

# 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 17, 2025                          | June 12, 2025             |

## 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 Progr am.

Earl Frost Elementary serves approximately 300 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 were held virtually throughout the year to maximize parental involvement and in accordance with SSC parental requests. In addition, school information is communicated via Parent Square.

## Comprehensive Needs Assessment

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

- Data shows that 50% of students are meeting proficiency in Reading and 42% are meeting proficiency in Math on the state assessment. There continues to be a significant achievement gap between Hispanic students, students with disabilities and students facing socioeconomic challenges compared with Asian and White students. The 2024 CA Dashboard growth color level for all students in ELA is orange. Reviewing this data, it has been determined that targeted individualized software assisted support along with teacher-led small group instruction coupled with activities to increase student ownership of learning are needed to support enhanced educational and equitable outcomes.
- 2024 CA Dashboard data growth color level for all students in the area of math is yellow. The scores of Hispanic students, multilingual students, students with disabilities and socioeconomic disadvantaged students continue to lag behind those of their peers.

## 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 PERCENTPROFICIENT | SBAC ELA 2023 | SBAC ELA 2024 | SBAC Math 2023 | SBAC Math 2024 |
|------------------------|---------------|---------------|----------------|----------------|
| • OVERALL              | 47%           | 50%           | 42%            | 42%            |
| • HISPANIC             | 30%           | 34%           | 19%            | 23%            |
| • AFRICAN AMERICAN     | NPL           | NPL           | NPL            | NPL            |
| • WHITE                | 48%           | 41%           | 42%            | 37%            |
| • ASIAN                | 61%           | 63%           | 71%            | 66%            |
| • EL                   | 23%           | 13%           | 13%            | 10%            |
| • SWD                  | 29%           | 19%           | 22%            | 18%            |
| • SED                  | 38.36         | 44%           | 33%            | 34%            |
| • MIXED RACE           | 63%           | 84%           | 58%            | 61%            |

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

# Annual Measurable Outcomes

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

| Metric/Indicator                                    | Baseline/Actual Outcome      | Expected Outcome                                           |
|-----------------------------------------------------|------------------------------|------------------------------------------------------------|
| SBAC ELA                                            | 50% proficient, Level Orange | Growth by 3 points and/or improve proficiency color level  |
| SBAC Math                                           | 42% proficient, Level Yellow | Growth by 3 points and/or maintain Green proficiency level |
| Local ELA Benchmark Assessments (iReady Mid -Year)  | 56% proficient               | Growth by 3 points in the proficiency average              |
| Local Math Benchmark Assessments (iReady Mid -Year) | 44% proficient               | Growth by 3 points in the proficiency average              |

## Strategies/Activities

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

**Strategies/Activities Table**

| Strategy/<br>Activity #     | Description                                                                                                                                                                                                                                                                                                                     | Students to be<br>Served | Proposed<br>Expenditures | Funding<br>Source(s)              |
|-----------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|--------------------------|-----------------------------------|
| Strategy/<br>Activity 1     | PLC - Release time for teachers to participate in PLC, instructional rounds, peer coaching, co -design of lessons, training and reflection activities to broaden and strengthen instructional practices that support identifying and closing learning gaps and meeting the diverse needs of the student populations they serve. | ALL                      | \$7860                   | LCFF                              |
| Strategy/<br>Activity<br>#2 | Instructional Materials & Supplies to support the educational program.                                                                                                                                                                                                                                                          | ALL                      | \$4692                   | LCFF                              |
| Strategy/<br>Activity<br>#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<br>strategy 1<br>LCFF |
| Strategy/<br>Activity<br>#4 | Technology Upgrades - hardware necessary to provide students with 21st technology skills.                                                                                                                                                                                                                                       | ALL                      | \$500                    | LCFF                              |
| Strategy/<br>Activity<br>#5 | Purchase licenses for supplemental resources to support reading & math                                                                                                                                                                                                                                                          | ALL                      | \$6984                   | LCFF                              |
| Strategy/<br>Activity<br>#6 | Library Support - Library Clerk                                                                                                                                                                                                                                                                                                 | ALL                      | \$3020                   | LCFF                              |

|                              |                                                                                                                                                                               |         |        |      |
|------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|--------|------|
| Strategy/<br>Activity<br>#7  | Emphasize and incentivize student goal setting & student ownership of learning.                                                                                               | ALL     | \$0    |      |
| Strategy/<br>Activity<br>#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/<br>Activity#       |                                                                                                                                                                               | ALL     | \$0    |      |
| Strategy/<br>Activity #<br>8 | Print Shop to support academics and PBIS.                                                                                                                                     | ALL     | \$1000 | LCFF |
| Strategy/<br>Activity #<br>9 | Provided continued training & growth opportunities for staff and administration.                                                                                              | ALL     | \$0    |      |

## Annual Review

**SPSA Year Reviewed: 2024-25**

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 an increase in SBAC scores. Teachers had release days throughout the year to review student achievement data, collaborate and plan for instruction. 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 2023–2024 school year. Growing from 42% to 55% proficient in ELA and from 26% to 44% in math. While we celebrate this growth we see a slight year over year decrease when comparing window 2 2023 with window 2 of 2024. Window 2 overall ELA slipped from 56% proficient to 55%. Math also retracted 1% from 45% to 44%.

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's expenditures have remained on track with our budgeted plan, with one exception —\$1,500 originally allocated for technology upgrades. Fortunately, we did not need to replace as many Chromebooks as anticipated, which proved beneficial as the cost of employee benefits exceeded initial projections as did the print shop expenditures.

Additionally, the savings allowed us to provide students with a unique and enriching experience: an interactive live show featuring monkeys, baboons, and snakes. This memorable event supported our commitment to engaging, whole-child learning beyond the classroom.

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.

During the 2023–2024 school year, we invested in the iReady Math Toolbox to support student learning. However, its usage was limited, and we did not see the desired growth in SBAC math scores. As a result, we chose not to renew this resource for the 2024–2025 school year.

This year also marked the rollout of our new math curriculum, which required a learning curve for both teachers and students. As the year progressed, our educators voiced a clear need for a supplemental program to strengthen students' foundational math skills and fluency in the absence of the math toolbox.

In response, we will be implementing **Math Reflex** next year to help build math fact proficiency and better support student success. We are confident this tool will provide targeted practice and reinforce essential skills, helping students build a stronger foundation for future math achievement. This purchase necessitates an alteration in the supply budget for the upcoming school year.

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 43 students identified as English Language Learners (ELL). 17 of the 43 are students who receive special education services. 5 students are classified as Long-Term English Learners (LTELs). Previously 25%-30% of ELL were LTELs now roughly 11% are.

Of concern, however, is the fact that 9 students are at risk of becoming LTELs. Students are considered Long -Term English Learners (LTELs) when they have not reclassified after 6 or more years since identification. Some of these students have reached level 4 on their ELPAC state exam, however have not reached proficiency on iReady which is our local measure. This is why we emphasize iReady throughout the grade levels and incentivize students to put forth their best effort while engaging in iReady lessons and assessments.

To date, African American Students at Frost have comprised such a small percentage of students that the Dashboard has not indicated a growth color. However the number of students of color at Frost, particularly African American students, has risen 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.

## 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                                                               | 2022-2023 Data Baseline                                   | Mid Year Data 2023-2024                      | Desired Outcome for 2024-2025                      | Mid Year Data 2024-2025                                       |
|----------------------------------------------------------------------|-----------------------------------------------------------|----------------------------------------------|----------------------------------------------------|---------------------------------------------------------------|
| English Learner Reclassification Rate                                | 17% of EL students achieved reclassification (Target Met) | 10% of EL students achieved reclassification | 15-20% of English Learners Reclassified Annually   | 10% of EL students achieved reclassification (Target Not Met) |
| Long Term English Learner (LTEL) Rate                                | 28% of students identified as LTEL (Target Not Met)       | 30% Identified as LTEL (Target Not Met)      | 20% or Less of English Learners Identified as LTEL | 11% Identified as LTEL (Target Met)                           |
| Local ELA Benchmark Assessments for Student Groups (iReady Mid-Year) | EL ELA 17% at or above grade level (Target Not Met)       | EL 26% at or above grade level (Target Met)  | Annual Growth of 5% for Listed Student Groups      | EL 23% at or above grade level (Target Not Met)               |

|                                                                         |                                                            |                                                                                                                       |                                                             |                                                                                                                                        |
|-------------------------------------------------------------------------|------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------|
| Local Math Benchmark Assessments for Student Groups (iReady Mid - Year) | EL<br>Math 13% at or above grade level<br>(Target Not Met) | EL<br>Math 24% at or above grade level<br>(Target Met)                                                                | Annual Growth of 5% for Listed Student Groups               | Math 20% at or above grade level<br>(Target Not Met)                                                                                   |
| CA Dashboard Academic Indicator                                         | Medium<br>(Target Met)                                     | Level orange in ELA, decrease in proficiency<br>(Target Not Met)<br>Increased to Green in Mathematics<br>(Target Met) | Increase of One Performance Level for Listed Student Groups | Level Green in ELA, an increase in proficiency<br>(Target Met)<br>Decrease in proficiency to orange in Mathematics<br>(Target Not Met) |

**Strategies/Activities Table**

| <b>Strategy/<br/>Activity #</b> | <b>Description</b>                                                                                                                                                                                          | <b>Students to be<br/>Served</b>                                     | <b>Proposed<br/>Expenditures</b> | <b>Funding<br/>Source(s)</b> |
|---------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------|----------------------------------|------------------------------|
| Strategy/<br>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<br>Funded           |
| Strategy/<br>Activity<br>#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<br>Funded           |
| Strategy/<br>Activity<br>#3     | Promote, monitor and continue to train staff on best instructional & management practices that reduce learning gaps.                                                                                        | ALL                                                                  | \$0                              | District<br>Funded           |
| Strategy/<br>Activity<br>#4     | Incentivize completion of 45 minutes of iReady weekly in Math with the completion of 2 lessons per week & 45 minutes of iReady ELA with the completion of 2 lessons per week                                | ALL                                                                  | \$0                              |                              |
| Strategy/<br>Activity<br>#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<br>Funded           |
| Strategy<br>/Activity<br>#6     | Promote specialized clubs to focus on prosocial behaviors, trust and academic achievements                                                                                                                  | Students of color,<br>socioeconomically<br>disadvantaged<br>students | \$0                              |                              |

|  |  |  |  |  |
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## Annual Review

**SPSA Year Reviewed:** 2024-25

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

### Goal Analysis

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

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

The strategies outlined in this SPSA mirror the previous ones. The greatest growth amongst our EL population has been in the area of language arts. Unfortunately as instruction tilted further to the language needs, students demonstrated a need for more math support. As a result, PD during the 24-25 year focused on improving literacy during math instruction. Once scores are received in June, we see if this proves to have a positive impact.

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

Affinity groups and clubs were not established during this school year as previously anticipated. This did not impact the budget.

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.

Scores of students with disabilities are well below the average scores of their peers on standardized benchmark assessments.

### Annual Measurable Outcomes

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

| Metric    | 2022-2023 Data Baseline | Desired Outcome for 2023-2024 | 23-24 Data | Desired Outcome for 2024-2025 |                 |
|-----------|-------------------------|-------------------------------|------------|-------------------------------|-----------------|
| Local ELA | SPED                    | Annual Growth of              | SPED       | Annual Growth of              | 33% at or above |

|                                                                           |                                               |                                                                                                                                                                                                             |                                       |                                                                                                                                                                                                             |                                  |
|---------------------------------------------------------------------------|-----------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------|
| Benchmark Assessments for Special Education (iReady Mid -Year)            | 35% at or above grade level (Target Met)      | 5% for Special Education Student Group                                                                                                                                                                      | 32% at or above (Target Not Met)      | 5% for Special Education Student Group                                                                                                                                                                      | (Target Not Met)                 |
| Local Math Benchmark Assessments for Special Education (iReady Mid -Year) | SPED 30% at or above grade level (Target Met) | Annual Growth of 5% for Special Education Student Group                                                                                                                                                     | SPED 24% at or above (Target Not Met) | Annual Growth of 5% for Special Education Student Group                                                                                                                                                     | 22% at or above (Target Not Met) |
| CA Dashboard Academic Indicator                                           | N/A                                           | N/A                                                                                                                                                                                                         | N/A                                   |                                                                                                                                                                                                             |                                  |
| Inclusion Data of Students with Disabilities                              | 90% (Target Met)                              | Students with Disabilities in General Education Settings for at least 80% of their day<br><br>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<br><br>Students with Disabilities in Special Day Classes in General Education Settings for at least 40% of their day | (Target Met)                     |

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

## Strategies/Activities Table

| Strategy/<br>Activity #     | Description                                                                                                                                                                                                                                                                                                                                                                                                                                                | Students to be<br>Served | Proposed<br>Expenditures | Funding<br>Source(s) |
|-----------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|--------------------------|----------------------|
| Strategy/<br>Activity<br>#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/<br>Activity<br>#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/<br>Activity<br>#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<br>goal 1   |                      |
| Strategy/<br>Activity<br>#4 | Provide every child with equitable access to high -quality, standards based art education to thrive and participate in modern society.<br><br>Support students in developing artistic literacy.                                                                                                                                                                                                                                                            | ALL                      | \$0                      |                      |

# Annual Review

**SPSA Year Reviewed:** 2024-25

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.

There were no substantive differences in these planned actions and actual implementation with the exception of purchasing calm corner furniture for lower grade classes.

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 continues to be a growth area for Frost. During the school year, to assist teachers with the behaviors of our most needed students, most teachers attended a 6hr classroom management workshop. More training and coaching opportunities will be provided next year. Teachers are expressing a desire for de-escalation training as well as additional restorative practices.

# 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.

| <b>Metric</b>                             | <b>2020-2021 Baseline</b>                                                                           | <b>2021-2022 Data</b>                                                                                                                                                                              | <b>2022-2023 Data</b>                                                                                                                                              | <b>Desired Outcome for 2023-2024</b>                                                                                  | <b>23-24 Data</b>                                                                                            | <b>Desired Outcome for 2024-2025</b>                                                           |
|-------------------------------------------|-----------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------|
| Attendance at School Parent Meetings      | Average Attendance:<br>ELAC- 2<br>HSC-4<br>Koffee Klatch - 5<br>SSC- 4<br>HABLA - No data available | Average Attendance:<br>ELAC- 3<br>HSC-4<br>Koffee Klatch - 5<br>SSC- 4<br>HABLA - 1                                                                                                                | Average Attendance:<br>ELAC-2<br>HSC-8<br>Koffee Klatch - N/a<br>SSC- 6<br>HABLA - N/A                                                                             | ELAC- increase to 4<br>HABLA - initiate meetings<br>HSC-increase to 9<br>Koffee Klatch - initiate meetings<br>SSC- 6+ | Average Attendance:<br>ELAC-2<br>HSC-5<br>Koffee Klatch - 2<br>SSC- 6<br>HABLA - N/A<br><br>(Target Not Met) | ELAC- increase to 3<br>3<br>HSC-increase to 9<br>Koffee Klatch - 3 meetings<br>SSC- 6 meetings |
| Parent Engagement Events/Community Events | All events were held virtually due to Covid -19                                                     | Virtual Back to School Night<br><br>Slide decks and class presentations also pushed out through Parent Square<br><br>In -person Open House<br>In -person Kinder and 6th Grade Promotion Ceremonies | Back to School Night<br>Parent Teacher Conferences<br><br>Open House<br><br>Talent Show<br><br>Winter Performance<br><br>Kinder and 6th Grade Promotion Ceremonies | Encourage parent involvement and attendance                                                                           | Parents in primary grades demonstrated strong attendance to conferences and events                           | Encourage upper grade parent involvement and attendance                                        |
| Parent Square Delivery and Post Data      | 98%<br><br>Data not available                                                                       | 98% Contactable<br><br>58% Interaction rate                                                                                                                                                        | 100% Contactable (Target Met)<br><br>60% Interaction rate (Target Not Met)                                                                                         | <i>Goal is 100% Contactable Rate</i><br><br><i>Increase parent interaction to 70%</i>                                 | 100% Contactable (Target Met)<br><br>64% Interaction rate (Target Not Met)                                   | <i>Goal is 100% Contactable Rate</i><br><br><i>Increase parent interaction rate to 65%</i>     |

Strategies/Activities

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

## Strategies/Activities Table

| Strategy/<br>Activity #   | Description                                                                                                                                                                                                                                                                                                                                              | Students to be<br>Served | Proposed<br>Expenditures | Funding<br>Source(s) |
|---------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|--------------------------|----------------------|
| Strategy/<br>Activity # 1 | Our school community will use additional funding, staff, and resources to actively engage families and community members in order to increase parent attendance and participation in school functions and parent meetings. We will provide virtual parent meetings and/or provide childcare when possible with the goal of increasing parent engagement. | ALL                      | \$0                      |                      |
| Strategy/<br>Activity #2  | Provide light refreshments to entice and encourage parents to participate.                                                                                                                                                                                                                                                                               | Targeted sub<br>groups   | \$0                      |                      |
| Strategy/<br>Activity #3  | Parent meetings and trainings                                                                                                                                                                                                                                                                                                                            | Targeted sub<br>groups   | \$0                      |                      |
| Strategy/<br>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:** 2024-25

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. Koffee Klatch has met two times with 3 or more parents and one time with zero parents. There is one more Koffee Klatch scheduled for the remainder of the year.

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

While Frost continues to actively engage its parent population, much effort this year was focused on reestablishing ties with the alumni base by means of the 60th anniversary celebration. Over 100 people attended the event.

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

There are no changes anticipated.

# Goal # 5

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

## Identified Need

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

This plan seeks to promote greater connectedness with school and nurture a positive climate in which all students and staff can thrive. We look to see a continued improvement in daily attendance and a reduction in chronic absenteeism.

## 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 2022-2023                                                                                   | Desired Outcome for 2023-2024                                                                                   | May 2023-2024                                                                   | Desired Outcome for 2024-2025                               | May 2024-2025                                                                   |
|---------------------------------------------|-------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------|-------------------------------------------------------------|---------------------------------------------------------------------------------|
| Attendance Annual Average                   | 93.98%                                                                                          | 95%                                                                                                             | 94.11%                                                                          | 95%                                                         | 95%<br>(Target Met)                                                             |
| Chronic Absenteeism                         | Federal % absent<br>6%                                                                          | <i>The % of Chronic Absence students will reduce by 5%</i><br><br><i>The Federal % absent will reduce by 1%</i> | 18%<br>(Target Met)<br><br>Federal % absent 5.54%<br>(Target Not Met)           | 17%<br><br>Federal % absent 5.0%                            | 14%<br>Target Met<br><br>Federal % absent 5.0%<br>(Target Met)                  |
| Suspension Rate                             | 1%                                                                                              | 1%                                                                                                              | 1%                                                                              | 1% or less                                                  | 1% or less                                                                      |
| Expulsion Rate                              | 0%                                                                                              | 1 student                                                                                                       | 0 students                                                                      | 0 students                                                  | 0 students                                                                      |
| Student Safety, Connectedness and Belonging | 90% feel safe at school<br>(Target Met)<br><br>77% feel connected at school<br>(Target Not Met) | 90% feel safe at school<br><br>80% feel connected at school                                                     | 93% feel safe window 1<br><br>82.5% feel connected window 1<br><br>(Target Met) | 90% feel safe at school<br><br>80% feel connected at school | 90% feel safe at school<br><br>80% feel connected at school<br><br>(Target Met) |

## Strategies/Activities

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

**Strategies/Activities Table**

| <b>Strategy/<br/>Activity #</b> | <b>Description</b>                                                                                                                         | <b>Students to be<br/>Served</b> | <b>Proposed<br/>Expenditures</b> | <b>Funding<br/>Source(s)</b> |
|---------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------|----------------------------------|------------------------------|
| Strategy/<br>Activity<br>#1     | Continuation of Mental Health Intern Hours                                                                                                 | ALL                              | \$0                              |                              |
| Strategy/<br>Activity<br>#2     | Supplementation of Social Worker/Mental Health hours                                                                                       | ALL                              | \$2000                           | LCFF                         |
| Strategy/<br>Activity<br>#3     | Assemblies, inspiring speakers, trainers & team building that promote diversity, unity, a sense of belonging and increased motivation.     | ALL                              | \$1000                           | LCFF                         |
| Strategy/<br>Activity<br>#4     | PBIS expansion with a focus on socio -emotional wellbeing of students and staff.                                                           | ALL                              | \$0                              |                              |
| Strategy/<br>Activity<br>#5     | School secretary and principal will work closely to ensure that our student information system is monitored and accurate.                  | ALL                              | \$0                              |                              |
| Strategy/<br>Activity<br>#6     | Community liaisons will frequently communicate with parents to assist with reducing truancy and keep parents abreast of district supports. | All                              | \$0                              |                              |

|                             |                                                              |     |     |  |
|-----------------------------|--------------------------------------------------------------|-----|-----|--|
| Strategy/<br>Activity<br>#7 | Provide a stimulating Saturday Academy to recover attendance | ALL | \$0 |  |
|-----------------------------|--------------------------------------------------------------|-----|-----|--|

## Annual Review

**SPSA Year Reviewed:** 2024-25

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

### Goal Analysis

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

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

Frost received a large influx of students this year from other places throughout the local area. Many of these students had a history of truancy. We have worked diligently to acclimate them to Frost and to encourage attendance. Despite facing these challenges, the federal absenteeism rate reduced to 5% as targeted. Part of this may be attributed to increased class and individual incentives for school attendance and a robust Saturday Academy. Further, the school office has implemented a more frequent letter communication system to alert parents of truancy status. This year we doubled 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. This year we did not end the year with a long waiting list 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 there have been fewer celebratory parties this year.

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 revamped our PBIS efforts creating a new set of expectations. Students have quickly adapted. With our renewed efforts regarding PBIS, we have applied to the state for medal recognition. Next year we will continue to lean into elevating student voice and choice on campus.

## 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 | \$27,056 |

### 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                    | \$27,056        |

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](mailto: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](mailto: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

Virtual via Google Meets

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

April 17, 2025

At 5:30pm

Welcome  
Approve Agenda  
Principal Announcements  
Teacher Updates  
[SPSA](#) Discussion (see link)  
Adjournment

**Attendees Present:** Harrigan, Guerra, Vaplon, Bently, DeSagun, Jenn C, Nickle

**Acceptance of the Agenda:** M: Guerra S: DeSagun unanimous Vote

**Principal announcements:** Frost 60. Celebration and honors. PD training tomorrow. Testing around the corner. Please no phones or watches during tests.

Teacher updates: Coming into the final stretch and everyone is working hard... including the students. 5th grade science testing almost done, looked like they were doing a great job.

Going over the SPSA. Review of goals.

Goal 1: Review of Reading and Math data and scores, and where we're at. Looking for 3% overall growth, and 5% growth for subgroups on the SBAC. Also reviewing goals for I-Ready. Trainings focuses on this goal. Small group instruction also is a strategy to help with this goal. Student-led conferences to get them to



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**OAK GROVE SCHOOL DISTRICT**

participate and own their educational goals are also promoted. Growth is up on I-Ready, but didn't reach the goal. Did not spend our \$1500 on technology. Didn't purchase I-Ready Math Toolbox for this year, but next year, monies will be used to purchase Reflex Math for help with foundational math skills.

Goal 2: Strive to provide equity for all subgroups. 43 students are identified as English language learners. 11 students classified as long term ELL's, but unfortunately that might increase. Demographics are changing at Frost. Reached target on reclassifying ELL's, but SBAC and I-Ready scores for this subgroup are down. ELTP coaches help out with the ELL subgroup. Next year will adopt SEAL strategies school wide.

Goal 3: Focusing on students with disabilities. Did not meet targets with ELA or Math. Work to do with this group. Purchasing calming corners for lower grades. More training is being looked into for next year.

Goal 4: Great turnout for the 60th, but looking for more ways to increase parent involvement.

Goal 5: Chronic absenteeism is improving, but final scores are still up in the air. Suspension rate has been fluctuating. Mental health intern coming back next year. Saturday academy has been working out, which helps with attendance.

Budget... \$27, 056.

No questions from the panel.

**Next meeting date: N/A... Unanimous vote that we've accepted the SPSA**

**M: Guerra      S: Desagun**



## **FROST ELEMENTARY**

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**OAK GROVE SCHOOL DISTRICT**

**Unanimous Vote**

**Meeting adjourned at: 6:43**

## **School Site Council Agenda & Minutes**

**Virtual via Google Meets**

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

**February 25, 2025**

**At 5:30**

Welcome  
Approve Agenda  
Principal Announcements  
Teacher Updates  
Review LCAP Goals  
Introduce SPSA Goals  
[SPSA](#) Discussion (see link)  
Adjournment

**Attendees Present: Gaylan Nickle, Rebecca DeSagun, Christina Strickler, Mrs. Harrigan, Mrs. Cardenas, Mr. Vaplon, Adam Bentley, Jenn C., Mr. Guerra, Anket Gupta**

**Acceptance of the Agenda: M: Christina Strickler S: Jenn C.  
The ayes have it.**



## FROST ELEMENTARY

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OAK GROVE SCHOOL DISTRICT

### **Principal announcements:**

**107 students made typical growth and/or stretch growth in iReady**

**2 more VIP parties within the next 2 weeks**

Many absences- hope to see better attendance

67 students show up for Saturday Academy

Black History Performance with a violinist

DIB is having a Black History event this Friday

Next month is Women History month

Aztec Dancer Assembly

68 days of school left

### Teacher updates:

Projects in 5th grade to get ready for testing

Mr. Valpon attending training on math and looking for good results

Kindergarten is going on their first field trip to the public library

Review LCAP and Introduce SPSA goals

Local Control Funding Formula requires input by parents

LCAP governs the district

SBAC goal is to grow 3 points

Majority of budget is spent on release days for teachers

Second major expense is for supplies

Working on reclassifying students and teachers are working with LTP coaches

Hired a social worker to work with small groups on social emotional skills

**Next meeting date: Apr 1, 2025**

**Adjournment**

**M: Rebecca DeSagun**

**S: Christina Strickland**

**Ayes have it!**

**Meeting adjourned at: 6:34**



## FROST ELEMENTARY

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OAK GROVE SCHOOL DISTRICT

### School Site Council Agenda & Minutes

Virtual via Google Meets

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

Feb 4, 2025

At 5:15

Meeting cancelled due to low attendance

Welcome

Approve Agenda

Principal Announcements

Teacher Updates

Review LCAP Goals

Introduce SPSA Goals

[SPSA](#) Discussion (see link)

Adjournment

**Acceptance of the Agenda: M: S:**

**Next meeting date:**

**Adjournment M: S:**

**Ayes have it!**

**Meeting adjourned at:**



## FROST ELEMENTARY

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OAK GROVE SCHOOL DISTRICT

# School Site Council Agenda & Minutes

Virtual via Google Meets

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

Dec 3, 2024

At 5:30

Welcome

Principal Updates

[Safety Plan](#)

[Frost/ Indigo condensed School Safety Plan 2023-2025](#)

**Acceptance of the Agenda: M: S:**

**Present: Rebecca DeSagun, Doug Vaplon, Karina Cardena, Mrs. Harrigan, Sonal Gupta, Gaylan Nickle**

### Principal Report:

Students are starting iReady diagnostic

Friday December 20th minimum day

Fundraisers are coming along

### Review our Safety Plan goals:

Ark has been checked and Mr. Vaplon helped inventory and we got emergency bags from students

Limited spots with mental health intern

We have a budget to hire a social worker

Frost will continue to use PBIS along with parties to increase positive behavior

New school expectations: SOAR (Safe, On Task, Act Responsible, Respectful)

Command Structure for emergencies are in place.

Question in regards to the safety plan? No

Agree and approve safety plan M: Mrs. DeSagun

S: Mr. Gupta

The ayes have it



## **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**

**Next meeting topics: SPSA and LCAP**

**Next meeting date: February 4th at 5:30**

**Parent feedback:**

**Nice to have crossing guards**

**Adjournment**

**M: DeSagun**

**S: Mr. Gupta**

**Ayes have it!**

**Meeting adjourned at 6:05**

## **School Site Council Agenda & Minutes**

**Virtual via Google Meets**

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

Welcome & Introductions

Purpose of School Site Council (SSC)

Principal Updates

Prior Officers:

President: Pedro Guerra & Jennifer Dal Canto

Secretary: Karina Cardenas

Election of New Officers

[Data](#)

[Safety Plan](#)

Parent Feedback

Future Meeting Dates



## **FROST ELEMENTARY**

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**OAK GROVE SCHOOL DISTRICT**

Time 5:00, 5:15 or 5:30?

|                  |                                          |
|------------------|------------------------------------------|
| December 3, 2024 | @ 5:15 Review & Approve Safety Plan      |
| February 4, 2025 | @ 5:15 Review school needs & Revise SPSA |
| March 18, 2025   | @ 5:15 Review and approve SPSA           |
| May 13, 2025     | @5:15 If necessary to approve SPSA       |
|                  | Adjournment                              |

**Acceptance of the Agenda: M: Doug Vaplon S: Rebecca DeSegun**

**Present: Mrs. Harrigan, Mrs. Vaplon, Rebecca DeSegun, Jennifer DalCanto, Adam Bentely, Karina Cardenas, Mr. Guerra**

**Certified staff: Doug Vaplon, Mrs. Harrigan, Mr. Guerra, Karina Cardenas**

**Classified staff: Gaylan Nickels,**

**Parents: Jennifer DalCanto, Adam Bentely, Rebecca DeSegun, Sonal Gupta, Pricilla Melera**

**Alternate: Christina Strickland**

**Mr. Vaplon motions to keep current officers**

**Second by Mrs. Dal Canto**

**The Ayes have it.**

**Mrs. Harrigan shared the data and had a party for the students**

**Safety Plan**

**School needs to prepare the LCAP keeping in mind all 6 goals**

**We will review and approve the SB187 Safety Plan and make the necessary changes and update the Arc**

**Funds to have an intern for a day and a half and Care Solace for mental health**

**Email SB187 Safety Plan and SPSA to view and review at next meeting**

**Safety Plan needs to be approved by January**

**Fun Run is successful!**

**Halloween next week same time, same routine**

**First academy of the year this Saturday 10/26**

**Parent Feedback:**



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**OAK GROVE SCHOOL DISTRICT**

**Motion to approve future meeting dates and time: 5:30**

**M: Mr. Guerra      S: Mrs. Dal Canto**

**Next meeting online**

**Adjournment    M: Mr. Guerra      S: Rebecca DeSegun**

**Ayes have it!**

**- Meeting adjourned at 6:17**

## **School Site Council Agenda & Minutes**



## **FROST ELEMENTARY**

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**OAK GROVE SCHOOL DISTRICT**