

**School Year: 2021 - 2022**

# **School Plan for Student Achievement Stipe Elementary School**

| School Name             | County-District-School (CDS) Code | School Site Council (SSC) Approval Date | Local Board Approval Date |
|-------------------------|-----------------------------------|---|---------------------------|
| Samuel Stipe Elementary | 43696256048177                    | June 9, 2021                            | November 18, 2021         |

## **Purpose and Description**

The COVID-19 pandemic has created conditions at Samuel Stipe School that compelled us to stop, reflect and identify the impacts that a year-and-a-half of distance learning created for our school community. These impacts have influenced our parent and teacher community with a goal in 2021-22 to prioritize academic interventions and socio-emotional needs. With regard to the top goal, actions, or strategies, our community overwhelmingly wanted to keep or see academic progress and socio-emotional systems of support. These and other community activities will be adapted to the current learning environment as we progress through the school year (e.g. virtual, in person, modified)

At Stipe School, we believe that every student can achieve at high levels. Therefore, a fundamental aim of our educational programs is to ensure that each student possesses the competence and confidence that would guarantee success at the next level. This plan is our roadmap for building and sustaining a strong and effective instructional core in every classroom. It is our articulation of the vision for student learning outlined in our district's Five-year Strategic Plan. Effective teaching, capable instructional leadership and strong relationships are crucial to realizing our community's hopes and dreams for student learning and development. This focus articulates the teaching practices, leadership practices and organizational practices that have become the norm throughout our school system. Our focus expresses our collective responsibility for student learning and motivates us all – school, home, and community – to collaborate in ways that will turn our good intentions into strong results for students.

*We work closely with stakeholders throughout the district and analyze student performance data on an ongoing basis. Six goals, outlined below, have been identified as the focus within our current three year LCAP plan to improve outcomes for all students.*

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

*Goal 2 - We will accelerate the academic achievement toward meeting or exceeding standards for English Learners (EL), low socioeconomic disadvantaged students, Foster Youth, and students of color, as well as increase the language proficiency for EL.*

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

*Goal 4 - Students will use technology to master the 21st Century Skills of collaboration, communication, critical thinking and creativity. Oak Grove will provide innovative strategies with support for technology implementation that would enhance student learning of core academic subject knowledge, and meet technology standards.*

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

*Goal 6 - We will actively engage parents and community members in supporting the implementation of CCSS instruction and providing input to program decisions.*

## **Stakeholder Involvement**

### **Involvement Process for the SPSA and Annual Review and Update**

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

Stipe elicits stakeholder input from the School Site Council, Staff, and parent groups as an on-going cycle. The administration shares data regularly at PFA meetings, School Site Council Meetings, Staff Meetings, Leadership Meetings, and other various parent meetings. Parents participate as partners when setting school goals, developing or evaluating programs & policies, and responding to data. Parents play a key role in providing support for our enrichment/elective program, field trips, and our social-emotional program. Focus groups and leadership teams are established to collect survey data and assess school academic and climate needs.

Meetings include monthly Parent Faculty Association (PFA) meeting, staff meetings, Student Council, School Site Council (SSC), Stipe School Staff, and English Learners Advisory Council (ELAC).

*Presentations to stakeholders included:*

***School Site Council***

*Date: June 9, 2021*

***Parent Faculty Association***

*Date: June 9, 2021*

***Stipe Staff***

*Date: August 9, 2021*

***English Learner Advisory Committee (ELAC)***

*Date: June 10, 2021*

*The School Site Council approved the SPSA on*

## **Resource Inequities**

The COVID-19 pandemic has created additional resource inequities in addition to those outlined above. As we prepared for the 2021-22 school year, the following resource inequities in our system have risen as priorities and opportunities:

In order to ensure that all students are reading within their grade level, additional teachers and Instructional Aid supports are needed. This is a supplement to the regular reading instruction such as daily guided reading. Additional resources will provide push-in or a push-out model to support students not reading in their particular grade level. In addition, there is a demand for an after school intervention to support targeted students. The ability to provide interventions in addition to regular class instruction is beneficial in ensuring that all students have the ability to access their grade level content. Teachers can provide specific targeted intervention groups or provide researched-based interventions such as the iReady Teacher Toolbox, Guided Reading, Leveled Literacy Intervention, Dreambox Math, and Read 180 to name a few.

STEAM is an educational approach to learning that uses Science, Technology, Engineering, the Arts and Math as access points for guiding student inquiry, dialogue, and critical thinking. Stipe School will provide teachers the capacity to engage students in STEAM and for students to participate in STEAM related workshops. Our goal is to have students that take thoughtful risks, engage in experiential learning, persist in problem-solving, embrace collaboration, and become innovative leaders of the 21<sup>st</sup> century.

Parent involvement improves student academic performance and social skills as it allows students to acclimate better to the school environment. In addition to providing the student

encouragement and good study habits, we want parents to have the ability to provide their student academic support at home. Through a Family Engagement Institute or parent workshops, parents will participate and develop research-based skills to allow them to support their student academically at home. These parent workshops will serve not only as a location where parents are provided training, but also allow them to collaborate with both teachers and other parents.

## Goals, Strategies, Expenditures, & Annual Review

### Goal 1

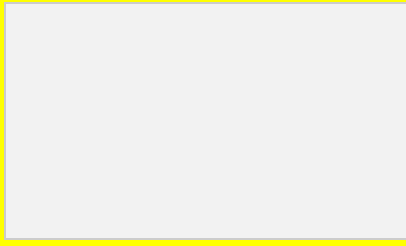
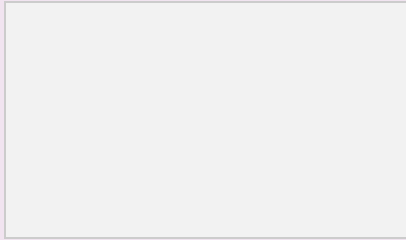
All students will be proficient in meeting and/or exceeding all Common Core State Standards. All teachers are implementing Common Core standards, strategies, and materials.

#### Identified Need

These additional needs have surfaced in response to the COVID pandemic as they relate to proficiency in meeting or exceeding all common core standards: our data indicates that our students are showing gaps in ELA specifically in Reading and in Math with Communication and Reasoning as compared to the state average.

#### Annual Measurable Outcomes

| Metric/Indicator        | Baseline/Actual Outcome  | Expected Outcome   |
|-------------------------|--|--|
| Overall iReady Window 2 | <b>Reading</b><br>2015: 29%<br>2016: 26%<br>2017: 29%<br>2018: 31%<br>2019: 29%<br>2020: 33%<br><br><b>Math:</b><br>2015: 27%<br>2016: 25%<br>2017: 28%<br>2018: 30%<br>2019: 23%<br>2020: 29% | Increase the iReady Window 2 On or Above Grade level by 5% as compared from the previous year in Reading and Math. |

|  |   |  |
|--|---|--|
| iReady Reading and Math Diagnostic Results       | <p><b>2020-21:</b></p> <p>iReady <b>READING</b> Comparison of Window 1 and 2 Proficiency:</p>  <p>Diagnostic 1 to 2 ELA<br/> 37% (from 45%) in red/Tier3<br/> 35% (from 35%) in yellow/Tier 2<br/> 28% (from 20%) in green/Tier 1</p> <p>iReady <b>MATH</b> Comparison of Window 1 and 2 Proficiency:</p>  <p>Diagnostic 1 to 2 Math<br/> 36% (from 42%) in red/Tier3<br/> 39% (from 42%) in yellow/Tier 2<br/> 25% (from 16%) in green/Tier 1</p> | Increase 5% more students to be proficient on iReady mid-year Diagnostic Result  |
| CA Dashboard Overall Academic Performance Levels | <p style="text-align: center;"><b><u>ELA</u></b></p> <p><b>ELA</b><br/> 2017: Orange<br/> 2018: Yellow<br/> 2019: Yellow</p> <p><b>Math</b><br/> 2017: Orange<br/> 2018: Yellow<br/> 2019: Orange</p>   | Increase by one performance level on the CA Dashboard from the prior year in ELA and Math for all students in grades 3-6 |

### Goal 1 Action #1: Grade Level Planning

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

All Students

**Strategy/Activity**

Teachers will have (3) release days for grade-level planning facilitated and supported by the Coaches (STEAM Coach and English Language Teacher Partner (ELTP)) to meet the needs of students as they return back to a full in-person learning model after a year-and-a-half of distance or hybrid learning. To address learning needs or foundational skill gaps for students, professional development/training/planning time/interventions/etc will be provided for grade level teams to utilize backward mapping and plan collaboratively to develop methods to deliver the assigned curriculum with emphasis on students' needs with the goals of increasing student proficiency. The Principal will additionally be provided release days to attend professional development opportunities

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and 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.

| Strategy/Activity  | Amount(s)        | Source(s)      |
|--|------------------|----------------|
| <b>1. STEAM Coach</b>  | <b>\$118,308</b> | <b>Title I</b> |
| <b>2. Sub release teacher for differentiated planning and data analyzing</b> | <b>\$6,552</b>   | <b>LCFF</b>    |
| <b>2. Sub Release for Principal</b>  | <b>\$624</b>     | <b>LCFF</b>    |
| <b>3. Classroom &amp; Instructional Materials</b>                            | <b>\$16,895</b>  | <b>LCFF</b>    |
| <b>4. Print Shop Instructional</b>   | <b>\$1,000</b>   | <b>LCFF</b>    |

**Goal 1 Action #2: Computer programs and applications**

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

All Students

**Strategy/Activity**

*Purchase licenses for Tutormate, NewsELA Pro, Reading A-Z and Raz-Kids, Nearpod, and Accelerated Reader (AR) as supplemental resources to support reading, comprehension, and fluency.*

**Proposed Expenditures for this Strategy/Activity** List the amount(s) and 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.

| Strategy/Activity       | Amount(s) | Source(s)   |
|-------------------------|-----------|-------------|
| 1. Learning A-Z         | \$2,758   | Title I     |
| 3. Tutormate            | \$1,000   | Title I     |
| 4. NewsELA Pro          | \$3,245   | Block Grant |
| 5. HeadSprout           | \$1,500   | Block Grant |
| 6. Reading Intervention | \$5,121   | Block Grant |

**Goal 1 Action #3: iReady support****Students to be Served by this Strategy/Activity**

All Students

**Strategy/Activity**

*Students will use iReady a minimum of 45 minutes a week in Reading and Math with a pass rate of 80%. Teachers and administration will monitor usage and pass rates weekly. Teachers will utilize Standards Mastery assessments as formative data to inform instructional needs of students.*

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and 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.

| Strategy/Activity        | Amount(s)  | Source(s)  |
|--------------------------|------------|------------|
| <b>1. iReady Toolbox</b> | <b>\$0</b> | <b>N/A</b> |

#### **Goal 1 Action #4: Professional Development and Professional Learning Communities (PLC)**

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

All Students

##### **Strategy/Activity**

*Professional development in STEAM integration and academic discourse will be provided monthly to staff. In addition, our PLC will collaborate to aggregate data and collectively identify strategies to address student needs.*

##### **Proposed Expenditures for this Strategy/Activity**

List the amount(s) and 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.

| Strategy/Activity                                       | Amount(s)      | Source(s)      |
|---|----------------|----------------|
| <b>1. Professional Development in STEAM Integration</b> | <b>\$6,000</b> | <b>Title 1</b> |

## **Goal 2**

We will accelerate the academic achievement toward meeting or exceeding standards for English Learners (EL), low socioeconomic disadvantaged students, Foster Youth, and students of color, as well as increase the language proficiency for EL.

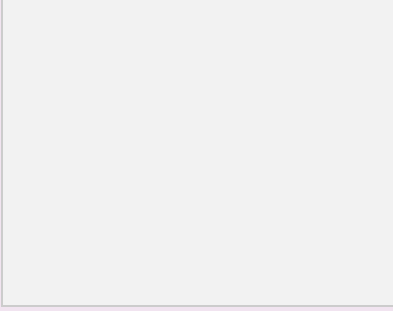
##### **Identified Need**



*These additional needs have surfaced in response to the COVID pandemic as they relate to accelerating the academic achievement for English Learners (EL), low socioeconomic disadvantaged students, foster youth, and students of color: increase language proficiency to ensure that these students have improved access to the curriculum.*

## Annual Measurable Outcomes

| Metric/Indicator   | Baseline/Actual Outcome  | Expected Outcome   |
|--|--|--|
| SBAC Meet or Exceed Standards for ELs, Foster Youth, African American Students and Latino Students   | <p><b><u>English Learner</u></b></p> <p><b>ELA</b><br/> 2015: 14%<br/> 2016: 20%<br/> 2017: 23%<br/> 2018: 17%<br/> 2019: 12%</p> <p><b>Math</b><br/> 2015: 11%<br/> 2016: 20%<br/> 2017: 23%<br/> 2018: 16%<br/> 2019: 14%</p> <p><b><u>Socioeconomically Disadvantaged Students</u></b></p> <p><b>ELA</b><br/> 2017: 18%<br/> 2018: 24%<br/> 2019: 29%</p> <p><b>Math</b><br/> 2017: 15%<br/> 2018: 25%<br/> 2019: 28%</p> | Increase the CAASPP SBAC percent of English Learners, Socio-Economically Disadvantaged Students, Foster Youth, African American students and Hispanic students meeting or exceeding standards by 8-10% higher than the prior year in ELA and Math in grades 3-6. |
| CA Dashboard Overall Academic Performance Levels for English Learners, Socioeconomically Disadvantaged Students, Foster Youth, African American Students and Latino Students | <p><b><u>English Learner</u></b></p> <p><b>ELA</b><br/> 2017: Orange<br/> 2018: Yellow<br/> 2019: Orange</p> <p><b>Math</b><br/> 2017: Orange<br/> 2018: Yellow<br/> 2019: Orange</p> <p><b><u>Socioeconomically Disadvantaged Students</u></b></p> <p><b>ELA</b><br/> 2017: Orange</p>  | Increase our English Learners, Socio-Economically Disadvantaged Students, Foster Youth, African American students and Hispanic students by one performance level on the CA Dashboard from the prior year in ELA and Math in grades 3-6                           |

|       |   |   |
|-------|---|---|
|       | 2018: Yellow<br>2019: Yellow<br><br><b>Math</b><br>2017: Orange<br>2018: Yellow<br>2019: Orange                   |   |
| ELPAC | <b>ELPAC Summative 18-19</b><br> | We will increase our English learners at an overall level 4: Well Developed on the ELPAC by 5%. |

## Goal 2 Action #1: SEAL and Makerspace

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

All Students

### Strategy/Activity

Teachers will use additional \_\_\_\_\_ to meet the needs of English Learners (EL)/low socioeconomic disadvantaged students/foster youth/students of color as they return back to a full in-person learning model after a year-and-a-half of distance or hybrid learning. To address learning needs or foundational skill gaps for English Learners (EL)/low socioeconomic disadvantaged students/foster youth/students of color, professional development/training/planning time/interventions/etc. will be provided for \_\_\_\_\_ with the goals of increasing student proficiency.

Teachers will implement the Sobrato Early Academic Language (SEAL) strategies and as enhanced by the STEAM activities and design challenge principles to ensure that there is a high level of student engagement and access. To ensure continued support and success for our EL students, we are invested in integrating the concept of Science, Technology, Engineering, Arts, and Math (STEAM) to further engage our EL students and allow them to access the curriculum in multiple forms. This will enable us to enhance our implementation of SEAL units and strategies to deliver lessons that our EL students can access easier by “doing.” To encourage this vision, a STEAM coach will be added to our staff to support teachers in planning, modeling lessons, and providing professional development to staff. Along with our English Language Teacher Partner (ELTP) coach, we will design strategic school goals that will better address the

inability of our EL students to access the traditional curriculum. These instructional foci will permeate the way in which we deliver designated ELD time, after school interventions based on STEAM design thinking principles, and access to ELA through Science and Social Studies units. Teachers will also be provided release times to plan STEAM integrated units/lessons with EL considerations. Monthly Professional Learning Community (PLC) meetings will have a component to address specific EL needs and assessments. Ideally, all professional training, site or introduced by partnered organizations will include an EL specific element.

**Proposed Expenditures for this Strategy/Activity** List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identifies the Title and Part, as applicable), Other State, and/or Local.

| Strategy/Activity | Amount(s) | Source(s) |
|-------------------|-----------|-----------|
| 1. RAFT           | \$4,000   | Title I   |

## Goal 2 Action #2: Targeted Intervention

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

All Students

### Strategy/Activity

Provide specific targeted intervention groups or provide research-based interventions for students who need support with priority to socioeconomically disadvantaged and Latino students. This will provide supplemental resources to strengthen their reading, fluency and comprehension.

**Proposed Expenditures for this Strategy/Activity** List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identifies the Title and Part, as applicable), Other State, and/or Local.

| Strategy/Activity | Amount(s) | Source(s) |
|-------------------|-----------|-----------|
| 1. GATE Support   | \$550     | LCFF      |

## Goal 2 Action #3: Culturally Relevant Materials and Books

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

All Students

### Strategy/Activity

Culturally responsive teaching helps create environments, curricula, and instructional method that validate and reflect the diversity, identities, and experiences of all students. When we do that, we raise the level of academic rigor for all learners.

**Proposed Expenditures for this Strategy/Activity** List the amount(s) and 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.

| Strategy/Activity  | Amount(s) | Source(s) |
|--|-----------|-----------|
| 1. Culturally Responsive/SEAL materials/Guided Reading books | \$1,800   | Title I   |

### Goal 3

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

#### Identified Need

These additional needs have surfaced in response to the COVID pandemic as they relate to providing an inclusive learning environment for students with disabilities to best support social, emotional, and academic development:

Our students with disabilities continue to underperform significantly in both ELA and Math as measured by the SBAC. While suspension rates at Stipe are comparatively low, however, students with disabilities disproportionately represent the number of students suspended.

#### Annual Measurable Outcomes

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|------------------|-------------------------|------------------|
| <hr/>            |                         |                  |

|  |  |  |
|--|--|--|
| SBAC Meet or Exceed Standards for Students with Disabilities | <b><u>Students with Disabilities</u></b><br><b>ELA</b><br>2017: 0%<br>2018: 0%<br>2019: 0%<br><br><b>Math</b><br>2017: 6%<br>2018: 5%<br>2019: 0%  | Increase the CAASPP SBAC percent of students with disabilities student group meeting or exceeding standards by 8-10% higher than the prior year in ELA and Math in grades 3-6. |
| Suspension rate for Students with Disabilities               | <b>2019-20 Suspension Data</b><br><br>Total = 2 students (2 Hispanic)<br><br>Total SWD = 2 students<br><br><b>2018-19 Suspension Data</b><br><br>Total = 8 students (4Hispanic and 4 AA) Rate: 1.8%<br><br>Total SWD = 4 students (2 Hispanic and 2 AA) Rate: .93% | Decrease student suspension rate by 10% and ensure that suspension rates are proportionate to student demographics.  |

### Goal 3 Action #1: Support Staff and TILT

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

All Students

#### Strategy/Activity

Teachers will hold weekly site support staff meetings that include the principal, resource teacher, speech and language pathologist, psychologist, and social work interns to meet the needs of students with disabilities as they return back to a full in-person learning model after a year-and-a-half of distance or hybrid learning. The focus of these meetings is to discuss and give updates on upcoming IEPs, services, and potential students at risk for special education identification. Three times a year, we dedicate a staff meeting to allow the Teacher Implementation Learning Team (TILT) to discuss students' behavioral intervention needs.

**Proposed Expenditures for this Strategy/Activity** List the amount(s) and 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.

| Strategy/Activity | Amount(s) | Source(s) |
|-------------------|-----------|-----------|
| <hr/>             |           |           |

|   |            |            |
|---|------------|------------|
| <b>1. Support Staff and TILT meetings</b> | <b>\$0</b> | <b>N/A</b> |
|---|------------|------------|

### **Goal 3 Action #2: Counseling Services**

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

All Students

#### **Strategy/Activity**

With teacher recommendations and support staff recommendations, students will be referred to partnered counseling services such as a district intern, Alum Rock Counseling Center, and Rebekah Children's Services. Disengaged students will be identified, monitored, and provided support services as needed through our partnered organizations.

#### **Proposed Expenditures for this Strategy/Activity**

List the amount(s) and 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.

| Strategy/Activity             | Amount(s)  | Source(s)  |
|-------------------------------|------------|------------|
| <b>1. Counseling Services</b> | <b>\$0</b> | <b>N/A</b> |

## **Goal 4**

Students will use technology to master the 21st Century Skills of collaboration, communication, critical thinking and creativity. Oak Grove will provide innovative strategies with support for technology implementation that would enhance student learning of core academic subject knowledge, and meet technology standards.

#### **Identified Need**

These additional needs have surfaced in response to the COVID pandemic as they relate to students using technology to master the 21st Century Skills of collaboration, communication, critical thinking, and creativity: provide opportunities to integrate technology in the classroom to make teaching and learning more effective. Technology in the classroom improves engagement

and knowledge retention, encourages individual learning, encourages collaboration, and allows students to learn useful life skills through technology.

### Annual Measurable Outcomes

| Metric/Indicator         | Baseline/Actual Outcome | Expected Outcome  |
|--------------------------|-------------------------|---|
| SBAC Participation Rates | 2018-19: 97%            | We will continue to monitor to ensure that 95% of all students will participate in CAASPP Testing on the Chromebooks and laptops. |

### Goal 4 Action #1: STEAM Equipment and Professional Development

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

All Students

#### Strategy/Activity

To meet students' technology needs as they return back to a full in-person learning model after a year-and-a-half of distance or hybrid learning, we will purchase STEAM equipment and provide staff professional development so that students may learn or master STEAM concepts through interacting with digital models, simulations, and dynamic representations of mathematical, scientific, and engineering systems.

#### Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

| Strategy/Activity            | Amount(s) | Source(s) |
|------------------------------|-----------|-----------|
| 1. STEAM Materials/Equipment | \$9,313   | Title I   |

### Goal 4 Action #2: Provide students tools to access online classes

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

All Students

**Strategy/Activity**

Students are provided 1:1 Chromebooks, a hotspot as needed, and provided technology support to access online classes, lessons, and applications.

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and 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.

| Strategy/Activity  | Amount(s) | Source(s) |
|--|-----------|-----------|
| 1. Provide technology and support to access online learning. | \$0       | N/A       |

**Goal 5**

School and classroom environments support learning, creativity, safety, and engagement.

**Identified Need**

These additional needs have surfaced in response to the COVID pandemic as they relate to providing school and classroom environments that support learning, creativity, safety, and engagement: the staff, students, parents, and administration will focus on a positive and inclusive school climate at Stipe Elementary resulting in at least a 10% reduction of the number of referrals that are sent to the office. A positive school climate will serve to improve morale, emphasize school pride, involve the school community and offer students chances to excel in both academic and non-academic programs. Ultimately, this will have a positive effect on behavior and academic success. Staff and students will need Personal Protective Equipment to ensure health and safety while on campus.

**Annual Measurable Outcomes**

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|------------------|-------------------------|------------------|
|------------------|-------------------------|------------------|

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|                                |   |  |
|--------------------------------|---|--|
| Chronic Absenteeism Rate       | <p><b>All Students</b><br/>2018: 7.9% - Green<br/>2019: 11% - Red</p> <p><b>Socioeconomically Disadvantaged Students</b><br/>2018: Green<br/>2019: Red</p> <p><b>English Learners</b><br/>2018: Green<br/>2019: Orange</p>  | For chronic absenteeism, improve one level in the California Dashboard and increase attendance factor at 97% |
| Suspension and Expulsion Rates | <p><b>All Students</b><br/>2017: 1.3% - Green<br/>2018: 0.8% - Green<br/>2019: 1.1% - Orange</p> <p><b>Hispanic</b><br/>2017: Blue<br/>2018: Yellow<br/>2019: Green</p> <p><b>Students with Disabilities</b><br/>2017: Green<br/>2018: Blue<br/>2019: Orange</p> <p><b>Socioeconomically Disadvantaged Students</b><br/>2017: Blue<br/>2018: Green<br/>2019: Orange</p> | For suspensions, improve one level through the California Dashboard.   |
| Attendance Rate                | <p><b>2017-18</b><br/>Attendance Factor = 95.90%<br/>2018 = 95.90%<br/>2019 = 95.73%<br/>2020 = 95.92%</p>  | Maintain a 98% attendance rate for each month August-June.   |

## Goal 5 Action #1: PBIS and Little Heroes

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

All students

### Strategy/Activity

Strategies we will use include the Stipe Falcon Pledge (Responsible, Community Minded, Kind, Respectful, College Bound), implementation of the PBIS System, and Little Heroes program to provide recess/lunch/class game activities and opportunities for upper-grade students to become Playground Heroes to learn problem-solving and leadership strategies. These strategies are imperative to meet students' behavior, engagement or safety needs as they return back to a full in-person learning model after a year-and-a-half of distance or hybrid learning.

#### **Proposed Expenditures for this Strategy/Activity**

List the amount(s) and 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.

| Strategy/Activity       | Amount(s)       | Source(s)      |
|-------------------------|-----------------|----------------|
| <b>1. Little Heroes</b> | <b>\$31,000</b> | <b>Title I</b> |

#### **Goal 5 Action #2: Monitor Attendance**

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

All students

##### **Strategy/Activity**

*Implement, monitor, and provide attendance Interventions and Supports to all families with an emphasis on students with disabilities, english learners, foster youth or socioeconomically disadvantaged (SED). Monitor attendance rates monthly. Community outreach to families that have chronic absences as shown in monthly attendance reports. Personally invite families to Super Saturday Attendance Recovery Classes. Share monthly attendance reports with staff, parents and community members during school monthly meetings.*

#### **Proposed Expenditures for this Strategy/Activity**

List the amount(s) and 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.

| Strategy/Activity | Amount(s) | Source(s) |
|-------------------|-----------|-----------|
| <hr/>             |           |           |

|   |            |            |
|---|------------|------------|
| <b>1. Attendance Monitor and Supports</b> | <b>\$0</b> | <b>N/A</b> |
|---|------------|------------|

### **Goal 5 Action #3: Personal Protective Equipment**

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

All students

#### **Strategy/Activity**

*Order and replenish necessary Personal Protective Equipment supplies for staff and students.*

#### **Proposed Expenditures for this Strategy/Activity**

List the amount(s) and 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.

| Strategy/Activity                       | Amount(s)  | Source(s)  |
|---|------------|------------|
| <b>Order and Replenish PPE supplies</b> | <b>\$0</b> | <b>N/A</b> |

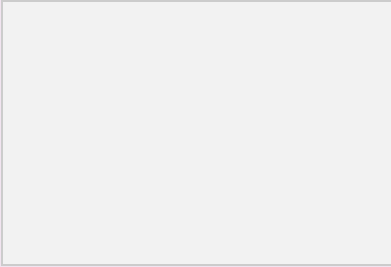
## **Goal 6**

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

#### **Identified Need**

*These additional needs have surfaced in response to the COVID pandemic as they relate to to actively engage families and community members in supporting the implementation of CCSS instruction, and providing input to program decisions: **parents need to feel safe and welcomed on campus, in classrooms, at events, and field trips. In addition, parents should be provided multiple opportunities to receive information and provide input/feedback regarding school programs and collaborate with staff to develop programs.***

## Annual Measurable Outcomes

| Metric/Indicator                         | Baseline/Actual Outcome  | Expected Outcome  |
|--|--|---|
| Healthy Kids Survey - Parent Involvement | Average parent responses to 6 questions relating to parent involvement:<br><br><b>Strongly Agree:</b> 60%<br><b>Agree:</b> 37%<br><b>Disagree:</b> 1%<br><b>Strongly Disagree:</b> 1%<br><b>Don't know/NA:</b> 1%% | Strongly Agree responses will improve to 100%   |
| Attendance at Parent Meetings            | Sign in sheets from Parent Meetings show less than 5% of parent attendance.  | We will increase parent attendance at the district meetings by another 10%  |
| ParentSquare Contactability Data         | 99.7% of families are contactable.<br>   | We will continue to maintain and increase parent subscriptions (ie email) to our school SIS system by 1% to reach 100% email subscription at Stipe. |

## Goal 6 Action #1: Family Engagement

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

All students

### Strategy/Activity

Our school community will Inform families of all the dates and agendas for various parent meetings to actively engage families and community members after a year-and-a-half of distance or hybrid learning. To address this need, we will provide families with information in their primary language so they have access to the information for various parent meetings. Post all dates for parent meetings and school events on the school website, electronic marquee, school-wide announcements, principal newsletters and weekly phone calls, text and emails to all families.

### **Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identifies the Title and Part, as applicable), Other State, and/or Local.

| Strategy/Activity           | Amount(s)      | Source(s)      |
|-----------------------------|----------------|----------------|
| <b>1. Family Engagement</b> | <b>\$1,893</b> | <b>Title I</b> |

### **Goal 6 Action #2: Family Engagement**

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

All students

#### **Strategy/Activity**

Provide opportunities to strengthen the capacity of families, schools, and communities to work together to ensure the success of all students by delivering professional development to educators and providers that promote family engagement, school and workforce readiness, and pathways to secondary education

### **Proposed Expenditures for this Strategy/Activity**

List the amount(s) and 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.

| Strategy/Activity | Amount(s)      | Source(s)      |
|-------------------|----------------|----------------|
| <b>2. Seesaw</b>  | <b>\$1,900</b> | <b>Title I</b> |

### **Goal 6 Action #3: Virtual Parent Meetings**

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

All students

### Strategy/Activity

We will put practices such as virtual parent meetings, community outreach to parents through Parent Square, and utilize technology communication apps such as Seesaw to communicate and engage the parents and caregivers.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

| Strategy/Activity                          | Amount(s) | Source(s) |
|--|-----------|-----------|
| Virtual parent meetings and communications | \$0       | N/A       |

## Budget Summary

### DESCRIPTION

### AMOUNT

|   |           |
|---|-----------|
| Total Funds Provided to the School Through the Consolidated Application | \$178,972 |
| Total Federal Funds Provided to the School from the LEA for CSI         | \$0       |
| Total Funds Budgeted for Strategies to Meet the Goals in the SPSA       | \$213,459 |

List the State and local programs that the school is including in the schoolwide program.

| State or Local Programs           | Allocation (\$) |
|-----------------------------------|-----------------|
| <b>Low Performing Block Grant</b> | <b>\$8,866</b>  |
| <b>LCFF</b>                       | <b>\$25,621</b> |

Subtotal of state or local funds included for this school: \$34,487

Total of federal, state, and/or local funds for this school: **\$213,459**