-4340 Budget: \$6,800	We went on field trips instead of having assemblies. The one assembly we are having was paid for by another department. We moved the money to computer accessories, because we also need iPads for next year and cases for the iPads we already have and any new ipads.	Changes apply to: <input checked="" type="checkbox"/> Action Plan <input type="checkbox"/> Possible Future Expenditures

From Management (419,501,523)- Object Code	To Management (419, 501, 523)- Object Code	Amount (N/A for content change only)	Rationale (Why?)	Modified Strategies / Activities (SPSA Language)
419-4312 Musical Instruments	419-4340 Computer Accessories and Supplies Already in the SPSA? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Revised 419-4340 Budget: \$2,673.20	The district purchased musical instruments this year, so we do not need to purchase anymore. We moved the money to computer accessories, because we also need iPads for next year and cases for the iPads we already have and any new ipads.	Changes apply to: <input checked="" type="checkbox"/> Action Plan <input type="checkbox"/> Possible Future Expenditures

From Management (419,501,523)- Object Code	To Management (419, 501, 523)- Object Code	Amount (N/A for content change only)	Rationale (Why?)	Modified Strategies / Activities (SPSA Language)
419-5712/5886 Field trip admission and transportation	419-4440 Computer non-DPRC. Equipment Already in the SPSA? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Revised 419-4440 Budget: \$8,218.61	The district provided field trip money. We recently received NEWLINE Panels and discovered battery packs that will make them mobile, so we can provide instruction in the hallways and great hall.	Changes apply to: <input checked="" type="checkbox"/> Action Plan <input type="checkbox"/> Possible Future Expenditures

From Management (419,501,523)- Object Code	To Management (419, 501, 523)- Object Code	Amount (N/A for content change only)	Rationale (Why?)	Modified Strategies / Activities (SPSA Language)
501-4310 Instructional supplies	501-4310 Instructional Supplies Already in the SPSA? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Revised 501-4310 Budget: \$9,080	We received an increase in our 501 budget. This allotment was placed into 4310. We left \$9,080 of the funds from the additional allotment in instructional supplies. As a staff, we have been working on Interactive notebooks and AVID strategies, such as Focused Note Taking. These strategies require more instructional materials than we had first planned.	Changes apply to: <input checked="" type="checkbox"/> Action Plan <input type="checkbox"/> Possible Future Expenditures

From Management (419,501,523)- Object Code	To Management (419, 501, 523)- Object Code	Amount (N/A for content change only)	Rationale (Why?)	Modified Strategies / Activities (SPSA Language)
501-5840 Computer/Tech fees, training, and services	501-4440 Computer non-DPRC. Equipment Already in the SPSA? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Revised 501-4440 Budget: \$20,680.00	The district paid for several apps/technology platforms that we had budgeted for, such as Imagine and Canvas. We recently received NEWLINE Panels and discovered battery packs that will make them mobile, so we can provide small group instruction/interventions and support in spaces without access to a plug, which opens up many new possibilities. We also need several Macbooks to be used for intervention as our current ones no longer update and cannot facilitate any of the intervention programs/apps we are using.	Changes apply to: <input checked="" type="checkbox"/> Action Plan <input type="checkbox"/> Possible Future Expenditures

Agendas and Minutes have been submitted to your Program Specialist

☒ Yes

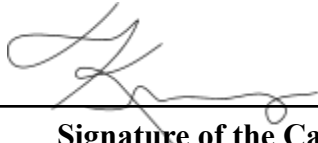
Date Submitted: 3/17/2023

Categorical Programs Use Only:

Board Approval Date:	Analysis of the need for Board Approval for this modification:	Modification Board Approval Date:
	Due to the change being made in LCAP, there is no need for Board approval	N/A

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

School: <u>Serrano Middle School</u>	Principal: <u>Erin C. Freeman</u>	Date: <u>April 25, 2023</u>
Check One: <input checked="" type="checkbox"/> LCAP <input type="checkbox"/> Title I <input type="checkbox"/> CSI	Title I and CSI SSC Approval Date: N/A LCAP SSC Review Date: <u>April 25, 2023</u>	Check One: <input type="checkbox"/> TAS <input checked="" type="checkbox"/> SWP
Type of modification:	<input type="checkbox"/> Revision of the SPSA Content AND Budget <input type="checkbox"/> Revision of the SPSA Content Only <input checked="" type="checkbox"/> Revision of the Budget Only <input type="checkbox"/> Other _____	
Check the reason for Budget modification:	<input type="checkbox"/> New Allocation <input type="checkbox"/> Salary Savings (vacant positions, unused personnel costs, etc.) <input checked="" type="checkbox"/> Movement of funds from one activity to one or more other activity(ies) <input type="checkbox"/> Other _____ <input type="checkbox"/> N/A	
Check the reason for Content modification:	<input checked="" type="checkbox"/> New need identified through data analysis <input type="checkbox"/> Change of an evidenced-based strategy/activity <input type="checkbox"/> Clarification of content <input type="checkbox"/> Other Adding an additional object code/expense <input type="checkbox"/> N/A	

<u>Erin C. Freeman</u>	<u>Erin C. Freeman</u>	<u>4/25/2023</u>
Print Name of the Principal	Signature of the Principal	Date
<u>Kimbre Sargent</u>		<u>5/2/2023</u>
Print Name of the Categorical Programs Director	Signature of the Categorical Programs Director	Date

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

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

From Management (419,501,523)- Object Code	To Management (419, 501, 523)- Object Code	Amount (N/A for content change only)	Rationale (Why?)	Modified Strategies / Activities (SPSA Language)
419-4310 Instructional Supplies	419-4312/4402 Musical Instructional supplies Already in the SPSA? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	419-4312/4402 Budget: \$5,155.91 \$_____	We need to order additional musical instructional materials/supplies and instruments, which the need was discovered when we did an inventory.	To purchase musical instruments, materials and supplies for our music program, such as choir, drum line, jazz band, orchestra, band, etc. to encourage students to participate in extracurricular activities. This includes new up to date music that students are currently interested in playing. This supports academic achievement by creating a strong music program which connects students to school. Music has also been shown via research to increase academic processing abilities. Changes apply to: <input checked="" type="checkbox"/> Action Plan <input checked="" type="checkbox"/> Possible Future Expenditures

From Management (419,501,523)- Object Code	To Management (419, 501, 523)- Object Code	Amount (N/A for content change only)	Rationale (Why?)	Modified Strategies / Activities (SPSA Language)
419-4310 Instructional supplies	419-4390 Other Materials Already in the SPSA? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	419-4390 Budget: \$154.96	We ordered Tribal Maps for our history classrooms. The correct object code is 4390 and not 4310.	Changes apply to: <input checked="" type="checkbox"/> Action Plan <input type="checkbox"/> Possible Future Expenditures

Agendas and Minutes have been submitted to your Program Specialist

☒ Yes

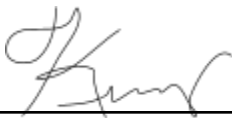
Date Submitted: 4/25/2023

Categorical Programs Use Only:

Board Approval Date:	Analysis of the need for Board Approval for this modification:	Modification Board Approval Date:
	Due to the change being made in LCAP, there is no need for Board approval	N/A

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

School: <u>Serrano Middle School</u>	Principal: <u>Erin C. Freeman</u>	Date: <u>February 17, 2023</u>
Check One: <input checked="" type="checkbox"/> LCAP <input type="checkbox"/> Title I <input type="checkbox"/> CSI	Title I and CSI SSC Approval Date: LCAP SSC Review Date: <u>February 16, 2023</u>	Check One: <input type="checkbox"/> TAS <input checked="" type="checkbox"/> SWP
Type of modification:	<input type="checkbox"/> Revision of the SPSA Content AND Budget <input type="checkbox"/> Revision of the SPSA Content Only <input checked="" type="checkbox"/> Revision of the Budget Only <input type="checkbox"/> Other _____	
Check the reason for Budget modification:	<input type="checkbox"/> New Allocation <input type="checkbox"/> Salary Savings (vacant positions, unused personnel costs, etc.) <input checked="" type="checkbox"/> Movement of funds from one activity to one or more other activity(ies) <input type="checkbox"/> Other _____ <input type="checkbox"/> N/A	
Check the reason for Content modification:	<input type="checkbox"/> New need identified through data analysis <input type="checkbox"/> Change of an evidenced-based strategy/activity <input type="checkbox"/> Clarification of content <input type="checkbox"/> Other Adding an additional object code/expense <input checked="" type="checkbox"/> N/A	

Erin C. Freeman	Erin C. Freeman	2/17/2023
Print Name of the Principal	Signature of the Principal	Date
Kimbre Sargent		3/6/2023
Print Name of the Categorical Programs Director	Signature of the Categorical Programs Director	Date

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

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

From Management (419,501,523)- Object Code	To Management (419, 501, 523)- Object Code	Amount (N/A for content change only)	Rationale (Why?)	Modified Strategies / Activities (SPSA Language)
419-1910/1190 Program Facilitator plus related benefits in 419-3000-3999	419-4310 Instructional Materials and Supplies Already in the SPSA? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Revised 419-4310 Budget: \$20,000	The vacant Program Facilitator Position will not be filled. The cost of instructional materials and supplies have increased. Therefore, there is a need to increase the funding to continue to purchase the needed items included in the Action Plan. Serrano identified note use and taking as our next instructional focus. We have begun PD on Focused Note Taking, an AVID strategy. With this new focus teams and departments are doing interactive notebooks, using multiple colored pens/highlighters, tape, etc. This is why we need more money in instructional supplies.	Changes apply to: <input checked="" type="checkbox"/> Action Plan <input type="checkbox"/> Possible Future Expenditures

Agendas and Minutes have been submitted to your Program Specialist



Yes

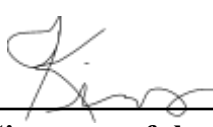
Date Submitted: 2/17/2023

Categorical Programs Use Only:

Board Approval Date:	Analysis of the need for Board Approval for this modification:	Modification Board Approval Date:
	Due to the change being made in LCAP, there is no need for Board approval	N/A

San Bernardino City Unified School District
2022-2023 SPSA Modification

School: <u>Serrano Middle School</u>	Principal: <u>Erin C. Freeman</u>	Date: <u>January 26, 2023</u>
Check All That Apply: <input checked="" type="checkbox"/> LCAP <input checked="" type="checkbox"/> Title I <input type="checkbox"/> CSI	Title I and CSI SSC Approval Date: <u>1/26/2023</u> LCAP SSC Review Date: <u>January 26, 2023</u>	Check One: <input type="checkbox"/> TAS <input checked="" type="checkbox"/> SWP
Type of modification:	<input type="checkbox"/> Revision of the SPSA Content AND Budget <input type="checkbox"/> Revision of the SPSA Content Only <input checked="" type="checkbox"/> Revision of the Budget Only <input type="checkbox"/> Other _____	
Check the reason for Budget modification:	<input checked="" type="checkbox"/> New Allocation <input type="checkbox"/> Salary Savings (vacant positions, unused personnel costs, etc.) <input checked="" type="checkbox"/> Movement of funds from one activity to one or more other activity(ies) <input type="checkbox"/> Other _____ <input type="checkbox"/> N/A	
Check the reason for Content modification:	<input checked="" type="checkbox"/> New need identified through data analysis <input type="checkbox"/> Change of an evidenced-based strategy/activity <input type="checkbox"/> Clarification of content <input checked="" type="checkbox"/> Adding an additional object code/expense <input type="checkbox"/> Other _____ <input type="checkbox"/> N/A	

<u>Erin C. Freeman</u>	<u><i>Erin C. Freeman</i></u>	<u>1/26/2023</u>
Print Name of the Principal	Signature of the Principal	Date
<u>Kimbre Sargent</u>		<u>2/16/2023</u>
Print Name of the Categorical Programs Director	Signature of the Categorical Programs Director	Date

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

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

From Management (419,501,523)- Object Code	To Management (419, 501, 523)- Object Code	Amount (N/A for content change only)	Rationale (Why?)	Modified Strategies / Activities (SPSA Language)
419-1910/1190 Program Facilitator plus related benefits in 419-3000-3999	419-5752 Catering Already in the SPSA? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Revised 419-5752 budget: \$2,660.20	The Program Facilitator Position is vacant and will not be filled.	5752: -Serrano will order food, etc. through catering for incentive student parties based on teams tier one plans. We are providing student incentive and rewards. We thought these catering incentives could be paid out of 5880-student incentives, but nutritional services require that they be paid out of 5752. These student incentives are for students who have been successful in one of four areas-1. Attendance/Tardies 2. No Missing assignments 3. No D's and F's 4. Bringing a charged iPad everyday.
419-2118 Rec aide/Other Instr. Classified	419-1130 Certificated Extra Duty Already in the SPSA? <input checked="" type="checkbox"/> Yes	Revised 419-1130 budget: \$4,576.36	We allotted for our paraprofessionals, rec aide, and other classified positions to do student supervision (School events, bus, and before/after school), however midway through the year the	ADDITIONAL DUTY (419/501/523) -Home visits to positively impact/build school-parent relationships and increase parent engagement. Also, as an academic and/or

From Management (419,501,523)- Object Code	To Management (419, 501, 523)- Object Code	Amount (N/A for content change only)	Rationale (Why?)	Modified Strategies / Activities (SPSA Language)
	<input type="checkbox"/> No		district began paying for supervision hours, so this is the money we did .	behavioral intervention/support to communicate updates, new information, and/or provide resources. -To provide instruction, discussions, and trainings around curriculum, state testing, critical social issues, Serrano systems, technology platforms, etc. (Please see the SPSA for entire language)
419-2230 Classified Extra duty	419-1130 Certificated Extra Duty Already in the SPSA? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	419-1130 Budget: \$7,000	We did not use the amount projected for classified extra duty and the district provided funding for classified extra duty of supervising students, so we are moving what was not used to certificated extra duty.	ADDITIONAL DUTY (419/501/523) -Home visits to positively impact/build school-parent relationships and increase parent engagement. Also, as an academic and/or behavioral intervention/support to communicate updates, new information, and/or provide resources. -To provide instruction, discussions, and trainings around curriculum, state testing, critical social issues, Serrano systems, technology platforms, etc. (Please see the SPSA for entire language)

From Management (419,501,523)- Object Code	To Management (419, 501, 523)- Object Code	Amount (N/A for content change only)	Rationale (Why?)	Modified Strategies / Activities (SPSA Language)
419-5220 Conference/Inservice	419-5712 Field Trip Transportation Already in the SPSA? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Revised 419-5712 budget: \$1,605.00	The few conferences we attended were virtual and near the cost that we budgeted for, so we do not need this money for conferences and inservices. However, we did/will be going on several field trips and require more money to pay for the transportation costs.	5712/5886: Field Trip transportation and admission (419) Sending students to different places to widen their exposure to different environments and experiences. These experiences can include college campuses and different employment/career opportunities that students may not know are an option. This extends their learning and opportunities beyond the school site and city, allowing them to use the social skills and SEL skills we have explicitly taught in other life situations. Etc. see the DTS for full verbiage
419-5840 Software Licenses, Subscript/Comp Training Svcs	419-5712 Field Trip Transportation Already in the SPSA? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Revised 419-5712 budget: \$2,000	The few conferences we attended were virtual and near the cost that we budgeted for, so we do not need this money for conferences and inservices. However, we did/will be going on several field trips and require more money to pay for the transportation costs.	5712/5886: Field Trip transportation and admission (419) Sending students to different places to widen their exposure to different environments and experiences. These experiences can include college campuses and different employment/career opportunities that students may not know are an option. This

From Management (419,501,523)- Object Code	To Management (419, 501, 523)- Object Code	Amount (N/A for content change only)	Rationale (Why?)	Modified Strategies / Activities (SPSA Language)
				extends their learning and opportunities beyond the school site and city, allowing them to use the social skills and SEL skills we have explicitly taught in other life situations.Etc. see the DTS for full verbiage.

From Management (419,501,523)- Object Code	To Management (419, 501, 523)- Object Code	Amount (N/A for content change only)	Rationale (Why?)	Modified Strategies / Activities (SPSA Language)
419-1910/1190 Program Facilitator plus related benefits in 419-3000-3999	419-2220 Classified Extra Duty Already in the SPSA? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Revised 419-2220 budget: \$351.46	The Program Facilitator Position is vacant and will not be filled.	2220: Classified staff are extremely important education partners and this allows them to participate in our many teams/committees on campus after contract hours, such as AAPAC, Behavior Leadership Team, Leadership Team, All Staff Champion Staff Meetings, etc.

From Management (419,501,523)- Object Code	To Management (419, 501, 523)- Object Code	Amount (N/A for content change only)	Rationale (Why?)	Modified Strategies / Activities (SPSA Language)
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Agendas and Minutes have been submitted to your Program Specialist

Revised 9/14/2022



Yes

Date Submitted: 1/26/2023

Categorical Programs Use Only:

Board Approval Date:	Analysis of the need for Board Approval for this modification:	Modification Board Approval Date:

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

School: <u>Serrano Middle School</u>	Principal: <u>Erin C. Freeman</u>	Date: <u>September 15, 2022</u>
Check All That Apply: <input checked="" type="checkbox"/> LCAP <input type="checkbox"/> Title I <input type="checkbox"/> CSI	Title I and CSI SSC Approval Date: _____ LCAP SSC Review Date: <u>August 23, 2022</u>	Check One: <input type="checkbox"/> TAS <input checked="" type="checkbox"/> SWP
Type of modification:	<input checked="" type="checkbox"/> Revision of the SPSA Content AND Budget <input type="checkbox"/> Revision of the SPSA Content Only <input type="checkbox"/> Revision of the Budget Only <input type="checkbox"/> Other _____	
Check the reason(s) for Budget modification:	<input type="checkbox"/> New Allocation <input type="checkbox"/> Salary Savings (vacant positions, unused personnel costs, etc.) <input checked="" type="checkbox"/> Movement of funds from one activity to one or more other activity(ies) <input type="checkbox"/> Other _____ <input type="checkbox"/> N/A	
Check the reason(s) for Content modification:	<input type="checkbox"/> New need identified through data analysis <input type="checkbox"/> Change of an evidenced-based strategy/activity <input type="checkbox"/> Clarification of content <input checked="" type="checkbox"/> Adding an additional object code/expense <input type="checkbox"/> Other _____ <input type="checkbox"/> N/A	

<u>Erin C. Freeman</u>	<u><i>Erin C. Freeman</i></u>	<u>September 15, 2022</u>
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Print Name of the Principal	Signature of the Principal	Date
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<u>Kimbre Sargent</u>		<u>September 23, 2022</u>
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Print Name of the Categorical Programs Director	Signature of the Categorical Programs Director	Date
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Directions: Please complete the SPSA Modification table below for all content and budget changes. **Rows can be added for multiple modifications.** For your reference, an example is included at the end of this document.

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From Management (419,501,523)- Object Code	To Management (419, 501, 523)- Object Code	Amount (N/A for content change only)	Rationale (Why?)	Modified Strategies / Activities (SPSA Language)
419-5220 Inservice Conference	419-5300 Membership Dues Already in the SPSA? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Revised 419-5300 budget: \$395 Revised 419-5220 budget: \$1,650	In order to be identified as a “Schools to Watch” school, Serrano is required to be a member of the organization and participate in the professional development when applicable.	Changes apply to: <input checked="" type="checkbox"/> Action Plan <input type="checkbox"/> Possible Future Expenditures Professional organization and development yearly fee for National Schools to Watch. Serrano is currently a National Schools to Watch and was redesignated in 2022.

Agendas and Minutes have been submitted to your Program Specialist

☒ Yes

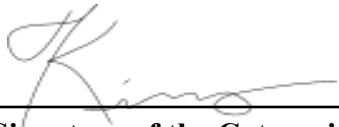
Date Submitted: September 15, 2022

Categorical Programs Use Only:

Board Approval Date:	Analysis of the need for Board Approval for this modification:	Modification Board Approval Date:
6-21-22	Due to the change being made in LCAP, there is no need for Board approval	N/A

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

School: <u>Serrano Middle School</u>	Principal: <u>Erin C. Freeman</u>	Date: <u>September 15, 2022</u>
Check All That Apply: <input checked="" type="checkbox"/> LCAP <input type="checkbox"/> Title I <input type="checkbox"/> CSI	Title I and CSI SSC Approval Date: _____ LCAP SSC Review Date: <u>September 15, 2022</u>	Check One: <input type="checkbox"/> TAS <input checked="" type="checkbox"/> SWP
Type of modification:	<input checked="" type="checkbox"/> Revision of the SPSA Content AND Budget <input type="checkbox"/> Revision of the SPSA Content Only <input type="checkbox"/> Revision of the Budget Only <input type="checkbox"/> Other _____	
Check the reason for Budget modification:	<input type="checkbox"/> New Allocation <input type="checkbox"/> Salary Savings (vacant positions, unused personnel costs, etc.) <input checked="" type="checkbox"/> Movement of funds from one activity to one or more other activity(ies) <input type="checkbox"/> Other _____ <input type="checkbox"/> N/A	
Check the reason for Content modification:	<input checked="" type="checkbox"/> New need identified through data analysis <input type="checkbox"/> Change of an evidenced-based strategy/activity <input type="checkbox"/> Clarification of content <input checked="" type="checkbox"/> Adding an additional object code/expense <input type="checkbox"/> Other _____ <input type="checkbox"/> N/A	

<u>Erin C. Freeman</u>	<i>Erin C. Freeman</i>	9/16/2022
Print Name of the Principal	Signature of the Principal	Date
<u>Kimbre Sargent</u>		09/27/2022
Print Name of the Categorical Programs Director	Signature of the Categorical Programs Director	Date

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

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From Management (419,501,523)- Object Code	To Management (419, 501, 523)- Object Code	Amount (N/A for content change only)	Rationale (Why?)	Modified Strategies / Activities (SPSA Language)
419-1910/1190 Program Facilitator plus related benefits in 419-3000-3999	419-5851 Assemblies and Non-Classified Experts Already in the SPSA? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Revised 419-5851 budget: \$13,000	The Program Facilitator Position is vacant and will not be filled.	Create behavior incentive programs to support Low-Income, English Learner and Foster Youth students including the use of non-classified experts to provide music events. Assemblies to provide on-campus academic experiences such as aquariums, etc.
419-1910/1190 Program Facilitator plus related benefits in 419-3000-3999	419-5712/5886 Field Trip Transportation and Admission Fees Already in the SPSA? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Revised 419-5712/5886 budget: \$2,000 (transportation) \$5,000 (admission fees)	The Program Facilitator Position is vacant and will not be filled. Choosing field trips was at the recommendation of multiple educational partners (Staff, students, SSC parents, and administration) if funds became available.	Field Trip Transportation and admission fees for Educational Field Trips to Colleges, educational institutions, etc.

From Management (419,501,523)- Object Code	To Management (419, 501, 523)- Object Code	Amount (N/A for content change only)	Rationale (Why?)	Modified Strategies / Activities (SPSA Language)
419-1910/1190 Program Facilitator plus related benefits in 419-3000-3999	419-4440/4410 Computers/Hard ware - Non Deprec. Equip. Already in the SPSA? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	419-4440/4410 Budget: \$12,000	The Program Facilitator Position is vacant and will not be filled. The need has arisen to replace old and broken technology including projectors, MacBooks, etc.	N/A
419-1910/1190 Program Facilitator plus related benefits in 419-3000-3999	Already in the SPSA? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	419-5840 Budget: \$13,000	Purchase Imagine software for Reading Support Class and our Tier 2/3 intervention classes.	

Agendas and Minutes have been submitted to your Program Specialist

☒ Yes

Date Submitted: 9/16/2022

Categorical Programs Use Only:

Board Approval Date:	Analysis of the need for Board Approval for this modification:	Modification Board Approval Date:
6-21-22	Due to the change being made in LCAP, there is no need for Board approval	N/A



Serrano Middle School
School Site Council/Consejo Escolar
March 17, 2023, at 1:00pm/17 de marzo 2023, 1:00 pm
via Zoom

<https://sbcusd.zoom.us/j/81296898070?pwd=SGxxRlhURjRQM0VBS2p6ZUJzZmJUdz09>

Agenda

- I. Call to Order and Welcome/Bienvenida y apertura de la sesión
- II. Roll Call /Pase de Lista
- III. Reading and Approval of Minutes/Lectura y aprobación del acta de la reunión anterior
- IV. Committee Reports /informe de los comités
 - a. DAC
 - b. DELAC
 - c. DAAAC
- V. Old Business/negocio antiguo
- VI. New Business/asuntos nuevos
 - a. Presentation of Title I Parent Survey Results (SBCUSD Family Survey), with focus on the Title I topics/presentación de los resultado de la encuesta de padres de Título I (encuesta familiar de SBCUSD), con enfoque en los temas de Título I
 - b. Present the Tentative 2023-2024 LCAP Budget/Presentar el Presupuesto LCAP 2023-2023 Tentativo
 - c. Present and approve the Tentative 2023-2024 Title I Budget/Presentar y aprobar el Presupuesto Título I Tentativo 2023-2024
 - d. Budget updates/actualizaciones de presupuesto
- VII. Public Comments/comentarios públicos
- VIII. Adjournment/aplazamiento de reunión



Serrano Middle School
School Site Council/Consejo Escolar
April 25, 2023, at 1:00pm/25 de abril 2023, 1:00 pm
via Zoom

<https://sbcusd.zoom.us/j/81296898070?pwd=SGxxRlhURjRQM0VBS2p6ZUJzZmJUdz09>

Agenda

- I. Call to Order and Welcome/Bienvenida y apertura de la sesión
- II. Roll Call /Pase de Lista
- III. Reading and Approval of Minutes/Lectura y aprobación del acta de la reunión anterior
- IV. Committee Reports /informe de los comités
 - a. DAC
 - b. DELAC
 - c. DAAAC
- V. Old Business/negocio antiguo
- VI. New Business/asuntos nuevos
 - a. Review, update, and approve the 2023-2024 School Parent and Family Engagement Policy and School-Parent Compact/Revisar, actualizar y aprobar la política de participación de padres y familias escolares 2023-2024 y el acuerdo escuela-padres
 - b. Present and approve the 2023-2024 Centralized Services/Presentar y aprobar los servicios centralizados 2023-2024
 - c. Present and approve the Final 2023-2024 School Plan for Student Achievement (SPSA) including the possible future expenditures/Presentar y aprobar el plan escolar final para el logro estudiantil (SPSA) 2023-2024, incluidos los posibles gastos futuros
 - d. Budget modification/modificaciones presupuestarias
- VII. Public Comments/comentarios públicos
- VIII. Adjournment/aplazamiento de reunión



Serrano Middle School
School Site Council/Consejo Escolar
August 23, 2022 at 1:00pm/23 de agosto 2022, 1:00 pm via Zoom

<https://sbcusd.zoom.us/j/81296898070?pwd=SGxxRlhURjRQM0VBS2p6ZUJzZmJUdz09>

Agenda

- I. Call to Order and Welcome/Bienvenida y apertura de la sesión
- II. Roll Call /Pase de Lista
- III. Reading and Approval of Minutes/Lectura y aprobación del acta de la reunión anterior
- IV. Committee Reports /informe de los comités
 - a. DAC
 - b. DELAC
 - c. DAAAC
- V. Old Business/negocio antiguo
- VI. New Business/asuntos nuevos
 - a. Present results of Membership election and the new composition of School Site Council Members/Presentar los resultados de la elección de miembros y la nueva composición de los miembros del consejo del sitio escolar
 - b. School Site Council Training PPT / PPT de capacitación del consejo del sitio escolar
 - c. Election of Officers within the new School Site Council membership (Chair, Vice-Chair and Secretary)/Elección de Oficiales dentro de la nueva membresía del Consejo Del Plantel Escolar (Presidente, Vicepresidente y Secretario)
 - d. Election of District Advisory Council Representative and Alternate/Elección del representante y suplente del Consejo Asesor del Distrito
 - e. Annual presentation of the Uniform Complaint Procedures/Presentación anual de los procedimientos uniformes de quejas
 - f. Distribute SSC Bylaws for review, input and eventual approval in September /Distribuir los estatutos del SSC par así revisión, aportación y eventual aprobación en septiembre
 - g. Present to council – add and change of object code and transfer in 419/presentar al consejo: agregar y cambiar el código de objeto y transferir en 419.
- VII. Public Comments/comentarios públicos
- VIII. Adjournment/aplazamiento de reunión



Serrano Middle School
School Site Council/Consejo Escolar
September 15, 2022, at 1:00pm/15 de septiembre 2022, 1:00 pm
via Zoom

<https://sbcusd.zoom.us/j/81296898070?pwd=SGxxRlhURjRQM0VBS2p6ZUJzZmJUdz09>

Agenda

- I. Call to Order and Welcome/Bienvenida y apertura de la sesión
- II. Roll Call /Pase de Lista
- III. Reading and Approval of Minutes/Lectura y aprobación del acta de la reunión anterior
- IV. Committee Reports /informe de los comités
 - a. DAC
 - b. DELAC
 - c. DAAAC
- V. Old Business/negocio antiguo
 - a. Present final member of school site council/ actual miembro final del consejo escolar
- VI. New Business/asuntos nuevos
 - a. Annual review, update, and **approval** of School Site Council Bylaws/revision, actualización y aprobación anual de los estatutos del consejo del plantel escolar
 - b. Present a summary of the 2021-2022 SPSA development process of **Section 1** and **Section 2**/
Presentar un resumen del proceso de desarrollo del SPSA 2021-2022 de la sección 1 y la sección 2
 - c. Present the 2022-2023 Section 2: LCAP, Title I, and CSI Action Plan. Review and explain expenditures related to the Action Plan / Presentar la sección 3 2022-2023 LCAP, Título I y Plan de acción de CSI. Revisar y explicar los gastos relacionados con el Plan de acción.
 - d. Changes in 419 budget/object codes/ cambios en códigos de objeto/presupuesto 419
- VII. Public Comments/comentarios públicos
- VIII. Adjournment/aplazamiento de reunión



Serrano Middle School
School Site Council/Consejo Escolar
February 16, 2023, at 1:00pm/16 de febrero 2023, 1:00 pm
via Zoom

<https://sbcusd.zoom.us/j/81296898070?pwd=SGxxRlhURjRQM0VBS2p6ZUJzZmJUdz09>

Agenda

- I. Call to Order and Welcome/Bienvenida y apertura de la sesión
- II. Roll Call /Pase de Lista
- III. Reading and Approval of Minutes/Lectura y aprobación del acta de la reunión anterior
- IV. Committee Reports /informe de los comités
 - a. DAC
 - b. DELAC
 - c. DAAAC
- V. Old Business/negocio antiguo
- VI. New Business/asuntos nuevos
 - a. SPSA Monitoring #2: Present summary of student data for ELA, Math and Title I intervention Programs including English Learners/ supervisión del SPSA #2: presentar un resumen de los datos de los estudiantes para los programas de intervención de ELA, Matemáticas y Título I, incluidos los estudiantes de ingles
 - b. Drafting 2023-2024 SPSA section I: Purpose, Involvement, Resource Inequities; Evaluation of Goals; and 2022-2023 program evaluation/needs assessment/ redacción SPSA 2023-2024 sección I: propósito, involucramiento, inequidades de recursos; evaluación de metas; y evaluación del programa 2022-2023/evaluación de necesidades
 - c. Drafting 2023-2024 SPSA section 2: Goals, section 2: LCAP, Title I and CSI action plan, and possible future expenditures/redacción SPSA 2023-2024 sección 2: metas, sección 2: LCAP, título I y plan de acción CSI, y posibles gastos futuros
 - d. Present ELAC's input on the school wide needs assessment and recommendations for the English Learner program in the school plan for student achievement (SPSA)/presentar los aportes de ELAC sobre la evaluación de las necesidades de toda la escuela y las recomendaciones para el programa de estudiantes de inglés en el plan escolar para el rendimiento estudiantil (SPSA)
 - e. Budget updates/actualizaciones de presupuesto
- VII. Public Comments/comentarios públicos

VIII. Adjournment/aplazamiento de reunión



Serrano Middle School
School Site Council/Consejo Escolar
January 26, 2023, at 1:00pm/26 de enero 2023, 1:00 pm
via Zoom

<https://sbcusd.zoom.us/j/81296898070?pwd=SGxxRlhURjRQM0VBS2p6ZUJzZmJUdz09>

Agenda

- I. Call to Order and Welcome/Bienvenida y apertura de la sesión
- II. Roll Call /Pase de Lista
- III. Reading and Approval of Minutes/Lectura y aprobación del acta de la reunión anterior
- IV. Committee Reports /informe de los comités
 - a. DAC
 - b. DELAC
 - c. DAAAC
- V. Old Business/negocio antiguo
- VI. New Business/asuntos nuevos
 - a. Present, update and jointly develop the 2023-2024 school-parent and family engagement policy and school-parent compact for eventual approval in April/presentar, actualizar, y desarrollar en conjunto la política de la participación de los padres y familia de la escuela de 2023-2024 y el pacto entre la escuela y los padres para futura aprobación en abril
 - b. Present an update on the budget expenditures as they relate to the 2022-2023 section 2: LCAP, Title I, and CSI action plan/Presentar un informe sobre los gastos presupuestarios relacionados a la sección 2: plan de acción del LCAP, título I y CSI
 - c. Review final 2022-2023 LCAP budget allocation/repasar la asignación presupuestaria final del LCAP 2022-2023
 - d. Review and approve final 2022-2023 Title I Budget allocation/repasar y aprobar la asignación presupuestaria final del título 1 2022-2023
- VII. Public Comments/comentarios públicos
- VIII. Adjournment/aplazamiento de reunión



Serrano Middle School
School Site Council
March 17, 2023, at 1:00pm
via Zoom

<https://sbcusd.zoom.us/j/81296898070?pwd=SGxxRIhURjRQM0VBS2p6ZUJzZmJUdz09>

Meeting Minutes

- I. Call to Order and Welcome- Natalie Garcia called the meeting to order at 1:03 pm
- II. Roll Call - Erin Freeman (Principal), Jennifer Lux (SSC teacher), Desney Tyehimba (SSC teacher), Lori Soliz (SSC teacher), Robyn Iraheta (SSC teacher), Jae Dale Dynes (SSC student), Natalie Garcia (SSC student), Michelle Cantu-Ranard (SSC other), Adriel Holguin (SSC student), Sophia Lopez (SSC student alternate) (Quorum 9)
Absent: Salian Garcia (SSC Parent), Ilene Guerrero (SSC Parent), Maria Serna Delgado (SSC Parent)
- III. Reading and Approval of Minutes – Natalie Garcia asked the council to read the minutes from our last meeting on February 16, 2023. Natalie Garcia asked the council if anyone had any comments or corrections on the minutes. No one had any comments or corrections. Natalie Garcia asked if anyone wanted to motion to approve the minutes. Adriel Holguin motioned to approve the minutes. Mrs. CantuRanard second the motion. The council voted to approve the minutes. (9 yay, 0 nay)
- IV. Committee Reports
 - a. DAC – Mrs. Soliz stated that the DAC representative was not present therefore there was no committee report to give.
 - b. DELAC – Mrs. Soliz stated that she was unable to attend the last DELAC meeting therefore there was no committee report to give.
 - c. DAAAC – The DAAAC representative stated there was no meeting therefore there is no committee report to give.
- V. Old Business – Natalie Garcia stated that there was no old business to discuss.
- VI. New Business
 - a. Presentation of Title I Parent Survey Results (SBCUSD Family Survey), with focus on the Title I topics- Mrs. Soliz shared the results from the Panorama Parent Survey as they relate to the Title I questions. Mrs. Soliz shared that for the question relating to Title I instruction programming Serrano had 48% of the parents vote favorably. Mrs. Soliz stated that unfortunately, this is a 3-percentage point drop from last year and is 7-percentage points lower than other middle schools in the district. This section contains three questions and the one that was the lowest was How well do you understand the Title I program at your child's school? Only 23% of the parents voted favorably on this question. That is a 3-percentage point drop from last year. Mrs. Soliz shared that the next questions involved Title I Parent-Family Engagement. The site had 48% of the parents vote favorably. This is a 7-percentage point drop from last year and a 9-percentage point difference from other middle schools in the district. The question that was the lowest was How well does your child's school provide meetings at times and days parent-families can reasonably participate in? Only 42% of the parents voted favorably for this question which is a 10-percentage point drop from last year. Mrs. Soliz stated that this is a difficult one because Serrano has had meetings at all times of the day and has even continued with virtual options and still attendance is poor to meetings. Mrs.

Soliz shared that the last set of questions on the family survey relating to Title I dealt with the school/parent compact. 73% of the parents voted favorably on these questions. Serrano scored 73% last year so there was no drop but there is a 3-percentage point difference from other middle schools in the district. The question that was the lowest was How well does your child's school explain roles/responsibilities of the school, parents, and students to support student outcomes. For this question 65% of the parents voted favorably and it is a 1 percentage point increase from last year. Mrs. Soliz asked if anyone had any questions or comments about the information. Ms. Freeman shared that we did have over 300 parents respond to the survey. Ms. Freeman stated that she is unsure as to how many parents responded at the other sites. There were no other questions or comments about the survey.

- b. Present the Tentative 2023-2024 LCAP Budget- Mrs. Soliz shared that next year Serrano's LCAP Budget, also known as 419, will be \$380, 584.13 based off the enrollment of 636 projected students. Mrs. Soliz asked if anyone had any questions about this budget. Ms. Freeman stated that this budget does exclude students who received special education services. No one had any other questions or comments.
- c. Present and approve the Tentative 2023-2024 Title I Budget- Mrs. Soliz shared that next year Serrano's Title I Budget, also known as 501, will be \$352, 870.24 based on the enrollment of 617 projected students. Mrs. Soliz stated she is unsure as to why the enrollment number is different from the LCAP budget. Mrs. Soliz stated that \$4,262.33 will be spent on parent involvement and \$35, 287.02 will be spent on professional development. Mrs. Soliz asked if anyone had any questions about the budget. Ms. Freeman shared that this budget is for intervention and based on students who are socioeconomically disadvantaged which Ms. Freeman stated is about 92% of our student population who fall into this category. Ms. Freeman asked if anyone had any questions about this budget and no one did. Natalie Garcia asked if anyone wanted to motion to approve the budget. Mrs. Soliz motioned to approve the budget. Jae Dale Dynes second the motion. The council voted to approve the budget. (9 yay, 0 nay)
- d. Budget updates- Ms. Freeman stated that following budget modifications were made.

From Management (419,501,523)- Object Code	To Management (419, 501, 523)- Object Code	Amount (N/A for content change only)	Rationale (Why?)	Modified Strategies / Activities (SPSA Language)
419-5851 Assemblies/non-classified experts	419-4340 Computer Accessories and Supplies Already in the SPSA? <div> <input checked="" type="radio"/> Yes </div> <div> <input type="radio"/> No </div>	Revised 419-4340 Budget: \$6,800	We went on field trips instead of having assemblies. The one assembly we are having was paid for by another department. We moved the money to computer accessories, because we also need iPads for next year and cases for the iPads we already have and any new iPads.	Changes apply to: Action Plan Possible Future Expenditures

From Management (419,501,523)- Object Code	To Management (419, 501, 523)- Object Code	Amount (N/A for content change only)	Rationale (Why?)	Modified Strategies / Activities (SPSA Language)
419-4312 Musical Instruments	419-4340 Computer Accessories and Supplies Already in the SPSA? Yes X No	Revised 419-4340 Budget: \$2,673.20	The district purchased musical instruments this year, so we do not need to purchase anymore. We moved the money to computer accessories, because we also need iPads for next year and cases for the iPads we already have and any new iPads.	Changes apply to: Action Plan Possible Future Expenditures

From Management (419,501,523)- Object Code	To Management (419, 501, 523)- Object Code	Amount (N/A for content change only)	Rationale (Why?)	Modified Strategies / Activities (SPSA Language)
419-5712/5886 Field trip admission and transportation	419-4440 Computer non-DPRC. Equipment Already in the SPSA? Yes X No	Revised 419-4440 Budget: \$8,218.61	The district provided field trip money. We recently received NEWLINE Panels and discovered battery packs that will make them mobile, so we can provide instruction in the hallways and great hall.	Changes apply to: Action Plan Possible Future Expenditures

From Management (419,501,523)- Object Code	To Management (419, 501, 523)- Object Code	Amount (N/A for content change only)	Rationale (Why?)	Modified Strategies / Activities (SPSA Language)
501-4310 Instructional supplies	501-4310 Instructional Supplies Already in the SPSA?	Revised 501-4310 Budget: \$9,080	We received an increase in our 501 budget. This allotment was placed into 4310. We left \$9,080 of the funds from the additional allotment in instructional supplies.	Changes apply to: Action Plan Possible Future Expenditures

From Management (419,501,523)- Object Code	To Management (419, 501, 523)- Object Code	Amount (N/A for content change only)	Rationale (Why?)	Modified Strategies / Activities (SPSA Language)
	Yes X No		As a staff, we have been working on Interactive notebooks and AVID strategies, such as Focused Note Taking. These strategies require more instructional materials than we had first planned.	

From Management (419,501,523)- Object Code	To Management (419, 501, 523)- Object Code	Amount (N/A for content change only)	Rationale (Why?)	Modified Strategies / Activities (SPSA Language)
501-5840 Computer/Tech fees, training, and services	501-4440 Computer non-DPRC. Equipment Already in the SPSA? Yes X No	Revised 501-4310 Budget: \$20,680.00	The district paid for several apps/technology platforms that we had budgeted for, such as Imagine and Canvas. We recently received NEWLINE Panels and discovered battery packs that will make them mobile, so we can provide small group instruction/interventions and support in spaces without access to a plug, which opens up many new possibilities. We also need several MacBooks to be used for intervention as our current ones no longer update and cannot facilitate any of the intervention programs/apps we are using.	Changes apply to: Action Plan Possible Future Expenditures

Mrs. Freeman shared that this money is being moved to purchase laptops for intervention as well as cases for the iPads. The money will also go towards buying batteries for the Newline Panels to that they can be mobile for usage inside or outside the classroom when doing small group interventions. Mrs. Soliz stated that because there are budget changes in Title I funds these changes need to be approved. Natalie Garcia asked if anyone wanted to motion to approve the changes made to the Title I Budget. Natalie Garcia motioned to approve the changes. Mr. Tyehimba second the motion. The council voted to approve the changes. (9 yay, 0 nay)

VII. Public Comments – Mrs. Soliz shared that the final SSC meeting will be on April 13th at 1pm.

VII. Adjournment- Natalie Garcia asked if anyone wanted to motion to adjourn the meeting. Ms. Freeman motioned to adjourn the meeting. Adriel Holguin second the motion. The council voted to adjourn the meeting at 1:31 pm. (9 yay, 0 nay)



Serrano Middle School
School Site Council
April 25, 2023, at 1:00pm
via Zoom

<https://sbcusd.zoom.us/j/81296898070?pwd=SGxxRIhURjRQM0VBS2p6ZUJzZmJUdz09>

Minutes

- I. Call to Order and Welcome- Natalie Garcia called the meeting to order at 1:05 pm
- II. **Roll Call** – Erin Freeman (Principal), Lori Soliz (SSC Teacher), Jennifer Lux (SSC Teacher), Desney Tyehimba (SSC Teacher), Robyn Iraheta (SSC Teacher), Adriel Holguin (SSC student), Sophia Lopez (SSC student alternate), Natalie Garcia (SSC student) (quorum 8)
Absent: Michelle CantuRanard (SSC other), Salian Garcia (SSC parent), Maria Serna Delgado (SSC parent), Ilene Guerrero (SSC parent), Jae Dale Dynes (SSC student)
- III. Reading and Approval of Minutes – Natalie Garcia asked the council to read the minutes from our last meeting on March 17, 2023. Natalie Garcia asked the council if anyone had any comments or corrections on the minutes and no one did. Natalie Garcia asked if anyone wanted to motion to approve the minutes. Sophia Lopez motioned to approve the minutes. Mr. Tyehimba second the motion. The council voted to approve the minutes. (8 yay, 0 nay)
- IV. Committee Reports
 - a. DAC – The DAC representative was not present therefore there was no committee report to give.
 - b. DELAC – Mrs. Soliz shared that at the last DELAC meeting on April 7, 2023, they discussed college and career readiness, LCAP updates, they reviewed reclassification criteria and discussed the needs assessment.
 - c. DAAAC – The DAAAC representative stated that there was no meeting that he was aware of therefore there was no committee report to give.
- V. Old Business – Natalie Garcia stated that there was no old business to discuss.
- VI. New Business
 - a. Review, update, and approve the 2023-2024 School Parent and Family Engagement Policy and School- Parent Compact- Mrs. Soliz reminded the council that they reviewed this year's school parent and family engagement police and school parent compact. Mrs. Soliz stated that the two documents would remain the same unless there was any information that needed to be added or deleted to the documents. Mrs. Lux stated that we need to remove the word Peachjar since that is a system we no longer use. Mrs. Soliz asked if there was anything else from either document that anyone wanted to see updated, changed, or deleted and no one had any other changes. Natalie Garcia asked if anyone wanted to motion to approve both documents. Adriel Holguin motioned to approve the documents. Ms. Freeman second the motion. The council voted to approve the school parent and family engagement policy and the school-parent compact. (8 yay, 0 nay)
 - b. Present and approve the 2023-2024 Centralized Services – Ms. Freeman went through the centralized services document. Ms. Freeman stated that the district takes a percent of the state

money that the site receives to help run the district and to pay for certain departments and programs that the district needs to help run everything successfully. Mr. Tyehimba asked if they take the same amount from every site. Ms. Freeman said yes that they take the same percentage from every site, but she was not sure of the exact percentage. Ms. Freeman asked if anyone had any other question about the document and no one did. Natalie Garcia motioned to approve the centralized services. Mr. Tyehimba second the motion. The council voted to approve the centralized services. (8 yay, 0 nay).

- c. Present and approve the Final 2023-2024 School Plan for Student Achievement (SPSA) including the possible future expenditures- Ms. Freeman went through Serrano's SPSA. Ms. Freeman discussed how Serrano uses data to create goals. Then based on the goals money is allocated to provide additional support to meet those goals. Ms. Freeman then went through the different budgets and discussed how money is being spent and how the expenditures align with our goals. Ms. Freeman stated that Serrano's targeted groups are our African American and white students, English Learners, Students with Disabilities and homeless. Ms. Freeman stated that all of these subgroups are targeted for specific reasons like low Math or ELA scores, suspension and chronic absenteeism. Ms. Freeman stated that since we have many goals that we need to create for these varying groups and for the schools Math and ELA goals, we need to make sure that our money is utilized to help give these students the extra support they need. Ms. Freeman stated that 419 does have some restrictions on how it can be spent, and 501 money is even more restricted and needs to be for things that are above and beyond the everyday running of the site. Ms. Freeman stated that 419 helps pay for part of a program facilitator to help with staff and students in assisting with interventions, data and planning. 419 also provides additional duty for after school intervention, small group pull out intervention during school hours and parent support. Ms. Freeman went on to explain how 501 money is used to pay for an intervention teacher, parts of our resident teachers who provide small group instruction in Math classes and for the sites EAIII who works with students in a small group setting to provide additional support and works with parents to provide academic support so parents can provide support at home for their student. Ms. Freeman also discussed future expenditures and explained that this is where the site puts items that Serrano would like to purchase if the site is allotted additional money. Ms. Freeman stated she has allotted money for student incentives, musical instruments, computer equipment, and in-services and conferences. Ms. Freeman asked if there was any section that anyone would like to go over again, or if anyone had any questions or comments and no one did. Natalie Garcia asked if anyone wanted to motion to approve the SPSA. Mrs. Soliz motioned to approve the SPSA. Sophia Lopez second the motion. The council voted to approve the SPSA. (8 yay, 0 nay)
- d. Budget modification- Ms. Freeman stated that some budget modifications needed to be made so that the money is being spent under the right budget code. Ms. Freeman stated that because the money is from 419 it does not need an approval, but the information does need to be shared with the council to maintain full transparency.

From Management (419,501,523)- Object Code	To Management (419, 501, 523)- Object Code	Amount (N/A for content change only)	Rationale (Why?)	Modified Strategies / Activities (SPSA Language)
419-4310 Instructional Supplies	419-4312/4402 Musical Instructional supplies Already in the SPSA? <div> <input checked="" type="radio"/> Yes <input type="radio"/> No </div>	419-4312/4402 Budget: \$5,155.91 \$ _____	We need to order additional musical instructional materials/supplies and instruments, which the need was discovered when we did an inventory.	To purchase musical instruments, materials and supplies for our music program, such as choir, drum line, jazz band, orchestra, band, etc. to encourage students to participate in extracurricular activities. This includes new up to date music that students are currently interested in playing. This supports academic achievement by creating a strong music program which connects students to school. Music has also been shown via research to increase academic processing abilities. Changes apply to: Action Plan X Possible Future Expenditures X

From Management (419,501,523)- Object Code	To Management (419, 501, 523)- Object Code	Amount (N/A for content change only)	Rationale (Why?)	Modified Strategies / Activities (SPSA Language)
419-4310 Instructional supplies	419-4390 Other Materials Already in the SPSA? <div> Yes X No </div>	419-4390 Budget: \$154.96	We ordered Tribal Maps for our history classrooms. The correct object code is 4390 and not 4310.	Changes apply to: Action Plan X Possible Future Expenditures

Ms. Freeman asked if anyone had any questions about the budget modifications and no one did.

VII. Public Comments- Mrs. Soliz shared that this was our last school site council meeting for the year. Mrs. Soliz thanked the council for all their hard work.

VIII. Adjournment – Natalie Garcia asked if anyone wanted to motion to adjourn the meeting. Ms. Freeman motioned to adjourn the meeting. Natalie Garcia second the motion. The council voted to adjourn the meeting at 1:46 pm (8 yay, 0 nay)



Serrano Middle School
School Site Council
August 23, 2022, at 1:00pm via zoom

<https://sbcusd.zoom.us/j/81296898070?pwd=SGxxRlhURjRQM0VBS2p6ZUJzZmJUdz09>

Meeting Minutes

- I. Call to Order and Welcome-** Mrs. Soliz called the meeting to order at 1:05 pm
- II. Roll Call-** Erin Freeman (Principal), Jennifer Lux (SSC teacher), Desney Tyehimba (SSC teacher), Lori Soliz (SSC teacher), Natalie Garcia (SSC student), Jae Dale Dynes (SSC student), Adriel Holguin (SSC student), Mikayla De La Rosa (SSC student alternate), Salian Garcia (SSC parent), Robyn Iraheta (SSC teacher), Ilene Guerrero (SSC parent), (Quorum 10)
- Absent:** Maria Serna Delgado (SSC Parent) Michelle CantuRanard (SSC other)
- III. Reading and Approval of Minutes-** Mrs. Soliz asked the council to read the minutes from the last meeting held on April 28, 2022. Mrs. Soliz asked if anyone had any comments or corrections on the minutes and no one did. Mrs. Soliz asked if anyone wanted to motion to approve the minutes. Natalie Garcia motioned to approve the minutes and Mr. Tyehimba second the motion. The council voted to approve the minutes (10 yay, 0 nay)
- IV. Committee Reports**
- a. DAC – no meeting therefore no committee report to present
 - b. DELAC – Mrs. Soliz shared that at the meeting they discussed what DELAC is and is not, and why we need to have one.
 - c. DAAAC – no meeting therefore no committee report to present
- V. Old Business** – Mrs. Soliz stated that there was no old business to discuss.
- VI. New Business**
- a. **Present results of Membership election and the new composition of School Site Council Members-** Mrs. Soliz introduced the new members of school site council and welcomed back the members who are completing their final year of their term. Mrs. Soliz introduced Mr. Tyehimba as a new teacher member to school site council. Mrs. Soliz welcomed back Mrs. Lux who will be serving another two-year term and stated that she, Mrs. Soliz, will also be serving another two-year term. Mrs. Soliz stated that Mrs. Iraheta is on the final year of her two-year term. Mrs. Soliz introduced the new student members: Natalie Garcia (serving another term), Jae Dale Dynes, Adriel Holguin and the student alternate Makayla De La Rosa. Mrs. Soliz welcomed back Ms. Garcia serving her final year of her term and introduced two new parents Ilene Guerrero and Maria Serna Delgado but Ms. Delgado was unable to attend the meeting. Mrs. Soliz stated that Ms. CantuRanard will also be serving another two-year term, but that Mrs. CantuRanard was also unable to make it to the meeting.
 - b. **School Site Council Training-** Mrs. Soliz went through the training PowerPoint discussing the Brown Act, Robert's Rules of Order, how school site council is comprised as well as the voting process for creating

Serrano's school site council. Mrs. Soliz also discussed why Serrano has a school site council and spoke about the SPSA and the council's responsibility in developing the SPSA.

- c. Election of Officers within the new School Site Council membership (Chair, Vice-Chair and Secretary)-** Mrs. Soliz explained that the council will need to vote on a chair, vice chair and secretary. Mrs. Soliz asked if anyone wanted to nominate themselves or someone else for chair and that this person would be in charge of running the meetings. Natalie Garcia nominated herself. Adriel Holguin nominated himself and Jae Dale Dynes nominated himself. Mrs. Soliz second the nominations for all three students. After the vote Natalie Garcia was voted in as chair for this year's school site council (8 votes). Adriel Holguin received 1 vote and Jae Dale Dynes received 1 vote. Next, Mrs. Soliz stated that we needed a vice-chair in case the chair is unable to make it to a meeting. Adriel Holguin nominated himself for vice chair. Jae Dale Dynes nominated himself and Makayla De La Rosa nominated herself. Mrs. Soliz second the nominations for all students. After the vote, the council voted for Jae Dale Dynes as the vice chair. (7 votes). Adriel Holguin received 2 votes and Makayla De La Rosa received 1 vote. Next, Mrs. Soliz stated that the council needs a secretary, someone who would oversee the minutes as well as the agenda. Ms. Freeman nominated Mrs. Soliz and Jae Dale Dynes seconded the nomination. No other nominations were made for secretary. The council unanimously (10) voted Mrs. Soliz as secretary.
- d. Election of District Advisory Council Representative and Alternate-** Mrs. Soliz stated the council needs a representative who would be willing to go to the DAC meetings, take notes and then report that information to the council at its next meeting. Ms. Guerrero nominated herself. Ms. Freeman second the nomination. No one else was nominated. The council voted unanimously on Ms. Guerrero as DAC representative (10).
- e. Annual presentation of the Uniform Complaint Procedures-** Mrs. Soliz went through the uniform complaint procedure stating that it is the steps you take to file a formal complaint. Mrs. Soliz talked about following the chain of command if a complaint is filed. Mrs. Soliz stated that the first step is to go to whomever the complaint is about unless the complaint is so severe you are unable to do so. Otherwise the first step is the complainant and if the situation is not resolved then move up the chain of command until the situation is resolved.
- f. Distribute SSC Bylaws for review, input and eventual approval in September –** Mrs. Soliz discussed the bylaws. Mrs. Soliz stated that this document states what the school site council's purpose is as well as how members are elected and their responsibilities. Mrs. Soliz stated that the bylaws will need approval in September and for the council to review them to see if anything should be deleted or added.
- g. Present to council – add and change of object code and transfer in 419-** Mrs. Freeman stated that because Serrano is a National Schools to Watch there is a membership fee that goes along with it. Mrs. Freeman stated that because of this \$395.00 needs to be moved out of 5220 (conferences) into 5330 to pay for the membership fee. Ms. Freeman asked if anyone had any questions or comments. Ms. Guerrero asked if any money from the SPSA is set aside for things like field trips. Ms. Freeman stated that yes money is set aside for field trips and hopes that the money will be used this year for just that. Mrs. Freeman asked if there were any other questions and there were none. Although SSC does not approve changes made to management 419, they do provide input and

recommendations. The presentation should demonstrate that. We recommend adding the table that is included in the 22-23 SPSA modification form since that information is what was presented.

From Management (419,501,523)- Object Code	To Management (419, 501, 523)- Object Code	Amount (N/A for content change only)	Rationale (Why?)	Modified Strategies / Activities (SPSA Language)
419-5220 Inservice Conference	419-5300 Membership Dues Already in the SPSA? <ul style="list-style-type: none"> No 	Revised 419-5300 budget: \$395.00 Revised 419-5220 budget: \$1,650	In order to be identified as a “Schools to Watch” school, Serrano is required to be a member of the organization and participate in the professional development when applicable.	Changes apply to: <ul style="list-style-type: none"> Action Plan Professional organization and development yearly fee for National Schools to Watch. Serrano is currently a National Schools to Watch and was redesignated in 2022.

VII. Public Comments- Mrs. Soliz reminded the council that all future meetings will be held on Thursdays from here on out and that this one was an exception. Mrs. Soliz asked if anyone had any comments, and no one did.

VIII. Adjournment- Mrs. Soliz asked if anyone wanted to motion to adjourn the meeting. Mrs. Lux motioned to adjourn the meeting. Mr. Tyehimba second the motion. The council voted to adjourn the meeting at 1:50 pm. (10 yay, 0 nay)



Serrano Middle School
School Site Council
September 15, 2022, at 1:00pm
via Zoom

<https://sbcusd.zoom.us/j/81296898070?pwd=SGxxRIhURjRQM0VBS2p6ZUJzZmJUdz09>

Meeting Minutes

- I. Call to Order and Welcome:** Natalie Garcia called the meeting to order at 1:01pm
- II. Roll Call:** Erin Freeman (Principal), Robyn Iraheta (SSC teacher), Lori Soliz (SSC teacher), Jennifer Lux (SSC teacher), Desney Tyehimba (SSC teacher), Natalie Garcia (SSC student), Jae Dale Dynes (SSC student), Adriel Holguin (SSC student), Sofia Lopez (SSC student alternate), Salian Garcia (SSC parent), Olive Nunez (Family engagement guest) (Quorum 9)

Absent: Michelle CantuRanard (SSC other), Maria Serna Delgado (SSC parent), Ilene Guerrero (SSC parent)
- III. Reading and Approval of Minutes-** Natalie Garcia asked the council to read the minutes from Serrano's last school site council meeting held on August 23, 2022. Natalie Garcia asked if anyone had any comments or corrections on the minutes. Mr. Tyehimba mentioned that the Brown Act should be capitalized. Natalie Garcia asked if anyone else had any comments or corrections and no one did. Natalie Garcia asked if anyone wanted to motion to approve the minutes. Ms. Garcia motioned to approve the minutes. Jae Dale Dynes second the motion. The minutes were approved. (9 yay, 0 nay)
- IV. Committee Reports**
 - a. DAC-** The DAC representative was not present at the meeting therefore no committee report was given.
 - b. DELAC –** Mrs. Soliz shared that at the meeting they discussed the uniform complaint procedure, school safety and non-teaching employment opportunities within the district.
 - c. DAAAC-** There is currently no DAAAC representative therefore no committee report was shared. Mrs. Soliz did ask if anyone on the council would like to be the representative but no one volunteered.
- V. Old Business**
 - a. Present final member of school site council-** Mrs. Soliz shared that Makayla De La Rosa Serrano's student alternate is no longer at Serrano therefore Sofia Lopez who was the next highest vote getter will now be joining Serrano's school site council as the student alternate.
- VI. New Business**
 - a. Annual review, update, and approval of School Site Council Bylaws-** Mrs. Soliz went over the bylaws again stating that this explains what school site council is and why we have a school site council. Mrs. Soliz also reviewed how school site members are chosen. Mrs. Soliz asked the council if there were any parts of the bylaws that the council felt needed to be updated or omitted. No one had any updates or omissions. Natalie Garcia asked the council if anyone wanted to motion

to approve the bylaws. Adriel Holguin motioned to approve the bylaws. Ms. Freeman second the motion. The council voted to approve the bylaws. (9 yay, 0 nay)

b. Present a summary of the 2021-2022 SPSA development process of Section 1 and Section 2-

Ms. Freeman went through section 1 and 2 of the SPSA. Ms. Freeman stated that this section is created by looking at Serrano's data. Ms. Freeman stated that the data is used to determine where we need resources and programs and then Serrano creates goals and does evaluations to see if these resources and programs are being successful. Serrano currently has goals for ELA, Math, English Language Learners, Chronic Absenteeism, suspensions, and parent and family engagement. Ms. Freeman stated that for ELA and Math Serrano's goal is to see students grow by 10%. Ms. Freeman discussed Serrano's chronic absenteeism and stated that the numbers are high because when students need to stay home for 5-10 days due to illness that is going to raise Serrano's chronic absentees. Ms. Freeman also stated that due to virtual learning many feel that school is optional, and Serrano needs to start getting families to see that school is not optional. Mr. Tyehimba asked if an absence is considered all periods missed or only some. Ms. Freeman stated it needs to be more than 50% of the school day to be counted. Ms. Freeman stated that Serrano's suspension goal is to see suspensions decrease by 3% for all subgroups. Ms. Freeman stated that Serrano's increase in student incentives and the use of lunch interventions to reteach skills have been aiding in this process. Ms. Freeman also discussed the new apps and programs (Imagine learning, etc.) that Serrano will be using to help its English Language Learner population to improve in their language acquisition skills which will then help them in all areas including passing the ELPAC to be reclassified. Finally, Ms. Freeman discussed Serrano's goal for parent and family engagement. Ms. Freeman stated that Serrano did have a few parent workshops virtually last year but few if any parents came to them. We will have a couple of in person events this year at Serrano which Ms. Freeman hopes will help get parents involved again. Ms. Freeman asked if anyone had any questions, and no one did.

- c. Present the 2022-2023 Section 2: LCAP, Title I, and CSI Action Plan.** Review and explain expenditures related to the Action Plan- Ms. Freeman discussed Serrano's action plan. Ms. Freeman stated this is where Serrano does its needs assessment. Serrano looks at what they need, how its working and then Serrano makes informed decisions on whether to keep or get rid of it based on the data and in some cases of apps, the usage. Ms. Freeman stated Serrano's money is spent very targeted and that the site wants to make sure that they are fiscally responsible with their spending. Ms. Freeman stated that some apps are allowing for 2-5-year contracts that would help with the sustainability of some of Serrano's targeted programs and interventions. Ms. Freeman stated that Serrano pays for a classroom teacher which helps with Serrano's targeted interventions and supports. Serrano also pays for additional duty to help support parent engagement through home visits, instructions and training in technology and curriculum understanding as well as social media trends. Serrano also pays for counseling additional duty for mentoring and behavioral interventions. Serrano pays for substitutes which allows for teacher releases to attend IEPs, observe common core demonstrations, instructional coaching and to attend professional development (virtual or in person). Serrano also pays for an EAIII who assists with small group instructions to help support interventions, and with Serrano's English Learners. The EAIII also provides communication and translation for parents and guardians. Serrano pays for student interns to assist with small group interventions for ELA and Math. Serrano pays for computer equipment and agreements to maintain Serrano's one to one iPad implementation as well as to continue purchasing apps that support learning in the classroom. Serrano pays for student incentives to support the students who are doing well so the trend moves more towards positive student behavior and not negative behaviors. Serrano pays for printing to maintain parent and teacher communication as well as the postage needed to

distribute these communications. Serrano pays for a bilingual clerk to support parent engagement by providing access to resources, for translation and parent communication regarding IEP and team meetings as well as to assist with trainings and workshops. Serrano is also paying for additional duty for its Health aide to provide support for before and after school hours and during events and activities outside of normal school hours. Ms. Freeman asked if anyone had any questions about any of the expenditures that Serrano is making, and no one did.

d. Changes in 419 budget/object codes- Mrs. Freeman informed the council of modifications that need to be made to the site's 22-23 SPSA. The modifications were as follows:

From Management (419,501,523)- Object Code	To Management (419, 501, 523)- Object Code	Amount (N/A for content change only)	Rationale (Why?)	Modified Strategies / Activities (SPSA Language)
419-1910/1190 Program Facilitator plus related benefits in 419-3000-3999	419-5851 Assemblies and Non-Classified Experts Already in the SPSA? <ul style="list-style-type: none"> No 	Revised 419-5851 budget: \$13,000	The Program Facilitator Position is vacant and will not be filled.	Create behavior incentive programs to support Low-Income, English Learner and Foster Youth students including the use of non-classified experts to provide music events. Assemblies to provide on-campus academic experiences such as aquariums, etc.
419-1910/1190 Program Facilitator plus related benefits in 419-3000-3999	419-5712/5886 Field Trip Transportation and Admission Fees Already in the SPSA? <ul style="list-style-type: none"> Yes 	Revised 419-5712/5886 budget: \$2,000 (transportation) \$5,000 (admission fees)	The Program Facilitator Position is vacant and will not be filled. Choosing field trips was at the recommendation of multiple educational partners (Staff, students, SSC parents, and administration) if funds became available.	Field Trip Transportation and admission fees for Educational Field Trips to Colleges, educational institutions, etc.
419-1910/1190 Program Facilitator plus related benefits in 419-3000-3999	419-4440/4410 Computers/Hardware - Non Deprec. Equip. Already in the SPSA? <ul style="list-style-type: none"> Yes 	Budget: \$12,000	The Program Facilitator Position is vacant and will not be filled. The need has arisen to replace old and broken technology including projectors, MacBooks, etc.	N/A

From Management (419,501,523)- Object Code	To Management (419, 501, 523)- Object Code	Amount (N/A for content change only)	Rationale (Why?)	Modified Strategies / Activities (SPSA Language)
419-1910/1190 Program Facilitator plus related benefits in 419-3000-3999	Already in the SPSA? ● Yes	Budget: \$13,000	Purchase Imagine software for Reading Support Class and our Tier 2/3 intervention classes.	N/A

Mrs. Freeman asked if anyone had any questions, and no one did.

- VII.** Public Comments- Natalie Garcia asked if anyone had any comments. Mrs. Soliz reminded the council that the next meeting will be on October 13, 2022, at 1 pm. Ms. Freeman stated that Serrano is looking to bring back a few in person events this year like 2 school dances, Serrano's Champion showcase and Career Day. Natalie Garcia asked if there were any other comments and no one had any others.
- VIII.** Adjournment – Natalie Garcia asked if anyone wanted to motion to adjourn the meeting. Mrs. Soliz motioned to adjourn the meeting. Ms. Freeman second the motion. The council voted to adjourn the meeting at 2:02 pm. (9 yay, 0 nay)



Serrano Middle School
School Site Council
February 16, 2023, at 1:00pm
via Zoom

<https://sbcusd.zoom.us/j/81296898070?pwd=SGxxRIhURjRQM0VBS2p6ZUJzZmJUdz09>

Agenda

- I. Call to Order and Welcome- Natalie Garcia called the meeting to order at 1:04 pm
- II. Roll Call – Erin Freeman (Principal), Michelle CantuRanard (SSC other), Lori Soliz (SSC teacher), Natalie Garcia (SSC student), Sophia Lopez (SSC student alternate), Adriel Holguin (SSC student), Desney Tyehimba (SSC teacher), Robyn Iraheta (SSC teacher) Salian Garcia (SSC Parent), Olivia Nunez (parent and family engagement) (Quorum 9)

Absent: Jae Dale Dynes (SSC student), Jennifer Lux (SSC teacher), Ilene Guerrero (SSC Parent), Maria Serna Delgado (SSC Parent)
- III. Reading and Approval of Minutes- Natalie Garcia asked the council to read the minutes from the last meeting on January 26, 2023. Natalie Garcia asked if anyone had any comments or corrections on the minutes and no one did. Natalie Garcia asked if anyone wanted to motion to approve the minutes. Sophia Lopez motioned to approve the minutes. Adriel Holguin second the motion. The council voted to approve the minutes. (9 yay, 0 nay)
- IV. Committee Reports
 - a. DAC – The DAC representative was not present therefore there was no committee report to give.
 - b. DELAC – Mrs. Soliz shared that at the last DELAC meeting they discussed reclassification criteria, A-G requirements and the seal of biliteracy.
 - c. DAAAC – Our DAAAC representative stated there was no meeting, therefore there was no report to give.
- V. Old Business
- VI. New Business/asuntos nuevos
 - a. SPSA Monitoring #2: Present summary of student data for ELA, Math and Title I intervention Programs including English Learners- Mrs. Soliz shared with the council the preliminary results for the NWEA, some information on Serrano's math intervention class as well as current EL information. First Mrs. Soliz went through the NWEA data. Mrs. Soliz shared that 334 7th graders took the NWEA for Math and ELA and 350 8th graders too the NWEA for Math and ELA. For Math, 49% of the 7th graders were below the 21%, 25% were in the 21-40%, 16% were in the 41-60%, 8% were in the 61-80% and 3% were above the 80%. 56 of the 8th graders were below the 21%, 24% were in the 21-40%, 13% were in the 41-60%, 5% were in the 61-80%, and 2% were above the 80%. For ELA, 25% of the 7th graders were below the 21%, 30% were in the 21-40%, 28% were in the 41-60% and 11% were in the 61-80%, 6% were above the 80%. For 8th grade, 38% were below the 21%, 20% were in the 21-40%, 21% were in the 41-60%, 15% were in the 61-80% and 6% were above the 80%. At this time, program data was not available for all groups. The only group that had data available was for Serrano's African American students. There are 37 African American students who tested in both our 7th and 8th grade classes. For Math, 70% of the 7th grade students scored below the 21%, 14 scored in the 21-40%, 14 scored in the 41-60%, and 3% scored in the 61-80%, no one scored in the above 80th percentile. Of the 8th graders, 74% scored in the below 21%, 14% scored in the 21-40%, 12% scored in the 41-60% and no one scored in the 61-80 or above 80th

percentiles. For ELA, of the 7th graders 27% of the students scored in the below 21%, 38% scored in the 21-40%, 35 scored in the 41-60%, and no one scored in the 61-80 or above 80th percentiles. For the 8th graders, 46% scored in the below 21%, 22% scored in the 21-40%, 22% scored in the 41-60%, 8% scored in the 61-80% and 3% scored in the above 80%. Mrs. Soliz did share that the only data that could be pulled at this time was an EL comparison from Fall of 2021 to Fall of 2022 for the NWEA. For Math, 7th grade EL students grew 5 points and 8th grade students grew 3 points. For ELA, 7th grade EL students grew 8 points and 8th grade students grew 5 points. Mrs. Soliz also shared that there were 6 students exited from Math intervention at the semester. Of those 6 students 3 grew based on their NWEA data, 2 did drop and 1 stayed the same. Mrs. Soliz also shared that last year Serrano exceeded its reclassification goal by reclassifying 16% of its EL students. Serrano's goal was 15%. Currently Serrano, for the 22-23 school year has reclassified 15% of its EL students. Mrs. Soliz shared that there are about 10 more students that the site is still working on to get reclassified. Mrs. Soliz asked the council if anyone had any questions about any of the data and no one did.

- b. Drafting 2023-2024 SPSA section I: Purpose, Involvement, Resource Inequities; Evaluation of Goals; and 2022-2023 program evaluation/needs assessment- Ms. Freeman stated that as this time there is not enough data to create all of Serrano's goals. Ms. Freeman did state that a majority of Serrano's budget in 501 and 419 will be spent on teaching positions due to a possibility of positions being cut due to low enrollment counts. The other priorities for Serrano will be continuing to purchase all necessary apps and platforms that have been successful in the classroom, continuing to fund Serrano's incentive program as well as money for field trips and transportation. Ms. Freeman feels that Serrano is doing ok with technology and no big purchases will need to be made only some minor purchases for repairs and replacements. Ms. Freeman asked the council if there was anything they feel Serrano needs to look at either to add, continue, or to get rid of. Mr. Tyehimba asked if we will continue with having resident guest teachers in all math classes. Ms. Freeman stated that unfortunately Serrano will not be able to continue at the same level that it has now but that hopefully Serrano can hold on to a couple of the resident guest teacher positions. Natalie Garcia stated that even though she is an 8th grader she did think that the Friday DJ was a nice student incentive and would like to see that continue. All the SSC students agreed that continuing to use the ice cream as an incentive is a good idea as well but maybe allow for more choice. Ms. Freeman stated that maybe a google form can be made for the students to pick three or four flavors that they would like to receive as an incentive. Ms. Garcia stated that Serrano's priorities are fine and that things will fluctuate, and priorities might change but for now she feels Serrano's priorities are good. Ms. Freeman asked if anyone else can any comments or suggestions and no one did.
- c. Drafting 2023-2024 SPSA section 2: Goals, section 2: LCAP, Title I and CSI action plan, and possible future expenditures- Ms. Freeman stated that as this time Serrano's goals will be staying basically the same as Serrano's needs are continuing to stay the same. However, Ms. Freeman did state that the wording on the goals might change to make them more authentic. Instead of using percentages, Serrano may use growth from one percentage band to the next or specific points in growth, like through the NWEA. Serrano's reclassification rate will stay at 15%. Serrano would like to see a 15% decrease in chronic absenteeism and 16% decrease in one time suspension rated students. Mr. Tyehimba asked how the school's new start time will affect Serrano's goals? Ms. Freeman stated that they should not affect Serrano's goals at all. Essentially all the school has to do is look at Serrano's late start Mondays to do a data comparison and at this time there has not been a drastic difference in that day as compared to any other day. Mrs. Freeman asked if there were any other questions or comments about the goals and no one had any. Ms. Freeman stated again that once the NWEA scores are finalized and we have our official data then we can make a better determination on Serrano's goals and growth projections.
- d. Present ELAC's input on the school wide needs assessment and recommendations for the English Learner program in the school plan for student achievement (SPSA)- Mrs. Soliz shared that a needs assessment was sent home through the ELD classes. Mrs. Soliz stated that only a handful of surveys were returned. Of those surveys returned, all agreed or strongly agreed that their students were in a safe environment, their child is receiving adequate support in the core classes and that the ELD program is working well for their child. Of the surveys returned none of the surveys listed any needs or concerns.
- e. Budget updates- The following budget updates were made and shared with the council by Ms. Freeman.

From Management (419,501,523)- Object Code	To Management (419, 501, 523)- Object Code	Amount (N/A for content change only)	Rationale (Why?)	Modified Strategies / Activities (SPSA Language)
419-1910/1190 Program Facilitator plus related benefits in 419-3000-3999	419-4310 Instructional Supplies and Supplies Already in the SPSA? Yes No	Revised 419-4310 Budget: \$20,000	The vacant Program Facilitator Position will not be filled. The cost of instructional materials and supplies have increased. Therefore, there is a need to increase the funding to continue to purchase the needed items included in the Action Plan. Serrano identified note use and taking as our next instructional focus. We have begun PD on Focused Note Taking, an AVID strategy. With this new focus teams and departments are doing interactive notebooks, using multicolored pens/highlighters, tape, etc. This is why we need more money in instructional supplies.	Changes apply to: Action Plan Possible Future Expenditures

Mrs. Freeman asked the council if they had any questions on the modifications. Ms. Garcia asked if there was any way to make it so that there was less money that needed to be moved around. Ms. Freeman stated, unfortunately no. Ms. Freeman stated that the site places money based on need and then if there are some needs that become less, and others more than changes are made. In this case, changes are being made based off the vacant position which was not foreseen. Also, changes are made if additional monies are provided to the school. Ms. Freeman stated that usually this many changes are not made but again because of the vacant position that money needed to be placed elsewhere. Ms. Freeman asked if anyone else had any further questions or comments and no one did.

VII. Public Comments- Mrs. Soliz shared that there is no meeting scheduled for March. Ms. Freeman asked the council that if a meeting did need to be done in March would the council be willing to meet. The council did agree to meet in March if a meeting was necessary. No further public comments were made.

VIII. Adjournment- Natalie Garcia asked if anyone wanted to motion to adjourn the meeting. Ms. Freeman motioned to adjourn the meeting. Mrs. CantuRanard second the motion. The council voted to adjourn the meeting (9 yay, 0 nay). The meeting was adjourned at 1:54 pm.



Serrano Middle School
School Site Council
January 26, 2023, at 1:00pm
via Zoom

<https://sbcusd.zoom.us/j/81296898070?pwd=SGxxRlhURjRQM0VBS2p6ZUJzZmJUdz09>

Meeting Minutes

- I. Call to Order and Welcome- Natalie Garcia called the meeting to order at 1:03 pm.
- II. Roll Call – Erin Freeman (Principal), Robyn Iraheta (SSC teacher), Jennifer Lux (SSC teacher), Lori Soliz (SSC teacher), Jae Dale Dynes (SSC student), Natalie Garcia (SSC student), Sophie Lopez (SSC student alternate), Desney Tyehimba (SSC Parent) Adriel Holguin (SSC student)- late (quorum 8)

Absent- Michelle CantuRanard (SSC other), Salian Garcia (SSC parent), Ilene Guerrero (SSC parent), Maria Serna Delgado (SSC Parent)
- III. Reading and Approval of Minutes- Natalie Garcia asked everyone to read the minutes from the previous meeting on November 3, 2022. Natalie Garcia asked if anyone had any questions or comments, and no one did. Natalie Garcia asked if anyone wanted to motion to approve the minutes. Sophie Lopez motioned to approve the minutes. Jae Dale Dynes second the motion. The council voted to improve the minutes (8 yay, 0 nay)
- IV. Committee Reports
 - a. DAC – The DAC representative was not available so no committee report was able to be given.
 - b. DELAC – Mrs. Soliz was unable to attend the DELAC meeting so no report was able to be given.
 - c. DAAAC – The DAAAC representative was not available, so no committee report was able to be given.
- V. Old Business – Natalie Garcia stated that there was no old business to discuss.
- VI. New Business/asuntos nuevos
 - a. Present, update and jointly develop the 2023-2024 school-parent and family engagement policy and school-parent compact for eventual approval in April- Mrs. Soliz went through the parent and family engagement policy and the school parent compact. Mrs. Soliz explained the school parent compact discussed what the schools is responsible for (PD, quality education, providing Ipad and agenda etc.), what the parents are responsible for (creating Aeries and parent square account, making sure students attend school etc.) and students (bring materials, check aeries and google classrooms regularly etc.). Mrs. Soliz read through the parent and family engagement policy and explained that it discusses how Serrano creates opportunities for parents to be involved weather it is through the sites parent groups (SSC, ELAC etc.) or hosting events that they can attend (trainings, back to school night etc.). After, Mrs. Soliz read through the sections she asked the council for each document if there was anything they felt needed to be added. Mrs. Soliz asked if there is something we do that is not in there or something that needed to be

removed because we no longer do it. No one in the council had any suggestions on things that could be added or deleted. Mrs. Soliz did notice that the word Peachjar was still in one of the sections and mentioned that it does need to be changed to ParentSquare since that is the form of communication being used now. Mrs. Soliz reminded the council that we will be approving both documents in April so if there is anything between now and then they feel needs to be changed that can bring it up at the next meeting.

- b. Present an update on the budget expenditures as they relate to the 2022-2023 section 2: LCAP, Title I, and CSI action plan – The following budget changes were made. Ms. Freeman went through the changes that will be made based on the remaining salary from the vacant position and explained that these are areas of need that have been observed through school data.

From Management (419,501,523)- Object Code	To Management (419, 501, 523)- Object Code	Amount (N/A for content change only)	Rationale (Why?)	Modified Strategies / Activities (SPSA Language)
419-1910/1190 Program Facilitator plus related benefits in 419-3000-3999	419-5752 Catering Already in the SPSA? Yes No X	Revised 419-5752 budget: \$2,660.20	The Program Facilitator Position is vacant and will not be filled.	5752: -Serrano will order food, etc. through catering for incentive student parties based on teams tier one plans. We are providing student incentive and rewards. We thought these catering incentives could be paid out of 5880-student incentives, but nutritional services require that they be paid out of 5752. These student incentives are for students who have been successful in one of four areas-1. Attendance/Tardies 2. No Missing assignments 3. No D's and F's 4. Bringing a charged iPad everyday.
419-2118 Rec aide/Other Instr. Classified	419-1130 Certificated Extra Duty Already in the SPSA? Yes X No	Revised 419-1130 budget: \$4,576.36	We allotted for our paraprofessionals, rec aide, and other classified positions to do student supervision (School events, bus, and before/after school), however midway through the year the district began paying for supervision hours, so this is the money we did .	ADDITIONAL DUTY (419/501/523) -Home visits to positively impact/build school-parent relationships and increase parent engagement. Also, as an academic and/or behavioral intervention/support to communicate updates, new information, and/or provide resources. -To provide instruction, discussions, and trainings around curriculum, state testing, critical social issues, Serrano systems, technology platforms, etc. (Please see the SPSA for entire language)

From Management (419,501,523)- Object Code	To Management (419, 501, 523)- Object Code	Amount (N/A for content change only)	Rationale (Why?)	Modified Strategies / Activities (SPSA Language)
419-2230 Classified Extra duty	419-1130 Certificated Extra Duty Already in the SPSA? Yes X No	419-1130 Budget: \$7,000	We did not use the amount projected for classified extra duty and the district provided funding for classified extra duty of supervising students, so we are moving what was not used to certificated extra duty.	ADDITIONAL DUTY (419/501/523) -Home visits to positively impact/build school-parent relationships and increase parent engagement. Also, as an academic and/or behavioral intervention/support to communicate updates, new information, and/or provide resources. -To provide instruction, discussions, and trainings around curriculum, state testing, critical social issues, Serrano systems, technology platforms, etc. (Please see the SPSA for entire language)

From Management (419,501,523)- Object Code	To Management (419, 501, 523)- Object Code	Amount (N/A for content change only)	Rationale (Why?)	Modified Strategies / Activities (SPSA Language)
419-5220 Conference/Inservice	419-5712 Field Trip Transportation Already in the SPSA? Yes No X	Revised 419-5712 budget: \$1,605.00	The few conferences we attended were virtual and near the cost that we budgeted for, so we do not need this money for conferences and in-services. However, we did/will be going on several field trips and require more money to pay for the transportation costs.	5712/5886: Field Trip transportation and admission (419) Sending students to different places to widen their exposure to different environments and experiences. These experiences can include college campuses and different employment/career opportunities that students may not know are an option. This extends their learning and opportunities beyond the school site and city, allowing them to use the social skills and SEL skills we have explicitly taught in other life situations. Etc. see the DTS for full verbiage
419-5840 Software Licenses, Subscript/Comp Training Svcs	419-5712 Field Trip Transportation Already in the SPSA? Yes X	Revised 419-5712 budget: \$2,000	The few conferences we attended were virtual and near the cost that we budgeted for, so we do not need this money for conferences and in-services. However,	5712/5886: Field Trip transportation and admission (419) Sending students to different places to widen their exposure to different environments and experiences. These experiences can include college campuses and different employment/career

From Management (419,501,523)- Object Code	To Management (419, 501, 523)- Object Code	Amount (N/A for content change only)	Rationale (Why?)	Modified Strategies / Activities (SPSA Language)
	No		we did/will be going on several field trips and require more money to pay for the transportation costs.	opportunities that students may not know are an option. This extends their learning and opportunities beyond the school site and city, allowing them to use the social skills and SEL skills we have explicitly taught in other life situations. Etc. see the DTS for full verbiage.

From Management (419,501,523)- Object Code	To Management (419, 501, 523)- Object Code	Amount (N/A for content change only)	Rationale (Why?)	Modified Strategies / Activities (SPSA Language)
419-1910/1190 Program Facilitator plus related benefits in 419-3000-3999	419-2220 Classified Extra Duty Already in the SPSA? Yes No X	Revised 419-2220 budget: \$351.46	The Program Facilitator Position is vacant and will not be filled.	2220: Classified staff are extremely important education partners and this allows them to participate in our many teams/committees on campus after contract hours, such as AAPAC, Behavior Leadership Team, Leadership Team, All Staff Champion Staff Meetings, etc.

Ms. Freeman asked the council if anyone had any comments or questions and no one did.

- c. Review final 2022-2023 LCAP budget allocation – Ms. Freeman went through the LCAP budget. Ms. Freeman stated that Serrano was given an LCAP budget of \$338, 239.93 for 646 students. \$27,088.62 is used by the district to pay for certain expenses. Ms. Freeman asked if anyone had any questions about the budget and no one did.
- d. Review and approve final 2022-2023 Title I Budget allocation – Ms. Freeman discussed that Serrano is also given a budget of \$355,725.71 for our 646 students. Ms. Freeman stated that this includes the increase that the site was recently given of \$36, 511.43. Ms. Freeman stated that \$31,921.43 is spent on professional development and \$3,852.62 is spent on parent involvement. Ms. Freeman asked if anyone had any questions. Ms. Lux wanted to know that if the site changes in technology from let's say projectors to TVs who pays for that? Ms. Freeman said with a big change like that usually the district will but sometimes they may if it is a change that only they are making, and it has been approved. Ms. Freeman asked if there were any other questions, and no one had any. Natalie Garcia asked if anyone wanted to motion to approve the

Title I budget. Ariel Holguin motioned to approve the budget. Natalie Garcia second the motion. The council voted to approve the budget. (8 yay, 0 nay)

- VII. Public Comments – Mrs. Soliz stated that the next meeting will be on February 16 at 1 pm. No one else had any other comments.
- VIII. Adjournment – Natalie Garcia asked if anyone wanted to motion to adjourn the meeting. Mrs. Soliz motioned to adjourn the meeting. Mr. Tyehimba second the motion. The council voted to adjourn the meeting. (8 yay, 0 nay) The meeting was adjourned at 1:44 pm.