

School Year: 2020-2021

School School Plan for Student Achievement (SPSA) Sakamoto Elementary

School Name	County-District-School (CDS) Code	School Site Council (SSC) Approval Date	Local Board Approval Date
Sakamoto Elementary School	43 69625 6072144	May 29, 2020	11/12/2020

Purpose and Description

Schoolwide Program:

As a result of the COVID-19 pandemic, and under the guidance of the Santa Clara Public Health Department and the Santa Clara County Office of Education, Sakamoto School closed for Shelter-In-Place on March 16, 2020. This involved the discontinuation of students receiving in-person instruction at school until it is safe to return. Since that time, all instruction has been delivered through a distance learning model in which students participate in synchronous online learning with their teacher and asynchronous learning activities at home. While operating in the distance learning model, Sakamoto School continues to strive to meet all of our goals and create an online school environment that meets the needs of our students and families, and is aligned with our OGSD's Distance Learning Plan.

In collaboration with the Sakamoto's stakeholder groups, we analyze multiple measures of accountability on an ongoing basis. The six goals outlined below are directly correlated to our district's Local Control Accountability Plan to improve outcomes for all students.

Sakamoto students will achieve at grade level in English Language Arts (ELA), and Mathematics, according to the Common Core State Standards (CCSS). Student proficiency on the California Assessment of Student Performance and Progress (CAASPP) will increase by a minimum 5% in overall scores as well as in each of the claims: Reading, Writing, Listening and Speaking for ELA; Concepts and Procedures, Problem Solving & Data Analysis, and Communicating Reasoning for Math.

We will accelerate the proficiency of under-performing subgroups, with a focus on closing the achievement gap. English Learners will demonstrate growth in English Language Development and CCSS, according to district benchmarks, summative assessments, and their score/level on the ELPAC test or redesignation to English Proficient status.

Students with special needs will demonstrate growth in CCSS, according to district benchmarks, summative assessments, and IEP goals.

Students will use technology to master the 21st Century Skills of collaboration, communication, critical thinking, and creativity.

We will create a positive school culture that is predictable with clear, school-wide behavioral expectations consistent with the Positive Behavioral Interventions & Supports (PBIS) program supported by the district. By implementing systematic procedures and explicitly teaching our behavioral expectations in different school-related locations, we strive to decrease student suspensions and referrals and have a positive effect on student achievement. (Aligns with LCAP goal 3 and 5)

We will actively engage parents and community members in supporting the implementation of CCSS instruction and providing input to program decisions.

Stakeholder Involvement

Involvement Process for the SPSA and Annual Review and Update

Through school-wide communication tools, Sakamoto families have been encouraged to participate in the input process for the school re-opening and distance learning plan. OGSD's efforts to solicit stakeholder feedback began in June 2020 and continued regularly throughout the development process. Engaging in outreach and surveying stakeholders has provided and continues to provide staff and administration invaluable input to inform the school's planning in Academics, Attendance, Engagement, Culture and Climate, Nutrition Services, and Public Health. In addition to surveys, beginning in June OGSD also convened a Reopening Schools Taskforce with over 84 District Stakeholders. The Taskforce was open to the Sakamoto School Community and our parents and staff were encouraged to participate. Two-way communication, input opportunities, and involvement in meeting our SPSA goals are ongoing efforts within the Sakamoto School community.

Presentations to stakeholders included:

School Site Council

February 10, 2020

March 9, 2020

May 29, 2020

Sakamoto Teachers and Staff

May 26, 2020

Parent Teacher Organization

May 18, 2020

Hispanic Parent Group

March 11, 2020

Koffee Klatch (African American Parent Group)

March 10, 2020

English Learner Advisory Committee (ELAC)

May 27, 2020

The School Site Council approved the SPSA on May 29, 2020

Resource Inequities

Resource equity refers to the allocation and use of resources (people, time, and money) to create student experiences that enable all children to reach empowering and rigorous learning outcomes—no matter their race or income. While there is no set “recipe” for great school systems, assessing the dimensions of equity helps education stakeholders see more clearly whether school systems provide all students the resources they need, and can help leaders design school and system policies to more equitably allocate and effectively use resources based on student need.

In the spring of 2020, we realized there was an increased need to address learning loss as a result of the sudden school closure March 16, 2020. Shelter-in-place and distance learning for students at Sakamoto has amplified the need for adequate technology access for students and staff, social-emotional learning (SEL) supports, and regular communication with families, especially those of our most vulnerable populations to ensure engagement and participation. We continue to address these needs with 1:1 chromebooks, hotspots for families, increased

SEL professional development and teaching tools, and regular monitoring of attendance and participation, as well as a tiered intervention plan for re-engagement.

However, In the event that additional resources become available to assist Sakamoto in meeting our six SPSA goals (grant money, community resources, etc.), we would like to prioritize the following areas to further enhance existing programs and practices:

- *Goal 1: Fully trained staff in the blended learning model; Coaching and support for instruction*
- *Goal 2: Push-in ELD support for all grades during the ELA block to enhance English Learner's understanding of content and standards; online tutoring and intervention programs for underperforming groups*
- *Goal 3: Increased professional development opportunities for all teachers in Specially Designed Academic Instruction and Universal Access, especially in virtual settings*
- *Goal 4: Onsite tech support for all grades*
- *Goal 5: Daily counseling support for mental health both on-campus and through tele-therapy, with wrap-around services to support students at home*
- *Goal 6: Parent classes and workshops available on campus and virtually, presented by outside vendors on a variety of topics*

Goals, Strategies, Expenditures, & Annual Review

Goal 1

Sakamoto students will achieve at grade level in English Language Arts (ELA), and Mathematics, according to the Common Core State Standards (CCSS). Student proficiency on the California Assessment of Student Performance and Progress (CAASPP) will increase by a minimum 5% in overall scores as well as in each of the claims: Reading, Writing, Listening and Speaking for ELA; Concepts and Procedures, Problem Solving & Data Analysis, and Communicating Reasoning for Math.

Identified Need

Due to distance learning, teachers will need more time to plan virtual instruction. Professional development for online teaching and learning tools needs to be offered to teachers to deepen their understanding and skills. We will need to ensure that students have access to the core curriculum materials available at home.

With the implementation of CCSS and SBAC, we are finding that our students are showing gaps in writing concise explanations of reasoning. We will focus our instruction to include writing across the curriculum, with scaffolds for underperforming students.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
SBAC State Testing	In ELA, 63% of 3rd-6th graders met or exceeded standard on the 2019 SBAC test (2% increase from previous year). In Math, 61% of 3rd-6th graders met or exceeded standard on the 2019 SBAC test (5% increase from previous year).	We will increase the SBAC percent of all students meeting or exceeding standards by 5% higher than the prior year in ELA and Math, grades 3-6.
CA Dashboard Overall Academic Performance Levels	ELA: 2017: Yellow 2018: Green 2019: Green Math	We will maintain Dashboard performance levels, or increase to level blue.

	2017: Green 2018: Green 2019: Green			
iReady Benchmark Data				
	ELA	W1	W2	W3
	19-20	42%		
	20-21	55%		
	Math	W1	W2	W3
	19-20	36%		
	20-21	44%		

Strategies/Activities/Proposed Expenditures:

Students to be Served by these Strategy/Activity: All students will be served by the strategies and activities listed below. English Learners, Foster Youth, and Socio-economically disadvantaged students are included in those served.

Strategy	Proposed Expenditure Amount(s)	Source(s)
Release days for collaborative planning, professional development, data analysis, and goal setting are provided to all teachers.	\$7800	LCFF
Teachers participate in Professional Learning Community meetings monthly to analyze student work and determine next steps for continuous improvement.	\$0	

Parents, teachers, and students set academic goals during goal-setting conferences.	\$0	
Integrated Units of Study are implemented across the curriculum (i.e. SEAL, Expeditionary Learning, Project Based Learning). Curriculum Maps are updated each year.	\$0	
Teachers integrate Writing across the curriculum, including math and science.	\$0	
Teachers use diagnostic, formative, and summative assessments regularly to drive instruction, including iReady, Interim CAASPP, writing and math performance tasks, math talks, and other checks for understanding.	\$0	
Afterschool enrichment classes are offered to students who qualify for the GATE program, such as coding, lego robotics, dissection, and aerodynamics.	\$500	LCFF
Purchase supplies and materials to support classroom instruction	\$11,442	LCFF

Print materials and resources for classroom instruction (printshop)	\$2,500	LCFF
Provide opportunities for teachers to attend local professional development opportunities outside of the district.	\$500	LCFF
Provide professional development for teachers on distance learning technology tools and strategies.	\$0	
Increase time for teachers to collaborate and plan for virtual instruction.	\$0	
Provide materials to students for distance learning through materials distribution days.	\$0	
Give parents and families training and communication on iReady assessment at home.	\$0	

Goal 2

We will accelerate the proficiency of under-performing subgroups, with a focus on closing the achievement gap. English Learners will demonstrate growth in English Language Development and CCSS, according to district benchmarks, summative assessments, and their score/level on the ELPAC test or redesignation to English Proficient status.

Identified Need

Students who are underperforming will need additional monitoring of attendance and engagement to ensure that they are participating in distance learning. Regular tracking, communication and support will be needed.

During distance learning, parent resources, meetings, and communication needs to be available in parents' primary language and focus on giving parents tools and support for the at-home learning environment.

Latino students, Students with Disabilities, and Socio-Economically Disadvantaged students performed at level orange in ELA and/or math on the CA Dashboard.

English Learners have demonstrated growth in performance levels on the dashboard ELA and Math. Both areas are "green" for the performance indicator. 30% of English Learners in the 2019-2020 were students with disabilities. We plan to provide professional development around language functions and writing scaffolds that give students support in organizing ideas, as well as inclusion strategies for the classroom and/or virtual setting.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
SBAC State Testing	27% of English Learners met or exceeded standards on the ELA SBAC in Spring 2019. 23% of English Learners met or exceeded standard on the Math SBAC in Spring 2019, a 5% increase from the previous year	We will increase the CAASPP SBAC percent of English Learners, meeting or exceeding standards by 7-10% higher than the prior year in ELA and Math.
CA Dashboard Overall Academic Performance Levels for Subgroups	English Learners ELA 2017: Green 2018: Orange 2019: Green English Learners Math	We will increase our performance level for subgroups performing at orange or below in Math or ELA by at least one

	2017: Orange 2018: Orange 2019: Green Socio Economically Disadvantaged ELA 2017: Orange 2018: Yellow 2019: Orange Socio Economically Disadvantaged Math 2017: Orange 2018: Yellow 2019: Orange Latino Students ELA 2017: Yellow 2018: Yellow 2019: Orange Latino Students Math: 2017: Yellow 2018: Orange 2019: Orange	performance level on the CA Dashboard.
ELPAC	In 2018-19, 15% of students moved up 1 or more levels.	We will increase the number of students who move up 1 or more levels on the ELPAC by 10%.
EL Reclassification	30% of English Learners who took the ELPAC in 17-18 were redesignated in the 2018-19 school year.	We will continue to redesignate students at a rate of 30% or more.

Strategies/Activities/Proposed Expenditures

Students to be Served by these Strategies/Activities: These strategies will serve underperforming subgroups, including English Learners, Latino students, Socio-economically disadvantaged, homeless & foster students, and students with disabilities.

Strategy	Proposed Expenditure Amount(s)	Source(s)
Math intervention provided to students after school - small group math and homework support (Homework Club)	\$4,000	LPSBG
Reading intervention small group pull out provided to students in grades 4-6.	\$6,265	LPSBG
NewselaPro (leveled reading) online license provided for differentiated instruction	\$5,300	LCFF
NewselaPro Power Words (vocabulary) online license provided for differentiated instruction	\$1,350	LPSBG
Reading A-Z and RAZ Kids online license provided for differentiated instruction	\$3,172	LCFF
Online Curriculum license for The Leader In Me program to teach targeted skills/habits for goal setting, growth analysis and academic improvement.	\$13,150	LPSBG
Teacher training and curriculum materials provided for the implementation of The Leader in Me program.	\$10,000	LPSBG
Full implementation of the Sobrato Early Academic Language (SEAL) model in grades K-3.	\$0	
English Learner Teacher Partner supports English Learner Instruction:	\$0	District Provided

-Coaching instruction and modeling best practices -Leading professional development for teachers -Small group instruction and support for students		
Teacher collaboration and instructional planning time provided for English Language Development (during release time and staff PLC time).		See Goal 1
Review and monitor reclassification qualifications for students with disabilities	\$0	
English Learner Advisory Council meetings held 4x annually and parent representative attends district meetings.	\$0	
ELTP and ELD IA to support student groups as well as parent groups throughout distance learning	\$0	
Monitor student engagement and implement Tiered re-engagement plan to support student attendance and participation during distance learning	\$0	
Provide ongoing training for staff on the Teaching Tolerance standards for anti-biased education	\$0	

Goal 3

Students with special needs will demonstrate growth in CCSS, according to district benchmarks, summative assessments, and IEP goals.

Identified Need

During distance learning, students with special needs will need increased access to social emotional learning opportunities and mainstream opportunities that support distance learning.

We need to monitor the State Least Restrictive Environment targets so that the required amount of special education services are delivered in the regular classroom, as opposed to the Specially Designed Academic setting (Special Day Class).

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
SBAC State Testing	<p>21% of Students with Disabilities met or exceeded standards on the ELA SBAC in Spring 2019, an 11% increase from the previous year.</p> <p>22% of Students with Disabilities met or exceeded standards on the Math SBAC in Spring 2019, a 9% increase from the previous year.</p>	Increase the CAASPP SBAC percent of students with disabilities student group meeting or exceeding standards by 5% from the previous year in ELA and Math.
CA Dashboard Overall Academic Performance Levels for Students with Disabilities	<p>Students with Disabilities ELA 2017: Red 2018: Orange 2019: Orange</p> <p>Students with Disabilities Math 2017: Orange 2018: Orange 2019: Orange</p>	Increase our students with disabilities student group by one performance level on the CA Dashboard from the prior year in ELA and Math.
Least Restrictive Environment Targets	<p>% of students in Gen Ed at Least 40% of the day: 45% Target not met</p> <p>% of students in Gen Ed at least 80% of the day: 32 %, Target not met</p>	We will meet the State targets on the Performance Indicator Review Measure of the amounts of service on an IEP in the Least Restrictive Environment.

--	--	--

Strategies/Activities/Proposed Expenditures

Students to be Served by these Strategies/Activities: Students with disabilities will be served by these strategies.

Strategy	Proposed Expenditure Amount(s)	Source(s)
Release days for assessment, planning and professional development are provided to Special Education teachers.	\$1,872	LCFF
Special Education Teachers participate in Professional Learning Community meetings monthly to analyze student work and determine next steps for continuous improvement.	\$0	
Teachers use diagnostic, formative, and summative assessments regularly to drive instruction and measure progress on IEP goals, including iReady, Interim CAASPP, writing and math tasks, math talks, and other checks for understanding.	\$0	
Utilize coaching support from Read 180 and System 44 to work with teachers based on need.	\$0	District provided

Implement a Sunday reading intervention program and provide training and materials needed.	\$0	District provided
Train SDC teachers and IAs on how to utilize features of google meet, such as breakout rooms	\$0	
Provide support for trauma informed strategies and instruction	\$0	

Goal 4

Students will use technology to master the 21st Century Skills of collaboration, communication, critical thinking, and creativity.

Identified Need

Access to technology is essential during distance learning and we will need to maintain the access to 1:1 chromebooks, offering technical support and replacement devices as needed. Wi-fi hotspots will need to be made available for households without adequate wi-fi resources to ensure that students are able to log-in for class each day.

We need to provide professional development and coaching for teachers to ensure equal access to the technology tools and standards. While providing equitable access in school, we need to also intentionally teach online safety and digital citizenship skills.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
District Technology Survey: Using Technology to engage in 21st century learning	In 2019-2020, 250 (+13) students participated in the district technology survey. Of those students, -75% indicated that they use technology to collaborate. (+10%) -56% indicated that they use technology to communicate with others. (+33%) -48% indicated that they use technology to demonstrate critical thinking. (-7%) -70% indicated that they use technology to be creative. (+5%)	We will increase student perception of using technology to engage in 21st century skills (4Cs) by 10% in each area.
District Technology Survey: Online safety	Of the 250 students who participated in the 2019 district technology survey, -92% reported that they had a class discussion/lesson about being safe and responsible online at least a few times during the school year. (+16%) -77% reported that they had a class discussion/lesson about	Students will participate in class discussions and lessons around safety and online bullying. We will increase the frequency in which safety is discussed and taught monthly.

	online bullying at least a few times during the school year. (+33%)	
--	--	--

Strategies/Activities/Proposed Expenditures

Students to be Served by these Strategies/Activities: All students will be served by the strategies and activities listed below. English Learners, Foster Youth, and Socio-economically disadvantaged students are included in those served.

Strategy	Proposed Expenditure Amount(s)	Source(s)
Technology upgrades are provided to maintain the current fleet of chromebooks, projectors, document cameras for instructional use.	\$3,000	LCFF
Technology upgrades and accessories are provided to maintain and improve the use of technology on campus (i.e. iPads, HDMI cables, earbuds, mice, chromebook repairs).	\$800	LCFF
BrainPop and BrainPop Jr. online license provided as an instructional resource, including online safety and appropriate use of technology.	\$2,950	LCFF
Professional Development provided for virtual classrooms and technology tools, such as Google Apps for Education, for 21st century learning tasks (presentations, collaborative projects, research, etc.).	\$0	

Digital Citizenship materials, parent information and communications will be provided throughout the year	\$0	
Teachers and Staff are supported with technology needs and know-how by an on-site Tech Mentor	\$0	District Stipend
96 Chromebooks purchased by PTO will be replaced	\$0 \$0	PTO funded Site Discretionary Funds
Ensure that all students have access to working district chromebooks.	\$0	
Consistent monitoring of and support for community technology needs during distance learning (such as hotspots, working devices)	\$0	

Goal 5

We will create a positive school culture that is predictable with clear, school-wide behavioral expectations consistent with the Positive Behavioral Interventions & Supports (PBIS) program supported by the district. By implementing systemic procedures and explicitly teaching our behavioral expectations in different school-related locations, we strive to decrease student suspensions and referrals and have a positive effect on student achievement.

Identified Need

During the COVID 19 Pandemic there is a need for increased access to mental health supports for students. Additional professional development opportunities for Social Emotional Learning and online SEL tools are needed. Leadership skills and increased learning of the 7 habits and Leader in Me concepts will be needed for students as they are working online

Chronic absenteeism: Students with Disabilities, Socio-economically Disadvantaged, and Latino students are identified at level red or orange on the California Dashboard.

Suspensions: Students with Disabilities, Socio-economically Disadvantaged, and English Learners are identified at level red or orange on the California Dashboard.

Amongst these student groups, our school is identified for Differentiated Assistance for students with disabilities due to their progress with chronic absenteeism, suspensions, and academics.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Chronic Absenteeism Rate	Overall Rate went from 4.40%, green In 2018 to 5.1%, orange in 2019. Rate for Latino Students went from 9.70%, Orange to 9.8%, Yellow. Rate for SpEd went from 13.60%, Orange to 15%, orange Rate for SED went from 12.50%, orange to 16.8%, orange. In 2019, 7.4% of English Learners were chronically absent, level orange	For chronic absenteeism, we will improve one level for student groups identified at level orange.
Suspension and Expulsion Rates	Overall Rate went from 1.40%, yellow in 2018 to 1.1%, green in 2019.	For suspensions, we will improve one level for student groups identified at level

	<p>Rate for SpEd went from 8%, Red to 5%, yellow</p> <p>Rate for English Learners went from 1.90%, orange to 3.1% orange</p> <p>Rate for SED went from 3.60%, orange, to 0.8%, green</p> <p>In 2019-2020, there were 5 students suspended.</p>	orange or yellow.
Attendance Rate	<p>For 2018-2019, the possible days of attendance was 114,890. The actual days attended was 111,692. This is an attendance factor of 97.22%. The school attendance factor for 2019-2020, which closed on March 13, 2020, was 96.7%</p>	We will maintain a 97.5% attendance rate for each month August-June.
CA Healthy Kids Survey	<p>In 19-20, 42% of participating 5th graders indicated “Yes” most or all of the time for meaningful participation in school, a 1% increase from the previous year.</p> <p>91% of participating 5th graders indicated feeling safe at school all or most of the time, a 7% increase from the previous year.</p>	We will increase indications of meaningful participation in school by 10%. Additionally, we will increase the percent of students reporting feeling safe within a positive school climate by 5%.
CA Healthy Kids’ Annual Parent Survey	<p>In 19-20, 14% of parents who participated in the survey perceived bullying or harassment to be a large problem, reduced by 3% from the previous year</p>	We will reduce the number of parents who perceive bullying and harassment to be a large problem by 5%
PBIS Implementation Behavior Data	<p>In 2018-2019, there were 307 minor and major behavior incidents on campus. There were 9 students suspended. In 2019-20 there were 5 students suspended.</p>	We will decrease behavior incidents by 10%, and decrease suspensions by 10%.
Nearpod SEL lessons		Increase usage of Nearpod throughout the school year.

Strategies/Activities/Proposed Expenditures

Students to be Served by this Strategy/Activity: All students will be served by the strategies and activities listed below. English Learners, Foster Youth, and Socio-economically disadvantaged students are included in those served.

Strategy	Proposed Expenditure Amount(s)	Source(s)
Common behavior expectations are explicitly taught and reinforced through the PBIS model.	\$0	
Teachers and Staff are supported in PBIS implementation by an on-Site PBIS Mentor.	\$0	District Provided
Classified staff are trained on PBIS implementation.	\$600	LCFF
Sakamoto Sports Leadership program to replace Little Heroes	\$1700	LCFF (PTO sponsors additional cost)
Project Cornerstone volunteer readers provide monthly lessons on the Developmental Assets.	\$0	
Social Work interns are on campus two days a week to service students needing mental health support.	\$0	PTO sponsors cost
The Leader in Me program is implemented, teaching students skills/habits for		See Goal 2

healthy interactions with peers and self-perception.		
Professional Development and resources on Restorative Discipline practices are provided to teachers.	\$0	
Saturday Academies for attendance recovery will be provided at least 8 times during the school year.		District provided
Celebration for students with perfect attendance will take place at least two times during the school year.	\$0	
Use district purchased Social Emotional Learning program - Nearpod for virtual and in-person learning.	\$0	

Goal 6

We will actively engage parents and community members in supporting the implementation of CCSS instruction and providing input to program decisions. (Aligns with LCAP goal 6)

Identified Need

Only 57% of parents on the CA Healthy Kids' Parent survey felt that the school actively seeks their input on important decisions. Parent input matters greatly and we want our parent community to feel that their opinions are valued.

Due to distance learning, we will need to provide consistent and timely communication to families. We will need to increase opportunities for virtual family engagement and support to families who are having difficulty during the pandemic.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CA Healthy Kids' Annual Parent Survey	<p>113 parents responded to the survey during the 2018-2019 school year. In the 19-20 school year, only 50 parents participated.</p> <p>57% of parents who participated in the 19-20 survey agreed that the school actively seeks the input of parents before making important decisions, which was no change from the previous year.</p> <p>76% of the parents who participated in the 19-20 survey agreed that the school provides opportunities for meaningful student participation, a decrease of 2 points from the previous year.</p>	<p>We will increase the number of parents who participate in the survey by 50%.</p> <p>We will increase the number of parents who agree or strongly agree on the survey in the following areas:</p> <p>*School actively seeks the input of parents before making important decisions</p> <p>*School provides opportunities for meaningful student participation.</p>
Attendance at Parent Meetings	<p>2019-20: Sign in sheets from Parent Meetings show less than 5% of parent attendance.</p>	<p>We will increase parent attendance at the district meetings by another 5%</p>

Parent Email Subscriptions to ParentSquare	100% of families have correct email on file.	We will continue to maintain parent subscriptions to our school SIS system to stay at 100% email subscriptions
--	--	--

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategies/Activities/Proposed Expenditures

Students to be Served by this Strategy/Activity: All students will be served by the strategies and activities listed below. English Learners, Foster Youth, and Socio-economically disadvantaged students are included in those served.

Strategy	Proposed Expenditure Amount(s)	Source(s)
Monthly parent meetings are held for Hispanic and African American parents.	\$0	
Meetings for parents of English Learners are held quarterly.	\$0	
GATE parent meetings are held annually.	\$0	
Topics at Parent meetings are communicated in advance.	\$0	
First Fridays (upper grades) - parents are invited into the classroom on the first Friday afternoon of the month.	\$0	
SEAL gallery walks (primary grades) - parents are invited into the classroom at the end of SEAL units.	\$0	
A parent volunteer orientation is held annually at the beginning of the year.	\$0	

Parent workshops will be held virtually or in-person 2x annually	\$0	
Hold informal parent drop-in hours online for q&a	\$0	
Monitor the open rate of parent square communication and seek ways to improve the open rate percentage	\$0	
Bring tools and resources for distance learning for parents (such as SJPL) through parent meetings and communications	\$0	

Budget Summary

DESCRIPTION

AMOUNT

Total Funds Provided to the School Through the Consolidated Application

\$0

Total Federal Funds Provided to the School from the LEA for CSI

\$0

Total Funds Budgeted for Strategies to Meet the Goals in the SPSA

\$76,901

Other Federal, State, and Local Funds

State or Local Programs	Allocation (\$)
Low Performing Block Grant	\$34,765
LCFF Budget	\$42,136

Subtotal of state or local funds included for this school: \$ 76,901

Total of federal, state, and/or local funds for this school:\$ 76, 901

