



# School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Silver Strand Elementary School	37 68031 6038087	4-24-23	5-18-23

## Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

#### Schoolwide Program

The three goals outlined in this SPSA (Learning, Communication, and Support) directly align with CUSD's three Board goals, three LCAP goals, the LRP goals, and the LCAP Federal Addendum.

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

The three goals in the SPSA in the areas of Learning, Communication, and Support, align with the Coronado Unified School District's Goals approved by the Governing Board, three LCAP Goals, Long Range Plan goals, and the LCAP Federal Addendum.

CUSD Vision: We inspire, innovate, and create limitless opportunities to thrive.

Mission: Through rigorous academic standards, high expectations, and a coordinated curriculum, the Coronado Unified School District, in partnership with our community, will graduate students with the knowledge and skills necessary to excel in higher education, careers, society, and life with the confidence not only to dream, but to determine their futures.

#### Board Goals:

Learning: Integrate personalized learning with assessment methods that will prepare all students for academic and vocational success.

Communication: Communicate openly, freely, and accurately to engage and involve all shareholders.

Support: Maintain safe and supportive schools where students and staff thrive.

#### Silver Strand Elementary School Goals:

##### Goal 1: Learning:

Silver Strand Elementary aims to address each student's strengths and growth through personalized goals, activities, and assessments; data-driven resource allocation; and access to intervention and enrichment opportunities and social-emotional supports.

##### Goal 2: Communication:

Silver Strand Elementary will provide effective communication systems between and among all school community members.

##### Goal 3: Support

Silver Strand Elementary seeks to ensure that all students' needs will be met through safe and clean facilities and emergency planning, data-driven decision making, appropriate intervention supports, enrichment opportunities, and social/emotional services. Staff needs will be met through safe and clean facilities and emergency planning; data-driven decision making and resource allocation; appropriate material and professional supports; training and enrichment opportunities; and collaboration with Human Resources and representative organizations with adherence to contracts.

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# Comprehensive Needs Assessment Components

## Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

## Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

CUSD facilitates multiple surveys throughout the year to gather feedback from parents, staff, and students via Thoughtexchange.

## Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

The CUSD Certificated Evaluation Process requires: three formal observations for probationary or temporary teachers in their first two years of teaching in the district, one annual formal observation for intermediate teachers (years 3-6), and biennial observations (formal or series of informal) for experienced teachers. Frequent informal walkthrough observations of teachers occur.

## Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

## Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

Local Benchmark and Bridges assessments, DIBELS Reading Assessments, and CAASPP

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

Small group interventions, reading groups recalibrated by local Benchmark and DIBELS assessments

## Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All staff currently meet highly qualified status.

Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

All teachers have access to district and county professional development opportunities aligned with curriculum and district goals.

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

Time is allotted for all-staff meetings, curriculum and instruction preparation, collaborations, grade-level articulation, and individualized planning and data review.

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

The District has designated ToSAs in math, science, ELA/ELD, World Languages, technology, as well as a Special Ed Coordinator and Board Certified Behavior Analyst in SpEd to offer support in curricular areas with professional development, trainings, and resources.

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

Wednesday afternoons (between 1:45 and 3:15 PM) are dedicated to staff collaborations on a weekly and rotating basis to provide time for the following: all-staff meetings aligned with district PD goals, grade-level and program articulations, and collaborations in support of students.

## Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

District-adopted curriculum (Benchmark ELA, Bridges Math, Foss Science, and TCI History/Social Science) is vetted by SDCOE and follows CA state standards.

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

Our academic bell schedule allots 75-80 minutes of math instruction and Number Corner activities, and 60-90 minutes daily for ELA and Reading instruction (whole group and small group instruction, including leveled in-class universal access reading groups as well as intervention reading groups).

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

Our academic bell schedule allots 75-80 minutes of math instruction and Number Corner activities, and 60-90 minutes daily for ELA and Reading instruction (whole group and small group instruction, including leveled in-class universal access reading groups as well as intervention reading groups). Small-group interventions in Special Education occur in co-teaching and pull-out environments.

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

Current adopted curricula include: Bridges Math, Benchmark ELA, FOSS Science, TCI History/Social Science, SPARK PE, and Harmony SEL.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

Current adopted curricula include: Bridges Math and Benchmark ELA with intervention extensions, Wilson Reading, FOSS Science, TCI History/Social Science, SPARK PE, Harmony SEL.

## **Opportunity and Equal Educational Access**

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

Our academic bell schedule allots 75-80 minutes of math instruction and Number Corner activities, and 60-90 minutes daily for ELA and Reading instruction (whole group and small group instruction, including leveled in-class universal access reading groups as well as intervention reading groups for students reading below grade level).

Evidence-based educational practices to raise student achievement

Practices include small-group instruction, guided reading, number talks, and inquiry-based learning.

## **Parental Engagement**

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

Title 1 funding is used to support two Reading Specialists who provide small-group guided reading support to students achieving below grade level. We conduct annual meetings with parents, teachers, and administrators to review spending and programs. A Title 1 letter is sent out annually and updates on programs are provided to the School Site Council. School Parent Teacher Organization and Coronado Schools Foundation provide funding to support enrichment programs which would otherwise encumber the general funds available for intervention staff. Our site has access to Clinical and ERMHS Counselors; counseling, training, and resources from Coronado Safe Harbor; and a Military-funded Family Life Counselor.

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

Families are engaged in our school's Parent Teacher Organization, Coronado Schools Foundation, SSC, Student Anchored4Life Club, and Title 1 Advisory Committee. Guardians are welcome to volunteer on campus in classrooms by meeting district health policies.

### Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

Title 1 funding provides Reading Specialist Support (1.2 FTE) and small-group reading support for students below grade level.

Fiscal support (EPC)

Title 1 Allocation of \$170, 960.00 is spent on salaries and benefits for 1.2 FTE Reading Specialists.

## **Educational Partner Involvement**

How, when, and with whom did the 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**

The Silver Strand School Site Council, comprising certificated and classified staff, parents, and principal, met on 10/3/2022 and 4/24/2023 to review Safety Plan, site goals, budgets and spending priorities, and the School Plan for Student Achievement, which was approved at the 5/8/23 meeting. Silver Strand staff and families had opportunities to review and revise goals in the SPSA in April and May staff meetings and newsletter/attachments. The SPSA was approved by the Coronado Unified School District Board of Trustees at the 5/18/23 Board Meeting.

The SPSA an evolution of a former School Site LCAP and Strategic Plan, last approved in May 2019. The three-year cycle format of the LCAP was translated and updated in the SPSA in Spring 2019.

## **Resource Inequities**

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

On the Dashboard in the area of Chronic Absenteeism, students identified as "Two or More Races" had an absenteeism rate of 20%, falling in the "Very High" range. Students identified as "Hispanic" fell in the "High" range at 19%. This is in contrast with white students, whose rate was 12%. A goal related to this gap is included in Support area.



# School and Student Performance Data

## Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	19-20	20-21	21-22	19-20	20-21	21-22
American Indian	0.28%	0.7%	0.30%	1	2	1
African American	2.22%	1.8%	2.66%	8	5	9
Asian	0.83%	1.4%	1.18%	3	4	4
Filipino	1.11%	2.1%	2.07%	4	6	7
Hispanic/Latino	25.56%	25.0%	25.15%	92	71	85
Pacific Islander	0.56%	0.7%	0.30%	2	2	1
White	53.89%	52.5%	55.33%	194	149	187
Multiple/No Response	10.56%	10.2%	9.76%	38	29	33
<b>Total Enrollment</b>				360	284	338

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	19-20	20-21	21-22
Kindergarten	75	41	64
Grade 1	59	49	49
Grade 2	60	54	51
Grade 3	54	49	62
Grade 4	49	53	53
Grade 5	63	38	59
<b>Total Enrollment</b>	360	284	338

### Conclusions based on this data:

1. Enrollment dipped between 2016-17 and 2017-18 as Lincoln Military Housing Development vacated properties for renovation. As they opened additional units in 2018, enrollment increased to previously maintained levels for school year 2019-20. Enrollment dropped during 20-21 school year due to COVID circumstances but was 338, within range of expected enrollment, during School Year 2021-22.
2. Student subgroup representation has remained consistent within 2% points for the past three years.
3. Silver Strand traditionally fills two classrooms per grade level, excepting TK. In 21-22, due to high numbers in 3rd grade, we opened a third classroom.

# School and Student Performance Data

## Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	19-20	20-21	21-22	19-20	20-21	21-22
English Learners	7	10	22	1.9%	3.50%	6.5%
Fluent English Proficient (FEP)	20	17	10	5.6%	6.00%	3.0%
Reclassified Fluent English Proficient (RFEP)	6	0		50.0%	0.0%	

### Conclusions based on this data:

1. The number of English Language Learners at SSES increased from 7 to 22% over three years, with a subsequent increase in services for students.

# School and Student Performance Data

## CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	49	49	63	46	45	56	46	45	56	93.9	91.8	88.9
Grade 4	56	49	48	55	46	45	55	46	45	98.2	93.9	93.8
Grade 5	53	38	62	51	35	60	51	35	60	96.2	92.1	96.8
All Grades	158	136	173	152	126	161	152	126	161	96.2	92.6	93.1

The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

### 2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	2474.	2474.	2503.	36.96	42.22	60.71	41.30	26.67	25.00	13.04	17.78	10.71	8.70	13.33	3.57
Grade 4	2499.	2530.	2541.	40.00	47.83	48.89	23.64	30.43	28.89	20.00	10.87	17.78	16.36	10.87	4.44
Grade 5	2584.	2562.	2588.	52.94	45.71	56.67	33.33	28.57	21.67	7.84	22.86	15.00	5.88	2.86	6.67
All Grades	N/A	N/A	N/A	43.42	45.24	55.90	32.24	28.57	24.84	13.82	16.67	14.29	10.53	9.52	4.97

### 2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	45.65	35.56	39.29	43.48	57.78	57.14	10.87	6.67	3.57
Grade 4	38.18	52.17	37.78	43.64	41.30	57.78	18.18	6.52	4.44
Grade 5	60.78	31.43	48.33	35.29	62.86	48.33	3.92	5.71	3.33
All Grades	48.03	40.48	42.24	40.79	53.17	54.04	11.18	6.35	3.73

### 2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	32.61	35.56	39.29	58.70	57.78	53.57	8.70	6.67	7.14
Grade 4	36.36	32.61	35.56	45.45	54.35	62.22	18.18	13.04	2.22
Grade 5	56.86	45.71	41.67	37.25	40.00	51.67	5.88	14.29	6.67
All Grades	42.11	37.30	39.13	46.71	51.59	55.28	11.18	11.11	5.59

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	21.74	17.78	23.21	65.22	75.56	73.21	13.04	6.67	3.57
Grade 4	21.82	28.26	26.67	61.82	63.04	62.22	16.36	8.70	11.11
Grade 5	37.25	20.00	26.67	58.82	74.29	65.00	3.92	5.71	8.33
All Grades	26.97	22.22	25.47	61.84	70.63	67.08	11.18	7.14	7.45

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	45.65	31.11	51.79	45.65	62.22	42.86	8.70	6.67	5.36
Grade 4	30.91	30.43	33.33	52.73	63.04	62.22	16.36	6.52	4.44
Grade 5	58.82	42.86	53.33	35.29	54.29	40.00	5.88	2.86	6.67
All Grades	44.74	34.13	47.20	44.74	60.32	47.20	10.53	5.56	5.59

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

**Conclusions based on this data:**

1. The percentage of students exceeding standards in ELA increased in all grades between 20-21 and 21-22. The percentage of students meeting AND exceeding standards increased in grades 3 and 5 and maintained at grade 4. The percentage of students below standard decreased significantly in grades 3 and 4. The average percentage of all students performing below standard halved between 18-19 and 21-22.
2. In Reading, the percentage of all students below standard decreased, with a significant drop in 4th grade between 19-20 and 21-22. The percentage of students at or near standard increased across all grades between 18-19 and 21-22, with a slight increase across grade levels of students above standard between 20-21 and 21-22, but still below 18-19 levels. In Writing, the percentage of all students below standard decreased nearly by half between 18-19 and 21-22. The percentage of students at or near standard increased across all grades between 18-19 and 21-

22, with a slight increase across grade levels of students above standard between 20-21 and 21-22, but still below 18-19 levels.

3. Research/Inquiry is a strength across grade levels among subscores. Listening skills are a consistent relative area of growth, with fairly consistent scores within a narrow band across grade levels between 18-19 and 21-22.

# School and Student Performance Data

## CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	49	49	63	46	45	62	46	45	62	93.9	91.8	98.4
Grade 4	56	49	48	55	46	46	55	46	46	98.2	93.9	95.8
Grade 5	53	38	62	52	35	61	52	35	61	98.1	92.1	98.4
All Grades	158	136	173	153	126	169	153	126	169	96.8	92.6	97.7

\* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

### 2019-20 Data:

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Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	2450.	2473.	2512.	21.74	31.11	59.68	43.48	42.22	25.81	26.09	13.33	9.68	8.70	13.33	4.84
Grade 4	2498.	2527.	2528.	21.82	43.48	41.30	34.55	28.26	34.78	32.73	23.91	19.57	10.91	4.35	4.35
Grade 5	2581.	2553.	2563.	53.85	34.29	49.18	25.00	31.43	19.67	15.38	17.14	18.03	5.77	17.14	13.11
All Grades	N/A	N/A	N/A	32.68	36.51	50.89	33.99	34.13	26.04	24.84	18.25	15.38	8.50	11.11	7.69

### 2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	41.30	37.78	61.29	36.96	51.11	33.87	21.74	11.11	4.84
Grade 4	43.64	52.17	41.30	32.73	41.30	45.65	23.64	6.52	13.04
Grade 5	63.46	31.43	47.54	26.92	48.57	39.34	9.62	20.00	13.11
All Grades	49.67	41.27	50.89	32.03	46.83	39.05	18.30	11.90	10.06

### 2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	36.96	35.56	53.23	50.00	53.33	38.71	13.04	11.11	8.06
Grade 4	29.09	36.96	39.13	49.09	58.70	54.35	21.82	4.35	6.52
Grade 5	44.23	37.14	34.43	51.92	42.86	54.10	3.85	20.00	11.48
All Grades	36.60	36.51	42.60	50.33	52.38	48.52	13.07	11.11	8.88

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	23.91	46.67	69.35	63.04	40.00	29.03	13.04	13.33	1.61
Grade 4	30.91	45.65	41.30	47.27	50.00	56.52	21.82	4.35	2.17
Grade 5	53.85	37.14	36.07	36.54	60.00	49.18	9.62	2.86	14.75
All Grades	36.60	43.65	49.70	48.37	49.21	43.79	15.03	7.14	6.51

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

**Conclusions based on this data:**

1. The percentage of students in all grades meeting and exceeding standards in math has increased from 66% to 77% between 2018-19 and 21-22. The percentage of students meeting or exceeding standards is greatest in 3rd and lowest in 5th the past two years. Both the percentage of students not meeting or nearly meeting standards has decreased over three years.
2. In all sub-categories, the percentage of students across grade levels scoring below standards has decreased to less than 11% from 13-18%. Problem Solving is a relative sub-category area of growth.
3. 5th grade scoring above standard decreased in all sub-categories except Concepts and Procedures, with a greater percentage of students performing below standard than 3rd and 4th grade in all sub-categories (4th grade close in Concepts and Procedures).

# School and Student Performance Data

## ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	4	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	4	8
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*		*	*		*	*		*	*		*
All Grades										9	11	20

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*		*	*		*	*		*	*		*	*		*
All Grades	*	36.36	20.00	*	45.45	45.00	*	9.09	15.00	*	9.09	20.00	*	11	20

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.



Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*		*	*		*	*		*	*		*	*		*
All Grades	*	72.73	40.00	*	18.18	25.00	*	0.00	15.00	*	9.09	20.00	*	11	20

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*		*	*		*	*		*	*		*	*		*
All Grades	*	0.00	15.00	*	45.45	40.00	*	27.27	30.00	*	27.27	15.00	*	11	20

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
<b>K</b>	*	*	*	*	*	*	*	*	*	*	*	*
<b>1</b>	*	*	*	*	*	*	*	*	*	*	*	*
<b>2</b>	*	*	*	*	*	*	*	*	*	*	*	*
<b>3</b>	*	*	*	*	*	*	*	*	*	*	*	*
<b>4</b>	*	*	*	*	*	*	*	*	*	*	*	*
<b>5</b>	*		*	*		*	*		*		*	
<b>All Grades</b>	*	36.36	45.00	*	45.45	35.00	*	18.18	20.00	*	11	20

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
<b>K</b>	*	*	*	*	*	*	*	*	*	*	*	*
<b>1</b>	*	*	*	*	*	*	*	*	*	*	*	*
<b>2</b>	*	*	*	*	*	*	*	*	*	*	*	*
<b>3</b>	*	*	*	*	*	*	*	*	*	*	*	*
<b>4</b>	*	*	*	*	*	*	*	*	*	*	*	*
<b>5</b>	*		*	*		*	*		*		*	
<b>All Grades</b>	*	80.00	35.00	*	10.00	45.00	*	10.00	20.00	*	10	20

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*		*	*		*	*		*	*		*
All Grades	*	18.18	10.00	*	54.55	70.00	*	27.27	20.00	*	11	20

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*		*	*		*	*		*	*		*
All Grades	*	9.09	25.00	*	63.64	60.00	*	27.27	15.00	*	11	20

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

**Conclusions based on this data:**

1. Silver Strand enrolled a statistically significant number of students who are English Language Learners in 2020-21, which almost doubled in 2021-22.
2. Reading and Writing domains showed the greatest increase in students moving to well developed and somewhat/moderately.
3. Oral Language and Speaking are relative areas of growth.

# School and Student Performance Data

## Student Population

For the past two years, many state and federal accountability requirements were waived or adjusted due to the impact of the COVID-19 pandemic on LEAs, schools, and students. Beginning with the 2021-22 school year, the requirements to hold schools and districts accountable for student outcomes has returned with the release of the 2022 California School Dashboard (Dashboard). The Every Student Succeeds Act is requiring all states to determine schools eligible for support. Similarly, under state law, Assembly Bill (AB) 130, which was signed into law in 2021, mandates the return of the Dashboard using only current year performance data to determine LEAs for support. Therefore, to meet this state requirement, only the 2021-22 school year data will be reported on the 2022 Dashboard for state indicators. (Data for Change [or the difference from prior year] and performance colors will not be reported.)

This section provides information about the school's student population.

2021-22 Student Population			
<b>Total Enrollment</b>	<b>Socioeconomically Disadvantaged</b>	<b>English Learners</b>	<b>Foster Youth</b>
<b>338</b>	<b>1.8</b>	<b>6.5</b>	Students whose well being is the responsibility of a court.
Total Number of Students enrolled in Silver Strand Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	

2021-22 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	22	6.5
Foster Youth		
Homeless		
Socioeconomically Disadvantaged	6	1.8
Students with Disabilities	54	16.0

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	9	2.7
American Indian	1	0.3
Asian	4	1.2
Filipino	7	2.1
Hispanic	85	25.1
Two or More Races	33	9.8
Pacific Islander	1	0.3
White	187	55.3

**Conclusions based on this data:**

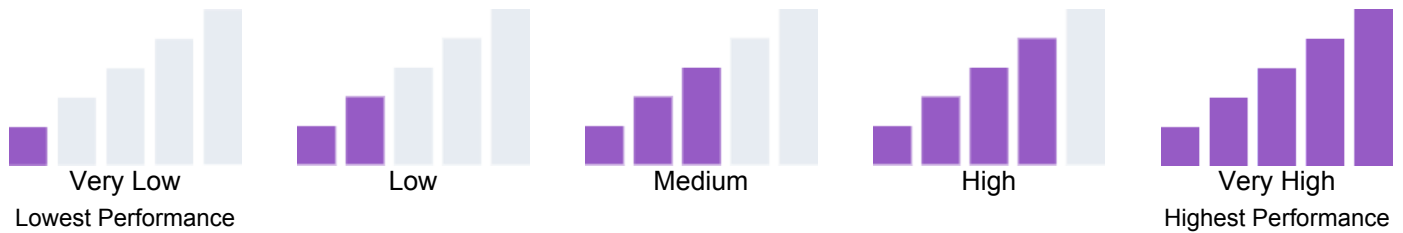
1. As we have built a program for students with moderate-severe disabilities, the percentage of students with disabilities at our school has grown.
2. Our largest demographic subgroup are students who identify as Hispanic (25%)
3. Our number of students labeled "socioeconomically disadvantaged" may be underreported as all students qualify for free lunch.

# School and Student Performance Data

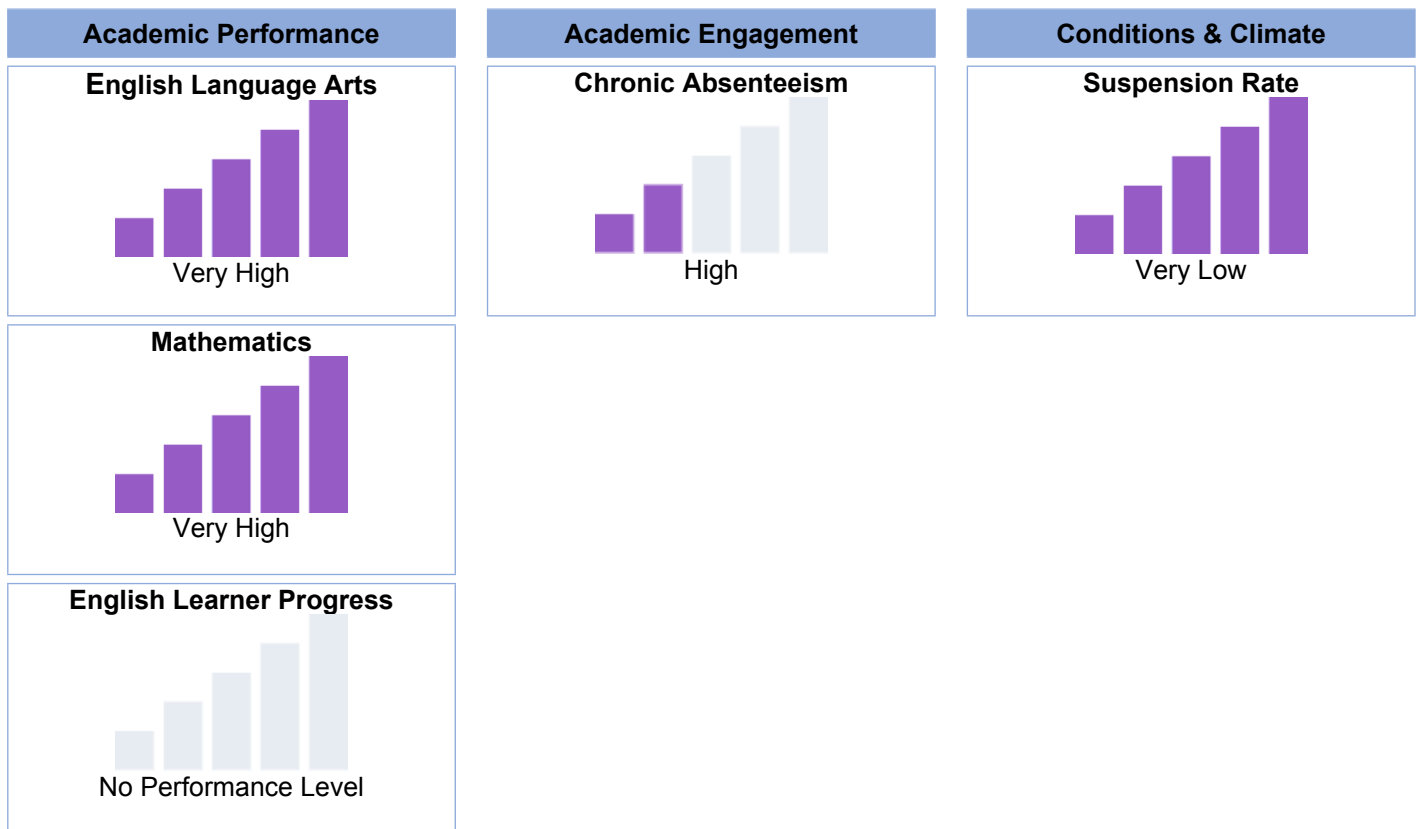
## Overall Performance

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



### 2022 Fall Dashboard Overall Performance for All Students



#### Conclusions based on this data:

1. Our students are performing at a very high level in both ELA and Mathematics
2. We have a high percentage of students with chronic absenteeism, very high in the subgroup reporting 2 or more races

3. Our suspension rate remains very low.

# School and Student Performance Data

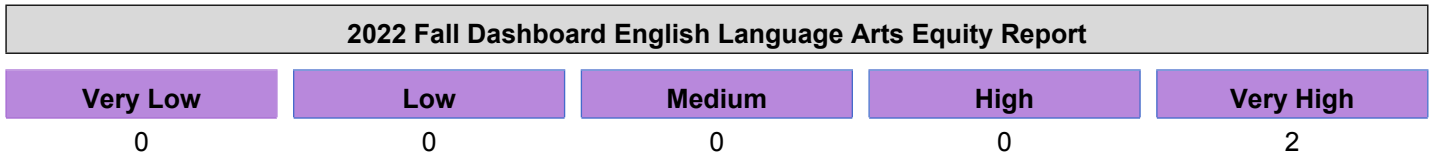
## Academic Performance English Language Arts

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

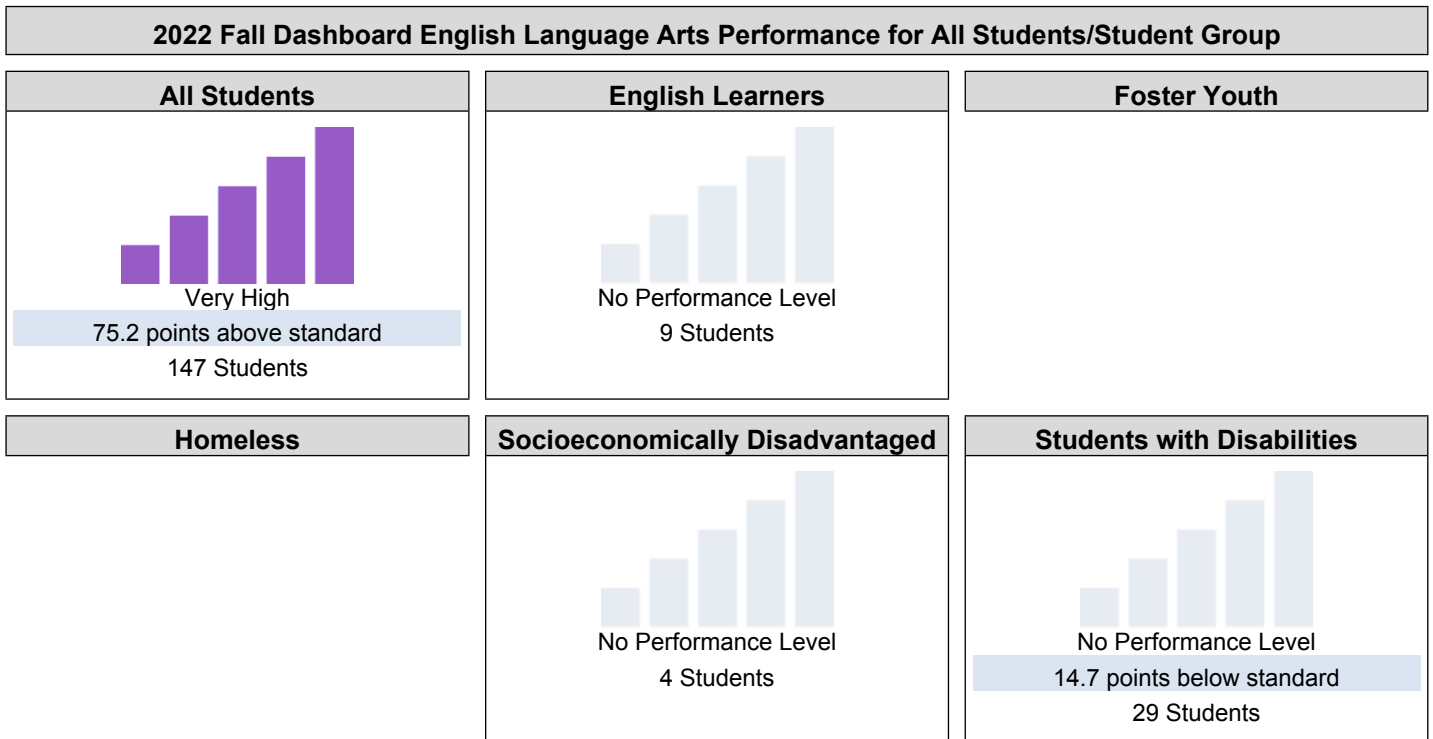
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



This section provides number of student groups in each level.

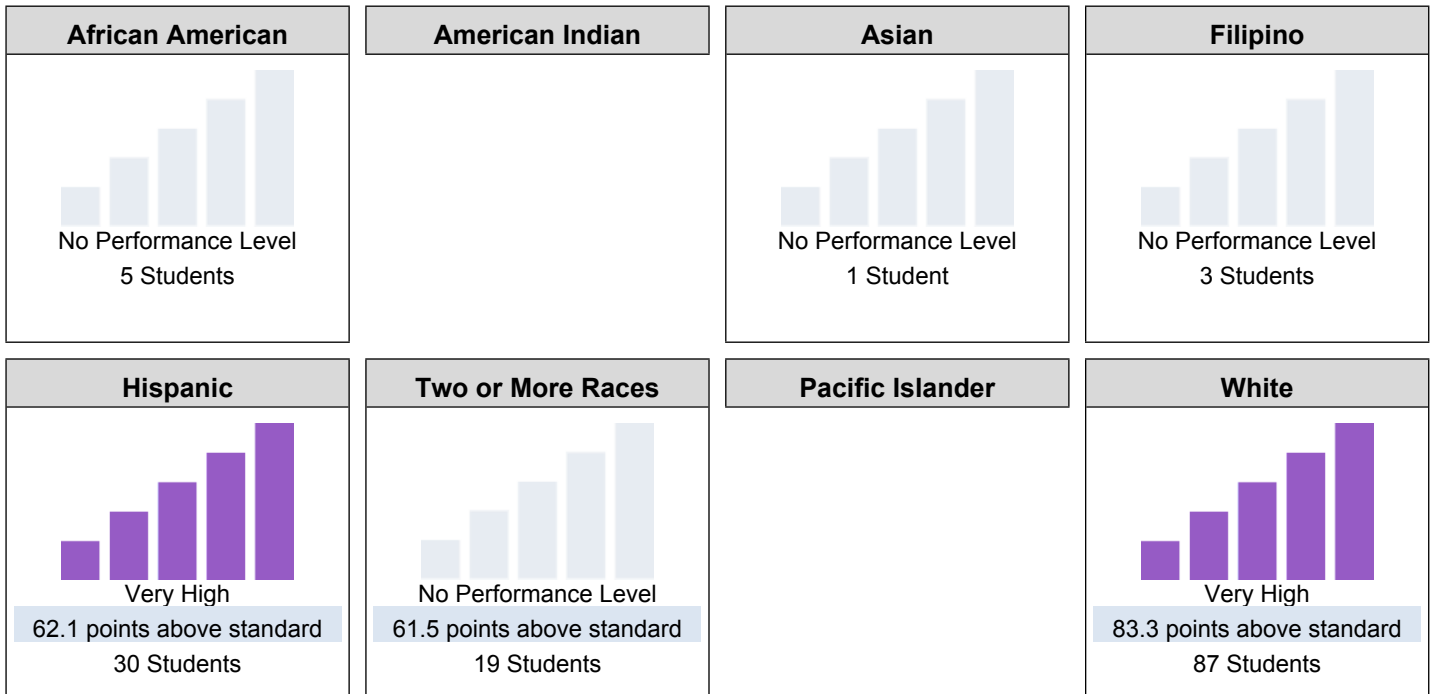


This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.





### 2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity



This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

### 2022 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
6 Students	3 Students	75.6 points above standard
		133 Students

**Conclusions based on this data:**

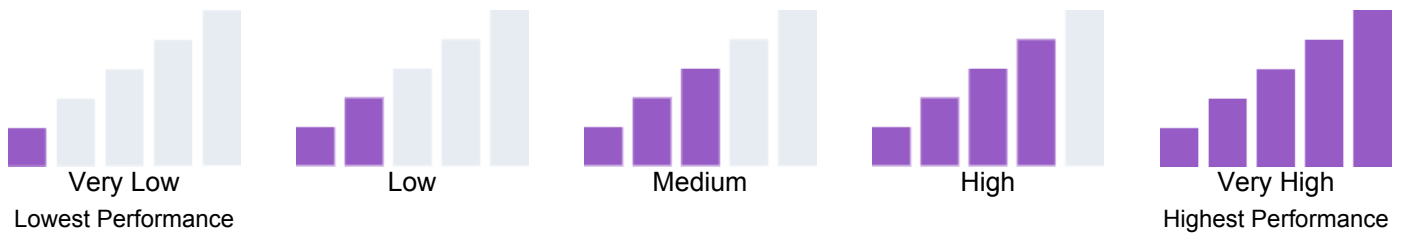
1. Students in "White" subgroup are performing "Very High" 83.3 points above standard in ELA, compared with all students, performing "Very High" and 75.2 points above standard.
2. Students in "Hispanic" subgroup are performing "Very High" 62.1 points above standard in ELA but 20 points lower than White subgroup. While statistically insignificant, students in Two or More Races subgroup are performing 61.5 points above standard, but 20 points lower than White subgroup.
3. Students with disabilities performed 14.7 points below standard in ELA (new baseline)

# School and Student Performance Data

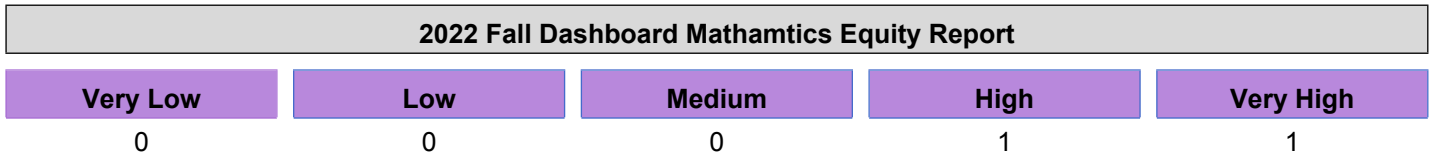
## Academic Performance Mathematics

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

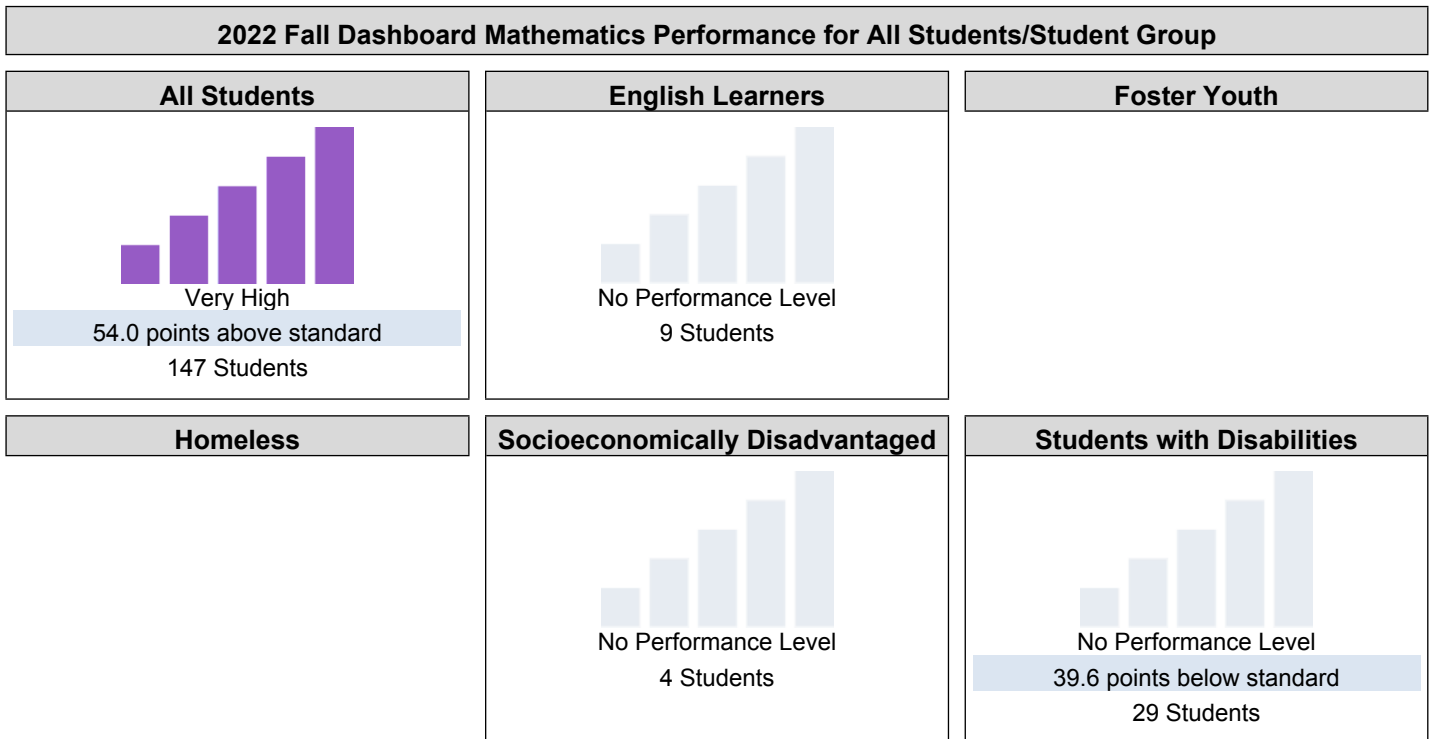
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



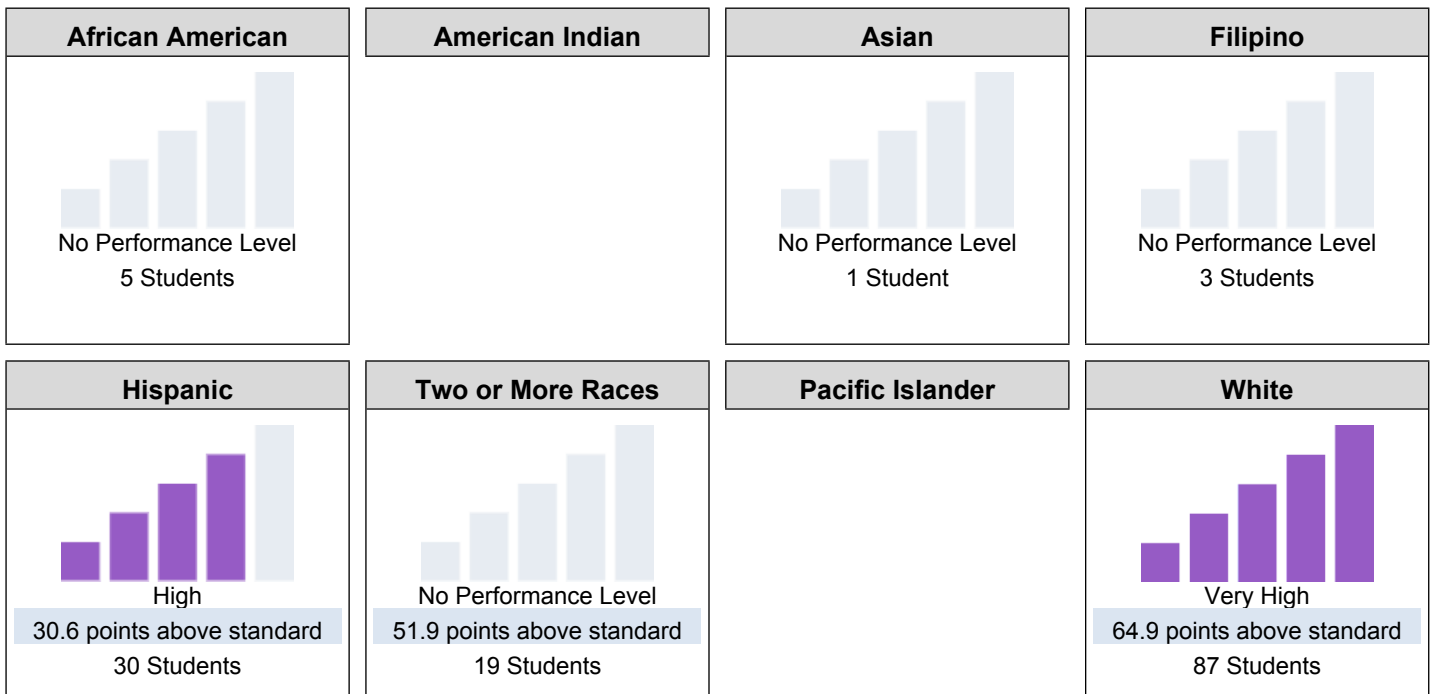
This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.



## 2022 Fall Dashboard Mathematics Performance by Race/Ethnicity



This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

## 2022 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
6 Students	3 Students	<div style="background-color: #e6f2ff; padding: 2px;">54.9 points above standard</div> 133 Students

### Conclusions based on this data:

1. White students performed "Very High" and 64.9 points above standard, compared with all students, who performed "Very High" and 54 points above standard.
2. Students in "Hispanic" subgroup are performing "High" and 30.6 points above standard in Math but 34 points lower than White subgroup. While statistically insignificant, students in Two or More Races subgroup are performing 51.9 points above standard, but 13 points lower than White subgroup. Our Hispanic subgroup gap is greater in math than in ELA.
3. Students with disabilities performed 39.6 points below standard in ELA (new baseline). Our students with disabilities subgroup gap is greater in math than in ELA.

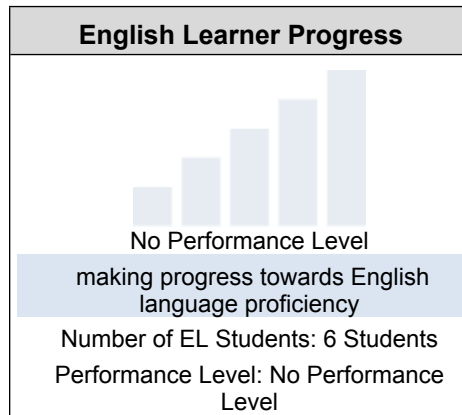
# School and Student Performance Data

## Academic Performance English Learner Progress

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

This section provides information on the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

### 2022 Fall Dashboard English Learner Progress Indicator



This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e., levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

### 2022 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
0.0%	0.0%	0.0%	0.0%

#### Conclusions based on this data:

- No conclusions due to lack of significant statistical data.

# School and Student Performance Data

## Academic Performance College/Career Report

College/Career data provides information on whether high school students are prepared for success after graduation based on measures like graduation rate, performance on state tests, and college credit courses. College/Career data was not reported in 2022.

### Conclusions based on this data:

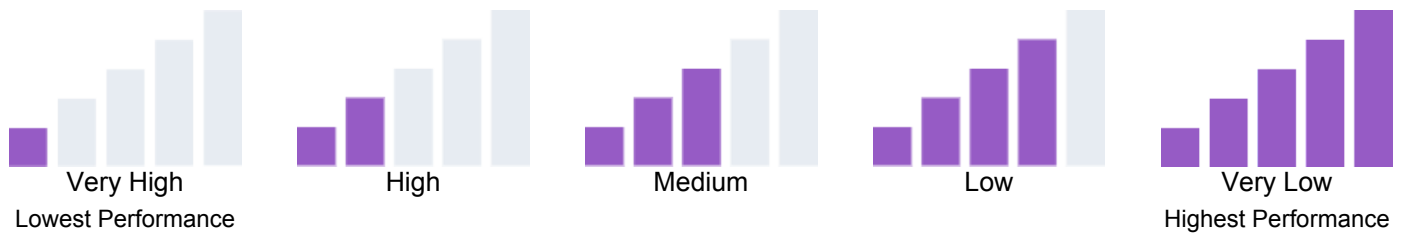
1. Not applicable.

# School and Student Performance Data

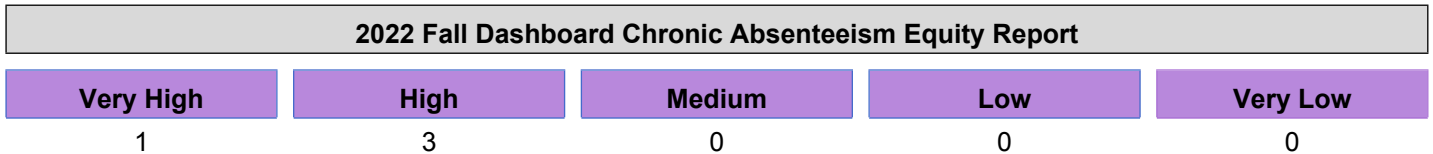
## Academic Engagement Chronic Absenteeism

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

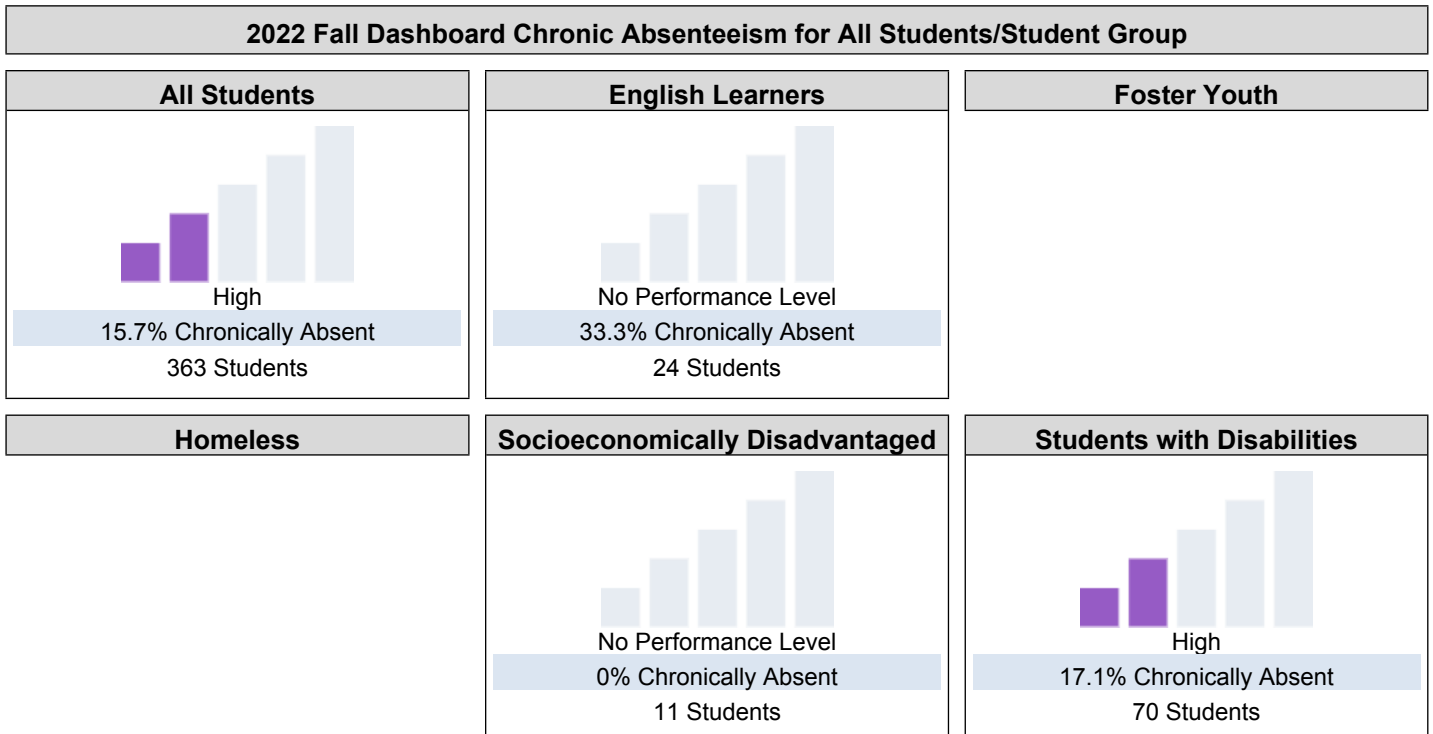
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



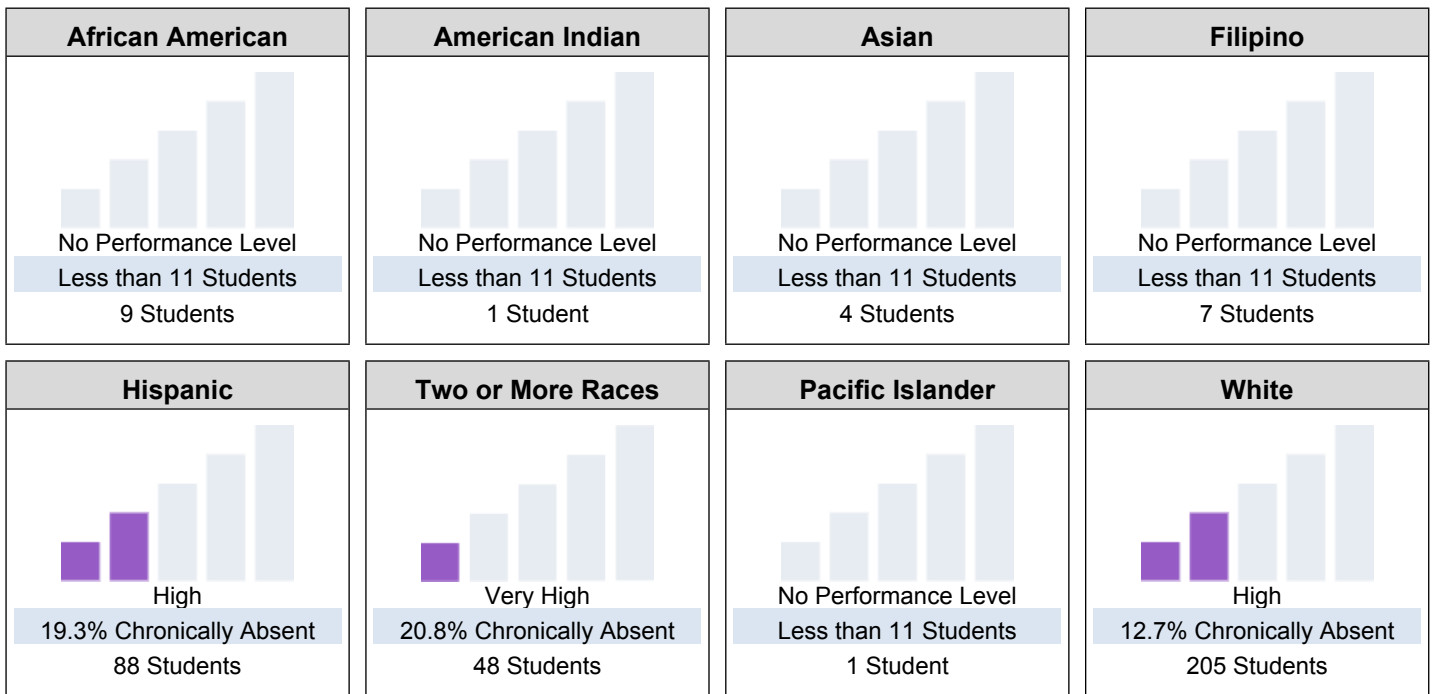
This section provides number of student groups in each level.



This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.



**2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity**



**Conclusions based on this data:**

1. All students on average are in the "High" Chronic Absenteeism range, with 15.7% chronically absent.
2. Students in the "Two or More Races" subgroup are in the "Very High" category at 20.8% chronically absent (triggering Additional Targeted Support and Improvement process), and Hispanic students "High" at 19.3%. Students with disabilities were in the "High" range, 17.1% chronically absent.
3. While white students were also in the "High" range and 12.7% chronically absent, there is a significant difference between white and other subgroup categories rate of absenteeism.

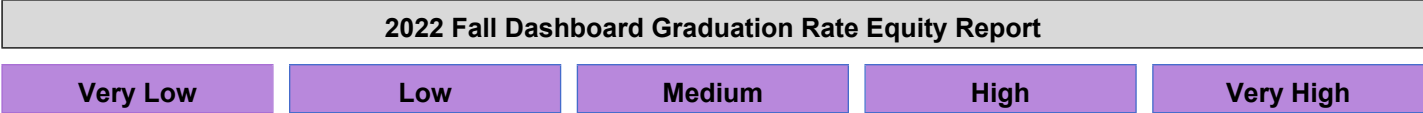
# School and Student Performance Data

## Academic Engagement Graduation Rate

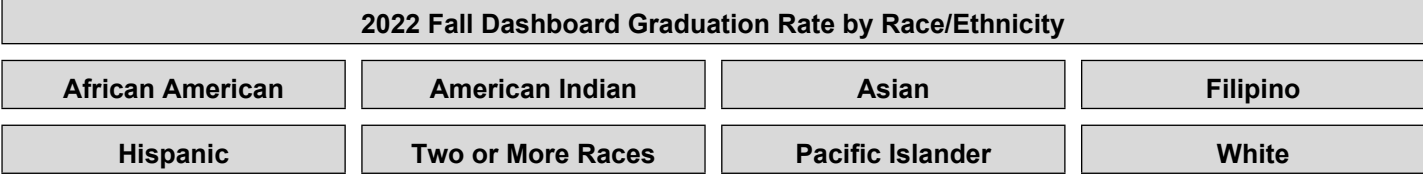
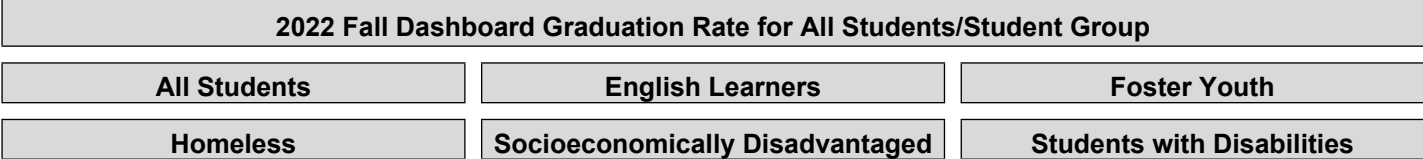
Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Very Low          Low          Medium          High          Very High  
Lowest Performance          Highest Performance

This section provides number of student groups in each level.



This section provides information about students completing high school, which includes students who receive a standard high school diploma.



Conclusions based on this data:

- 1. not applicable

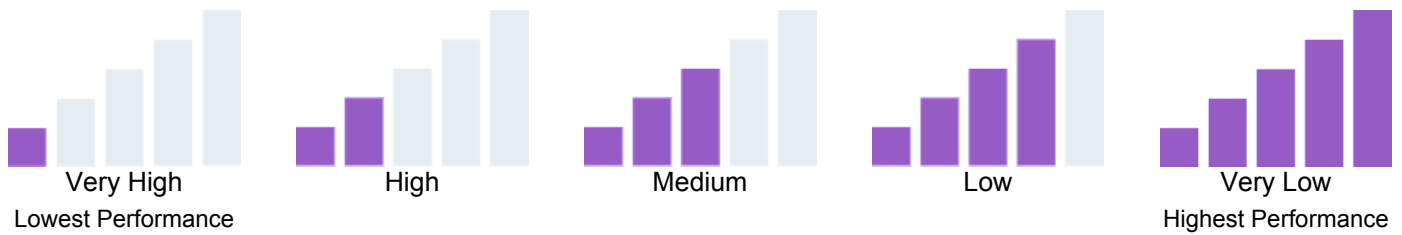


# School and Student Performance Data

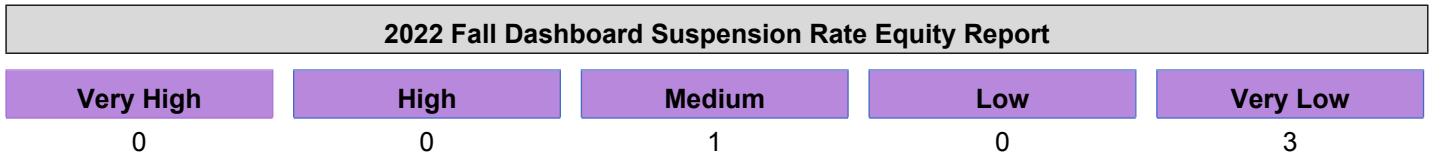
## Conditions & Climate Suspension Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

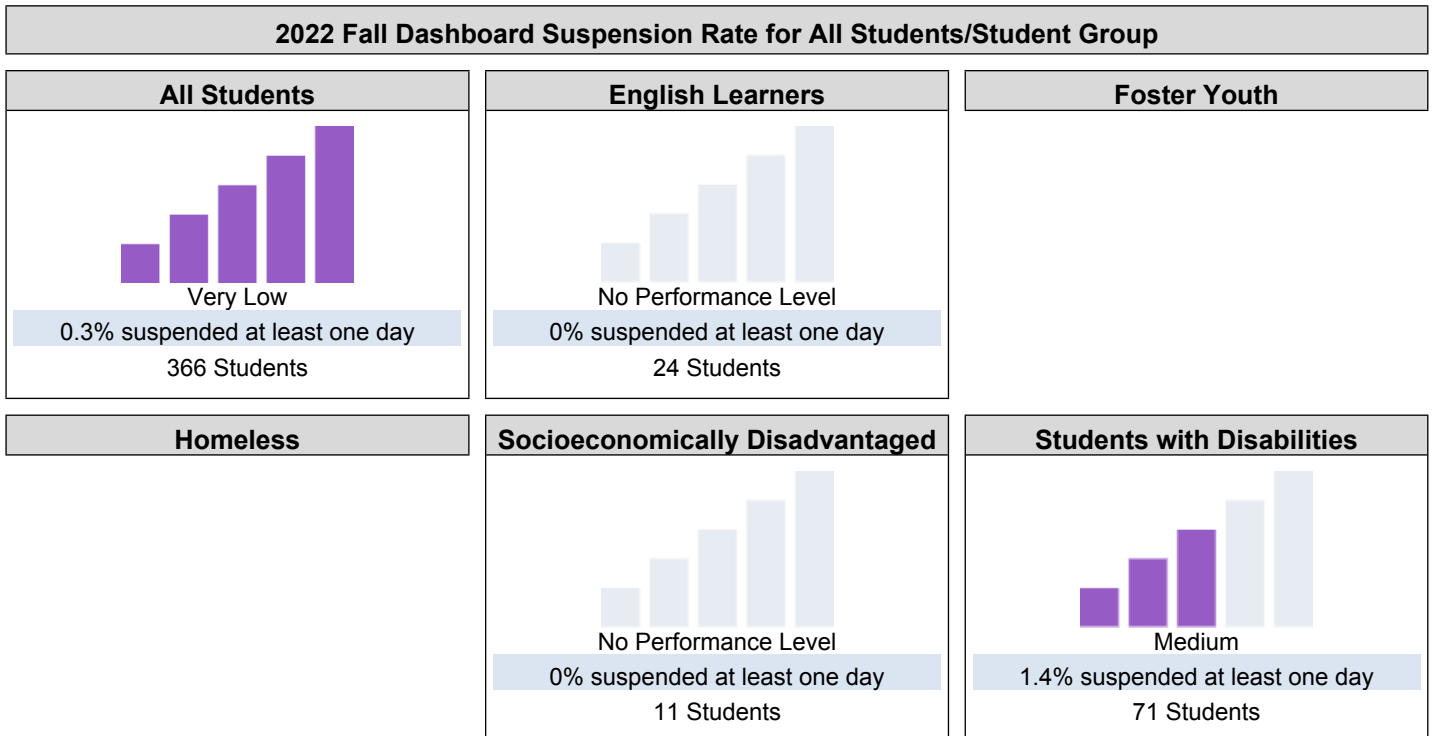
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



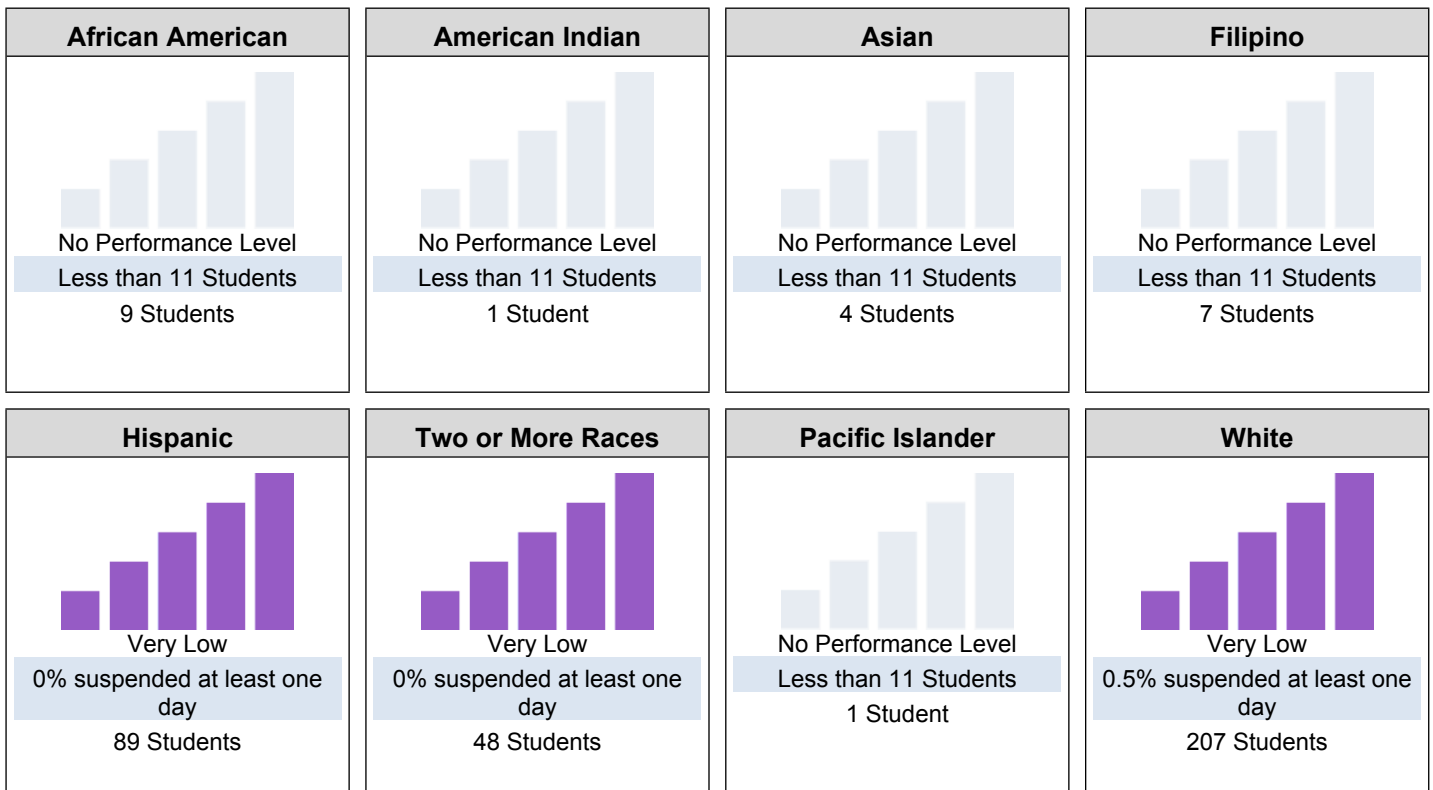
This section provides number of student groups in each level.



This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.



**2022 Fall Dashboard Suspension Rate by Race/Ethnicity**



**Conclusions based on this data:**

1. SSES has a "Very Low" suspension rate for all students on average
2. SSES has a "Medium" suspension rate for students with disabilities, with 1.4% suspended for at least one day
3. The school is undergoing an MTSS process which encourages alternatives to suspension.

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

Learning

## LEA/LCAP Goal

Integrate personalized learning with assessment methods that will prepare all students for academic and vocational success.

## Goal 1

Silver Strand Elementary aims to address each student's strengths and growth through personalized goals, activities, and assessments; data-driven decision making; and access to intervention and enrichment opportunities and social-emotional supports.

## Identified Need

Data in English Language Arts and Mathematics indicate a need to continue to provide support for students at their instructional level to achieve toward and beyond grade-level standards. We must continue to maximize opportunities within our bell schedule and staffing to provide small-group and individualized instruction, intervention, and enrichment (Personalized Education Plan time, Academic Support and Enrichment groups, Specialized Academic Instructional services and co-teaching, and small group rotations with the classroom), with staffing by general education teachers, SpEd teachers, ASE teachers, and Instructional Assistants.

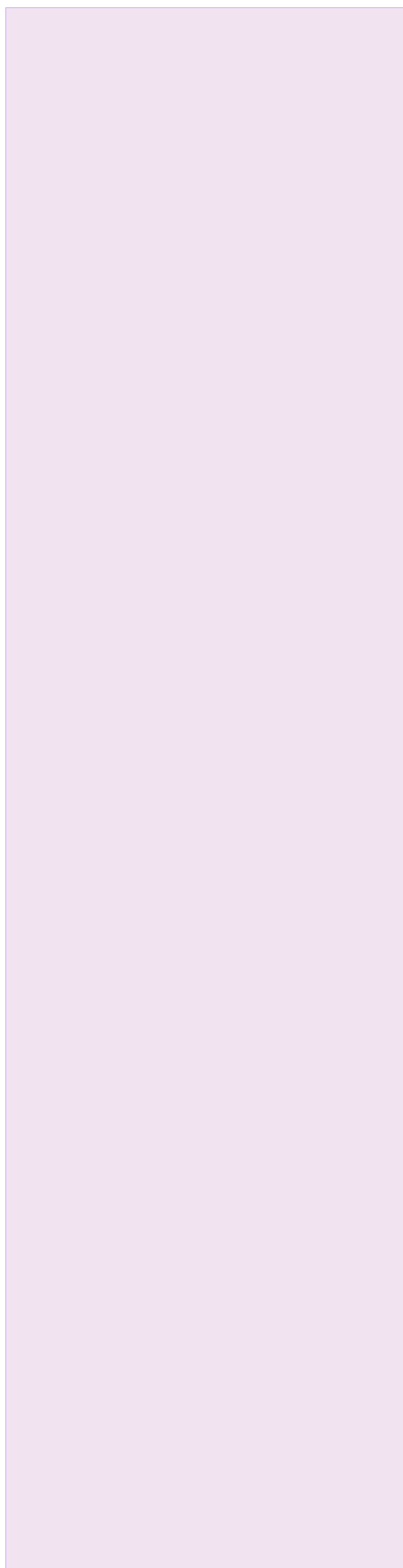
## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<p>ELA Achievement Metrics: Indicators:</p> <p>1. CAASPP ELA Scores:</p> <ul style="list-style-type: none"> <li>Students identified as "Hispanic"</li> <li>Students identified as "Two or More Races"</li> <li>Students with disabilities</li> <li>Listening skills continue to be a consistent relative area of growth across grade levels.</li> </ul> <p>2. Benchmark Advance Interim Assessments Interim 1 = Beginning of Year / Baseline Interim 2 &amp; 3 = Mid Year</p> <p>3. DIBELS</p>	<p>ELA Achievement Baselines</p> <p>1. CAASPP ELA Scores 2021-22: Grades 3-5 performing at or above standard all areas: 80.7%.</p> <p>CAASPP ELA Scores among subgroups:</p> <ul style="list-style-type: none"> <li>Students identified as "Hispanic" are performing "Very High" and 62.1 points above standard in ELA but 20 points lower than "White" students.</li> <li>Students identified as "Two or More Races" are performing 61.5 points above standard, but 20 points lower than</li> </ul>	<p>2022-23 Metrics</p> <p>1. CAASPP ELA Scores: Grades 3-5 performing at or above standard in all areas: Increase to 82% in 2022-22 testing; Maintain or increase grade level cohort data (85% in 3rd to 4th; 77% in 4th to 5th; Increase subgroup performance to within 15 points of "White" students; increase to 12 points below standard for students with disabilities. Establish Listening Skills as a Schoolwide Area of Focus and increase to 30% above standard across grade levels.</p> <p>2. Benchmark Interim Assessments: Collect and track data on all students; demonstrate increased growth</p>

Metric/Indicator

Baseline/Actual Outcome

Expected Outcome



"White" students, at 75.2 points above standard.

- Students with disabilities performed 14.7 points below standard.
- Listening skills continue to be a consistent relative area of growth among strands, with 25% of students above standard across grade levels.

2. Benchmark Interim Assessments Baselines (note; missing data in part at all grade levels):

SSES Overall Interim 1 Meeting Standards (70% Correct or Higher) 2022-23: 31%

SSES Overall Interim 1 2021-22: 28%

SSES Overall Interim 2 2022-23: 49%

SSES Overall Interim 2 2021-22: 49%

SSES Overall Interim 3 2022-23: 58%

SSES Overall Interim 3 2021-22: 57%

Historical CAASPP Data:  
21-22: CAASPP ELA Average all grades meeting or exceeding standard: 74%  
2019-20: No statewide testing  
2018-19: CAASPP ELA Average all grades: 73%  
All three grade levels demonstrated an increase in overall achievement scores between 2017 and 2019.

of 15% or more between Interim 2 and 3.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<p>Math Achievement Metrics: Indicators:</p> <p>1. CAASPP Math Scores:</p> <ul style="list-style-type: none"> <li>• Students identified as "Hispanic"</li> <li>• Students with disabilities</li> <li>• Grade level score decline between 3rd and 5th grade</li> <li>• 5th grade focus on sub-categories other than Concepts and Procedures</li> <li>• Problem Solving is a relative area of growth across 3rd and 4th grade</li> </ul> <p>2. Bridges Number Corner Checkup Data and planning/instructional adjustment</p>	<p>Math Achievement Baselines:</p> <p>1. CAASPP Math Scores 2022-23: Grades 3-5 performing at or above standard in all areas: 77%</p> <p>a) Students with disabilities scored 39.6 points below standard</p> <p>b) Students identified as "Hispanic" scored 30.6 points above standard but 34 points below "White" students, who scored 64.9 points above standard on average.</p> <p>2. Bridges In Mathematics/Number Corner (NC) Assessment Checkup (CU):</p> <p>2022-23 NC Baseline - All SSE Students Meeting &amp; Approaching Standards: 76%</p> <p>2022-23 NC CU 1 - All SSE Students Meeting &amp; Approaching Standards: 74%</p> <p>2022-23 NC CU 2 - All SSE Students Meeting &amp; Approaching Standards: 79%</p> <p>2022-23 NC CU 3 - ALL SSE Students Meeting &amp; Approaching Standards: 85%</p> <p>3. CAASPP Interim Assessments not used for baseline</p> <p>Historical Bridges NC CU Data: Bridges in Mathematics/Number Corner (NC) Assessment Checkup (CU) Baselines:</p> <p>2021-22 NC Baseline - All SSE Students Meeting &amp; Approaching Standards: 72%</p> <p>2021-22 NC CU 1 - All SSE Students Meeting &amp; Approaching Standards: 70%</p> <p>2021-22 NC CU 2 - All SSE Students Meeting &amp; Approaching Standards: 75%</p>	<p>2022-23 Metrics:</p> <p>1. CAASPP Math Scores: Grades 3-5 performing at or above standard in all areas: Increase to 79% from 77%</p> <p>a) Decrease students with disabilities to 36 points below standard</p> <p>b) Increase students identified as Hispanic to 37 points above standard</p> <p>2. Bridges In Mathematics/Number Corner Assessments: The percentage of students scoring the in the approaching + meeting standards category will increase 1-3 percent with evidence of recalibrating groups and adapting instruction in response to quarterly data.</p> <p>3. Consideration of CAASPP Interim Assessments for baselines</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>2020-21 NC CU 2 - All SSE Students Meeting &amp; Approaching Standards: 80%</p> <p>2020-21 NC CU 3 - All SSE Students Meeting &amp; Approaching Standards: 84%</p> <p>2020-21 NC CU 4 - All SSE Students Meeting &amp; Approaching Standards: 83%</p> <p>Historical CAASPP Data:            21-22: CAASPP Math Average all grades: 71%            2019-20: No statewide testing            2018-19 CAASPP Math Average all grades: 67%            2017-18 CAASPP Math Average all grades: 65%</p>	
<p>Science Achievement Metrics Metric:            1. CAST Scores</p>	<p>Science Achievement Baselines:            2021-22: 78.6% of 5th graders scored at or above standard</p> <p>Historical Data            2020-21: CAST: No statewide testing            2019-20: CAST: No statewide testing            2018-19 CAST: 71% of 5th grade students met or exceeded the standards on the CAST Science Test. Earth and Space Sciences were a relative strength, and Life Sciences a relative area of growth.</p>	<p>2023-24 Metrics            1. Gradewide discussion on implementation of Foss units and exploration of CAST questions with potential focus on Life Science at grade levels.            2. Goal to increase performance to 80% at or above standard</p>
<p>Innovation, VAPA, and Spanish Metrics            Indicator: CSF funds Arts and STEAM pathways and schedules provides students K-5 access; new grant to fund Spanish instruction in 2022-23 with STAMP test data as new baseline for grades 3-5 in Listening and Speaking.</p>	<p>Innovation, VAPA, and Spanish Baselines            2022-23: New Innovation Lab teacher and fully equipped lab space, with regular collaboration on curriculum with CMS and VES            Weekly Spanish lessons inaugurated at all grade levels per DODEA grant            Baseline STAMP test data:</p>	<p>2023-24 Metrics:            1. All students have access to new Innovation Lab resources and curricula and VAPA            2. All students have access to Spanish instruction per schedule (between 20 and 45 minutes per week determined by grade level)            3. Increase to 16% of students in 3rd-5th grade scoring three or higher in Listening and 25%</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>11% of students in 3rd-5th grades scored three or higher in Listening. 20% of 5th graders scored 3 or higher in Speaking.</p> <p>Historical Data 2021-22: Students resumed 90 minutes per week per semester of Innovation and VAPA Historical Data: 2020-21: Student access to live, in-person VAPA and Innovation Labs limited by COVID-19 and schedule constraints. 2019-20: All students experienced two 50-minute lessons in either VAPA or Innovation Lab per semester.</p>	<p>of 5th graders scoring 3 or higher in Speaking.</p>
<p>Physical Education Metrics: Indicator: Students resumed regular schedule of PE this year</p> <ol style="list-style-type: none"> <li>1. Scheduling/minutes of PE</li> <li>2. Fitnessgram Testing</li> </ol>	<p>PE Baselines 2022-23 Baselines:</p> <ul style="list-style-type: none"> <li>• Fitnessgram: 100% of students present and injury free tested</li> <li>• Injured/absent students are in the process of completing their tests</li> </ul> <p>Students in the Healthy Fitness Zone:</p> <ul style="list-style-type: none"> <li>• Pacer: 100% (41/41) change from school year 21/22 +7%</li> <li>• Push up: 63% (26/41) +9%</li> <li>• Flexed arm hang: 69% (29/42) +8%</li> <li>• Curl up: 63% (25/40) +14%</li> <li>• Shoulder stretch: 80% (31/39) -4%</li> <li>• Sit and reach: 68% (25/37) no data from 21/22</li> </ul>	<p>2023-24 Metrics:</p> <ol style="list-style-type: none"> <li>1. Scheduling: Maintain 120 minutes/week for PE in grades K-5.</li> <li>2. Fitnessgram Testing: Increase 5th graders in the Healthy Fitness Zone to 75% in Push and Curl Up.</li> </ol>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<ul style="list-style-type: none"> <li>• # of Students in HFZ in at least 3 areas: 38</li> <li>• # of Students in HFZ in at least 4 areas: 35</li> </ul> <p>Historical Data:  2021-22:  Students in K-5 resumed 120 minutes/week of PE  Fitnessgram: 100% of 5th graders tested (61/61).  Students in the Healthy Fitness Zone:  Pacer: 93% (57/61)  Push up: 54% (33/61)  Flexed arm hang: 61% (37/61)  Curl up: 49% (30/61)  Shoulder stretch: 84% (51/61)  # of Students passing 4 out 4: 25 (41%)  # of Students passing 3 out 4: 15 (25%)  Percentage of students in healthy fitness zone in at least 3 of the 4 areas tested: 66% (40/61)  2020-21: Students missed in-person physical education entirely from March 2020 to June 2021. PE minutes were reduced between school year 2018-19 (baseline) and year (21-22).  2019-20: Students' time in PE reduced from 150 minutes per week to 130; no fitness data  2018-19 Data: Total number of students tested 52  Total number of students passed 6 out 6 – 38.5%  Total number of students passed 5 out 6 – 73.1%  Total number of students passed 38 out 52 - 73%</p>	

Complete a copy of the Strategy/Activity table for each of the school’s strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.



## Strategy/Activity 1

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

(Identify either All Students or one or more specific student groups)

All Students

### Strategy/Activity

1.1: SSES will provide standards-aligned core curriculum, high-quality instruction, and assessments to in preparation for all students to graduate college and career ready.

- -Implement Year 4 of Bridges Math Curriculum, with a focus on consistency of unit implementation, assessments, data analysis, and implementation of intervention materials as determined by district. Implement extension curriculum associated with Bridges.
- -Implement Year of 3 Benchmark ELA Curriculum with continued training, and focus on assessments and interventions. Analyze and explore supplementation of phonics curriculum from ReadWell and Wilson in primary grades.
- -Define role of Lucy Calkins Writing Curriculum, integrating Benchmark ELA Curriculum where appropriate
- -Continue robust implementation of Foss Science curriculum
- -Implement arts integration unit at each grade level
- -Resume implementation of SPARK curriculum for PE, with training for new staff
- -Determine role of Project Lead the Way Curriculum in Innovation Lab

### 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.

Amount(s)

Source(s)

District Funded  
4000-4999: Books And Supplies  
DoDEA Grant(s), Coronado Schools Foundation  
Block Grant, LCFF supplemental,  
Title I

## Strategy/Activity 2

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

(Identify either All Students or one or more specific student groups)

All Students

### Strategy/Activity

1.2 Formative and Summative Assessment Data will inform student supports and interventions as well as extension opportunities

- All students will be assessed using universal screeners OR an alternative assessment will be used for progress monitoring
- Professional development will be allocated to research test items in subcategories of ELA and math for instructional focus (Listening skills and problem solving)

- DIBELS and Benchmark data will be analyzed quarterly to determine intervention groups and classroom group rotations, as well as assign Amplify and/or IXL lessons to students based on individual needs.
- Number Corner Checkup Data will be used to recalibrate intervention groups and to inform instructional practices (documented)

**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.

Amount(s)

Source(s)

General Fund  
 4000-4999: Books And Supplies  
 DoDEA Grant(s), Coronado Schools Foundation  
 Block Grant, LCFF supplemental,  
 Title I

**Strategy/Activity 3**

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

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

1.3 SSES will ensure access to effective 21st century curriculum, instruction, learning tools, assessments and extensions

- -Grade levels will use Canvas for delivery of curriculum, instruction, assessments, and extensions and apply them consistently.
- -All families will have efficient remote access to curricular resources via Canvas (including intervention and extensions) in appropriate subject areas
- -Students will maintain 1:1 access to devices in classrooms at SSES

**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.

Amount(s)

Source(s)

District Funded  
 4000-4999: Books And Supplies

## Strategy/Activity 4

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

(Identify either All Students or one or more specific student groups)

Strategy/Activity

### 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.

Amount(s)

Source(s)

## Strategy/Activity 5

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

(Identify either All Students or one or more specific student groups)

Subgroups: Students Identified as Hispanic, English Learners, and Students with Disabilities

Strategy/Activity

1.4: Students in identified subgroups with an achievement gap will have targeted progress monitoring in math achievement.

- Staff will research and train on best practices in math instruction for language learners
- Hispanic students will be considered for intervention math groups based on individual data
- Students with disabilities will receive targeted support in specific skills as well as co-teaching
- English learners will receive content instruction in math vocabulary and word problem strategies

### 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.

Amount(s)

Source(s)

District Funded

General Fund

## Strategy/Activity 6

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

(Identify either All Students or one or more specific student groups)

Strategy/Activity

### 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.

Amount(s) Source(s)

**Strategy/Activity 7**

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

(Identify either All Students or one or more specific student groups)

Strategy/Activity

**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.

Amount(s) Source(s)

**Strategy/Activity 8**

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

(Identify either All Students or one or more specific student groups)

Strategy/Activity

**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.

Amount(s) Source(s)

**Strategy/Activity 9**

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

(Identify either All Students or one or more specific student groups)

Strategy/Activity

**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.

Amount(s) Source(s)

**Strategy/Activity 10**

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

(Identify either All Students or one or more specific student groups)

Strategy/Activity

**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.

Amount(s) Source(s)

## Annual Review

### SPSA Year Reviewed: 2021-22

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 deleted.

### ANALYSIS

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

The district adopted TCI Social Studies curriculum and Canvas LMS as well as DIBELS universal screener. Appropriate curricula and assessments are in place; teachers will continue to use assessments to inform planning, instruction, and interventions.

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

Implementation of intervention groups is dependent upon grant and Title 1 Funds as well as general fund allocations. Scheduling and staffing in Special Education is dependent upon IEP services stipulated per student.

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.

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

Communication

## LEA/LCAP Goal

Communicate openly, freely, and accurately to engage and involve all shareholders.

## Goal 2

Silver Strand Elementary will provide effective communication systems between and among all shareholders.

## Identified Need

Family and community shareholders need access to school schedules, news, plans, and events; classroom curriculum, activities and expectations; reporting of student progress and concerns; and information regarding safety and security of campus, staff, and students. Staff members need access to school schedules, news, plans, and events; campus activities and expectations; staff opportunities; student data; and information regarding safety and security of campus, staff, and students.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<p>Educational Platform Metrics: Indicator: Accurate and accessible information about school schedules, events, and programming available to all shareholders</p> <ol style="list-style-type: none"> <li>1. Teacher Implementation of new LMS Canvas</li> <li>2. Family access to and facility with Canvas</li> <li>3. Website updated with current information and programming</li> <li>4. Updated and accurate bell schedules</li> </ol>	<p>Educational Platform Baselines:</p> <ol style="list-style-type: none"> <li>1. LMS: Teachers have been trained and are implementing Canvas_____</li> <li>2. District and Site Websites and Communication Systems:               <ol style="list-style-type: none"> <li>a) Catapult system is consistently used for family and staff communications by admin and office</li> <li>b) School website has been updated in some areas</li> </ol> </li> <li>3. Bell Schedule is available on Google and updated to include Spanish, Math Intervention, and Library lessons</li> </ol> <p>Historical Data: 2021-22:</p> <ol style="list-style-type: none"> <li>1. LMS: A district committee including teachers from all sites</li> </ol>	<p>Metrics 2023-24:</p> <ol style="list-style-type: none"> <li>1. Ongoing training in best practices using Canvas</li> <li>2. Evidence of family access to and facility with Canvas and units of study, curricular resources, weekly homework assignments and requirements, and progress reports (twice a year)</li> <li>3. Website will reflect current and updated information about calendar/schedules, curriculum, and programs</li> <li>4. Evidence of efficient and effective communication via Catapult in the event of emergency</li> <li>5. Bell Schedules (teachers/IAs) will reflect collaborative process involving all grade levels and programs and represent accurate</li> </ol>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>agreed to adopt Canvas as the new Learning Management System. Teachers will be trained before the end of school year 2021-22, with implementation in school year 2022-23.</p> <p>2. District and Site Websites and Communication Systems: District and site websites were transferred to a new platform and linked to a new communication system (Catapult) for school year 2021-22. Catapult is used to send newsletters and messages to families. School website has been updated in some areas but needs more attention.</p> <p>3. Bell Schedules: Current school year bell schedule is in Excel and difficult to update and access.</p> <p>2020-21: Due to COVID/remote learning, teachers used an array of platforms and programs including Google Classroom, PowerSchool, SeeSaw, Flipgrid, Jamboard, IXL etc. Report Cards recorded in Synergy. Previous website had outdated information in some areas.</p>	<p>updated schedule of classroom activities and will be visible to all staff via Google.</p>
<p>Staff and Family Communication Metrics: Indicator: Accurate and accessible information about school schedules, events, and programming available to all shareholders</p> <p>1. Weekly communications from SSES Administration to Families and Staff</p>	<p>Staff and Family Communication Baselines:</p> <p>1. Smore Newsletter platform is used for weekly communications between principal and families and principal and staff. Newsletters contains calendar, news, and events, with MTSS themes recently added. District Calendar Committee established monthly recognitions to include in</p>	<p>Metrics 2023-24:</p> <p>1. Ongoing weekly communications from SSES Administration to Families and Staff, aligned with District Communications and providing information about school schedules, news, plans, and events and information regarding safety and security of campus, staff, and students, with more in depth inclusion of information about curriculum</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>newsletters. Preschool families would benefit from access to Strand Newsletter</p>	<p>and schoolwide themes evident.</p>
<p>Shareholder Participation Metrics: Indicator: COVID affected access to campus and activities. Family member involvement in school activities has decreased and remains a challenge.</p> <ol style="list-style-type: none"> <li>1. Increased family member participation and volunteering in School Site Council, PTO, Title 1, and resumption of Family Fun and Back-to-School and Open House events and subsequent increased awareness of school programming and facilities</li> <li>2. Increased involvement of and presence of community partners (public library, Safe Harbor, Coronado Historical Association, Recreation Dept, etc.)</li> </ol>	<p>Shareholder Participation Baselines:</p> <ol style="list-style-type: none"> <li>1. Family member participation: <ol style="list-style-type: none"> <li>a) Participation in PTO meetings, School Site Council, and PTO activities increased this year but finding broader population of volunteers is still a challenge.</li> </ol> </li> <li>2. New Community Partnerships this year included Operation PALS, FOCUS, Friends of the Library, Command volunteers.</li> <li>3. Requirements for volunteering have been confusing.</li> <li>4. Families would appreciate opportunities to meet other families from the class.</li> </ol> <p>Historical Data: 2021-22: Campus was closed to volunteers between March 2020 and January 2022; resumption of campus family activities began in Spring 2022. 2020-21: Collaborations include Coronado SAFE, Coronado Public Library, MOAA recognitions, MFLC Support. 2019-20: Collaborations include: Coronado SAFE classroom and campus programs, Everyone a Reader daily volunteers, Coronado Public Library partnerships, Coronado Optimist Club, Lions Club and MOAA recognitions, Police and Fire educational programs, Military supports including MFLC, LPL, BIGS and PALS, Lamb's Players,</p>	<p>Metrics 2022-23:</p> <ol style="list-style-type: none"> <li>1. Increased family member participation and volunteering in School Site Council, PTO, and Title 1 committees and activities</li> <li>2. Increased involvement of and presence of community partners (public library, Safe Harbor, Recreation Dept, Coronado Historical Association, etc.) and subsequent student exposure to enrichment opportunities</li> </ol>



Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Zoo and Humane Society educational programs, and more.	
<p>Staff Collaboration Metrics: Indicator: Staff meeting were held weekly on a monthly rotation schedule but were inconsistent due to cancellations/reschedule and addition of new trainings.</p> <ol style="list-style-type: none"> <li>1. Calendared and regular collaborations between general education and Special Education teachers, among grade-level teams, between grade-level teams and intervention staff, and among SpEd staff and instructional assistants, and among whole staff.</li> <li>2. Staff meeting agendas and notes available prior to meetings and afterwards.</li> </ol>	<p>Staff Collaboration Baselines:</p> <ol style="list-style-type: none"> <li>1. All-Staff meetings held monthly on Wednesdays, with unstructured opportunities for collaboration among district data analysis protocols and trainings in Inclusion, Assessment, and LGBTQ+</li> <li>2. SpEd team meetings were inconsistent due to IEP calendar and staffing challenges.</li> <li>3. Quarterly trainings for classified staff occurred.</li> <li>4. Staff meeting agenda is included in calendar updates and notes sometimes shared afterwards</li> <li>5. ACT Rep and Principal met monthly on a consistent basis</li> </ol> <p>Historical Data: 2020-21: Limited time for staff meetings and collaborations due to hybrid schedule. Voyager Crew Council has not convened this year. 2019-20: Weekly PD meeting rotations facilitated monthly collaborations as whole staff, and between grade levels and intervention staff. Establishment of monthly Voyager Crew Council Meetings and continued monthly ACT Rep/Principal Meetings Bell Schedule facilitated daily grade-level collaborations when needed. Bell Schedule created challenges for regular collaboration between grade-level general education teachers and Special</p>	<p>Metrics 2023-24:</p> <ol style="list-style-type: none"> <li>1. Evidence of calendared and regular monthly collaborations between general education and Special Education teachers, among grade-level teams, between grade-level teams and intervention staff, and among SpEd staff and instructional assistants, and among whole staff.</li> <li>2. Staff meeting agendas and notes available prior to meetings and afterwards.</li> </ol>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Education Teachers, which sometimes occurred after hours for pay.	
<p>Safety Communications Metrics:</p> <p>Indicator: Regular scheduling and routines require resumption of safety/emergency preparations and communications.</p> <ol style="list-style-type: none"> <li>1. Annual update of Safety/Emergency Plan and Site Council Approval</li> <li>2. Schedule of monthly safety drills including provisions and practice for lunch/recess emergencies</li> <li>3. Evidence of efficient communication via Catapult in the event of emergency</li> </ol>	<p>Safety Communications Baselines:</p> <ol style="list-style-type: none"> <li>1. Safety Plan updated and modified drills resumed during school year 2021-22.</li> <li>2. District and site websites were transferred to a new platform and linked to a new communication system (Catapult) for school year 2021-22. Catapult is used to send newsletters and messages to families.</li> </ol>	<p>Metrics 2023-24:</p> <ol style="list-style-type: none"> <li>1. Annual update of Safety/Emergency Plan and Site Council Approval by January 30th</li> <li>2. Resumption of monthly safety drills including provisions and practice for lunch/recess emergencies</li> </ol>

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

## Strategy/Activity 1

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

(Identify either All Students or one or more specific student groups)

All

### Strategy/Activity

#### 2.1 UPDATE

Family and community shareholders will have access to school schedules, news, plans, and events; classroom curriculum, activities and expectations; reporting of student progress and concerns; and information regarding safety and security of campus, staff, and students.

- -Identify barriers to access for families to the school, programming, events, and activities such as volunteer guidelines.
- -Weekly Smore newsletters to staff and families which includes information about new curricula and programs and schoolwide themes
- -Regular progress reporting and sharing of assessment data
- -School Website information updated regularly
- -Encouraged participation in School Committees: SSC, PTO, Title 1
- -Back-to-School Night and Spring Open House opportunities open to all families
- -Fall and Spring Family Conferences
- -Family participation in SST and IEP meetings

- -Encourage parent and community volunteering by clarifying policies and providing schedules and invitations for volunteer opportunities.
- -Continue hosting monthly family-friendly events in conjunction with PTO and local 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.

Amount(s)	Source(s)
	Site funds and District PD funds, PTO

**Strategy/Activity 2**

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

(Identify either All Students or one or more specific student groups)

All

Strategy/Activity

2.2 UPDATE  
 Staff members will have access to school schedules, news, plans, and events; campus activities and expectations; staff opportunities; student data; and information regarding safety and security of campus, staff, and students.

- -Weekly Staff Bulletin
- -Outlook Calendar Invites
- -Midweek Email Updates as necessary
- -Monthly All-Staff Meetings
- -Monthly Staff Subgroup alignment and articulation meetings
- -Monthly ACT Rep/Principal 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.

Amount(s)	Source(s)

**Strategy/Activity 3**

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

(Identify either All Students or one or more specific student groups)

Strategy/Activity

**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.

Amount(s) Source(s)

### **Strategy/Activity 4**

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

(Identify either All Students or one or more specific student groups)

Strategy/Activity

#### **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.

Amount(s) Source(s)

## **Annual Review**

### **SPSA Year Reviewed: 2021-22**

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 deleted.

### **ANALYSIS**

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

Communication between families and school and among staff were affected by COVID guidelines. School Year 2023-24 will have a focus on family inclusion (volunteers) and student access to enrichment opportunities.

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

None

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.

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

Support

## LEA/LCAP Goal

Maintain safe and supportive schools where students and staff thrive.

## Goal 3

Silver Strand Elementary seeks to ensure that all students' needs will be met through safe and clean facilities and emergency planning, data-driven decision making, appropriate intervention supports, enrichment opportunities, and social/emotional supports and services. Staff needs will be met through safe and clean facilities and emergency planning, data-driven decision making, appropriate material and professional supports, training and enrichment opportunities, and collaboration with Human Resources and representative organizations with adherence to contracts.

## Identified Need

All students need safe and clean facilities and learning environments and access to FAPE and intervention supports. Staff need safe and clean facilities and a supportive and professional working environment.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<p>Safe, Secure, and Clean Facilities Metrics: Indicator: Students were off campus and/or in hybrid half-day cohorts between March 2020 and June 2021, reducing traffic and safety concerns. Resumption of regular schedule and full student population, volunteers, and regular activities during school year 2021-22 and beyond necessitates return to safety measures and vigilance.</p> <ol style="list-style-type: none"> <li>Evidence of secure, safe, and clean school facilities</li> <li>Published and approved safety plan</li> <li>Emergency supplies in each classroom</li> <li>Monthly safety drills</li> </ol>	<p>Safe, Secure, and Clean Facilities Baselines:</p> <ol style="list-style-type: none"> <li>Evidence of secure, safe, and clean school facilities:               <ol style="list-style-type: none"> <li>Big Toy playground equipment repaired in 2022-23; new kindergarten equipment purchased</li> <li>New lunch and snack/collaboration tables purchased and deployed across campus</li> <li>Ongoing cleanout of shed storage and Room 702</li> <li>Innovation Lab fully equipped</li> </ol> </li> <li>Safety Plan approved in November 2022</li> <li>Classroom emergency backpacks restocked in Spring 2023</li> </ol>	<p>2022-23 Metrics:</p> <ol style="list-style-type: none"> <li>Evidence of secure, safe, and clean school facilities:               <ol style="list-style-type: none"> <li>Ample and safe playground equipment on all playgrounds</li> <li>Room 702 cleaned and organized as a resource space for staff</li> </ol> </li> <li>Published and School Site Council-approved safety plan by January 30, 2024</li> <li>Replenishment of emergency supplies for all classrooms and disaster drill planning and practice</li> <li>Schedule and implementation of full monthly safety drills, including practice for recess and lunch emergencies</li> <li>Continued monitoring of gates and provision of</li> </ol>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<p>5. Proper supervision of students throughout the school day and entering and exiting campus</p> <p>6. Safe traffic, drop-off and dismissal procedures, including crossing guard</p> <p>7. Coordination with district M&amp;O, military, and police and fire agencies.</p>	<p>4. Need for disaster drill practice</p> <p>5. Monthly drills in place during school year 2021-22</p> <p>6. No incidents of student elopement through campus gates; need for maintenance of gate alarms</p> <p>7. Anticipated completion of District and Site safety audit with needs determination (SPSA to be updated upon report presentation).</p> <p>8. Student lineups and gate supervision protocols modified (breakfast 7:40-8:00; gates open to all at 8:00 with minimal lineup outside) to increase student safety and supervision. Crossing guard hired and trained; 5th grade curbside hosts; family communications and monitoring of drop-off protocols.</p> <p>9. Regular appearance of CPD at Friday Flagpole assemblies and efficient response to safety concerns by SRO.</p>	<p>appropriate supervision before, during, and after school. Consistent use of radios among appropriate staff and monitoring of cameras.</p> <p>6. Increased communications (Video, signage) and guidance regarding safe traffic, dropoff and dismissal procedures. Ongoing support of crossing guard position during dropoff and pickup. Maintenance of Curbside Host Program.</p> <p>7. Appropriate resources allocated and implemented in response to District/Site Safety Audit</p> <p>8. Continued coordination with district M&amp;O, military, and police and fire agencies.</p>
<p>Lunch/Recess Support and Safety Metrics: Indicator: Discipline data demonstrates that most student safety concerns related to behavior occur during recesses and/or lineup times.</p> <p>1. Discipline Data, minor infractions pilot data</p> <p>2. Adequate Staffing for Supervision</p> <p>3. Evidence of Implementation of Playworks Practices</p>	<p>Lunch/Recess Support and Safety Baselines:</p> <p>1. Discipline Data: During School Year 2022-23 at time of publishing (4/24/23), 100 of 125 (80% of) behavior incidents (harassment, physical aggression, inappropriate language) occurred at recesses and/or lineup times, consistent with data from 21-22. Need for efficient manner of communication between support staff/Specials teachers and classroom teachers about behavior incidents which occur with students outside classrooms. Need for past practices matrix/flowchart for interventions/consequences.</p>	<p>2022-23 Metrics</p> <p>1. Evidence of decreased number of behavior incidents at lineup/recess times; minor infractions pilot data</p> <p>2. Evidence of decreased repeat incidents (evidence of effectiveness of interventions)</p> <p>3. Evidence of adequate and trained supervisory staff at recesses and lunch</p> <p>4. Implementation of ongoing Playworks recess programming involving all staff and student leaders</p> <p>4. Communication channels established between staff and teachers about behavior infractions during recess/lunch/Specials</p>



Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>2. SSES currently provides four morning recess supervisors and five lunch/recess supervisors.</p> <p>3. Both CUSD elementary schools contracted with Playworks, Recess Review in March 2023 at SSES</p>	
<p>Professional Development Metrics</p> <p>Indicator: Planning and Professional Development time must be structured to balance the need for district-wide trainings on new curricula, programs and needs; team collaborations; student progress and data review; and whole-staff meetings.</p> <p>1. Weekly rotation of Collaboration time to include All-Staff Meetings, Grade Level and Program Articulation, District PD, and Planning and Collaboration time.</p> <p>2. District professional development to reflect curricular and social-emotional needs of students and consequent training for teachers.</p>	<p>PD Baselines:</p> <p>2022-23:</p> <p>1. District Professional Development included DIBELS training, LGBTQ+ Support, Diagnostic Center Inclusion and Assessment, Behavior Support for Teachers and Classified, Data Collection for Classified, and Number Corner Checkup and Reading Assessment Data Review and Groups calibration. Scheduling challenges/cancellations disrupted clear cycle of meetings rotations.</p> <p>2. A site team of four staff attended the SDCOE Equity Conference</p>	<p>2023-24 Metrics</p> <p>1. Weekly rotation/balance of Collaboration time to include All-Staff Meetings, Grade Level and Program Articulation, District PD, and Planning and Collaboration time.</p> <p>2. District professional development to reflect curricular and social-emotional needs of students and consequent training for teachers (TCI Social Studies Curriculum, MTSS, etc.)</p> <p>3. Quarterly review of ELA and Math assessments with clear and documented instructional and interventional plans to support students in response to data.</p>
<p>ELD Achievement Metrics</p> <p>ELD Achievement Metrics</p> <p>Indicator: English learners continue to need language support</p> <p>1. Percent of English Learners demonstrating annual growth on ELPAC</p> <p>2. Reclassification Rate</p> <p>Indicator: All English Learners receive integrated and designated English Language Development</p> <p>1. Each student receives 30 minutes per day of pull-out Designated English Language</p>	<p>ELD Achievement Baselines:</p> <p>2022-23: On census day (10/5/22) Silver Strand enrollment = 11 English Learners;</p> <p>During the 2022-2023 school year there have been 2 students reclassified.</p> <p>100% of English Learners receive integrated and designated English Language Development daily while in their general education classroom, some students are pulled daily for a 30-minute</p>	<p>2023-24 Metrics:</p> <p>Update</p> <p>1. 100% of English Learners will continue to demonstrate growth on the ELPAC</p> <p>2. Eligible students will be reclassified.</p> <p>3. Consistent staffing and implementation of ELD supports in addition to reading group support (small-group and use of curriculum resources) and demonstration of individual growth/reclassification.</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<p>Development with an Academic Support Teacher trained in ELD</p> <p>2. Each student receives ELD supports IN ADDITION to ELA/Reading</p>	<p>designated ELD lesson with an Academic Support Teacher</p> <p>Historical Data: Spring 2021- Spring 2022 = 67% showed growth on overall scall score and moved up on English Language Proficiency Level (n = 6)</p> <p>2021-22: On census day (10/6/21) Silver Strand enrollment = 22 English Learners; During the 2021-2022 school year there have been 2 students reclassified. 100% of English Learners receive 30 minutes daily of designated English Language Development with an Academic Support Teacher</p> <p>Historical Data: Spring 2019- Spring 2021 = 100% showed growth on the overall scale score During the 2019 - 2020 and 2020-2021 School Years no students were eligible for reclassification, therefore Silver Strand did not reclassify any students. Classroom teachers utilized curriculum and resources to provide integrated and designated English Language Development for our emerging bilingual students</p>	
<p>Student Support Metrics: Indicator: Ongoing need for additional proactive and responsive counseling supports (Tier 1)</p> <p>1. Staffing Levels and availability of Clinical Counselor, MFLC, and ERMHS Clinician</p> <p>2. Programming/Impact based on data</p>	<p>Counseling Support Baselines: 2022-23:</p> <p>1. Full-time Clinical Counselor (Tier 1-3 support) and part-time ERMHS (Tier 2-3) hours at SSES</p> <p>2. SSES MFLC on campus full time, providing lunch and recess Military Kids Club outside and support Anchored4Life Team Leader</p>	<p>2023-24 Metrics</p> <p>1. Group and individual supports, classroom presentations, and counselor schedules aligned with data and campus needs (students', services per IEP, incidents and trends, risk assessments, teacher and parent support)</p> <p>2. Pilot use of social-emotional and behavior screener to</p>



Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<p>3. SEL and/or behavior screener</p> <p>4. Collaboration with community resources such as Coronado Safe Harbor for Tier 1 supports</p>	<p>meetings (Tier 1)</p> <p>3. Connections Room established as space for counseling groups, collaborations, and student meetings with an average of 16 weekly Tier 1-2 groups led by Clinical Counselor</p> <p>4. One student receives ERMHS counseling (Tier 3); 21 students receive counseling services per IEP (Tier 2)</p> <p>5. Turtle Time provided for TK by Coronado SAFE Harbor (Tier 1)</p> <p>Historical Data:  21-22: Full time Clinical Counselor (Tier 1-3 support)  20-21: .50 FTE Clinical Counselor (Tier 1-3 support)</p> <ul style="list-style-type: none"> <li>• -.25 ERMHS Counselor/Behavior Support (Tier 2-3)</li> <li>• -Full-time MFLC providing services to students and families remotely (Tier 1)</li> </ul> <p>2019-20:</p> <ul style="list-style-type: none"> <li>• -.50 FTE Clinical Counselor (Tier 1-3)</li> <li>• -.125 ERMHS Counselor/Behavior Support (Tier 2-3)</li> <li>• -Full-time MFLC provided through Military Partnership (Tier 1)</li> </ul>	<p>evaluate need for counseling support for gen ed students and to monitor progress post intervention for Tier 2 students</p> <p>3. Increased collaboration and communication between school staff with MFLC Tier 1 support as appropriate and within guidelines of MFLC program</p> <p>4. Increased collaboration with Coronado Safe Harbor Tier 1 support as evident on campus</p> <p>5. Continue providing 14-18 weekly Tier 1/2 groups per semester to maximize impact on students of allocated space (Connections Room)</p>
<p>Special Education Student Achievement Metrics:  Indicator: Students with IEPs are performing below peers; student minutes and staff scheduling can be optimized.</p> <p>1. Staffing and Scheduling: allocation of SpEd services; assignment of Specialized Academic Instruction minutes;</p>	<p>SpEd Baselines:</p> <p>1. Staffing and Scheduling:  a) Full spectrum of services provided for students with mild to severe disabilities prechool through 5th grade  b) Addition of part-time preschool Ed Specialist</p>	<p>2022-23 Metrics</p> <p>1. Staffing and Scheduling:  a) Optimization of resources of full spectrum of SpEd services as they relate to caseloads, service minutes, and aide/RBT assignments through addition of SSES preschool Ed Specialist for 23-24.</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<p>collaboration time for gen ed and SpEd staff.</p> <p>2. Student Progress on goals/assessments and progress reports</p> <p>3. Trainings for Staff in disabilities and special education, behavior, and differentiated instruction.</p>	<p>c) Access to Special Education Coordinator support and resources 1.5 days per week</p> <p>d) BCBA and RBT coaching available (when not assigned to individual students); Sensory Space established in PE Room for sensory breaks</p> <p>e) APE services provided to students in Spring 2023</p> <p>f) High number of initial assessments negatively impacted consistent staffing (frequent release days) and collaboration time</p> <p>2. Student Progress on Goals/Assessments and Progress Reports</p> <p>a) Need for alignment in pacing and progress monitoring in Wilson Reading Program</p> <p>b) Need for plan for assessing students with disabilities in Benchmark, Bridges, DIBELS (or alternative plan). Need for plan for providing accommodations for students as appropriate.</p> <p>c) Students with disabilities scored 14.7 points below standard in ELA and 39.6 points below standard in Math</p> <p>3. Trainings for Staff in disabilities and special education, behavior, and differentiated instruction.</p> <p>a) Classified trainings in behavior support and data collection in 2022-23</p> <p>b) Certificated trainings for gen ed and SpEd in Inclusion, behavior support in 22-23. Some teachers attended co-teach training/conference.</p> <p>c) Assessment training for SpEd staff in 2022-23</p>	<p>b) Program Specialist support at SSES anticipated for 23-24 (full time?)</p> <p>c) Ongoing BCBA and RBT Support</p> <p>d) Ongoing APE assessments and services per IEP</p> <p>e) Evidence of scheduled collaboration time between co-teachers, gen ed and SpEd teachers and RBT/BCBA/IAs in professional development calendar and individual prep schedule</p> <p>2. Progress: Students' demonstrable individual progress on goals as evident in assessments and progress reports.</p> <p>a) Evidence of targeted Specialized Academic Instruction minutes in addition to or parallel to general education instruction as appropriate aligned with individualized IEP goals.</p> <p>b) Evidence of collaboration, alignment, and monitoring of progress of students in Wilson Reading Program.</p> <p>c) All students assessed in all areas with curriculum assessments or alternative progress monitoring plan.</p> <p>d) Advance planning for accommodations for students in all assessments as appropriate per IEP/504.</p> <p>e) Students with disabilities scoring 12 points below standard (or fewer) in ELA and 35 points below (or fewer) in Math.</p> <p>3. Training for all staff: Ongoing professional development for all staff in disabilities and special education, behavior, and differentiated instruction.</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
		<ul style="list-style-type: none"> <li>a) Ongoing calendared trainings in behavior support for all staff</li> <li>b) Opportunities for co-teach trainings</li> </ul>
<p>Multi-Tiered Systems of Support Metrics: Indicator: MTSS Process Rubric outlines areas/tasks for completion; campus, student, and staff messaging of schoolwide agreements is an area of growth</p> <ol style="list-style-type: none"> <li>1. Evidence of schoolwide and environment-specific expectations visible and reinforced</li> <li>2. Discipline/interventions practices and data, including pilot of tracking of minor recess infractions for preventive action and intervention focus</li> <li>3. Implementation of Harmony Curriculum and practices</li> <li>4. Opportunities for involvement of students in peer support and campus culture</li> <li>5. Opportunities for Staff Development/Trainings</li> <li>6. Coordinated plan for and implementation of student recognitions program</li> <li>7. Culturally responsive school environment</li> </ol>	<p>Multi-Tiered Systems of Support Baselines:</p> <ol style="list-style-type: none"> <li>1. Evidence of schoolwide and environment-specific expectations visible and reinforced <ul style="list-style-type: none"> <li>a) Banners for Voyager Agreements and Rock It Out posted</li> <li>b) Environment agreements (restrooms, Strand Hall breakfast and lunch) posted; Tech agreement created</li> <li>c) Voyager Shout Outs and reminders reinforced at Friday Flagpole</li> </ul> </li> <li>2. Discipline/interventions practices and data, including pilot of tracking of minor recess infractions for preventive action <ul style="list-style-type: none"> <li>a) Consistent recording of interventions on spreadsheet by admin/counselor. As of 4/24/23 and 307 students enrolled, 125 behavior incidents involving 53 students were recorded in areas of harassment, physical aggression, inappropriate behavior and language (in 21-22: as of 3/8/22 and out of 331 students enrolled, 58 incidents involving 35 students were recorded).</li> <li>b) Data collection initiated on student behaviors among Lunch/Recess Crew and weekly Crew meetings scheduled to discuss student supports</li> </ul> </li> <li>3. Most teachers implementing Harmony curriculum and lessons on a weekly basis.</li> </ol>	<p>2023-24 Metrics:</p> <ol style="list-style-type: none"> <li>1. Evidence of schoolwide and environment-specific expectations visible in all areas and reinforced in newsletter, classrooms, and Friday Flagpole/announcements. Implementation of schoolwide themes/district calendar, with family engagement/extension opportunities</li> <li>2. Discipline/interventions practices and data: Reduce number of major behavior infractions with focused support on recess/lineup times.</li> <li>3. Evidence of consistent implementation of Harmony Curriculum morning meet-ups, buddy ups and unit lessons across grade levels</li> <li>4. Evidence of opportunities for involvement of students in peer support and campus culture including upper-grade mentorship rotations published in a guide to opportunities and expanded to include student involvement in daily operations.</li> <li>5. Evidence of opportunities for Staff Development/Trainings calendared in areas of student support, SEL, MTSS, and equity</li> <li>6. Published coordinated plan for and implementation of student recognitions program</li> <li>7. Pilot/implement use of social-emotional/behavior screeners to identify areas of need for gen ed students and</li> </ol>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>4. Opportunities for involvement of students in peer support and campus culture:  a) Kindness Club, Gratitude Club, Kinder Buddies, Garden Guardians, Curbside Hosts, Anchored4Life, and Junior Coaching</p> <p>5. Opportunities for Staff Development/Trainings: MTSS Committee met monthly</p> <p>6. Coordinated plan for and implementation of student recognitions program  a) Students were recognized by outside agencies (Letters to the Troops/MOAA, Masonic Lodge, Friends of the Library)  b) Some teachers provided weekly shout-outs for students published in Family Newsletter</p> <p>7. Books added to library to reflect variety of student backgrounds and experiences; district publishing monthly celebrations</p> <p>Historical Data:  2020-21: Progress on MTSS paused due to COVID concerns and priorities; inauguration of No Place for Hate Committee and activities; involvement of staff in District Equity Committee; schoolwide themes mural painted on playground wall through CoSA partnership in Spring 2021. Teachers and families submitted shout-outs online which were read on FF videos.  2019-20: 2nd Year of MTSS Committee Work: Schoolwide Agreements established, flowcharts and schoolwide messaging in development, draft Intervention Communication Forms. Implementation of three Harmony lessons per grade</p>	<p>to funnel resources where most needed</p> <p>8. Signage, images, and books/resources reflecting inclusive, welcoming environment for all types of students and families.</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>level per year, morning meetings. Student Council disbanded in 2019-20 but student involvement expanded to include buddy and recess mentoring programs, Curbside Hosting, Friday Flagpole involvement, etc.)</p>	
<p><b>Attendance Metrics</b>  Indicator: Student attendance and approach to student absences were greatly influenced by COVID illnesses and protocols. There is an expected need for emphasis on consistent regular attendance for healthy students as COVID risk decreases and regular attendance tracking resumes.</p> <ol style="list-style-type: none"> <li>1. Average Daily Attendance</li> <li>2. Chronic Absenteeism Rate per Dashboard</li> </ol>	<p><b>Attendance Baselines:</b></p> <ol style="list-style-type: none"> <li>1. Average Daily Attendance: _____</li> <li>2. Chronic Absenteeism: In 2021-22 attendance was greatly impacted by COVID-19; Chronic absenteeism was high across all student groups (15.7%) but 20% in students identified "Two or More Races" and 19% in students identified as "Hispanic" as compared with 12% among "White" students. English Learners were statistically insignificant but had 33% chronically absent.</li> <li>3. New Baseline: Sending of attendance letters and attendance alert emails resumed in 2022-23. As of 4/24/23, 54 families received at least one attendance letter; 12 received two; and two received three and meetings were held.</li> </ol> <p><b>Historical Data:</b>  2020-21: Absenteeism not measured due to COVID-19; interventions conducted for students not regularly attending.  2019-20: Data unavailable  2018-19: Students with disabilities demonstrated increased attendance. Students representing two or more races increased absenteeism.</p>	<p><b>2023-24 Metrics:</b></p> <ol style="list-style-type: none"> <li>1. ADA:</li> <li>2. Chronic Absenteeism: Decrease overall chronic absenteeism by 3% to 12% as COVID risk and illness exclusions decrease. <ol style="list-style-type: none"> <li>a) Decrease absenteeism across all groups by 3%</li> <li>b) Decrease absenteeism across sub groups by 5% (Two or More Races to 15%, Hispanic students to 14%)</li> </ol> </li> </ol>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>Students who are socioeconomically disadvantaged maintained absenteeism rates, but warrant attention.</p>	
<p>Student Enrichment Metrics: Indicator: COVID impacted access to both free and fee-based (beyond school day) extension opportunities within and beyond the school day</p> <ol style="list-style-type: none"> <li>1. Opportunities for extended learning both within and before and after school, including clubs, field trips, activities offered by volunteers</li> </ol>	<p>Student Enrichment Baselines: 2022-23:</p> <ol style="list-style-type: none"> <li>1. Opportunities for extended learning both within and before and after school, including clubs, field trips, activities offered by volunteers               <ol style="list-style-type: none"> <li>a) Fall and Winter Clubs were offered by SSES staff (art and coding) and parent volunteers (gardening and run club)</li> <li>b) All grade levels participated in field trips with PTO funding</li> <li>c) Command volunteers supported recesses, parent volunteerism increased</li> </ol> </li> </ol> <p>Historical Data: 2021-22:</p> <ol style="list-style-type: none"> <li>1. Before- and after-school enrichment opportunities were suspended between Spring 2020 and Fall 2021. Free CSF-funded Band and Choir programs resumed in fall 2021, and Operation Pals for kindergarteners was offered by Military SLO in Spring 2022. Rotations of after-school clubs have not resumed.</li> <li>2. Some teachers are implementing programs--e.g., 5th Grade Business Days, 4th grade Genius Hour</li> </ol>	<p>2022-23 Metrics:</p> <ol style="list-style-type: none"> <li>1. Evidence of increase in opportunities for extended learning before and after school.</li> <li>2. Evidence of increase in opportunities for extended learning within the school day.</li> <li>3. Increased number of volunteers supporting programs before, during and after school.</li> </ol>
<p>Academic Support and Enrichment (ASE) Metrics: Indicators: Annual decreases in ASE staffing due to grants expiring, staff attrition/reassignments. Students in general education not meeting grade level</p>	<p>ASE Baselines</p> <ol style="list-style-type: none"> <li>1. Staffing:       <ol style="list-style-type: none"> <li>a) 1.5 FTE Title 1 and Reading Support; .20 ELD; .20 math gen ed co-teach support; addition of .50 Math Intervention in January 2023.</li> </ol> </li> </ol>	<p>2023-24 Metrics</p> <ol style="list-style-type: none"> <li>1. Staffing: ASE staffing levels will be maintained or increased to ensure students demonstrating the lowest achievement in Reading (approximately 20%) will have access to intervention</li> </ol>



Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<p>standards in reading and math benefit from additional support and intervention (small group and/or additional instructional time)</p> <ol style="list-style-type: none"> <li>Staffing: ASE and SpEd staffing levels (FTE) and number of students accessing intervention resources (dependent upon funding available, including grant allocations and general fund and staffing allowances)</li> <li>Scheduling: Grade-level and intervention reading group time optimized to provide maximum minutes of support for students most below grade-level standard as evident in school and teacher schedules</li> <li>Progress: Students' demonstrable individual progress toward grade-level standards as evident in student assessments.</li> </ol>	<p>b) Blend of push-in and pull-out support in Math; Reading intervention using Wilson Program</p> <p>Historical Data:  2021-22 staffing baseline is 1.3 FTE Title 1 Reading Support, .40 ELD, and .40 ASE Reading (shift in staffing to ELD due to increased needs in 2021-22 from prior year). Bell schedule and teacher scheduling was designed to maximize support for students most below grade level.  2020-21: Continuation of ASE support in reading (not math) with Title 1 and general education funds to provide small-group supports at all grade levels.  2019-20: Students identified at each grade level by percentage or number per class for ASE/Intervention services. Monthly ASE and grade-level articulations to recalibrate small groups in reading and math. MAP/MPG and DRA2 or RW baseline scores used to determine student progress in reading/Benchmark unit assessments for math.  .70 FTE of ASE Intervention was eliminated at the end of school year 2020, and supplementary gen ed math intervention support has not been offered since SY 2019-20 when grant funding ended).</p>	<p>resources commensurate with small-group guided reading support at instructional level as well as additional instructional time (as compared with grade-level peers) as evident from staffing resources.</p> <ol style="list-style-type: none"> <li>Scheduling: Grade-level and intervention reading group time will be optimized to provide maximum minutes of support for students most below grade-level standard as evident in school and teacher schedules. Most effective models (push in or pull out) determined.</li> <li>Progress: Students will make demonstrable individual progress toward grade-level standards as evident in student reading and math assessments.</li> </ol>

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

**Strategy/Activity 1**  
**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

3.1 SSES will maintain safe and clean facilities and learning environments

- -Update Safety/Emergency Plan in early Fall and convene Site Council for approval before January.
- -Schedule staff meeting for emergency drill and supply review in fall
- -Publish monthly safety drill calendar in fall
- -Develop and communicate coordinated traffic and arrival and dismissal gate and line up plans with appropriate supervision prior to first day of school including identification and training of crossing guard; monitor gates and consistently use radios to increase communication and supervision
- -Enlist support from Learning Department and M&O to discard obsolete curriculum and supplies in room 702 and shed, store furniture, and organize space for collaboration.
- -SSES will continue to make schoolwide and environment-specific expectations visible in all areas and reinforced in newsletter, classrooms, and Friday Flagpole/announcements ("walking" feet and line-up dots to be painted)
- -Hire adequate staff and train to implement Playworks recess programming; train student leaders and reinforce practices throughout the year

**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.

Amount(s)

Source(s)

[Empty box for Amount(s)]

District Funded

general Fund

**Strategy/Activity 2**

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

(Identify either All Students or one or more specific student groups)

All

Strategy/Activity

3.2 SSES will provide opportunities for personalized learning for students based on strengths and areas of growth, academic interests, and personal passions

- -Bell schedule will address need for small-group rotations and interventions as well as possibilities for PEP time within classrooms for extension and intervention.
- -SST process will be used to analyze data discuss and provide interventions and supports for students with emerging academic or behavioral concerns.
- -Staff will identify relevant data to appropriately refer students for ASE/intervention small groups and adjust instruction in ELA and math; Students most below grade level in reading will be prioritized for Title 1 and ASE interventions (Tier 2) in those areas
- -Students eligible for ELL instruction will be supported with targeted instruction at their instructional level



- -Staff will receive additional professional development on integrated and designated English language development strategies and standards.
- -Collaboration and training will be offered to identify and implement enrichment and extension activities in the general education classroom using current resources and curriculum to ensure students are engaged and challenged throughout the school year (Bridges Math extension curriculum).
- -Monthly Grade level and program (ASE/SpED/ELL) articulation meetings will be established as part of the SST process, to discuss and implement interventions and supports for students with emerging academic or behavioral concerns.

**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.

Amount(s) Source(s)

**Strategy/Activity 3**

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

(Identify either All Students or one or more specific student groups)

Students receiving services under Special Education

Strategy/Activity

3.3 SSES will provide a continuum of services to meet placement and academic needs of individual students receiving services under Special Education

- -Provide support, training, and planning time for inclusion practices (including co-teaching)
- -Provide additional intervention support in math and reading for students most below grade level. Determine causes of greater gap in mathematics for students with disabilities and explore intervention programs/strategies.
- -Monitor pacing and progress monitoring of Wilson Reading groups and individual progress
- -Adapt bell schedule to maximize student access to resources and staff efficacy.
- -Provide ongoing trainings for Certificated and Classified Staff in best practices in instruction and behavior support
- -Prep Time, Grade Level and Program Articulation Meetings, as well as the SST process will be used to discuss and provide interventions and supports for students with emerging academic or behavioral concerns.

**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.

Amount(s) Source(s)

**Strategy/Activity 4**

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

(Identify either All Students or one or more specific student groups)

All

## Strategy/Activity

### 3.4 SSES will continue progress on Multi-Tiered Systems of Support and Implementation of SEL

- -Post schoolwide and environment-specific expectations visible in all areas and reinforce in newsletter, classrooms, and Friday Flagpole/announcements. Implement of schoolwide themes/district calendar, with family engagement/extension opportunities. Continue development of Flowchart of Tiered Behaviors and Interventions, Intervention Communication Forms, and Schoolwide messaging/banners.
- -Focus heavily on lineup and recess safety protocols at the beginning of the year through classroom discussions and Friday Flagpole
- -Provide staff with collaboration time to plan for consistent implementation of Harmony Curriculum morning meet-ups, buddy ups, and unit lessons across grade levels
- -Plan and publish guide for opportunities for involvement of students in peer support and campus culture: upper-grade mentorship rotations (Curbside Hosts, etc., lunch and after-school clubs including A4L and Kindness Club)
- -Provide time for MTSS/Equity Committee to share learnings with all staff
- -Published coordinated plan for implementation of student recognitions program
- -Maintain current level of counseling FTE and partnership with MFLC and ERMHS; increase collaboration among CUSD and community resources.
- -SST process will be used to discuss and provide interventions and supports for students with emerging academic or behavioral concerns.
- -Staff will use Illuminate Data Dashboard to facilitate data analysis and decision making.

### 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.

Amount(s)

Source(s)

Harmony, Department of Defense

### Strategy/Activity 5

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

(Identify either All Students or one or more specific student groups)

All

## Strategy/Activity

### 3.5 SSES will monitor and support consistent attendance, with provisions for individual and public health and wellness

- -Emphasize importance of attendance in family communications
- -encourage parent and family communication with school
- -determine major categories and causes of absenteeism in subgroups and address as appropriate (health/family trip)
- -provide counseling supports for attendance concerns as appropriate
- -consider Saturday School opportunity each semester

**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.

Amount(s)

Source(s)

**Strategy/Activity 6**

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

(Identify either All Students or one or more specific student groups)

Strategy/Activity

**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.

Amount(s)

Source(s)

**Strategy/Activity 7**

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

(Identify either All Students or one or more specific student groups)

Strategy/Activity

**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.

Amount(s)

Source(s)

**Strategy/Activity 8**

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

(Identify either All Students or one or more specific student groups)

Strategy/Activity

**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.

Amount(s)

Source(s)

## Annual Review

### SPSA Year Reviewed: 2021-22

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 deleted.

### ANALYSIS

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

MTSS Committee continued to develop campus agreements and intervention plans for both behavior and academics. Playworks provided training on recess structures and supports.

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

Emergency funds may assist with contingent plans.

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.

Safety and support plans are dependent upon status of COVID-19 provisions, but are essential to implement to ensure that whether learning is remote or on campus, students and staff (and their families) are safe, and supported with SEL, counseling, and material/technological resources. Changes are reflected throughout SPSA Goals in "COVID-19 Provisions" sections.

# Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

## Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$89,537.00
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	\$

## Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
------------------	-----------------

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

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 (\$)
-------------------------	-----------------

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

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

# Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

## Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
Title I	\$89,537.00	89,537.00
General Fund	\$30,820.00	30,820.00

## Expenditures by Funding Source

Funding Source	Amount
----------------	--------

## Expenditures by Budget Reference

Budget Reference	Amount
------------------	--------

## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
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## Expenditures by Goal

Goal Number	Total Expenditures
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# School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

- 1 School Principal
- 3 Classroom Teachers
- 1 Other School Staff
- 1 Parent or Community Members

Name of Members	Role
Jennifer Moore	Principal
Sarah Yakutis	Classroom Teacher
Catie Bartczak	Classroom Teacher
Gisele Renly	Classroom Teacher
Kimberley Junk	Other School Staff
Lindsay Stone	Parent or Community Member
Jolene Wilbur	Parent or Community Member
Sarah Kennedy-Lopez	Parent or Community Member

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

# Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

**Signature**

**Committee or Advisory Group Name**

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on 5-8-23.

Attested:

Principal, Jennifer Moore on 5-8-23



# 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 process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

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 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 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

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

## Instructions: Linked Table of Contents

**The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.**

[Educational Partner Involvement](#)

[Goals, Strategies, & Proposed Expenditures](#)

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

[Appendix A: Plan Requirements for Title I Schoolwide Programs](#)

[Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements](#)

[Appendix C: Select State and Federal Programs](#)

For additional questions or technical assistance related to LEA and school planning, please contact the 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 local educational agency, or the CDE’s Title I Policy and Program Guidance Office at [TITLEI@cde.ca.gov](mailto:TITLEI@cde.ca.gov).

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE’s School Improvement and Support Office at [SISO@cde.ca.gov](mailto:SISO@cde.ca.gov).

## **Purpose and Description**

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

### **Purpose**

Briefly describe the purpose of this plan by selecting from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

### **Description**

Briefly describe the school’s plan for effectively meeting ESSA requirements in alignment with the Local Control and Accountability Plan 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. 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 Stakeholder 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.

*[This section meets the requirements for TSI and ATSI.]*

*[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]*

## **Resource Inequities**

Schools eligible for CSI or ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required needs assessment. Identified resource inequities must be addressed through implementation of the CSI or ATSI plan. Briefly identify and describe any resource inequities identified as a result of the required needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

*[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]*

# Goals, Strategies, Expenditures, & Annual Review

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

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

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

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

*[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]*

## 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 California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

*[Completing this section fully addresses all relevant federal planning requirements]*

## 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.

*[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school’s identification.]*

*[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school’s identification.]*

## Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the “Strategy/Activity #” for ease of reference.

Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency’s budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

*[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]*

*[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]*

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

Indicate in this box which students will benefit from the strategies/activities by indicating “All Students” or listing one or more specific student group(s) to be served.

*[This section meets the requirements for CSI.]*

*[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]*

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

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. 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.

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 Education Code, 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.

*[This section meets the requirements for CSI, TSI, and ATSI.]*

*[NOTE: Federal funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]*

## **Annual Review**

In the following 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.

## 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. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between either/or the intended implementation or 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.

*[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI, TSI, and ATSI planning requirements.]*

## 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 and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

*From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.*

## Budget Summary

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

- Total Funds Provided to the School Through the Consolidated Application: 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.

A school receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

*[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]*

# Appendix A: Plan Requirements

## 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 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); and
      - 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; and
        - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and
        - 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 local educational agency (may include funds allocated via the ConApp, federal funds for CSI, 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: S 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 6400 et. seq.

# Appendix B:

## Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at [SISO@cde.ca.gov](mailto:SISO@cde.ca.gov).

### Comprehensive Support and Improvement

The LEA shall partner with stakeholders (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Educational Partner Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

### Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Educational Partner Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>.)

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B) and 1111(d)(2) of the ESSA.

## **Additional Targeted Support and Improvement**

A school identified for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

## **Single School Districts and Charter Schools Identified for School Improvement**

Single school districts (SSDs) or charter schools that are identified for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: EC sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

## Appendix C: Select State and Federal Programs

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

Programs included on the Consolidated Application: <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/>

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