

School Year: 2020 - 2021

School Plan for Student Achievement Stipe Elementary School

School Name	County-District-School (CDS) Code	School Site Council (SSC) Approval Date	Local Board Approval Date
Samuel Stipe Elementary	43696256048177	June 9, 2020	November 12, 2020

Purpose and Description

As a result of the COVID-19 pandemic and under the guidance of the Santa Clara Public Health Department and the Santa Clara County Office of Education, Oak Grove School District closed its schools and transitioned to remote instruction on March 16, 2020. This involved the discontinuation of students receiving in-person instruction at schools. Instead, all instruction was delivered through a distance learning model in which students participated in activities at home, receiving instruction primarily through digital means. OGSD's SPSP plan is in alignment with goals set forth and approved by the Board of Trustees in our Local Control and Accountability Plan and Learning Continuity Plan for the 2020-21 School Year.

As a Title I school, our community has been deeply affected during this pandemic. At Stipe access to technology and family resources have been inconsistent throughout our community. In addition, the effects of unemployment and inability of our parents to support the student's technological needs have been a challenge for us all. However, despite these challenges, we have developed processes to ensure that students have access to online classrooms, address their socio-emotional needs, and engage the families.

At Stipe School, we believe that every student can achieve at high levels. Therefore, a 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. 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. Effective teaching, capable instructional leadership and strong relationships are crucial to realizing our community's hopes and dreams for student learning and development. This focus articulates the teaching practices, leadership practices and organizational practices that have become the norm throughout our school system. Our focus expresses our collective

responsibility for student learning and motivates us all – school, home, and community – to collaborate in ways that will turn our good intentions into strong results for students.

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

OGSD's efforts to solicit stakeholder feedback to inform stakeholders of the reopening plan for the 2020-21 school year, the use of federal categorical monies as it relates to the School Plan for Student Achievement and the Learning Continuity and Attendance Plan, began in June and continued regularly throughout the development process. OGSD's reopening plan explicitly identified research, survey and data collection as the first and foundational phase of planning. Engaging in outreach and surveying stakeholders has provided and continues to provide staff and administration invaluable input to inform the school's planning in Academics, Attendance, Engagement, Culture and Climate, Nutrition Services, and Public Health. In addition to surveys, beginning in June we also convened a Reopening Schools Taskforce with over 84 District Stakeholders.

During this Shelter In Place environment, we have engaged and solicited feedback from our parent community in multiple ways. Since the beginning of the pandemic, we have had multiple virtual parent meetings, maximized the functionality of Parent Square, and engaged families with classroom activities via the SeeSaw online application.

Meetings include monthly Parent Faculty Association (PFA) meeting, staff meetings, Student Council, School Site Council (SSC), Stipe School Staff, and English Learners Advisory Council (ELAC).

Presentations to stakeholders included:

School Site Council

Date: June 9, 2020

Parent Faculty Association

Date: June 9, 2020

Stipe Staff

Date: May 14, 2020

English Learner Advisory Committee (ELAC)

Date: June 11, 2020

The School Site Council approved the SPSA on June 9, 2020

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

As we experienced a sudden school closure on March 16, 2020, we quickly mobilized contingency plans to address the needs of the students as we transitioned to distance learning. During this sudden transition, we quickly realized that there was an apparent inequity of our students' ability to access the online classroom. With the help of the district, we have since been able to deploy 1:1 Chromebook for all students, provided internet hotspot access, and identified socio-emotional supports for students and their families.

In order to ensure that all students are reading within their grade level, additional teachers and Instructional Aid supports are needed. This is a supplement to the regular reading instruction such as daily guided reading. Additional resources will provide push-in or a push-out model to support students not reading in their particular grade level. In addition, there is a demand for an after school intervention to support targeted students. The ability to provide interventions in addition to regular class instruction is beneficial in ensuring that all students have the ability to access their grade level content. Teachers can provide specific targeted intervention groups or provide researched-based interventions such as the iReady Teacher Toolbox, Guided Reading, Leveled Literacy Intervention, Dreambox Math, and Read 180 to name a few.

STEAM is an educational approach to learning that uses Science, Technology, Engineering, the Arts and Math as access points for guiding student inquiry, dialogue, and critical thinking. Stipe School will provide teachers the capacity to engage students STEAM and for students to participate in STEAM related workshops. Our goal is to have students that take thoughtful risks, engage in experiential learning, persist in problem-solving, embrace collaboration, and become innovative leaders of the 21st century.

Parent involvement improves student academic performance and social skills as it allows students to acclimate better to the school environment. In addition to providing the student encouragement and good study habits, we want parents to have the ability to provide their student academic support at home. Through a Family Engagement Institute or parent workshops, parents will participate and develop research-based skills to allow them to support their student academically at home. These parent workshops will serve not only as a location where parents are provided training, but also allow them to collaborate with both teachers and other parents.

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 assessments, our data indicates that our students are showing gaps in ELA specifically in Reading and in Math with Communication and Reasoning as compared to the state average. Teachers will need to have the ability to adjust their lesson delivery to address the demands of a Distance Learning environment.

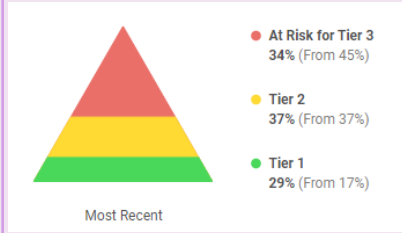
Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome																																								
SBAC Meet or Exceed Standard for All Students	<p>English Language Arts: 2015: 31% 2016: 26% 2017: 22% 2018: 30% 2019: 34%</p> <p>- Reading</p> <table border="1"> <thead> <tr> <th>Performance Level Summary</th> <th>#</th> <th>%</th> <th></th> </tr> </thead> <tbody> <tr> <td>Number of Students Tested:</td> <td>254</td> <td></td> <td></td> </tr> <tr> <td>1 - Below Standard</td> <td>98</td> <td>38.58%</td> <td>☑</td> </tr> <tr> <td>2 - At/Near Standard</td> <td>118</td> <td>46.46%</td> <td>☑</td> </tr> <tr> <td>3 - Above Standard</td> <td>38</td> <td>14.96%</td> <td>☑</td> </tr> </tbody> </table> <p>Math: 2015: 20% 2016: 30% 2017: 22% 2018: 31% 2019: 33%</p> <p>- Communicating Reasoning</p> <table border="1"> <thead> <tr> <th>Performance Level Summary</th> <th>#</th> <th>%</th> <th></th> </tr> </thead> <tbody> <tr> <td>Number of Students Tested:</td> <td>251</td> <td></td> <td></td> </tr> <tr> <td>1 - Below Standard</td> <td>99</td> <td>39.44%</td> <td>☑</td> </tr> <tr> <td>2 - At/Near Standard</td> <td>115</td> <td>45.82%</td> <td>☑</td> </tr> <tr> <td>3 - Above Standard</td> <td>37</td> <td>14.74%</td> <td>☑</td> </tr> </tbody> </table>	Performance Level Summary	#	%		Number of Students Tested:	254			1 - Below Standard	98	38.58%	☑	2 - At/Near Standard	118	46.46%	☑	3 - Above Standard	38	14.96%	☑	Performance Level Summary	#	%		Number of Students Tested:	251			1 - Below Standard	99	39.44%	☑	2 - At/Near Standard	115	45.82%	☑	3 - Above Standard	37	14.74%	☑	[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 3-6.]
Performance Level Summary	#	%																																								
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CA Dashboard Overall Academic Performance Levels	<p style="text-align: center;"><u>ELA</u></p> <p>ELA 2017: Orange 2018: Yellow 2019: Yellow</p> <p>Math 2017: Orange 2018: Yellow 2019: Orange</p>	Increase by one performance level on the CA Dashboard from the prior year in ELA and Math for all students in grades 3-6																																								

iReady Reading and Math Diagnostic Results

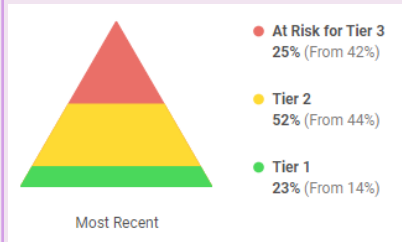
2019-20:
iReady **READING** Comparison of Window 1 and 2 Proficiency:

Increase 5% more students to be proficient on iReady mid-year Diagnostic Result



Diagnostic 1 to 2 ELA
34% (from 43%) in **red/Tier 3**
37% (from 37%) in **yellow/Tier 2**
29% (from 17%) in **green/Tier 1**

iReady **MATH** Comparison of Window 1 and 2 Proficiency:



Diagnostic 1 to 2 Math
25% (from 42%) in **red/Tier 3**
52% (from 44%) in **yellow/Tier 2**
23% (from 14%) in **green/Tier 1**

Goal 1 Action #1: Grade Level Planning

Students to be Served by this Strategy/Activity

All Students

Strategy/Activity

In addition to weekly grade level planning and monthly PLCs, teachers will have (3) release days for grade level planning facilitated and supported by the Coaches (STEAM Coach and English Language Teacher Partner (ELTP)). Grade level teams will utilize backwards mapping

and plan collaboratively to develop methods to deliver the assigned curriculum with emphasis on students' needs.

Proposed Expenditures for this Strategy/Activity

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

Strategy/Activity	Amount(s)	Source(s)
1. STEAM Coach	\$117,967	Title I
2. Sub release teacher for differentiated planning and data analyzing	\$8,866	Block Grant
3. Classroom & Instructional Materials	\$24,505	LCFF
4. Print Shop Instructional	\$1,000	LCFF

Goal 1 Action #2: Computer programs and applications

Students to be Served by this Strategy/Activity

All Students

Strategy/Activity

Purchase licenses for Tutormate, NewsELA Pro, Reading A-Z and Raz-Kids, Nearpod, and Accelerated Reader (AR) as supplemental resources to support reading, comprehension, and fluency.

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

Strategy/Activity	Amount(s)	Source(s)
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1. Accelerated Reader (AR)	\$3,582	Title I
2. Learning A-Z	\$1,655	Title I
3. Tutormate	\$1,000	Title I
4. NewsELA Pro	\$2,213	Title I

Goal 1 Action #3: iReady support

Students to be Served by this Strategy/Activity

All Students

Strategy/Activity

Students will use iReady a minimum of 45 minutes a week in Reading and Math with a pass rate of 80%. Teachers and administration will monitor usage and pass rates weekly. Teachers will utilize Standards Mastery assessments as formative data to inform instructional needs of students.

Proposed Expenditures for this Strategy/Activity

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

Strategy/Activity	Amount(s)	Source(s)
1. iReady program	\$0	District Funded

Goal 1 Action #4: Professional Development and Professional Learning Communities (PLC)

Students to be Served by this Strategy/Activity

All Students

Strategy/Activity

Professional development in STEAM integration and academic discourse will be provided monthly to staff. In addition, our PLC will collaborate to aggregate data and collectively identify strategies to address student needs.

Proposed Expenditures for this Strategy/Activity

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

Strategy/Activity	Amount(s)	Source(s)
1. Professional Development in STEAM Integration	\$6,000	Title 1

Goal 1 Action #5: Online Tutor

Students to be Served by this Strategy/Activity

All Students

Strategy/Activity

Contract with FEV Tutor to provide virtual academic support for targeted student and family needs. Tutoring will be aligned to assessment data, curriculum, and online classes.

Strategy/Activity	Amount(s)	Source(s)
FEV Tutor	\$16,314	Title 1

Goal 1 Action #6: Online Professional Development

Students to be Served by this Strategy/Activity

All Students

Strategy/Activity

Along with district provided training to support teachers with Distance Learning, the school site will provide additional professional development opportunities to enhance online learning such as teacher led best practices demonstrations, STEAM implementation, and socio-emotional related presentations to ensure that students and staff practice self-care.

Strategy/Activity

Amount(s)

Source(s)

Professional Development/Teacher Trainings to support Distance Learning classrooms	\$0	N/A
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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

Our SBAC data continues to demonstrate underperformance in both ELA and Math for our students that are English Learners, economically disadvantaged, Foster Youth, and students of color. In addition, there is a great need for our EL students to increase language proficiency to ensure that these students have improved access to the curriculum. Understand the ongoing needs of our ELs, low socioeconomically disadvantaged students, Foster Youth, and students of color as it relates to their academic and social needs during Distance Learning.

Annual Measurable Outcomes

Metric/Indicator

Baseline/Actual Outcome

Expected Outcome

<p>SBAC Meet or Exceed Standards for ELs, Foster Youth, African American Students and Latino Students</p>	<p><u>English Learner</u> ELA 2017: 13% 2018: 12% 2019: 8%</p> <p>Math 2017: 15% 2018: 17% 2019: 32%</p> <p><u>Socioeconomically Disadvantaged Students</u> ELA 2017: 18% 2018: 24% 2019: 29%</p> <p>Math 2017: 15% 2018: 25% 2019: 28%</p>	<p>Increase the CAASPP SBAC percent of English Learners, Socio-Economically Disadvantaged Students, Foster Youth, African American students and Hispanic students meeting or exceeding standards by 8-10% higher than the prior year in ELA and Math in grades 3-6.</p>
<p>CA Dashboard Overall Academic Performance Levels for English Learners, Socioeconomically Disadvantaged Students, Foster Youth, African American Students and Latino Students</p>	<p><u>English Learner</u> ELA 2017: Orange 2018: Yellow 2019: Orange</p> <p>Math 2017: Orange 2018: Yellow 2019: Orange</p> <p><u>Socioeconomically Disadvantaged Students</u> ELA 2017: Orange 2018: Yellow 2019: Yellow</p> <p>Math 2017: Orange 2018: Yellow 2019: Orange</p>	<p>Increase our English Learners, Socio-Economically Disadvantaged Students, Foster Youth, African American students and Hispanic students by one performance level on the CA Dashboard from the prior year in ELA and Math in grades 3-6</p>

ELPAC	ELPAC Summative 18-19		We will increase our English learners at an overall level 4: Well Developed on the ELPAC by 5%.	
	Performance Level Summary	#		%
	Number of Students Tested:	175		
	1 - Level 1	22		12.57%
	2 - Level 2	72		41.14%
	3 - Level 3	58		33.14%
4 - Level 4	23	13.14%		

Goal 2 Action #1: SEAL and Makerspace

Students to be Served by this Strategy/Activity

All Students

Strategy/Activity

Teachers will implement the Sobrato Early Academic Language (SEAL) strategies and as enhanced by the STEAM activities and design challenge principles to ensure that there is a high level of student engagement and access. To ensure continued support and success for our EL students, we are invested in integrating the concept of Science, Technology, Engineering, Arts, and Math (STEAM) to further engage our EL students and allow them to access the curriculum in multiple forms. This will enable us to enhance our implementation of SEAL units and strategies to deliver lessons that our EL students can access easier by “doing.” To encourage this vision, a STEAM coach will be added to our staff to support teachers in planning, modeling lessons, and providing professional development to staff. Along with our English Language Teacher Partner (ELTP) coach, we will design strategic school goals that will address better the inability of our EL students to access the traditional curriculum. These instructional foci will permeate the way in which we deliver designated ELD time, after school interventions based on STEAM design thinking principles, and access to ELA through Science and Social Studies units. Teachers will also be provided release times to plan STEAM integrated units/lessons with EL considerations. Monthly Professional Learning Community (PLC) meetings will have a component to address specific EL needs and assessments. Ideally, all professional trainings, site or introduced by partnered organizations will include an EL specific element.

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

Strategy/Activity	Amount(s)	Source(s)
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1. RAFT	\$7,500	Title I
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Goal 2 Action #2: Targeted Intervention

Students to be Served by this Strategy/Activity

All Students

Strategy/Activity

Provide specific targeted intervention groups or provide research-based interventions for students who need support with priority to socioeconomically disadvantaged and Latino students. This will provide supplemental resources to strengthen their reading, fluency and comprehension.

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

Strategy/Activity Amount(s) Source(s)

1. Before/Afterschool Interventions	\$7,044	Title I
2. GATE Support	\$550	LCFF

Goal 2 Action #3: Culturally Relevant Materials and Books

Students to be Served by this Strategy/Activity

All Students

Strategy/Activity

Culturally responsive teaching helps create environments, curricula, and instructional method that validate and reflect the diversity, identities, and experiences of all students. When we do that, we raise the level of academic rigor for all learners.

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

Strategy/Activity	Amount(s)	Source(s)
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1. Culturally Responsive/SEAL materials/Guided Reading books	\$8,000	Title I
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Goal 2 Action #4: Home outreach plan

Students to be Served by this Strategy/Activity

All Students

Strategy/Activity

The school, along with community partners, will create specific outreach strategies to disengage students that are consistent with the needs of individual families during Distance Learning. Through these engagement strategies, we will identify and support families with their specific Distance Learning needs.

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

Strategy/Activity	Amount(s)	Source(s)
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Home outreach for disengaged students	\$0	N/A
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Goal 3

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

Identified Need

Our students with disabilities continue to underperform significantly in both ELA and Math as measured by the SBAC. While suspension rates at Stipe are comparatively low, however, students with disabilities disproportionately represent the number of students suspended. The

Distance Learning environment has created unique mental and socio-emotional challenges for our students and families.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
SBAC Meet or Exceed Standards for Students with Disabilities	<p><u>Students with Disabilities</u></p> <p>ELA 2017: 0% 2018: 0% 2019: 0%</p> <p>Math 2017: 6% 2018: 5% 2019: 0%</p>	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.
Suspension rate for Students with Disabilities	<p>2019-20 Suspension Data</p> <p>Total = 2 students (2 Hispanic)</p> <p>Total SWD = 2 students</p> <p>2018-19 Suspension Data</p> <p>Total = 8 students (4Hispanic and 4 AA) Rate: 1.8%</p> <p>Total SWD = 4 students (2 Hispanic and 2 AA) Rate: .93%</p>	Decrease student suspension rate by 10% and ensure that suspension rates are proportionate to student demographics.

Goal 3 Action #1: Support Staff and TILT

Students to be Served by this Strategy/Activity

All Students

Strategy/Activity

Hold weekly site support staff meetings that include the principal, resource teacher, speech and language pathologist, psychologist, and social worker interns. The focus of meetings is to discuss and give updates on upcoming IEPs, services and potential students at risk for special education identification. Three times a year, we dedicate a staff meeting to allow the Teacher Implementation Learning Team (TILT) to discuss students' behavioral intervention needs.

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

Strategy/Activity	Amount(s)	Source(s)
1. Support staff and TILT meetings	\$0	N/A

Goal 3 Action #2: Counseling Services

Students to be Served by this Strategy/Activity

All Students

Strategy/Activity

With teacher recommendations and support staff recommendations, students will be referred to partnered counseling services such as a district intern, Alum Rock Counseling Center, and Rebekah Children’s Services. During Distance Learning, students and families will be connected to therapists via Telehealth. Disengaged students will be identified, monitored, and provided support services as needed through our partnered organizations.

Proposed Expenditures for this Strategy/Activity

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

Strategy/Activity	Amount(s)	Source(s)
1. Counseling Services	\$0	N/A

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

Provide opportunities to integrate technology in the classroom to make teaching and learning more effective. Technology in the classroom improves engagement and knowledge retention, encourages individual learning, encourages collaboration, and allows students to learn useful life skills through technology. Students need a stable access to the online classroom during Distance Learning.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
SBAC Participation Rates	2018-19: 97%	We will continue to monitor to ensure that 95% of all students will participate in CAASPP Testing on the Chromebooks and laptops.

Goal 4 Action #1: Chromebooks and carts

Students to be Served by this Strategy/Activity

All Students

Strategy/Activity

Refresh, maintain, and repair Chromebooks for a student 1-to-1 ration in grades K-6 with carts.

Proposed Expenditures for this Strategy/Activity

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

Strategy/Activity	Amount(s)	Source(s)
1. Chromebooks (30)	\$0 (Donated by Cisco Inc.)	N/A

Goal 4 Action #2: STEAM Equipment and Professional Development

Students to be Served by this Strategy/Activity

All Students

Strategy/Activity

Purchase of STEAM equipment and provide staff professional development so that students may learn or master STEAM concepts through interacting with digital models, simulations, and dynamic representations of mathematical, scientific, and engineering systems.

Proposed Expenditures for this Strategy/Activity

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

Strategy/Activity	Amount(s)	Source(s)
1. STEAM Materials/Equipment	\$21,000	Title I
2. Sub Release for Principal	\$624	LCFF

Goal 4 Action #3: Provide students tools to access online classes

Students to be Served by this Strategy/Activity

All Students

Strategy/Activity

Students are provided 1:1 Chromebooks, a hotspot as needed, and provided technology support to access online classes, lessons, and applications.

Proposed Expenditures for this Strategy/Activity

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

Strategy/Activity	Amount(s)	Source(s)
1. Provide technology and support to access online learning.	\$0	N/A

Goal 5

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

Identified Need

The staff, students, parents and administration will focus on a positive and inclusive school climate at Stipe Elementary resulting in at least a 10% reduction of the number of referrals that are sent to the office. A positive school climate will serve to improve morale, emphasize school pride, involve the school community and offer students chances to excel in both academic and non-academic programs. Ultimately, this will have a positive effect on behavior and academic success. Staff and students will need Personal Protective Equipment to ensure health and safety while on campus.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Chronic Absenteeism Rate	<p>All Students 2018: 7.9% - Green 2019: 11% - Red</p> <p>Socioeconomically Disadvantaged Students 2018: Green 2019: Red</p> <p>English Learners 2018: Green 2019: Orange</p>	For chronic absenteeism, improve one level in the California Dashboard and increase attendance factor at 97%

Suspension and Expulsion Rates	<p>All Students 2017: 1.3% - Green 2018: 0.8% - Green 2019: 1.1% - Orange</p> <p>Hispanic 2017: Blue 2018: Yellow 2019: Green</p> <p>Students with Disabilities 2017: Green 2018: Blue 2019: Orange</p> <p>Socioeconomically Disadvantaged Students 2017: Blue 2018: Green 2019: Orange</p>	For suspensions, improve one level through the California Dashboard.
Attendance Rate	<p>2017-18 Attendance Factor = 95.90% 2018 = 95.90% 2019 = 95.73% 2020 =</p>	Maintain a 98% attendance rate for each month August-June.

Goal 5 Action #1: PBIS and Little Heroes

Students to be Served by this Strategy/Activity

All students

Strategy/Activity

Strategies we will use include the Stipe Falcon Pledge (Responsible, Community Minded, Kind, Respectful, College Bound), implementation of the PBIS System, and Little Heroes program to provide recess/lunch/class game activities and opportunities for upper grade students to become Playground Heroes to learn problem solving and leadership strategies.

Proposed Expenditures for this Strategy/Activity

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

Strategy/Activity	Amount(s)	Source(s)
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1. Little Heroes	\$32,000	Title I
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Goal 5 Action #2: Monitor Attendance

Students to be Served by this Strategy/Activity

All students

Strategy/Activity

Implement, monitor, and provide attendance Interventions and Supports to all families with an emphasis on students with disabilities, english learners, foster youth or socioeconomically disadvantaged (SED). Monitor attendance rates monthly. Community outreach to families that have chronic absences as shown in monthly attendance reports. Personally invite families to Super Saturday Attendance Recovery Classes. Share monthly attendance reports with staff, parents and community members during school monthly meetings.

Proposed Expenditures for this Strategy/Activity

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

Strategy/Activity	Amount(s)	Source(s)
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1. Attendance Monitor and Supports	\$0	N/A
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Goal 5 Action #3: Personal Protective Equipment

Students to be Served by this Strategy/Activity

All students

Strategy/Activity

Order and replenish necessary Personal Protective Equipment supplies for staff and students.

Proposed Expenditures for this Strategy/Activity

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

Strategy/Activity	Amount(s)	Source(s)
Order and Replenish PPE supplies	\$0	N/A

Goal 6

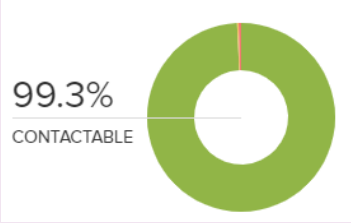
We will actively engage families and community members in supporting the implementation of CCSS instruction, and providing input to program decisions.

Identified Need

Parents need to feel safe and welcomed on campus, in classrooms, at events, and field trips. In addition, parents should be provided multiple opportunities to receive information and provide input/feedback regarding school programs and collaborate with staff to develop programs. We have been unable to meet with students and make connection with our families during Shelter In Place.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Healthy Kids Survey - Parent Involvement	Average parent responses to 7 questions relating to parent involvement: Strongly Agree: 41% Agree: 50% Disagree: 3% Don't know/NA: 5%	Strongly Agree responses will improve to 100%
Attendance at Parent Meetings	Sign in sheets from Parent Meetings show less than 5% of parent attendance.	We will increase parent attendance at the district meetings by another 10%

ParentSquare Contactability Data	99.3% of families are contactable. 	We will continue to maintain and increase parent subscriptions (ie email) to our school SIS system by 1% to reach 100% email subscription at Stipe.
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Goal 6 Action #1: Family Engagement

Students to be Served by this Strategy/Activity

All students

Strategy/Activity

Inform families with all the dates and agendas for various parent meetings. Provide families with information in their primary language so they have access to the information for various parent meetings. Post all dates for parent meetings and school events on the school website, electronic marquee, school wide announcements, principal newsletters and weekly phone calls, text and emails to all families.

Proposed Expenditures for this Strategy/Activity

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

Strategy/Activity	Amount(s)	Source(s)
1. Providing Information to families	\$0	N/A

Goal 6 Action #2: Family Engagement

Students to be Served by this Strategy/Activity

All students

Strategy/Activity

Provide opportunities to strengthen the capacity of families, schools, and communities to work together to ensure the success of all students by delivering professional development to educators and providers that promote family engagement, school and workforce readiness, and pathways to secondary education

Proposed Expenditures for this Strategy/Activity

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

Strategy/Activity	Amount(s)	Source(s)
1. Parent Engagement	\$2,173	Title I
2. Seesaw	\$1,831	Title I

Goal 6 Action #3: Virtual Parent Meetings**Students to be Served by this Strategy/Activity**

All students

Strategy/Activity

We will put practices such as virtual parent meetings, community outreach to parents through Parent Square, and utilize technology communication apps such as Seesaw to communicate and engage the parents and caregivers.

Proposed Expenditures for this Strategy/Activity

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

Strategy/Activity	Amount(s)	Source(s)
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Virtual parent meetings and communications	\$0	N/A
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Budget Summary

DESCRIPTION

AMOUNT

Total Funds Provided to the School Through the Consolidated Application	\$228,279
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	\$263,824

List the State and local programs that the school is including in the schoolwide program.

State or Local Programs	Allocation (\$)
Low Performing Block Grant	\$8,866
LCFF	\$26,679

Subtotal of state or local funds included for this school: \$35,545

Total of federal, state, and/or local funds for this school: **\$263,824**

