



Oakdale Elementary

School Site Council Agenda/Minutes

Agenda / Actas del Consejo Escolar

Date & Time (*Fecha & Hora*)

01/28/2026 4:00 PM

Location (*Ubicación*)

Community Room

Zoom Link (*Enlace de Zoom*)

2025 - 2026, Elected SSC Members *Miembros Electos de SSC*

Non-staff: Parents/Community Member/Students <i>No Personal: Padres/Miembros de la Comunidad/Estudiantes</i>		Present / Absent <i>Presente/ Ausente</i>
Parent	Heather Borgman	Present
Parent	Walter Garcia	Present
Parent	Dianna Harris	Present
Parent	Maria Leal	Absent
Parent	Meliza Rivera Salazar	Present
Alternates (<i>Alternativos</i>):		
<p><i>*Parents/Community Members that are employees of the school may not serve as a parent member of the site council. (Student reps are for secondary sites only)</i></p> <p><i>*Los Padres/Miembros de la Comunidad que son empleados de la escuela no pueden servir como padres miembros del consejo escolar. (Los representantes de alumnos son sólo para escuelas secundarias).</i></p>		
Staff: Principal or Designee/Teachers/Other Staff <i>Personal: Director(a) o Designado(a)/ Maestros/ Otro Personal</i>		Present / Absent <i>Presente/ Ausente</i>
Principal/Designee: <i>Directora(a)/ Designado(a)</i>: Linda Powell		Present
Teacher: <i>Maestro(a)</i>: Kristin Damask		Present
Teacher: <i>Maestro(a)</i>: John Murray		Present
Teacher: <i>Maestro(a)</i>: Angela Roberson		Present
Other Staff: <i>Otro Personal</i>: Marilee Marsh		Present
Alternates: <i>Alternativos</i>: Rob Wells		Absent
<p><i>*Teachers must be the majority</i> <i>*Los maestros deben ser mayoría</i></p>		

AGENDA

ITEM <i>ARTÍCULO</i>	Facilitator <i>Facilitador(a)</i>	Minutes <i>Minutas</i>
<p>Call to Order / Sign in sheet <i>Orden del Día/ Hoja de Firmas</i></p> <p>Quorum <i>Quórum (50% +1)</i></p>	<p>Chairperson <i>Presidente</i></p>	<p>This meeting is called to order at: <i>Se abre la sesión a las</i> 4:04 PM</p> <p>Total Members in Attendance: 9 <i>Total de Miembros Presentes:</i></p> <p>Quorum: Yes (Si) <i>Quórum:</i></p>
<p>Public Comment (2 minutes per speaker) <i>Comentarios del Público (2 minutos cada participante)</i></p>	<p>Chairperson <i>Presidente</i></p>	<p>Summary of Comments <i>(Resumen de Comentarios)</i> None</p>
<p>Review Agenda <i>Repasar Agenda</i></p>	<p>Chairperson <i>Presidente</i></p>	<p>Summary of Comments <i>(Resumen de Comentarios)</i> Principal Powell reviewed today's agenda.</p>
<p>Review / approve minutes from last meeting <i>Revisar/aprobar el acta de la última reunión</i></p> <p>1  Previous Minutes</p>	<p>Chairperson <i>Presidente</i></p>	<p>I move to approve the <i>Propongo aprobar a la</i> Minutes/Actas</p> <p>Person <i>Persona:</i> John Murray Second <i>Se secundó:</i> Walter Garcia In favor <i>A favor :</i> 9 Oppose <i>En contra:</i> 0 Abstain <i>En abstención:</i> 0 Motion: Pass or Fail: Pass <i>Moción: Aprobada o Rechazada</i></p>

Council Business *Asuntos del Consejo*

N/A	Chairperson <i>Presidente</i>	Summary of Action Taken <i>Resumen de Medidas Adoptadas</i> N/A
N/A	Chairperson <i>Presidente</i>	Summary of Action Taken <i>Resumen de Medidas Adoptadas</i> N/A
N/A	Chairperson <i>Presidente</i>	Summary of Action Taken <i>Resumen de Medidas Adoptadas</i> N/A

Required Document Review & Approve: *Revisión y Aprobación de Documentos Requeridos:*

<p>Other</p> <p>Approval for Title 1 funded positions for the 2026-2027 school year.</p> <p>1  Attachment</p>	<p>Chairperson <i>Presidente</i></p>	<p>I move to approve the <i>Propongo aprobar a la</i> Title 1 Funded Postions</p> <p>Person <i>Persona:</i> Kristin Demask Second <i>Se secundó:</i> Walter Garcia In favor <i>A favor :</i> 9 Oppose <i>En contra:</i> 0 Abstain <i>En abstención:</i> 0 Motion: Pass or Fail: Pass <i>Moción: Aprobada o Rechazada</i> Motion Approved</p>
<p>N/A</p>	<p>Chairperson <i>Presidente</i></p>	<p>I move to approve the <i>Propongo aprobar a la</i> N/A</p> <p>Person <i>Persona:</i> Second <i>Se secundó:</i> In favor <i>A favor :</i> Oppose <i>En contra:</i> Abstain <i>En abstención:</i> Motion: Pass or Fail: <i>Moción: Aprobada o Rechazada</i></p>
<p>N/A</p>	<p>Chairperson <i>Presidente</i></p>	<p>I move to approve the <i>Propongo aprobar a la</i> N/A</p> <p>Person <i>Persona:</i> Second <i>Se secundó:</i> In favor <i>A favor :</i> Oppose <i>En contra:</i> Abstain <i>En abstención:</i> Motion: Pass or Fail: <i>Moción: Aprobada o Rechazada</i></p>
<p>N/A</p>	<p>Chairperson <i>Presidente</i></p>	<p>I move to approve the <i>Propongo aprobar a la</i> N/A</p> <p>Person <i>Persona:</i> Second <i>Se secundó:</i> In favor <i>A favor :</i> Oppose <i>En contra:</i> Abstain <i>En abstención:</i> Motion: Pass or Fail: <i>Moción: Aprobada o Rechazada</i></p>

Document Review: *Revisión y de Documentos*

<p>Title I Evaluation (Evaluación de Título I)</p> <p>Review current SPSA and how it is meeting our goals, include current expenditures in reviewing the goals and strategies.</p> <p>1 Attachment</p>	<p>Chairperson <i>Presidente</i></p>	<p>Summary of Action Taken <i>Resumen de Medidas Adoptadas</i></p> <p>Principal Powell reviewed SPSA and it's goals and expenditures. Confirmed that we are meeting our goals across targeted areas. Recent data and budget reports were presented and found to align with SPSA priorities.</p>
<p>Needs Assessment (Evaluación de Necesidades)</p> <p>Needs Assessment: Discuss with SSC the needs survey completed by teachers and share the discussion from the ILT. Get input from the SSC on what they feel are the needs for the school.</p> <p>Have SSC rank needs from greatest to least. *Use Title 1 evaluation and after ranking put in DTS in order of ranking from greatest to least.</p>	<p>Chairperson <i>Presidente</i></p>	<p>Summary of Action Taken <i>Resumen de Medidas Adoptadas</i></p> <p>Principal Powell went over survey from teachers and the ILT team. The SSC discussed funding for the programs and supports in the SPSA. Ranking as follows: 1. Campus Safety Sjspecialist 2. AISB senior bilingual 3. Retired teacher for intervention 4. Providing extra PLC time 5. AVID materials 6. Assemblies to support academic and SEL. 7. Home school communication folders 8. Funding of parent engagement activities and materials. 9. Computer TBD by teacher use.</p>

School Plan For Student Achievement (SPSA) *Plan Escolar para el Rendimiento Académico de los Estudiantes (SPSA)*

<p>N/A</p>	<p>Chairperson <i>Presidente</i></p>	<p>I move to approve the <i>Propongo aprobar a la</i> N/A</p> <p>Person <i>Persona:</i> Second <i>Se secundó:</i> In favor <i>A favor :</i> Oppose <i>En contra:</i> Abstain <i>En abstención:</i> Motion: Pass or Fail: <i>Moción: Aprobada o Rechazada</i></p>
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Other Business: Otros Asuntos:

ELAC Reporting <i>Informes ELAC</i> Review minutes of the December ELAC meeting	Chairperson <i>Presidente</i>	Summary of Reporting (Resumen de Informes) Vice Principal Lee-Yang explained there are 4 meeting per year. We have many parents attending, but they are mostly Afghan parents. Rosina Kirkland, coordinator of English Language Department, presented information about ELPAC testing and Summit K12.
Committee Reports or Guest Presenters (PTA, DELAC, Other outside presenters) <i>Informes de Comités o Presentadores Invitados (PTA, DELAC, otros presentadores externos)</i>	Chairperson <i>Presidente</i>	Summary of Presentation (Resumen de Presentación) None
Additional Information/New Business/Discussion <i>Información Adicional/Asuntos Nuevos/Conversación</i> Thought Exchange	Chairperson <i>Presidente</i>	Summary of Action Taken <i>Resumen de Medidas Adoptadas</i> Principal Powell said the Thought Exchange will be opening soon, and to take the survey.
Adjournment: Aplazamiento:	Chairperson <i>Presidente</i>	Time: Hora: 5:28 PM

Next meeting date:

03/18/2026

4:00 PM

Fecha de próxima reunión:



Oakdale Elementary

School Site Council Agenda/Minutes

Agenda / Actas del Consejo Escolar

Date & Time *(Fecha & Hora)*

11/19/2025 4:00 PM

Location *(Ubicación)*

Community Room Oakdale School

Zoom Link *(Enlace de Zoom)*

2025 - 2026, Elected SSC Members *Miembros Electos de SSC*

Non-staff: Parents/Community Member/Students (Please note Year 1 or 2 of membership) <i>No Personal: Padres/Miembros de la Comunidad/Estudiantes (Por favor indique Año 1 o 2 de afiliación)</i>			Present / Absent <i>Presente/ Ausente</i>
Parent	Heather Borgman	Year 1	Present
Parent	Walter Garcia	Year 1	Present
Parent	Dianna Harris	Year 1	Present
Parent	Maria Leal	Year 1	Absent
Parent	Meliza Rivera Salazar	Year 1	Present
Alternates <i>(Alternativos):</i>			
<p>*Parents/Community Members that are employees of the school may not serve as a parent member of the site council. (Student reps are for secondary sites only) <i>*Los Padres/Miembros de la Comunidad que son empleados de la escuela no pueden servir como padres miembros del consejo escolar. (Los representantes de alumnos son sólo para escuelas secundarias).</i></p>			
Staff: Principal or Designee/Teachers/Other Staff (Please note Year 1 or 2 of membership) <i>Personal: Director(a) o Designado(a)/ Maestros/ Otro Personal (Por favor indique Año 1 o 2 de afiliación)</i>			Present / Absent <i>Presente/ Ausente</i>
Principal/Designee: <i>Directora(a)/ Designado(a):</i> Linda Powell			Present
Teacher: <i>Maestro(a):</i> Kristin Damask		Year 2	Present
Teacher: <i>Maestro(a):</i> John Murray		Year 1	Present
Teacher: <i>Maestro(a):</i> Angela Roberson		Year 1	Present
Other Staff: <i>Otro Personal:</i> Marilee Marsh		Year 1	Present
Alternates: <i>Alternativos:</i> Rob Wells			
*Teachers must be the majority <i>*Los maestros deben ser mayoría</i>			

AGENDA

ITEM <i>ARTÍCULO</i>	Facilitator <i>Facilitador(a)</i>	Minutes <i>Minutas</i>
<p>Call to Order / Sign in sheet <i>Orden del Día/ Hoja de Firmas</i></p> <p>Quorum <i>Quórum (50% +1)</i></p>	<p>Chairperson <i>Presidente</i></p>	<p>This meeting is called to order at: <i>Se abre la sesión a las</i> 4:00 PM</p> <p>Total Members in Attendance: 9 <i>Total de Miembros Presentes:</i></p> <p>Quorum: Yes (Si) <i>Quórum:</i></p>
<p>Public Comment (2 minutes per speaker) <i>Comentarios del Público (2 minutos cada participante)</i></p>	<p>Chairperson <i>Presidente</i></p>	<p>Summary of Comments (<i>Resumen de Comentarios</i>) None</p>
<p>Review Agenda <i>Repasar Agenda</i></p>	<p>Chairperson <i>Presidente</i></p>	<p>Summary of Comments (<i>Resumen de Comentarios</i>) Principal Powell reviewed today's agenda.</p>
<p>Review / approve minutes from last meeting <i>Revisar/aprobar el acta de la última reunión</i></p> <p>1  Previous Minutes</p>	<p>Chairperson <i>Presidente</i></p>	<p>I move to approve the <i>Propongo aprobar a la</i> Minutes/Actas</p> <p>Person <i>Persona:</i> Walter Garcia Second <i>Se secundó:</i> Dianna Harris In favor <i>A favor :</i> 9 Oppose <i>En contra:</i> 0 Abstain <i>En abstención:</i> 0 Motion: Pass or Fail: Pass <i>Moción: Aprobada o Rechazada</i></p>

Council Business *Asuntos del Consejo*

N/A	Chairperson <i>Presidente</i>	Summary of Action Taken <i>Resumen de Medidas Adoptadas</i> N/A
N/A	Chairperson <i>Presidente</i>	Summary of Action Taken <i>Resumen de Medidas Adoptadas</i> N/A
N/A	Chairperson <i>Presidente</i>	Summary of Action Taken <i>Resumen de Medidas Adoptadas</i> N/A

Required Document Review & Approve: *Revisión y Aprobación de Documentos Requeridos:*

<p>Other</p> <p>Review/Approve May 2025 minutes - We had the wrong year at the last SSC meeting.</p> <p>1 Attachment</p>	<p>Chairperson <i>Presidente</i></p>	<p>I move to approve the <i>Propongo aprobar a la</i> minutes from May 2025</p> <p>Person <i>Persona:</i> Angela Roberson Second <i>Se secundó:</i> Kristin Damask In favor <i>A favor :</i> 0 Oppose <i>En contra:</i> 0 Abstain <i>En abstención:</i> 9 Motion: Pass or Fail: Pass <i>Moción: Aprobada o Rechazada</i></p>
<p>Bylaws (Reglamentos)</p> <p>Review/Approve updated Bylaws. Bylaws now reflect five parent/community members instead of four.</p> <p>1 Attachment</p>	<p>Chairperson <i>Presidente</i></p>	<p>I move to approve the <i>Propongo aprobar a la</i> Bylaws</p> <p>Person <i>Persona:</i> Walter Garcia Second <i>Se secundó:</i> Dianna Harris In favor <i>A favor :</i> 9 Oppose <i>En contra:</i> 0 Abstain <i>En abstención:</i> 0 Motion: Pass or Fail: Pass <i>Moción: Aprobada o Rechazada</i></p> <p>Discussion about recruiting classified staff to the School Site Council.</p>
<p>School Compact (Compacto Escolar)</p> <p>Review/Approve Student/Parent/Staff Compact to reflect the new cell phone/electronics policy</p> <p>1 Attachment</p>	<p>Chairperson <i>Presidente</i></p>	<p>I move to approve the <i>Propongo aprobar a la</i> Student/Parent/Staff School Compact</p> <p>Person <i>Persona:</i> Dianna Harris Second <i>Se secundó:</i> Walter Garcia In favor <i>A favor :</i> 9 Oppose <i>En contra:</i> 0 Abstain <i>En abstención:</i> 0 Motion: Pass or Fail: Pass <i>Moción: Aprobada o Rechazada</i></p>
<p>Site Safety Plan (Plan de Seguridad del Centro)</p> <p>Approve Oakdale School Safety Plan</p>	<p>Chairperson <i>Presidente</i></p>	<p>I move to approve the <i>Propongo aprobar a la</i> Site Safety Plan</p> <p>Person <i>Persona:</i> Walter Garcia Second <i>Se secundó:</i> Kristin Damask In favor <i>A favor :</i> 9 Oppose <i>En contra:</i> 0 Abstain <i>En abstención:</i> 0 Motion: Pass or Fail: Pass <i>Moción: Aprobada o Rechazada</i></p>

Document Review: *Revisión y de Documentos*

<p>Other</p> <p>Title 1 expenditures</p> <p>1 Attachment</p>	<p>Chairperson <i>Presidente</i></p>	<p>Summary of Action Taken <i>Resumen de Medidas Adoptadas</i></p> <p>Principal Powell reviewed the expenditures for Title 1, and showed what has been spent in each of the goals. No questions were brought up.</p>
<p>N/A</p>	<p>Chairperson <i>Presidente</i></p>	<p>Summary of Action Taken <i>Resumen de Medidas Adoptadas</i></p> <p>N/A</p>

School Plan For Student Achievement (SPSA) *Plan Escolar para el Rendimiento Académico de los Estudiantes (SPSA)*

<p>SPSA Addendum</p> <p>Decrease in Title 1 Funding</p> <p>1 Attach Document</p>	<p>Chairperson <i>Presidente</i></p>	<p>I move to approve the <i>Propongo aprobar a la</i> SPSA Addendum</p> <p>Person <i>Persona:</i> Marilee Marsh Second <i>Se secundó:</i> Walter Garcia In favor <i>A favor :</i> 9 Oppose <i>En contra:</i> 0 Abstain <i>En abstención:</i> 0 Motion: Pass or Fail: Pass <i>Moción: Aprobada o Rechazada</i></p> <p>Principal Powell explained this addendum was due to the decrease from the Title 1 budget due to decrease in student enrollment.</p>
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Other Business: Otros Asuntos:

ELAC Reporting

Informes ELAC

Chairperson

Presidente

Summary of Reporting (*Resumen de Informes*)

Meeting was held on October 29, 2025
There were 61 parents in attendance.
Discussed Data on SBAC and ELPAC.
Currently, 6 students this year have been reclassified.

Committee Reports or Guest Presenters (PTA, DELAC, Other outside presenters)

Informes de Comités o Presentadores Invitados (PTA, DELAC, otros presentadores externos)

Chairperson

Presidente

Summary of Presentation (*Resumen de Presentación*)

Meeting is available on Zoom and will be held on December 4, 2025, at 5:00 PM - 6:30 PM.

Additional Information/New Business/Discussion

Información Adicional/Asuntos Nuevos/Conversación

Chairperson

Presidente

Summary of Action Taken

Resumen de Medidas Adoptadas

Mrs. Harris discussed the new playground that will be installed in Oakdale Park. Linda talked about meeting with Parks and Recreation director and TRPD this coming Friday (Nov. 21, 2025) about park security and plans to develop more features.

Adjournment: *Aplazamiento:*

Chairperson

Presidente

Time: *Hora:* 5:30 PM

Next meeting date:

01/28/2026

4:00 PM

Fecha de próxima reunión:

Oakdale Elementary

2026-27

Position	PCN	Employee	RC 3010 Title I Basic		RC 0740 Supplemental		RC 0000/111 Site Base*		Total
			FTE	Salary/Benefits**	FTE	Salary/Benefits**	FTE	Salary/Benefits**	
CAMPUS SAFETY SPECIALIST ***	251953	*****	0.6563	33,919.53	0.2188	11,306.51		45,226.04	
YARD AND DUTY ASSISTANT	252110	*****		21,022.12	0.25	7,007.37		28,029.49	
ACADEMIC INTER SPEC BLNG SR ***	253595	*****	0.5	31,441.58		9,813.33		9,813.33	
				12,844.02		3,598.94		3,598.94	
PC Totals by Program:			1.156	\$ 99,227.25	0.469	\$ 31,726.15	-	\$ -	\$ 130,953.40

Allocation:

PC Totals by Program:

School Site Council Needs Assessment Overview

Position/Action		Monitoring	Modifications: continue, modify, or discontinue and why?
<p>1.1 Fund a .50 FTE Academic Intervention Specialist Bilingual Senior to support our large EL population academically in ELA and Math. Furthermore, the AISB will act as a liaison between non-English speaking parents, the school, and the community during parent engagement events and parent workshops.</p>	<p>18,890.18</p>	<ul style="list-style-type: none"> ● Direct Title I alignment: provides targeted academic interventions and family-engagement services that are clearly allowable and effective uses of Title I funds. ● Targeted student support: delivers one-on-one and small-group instruction tailored to Afghan students' academic needs, improving access to grade-level content. ● Measurable academic gains: EL passing rate rose from 19.4% to 21.4% (a 2% increase) during Tri 1 ● Improved attendance: overall attendance increased to 92.2%, up 1.54% from last year, reducing chronic absence risk and supporting learning continuity ● Family navigation & empowerment: helps families understand school procedures, enrollment, and services—reducing administrative barriers that can impede student progress. ● Parent workshops & practical strategies: leads sessions that give parents concrete, at-home strategies to support learning, extending intervention effects beyond the classroom. ● Bilingual/cultural bridge: bilingual and culturally informed communication builds trust with Afghan families, increasing engagement and responsiveness to school outreach. ● Increased family participation: stronger communication and culturally responsive outreach lead to higher turnout at events and better home–school collaboration. 	

<p>1.2 Fund a part-time retired teacher to work with small groups of students in reading and math, providing targeted support and individualized instruction.</p>	<p>6,078.46</p>	<ul style="list-style-type: none"> ● Proven impact on reading: small-group, targeted instruction improves fluency, comprehension, and student confidence. ● Individualized support: small groups allow tailored lessons and differentiation to meet specific student needs. ● Experienced instruction: the retired teacher brings years of classroom experience and effective, research-based strategies. ● Supports classroom teachers: supplemental instruction complements core instruction and frees teachers to differentiate within whole-class lessons. ● Measurable academic gains: ELA Trimester 1 benchmark rose to 41.2% - an 18.2% increase from last year (grades 2-6). ● Builds student confidence: individualized attention increases motivation and engagement in reading, 	
<p>1.3 Teachers will be granted additional planning time to collaborate, review data to guide instruction, and conduct peer observations to enhance instructional practices and student learning outcomes.</p>	<p>7,500.00</p>	<ul style="list-style-type: none"> ● Focused standards planning: extended time lets teachers unpack priority standards and design lessons that ensure mastery rather than superficial coverage. ● Targeted gap identification: collaborative data analysis reveals learning gaps and helps teams prioritize remediation and enrichment. ● Increased instructional coherence: common planning creates consistent expectations, assessments, and pacing across grade levels. ● Improved student outcomes: sustained collaboration correlates with measurable gains through aligned instruction and monitoring. 	

		<ul style="list-style-type: none"> Peer observation for professional growth: structured observations and debriefs spread effective practices across classrooms and accelerate teacher development. 	
1.4 Allocation of resources for materials, supplies, and professional development to support the implementation of the AVID program.		<ul style="list-style-type: none"> Improves college-and-career readiness: AVID resources (binders, planners, collaboratives) teach organizational and study skills that build long-term student success. Strengthens instructional practices: targeted professional development equips teachers with research-based AVID instructional strategies (e.g., WICOR: Writing, Inquiry, Collaboration, Organization, Reading). Direct support for AVID fidelity: dedicated materials and PD ensure teachers can implement AVID strategies consistently and as intended. Increases student engagement: classroom supplies and interactive AVID tools promote active learning, critical thinking, and student-led inquiry. 	
1.5 Allocation of funds to provide instructional materials and software/applications that align with the adopted curriculum and support differentiated instruction, allowing teachers to tailor learning experiences to meet the diverse needs of students, including those requiring additional support.	5,988.00	<ul style="list-style-type: none"> Curriculum alignment: resources and apps that match the adopted curriculum ensure consistency between core instruction and supplemental tools. Supports differentiated instruction: adaptable software lets teachers scaffold, accelerate, or reteach to meet individual learner needs. Accessibility and engagement: multimedia resources support varied learning styles and increase student motivation and participation. Supports ELs and special populations: language supports, read-alouds, and scaffolds in many apps 	

		remove barriers for ELs and students with IEPs.	
3.1 Partially fund full-time Campus Safety Specialist	23,493.39	<ul style="list-style-type: none"> ● Clear reduction in exclusions: suspensions fell from 33 per trimester to 20 since 2022-2023, a decline linked to the specialist's proactive work. ● Early de-escalation: regular monitoring and check-ins prevent incidents from escalating into behaviors that require suspension. ● Attendance and engagement support: home visits and relationship-building reinforce the importance of regular attendance and school participation. ● Safer school climate: consistent presence and rule enforcement create a predictable, secure environment that supports learning. ● Relationship-based interventions: positive rapport with students and families increases willingness to accept support and change behavior. ● Restorative outcomes: proactive approaches keep students in school and focused on instruction rather than removed through disciplinary processes. 	
3.2 Social Emotional Support Workshops including necessary materials.	328.13	<ul style="list-style-type: none"> ● Targeted skill development: workshops deepen students' abilities in self-regulation, emotion management, and interpersonal skills. ● Tiered supports: workshops can be differentiated for whole classes, small groups, and students needing additional intervention. ● Practical takeaways: materials (lesson kits, workbooks, visuals) give students concrete strategies they can practice and generalize. ● Improves behavior and climate: structured SEL instruction reduces referrals, disciplinary incidents, and 	

		<p>classroom disruption.</p> <ul style="list-style-type: none"> • Boosts academic outcomes: strengthened SEL skills correlate with higher engagement, attendance, and academic performance. 	
3.3 Assemblies to support SEL for all students.	1,900.00	<ul style="list-style-type: none"> • Strengthens school climate: shared SEL experiences promote respect, empathy, and a positive culture that supports learning. • Reinforces classroom instruction: assemblies complement classroom SEL lessons and create common language and expectations. • Improves academic outcomes: SEL skills correlate with better attendance, engagement, and academic achievement. • Supports mental health awareness: assemblies normalize help-seeking and connect students to supports when needed. • Universal reach: assemblies deliver social-emotional learning (SEL) to every student at once, ensuring consistent messaging schoolwide. • 	
4.1 Materials to increase home school communication and parent engagement	759.64	<ul style="list-style-type: none"> • Consistent home–school link: provides a reliable, daily channel for notes, homework, and teacher–family messages. • Improves parent engagement: physical folders make it easier for families to see and respond to school communications. • Supports student responsibility: teaches students organizational skills and ownership of materials passed between school and home. • Accessible for all families: low-tech solution that works 	

		<p>regardless of internet access or device availability.</p> <ul style="list-style-type: none"> • Supports documentation: folders can store work samples, behavior logs, and communications useful for conferences and monitoring. • 	
4.2 Parent Involvement Activities, assemblies, and training.	2050.00	<ul style="list-style-type: none"> • Strengthens family–school partnership: builds trusting relationships that support student learning and well-being. • Increases student achievement: engaged parents correlate with higher attendance, better grades, and improved test performance. • Boosts attendance and behavior: family involvement reinforces school expectations and supports regular attendance. • Improves home learning support: trainings equip caregivers with practical strategies to reinforce classroom learning at home. 	
4.3 Supplies/materials for Parent engagement activities.		<ul style="list-style-type: none"> • Professional presentation: quality materials make workshops and events feel welcoming and credible, increasing caregiver trust and turnout. • Hands-on learning: manipulatives, activity kits, and practice materials let parents practice strategies they can use at home with their children. • Supports clear communication: printed resources, bilingual flyers, and take-home packets ensure families leave with usable information. 	