

School Year: [2020-2021]

School Plan for Student Achievement (SPSA) Bernal Intermediate School

School Name	County-District-School (CDS) Code	School Site Council (SSC) Approval Date	Local Board Approval Date
Bernal Intermediate School	43 69625 6072177	September 17, 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.

When distance learning began in the spring, Bernal understood the need to remind itself of our school's mission and our core values. Our core values didn't change during distance learning: Rigorous instruction, safe school environment, collaborative planning and learning, and pride in who we are as a school. This allowed all staff to remain committed to our values, even though we needed to pivot in our methods of teaching and learning.

Who is Bernal and what does Bernal believe in?

Bernal Intermediate School believes that teaching and learning needs to occur in safe environments that support the overall needs of students and adults. Schools, home and community share responsibility for student success through proactive communication and respected "voice" for all stakeholders. At Bernal, teachers and staff maintain high expectations around the belief that all students can, and will, meet and exceed academic and behavioral standards, given the right supports. Teachers and staff engage in year round interdisciplinary teams with clear standards of professional practice, monitoring, and accountability. Teachers and staff support each other around instruction and school climate. All students will have access

to rigorous curriculum and assessments that are directly aligned to the standards. Instruction uses students' prior knowledge, learning styles, and cultural background.

Our Vision

Student outcomes are at the center of what we do. Through an interactive and developmental approach, we work as a team to establish a positive and safe school climate, building community, purpose, belonging and school spirit, all to ensure that classroom instruction remains rigorous, relevant and meaningful predicated on strong, positive adult to student relationships.

We work closely with stakeholders throughout the district and analyze student performance data on an ongoing basis. Six goals, outlined below, have been identified as the focus within our current District LCAP plan 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.

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

Involvement Process for the SPSA and Annual Review and Update

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.

During distance learning, we used digital zoom meetings and in order to gain parent stakeholder input for the development and approval of this plan.

Presentations to stakeholders included:

School Site Council

English Learner Advisory Committee (ELAC)

The School Site Council approved the SPSA on September 16, 2020

The School English Learner Advisory Committee approved the SPSA on September 17, 2020

Resource Inequities

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 an internet Hotspot, in addition the distance learning format had proved to be a challenge most particularly for students with disabilities and English Language learners.

Based on our six goals outlined in this plan, some identified resource inequities to better support student needs for Bernal include:

Mental health services to support increased levels of mental health and emotional needs for our teenage students. Instructional training and support for teachers to be trained and proficient in teaching digitally. Tech support to be able to support device and network-related barriers that arise for parents, teachers and students. Additional community liaison staff time, in order to do many more phone calls, emails, and safe home visits for those not engaging during distance learning. Funding for additional technology (hotspots, chromebooks) to continue their learning.

Goals, Strategies, Expenditures, & Annual Review

Goal 1

All students will be proficient in meeting and/or exceeding all Common Core State Standards. All teachers are implementing Common Core standards, strategies, and materials.

Identified Need

With the implementation of CCSS and SBAC, we find that we are making appropriate progress on grade level literacy and numeracy skills. We dropped to Yellow from Green. Further analysis of the data indicates we missed the Green zone by 2 standard points. We will continue our work on implementing the District’s adopted core curriculum with fidelity in language arts and math. Our science teachers have been through multiple professional development and planning sessions on implementing the new NGSS instructional practices. Our social studies teachers continue to gain comfort in implementing the new social studies curriculum with fidelity.

Additionally, in distance learning, we have identified a need stemming from the virtual environment limiting a teacher’s ability to engage students on a personal level, through which teachers can assess which students are struggling with certain learning standards/skills in real time through in-person observation and in-person interaction. This is resulted in an increase number of low-achieving students remaining disengaged and unmotivated.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
SBAC Meet or Exceed Standard for all students	<p>ELA</p> <p>2015: 59%</p> <p>2016: 60%</p> <p>2017: 61%</p> <p>2018: 60%</p> <p>2019: 56%</p> <p>Math</p> <p>2015: 57%</p> <p>2016: 55%</p> <p>2017: 50%</p> <p>2018: 51%</p> <p>2019: 54%</p>	Increase the CAASPP SBAC percent of all students meeting or exceeding standards by 5% higher in ELA and Math
CA Dashboard Overall Academic Performance Levels	<p>ELA</p> <p>2017: Green</p> <p>2018: Green</p> <p>2019: Green</p> <p>Math</p> <p>2017: Yellow</p> <p>2018: Green</p> <p>2019: Yellow</p>	Increase performance level to Blue for ELA and Math.

iReady Reading and Math Diagnostic Results	<p>UPDATE to 2019-20</p> <p>Diagnostic 1 to 2 ELA 28% (from 34%) in red/Tier 3 19% (from 15%) in yellow/Tier 2 52% (from 51%) in green/Tier 1</p> <p>Diagnostic 1 to 2 Math: 24% (from 28%) in red/Tier 3 28% (from 28%) in yellow/Tier 2 48% (from 45%) in green/Tier 1</p> <p>Diagnostic Window 1 Fall 2020 ELA 53% Math 44%</p>	Diagnostic 1 to 2,; Move 5% more students from tier 3 to tier 2 and tier 2 to tier 1
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Strategy/Activity 1

Students to be Served by this Strategy/Activity

All Students

Strategy/Activity

One professional development and common planning day for all math, language arts, science and social studies teachers with a focus on reviewing formative and summative student performance data, collaborative planning, intent on lesson planning that will result in high levels of fidelity on delivering the District's adopted curriculum. Focus areas will be key academic and content vocabulary, close reading strategies, focused note taking, and teachers' use of higher order questioning techniques that allow students to develop rigorous cognitive thinking skills.

Additionally, RocketLit will be used as a supplemental tool in Science as a way to provide access to science standards, while also providing accessible reading materials for students with academic needs.

Additional funds will be budgeted for teachers to use on an as needed basis to attend professional development throughout the school year.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
\$5,000 (sub release days)	LCFF
\$1000 (RocketLit)	LCFF

\$3300 (Instructional Materials)	LCFF
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Strategy/Activity #7

Teachers need more planning time to do research and be thought-partners with one another with the goal of learning about and creating new ways to connect with students, build connections, conduct formative assessments, and do tiered re-engagement steps for disengaged students. The new school schedule allows teachers the opportunity to use after-school time and Wednesdays to collaborate with colleagues and plan.

Students to be Served by this Strategy/Activity

All Students

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), Latino students, and students from socioeconomically disadvantaged backgrounds.

Identified Need

In 2019, ELA, our Latino students are identified as yellow and socioeconomically disadvantaged students are identified as orange on the California Dashboard.

In 2019, Math, our Latino and socioeconomically disadvantaged students are both identified as yellow through the California Dashboard.

Additionally, during distance learning we have found that it has become much more difficult for our EL students to progress in their language development and improve their language skills without the face-to-face interactions they usually have at school.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
SBAC Meet or Exceed Standards for Latino Students and Socioeconomically	English Learners ELA	Increase the CAASPP SBAC percent of English Learners, Socioeconomically

<p>Disadvantaged Students.</p>	<p>2017: 17% 2018: 13%</p> <p>Math 2017: 19% 2018: 20%</p> <p>Latino Students</p> <p>ELA 2017: 39% 2018: 41%</p> <p>Math 2017: 25% 2018: 29%</p> <p>Socioeconomically Disadvantaged Students</p> <p>ELA 2017: 44% 2018: 40%</p> <p>Math 2017: 33% 2018: 35%</p>	<p>Disadvantaged Students and Latino students meeting or exceeding standards by 8-10% higher than the prior year in ELA and Math.</p>
<p>CA Dashboard Overall Academic Performance Levels for Socioeconomically Disadvantaged Students and Latino Students</p>	<p>English Learners</p> <p>ELA 2017: Orange 2018: Orange</p> <p>Math 2017: Orange 2018: Orange</p> <p>Latino Students</p> <p>ELA 2017: Orange 2018: Orange</p> <p>Math 2017: Orange</p>	<p>Increase our Socio-Economically Disadvantaged Students and Latino students by one performance level on the CA Dashboard from the prior year in ELA and Math.</p>

	2018: Yellow Socioeconomically Disadvantaged Students ELA 2017: Orange 2018: Orange Math 2017: Orange 2018: Orange	
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Strategy/Activity 1

Students to be Served by this Strategy/Activity

English Learners, Latino students, and students from socioeconomically disadvantaged backgrounds.

Strategy/Activity

As teachers become aware of struggling students by evaluating student assessments, grades and other student performance measures, they will have access to intervention funds that will be available for them to provide small group academic academies and homework centers to boost student achievement.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
\$6000 Teacher Overtime/Intervention	LCFF
\$3300 (Instructional Materials)	LCFF

Strategy/Activity 2

Students to be Served by this Strategy/Activity

English Learners, Latino students, and students from socioeconomically disadvantaged backgrounds.

Strategy/Activity

In order to provide a safe, supervised and supportive after school environment, Bernal will extend its library hours to remain open after school from 2:30 pm-3:30 pm. This will allow students to remain after school and have access to internet, library resources, and Bernal media clerk as supervisor.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
\$8000 Extended Library Hours	LCFF

Strategy/Activity #3

Students to be Served by this Strategy/Activity

English Learners, Latino students, and students from socioeconomically disadvantaged backgrounds.

Teachers will use district-provided digital platforms like NearPod to develop lessons that have interactive activities where students can interact with one another and help develop EL students’ language skills.

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 (students with IEPs) to best support social-emotional, behavioral and academic development.

Identified Need

As a site our data is showing that our students with disabilities are performing much lower than other student groups on the CA Dashboard as well as on SBAC in both ELA and Math. Also, students with disabilities are suspended at a higher rate than students without disabilities.

Additionally, during distance learning we have found that it has become much more difficult for our students with disabilities to progress in their academics since teachers have limited opportunities in a virtual classroom to recognize in real time when students’ disabilities are interrupting their comprehension, expressive and writing skills.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
SBAC Meet or Exceed Standards for Students with Disabilities	<p>ELA</p> <p>2015: 12%</p> <p>2016: 11%</p> <p>2017: 12%</p> <p>2018: 13%</p> <p>2019: 7%</p> <p>Math</p> <p>2015: 17%</p> <p>2016: 9%</p> <p>2017: 5%</p> <p>2018: 11%</p> <p>2019: 7%</p>	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.
CA Dashboard Chronic Absenteeism Levels for Students with Disabilities	2018: Yellow	Improve performance band by one level on the CA Dashboard
CA Dashboard Suspension Levels for Students with Disabilities	<p>2017: Red</p> <p>2018: Red</p> <p>2019: Orange</p>	Improve performance band by one level on the CA Dashboard
Least Restrictive Environment Targets	2018-19: Target not met: 32% of students with disabilities in Gen Ed at least 80% of their day	We will continue to meet the State targets on the Performance Indicator Review Measure of the amount of service on an IEP.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

Students with Disabilities

Strategy/Activity

For students already identified as having a disability and already receiving special education support, we will continue to:

- Implement intervention programs (e.g. Sonday, Raz-kidz, Math 180, I-Ready) with consistency and fidelity.
- Follow district-wide common testing window for benchmark assessment on iReady
- Implement newly developed SAI ELA class to further develop reading skills

- Provide supplemental iReady lessons in Reading and Math to students with disabilities for home use and practice
- One release day for each of our special education teachers for structured teacher planning time to review student performance data and plan lessons and additional intervention measures as appropriate

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
\$103 Reading A-Z	LCFF
\$1,000 (sub release days)	LCFF
\$3300 (Instructional Materials)	LCFF

Strategy/Activity 2

Students to be Served by this Strategy/Activity

Students with Disabilities

Strategy/Activity

For students at-risk of being identified as having a suspected learning disability, hold weekly site support staff meetings that include the principal, assistant principal, counselors, community liaison, and mental health specialist. The focus of the meeting is to discuss students facing a variety of barriers to their learning, such as distractibility, inattention, auditory processing difficulties, adverse childhood traumatic experiences, among others. Interventions are planned and implemented in partnership with the student’s teachers and parents.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
\$0	No site cost associated with this strategy

Strategy/Activity 3

Students to be Served by this Strategy/Activity

Students with Disabilities

Strategy/Activity

Communication regarding needs, goals, strategies, and updates for students with disabilities is a focus at Bernal. IEP meetings always have a general education teacher, parent or guardian and all members of the team present. Compliance is a priority. Case managers ensure that all teachers who have students with IEPs, BSP or other individualized plans clearly understand the goals, interventions and who the team is for the child. Case managers and the psychologist make time in their schedule to meet and connect with general education teachers to scaffold and provide relevance to the student's curriculum within the classroom. Inclusion is a big goal of all students with disabilities at Bernal. This collaboration ensures that the transition for students between resource support time and the classroom is smoother because the work is related.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
\$0	

Strategy/Activity #4

Students to be Served by this Strategy/Activity: Students with disabilities

Teachers are creating breakout rooms to connect with their students with disabilities in a smaller setting in order to provide extra, more intense support to students with disabilities.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
\$0	

Goal 4

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

Identified Need

We have some teachers who implement technology as a center or use it more as a separate resource outside of CCSS Instruction. We need to continue to identify those teachers and classes to provide the professional development and coaching they need to ensure equal access to the technology tools and standards.

As technology becomes a more and more significant part of everyday life, it's also apparent that it's here to stay in the world of education. Mobile devices, online solutions, and the plethora of apps for education are helping teachers and students deepen learning and collaborate in the classroom. However, this increasing use of technology can pose a challenge for students who don't have access to devices or an Internet connection at home. They're often left at a disadvantage in comparison to students with access to the wealth of information that technology offers, and in turn, the economic divide in education increases. In today's always-on world, no student should be put at a disadvantage because of difficulties accessing technology. English language learners' experience with technology can vary greatly from one student to the next.

In addition, during distance learning, we are seeing a huge gap in tech proficiency with students and parents from backgrounds that are lower SES, EL, or simply not involved with technology much in their day to day lives. We have had to spend an inordinate amount of time as teachers, counselors, and administrators giving direct support with logging on, emailing, using applications, and the like. This has impacted the amount of time given to planning and delivering lessons.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
District Technology Survey: Daily Technology Usage	2019-20: 84% responded daily	90% of the students responding will indicate that they utilize technology daily.
District Technology Survey: How often does your class talk about being respectful, responsible and safe online?	2019-20: 25% of students responded that they discuss weekly how to be safe, respectful and responsible online	50% of the students responding will indicate that weekly they discuss how to be safe, respectful and responsible online.
SBAC Participation Rates	2018-19: 98%	We will continue to monitor to ensure that 95% of all students will participate in

		CAASPP Testing on the Chromebooks and laptops.
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Strategy/Activity 1

Students to be Served by this Strategy/Activity

All Students

Strategy/Activity

Purchase technology equipment for classrooms to maintain a site standard of one chromebook cart, a LCD projector, document camera and speakers in each classroom, including the resource specialist’s room.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
\$15,000	LCFF
\$0 to site	Home and School Club Supplement the remainder of costs needed

Strategy/Activity #2

Students to be Served by this Strategy/Activity

DUE TO SHELTER IN PLACE AND OUR CONTINUANCE OF DISTANCE LEARNING WE NEED TO ASSURE THAT EVERY STUDENTS HAS A CHROMEBOOK DEVICE AND IF NEEDED A HOTSPOT.

Proposed Expenditures for this Strategy/Activity

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

Goal 5

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

Identified Need

For chronic absenteeism, Foster youth, students with disabilities, homeless, English learners, Pacific Islander, and students with two races or more are identified as red or orange through the California Dashboard.

For suspensions, Foster youth, students with disabilities, homeless, Pacific Islander, African American and students with two races or more are identified as red or orange through the California Dashboard.

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

Additionally, during distance learning we have found a significant number of students that are remaining completely disengaged from learning, including simply not logging into their daily classes and not completing any assigned work.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Dashboard Chronic Absenteeism Indicator	All Students 2019: Yellow Socioeconomically Disadvantaged Students & Hispanic Students 2019: Orange Students with Disabilities & Filipino 2019: Yellow	For chronic absenteeism, improve one level for all students, Hispanic, socioeconomically disadvantaged, Filipino, and students with disabilities on the California Dashboard.
Suspension and Expulsion Rates	All Students 2019: Green English Learners 2019: Orange Filipino 2019: Orange Hispanic 2019: Orange	For suspensions, improve one level for (All, ELs, Filipino, Hispanic, SWD, SES, and 2+races)through The California Dashboard.

	Students with disabilities: 2019: Orange Socioeconomically Disadvantaged: 2019: Yellow Two or More Races: 2019: Yellow	
Attendance Rate	Monthly Attendance Rate All Students: 2019-20: Maintained a 96.71% rate for each month August-Feb	Maintain a 98% attendance rate for all students in each month August-June.
California Healthy Kids Survey	At school I feel: Very safe 8% Safe 45% Neither safe nor unsafe 36% At Bernal, there are Caring adults in school 57% High expectations-adults in school 74% Meaningful participation at school 23% School connectedness 59%	Increase to 15% 55% Decrease to 20% Increase to 65% 80% 30% 70%
Nearpod Usage	235 NearPod Sessions/Month 6000 students served/month	

Strategy/Activity 1

Students to be Served by this Strategy/Activity

All Students

Strategy/Activity

- *Implement, monitor, and provide professional development to site teams on the main tenets and practices of (PBIS) Positive Behavioral Interventions and Supports.*
- *Develop a PBIS Mentor to support the implementation through data analysis.*
- *Use restorative strategies in lieu of suspensions as a way to provide more meaningful consequences for students.*
- *Use HERO as digital acknowledgement system, along with paper “Bronco Bucks”.*
- *Use mental health interns to address increase in student mental health need. Interns will be supervised by Bernal counselor, Ms. Reed.*

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)
\$5,000 (HERO)	LCFF

Strategy/Activity 2

Students to be Served by this Strategy/Activity

All students, students with disabilities, english learners, foster youth or socioeconomically disadvantaged (SED) students will be served.

Strategy/Activity

Implement, monitor, and provide attendance Interventions and Supports to all families with an emphasis on students with disabilities, english learners, foster youth or socioeconomically disadvantaged (SED).

Monitor attendance rates monthly. Community outreach to families that have chronic absences as shown in monthly attendance reports. Personally invite families to Super Saturday Attendance Recovery Classes.

Provide one Professional development to the Lead Super Saturday Attendance Recovery teachers. Share monthly attendance reports with staff, parents and community members during school monthly meetings.

Develop 1-2 Super Saturday Attendance Recovery Lead Teacher(s) at site to support the implementation through data analysis.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
\$0	District provided resources or free community resource

Strategy/Activity #3

Students to be Served by this Strategy/Activity

DUE TO SIP AND DISTANCE LEARNING, WE ARE FINDING STUDENTS ARE IN NEED OF SOCIAL-EMOTIONAL AND MENTAL HEALTH SUPPORTS MORE THAN EVER. WE WILL USE NEARPOD FOR SOCIAL-EMOTIONAL LEARNING AS WELL AS CARE SOLACE FOR REFERRALS TO MENTAL HEALTH FOR FAMILIES AND STUDENTS.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
\$0	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

Bernal has low attendance at school level parent groups such as School Site Council, HABLA, African American Koffee Klatch, and ELAC meetings, we see less than 10% parent attendance.

The average visits to school website and social media pages is monthly. Our goal is weekly.

During distance learning, we are encountering additional challenges and barriers in place regarding increasing parent participation in their students' education. From joblessness, loss of family members during COVID shelter in place, feeling overwhelmed having to parent and be a teacher, and sometimes a lack of comfort and proficiency in navigating technology, we are learning and addressing new challenges within our parent community.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Attendance at Parent Meetings	2019-20: Sign in sheets from Parent Meetings show less than 5% of parent attendance.	We will increase parent attendance at the district meetings by another 10%
Parent Email Subscriptions to ParentSquare	2019-20: 99% of families have correct email on file.	We will continue to maintain and increase parent subscriptions (ie email) to our school SIS system by 1% to reach 100% email subscriptions.
Parent views of School Newsletter	19-20 Monthly Average 443	Will increase parent views by 10%

California Healthy Kids Survey	School allows input and welcomes parents' contributions: 68% agree or strongly agree	Will increase to 80%
	School encourages me(parent) to be an active partner with the school in educating my child: 70% agree or strongly agree	Will increase to 80%
	Parents feel welcome to participate at this school: 63% agree or strongly agree	Will increase to 80%
	School staff treat parents with respect: 83%	Will increase to 88%

Strategy/Activity 1

Students to be Served by this Strategy/Activity

All Students

Strategy/Activity

Use Infinite Campus and ParentSquare to provide families information regarding:

- Grading term dates and deadlines
- Academic awards nights
- Parent Meetings
- Monthly newsletters
- HSA Events
- Access to teachers for questions
- Fundraising events

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 identifies the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

\$1,068 (Parent meeting supplies, materials)	LCFF
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Strategy/Activity #2

Students to be Served by this Strategy/Activity

All students

Due to the distance in parent relationships created by distance learning, we are utilizing the resources and supports provided by the district in our community liaison. She texts, calls, and emails parents on a much greater basis than pre-COVID.

Proposed Expenditures for this Strategy/Activity

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

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	\$52,071

List the State and local programs that the school is including in the schoolwide program.

State or Local Programs	Allocation (\$)
LCFF	\$52,071

Total of federal, state, and/or local funds for this school: **\$52,071**