

School Year: 2020-2021

Del Roble School Plan for Student Achievement

School Name	County-District-School (CDS) Code	School Site Council (SSC) Approval Date	Local Board Approval Date
Del Roble Elementary School	43696256072151	June 4th, 2020	November, 12th, 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, 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.

Due to the COVID-19 Shelter In Place the greatest impact on our site has been the decreased level of Spanish Language exposure to students in the Two Way Bilingual Immersion program.

The mission of Del Roble School is that every student's potential is achieved!

The vision of Del Roble School is to provide a caring, engaging, and stimulating 21st century environment where children will recognize and achieve their fullest potential.

Our staff has been working diligently to improve instructional practices with a focus on student learning. Del Roble is a school where students learn 21st century skills needed to reach academic excellence and be productive and joyful global citizens. Teachers collaborate weekly to share best practices, review curriculum, and reflect on student performance through the Professional Learning Community process (PLC). Teachers and staff focus on student safety, positive school climate with an emphasis on cultural diversity, and provide innovative and rigorous instruction. Students are empowered to be creative, critical thinkers, communicators, collaborators, and possess decision-making skills in order for them to reach their dreams.

Intervention is provided through small group instruction within the class, after-school tutoring services, and Saturday Academies. As an intervention, teachers hold small group instruction in their classrooms, two to four times a week in order to re-teach skills or front-load lessons. We are confident that our students are well prepared to continue to do well on the California Assessment of Student Performance and Progress (CAASPP), the ELPAC for our English language learners, the Science assessment for our fifth graders, and the LAS Links for our Spanish Language Learners as well as the I-Ready district benchmarks.

Parents are encouraged to be actively involved in groups like Home & School Club, CAMINO, School Site Council, English Learner Advisory Committee (ELAC), and District English Learner Advisory Committee (DELAC). We communicate frequently with parents via ParentSquare, social media, school marquee, parent-teacher conferences, and a monthly newsletter written by the principal. ELAC and Parent Club meetings are well attended and parents engage actively in discussions regarding student success.

Working together, the staff, parents and all community stakeholders are able to set goals, teach the importance of being lifelong learners, celebrate accomplishments, and encourage our Wildcats to persevere. At Del Roble, it is everyone's responsibility to work together and support strong relationships of respect and trust for individuality and diversity. A community that believes in family, is the cornerstone of the students' educational growth.

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. Oak Grove will provide innovative strategies with support for technology implementation that would 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

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.

Due to the COVID-19 Shelter In Place and the high level of uncertainties that this pandemic has put in front of us, we held weekly Question and Answer Sessions with parents. In addition, we have sent continuous parent notifications through ParentSquare, teachers have communicated on a daily basis with parents, have provided office hours, and have provided continuous information posts to keep the Del Roble community engaged and informed.

Presentations to stakeholders included:

Hispanic Advisory Board for Learning and Assessment (HABLA)

English Learner Advisory Committee (ELAC)

The School Site Council approved the SPSA on June 4th, 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.

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 Del Roble include:

People: Support lunchtime activities for students to engage in team building activities that promote safe, responsible and respectful behavior that promotes relationships across all grade levels and instructional programs. Support in people to run learning academies for targeted students not meeting their measurable goals. Staff to support certificated staff to run interventions, small targeted groups during daily instruction within the classroom, (Goal 2).

In the case of Distance Learning or Hybrid Models - support for parents facilitating work at home, support for students whose parents are essential workers, supporting parents with the use of the technology, counseling support for students experiencing trauma (goals 1, 2, 3, 6)

Space: To support “whole child learning” including designated spaces for counselors (goal 5), music (goal 5), enrichment activities (goal 5), and designated occupational therapy/sensory learning spaces (goal 3).

In the case of Distance Learning or Hybrid Models - indoor and outdoor spaces that allow for social distancing (goal 1)

Funding: To support certificated staff to be released for weekly classroom observations both on site and off site schools that share similar demographics and programs (Goal 2). Funding to enhance 21st century skills for students, (Goal 4). Support technology goal by providing students with 1:1 chromebook access, (Goal 4). Money to support students with internet needs at home, (Goal 4). Funding to support lunchtime programs for all students, (Goal 5).

In the case of Distance Learning or Hybrid Models - we need 1:1 chromebooks, professional development opportunities about blended and online teaching, trauma informed practices,, hard copies, books, manipulatives for all students, (individual kits for writer’s workshop, pbl, math, etc.), hot spots (goals 1 - 6)

Time: To support certificated staff for professional development, collaboration, and curriculum development (goal 1), to support staff and parents meeting regularly to develop how parents may be more effective and supportive while volunteering in the classroom (goal 6).

In the case of Distance Learning or Hybrid Models - professional development opportunities about blended and online teaching, trauma informed practices, time for planning (goals 1-6)

Technology: To be able to offer every student an individual chromebooks. Support families with technology resources and internet access when off campus. (Goal 4)

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

Due to the COVID-19 Shelter In Place, Teachers need more collaboration and planning time to make sure all standards are addressed during Distance Learning.

With the implementation of CCSS and SBAC, we are finding that our students are showing gaps in foundational literacy skills and foundational math skills. We plan to focus our coaching on balanced literacy skills and foundational literacy skills. We will provide professional development to our coaching staff regarding the new NGSS instructional practices. Additionally, with the new history and social studies adoption, professional development will be provided. Supplemental curriculum and supplies will be purchased to support whole class, small group or individual intervention to enhance the achievement and close the educational gap between foundational literacy and math skills.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
SBAC Meet or Exceed Standard for All Students	At or Above Proficiency Level (SBAC): ELA 2015 - 34% 2016 - 40% 2017 - 36% 2018 - 38% 2019 - 29% 2020: No Data due to Covid-19 School Closures MATH 2015 - 18% 2016 - 32% 2017 - 27% 2018 - 33% 2019 - 36% 2020: No Data due to Covid-19 School Closures	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.
CA Dashboard Overall Academic Performance Levels	ELA-2019 2017 Yellow 2018 Yellow 2019 Orange	Increase by one performance level on the CA Dashboard from the prior year in ELA and Math for all students in grades 3-6.

	MATH-2019 2017 Yellow 2018 Orange 2019 Orange	
iReady Reading and Math	READING ON OR ABOVE LEVEL (2018) Window 1 - 25% (2019) Window 1 - 25% (2020) Window 1 - 36% MATH ON OR ABOVE LEVEL (2018) Window 1 - 19% (2019) Window 1 - 10% (2020) Window 1 - 22%	Increase 5% more students predicted to be proficient on SBAC based on iReady mid-year Predicted Proficiency report.

Strategy/Activity 1

Teachers need more planning time to make sure all standards are addressed during Distance Learning. The new school schedule allows teachers the opportunity to use after-school time and Wednesdays to collaborate with colleagues and plan. In addition, release days and common planning days for all Teachers with a focus on common backwards mapping, professional learning community planning to meet the needs of all students in English Language Arts, Math, and Spanish Language Arts.

Proposed Expenditures for this Strategy/Activity 1

Amount(s)	Source(s)
\$10,438	LCFF
\$3,000	Low Performing Block Grant

Strategy/Activity 2

Teachers need more planning time to plan for student diverse needs during Distance Learning. Four common professional development days for all Teachers will be provided with a focus on

analyzing student data, ELD and SLD student profiles, and planning common formative assessments with their team members.

Proposed Expenditures for this Strategy/Activity 2

Amount(s)	Source(s)
\$2,500	LCFF
\$4,000	Low Performing Block Grant

Strategy/Activity 3

Provide homework and intervention support through after school tutoring in Math, English Language Arts, Spanish Language Arts. Provide opportunities for extracurricular activities to promote language fluency in English and Spanish.

Proposed Expenditures for this Strategy/Activity 3

Amount(s)	Source(s)
\$2,000	Low Performing Block Grant

Strategy/Activity 4

Provide a variety of instructional materials to improve student achievement that are aligned to the Common Core State Standards. Printed materials will be provided in order to bolster the academic language within the classes and school environment. Access and licenses for Reading A-Z, RAZ Kids, and iReady will be provided.

Proposed Expenditures for this Strategy/Activity 4

Amount(s)	Source(s)
\$4,500	LCFF
\$3,000	Low Performing Block Grant

Strategy/Activity 5

Provide Library Clerk time to ensure that students have access to the library on a regular basis. The library is organized, has a welcoming environment, and is stocked with multi-cultural and

relevant literature for students. The library will also be hosting several Book Fairs, Read Across America, Reading Under the Stars, and guest classroom readers in order to promote the love for reading and a positive school culture.

Proposed Expenditures for this Strategy/Activity 5

Amount(s)	Source(s)
\$11,771	LCFF

Strategy/Activity 6

The English Learner Teacher Partner coaches (ELTP's) will support all grade levels through the Sobrato Early Academic Language model (SEAL) and Project-Based Learning (PBL) Strategies. SEAL focuses on developing student academic language skills through content. It addresses rigor and the 21st Century vision of education in the Common Core and the new generation standards. PBL is a teaching method in which students gain knowledge and skills by working collaboratively for an extended period of time investigating and responding to authentic, engaging, and complex questions, problems, and/or challenges. The coaches will be utilized to co-teach and model lessons on an on-going basis. Teachers will continue to implement research-based best practices such as, guided reading, shared reading, close reading, and phonics and foundational skills instruction. Grade level teams will meet regularly to analyze student progress through the PLC cycle of inquiry process.

Teachers will implement the district adopted curriculum, such as, the Expeditionary Learning curriculum, Rigby Reading Assessments, Running records, and writing projects to enhance the students' research and communication skills.

Proposed Expenditures for this Strategy/Activity 6

Amount(s)	Source(s)
\$0	No cost activity.

Goal 2

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

Identified Need

In ELA, African American students, English Learners (EL), low socioeconomic disadvantaged students, and Latino Students, are identified as orange through the California Dashboard.

In Math, African American students, English Learners (EL), low socioeconomic disadvantaged students, and Latino Students, are identified as orange through the California Dashboard.

19% of our English learners are categorized as Long-Term English Learners (LTELs) and have not reclassified after 6 or more years since identification (24 out of 130 EL students are LTEL's).

Due to COVID-19 we have had to prioritize hotspots, provide students with chromebooks, headphones, reading materials and manipulatives. We have worked very diligently with community outreach and have provided parents with a lot of parental support with technology. We have also used several software programs to facilitate language development in the absence of practice during integrated ELD times.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
SBAC Meet or Exceed Standards for EL, Socioeconomically Disadvantaged Students and Latino Students	<p>ELA</p> <p>Latino Students</p> <p>2016-17: 28%</p> <p>2017-18: 33%</p> <p>2018-19: 22%</p> <p>**2019-20: No Data due to Covid-19 School Closures</p> <p>English Language Learners</p> <p>2016-17: 24%</p> <p>2017-18: 13%</p> <p>2018-19: 8%</p> <p>Socioeconomically Disadvantaged Students</p> <p>2016-17: 29%</p> <p>2017-18: 30%</p> <p>2018-19: 22%</p> <p>Math</p> <p>Latino Students</p> <p>2016-17: 16%</p> <p>2017-18: 23%</p> <p>2018-19: 32%</p>	<p>Increase the CAASPP SBAC percent of English Learners, Socio-Economically Disadvantaged Students, African American students and Latino students meeting or exceeding standards by 5% higher than the prior year in ELA and Math in grades 3-6.</p>

	<p>English Language Learners 2016-17: 17% 2017-18: 15% 2018-19: 8%</p> <p>Socioeconomically Disadvantaged Students 2016-17: 22% 2017-18: 27% 2018-19: 27%</p>	
CA Dashboard Overall Academic Performance Levels for above-referenced student groups.	<p>ELA -2019 Latino Orange SED Orange</p> <p>Math - 2019 Latino Orange SED Orange</p>	Increase above-referenced student groups by one performance level on the CA Dashboard from the prior year in ELA and Math.
ELPAC	<p>2018 Level 1- 7% Level 2 - 14% Level 3 - 56% Level 4 - 23%</p> <p>2019 Level 1- 9% Level 2- 24% Level 3- 41% Level 4- 26%</p>	We will increase our English learners at an overall level 4: Well Developed on the ELPAC by 5%.
EL Reclassification	<p>Fall RFEP 2017 - 11% 2018 - 7% 2019 - 5%</p> <p>Winter RFEP 2018 - 5% 2019 - 6% 2020 - 1%</p>	We will increase our EL reclassification results by 2%.
LTEs	<p>2019-2020</p> <p>EL Students - 131</p> <p>LTEs and At-Risk of becoming LTEL 26 out of 131 (20%)</p>	

Students to be Served by this Strategy/Activity

English Learners, Socioeconomically Disadvantaged Students, and students of color.

Strategy/Activity 1

English Learner Teacher Partners (ELTP instructional coaches) will support implementation of SEAL through coaching and unit development, support implementation of integrated and designated ELD strategies with a focus on grades 4-6, refine NGSS and history/social science implementation in grades TK-6, oversee the English Proficiency initial and annual assessments (ELPAC), support identification and reclassification process for EL, and collaborate with other district TOSAs to support teachers to integrate best practices for English Learners across content areas.

Tier 1 Math Professional development will be provided to teachers in grades K-2. Two Professional development and common planning days for all K-2 teachers and all 6th grade math teachers will receive one professional development day on CPM with a focus on common backwards mapping, collaborative planning and common assessment to support our English learners in accessing grade level standards.

Through the PLC process teachers will determine research-based best practices to meet student needs and implement common formative and summative math assessments that include scaffolds and supports for ELs.

Through the use of Google breakout rooms, students will be able to orally communicate and practice their language skills. We will also provide virtual ELPAC testing, Nearpod, use flipgrid, provide virtual YMCA, distribute hands-on materials, realia, and have visual cues for students during distance learning.

Proposed Expenditures for this Strategy/Activity 1

Amount(s)	Source(s)
\$0	No cost activity.

Strategy/Activity 2

Students to be Served by this Strategy/Activity

English Learners, Socioeconomically Disadvantaged Students, and students of color.

Strategy/Activity 2

Through the PLC process teachers will collaborate with their colleagues and become aware of struggling students by evaluating student assessments, grades and other student performance measures. Small group instruction will be planned for intervention/enrichment opportunities for

students to work at their level. Funds will be available for after school supports for students to receive additional enrichment experiences to boost their overall student achievement.

Proposed Expenditures for this Strategy/Activity 2

Amount(s)	Source(s)
\$4,000	LCFF
\$3,000	Low Performing Block Grant

Students to be Served by this Strategy/Activity

English Learners, Socioeconomically Disadvantaged Students, and students of color.

Strategy/Activity 3

Through the use of Google breakout rooms, students will be able to orally communicate and practice their language skills. We will also provide virtual ELPAC testing, Nearpod, use flipgrid, provide virtual YMCA, distribute hands-on materials, realia, and have visual cues for students during distance learning.

Proposed Expenditures for this Strategy/Activity 3

Amount(s)	Source(s)
\$0	No cost activity.

Goal 3

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

Identified Need

In both Math and ELA our students with disabilities are in need of additional support within the classroom in order to be able to access the curriculum content. Due to distance learning, students are in need of whiteboards, technology, headphones, small group instruction, manipulatives, visual supports, audio texts.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
SBAC Meet or Exceed Standards for Students with Disabilities	<p>ELA</p> <p>2016-17: 7%</p> <p>2017-18: 5%</p> <p>2018-19: 5%</p> <p>2019-20: No Data due to Covid-19 School Closures</p> <p>Math</p> <p>2016-17: 7%</p> <p>2017-18: 5%</p> <p>2018-19: 11%</p> <p>2019-20: No Data due to Covid-19 School Closures</p>	Increase the CAASPP SBAC percent of students with disabilities student group meeting or exceeding standards by 2% higher than the prior year in ELA and Math in grades 3-6.
CA Dashboard AcademicEngagement Performance Levels for Students with Disabilities	2019 Chronic Absenteeism Orange	Increase our students with disabilities student group by one performance level on the CA Dashboard from the prior year in Chronic Absenteeism.
CA Dashboard Suspension Levels for Students with Disabilities	2019 Suspensions Blue	
Least Restrictive Environment Targets	2018-19: Target met:87% 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 1

Resource Specialist Program Teacher, Special Needs Instructional Aides, Community Liaisons, Speech Therapist, Psychologist and Support Staff Team will be providing the needed support to teachers and students through the use of research-based instructional practices, modeled lessons, push-in/pull-out supports, as well as any additional materials or equipment needed to help the students.

Support Staff Team (Resource Specialist Program Teacher, Speech Therapist, Psychologist, Teacher, Principal, Social Worker) will continue to meet weekly to provide support to students who are struggling and are needing additional resources.

To the extent possible, students receiving support from RSP teachers will receive services after the synchronous distance learning timeframe during Shelter-In-Place. IEP's will be conducted virtually and we will be expanding use of Reading A-Z, NewsELA, Nearpod and other resources that use text to speech software.

Through the PLC process teachers will collaborate with their colleagues and become aware of any needs students with disabilities might have by evaluating student assessments, grades and other student performance measures. Small group instruction will be planned and delivered to meet their specific needs as well as scaffolded/modified curriculum or materials.

Proposed Expenditures for this Strategy/Activity 1

Amount(s)	Source(s)
\$0	No cost activity.

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 would enhance student learning of core academic subject knowledge, and meet technology standards.

Identified Need

Teachers provide instruction to students in technology literacy to support the demands of our ever-changing digital world. Students work independently through the use of Common Core aligned software programs (Raz Kids, Dreambox, Prodigy) at their level to increase their academic achievement in Language Arts and Mathematics. Students are taught the importance of being responsible when using technology and how to effectively use it to communicate their thoughts, do research, and how to present their ideas through different media tools.

We need to continue to provide support to teachers through professional development and coaching in order 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. Within the school day, all students should be provided with positive technology experiences that will support their continuous educational pathways.

Due to COVID-19 there's a great need for students to have the necessary technology and internet access in order to connect to distant learning. All students need chromebooks (1:1 chromebooks), access to hotspots as needed, training on how to use the google classroom, nearpod, and other CLEVER applications. Teachers need training on the use of above applications in order to support students and guardians.

Resource Inequities (summarized from above):

Funding to support the technology goal of 1:1 Chromebooks for all students.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
District Technology Survey:	Use of technology to be creative 2019-20: 75% Use of technology for communication: 2019-20: 46% Use of technology for collaboration: 2019-20: 52% Use of technology for Critical Thinking & Problem Solving: 2019-20: 65%	80% of students will use technology to be creative 51% of students will use technology for communication. 57% of students will use technology for collaboration. 70% of students will use technology for critical thinking & problem solving.
SBAC Participation Rates	2018-2019: 96% 2019-20: (No Data)	We will continue to monitor to ensure that 95% of all students will participate in CAASPP Testing on the Chromebooks and laptops.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

English Language Learners, Socio-economically Disadvantaged Students, Foster Youth will be served.

Strategy/Activity 1

Refresh, maintain and repair Chromebooks/laptops for a student 2-to-1 ratio in grades TK-5 and 1-to-1 ratio in grades 6-8 with carts and/or cases.

Proposed Expenditures for this Strategy/Activity 1

Amount(s)	Source(s)
\$3,000	LCFF

Strategy/Activity 2

Encourage the use of EdTech office hours for teachers and guardians to receive support, invite EdTech to staff meetings for training, have OGSD professional development opportunities on the Oak Grove School District website and provide teachers with Wednesday planning time.

Proposed Expenditures for this Strategy/Activity 2

Amount(s)	Source(s)
\$0	

Strategy/Activity 3

Students to be Served by this Strategy/Activity

Low Performing Students not classified as EL's, Foster Youth, SED, or At-Risk students.

Strategy/Activity 3

Order 15 laptops to be used in the After School Tutoring club. Two staff members will be overseeing the club, hold student conferences and set goals with students and monitor student progress.

Proposed Expenditures for this Strategy/Activity 3

Amount(s)	Source(s)
\$5,000	Low Performing Block Grant

Goal 5

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

Identified Need

For chronic absenteeism, English Learners, Students with Disabilities and Latino students are identified as Orange or Yellow through the California Dashboard.

For suspensions, White and Socioeconomically Disadvantaged students are identified as orange or yellow 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.

Due to COVID-19 we are in need of professional protective equipment for all students, community visitors, and staff members. There is a need for new procedures and policies to make sure everyone is safe and stays healthy. They need to be explicitly communicated to all members of our school community. Posters and signs need to be placed throughout the campus as guides to support the social distance guidelines set forth by the health department.

The need for supporting the Del Roble community with stress and anxiety is high and there needs to be counseling services for everyone.

Resource Inequities (summarized from above):

People to support lunchtime activities for students who may need more structured/facilitated play or break times, space to support “whole child learning” including designated spaces for counselors , music, enrichment activities.

Distance Learning Consideration: PD for the online platforms that we already have (studies weekly, RAZ-Kids) and time for sorting through those platforms to curate curriculum.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Dashboard Chronic Absenteeism Indicator for 2019	All Students - Red SED - Red Students with Disabilities -	For chronic absenteeism, improve one level for mentioned groups in the California Dashboard.

	Orange Hispanics - Red	
Suspension Rates	2019 All Students - 3 Suspensions,Blue	For suspensions, improve one level for the mentioned groups in the California Dashboard.
Attendance Rate	95.05% Attendance Rate for the 2018-2019 school year 95.56% Attendance Rate for the 2019-2020 school year	Maintain a 96% attendance rate for all students in each month August-June.
PBIS Implementation	School Culture Leadership Team to meet 6 times annually to ensure systemic tiered support for behavioral education	Increase stakeholder involvement in the tiered systems of support for positive/prosocial behavior

Strategy/Activity 1

Students to be Served by this Strategy/Activity

All students will be served by this Strategy/Activity

Strategy/Activity 1

Implement, monitor, and provide professional development to site teams on the main tenets and practices of (PBIS) Positive Behavioral Interventions and Supports. Provide incentives to students for modeling positive behaviors. Provide informative and motivational assemblies with speakers for students to understand the importance of being caring, responsible, safe, and proud. Present explicit guidelines and expectations in regards to COVID-19 protocols and procedures. Review posters and guidelines that are posted throughout the campus. District will provide three days of Tier III training for all support staff and one general education teacher. We will have a PBIS Mentor to support the implementation through data analysis. After school presentations will also be provided to students who are in need of additional support with behavior.

Proposed Expenditures for this Strategy/Activity 1

Amount(s)	Source(s)
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\$2,396	LCFF
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Strategy/Activity 2

Students to be Served by this Strategy/Activity

All students will be served by this Strategy/Activity

Strategy/Activity 2

Hire Noon Duty staff to provide support with supervision during lunch and recess. Meet with staff as needed to address any support needed.

Amount(s)	Source(s)
\$6,000	LCFF

Strategy/Activity 3

Students to be Served by this Strategy/Activity

All students will be served by this Strategy/Activity

Strategy/Activity 3

Partner with agencies and seek out services from the district to provide the staff needed to support the Del Roble community with stress and anxiety through counseling services for everyone.

Amount(s)	Source(s)
\$0	

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

One need is to expand the parent voice, especially to certain groups of parents, that might be traditionally underserved. This year, our goal is to hold 3-4 parent meetings for the African

American Koffee Klatch, ELAC, and HABLA groups in order to discuss how to support these communities within our larger school community.

Due to COVID-19 we are in need of engaging and connecting with our students, staff members, and community members through the use of different platforms to provide the most up-to-date information and support.

Resource Inequities (summarized from above):

Time to support staff and parents meeting regularly to develop how parents may be more effective and supportive while volunteering in the classroom.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CA Healthy Kids' Annual Parent Survey	2019-2020 Responses from Parent Survey	We will increase parent responses on the questions below from the CA Healthy Kids' Annual Parent Survey to Strongly Agree and Agree by 5% from the prior year.
	69% of Parents Strongly Agreed or Agreed.	*School allows input and welcome parents' contributions
	81% of Parents Strongly Agreed or Agreed.	*School keeps me well informed about school activities
	64% of Parents Strongly Agreed or Agreed.	*School promptly responds to my phone calls, messages, or emails.
	98% of Parents Strongly Agreed or Agreed.	*Teachers communicate with parents about what students are expected to learn in class.
Parent Email Subscriptions to Parent Square	99% of our parents are subscribed to Parent Square.	We will have 100% parent subscriptions (ie email, texting, telephone) to our site system.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

All students will be served by this Strategy/Activity

Strategy/Activity 1

Hold all parent meetings virtually either via google meet or zoom. Meeting links sent home via ParentSquare. Parent Square used daily/weekly for class and school wide announcements Use of social media, Facebook and YouTube to share important information, hold parent Questions and Answers as needed to determine community needs and share out information.

Share family webinars, training, and resources offered by the wider community. Hold virtual meetings with parents and parent groups in order to address concerns or disseminate information. Work closely with parent groups to have family engagement opportunities throughout the year.

Proposed Expenditures for this Strategy/Activity 1

Amount(s)	Source(s)
\$0	

Strategy/Activity 2

Students to be Served by this Strategy/Activity

All students will be served by this Strategy/Activity

Strategy/Activity 2

Provide families information during/with:

- Parent Information Nights on topics relevant to parenting and student success (ex. Back To School Night, TWBI Parent Information Night, TWBI Program Review Nights, SEI Information Night, After School Workshops, Open House)
- GATE information nights about the program in grades 4-6
- SEAL workshops and gallery walks about the strategies, curriculum and home connection
- CAMINO and Home and School Club events
- Principal’s monthly newsletter informing parents about important events and site information.
- School website, marquee and ParentSquare.

Also, survey parents regarding important information and to gather data to best plan and support student and parent needs.

Proposed Expenditures for this Strategy/Activity 2

Amount(s)	Source(s)
\$2,460	LCFF

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

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	\$47,065

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
N/A	\$0

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

State or Local Programs	Allocation (\$)
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LCFF	\$47,065
Low-Performing Student Block Grant	\$20,000

Subtotal of state or local funds included for this school: \$67,065

Total of federal, state, and/or local funds for this school: \$67,065