



# Southridge Middle School

## School Site Council Meeting Minutes

### Date: April 28, 2022

<input checked="" type="checkbox"/>	Principal	Roy L. Rogers
<input checked="" type="checkbox"/>	Parent Member	Teresita Larios-Ortega
<input checked="" type="checkbox"/>	Parent Member	Ruben Lomeli
<input type="checkbox"/>	Parent Member	
<input checked="" type="checkbox"/>	Student Member	Lora Luna
<input type="checkbox"/>	Student Member	
<input type="checkbox"/>	Student Member	
<input checked="" type="checkbox"/>	Classroom Teacher	Christopher Fisher
<input checked="" type="checkbox"/>	Classroom Teacher	Gustavo Bahena
<input checked="" type="checkbox"/>	Classroom Teacher	Gerardo Garcia
<input checked="" type="checkbox"/>	Classroom Teacher	Todd Hubert
<input checked="" type="checkbox"/>	Other Staff Member	Elizabeth Sanchez

Roll Call of Members: X = Present  
 Quorum Met\* (51% Voting Members):  Yes  No

Other Attendee's Names	Position
Gudalupe Aguiluz	President of ELAC

*Composition is defined by California Ed. Code Section 52852*

**I. Call the Meeting to Order** **Time: 2:55pm**  
*Presented by SSC Chairperson/President* *Note: A motion is not necessary to call the meeting to order*

**Elizabeth Sanchez**

**II. Roll Call of Voting Members**  
*Presented by SSC Secretary*

Jerry Garcia

**III. Changes or Additions to Agenda**  
*Presented by SSC Chairperson/President*

Click here to enter text. **motioned to** Click here to enter text.

**Motioned seconded by** Click here to enter text.

**Discussion/Comments:** Click here to enter text.

**Action Taken:**  Passed  Failed  No Action Taken      **Vote Count:** Select #      **Ayes** Select # **Nays** Select # **Abstained** Select #

**IV. Reading, Revisions (if necessary), and Approval of Minutes from Prior SSC Meeting**  
*Presented by SSC Secretary*

Click here to enter text. **motioned to** Click here to enter text.

**Motioned seconded by** Click here to enter text.

**Discussion/Comments:** Click here to enter text.

**Action Taken:**  Passed  Failed  No Action Taken      **Vote Count:** Select #      **Ayes** Select # **Nays** Select # **Abstained** Select #

**V. Reports of Officers, Committees, and/or Representatives** *(ie: SAC, FACE Employees)*  
*Presented by SSC Secretary*

**Discussion/Comments:** *Dr. Rogers announces Coffee with the Principal is coming up. Topics will be of what parents should look out for as to drugs, phone usage on campus. An award ceremony for 20 students who have been reclassified will also be held during Coffee with the Principal. IB visit is scheduled for May 23- 24th. STMS will be hosting a dance concert April 27. Art show will be May 11 from 4-7 pm along with IB Showcase from 2-3:30pm. A representative from Congress Torres will be here to recognize students for their community service. In-person Promotion will be at Kaiser High School, each student will receive 4 tickets for their families.*

**VI. Public Comments**  
*Presented by SSC Secretary*  
*Note: Under the open meeting law; no action related to public comment may be acted upon at the meeting and issues raised at this meeting may be scheduled for another SSC meeting.*

**Discussion/Comments:** Click here to enter text.

**VII. Unfinished Business**  
*Presented by Chairperson/President or Principal*

**Agenda Item #1:** (Describe Recommendation)

Click here to enter text. **motioned to** Click here to enter text.

**Motioned seconded by** Click here to enter text.

**Discussion/Comments:** Click here to enter text.

**Action Taken:**  Passed  Failed  No Action Taken      **Vote Count:** Select #      **Ayes** Select # **Nays** Select # **Abstained** Select #

More Unfinished Business items may be added as long as they are recorded in the same format as above.

## VIII. New Business

*Presented by Chairperson/President or Principal*

### Agenda Item #1: Review ELAC's Recommendations for the 2022-23 SPSA

**Discussion/Comments;** The ELAC team shared that they would like the following actions to continue:

- Continue to provide the literacy workshops to support English language learners; they also shared that they would like the school to offer more workshops throughout the year
- provide more opportunities to recognize English language learners for their academic achievements.
- identify ways to increase parent participation in ELAC meetings and school events
  - Target ELAC meetings to focus on specific needs for key student groups
  - Recognize students at these meetings to ensure that parents received the information necessary to improve their own students' academic achievement

### Agenda Item #2: Develop 2022-23 SPSA Actions/Services by reviewing available data and the 2022-23 SPSA Needs Assessment **using the required template**

**Discussion/Comments:** Refer Members agree along with Mr. Lomeli to continue with the expeditors for PLC Planning and additional hours for teachers in efforts to improve English Literacy and Math Proficiency. Dr. Rogers confirms to Mr. Fisher of Knights Academic hours where not used this year due to parents not comfortable having students stay afterschool. Ms. Ortega refers to how communication was given to students regarding Knights Academics. Dr. Rogers sends emails to parents of students who have failing grades D's and F's. Ms. Ortega suggested to possibly modifying support to virtual. Awards were also purchased for students. Mr. Lomeli agrees to continue with this expenditure along with members. Lura Luna would like to develop an award that recognizes students for participation and involvement. Members all voted to move forward. Summer Bridge Program is designed for incoming students to be familiar with campus, practice changing class, and building relationships. Mr. Lomeli along with members agree to continue with expenditures. Expenditures in Engineering Leads and math posters in efforts to support 6th grade students have been accepted to move forward. Mr. Garcia and Mr. Fisher enjoy seeing students engaged and notice how coding helps with problem solving. Teachers have been utilizing Newsela in class in supporting readers in different lexile levels. Mr. Fisher Mr. Garcia and Mr. Bahena enjoy the articles and agree to continue. Professional Development for Avid, IB, PBIS, IB allows teachers to receive training to support LA students. Adding and modifying Social Emotional to expenditures was agreed by voting members. Parent workshops community engagement are voted to continue and modify in creating prestatation's or literature to meet parent needs. Incentive for parents to have more participants is an option Ms. Ortega suggestion, or incentive to the student of parents who engage in workshops. ELL will continue with workshops for more reclassification of students. Team agrees to move expenditures for PD to be moved over to focus on all students. to attached template below

### Agenda Item #3: SSC Develops Unfunded SSC Priorities

**Discussion/Comments:** Refer to attach template below

**IX. Announcements**

*Presented by Chairperson/President or Principal*

**Discussion/Comments:** Dr. Rogers is excited to announce our science department has received new textbooks. District office will be purchasing science experiments for upcoming school year.

**X. Adjournment**

*Presented by SSC Chairperson/President*

**Time: 3:40pm**

Lora Luna **motioned to adjourn** the meeting.

**Motioned seconded by** Mr. Fisher

**Action Taken:**  Passed  Failed  No Action Taken      **Vote Count:** Select # 9      **Ayes** Select #      **Nays** Select #      **Abstained** Select #

**2022-23 SPSA Progress Monitoring & Development Template**

Date(s) 4/28/2022 completed by **SSC:**

**LEA/School GOAL 1:** Students will demonstrate improved academic growth and achievement through access to high quality educators, academic programs, and instructional resources that increase engagement and unlock potential.

2022-23 SPSA Actions/Services	Not Implemented	Minimally	Partially	Substantially	Fully	Metric(s) for evaluating Action/Service	Progress Monitoring Outcomes If anticipated metric data are not available, use other quantitative and qualitative measures such as:  # of students served Pretest/Post-test data Curriculum embedded assessments Feedback/Survey Notes and minutes Observations	Based on Progress Monitoring SSC's Decision: Continue Modify (describe) Discontinue
		Less than 50%	At least 50%	At least 75%	100%			
1.1A: Provide additional time for PLCs to focus on the 4 key questions to improve English literacy and Math proficiency:	<i>Determine the level of implementation. If services have not or will not be implemented, explain? If applicable, what will be done to improve implementation going forward?</i>					PLC Lesson Plans & Reflection Debriefing Forms	This expenditure has served our entire student population as teachers have worked collaboratively to plan backward, assess student learning, and develop lessons to reteach gaps in student learning.	Continue—Modify to include Virtual Tutoring. If parents may not feel
	We have substantially to fully implemented this action as intended to date; below are items/actions purchased to meet this action: <ul style="list-style-type: none"> <li>PLC Planning &amp; Prep (47 Teachers) (4 Hrs) All Staff</li> </ul>							

	<ul style="list-style-type: none"> <li>• PLC Planning &amp; Prep (47 Teachers) (6 Hrs) All Staff</li> <li>• PLC Development observing instructional practices of peers for PD</li> <li>• Knights Academic Success Center (Certificated Staff: Ogden, Brito, Anaya, Maurer)</li> <li>• Knights Academic Success Center (Classified Staff: Eunice, Gomez, Barajas)</li> <li>• Follet School Solutions</li> </ul>	Common Formative Assessment Data	<ul style="list-style-type: none"> <li>• Math Department Common Assessment Data</li> <li>• ELA IAB and Extended Writing Projects</li> <li>• PLC learning outcomes for both science, social studies, and electives.</li> </ul> <p>Librarian is checking out more texts and staff are bringing more students to their library. The</p> <p>By the end of the year, we will have fully implemented the action. We need to focus on Peer-Observations of executed work.</p>	comfortable or if students need more support later in the day, they will have it available.
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1.1B: Provide student academic achievement awards to improve ELA and math achievement	<p>We have substantially implemented this action approximately 75% as intended to date; below are items/actions purchased to meet this action:</p> <ul style="list-style-type: none"> <li>• Staples Cardstock Paper</li> <li>• Positive Promotions (Medals/Lanyards/Trophies)</li> <li>• Crown Awards</li> <li>• Crown Awards Increase of payment Req.7132</li> </ul>	<p>Quarter Grade Awards</p> <p>Semester Grade Awards</p> <p>Promotion Awards</p>	<p>We have increased our in-person ceremonies to recognize students who have demonstrated Academic Achievement and Excellence in English language arts, mathematics, and literacy/proficiency overall. This award recognition also extends to students' improvement in their English language development skills and academic resilience as they returned from the pandemic. So far, we have given the following awards:</p> <ul style="list-style-type: none"> <li>• Principal's Academic Honor Roll</li> <li>• Academic Honor Roll</li> <li>• Honor Roll</li> <li>• Academic Excellence</li> <li>• Academic Achievement</li> <li>• Black History Legacy Celebration and Recognition</li> <li>• Reclassification Achievement</li> <li>• IB Academic Achievement</li> <li>• AVID Site of Excellence</li> </ul> <p>By the end of the school year, we will have fully implemented. Parents and our community members have expressed sincere appreciation via email, social media posts. Our parent survey data has also</p>	<p>Continue—it is important to recognize students who are doing well. Proud that we are recognize students who are marginalized or underrepresented.</p> <p>Modify: Develop awards that recognize students for participation and engagement</p>
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			noted that this is an area they would like us to continue work.	
1.1C: Provide a bridge program to support incoming students in literacy and mathematics to assist in transitioning from elementary to middle school	<p>We have fully implemented this action as intended. below are items/actions purchased to meet this action:</p> <ul style="list-style-type: none"> <li>P-47 Summer Bridge 2021 (N.Gonzales, T.Hubert, K.Lozano, D.Maurer)</li> </ul>	<p>Student and Parent Survey and Feedback Form</p> <p>Attendance sheets Sign-in Sheets</p> <p>Quarter and Semester grades of participating students</p>	<p>This expenditure was fully implemented as we offered a summer bridge program. We had a little over 180 students in attendance of our new students in attendance to STMS. This was approximately 65% of our new students. families who attended the summer bridge as well as students noted that there was a benefit two offering the program as their students where we returning to in person learning and they were able to see how we would operate and full session. Their students also had access to opportunities that others may not have had such as campus tours, practice changing classes, and building relationships. It was an overall positive experience for those who attended</p>	Continue—it will help in supporting student transition.
1.1D: Implement small group instruction and deliver differentiated instruction through blended learning opportunities to increase students' achievement in all content areas.	<p>We have fully implemented this action as intended to date; below are items/actions purchased to meet this action:</p> <ul style="list-style-type: none"> <li>Education Math Posters Place Values</li> <li>Math Poster PEMDAS Order of Operations</li> <li>Educational Math Posters Triangles Angles</li> <li>Math Poster Area Perimeter Geometry</li> <li>Smart Extruder MakerBot Replicator and Mini</li> <li>US Engineering League: (Competition Program, Competition Team, JR High Elective)</li> </ul> <p>Mrs. Nelson's Book Company</p>	<p>I-Ready Lessons and Assessments</p> <p>Classroom Visits</p> <p>Weekly Lesson Plans</p>	<p>This expenditure has been fully implemented as we use the curriculum for i-ready to support student's academic growth during the pandemic. Due to the diagnostic, teachers were able to differentiate classroom instruction based on students' need and assign lessons intended to increase students' proficiency in Reading and mathematics. We use this online platform for our asynchronous learning Opportunities on Wednesdays, and we use the diagnostic to help make curricular decisions for the upcoming school year.</p> <p>Our 6<sup>th</sup>-grade students enrolled in our 6th Grade technology class received instruction in coding and engineering once a week.</p>	Continue—Students were engaged and appeared to enjoy the class. Building problem-solving skills.
1.1E: Provide extended learning opportunities to increase language proficiency, Reading Writing, Listening, Speaking and Mathematics	<p>We have fully implemented this action as intended to date; below are items/actions purchased to meet this action:</p> <ul style="list-style-type: none"> <li>NEWSELA</li> <li>Building Literacy in Mathematics (6 Teachers)</li> </ul>	<p>Grade Distribution Reports</p> <p>Attendance Sign-in Sheets</p> <p>Student Work Portfolios</p>	<p>This expenditure was fully implemented. Teachers used NEWSELA to develop lessons for our English language learners and specialized programs. We have noticed an increase in teachers utilizing the program. We will be using Newsela second semester to practice reading strategies and writing methodologies schoolwide.</p>	<b>Continue</b> —teachers like the articles and the range of topics. Allows teachers to change the lexile levels to support student comprehension.

1.1F: Provide Professional Development to improve 1st instruction and teaching practices for all students	<p>We have minimally implemented this action with less than 50% as intended to date; below are items/actions purchased to meet this action:</p> <ul style="list-style-type: none"> <li>• AVID Summer Institute 2021</li> <li>• IB Conferences</li> <li>• PBiS Conference</li> <li>• Provide Professional Development to improve 1st instruction and teaching practices for all students.</li> </ul>	<p>PD Debrief Presentation</p> <p>PD Minutes</p> <p>Lesson Plans</p>	<p>Several teachers are signing up for training that focuses explicitly on literacy across the curriculum related to their subject content matter.</p>	<p><b>Continue— modify add social and emotional training, technology and media literacy and digital citizenship.</b></p> <p><b>Add PD that focuses on developmental needs of ELD students and Special Education.</b></p>
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1.1G: Develop Parent, Student, and Community Engagement opportunities to participate in the learning process that allows them to support students when learning at home	<p>We have Minimally Less than 50% implemented this action at as intended to date; below are items/actions purchased to meet this action:</p> <ul style="list-style-type: none"> <li>• Develop Parent, Student, and Community Engagement opportunities to participate in the learning process that allows them to support students when learning at home.</li> <li>• GoEnnouce</li> <li>• Parent Workshops to Support Parents as students learn from home</li> <li>• Parent Workshops</li> </ul>	<p>Event Registration</p> <p>Website/Social media Analytics</p> <p>Event Surveys</p>	<p>We have implemented the following actions to meet this goal:</p> <ul style="list-style-type: none"> <li>• We have developed parent workshops to support their students at home and family nights to increase student engagement.</li> <li>• We purchased an online curriculum that provides tips and ideas to help parents guide/develop their student voice through social media and online communication platforms.</li> </ul>	<p><b>Continue</b></p> <p><b>modify by creating presentation and literature to meet needs.</b></p> <p><b>Find incentives for parent participation.</b></p> <p><b>Incentive for student</b></p>
1.1H: Increase academic rigor and creating engaging learning environments, accelerating the performance of underrepresented students, and delivering results schoolwide	<p>We have Not Implemented this action as of this intended to date; below are items/actions purchased to meet this action:</p>	<p>PSAT</p> <p>Grade Distribution</p> <p>AVID Tutorials</p>	<p>We are placing orders and scheduling trips. We are still having issues due to COVID-19 restrictions.</p>	<p><i>Continue and implement.</i></p> <p><i>Due to the return, initially it was difficult to find staff who would</i></p>

				<i>be willing to support in this capacity.</i>  <i>We are meeting with teams this year find ways to increase parent communication</i>
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<b>NEW Evidence-based Actions/Services for 2022-23</b>	<b>Pupils to be served</b>
N/A	N/A
<b>SSC Unfunded Priorities</b>	
<p>New Action: Goal 1H            Academic College and Career Counselor--Provide additional academic guidance and College and Career opportunities for underperforming students to increase student engagement.</p> <ul style="list-style-type: none"> <li>• Certificated Salary and Benefits</li> </ul>	
<p>New Action Goal 1J            Develop an E-Sports Team—provide additional learning opportunities for students to engage on competition and skill building in computer gaming</p> <ul style="list-style-type: none"> <li>• Certificated Salary and Benefits</li> <li>• Consultant or Program Contract</li> </ul>	
<p>New Action Goal 1K            Develop a sport skills program during the instructional day—provide additional opportunities for students to engage on competition related to athletics</p> <ul style="list-style-type: none"> <li>• Certificated Salary and Benefits</li> <li>• Consultant or Program Contract</li> </ul>	





LEA/School GOAL 1a: <b>Enter Site's Goal Here</b>								
2022-23 SPSA Actions/Services	Not Implemented	Minimally	Partially	Substantially	Fully	Metric(s) for evaluating Action/Service	Progress Monitoring Outcomes If anticipated metric data are not available, use other quantitative and qualitative measures such as:  # of students served Pretest/Post-test data Curriculum embedded assessments Feedback/Survey Notes and minutes Observations	Based on Progress Monitoring SSC's Decision: <i>Continue</i> <i>Modify (describe)</i> <i>Discontinue</i>
		Less than 50%	At least 50%	At least 75%	100%			
	<i>Determine the level of implementation. If services have not or will not be implemented, explain? If applicable, what will be done to improve implementation going forward?</i>							
1a1: Provide additional language support for EL students to practice academic vocabulary and language acquisition via the content	We have partially implemented this action at least 50% as intended to date; below are items/actions purchased to meet this action: <ul style="list-style-type: none"> <li>P-47—provide additional language support for EL students to practice academic vocabulary and language acquisition via the content.</li> <li>P-47—provide Additional language support/practice and resources for EL students</li> </ul> By the end of the year, this goal will have been fully implemented.					Time Sheets  Classroom Visits and Debriefing Forms  Lesson Plans: Week Overview	All ELD students have received support in this area. Teachers have provided explicit instruction in writing and reading using resources developed and/or purchased with Title I funds. Additionally, our instructional walkthrough templates reveal that 42% of the lessons observed built EL students' receptive language in Reading and Productive Language in Writing.  <b>Language Acquisition Units of Study</b> —4-hours—Developing Units of Study that focus on vocabulary and language acquisition via Reading, Writing, Listening, Speaking.	Modify—we noticed the hours are not always being used and if needed the work can be done using Goal 1.1A.  Reduce the number of hours to specific educators and develop a focused program for students who need the support.
1a2: Provide additional time for teachers to develop lesson plans using evidenced based reading strategies across the curriculum to support EL student productive (i.e. writing and speaking) and receptive language (i.e. Reading and Listening)	We plan to implement it substantially by May 2022. Below are items/actions purchased to meet this action: <ul style="list-style-type: none"> <li>Provide additional time for teachers to develop lesson plans using evidenced based reading strategies across the curriculum to support EL student productive and receptive P-47</li> <li>Lesson Planning (17 Teacher / 4 hours each)</li> </ul>					Time Sheets  Lesson Plans: Week Overview  Student Work	All 17-staff members have provided support and additional learning opportunities for students to engage in writing using the CER method—which stands for a Claim, Evidence, Reasoning. Teachers have also shared student samples with their peers and discussed ways they can support literacy throughout the school year; PLC members calibrated and identified ways in which they can support the development of students' productive language skills. Teacher also used our writing resource book to use writing and speaking stems for academic discourse. These have been acknowledged in instructional learning walks,	Discontinue—we noticed the hours are not always being used and if needed the work can be done using Goal 1.1A

			redesignation certifications, and observational practice. <b>Literacy Units of Study</b> —4-hours—Developing Units of Study that focus on Literacy—Reading, Writing, Listening, Speaking.	
1a3: Provide additional language support in designated and integrated ELD courses to help EL students comprehend key concepts in classes	We did not implement this expenditure as intended to date.	Lesson Plans: Week Overview  Time Sheets  Student Attendance Sheets	This goal was not implemented	Discontinue—this goal can be included Goal 1.1D
1a4: Provide professional development on research-based reading comprehension strategies to improve instruction for EL students in designated and integrated ELD courses	We transferred this expenditure to 1.1F with professional development. Next year we would like to send all teachers working with Designated ELD Students to EL Specific Training.	Lesson Plans: Week Overview  Teacher Surveys  Classroom Visits	Due to COVID-19, it has been challenging to send teachers to training that will meet this need. As CDC is lifting restrictions and conferences are providing more virtual opportunities for professional development, we will send teachers to trainings that specialize in meeting the diverse learning needs of our English language learners.	Discontinue—this goal can be included with Goal 1.1F.

<b>NEW Evidence-based Actions/Services for 2022-23</b>	<b>Pupils to be served</b>
<b>SSC Unfunded Priorities</b>	
New Action: Goal 1I Bilingual Tutor Monitor---Provide additional Language Support for English Language Learners to improve effective designated ELD instruction. <ul style="list-style-type: none"> <li>Classified Salary and Benefits</li> </ul>	

LEA/School GOAL 1b: <b>Enter Site's Goal Here</b>								
2022-23 SPSA Actions/Services	Not Implemented	Minimally	Partially	Substantially	Fully	Metric(s) for evaluating Action/Service	<b>Progress Monitoring Outcomes</b> If anticipated metric data are not available, use other quantitative and qualitative measures such as:  # of students served Pretest/Post-test data Curriculum embedded assessments Feedback/Survey Notes and minutes Observations	<b>Based on Progress Monitoring SSC's Decision:</b> <i>Continue</i> <i>Modify (describe)</i> <i>Discontinue</i>
		Less than 50%	At least 50%	At least 75%	100%			
	<i>Determine the level of implementation. If services have not or will not be implemented, explain? If applicable, what will be done to improve implementation going forward?</i>							
1B1: Provide opportunities for EL students to practice their receptive and productive language outside of the traditional day to improve their reading and writing skills.	We have not implemented this expenditure as intended to date; below are items/actions purchased to meet this action: <ul style="list-style-type: none"> <li>• Building EL Literacy Skills Opportunities Certificated (Saturday)</li> <li>• Building EL Literacy Skills Opportunities Classified (Saturday)</li> </ul> 4,000					Sign-in Sheets  Time Sheets  Pre-Assessment and Post Assessment	<b>Saturday Workshops</b> —We provided a workshop that focused on building student's literacy in reading, writing, listening, speaking. These workshops occur on Saturday; due to timing and changes in staffing, we were only able to provide one Saturday workshop. However we were able to provide additional support to EL students after school specifically in the areas of reading and writing. These workshop targeted students who re Students attended, and teachers provided focused instruction that build students productive and receptive language. The lessons were inputted into Nearpod and elected in our district data disaggregating program called IO.	Continue—everyone agreed that it would be nice to offer workshops earlier in the year.
1B2: Provide additional time for teachers to develop differentiated lessons that allow students to use their productive language via writing and speaking using sentence starters and graphic organizers.	We have fully implemented this action as intended to date; below are items/actions purchased to meet this action: <ul style="list-style-type: none"> <li>• ELD Lang Develop &amp; Assessment (6 Teachers)</li> </ul> \$3,000.00					Lesson Plans: Week Overviews  MAP Reading Assessment  ELPAC Pre and Post Test	<b>AVID Literary Skill Builders</b> —This expenditure has been fully implemented as teachers have developed avid skill-building lessons that allow students to build their literacy and reading, write, listen, and speak. The lesson plans also use common assessments and calibration time to learn how to support English learner students. We have received positive feedback, and the common assessments revealed areas where we needed to go back and re-teach and support English language learners in the classroom.	Discontinue—this goal can be included with Goal 1.1A. The hours used to build lessons and work on the PLC domains can be completed within the actions and purpose of that goal.
1B3: Provide opportunities for teachers to attend and engage in professional development to learn how to develop lessons that build students' productive and receptive language development.	We transferred this expenditure to 1.1F with professional development. Next year we would like to send all teachers					Lesson Plans: Week Overviews	Due to COVID-19, it has been challenging to send teachers to training on finding training that will meet this need. As CDC is lifting restrictions and	Discontinue—this goal can be included with Goal 1.1F.

	working with Designated ELD Students to EL Specific Training.	Teacher Surveys Classroom visits	conferences are providing more virtual opportunities for professional development, we will send teachers to trainings that specialize in meeting the diverse learning needs of our English language learners.	
1B4: Provide opportunities for parents to learn more about the ELD program and ELPAC and domains of literacy: Reading, Writing, Listening, speaking to support their students at home.	Next year we would like to send our ELAC officers to CABA or another EL leadership building workshop/training.	Sign-in Sheets Parent Surveys Lessons/Workshops Debriefing Form	Due to COVID-19, it has been challenging to send teachers to training on finding and provide training that will meet this need. As CDC is lifting restrictions and conferences are providing more virtual opportunities for professional development, we will send teachers to trainings that specialize in meeting the diverse learning needs of our English language learners.	Discontinue—This goal can be met with our parent engagement goal in 1.1G

<b>NEW Evidence-based Actions/Services for 2022-23</b>	<b>Pupils to be served</b>
<b>SSC Unfunded Priorities</b>	
New Action: Goal 11 Bilingual Tutor Monitor---Provide additional Language Support for English Language Learners to improve effective designated ELD instruction. <ul style="list-style-type: none"> <li>Classified Salary and Benefits</li> </ul>	