The School Plan for Student Achievement 2022-2023

School:	GRACIANO GOMEZ ELEMENTARY SCHOOL
District:	SAN BERNARDINO CITY UNIFIED SCHOOL DISTRICT
County District School (CDS) Code:	36678760127332
Principal:	Maria Martinez
SSC Approval/Adopted Date:	April 26, 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 Graciano Gomez Elementary School and set goals to implement specific strategies and activities as part of our Title I and LCAP School-wide Program. Additionally, the plan addresses required strategies needed under the CSI status.

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

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

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

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

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

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

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:

During our analysis of the CA Dashboard data, site formative assessments, student group data, staff data, and school resources we found the following:
1. There are learning gaps (ELA and Math) between students in the African American and English Language Learner groups, compared to school-wide.
2. There are 20 teachers at our school, of which 16 have received the appropriate training in CCSS and the new district ELA and Math programs.
3. 48.3% of the students are identified as chronically absent (2021-2022 SBCUSD Dashboard). Much of this data is due to COVID concerns.
4. 0.2% of the students are identified as suspended (2021-2022 SBCUSD Dashboard).

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

Evaluation of Goals

Directions: Utilize the following table to:

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

Goals

1. ELA

School-Wide

Increase CAASPP ELA distance from standard by 10 points.

ATSI Identified Needs

N/A

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

2. Math

School-Wide

Increase CAASPP Math distance from standard by 10 points.

ATSI Identified Needs

N/A

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

3. English Learners

School-Wide

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

ATSI Identified Needs

N/A

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome	Actual Outcome
ELPAC	42.2% ELL's increased at least one language proficiency level	52.2% progress towards English proficiency.	CA Dashboard- data not available

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome	Actual Outcome
			Test Not Administered
CAASPP ELA- 2018-2019	-38.5	-28.5	CA Dashboard- data not available Test Not Administered
CAASPP Math- 2018-2019	-48.4	-38.4	CA Dashboard- data not available Test Not Administered
Reclassification Rate (February 2022)	0%	5%	2% Goal Not Met
Standard Aligned Assessment	3rd grade: 5% Mastered, 95% Not Mastered 4th grade: 0% Mastered, 100% Not Mastered 5th grade: 6% Mastered, 94% Not Mastered 6th grade: 5% Mastered, 95% Not Mastered	3rd grade: 10% Mastered 4th grade: 5% Mastered 5th grade: 11% Mastered 6th grade: 10% Mastered	Data not available Test Not Administered
STAR ELA (3-6)	English Learners 82% tested at the Urgent Intervention level 13% tested at the Intervention level 4% tested at the On Watch level 0% tested at the At or Above level	English Learners 77% tested at the Urgent Intervention level 8% tested at the Intervention level 9% tested at the On Watch level 5% tested at the At or Above level	Data not available Test Not Administered
STAR Math (3-6)	English Learners 63% tested at the Urgent Intervention level 20% tested at the Intervention level 11% tested at the On Watch level 6% tested at the At or Above level	English Learners 58% tested at the Urgent Intervention level 15% tested at the Intervention level 16% tested at the On Watch level 11% tested at the At or Above level	Data not available Test Not Administered

4. Chronic Absenteeism

School-Wide

Decrease the percentage of students chronically absent by 5%.

ATSI Identified Needs

N/A

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome	Actual Outcome
CA Dashboard 2018-2019	16.6% chronically absent	11.6% chronically absent	CA Dashboard-data not available N/A
SBCUSD School Dashboard (February 2022)	19.4% chronically absent as of February 2021.	14.4% chronically absent as of February 2022.	48.3% were chronically absent as of February 2022. Goal Not Met

5. Suspension

School-Wide

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

ATSI Identified Needs

N/A

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome	Actual Outcome
CA Dashboard 2018-2019	3.7% suspended at least once	1.9% suspended at least once	CA Dashboard- data not available N/A
SBCUSD School Dashboard	0.0% suspended year to date (January 2021)	0.0 suspended year to date (January 2022)	0.4 suspended year to date, February 2022) Goal Not Met

6. Parent-Family Engagement

School-Wide

Increase the amount of parent & family workshops by approximately 50%.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome	Actual Outcome
Parent/Family Workshop	2 Workshops	4 Workshops	2 Workshops

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome	Actual Outcome
Calendars and Agendas			Goal Not Met
Sign-in/Attendance verification Sheets	10 attendees	20 attendees	20 attendees Goal Met

7. Graduation Rate (High School)

School-Wide

N/A

ATSI Identified Needs

N/A

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome	Actual Outcome
N/A	N/A	N/A	N/A

8. College Career (High School)

School-Wide

N/A

ATSI Identified Needs

N/A

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome	Actual Outcome
N/A	N/A	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)**
District Printing- To provide supplemental resources including but not limited to Step Up to Writing resources to help access and enhance the core curriculum. To communicate to parents about workshops, training, letters, packets and information to increase home-school communication and parent engagement.	Flyers for parent engagement activities were printed and sent out to all families. This supported the school-parent communication.	All parents received information on parent engagement activities and were able to plan ahead of time.	With the plethora of resources already available with the core curriculum and teachers using Google Classroom, most printing funds were not spent.	Current spending will be discontinued; however, money has been allocated in future expenditures in case the need arises.
Resident Substitutes (419/501/523)- To provide release time for teachers to attend activities such as but not limited to collaboration, professional development, lesson studies, instructional planning, data meetings, conferences, grade	Resident Substitutes did not provide small group instruction or coverage for teachers to attend professional development due to covering site vacancies. This was due to the shortage in substitutes	When available, Resident Subs have provided coverage for teacher collaboration and small group instruction for our at risk groups.	There was a shortage in substitute teachers.	We will continue the expenditure on Resident Subs Will use subs for release time for data meetings to increase teacher capacity as well as identify at risk students and provide necessary interventions.

level planning etc. to increase their capacity. To provide intervention for our at-risk groups. CSI: To build capacity for knowing how to analyze data, perform a root cause analysis, and address the root cause to effectively meet the needs of our at-risk subgroups.	as evidenced by job reports.			
Pull Out Teacher/Bilingual Resource Teacher (419/501) (419) To coordinate school-wide programs, work with teachers and students to strengthen the total reading and math program. (419)To function in a leadership role to implement a balanced literacy program. (419) Coordinate, creates testing schedules and maintains site, district, and state testing. (419) Maintain resources and provide to teachers as necessary. (419) Support the MTSS process (501) Support the intervention program, to include identifying resources and materials to support English Learners, African American, Hispanic/Latino and Foster Youth (501) To coordinate the collection and review of math data for our African and English Learner subgroups, and the professional development and implementation of equity strategies to increase ELA and math test scores. (501) Coordinates/ plans/provides staff development as related to the core/base program to support student achievement	__% of Gomez students met their Growth Projection in Reading/Language Arts and math, as evidenced by the Winter NWEA report. As of March, ELAC and SSC meetings and 1 workshop (Tech Night) have been held. Workshops were limited this year due to subbing for teacher vacancies. It is evidenced by the parent and family engagement calendar, Resource Teacher feedback.	The use of our Resource Teacher has proven effective in both ELA and Math as evidenced by a rise in both ELA and Math scores. The resource teacher successfully increased the knowledge and capacity of students, teachers, and parents with technology. The resource teacher facilitated district assessments, which proved effective for students and teachers. As evidenced by observations 100% of the staff are using the three-column note, teacher clarity, and Step Up to Writing.	Due to the need to frequently fill teacher vacancies that were related to a high number of COVID cases and restrictions, there was not enough time to prepare parent workshops, trainings, and materials.	Continue funding of Resource Teacher Resource Teacher will provide parent workshops/ trainings pending the COVID restrictions/cases being reduced to allow for such activities and decrease teacher vacancies.

(419) Provide data, resources and reports (501) Assist the monitoring of students with intervention programs, work in establishing the learning center and provide services and opportunities for all students. (501) Assist in recruiting parent involvement in various school committees and provides resources/training to parents.				
District Warranty/Repair To provide supplemental resources to help access and enhance the core curriculum including, but not limited to, the purchase of computers.	Chromebooks were purchased for the as evidenced by the purchase requisition. Due to shipping delays, the sight has not yet received the merchandise. Once received and utilized, the site will evaluate their effectiveness.	Mandatory expenditure due to purchase of technology	Site has not yet received the merchandise.	Continue funding of district warranty/repair.
Computer- Non Purchase equipment such as but not limited to Chromebooks, radios, Apple TVs, ELMOs, projectors, printers, carts, headphones/earbuds, batteries, and computer apps/learning programs to research, enrichment and assist students learning both at the school site and virtually, as well as teach 21st century technology skills and standards. CSI- To provide technology for the intervention program	Chromebooks were purchased for the as evidenced by the purchase requisition. Due to shipping delays, the sight has not yet received the merchandise. Once received and utilized, the site will evaluate their effectiveness.	Technology and equipment assist student learning and exposes them to 21st Century Technology Common Core Standards and skills. Technology is being implemented in 100% of the classrooms, as evidenced by administrative walkthroughs.	Site has not yet received the merchandise.	Continue funding technology. The district has committed to take over the purchasing of technology for students and teachers on a consistent basis to keep working devices in the hands of students and staff. The district will continue to support all device issues.
Instructional Materials/Supplies- In an effort to address the low to mid-range scores in both ELA and Math the effective implementation of supplemental materials will improve academic achievement such as, but not limited to Step Up to Writing, GLAD, SEL, and	The use of instructional material has proven effective in both ELA and Math, as evidenced by a rise in both ELA and Math scores.	Instructional materials and supplies for intervention and differentiated instruction were effective in assisting students learning the lessons taught as evidenced by	N/A	Continue to order Instructional supplemental materials for teachers.

AVID resources, supplies, and materials		observations, student work samples, and teacher feedback.		
Student Incentives (501/523)- Student Incentives and awards such as certificates and/or instructional materials (e.g., pencils, books, etc.) for academic achievement/ improvement to provide students incentives for academic achievement, plus the postage required to mail them home during distance learning		The incentive program was effective to motive students to achieve academically	N/A	Continue to purchase student incentives
Recreation Aides: Work during the day to provide supervision of students to maintain a safe and orderly environment and reinforce PBiS expectations and Restorative Justice skills. Provide attendance outreach during distance learning.		Recreational aides provide supervision and are instrumental in maintaining a safe and secure learning environment. Recreational aides connect families with the resources they need to promote student participation and engagement, as evidenced by attendance records and administrative walkthroughs, as well as student participation with needed materials and devices.	N/A	Continue use of Recreational Aides
Computer Tech Fees and Licenses- Computer tech fees, software license to purchase instructional level intervention support programs such as, but not limited to MobyMax, etc to provide diagnostic and supplemental instructional level interventions to all students	MobyMax licenses were purchased for the use of the learning center and RtI. Nearly all classroom teachers are utilizing MobyMax consistently and daily, as evidenced by teacher and student feedback as well as classroom walkthroughs.	Software assists students' learning by providing additional practice and re-learning opportunities and teaches 21st Century Technology Common Core Standards as evidenced by the increase of literacy scores on school-wide benchmarking, basic math skills, and administrative walkthroughs. Software also has	N/A	Continue to purchase Computer tech fees and licenses

		been instrumental in supplementing the Core program, informing teachers of student academic gaps, and the ability to monitor student progress as evidenced by program progress reports, and student engagement during administrative walkthroughs.		
Additional Duty (419/501/523) To provide Before, and/or After School Tutoring/enrichment, and Intersession for more intensive supplemental interventions and enrichment To identify at risk students, plan and provide for intervention, progress monitor To evaluate needs as measured by progress monitoring through MobyMax, District Benchmarks, and other assessments Staff will train parents/families and provide materials to help them work with and improve their child's achievement CSI: Provide additional time for the Leadership team to analyze formative data (CFAs, Moby Max, DRAs, Chronic Absenteeism, and Suspensions) to determine progress of students in each grade/student group. The goal is to determine gaps, inequalities, and needs to better serve our students. Additionally, this information will help determine staff needs for professional development. To build capacity for knowing how to analyze data, perform a root cause analysis, and address the root cause to effectively meet the needs of our at-risk subgroups	Due to COVID restrictions, tutoring was not allowed for the majority of the school year. Once the restrictions were lifted, additional duty money was not used because the District paid teachers for intensive instruction.	The use of Additional Duty has proven effective in ELA and math, as evidenced by NWEA ELA and Math school-wide scores. Additional duty will be offered to those who wish to provide workshops for both staff and parents for our distance learning format and in person.	N/A	Continued use of additional funds for the purposes of providing workshops for the distance learning format and in person. As well as progress monitoring for at risk students.

Bilingual Community Resource Worker To support the effort in strengthening parent engagement and involvement as critical agents in academic achievement, and support the development of a positive school environment. To provide direct assistance to parents and students in identifying and obtaining community services, and to help ensure regular attendance as measured by home and school communication. To provide ongoing monitoring of tardies and average daily attendance data with a focus on students who are consistently absent/tardy for "non-defiant" reasons; attendance at parent-centered functions such as teacher conferences, SSC/ELAC/AAPAC, "Coffee with the Principal," etc.		The Bilingual Community Resource Worker has been providing interpretation for parents, to maintain ongoing home-school communication, as evidenced through call logs. She has been the liaison for support services and parent resources.	N/A	Continued use of funds to reach out to specific District departments such as Youth Services, Family Engagement Center, Student Wellness and Support Services, etc. to continue to meet parent needs.
EAIII (2 Positions) To work with kinder through 6 grade ELLs to provide small group intervention. The English Learner student achievement program includes: Positions: EAIII to work with the ELL population to increase English language proficiency and reclassification rates. Assist with district and state testing (419)		Providing small group instruction during intervention has led to an increase in literacy scores as measured by school-wide literacy assessments, as well as increase in student engagement, as evidenced by administrative walk throughs.	N/A	Continue funding of EAIII.
Instructional Materials and Supplies (Parent Engagement) Training and materials to help parents work with and improve their child's achievement. Also, increase connections between the school community and the school as measured by		The use of material for parents training has proven effective as evidence by parent participation	N/A	Continued use of funds parent outreach, training, and workshops

administration walkthroughs, documented sign-in sheets and observations, improved parent attendance at various parent events/activities, continued volunteer hours as evidence in the logs, and improved student achievement. Materials for parent training				
In-Service and Conferences Additional professional development will be provided for English Language learners support through GLAD, Step Up to Writing, AVID, SEL, and math trainings. CSI: Provide additional professional development to meet the needs of our teachers (CABE, John Hattie, Teacher Clarity, Data Analysis, Root Cause, and inequities).	Due to the impact of COVID, teachers have not attended conferences or in-services throughout the year. 5 teachers will be attending the AVID Summer Institute in June 2022 as evidenced by purchase requisitions and registration confirmation.	Conferences build staffs' capacity and program sustainability; Teachers bring new strategies to increase rigor to their lessons, as evidenced by administrative walkthroughs.	Not every teacher attended a conference this year, consequently not all teachers received professional development via a conference.	Continue use of funds for In services and conferences.
Maintenance Agreements Agreements for copiers and printers to provide supplemental resources to help access and enhance the core curriculum including, but not limited to the purchase of a copy machine and required maintenance agreements.	K-6 students received supplemental material that assisted in increasing their engagement and understanding of the lessons taught. This is evidenced by teacher feedback, classroom walkthroughs and student work samples.	Maintenance Agreements guarantee that machinery and technology used by teachers continue to provide for them the materials they need to increase student achievement in ELA and Math. This is evident in administrative walkthroughs.	N/A	Continue funding Maintenance Agreement.
Computer Accessories/Supplies To provide additional technology for students and staff for the intervention program		Technology and equipment assist student learning and exposes them to 21st Century Technology Common Core Standards and skills. Technology is being implemented in 100% of the classrooms as evidenced by student attendance, engagement, and	Technology and wifi difficulties often interfered with the learning of some of our students.	Continue to utilize our on-site and district level technology support in solving technology difficulties.

		administrative walkthroughs. Technology has enabled students who are quarantining at home due to Covid 19 to continue their schooling via independent Study.		
Postage To mail student incentives		Since we are now in person, we do not need to mail student incentives	N/A	Current spending will be discontinued.
Library/Media- To extend learning opportunities for students with read aloud; support teachers and students with curriculum/resources in library, Google Classroom, and library website.	As evidenced by AR score reports, most upper grade students have reached their AR goals.	Library/Media personnel was effective in extending learning opportunities for students and supports teachers and students with curriculum/resources in library, Google Classroom, and library website.	N/A	Continue funding of Library/Media personnel.

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)
Student Interns	To identify at risk students, plan and work in the learning center/classroom and provide services, progress monitor, and opportunities for all students.
Field Trips	Educational field trips: The field trips are designed to promote extended learning opportunities that otherwise are not available to the students.
Educational Assemblies	Educational Assemblies: The at site assemblies are designed to promote extended learning opportunities that otherwise are not available to the students.
Meeting Refreshments	Refreshments for the on-site parent meetings who attend.

Goal 1 English Language Arts

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

Increase CAASPP ELA distance from standard by 10 points.

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

N/A

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP School wide	2018-2019 Score: School wide: -48.7	2021-2022 School wide: -38.7
NWEA	School-Wide: 15% of students on track Kinder: 39% of students on track 1st Grade: 4.9% of students on track 2nd Grade: 7.0% of students on track 3rd Grade: 9.5% of students on track 4th Grade: 10.9% of students on track 5th Grade: 16.7% of students on track 6th Grade: 18.7% of students on track	School-Wide: 25% of students on track Kinder: 49% of students on track 1st Grade: 14.9% of students on track 2nd Grade: 17.0% of students on track 3rd Grade: 19.5% of students on track 4th Grade: 20.9% of students on track 5th Grade: 26.7% of students on track 6th Grade: 28.7% of students on track

Goal 2 Mathematics

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

Increase CAASPP Math distance from standard by 10 points.

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

N/A

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP School wide	2018-2019 School-Wide: -63.4	2021-2022 School-Wide: -53.4
NWEA School wide	School-Wide: 9.6% of students on track Kinder: 32.3% of students on track 1st Grade: 9.5% of students on track 2nd Grade: 11.4% of students on track 3rd Grade: 3.2% of students on track 4th Grade: 3.1% of students on track 5th Grade: 3.7% of students on track 6th Grade: 10.7% of students on track	School-Wide: 19.6% of students on track Kinder: 42.3% of students on track 1st Grade: 19.5% of students on track 2nd Grade: 21.4% of students on track 3rd Grade: 13.2% of students on track 4th Grade: 13.1% of students on track 5th Grade: 13.7% of students on track 6th Grade: 20.7% of students on track

Goal 3 English Learners

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

ELPAC

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

Reclassification

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

ELA

Increase CAASPP ELA distance from standard by 10 points.

Math

Increase CAASPP Math distance from standard by 10 points.

ATSI Identified Needs

N/A

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ELPAC	2018-2019: 42.2% progress towards English Proficiency.	2021-2022: 52.2% progress towards English Proficiency.
Reclassification Rate	2%	7%
CAASPP ELA	2018-2019: -38.5	2021-2022: -28.5
CAASPP Math	2018-2019: -48.4	2021-2022: -38.4
NWEA ELA	School-Wide: 7.0% of students on track Kinder: 0% of students on track 1st Grade: 7.7% of students on track 2nd Grade: 0% of students on track 3rd Grade: 9.7% of students on track 4th Grade: 8.0% of students on track 5th Grade: 5.6% of students on track 6th Grade: 6.9% of students on track	School-Wide: 17.0% of students on track Kinder: 10% of students on track 1st Grade: 17.7% of students on track 2nd Grade: 10% of students on track 3rd Grade: 19.7% of students on track 4th Grade: 18.0% of students on track 5th Grade: 15.6% of students on track 6th Grade: 16.9% of students on track
NWEA Math	School-Wide: 4.7% of students on track Kinder: 16.7% of students on track 1st Grade: 7.7% of students on track 2nd Grade: 16.7% of students on track 3rd Grade: 3.2% of students on track 4th Grade: 8.0% of students on track	School-Wide: 14.7% of students on track Kinder: 26.7% of students on track 1st Grade: 17.7% of students on track 2nd Grade: 26.7% of students on track 3rd Grade:13.2% of students on track 4th Grade: 18.0% of students on track

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	5th Grade: 0% of students on track 6th Grade: 0% of students on track	5th Grade: 10% of students on track 6th Grade: 10% of students on track

Goal 4 Chronic Absenteeism (K-12)

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

Decrease the percentage of students chronically absent by 5%

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

N/A

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CA Dashboard School wide	2018-2019: 16.6% chronically absent	2021-2022: 11.6% chronically absent
SBCUSD School Dashboard	43.6% chronically absent as of February 2022.	38.6% chronically absent as of February 2023.

Goal 5 Suspension

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

Decrease the percentage of students suspended at least once by 50%.

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

N/A

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CA Dashboard	2018-2019: 3.7% suspended at least once	2021-2022: 1.8% suspended at least once
SBCUSD School Dashboard	0.2% suspended as of January 2022	0.0% suspended as of January 2023

Goal 6 Parent-Family Engagement

School-Wide

Increase the amount of educational parent/family workshops by 50%.

Create a Monthly calendar of Parent-Family Engagement events.

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

Increase the percentage of favorable responses on the Title I Parent-Family Engagement Survey by 5%.

Indicate Local Metrics to assess progress/monitor this goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Parent/Family Workshop Calendars and Agendas	2 Workshops	4 Workshops
Sign-in/Attendance Verification Sheet	5 attendees	10 attendees
Panorama Data- Title I Parent-Family Engagement	63% favorable response	68% favorable response

LCAP, Title I, and CSI Action Plan

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

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

Planned Expenditures Object Code	Strategies/Activities	Goal Alignment	LCAP 419 Cost	Title I 501 Cost	CSI 523 Cost
1140 Certificated Teaching - Sub	Resident Substitutes (419/501/523)- To provide release time for teachers to attend activities such as but not limited to collaboration, professional development, lesson studies, instructional planning, data meetings, conferences, grade level planning etc. to increase their capacity. To provide intervention for our at-risk groups. 419/501/523: To build capacity for knowing how to analyze data, perform a root cause analysis, and address the root cause to effectively meet the needs of our at-risk subgroups.	Goal 1 English Language Arts Goal 2 Mathematics Goal 3 English Learners	$ 20,000 English Learner Foster Youth Low-Income	$40,000	X **Changes Were Made** $
1160 Resource/Support Teacher	Resource Teacher (419/501) (419) To coordinate school-wide programs, work with teachers and students to	Goal 1 English Language Arts Goal 2 Mathematics	$ 69,492 English Learner Foster Youth	$23,164	$

	strengthen the total reading and math program. (419)To function in a leadership role to implement a balanced literacy program. (419) Coordinate, creates testing schedules and maintains site, district, and state testing. (419) Maintain resources and provide to teachers as necessary. (419) Support the MTSS process (501) Support the intervention program, to include identifying resources and materials to support English Learners, African American, Hispanic/Latino and Foster Youth (501) To coordinate the collection and review of math data for our African and English Learner subgroups, and the professional development and implementation of equity strategies to increase ELA and math test scores. (501) Coordinates/ plans/provides staff development as related to the core/base program to support student achievement	Goal 3 English Learners Goal 6 Parent-Family Engagement	Low-Income		

	(419) Provide data, resources and reports (501) Assist the monitoring of students with intervention programs, work in establishing the learning center and provide services and opportunities for all students. (501) Assist in recruiting parent involvement in various school committees and provides resources/training to parents.				
2118 Rec Aide Regular	Recreation Aides: Work during the day to provide supervision of students to maintain a safe and orderly environment and reinforce PBiS expectations and Restorative Justice skills.	Goal 1 English Language Arts Goal 2 Mathematics	$ 41,760	$	$
2913 Com Res W/Parent VW - Reg	Bilingual Community Resource Worker To support the effort in strengthening parent engagement and involvement as critical agents in academic achievement, and support the development of a positive school environment. To provide direct assistance to parents and students in identifying and obtaining community services, and to help ensure regular attendance as measured by home and school communication.	Goal 6 Parent-Family Engagement	$	$14,231	$

	To provide ongoing monitoring of tardies and average daily attendance data with a focus on students who are consistently absent/tardy for "non-defiant" reasons; attendance at parent-centered functions such as teacher conferences, SSC/ELAC/AAPAC, "Coffee with the Principal," etc.				
2111 Instructional Asst/EAIII - Reg	EAIII (2 Positions) To work with kinder through 6 grade ELLs to provide small group intervention. The English Learner student achievement program includes: Positions: EAIII to work with the ELL population to increase English language proficiency and reclassification rates. Assist with district and state testing (419)	Goal 1 English Language Arts Goal 2 Mathematics Goal 3 English Learners	$ 11,356 English Learner	$34,068	$
1130/1230/1930-Additional Duty Certificated Teacher/Counselor/PF/Other Certificated Staff	Additional Duty To provide Before, and/or After School Tutoring, and Intersession for more intensive supplemental interventions. To identify at risk students, plan and provide for intervention, progress monitor	Goal 1 English Language Arts Goal 2 Mathematics Goal 3 English Learners Goal 6 Parent-Family Engagement	$ 10,000	$11,000	$

	To evaluate needs as measured by progress monitoring through MobyMax, District Benchmarks, and other assessments Staff will train parents/families and provide materials to help them work with and improve their child's achievement CSI: Provide addition time for the Leadership team to analyze formative data (CFAs, MobyMax, DRAs, Chronic Absenteeism, and Suspensions) to determine progress of students in each grade/student group. The goal is to determine gaps, inequalities, and needs to students to better serve them.				
2211 Lib/Media/Career - Reg	Library/Media- To extend learning opportunities for students with read aloud; support teachers and students with curriculum/resources in library, Google Classroom, and library website.	Goal 1 English Language Arts Goal 2 Mathematics Goal 3 English Learners	$ 7,746	$	$
2119 Student Intern (college intern)	Student Interns: (501/419) To identify at risk students, plan and work in the learning center/classroom and provide services, progress monitor, and opportunities for all students.	Goal 1 English Language Arts Goal 2 Mathematics Goal 3 English Learners	$ 10,000 English Learner Foster Youth Low-Income	$10,000	$

4310 Instructional Materials/Supplies	Instructional Materials/Supplies- In an effort to address the low to mid-range scores in both ELA and Math the effective implementation of supplemental materials will improve academic achievement such as, but not limited to Step Up to Writing, GLAD, SEL, and AVID resources, supplies, and materials Instructional Materials and Supplies (Parent Engagement) Training and materials to help parents work with and improve their child's achievement. Also, increase connections between the school community and the school as measured by administration walkthroughs, documented sign-in sheets and observations, improved parent attendance at various parent events/activities, continued volunteer hours as evidence in the logs, and improved student achievement. ($2,300) Materials for parent training	Goal 1 English Language Arts Goal 2 Mathematics Goal 3 English Learners Goal 6 Parent-Family Engagement	$ 9,233	$16,469	X **Changes Were Made** $18,880
4340/4410/4440/4450/5841-Computer Equipment/Accessories/Warranty	(4440) Purchase equipment such as but not limited to Chromebooks, radios, Apple TVs, ELMOs, projectors, printers, carts, headphones/earbuds, batteries, and computer apps/learning programs to research, enrichment and	Goal 1 English Language Arts Goal 2 Mathematics Goal 3 English Learners	$	$10,000	X **Changes Were Made** $315.10

	assist students learning both at the school site and virtually, as well as teach 21st century technology skills and standards. Computer Tech Fees and Licenses (5840) - Computer tech fees, software license to purchase instructional level intervention support programs such as, but not limited to MobyMax, etc to provide diagnostic and supplemental instructional level interventions to all students. Computer Accessories/Supplies (4340): To provide additional technology for students and staff for the intervention program. CSI- Based on CSI consultation with Education Services and Equity guidance is being provided on standardization for Learning Lab material.				
5633 Maintenance Agreement	Maintenance Agreements: Agreements for copiers and printers to provide supplemental resources to help access and enhance the core curriculum including, but not limited to the purchase of a copy machine and required maintenance agreements.	Goal 1 English Language Arts Goal 2 Mathematics	$ 4,000 English Learner Foster Youth Low-Income	$	$
5712/5886 Field Trip Transportation/Admissions	Educational field trips: The field trips are designed to promote extended learning	Goal 1 English Language Arts	$	$7,000	$

	opportunities that otherwise are not available to the students.	Goal 2 Mathematics Goal 3 English Learners	English Learner Foster Youth Low-Income		
5851 Assemblies/Non-Classified Experts	Educational Assemblies: The at site assemblies are designed to promote extended learning opportunities that otherwise are not available to the students.	Goal 1 English Language Arts Goal 2 Mathematics Goal 3 English Learners	$	$5,000	$
5880 Student Incentives/Other Services/Fees/Parent Inservice	Student Incentives (501) Student Incentives and awards such as certificates and/or instructional materials (e.g., pencils, books, etc.) for academic achievement/ improvement to provide students incentives for academic achievement.	Goal 1 English Language Arts Goal 2 Mathematics Goal 4 Chronic Absenteeism (K-8) Goal 6 Parent-Family Engagement	$	$5,000	$
5220 Inservice/Conference	In-Service and Conferences Additional professional development will be provided for English Language learners support through GLAD, Step Up to Writing, AVID, SEL, and math trainings. CSI: Provide additional professional development to meet the needs of our teachers (CABE, John Hattie, Teacher Clarity, Data Analysis, Root Cause, and inequities).	Goal 1 English Language Arts Goal 2 Mathematics Goal 3 English Learners Goal 7 Graduation (High School)	$	$5,000	X **Changes Were Made** $
4330 Meeting Refreshments	Refreshments for the on-site parent meetings who attend.		$ 1,000	$	$

3000-3999 Employee Benefits	Employee benefits for all personnel funded with LCAP and Title I.	Goal 1 English Language Arts Goal 2 Mathematics Goal 3 English Learners Goal 4 Chronic Absenteeism (K-8) Goal 5 Suspension Goal 6 Parent-Family Engagement	$ 62,548 English Learner Foster Youth Low-Income	$52,301.97	$
Total Costs			$ 247,135	$ 233,233.97	$ 19,195.10
Total Allocation			$ 247,135.06	$ 233,233.97	$ 18,880

Possible Future Expenditures: LCAP, Title I, and CSI

Possible adjustments and funds from vacant positions will be liquidated and allocated to the actions and services below.
NOTE: Include Strategies/Activities, Object Code, and Estimated Costs
(Not to exceed 30% of the tentative allocation)

Planned Expenditure Object Code	Strategies/Activities	Goal Alignment	LCAP 419 Cost	Title I 501 Cost	CSI 523 Cost
4310 Instructional Materials/Supplies	In an effort to address the low to mid-range scores in both ELA and Math, the effective implementation of supplemental materials will improve academic achievement.	Goal 1 English Language Arts Goal 2 Mathematics Goal 3 English Learners	$10,000 English Learner Foster Youth Low-Income	$10,000	$8,000

1130/1230/1930-Additional Duty Certificated Teacher/Counselor/PF/Other Certificated Staff	Additional duty hours to provide before/after school and/or intersession intensive instruction for students not meeting grade level standards and grade level and team collaboration to plan instruction and strategies for students not meeting grade level standards.	Goal 1 English Language Arts Goal 2 Mathematics Goal 3 English Learners	$10,000 English Learner Foster Youth Low-Income	$10,000	$5,000
5880 Student Incentives/Other Services/Fees/Parent Inservice	Student Incentives and awards such as certificates and/or instructional materials (e.g., pencils, books, etc.) for academic achievement/improvement to provide students incentives for attendance, PBiS, and academic achievement, plus the postage required to mail them home during distance learning.	Goal 1 English Language Arts Goal 2 Mathematics Goal 3 English Learners Goal 4 Chronic Absenteeism (K-8)	$5,000 English Learner Foster Youth Low-Income	$5,000	$4,000

5220 Inservice/Conference	Additional professional development will be provided for English Language Learner support through GLAD, AVID trainings.	Goal 1 English Language Arts Goal 2 Mathematics Goal 3 English Learners	$10,000 English Learner Foster Youth Low-Income	$10,000	$5,000
5633 Maintenance Agreement	To provide supplemental resources to help access and enhance the core curriculum including but not limited to the purchase of a copy machine and required maintenance agreements.	Goal 1 English Language Arts Goal 2 Mathematics Goal 3 English Learners	$3,000 English Learner Foster Youth Low-Income	$	$2,000
4340/4410/4440/4450/5841 -Computer Equipment/Accessories/Warranty	District warranty/licensing for computers to provide supplemental resources to help access and enhance the core curriculum including but not limited to the purchase of computers. Projectors, ELMOS, and other equipment to replace equipment used to enhance teaching of content areas. Chromebooks and headphones used to enhance teaching of content areas. Copy machines and Riso machines to support the supplemental instructional materials utilized to assist with teaching of content areas.	Goal 1 English Language Arts Goal 2 Mathematics Goal 3 English Learners	$10,000 English Learner Foster Youth Low-Income	$10,000	$5,000
4210 Other Books	Classroom and/or library books to support student learning. To purchase other books needed for professional development.	Goal 1 English Language Arts Goal 2 Mathematics Goal 3 English Learners	$5,000 English Learner Foster Youth Foster Youth	$5,000	$5,000
1140 Certificated Teaching - Sub	Substitute teachers to provide coverage for teachers to receive collaboration time and professional development.	Goal 1 English Language Arts Goal 2 Mathematics Goal 3 English Learners Goal 4 Chronic Absenteeism (K-8)	$15,000 English Learner Foster Youth Low-Income	$15,000	$10,000

5712/5886 Field Trip Transportation/Admissions	Educational field trips: The field trips are designed to promote extended learning opportunities that otherwise are not available to the students.	Goal 1 English Language Arts Goal 2 Mathematics Goal 3 English Learners	$	$5,000	$5,000
5851 Assemblies/Non-Classified Experts	Educational Assemblies: The at site assemblies are designed to promote extended learning opportunities that otherwise are not available to the students.	Goal 1 English Language Arts Goal 2 Mathematics Goal 3 English Learners	$	$5,000	$5,000
5713 Printing - District	District Printing- To provide supplemental resources, including but not limited to Step Up to Writing resources, to help access and enhance the core curriculum. To communicate to parents about workshops, training, letters, packets and information to increase home-school communication and parent engagement.	Goal 1 English Language Arts Goal 2 Mathematics Goal 3 English Learners	$5,000	$	$2,000
2119 Student Intern (college intern)	To identify at risk students, plan and work in the learning center/classroom and provide services, progress monitor, and opportunities for all students.	Goal 1 English Language Arts Goal 2 Mathematics Goal 3 English Learners	$10,000 English Learner Foster Youth Low-Income	$10,000	$10,000
Total:			$83,000	$85,000	$66,000

English Learner Plan

GRACIANO GOMEZ ELEMENTARY SCHOOL

2022-2023

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

GOALS:

ELPAC Increase the percentage of English Learner students making progress toward English proficiency by 10% moving from 36% to 46%, as measured by the 2021 ELPAC assessment.	**RECLASSIFICATION** Increase the percentage of English Learner students being reclassified by 5% of our current EL population of 201 students, moving from 2% to 7%, as measured by the SBCUSD school site data dashboard.
ELA Increase CAASPP ELA distance from standard by 10 points moving from -38.5 distance from standard to -28.5 distance from standard, as measured by the CA Dashboard.	**MATH** Increase CAASPP Math distance from standard by 10 points moving from -48.4 distance from standard to -38.4 distance from standard, as measured by the CA Dashboard.

STRATEGIES/ACTIVITIES

STUDENT ACHIEVEMENT STRATEGIES/ACTIVITIES	PARENT ENGAGEMENT STRATEGIES/ACTIVITIES
419 Personnel: Resource Teacher - Create testing schedules, and maintains site, district, and state testing. Administers ELPAC testing and calling of parents to coordinate testing. Coordinates/facilitates SST meetings. Maintain resources and provide to teachers as necessary. Resident Substitutes – small group interventions, provide opportunity for teachers to effectively plan, collaborate, and build their capacity, learning strategies Instructional materials & Supplies – supplemental materials for Step Up to writing, GLAD, AVID, supplies, intervention materials, etc. Student Incentives - building student capacity in academics, attendance, and PBiS. Additional Duty – building student capacity in academics. To identify at risk students, plan and provide for intervention, progress monitor. Enables teachers to attend leadership team meetings in which they represent their grade levels in decision-making for the school, including strategies. EAIII (2 Positions) – Assist with district and state testing. Recreational Aide - Connecting families with the resources they need to promote student participation and engagement during Distance Learning; assisting families of English Learners. Work during the day to provide supervision of students to maintain a safe and orderly environment and reinforce PBiS expectations and Restorative Justice skills. Library/Media/Career- To extend learning opportunities for students with read aloud; support teachers and students with curriculum/resources in library, Google Classroom, and library website.	419 Personnel: Resource Teacher – building parent capacity with technology, SPSA Development, assists with the monitoring of students in the MTSS Process. Instructional Materials and Supplies – Parent workshop materials (paper, markers, etc.). Additional Duty – building parent capacity to improve their child's achievement.

501 Personnel: Resident Substitutes – small group interventions, provide opportunity for teachers to effectively plan, collaborate, and build their capacity, learning strategies. Resource Teacher – Provides strategic small group literacy intervention support, building student capacity in academics. Instructional materials & Supplies – supplemental materials for Step Up to writing, GLAD, AVID, supplies, intervention materials, etc. Student Incentives - building student capacity in academics, attendance, and PBiS. Additional Duty – building student capacity in academics. To identify at risk students, plan and provide for intervention, progress monitor. EAIII (2 positions) – building student capacity in academics (ELL population to increase English language proficiency and reclassification rates). Provide small group assistance with interventions in academics areas, including but not limited to English Language Arts and Math.	501 Personnel: Resource Teacher – building parent capacity with technology, coordinates capacity-building workshops for parents, as well as Family Engagement Activities. Coordinates/Assist/Facilitates with parent advisory groups such as but not limited to SSC/ELAC. Instructional Materials and Supplies – Parent workshop materials (paper, markers, etc.). Additional Duty – building parent capacity to improve their child's achievement. Staff will train parents/families and provide materials to help them work with and improve their child's achievement. Bilingual Community Resource Worker – To support the effort in strengthening parent engagement and involvement as critical agents in academic achievement, and support the development of a positive school environment. To provide direct assistance to parents and students in identifying and obtaining community services, and to help ensure regular attendance as measured by home and school communication.
PROFESSIONAL DEVELOPMENT	**INSTRUCTIONAL SUPPLIES/TECHNOLOGY**
Resource Teacher – Building teacher capacity with technology/resources. Works directly with staff in providing professional development. Resident Substitutes – Release teachers for professional development. In-Services & conferences – Additional professional development will be provided for English Language learners support through GLAD, Step Up to Writing, AVID, and SEL. Provide additional professional development to meet the needs of our teachers (CABE, John Hattie, Teacher Clarity, Data Analysis, Root Cause, and inequities).	Instructional materials & Supplies – for students and parents as mentioned above. Supplemental materials for Step Up to writing, GLAD, AVID, supplies and materials. Licenses – Computer tech fees, software license to purchase instructional level intervention support programs such as, but not limited to MobyMax, etc. to provide diagnostic and supplemental instructional level interventions to all students. Computer Equipment - Purchase equipment such as Chromebooks, Apple TV's ELMOs, projectors, printers, carts, headphones/earbuds, etc. Provide additional technology for students and staff for the intervention program. Maintenance Agreement - Agreements for copiers and printers to provide supplemental resources to help access and enhance the core curriculum.

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
GRACIANO GOMEZ ELEMENTARY SCHOOL
2022-2023

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

METAS:

ELPAC Aumentar el porcentaje de estudiantes de inglés que progresan hacia el dominio del inglés en un 10% moving from 36% al 46%, según las mediciones de la evaluación ELPAC de 2021.	**RECLASSIFICATION** Aumentar el porcentaje de estudiantes de inglés que son reclasificados en un 5% de nuestra actual población EL de 201 estudiantes, pasando del 2% al 7%, 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 -38.5 distancia del estándar a -28.5 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 -48.4 distancia del estándar a -38.4 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: Maestra de Recursos - Crea los horarios de las pruebas, y mantiene las pruebas del sitio, del distrito y del estado. Administra las pruebas ELPAC y llama a los padres para coordinar las pruebas. Coordina/facilita las reuniones de SST. Mantiene los recursos y los proporciona a los maestros según sea necesario. Sustitutos residentes - Intervenciones en grupos pequeños, ofrecen la oportunidad a los profesores de planificar eficazmente, colaborar y desarrollar su capacidad, estrategias de aprendizaje. Materiales de instrucción y suministros - materiales suplementarios para Step Up to writing, GLAD, AVID, suministros, materiales de intervención, etc. Incentivos para los estudiantes: fomento de la capacidad de los estudiantes en materia académica, de asistencia y de PBiS. Deber adicional: desarrollar la capacidad de los estudiantes en el ámbito académico. Identificar a los estudiantes en riesgo, planificar y proveer la intervención, monitorear el progreso. Permite a los profesores asistir a las reuniones del equipo de liderazgo en las que representan a sus niveles de grado en la toma de decisiones para la escuela, incluyendo estrategias. EAIII (2 puestos) - Ayudar con las pruebas del distrito y del estado. Ayudante de Recreo - Conectar a las familias con los recursos que necesitan para promover la participación y el compromiso de los estudiantes durante el aprendizaje a distancia; ayudar a las familias de los estudiantes de inglés. Trabajar durante el día para proporcionar la supervisión de los estudiantes para mantener un ambiente seguro y ordenado y reforzar las expectativas de PBiS y las habilidades de Justicia Restaurativa.	419 Personal: Maestra de Recursos - construyendo la capacidad de los padres con la tecnología, el desarrollo de SPSA, ayuda con el seguimiento de los estudiantes en el proceso de MTSS. Materiales de instrucción y suministros - materiales para talleres de padres (papel, marcadores, etc.). Deberes adicionales - construir la capacidad de los padres para mejorar los logros de sus hijos.

Biblioteca/Medios/Carrera- Ampliar las oportunidades de aprendizaje para los estudiantes con la lectura en voz alta; apoyar a los maestros y estudiantes con el plan de estudios/recursos en la biblioteca, Google Classroom, y el sitio web de la biblioteca.	
501 Personal: Sustitutos residentes - Intervenciones en grupos pequeños, ofrecen la oportunidad a los profesores de planificar eficazmente, colaborar y desarrollar su capacidad, estrategias de aprendizaje. Profesor de recursos - Proporciona apoyo estratégico de intervención en grupos pequeños de alfabetización, construyendo la capacidad de los estudiantes en lo académico. Materiales de instrucción y suministros - materiales suplementarios para Step Up to writing, GLAD, AVID, suministros, materiales de intervención, etc. Incentivos para los estudiantes - creación de la capacidad de los estudiantes en lo académico, la asistencia, y PBiS. Deberes adicionales - construir la capacidad de los estudiantes en lo académico. Identificar a los estudiantes en riesgo, planear y proveer la intervención, monitorear el progreso. EAIII (2 Posiciones) - construyendo la capacidad de los estudiantes en lo académico (población ELL para aumentar la competencia en el idioma inglés y las tasas de reclasificación). Proporcionar asistencia en pequeños grupos con intervenciones en áreas académicas, incluyendo pero no limitado a Artes del Lenguaje Inglés y Matemáticas.	501 Personal: Maestra de Recursos - construye la capacidad de los padres con la tecnología, coordina los talleres de creación de capacidad para los padres, así como las actividades de participación familiar. Coordina/Asiste/Facilita con los grupos asesores de padres tales como pero no limitado a SSC/ELAC. Materiales de instrucción y suministros - Materiales para talleres de padres (papel, marcadores, etc.). Deberes adicionales - Construir la capacidad de los padres para mejorar el rendimiento de sus hijos. El personal capacitará a los padres/familias y proporcionará materiales para ayudarles a trabajar y mejorar el rendimiento de sus hijos. Trabajador de Recursos Comunitarios Bilingües - Apoyar el esfuerzo de fortalecer el compromiso y la participación de los padres como agentes críticos en el logro académico, y apoyar el desarrollo de un ambiente escolar positivo. Proporcionar asistencia directa a los padres y estudiantes en la identificación y obtención de servicios de la comunidad, y ayudar a asegurar la asistencia regular según la comunicación con el hogar y la escuela.
CAPACITACIÓN PROFESIONAL	**SUMINISTROS DE ENSEÑANZA**
Maestra de recursos - Desarrolla la capacidad de los maestros con tecnología/recursos. Trabaja directamente con el personal para proporcionar desarrollo profesional. Sustituto residente - Libera a los profesores para el desarrollo profesional. Servicios y conferencias - Se proporcionará desarrollo profesional adicional para el apoyo a los estudiantes de inglés a través de GLAD, Step Up to Writing, AVID, y SEL. Proporcionar desarrollo profesional adicional para satisfacer las necesidades de nuestros maestros (CABE, John Hattie, Claridad del Maestro, Análisis de Datos, Causa Raíz y desigualdades).	Materiales de instrucción y suministros - para los estudiantes y los padres como se mencionó anteriormente. Materiales complementarios para Step Up to writing, GLAD, AVID, suministros y materiales. Licencias - Cuotas de tecnología de computadoras, licencia de software para comprar programas de apoyo de intervención a nivel de instrucción como, pero no limitado a MobyMax, etc. para proporcionar intervenciones de diagnóstico y de nivel de instrucción suplementario a todos los estudiantes. Equipo de cómputo - Compra de equipo como Chromebooks, Apple TV's ELMOs, proyectores, impresoras, carros, audífonos/escuchas, etc. Proporcionar tecnología adicional para los estudiantes y el personal para el programa de intervención.

	Acuerdo de mantenimiento - Acuerdos para copiadoras e impresoras para proporcionar recursos suplementarios para ayudar a acceder y mejorar el plan de estudios básico.

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

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

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

Site Plan for African American Success

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

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

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

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

Mark X	Support (click link for more details)	Overview	Target(s)	Grade Levels
	Gap-Closing Teaching PD	Teachers will understand achievement gaps, brain-based learning, African American history, and the skills and mindsets of gap-closing teachers.	• All Targets	• PK-12
	Equity Student Success Conferences	Collaborative conference model that brings stakeholders together to plan for and progress-monitor student success.	• College & Career Readiness/ IM1	• High School
	AAPAC Parent Empowerment PD	Principals and front office staff will use a process to identify AA parents who will lead the site AAPAC.	• Family Engagement	• PK-12
X	AA Improvement Plan Data Monitoring	Sites will frequently report the percentage of AA students meeting/exceeding standards.	• ELA and math	• 3, 4, 5, 8, and HS IM 1
	Other:			

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

GRACIANO GOMEZ ELEMENTARY SCHOOL
School-Parent and Family Engagement Policy
2022-2023

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

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

Gomez Elementary has developed a written Title I parental involvement policy with input from Title I parents. The policy has been developed through volunteer parent committees (SSC, ELAC, AAPAC), and parental surveys. Our school site distributes the policy to parents of Title I students. The policy is readily available during parent committee meetings, Back-to-School Night, and the school website. Our policy will be posted on the school's website, sent through ParentSquare and made available in the school office.

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:

The annual meeting will take place both in person and in a virtual platform (Google Meet, Zoom, etc.). Title 1 information will be shared throughout the year (virtually or physically) during family nights, back-to-school night, parent workshops, and various council meetings.

(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:

Families have the opportunity to attend the Back-to-School Night event to familiarize themselves with the campus, child's teacher, and procedures. At least seven SSC/ELAC/AAPAC meetings are held each year to review data, discuss SPSA expenditure effectiveness and plan for the year.

In addition to on-site meetings, we will also be offering parent training and informative webinar sessions as well as continuing to work with the district Family Engagement Office on a variety of other ways to increase parent-family involvement, including other interactive technology, with the goal of increasing family educational capital and improving staff and family relationships.

(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):

Gomez Elementary staff involves parents in the joint planning, review, and improvement of the Title I Program/Services and school Parent-Family Engagement Policy through School Site Council, English Language Advisory Council, and Title I surveys. During council meetings, the programs and policies are reviewed and parents provide input into the improvement of the Title I Program/Services and school Parent-Family Engagement Policy.

(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:

Information and opportunities are provided through the school parent council meetings (SSC, ELAC, AAPAC, etc), Parent/ Teacher Conferences, Marquee, Gomez school website, social media platforms, and robocalls. We not only describe and explain the curriculum, assessments, and achievement levels, but also how those areas connect to students' college and career goals and other personal and academic opportunities, using materials and resources provided by the district's Family Engagement Office, Multilingual Programs Department, and other departments. Parents are encouraged to attend all school meetings, including SSC/ELAC/AAPAC and Pastries with the Principal. Parents may also request meetings referring to their child's education at any time.

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

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

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

The school site provides detailed information about the curriculum, assessments to monitor student progress, and expected proficiency levels of students during Back-to-School Night/Parent Nights and at all parent advisory meetings. Additionally, information is available in the front office, mailed correspondence, and presentations during site-level parent trainings.

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

The school site offers a variety of activities through-out the school year. The school will host ongoing parent nights (in person and/or virtually) to support Academic Achievement, these may include but not be limited to Math, technology, Art and Literacy.

We coordinate with the Family Engagement Office and other district departments to provide centralized and site-specific family engagement materials and training to help families improve their children's achievement, especially in Math, Language Arts and Social-Emotional Learning competencies.

(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])

Weekly collaboration and professional development meetings, Open House, Math Night (in-person), Literacy Night (in-person), and School Site Council (virtual Meetings/ in-person). Communication through ParentSquare, School Messenger, School website, Social Media Platforms and the Marquee. With assistance from the Family Engagement Office, we work together with district-level parent groups and leaders to provide training and assistance to our staff regarding the value of parents and how staff and families can best work together, focusing on mutual support and dual-capacity building.

(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])

In addition to the efforts of site staff, Gomez works with the Family Engagement Office and their staff to provide support and resources to our families (virtually/in-person) as well as coordinating other programs by working with district departments such as ATLAS (foster/homeless), Categorical Programs, Elementary Instruction, Multilingual Department, Family Engagement, G.A.T.E., Special Education, Student Wellness and Support Services, and Youth Services. Gomez offers families multiple opportunities for involvement in school programs and activities.

(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

Gomez provides communication in Spanish and English. Digital communication platforms include Class Dojo, Google Classroom, Facebook, school website, ParentSquare, and School Marquee. All notices and phone calls are in both English and Spanish, with district resources offered for any other language requested.

(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])

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

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

Gomez staff and the Family Engagement Department support student learning by helping families to make sure that their children understand the connection between their current learning and later personal, academic and career opportunities and goals; that their children are doing work above and beyond what their teachers require, based on their child's individual goals and passions; that families are aware of the school's grade-level family engagement goals; that they volunteer, whenever possible; that they attend meetings or otherwise communicate their thoughts and desires regarding their children's education to their child's teacher(s), counselor or administrator. Parents may also fill out surveys that will be sent out asking for input. Parents may also request to volunteer after completing a background check.

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.

GRACIANO GOMEZ ELEMENTARY SCHOOL
School-Parent Compact
Shared Responsibilities for High Student Academic Achievement
2022-2023

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

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

The school agrees to carry out the following responsibilities:

· Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the Common Core State 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. Specifically, the school will provide reports as follows: Trimester diagnostic reports of progress, parent teacher conferences, progress monitoring reports from teachers, as needed, scheduled MTSS meetings, and IEP meetings, as well as, maintain ongoing conversations with families about student's academic and social development.

· Homework: to provide relevant and meaningful homework experiences that will reinforce instruction and extend learning.

· Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents through the following means: Scheduled parent teacher conferences, phone calls, written communication, office hours, and open house, emails, and parent requested appointments.

· Offer parents the opportunity to participate in shared decision-making with other school staff and families for of students, through the following opportunities: LCAP advisory meetings, School Site Council, English Learner Advisory Council, African American Advisory Council, and surveys.

(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])

Encourage regular attendance of healthy children
*Make sure homework is complete (assigned in Google Classroom)
*Volunteer in the classroom as appropriate
*Participate, as appropriate, in decisions relating to our children's education (join parent council groups, participate in parent night webinars, and fill out surveys)
*Promote positive use of extracurricular time and television viewing
*Attend parent/teacher conferences, Back-to-School night, and other school functions

*Provide a minimum of eight hours of sleep as well as nutritious meals/snacks
*PBiS - to encourage my child to be safe, respectful and responsible by following the school wide expectations and social skills at Gomez, during the school day, before and after school, and on weekends
*Attendance - to monitor my child's attendance by communicating with the office staff and teacher
*Stay informed about our children's education and communicate with the school by promptly reading all notices from the school (gomez.sbcusd.com, Facebook, Class Dojo, ParentSquare and the marquee) or the District website.
*Serve, to the extent possible, on parent advisory groups, such as School Site Council, or other school or District parent groups
*Take advantage of after-school intensive instruction as determined by the classroom teacher

(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:

Formal conferences will be held twice a year at the end of each trimester, and informal conferences will be held as either teacher or parent sees fit.

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

Report cards are provided three times annually, and formative and summative assessment data reports are regularly shared with the parent to monitor progress and to check the effectiveness of the strategies used in instruction. Parents can view online assessments and grades through Google Classroom and Aeries Portal. Digital communication such as, but not limited to Class Dojo, Parent Square and/or Google Classroom.

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])

All parents are invited to volunteer in multiple capacities: in class assistance reading with students, and aiding teachers with arranging papers, homework, etc. All parents are encouraged to fill out the volunteer packet and are made aware of the District Volunteer Policy and background check procedure.

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:

All notices and phone calls are in both English and Spanish, with district resources offered for any other language requested. Office staff is English/Spanish bilingual, and immediate district assistance is available if another language is needed. Telephone and e-mail communication, report card, parents can view online assessments and grades in Aeries parent portal and Google Classroom, digital communication such as, but not limited to Class Dojo, Google Classroom, ParentSquare, information posted on our School's website and social media platforms, as well as the marquee, Parent/Teacher Conferences, IEP's, SST's, and 504s.

Additionally, parents are invited to email their child's teacher directly, call the office and request a return call, or write a note to the teacher.

Students will be responsible for improving their academic achievement.

Attend all learning daily

* Complete all assignments and ask for help when needed
* Follow classroom rules and expectations
* Read at least 20 minutes every day outside of school time
* Communication - give parents/guardians all notices and information received from school every day

* PBiS - know and follow all school rules and expectations
* PBiS (social skills) - to follow the 16 classroom social skills
* Leave all toys and electronic devices at home
* Respect the school, staff, classmates, and families
* Attend after-school intensive instruction as determined by the classroom teacher, whether in person or virtually
* Only healthy snacks are allowed on campus (no candy, high sugar foods, hot/spicy chips, sodas/caffeinated drinks, energy drinks and candy)

Description of Centralized Services
Include Direct Services
For Categorical Programs

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

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

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

School Goal #2: Provide direct instructional and professional development to support schools.
The following actions and related expenditures support school goals and will be performed as centralized services.
Examples of centralized services that are within the 85 percent of the District's total Title I allocation, direct services limitation, and may serve as professional development, include:

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

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

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

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

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

Direct Services

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

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

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

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

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

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

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

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

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

Successful Policies and Practices
Shared Responsibility for Improvement

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

Strategy	Person(s) Responsible	Task/Activities
Site Specific Professional Development and teacher collaboration	District Office Site Administrators Teachers	• Provide time, on a regular basis, for teachers to meet in appropriate, grade-level teams for the purpose of analyzing data, reviewing and aligning instructional practices, and planning next steps
Instructional Rounds and Regular Walk-through observations	Administration Teachers	• Schedule time for Instructional Rounds and the feedback process • Schedule regular walk-through observations and provide meaningful feedback to teachers
Protect student instructional time in core subject areas by minimizing interruptions	Administration Teachers Support Staff	• Time is built into the daily schedule for intervention/ support classes, as well as school site extended learning classes/curriculum

Shared Responsibility for Improvement

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

Department	Tasks/Activities
Categorical Programs Department	• Provide sites with technical assistance and support in the area of categorical funding/budget, and development of the School Plan for Student Achievement (SPSA) • Ensure that the SPSA aligns with the District Federal LCAP Addendum, District Community Engagement Plan and the District Local Control and Accountability Plan (LCAP) • Provide site with technical assistance and support in the area of School Site Council roles and responsibilities
District Instructional Departments Special Education Department English Learner Department Human Resources	• Continue training staff on components and implementation of Multi-Tiered Support System (MTSS) • Provide teachers with meaningful professional development and training of staff in research-based strategies that will increase student achievement when working with students with disabilities or English learners • Provide training on data analysis of State and Local assessments • Provide teachers with a mentoring program such as: the Teacher Induction Program for New Teachers, PAR and/or Non-Induction for Experienced Teachers to increase their skills, Common Core Demonstration Teachers, and site level subject/grade level teacher support • Provide course work to earn postsecondary credit while still in high school, such as Advanced Placement, International Baccalaureate, and dual or concurrent enrollment.
District Accountability And Educational Technology Department	• Provide access to the results of State and Local assessment data • Provide training on State and Local assessment administration • Provide assessment schedules
Instructional Departments Positive Youth Development Student Wellness & Support Services	• Provide Positive Behavior Interventions and Support (PBiS) training focused Tier One, Tier Two, and Tier Three systems of behavior support and Restorative Justice • Provide counseling, school-based mental health programs, mentoring services and implement strategies that are outside of the academic subject areas that assist students in social emotion learning.

College and Career	• Provide opportunities for postsecondary education and success in the workforce
California Department of Education	• State representatives will provide technical assistance to the LEA

School Site Council Membership, Elementary (SSC)

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school.[1] The make-up of the SSC is as follows:

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Term Elected
Maria Martinez	X				Permanent
Tara Schmidt		X			2020-2021, 2021-2022
Iliana Munoz		X			2020-2021, 2021-2022
Herenia Montes		X			2020-2021, 2021-2022
Sean Duarte			X		2020-2021, 2021-2022
Rosa Jimenez				X	2020-2021, 2021-2022
Evangelina Marin				X	2020-2021, 2021-2022
Berta Cortes				X	2021-2022, 2022-2023
Maria Perez				X	2021-2022, 2022-2023
Areli Gutierrez				X	2021-2022, 2022-2023
Numbers of members of each category:	**1**	**3**	**1**	**5**	

EC Section 65000[a]

English Learner Advisory Committee (ELAC)

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

Composition Requirements
Elections

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

Name of Members	Principal	Parents of an English Learner	Classroom Teacher	Other School Staff	Parent or Community Member	Term Elected
Alicia D. Faz	X					
Eunice Gutierrez			X			2020-2021, 2021-2022
Rosa Jimenez					X	2021-2022, 2022-2023
Evangelina Marin		X				2021-2022, 2022-2023
Citlali Mejia		X				2021-2022, 2022-2023
Mayra Romero		X				2021-2022, 2022-2023
Yeralith Pena Leal		X				2021-2022, 2022-2023
Numbers of members of each category:	**1**	**4**	**1**		**1**	

- 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.

Mayra Gutierrez-Barragan

Print Name Signature

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

Sean Duarte

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	Rosa Jimenez 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 26, 2022.

Attested:

Maria Martinez		5/6/22
Typed Name of School Principal	Signature of School Principal	Date
Evangelina Marin		5/3/22
Typed Name of SSC Chairperson	Signature of SSC Chairperson	Date

Board Certification

SAN BERNARDINO CITY
UNIFIED SCHOOL DISTRICT
Making Hope Happen

Agenda Item Details

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

Prepared by: Kimbre Sargent, Director, Categorical Programs Department

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

It is recommended that the following resolution be adopted:

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

School Plans for Student Achievement - Sites.pdf (15 KB)

San Bernardino 22-23_SPSA_sections.zip (38,990 KB)

Motion & Voting

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

Motion by Barbara Flores, second by Danny Tillman.
Final Resolution: Motion Carries
Yea: Gwen Dowdy-Rodgers, Scott Wyatt, Barbara Flores, Abigail Rosales-Medina, Danny Tillman, Mayra Ceballos

School Plans for Student Achievement

Schoolwide Programs Elementary Schools

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

Schoolwide Programs: Middle Schools
Arrowview
Chavez
Curtis
Del Vallejo
Golden Valley
King
Paakuma
Richardson
Rodriguez
Serrano
Shandin Hills

Schoolwide Programs: High Schools
Arroyo Valley
Cajon
Indian Springs
Middle College
Pacific
San Andreas
San Bernardino
San Gorgonio
Sierra

Targeted Assistance Programs
Alternative Learning Center
Harmon
Virtual Academy

San Bernardino City Unified School District
2022-2023 SPSA Modification

School: Gomez ES	**Principal:** Maria Martinez (Gomez ES)	**Date:** 9/20/22
Check All That Apply: ☐ LCAP ☐ Title I ☑ CSI	**Title I and CSI** SSC Approval Date: 9/20/22 **LCAP** SSC Review Date: ___	**Check One:** ☐ TAS ☑ SWP
Type of modification:	☑ Revision of the SPSA Content AND Budget ☐ Revision of the SPSA Content Only ☐ Revision of the Budget Only ☐ Other___	
Check the reason(s) for Budget modification:	☐ New Allocation ☐ Salary Savings (vacant positions, unused personnel costs, etc.) ☑ Movement of funds from one activity to one or more other activity(ies) ☐ Other___ ☐ N/A	
Check the reason(s) for Content modification:	☑ New need identified through data analysis ☐ Change of an evidenced-based strategy/activity ☐ Clarification of content ☑ Adding an additional object code/expense ☐ Other___ ☐ N/A	

Maria Martinez	Maria L Martinez	11.28.22
Print Name of the Principal	**Signature of the Principal**	**Date**
Kimbre Sargent		12/6/2022
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.

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)
523-4310 Instructional Materials	**523-5220** Conferences Already in the SPSA? ☐ Yes ☑ No	Revised **523-5220** $9,500 Revised **523-4310** $9,380	An excess was planned in Instructional Materials, and the site needed additional funding to support the professional learning focus of UDL.	Provide professional development to staff through inservice/ conferences to help teachers with lesson design, and build their capacity in the school's foci, such as UDL, Teacher Clarity, etc.
523-4310 Instructional Materials	**523-4340** Computer Accessories Already in the SPSA? ☐ Yes ☑ No	Revised **523-4340** $1,000 Revised **523-4310** $8,380	An excess was planned in Instructional Materials, and the site needed additional funding to support the learning lab.	To provide computer accessories such as printers, ink/toner, earbuds, etc. for students and staff for the learning lab to improve academic achievement in ELA and Math.

Agendas and Minutes Have been submitted to your Program Specialist

☑ Yes

Date Submitted: 11.25.22

Categorical Programs Use Only:

Board Approval Date:	**Analysis of the need for Board Approval for this modification:**	**Modification Board Approval Date:**
6/21/2022	4310-5220: 5220 is in the site's Possible Future Expenditures and $5,000 was already approved by SSC. The difference of $4,380 is less than a 10% change in the total CSI Allocation and does not require Board re-approval. 4310 to 4340: The original intent is met by providing supplemental materials to support the learning lab implementation.	N/A

SAN BERNARDINO CITY
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Doc Ervin
Superintendent

Professional Learning Plan Template (2022-2023)

Directions:

- This plan is a "living document" and can be modified as you make adjustments throughout the school year based on your site context and growth data.
- This PLP is an extension of your site SPSA and is meant to focus on **the academic priorities**, especially Math and ELA.
- We will use the document as we engage in reviewing new data in the Fall, Winter, and Spring.
- The academic goals can be copied and pasted directly from your SPSA document.
- The purpose of this document is to identify areas that each site is prioritizing in your implementation of Professional Learning Communities and MTSS. District level supports can be identified and provided based on information included in this document.
- This document should be developed collaboratively with your site leadership and PDT teams.

Data Dive

Use the document found in your school site data folder in google in the folder labeled April 13th ALI.

As you review your site's key performance indicators, what stands out to you? What are the patterns and trends? Which student groups need the most support?

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts: Orange	Graduation Rate:	Suspension Rate: Orange
Mathematics: Orange	Chronic Absenteeism: Red	
English Learner Progress:		
College/Career:		

Attendance

Attendance Rate	2019-2020**	2020-2021	2021-2022
Overall	95.0	94.2	89.0
Hispanic	95.1	94.7	89.2
African American	92.3	89.3	86.7
White	95.3	92.1	*
English Learner	95.6	96.8	90.1
Socio-economically Disadvantaged	95.0	94.2	88.9
Special Education	94.3	94.2	87.6
Foster Youth	*	*	*

If available, Chronic Absenteeism data taken from the California School Dashboard

*** Overall rate for 2019-2020 reported through March 13, 2020 due to COVID-19 schools closure*

Chronic Absenteeism

Chronic Absenteeism Rate	2019-2020**	2020-2021	2021-2022
Overall	13.5	20	45.5
Hispanic	12.0	18.6	45.1
African American	32.1	31.1	49.0
White	0.0	*	*
English Learner	6.8	10.6	39.7
Socio-economically Disadvantaged	13.2	20.2	45.2
Special Education	20.4	20.3	59.6
Foster Youth	*	*	*

If available, Chronic Absenteeism data taken from the California School Dashboard

*** Overall rate for 2019-2020 reported through March 13, 2020 due to COVID-19 schools closure*

2020-2021 Chronic Absenteeism year-to-date internally calculated by Information Technology

SBCUSD - NWEA Fall 2021 Reading Assessment
Graciano Gomez Elementary School

		Grade K	Grade 01	Grade 02	Grade 03	Grade 04	Grade 05	Grade 06	Grade 07	Grade 08	Grade 09	Grade 10	Grade 11	Grade 12	All Students
All Students	Number Tested	41	42	82	61	65	57	73	0	0	0	0	0	0	421
	Number OnTrack	9	4	5	6	7	11	10	0	0	0	0	0	0	52
	Percent OnTrack	22.0%	9.5%	6.1%	9.8%	10.8%	19.3%	13.7%							12.4%
	Mean RIT Score	133.3	144.3	156.5	165.6	181.7	194.1	200.2							
African American	Number Tested	3	4	9	7	9	5	7	0	0	0	0	0	0	44
	Number OnTrack	0	2	0	1	1	1	0	0	0	0	0	0	0	5
	Percent OnTrack	0.0%	50.0%	0.0%	14.3%	11.1%	20.0%	0.0%							11.4%
	Mean RIT Score	137.0	153.5	154.2	165.9	179.8	192.2	188.6							
Hispanic	Number Tested	36	33	72	52	51	47	63	0	0	0	0	0	0	354
	Number OnTrack	9	1	5	5	4	7	10	0	0	0	0	0	0	41
	Percent OnTrack	25.0%	3.0%	6.9%	9.6%	7.8%	14.9%	15.9%							11.6%
	Mean RIT Score	133.8	142.7	156.7	166.2	181.2	192.9	201.4							
English Learners	Number Tested	6	12	36	32	26	20	25	0	0	0	0	0	0	157
	Number OnTrack	0	0	2	4	0	1	0	0	0	0	0	0	0	7
	Percent OnTrack	0.0%	0.0%	5.6%	12.5%	0.0%	5.0%	0.0%							4.5%
	Mean RIT Score	125.8	146.8	152.9	168.6	179.7	189.4	191.3							
Socioeconomically Disadvantaged	Number Tested	34	37	70	53	61	52	62	0	0	0	0	0	0	369
	Number OnTrack	7	3	5	6	7	11	8	0	0	0	0	0	0	47
	Percent OnTrack	20.6%	8.1%	7.1%	11.3%	11.5%	21.2%	12.9%							12.7%
	Mean RIT Score	132.4	144.8	157.1	165.4	181.6	195.1	200.4							
Special Ed	Number Tested	0	3	7	3	7	9	5	0	0	0	0	0	0	34
	Number OnTrack	0	0	0	0	0	2	0	0	0	0	0	0	0	2
	Percent OnTrack		0.0%	0.0%	0.0%	0.0%	22.2%	0.0%							5.9%
	Mean RIT Score		131.3	147.7	159.0	175.6	192.9	177.0							
Homeless	Number Tested	3	4	7	3	6	6	5	0	0	0	0	0	0	34
	Number OnTrack	0	0	0	0	1	1	0	0	0	0	0	0	0	2
	Percent OnTrack	0.0%	0.0%	0.0%	0.0%	16.7%	16.7%	0.0%							5.9%
	Mean RIT Score	133.0	140.3	160.7	152.0	177.8	193.2	199.6							

SBCUSD - NWEA Fall 2021 Math Assessment
Graciano Gomez Elementary School

		Grade K	Grade 01	Grade 02	Grade 03	Grade 04	Grade 05	Grade 06	Grade 07	Grade 08	Grade 09	Grade 10	Grade 11	Grade 12	All Students
All Students	Number Tested	42	42	70	61	66	59	77	0	0	0	0	0	0	417
	Number OnTrack	12	3	5	1	2	9	4	0	0	0	0	0	0	36
	Percent OnTrack	28.6%	7.1%	7.1%	1.6%	3.0%	15.3%	5.2%							8.6%
	Mean RIT Score	137.6	148.9	160.7	168.4	180.1	190.6	196.5							
African American	Number Tested	3	4	9	7	9	5	8	0	0	0	0	0	0	45
	Number OnTrack	0	2	0	0	0	0	0	0	0	0	0	0	0	2
	Percent OnTrack	0.0%	50.0%	0.0%	0.0%	0.0%	0.0%	0.0%							4.4%
	Mean RIT Score	136.7	155.8	154.9	165.3	171.0	183.0	182.4							
Hispanic	Number Tested	37	33	60	52	52	49	66	0	0	0	0	0	0	349
	Number OnTrack	12	1	5	1	2	7	4	0	0	0	0	0	0	32
	Percent OnTrack	32.4%	3.0%	8.3%	1.9%	3.8%	14.3%	6.1%							9.2%
	Mean RIT Score	138.1	147.7	161.4	169.2	180.9	190.1	198.3							
English Learners	Number Tested	7	12	27	32	27	21	26	0	0	0	0	0	0	152
	Number OnTrack	1	0	4	0	2	0	0	0	0	0	0	0	0	7
	Percent OnTrack	14.3%	0.0%	14.8%	0.0%	7.4%	0.0%	0.0%							4.6%
	Mean RIT Score	133.9	152.1	160.2	170.1	180.4	186.0	190.3							
Socioeconomically Disadvantaged	Number Tested	35	37	60	52	62	54	65	0	0	0	0	0	0	365
	Number OnTrack	9	3	5	1	2	9	4	0	0	0	0	0	0	33
	Percent OnTrack	25.7%	8.1%	8.3%	1.9%	3.2%	16.7%	6.2%							9.0%
	Mean RIT Score	136.6	149.5	160.9	167.9	180.0	190.9	197.0							
Special Ed	Number Tested	0	3	5	3	7	9	5	0	0	0	0	0	0	32
	Number OnTrack	0	0	0	0	0	1	0	0	0	0	0	0	0	1
	Percent OnTrack		0.0%	0.0%	0.0%	0.0%	11.1%	0.0%							3.1%
	Mean RIT Score		137.0	158.4	166.7	167.7	183.9	170.6							
Homeless	Number Tested	3	4	6	3	6	6	5	0	0	0	0	0	0	33
	Number OnTrack	2	0	1	0	1	0	0	0	0	0	0	0	0	4
	Percent OnTrack	66.7%	0.0%	16.7%	0.0%	16.7%	0.0%	0.0%							12.1%
	Mean RIT Score	141.0	153.8	169.8	153.0	181.2	184.0	194.0							

All Students

Smarter Balanced Assessment (SBA)
English Language Arts/Literacy and Mathematics

English Language Arts/Literacy

ELA/ Literacy SBA	2018-2019 Difference from Standard	2019-2020* Difference from Standard	2020-2021* Difference from Standard
Overall	-48.7		
Hispanic	-47.7		
African American	-80.3		
White	*		
English Learner	-38.5		
Socio-economically Disadvantaged	-50.3		
Special Education	-95.1		
Foster Youth	*		

Data taken from the California School Dashboard

** CAASPP not taken during 2019-2020 and 2020-2021 school years*

Mathematics

SBA Mathematics	2018-2019 Difference from Standard	2019-2020* Difference from Standard	2020-2021* Difference from Standard
Overall	-63.4		
Hispanic	-60.3		
African American	-108.2		
White	*		
English Learner	-48.4		
Socio-economically Disadvantaged	-65.3		
Special Education	-117.3		
Foster Youth	*		

Data taken from the California School Dashboard

** CAASPP not taken during 2019-2020 and 2020-2021 school*

Professional Learning Communities

Question 1: What do we want students to learn, know and be able to do?

1. How is your site's progress with the implementation of the SBCUSD curriculum guides? What are your next steps?
2. How are you using the curriculum guides to support the implementation of your PLP?

- Developing
- Continue to use as a guide/ tool
- Review guides at first MOU/ PD as a cluster

Next steps:

- Will review and plan cycles of implementation.
- possible collaborative PD to review curriculum guides at the beginning of the year
- CFAs revolved around curriculum guides

Question 2: How will we know if students are learning and making progress?

1. How has your site utilized the NWEA tool this school year? How do you envision building upon your work this year for next year?
2. How can you use your NWEA data to support the development of your PLP?
3. How does your site currently use other formative assessment tools? What are your next steps in this area?

- Grade Level Common Assessments/ CFAs need to be aligned to curriculum guides and used to monitor student progress
- NWEA as universal screener to create small groups based on needs at the beginning of the school year
- Fluency/ Phonics decoding as well other site based or program embedded assessments to refine learning labs and to monitor student progress

Question 3/4: How will we respond when we know students need additional support and/or enrichment?

Tier 1/Tier II/Tier III Supports at our school site (Reference for Site Leaders)

- What does Tier 1 look like at your site? What do *all students* get? For academics? For Social-Emotional supports? For Engagement?
- What does Tier 2 or 3 look like at your site? What are some of the resources, supports, and interventions that students receive *as they need*?

Use the chart below to help note information:

Tier	**Resources and/or Interventions**
1 -- Universal Core – Academics and Social Emotional Supports ***We all get it***	**Wonders/ Pearson Envision/ Savvas Elevate/Pearson My World (K-5)/TCI History Alive (6)**

	Teacher Clarity Modules Phonics Decoding and Math Numeracy Screenings Imagine Learning NWEA - Core standards-based instruction for Math and ELA	

	- Grade Level Common Assessments/ CFA aligned to instruction - *School-wide PBIS-will*	

	utilize student incentives(i.e. Pachievement certificates, etc) and focus on a career and	

	college readiness climate to create a community of learners and positive reinforceme	

	nts. By sustaining a culture of PBIS (positive behavioral interventions), students will feel	

	supported, encouraged, and in turn, increase their academic achievement. Professiona	

	l de vel op me nt (in - ho us e an d ou tsi de th e sc ho ol) wi ll be pr ov id ed to ed uc at or s in or de	

	r to de vel op th eir ski ll an d kn ow le dg e on SE L fur th er. Th is wi ll he lp ou r ed uc at or s be st	

	support our students impacted by social-emotional needs, family needs and building relati	

	onshipswithstudentsandparents. - *SEL supports* - Universal Access-small groups (review/	

	ret ea ch)	

	- Designated and integrated ELD	
2 -- Supplemental – Academics and Social Emotional Supports ***Extra Time and Support -- Some of us get it when we need it.***	**<u>Universal access support resources from Wonders/ Pearson Envision/ Savvas Elevate/Pearson My World (K-5)/TCI History Alive (6) Imagine Learning Learning Lab Support</u>**	

	NWEA - Universal Access-for target groups (EL, AA, Special Ed) - Learning Lab - Additional P	

	BIS/ SEL Support (counselor)
3 -- Intensive – Academics and Social Emotional Supports ***Few of us get it when we need it.***	Supplemental resources including, but not limited to, Curriculum Associates Phonics for Reading, Standards Practice, Phonics Decoding and Math Numeracy Screening Imagine Learning Learning Lab Support NWEA

	- Before and after school tutoring - Learning Lab - Saturday School Support - Intercession (Wint	

	er and Spring) - Summer School - Counselling Support - Undercover Bullying - RSP / Special	

	- Ed Needs/ Referrals SST System of support	

Academic Goals

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

ELA:**Increase the percentage of English Learner students making progress toward English proficiency by 10%.**
What are the standards that need to be addressed that could improve student outcomes.

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

Increase CAASPP ELA distance from standard by 10 points.

Increase African American CAASPP ELA distance from standard by 10 points.

Math: **Increase CAASPP Math distance from standard by 10 points.**
Increase African American CAASPP Math distance from standard by 10 points.

Professional Development Foci:

Teacher Clarity: Currently, Gomez staff has worked with teacher clarity in the area of math. This will now be expanded to ELA

ELD strategies: Currently, our ELL population has not met CAASPP nor Reclassification goals.

RtI/MTSS: Currently, Gomez has a dedicated RtI block to meet the needs of our at-risk subgroups. We will focus on the MTSS system and documentation to effectively identify, support, and monitor our students.

Student Engagement through the use of Google Classroom

- MTSS Systems of Support
- Learning Labs- Looks fors
- Reinforcement of Universal Access/ Small Group Instruction
    - PD on specific programs to support small group instruction/ Learning Labs
- NWEA Data Analysis
- Curriculum Guide overview/ planning

School - Home Engagement Supports

Attendance Plan:

Please place a link to your school-wide attendance plan that you have previously developed with the Positive Youth Development team.
https://docs.google.com/document/d/1rjzGNTqeDsi28YB5DQK-cJdEESwIAqReJvXNP7jXXDw/edit

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

Family Engagement:

Select FE Site coordinator to attend TOT for Family Leadership Institute in order to lead parent workshops at the site that focus on SEL and leadership development. (see additional action steps in Smart Goals doc provided by Ed. Services).

CBED classes for our parents wishing to learn English as a second language

- Superintendent Parent Advisory Council Rep- establish a reciprocal connection between parent and site
- ***Parent LiaisonLiason/ Parent Center***
  - Cluster- Partner with other sites to host
  - **Program Facilitator/ Site Parent Liaison** will work in collaboration with the Family Engagement Department to plan and execute parent outreach events and informational sessions in **collaboration with the Parent Outreach Committee (composed by educators). The goal is to host at least** 6 events where parents are best informed in how they further support their child at home with great nutrition, wellness habits, and study/academic habits and resources.
  - SSC/ELAC (Parent Advisory Support)
    - Workshops based on needs assessment
    - Collaborate with FE Team to provide workshops
    - Start recruiting Parent LiaisonLiason

https://docs.google.com/document/d/1mA2hX903a5LK3J69sedv_8G0oWc2n1OEKGLnrw6EZKo/edit?usp=sharing

Graciano Gomez Elementary School
SSC Meeting Agenda
September 20, 2022
5:00 pm
Virtual Zoom Meeting

I. Call to Order and Welcome

II. Roll Call

III. Reading and Approval of Minutes

IV. Committee Reports

a. DAC
b. DELAC
c. DAAAC
d. Superintendent Parent Advisory Council

V. Old Business

VI. New Business

a. Annual review, update, and **approval** of School Site Council Bylaws.
b. Present a summary of the 2022-2023 SPSA development process of Section 1 and Section 2.
c. Present the 2022-2023 Section 2: LCAP, Title I, *and CSI* Action Plan. Review and explain expenditures related to the Action Plan, including ATSI for identified student groups.

VII. Public Comment

VIII. Adjournment

Escuela Primaria Graciano Gómez
Agenda de la reunión de SSC
20 de septiembre de 2022
5:00 pm

I. Llamada al orden y bienvenida
II. Pasar lista
III. Lectura y aprobación del acta
IV. Informes del Comité
    a. DAC
    b. DELAC
    c. DAAAC
    d. Consejo Asesor de Padres del Superintendente
V. Asuntos antiguos
VI. Asuntos nuevos
    a. Repaso, actualización y aprobación anuales de los Estatutos del Consejo Escolar.
    b. Presentar un resumen del proceso de desarrollo del SPSA 2022-2023 de la Sección 1 y la Sección 2.
    c. Presentar la Sección 2: Plan de Acción del LCAP, Título I, y CSI del 2022-2023. Repasar y explicar los gastos relacionados al Plan de Acción, incluyendo ATSI para los grupos estudiantes identificados.
VII. Comentarios del público
VIII. Aplazamiento

Graciano Gomez Elementary School
SSC Meeting Agenda
September 20, 2022
5:00 pm
(Virtual Zoom Meeting)

I. Call to Order and Welcome: The meeting was called to order by Mayra Gutierrez-Barragan, at 5:09pm. Translation was provided by Socorro Figueroa.

II. Roll Call:

Present: Maria Martinez (Principal), Mayra Gutierrez-Barragan (Other), Carmen Espinoza (Teacher), Maria Cardenas (Teacher), Kellie McClure (Teacher), Areli Gutierrez (Parent), Ruth Jimenez (Parent), Jackeline Xivir Rodas(Parent)

Absent: Mercedes Jimenez (Parent), Angelita Castellano (Parent)
Quorum Met: Yes (*8 out of 10 members Present***)**

III. Reading and Approval of Minutes from August 30, 2022:
All members and guests were emailed a copy of the minutes in English and Spanish. Time was given to review the minutes. Ruth Mata made a motion to approve the minutes from August 30, 2022 as presented. Maria Cardenas seconded the motion. There was no additional discussion nor were there recommended changes or additions.
VOTE: 8 Yeas, 0 Nays, 0 Abstain-motion carried.

IV. Committee Reports:

a. **DAC:** Citlali Mejia reported on what was discussed at the September DAC Meeting. The topics that were presented were the introduction of what DAC is about, they went over the Uniform Complaint Procedure, the SSC training, and they discussed the Spring Submission (ConApp).
b. **DELAC:** Mayra Romero reported on what was discussed at the DELAC meeting. The topics that were discussed were the Uniform Complaint Procedure, school police went over school safety, and they spoke about the job opportunities that the district has available.
c. **DAAAC:** No Report at this time
d. **Superintendent Parent Advisory Council:** No Report at this time

V. Old Business: None

VI. New Business:

a. **Annual review, update, and approval of School Site Council Bylaws**: All members and guests were provided with a copy of the SSC Bylaws in English and Spanish. Mrs. Barragan reminded them that the bylaws were distributed at the previous SSC meeting to provide time for a thorough review. Time was also provided to review the bylaws at the meeting. Mrs. Barragan reminded the council that bylaws ensure stability, continuity, and structure. She highlighted the additions that were being recommended in order to address the necessary changes from physical to virtual meetings, due to school closures. In *Section 3 - Place of Meetings*, the following addition was recommended: "In the event in-person meetings cannot be held due to school closures or extraordinary circumstances, Virtual Meetings will be hosted to continue the School Site Council responsibilities." In *Section 4 - Notice of Meetings,* "Virtual Meeting notices and agendas will be emailed to members 72 hours in advance and will include clear instructions on how to access the meeting via video or telephone. The community will be informed of the meeting via an All-Call, as well as a post on the school website." *Section 5 - Decisions of the School Site Council*, addresses all decisions of the Council made during virtual meetings. The following recommendation was made: "Virtual meeting: all decisions of the Council will be made orally, recorded in the meeting chat box and Council minutes. A screenshot or printout of the chat box will be made for official records. Documents that require signatures will be mailed to the appropriate members for signatures and returned in the self-addressed, stamped, return envelope, or via email, with all specific language included. In *Section 7 - Conduct of Meetings*, the recommendation is that "attendance sheets must be completed at each meeting and attendance recorded in the meeting minutes. During virtual meetings, attendance will be taken orally and/or written into the video chat box. A screenshot or printout of the chat box attendance will be taken for official records. Attendance will be recorded in the meeting minutes. Finally, in *Section 8 - Meetings Open to the Public*, the recommendation was made for "Public Comments: Comments from the public are to be made at the designated time on the agenda. All comments made are to be related to the agenda items." Mrs. Barragan asked if there were any questions, comments or other recommended changes. A motion to approve the SSC Bylaws was made by Mayra Gutierrez-Barragan. Carmen Espinoza seconded the motion. There was no additional discussion nor were there recommended changes or additions.
VOTE: 8 Yeas, 0 Nays, 0 Abstain-motion carried.

b. **Present a summary of the 2022-2023 SPSA development process of Section 1 and Section 2.** Mrs. Barragan presented Graciano Gomez Elementary School's on-line, *2022-2023 School Plan for Student Achievement* (SPSA) for all in attendance. A digital copy (pdf) of the plan was also made available for anyone who preferred to follow along, utilizing the copy. Mrs. Barragan provided a summary of the 2022-2023 SPSA development process and stated that the SPSA is a written plan, developed by the School Site Council (SSC), school staff, and stakeholders. She also specified that the returning members of the council had previously taken

part in the process. Mrs. Barragan provided a brief summary of Sections 1 and 2 in the SPSA, as follows:

Section 1 consists of the Evaluation of Goals in which Graciano Gomez Elementary School articulated the achievement towards meeting the educational goals set during the 2021-2022 school year, and completed an analysis of data leading to the actual outcome.

The Program Evaluation-Needs Assessment, also included in Section 1, is the process for monitoring and evaluating the LCAP, Title I, and CSI planned expenditures (strategies/activities). It is focused on the outcomes, or results of program activities, and assists with decision making. Through an analysis of qualitative/quantitative, site-based and District data, Graciano Gomez Elementary School determines whether programs are effective/not effective, and whether they should be continued/discontinued, or modified. The evaluation was conducted by Graciano Gomez Elementary Elementary School staff, administration, and the SSC, as part of the SPSA development process. Mrs. Barragan asked if there were any questions or concerns. There were no further questions.

Section 2 consists of the School-wide and Student Group Goals. The section addresses the following: Goal 1-English Language Arts, Goal 2-Mathematics, Goal 3-English Learners, Goal 4-African American, Goal 5-Chronic Absenteeism (K-8), Goal 6-Suspension, Goal 7-Parent-Family Engagement, Goal 8-Graduation (High School *only*), and Goal 9-College Career (High School *only*). Additionally, as part of Section 2, Graciano Gomez Elementary School identified the State, District, and Site-based metrics/indicators to assess and monitor progress toward meeting each of the set goals. Mrs. Barragan asked if there were any questions or concerns. There were none.

c**. Present the 2022-2023 SPSA, Section 2: LCAP, Title I, *and CSI* Action Plan. Review and explain expenditures related to the Action Plan, including ATSI for identified student groups. The 2022-2023 SPSA, Section 2:** LCAP, Title I, *and CSI* Strategies/Activities were projected for new and returning members, as well as guests to view. Parents, teachers, and administrators previously collaborated and analyzed data to determine student needs and expenditures to meet the identified needs. Mrs. Barragan explained that the LCAP allocation is $247,135, the Title I allocation is $233,233, and the *CSI allocation is $18,880*. The strategies and activities (expenditures) under LCAP, Title I, and *the CSI* are as follows:

Planned Expenditure	LCAP 419	Title 1 501	CSI 523
1140 Certificated Teaching	20,000	40,000	4,000
1160 Resource Teacher	69,492	23,164	
2118 Rec Aide	41,760		
2913 Community Resource Worker		14,231	
2111 EAIII	11,356	34,068	
1130/1230/1930 Additional Duty	10,000	11,000	
2211 Library/Media/Career (Librarian)	7,746		
2119 Student Interns	10,000	10,000	
4310 Instructional Materials/Supplies	9,233	16,469	3,780
4340/4410/4450/5841 Computer Equipment/Licenses		10,000	1,000
5633 Maintenance Agreement	4,000		
5712/5866 Field Trip Transportation/Admissions		7,000	
5851 Assemblies/Non Classified Experts		5,000	
5880 Student Incentives		5,000	
5220 Inservices/Conferences		5,000	9,500
4330 Meeting refreshments	1,000		
3000-3999 Employee Benefits	62,548	52,301.97	
4210 Other Books			600
TOTAL:	$247,135	$233,233	$18,880

Mrs. Barragan and Mrs. Martinez explained to the SSC members that there needed to be a shift in funding in CSI 523. At the beginning of the school year we started with all our funds in Instructional materials for CSI 523. There are modifications that are needed on the CSI 523 funds. We did a change from Instructional Material 4310 to Contracted Services 5220, Instructional Material 4310 to Computer Accessories/Technology 4340, and two more modifications that were in the Possible Future Expenditures of the SPSA which from Instructional Material 4310 to Other Books 4210 and Instructional Material 4310 to Substitutes 1140.

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)
523-4310 Instructional Materials	**523-5220** Contracted Services Already in the SPSA? ☐ Yes ☑ No	Revised **523-5220** $9,500 Revised **523-4310** $9,380	An excess was planned in Instructional Materials, and the site needed additional funding to support the professional learning focus of UDL.	Provide professional development to staff through inservice/ conferences to help teachers with lesson design, and build their capacity in the school's foci, such as UDL, Teacher Clarity, etc.
523-4310 Instructional Materials	**523-4340** Computer Accessories Already in the SPSA? ☐ Yes ☑ No	Revised **523-5220** $1,000 Revised **523-4310** $8,380	An excess was planned in Instructional Materials, and the site needed additional funding to support the learning lab.	To provide computer accessories such as printers, ink, earbuds, etc. for students and staff for the learning lab to improve academic achievement in ELA and Math.

Mrs. Barragan made a motion to move some funds or modify. Kellie McClure and Carmen Espinoza seconded the motion. There was no additional discussion nor were there recommended changes or additions. **VOTE:** 8 Yeas, 0 Nays, 0 Abstain-motion carried.

VII. Public Comment: Mrs. Barragan asked for public comment. There were no further comments.

VIII. Adjournment: Mrs. Barragan motioned to adjourn the meeting. Carmen Espinoza and Maria Cardenas seconded the motion. There was no discussion. The meeting was adjourned unanimously at 6:01 pm.

Graciano Gomez Elementary School
SSC Meeting Agenda
April 26, 2022
5:00 pm
(Virtual Zoom Meeting)

I. Call to Order and Welcome

II. Roll Call

III. Reading and Approval of Minutes

IV. Committee Reports
   a. DAC
   b. DELAC
   c. DAAAC

V. Old Business

VI. New Business
   a. Review, update, and approve the 2022-2023 School-Parent and Family Engagement Policy and School-Parent Compact
   b. Present and approve the 2022-2023 SBCUSD Centralized Services
   c. Present the Tentative 2022-2023 LCAP Budget
   d. Present and approve the Tentative 2022-2023 Title I Budget
   e. Present and approve the Tentative 2022-2023 CSI Budget *(as applicable)*
   f. Present and approve the Final 2022-2023 School Plan for Student Achievement (SPSA), including the Possible Future Expenditures

VII. Public Comment

VIII. Adjournment

Escuela Primaria Graciano Gómez
Agenda de la sesión del Consejo Escolar
26 de abril del 2022
5:00 p.m.
(Sesión virtual por Zoom)

I. Bienvenida e inicio de la sesión

II. Pase de lista

III. Lectura y aprobación del acta

IV. Informe de los comités
   a. DAC
   b. DELAC
   c. DAAAC

V. Asuntos anteriores

VI. Asuntos nuevos
   a. Repasar, actualizar y aprobar la Política de la Participación de los Padres y las Familias de la Escuela y el Pacto entre la Escuela y los Padres 2022-2023
   b. Presentar y aprobar los Servicios Centralizados del SBCUSD 2022-2023
   c. Presentar el presupuesto tentativo del LCAP 2022-2023
   d. Presentar y aprobar el presupuesto tentativo del Título I 2022-2023
   e. Presentar y aprobar el presupuesto tentativo del CSI 2022-2023
   f. Presentar y aprobar el Plan Escolar para el Rendimiento Estudiantil (SPSA) 2022-2023 final, incluyendo los Posibles futuros gastos

VII. Comentarios públicos

VIII. Levantar la sesión

Graciano Gomez Elementary
April 26, 2022
SSC Minutes
5:00pm

I. **Call to Order and Welcome:** The meeting was called to order by Mayra Gutierrez-Barragan, at 5:07pm. Socorro Figueroa provided translation.

II. **Roll Call: Present:** Alicia Faz (Principal), Herenia Montes (Teacher), Iliana Munoz (Teacher), Rosa Jimenez (Parent), Evangelina Marin (Parent), Bertha Cortes (Parent), Areli Gutierrez (Parent)

Absent: Tara Schmidt (Teacher), Sean Duarte (Other), Maria Perez (Parent)

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

III. **Reading and Approval of Minutes from March 17, 2022:** All members and guests were provided with a copy of the minutes in English and Spanish. Time was given to review the minutes. Mayra Gutierrez-Barragan made a motion to approve the minutes from March 17, 2022 as presented. Rosa Jimenez and Iliana Munoz seconded the motion. There was no additional discussion nor were there recommended changes or additions.
VOTE: 7 Yeas, 0 Nays, 0 Abstain-motion carried.

IV. **Committee Reports:**

a. **DAC:** Our DAC representative, shared a report from the most recent DAC meeting. She reported that it was a very informative meeting and that they did a presentation on bullying (what it is and is not). She stated that the DAC meeting discussed a lot of the same information that was shared at the SPAC meeting. They talked in detail about the implementation of universal TK for all four-year-old's by July 2024. She stated that those teachers would be required to have multiple subject credentials as well as 24 early childhood college units. She reported that they also discussed late start. Items of discussion included: how they will provide bussing, the concern about dismissal time being the same for all students across the district, Sunrise CAPS being available for ALL students, as well as expanding after school CAPS to TK and all Kinder students.

b. **DELAC:** Mrs. Faz presented about the topics that were discussed in the DAC meeting in April. Kimbre Sargent presented an update on the 22-23 LCAP, she went over the goals, metrics, highlights and a LCAP Survey. Mrs. Duffy presented about Virtual Academy, she explained the program and the next steps for next school year on how to support students. The last presentation was recognizing the new DELAC members and the members who will be leaving their roles.

c. **DAAAC:** *None*

V. **Old Business:** None

VI. **New Business:**

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

School-Parent and Family Engagement Policy

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

Mrs. Barragan projected Graciano Gomez Elementary School's 2022-2023 School-Parent and Family Engagement Policy for review and update. She read the policy in its entirety including that the policy would be distributed during open house, Coffee with the principal, via Class Dojo, Facebook, Parent Square, etc. Mrs. Barragan asked if there were any questions or concerns. There were no further questions or concerns.

School-Parent Compact

Additionally, Mrs. Barragan explained that schools receiving Title I funding must jointly develop with parents, a School-Parent Compact (as part of the School-Parent and Family Engagement Policy), that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. The School-Parent Compact includes the following:

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

Mrs. Barragan projected Graciano Gomez Elementary School's 2022-2023 School-Parent Compact for review and update. *She read the School-Parent Compact in its entirety*

including that the compact would be distributed during open house or Coffee with the principal. Mrs. Barragan asked if there were any questions or concerns. There were no further questions or concerns.

A motion to approve the 2022-2023 School-Level Parent and Family Engagement Policy, and School-Parent Compact was made by Mayra Gutierrez-Barragan. Iliana Munoz and Herenia Montes seconded the motion. There was no additional discussion.

VOTE: 7 Yeas, 0 Nays, 0 Abstain-motion carried.

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

Mrs. Barragan directed the council, back to the *Centralized Services* in Section 5 of the SPSA. She stated that each year, the District receives its Title I entitlement and sets aside no more than 15% to be used to address costs related to the Title I programs. The remaining 85% consists of school site allocations and Centralized Services. The funds in Centralized Services are used for identified districtwide needs and must provide direct services that benefit Title I schools/students. Base or core educational programs (such as textbooks) costs cannot be paid from Title I funds.

In as much that Centralized Services are "part of" the 85% Title I entitlement (direct school/student support), each site must annually review and approve the District's Centralized Services.

Examples of Centralized Services include:

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

School Site Council records, District Advisory Council records, fiscal guidance, and family engagement. Additionally, this department prepares for Title I Federal Program Monitoring (FPM) reviews by ensuring all funds are used to supplement and not supplant the core program. Mrs. Barragan asked if there were any questions or concerns. There were none. A motion to approve the 2022-2023 Centralized Services was made by Mayra Gutierrez-Barragan. Bertha Cortes and Herenia Montes seconded the motion. There was no additional discussion.

VOTE: 7 Yeas, 0 Nays, 0 Abstain-motion carried.

c. Present the Tentative 2022-2023 LCAP Budget

Mrs. Barragan reviewed the *"Tentative 2022-2023 Budget Allocation"*, which contains information on the tentative 2022-2023 LCAP and Title I budget. Based on the student population at Graciano Gomez Elementary School, the tentative LCAP entitlement is $247,135.06. The total allocation to the school, considering all direct and indirect costs, Centralized Services, and adjustments, totals $247,135.06. Mrs. Barragan asked if there were any comments questions, or input regarding the *tentative 2022-2023 LCAP Budget*. There were none.

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

Mrs. Barragan then presented information on the *tentative 2022-2023 Title I Budget*. Based on the student population at Graciano Gomez Elementary School, the tentative Title I entitlement is $233,233,97. The total allocation to the school, considering all direct and indirect costs, Centralized Services, and adjustments, totals $233,233,97. Mrs. Barragan reminded the council that it is important that all LCAP and Title I funding, for the 2022-2023 school year, be spent as delineated in the site's 2022-2023 School Plan for Student Achievement (SPSA). Mrs. Barragan asked if there were any questions or concerns. There were none. Mrs. Barragan stated that the tentative 2022-2023 Title I Budget requires the approval of the SSC. A motion to approve the tentative 2022-2023 Title I budget was made by Mayra Gutierrez-Barragan. Herenia Montes and Iliana Munoz seconded the motion. There was no additional discussion. **VOTE:** 7 Yeas, 0 Nays, 0 Abstain-motion carried.

e. Present and Approve the Tentative 2022-2023 CSI Budget

Mrs. Barragan then presented information on the *tentative 2022-2023 CSI Budget*. Based on the student population at Graciano Gomez Elementary School, the tentative CSI entitlement is $18,880. The total allocation to the school, considering all direct and indirect costs, Centralized Services, and adjustments, totals $18,880.

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

A motion to approve the tentative 2022-2023 CSI budget was made by Mayra Gutierrez-Barragan. Bertha Cortes and Rosa Jimenez seconded the motion. There was no additional discussion.

VOTE: 7 Yeas, 0 Nays, 0 Abstain-motion carried.

f. Present and Approve the Final 2022-2023 School Plan for Student Achievement (SPSA), including the Possible Future Expenditures

Mrs. Barragan presented the on-line, *final* draft of Graciano Gomez Elementary School's *2022-2023 School Plan for Student Achievement* (SPSA), for all in attendance. A digital copy (pdf) of the plan, was also made available for anyone who preferred to follow along, utilizing the copy. Mrs. Barragan reminded the council that the School Plan for Student Achievement (SPSA) is a written plan developed by the School Site Council (SSC), school staff, and stakeholders, describing the school's program and how resources will be used to meet the supplemental, educational and related needs of participating students, while on distance learning and upon return to campus.

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

Section 1 consists of the site's educational needs, which includes the Comprehensive Needs Assessment-Data Analysis, Program Evaluation-LCAP, Title I, and CSI (if applicable), as well as the Purpose, Involvement, Resource Inequities.

Section 2 consists of the Goals (School-wide and Student Groups) which contains the following: Goal 1 English Language Arts, Goal 2 Mathematics, Goal 3 English Learners, Goal 4 African American, Goal 5 Chronic Absenteeism (K-8), Goal 6 Suspension, Goal 7 Parent-Family Engagement, Goal 8 Graduation (High School *only*), Goal 9 College Career (High School *only*).

Mrs. Barragan continued with **Section 3,** which contains the LCAP, Title I and CSI Action Plan, and is inclusive of the Possible Future Expenditures: LCAP, and Title I, along with the INAP, LCAP and Title I Allocations. Mrs. Barragan explained that the council would be discussing the contents of Section 3, during today's meeting, prior to approving the plan.

Section 4 contains the Parent Advisory Compositions as well as their Recommendations and Assurances. Information on the composition of the SSC and ELAC, as well as information on the site's AAPAC is included. Mrs. Barragan pointed out that the council had reviewed and approved the Tentative Title I Budget Allocation and Centralized Services as required, earlier in the meeting, prior to approving the entire SPSA.

Section 5, the "Appendix," houses the Board Executive Summary, Centralized Services, School-Parent and Family Engagement Policy, School-Parent Compact, the School Plan for Student Achievement Certification, Library Plan, Board Certification, and CA Data Dashboard.

Mrs. Barragan directed the council back to Section 3, the 2021-2022 *LCAP, Title I and CSI Action Plan,* and reminded the council of the time they had spent reviewing, evaluating and making recommendations on the Planned Expenditures, Strategies and Activities, during the last meeting. She then reviewed the planned expenditures which include partial funding of the Resource Teacher, Resident Substitutes, Technology, Instructional Materials/Supplies, Computer Tech Fees and Licenses, Additional Duty, two EAIII's along with funding of District Printing, Recreational Aides, Maintenance Agreements, Student Interns, Student Incentives, Field Trips, Educational Assemblies, Meeting Refreshments, and Library/Media for a total of $236,332.93 out of LCAP (budget 419). She thanked the council for their contributions and asked if there was any additional input. No further input was provided.

Mrs. Barragan reviewed the planned expenditures under Title I (budget 501). The expenditures include partial funding of the Resource Teacher, Resident Substitutes, Technology, Instructional Materials/Supplies, Additional Duty, 2 EAIII's along with funding of Student Incentives, In-service/Conferences, Instructional Materials/Supplies , Computer Tech Fees and Licenses, Bilingual Community Resource Worker, Instructional Materials and Supplies (Parent Engagement), Student Interns, Field Trips, Educational Assemblies, Student Incentives, and Computer Accessories/Supplies for a total of $232,054.43.

Possible Future Expenditures

Before concluding the presentation, Mrs. Barragan reminded the council of the LCAP and Title I Possible Future Expenditures found in Section 3 of the 2021-2022 SPSA which had been presented, in detail, during the previous meetings.

She reviewed the possible future expenditures under LCAP (budget 419) for a total of $83,000.00. *The expenditures include* Technology (Elmos, projectors, other equipment), Computers (Chromebooks and headphones), Copy and rizo machines, Instructional Material, Other Books, Substitute Teachers, Printing, Maintenance Agreements, Inservice/Conferences, Additional Duty, Interns, and Student Incentives.

Additionally, Mrs. Barragan reviewed the possible future expenditures under Title I (budget 501) for a total of $85,000.00. *The expenditures include* Technology (Elmos, projectors, other equipment), Computers (Chromebooks and headphones), Instructional Material, Other Books, Substitute Teachers, Printing, Maintenance Agreements, Interns, and Additional Duty.

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

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

Once again, Mrs. Barragan thanked the council for their dedication to ensuring that the plan addressed the needs of all the students, and clearly delineated the LCAP and Title I programs, at Graciano Gomez Elementary School. She then asked if there were any additional recommendations. No further recommendations were provided. A motion to approve the final *2022-2023 School Plan for Student Achievement* was made by Mayra Gutierrez-Barragan. Tara Schmidt seconded the motion. There was no additional discussion.

VOTE: 7 Yeas, 0 Nays, 0 Abstain-motion carried.

d. Public Comment: Mrs. Barragan asked for public comment There were none.

e. Adjournment: Mayra Gutierrez-Barragan motioned to adjourn the meeting. Iliana Munoz seconded the motion. There was no discussion. The meeting was adjourned unanimously at 6:07 pm.