

School Year: 2020-2021

Bertha Taylor Elementary School School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	School Site Council (SSC) Approval Date	Local Board Approval Date
Bertha Taylor Elementary School	43696256097430	May 26, 2020	November 12, 2020

Purpose and Description

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, Oak Grove School District closed its schools and transitioned to remote instruction on March 16, 2020. This involved the discontinuation of students receiving in-person instruction at schools. Instead, all instruction was delivered through a distance learning model in which students participated in activities at home, receiving instruction primarily through digital means. OGSD's SPSP plan is in alignment with goals set forth and approved by the Board of Trustees in our Local Control and Accountability Plan and Learning Continuity Plan for the 2020-21 School Year.

Instruction has shifted dramatically as teachers engage in ongoing professional development and learn to use new technologies to best meet the needs of their students. Google classroom has become our primary means of organizing curriculum, pushing out lessons, receiving completed work and providing feedback. Teachers meet with their students daily in google meets to engage in synchronous instruction and to introduce asynchronous assignments. We continue to value and nurture the emotional health and social development of students as we connect in different ways, with even more care and concern given the effect of the pandemic on students and their families.

As we have shifted to distance learning, we have continued to work closely with stakeholders throughout the school, community and District, and we analyze student performance data on an ongoing basis in order to refine practices and provide the best possible education for our students. We have proactively elicited information from parents and guardians about their experiences in distance learning, and the principal offers ongoing office hours for parents to drop in to express needs and concerns. We greatly value our stakeholders' feedback.

Six goals, outlined below, are aligned with District goals and have been identified as the focus of our SPSA to improve outcomes for all students.

Goal 1 - All students will be proficient in meeting and/or exceeding all Common Core State Standards.

Goal 2 - We will accelerate the academic achievement toward meeting or exceeding standards for English Learners (EL), low socioeconomic disadvantaged students, Foster Youth, and students of color, as well as increase the language proficiency for EL.

Goal 3 - We will provide an inclusive learning environment for students with disabilities to best support social, emotional and academic development.

Goal 4 - Students will use technology to master the 21st Century Skills of collaboration, communication, critical thinking and creativity. Oak Grove will provide innovative strategies with support for technology implementation that will enhance student learning of core academic subject knowledge, and meet technology standards.

Goal 5 - School and classroom environments support learning, creativity, safety, and engagement.

Goal 6 - We will actively engage parents and community members in supporting the implementation of CCSS instruction and providing input to program decisions.

Stakeholder Involvement

Stakeholders include teachers, with the Leadership Team being especially involved, and parents, with the School Site Council (SSC) and English Learner Advisory Council (ELAC) representing them to provide input and approval of the final plan. In addition to input from these groups, input from all parents is elicited and valued.

OGSD's efforts to solicit stakeholder feedback to inform stakeholders of the reopening plan for the 2020-21 school year, the use of federal categorical monies as it relates to the School Plan for Student Achievement and the Learning Continuity and Attendance Plan, began in June and continued regularly throughout the development process. OGSD's reopening plan explicitly identified research, survey and data collection as the first and foundational phase of planning. 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 we also convened a Reopening Schools Taskforce with over 84 District Stakeholders.

At the school site level, we have made it a priority to stay connected to our parent community virtually. Our SSC, ELAC, HABLA and Koffee Klatch meetings are held virtually. A virtual parent social night has been scheduled so that families can connect with each other. Parent

Square is used by the principal and teachers to relay information to and stay in close contact with parents and guardians. The principal responds daily to parents' emails, phone calls and requests to meet virtually. She holds office hours when parents can drop into a google meet to ask a question or voice a concern. A survey went out to all families to ask about their families' stressors in regard to the pandemic, their experience so far with distance learning, and what we might do to better support them.

Involvement Process for the SPSA and Annual Review and Update

Presentations to stakeholders included:

- DiscusTaylor Leadership Team May 12, 2020
- Taylor staff, ongoing and most recently May 21, 2020
- SSC, May 26, 2020
- ELAC, May 26, 2020

The SSC and ELAC lead parents were among those who reviewed data, and they approved the SPSA on May 26, 2020.

Resource Inequities

We have combined District-provided resources and school funds to reach 1:1 chromebook allocation in grades 4-6 and 2:1 in grades TK-3. We would prefer to have 1:1 in all grades, TK-6. Some chromebooks provided to Taylor School this year have touch screens. Teachers of all grade levels appreciate the touch screen feature and would like to have them for their classes, as they feel students would be more efficient, productive users of technology. As of last spring, TK, kindergarten, and first grade classes had touch screens.

In the spring we realized there was an increased need to address learning loss as a result of the sudden school closure March 16, 2020. During this time, we discovered not all students had access to a device and reliable internet connectivity. In addition the distance learning format had proven to be a challenge most particularly for students with disabilities and English language learners. We have been continuously deploying chromebooks to all students, and hotspots to families in need in order to address some of these inequities.

In addition to tech needs, noon duty staff, and funds for continuous coaching and training existing noon duty staff, would be helpful in promoting a safe, inclusive school environment once we return to in person learning for a full day with lunch time included.

Goals, Strategies, Expenditures, & Annual Review

Goal 1

All students will be proficient in meeting and/or exceeding all Common Core State Standards.

Identified Need

Based on past SBAC data, 2019 Dashboard data, and current iReady data, we are finding that we would like our students to make more progress than they are currently making. We will focus on meeting the needs of each individual student so that all reach their full potential. We will continue our Professional Learning Community (PLC) work around Taylor School's 3 Rs (Relationships, Rigor, Right for Each Student). We will also build upon the professional development we have had regarding increasing the rigor of our Project Based Learning (PBL) experiences and strengthening our Positive Behavior Intervention Strategies (PBIS) practices.

A new need arose from teachers being asked to deliver curriculum in a very different way than ever before. Teacher proficiency in distance teaching must be in place in order for students to be proficient while engaging in distance learning.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
SBAC Meet or Exceed Standard for All Students	2019 Overall ELA 63%	Increase the CAASPP SBAC percent of all students meeting or exceeding standards by 5% higher than the prior year in ELA and Math in grades 3-6.
	2015 59% 2016 57% 2017 50% 2018 66%	
	2019 Overall Math 56%	
	2015 59% 2016 57% 2017 52% 2018 67%	
CA Dashboard Overall Academic Performance Levels	Green in both Mathematics and English Language Arts.	Raise performance level on the CA Dashboard from the prior year in ELA and Math to blue for all students in grades 3-6.
iReady Data ELA	December 2019 58% On/above grade level 30% One grade level below 11% Two or more below	Increase each of the top two performance levels by 5% by increasing each student's scale score by one category.
	May 2020 51% On/above grade level 32% One grade level below 17% Two or more below	
iReady Data Math	December 2019 54% On/above grade level 39% One grade level below 7% Two or more below	Increase each of the top two performance levels by 5% by increasing each student's scale score by one category.
	May 2020 42% On/above grade level 46% One grade level below	

	12% Two or more below	
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Strategy/Activity 1

We will include two professional development and common planning days for all teachers with a focus on planning rigorous, differentiated learning experiences that meet the needs of all students, with an emphasis on supporting our students with disabilities, English Language Learners (ELL), foster youth and socioeconomically disadvantaged (SED) students. Providing enrichment for those already meeting and exceeding standards will also be addressed.

Students to be Served by this Strategy/Activity

This action is for all students, including students with disabilities, English Language Learners, foster youth and socioeconomically disadvantaged (SED) students.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
\$9,152	LCFF

Strategy/Activity 2

We will hire a teacher currently not employed with OGSD to work with struggling students and support their teachers with ideas and strategies two days per week. Money will be available for curriculum/materials to support struggling students.

Students to be Served by this Strategy/Activity

This action is primarily for struggling students in grades 4-6 who are not foster youth, ELL or SED, as it is being funded by the Low Performing Block Grant, which is intended to support those students. However, small groups pulled will include all of our subcategories, including students with disabilities, ELLs, foster youth and (SED) students.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
\$12,480	Low Performing Block Grant
\$454	Low Performing Block Grant

Strategy/Activity 3

Provide instructional materials and supplies for teachers to implement CCSS in ELA and math. This includes a Dreambox site license for math support.

Students to be Served by this Strategy/Activity

This action is for all students including students with disabilities, English Language Learners, foster youth and socioeconomically disadvantaged (SED) students.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
\$7,822	LCFF
\$7,500	Low Performing Block Grant

Strategy/Activity 4

Teachers will be provided release time to meet with the principal to develop and refine professional goals resulting in meeting the needs of all students in ELA and math skill acquisition. There will also be days available for various meetings, such as Student Success Team (SST) Meetings and Individualized Education Plan (IEP) Meetings.

Students to be Served by this Strategy/Activity

This action is for all students including students with disabilities, English Language Learners, foster youth and socioeconomically disadvantaged (SED) students.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
\$1,248	LCFF

Strategy/Activity 5

Teachers need more planning time to make sure all standards are addressed during Distance Learning. Shortened school days and mostly asynchronous Wednesdays allow teachers opportunities to pursue professional development opportunities, offered without cost by OGSD. They have time to engage in collaborative conversations about teaching strategies and students' needs with colleagues. Weekly staff meetings provide as much time as possible for cross-grade level conversations, grade level PLC work, and whole group sharing of ideas and demonstrations of uses of technology.

Students to be Served by this Strategy/Activity

All students will be served by this activity.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
\$0	

Goal 2

We will accelerate the academic achievement toward meeting or exceeding standards for English Learners (EL), socioeconomically disadvantaged students, Foster Youth, and students of color, as well as increase the language proficiency for EL.

Identified Need

On the California dashboard, Taylor’s overall academic achievement is in the green range. However in language arts, Taylor’s subgroups of Hispanic and socio-economically disadvantaged students fell in the orange range, and students with disabilities were in the red range. In math, Taylor was green over all, as were our ELL students. However, our Hispanic, SED, and students with disabilities fell in the orange range. We strive to provide equity for all students and would like to see data indicate that all subgroups are progressing towards standards mastery.

We found that, in distance learning, our EL and socioeconomically disadvantaged students had unique needs in regard to accessing the curriculum and engaging in learning activities. A significant number of students of these demographic categories were not showing up for google meets and not completing classwork.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
SBAC Meet or Exceed Standards for ELs, Foster Youth, SED Students, African American Students and Latino Students	<u>ELA</u> EL Students: 17.4% Foster Youth: N/A SED: 34.7% African American:44.4% Latino: 36.8% <u>Math</u> EL Students: 26.1% Foster Youth: N/A SED: 17.7% African American: 50% Latino: 29.5%	Increase the CAASPP SBAC percent of English Learners, Socio-Economically Disadvantaged Students, Foster Youth, African American students and Hispanic students meeting or exceeding standards by 8-10% higher than the prior year in ELA and Math in grades 3-6.

CA Dashboard ELA Performance Levels for English Learners, Socioeconomically Disadvantaged Students, Foster Youth, African American Students, Hispanic Students, and Students with Disabilities	Hispanic and SED students fell in the orange range, and students with disabilities were in the red range. In math, Taylor was green over all, as were our ELL students. Our, African American students do not have a performance color.	Increase our English Learners, Socio-Economically Disadvantaged Students, Foster Youth, and Hispanic students by one performance level on the CA.Dashboard.
CA Dashboard Math Performance Levels for English Learners, Socioeconomically Disadvantaged Students, Foster Youth, African American Students and Latino Students	Hispanic, SED, and students with disabilities fell in the orange range.	Increase Hispanic, SED, and students with disabilities by one performance level on the CA.Dashboard.
ELPAC 2020	30% of Taylor EL students grew one level or more from the previous year. 25% of Taylor EL students are Long Term English Learners (LTELs) or at risk of becoming LTELs, which means they have been EL students for four or more years.	We will increase the students who grow one level or more on the ELPAC by 5%. We will decrease our LTEL/at risk of LTEL population by 5%.

Strategy/Activity 1

We will include two professional development and common planning days for all teachers with a focus on planning rigorous, differentiated learning experiences with an emphasis on supporting English Language Learners, foster youth and socioeconomically disadvantaged (SED) students.

Students to be Served by this Strategy/Activity

This action is for English Language Learners, foster youth and socioeconomically disadvantaged (SED) students.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
Funded in Goal 1	LCFF

Strategy/Activity 2

Utilize Raz Kids and Accelerated Reader to enhance instruction and provide targeted, differentiated reading support to struggling students.

Students to be Served by this Strategy/Activity

This action is for low performing students, including English Language Learners, foster youth and socioeconomically disadvantaged (SED) students.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
\$12,367	LCFF

Strategy/Activity 3

Students to be Served by this Strategy/Activity

This action is for English learners, foster youth and socioeconomically disadvantaged (SED).

Strategy/Activity

English Learner Teacher Partners (instructional coaches) will support implementation of integrated and designated ELD strategies in all grades.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
Zero Cost	District Provided

Strategy/Activity 4

Students to be Served by this Strategy/Activity

This action is for English learners, foster youth and socioeconomically disadvantaged (SED).

Strategy/Activity

We will hire a teacher not currently working for OGSD to provide additional support to teachers and directly to students, to deepen learning and accelerate achievement of struggling students, especially those with English language needs.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
\$4,576	LCFF

Strategy/Activity 5

Students to be Served by this Strategy/Activity

EL and socio-economically disadvantaged students

Strategy/Activity

The principal works closely with teachers and the secretary to identify students who are not participating in class and/or rarely engaged in learning. She meets with families and students virtually, providing no-cost incentives for students to participate. She also communicates regularly with the community liaison, who meets with families with limited English to ensure understanding of expectations. Both the principal and the community liaison respond to families' unique needs.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
\$0	District funded

Goal 3

We will provide an inclusive learning environment for students with disabilities to best support social, emotional and academic development.

Identified Need

We would like to move our students with disabilities out of the red range on the California dashboard in ELA and beyond orange in math.

Students with disabilities demonstrate unique needs due to circumstances created by distance learning. We want to be sure that they receive pull out support services that have as little disruption as possible to their general education classroom. We also want to be sure that their IEP goals are met in distance learning.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
SBAC Meet or Exceed Standards for Students with Disabilities	ELA: 7.1% Math: 14.3%	Increase the CAASPP SBAC percent of students with disabilities student group meeting or exceeding standards by 8-10% higher than the prior year in ELA and Math in grades 3-6.
CA Dashboard Overall Academic Performance Levels	Students with Disabilities are in red for academic performance	Increase our students with disabilities student group by

attendance of meetings.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
\$0	District funded

Goal 4

Students will use technology to master the 21st Century Skills of collaboration, communication, critical thinking and creativity. Oak Grove will provide innovative strategies with support for technology implementation that will enhance student learning of core academic subject knowledge and meet technology standards.

Identified Need

We will continue to provide students with opportunities to use technology in all curricular areas. We will strategically use technology to enhance student critical thinking and creativity. We would like all students to use technology to work and collaborate with others, and while the survey suggests that most do, there is room for improvement. Another area of need is for classes to discuss online safety, respect and responsibility more often.

In distance learning, it has become critical that every student have a District-issued device, loaded with programs and applications needed to participate in distance learning, and reliable internet connection.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
District Technology Survey: Using Technology to Work or Collaborate with Others	77% of students report using technology to work or collaborate with others. We would like for 100% of students to do so on a regular basis.	Continue technology use in the classroom with 100% of students using technology to collaborate with others regularly.
District Technology Survey: Talking About Online Bullying and the Importance of Being Respectful, Responsible and Safe Online	14% of students report that they have never discussed being respectful, responsible and safe in class, and 40% do not recall talking about online bullying prevention in a class discussion.	All classes should make a priority of discussing online safety at least weekly, and address online bullying at least monthly.
Classroom use of technology in a creative, innovative way.	There is no quantifiable data available. Classroom observations suggest	Each classroom will incorporate student use of technology in creative,

	inconsistency in the use of technology for creative, innovative student projects.	innovative ways.
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Strategy/Activity 1

Refresh, maintain and repair Chromebooks/laptops for a student 2:1 ratio in grades TK-3 and 1:1 ratio in grades 4-6 with carts and/or cases.

Students to be Served by this Strategy/Activity

This action is for all students, including students with disabilities, English learners, foster youth, and socioeconomically disadvantaged (SED) students.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
\$11,2000	LCFF

Strategy/Activity 2

Online programs DreamBox and Generation Genius will allow students to access curriculum and will enhance classroom instruction, especially in the areas of math and science. They will provide the basis for creative, innovative projects by providing academic vocabulary and nonfiction comprehension prerequisite skills.

Students to be Served by this Strategy/Activity

This action is for all students,including students with disabilities, English learners, foster youth or socioeconomically disadvantaged (SED) students.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
\$795	LPBG

Strategy/Activity 3

Teachers will use Common Sense Media or other resources to teach and reinforce the importance of a safe, respectful, responsible online presence, emphasizing cyberbullying prevention.

Students to be Served by this Strategy/Activity

This action is for all students, including students with disabilities, English learners, foster youth or socioeconomically disadvantaged (SED) students.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
Zero cost	Common Sense Media

Strategy/Activity 4

The principal has scheduled deployment of chrome books and hot spots at various times, including after school hours and on weekends. Teachers have been helping with deployment during their work hours as well. We will continue to work with families until all students have what they need to learn remotely. We will call parents and guardians who do not respond to these deployment opportunities and schedule a time for them to come in, or for the principal to deliver, technology to those still in need. The community liaison has also been helping get technology to families in need.

Students to be Served by this Strategy/Activity

This action is for all students.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
Zero cost	District funded

Goal 5

School and classroom environments support learning, creativity, safety, and engagement.

Identified Need

Chronic absenteeism of students with disabilities, English learners and socio-economically disadvantaged students are identified as orange through the California Dashboard. Hispanic students fall into the red range. Many of our families claim anxiety is a deterrent to children regularly attending school. We would like to improve attendance.

Smoothly running school with students feeling safe is reliant upon students knowing the rules and following them. 2019-20 CALifornia Healthy Kids' Survey data of 5th graders indicates that students do not believe everyone is aware of the rules at school.

Our low suspension rate puts us in the blue category, and we would like to maintain this and increase staff and community awareness regarding our restorative philosophy and strategies to support students.

The Covid-19 pandemic brought forth a need to support the social, emotional and mental health of students and their families during distance learning. A parent survey revealed that many families are experiencing stress specifically related to Covid-19 and its effects.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Chronic Absenteeism Rate	Students with disabilities, English Language Learner, and low socio-economic students are in orange on the California Dashboard. Hispanic students are red.	For chronic absenteeism, improve one level for students with disabilities, English learners, low socio-economics on the California Dashboard.
2019-20 California Healthy Kids Survey	32% of students report that they believe students know what the rules of our school are all of the time, that 45% know what the rules are most of the time, and that 19% know some of the time..	We will raise the percentage of students who believe students know what the rules are all of the time by 31% or more, so that 50% of the students report that students know the rules all of the time.
Suspension and Expulsion Rates	All student groups are blue on the California Dashboard.	For suspensions maintain blue performance level through the California Dashboard.
Nearpod Usage Data	As of October 2020, 8 teachers have used Nearpod lessons with our classes.	We would like to see Nearpod being used in all 25 TK-6th grade classrooms.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

This action is for all students.

Strategy/Activity

We will continue to utilize an outside PBIS/Restorative Practices consultant to provide professional development, modeling, and coaching for all staff.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
\$4,800	Low Performing Block Grant

Strategy/Activity 2

We will continue to teach PBIS behavior expectation lessons at every physical location when in school, and for different circumstances when in distance learning. We will emphasize role playing, demonstrating, and checking for understanding. The principal will prepare and present a virtual assembly for all students outlining behavioral expectations during distance learning.

Students to be Served by this Strategy/Activity

This action for all students .

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
Zero cost	

Strategy/Activity 3

Emotional and behavioral support will be provided by a counseling intern assigned to Taylor School. This support will include one-on-one services and social groups, as appropriate per student need.

Students to be Served by this Strategy/Activity

This action for all students in need of support as identified by students, parents, teachers, and other staff members.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
\$7200	Low Performing Block Grant

Strategy/Activity 4

During this pandemic, emotional support will be provided to any and all students, staff, and their families who indicate a need by counselors provided by OGSD. The principal has been continuously communicating this available support to all families.

Students to be Served by this Strategy/Activity

This action for all students in need of support as identified by students, parents, teachers, and other staff members.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
Zero Cost	District Funded

Strategy/Activity 5

Student connections to school, Taylor staff, and each other will be made possible by weekly Tiger Time Assemblies, virtual recess opportunities, spirit days, and dance parties. This will help boost student morale and contribute to emotional health and well-being.

Students to be Served by this Strategy/Activity

This action for all students .

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
Zero Cost	District Funded

Strategy/Activity 6

Nearpod was purchased by OGSD for all teachers so that they can access pre-made social/emotional learning (SEL) lessons or create some of their own. While this platform can be

used to promote engagement in all subject areas, it is especially useful in SEL, and all teachers are encouraged to use it on a regular basis.

Students to be Served by this Strategy/Activity

This action for all students .

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
Zero Cost	District Funded

Goal 6

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

Identified Need

At Taylor School, we greatly value our family and community member involvement to support our efforts to provide the best possible education for our students. We want them to be involved and feel appreciated and valued.

Our school has grown significantly, and with more students and community members comes the challenge and opportunity to increase our numbers of attendees of school and community events. Until this year, Taylor has not had a Koffee Klatch for years due to lack of interest. This year, we started a Koffee Klatch again and the turn-out was quite impressive, especially when meetings were held in the evenings. Taylor has 32 languages represented, and we are proud of our ethnically and culturally diverse community. We have increased ELAC attendance and would like for that trend to continue. Attendance at Welcome Wednesday, a principal’s coffee and informal conversation followed by classroom visits has improved this year, and we would also like to see this trend continue once schools are open again.

During school closure time, we have promoted many community building events and activities, such as weekly opportunities for “Principal Chats,” virtual recesses, Monday morning Tiger Time Assemblies that promote spirit days, and Thursday night book reads and activities. Once school resumes in person, we would like to maintain or even increase attendance of existing events, such as Movie Night, BINGO Night, and Harvest Festival. Our parents report that they feel welcome and encouraged to participate in their child’s education, however only 76% report actually attending school social functions. We put a lot of time and planning into our first multi-cultural fair, which was canceled due to school closures. We held a virtual multi-cultural fair anyway with fewer presenters signed up, but we hope that this will encourage others to participate once school opens again.

Our California School Survey data indicates that 89% of parents believe that Taylor School welcomes parent contributions and input, only 61% feel that this input is actively sought. We greatly value parents' and guardians' input and want to be sure that we are proactive in seeking it and doing so in a way that is recognized and accessible to all.

We greatly value parent/guardian input, and we are especially interested in parents' and guardians' feedback regarding our implementation of distance learning. We want to be sure students are appropriately challenged and that families are having a positive school experience. We are also concerned about their personal circumstances and stressors.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Parent Square Data	<p>98% of our families are contactable via Parent Square.</p> <p>All of our grade levels use Parent Square.</p>	<p>We will identify uncontactable families and update their contact information to reach 100% contactable families.</p> <p>We will continue to use Parent Square, and teachers will be encouraged to utilize additional features.</p>
Attendance at Parent Meetings	<p>Average ELAC attendance: 4 parents</p> <p>Average PTA attendance: 20 parents</p> <p>Average Koffee Klatch attendance: 9, with a high of 23 when we included children</p> <p>Average HABLA attendance: 5</p> <p>Average Welcome Wednesday Attendance: 12, with a high of 19</p>	<p>We will increase parent attendance at all meetings by 25%.</p>
Community Events to Begin or Enhance	<p>No baseline data. We have not been monitoring and recording attendance, but it tends to be moderate to high, depending upon the event.</p>	<p>High Attendance at:</p> <ul style="list-style-type: none"> -Monday Morning Tiger Time School & Community Assemblies -Harvest Festival -BINGO Night -Movie Nights

		-Other community events, such as the new Multi-Cultural Fair
California School Parent Survey Data	89% of parents believe that Taylor School welcomes parent contributions and input, however only 61% feel that this input is actively sought.	Increase the % of parents who feel their input is actively sought by at least 20%.

Strategy/Activity 1

Include motivating occurrences such as “Make a Principal Sundae,” Tiger of Honor and Tiger of the Month awards, and student presentations in Tiger Time Assemblies.

Students to be Served by this Strategy/Activity

All students and families will be served by this strategy

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
Zero cost	

Strategy/Activity 2

Encourage involvement of African American families by including their children in Koffee Klatch meetings and offering parent/child activities.

Students to be Served by this Strategy/Activity

All students and families will be served by this strategy

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
Zero cost	

Strategy/Activity 3

Advertise the events in multiple ways including ParentSquare posts, website calendar, hand-outs, and newsletters. Generate interest during assemblies and announcements.

Students to be Served by this Strategy/Activity

All students and families will be served by this strategy

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
\$500	LCFF

Strategy/Activity 4

Seek out parental input in a variety of ways, and advertise via Parent Square with shorter messages in more manageable chunks so that parents notice that their opinion is being sought out. Create flyers to further highlight our efforts. Provide translators in all languages needed.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
Zero cost	District funded

Strategy/Activity 5

Create a parent survey to gauge both outside stressors on Taylor families and their satisfaction with distance learning. Follow up with staff discussions about the results so that circumstances can be understood and concerns addressed.

Students to be Served by this Strategy/Activity

All students and families will be served by this strategy

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
Zero cost	

Strategy/Activity 6

Hold virtual parent meetings including ELAC, HABLA, Koffee Klatch, PTA, SSC, and social evenings.

Students to be Served by this Strategy/Activity

All students and families will be served by this strategy

Proposed Expenditures for this Strategy/Activity

Amount(s)

Source(s)

Zero cost

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

\$80,094

Other Federal, State, and Local Funds

State or Local Programs	Allocation (\$)
Low Performing Block Grant	\$33,229
LCFF Budget	\$46,865

Subtotal of state or local funds included for this school: \$80,094

Total of federal, state, and/or local funds for this school:\$80,094