

School Year: [2022-2023]

School Plan for Student Achievement

School Name	County-District-School (CDS) Code	School Site Council (SSC) Approval Date	Local Board Approval Date
Oak Ridge Elementary School	43696256088306	May 24, 2022	June 16, 2022

Purpose and Description

At Oak Ridge School, we believe that every student can achieve at high levels. As our mission states, “Oak Ridge is a safe and respectful community, collaborating to inspire and engage the whole child through a balanced curriculum.” Through our core curriculum in language arts, math, social studies, science and social emotional learning, our students gain skills in critical thinking, creativity, collaboration, and communication that will help them succeed in school and in college and career. Therefore, a fundamental aim of our educational programs is to ensure that each student possesses the competence and confidence that would guarantee success at the next level. This plan is our roadmap for building and sustaining a strong and effective instructional core in every classroom. It is our articulation of the vision for student learning outlined in our district’s Five-year Strategic Plan.

Effective teaching, capable instructional leadership and strong relationships are crucial to realizing our community’s hopes and dreams for student learning and development. With a dynamic staff, dedicated families, and an involved community, Oak Ridge is committed to a culture of equity, inclusivity, and academic excellence. This focus articulates the teaching practices, leadership practices and organizational practices that have become the norm throughout our school system. Our focus expresses our collective responsibility for student learning and motivates us all – school, home, and community – to collaborate in ways that will turn our good intentions into strong results for students.

We work closely with educational partners 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 three year 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.

Educational Partner Involvement

Involvement Process for the SPSA and Annual Review and Update

At Oak Ridge, we also continued to gather educational partner input by utilizing online parent surveys and pivoting all of our parent meetings online. Parents continued to engage online (even more so than ever) in the new virtual space and we found that this practice of having our parents and families engage from their home or workplace provided a better method to engage parents who typically in the past did not have access to in-person meetings. We are proud to see the level of educational partner engagement at Oak Ridge and plan to continue with the virtual meetings for the 2022-2023 school year.

Presentations to educational partners included:

*Oak Ridge School Staff
May 9, 2022*

*School Site Council
May 24, 2022*

*Hispanic Parent Club
May 4, 2022*

*Home and School Club
May 11, 2022*

The School Site Council approved the SPSA on May 24, 2022.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

Resource equity refers to the allocation and use of resources (people, time, and money) to create student experiences that enable all children to reach empowering and rigorous learning outcomes—no matter their race or income. While there is no set “recipe” for great school systems, assessing the dimensions of equity helps education educational partners see more clearly whether school systems provide all students the resources they need, and can help leaders design school and system policies to more equitably allocate and effectively use resources based on student needs. In analyzing Oak Ridge’s resource inequities, our wishlist would include after school tutoring for all grades, facilitated lunch time clubs to engage students into the school culture, full time counselor and intervention teachers in the areas of early reading and mathematics to support students struggling in academics. During the 2021-2022 School Year, the COVID-19 pandemic heightened the resource inequities in our system and prioritized the need for the following:

Staffing:

- Mental Health Services to support students in need (Goal 5)
- Staff to provide after school intervention academies (Goal 2)
- Reading specialist to support students in the area of reading (Goal 1)
- Recess PE coaches to support students in good sportsmanship, leadership, and to teach safe physical activities (Goal 5)

Funding:

- Funding to support students with Social Emotional Learning (Goal 5).
- Provide students with disabilities supplemental curriculum to help individual students achieve their IEP goals (Goal 3)

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 are finding that our students are showing gaps in reading comprehension, writing and foundational math skills. We plan to focus our professional learning communities on reading, writing and math. We also plan to provide professional development to our staff regarding supporting reading and writing instruction. This year, with a fairly new history and social studies adoption, professional development will be provided as needed. 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

Goal 1

Metric	2020-2021 Baseline	2021-2022 Data	Desired Outcome for 2023-2024
SBAC Scores	N/A	Available August 2022	Annual Growth of 3% overall
CA Dashboard Academic Indicator	N/A	Status Available Fall 2022	Blue, Green or Increase of One Performance Level
Local ELA Benchmark Assessments (iReady Mid-Year)	54% on or above grade level	49% on or above grade level	Annual Growth of 3% overall
Local Math Benchmark Assessments (iReady Mid-Year)	49% on or above grade level	42% on or above grade level	Annual Growth of 3% overall

Students to be Served by this Strategy/Activity

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

Strategy/Activity #1

All teachers TK-6 will receive 2 professional development and common planning days with a focus on common backwards mapping, collaborative planning and common assessment for all students (with the focus on supporting our English learners and students with disabilities) in accessing grade level standards.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
\$9,828.00	LCFF

Strategy/Activity #2

Purchase online licenses (such as Reading A-Z, RAZ Kids, Vocabulary A-Z, Science A-Z, etc.) as a supplemental resource to support reading, comprehension and fluency in grades TK-6.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
\$1,340.00	LCFF

Strategy/Activity #3

Students will use iReady a minimum of 45 minutes a week in Reading and Math with a pass rate of 80%. Teachers and administration will monitor usage and pass rates weekly. Teachers will utilize Standards Mastery assessments as formative data to inform instructional needs.

Proposed Expenditures for this Strategy/Activity

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

Strategy/Activity #4

Purchase supplies and materials to supplement the curriculum in the classroom to make the learning more hands on and alive for our students.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
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\$5,181.00

LCFF

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.

Identified Need

In ELA and Math, Students with Disabilities are identified as 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. As a district, 35% of our English learners are categorized as Long-Term English Learners (LTELs) and have not reclassified after 6 or more years since identification.

In addition to our previously identified needs above, we have identified that an additional need for our English Learners (EL), low socioeconomic disadvantaged students, Foster Youth and students of color is for teachers and staff to track and monitor student engagement and participation. Distance learning (while proving to have its own challenges for our students), especially has impacted our most vulnerable students. It is important now more than ever to keep our students engaged and participating during in-person instruction.

Annual Measurable Outcomes

Metric	2020-2021 Baseline	2021-2022 Data	Desired Outcome for 2023-2024
English Learner Reclassification Rate	4%	20%	25% of English Learners Reclassified Annually
Long Term English Learner (LTEL) Rate	21%	25%	20% or Less of English Learners Identified as LTEL
Local ELA Benchmark Assessments for Student Groups (iReady Mid-Year)	<p><i>36% of Latino students scored at or above grade level</i></p> <p><i>38% of Black students scored at or above grade level</i></p> <p><i>32% of English learners scored at or above grade level</i></p>	<p><i>40% of Latino students scored at or above grade level</i></p> <p><i>34% of Black students scored at or above grade level</i></p> <p><i>30% of English learners scored at or above grade level</i></p>	Annual Growth of 5% for Listed Student Groups
Local Math	<i>32% of Latino students scored at or above grade</i>	<i>26% of Latino students scored at or above grade</i>	Annual Growth of 5%

Benchmark Assessments for Student Groups (iReady Mid-Year)	<i>level</i> 23% of Black students scored at or above grade level 34% of English learners scored at or above grade level	<i>level</i> 7% of Black students scored at or above grade level 26% of English learners scored at or above grade level	for Listed Student Groups
CA Dashboard Academic Indicator	N/A	Status Available Fall 2022	Blue, Green or Increase of One Performance Level for Listed Student Groups

Students to be Served by this Strategy/Activity

This action is for all students, students with a focus on students who are English Learners, English learners, foster youth and socioeconomically disadvantaged (SED) students.

Strategy/Activity #1

English Learner Teacher Partners (instructional coaches) will 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.

Proposed Expenditures for this Strategy/Activity

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

Strategy/Activity #2

Provide Printshop funding so teachers can duplicate and create additional materials to support understanding of curriculum in the areas of reading, writing, math, social studies and science.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
\$4,000	LCFF

Strategy/Activity #3

Provide targeted after school reading and math academies specifically focused on foundational reading and math skills for our English Learners, students with disabilities or students who are two grade levels or more below on the iReady diagnostic.

Proposed Expenditures for this Strategy/Activity

Amount(s)

Source(s)

\$3,000

LCFF and Expanded Learning Opportunities Grant

Strategy/Activity #4

All teachers will monitor student engagement and participation daily to ensure that their English Learners (EL), low socioeconomic disadvantaged students, Foster Youth, and students of color are engaged daily in the learning and participating in classroom activities.

Proposed Expenditures for this Strategy/Activity

Amount(s)

Source(s)

\$0

No cost

Goal 3

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

Identified Need

Oak Ridge is one of the five elementary campuses within the Oak Grove School District which houses special day class classrooms. Oak Ridge has five non-categorical special day classrooms. One reason Oak Grove did not meet state LRE (Least Restrictive Environment) targets is that only about one-quarter of its special education services are delivered in the regular classroom. By comparison, about half of specialized services are delivered at Students With Disabilities' (SWDs)' regular schools but in separate classrooms. These latter services consist of part-day "pull-outs" from or supplements to regular classroom instruction (for students with less severe needs) as well as "special day" classes (for students who need more intensive accommodations). Students in special day classes typically spend most or all of their days in a specially designed instructional setting. The remaining one-quarter of special education services are provided at locations other than the regular school. For students with very severe disabilities, services sometimes are offered at separate settings, such as, specially certified nonpublic schools, or county facilities.

Annual Measurable Outcomes

Metric	2020-2021 Baseline	2021-2022 Data	Desired Outcome for 2023-2024
Local ELA Benchmark Assessments for Special Education (iReady Mid-Year)	<i>24% of Students with Disabilities Performed at or above grade level</i>	<i>16% of Students with Disabilities Performed at or above grade level</i>	Annual Growth of 5% for Special Education Student Group
Local Math Benchmark Assessments for Special Education (iReady Mid-Year)	<i>19% of Students with Disabilities Performed at or above grade level</i>	<i>16% of Students with Disabilities Performed at or above grade level</i>	Annual Growth of 5% for Special Education Student Group
CA Dashboard Academic Indicator	N/A	Status Available Fall 2022	Blue, Green or Increase of One Performance Level for Special Education Student Group
Inclusion Data of	46%	47%	52% of Students with

Students with Disabilities	48%	49%	Disabilities in General Education Settings for at least 80% of their day 40% of Students with Disabilities in Special Day Classes in General Education Settings for at least 80% of their day
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Students to be Served by this Strategy/Activity

This action is for all students with disabilities at Oak Ridge Elementary School.

Strategy/Activity #1

Continue to analyze the effectiveness of the intervention programs (e.g. READ 180, System 44, Sonday, I-Ready) and implement with consistency and fidelity to support students with disabilities.

Proposed Expenditures for this Strategy/Activity

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

Strategy/Activity #2

Purchase iReady and Moving with Math supplemental curriculum for our special day classes to support reading comprehension, writing and mathematics.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
\$3,450	LCFF

Strategy/Activity #3

Utilizing the Professional Learning Community (PLC) model, monitor the instruction and data for students with disabilities. Teachers will meet monthly to review data from students with disabilities and plan instruction to best meet their needs.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)

\$0	No cost - done during staff meeting time
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Strategy/Activity #4

Hold weekly site support staff meetings that include the principal, resource teacher, speech and language pathologist, psychologist, community liaisons and social worker interns. The focus of the meeting is to discuss and give updates on upcoming IEPs, services and potential students at risk for special education identification. There is much conversation about students who need tier 2 interventions and strategies. The goal is to provide intervention early.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
\$0	No cost - done during support staff time

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

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.

At the start of shelter in place, the Oak Grove School District was able to provide 1:1 devices (and hot spots as needed) for all students to access the online learning. As we continue into Fall of the 2022-2023 school year, our new identified need is to maintain our 1:1 device ratio as old devices break down and do not work for our students and staff.

Annual Measurable Outcomes

Metric	2020-2021 Baseline	2021-2022 Data	Desired Outcome for 2023-2024
Annual Teacher and Student (Grades 3-6) Technology Survey	<i>Survey not administered during distance learning</i>	<p><i>Students in grade 3-6 who report to use technology weekly at school 2021-22: 99%</i></p> <p><i>Students in grades 3-6 who report to use technology daily at school 2021-22: 83%</i></p> <p><i>Teachers who report students use technology on a daily basis 2021-22: 87.5%</i></p>	<p><i>Students in grade 3-6 who report to use technology weekly at school 2023-24: 100%</i></p> <p><i>Students in grades 3-6 who report to use technology daily at school 2023-24: 90%</i></p> <p><i>Teachers who report students use technology on a daily basis 2023-24: 90%</i></p>
Student Access to Core Subject Areas Using 21st Century Skills	<i>Survey not administered during distance learning</i>	<p>69.3% of students report using technology to work or collaborate with others</p> <p>55.1% of students report using technology to</p>	<p>85% of students report using technology to work or collaborate with others.</p> <p>60% of students report using technology to</p>

		<p><i>communicate with others.</i></p> <p><i>51.2% of students report using technology to solve problems or help with their critical thinking in class.</i></p> <p><i>84.3% of students report using technology to be creative.</i></p>	<p><i>communicate with others.</i></p> <p><i>75% of students report using technology to solve problems or help with their critical thinking in class.</i></p> <p><i>90% of students report using technology to be creative.</i></p>
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Students to be Served by this Strategy/Activity

All students will be served by this activity, specifically targeting students in grades 3-6.

Strategy/Activity #1

Oak Ridge staff will be proficient in providing education to their students through the use of online platforms such as Google classroom, Google docs, Google Meet, etc. Professional Development will be provided by site mentors, Principal and Oak Grove Ed Tech coaches.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
\$0	Ed Tech Coaches are District Funded

Strategy/Activity #2

Oak Ridge students in grades 3-6 will receive a presentation using the NetSmartz curriculum and videos which focuses on cyber safety, cyberbullying, gaming, social media and digital citizenship.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
\$0	Presentation provided by Principal using free online resources

Strategy/Activity #3

Oak Ridge teachers will teach PBIS lessons to all students about how to be respectful, responsible and safe while online.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
\$0	No cost - PBIS classroom lessons

Strategy/Activity #4

Purchase projectors for use during instruction.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
\$1,000	LCFF

Strategy/Activity #5

Purchase printers, document cameras, bulbs, toner and replacement parts of teachers and staff to support instruction. This may also include the purchase of additional monitors, laptop stands, ring lights and extension cords (as needed) to support online distance learning.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
\$2,000	LCFF

Strategy/Activity #6

Purchase Reading A-Z / RAZ Kids licenses for teachers in grades K-5 to support reading fluency, vocabulary and comprehension.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
\$0	See Goal #1

Strategy/Activity #7

Oak Ridge will maintain 1:1 chromebook devices for all students and provide hot spots for students without adequate internet throughout the duration of distance learning.

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 within the district, 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. At Oak Ridge, Hispanic students, students that are identified as socioeconomically disadvantaged, students with disabilities and students with two or more races are identified as orange on the California Dashboard.

For suspensions within the district, 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. At Oak Ridge, white students are classified as red on the California Dashboard in the area of suspension and English Learners and students with disabilities are classified as orange.

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.

Annual Measurable Outcomes

Metric	2020-2021 Baseline	2021-2022 Data	Desired Outcome for 2023-2024
Attendance Annual Average	97.7%	92.9%	98%
Chronic Absenteeism	5.4%	24%	<i>The Chronic Absenteeism rate will be reduced to 5%.</i>
Suspension Rate	0%	0%	1%
Expulsion Rate	0%	0%	0 students
Student Safety Survey	<i>Safety Data for Sites Not Collected during Distance Learning Year</i>	<i>3rd-6th Graders, 68% feel safe at school</i>	<i>3rd-6th Graders, 80% feel safe at school</i>
Student Connectedness and Belonging	<i>Connectedness & Belonging Data for Sites Not Collected</i>	<i>3rd-6th Graders, 59.5% have a sense of connectedness and</i>	<i>3rd-6th Graders, 80% have a sense of connectedness and</i>

	<i>during Distance Learning Year</i>	<i>belonging at school</i>	<i>belonging at school</i>
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Students to be Served by this Strategy/Activity

This action is for all students, students with a focus on students with disabilities, English Learners, Foster Youth and socioeconomically disadvantaged (SED) students.

Strategy/Activity #1

Develop a PBIS Mentor at each site to support the implementation through data analysis.

Proposed Expenditures for this Strategy/Activity

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

Strategy/Activity #2

Implement, monitor, and provide professional development to all site teams on the main tenets and practices of (PBIS) Positive Behavioral Interventions and Supports. Purchases may include additional professional development for staff, incentives for students, etc.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
\$0	Funded by HSC

Strategy/Activity #3

Provide administrative coverage at all times on site to support the implementation of PBIS and the positive school climate while the principal is off site or at professional development training. The cost of this would be to cover (up to 2 days) of a teacher in charge to support the staff as needed.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
\$0	Use student teachers to cover classes when possible

Strategy/Activity #4

Implement, monitor, and provide professional development to site teams on the main tenets and practices of (PBIS) Positive Behavioral Interventions and Supports.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
\$0	No Cost - done as Adjunct Duties

Strategy/Activity #5

Provide on site counseling services two days a week for referred Oak Ridge students (contracted through the Almaden Valley Counseling Service) for support around social/emotional issues.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
\$2,000	LCFF and Home and School Club

Strategy/Activity #6

Provide monthly incentives (certificates and prizes) for all students that have perfect attendance within the month.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
\$0	No cost - Certificates and prizes funded through Oak Ridge Home and School Club

Strategy/Activity #7

To provide a school-wide common language among social-emotional learning, teachers will teach bi-weekly Second Step curriculum lessons to reinforce classroom climate and culture,

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
\$2,719	LCFF

Strategy/Activity #8

Due to shelter in place and distance learning during the 2020-2021 school year, we are finding students are still in need of social-emotional and mental health support more than ever at Oak Ridge. Oak Ridge staff will ensure they are doing daily social/emotional checks, morning meetings, and/or restorative/community circles with students and refer any students for counseling that may need the additional support.

Proposed Expenditures for this Strategy/Activity

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

Strategy/Activity #9

Provide students a variety of after school activities that promote positive social interactions, teamwork, goal setting and cooperative learning, such as, but not limited to, Running Club, Game Club, and Basketball Club.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
\$0	Expanded Learning Opportunity Grant, see Goal 2

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

Many principals report they have low attendance at various in-person parent meetings and events. At the district level, parent groups such as HABLA, African American Koffee Klatch, and DELAC meetings, see less than 50% consistent representation.

The average visits to all district websites and social media pages is monthly. Our goal is weekly.

39% percent of respondents on the Educational Partner Communication Survey in October 2018 stated they were "informed enough" on what's happening in the district and in our schools. The area the educational partners want to learn more about, according to this survey, is curriculum and parent resources. Respondents shared their preferred method of communication is email.

*From our April 2019 LCAP Educational Partner Survey, 50% of families rate our communication as very good to excellent. 67% of respondents rate it as satisfactory to excellent.**

**Note that these surveys have not been updated due to school closure in March 2020.*

In addition to the above needs prior to school closure in March 2020, we have found at all sites including Oak Ridge a greater need to communicate with our students, families and community members at large.

Annual Measurable Outcomes

Metric	2020-2021 Baseline	2021-2022 Data	Desired Outcome for 2023-2024
Attendance at School Parent Meetings	<i>Average of 5 parents attended 4 ELAC meetings during the school year</i>	<i>Average of 3 parents attended 4 ELAC meetings during the school year</i>	<i>Average of 10 parents will attend each ELAC meeting (4-5 meetings per year)</i>
Parent Engagement Events/Community Events	<i>Due to COVID-19, parent engagement events were completed virtually and attendance could not be captured.</i>	<i>68% of families that attended Open House Night (Due to COVID-19, attendance of the virtual Back to School Night could not be captured)</i>	<i>75% of parents will attend Back to School Night 80% of families will attend Open House Night</i>
Parent Square Delivery and Post Data	<i>100% of parents are contactable via ParentSquare</i>	<i>99% of parents are contactable via ParentSquare</i>	<i>100% of parents will be contactable via ParentSquare</i>

Students to be Served by this Strategy/Activity

This action is for all parents and guardians of the students of Oak Ridge Elementary.

Strategy/Activity #1

Principal will provide weekly newsletters and event calendars to all parents to stay informed of all information nights, parent meetings and ways to get involved.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
\$0	No cost - done via ParentSquare and Facebook

Strategy/Activity #2

Oak Ridge will host monthly or bi-monthly parent meetings where parents can receive information regarding the implementation of the Common Core State Standards, testing, ways to give input/feedback, etc. Some of the meetings include: School Site Council, English Language Advisory Committee, Home and School Club, Hispanic Parents, Koffee Klatch, etc.

Proposed Expenditures for this Strategy/Activity

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

Strategy/Activity #3

The Oak Grove School District will provide families information during
- Parent Information Nights on topics relevant to parenting and student success
- GATE information nights about the program in grades 4-6
- Family Life Education Night in grades 5 and 7/ Adult ESL class offerings.

Proposed Expenditures for this Strategy/Activity

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

Strategy/Activity #4

Oak Ridge will offer the following communication methods for our students, parents and community.
- All parent meetings will be held online (HSC, ELAC, SSC, Koffee Klatch, Hispanic Parents Club)

- *Weekly Announcements from Principal for students*
- *Communication through ParentSquare, Oak Ridge Facebook and posted to our website*
- *Monthly calendar of events / Email communication and messaging directly with staff*

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
\$0	No cost - done virtually

Budget Summary

DESCRIPTION

AMOUNT

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

\$35,572.00

Other Federal, State, and Local Funds

State or Local Programs	Allocation (\$)
Local Control Funding Formula (LCFF)	\$35,572.00

Subtotal of state or local funds included for this school: \$35,572.00

Total of federal, state, and/or local funds for this school: \$35,572.00