

School Year: 2022-2023

School Plan for Student Achievement (SPSA) Frost Elementary

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	School Site Council (SSC) Approval Date	Local Board Approval Date
Earl Frost	43696256048110	June 9, 2022	June 16, 2022

Purpose and Description

Schoolwide Program

This SPSA describes Frost's Schoolwide Program.

Frost School provides a safe and inclusive K-6 education where students participate in authentic and meaningful learning experiences. Through the core subject areas of math, language arts, science and social studies, students explore the world around them while developing the creative, communicative, collaborative, and critical thinking skills to prepare them for success in college, career, and citizenship. With a dynamic staff, dedicated families, and an involved community, Frost is committed to a culture of equity, inclusivity, and academic excellence. 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.

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. We transitioned to a hybrid model in which some students attended school on-site, while others joined class virtually. Frost School recognizes that remote learning created a need for increased support for children and families. This support includes a focus on academic support and remediation, social-emotional learning, counseling support, improved technology, and parent engagement. To introduce

students back to school, we must also provide a safe environment by teaching safe and positive behaviors.

We work closely with 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 SPSA 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

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

Involvement Process for the SPSA and Annual Review and Update

Presentations to educational partners included:

School Site Council - approved on June 9, 2022

English Learner Advisory Committee (ELAC)
June 9, 2022

HABLA
June 9, 2022

Resource Inequities

Resource equity refers to the allocation and use of resources (people, time, and money) to create student experiences that enable all children to reach empowering and rigorous learning outcomes—no matter their race or income. The COVID-19 pandemic has created additional resource inequities. The following resource inequities in our system have risen as priorities and opportunities:

People:

- Mental health services to support students in need (Goal 5).
- Recess PE coaching and/or extra yard duty support to teach safe physical activities, sportsmanship, and leadership (Goal 5).
- Library personnel to promote literacy for all students (Goal 1).

Funding:

- Funding to support certificated staff to be released for weekly classroom observations both on-site and off-site with schools that share similar demographics (Goal 1).
- Planning days (substitute release days) for teachers to plan lessons, collaborate and review student data (Goal 1).
- Updated Technology 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).

- Safety equipment (walkie-talkies, crossing guard signs, cones, etc.) to ensure a safe campus. Positive Behavioral Interventions and Supports (PBIS) incentives to maintain a safe and caring environment (Goal 5).
- Physical Education equipment so that children may participate in safe physical activities that promote leadership, sportsmanship, and healthy exercise (Goal 5).
- Mental health materials (Zones of Regulation) to support PBIS objectives and expectations (Goal 5).
- Instructional supplies, supplemental instructional programs (including computer-based programs) and printed materials to support mastery of Common Core standards (Goal 1).
- Awards and incentives to promote daily student attendance (Goal 6).
- Incentives and materials to promote parent attendance and participation 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. Teachers will use additional professional development and common planning days to meet the needs of students as they return back to a full in-person learning model after a year-and-a-half of distance or hybrid learning. To address learning needs or foundational skill gaps for students, professional development/training/planning time/interventions/etc. will be provided for Frost staff with the goals of increasing student proficiency.

Identified Need

These additional needs have surfaced in response to the COVID pandemic as they relate to proficiency in meeting or exceeding all common core standards:

Teachers need more planning time to make sure all standards are addressed during Distance Learning.

With the implementation of CCSS and SBAC, 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 and foundational literacy skills. We also plan to provide professional development to our coaching staff regarding the new NGSS instructional practices. Additionally, with the new history and social studies adoption, professional development will be provided. Supplemental curriculum and supplies will be purchased to support whole class, small group or

individual intervention to enhance the achievement and close the educational gap in foundational literacy and math skills.

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)	Frost did not receive their own site data in this area as data was combined with Indigo	50% on or above grade level	Annual Growth of 3% overall
Local Math Benchmark Assessments (iReady Mid-Year)	Frost did not receive their own site data in this area as data was combined with Indigo	37% on or above grade level	Annual Growth of 3% overall

Strategy/Activity 1

Students to be Served by this Strategy/Activity

All Students

Strategy/Activity #1

Professional development and common planning days for all teachers with a focus on professional learning community work, common backwards mapping, collaborative planning and common assessments of district CORE curriculum with a focus on CKLA and Engage NewYork Math.

Proposed Expenditures for this Strategy/Activity

Amount(s) Source(s)

\$6,552	LCFF
----------------	-------------

Strategy/Activity #2

Students to be Served by this Strategy/Activity

All Students

Strategy/Activity #2

Purchase licenses for RAZ Kids/Reading A-Z and other supplemental resources to support reading, comprehension, and fluency.

Proposed Expenditures for this Strategy/Activity

Amount(s) Source(s)

\$2,735	LCFF
----------------	-------------

Strategy/Activity #3

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.

Students to be Served by this Strategy/Activity

All Students

Proposed Expenditures for this Strategy/Activity

Amount(s)

Source(s)

\$0	District Funded
------------	------------------------

Strategy/Activity #4

Library Support - Library Clerk

Students to be Served by this Strategy/Activity

All Students

Proposed Expenditures for this Strategy/Activity

Amount(s)

Source(s)

\$2,450	LCFF
----------------	-------------

Strategy/Activity #5

Instructional Materials, Supplies, and Printing Costs

Students to be Served by this Strategy/Activity

All Students

Proposed Expenditures for this Strategy/Activity

Amount(s)

Source(s)

\$8602	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

Distance Learning has created a need to increase contact with families, track student engagement and participation, and deal with the challenges of engaging students with special needs.

In ELA, homeless students, African American students, Foster Youth, Pacific Islander and Students with Disabilities are identified as red or orange through the California Dashboard.

In Math, our Homeless students, Students with Disabilities, African American students and Foster Youth are identified as red or orange through the California Dashboard.

Amongst these student groups, our district is identified for Differentiated Assistance for Foster youth, Homeless and students with disabilities due to their progress with chronic absenteeism, suspensions, and academics.

28% of our English learners are categorized as Long-Term English Learners (LTELs) and have not reclassified after 6 or more years since identification.

Annual Measurable Outcomes

Metric	2020-2021 Baseline	2021-2022 Data	Desired Outcome for 2023-2024
English Learner Reclassification Rate	Frost did not receive their own site data in this area as data was	21%	15-20% of English Learners Reclassified Annually

	combined with Indigo		
Long Term English Learner (LTEL) Rate	Frost did not receive their own site data in this area as data was combined with Indigo	22%	20% or Less of English Learners Identified as LTEL
Local ELA Benchmark Assessments for Student Groups (iReady Mid-Year)	Frost did not receive their own site data in this area as data was combined with Indigo	<i>36% of Latino students scored at or above grade level</i> <i>50% of Black students scored at or above grade level</i> <i>18% of English learners scored at or above grade level</i>	Annual Growth of 5% for Listed Student Groups
Local Math Benchmark Assessments for Student Groups (iReady Mid-Year)	Frost did not receive their own site data in this area as data was combined with Indigo	<i>23% of Latino students scored at or above grade level</i> <i>50% of Black students scored at or above grade level</i> <i>15% of English learners scored at or above grade level</i>	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

Students to be Served by this Strategy/Activity

All Students

English Learner Teacher Partners (instructional coaches) will support identification and reclassification process for EL and 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

Improve staff and family ability to navigate new technology. Utilize parent meetings and district provided parent IT support to focus on technology and program usage.

Students to be Served by this Strategy/Activity

All students

Proposed Expenditures for this Strategy/Activity

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

Goal 3

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

Identified Need

Distance Learning has created a need for increased Social Emotional Learning and mental health supports. Studies show that impaired emotional health negatively affects student behaviors and academic growth. 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:

As a site our data is showing that our students with disabilities are lower than other student groups on the SBAC data in both ELA and Math. Students with disabilities are orange on the CA Dashboard for suspensions.

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)	Frost did not receive their own site data in this area as data was combined with Indigo	<i>25% 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 (iReady Mid-Year)	Frost did not receive their own site data in this area as data was combined with Indigo	<i>13% of Students with Disabilities Performed at or above grade level</i>	Annual Growth of 5% for Special Education Student Group
CA Dashboard Academic Indicator	N/A	Frost did not receive their own site data in this area as data was combined with Indigo	Blue, Green or Increase of One Performance Level for Special Education Student Group

Inclusion Data of Students with Disabilities	92%	88% Target Met	Students with Disabilities in General Education Settings for at least 80% of their day Students with Disabilities in Special Day Classes in General Education Settings for at least 40% of their day
---	-----	-------------------	---

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

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 the meeting is to discuss and give updates on upcoming IEPs, services and potential students at risk for special education identification. There is much conversation about students who need tier 2 interventions 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 2

Students to be Served by this Strategy/Activity

Students needing academic and behavioral support

Strategy/Activity

As needed, hold Student Study Team meetings to discuss students at risk and to give strategies, support and input for general education teachers and parents. The goal is to provide early intervention.

Proposed Expenditures for this Strategy/Activity

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

Strategy/Activity 3

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 Frost. 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 Frost. 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 4

Students to be Served by this Strategy/Activity

Students with Disabilities

Strategy/Activity

Resource teachers utilize supplementary curriculum materials to support core instruction for students with disabilities. Supplementary curriculum includes: iReady Teacher Toolbox, Newsela, additional Reading A to Z licenses, alternative seating, fidget items, and other sensory materials that support student engagement and learning.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
\$0 to site	iReady Teacher Toolbox District supported Reading A to Z license costs in Goal 1

Strategy/Activity #5**Students to be Served by this Strategy/Activity**

All students

Strategy/Activity

Increase access to district-wide community mental health agencies.

Proposed Expenditures for this Strategy/Activity

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

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. Teachers will use additional resources 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. To address learning needs or foundational skill gaps for students in technology proficiency, professional development/training/planning time/interventions/etc. will be provided for Frost staff with the goals of increasing mastery in communication, collaboration, critical thinking and creativity..

Identified Need

To master the 21st century skills of collaboration, communication, critical thinking, and creativity we must be able to provide access to a variety of technology. In addition, technology supports student growth in Common Core Standards. We must also be able to update, refresh, repair, and maintain these devices.

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>Survey not administered during distance learning</i>	<p><i>Students in grade 3-6 who use technology weekly at school 2021-22: 98%</i></p> <p><i>Students in grades 3-6 who use technology daily at school 2021-22: 61%</i></p> <p><i>Teachers who report students use technology on a daily basis 2021-22: 80%</i></p>	<p><i>Students in grade 3-6 who use technology weekly at school 2023-24: 100%</i></p> <p><i>Students in grades 3-6 who use technology daily at school 2023-24: 90%</i></p> <p><i>Teachers who report students use technology on a daily basis 2023-24: 80%</i></p>

Student Access to Core Subject Areas Using 21st Century Skills	<i>Survey not administered during distance learning</i>	<p>93% of students report using technology to work or collaborate with others.</p> <p>51% of students report using technology to communicate with others.</p> <p>81% of students report using technology to solve problems or help with their critical thinking in class.</p> <p>81% of students report using technology to be creative.</p>	<p>90% of students report using technology to work or collaborate with others.</p> <p>60% of students report using technology to communicate with others.</p> <p>80% of students report using technology to solve problems or help with their critical thinking in class.</p> <p>80% of students report using technology to be creative.</p>
---	---	--	--

Strategy/Activity 1

Students to be Served by this Strategy/Activity

All Students

Strategy/Activity

Refresh, maintain and repair Chromebooks/laptops

Proposed Expenditures for this Strategy/Activity

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

Strategy/Activity #2

Students to be Served by this Strategy/Activity

Due to Distance Learning, all students now have a Chromebook.

Strategy/Activity

Replacement/upgrade of technology

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
\$200	LCFF

Goal 5

School and classroom environments support learning, creativity, safety, and engagement. Teachers will use additional mental health resources to meet students' behavior, engagement or safety needs as they return back to a full in-person learning model after a year-and-a-half of distance or hybrid learning. To address safety as related to student behaviors, we will provide resources with the goals of increasing improved behavior and attendance..

Identified Need

Shelter in Place and Distance Learning require that we be able to support the students who are having trouble coping and thriving.

For chronic absenteeism, Foster youth, students with disabilities, homeless, English learners, Pacific Islander, and students with two races or more are identified as red or orange through the California Dashboard.

For suspensions, Foster youth, students with disabilities, homeless, Pacific Islander, African American and students with two races or more are identified as red or orange through the California Dashboard.

Amongst these student groups, our district is identified for Differentiated Assistance for Foster youth, Homeless and students with disabilities due to their progress with chronic absenteeism, suspensions, and academics.

Annual Measurable Outcomes

Metric	2020-2021 Baseline	May 2021-2022 Data	Desired Outcome for 2023-2024
Attendance Annual Average	97.2%	93.3%	98%
Chronic Absenteeism	4.7%	23%	<i>The Chronic Absenteeism rate will be reduced to 5%.</i>
Suspension Rate	0%	0%	1%
Expulsion Rate	0%	0%	1 student
Student Safety, Connectedness and Belonging	<i>Survey not available in 2020-21</i>	93% feel safe at school 53% feel connected at school	90% feel safe at school 80% feel connected at school

Strategy/Activity 1

Students to be Served by this Strategy/Activity

All students

Strategy/Activity

PBIS Training materials

Proposed Expenditures for this Strategy/Activity

Amount(s)

Source(s)

\$0	District funded
-----	-----------------

Strategy/Activity 4

Students to be Served by this Strategy/Activity

All students

Strategy/Activity

Provide individual and small group mental health services to students in need.

Proposed Expenditures for this Strategy/Activity

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

Strategy/Activity #5

Students to be Served by this Strategy/Activity

Due to the effects of Shelter in Place (SIP) and Distance Learning, we are finding that students are in need of social-emotional and mental health support more than ever. We will use Nearpod for social-emotional learning as well as mental health therapy referrals.

Proposed Expenditures for this Strategy/Activity

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

Goal 6

Strategy/Activity

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

Identified Need

Our school community will use additional funding, staff, and resources to actively engage families and community members after a year-and-a-half of distance or hybrid learning. To address family needs, we will provide virtual parent meetings with the goals of increasing parent engagement. Frost strives to increase parent attendance in school functions and parent meetings. In parent groups such as School Site Council, HABLA, African American Koffee Klatch, and SELAC meetings, we see less than 50% consistent representation at various parent meetings and school events.

Annual Measurable Outcomes

Metric	2020-2021 Baseline	2021-2022 Data	Desired Outcome for 2023-2024
Attendance at School Parent Meetings	Average Attendance: ELAC- 2 HASC-4 Koffee Klatch - 5 SSC- 4 HABLA - No data available	Average Attendance: ELAC- 3 HASC-4 Koffee Klatch - 5 SSC- 4 HABLA - 1	ELAC- increase to 6 HABLA- increase to 10 HASC-increase to 10 Koffee Klatch - increase to 10 SSC- 5+
Parent Engagement Events/Community Events	All events were held virtually due to Covid -19	Virtual Back to School Night Slide decks and class presentations also pushed out through Parent Square In-person Open House In-person Kinder and 6th Grade Promotion Ceremonies	<i>Increase the number of in-person community events</i>
Parent Square Delivery and Post Data	98 Data not available	98% Contactable 58% Interaction rate	<i>Goal is 100% Contactable Rate</i> <i>Increase parent interaction to 70%</i>

Strategy/Activity 1

Students to be Served by this Strategy/Activity

All students, with a focus on students with disabilities and English learners.

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

Amount(s)	Source(s)
\$0	District provided resources or free community resource

Strategy/Activity 2

Students to be Served by this Strategy/Activity

All students

Strategy/Activity

School secretary and principal will work closely to ensure that our student information system is current and clean. School secretary and principal will monitor the student information system weekly through data reports as well as data from weekly phone, email and text communications to families.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
\$0	District provided resources or free community resource

Strategy/Activity 3

Students to be Served by this Strategy/Activity

All students, with a focus on students with disabilities and English learners.

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.

- Parent Information Nights on topics relevant to parenting and student success
- GATE information nights about the program in grades 4-6
- Family Life Education Night in grades 5 and 7
- SEAL workshops and gallery walks about the strategies, curriculum and home connection
- Adult ESL class offerings

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
\$0	District provided resources or free community resource

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	\$20,539

Other State, and Local Funds

State and local programs that the school has included in the schoolwide program.

State or Local Programs	Allocation (\$)
LCFF	\$20,539

Subtotal of state or local funds included for this school: \$20,539

Total of federal, state, and/or local funds for this school: \$20,539

