School Plan for Student Achievement (SPSA) Baldwin Elementary School

School Name	County-District-School (CDS) Code	School Site Council (SSC) Approval Date	Local Board Approval Date
Julia Baldwin	43-69625-7027733	May 26, 2021	Nov 18, 2021

Purpose and Description

Schoolwide Program

At Baldwin Elementary School, we believe that every student can achieve their potential. The 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 while building and maintaining their socio-emotional well-being. 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.

The COVID-19 pandemic has created conditions at Baldwin 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 the Socio-Emotional learning and well-being of our students. With regard to the top goal, actions or strategies, our community overwhelmingly wanted to keep or see Socio-Emotional learning as our main focus for the year. 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)

 Our focus on effective teaching, capable instructional leadership, strong relationships and the commitment to the socio-emotional development of our students, expresses our collective responsibility for student learning and motivates us all. Together in partnership with our families and community at large, we can ensure that every student reaches their full potential.

We work closely with stakeholders throughout the district and analyze student performance data on an ongoing basis. Six goals, outlined below, have been identified as the focus within our current 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.

Stakeholder Involvement
Involvement Process for the SPSA and Annual Review and Update

Baldwin elicits stakeholder input from the School Site Council, Staff, and parent groups as an ongoing cycle. The administration shares data regularly at Home and School Club Meetings, School Site Council Meetings, Staff Meetings, Leadership Meetings, and other various parent meetings. Parents participate as partners when setting school goals, developing or evaluating programs and policies, and responding to data. Focus groups and our leadership team collect survey data and assess school academic and climate needs on an ongoing basis.

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 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 Facebook, Parent Square, and weekend newsletters.

Presentations to stakeholders included:

School Site Council
May 26, 2021

English Learner Advisory Committee (ELAC)
May 26, 2021

Baldwin Staff
May 26, 2021

The School Site Council approved the SPSA on May 26, 2021.

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). Reading intervention and small targeted groups during daily instruction (Goal 1). 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 (chromebooks, etc.) 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). Positive Behavioral Interventions and Supports (PBIS) incentives to maintain a safe and caring environment (Goal 5). Instructional supplies and printed materials to support mastery of Common Core standards (Goal 1). Incentives to promote parent attendance at parent meetings (Goal 6).

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 as well as the effects of the COVID-19 pandemic, we are finding that our students are showing gaps in foundational literacy skills and foundational math skills. We plan to focus our coaching on balanced literacy skills, foundational literacy skills as well as foundational math skills. We also plan to provide professional development to our teaching and coaching staff regarding the implementation of Writer's Workshop.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
SBAC Meet or Exceed Standard for All Students	**ELA:** **2019**: 43% of students were at standard. **2020**: No data due to COVID-19 School Closures **2021**: No data due to COVID-19 **MATH:** **2019**: 44% of students are at standard. **2020**: No data due to COVID-19 School Closures **2021**: No data due to COVID-19	We will increase the CAASPP SBAC percent of all students meeting or exceeding standards by 5% higher than the prior year in ELA and Math in grades 3-8.
CA Dashboard Overall Academic Performance Levels	**ELA:** **2019**: overall our students were in the orange level in ELA (drop of 5 percentage points) **2020:** No Data **2021:** No Data **MATH:** **2019:** overall our students were in the yellow level in math (drop	We will increase by one performance level on the CA Dashboard from the prior year in ELA and Math for all students in grades 3-8.

	of 4 percentage points). **2020:** No Data **2021:** No Data	

iReady Reading and Math	**ELA:**
	2019-2020
	Window 1 - 33%
	Window 2 - 52% (+19%)
	Window 3 - No Data
	
	2020-2021
	Window 1 - 39%
	Window 2 - 55% (+16%)
	Window 3 - 60% (+5%)
	   Tier 1: 60%
	   Tier 2: 23%
	   Tier 3: 17%
	
	Math:
	2019-2020
	Window 1 - 23%
	Window 2 - 47% (+24%)
	Window 3 - No Data
	
	2020-2021
	Window 1 - 27%
	Window 2 - 41% (+14%)
	Window 3 - 50% (+9)
	   Tier 1: 50%
	   Tier 2: 33%
	   Tier 3: 17%
		We will increase the number of students that are proficient or above by 5%
		
		2020-2021 Goal:
		We will increase Tier 1 (green) by 5% from window 1 to window 3.
		
		Decrease Tier 3 (red) by 5% from window 1 to window 3.

Strategy/Activity 1 Professional Development

Students to be Served by this Strategy/Activity
 All Students

Strategy/Activity
Teachers will have three Professional Development and 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. These planning days will address learning needs or foundational skill gaps for students, with a focus on common backwards mapping, collaborative planning, common assessment as well as a focus on writing with an emphasis on the needs supporting

our English learners in accessing grade level standards. Additionally, Writer's Workshop PD will be provided for all teachers with the goal of increasing student proficiency.

Proposed Expenditures for this Strategy/Activity

Amount(s)   Source(s)

$9,832	LCFF
$6,278	LPSBG

Strategy/Activity 2 Reading Intervention/Support

Students to be Served by this Strategy/Activity

Students scoring more than one year below grade level in reading, English Language Learners, Special Education Students

Strategy/Activity

To address learning needs or foundational skill gaps for students, Reading Recovery and additional small groups, Guided Reading will be provided to help students achieve proficient levels in reading.

Learning A-Z, Renaissance Learning and MyOn will be purchased to support Guided Reading and Independent Reading for classroom instruction.

Proposed Expenditures for this Strategy/Activity

Amount(s)   Source(s)

$4,600	LCFF
$8,353	LPSBG

Strategy/Activity 3: Instructional Supplies and Materials

Students to be Served by this Strategy/Activity

All Students

Strategy/Activity

Instructional supplies, materials, print shop resources, items that teachers may need to support their individual students with the resources needed to attain a goal of at standard or above standard in ELA and Math.

Proposed Expenditures for this Strategy/Activity

Amount(s)   Source(s)

$13, 208	**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

Less than 50% of our English Language Learners and students of color are reaching standard in English Language Arts and Math. This indicates a need for intensified professional development, coaching and collaboration around best practices.

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: focus on Socio-Emotional Learning, best practices in acquiring English language proficiency, and the need for data driven PLC groups.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
SBAC Meet or Exceed Standards for ELs, African American Students and Latino Students	**ELA 2018-2019:** EL: 15% African American: 47% Latino: 34% ***2019-20: No Data due to Covid-19 School Closures*** ***2020-21: No Data due to***	We will increase the number of English Learners, African American students and Hispanic students meeting or exceeding standards by 8-10% in both ELA and Math in grades 3-6.

	COVID-19 **Math 2018-19:** EL: 18% African American: 16% Latino: 34% ***2019-20: No Data due to Covid-19 School Closures*** ***2020-21: No Data due to Covid-19***	
iReady Data	**ELA** **2019-2022:** 31% are at or above standard **2020-2021:** 40% are at or above standard (increase of 9% from the previous year) **Math** **2019-2020:** 22% are at or above standard **2020-2021:** 30% are at or above standard (increase of 8% from the previous year)	We will increase the number of EL students at or above standard by 10%.
ELPAC	**2019-2020:** 15 out of 51 EL students tested (29%) made at least one year's growth. 12 out of 72 English Language Learners (17%) scored at Level 4 in winter 2019. **2020-2021**- Data not available yet. Should have by the fall of 2021	We will increase our English learners at an overall level 4: Well Developed on the ELPAC by 5%.

EL Reclassification	**2029-2020** 17 out of 85 English Language Learners (20%) were reclassified in 2018. In the fall of 2019 another 4 out of 79 English Language Learners were reclassified. **2020-2021** In the fall of 2020, we only had 1 student reclassify, however, not all students took ELPAC in the Spring of 2020 due to COVID-19.	We will increase our EL reclassification results by 2-5%. We will decrease our LTEL numbers by 5%.

Strategy/Activity 1: English Language Teacher Partner

Students to be Served by this Strategy/Activity

English Language Learners

Strategy/Activity

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, our English Learner Teacher Partner(instructional coach) will:

- support implementation of SEAL through coaching and unit development

- support implementation of integrated and designated ELD strategies with a focus on grades 4-6

- refine NGSS and history/social science implementation in grades TK-6

- oversee the English Proficiency initial and annual assessments (ELPAC)

- support identification and reclassification process for EL

- 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)

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

Strategy/Activity 2: Supporting the academic and socio-emotional needs of our English Language Learners and socioeconomically disadvantaged (SED) students.

Students to be Served by this Strategy/Activity

English learners and socioeconomically disadvantaged (SED) students

Strategy/Activity

To address the Socio-Emotional learning needs of our English Learners (EL)/low socioeconomic disadvantaged students/foster youth/students of color, we will use the Return to SEAL Toolkits provided by SEAL and implement Nearpod socio-emotional learning lessons.

Proposed Expenditures for this Strategy/Activity

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

Strategy/Activity 3: PLC Training for Teachers

Students to be Served by this Strategy/Activity

English learners and socioeconomically disadvantaged (SED) students

Strategy/Activity

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, we will work with New Teacher Center and Educational Services to implement training and foundational practices for creating strong Professional Learning Communities, with the goal of regular student data review, collaborative planning and reflection. During PLC time, teachers will focus and identify the needs of their EL and socioeconomically disadvantaged students with the goal of increasing student proficiency.

Proposed Expenditures for this Strategy/Activity

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

Strategy/Activity 4: Bringing cultural diversity and relevance into our classrooms

Students to be Served by this Strategy/Activity

English learners, socioeconomically disadvantaged (SED) students and students of color

Strategy/Activity

We will apply for Title III Mini grants to support bringing more culturally diverse and relevant books into the classroom through our Book of the Month program and classroom libraries in order to meet the Socio-Emotional needs of our 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.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
$0	District funded through Title III Grants

Goal 3:

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

Identified Need

Our students with disabilities tend to achieve proficiency at lower rates than our students without disabilities.

Our students with disabilities make up about 8% of the total student population, but are over-represented in data showing undesired behavior. This indicates a need for more support in the areas of social and emotional development.

These additional needs have surfaced in response to the COVID pandemic as they relate to providing an inclusive learning environment for students with disabilities to best support social, emotional and academic development: the need for additional counseling, articulation between support staff and general education teachers as well as weekly support staff meetings.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
SBAC Meet or Exceed Standards for Students with Disabilities	**2018-2019** Math: 15% ELA: 11% **2019-20:** No Data due to Covid-19 School Closures **2020-21:** No Data	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.
iReady Data for students with disabilities	**ELA** **2019-2020:** 53% were at or above standard **2020-2021:** 43% were at or above standard (drop of 10% during distance learning) **Math** **2019-2020:** 48% were at or above standard. **2020-2021:** 37% were at or above standard (drop of 11% during Distance Learning)	
Suspension and Expulsion Rates	**2018-2019:** 6 out 19 suspensions were assigned to students with disabilities (31%). Students with disabilities represent approximately 8% of the total population. **2019-2020:** As of March 13, 2020 (at which time schools were closed) 2 out of the total of 3 suspensions were assigned to students with disabilities (same student). **2020-2021:** 0%: There were no suspensions and/or expulsions.	Reduce suspensions for Students with Disabilities by 20%

Least restrictive environment. The district target is greater than 52% of SPED students spend 80% of their day in Gen. Ed.	**2020-2021:** 32% of our SPED Students spend 80% of their day in Gen. Ed.	We will increase the number of SPED students having 80% of their day in Gen. Ed. by 10%.

Strategy/Activity 1 Mental Health Support

Students to be Served by this Strategy/Activity

All students demonstrating need; focus on students with disabilities.

Strategy/Activity

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, we will provide individual and/or group counseling to students during the school day.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
$7,200	Low Performing Students Block Grant

Strategy/Activity 2: Support Staff Meetings

Students to be Served by this Strategy/Activity

Students with Disabilities and potential students at risk for special education identification

Strategy/Activity

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, we will hold weekly site support staff meetings that include the principal, resource teacher, speech and language pathologist, psychologist, and social worker interns. The focus of the meeting is to discuss and give updates on upcoming IEPs, services and to monitor student progress.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)

Amount(s)	Source(s)
$0	No site cost associated with this strategy

Strategy/Activity 3: TILT Team Meetings with support staff

Students to be Served by this Strategy/Activity

Students with Disabilities and potential students at risk for special education identification

Strategy/Activity

As needed, hold TILT team meetings that include everyone on support staff in addition to general education teachers who sign up. The focus of the meeting is to discuss potential students at risk and to give strategies, support and input for general education teachers. There is much conversation about students who need intervention and strategies. The goal is to provide intervention early.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
$0	No site cost associated with this strategy

Strategy/Activity 4: Articulation meetings between SPED and Gen. Ed. Teachers

Students to be Served by this Strategy/Activity

Students with Disabilities

Strategy/Activity

Communication regarding needs, goals, strategies, and updates for students with disabilities is a focus at Baldwin. IEP meetings always have a general education teacher, parent or guardian and all members of the team present. Compliance is a priority. Case managers ensure that all teachers who have students with IEPs, BSP or other individualized plans clearly understand the goals, interventions and who the team is for the child. Case managers and the psychologist make time in their schedule to meet and connect with general education teachers to scaffold and provide relevance to the student's curriculum within the classroom. Inclusion is a big goal of all students with disabilities at Baldwin. This collaboration ensures that the transition for students between resource support time and the classroom is smoother because the work is related.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
$0	No site cost associated with this strategy

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

As technology becomes a more and more significant part of everyday life, it's also apparent that it's here to stay in the world of education. Mobile devices, online solutions, and the plethora of apps for education are helping teachers and students deepen learning and collaborate in the classroom. However, this increasing use of technology can pose a challenge for students who don't have access to devices or an Internet connection at home. They're often left at a disadvantage in comparison to students with access to the wealth of information that technology offers, and in turn, the economic divide in education increases. In today's always-on world, no student should be put at a disadvantage because of difficulties accessing technology. English language learners' experience with technology can vary greatly from one student to the next. Some students may have never used a computer. We need to incorporate instruction in the use of technology into daily classroom instruction. *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 *these needs have surfaced: Maintaining 1:1 chromebooks and hot spots for students as well as ongoing professional development in technology.*

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

District Technology Survey: Daily Technology as an Instructional Tool	**2018-19:** 85% of students reported that they use technology daily as an Instructional Tool **2019-2020:** No Data **2020-2021:** No Data	95% of the students will use technology daily as an instructional tool to master the grade level technology standards.
SBAC Participation Rates	**2018-2019** 100% of eligible students took the Math and ELA SBAC. **2019-20:** No Data **2020-21:** No Data	We will continue to monitor to ensure that at least 95% of all students will participate in CAASPP Testing on the Chromebooks and laptops.

Strategy/Activity 1: Provide adequate number of devices

Students to be Served by this Strategy/Activity

All Students; Students with Disabilities

Strategy/Activity

We will maintain 1:1 chromebook and hotspot support for students and families as well as purchase technology equipment for classrooms to maintain a site standard of one chromebook cart, a LCD projector, document camera and speakers in each classroom, including the resource specialist's room in order to 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. We will also need to address issues of digital citizenship and training for the use of all the new digital learning tools and platforms (G-suite, Jamboard, Screencastify, Adobe Enterprise, Nearpod, Flipgrid,etc.)

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
$5,000	LCFF

Strategy/Activity 2: Ongoing professional development in technology.

Students to be Served by this Strategy/Activity

All Students

Strategy/Activity

To meet the needs of both students and teachers as they return back to a full in-person learning model after a year-and-a-half of distance or hybrid learning, we will provide ongoing PD in technology and the strategies necessary to teach students within the classroom, and in our Maker Space. We will continue to promote the use of EdTech office hours, EdTech staff meetings, and IT Help Desk for teachers to further their own professional development needs in the area of technology.

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 children to be successful at school, they need to attend regularly and feel safe and supported while attending. Students who do not perceive that they are cared for, treated with respect, or have a sense of belonging will either not come to school or have difficulty focussing on academic success. As a result of the COVID-19 pandemic, we are seeing an increase in students who are having difficulty with anxiety, depression, a sense of disconnectedness and overall socio-emotional well-being.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Suspension and Expulsion Rates	**2018-2019:** There were 19 suspensions in **2019-2020:** There were 3 suspensions in (In comparison: schools were closed in 2020 on March 13th; however, at that same time in 2019 there had been 6 suspensions) **2020-2021:** Dashboard data for suspension and expulsion rates for all students is not available.	Reduce number of suspensions by 10%

Attendance Rate	**2018-19:** Baldwin's attendance rate was 95.43% **2019-2020:** Baldwin's attendance rate was 95.09%. **2020-2021:** Baldwin's attendance rate was 97.29%	Increase to a 98% attendance rate for each month August-June.
CA Healthy Kids Survey	**2019-2020:** 74% of 5th graders responded that they feel safe at school most or all the time. This was an increase of 2% from the previous year. **2020-2021:** No Data/COVID-19 Distance Learning	Increase the percent of students reporting feeling safe within a positive school climate by 5% on the California Healthy Kids Survey.
Nearpod Usage:	**2020-2021:** As of October 8th, 14 of our 19 teachers (including RSP) have been using the lessons in Nearpod. As of May 22nd, 16 of our 19 teachers, plus our ELD IA have been using the lessons in Nearpod. Our Kinder and 1st grade teachers reported that it was challenging for the younger students to navigate during distance learning.	We would like to see Nearpod being used in all 19 classrooms TK-6th grade and RSP.

Strategy/Activity 1: PBIS

Students to be Served by this Strategy/Activity
All Students, focus on Students with Disabilities

Strategy/Activity

To meet students' behavior, engagement or safety needs as they return back to a full in-person learning model after a year-and-a-half of distance or hybrid learning, we will continue to implement, monitor, and provide professional development to staff on the main tenets and practices of (PBIS) Positive Behavioral Interventions and Supports.

Three days of Tier III training will be provided for all support staff and one general education teacher at all schools.

We have identified a PBIS Mentor to support the implementation through data analysis.

Provide individual and/or group counseling, as well as whole-class strategies as needed.

Provide professional development for all staff in Restorative Justice; strengthen Restorative Justice practices.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
$250	LCFF

Strategy/Activity 2: Use of Socio-Emotional Instruction

Students to be Served by this Strategy/Activity
All students

Strategy/Activity

Due to the COVID-19 pandemic, we are finding that more students are in need of social-Emotional support and mental health support. Teachers will implement Nearpod and other socio-emotional learning lessons on a weekly basis to provide this much needed support. In addition, the principal's Book of the Month will also touch on socio-emotional learning and identity strategies for students.

Proposed Expenditures for this Strategy/Activity

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

Strategy/Activity 3: Monitoring student's socio-emotional well-being and attendance rates.

Students to be Served by this Strategy/Activity

All Students

Strategy/Activity

To meet students' behavior, engagement or safety needs as they return back to a full in-person learning model after a year-and-a-half of distance or hybrid learning, the district will provide support and community resources such as Community Liaison, social workers and mental health counselors. Train staff and families on how to access the mental health referral forms. Students needing extra social and/or emotional support can be referred to the school Mental Health Counselor. Use Community Liaison to support students and families with chronic absenteeism.

Proposed Expenditures for this Strategy/Activity

Amount(s)   Source(s)

$0	District Funded

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

Parent involvement at the school site is important for the success of students. For many parents it is difficult to attend school functions and/or volunteer at the site. We need to provide as many varied opportunities as possible for parents to be informed and involved. Our school community will continue to hold virtual meetings to actively engage families and community members after a year-and-a-half of distance or hybrid learning until such time that it is safe to meet in person.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Attendance at School Functions	**2018-2019:** No baseline data available **2019-2020:**	We will monitor attendance at School Functions this year through sign-ins as well as the parent survey.

	School functions such as Literacy Night, Family Dance, Movie Night, Halloween Parade were attended to capacity. Fundraising events such as two Book Fairs, Family Dinner Nights, Kona Ice, Penguin Patch, and Charleston Wrap generated money throughout the year, with many families participating. 90% of parents agree or strongly agree that school encourages them to be an active partner in educating their child(ren). **2020-2021:** This year our virtual celebrations and functions were well attended as were the car parades. Attendance was difficult to track due to the pandemic. 90% of parents agree or strongly agree that school encourages them to be an active partner in educating their child(ren).	
Attendance at Parent Meetings	**2018-2019:** No baseline data available from **2019-2020:** Classrooms had an average of 90% attendance at Parent/Teacher conferences in the fall. School Site Council had an 80% attendance rate. There was over 90% participation/attendance at GATE Parent meetings.	We will monitor attendance at Parent Meetings this year through sig- ins as well as the parent survey.

	DELAC parent Meetings: No Data available. 90% of parents agree or strongly agree that school encourages them to be an active partner in educating their child(ren). **2020-2021:** Parent Teacher Conferences had 95% attendance rate. School Site Council had a 100% participation rate. GATE Parent Meetings had a 50% participation rate. DELAC parent Meetings had a 50% participation rate. 90% of parents agree or strongly agree that school encourages them to be an active partner in educating their child(ren).	
ParentSquare	**2020-2021:** 99.2% of our staff and families are contactable through ParentSquare.	Monitor the use and contact ability of staff and families through ParentSquare. Our goal is to reach 100%.

Strategy/Activity 1 Parent Opportunities

Students to be Served by this Strategy/Activity
All Students

Strategy/Activity
We will hold virtual opportunities for our families to visit the classroom until such time as it is safe to hold in-person gatherings. Virtual visits may include student presentations, Gallery Walks, or on occasion when deemed essential parent volunteers on site.

Proposed Expenditures for this Strategy/Activity

Amount(s)   Source(s)

$0	

Strategy/Activity 2 Communication

Students to be Served by this Strategy/Activity

All Students

Strategy/Activity

Our school community will continue to hold virtual meetings to actively engage families and community members as well as provide families information during
- Family Nights on Reading, Science, Math
- GATE information nights about the program in grades 4-6
- SEAL workshops and gallery walks about the strategies, curriculum and home connection

Communicate with parents via the School Web Page, Parent Web Page and Facebook, Marquee, Monthly Newsletter, Parent Square, phone, and email.

Proposed Expenditures for this Strategy/Activity

Amount(s)   Source(s)

$0	

Strategy/Activity 3: Connecting and Supporting Families in both in-person and virtual formats

Students to be Served by this Strategy/Activity

All Students

Strategy/Activity

In response to the COVID-19 pandemic, all of our stakeholder meetings will be held virtually through the use of google meets until such time that it is deemed safe to hold in-person meetings on site. Our Family Engagement Committee will continue to plan activities to engage

our community. Both teachers and administration will communicate with families on a regular basis through ParentSquare.

Proposed Expenditures for this Strategy/Activity

Amount(s)   Source(s)

$0	

Budget Summary

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	$54,721

Other Federal, State, and Local Funds

Federal Programs	Allocation ($)

Subtotal of additional federal funds included for this school: $ 0

State or Local Programs	Allocation ($)
Low-Performing Student Block Grant	$21,831
LCFF	$32,890

Subtotal of state or local funds included for this school: $ 54,721
Total of federal, state, and/or local funds for this school: $ 54,721