

School Year: 2022-2023

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 2, 2022	June 16, 2022

Purpose and Description

Del Roble's Schoolwide Program

The mission of Del Roble School is for every student's potential to be achieved!

The vision of Del Roble School is to provide a caring, engaging, and stimulating 21st-century environment where children will recognize and reach 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, a positive school climate emphasizing cultural diversity, and providing innovative and rigorous instruction. Students are empowered to be creative, critical thinkers, communicators, and 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 English Language Proficiency Assessments for California (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 (SSC), English Learner Advisory Committee (ELAC), and District English Learner Advisory Committee (DELAC). We frequently communicate with parents via

ParentSquare, Facebook, school marquee, parent-teacher conferences, and a monthly newsletter written by the principal. English Learner Advisory Committee (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 educational partners 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 the family is the cornerstone of the student's 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 Local Control and Accountability Plan (LCAP) to improve outcomes for all students:

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

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 English Learners (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. We 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 will support learning, creativity, safety, and engagement.

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

Educational Partners' Involvement

Involvement Process for the SPSA and Annual Review and Update

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 2nd, 2022

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 State Standards, strategies, and materials.

Identified Need

With the implementation of the Common Core State Standards (CCSS) and California Assessment of Student Performance and Progress (CAASPP), we are finding that our students are showing gaps in foundational literacy skills and foundational math skills.

In order to address the needs, we plan to focus our coaching on balanced literacy (Balanced literacy is about balancing explicit language instruction with independent learning and language exploration. It aims to strike a balance between both whole language and phonics when learning to read and write) and foundational literacy skills. We will provide professional development to our coaching staff regarding the new Next Generation Science Standards (NGSS) instructional practices. Additionally, professional development will be provided with the new history and social studies adoption. 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. In order to support the appreciation for literature and to motivate students to read, the school library will be staffed to provide classes with library time and books that support the learning within the classroom.


Link to California Department of Education - <https://www.cde.ca.gov/>

NGSS - <https://www.cde.ca.gov/pd/ca/sc/ngssstandards.asp>

New History and SS Framework - <https://www.cde.ca.gov/ci/hs/cf/>

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
SBAC ELA At or Above Proficiency Level	2018 - 38% 2019 - 29% 2020: No Data due to Covid-19 Distance	Increase the CAASPP SBAC percent of all students meeting or exceeding standards by 5% higher

	Learning 2021: No Data due to Covid-19 Distance Learning	than the prior-year in ELA in grades 3-6.
SBAC Math At or Above Proficiency Level	2018 - 33% 2019 - 36% 2020: No Data due to Covid-19 Distance Learning 2021: No Data due to Covid-19 Distance Learning	Increase the CAASPP SBAC percent of all students meeting or exceeding standards by 5% higher than the prior-year in Math in grades 3-6.
CA Dashboard Overall ELA Academic Performance Levels	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.
CA Dashboard Overall Math Academic Performance Levels  https://www.caschooldashboard.org/	2018 Orange 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.
Local ELA Benchmark Assessment At or Above Grade Level (iReady Mid-Year)	(2019) Window 2 - 36% (2020) Window 2 - 42% (2021) Window 1 - 29% Window 2 - 35%	Increase by 5% of the At or Above Grade Level percentage of students in the District Benchmark Assessment, iReady.
Local Math Benchmark Assessment At or Above Grade Level (iReady Mid-Year)	(2019) Window 2 - 22% (2020) Window 2 - 29% (2021) Window 1 - 13 % Window 2 - 23%	Increase by 5% of the At or Above Grade Level percentage of students in the District Benchmark Assessment, iReady.
California Spanish Assessment	No previous data	Test students in grades 3rd thru 6th to determine baseline data.

Strategy/Activity 1

Teachers will be receiving planning time to ensure all standards are addressed. Teachers will be receiving cross-grade level planning time with the grade above and below to determine what standards were and were not taught the previous school year (and which standards were covered minimally). One Staff meeting a month will be secured for planning time. There will be 2 planned release days for all Teachers, focusing on common backward 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)
\$3,000	Local Control Funding Formula (LCFF)

Strategy/Activity 2

Teachers will be provided with needed funds to buy the materials and resources to support all their students.

Proposed Expenditures for this Strategy/Activity 2

Amount(s)	Source(s)
\$2,791	Parcel Tax

Strategy/Activity 3

Provide a variety of instructional online resources to improve student achievement aligned to the Common Core State Standards (CCSS). Printed materials will be provided to bolster the academic language within the classes and school environment. Access and licenses for various supplemental resources and software programs (ex., Dreambox, TPT, Learning A-Z, etc.) will be provided.

Proposed Expenditures for this Strategy/Activity 3

Amount(s)	Source(s)
\$10,000	Local Control Funding Formula (LCFF)

Strategy/Activity 4

Provide Library Clerk time to ensure that students have access to the library regularly. The library is organized, has a welcoming environment, and is stocked with multicultural Spanish

books and relevant literature. The library will also be hosting several Book Fairs, Read Across America, Reading Under the Stars, and guest classroom readers to promote the love for reading and positive school culture. Upper-grade classroom whole-class novel sets need to be accessible to students in the Spanish language within the library inventory.

Proposed Expenditures for this Strategy/Activity 4

Amount(s)	Source(s)
\$11,050	Local Control Funding Formula (LCFF)

Strategy/Activity 5

The English Learner Teacher Partner coach (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 to investigate and respond to authentic, engaging, and complex questions, problems, and/or challenges. The coach will be utilized to co-teach and model lessons on an ongoing 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 Professional Learning Community (PLC) cycle of the 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 5

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 English Language Arts (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.

25% of our English learners are categorized as Long-Term English Learners (LTELs) and have not been reclassified after 6 or more years since identification.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Local ELA Benchmark Assessment for student groups (iReady Mid-Year)	Percentage of Latino students scored at or above grade level 2021 - 29% Percentage of Black students scored at or above grade level 2021 - 38% Percentage of English Language Learner students scored at or above grade level 2021 - 17%	Annual growth of 5% for listed student groups
Local MATH Benchmark Assessment for student groups (iReady Mid-Year)	Percentage of Latino students scored at or above grade level 2021 - 16% Percentage of Black students scored at or above grade level 2021 - 0% Percentage of English Language Learner students scored at or above grade level 2021 - 9%	Annual growth of 5% for listed student groups
CA Dashboard ELA Academic Indicator	2019 Latino Orange	Blue, Green, or Increase of One performance level

	EL Orange SED Orange	for listed student groups
CA Dashboard Math Academic Indicator	2019 Latino Orange EL Orange SED Orange	Blue, Green, or Increase of One performance level for listed student groups
ELPAC Percentage of English Learner (EL) students making a minimum of 1 level of overall growth	2018 - 17% 2019 - No data due to COVID -19 2020 - 13% (Not all EL students were tested due to Distance Learning)	We will increase our percentage of English learners making a minimum of 1 level of overall growth by 5%.
English Learner (EL) Reclassification Rate	2019 - 13% 2020 - 7% 2021 - 3% 2022 - 6%	We will increase our EL reclassification results by 9% for a total of 15%.
Long Term English Learner (LTEL) Rate	2019 - 45% 2020 - 21% 2021 - 25%	We will decrease our LTEL rate to 20% or fewer

Students to be Served by this Strategy/Activity

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

Strategy/Activity 1

English Learner Teacher Partners (ELTPs) will support the implementation of Sobrato Early Academic Language (SEAL) through coaching and unit development, and support the implementation of integrated and designated English Language Development (ELD) strategies with a focus on grades 4-6, refine Next Generation Science Standards (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 English Learners (EL), and collaborate with other district Teacher on Special Assignments (TOSAs) to support teachers to integrate best practices for English Learners across content areas.

Proposed Expenditures for this Strategy/Activity 1

Amount(s)	Source(s)
\$0	District-provided

Students to be Served by this Strategy/Activity

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

Strategy/Activity 2

There will be at least two planned release days for all Teachers, focusing on common backward mapping professional learning community planning to meet the needs of students in English Language Arts, Math, and Spanish Language Arts. Teachers will have planning time to focus on common backward mapping, collaborative planning, and common assessment to support our English learners in accessing grade-level standards. Teachers will also be focusing on analyzing student data, ELD and SLD student profiles, and planning common formative assessments with their team members.

Proposed Expenditures for this Strategy/Activity 1

Amount(s)

Source(s)

\$15,000 (will be used to pay for substitutes)	Title III
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Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

Strategy/Activity, 3

Through the Professional Learning Community (PLC) process, teachers will be able to plan and 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.

Proposed Expenditures for this Strategy/Activity 3

Amount(s)

Source(s)

\$10,000 (substitute pay or after-school collaboration time)	Title III
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Students to be Served by this Strategy/Activity

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

Strategy/Activity 4

Through the use of small group instruction, students will be able to communicate and practice their language skills orally. Teachers will receive funds to purchase materials, manipulatives, realia, and other resources to increase students' vocabulary development and peer interactions within the small group instruction.

Proposed Expenditures for this Strategy/Activity 4

Amount(s)	Source(s)
\$8,000	Title III

Strategy/Activity 5

Based on student needs, teacher assessments, and staff availability, we will be able to 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 5

Amount(s)	Source(s)
\$9,000	Title III

Strategy/Activity 6

Teachers will be able to attend conferences/workshops/professional development (CABE, ATDLE, NABE, etc.) events to be able to support their English Language Learners. .

Proposed Expenditures for this Strategy/Activity 6

Amount(s)	Source(s)
\$14,000	Title III

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 English Language Arts (ELA), our students with disabilities need additional support within the classroom to be able to access the curriculum content.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Local ELA Benchmark Assessments for Special Education (iReady Mid-Year)	Percentage of students scored at or above grade level 2021 - 31%	Annual growth of 5% for Special Education student group
Local Math Benchmark Assessments for Special Education (iReady Mid-Year)	Percentage of students scored at or above grade level 2021 - 9%	Annual growth of 5% for Special Education student group
CA Dashboard Academic Engagement Performance Levels for Students with Disabilities	2019 Chronic Absenteeism Orange	Blue, Green, or Increase of One performance level for Special Education student group
CA Dashboard Suspension Levels for Students with Disabilities	2019 Suspensions Blue	Blue, Green, or Increase of One performance level for Special Education student group
Inclusion Data of Students with Disabilities	2020 Target met: 97% 2021 Target met: 88%	Students with Disabilities in General Education Settings for at least 80% of the day.

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.

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

Students with disabilities.

Strategy/Activity 2

The Support Staff Team (Resource Specialist Program Teacher, Speech Therapist, Psychologist, Teacher, Principal, Community Liaison) will meet weekly to provide support to students who are struggling and need additional resources.

Proposed Expenditures for this Strategy/Activity 2

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

Strategy/Activity 3

Students to be Served by this Strategy/Activity

Students with disabilities.

Strategy/Activity 3

Through the Professional Learning Community (PLC) process, teachers will collaborate with their colleagues and become aware of any needs of students with disabilities 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 3

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 (iReady, Raz Kids, Dreambox, Prodigy, etc.) 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 communicate their thoughts, do research effectively, and 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 will be provided with positive technology experiences that will support their continuous educational pathways.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
District Technology Survey:	Use of technology to be creative 2019-20: 75% 2020-21: 82%	80% of students will use technology to be creative
	Use of technology for communication: 2019-20: 46% 2020-21: 68%	51% of students will use technology for communication.

	Use of technology for collaboration: 2019-20: 52% 2020-21: 81%	57% of students will use technology for collaboration.
	Use of technology for Critical Thinking & Problem Solving: 2019-20: 65% 2020-21: 70%	70% of students will use technology for critical thinking & problem solving.
Smarter Balanced Assessment Consortium (SBAC) Participation Rates	2018-2019: 96% 2019-20: (No Data) 2020-2021: (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 and Foster Youth will be served.

Strategy/Activity 1

Refresh, maintain and repair Chromebooks/laptops for a student 1-to-1 ratio in all grades with carts.

Proposed Expenditures for this Strategy/Activity 1

Amount(s)	Source(s)
\$6,698	Local Control Funding Formula (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)
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\$0	No cost activity.
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Strategy/Activity 3

Students to be Served by this Strategy/Activity

Low Performing Students not classified as English Learners, Foster Youth, Socio-Economically Disadvantaged, or At-Risk students.

Strategy/Activity 3

Hold an 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)
\$2,500	Local Control Funding Formula (LCFF)

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.

Resource Inequities (summarized from above):

Have staff, volunteers, and student leaders 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, and enrichment activities.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Dashboard Chronic Absenteeism Indicator Performance Levels  https://www.caschooldashboard.org/	2019 All Students - Red SED - Red Students with Disabilities - Orange Hispanic - Red	For chronic absenteeism, improve one level for mentioned groups in the California Dashboard.
Suspension Rates	2019 All Students - Blue	For suspensions, improve one level for the mentioned groups in the California Dashboard.
Attendance Rate	2018-2019 - 95% 2019-2020 - 96%	Maintain a 96% attendance rate for all students in each month August-June.

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 Positive Behavioral Interventions and Supports (PBIS). Provide incentives to students for modeling positive behaviors. School Culture Leadership Team to meet 6 times annually to ensure systemic tiered support for behavioral education. Provide informative and motivational assemblies with speakers for students to understand the importance of being caring, responsible, safe, and proud. The 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. There will also be increased stakeholder involvement in the tiered systems of support for positive/prosocial behavior

<https://www.pbis.org/>

Proposed Expenditures for this Strategy/Activity 1

Amount(s)	Source(s)
\$2,500	Local Control Funding Formula (LCFF)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

All students will be served by this Strategy/Activity

Strategy/Activity 2

Retain Noon Duty staff to provide support with supervision during lunch and recess. Meet with staff as needed to address any support needed. Send a teacher to the Science Camp trip with the 6th-grade students for supervision.

Amount(s)	Source(s)
\$2,500	Local Control Funding Formula (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 collaborate with the district staff to provide the site with needed resources to support the Del Roble community with stress and anxiety through counseling services for everyone.

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

Goal 6

We will actively engage families and community members in supporting the implementation of Common Core State Standards (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 5 parent meetings for Koffee Klatch, Hispanic Advisory Board for Learning and Assessment (HABLA), and English Learner Advisory Committee (ELAC) groups in order to discuss how to support these communities within our larger school community.

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 in-person unless otherwise directed by the district office. Provide parents with the opportunity to also log on through google meet or zoom if they are not able to make it in person. Meeting information will be sent home via ParentSquare. Parent Square is used for daily/weekly 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 in-person and 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	No cost activity.

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 gather data to best plan and support student and parent needs.

Proposed Expenditures for this Strategy/Activity 2

Amount(s)	Source(s)
\$2,000	Parcel Tax

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	\$41,039

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 (\$)
Title III	\$56,000

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

State or Local Programs	Allocation (\$)
LCFF	\$41,039

Subtotal of state or local funds included for this school: **\$97,039**

Total of federal, state, and/or local funds for this school: \$97,039