

School Year: 2022-2023

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	June 1, 2022	June 16, 2022

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 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.

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 our educational partners throughout the district and analyze student performance data on an ongoing basis. Six goals, outlined below, have been identified as the focus within our current three-year LCAP plan to improve outcomes for all students.

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

Goal 2 - We will accelerate the academic achievement toward meeting or exceeding standards for English Learners (EL), low socioeconomic disadvantaged students, Foster Youth, and students of color, as well as increase the language proficiency for EL.

Goal 3 - We will provide an inclusive learning environment for students with disabilities to best support social, emotional and academic development.

Goal 4 - Students will use technology to master the 21st Century Skills of collaboration, communication, critical thinking and creativity. Oak Grove will provide innovative strategies with support for technology implementation that would enhance student learning of core academic subject knowledge, and meet technology standards.

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

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

Educational Partner Involvement

Involvement Process for the SPSA and Annual Review and Update

Baldwin elicits our educational partner's 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.

Parent meetings were held through google meetings. We will continue to engage our community via virtual meetings and hope to offer a hybrid model in the Fall. This will allow families the option to engage in the format that best suits them and will allow us to continue safe practices during the ongoing pandemic. School information is communicated via Facebook, Parent Square, School Website and monthly newsletters.

Presentations to stakeholders included:

School Site Council

June 1 , 2022

English Learner Advisory Committee (ELAC)

June 1 , 2022

Baldwin Staff

June 1 , 2022

The School Site Council approved the SPSA on June 1, 2022.

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	2020-2021 Baseline	2021-2022 Data	Desired Outcome for 2023-2024
SBAC Scores	N/A	Available August 2022	Annual Growth of 3% overall
CA Dashboard Academic Indicator	N/A	Status Available Fall 2022	Blue, Green or Increase of One Performance Level
Local ELA Benchmark Assessments (iReady Mid-Year)	53% on or above grade level (+16% from 2019-2020)	48% on or above grade level (-5% but +2% above District Average)	Annual Growth of 3% overall
Local Math Benchmark Assessments (iReady Mid-Year)	40% % on or above grade level (+14% from 2019-2020)	36% on or above grade level (-4% and -1% lower than District Average)	Annual Growth of 3% overall

Strategy/Activity 1 Professional Development

Students to be Served by this Strategy/Activity

All Students

Strategy/Activity

Teachers will have two Professional Development and common planning days to meet the needs of students. These planning days will address learning needs and 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, DELD, and Math PD will be provided for all teachers with the goal of increasing student proficiency.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
\$9,904	LCFF

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)
\$8,533	LCFF

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)
\$11,992	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	2020-2021 Baseline	2021-2022 Data	Desired Outcome for 2023-2024
English Learner Reclassification Rate	2%	5%	15-20% of English Learners Reclassified Annually
Long Term English Learner (LTEL) Rate	21%	26%	20% or Less of English Learners Identified as LTEL
Local ELA Benchmark Assessments for Student Groups (iReady Mid-Year)	<p><i>41% of Latino students scored at or above grade level</i></p> <p><i>22% of Black students scored at or above grade level</i></p> <p><i>33% of English learners scored at or above grade level</i></p>	<p><i>36% of Latino students scored at or above grade level</i></p> <p><i>53% of Black students scored at or above grade level</i></p> <p><i>27% of English learners scored at or above grade level</i></p>	Annual Growth of 5% for Listed Student Groups
Local Math Benchmark Assessments for Student Groups (iReady Mid-Year)	<p><i>26% of Latino students scored at or above grade level</i></p> <p><i>26% of Black students scored at or above grade level</i></p> <p><i>23% of English learners scored at or above grade level</i></p>	<p><i>23% of Latino students scored at or above grade level</i></p> <p><i>32% of Black students scored at or above grade level</i></p> <p><i>20% of English learners scored at or above grade level</i></p>	Annual Growth of 5% for Listed Student Groups
CA Dashboard Academic Indicator	N/A	Status Available Fall 2022	Blue, Green or Increase of One Performance Level for Listed Student Groups

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)
\$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.

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	2020-2021 Baseline	2021-2022 Data	Desired Outcome for 2023-2024
Local ELA Benchmark Assessments for Special Education (iReady Mid-Year)	<i>41% of Students with Disabilities Performed at or above grade level</i>	<i>31% of Students with Disabilities Performed at or above grade level</i>	Annual Growth of 5% for Special Education Student Group
Local Math Benchmark Assessments for Special Education	<i>27% of Students with Disabilities Performed at or above grade level</i>	<i>20% of Students with Disabilities Performed at or above grade level</i>	Annual Growth of 5% for Special Education Student Group

(iReady Mid-Year)			
CA Dashboard Academic Indicator	N/A	Status Available Fall 2022	Blue, Green or Increase of One Performance Level for Special Education Student Group
Inclusion Data of Students with Disabilities	32%	27%	52% of Students with Disabilities in General Education Settings for at least 80% of their day

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

Proposed Expenditures for this Strategy/Activity

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

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, we will 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 to monitor student progress.

Proposed Expenditures for this Strategy/Activity

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

Strategy/Activity 5: Release Days for Preschool SPED Teachers

Students to be Served by this Strategy/Activity

Students with Disabilities

Strategy/Activity

SDC Preschool Teachers will have two Professional Development and common planning days to meet the needs of students. These planning days will address learning needs with a focus on common backwards mapping, collaborative planning, common assessment as well as focusing on the Preschool Foundation Standards.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
\$0	District Funded with SPED Grant

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	2020-2021 Baseline	2021-2022 Data	Desired Outcome for 2023-2024
Annual Teacher and Student (Grades 3-8) Technology Survey	<i>Surveys not administered during distance learning year</i>	<p><i>Students in grade 3-8 who use technology weekly at school</i> 2021-22: 97%</p> <p><i>Students in grades 3-8 who use technology daily at school</i> 2021-22: 61%</p> <p><i>Teachers who report students use technology on a daily basis</i> 2021-22: 45%</p>	<p><i>Students in grade 3-8 who use technology weekly at school</i> 2023-24: 100%</p> <p><i>Students in grades 3-8 who use technology daily at school</i> 2023-24: 90%</p> <p><i>Teachers who report students use technology on a daily basis</i> 2023-24: 80%</p>
Student Access to Core Subject Areas Using 21st Century Skills	<i>Surveys not administered during distance learning year</i>	<p><i>79% of students report using technology to work or collaborate with others.</i></p> <p><i>75% of students report using technology to communicate with others.</i></p> <p><i>76% of students report using technology to solve problems or help with their critical thinking in class.</i></p> <p><i>82% of students report using technology to be creative.</i></p>	<p><i>90% of students report using technology to work or collaborate with others.</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>

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)
\$2,000	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, 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	2020-2021 Baseline	May 2022 Data	Desired Outcome for 2023-2024
Attendance Annual Average	97%	92%	98%
Chronic Absenteeism	7.5%	34%	<i>The Chronic Absenteeism rate will be reduced to 5%.</i>
Suspension Rate	0%	1%	1%
Expulsion Rate	0%	0%	1 student
Student Safety, Connectedness and Belonging	<i>Survey not available in 2020-21</i>	<i>86% feel safe at school 81% feel connected at school</i>	<i>90% feel safe at school 80% feel connected at school</i>

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 and safety needs, 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 and safety needs, the district will provide support and community resources such as Community Liaison, social workers and mental health counselors. We will continue to 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
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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 (hopefully moving to a hybrid model in the Fall) to actively engage families and community members.

Annual Measurable Outcomes

Metric	2020-2021 Baseline	2021-2022 Data	Desired Outcome for 2023-2024
Attendance at School Parent Meetings	Average Attendance: SSC= 10 HASC= 12 Koffee Klatch= 3 DELAC= 4 HABLA-No data available	Average Attendance: SSC= 10 HASC= 15 Koffee Klatch= 4 DELAC= 4 HABLA-No data available	SSC = currently at 100% HASC= increase to 20 Koffee Klatch, DELAC and HABLA= increase to 10
Parent Engagement Events/Community Events	All events were held virtually due to COVID-19	<i>Virtual Back to School Night</i> <i>Slide Decks pushed out through Parent Square</i>	<i>Increase the number of in-person community events</i>

		<i>each semester</i> <i>Kids Heart Challenge</i> <i>APEX Fun Run</i> <i>Open House</i> <i>SDC Preschool, TK/K,</i> <i>and 6th Grade</i> <i>Promotion Ceremonies</i>	
Parent Square Delivery and Post Data	99% Contactable Rate Data Not Available Data Not Available	100% Contactable Rate 53% of Parents Interacted with PS 240 School Posts 798 Class Posts 26 Group Posts	<i>Goal is 100% Contactable Rate</i> <i>Increase Parent Interaction to 60%</i> <i>Monitor School and Class Posts to insure good communication</i>

Strategy/Activity 1 Parent Opportunities

Students to be Served by this Strategy/Activity

All Students

Strategy/Activity

We are excited that parents are welcome back on site and look forward to holding classroom visits, parent workshops, student presentations, Gallery Walks, celebrations and so much more. Parents are welcome and encouraged to volunteer in the classroom.

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 meetings in a hybrid fashion to actively engage families and community members at their comfort level. We have seen how virtual meetings enable parents to attend when in person may not be feasible for them. Holding meetings in a hybrid approach will allow us to reach more families providing them 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

We will continue to 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	No costs associated with this action

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 in a hybrid format, allowing families to make the choice that is best for them. 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	No costs associated with this action

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	\$32,679

Other Federal, State, and Local Funds

Federal Programs	Allocation (\$)
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Subtotal of additional federal funds included for this school: \$ 0

State or Local Programs	Allocation (\$)
LCFF	\$32,679

Subtotal of state or local funds included for this school: \$ 32,679

Total of federal, state, and/or local funds for this school: \$ 32,679