

School Plan for Student Achievement Template

The instructions and requirements for completing the School Plan for Student Achievement (SPSA) follow the template in the [SPSA Template Instructions](#).

School Name	County-District-School (CDS) Code	School Site Council (SSC) Approval Date	Local Board Approval Date
Frost Elementary School	43 69625 6048110	May 14, 2024	June 20, 2024

Plan Description

Briefly describe your school’s plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan (LCAP) and other federal, state, and local programs.

This SPSA describes Frost’s Schoolwide Program.

Earl Frost serves approximately 300 TK through sixth grade youths. The mission of Earl Frost Elementary is to provide every student an educational experience that is rigorous, relevant and rooted in relationship. At Frost, students play an active role in their journey towards college and career readiness. We value the diversity of our students and believe that all children are to be esteemed for their unique gifts and experiences. Frost School is committed to working collaboratively with students, staff, and parents to provide a safe, positive, and equitable learning environment where students are empowered and prepared with 21st century skills.

Frost values and fosters a culture of diversity, equity, and inclusivity. We work closely with educational partners throughout the district to analyze student performance data on an ongoing basis with the objective of eliminating achievement gaps. At Frost we expect all students to excel. The goals, outlined below, have been identified as the focus of our SPSA plan to improve learning and the social emotional outcomes of all students.

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

Goal 2 - We will employ equitable practices to accelerate the academic and language achievement for traditionally underserved student groups, specifically English learners, socioeconomically disadvantaged students, foster youth, homeless youth and students of color.

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

Goal 4 - We will actively engage parents and community members in supporting the implementation of CCSS instruction and providing input to program decisions.

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

Educational Partner Involvement

How, when, and with whom did your school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

Frost elicits educational partner input from the School Site Council, Staff, and other informal parent groups on an ongoing basis. The principal shares data at HSC meetings, School Site Council Meetings, Staff Meetings, Leadership Meetings, and during other parent interactions. Parents participate as partners when setting school goals, developing or evaluating programs & policies, and responding to data. Parents groups such as HSC play a key role in providing support for our program, such as funding field trips, and organizing positive climate and cultural events.

SSC Parent meetings were held virtually throughout the year to maximize parental involvement and in accordance with SSC parental requests. In addition, school information is communicated via Parent Square.

School Site Council & ELAC: March 26, 2024, April 23, 2024, May 14, 2024

Staff Meeting: March 19, 2024, April 16, 2023 in person
Koffee Klatch: April 11, 2024 in person

Comprehensive Needs Assessment

Identify and describe any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

- Data shows that 50% of students are not performing proficiently in Reading and Math on the state assessment. There continues to be a significant achievement gap between Hispanic students, students with disabilities and students facing socioeconomic challenges compared with Asian and White students. The 2023 CA Dashboard growth color level for all students in ELA is orange. Reviewing this data, it has been determined that targeted individualized software assisted support along with teacher-led small group instruction coupled with activities to increase student ownership of learning are needed to support enhanced educational and equitable outcomes.
- 2023 CA Dashboard data growth color level for all students in the area of math is green. This is a significant improvement. However Hispanic students, multilingual students, students with disabilities and socioeconomic disadvantaged students continue to lag behind with even greater margins most often.

Goals, Strategies/Activities, and Expenditures

Complete a copy of the Goal table for each of the school's goals. Duplicate the table as needed.

Goal # 1

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

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

SBAC PERCENT PROFICIENT	SBAC ELA 2022	SBAC ELA 2023	SBAC Math 2022	SBAC Math 2023
• OVERALL	49%	47%	35%	43%
• HISPANIC	27.78	30%	12.33%	19%
• AFRICAN AMERICAN	NPL	NPL	NPL	NPL
• WHITE	50%	48%	45.83	43%
• ASIAN	66.67%	61%	55.56%	71%
• EL	16.13	23%	12.51%	13%
• SWD	23.53%	29%	17.64%	22%
• SED	26.19%	38.36	11.9%	33%

The data reveals that while there has been improvement overall in the area of math, many student groups continue to struggle to reach 50% proficiency. In addition, there remains huge gaps between various sub groups.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
SBAC ELA	47% proficient, Level Orange	Growth by 3 points and/or improve proficiency color level
SBAC Math	43% proficient, Level Green	Growth by 3 points and/or maintain Green proficiency level
Local ELA Benchmark Assessments (iReady Mid-Year)	56% proficient	Growth by 3 points in the proficiency average
Local Math Benchmark Assessments (iReady Mid-Year)	44% proficient	Growth by 3 points in the proficiency average

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategies/Activities Table

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
Strategy/Activity 1	PLC - Release time for teachers to participate in PLC, instructional rounds, peer coaching, co-design of lessons, training and reflection activities to broaden and strengthen instructional practices that support identifying and closing learning gaps and meeting the diverse needs of the student populations they serve.	ALL	\$7020	LCFF

Strategy/ Activity #2	Instructional Materials & Supplies to support the educational program.	ALL	\$5389	LCFF
Strategy/ Activity #3	Continue focus on guided reading and small group instruction in math monitored by teacher designed instructional rounds to improve teacher collaboration and collective efficacy.	ALL	\$0	Included in strategy 1 LCFF
Strategy/ Activity #4	Technology Upgrades - hardware necessary to provide students with 21st technology skills.	ALL	\$1500	LCFF
Strategy/ Activity #5	Purchase licenses for supplemental resources to support reading, math, science & SEL.	ALL	\$3190	LCFF & \$600 Local
Strategy/ Activity #6	Library Support - Library Clerk	ALL	\$2873	LCFF
Strategy /Activity #7	Emphasize and incentivize student goal setting & student ownership of learning.	ALL	\$0	Local \$800
Strategy/ Activity #7	After School academies including Design Academy/Test prep intervention to deepen students understanding of concepts and allow them to apply learning on real word challenges.	ALL/UPP	\$0	Local

Strategy/ Activity# 8	Utilize roving sub to assist with student assessment and intervention.	ALL	\$0	Local
Strategy/ Activity # 9	Print Shop to support academics and PBIS.	ALL	\$900	LCFF
Strategy/ Activity # 10	Provided continued training & growth opportunities for staff and administration.	ALL	\$0	Local \$(2000)

Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Goal Analysis

An analysis of how this goal was carried out in the previous year.

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

The strategies outlined in this SPSA mirror the previous ones. Teachers had release days throughout the year to review student achievement data, collaborate and plan for instruction. In addition, students utilized RAZ Kids and the iReady Math toolbox to promote targeted reading and math instruction. With 88% completion, students are showing relatively the same pattern of growth as last year between iReady Diagnostic 1 and Diagnostic 3. This year 68% versus 66% are demonstrating proficiency in ELA. This year 59% and last year, 58% demonstrated proficiency in math. Nonetheless the greatest growth has been amongst our EL population.

Ending 22-23 ELA proficiency of multilingual students was at 29%. Diagnostic 3 of 23-24 is indicating 39%. There was also an increase in math proficiency amongst EL students from 31% last year to 44% this year.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

The funds were spent in the manner indicated on the previous SPSA with a few cost overruns. For example the cost for the librarian was budgeted about \$300 too low. The librarian attended conferences and had some unbudgeted absences, and thus the school needed to pay for substitutes unexpectedly. We also had some additional money left over from the release time for teachers. This additional money was utilized for teachers to prepare for the new PBIS rollout. For the 2024-2025 budget, instead of having 6 floating release days, there will only be 5.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Teachers do not believe that we will need the iReady Math Toolbox next year as the district is adopting the Saavas Envision Math curriculum for 24-25. Another variance is that we have increased the technology budget in order to offset chromebook replacement costs. Lastly, additional district funds were used to promote curiosity, confidence and competence in STEAM with an after school Design Academy. This will continue next year along with the VIP Falcon parties, and student goal setting.

Goal # 2

Goal #	Description
Goal 2	We will employ equitable practices to accelerate the academic and language achievement of traditionally underserved student groups, specifically English learners, socioeconomically disadvantaged students, foster youth, homeless youth and students of color.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Dashboard data as shown above displays that the majority of EL students, Hispanic students, SWD and socioeconomically disadvantaged students test far below proficiency levels. We strive to provide equity for all students and would like to see dashboard data indicate that subgroups are progressing in an accelerated manner towards standards mastery.

Moreover, more than 25% of our English learners are categorized as Long-Term English Learners (LTELs) and have not reclassified after 6 or more years since identification. Some of these students have reached level 4 on their ELPAC state exam, however have not reached proficiency on iReady which is our local measure. This is why we emphasize iReady throughout the grade levels and incentivize students to put forth their best effort while engaging in iReady lessons and assessments.

To date, African American Students at Frost have comprised such a small percentage of students that the Dashboard has not indicated a growth color. However the number of students of color at Frost, particularly African American students, has risen. Statewide less than a third of African American students score at proficient levels on state assessments. It will be important to identify those who may be at risk early and start programming to address those needs.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric	2021-2022 Data Baseline	2022-2023 Data	Desired Outcome for 2023-2024	Mid Year Data 2023-2024
English Learner Reclassification Rate	Frost did not receive their own site data in this area as data was combined with Indigo	17% of EL students achieved reclassification (Target Met)	15-20% of English Learners Reclassified Annually	10% of EL students achieved reclassification (yet 5% are pending for EOY)
Long Term English Learner (LTEL) Rate	Frost did not receive their own site data in this area as data was combined with Indigo	28% of students identified as LTEL (Target Not Met)	20% or Less of English Learners Identified as LTEL	30% Identified as LTEL (Target Not Met)
Local ELA Benchmark Assessments for Student Groups (iReady Mid-Year)	EL ELA 18% at or above grade level	EL ELA 17% at or above grade level (Target Not Met)	Annual Growth of 5% for Listed Student Groups	EL 26% at or above grade level (Target Met)
Local Math Benchmark Assessments for Student Groups (iReady Mid-Year)	EL Math 14% at or above grade level	EL Math 13% at or above grade level (Target Not Met)	Annual Growth of 5% for Listed Student Groups	EL Math 24% at or above grade level (Target Met)
CA Dashboard Academic Indicator	Low	Medium (Target Met)	Increase of One Performance Level for	Level orange in ELA, decrease in proficiency

			Listed Student Groups	(Target Not Met) Increased to Green in Mathematics (Target Met)
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Strategies/Activities Table

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
Strategy/ Activity 1	ELTP coaches and/or assistants will work with K-6th grade emerging bilingual students, in a pull-out weekly foundational reading and writing program.	ELL	\$0	Local
Strategy/ Activity #2	ELTP instructional coaches will support identification and reclassification processes for emergent bilingual students and collaborate to support teachers to integrate best practices across content areas.	ELL	\$0	Local
Strategy/ Activity #3	Promote, monitor and continue to train staff on best instructional & management practices that reduce learning gaps.	ALL	\$0	Local
Strategy/ Activity #4	Incentivize completion of 45 minutes of iReady weekly in Math with the completion of 2 lessons per week & 45 minutes of iReady ELA with the completion of 2 lessons per week	ALL	\$0	Local (\$1000)

Strategy/ Activity #5	All teachers will be provided 4 hours of training on specific SEAL/GLAD strategies and encouraged to utilize such strategies to bolster language acquisition of English language learners.	ELL	\$0	Local
Strategy /Activity #6	Promote specialized clubs to focus on prosocial behaviors, trust and academic achievements	Students of color, socioeconomically disadvantaged students	\$0	Local (\$500)

Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Goal Analysis

An analysis of how this goal was carried out in the previous year.

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

The strategies outlined in this SPSA mirror the previous ones. The greatest growth has been amongst our EL population. Ending 22-23 ELA proficiency of multilingual students was at 29%. Diagnostic 3 of 23-24 is indicating 40%. There was also an increase in math proficiency amongst EL students from 31% last year to 42% this year. This growth is a result of teachers reviewing data in order to adjust instruction to meet the needs of all students, and students using the iReady program for the prescribed number of minutes motivated by incentives of special recognition parties.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

While funding was not affected, Frost operated without an ELTP coach for nearly half of the year. The 4 hours of the PD planned for SEAL strategies was not implemented.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

For the 2024-25 school year, the 4 hours of PD will be provided. Additional affinity clubs will be designed and supported.

Goal # 3

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

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Students with disabilities are performing well below other students on standardized benchmark assessments.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal. Strategies/Activities.

Metric	2021-2022 Data Baseline	2022-2023 Data	Desired Outcome for 2023-2024	23-24 Data	Desired Outcome for 2024-2025
Local ELA Benchmark Assessments for Special Education (iReady Mid-Year)	SPED ELA 25% at or above grade level	SPED 35% at or above grade level (Target Met)	Annual Growth of 5% for Special Education Student Group	SPED 33% at or above (Target Not Met)	Annual Growth of 5% for Special Education Student Group
Local Math Benchmark Assessments for Special Education (iReady Mid-Year)	SPED Math 12% at or above grade level	SPED 30% at or above grade level (Target Met)	Annual Growth of 5% for Special Education Student Group	SPED 22% at or above (Target Not Met)	Annual Growth of 5% for Special Education Student Group
CA Dashboard Academic Indicator	N/A	N/A	N/A	N/A	

Inclusion Data of Students with Disabilities	88% (Target Met)	90% (Target Met)	<p>Students with Disabilities in General Education Settings for at least 80% of their day</p> <p>Students with Disabilities in Special Day Classes in General Education Settings for at least 40% of their day</p>	(Target Met)	
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Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategies/Activities Table

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
Strategy/ Activity #1	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.	SWD	N/A	Local
Strategy/ Activity #2	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.	ALL	N/A	Local
Strategy/ Activity #3	Resource teachers utilize supplementary curriculum materials to support core instruction for students with disabilities. Supplementary curriculum includes: iReady, additional Reading A to Z licenses, alternative seating, fidget items, and other sensory materials that support student engagement and learning.	SWD	See above in goal 1	LCFF Funded
Strategy/ Activity #4	Provide every child with equitable access to high-quality, standards based art education to thrive and participate in modern society. Support students in developing artistic literacy.	ALL	\$0	Local

Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Goal Analysis

An analysis of how this goal was carried out in the previous year.

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

While there are insufficient numbers of students to receive a proficiency color rating, there was an increase in the number of students reaching proficiency on the CAASPP/SBAC. In 2022 23.53% & 17.64% demonstrated proficiency in ELA and Math respectively. In 2023 29% demonstrated proficiency in ELA, an increase of 5%. In 2023 22% demonstrated proficiency in Math which was a 4.5% gain.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

There were no major differences.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

The greatest change for the 2024-25 school year will be the addition of art instruction. Art instruction is beneficial for all students but can particularly benefit students with disabilities to self regulate, develop gross and fine motor skills, and possibly boost cognitive and social functioning. SWD who struggle with academic subjects may find that they excel in drawing, acting, dancing or painting which may bolster confidence and connection with school.

Goal # 4

Goal # 4	Description
Goal # 4	We will actively engage families and community members in supporting the implementation of CCSS instruction, and providing input to program decisions.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Parent Involvement is a crucial component of student success. Unfortunately, we have very few parents serving on school committees and attending parent affinity groups.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric	2020-2021 Baseline	2021-2022 Data	2022-2023 Data	Desired Outcome for 2023-2024	23-24 Data	Desired Outcome for 2024-2025
Attendance at School Parent Meetings	Average Attendance: ELAC- 2 HSC-4	Average Attendance: ELAC- 3 HSC-4	Average Attendance: ELAC-2 HSC-8	ELAC- increase to 4 HABLA- initiate meetings	Average Attendance: ELAC-2 HSC-5	ELAC- increase to 3 3 HSC-increase to 9 Koffee Klatch - 3 meetings

	Koffee Klatch - 5 SSC- 4 HABLA - No data available	Koffee Klatch - 5 SSC- 4 HABLA - 1	Koffee Klatch - N/a SSC- 6 HABLA - N/A	HSC-increase to 9 Koffee Klatch - initiate meetings SSC- 6+	Koffee Klatch - 2 SSC- 6 HABLA - N/A (Target Not Met)	SSC- 6 meetings
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	Back to School Night Parent Teacher Conferences Open House Talent Show Winter Performance Kinder and 6th Grade Promotion Ceremonies	Encourage parent involvement and attendance	Parents in primary grades demonstrated strong attendance to conferences and events	Encourage upper grade parent involvement and attendance
Parent Square Delivery and Post Data	98% Data not available	98% Contactable 58% Interaction rate	100% Contactable (Target Met) 60% Interaction rate (Target Not Met)	<i>Goal is 100% Contactable Rate</i> <i>Increase parent interaction to 70%</i>	100% Contactable (Target Met) 64% Interaction rate (Target Not Met)	<i>Goal is 100% Contactable Rate</i> <i>Increase parent interaction rate to 65%</i>

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategies/Activities Table

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
Strategy/ Activity # 1	Our school community will use additional funding, staff, and resources to actively engage families and community members in order to increase parent attendance and participation in school functions and parent meetings. We will provide virtual parent meetings and/or provide childcare when possible with the goal of increasing parent engagement.	ALL	\$0	Local
Strategy/ Activity #2	Provide light refreshments to entice and encourage parents to participate.	Targeted sub groups	\$0	Local \$500
Strategy/ Activity #3	Parent meetings and trainings	Targeted sub groups	\$0	Local (\$500)
Strategy/ Activity #4	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 electronic marquee & Parent Square to all families.	ALL	\$0	

Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Goal Analysis

An analysis of how this goal was carried out in the previous year.

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

This year three Koffee Klatch meetings were held, one jointly with Habla. The best attended meeting was the joint Kwanzaa meeting with Indigo. In addition to the joint Habla and Koffee Klatch meeting we had Evergreen Community College come and share valuable information with parents. We have been slightly more successful by inviting outside speakers and/or student performances. In addition parents have appreciated the light refreshments.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

There were no major differences.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

There are no changes anticipated.

Goal # 5

Goal # 5	Description
[Goal # 5	School and classroom environments support learning, creativity, safety, and engagement. Teachers will use student engagement practices, incentives and additional mental health resources to meet students' behavior, engagement and/or safety needs. To address safety as related to student behaviors, we will provide resources with the goals of increasing improved behavior and attendance.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Since the pandemic schools have struggled to return to normal. Unfortunately attendance has remained lower and many students present needing counseling services. Lastly, it is often heard from teachers that they feel exhausted by their work load and professional demands. This in turn leads to adult absences and burnout as well. This plan seeks to promote greater connectedness with school and nurture a positive climate in which all students and staff can thrive.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric	May 2021-2022 Data	May 2022-2023	Desired Outcome for 2023-2024	May 2023-2024	Desired Outcome for 2024-2025
Attendance Annual Average	93.3%	93.98%	95%	94.11%	95%
Chronic Absenteeism	23% of students chronically absent Federal % absent 6.67%	Federal % absent 6%	<i>The % of Chronic Absence students will reduce by 5%</i> <i>The Federal % absent will reduce by 1%</i>	18% (Target Met) Federal % absent 5.54% (Target Not Met)	17% Federal % absent 5.0%
Suspension Rate	0%	1%	1%	1%	1% or less
Expulsion Rate	0%	0%	1 student	0 students	0 students
Student Safety, Connectedness and Belonging	93% feel safe at school 53% feel connected at school	90% feel safe at school (Target Met) 77% feel connected at school (Target Not Met)	90% feel safe at school 80% feel connected at school	93% feel safe window 1 82.5% feel connected window I (Target Met)	90% feel safe at school 80% feel connected at school

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategies/Activities Table

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
Strategy/ Activity #1	Continuation of Mental Health Intern Hours	ALL	\$0	Local
Strategy/ Activity #2	Supplementation of Social Worker/Mental Health hours	ALL	\$1500	LCFF
Strategy/ Activity #3	Assemblies, inspiring speakers, trainers & teambuilding that promote diversity, unity, a sense of belonging and increased motivation.	ALL	\$700	LCFF \$700 & Local (\$1500)
Strategy/ Activity #4	PBIS expansion with a focus on socio-emotional wellbeing of students and staff.	ALL	\$0	Local (\$1000)
Strategy/ Activity #5	School secretary and principal will work closely to ensure that our student information system is monitored and accurate.	ALL	\$0	Local
Strategy/ Activity #6	Community liaisons will frequently communicate with parents to assist with reducing truancy and keep parents abreast of district supports.	All	\$0	Local

Strategy/ Activity #7	Provide a stimulating Saturday Academy to recover attendance	ALL	\$0	Local
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Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Goal Analysis

An analysis of how this goal was carried out in the previous year.

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

Frost received a large influx of students this year from other places throughout the local area. Many of these students had a history of truancy. We have worked diligently to acclimate them to Frost and to encourage attendance. Despite facing these challenges, the federal absenteeism rate reduced to 5% as targeted. Part of this may be attributed to increased class and individual incentives for school attendance and a robust Saturday Academy. Further, the school office has implemented a more frequent letter communication system to alert parents of truancy status. Unfortunately the suspension rate has increased slightly. This year we had space for 7 students to work with the mental health intern. These spaces rotated through students during the school year. Unfortunately we ended the year with students still on the waiting list for services. Despite not having quantitative data there has been much anecdotal evidence that students feel that Frost is a safe and fun place to learn.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

There were no major differences in intended expenditures and implementation.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Due to a change in district funding, sites will be responsible for a greater share of funding mental health interns and/or social workers in 24-25. Therefore \$1500 is set aside to continue mental health services or add social work services to help students learn self regulation, coping mechanisms, and social skills. In addition, to address new student needs and further to promote a healthy, manageable learning environment, we are revamping our PBIS efforts.

Budget Summary

Complete the Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

Budget Summary Table

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the ConApp	\$ 0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$23,072

Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

Note: If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
Frost is not Title 1	\$0

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

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
LCFF	\$23,072

Subtotal of state or local funds included for this school: \$ \$23,072

Total of federal, state, and/or local funds for this school: \$0

Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp) pursuant to California *Education Code (EC)* Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the local educational agency (LEA) that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with *EC 64001(g)(1)*, the School Site Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For questions related to specific sections of the template, please see instructions below.

Instructions: Table of Contents

The SPSA template meets the requirements of schoolwide planning (SWP).

- [Plan Description](#)
- [Educational Partner Involvement](#)
- [Comprehensive Needs Assessment](#)
- [Goals, Strategies/Activities, and Expenditures](#)
- [Annual Review](#)
- [Budget Summary](#)
- [Appendix A: Plan Requirements for Title I Schoolwide Programs](#)
- [Appendix B: Select State and Federal Programs](#)

For additional questions or technical assistance related to LEA and school planning, please contact the CDE's Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the LEA, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

Plan Description

Briefly describe the school's plan to effectively meet the ESSA requirements in alignment with the LCAP and other federal, state, and local programs.

Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Within California, these stakeholders are referred to as educational partners. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Educational Partner Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

Comprehensive Needs Assessment

Referring to the California School Dashboard (Dashboard), identify: (a) any state indicator for which overall performance was in the "Red" or "Orange" performance

category AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

When completing this section for SWP, the school shall describe the steps it is planning to take to address these areas of low performance and performance gaps to improve student outcomes.

Completing this section fully addresses all relevant federal planning requirements.

Goals, Strategies/Activities, and Expenditures

In this section, a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Goal

Well-developed goals will clearly communicate to educational partners what the school plans to accomplish, what the school plans to do in order to accomplish the goal, and how the school will know when it has accomplished the goal. A goal should be specific enough to be measurable in either quantitative or qualitative terms. Schools should assess the performance of their student groups when developing goals and the related strategies/activities to achieve such goals. SPSA goals should align to the goals and actions in the LEA's LCAP.

A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach. A S.M.A.R.T. goal is:

- **Specific,**
- **Measurable,**
- **Achievable,**
- **Realistic, and**
- **Time-bound.**

A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the “Goal #” for ease of reference.

Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the Dashboard and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

Strategies/Activities Table

Describe the strategies and activities being provided to meet the goal.

Complete the table as follows:

- Strategy/Activity #: Number the strategy/activity using the “Strategy/Activity #” for ease of reference.
- Description: Describe the strategy/activity.
- Students to be Served: Identify in the Strategy/Activity Table either All Students or one or more specific student groups that will benefit from the strategies and activities. ESSA Section 1111(c)(2) requires the schoolwide plan to identify either “All Students” or one or more specific student groups, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners.
- Proposed Expenditures: List the amount(s) for the proposed expenditures.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to *EC* Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA’s budgeting, its LCAP, and school-level budgeting, if applicable.

- Funding Sources: List the 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.

Planned strategies/activities address the findings of the comprehensive needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

Annual Review

In the following Goal Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Goal Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal.

- Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between the intended implementation and/or material difference between the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

Note: *If the school is in the first year of implementing the goal, the Annual Review section is not required and this section may be left blank and completed at the end of the year after the plan has been executed.*

Budget Summary

In this section, a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp.

Note: If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.

Budget Summary Table

A school receiving funds allocated through the ConApp should complete the Budget Summary Table as follows:

- **Total Funds Provided to the School Through the ConApp:** This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- **Total Funds Budgeted for Strategies to Meet the Goals in the SPSA:** This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

Appendix A: Plan Requirements for Title I Schoolwide Programs

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the Schoolsite Council (SSC). The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
 - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
 1. The comprehensive needs assessment of the entire school shall:
 - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need).
 - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to:
 - i. Help the school understand the subjects and skills for which teaching and learning need to be improved.
 - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards.

- iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
 - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
 - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
- B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

- II. The SPSA shall include the following:
 - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.
 - B. Evidence-based strategies, actions, or services (described in Strategies and Activities)
 - 1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will:
 - a. Provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
 - b. Use methods and instructional strategies that:
 - i. Strengthen the academic program in the school,
 - ii. Increase the amount and quality of learning time, and
 - iii. Provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
 - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
 - i. Strategies to improve students' skills outside the academic subject areas;
 - ii. Preparation for and awareness of opportunities for postsecondary education and the workforce;
 - iii. Implementation of a schoolwide tiered model to prevent and address problem behavior;
 - iv. Professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and

- v. Strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the LEA (may include funds allocated via the ConApp, federal funds, and any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
 - 1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
 - 2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
 - 3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.
- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to:
 - 1. Ensure that those students' difficulties are identified on a timely basis; and
 - 2. Provide sufficient information on which to base effective assistance to those students.

- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: Title 34 of the *Code of Federal Regulations (34 CFR)*, sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 64001 et. seq.

Appendix B: Select State and Federal Programs

For a list of active programs, please see the following links:

- Programs included on the ConApp: <https://www.cde.ca.gov/fg/aa/co/>
- ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>
- Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

Updated by the California Department of Education, October 2023



FROST ELEMENTARY

Frost Elementary School will provide every student an educational experience that is rigorous, relevant, and rooted in relationship. Each student will play an active role in their journey towards college and career readiness.

OAK GROVE SCHOOL DISTRICT

School Site Council Agenda & Minutes Combined ELAC & School Site Council Agenda

May 14, 2024 @5:15pm

Virtual via Google Meets meet.google.com/fez-hkpk-vkp

Welcome

Started at: 5:20

Approve Agenda

Principal Updates & Announcements

Teacher Updates

Service Interest for Next Year

SPSA Discussion

Adjournment at: 6:15

Present: Mrs. Harrigan, Erin Lahm Simon, Mrs. Cardenas, Pedro Guerra, Silvia Angel, Mrs. Yuen, Jenn DalCanto

Mrs. Harrigan shared Frost 2024-2025 SPSA Plan

Motion by Silvia Angel to accept the SPSA Second by Pedro Guerra

Motion passed

Interest for next year:

Motion to close meeting Mr. Guerra second by Silvia Angel 6:15



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OAK GROVE SCHOOL DISTRICT

School Site Council Agenda & Minutes Combined ELAC & School Site Council Agenda

April 23, 2024 @5:15pm

Virtual via Google Meets meet.google.com/fez-hkpk-vkp

Welcome

Started at: 5:23

Reschedule meeting for: May 14, 2024

Approve Agenda

Acceptance of agenda: second:

Principal Updates & Announcements

Teacher Updates

Service Interest for Next Year

Review SPSA Goals & Expenses

SPSA Discussion

Adjournment at: 5:45

Present: Mrs. Harrigan, Erin Lahm Simon, Mrs. Cardenas, Pedro Guerra, Silvia Angel

Principal shared the SPSA 2024-2025 Frost Budget

Voting will be done at the next meeting.



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OAK GROVE SCHOOL DISTRICT

School Site Council Agenda & Minutes Combined ELAC & School Site Council Agenda

March 26, 2024 @5:15pm

Virtual via Google Meets meet.google.com/fez-hkpk-vkp

Welcome

started at 5:29 pm

Approve Agenda

M. Guerra S. Angel

Principal Updates

Teacher Updates

Review SPSA Teacher Notes

Review SPSA Expenses

Preliminary Review of Data

Collect Ideas for SPSA

Parents reviewed teacher comments and believe that the teachers have done well with providing ideas.

Dismissal M: Angel, S: Pedro Guerra adjourned 6:25 pm

LCAP Completion

English Survey -

<https://forms.gle/eLMSubJWSYCgdkaQ6>



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OAK GROVE SCHOOL DISTRICT

Spanish Survey -

<https://forms.gle/BjMAdYCS5Hkj4esFA>

Confirm Next Meeting

April 30, 5:15pm changed to April 23

Spsa Teacher Notes & Expenses

Present: Mrs. Harrigan, Jennifer Ancheta Garcia, Erin Lahm Simon, Mrs. Cardenas, Silvia Angel, Pedro Guerra, Jennifer DalCanto

Acceptance of agenda: M: Mr. Guerra S: Silvia Angel

Principal updates:

All students will be taking iReady diagnostic test in April

4-6 graders will take state test in May

VIP parties for: Perfect attendance, Student of the month, and volunteer Falcon Lunch captains

Saturday academy: Apr 22, 2024 last academy: May 11, 2024

Design Academy April 27th

iReady party in April

Kick-off testing assembly

Water assembly which students really enjoyed

Dome Assembly

PD on Friday

March Madness is a success!

Review of prior minutes: M: S:

Announcements from principal:

Major role is to sign-off and look at the Comprehensive School Wide Plan and SPSA



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SPSA teacher notes: teachers would like some of the money to be used toward art, music and student interventions

Principal shared the SBAC data from school year: 2022-2023 Math had a big push in iReady because it gives us a chance meet proficiency level, gain in all areas in math but not in white population, language arts was not as successful. Saturday School helps lower absenteeism.

Attendance Data: higher than the district average,

SPSA Expenses: parents trust that we use the money appropriately

Ideas for SPSA: possibly using money for speakers, identity training, classroom management training,

Next meeting: April 30th, 2024 at 5:15-5:30 changed to Apr 23, 2024

Motioned to adjourned meeting by: second by:

Meeting adjourned at: (time)

**School Site Council Agenda & Minutes
Combined ELAC & School Site Council Agenda
December 19, 2023 @5:15pm
Virtual via Google Meets meet.google.com/fez-hkpk-vkp**

Welcome



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OAK GROVE SCHOOL DISTRICT

Principal Updates Review and Approve Schoolwide Safety Plan Parent Feedback Prop 28, Art Parent Feedback

Present: Mrs. H, Mrs. Cardenas, Erin Lahm, Mr. Guerra, Silvia Angel, Jen C.

Principal updates:

Kids just finished iReady and will be a party for students who meet stretch goal

Data chats with teachers looking at kids progress on iReady

6th graders left for Science Camp this week

Early dismissal on Friday!

Assembly on School Expectations

Saturday School January 27th

Acceptance of agenda: M: Mrs. Guerra S: Jen DalCanto

Principal reviewed Safety Plan

Acceptance of the Safety Plan M: Silvia Angel S: Mr. Guerra

Ayes have it and its unanimous

Review of prior minutes: M: S:

Announcements from principal:

California obtain funds for new art program

Possible ideas: after school plays, dance, permanent art time for an entire year, art teacher,

Parent feedback: use funds to cover art through our current provider

Next meeting: March 26th, 2024

Motioned to adjourned meeting by Mr. Guerra second by Mrs. Harrigan

Meeting adjourned at: 5:56



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OAK GROVE SCHOOL DISTRICT

School Site Council Agenda & Minutes

October 10, 2023 @5:15pm

Frost Cafeteria & Virtual via Google Meets meet.google.com/fez-hkpk-vkp

Welcome & Introductions
Purpose of School Site Council (SSC)
Principal Updates
22-23 [Data](#)



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OAK GROVE SCHOOL DISTRICT

Safety Plan

Parent Feedback

Future Meeting Dates

December 19, 2023	@ 5:15	Review & Approve Safety Plan
March 26, 2024	@ 5:15	Review school needs & Revise SPSA
April 30, 2024	@ 5:15	Review and approve SPSA
May TBD	@5:15	If necessary to approve SPSA

Adjournment

Present: Mrs. H, Mrs. Yuen, Mrs. Cardenas, Silvia Angel, Erin Lahm, Raquel Acosta

Principal updates:

Celebrated student accomplishment on SBAC

2 new teachers: Mr. Valpon and Mrs. Torrens

K/1 Mrs. Cardenas and TK with Mrs. Turner

Mrs. Guerra leading student body council

HSC is planning fall harvest festival

Parent update:

Students are excited with APEX

Looking forward to starting music class

SBAC DATA:

Frost has not done well over the course of a few years. We want kids to have fun but there needs to be some type of measurement. Principal shared the ELA data. Frost had a bit of a dip and our goal for this year is to break the 50% mark. In math Frost went up 8%

DATA SAFETY PLAN: Principal shared safety plan

Make a change to the storage of snacks in class and not in the ark

Attendance might be an issue

Principal will send out for review and then there might be some minor changes.

Mrs. Guerra suggested looking at the school safety and connected survey and include it in the safety plan in goal 2: increase student connectedness in school

Strategy: provide mental health support for students

Restorative justice

Principal shared the purpose of SSC and LCAP goals for the district



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OAK GROVE SCHOOL DISTRICT

Next meeting: Dec 19, 2023 to review and approve Safety Plan

Meeting Adjourned at 5:58

First name	Last name	Email	Duration	Time joined	Time exited
Google Meet Attendance Log SSC May 14, 2024 - Approval of SPSA					
Silvia	Angel	sang*****@***.com	55 min	5:20 PM	6:14 PM
Jenn	C	jcat*****@***.com	39 min	5:35 PM	6:14 PM
Karina	Cardenas	KCardenas@ogsd.net	57 min	5:17 PM	6:14 PM
Pedro	Guerra	PGuerra@ogsd.net	57 min	5:17 PM	6:14 PM
Tauvia	Harrigan	tharrigan@ogsd.net	1 hr 3 min	5:11 PM	6:14 PM
Erin	Lahm	erin*****@***.com	1 hr 2 min	5:12 PM	6:14 PM
Tiffany	Yuen	sharing computer with P Guerra			