

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	April 28, 2026	June 18, 2026 pending approval

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 Earl Frost Elementary’s School Wide Program.

Earl Frost Elementary serves approximately 315 TK through sixth grade youths. The mission of Frost Elementary is to provide every student an educational experience that is rigorous, relevant and rooted in relationships. At Frost Elementary, 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 Elementary 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 Elementary 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 Elementary 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 are 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.

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 roughly 50% of students are meeting proficiency in Reading and Mathematics on the state assessment. While there has been growth in this domain amongst various sub groups, there continues to be a significant achievement gap between traditionally marginalized groups including Hispanic students, students with disabilities and students facing socioeconomic challenges compared with Asian and White students. The 2025 CA Dashboard growth color level for all students in ELA is orange, which has remained stagnant the last few years. 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 in the area of English Language Arts.
- 2025 CA Dashboard data growth color level for all students in the area of math is green up from yellow the prior year. The math scores soared 3 years ago, leveled out 2 years ago and then jumped again last year. Therefore we have experienced a rollercoaster ride on the dashboard going from orange, to green, to yellow and now back at green. To sustain green on this accountability platform, the scores of Hispanic students, multilingual students, students with disabilities and socioeconomic disadvantaged students along with other groups must continue to grow in tandem with closing the achievement gap.

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 2024	SBAC ELA 2025	SBAC Math 2024	SBAC Math 2025
• OVERALL	50%	51%	42%	50%
• HISPANIC	34%	37%	23%	33%
• AFRICAN AMERICAN	NPL	NPL	NPL	NPL
• WHITE	41%	46%	37%	50%
• ASIAN	63%	65%	66%	70%
• EL	13%	17%	10%	14%
• SWD	19%	28%	18%	28%
• SED	44%	31%	34%	32%
• MIXED RACE	84%	73%	61%	77%

The data reveals that while there has been improvement overall in both ELA and Math. Nonetheless, English Language Learners, SWD and SED students have scores which greatly lag behind. Therefore, more support is needed to ensure those populations receive the instruction they need for further success.

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	51% proficient, Level Orange	Growth by 3 points and/or improve proficiency color level
SBAC Math	50% proficient, Level Green	Growth by 3 points and/or maintain Green proficiency level
Local ELA Benchmark Assessments (iReady Mid-Year)	52% proficient (down 4 pts from mid year last year)	Growth by 3 points in the proficiency average
Local Math Benchmark Assessments (iReady Mid-Year)	47% proficient (up 2 pts from mid year last year)	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)
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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.	K-6th	\$5590	LCFF
Strategy/ Activity #2	Instructional Materials & Supplies to support the educational program.	ALL	\$3968	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	\$100	LCFF
Strategy/ Activity #5	Purchase licenses for supplemental resources to support reading & math	ALL	\$6449	LCFF
Strategy/ Activity #6	Library Support - Library Clerk	ALL	\$3328	LCFF
Strategy /Activity #7	Emphasize and incentivize student goal setting & student ownership of learning with expansion of Student Council and VIP events.	ALL	\$0	\$553 Other Funding Sources

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	
Strategy/ Activity #8	Provided continued training & growth opportunities for staff and administration.	ALL	\$0	
Strategy/ Activity #9	Print Shop to support academics and PBIS.	ALL	\$900	LCFF
Strategy/ Activity #10				

Annual Review

SPSA Year Reviewed: 2025-2026

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.

Many strategies outlined in this SPSA mirror the previous ones. As a result of these strategies, there was a small increase in SBAC ELA scores and a large increase in the SBAC Mathematic scores. Teachers had release days throughout the year to review student achievement data and to identify struggling students and to match appropriate strategies. In addition, students utilized RAZ Kids and iReady to promote targeted reading and math instruction. Students have made progress from Diagnostic Window 1 to Diagnostic Window 2 of the 25-26 school year. Growing from 35% to 49% proficient in ELA. Year over year, this represents a drop from last year's Window of 55% proficient. In Math there was growth from 30% to 48% which is higher than the 43% proficient in math last year.

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

This year we were unable to secure a teacher for the afterschool academy thus were not able to offer the math, science and engineering program. The funding for incentives decreased as we were able to secure additional funding for most of our VIP parties through a parent partnership allowing more funds for enrichment and motivational assemblies.

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.

This year we initiated the use of **Math Reflex** designed to build math fluency. Students have found it to be engaging and on a whole it has been successful coupled with the iReady lessons. Nonetheless, due to budget cuts iReady lessons will not be continued next year and Reflex is also a program to consider eliminating. We hope to further investigate Splash Learn which would be at a substantial discount to utilize instead in order to continue to help build math fact proficiency and better support student success.

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 scores of EL students, Hispanic students, SWD and socioeconomically disadvantaged students fall below scores of other groups. 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.

This school has 44 students identified as English Language Learners (ELL). 12 of the 44 are students who receive special education services. 0 students are classified as Long-Term English Learners (LTELs) down from last year's 5. Of concern, 7 students are at risk for becoming LTEL. Students are considered Long-Term English Learners (LTELs) when they have not reclassified after 6 or more years since identification.

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 sharply. 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. Lastly, the percentage of students classified as socio-economically disadvantaged has increased by 50% over the last three years. These trends represent a substantial demographic shift happening at Frost.

Therefore it is imperative that instruction shifts to match the new reality of Frost's students.

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	Desired Outcome for 2024-2025	Mid Year Data 2024-2025	Mid Year 2025-2026	Desired Outcome for 2026-2027
English Learner Reclassification Rate	15-20% of English Learners Reclassified Annually	10% of EL students achieved reclassification (Target Not Met)	16% of EL students reclassified this year	15-20% of English Learners Reclassified Annually
Long Term English Learner (LTEL) Rate	20% or Less of English Learners Identified as LTEL	11% Identified as LTEL (Target Met)	0% Identified as LTEL (Target Met)	10% or fewer identified as LTEL
Local ELA Benchmark Assessments for Student Groups (iReady Mid-Year)	Annual Growth of 5% for Listed Student Groups	EL 23% at or above grade level (Target Not Met)	9% at or above grade level (target not met)	20+% at or above grade level
Local Math Benchmark Assessments for Student Groups (iReady Mid-Year)	Annual Growth of 5% for Listed Student Groups	Math 15% at or above grade level (Target Not Met)	12% at or above grade level (target not met)	20+% at or above grade level
CA Dashboard Academic Indicator ELA Math EL Progress	Increase of One Performance Level for Listed Student Groups	Level Green in ELA, an increase in proficiency (Target Met) Decrease in proficiency to orange in Mathematics (Target Not Met)	ELA - Orange Math - Orange EL Progress - Orange (Target Not Met)	Increase of One Performance Level for Listed Student Groups and/or 5% increase in proficiency

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	District Funded
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	District Funded
Strategy/ Activity #3	Promote, monitor and continue to train staff on culturally responsive practices that strengthen student engagement and academic language acquisition.	ALL	\$0	District Funded
Strategy/ Activity #4	Motivate and incentivize student success with VIP events to celebrate academic milestones and achievements.	ALL	\$0	District Funded
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	District Funded

Strategy /Activity #6	Promote specialized clubs to focus on prosocial behaviors, trust and academic achievements.	Students of color, socioeconomically disadvantaged students	\$0	District Funded
Strategy /Activity #7	Design small group afterschool interventions to prepare students for state assessments including ELPAC.	Students of color, socioeconomically disadvantaged students & ELL	\$0	District Funded

Annual Review

SPSA Year Reviewed: 2025-2026

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.

Last year we allocated funds for a student affinity group. This year, we have created that program.

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

This goal and strategies will remain the same.

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.

While the population of SWD is not large enough to have a color indicator on the state dashboard, scores of students with disabilities are below the average scores of their peers on standardized benchmark assessments and state assessments in math and language arts.

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	Desired Outcome for 2024-2025	As of May 2024-2025	Desired Outcome for 2025-2026	As of May 2025-2026	Desired Outcome for 2026-2027
Local ELA Benchmark Assessments for Special Education (iReady Mid-Year)	Annual Growth of 5% for Special Education Student Group	33% at or above (Target Not Met)	38% at or above grade level	28% at or above grade level	33%
Local Math Benchmark Assessments for Special Education (iReady Mid-Year)	Annual Growth of 5% for Special Education Student Group	22% at or above (Target Not Met)	27% at or above	26% at or above grade level	31%
CA Dashboard Academic Indicator					
Inclusion Data of Students with Disabilities	Students with Disabilities in General Education Settings for at least 80% of their day Students with Disabilities in Special Day Classes in General Education Settings for at least 40% of their day	(Target Met)	Students with Disabilities in General Education Settings for at least 80% of their day Students with Disabilities in Special Day Classes in General Education Settings for at least 40% of		

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	
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	
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	
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	

Annual Review

SPSA Year Reviewed: 2025-2026

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 actions have been implemented as planned.

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 to report.

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 are expressing a desire for de-escalation training as well as additional restorative practices. TK staff this year attended a de-escalation training with the county.

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, there is still a need to bolster the number of 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	Desired Outcome for 2024-2025	2024-2025	Desired Outcome for 2025-2026	As of May 2025-2026	Desired Outcome for 2026-2027	
Attendance at School Parent Meetings	ELAC- increase to 3 HSC-increase to 9 The Village - 3 meetings SSC- 6 meetings	ELAC Meetings 2 Average attendance 1 HSC 5 meetings Average attendance 4 SSC - 5 meetings average attendance 5 The Village- 3 Meetings Average attendance 5	Increase in average attendance for meetings	Increase in Village but no quantifiable increase in other groups	Increase in average attendance and participation for meetings	

Parent Engagement Events/Community Events	Encourage upper grade parent involvement and attendance	Increase in parent participation with 60th anniversary celebration	<i>Parents to volunteer to replace outgoing parent reps</i>		To have new parent reps organizing at least 1 schoolwide event	
Parent Square Delivery and Post Data	<i>Goal is 100% Contactable Rate</i> <i>Increase parent interaction rate to 65%</i>	<i>98.7% Contactable Rate</i> <i>58% interaction rate</i>	<i>Goal is 100% Contactable Rate</i> <i>Increase parent interaction rate to 65%</i>	<i>98.7% Contactable</i> <i>Interaction rate 68%</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	The school secretary and principal will ensure that we have all current data for our students and families including emails, phone numbers, and addresses. The school secretary and principal will monitor the student information system through data reports as well as data from weekly phone, email, and text communications to families.	ALL	\$0	
Strategy/ Activity #2	Provide light refreshments to entice and encourage parents to participate.	Targeted sub groups	\$0	
Strategy/ Activity #3	Provide consistent home/school communications in home languages via parent square and Thursday Envelopes including but not limited to: • Classroom messages • School-wide information • Flyers home	ALL	\$0	
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: 2025-2026

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.

Thus far, monthly HSC meetings have been scheduled and attended by at least 3 parents. SSC has met four times with a minimum of three parents. The Village has met three times with 4 or more parents. The Village and HSC have put on large events this year which have attracted parents. However, regular meetings still do not witness much parental participation.

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

We notice that parents are more likely to attend if they have been spoken to verbally about the event. Parent Square is not as effective, therefore, we have been making more personal phone calls. We were able to provide food via parent donations. However, food is a major attraction to the meetings that have been successful.

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.

More emphasis and assistance from the community liaison in making phone calls, often after hours, is needed.

Goal # 5

Goal # 5	Description
Goal # 5	School and classroom environments support learning, creativity, safety, and engagement. Teachers will use student engagement practices, incentives, PBIS as well as leverage mental health resources to manage students' behavior, engagement and/or safety needs.

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.

While improvements have been made in the climate of the school, chronic absenteeism is yellow with 5 categories of students in orange on the 2025 California School Dashboard. Those groups are hispanic students, two or more races, socioeconomically disadvantaged students SWD and white students. In the prior year 2 groups were in red- Hispanic and SED. Moving those to orange is an improvement. However two or more races and white students slipped from green to orange. Chronically absent improved from 18.4% to 13.8%. Rather unevenly Frost is making improvements, however there is room for further advancement.

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 2023-2024	Desired Outcome for 2024-2025	As of May 2024-2025	Desired Outcome for 2025-2026	As of May 2025-2026
Attendance Annual Average	94.11%	95%	95% (Target Met)	96%	96%
Chronic Absenteeism	18% (Target Met) Federal % absent 5.54% (Target Not Met)	17% Federal % absent 5.0%	14% Target Met Federal % absent 5.0% (Target Met)	12%	10%
Suspension Rate	1.5%	1.5% or less	1.9%	2% or less	
Expulsion Rate	0 students	0 students	0 students	0 students	0 Student
Student Safety, Connectedness and Belonging	93% feel safe window 1 82.5% feel connected window I (Target Met)	90% feel safe at school 80% feel connected at school	93% feel safe fall 2024 91% feel safe at school Spring 2025 88% in fall of 2024 75% in Spring 2025 feel connected at school (Target Partially Met)	90% feel safe at school 80% feel connected at school	92% feel safe at school fall 2025 85% in fall of 2025 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	Implement, monitor, and provide professional development to site teams on Culturally Responsive Instruction, (PBIS) Positive Behavioral Interventions and Supports and Restorative Practices . Ongoing PBIS district support includes professional development for the school mentor.	ALL	\$0	District
Strategy/ Activity #2	Continuation of Mental Health with Supplementation of Social Worker/Mental Health hours	ALL	\$2000	LCFF
Strategy/ Activity #3	Assemblies, inspiring speakers, trainers & team building that promote diversity, unity, a sense of belonging and increased motivation.	ALL	\$1000	\$LCFF
Strategy/ Activity #4	Elevating student led activities via student council, i.e. student organized sport tournaments, student led PBIS assemblies, and student newsletter.	ALL	\$0	
Strategy/ Activity #5	Community liaisons will frequently communicate with parents to assist with reducing truancy and keep parents abreast of district supports.	ALL	\$0	
Strategy/ Activity #6	Teachers and admin will distribute attendance data to families and promote attendance campaigns to incentivize attendance.	All	\$0	

Strategy/ Activity #7	Provide a stimulating Saturday Academy and promote Independent Study to recover attendance.	ALL	\$0	
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Annual Review

SPSA Year Reviewed: 2025-2026

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.

Schoolwide efforts to foster classroom environments that support learning, creativity, safety, and engagement were successful overall, as we continue to monitor our chronic absenteeism and suspension rates for all students. Frost has been able to maintain the reduced federal absenteeism rate of 5% as targeted. Part of this may be attributed to increased class and individual incentives for school attendance plus a robust Saturday Academy. Further, the school office has continued a more frequent letter communication system to alert parents of truancy status. This year we increased the number of students able to work either one to one with the mental health intern or in group with a social worker focused on self regulation skills. Frost no longer ends the year with a long waiting list of students awaiting services like in times past. Students consistently affirm 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, however with the change in Independent Study, more and more students are making up absences by means of independent study whereas in the past, Saturday Academy was the only means to make up attendance.

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.

Last year we revamped our PBIS efforts creating a new set of expectations. With our renewed efforts regarding PBIS, we have applied to the state for medal recognition. This year we continue to lean into elevating student voice and choice on campus. Students Council each year has taken on additional activities such as organizing games and new this year, publishing a campus newsletter.

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	\$23335

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	\$23335

Subtotal of state or local funds included for this school: \$ \$27,056

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 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

April 28, 2026

Virtual via Google Meets

Video call link: <https://meet.google.com/dfm-msea-tiq>

School Site Council Minutes:

Attendees Present: Pedro Guerra, Mrs. Harrigan, Jenn DalCanto, Christina Strickland, Karina Cardenas, Gaylan Nickle

AGENDA

Video call link: <https://meet.google.com/dfm-msea-tiq>

Welcome @ 5:15

Approve Agenda

Acceptance of the Agenda: M:Christina Strickland S: Pedro Guerra

The ayes have it.

Principal Announcements:

Fantastic Open House 4/23/2026

VIP parties last week for lunch captains and Falcons of the Month

Students are getting ready for state testing and iReady

Saturday Academy on 4/25/2026

Spelling competition for uppergrade students

Sports tournament

We will plan a celebration on our nations 250 year anniversary

Home and School Club needs volunteers and officers and hopefully have elections on May 12, 2026

May 1st is the district 5 de Mayo celebration

Teacher Updates

Kindergarten is going to YSI Vasona Park and learn about Pond Life

Student Council is working on a time capsule idea

Mrs. Guerra and Mrs. Torrens attended a Hindu Teacher Appreciation Celebration



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OAK GROVE SCHOOL DISTRICT

SPSA for Review. 2nd Discussion

Goal 1

About Half of our students are meeting standard

In language arts we are in orange

In math we are in green

Release time for teachers for coaching, visiting classroom and look at data

Instructional supplies budget is down about \$2000 compared to last year

Technology upgrades budget was lowered

Two supplemental programs Learning AtoZ and Reflex and move into another program and will save us about \$3000.00

In the future we might consider cutting library time

Print shop was lowered

Not able to find a teacher for after school academy

Goal 2

New ELTP coach next year

Teacher training on cultural relevant practices

ELCAP boot camp

Goal 3

Went above our target and setting it at 31%

Holding weekly meeting to support students

Kids are getting art

Goal 4

Trying to get more parents to engage

We are using ParentSquare and we are at 98.7% contactable

Chronic Absentia has dropped

Goal 5

Continue with PBIS

2 social workers this year

Abraham Lincoln, Drumming Instruction and Eagle assemblies

Strive to have more student lead activities



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OAK GROVE SCHOOL DISTRICT

SPSA Approval

Motion to approve SPSA: Pedro Guerra

S: Karina Cardenas

Ayes have it!

Approve April 28, 2026.

Next Year's Council

Adjournment

M:

S:

Ayes have it!

Meeting adjourned at:

School Site Council Agenda & Minutes

November 18, 2025

Virtual via Google Meets

Video call link: <https://meet.google.com/dfm-msea-tiq>

- I. Welcome
- II. New officers for 2025-2026



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OAK GROVE SCHOOL DISTRICT

President: Pedro Guerra & Jennifer Dal Canto

Secretary: Karina Cardenas & Christina Strickland

III. Safety Plan - Reviewed

IV. Parent Comments & ELAC update

V. Future Meeting Dates

A. December 16, 2025 @ 5:15 Review School Bylaws

B. February 17, 2026 @ 5:15 Review School Bylaws, Discuss
SPSA & Needs Assessment

C. April 21, 2026 @ 5:15 Approve Bylaws & Complete Needs
Assessment & SSPA

D. May 13, 2026 @5:15 Approve SPSA

VI. Adjournment

School Site Council Minutes:

Attendees Present: Mrs. Harrigan, Gaylan Nickle, Christina Stickland, Mrs. Cardenas, Rosalinda Bacerra, Doug Vaplon, T. Yuen subbing for Mr. Guerra

**Acceptance of the Agenda: M: Jennifer Dal Canto S: D. Vaplon
The ayes have it.**

Principal's report:

2nd Review of Safety Plan

Discussion of Safety Plan

Motion to approve Safety Plan

M: Jennifer Dal Canto S: Kristina Strickland

The ayes have it!

Discussion of Next Meetings.



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OAK GROVE SCHOOL DISTRICT

Motion to adjourn the Meeting M: Jennifer Dal Canto S: T. Yuen
Meeting adjourned at 6:07.

School Site Council Agenda & Minutes **October 21, 2025** **Virtual via Google Meets**

Video call link: <https://meet.google.com/dfm-msea-tiq>

- I. Welcome & Introductions
- II. Purpose of School Site Council (SSC)
- III. Introduction of New Members
- IV. Prior Officers:
 - President: Pedro Guerra & Jennifer Dal Canto
 - Secretary: Karina Cardenas



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OAK GROVE SCHOOL DISTRICT

- V. Election of New Officers
- VI. [Data](#)
- VII. [Safety Plan](#)
- VIII. Parent Feedback
- IX. Future Meeting Dates
 - A. November 18, 2025 @ 5:15 Review Safety Plan
 - B. December 16, 2025 @ 5:15 Review & Approve Safety Plan
 - C. February 17, 2026 @ 5:15 Review school Bylaws, Discuss SPSA & Needs Assessment
 - D. April 21, 2026 @ 5:15 Approve Bylaws & Complete Needs Assessment & SSPA
 - E. May 13, 2026 @5:15 Approve SPSA
- X. Adjournment

School Site Council Agenda & Minutes

Virtual via Google Meets

October

Video call link: <https://meet.google.com/dfm-msea-tiq>

Attendees Present: Mrs. Harrigan, Gaylan Nickle, Claudia Jacobo, Christina Stickland, Mrs. Cardenas, Jenn Dal Canto, Rosalinda Bacerra, Doug Vaplon

**Acceptance of the Agenda: M: Jennifer Dal Canto S: Rosalinda Bacerra
The ayes have it.**



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OAK GROVE SCHOOL DISTRICT

Principal's report:

**Motion to approve Karina Cardenas and Kristina Strickland
to be co-secretaries**

**M: Jennifer Dal Canto S: Rosalinda Bacerra
The ayes have it!**

Motion to keep co-presidents Mrs. Guerra and Jennifer Dal Canto

**M: Karina Cardenas S: Gayland Nickel
The ayes have it!**

State Achievement party on October 3rd. State percentage is going up in LA but did not meet goal and in Math there was a 9% growth. Encourage kids to work on iReady math and reading lessons. Good news is we are making strides and bad news about half of students are not meeting their goal.

Parent question: Does iReady truly helps? Are there incentives to motivate children?

Principal: Yes it helps and there should be a goal chart and parties to motivate students. Teacher should be reviewing regularly and Mrs. H will look into it.

School wide Safety Plan must get reviewed and approved by December 17th. Safety plan has been attached. The safety plan goals have not changed since last year. Review the safety plan to read and review for next meeting.

Parent comments: Next ELAC meeting is Oct 23, 2025

Next meeting date: November 18, 2025 @ 5:15 Review Safety Plan



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OAK GROVE SCHOOL DISTRICT

Adjournment

Ayes have it!

M: Christina Strickland

S: Jennifer Dal Canto

Meeting adjourned at: 6:06

School Site Council Agenda & Minutes



FROST ELEMENTARY

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OAK GROVE SCHOOL DISTRICT

First name	Last name	Email	Duration	Time joined	Time exited
Karina	Cardenas	KCardenas@ogsd.net	1 hr 4 min	5:15 PM	6:19 PM
Pedro	Guerra	PGuerra@ogsd.net	1 hr 4 min	5:15 PM	6:19 PM
Tauvia	Harrigan	tharrigan@ogsd.net	1 hr 5 min	5:14 PM	6:19 PM
Gaylan	Nickle	gnickle@ogsd.net	51 min	5:28 PM	6:19 PM
Christina	Strickland	chrj*****@***.com	57 min	5:22 PM	6:19 PM
Jenn DalCanto			1 hr 2 min	5:17 PM	6:19 PM