

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	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Stipe Elementary School	43 69625 6048177	May 21, 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.

At STEAM@Stipe Elementary 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. 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 will lead us to realizing those hopes and dreams. 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 educational partners throughout the district and analyze student performance data on an ongoing basis. Five 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 and 21st century skills.
- 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 -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

STEAM@Stipe leadership elicits ongoing cycles of educational partner input from the School Site Council, Staff, and parent groups throughout the year. The administration shares data regularly at Parent and Faculty Association (PFA) meetings, School Site Council meetings, staff meetings, leadership meetings, and other various parent meetings. Parents participate as partners when setting school goals, developing or evaluating programs & policies, and responding to data. Parents play a key role in providing support for our enrichment/elective program, field trips, and our social-emotional program. Focus groups and leadership teams are established to collect survey data and assess school academic and climate needs. School information is communicated via Facebook, Parent Square, Seesaw.

Meetings include monthly Parent Faculty Association (PFA) meetings, STEAM@Stipe staff & faculty meetings, School Site Council (SSC) meetings, English Learners Advisory Council (ELAC), and Staff Instructional Leadership Team.

Presentations to educational partners included:

School Site Council

Date: *May 7, 2024*

Parent Faculty Association

Date: *May 14, 2024*

STEAM@Stipe Staff Meeting

Date: *May 14, 2024*

Stipe Instructional Leadership Team

Date: *April 29, 2024*

English Learner Advisory Committee (ELAC)

Date: *May 15, 2024*

The School Site Council approved the SPSA on May 21, 2024

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.

A review of our dashboard data from 2023 shows that we are not making progress toward our goal in the area of English Language Arts (ELA). Between 2022 and 2023, according to the Smarter Balanced Assessment Consortium (SBAC) data there was a decrease in the percentage of students meeting standards from 32% to 28%. The dashboard indicates our performance status for the ELA SBAC as 'orange', or low performance. In particular, we saw a significant decrease for students who are Hispanic/Latino, which makes up 68% of the school's student population. We have been working on addressing this need through our professional learning communities (PLCs) focused on foundational skills, utilizing strategies such as guided reading, which is supported by A to Z Learning, intentional use of iReady and providing pull out intervention through our reading intervention specialists.

Another area to pay attention to is our suspension rate for Asian students. While overall our performance status is 'green', or high performance, our rate of suspension of Asian students is slightly higher than for our other student groups. Asian students make up nearly 20% of our student population and the suspension rate was 1.7% for 2023, while it was less than 1% for all other groups. We make every effort to avoid suspension for our students, offering other ways to repair the damage to the community, however, it does become necessary when student behaviors are extreme, and we do not have the personnel to manage alternatives. Our goal is for the rate of suspension to be under 1% for all students.

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 # 1	All students will be proficient in meeting and/or exceeding all Common Core State Standards and 21st century skills.
	As we work toward proficiency in the Common Core State Standards for all students, we have set goals for ourselves to make progress in incremental steps. We continue to remain focused on our overall vision of academic success for all. By May 2025 we will increase our overall proficiency in ELA and Math by 3% as compared to 2024. This data is measured by SBAC and iReady assessments.

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.

A review of our dashboard data from 2023 shows that we are not making progress toward our goal in the area of English Language Arts. Between 2022 and 2023, according to the SBAC data there was a decrease in the percentage of students meeting standards from 32% to 28%. This data indicates that English Language Arts needs to be an area of focus related to the goal of student achievement for all students.

In math, our data shows that we are still a good distance from proficient. However, our numbers also indicate that we are making positive progress in the area of math. We went from 25% meeting or exceeding standards in math in 2022 to 33% in 2023. This data indicates that the strategies we are using for math instruction are working to increase student achievement in math, and we should continue to prioritize those strategies.

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	2021-2022	2022-2023 Baseline/Actual Outcome	Expected Outcome
SBAC Data	2022: ELA 32% Math 25%	2023: ELA 28% Math 33%	Goal for 2024: ELA 31% Math 38%
iReady Data	2023: 41% Reading 40% Math	2024: 42% Reading 43% Math	Goal for 2025: 45% Reading 45% Math

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)
STEAM Coach	The Common Core State Standards call for an integrated approach to learning, and our school sits in the heart of Silicon Valley. In order to support our students to achieve academic success, we provide STEAM learning, supported by a STEAM Coach/Coordinator who will support the implementation of STEAM Learning as we continue to develop the program here at Stipe.	All students	\$150,150	Title I
Sub Release Days for Teacher Collaboration	Teachers need time to understand the standards and develop ways to address them through high quality instruction. The time they have together for collaborative planning is essential to the overall achievement of students at our school.	All students	\$6,524	LCFF
Sub-release Principal	In order to be able to support professional learning at the school site, the principal needs to be released occasionally. We will utilize a Teacher in Charge, so that the school is well-supported while the principal is off site. The teacher will have a substitute in their classroom 3x per year.	All students	\$699	LCFF
Instructional Materials	Purchased materials for the classroom support student learning. This includes typical classroom supplies and STEAM learning supplies.	All students	\$3,065 \$7,029	LCFF Site Discretionary
Technology	In 21st Century Learning and STEAM Learning, we utilize technology in many different ways. Each student has a Chromebook, each classroom has a projector, and we often have a need for printing classroom materials. The maintenance and purchasing of new equipment is essential to our instructional programs.	All students	\$2,000	LCFF
Explore Learning	Gamified math practice called Reflex has been supporting students in gaining foundational math skills. For 2024-25 We will add Frax, which allows for practice with fractions for students who have moved beyond the basics.	All students, especially English Learners and Socioeconomically Disadvantaged Students	\$4,795	Title I

Print Shop	Instructional materials can be printed via our OGSD print shop in order to reduce our costs. We utilize print shop to print and copy supplemental instructional materials.	All Students	\$1000	LCFF
------------	--	--------------	--------	------

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.

Previous strategies to address this goal included a science, technology, engineering, arts and math (STEAM) Coach, teacher planning days, instructional supplies, print shop materials, Learning A-Z, and Professional Development. Our STEAM coach has supported the development of our STEAM Learning program, including Makerspace learning, Engineering practices, coding, and technological tools. These strategies have built confidence for learning for our students. Teacher planning days allow teachers to make sense of any new learning and curriculum and apply it to their lesson plans. Our instructional supplies include any needed supplies to take notes, write essays, build projects, create art, collaborate with peers, which are all activities that promote development of skills and knowledge. Learning A-Z provides supplemental reading material and lesson support for all students. Professional development through conference attendance was provided for early learning and STEAM Learning.

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

No major differences between the intended implementation and the budgeted expenditures to meet this goal.

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.

Core instruction will remain similar with some shifts in how we address Goal #2, Goal #3 and Goal #5, in order to ultimately affect Goal #1, and specifically in order to address English Language Arts achievement as well as climate and culture for all students.

Goal # 2

Goal # 2	We will accelerate the academic achievement toward meeting or exceeding standards for English Learners (EL), socioeconomically disadvantaged students, Foster Youth, and students of color, as well as increase the language proficiency for EL students.
	Understanding the challenges that exist for our English Learners, students who are socioeconomically disadvantaged, students who are in foster care and students of color, we strive to accelerate learning and achievement. We will provide additional support as an equitable approach to supporting all students to achieve academic success. By May 2024 we will increase our proficiency in ELA and math by 5% for students in these unduplicated categories as compared to 2023. This data is measured by SBAC and iReady assessments.

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.

Our data shows that across all students and student groups, English Language Arts needs to be an area of focus. While both ELA and math SBAC scores demonstrate low proficiency rates overall (28% and 33%), ELA scores have decreased, while math scores have increased overall, as well as for all student groups. Our lowest achieving student groups named in Goal 2 for English Language Arts are students who are English Learners (11%), African American students (17%), and Hispanic students (20%). Significant effort has been put into addressing foundational skills and offering target reading intervention for any students who are achieving below grade level in reading in addition to utilizing iReady and Reading A to Z to increase opportunities for learning and practice of those skills.

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	<p>2023 - ELA Hispanic students: 20% African American Students: 17% English Learners: 11% Socioeconomically Disadvantaged: 26%</p> <p>2023 - Math Hispanic students: 25% African American Students: 17% English Learners: 21% Socioeconomically Disadvantaged: 26%</p>	<p>2024 - ELA Hispanic students: 25% African American Students: 22% English Learners: 16% Socioeconomically Disadvantaged: 31%</p> <p>2024 - Math Hispanic students: 30% African American Students: 22% English Learners: 26% Socioeconomically Disadvantaged: 31%</p>
iReady	<p>2023-24 EL ELA: W1: 4%, W2: 12%, W3: 27% EL Math: W1: 4%, W2: 9%, W3: 27%</p> <p>AA ELA: W1: 17%, W2: 33%, W3: 43% AA Math: W1: 0%, W2: 17%, W3: 34%</p> <p>Latino ELA: W1: 13%, W2: 27%, W3: 36% Latino Math: W1: 8%, W2: 24%, W3: 37%</p>	<p>May 2025 AA Student Goal: ELA 48%, Math 39% Latino Student Goal: ELA 41%, Math 42% EL Student Goal: ELA 32%, Math 32%</p>
English Language Proficiency Assessments for California (ELPAC) - EL Progress	60% of English Learners made expected progress on the English Learner Progress Indicator.	65% ELPI Rate
English Learner Reclassification Rate	2024 - 7% Reclassified	15%
Long-term English Learners	2024 - 24% Long-term English Learners	19%

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)
SEAL	Sobrato Early Academic Language (SEAL) is a program that has been implemented at STEAM@Stipe for many years. The strategies support language and vocabulary development with an integrated approach that supports students to gain content knowledge while developing language and literacy. The program emphasizes understanding of identity and social and emotional learning as well.	All students, specifically English Learners, Socioeconomically Disadvantaged students and students of color	\$0	District Provided
PLC's	Teachers collaboratively examine data of students to determine needs, and develop ideas or learn new strategies to address those needs. Teachers meet during staff meeting time 1x per month. The focus for 2023-24 was foundational skills for literacy. A possible focus for 2024-25 is English Language Development.	All students, specifically English Learners, Socioeconomically Disadvantaged students and students of color	\$0	District Provided No additional cost
SST Meetings & Documentation	Student Success Team meetings allow for the teacher, principal, family members and additional team members to talk about a student, examine the data, and develop ideas for how to work together to support the student. In order to meet the needs of all students in our school, we need to hire a roving sub to release teachers from the classroom to meet with the team.	All students, specifically English Learners, Socioeconomically Disadvantaged students and students of color	\$1,864	LCFF
Literacy Intervention	Students receive direct instruction from a specialist who pulls identified students out of class 3x per week for 10-12 weeks for small group phonics, vocabulary and reading support.	Students who are reading below grade level, including English Learners and Socioeconomically Disadvantaged students	\$10,000 (\$10,000-\$75,000)	Title III or Supplemental (District provided)

A to Z Learning	Provides a digital library of leveled books, decodable books, and high interest passages on a user-friendly platform and aligns with other programs. Materials used for small group instruction and independent work.	Students who are reading below grade level, including English Learners and Socioeconomically Disadvantaged students	\$2,940	LCFF
Explore Learning	Gamified math practice called Reflex has been supporting students in gaining foundational math skills. For 2024-25 We will add Frax, which allows for practice with fractions for students who have moved beyond the basics.	All students, especially those who need additional math support and practice	\$4,795	Title I Duplicated from Goal 1
iReady	iReady is not only an assessment tool, but also provides lessons for students. iReady can be used strategically to provide targeted lessons for the needs of our students.	All students, especially those who are reading below grade level	\$0	District Provided No additional Cost

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’s strategies for addressing this goal included SEAL, RAFT (Resource Area for Teachers), targeted intervention, and culturally relevant materials and books. SEAL strategies continue to be an important part of how instruction is delivered at STEAM@Stipe. Four teachers began their training this year and will continue their training into next year. Any new teachers to our district/site who haven’t been trained will also continue to receive this training. We do see students developing in language acquisition.

RAFT materials are utilized for Makerspace and STEAM Learning. Targeted intervention has been district-provided by a .5 Reading Intervention Specialist (5 days per week) and a teacher on a service contract who provided 3 days per week of intervention for approximately 4-5 months of the school year. We have seen a lot of growth based on this intervention this year. We were able to purchase culturally relevant books to add to our collection. These have only recently arrived and will be utilized next school year.

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

We did not spend all of the money that was set aside for RAFT materials. All other strategies connected to this goal were paid for out of district funds.

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 next year we will not set aside money that is specific to RAFT (Resource Area for Teachers), but rather we have the funding that is set aside for all instructional materials (Goal #1) which will include STEAM learning materials as well as culturally relevant materials. We will not have as much money set aside as previously, although we are currently well-stocked and may receive district support. With the ending of one-time COVID relief funds from the state, we will be losing district support for reading intervention and we will have more limited funding to support hiring a teacher on a service contract. The action of reducing the amount of literacy intervention is not supported by our data, and we will be requesting additional funding to support our efforts to accelerate achievement for unduplicated students in the area of English Language Arts.

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

Goal # 3

Goal # 3	We will provide an inclusive learning environment for students with disabilities to best support social, emotional, and academic development.
	Students who have a variety of disabilities may need additional support for counseling, specific teaching of social skills, as well as additional academic support. In addition, students who are in special day classes need to be included with all other students in order to provide them opportunities to learn from neurotypical peers in a general education setting. By May 2025, 75% of the students from our Therapeutic Special Day Classes will mainstream at least 15% of the time weekly. By May 2025 students with disabilities will increase their performance on SBAC and iReady assessments by 5%.

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.

Our SBAC data demonstrates that our students with disabilities are achieving at 8% in ELA and 46% in math, again indicating that English Language Arts is an area of need for all students in our community. Students with disabilities are achieving at the lowest rate in this area. Students with disabilities make up 14% of the students in our school. These students have pull-out support in resource specialist program (RSP) that targets their individual needs or targeted academic support within a self-contained special day class.

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
Student Connectedness & Belonging	Fall 2023 86.7% Feel safe at school 81.1% Connected to an adult Spring 2024 95% Feel safe at school 82% Connected to an adult	Maintain or increase 95%+ Safe at school, 87% Connected to an adult
Students with Disabilities SBAC Data	SWD = 14% of students 2023 ELA 8% Meeting Standard Math 46% Meeting Standard	2024 ELA Goal for SWD: 13% Math Goal for SWE: 51%
Students with Disabilities iReady Data	2023-24 iReady Data Reading: W1: 17% W2: 31% W3: 42% Math: W1: 12% W2: 30% W3: 43%	May 2025 Goal: Reading: 47% Math: 48%
Mainstreaming Data	Some students from SDC (about 7-8 out of 10) are included in the general education setting up to 15% of the time weekly at a maximum beginning in March of 2024.	Increase the number of students to at least 75% of students in SDC (about 13 out of 17 - with additional class next year) and the amount of time to 15% weekly at a minimum throughout the school year beginning in Sept./Oct.

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)
SEAL Welcoming & Affirming Unit	SEAL has developed a Welcoming and Affirming unit that launches the school year with the opportunity to explore their own identity and their place in a community	All students, especially those who may feel excluded at times because of a 'difference'	\$0	n/a
Teacher Training and Professional Learning	Training includes those that will support all staff to understand and support students who are in our Therapeutic program, as well as any students who need additional support for inclusion or specialized support and attention. Our next steps include de-escalation training provided by our own OGSD employees, as well as other professional learning opportunities, including Orton-Gillingham training, that would support teachers in teaching students with dyslexia or other reading difficulties.	Students who have difficulty regulating emotions. Students who have a learning disability.	TBD	Some will be district provided, some will be reimbursed to teachers through additional funding sources such as grants and donations.
Effective School Solutions	Two therapists staff our school in order to support our growing Therapeutic program, in which we currently have 17 students enrolled. Each therapist supports 10 students who are in the program based on this essential need for their success.	Students in our Therapeutic Classrooms	\$0	District-provided (for 2024-25 only)
Support Staff Meetings & Therapeutic Team Meetings	These meetings allow for discussion of the team of people who work together to support the needs of individual students. Special Education Support Staff includes the School Psychologist, RSP teacher(s), Occupational Therapist, Speech & Language Pathologist, Principal and Community Liaison. The Therapeutic Team includes the school psychologist, the classroom teachers, the registered behavior technician(s), and the therapists. As needed, we also include the instructional assistants.	All students with IEPs	\$0	District-funded
Counseling Services	Counseling services for students with or without IEPs are provided through our OGSD Interns, Alum Rock Counseling, and Rebekah's Children's Services.	All students who need mental health support	\$0	District-funded

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.

Previous strategies for this goal were Support Staff meetings, SST and TILT meetings, as well as counseling services. We do hold Special Ed Support Staff Meetings each week, in addition to meetings of the Therapeutic Team meetings 1-2x per month in order to discuss support for students who receive Special Education services. SST meetings and TILT meetings are generally held to address needs for students that do not have IEPs. Counseling services are provided for students with or without IEPs through our OGSD interns and through our partnership with Alum Rock Counseling and Rebekah's Children's Services. This particular goal calls attention to the support we have in place for students with disabilities: Our regular practice of meeting to discuss and consult on each student in our Special Ed Support staff meeting is essential. Therapeutic Team meetings need to be more frequent. Both meetings could be more structured to ensure we offer time and attention to each student and topic needed. Counseling services do provide much needed support for all individuals who need mental health counseling, not only those with disabilities.

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

No difference in intended implementation or budgeted expenditures.

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.

Since this goal specifically identifies the support that we provide for students with disabilities, we will shift some of the strategies to goal 5. We will maintain our Support Staff meetings and Therapeutic Team meetings. We will also maintain our counseling services for all students.

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

Goal # 4

Goal # 4	We will actively engage parents and community members in supporting the implementation of CCSS instruction and providing input to program decisions.
	We are working hard to partner with our families through 1) bringing the community together through a variety of events, 2) educational events for families at the school and classroom level, 3) strong communication with families through the use of SeeSaw and Parent Square, 4) meetings that are informative, educational, and allow families to offer input about the programs they would like to see offered for their students.

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.

Many families attend our large events when students are performing. These events are the Harvest Festival, Las Posadas, Lunar New Year and Cinco de Mayo. Back to School Night, Parent Conferences, and Math Night were also well attended. However, any informational meetings, committee meetings, planning meetings, and community gatherings are lightly attended. Parent Square and SeeSaw have not been effective at communicating with all families. Communication is supplemented with paper handouts to go home and posters, as well as the electronic announcement board.

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
Parent Square data	Total: 569 family members 95% of families are connected 44% of families have the app downloaded 35% have notifications turned on 84% receive messages via email 18% receive messages via text	By October 2025 100% connected 65% with app downloaded
SeeSaw Data	Total: 392 family members Approximately 25-35 family visits weekly	By October 2025 100% of families connected.
Meeting attendance data	PFA: Approximately 12-20 attend regularly ELAC: only attendees were staff members Attendance, Coffee with the principal: 8 or less	Maintain PFA attendance Host regular coffee with the principal and integrate information: 10+ attendees regularly

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)
SeeSaw	SeeSaw allows families to engage with what is happening in the classroom through pictures and posts about student learning in addition to messages and class communication from the teacher.	All students	\$2,258	Title I
Gallery Walks & Classroom Showcases	Gallery Walks & classroom showcases allow families to be invited into the classroom to see what students have been learning. The students are the leaders and show their families what they know.	All students	\$0	no cost
Parent Training for Parent Square/SeeSaw	Early in the year, support families to learn how to use Parent Square and SeeSaw. Sessions will be offered at Kindergarten orientation, Therapeutic classroom orientation, First coffee with the principal, Back to school night.	All students	\$0	no cost
Coffee with the principal	Regular meeting in order to get to know families, provide information and gather input. This can include education and information about attendance. (see goal #5)	All students	small amount for coffee/tea and snacks	Donations

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 was previously Goal #6. Strategies included SeeSaw and Parent Workshops/Family Engagement. We did not utilize the funding for parent workshops, so we will direct the funding toward SeeSaw.

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

We did not use the money from Title I that was for family engagement. We did have SeeSaw, and the cost was double what was budgeted – over \$2000.

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.

SeeSaw has increased in cost, so we will use Title I funds that are earmarked for Family Engagement.

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

Goal # 5

Goal # 5	School and classroom environments support learning, creativity, safety, and engagement.
	Students benefit from a school and classroom environment that is physically and emotionally safe in order to maximize their growth and development. By May 2025, 95% or more students will continue to feel safe at school and 90% or more students will report that there is an adult they can talk to on campus. One way to address this will be the opening of a wellness center staffed by a Social Work Intern. Also, by May 2025, suspension rates for all groups will be 1% or less as we implement restorative practices and look for alternatives to suspension.

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.

Student Connectedness & Belonging survey data indicates that 82% of students feel that there is an adult on campus they can talk to to share good news or if they are having a hard day. By May 2025, we would like to increase that percentage to at least 90%.

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
Student Connectedness & Belonging	Fall 2023 86.7% Feel safe at school 81.1% Connected to an adult Spring 2024 95% Feel safe at school 82% Connected to an adult	Maintain or increase 95%+ Safe at school 90% Connected to an adult
Attendance & Chronic Absenteeism	2024 Attendance: 94% 2024 Chronic Absenteeism 22%	2025 Goal Attendance: 96% Goal Chronic Absenteeism: 11%

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)
Leader in Me	A program based on the Seven Habits of Highly Effective People to help all members of the school community develop skills and habits that allow them to grow as a person and to help their community. The cost to our school site will cover substitute teachers for teacher leaders 4x/year	All students	\$1,864 + Additional Funds	LCFF Grant Funded District Supported
PBIS	Positive Behavioral Intervention Systems provides a structure for incentivizing and promoting behaviors that we expect in our community.	All students	\$0	Donations
Wellness Center & Social Work Support	A wellness center will provide a space where students can take a break when they need an alternative space outside of the classroom to regulate their emotions. There will be an intern social worker to staff the wellness center, so that the students have someone they can talk to and who can offer them calming activities. As needed, the social worker can also communicate with families and develop a relationship with the student for ongoing support.	All students, especially students who may have heightened emotional needs.	\$4,000 (2 days) 3 days are district supported	LCFF
Counseling	Mental Health Counseling support is provided through a counseling intern and through School Link Services by our community partners, Alum Rock Children's Counseling and Rebekah's Children's Counseling Services.	Any student who will benefit from counseling support for mental health	\$0	District Provided Duplicate from Goal 3
BGS Kids	BGS Kids provides structured games at recess as well as class game time 1x per week in order to support students in learning how to play together. In addition, they develop leadership skills for our upper grade students who join the Recess Leaders program.	All students	(\$35,000)	TBD - not yet funded
Attendance Monitoring	Daily phone calls, weekly letters, and information at Coffee with the Principal and in Parent Square/SeeSaw will support improvement in attendance. In addition, students who are chronically absent will be invited to attend a meeting in order to understand the obstacles to attendance at school and make a plan for improvement.	Students who are chronically absent	\$0	No cost

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 previous strategy for this goal was attendance monitoring. This will continue, however, there are many more strategies that can be implemented in order to work toward this goal.

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 changes to the budget for last year. The only cost was the postage for attendance letters. We will increase funding this year in order to provide staffing for a wellness center.

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.

Next school year we will be adding strategies to this goal in order to work toward a strong community feeling and support for mental wellness, including a staffed wellness center, that allows students to feel safe and connected, so they will want to come to school and they will be ready to learn!

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	\$ 157,203
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$ 181,159

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 (\$)
[List federal program here]	[\$Enter amount here]
[List federal program here]	[\$Enter amount here]
[List federal program here]	[\$Enter amount here]
[List federal program here]	[\$Enter amount here]
[List federal program here]	[\$Enter amount here]

Subtotal of additional federal funds included for this school: \$ [Enter federal funds subtotal here]

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 (\$)
[List state or local program here]	\${Enter amount here}
[List state or local program here]	\${Enter amount here}
[List state or local program here]	\${Enter amount here}
[List state or local program here]	\${Enter amount here}
[List state or local program here]	\${Enter amount here}

Subtotal of state or local funds included for this school: \$ [Enter state or local funds subtotal here]

Total of federal, state, and/or local funds for this school: \$[Enter total funds here]

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 Schoolsite 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:

- **S**pecific,
- **M**easurable,
- **A**chievable,
- **R**ealistic, and
- **T**ime-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

STEAM@Stipe School Site Council AGENDA

Tuesday, May 21· 6:00 – 7:00pm

Video call link: <https://meet.google.com/xpf-rqqq-rtb>

Agenda:

- Welcome
- Attendance
 - [School Site Council Meeting Attendance 23/24](#)
- Review Parent Involvement Policy
- Final SPSA & Budget Revisions
- Vote for SPSA & Budget Approval
- Adjournment

STEAM@Stipe School Site Council MINUTES

Tuesday, May 21· 6:00 – 7:00pm

- Welcome
- Attendance
 - [School Site Council Meeting Attendance 23/24](#)
- Final SPSA & Budget Revisions:
 - *Mrs. Tilston reviewed the SPSA, especially parts that have been added.*
 - *There was time for discussion and questions. All members understood and agreed to the plan.*
 - *The team is still hopeful that we will be able to acquire additional funding for literacy intervention and BGS Kids (Recess & PE Program)*
- Vote for SPSA & Budget Approval
 - *Six of the seven members were able to attend the meeting and approved. A motion was made and the SPSA was approved by all members who were present. One parent was unable to attend.*
- Adjournment

