

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
Sakamoto Elementary School	43696256072144	June 9, 2022	June 16, 2022

Purpose and Description

SAKAMOTO'S SCHOOLWIDE PROGRAM

Mission: Our Sakamoto community promotes life-long learning through a balanced curriculum, by guiding students to become self-motivated and achieve their highest potential. Sakamoto is a responsible, respectful, and caring school culture.

In collaboration with Sakamoto's partner groups, we analyze multiple measures of accountability on an ongoing basis. The six goals outlined below are directly correlated to our district's Local Control Accountability Plan to improve outcomes for all students.

Goal 1 - In the 2022-2023 school year, Sakamoto students will increase their performance to "grade level" or "above" in English Language Arts (ELA) and Mathematics by 5%, as measured by California Assessment of Student Performance and Progress (CAASPP).

Goal 2 - In the 2022-2023 school year, Sakamoto underperforming subgroups, with a focus on English Learners, will accelerate their learning demonstrating an increase in their performance to "grade level" or "above" as measured by the number of redesignated EL students.

Goal 3 - In the 2022-2023 school year, Sakamoto students with special needs will demonstrate an increase in their performance to "grade level" or "above" in English Language Arts (ELA) and Mathematics by 5%, as measured by California Assessment of Student Performance and Progress (CAASPP).

Goal 4 - In the 2022-2023 school year, Sakamoto students will increase their mastery of 21st Century Skills of collaboration, communication, critical thinking and creativity through the use of technology (baseline), as measured by local surveys.

Goal 5 - In the 2022-2023 school year, Sakamoto's positive school culture will increase its implementation fidelity of Tier 1 Positive Behavioral Interventions & Supports (PBIS) by 6

points, increasing predictability with clear and consistent school wide behavioral expectations, as measured by the PBIS Tiered Fidelity Inventory (TFI).

Goal 6 - In the 2022-2023 school year, Sakamoto will actively engage parents and community partners in the implementation of Common Core State Standards (CCSS) instruction, and programmatic decision making as measured by parent participation (attendance) at these meetings (baseline).

Educational Partners' Involvement

Involvement Process for the SPSA and Annual Review and Update

Presentations to educational partners included:

Sakamoto School Staff
May

School Site Council
May and June

Hispanic Parent Club
May

The School Site Council approved the SPSA on June 9, 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 stakeholders 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 the event that additional resources become available to assist Sakamoto in meeting our six SPSA goals (grant money, community resources, etc.), we would like to prioritize the following areas to further enhance existing programs and practices:

- **Goal 1:** Full time Literacy Coach and/or Reading Recovery Specialists
- **Goal 2:** Push-in ELD support for all grades during the ELA block to enhance English Learner’s understanding of content and standards; online tutoring and intervention programs for underperforming groups
- **Goal 3:** Increased professional development opportunities for all teachers in Specially Designed Academic Instruction and Universal Access
- **Goal 4:** Onsite tech support for all grades and parent community
- **Goal 5:** Daily counseling support for mental health both on-campus and through tele-therapy, with wrap-around services to support students at home

- **Goal 6:** *Parent classes and workshops on a variety of topics available on campus and virtually*

Goals, Strategies, Expenditures, & Annual Review

Goal 1

In the 2022-2023 school year, Sakamoto students will increase their performance to “grade level” or “above” in English Language Arts (ELA) and Mathematics by 5%, as measured by California Assessment of Student Performance and Progress (CAASPP).

Identified Need

We are finding that our students are showing gaps in the areas of Math and Reading due to COVID-19 and Distance Learning. COVID-19 and Distance Learning have exacerbated student's lack of achievement creating a gap.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
SBAC State Testing (ELA) (3rd-6th grade)	<p>2019 - 63% met or exceeded standard on the 2019 SBAC test (2% increase from previous year).</p> <p>2020 - No SBAC Data due to COVID-19 and Distance Learning.</p> <p>2021 - No SBAC Data due to COVID-19 and Distance Learning.</p>	We will increase the SBAC percent of all students meeting or exceeding standards by 3% higher than the prior year in ELA, in grades 3-6.
SBAC State Testing (Math) (3rd-6th grade)	<p>2019 - 61% of 3rd-6th graders met or exceeded standard on the 2019 SBAC test (5% increase from previous year).</p> <p>2020 - No SBAC Data due to COVID-19 and Distance Learning.</p> <p>2021 - No SBAC Data due to COVID-19 and Distance Learning.</p>	We will increase the SBAC percent of all students meeting or exceeding standards by 3% higher than the prior year in Math, in grades 3-6.

CA Dashboard Overall ELA Academic Performance Levels	2017 - Yellow 2018 - Green 2019 - Green 2020 - No Dashboard Data 2021 - No Dashboard Data	We will maintain Dashboard performance levels at green.																
CA Dashboard Overall Math Academic Performance Levels	2017 - Green 2018 - Green 2019 - Green 2020 - No Dashboard Data 2021 - No Dashboard Data	We will maintain Dashboard performance levels at green.																
Local Indicator: ELA iReady Benchmark	<table border="1"> <thead> <tr> <th>ELA</th> <th>W1</th> <th>W2</th> <th>W3</th> </tr> </thead> <tbody> <tr> <td>19-20</td> <td>42%</td> <td>60%</td> <td>ND</td> </tr> <tr> <td>20-21</td> <td>55%</td> <td>66%</td> <td>70%</td> </tr> <tr> <td>21-22</td> <td>44%</td> <td>58%</td> <td>68%</td> </tr> </tbody> </table>	ELA	W1	W2	W3	19-20	42%	60%	ND	20-21	55%	66%	70%	21-22	44%	58%	68%	We will increase the percent of all students meeting or exceeding standards by 3% higher than the prior year in ELA.
ELA	W1	W2	W3															
19-20	42%	60%	ND															
20-21	55%	66%	70%															
21-22	44%	58%	68%															
Local Indicator: Math iReady Benchmark	<table border="1"> <thead> <tr> <th>Math</th> <th>W1</th> <th>W2</th> <th>W3</th> </tr> </thead> <tbody> <tr> <td>19-20</td> <td>36%</td> <td>55%</td> <td>ND</td> </tr> <tr> <td>20-21</td> <td>44%</td> <td>59%</td> <td>65%</td> </tr> <tr> <td>21-22</td> <td>37%</td> <td>50%</td> <td>64%</td> </tr> </tbody> </table>	Math	W1	W2	W3	19-20	36%	55%	ND	20-21	44%	59%	65%	21-22	37%	50%	64%	We will increase the percent of all students meeting or exceeding standards by 3% higher than the prior year in Math.
Math	W1	W2	W3															
19-20	36%	55%	ND															
20-21	44%	59%	65%															
21-22	37%	50%	64%															

Strategies/Activities/Proposed Expenditures:

Students to be Served by this Strategy/Activity

All students will be served by the strategies and activities listed below. English Learners, Foster Youth, and Socio-economically disadvantaged students are included in those served.

Strategy/Activity #1

All teachers will receive planning days with a focus on building integrated units of study, collaborative planning, professional development, data analysis and goal setting to increase student access to grade level standards.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
\$12,636.00	LCFF (Planning days)

Strategy/Activity #2

Purchase online licenses for Reading A-Z & RAZ Kids, Brain Pop, and Newsela as supplemental resources to support reading, comprehension and fluency in grades K-6.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
\$10,728.00	LCFF

Strategy/Activity #3

Teachers participate monthly in Professional Learning Community meetings to analyze student work and determine next steps in the continuous improvement process.

Proposed Expenditures for this Strategy/Activity

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

Strategy/Activity #4

Integrated Units of Study are implemented across the curriculum (i.e. SEAL, Expeditionary Learning, Project Based Learning). Curriculum Maps are updated each year.

Proposed Expenditures for this Strategy/Activity

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

Strategy/Activity #5

Purchase supplies and materials to supplement the curriculum in the classroom to increase hands on, interactive and inquiry based learning for our students.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
\$8,023.00	LCFF

Strategy/Activity #6

Print materials and resources for classroom instruction (printshop).

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
\$1,500.00	LCFF

Strategy/Activity #7

Provide opportunities for teachers to attend local professional development opportunities outside of the district.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
\$250.00	LCFF

Strategy/Activity #7

Afterschool enrichment classes are offered to students who qualify for the GATE program, such as coding, lego robotics, dissection, and aerodynamics.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
\$1,500.00	LCFF

Goal 2

In the 2022-2023 school year, Sakamoto underperforming subgroups, with a focus on English Learners, will accelerate their learning demonstrating an increase in their performance to “grade level” or “above,” as measured by the number of redesignated EL students.

Identified Need

Our data has consistently shown that our subgroups have been consistently underperforming in both ELA and Math. COVID-19 and Distance Learning have exacerbated EL’s performance (Schleicher, 2020; Daniel, 2020). As we continue to transition back to in-person instruction, a systematic, tiered approach to support students will be vital (Kuhfeld & Tarasawa, 2020).

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
EL Reclassification	2019 - 30% of English Learners were redesignated 2020 - 10% students were redesignated 2021 - 9% students were redesignated in the 2021 2021 - 30% students were redesignated	We will continue to redesignate students at a rate of 20%.
LTEL	2019-2020: 7% students were LTEL 2020-2021: 22% students were LTEL 2021-2022: 20% students were LTEL	20% or Less of English Learners Identified as LTEL
ELPAC	2018-2019: 19% of students moved up 1 or more levels. 2019-2020 - No ELPAC Data 2020-2021 21% of students moved up 1 or more levels.	We will increase the number of students who move up 1 or more levels on the ELPAC by 10%.

SBAC State Testing (ELA)	2019 - 27% of English Learners met or exceeded standards 2020 - No SBAC Data 2021 - No SBAC Data	We will increase the CAASPP SBAC percent of English Learners, meeting or exceeding standards by 7% higher than the prior year in ELA.
SBAC State Testing (Math)	2019 - 23% of English Learners met or exceeded standards (a 5% increase from the previous year) 2020 - No SBAC Data 2021 - No SBAC Data	We will increase the CAASPP SBAC percent of English Learners, meeting or exceeding standards by 10% higher than the prior year in Math.
CA Dashboard Overall (ELA) Academic Performance Levels for Subgroups	2017 - Green 2018 - Orange 2019 - Green 2020 - No Dashboard Data 2021 - No Dashboard Data	We will increase our performance level for subgroups performing at orange or below in ELA by one performance level on the CA Dashboard.
CA Dashboard Overall (Math) Academic Performance Levels for Subgroups	2017 - Orange 2018 - Orange 2019 - Green 2020 - No Dashboard Data 2021 - No Dashboard Data	We will increase our performance level for subgroups performing at orange or below in Math by one performance level on the CA Dashboard.

Students to be Served by this Strategy/Activity

This action is for underperforming students with a focus on English Learners.

Strategy/Activity #1

English Learner Teacher Partners (ELTPs, instructional coaches) will support identification and reclassification processes for ELs. ELTPs will support teachers with coaching instruction, modeling best practices, leading professional development for teachers, and training teachers in small group instruction and support for students.

Proposed Expenditures for this Strategy/Activity

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

Strategy/Activity #2

Full implementation of the Sobrato Early Academic Language (SEAL) model in grades K-3.

Proposed Expenditures for this Strategy/Activity

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

Strategy/Activity #3

Provide systematic, targeted and tiered interventions in reading and math for underperforming students, with a focus on EL students.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
\$17,000	ELO Grant

Strategy/Activity #4

Provide targeted and tiered after school reading and math academies and homework clubs.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
\$1,700.00	LCFF

Strategy/Activity #5

Purchase online licenses for Reading A-Z & RAZ Kids, Brain Pop, and Newsela as supplemental resources to support reading, comprehension and fluency in grades K-6.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
\$10,728.00	LCFF

Goal 3

In the 2022-2023 school year, Sakamoto students with special needs will demonstrate an increase in their performance to “grade level” or “above” in English Language Arts (ELA) and Mathematics by 5%, as measured by California Assessment of Student Performance and Progress (CAASPP).

Identified Need

Sakamoto is one of the five elementary campuses within the Oak Grove School District which houses special day class classrooms. Sakamoto 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. Students with disabilities (SWD) require increased access to mainstream opportunities that support SWD advancement in general education standards.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
SBAC State Testing (ELA)	2019 - 21% of Students with Disabilities met or exceeded standards on the ELA SBAC (an 11% increase from the previous year) 2020 - No SBAC Data 2021 - No SBAC Data	Increase the CAASPP SBAC percent of students with disabilities student group meeting or exceeding standards by 5% from the previous year in ELA.
SBAC State Testing (Math)	2019 - 22% of Students with Disabilities met or exceeded standards on the Math SBAC (a 9% increase from the previous year)	Increase the CAASPP SBAC percent of students with disabilities student group meeting or exceeding standards by 5% from the previous year in Math.

	2020 - No SBAC Data 2021 - No SBAC Data	
CA Dashboard Overall ELA Academic Performance Levels for Students with Disabilities	2017 - Red 2018 - Orange 2019 - Orange 2020 - No Dashboard Data 2021 - No Dashboard Data	Increase our students with disabilities student group by one performance level on the CA Dashboard from the prior year in ELA.
CA Dashboard Overall Math Academic Performance Levels for Students with Disabilities	2017 - Orange 2018 - Orange 2019 - Orange 2020 - No Dashboard Data 2021 - No Dashboard Data	Increase our students with disabilities student group by one performance level on the CA Dashboard from the prior year in Math.
Least Restrictive Environment (LRE) RSP Targets	19-20: 45%, Target not met 20-21: 56%, Target not met 21-22: 16%, Target not met	Students with Disabilities in General Education Settings for at least 80% of their day.
Least Restrictive Environment (LRE) SDC Targets	19-20: 32%, Target not met 20-21: 21%, Target not met 21-22: 62%, Target not met	Students with Disabilities in Special Day Classes in General Education Settings for at least 40% of their day.

Students to be Served by this Strategy/Activity

Students with disabilities will be served through these actions.

Strategy/Activity #1

Release days for assessment, planning and professional development are provided to Special Education teachers.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
\$1,380	LCFF

Strategy/Activity #2

Special Education Teachers participate in Professional Learning Community meetings monthly to analyze student work and determine next steps for continuous improvement.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
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\$0

District Funded

Strategy/Activity #3

Implement a Soliday reading intervention program and provide training and materials needed.

Proposed Expenditures for this Strategy/Activity

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

Strategy/Activity #4

Hold weekly site support staff meetings that include the principal, resource teacher, speech and language pathologist, and psychologist. The focus of the meeting is to discuss and give updates on upcoming IEPs, services and potential students at risk for special education identification.

Proposed Expenditures for this Strategy/Activity

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

Goal 4

In the 2022-2023 school year, Sakamoto students will increase their mastery of 21st Century Skills of collaboration, communication, critical thinking and creativity through the use of technology (baseline), as measured by local surveys.

Identified Need

We need to continue to provide professional development and coaching for teachers to ensure equal access to the technology tools and standards. While providing equitable access in school, we need to also intentionally teach online safety and digital citizenship skills.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
District Technology Survey: Using Technology to engage in 21st century learning	<p>2020-2021: 250 (+13) students participated in the district technology survey. Of those students, -75% indicated that they use technology to collaborate. (+10%) -56% indicated that they use technology to communicate with others. (+33%) -48% indicated that they use technology to demonstrate critical thinking. (-7%) -70% indicated that they use technology to be creative. (+5%)</p> <p>2021-2022: <i>Students in grade 3-8 who use technology weekly at school 2021-22: 29%</i> <i>Students in grades 3-8 who use technology daily at school 2021-22: 70%</i> <i>Teachers who report students use technology on a daily basis 2021-22: 88%</i></p>	<p><i>Students in grade 3-8 who use technology weekly at school 2023-24: 100%</i></p> <p><i>Students in grades 3-8 who use technology daily at school 2023-24: 90%</i></p> <p><i>Teachers who report students use technology on a daily basis 2023-24: 80%.</i></p>
District Technology Survey: Online safety	2020-2021: Of the 250 students who	90% of students report using technology to work or collaborate with others.

	<p>participated in the 2019 district technology survey, -92% reported that they had a class discussion/lesson about being safe and responsible online at least a few times during the school year. (+16%) -77% reported that they had a class discussion/lesson about online bullying at least a few times during the school year. (+33%)</p> <p>2021-2022:</p> <p><i>87.5% of students report using technology to work or collaborate with others.</i></p> <p><i>87.5% of students report using technology to communicate with others.</i></p> <p><i>41.7% of students report using technology to solve problems or help with their critical thinking in class.</i></p> <p><i>83.3% of students report using technology to be creative.</i></p>	<p><i>60% of students report using technology to communicate with others.</i></p> <p><i>80% of students report using technology to solve problems or help with their critical thinking in class.</i></p> <p><i>80% 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 the strategies and activities listed below.

Strategy/Activity #1

Technology upgrades are provided to maintain the current fleet of chromebooks, projectors, document cameras for instructional use.

Proposed Expenditures for this Strategy/Activity

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

Strategy/Activity #2

BrainPop and BrainPop Jr. online license provided as an instructional resource, including online safety and appropriate use of technology.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
\$2,988	LCFF

Strategy/Activity #3

Sakamoto teachers will teach PBIS lessons to all students about how to be respectful, responsible and caring while online.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
\$0	School Produced

Strategy/Activity #4

Teachers and Staff are supported with technology needs and know-how by an on-site Tech Mentor.

Proposed Expenditures for this Strategy/Activity

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

Goal 5

In the 2022-2023 school year, Sakamoto's positive school culture will increase its implementation fidelity of Tier 1 Positive Behavioral Interventions & Supports (PBIS) by 6 points, increasing predictability with clear and consistent school wide behavioral expectations, as measured by the PBIS Tiered Fidelity Inventory (TFI). Sakamoto school and classroom environments support learning, creativity, safety, and engagement.

Identified Need

Due to the COVID-19 Pandemic, students require a much more predictable campus with clear and consistent schoolwide behavioral expectations. Along with this a nurturing environment with increased access to Social Emotional Learning (SEL) and mental health supports are essential, as students process the trauma of the COVID-19 pandemic. In the beginning of the school year we will need to spend additional time reintroducing students to the positive, safe, and basic behavior expectations.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Attendance Rate	20-21: 98.1% average 21-22: 93.9% average	We will maintain a 98% attendance rate.
Chronic Absenteeism Rate	20-21: 3.6% average 21-22: 18.0% average	<i>The Chronic Absenteeism rate will be reduced to 5%.</i>
Suspension Rate	20-21: 0% average 21-22: 1% average	We will maintain a 1% suspension rate.
Expulsion Rate	2020-2021: 0 students expelled 2021-2022: 0 students expelled	We will maintain a 0% expulsion rate.
Student Safety, Connectedness and Belonging	2020-21: <i>Survey data not available</i> <i>93% feel safe at school</i> <i>48% feel connected at school</i>	<i>100% feel safe at school</i> <i>70% feel connected at school</i>
PBIS Tier 1 Implementation Fidelity Data (TFI)	2020-2021: No Data 2021-2022: 21 points	Increase by 6 points on TFI

Students to be Served by this Strategy/Activity

All students will be served by the strategies and activities listed below.

Strategy/Activity #1

Develop a PBIS Mentor at each site to support the implementation of schoolwide and classroom systems in PBIS.

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.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
\$0	Site Created

Strategy/Activity #3

Behavior expectations are explicitly taught and reinforced through the PBIS model.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
\$0	Site Created

Strategy/Activity #4

Project Cornerstone volunteer readers provide monthly lessons on the Developmental Assets.

Proposed Expenditures for this Strategy/Activity

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

Strategy/Activity #5

Provide on site tiered counseling services one day a week for support around social/emotional issues.

Proposed Expenditures for this Strategy/Activity

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

Strategy/Activity #6

The Leader in Me program is implemented, teaching students skills/habits for healthy interactions with peers and self-perception.

Proposed Expenditures for this Strategy/Activity

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

Strategy/Activity #7

Sports Leadership program to develop Jr. Coach Leaders.

Proposed Expenditures for this Strategy/Activity

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

Goal 6

In the 2022-2023 school year, Sakamoto will actively engage parents and community partners in the implementation of Common Core State Standards (CCSS) instruction, and programmatic decision making as measured by parent participation (attendance) at these meetings (baseline).

Identified Need

In 2020, only 57% of parents on the CA Healthy Kids' Parent survey felt that the school actively seeks their input on important decisions. Parent input matters greatly and we want our parent community to feel that their opinions are valued.

We will need to increase opportunities for virtual family engagement and support to families who are having difficulty as COVID-19 persists.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Attendance at School Parent Meetings	19-20: 5% parent attendance 20-21: 5% parent attendance 21-22: 5% parent attendance	We will increase parent attendance at meetings by 5%.
Parent Engagement Events/Community Events	20-21: No Data 21-22: 6 events	Increase parent engagement events/community events by 10%
Parent Square Delivery and Post Data	DELIVERY 20-21: 100% 21-22: 100% POST 20-21: No Data 21-22: 1,955 posts	DELIVERY: Maintain at 100% POST: Increase to 2,000 posts

Students to be Served by this Strategy/Activity

This action serves all parents and guardians.

Strategy/Activity #1

Principal will publish weekly newsletter and event calendars for 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
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Strategy/Activity #2

Sakamoto 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
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Strategy/Activity #3

SEAL gallery walks (primary grades) - parents are invited into the classroom at the end of SEAL units.

Proposed Expenditures for this Strategy/Activity

Amount(s)

Source(s)

\$0	No Cost
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Strategy/Activity #4

First Fridays (upper grades) - parents are invited into the classroom on the first Friday afternoon of the month.

Proposed Expenditures for this Strategy/Activity

Amount(s)

Source(s)

\$0	No Cost
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Budget Summary

DESCRIPTION

AMOUNT

Total Federal Funds Provided to the School from the LEA for CSI

\$0

\$0

Total Funds Budgeted for Strategies to Meet the Goals in the SPSA

\$37,337.00

Other Federal, State, and Local Funds

State or Local Programs	Allocation (\$)
Local Control Funding Formula (LCFF)	\$37,337.00

Subtotal of state or local funds included for this school: \$37,337

Total of federal, state, and/or local funds for this school: \$37,337