

School Year: 2021-2022

Bertha Taylor Elementary School

School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	School Site Council (SSC) Approval Date	Local Board Approval Date
Bertha Taylor Elementary School	43696256097430	May 24, 2021 & May 28, 2021	November 18, 2021

Purpose and Description

At Taylor School, we work closely with stakeholders throughout the school, community and District, and we analyze student performance data on an ongoing basis in order to refine practices and provide the best possible education for our students.

The COVID-19 pandemic has created conditions at Taylor Elementary School that compelled us to stop, reflect and identify the impacts that a year-and-a-half of distance learning created for our school community. These impacts have influenced our parent and teacher community with a goal in 2021-22 to prioritize social emotional learning. With regard to the top goal, actions or strategies, our community overwhelmingly wanted to keep or see that the social emotional well-being of our students and their sense of safety and connectedness create a positive school climate. These and other community activities will be adapted to the current learning environment as we progress through the school year (e.g. virtual, in person, modified).

Six goals, outlined below, are aligned with District goals and have been identified as the focus of our SPSA 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), socioeconomic disadvantaged students, Foster Youth, and students of color, as well as increase the language proficiency for ELs.

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

Goal 5 - School and classroom environments support learning, creativity, safety, and engagement.

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

Stakeholder Involvement

Stakeholders include teachers and parents, with the School Site Council (SSC) and English Learner Advisory Council (ELAC) representing them to provide input and approval of the final plan.

During Distance and Hybrid Learning in 2020-21, we continued to engage parent and family involvement. Parents participated in providing enrichment and SEL opportunities for students through asynchronous lessons. Parent meetings were held through zoom or google meetings. For the first part of this school year, we will continue to engage our community via virtual meetings in an effort to continue safety practices during the ongoing pandemic. School information is communicated via Parent Square and weekend newsletters.

Involvement Process for the SPSA and Annual Review and Update

Presentations to stakeholders included:

- Discussions with staff regarding priorities, Ongoing
- Staff Budget Priorities, April 21, 2021
- Healthy Kids Survey- Staff, Student & Parent Input, March, 2021
- ELAC, May 20, 2021
- SSC, May 24, 2021

The SSC and ELAC lead parents were among those who reviewed data, and they approved the SPSA on May 24, 2021 and May 28, 2021. Two meetings were held because not all were in attendance for the first meeting.

Resource Inequities

Based on our six goals outlined in this plan, as well as, additional resource inequities created due to the COVID-19 pandemic, the following have risen as priorities and opportunities:

People: Mental health services to support students in need (Goal 3). English Learner Teacher Partner to support teachers and students (Goal 2).

Funding: Planning days (substitute release days) for teachers to plan lessons, collaborate and review student data (Goal 1). Technology (Accelerated Reader, RAZ Kids, Generation Science) to master the 21st century skills of collaboration, communication, critical thinking, and creativity, as well as, increasing student mastery of core academic subjects (Goal 4). Instructional supplies and printed materials to support mastery of Common Core standards (Goal 1).

Goals, Strategies, Expenditures, & Annual Review

Goal 1

All students will be proficient in meeting and/or exceeding all Common Core State Standards.

Identified Need

Based on past SBAC data, 2019 Dashboard data, and current iReady data, we are finding that we would like our students to make more progress than they are currently making.

Additional needs have surfaced in response to the COVID pandemic as they relate to proficiency in meeting or exceeding all common core standards. We will focus on meeting the needs of each individual student so that all reach their full potential. We will continue our Professional Learning Community (PLC) work around Taylor School's 3 Rs (Relationships, Rigor, Right for Each Student). We will also build upon the professional development we have had regarding increasing the rigor of our Project Based Learning (PBL) experiences and strengthening our Positive Behavior Intervention Strategies (PBIS) practices.

All Taylor teachers participated in ongoing Writer's Workshop (WW) professional development 2020-2021 school year. 5 of the 24 teachers returning to Taylor next year find value in continued support or coaching around WW next school year. Data collection regarding student growth due to WW is in progress at this time.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome				Expected Outcome
SBAC Meet or Exceed Standard for All Students	2019 Overall ELA		63%		Increase the CAASPP SBAC percent of all students meeting or exceeding standards by 5% higher than most recent data in ELA and Math in grades 3-6.
	2015	2016	2017	2018	
	59%	57%	50%	66%	
	2019 Overall Math		56%		
	2015	2016	2017	2018	
	59%	57%	52%	67%	
	No data available for 2019,				

	2020, and 2021 school years.	
CA Dashboard Overall Academic Performance Levels	Previously green in both Mathematics and English Language Arts. No current Dashboard data available.	Raise performance level on the CA Dashboard from the prior year in ELA and Math to blue for all students in grades 3-6.
iReady Data ELA	Window 3, 2021 70% On/above grade level 20% One grade level below 10% Two or more below	Increase each of the top two performance levels by 5% by increasing each student's scale score by one category.
iReady Data Math	Window 3, 2021 65% On/above grade level 28% One grade level below 7% Two or more below	Increase each of the top two performance levels by 5% by increasing each student's scale score by one category.

Strategy/Activity 1

Teachers will use two professional development/common planning days to meet the needs of students as they return back to a full in-person learning model after a year-and-a-half of distance or hybrid learning. To address learning needs or foundational skill gaps for students, professional development/common planning days will be provided with a focus on planning rigorous, differentiated learning experiences that meet the needs of all students, with an emphasis on supporting our students with disabilities, English Language Learners (ELL), foster youth and socioeconomically disadvantaged (SED) students. Providing enrichment for those students already meeting and exceeding standards will also be addressed.

Students to be Served by this Strategy/Activity

This action is for all students, including students with disabilities, English Language Learners, foster youth and socioeconomically disadvantaged (SED) students.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
\$8,448	LCFF

Strategy/Activity 2

To address learning needs or foundational skill gaps for students, instructional materials and supplies will be provided for teachers to implement CCSS in ELA and math with the goals of increasing student proficiency.

Students to be Served by this Strategy/Activity

This action is for all students including students with disabilities, English Language Learners, foster youth and socioeconomically disadvantaged (SED) students.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
\$19,756	LCFF

Strategy/Activity 3

Teachers will be provided additional release time to meet with the principal to develop and refine professional goals resulting in meeting the needs of all students in ELA and math skill acquisition as students return back to a full in-person learning model after a year-and-a-half of distance or hybrid learning. There will also be days available for various meetings, such as Student Success Team (SST) Meetings and Individualized Education Plan (IEP) Meetings.

Students to be Served by this Strategy/Activity

This action is for all students including students with disabilities, English Language Learners, foster youth and socioeconomically disadvantaged (SED) students.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
\$1,248	LCFF

Strategy/Activity 4

To address learning needs, teachers who have expressed an interest will be provided with two days release time to engage in Professional Development and/or coaching around Writers Workshop. Materials will be purchased with remaining LPBG funds.

Students to be Served by this Strategy/Activity

This action is for all students including students with disabilities, English Language Learners, foster youth and socioeconomically disadvantaged (SED) students.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
\$1,560	LPBG

\$308	LPBG
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Strategy/Activity 5

Teachers will make math instruction and nonfiction reading more relevant by using it within the context of engaging science instruction through the use of a Generation Genius site license.

Students to be Served by this Strategy/Activity

This action is for all students.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
\$795	LPBG

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

California's most recent dashboard data indicates Taylor's overall academic achievement is in the green range. However these additional needs have surfaced in response to the COVID pandemic as they relate to accelerating the academic achievement for English Learners (EL), low socioeconomic disadvantaged students, foster youth, and students of color:

- In language arts, Taylor's subgroups of Hispanic and socio-economically disadvantaged students fell in the orange range, and students with disabilities were in the red range.
- In math, Taylor was green over all, as were ELL students. However, Hispanic, SED, and students with disabilities fell in the orange range.

We strive to provide equity for all students and would like to see data indicate that all subgroups are progressing towards standards mastery.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
SBAC Meet or Exceed Standards for ELs, Foster Youth, SED Students, African American Students and Latino Students No SBAC data is available for	<u>ELA 2019</u> EL Students: 17.4% Foster Youth: N/A SED: 34.7% African American:44.4%	Increase the CAASPP SBAC percent of English Learners, Socio-Economically Disadvantaged Students, Foster Youth, African American students and Hispanic students meeting or exceeding

2020 or 2021.	Latino: 36.8% <u>Math 2019</u> EL Students: 26.1% Foster Youth: N/A SED: 17.7% African American: 50% Latino: 29.5%	standards by 8-10% higher than most recent data in ELA and Math in grades 3-6.
CA Dashboard ELA 2019 Performance Levels for English Learners, Socioeconomically Disadvantaged Students, Foster Youth, African American Students, Hispanic Students, and Students with Disabilities No data available 2020 or 2021	Hispanic and SED students fell in the orange range, and students with disabilities were in the red range. In math, Taylor was green over all, as were our ELL students. Our, African American students do not have a performance color.	Increase English Learners, Socio-Economically Disadvantaged Students, Foster Youth, and Hispanic students by one performance level on the CA.Dashboard.
CA Dashboard Math 2019 Performance Levels for English Learners, Socioeconomically Disadvantaged Students, Foster Youth, African American Students and Latino Students No data available 2020 or 2021.	Hispanic, SED, and students with disabilities fell in the orange range.	Increase Hispanic, SED, and students with disabilities by one performance level on the CA.Dashboard.
English Learner Data	67 English Learners 14 Reclassified Fluent/English Proficient	We will increase the number of students who are classified to at least 20.

Strategy/Activity 1

Teachers will utilize two professional development and common planning days with a focus on planning rigorous, differentiated learning experiences to meet the needs of English Learners (EL)/low socioeconomic disadvantaged students/foster youth/students of color as they return back to a full in-person learning model after a year-and-a-half of distance or hybrid learning.

Students to be Served by this Strategy/Activity

This action is for English Language Learners, foster youth and socioeconomically disadvantaged (SED) students.

Proposed Expenditures for this Strategy/Activity

Amount(s) Source(s)

Funded in Goal 1	LCFF
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Strategy/Activity 2

Teachers will utilize Raz Kids and Accelerated Reader to enhance instruction and provide targeted, differentiated reading support to meet the needs of English Learners (EL)/low socioeconomic disadvantaged students/foster youth/students of color as they return back to a full in-person learning model after a year-and-a-half of distance or hybrid learning.

Students to be Served by this Strategy/Activity

This action is for low performing students, including English Language Learners, foster youth and socioeconomically disadvantaged (SED) students.

Proposed Expenditures for this Strategy/Activity

Amount(s) Source(s)

\$11,966	LCFF
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Strategy/Activity 3**Students to be Served by this Strategy/Activity**

This action is for English learners, foster youth and socioeconomically disadvantaged (SED).

Strategy/Activity

English Learner Teacher Partners (instructional coaches) will support implementation of integrated and designated ELD strategies in all grades.

Proposed Expenditures for this Strategy/Activity

Amount(s) Source(s)

\$0	District Provided
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Goal 3

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

Identified Need

We would like to move our students with disabilities out of the red range on the California dashboard in ELA and beyond orange in math.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
2019 SBAC Meet or Exceed Standards for Students with Disabilities	ELA: 7.1% Math: 14.3%	Increase the CAASPP SBAC percent of students with disabilities student group meeting or exceeding standards by 8-10% higher than the prior year in ELA and Math in grades 3-6.
2019 CA Dashboard Overall Academic Performance Levels for Students with Disabilities	Students with Disabilities are in red for academic performance levels in ELA and orange in math.	Increase our students with disabilities student group by one performance level on the CA Dashboard from the prior year in ELA and Math in grades 3-8.

Strategy/Activity 1

Teachers will utilize two professional development and common planning days with a focus on planning rigorous, differentiated learning experiences to meet the needs of students with disabilities, as they return back to a full in-person learning model after a year-and-a-half of distance or hybrid learning.

Students to be Served by this Strategy/Activity

This action is for all students including students with disabilities.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
Funded in Goal 1	LCFF

Strategy/Activity 2

To address the learning needs and foundational skill gaps for students with disabilities, release days will be available for teachers to hold various meetings, such as Student Success Team (SST) Meetings and Individualized Education Plan (IEP) Meetings.

Students to be Served by this Strategy/Activity

This action is for low performing or behaviorally/emotionally struggling students, including students with disabilities.

Proposed Expenditures for this Strategy/Activity

Amount(s) Source(s)

Funded in Goal 1	LCFF
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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 will enhance student learning of core academic subject knowledge and meet technology standards.

Identified Need

We will continue to provide students with opportunities to use technology in all curricular areas. These additional needs have surfaced in response to the COVID pandemic as they relate to students using technology to master the 21st Century Skills of collaboration, communication, critical thinking and creativity:

- Teachers will strategically use technology to enhance student critical thinking and creativity.
- All students will use technology to work and collaborate with others.
- Teachers will discuss online safety, respect and responsibility with their classes more often.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
District Technology Survey 2019: Using Technology to Work or Collaborate with Others No survey data available 2020	77% of students report using technology to work or collaborate with others. We would like for 100% of students to do so on a regular basis.	Continue technology use in the classroom with 100% of students using technology to collaborate with others regularly.
District Technology Survey 2019: Talking About Online Bullying and the Importance of Being Respectful, Responsible and	14% of students report that they have never discussed being respectful, responsible and safe in class, and 40% do not recall talking about online bullying	100%of students will report being respectful, responsible, and safe, recalling class discussions and reminders regarding safety and online

Safe Online	prevention in a class discussion.	bullying prevention.
No survey data available 2020		
Classroom use of technology in a creative, innovative way.	100% of classrooms used Google Classroom and Nearpod this year. Primary grades also used Seesaw. All classrooms demonstrated creativity using Google Classroom features such as jamboards and breakout rooms.	Each classroom will continue to incorporate student use of technology in creative, innovative ways, building upon what was learned during distance learning.

Strategy/Activity 1

To address learning needs for students in technology proficiency, all students will be provided with a chromebook.

Students to be Served by this Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

\$0	District Provided
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Strategy/Activity 2

Teachers will use online programs, such as Accelerated Reader, Raz Kids and Generation Genius, to enhance classroom instruction and meet students' technology needs as they return back to a full in-person learning model after a year-and-a-half of distance or hybrid learning. They will provide the basis for creative, innovative projects by providing academic vocabulary and nonfiction comprehension prerequisite skills.

Students to be Served by this Strategy/Activity

This action is for all students, including students with disabilities, English learners, foster youth or socioeconomically disadvantaged (SED) students.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
Funded in Goal 2	LCFF, LPBG

Strategy/Activity 3

Teachers will use Common Sense Media and/or other resources to teach and reinforce the importance of a safe, respectful, responsible online presence, emphasizing cyberbullying prevention. All classes should make a priority of discussing online safety at least weekly, and address online bullying at least monthly.

Students to be Served by this Strategy/Activity

This action is for all students, including students with disabilities, English learners, foster youth or socioeconomically disadvantaged (SED) students.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
\$0	Common Sense Media

Goal 5

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

Identified Need

Chronic absenteeism of students with disabilities, English learners and socio-economically disadvantaged students are identified as orange through the California Dashboard in 2019. Hispanic students fall into the red range. No data is available for 2020 or 2021. We would like to improve attendance for all, and especially in those subgroups. Our average attendance rate was 97.72% for the 2020-21 school year, which was mostly conducted via distance learning. We have 8 students from 5 families who have been chronically absent. We want to increase attendance so that all students are in school whenever possible, and we will closely monitor those 7 students who are slated to return to Taylor next year.

We devoted much time and effort to promote students' social/emotional health during distance and hybrid learning. Every teacher did an emotional check-in daily and responded or intervened, as appropriate. While there is significant room for improvement regarding students'

perceptions, according to the 5th graders who took the California Healthy Kids Survey (CHKS), the data was more promising when parents representing all grade levels, a significantly larger and more diverse sample size, responded with their perceptions. Our goal is always that 100% of students feel valued, known and cared about.

The District alerted the principal when students were emailing or searching for concerning topics on line, and the principal followed up with students and families, sometimes referring students to counseling. During the pandemic, the District realized an increased need for emotional support and made additional counseling available for all students. Taylor utilized this additional support in addition to keeping a full caseload of students for one counselor, for 13 students. We anticipate this need possibly increasing as students transition back to school, and in response to the District no longer providing additional counseling services, we would like to increase our counseling services from one to two providers.

Our low suspension rate puts us in the blue category, and we would like to maintain this and increase staff and community awareness regarding our restorative philosophy and strategies to support students.

It is a priority for us that all children see themselves represented and valued through literature, classroom discussions, and schoolwide activities.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Chronic Absenteeism Rate 2019 No 2020 or 2021 Dashboard data available.	Students with disabilities, English Language Learner, and low socio-economic students are in orange on the California Dashboard. Hispanic students are red.	For chronic absenteeism, improve one level for students with disabilities, English learners, low socio-economics on the California Dashboard.
2020-2021 California Healthy Kids Survey- 5th Grade Student Feedback	67% of students surveyed said that they could identify a caring adult at school; 56% said teachers and other adults on campus made an effort to get to know them, and 75% care about them, all or most of the time.	We would like for 100% of students to report that there are caring adults at school, that teachers and other adults make an effort to get to know them, and that teachers and other adults care about them, all or most of the time.

2020-2021 California Healthy Kids Survey- Parent Feedback (all grades)	87% of parents report that teachers go out of their way to help students, and 86% say that adults at school really care about students.	We would like to continue this positive trend to as close to 100% as possible.
Suspension and Expulsion Rates	All student groups are blue on the California Dashboard.	For suspensions maintain blue performance level through the California Dashboard.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

This action is for all students.

Strategy/Activity

We will continue to work closely with families to identify causes of absenteeism and to increase attendance, especially for those who have been chronically absent. This includes monitoring absence and intervening early with phone calls home, strategizing with students and families for success, and continuing to build positive connections to school for students and families.

Proposed Expenditures for this Strategy/Activity

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

Strategy/Activity 2

Teachers and staff will continue to do emotional check-ins. The attendance clerk, community liaison, teachers and principal will be in close communication with families to encourage regular attendance.

Students to be Served by this Strategy/Activity

This action is for all students.

Proposed Expenditures for this Strategy/Activity

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

Strategy/Activity 3

Students will be provided with emotional and behavioral support two days/week by a counseling intern(s) assigned to Taylor Elementary School as they return back to a full in-person learning model after a year-and-a-half of distance or hybrid learning. This support will include one-on-one services and social groups, as appropriate, based on students' needs.

Students to be Served by this Strategy/Activity

This action for all students in need of support as identified by students, parents, teachers, and other staff members.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
\$14,400	Low Performing Block Grant

Strategy/Activity 4

Teachers and staff will implement Expanded Learning Opportunities (ELO) via new and continuing clubs and programs that promote attendance and engagement.

Students to be Served by this Strategy/Activity

This action is for all students.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
\$0	District funded via ELO Grants

Strategy/Activity 5

We will continue our monthly slide decks, populated by classes, individuals and families, to learn about and show our appreciation and admiration for marginalized groups.

Students to be Served by this Strategy/Activity

This action is for all students, especially children of color and those of the LGBTQ+ community.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
\$0	N/A

Strategy/Activity 6

Teachers and staff will include all students' ethnicities and life styles in our curriculum and classroom conversations, so that students see themselves represented.

Students to be Served by this Strategy/Activity

This action is for all students.

Proposed Expenditures for this Strategy/Activity

We will continue to build classroom libraries and purchase instructional materials that include characters and people of color.

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

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

At Taylor Elementary School, we greatly value our family and community member involvement to support our efforts to provide the best possible education for our students. We want them to be involved and feel appreciated and valued.

These following needs have surfaced in response to the COVID pandemic as they relate to to actively engaging families and community members in supporting the implementation of CCSS instruction, and providing input to program decisions:

- Meeting attendance for parent groups such as HABLA (Hispanic and Latinx families), Koffee Klatch (Black and African American families) and ELAC (English Learner Advisory Committee) have been lower than usual, which we speculate may be because parents are weary of screen time by the end of the day. However, District data shows that meeting attendance has increased during distance and hybrid learning. Our PTA and School Site Council Meetings are well attended.

- Our California School Survey data indicates that 79% of parents feel that their input is actively sought before important decisions are made. This is up from 61% last year. We greatly value parents' and guardians' input and want to be sure that we are proactive in seeking it and doing so in a way that is recognized and accessible to all.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Parent Square Data 2021	100% of our families are contactable via Parent Square. All of our grade levels use Parent Square.	We will continue to monitor this as new families enroll, and maintain 100% rate. We will continue to use Parent Square, and teachers will be encouraged to utilize additional features.
Attendance at Parent Meetings 2020-2021	Average ELAC attendance: 4 parents Average PTA attendance: 14 parents Average Koffee Klatch attendance: 2-3 parents Average HABLA attendance: 3 parents Average Welcome Wednesday Attendance 2019: 12, with a high of 19. No data available for 2020-2021 school year since this is an in-person event.	We will increase parent attendance at all meetings by 25% or more.
Community Events to Begin or Enhance	No baseline data. We had no in-person events this year, and we had not monitored in the past.	High Attendance at: -Monday Morning Tiger Time School & Community Assemblies -Harvest Festival -BINGO Night -Movie Nights -Other community events, such as the Multicultural Fair and Expanded Learning Opportunities (ELO) that

		focus on community involvement
California School Parent Survey Data	79% of parents feel that their input is actively sought before important decisions are made.	Increase the % of parents who feel their input is actively sought by at least 15%.

Strategy/Activity 1

Our school community will include important announcements, engaging, student-centered events, and student presentations in Tiger Time Assemblies to actively engage families and community members after a year-and-a-half of distance and hybrid learning.

Students to be Served by this Strategy/Activity

All students will be served by this strategy.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
\$0	N/A

Strategy/Activity 2

Our school community will encourage involvement of African American, Hispanic and English learner families by including their children in Koffee Klatch, HABLA and ELAC meetings, and offering parent/child activities to actively engage families and community members after a year-and-a-half of distance and hybrid learning.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
\$0	N/A

Strategy/Activity 3

Our school community will advertise the events in multiple ways including ParentSquare posts, website calendar, hand-outs, and newsletters. We will also generate interest during assemblies and announcements to actively engage families and community members after a year-and-a-half of distance and hybrid learning.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
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\$200	LCFF
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Strategy/Activity 4

Our school community will seek out parental input in a variety of ways, and advertise via Parent Square with shorter messages in more manageable chunks so that parents notice that their opinion is being sought out. We will create flyers to further highlight our efforts and provide translators in all languages needed to actively engage families and community members after a year-and-a-half of distance and hybrid learning.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
\$0	N/A

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	\$60,681

Other Federal, State, and Local Funds

State or Local Programs	Allocation (\$)
Low Performing Block Grant	\$17,063
LCFF Budget	\$43,618

Subtotal of state or local funds included for this school: \$60,681

Total of federal, state, and/or local funds for this school:\$60,681