



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	4/22/24	5-16-24

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 differentiated instruction, activities, and assessments; data-driven resource allocation; and access to intervention, enrichment opportunities, and social-emotional supports.

Goal 2: Communication:

Silver Strand Elementary will provide effective communication systems, including class and school newsletters, emergency notifications, and emails and/or phone calls, between and among all school shareholders.

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 interventions and 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, access to mental wellness and work-life balance strategies, 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.

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 with feedback in alignment with NCUST Quality Indicators.

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)

Benchmark ELA and Bridges Math 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 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, and World Languages as well as Special Ed Coordinators and a Board Certified Behavior Analyst in SpEd to offer support in curricular areas and behavior and inclusion 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, curriculum trainings, 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 curricula (Benchmark ELA, Bridges Math, Foss Science, and TCI History/Social Science) are 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 projects- 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, School Site Council, Student Anchored4Life Club, and Title 1 Advisory Committee. Guardians are welcome to volunteer on campus in classrooms by meeting district health policies. Families are invited to respond to Thought Exchange surveys on district programs and the LCAP.

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 \$160,380.00 is spent on salaries and benefits for a portion of 1.7 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 to review Safety Plan, site goals, budgets and spending priorities, and the School Plan for Student Achievement, which was approved at the 4/22/24 meeting. Silver Strand staff and families had opportunities to review and revise goals in the SPSA in March and April via staff meetings, MTSS Committee, and newsletter/attachments. The SPSA was approved by the Coronado Unified School District Board of Trustees at the 5/16/24 Board Meeting.

Resource Inequities

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

On the California State Dashboard in the area of Chronic Absenteeism, students identified as "with Disabilities" had an absenteeism rate of 22.7%, falling in the "Red" range. Students identified as "White" fell in the "Orange"/15% range, and students who identified as "Hispanic" fell in the "yellow"/14.5% range. A goal related to this gap is included in Support area.

On the California State Dashboard in the area of Suspension, students who identified as "Two or More Races" and "with Disabilities" fell in the "Orange" range with suspension rates of 4.3% and 2.7% respectively, as compared with students who identified as "white," who fell in the blue range with a suspension rate of .5%. 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		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	0.7%	0.30%	0.31%	2	1	1
African American	1.8%	2.66%	4.01%	5	9	13
Asian	1.4%	1.18%	2.16%	4	4	7
Filipino	2.1%	2.07%	0.93%	6	7	3
Hispanic/Latino	25.0%	25.15%	19.75%	71	85	64
Pacific Islander	0.7%	0.30%	0.31%	2	1	1
White	52.5%	55.33%	59.57%	149	187	193
Multiple/No Response	10.2%	9.76%	9.57%	29	33	31
Total Enrollment				284	338	324

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Kindergarten	41	64	61
Grade 1	49	49	50
Grade 2	54	51	52
Grade 3	49	62	51
Grade 4	53	53	64
Grade 5	38	59	46
Total Enrollment	284	338	324

Conclusions based on this data:

1. Enrollment dropped during the 20-21 school year due to COVID circumstances but has returned to the school's normal range of 320 to 340 in the past two years.
2. Student subgroup representation has remained relatively consistent, with an increase in number of students who are African American and a decrease in the number of students who are Hispanic over 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, there were three third grade classes.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	10	22	11	3.5%	6.5%	3.4%
Fluent English Proficient (FEP)	17	10	9	6.0%	3.0%	2.8%
Reclassified Fluent English Proficient (RFEP)	0			0.0%		

Conclusions based on this data:

1. Silver Strand's number of students who are English Learners spiked in 21-22, at 6.5%, but returned to 3.4% in 22-23.

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			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	49	63	48	45	56	46	45	56	46	91.8	88.9	95.8
Grade 4	49	48	60	46	45	59	46	45	59	93.9	93.8	98.3
Grade 5	38	62	45	35	60	45	35	60	45	92.1	96.8	100.0
All Grades	136	173	153	126	161	150	126	161	150	92.6	93.1	98.0

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	2474.	2503.	2500.	42.22	60.71	52.17	26.67	25.00	23.91	17.78	10.71	17.39	13.33	3.57	6.52
Grade 4	2530.	2541.	2532.	47.83	48.89	44.07	30.43	28.89	32.20	10.87	17.78	16.95	10.87	4.44	6.78
Grade 5	2562.	2588.	2596.	45.71	56.67	53.33	28.57	21.67	33.33	22.86	15.00	8.89	2.86	6.67	4.44
All Grades	N/A	N/A	N/A	45.24	55.90	49.33	28.57	24.84	30.00	16.67	14.29	14.67	9.52	4.97	6.00

Reading Demonstrating understanding of literary and non-fictional texts										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	
Grade 3	35.56	39.29	39.13	57.78	57.14	56.52	6.67	3.57	4.35	
Grade 4	52.17	37.78	42.37	41.30	57.78	50.85	6.52	4.44	6.78	
Grade 5	31.43	48.33	51.11	62.86	48.33	48.89	5.71	3.33	0.00	
All Grades	40.48	42.24	44.00	53.17	54.04	52.00	6.35	3.73	4.00	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	35.56	39.29	39.13	57.78	53.57	56.52	6.67	7.14	4.35
Grade 4	32.61	35.56	27.12	54.35	62.22	71.19	13.04	2.22	1.69
Grade 5	45.71	41.67	40.00	40.00	51.67	57.78	14.29	6.67	2.22
All Grades	37.30	39.13	34.67	51.59	55.28	62.67	11.11	5.59	2.67

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	17.78	23.21	21.74	75.56	73.21	73.91	6.67	3.57	4.35
Grade 4	28.26	26.67	25.42	63.04	62.22	67.80	8.70	11.11	6.78
Grade 5	20.00	26.67	35.56	74.29	65.00	64.44	5.71	8.33	0.00
All Grades	22.22	25.47	27.33	70.63	67.08	68.67	7.14	7.45	4.00

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	31.11	51.79	39.13	62.22	42.86	56.52	6.67	5.36	4.35
Grade 4	30.43	33.33	25.42	63.04	62.22	69.49	6.52	4.44	5.08
Grade 5	42.86	53.33	42.22	54.29	40.00	51.11	2.86	6.67	6.67
All Grades	34.13	47.20	34.67	60.32	47.20	60.00	5.56	5.59	5.33

Conclusions based on this data:

1. The percentage of all students meeting and exceeding standards decreased from 80% to 79%. Fifth graders were the only grade level to mark an increase in students meeting and exceeding standard (from 78% to 86%), with the significant increase in percentage of students meeting standard, and an accompanying decrease in percentage of students "nearly" meeting standards. The 5th grade "cohort" demonstrated remarkable growth over three years (from 68% meeting and exceeding to 86.6%).
2. Writing is an area of focus; however, data shows that the percentage of students below standards continues to decrease while the percentage of students at or near standard has increased at all grade levels.
3. Reading is an area of relative strength, with the greatest percentage of students scoring above standard (44%). Listening remains an area of relative growth, with 27% of students at all grade levels scoring above standard; however, the percentage of students below standard has decreased.

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			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	49	63	48	45	62	46	45	62	46	91.8	98.4	95.8
Grade 4	49	48	60	46	46	59	46	46	59	93.9	95.8	98.3
Grade 5	38	62	45	35	61	45	35	61	45	92.1	98.4	100.0
All Grades	136	173	153	126	169	150	126	169	150	92.6	97.7	98.0

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	2473.	2512.	2513.	31.11	59.68	47.83	42.22	25.81	45.65	13.33	9.68	6.52	13.33	4.84	0.00
Grade 4	2527.	2528.	2535.	43.48	41.30	49.15	28.26	34.78	32.20	23.91	19.57	13.56	4.35	4.35	5.08
Grade 5	2553.	2563.	2574.	34.29	49.18	48.89	31.43	19.67	26.67	17.14	18.03	15.56	17.14	13.11	8.89
All Grades	N/A	N/A	N/A	36.51	50.89	48.67	34.13	26.04	34.67	18.25	15.38	12.00	11.11	7.69	4.67

Concepts & Procedures Applying mathematical concepts and procedures										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	
Grade 3	37.78	61.29	63.04	51.11	33.87	36.96	11.11	4.84	0.00	
Grade 4	52.17	41.30	52.54	41.30	45.65	42.37	6.52	13.04	5.08	
Grade 5	31.43	47.54	46.67	48.57	39.34	46.67	20.00	13.11	6.67	
All Grades	41.27	50.89	54.00	46.83	39.05	42.00	11.90	10.06	4.00	

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	35.56	53.23	52.17	53.33	38.71	47.83	11.11	8.06	0.00
Grade 4	36.96	39.13	44.07	58.70	54.35	47.46	4.35	6.52	8.47
Grade 5	37.14	34.43	44.44	42.86	54.10	44.44	20.00	11.48	11.11
All Grades	36.51	42.60	46.67	52.38	48.52	46.67	11.11	8.88	6.67

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	46.67	69.35	54.35	40.00	29.03	45.65	13.33	1.61	0.00
Grade 4	45.65	41.30	42.37	50.00	56.52	50.85	4.35	2.17	6.78
Grade 5	37.14	36.07	44.44	60.00	49.18	46.67	2.86	14.75	8.89
All Grades	43.65	49.70	46.67	49.21	43.79	48.00	7.14	6.51	5.33

Conclusions based on this data:

1. Since adoption of Bridges math curriculum, the percentage of students in all grades meeting and exceeding standards in math has increased from 70 to 83%. The percentage of students meeting or exceeding standards is greatest in 3rd and lowest in 5th grade. Both the percentage of students not meeting or nearly meeting standards has decreased over three years.
2. Concepts and Procedures is a relative area of strength, with the highest percentage of students at all grades scoring above standard, and decreases in the percentage of students below standard. Problem Solving and Modeling is an area demonstrating significant growth over time at every grade level.
3. Communicating Reasoning is a relative sub-category area of growth, with relatively flat progress.

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	4	8	*
4	*	*	*	*	*	*	*	*	*	*	*	4
5		*	*		*	*		*	*		*	*
All Grades										11	20	10

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
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	*

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
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	*

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
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	*

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5		*	*		*	*		*	*		*	*
All Grades	36.36	45.00	*	45.45	35.00	*	18.18	20.00	*	11	20	*

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5		*	*		*	*		*	*		*	*
All Grades	80.00	35.00	*	10.00	45.00	*	10.00	20.00	*	10	20	*

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5		*	*		*	*		*	*		*	*
All Grades	18.18	10.00	*	54.55	70.00	*	27.27	20.00	*	11	20	*

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5		*	*		*	*		*	*		*	*
All Grades	9.09	25.00	*	63.64	60.00	*	27.27	15.00	*	11	20	*

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. in 22-23, SSES had a statistically insignificant number of students.
2. Reading and Writing domains showed the greatest increase in students moving to well developed and somewhat/moderately.
3. Oral Language and Speaking have been relative areas of growth.

School and Student Performance Data

Student Population

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

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

2022-23 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
324	21.3	3.4	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.	

2022-23 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	11	3.4
Foster Youth		
Homeless		
Socioeconomically Disadvantaged	69	21.3
Students with Disabilities	59	18.2

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	13	4
American Indian	1	0.3
Asian	7	2.2
Filipino	3	0.9
Hispanic	64	19.8
Two or More Races	31	9.6
Pacific Islander	1	0.3
White	193	59.6

Conclusions based on this data:

- 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 by race/ethnicity are students who identify as Hispanic (20%)
3. Our number of students labeled "socioeconomically disadvantaged" is 21% following a campaign for families to apply for free and reduced meals program (despite free breakfast and lunch at school).

School and Student Performance Data

Overall Performance





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2023 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Blue	Chronic Absenteeism  Orange	Suspension Rate  Yellow
Mathematics  Blue		

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, with improvement from 20-21 to 21-22 (very high to high).
3. Our suspension rate has increased.

School and Student Performance Data

Academic Performance English Language Arts

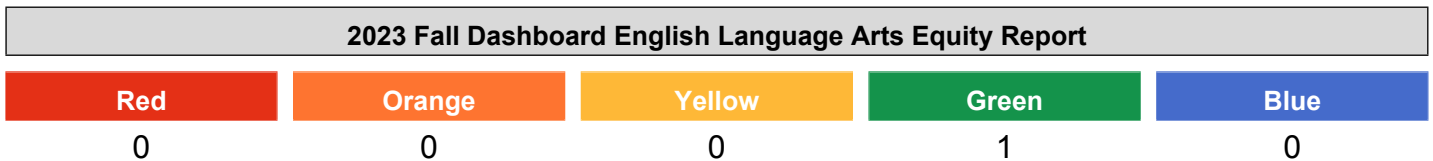
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This section provides number of student groups in each level.



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.

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students Blue 72.5 points above standard Maintained -2.7 points 143 Students	English Learners Less than 11 Students 10 Students	Foster Youth No Performance Color 0 Students
Homeless No Performance Color 0 Students	Socioeconomically Disadvantaged 45.7 points above standard 25 Students	Students with Disabilities 22.6 points above standard Increased Significantly +41.2 points 28 Students

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students 5 Students	 No Performance Color 0 Students	Less than 11 Students 2 Students	Less than 11 Students 1 Student
Hispanic	Two or More Races	Pacific Islander	White
50.8 points above standard Decreased -11.3 points 29 Students	49.8 points above standard Decreased -11.7 points 14 Students	 No Performance Color 0 Students	 Green 80 points above standard Decreased -3.3 points 90 Students

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.

2023 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
Less than 11 Students 6 Students	Less than 11 Students 4 Students	74.7 points above standard Maintained -0.9 points 128 Students

Conclusions based on this data:

- Students in "White" subgroup are performing Green/High, 80 points above standard in ELA, compared with all students, performing Blue/Very High and 75.2 points above standard.
- Students in "Hispanic" subgroup decreased by 11 points to 50.8 points above standard in ELA and 30 points lower than the White subgroup. Students in Two or More Races subgroup decreased by 11.7 points to 49.8 points above standard, and 30 points lower than White subgroup.
- Students with Disabilities increased significantly by 41 points from below standard to 22.6 points above standard (new baseline).

School and Student Performance Data

Academic Performance Mathematics

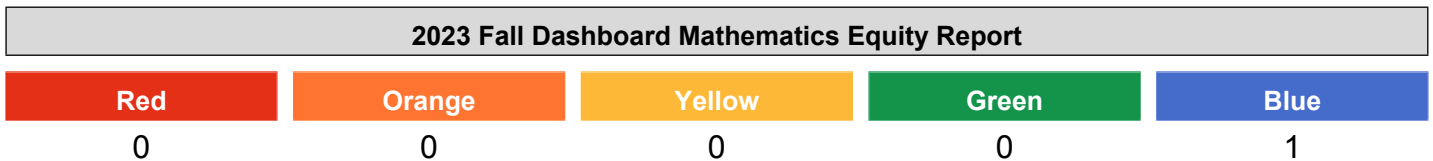
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This section provides number of student groups in each level.



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.

2023 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students Blue 59.2 points above standard Increased +5.1 points 143 Students	English Learners Less than 11 Students 10 Students	Foster Youth No Performance Color 0 Students
Homeless No Performance Color 0 Students	Socioeconomically Disadvantaged 53.1 points above standard 25 Students	Students with Disabilities 0.6 points above standard Increased Significantly +47.3 points 28 Students

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students 5 Students	 No Performance Color 0 Students	Less than 11 Students 2 Students	Less than 11 Students 1 Student
Hispanic	Two or More Races	Pacific Islander	White
35.8 points above standard Increased +5.3 points 29 Students	53 points above standard Maintained +1.1 points 14 Students	 No Performance Color 0 Students	 Blue 66.5 points above standard Maintained +1.7 points 90 Students

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

2023 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
Less than 11 Students 6 Students	Less than 11 Students 4 Students	60.9 points above standard Increased +6 points 128 Students

Conclusions based on this data:

1. White students performed Blue/Very High and 66.5 points above standard, while ALL students performed in the Blue/Very High and 59.2 points above standard.
2. Students in "Hispanic" subgroup are performing 35.8 points above standard in Math but 31 points lower than White subgroup. Our Hispanic subgroup gap is similar in Math and ELA.
3. Students with disabilities increased significantly by 47 points, performing at .6% points above standard (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

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

2023 Fall Dashboard English Learner Progress Indicator				
<table border="1"><thead><tr><th>English Learner Progress</th></tr></thead><tbody><tr><td>making progress towards English language proficiency</td></tr><tr><td>Number of EL Students: 8 Students</td></tr><tr><td>Performance Level: No Performance Level</td></tr></tbody></table>	English Learner Progress	making progress towards English language proficiency	Number of EL Students: 8 Students	Performance Level: No Performance Level
English Learner Progress				
making progress towards English language proficiency				
Number of EL Students: 8 Students				
Performance Level: No Performance Level				

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.

2023 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

Conclusions based on this data:

1. No conclusions due to lack of significant statistical data.

School and Student Performance Data

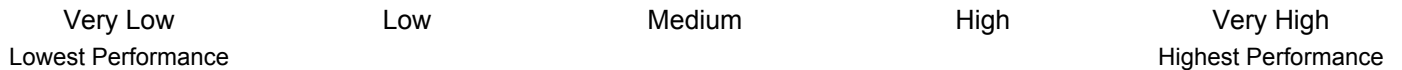
Academic Performance College/Career Report

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

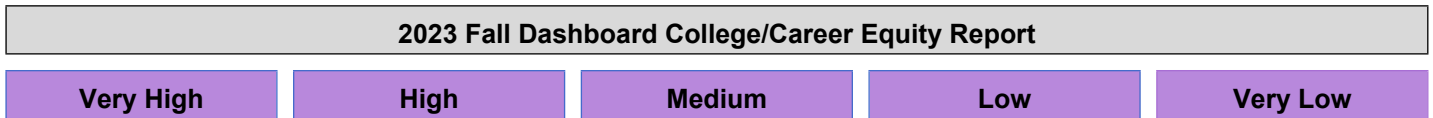
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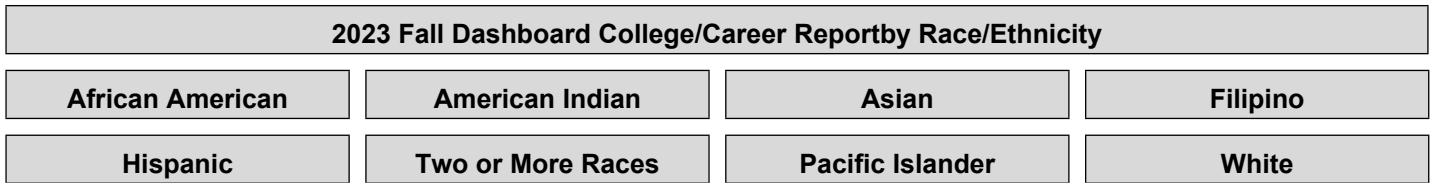
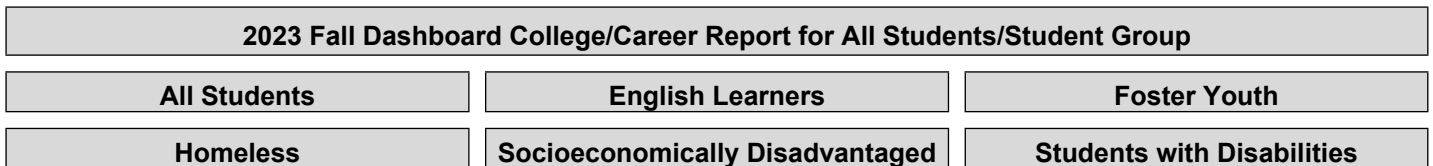
This section provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.



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.



Conclusions based on this data:

1. Not applicable.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

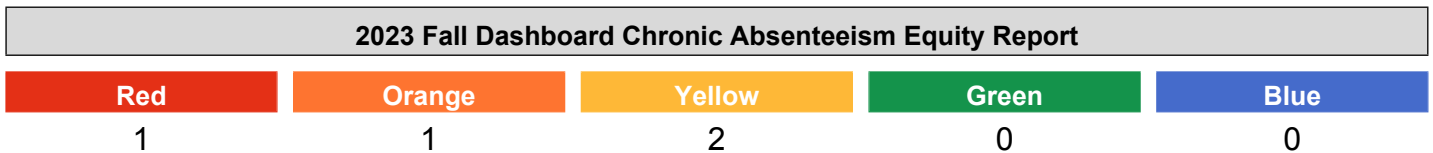
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This section provides number of student groups in each level.



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.

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<p>All Students</p> <p>Orange</p> <p>15.9% Chronically Absent</p> <p>Maintained 0.2</p> <p>346 Students</p>	<p>English Learners</p> <p>8.3% Chronically Absent</p> <p>Declined -25</p> <p>12 Students</p>	<p>Foster Youth</p> <p>No Performance Color</p> <p>0 Students</p>
<p>Homeless</p> <p>No Performance Color</p> <p>0 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>22.5% Chronically Absent</p> <p>Increased 22.5</p> <p>71 Students</p>	<p>Students with Disabilities</p> <p>Red</p> <p>22.7% Chronically Absent</p> <p>Increased 5.5</p> <p>75 Students</p>

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
21.4% Chronically Absent 0 14 Students	Less than 11 Students 1 Student	Less than 11 Students 7 Students	Less than 11 Students 3 Students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 14.5% Chronically Absent Declined -4.8 69 Students	 Yellow 17.8% Chronically Absent Declined -3.1 45 Students	Less than 11 Students 1 Student	 Orange 15% Chronically Absent Increased 2.4 206 Students

Conclusions based on this data:

1. All students on average are in the Orange/High Chronic Absenteeism range, with 15.9% chronically absent, consistent with the year prior.
2. Students with Disabilities and in the Socioeconomically Disadvantaged subgroup have the highest rates of chronic absenteeism, at 22% chronically absent, with African American students, though statistically insignificant, at 21.4% chronically absent. Students identifying as Two or More Races and Hispanic declined in chronic absenteeism to 17.8% and 14.5% respectively.
3. Students identifying as white increased 2% from year prior to 15% chronically absent.

School and Student Performance Data

Academic Engagement Graduation Rate

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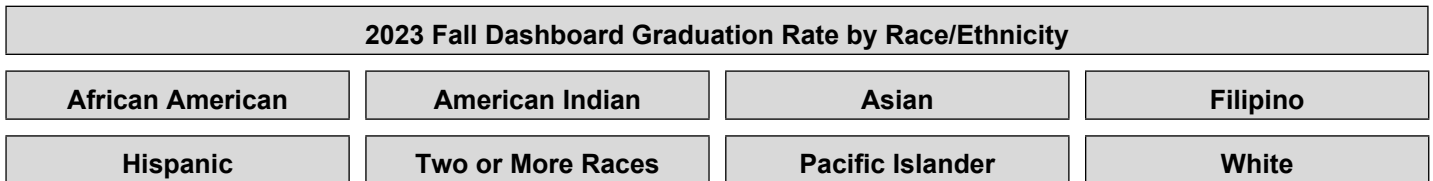
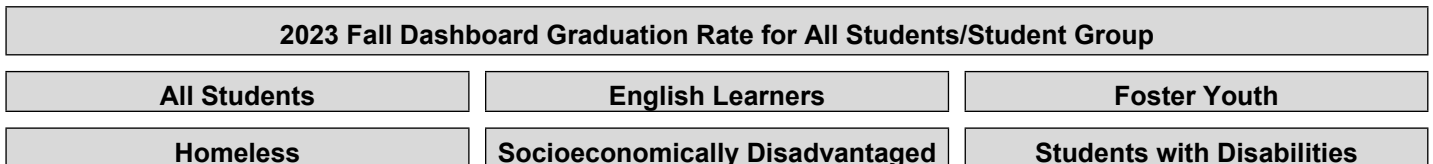
Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

Red Orange Yellow Green Blue
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

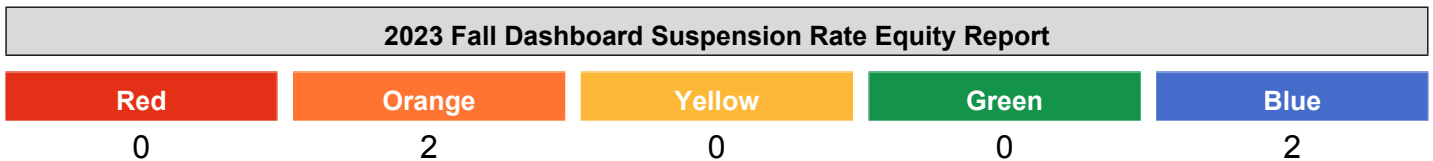
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This section provides number of student groups in each level.



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.

2023 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students Yellow 0.9% suspended at least one day Increased 0.6 350 Students	English Learners 0% suspended at least one day Maintained 0 13 Students	Foster Youth No Performance Color 0 Students
Homeless No Performance Color 0 Students	Socioeconomically Disadvantaged 1.4% suspended at least one day Increased 1.4 72 Students	Students with Disabilities Orange 2.7% suspended at least one day Increased 1.3 75 Students

2023 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
<p>0% suspended at least one day</p> <p>14 Students</p>	<p>Less than 11 Students 1 Student</p>	<p>Less than 11 Students 7 Students</p>	<p>Less than 11 Students 3 Students</p>
Hispanic	Two or More Races	Pacific Islander	White
 <p>Blue</p> <p>0% suspended at least one day</p> <p>Maintained 0 69 Students</p>	 <p>Orange</p> <p>4.3% suspended at least one day</p> <p>Increased 4.3 47 Students</p>	<p>Less than 11 Students 1 Student</p>	 <p>Blue</p> <p>0.5% suspended at least one day</p> <p>Maintained 0 208 Students</p>

Conclusions based on this data:

1. SSES has a "Medium" suspension rate of .9% for all students on average.
2. SSES has a "High" suspension rate for students with disabilities, with 2.7% suspended for at least one day and "High" suspension rate for students Two or More Races, at 4.3%.
3. White and Hispanic students are in the Blue/Very Low range for Suspensions.

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 differentiated instruction, activities, and assessments; data-driven resource allocation; and access to intervention, 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 differentiated instruction, intervention, and enrichment (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, Education Specialists, ASE teachers, and Instructional Assistants.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<p>ELA Achievement Metrics: Indicators:</p> <ol style="list-style-type: none"> CAASPP ELA Scores: <ul style="list-style-type: none"> Students identified as "Hispanic" Students identified as "Two or More Races" Students with Disabilities Listening and Writing skills are relative areas of growth across grade levels. Benchmark Advance Interim Assessments Interim 1 = Beginning of Year / Baseline Interim 2 & 3 = Mid Year DIBELS 	<p>ELA Achievement Baselines</p> <ol style="list-style-type: none"> CAASPP ELA Scores 2022-23: Grades 3-5 performing at or above standard all areas: 79.3; falling in "Very High" Blue range on state dashboard but below last year's 80.5% of students meeting and exceeding standard (SPSA goal not met). <p>CAASPP ELA Scores among subgroups:</p> <ul style="list-style-type: none"> Students identified as White performed in the High range and 80 points above standard, decreasing 3.3 points from prior year. 	<p>2024-25 Metrics</p> <ol style="list-style-type: none"> CAASPP ELA Scores: <ul style="list-style-type: none"> Grades 3-5 performing at or above standard in all areas: Increase to 82% in 2023-24 testing Maintain or increase grade level cohort data (78% in 3rd to 4th; 78% in 4th to 5th) Increase subgroup performance to within 20 points of "White" students Increase to 25 points above standard for students with disabilities. Establish Writing and Listening Skills as

Metric/Indicator

Baseline/Actual Outcome

Expected Outcome

- Students identified as Hispanic performed 50.8 points above standard, decreasing 11.3 points from prior year, and 30 points below white students-- similar to prior year
- Students identified as Two or More Races scored 49.8 points above standard, decreasing performance by 11 points from year prior and 30 points below white students.
- Students with disabilities increased significantly by 41.2 points to 22.6 points above standard, 30 points below all students.

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

SSES Overall Interim 1 Meeting Standards (70% Correct or Higher)

2023-24: 30

2022-23: 31%

2021-22: 28%

SSES Overall Interim 2

2023-24: 47%

2022-23: 49%

2021-22: 49%

SSES Overall Interim 3

2023-24:

2022-23: 58%

2021-22: 57%

Historical CAASPP Data:

2021-22: CAASPP ELA

Average all grades meeting or

Schoolwide Areas of Focus and increase to 37 and 30% above standard across grade levels respectively.
2. Benchmark Interim Assessments: Collect and track data on all students; demonstrate increased growth of 25% or more between Interim 2 and 3.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	exceeding standard: 80.5 2020-21: 73%	
<p>Math Achievement Metrics: Indicators:</p> <p>1. CAASPP Math Scores:</p> <ul style="list-style-type: none"> • Students identified as "Hispanic" • Students with Disabilities • Students identified as Two or More Races • Grade level score decline between 3rd and 5th grade • Skill focus on Communicating Reasoning <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:83.4%; falling in "Very High" Blue range on state dashboard, 59.2 points above standard, and 5.1 points above last year's 86.7% (SPSA goal met).</p> <ul style="list-style-type: none"> • Students identified as White performed in the Very High range and 66.5 points above standard, while all students were 59.2 points above standard • Students identified as Hispanic performed 35.8 points above standard, an increase of 5 points from prior year, but 31 points below white students (SPSA goal not met) • Students identified as Two or More Races scored 53.8 points above standard, increasing performance by 1 point from year prior. • Students with disabilities increased significantly by 47 points to .6 points above standard (SPSA Goal met). <p>2. Bridges In Mathematics/Number Corner (NC) Assessment Checkup (CU): 2023-24 NC Baseline - All SSE Students Meeting &</p>	<p>2024-25 Metrics:</p> <p>1. CAASPP Math Scores: Grades 3-5 performing at or above standard in all areas: Increase to 88% from 86.7%. a) Increase 4th and 5th grade achievement to 83% and 77% respectively. b) Increase students with disabilities to 2 points above standard 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>Approaching Standards: 79% 2023-24 NC CU 1 - All SSE Students Meeting & Approaching Standards: 75%</p> <p>2022-23 NC Baseline - All SSE Students Meeting & Approaching Standards: 76% 2022-23 NC CU 1 - All SSE Students Meeting & Approaching Standards: 74% 2022-23 NC CU 2 - All SSE Students Meeting & Approaching Standards: 79% 2022-23 NC CU 3 - ALL SSE Students Meeting & Approaching Standards: 85% 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: 2021-22 NC Baseline - All SSE Students Meeting & Approaching Standards: 72% 2021-22 NC CU 1 - All SSE Students Meeting & Approaching Standards: 70% 2021-22 NC CU 2 - All SSE Students Meeting & Approaching Standards: 75%</p> <p>Historical CAASPP Data: 21-22: CAASPP Math Average all grades: 71% 2019-20: No statewide testing</p>	
<p>Science Achievement Metrics Metric: 1. CAST Scores</p>	<p>Science Achievement Baselines: 2022-23: 68.89% of 5th graders met or exceeded standards on CAST Test. Earth and Space Sciences are a relative strength and Life</p>	<p>2024-25 Metrics 1. Alignment of Foss units with NGSS with support from Science ToSA 2. Evidence of all grade levels implementing Foss science units</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>Sciences an area of relative growth.</p> <p>Historical Data 2021-22: 78.6% of 5th graders scored at or above standard 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>3. Increase performance on CAST to 75% 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: 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</p>	<p>2024-25 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% of 5th graders scoring 3 or higher in Speaking.</p>
<p>Physical Education Metrics: Indicator: Students resumed regular schedule of PE this year 1. Scheduling/minutes of PE 2. Fitnessgram Testing</p>	<p>PE Baselines 2022-23 Baselines:</p> <ul style="list-style-type: none"> • Fitnessgram: 100% of students present and injury free tested • Injured/absent students are in the 	<p>2024-25 Metrics: 1. Scheduling: Maintain 120 minutes/week for PE in grades K-5. 2. Fitnessgram Testing: Increase 5th graders in the Healthy Fitness Zone to 75% in Push and Curl Up.</p>

Metric/Indicator

Baseline/Actual Outcome

Expected Outcome

process of completing their tests

Students in the Healthy Fitness Zone:

- Pacer: 100% (41/41) change from school year 21/22 +7%
- Push up: 63% (26/41) +9%
- Flexed arm hang: 69% (29/42) +8%
- Curl up: 63% (25/40) +14%
- Shoulder stretch: 80% (31/39) -4%
- Sit and reach: 68% (25/37) no data from 21/22
- # of Students in HFZ in at least 3 areas: 38
- # of Students in HFZ in at least 4 areas: 35

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	(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%	

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 prepare all students to graduate college and career-ready.

- -Implement Year 5 of Bridges Math Curriculum, with a focus on consistency of unit implementation, assessments, data analysis to determine reteaching and intervention supports, and implementation of intervention materials as determined by district. Implement extension curriculum associated with Bridges.
- -Implement Year 4 of Benchmark ELA Curriculum and Year 3 of TCI Social Studies curriculum with focus on connecting language activities with social studies content for efficiencies and connections.
- -Analyze and determine role of phonics curriculum from ReadWell and Wilson in primary grades.
- -Develop aligned and articulated writing scaffolds and vocabulary
- -Implement arts integration units at each grade level
- -Implement Foss science units at each grade level
- -Explore opportunities for SPARK PE trainings
- -Determine the roles of Project Lead the Way and Foss Curriculum in Innovation Lab with support of Science TOSA.

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 and an alternative assessment will be used for progress monitoring as appropriate
- Professional development will be allocated to research test items in subcategories of ELA and math for instructional focus (Listening skills and communicating reasoning)
- DIBELS and Bridges 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

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 family communications and delivery of curriculum, instruction, assessments, and extensions as appropriate.

- -All families will have 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
- -Students will have access to extension and enrichment activities in classrooms

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)

[Empty box for 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)

[Empty box for 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: 2022-23

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 recently adopted TCI Social Studies curriculum and Canvas LMS as well as DIBELS universal screener. Needs in writing and phonics instruction are being addressed with adapted materials and pilots. Appropriate curricula and assessments are in place in most areas; 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"> 1. Teacher Implementation of LMS Canvas 2. Family access to and facility with Canvas 3. Website updated with current information and programming 4. Updated and accurate bell schedules 	<p>Educational Platform Baselines: 2023-24</p> <ol style="list-style-type: none"> 1. LMS: Teachers have been trained and are implementing Canvas LMS 2. District and Site Websites and Communication Systems: <ol style="list-style-type: none"> a) Catapult system is consistently used for family and staff communications by admin and office b) School website has been updated in most areas 3. Bell Schedule is available on Google and updated to include Spanish, Math Intervention, and Library lessons. <p>Historical Data: 2021-22:</p>	<p>Metrics 2024-25:</p> <ol style="list-style-type: none"> 1. 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) 3. Website will reflect current and updated information about calendar/schedules, curriculum, and programs 4. Evidence of efficient and effective communication via Catapult in the event of emergency 5. Bell Schedules (teachers/IAs) will reflect collaborative process involving all grade levels and programs and represent accurate updated schedule of classroom

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<ol style="list-style-type: none"> 1. LMS: A district committee including teachers from all sites 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. 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. 3. Bell Schedules: Current school year bell schedule is in Excel and difficult to update and access. 	<p>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> <ol style="list-style-type: none"> 1. Weekly communications from SSES Administration to Families and Staff 2. Weekly communications from classroom teachers to families 	<p>Staff and Family Communication Baselines: 2023-24</p> <ol style="list-style-type: none"> 1. Smore Newsletter platform is used for weekly communications between principal and families and principal and staff. Newsletters contains calendar, news, and events. District Calendar Committee established monthly recognitions to include in newsletters. Preschool families benefit from access to Strand Newsletter 	<p>Metrics 2024-25:</p> <ol style="list-style-type: none"> 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 and schoolwide themes evident. 2. Ongoing weekly communications from classroom teachers to families
<p>Shareholder Participation Metrics:</p>	<p>Shareholder Participation Baselines: 2023-34</p>	<p>Metrics 2024-25:</p> <ol style="list-style-type: none"> 1. Increased family member participation and volunteering

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<p>Indicator: COVID affected access to campus and activities. Family member involvement in school activities has decreased and remains a challenge.</p> <p>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</p> <p>2. Increased involvement of and presence of community partners (public library, Safe Harbor, Coronado Historical Association, Recreation Dept, etc.)</p>	<p>1. Family member participation: a) Participation in PTO meetings, School Site Council, and PTO activities increased this year but finding broader population of volunteers is still a challenge.</p> <p>2. Community Partnerships include Operation PALS, Coronado Safe Harbor, Friends of the Library, various Command volunteers.</p> <p>3. Requirements for volunteering is a barrier.</p> <p>4. Families would appreciate opportunities to meet other families from grade levels and to have quarterly meetings with principal and/or counselor on topical issues/concerns.</p> <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.</p>	<p>in School Site Council, PTO, and Title 1 committees and activities with TB clearance clinics or awareness offered.</p> <p>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</p> <p>3. Opportunities for parents to meet with counselor/principal on topical issues.</p>
<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> <p>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.</p> <p>2. Staff meeting agendas and notes available prior to meetings and afterwards.</p>	<p>Staff Collaboration Baselines: 2023-24</p> <p>1. All-Staff meetings held monthly on Wednesdays, with unstructured opportunities for collaboration along with district data analysis protocols and trainings in Inclusion, DIBELS, and co-teaching. Site MTSS committee hosted PD on Writing, Tier 1 interventions, and High Impact Teaching strategies.</p> <p>2. SpEd team meetings were inconsistent due to IEP calendar and staffing challenges.</p> <p>3. Quarterly trainings for classified staff occurred.</p>	<p>Metrics 2024-25:</p> <p>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. Teacher involvement in planning of meeting content/aims.</p> <p>2. Staff meeting agendas and notes available prior to meetings and afterwards.</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>4. Staff meeting agenda is included in calendar updates and notes sometimes shared afterwards</p> <p>5. ACT Rep and Principal met monthly on a consistent basis</p> <p>Historical Data: 2020-21: Limited time for staff meetings and collaborations due to hybrid schedule. Voyager Crew Council has not convened this year.</p>	
<p>Safety Communications Metrics: Indicator: Regular scheduling and routines require resumption of safety/emergency preparations and communications.</p> <ol style="list-style-type: none"> 1. Annual update of Safety/Emergency Plan and Site Council Approval 2. Schedule of monthly safety drills including provisions and practice for lunch/recess emergencies 3. Evidence of efficient communication via Catapult in the event of emergency 	<p>Safety Communications Baselines:</p> <ol style="list-style-type: none"> 1. Safety Plan updated and modified drills resumed during school year 2021-22. 2. District and site websites were transferred to a new platform and linked to a communication system (Catapult) for school year 2021-22. Catapult is used to send newsletters and messages to families. 3. Suicide awareness refresher offered in March 2024. 	<p>Metrics 2024-15:</p> <ol style="list-style-type: none"> 1. Annual update of Safety/Emergency Plan and Site Council Approval by January 30th 2. Monthly safety drills including provisions and practice for lunch/recess emergencies; annual updates on mandated reporting, emergency responses, health support, and suicide prevention.

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 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 and availability of volunteer opportunities.
- -Weekly Smore newsletters to staff and families which includes information about new curricula and programs and schoolwide themes
- -Conduct a "present levels" of staff use of Canvas for family communications and provide professional development as needed
- -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, 504, 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)

[Empty box for 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
- -Crew Handbook of Resources

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: 2022-23

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.

School Year 2024-25 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 interventions and 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, access to mental wellness and work-life balance strategies, 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:</p> <ol style="list-style-type: none"> Evidence of secure, safe, and clean school facilities Published and approved safety plan Emergency supplies in each classroom Monthly safety drills Proper supervision of students throughout the school day and entering and exiting campus Safe traffic, drop-off and dismissal procedures, including crossing guard Coordination with district M&O, military, and police and fire agencies. 	<p>Safe, Secure, and Clean Facilities Baselines:</p> <ol style="list-style-type: none"> Evidence of secure, safe, and clean school facilities: <ol style="list-style-type: none"> Big Toy playground equipment repaired in 2022-23; new kindergarten equipment purchased New lunch and snack/collaboration tables purchased and deployed across campus New furniture and shed storage options on campus Innovation Lab fully equipped Safety Plan approved in November 2023 	<p>2024-25 Metrics:</p> <ol style="list-style-type: none"> Evidence of secure, safe, and clean school facilities: <ol style="list-style-type: none"> Ample and safe playground equipment on all playgrounds Published and School Site Council-approved safety plan by November 2024 Replenishment of emergency supplies for all classrooms and disaster drill planning and practice Schedule and implementation of full monthly safety drills, including practice for recess and lunch emergencies Continued monitoring of gates and provision of

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>3. Classroom emergency backpacks restocked in Fall 2023</p> <p>4. Need for ongoing maintenance of gate alarms</p> <p>5. Anticipated completion of District and Site safety audit with needs determination</p> <p>6. Student lineups and gate supervision protocols modified (breakfast 7:30-8:00; 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>7. 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&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> <ol style="list-style-type: none"> 1. Discipline Data, minor infractions pilot data 2. Adequate Staffing for Supervision 3. Evidence of Implementation of Playworks Practices 	<p>Lunch/Recess Support and Safety Baselines:</p> <ol style="list-style-type: none"> 1. Discipline Data: During School Year 2023-24 at time of publishing (3/22/24), 131 of 196 (66% vs 80% last year) behavior incidents (harassment, physical aggression, inappropriate language) occurred at recesses and/or lineup times. Increase in discipline related to harassment and discrimination. 2. Continued 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. 3. Teachers implementing line order and line-up protocols 	<p>2024-25 Metrics</p> <ol style="list-style-type: none"> 1. Evidence of decreased number of behavior incidents at lineup/recess times 2. Evidence of decreased repeat incidents (evidence of effectiveness of preventions and interventions) 3. Evidence of adequate and trained supervisory staff at recesses and lunch 4. Implementation of ongoing Playworks recess programming involving all staff and student leaders 5. Communication channels established between staff and teachers about behavior infractions during recess/lunch/Specials 6. Implementation of appropriate curriculum to address discipline trends (harassment)

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>adapted at lunch-to-recess transitions</p> <p>4. Bus behavior incidents required administrative attention with multiple interventions and provision of a bus supervisor.</p> <p>5.SSES currently provides adequate recess supervisors and lunch/recess supervisors.</p> <p>6. Both CUSD elementary schools contracted with Playworks, and implemented a Spring 2023 Recess Review. Games of the Week and Junior Coaches implemented monthly.</p>	
<p>Professional Development Metrics 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> <ol style="list-style-type: none"> 1. Weekly rotation of Collaboration time to include All-Staff Meetings, Grade Level and Program Articulation, District PD, and Planning and Collaboration time. 2. District professional development to reflect curricular, behavior, and social-emotional needs of students and consequent training for teachers. 3. Professional development and feedback aligned with NCUST Quality Indicators (districtwide focus) 	<p>PD Baselines:</p> <ol style="list-style-type: none"> 1. District Professional Development included DIBELS training, Primary Grades Foundations Training, Bridges Refresher training, Viewsonic Board training, Diagnostic Center Inclusion and Assessment, Behavior Support for Teachers and Classified, and Number Corner Checkup and Reading Assessment Data Review and Groups calibration, VAPA district-wide collaboration 2. Two site staff attended the SDCOE Equity Conference; Innovation Lab teacher attended PLTW Conference; Grade-level science articulation release meetings 3. Co-teachers attended quarterly districtwide trainings 	<p>2024-25 Metrics</p> <ol style="list-style-type: none"> 1. Weekly rotation/balance of Collaboration time to include All-Staff Meetings, Grade Level and Program Articulation, District PD, and Planning and Collaboration time. 2. District professional development to reflect curricular, behavioral, and social-emotional needs of students and consequent training for teachers; site PD to reflect SPSA goals actions 3. Quarterly review of ELA and Math assessments with clear and documented instructional and interventional plans to support students in response to data. 4. Administrator informal walkthrough observation feedback aligned with NCUST Quality Indicators.
<p>ELD Achievement Metrics</p>	<p>ELD Achievement Baselines: 2023-24 Technically, statistically insignificant</p>	<p>2024-25 Metrics:</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<p>Indicator: English learners continue to need language support</p> <ol style="list-style-type: none"> 1. Percent of English Learners demonstrating annual growth on ELPAC 2. Reclassification Rate <p>Indicator: All English Learners receive integrated and designated English Language Development</p> <ol style="list-style-type: none"> 1. Each student receives Designated English Language Development daily 2. Each student receives Integrated ELD throughout their day 	<p>number of students at SSES for dashboard data</p> <p>On census day (10/3/23) Silver Strand enrollment = 6 English Learners</p> <p>During the 2023-2024 school year there have not been any students eligible for reclassification</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 designated ELD lesson with an Academic Support Teacher</p> <p>Historical Data:</p> <p>2022-23: On census day (10/5/22) Silver Strand enrollment = 11 English Learners;</p> <p>During the 2022-2023 school year 2 students reclassified.</p> <p>Spring 2021- Spring 2022 = 67% showed growth on overall scall score and moved up on English Language Proficiency Level (n = 6)</p>	<ol style="list-style-type: none"> 1. 100% of English Learners will continue to demonstrate growth on the ELPAC 2. Eligible students will be reclassified. 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. 4. Trainings/support for teachers supporting language learners.
<p>Student Support Metrics:</p> <p>Indicator: Ongoing need for additional proactive and responsive counseling supports (Tier 1)</p> <ol style="list-style-type: none"> 1. Staffing Levels and availability of Clinical Counselor, MFLC, and ERMHS Clinician 2. Programming/Impact based on data 3. SEL and/or behavior screener 4. Collaboration with community resources such as Coronado Safe Harbor for Tier 1 supports 	<p>Counseling Support Baselines: 2023-24:</p> <ol style="list-style-type: none"> 1. Full-time Clinical Counselor (Tier 1-3 counseling support). Average of 15 weekly Tier 1 and 2 groups led by Clinical Counselor per semester. 15 students receive counseling services per IEP (Tier 2) and 14 students have Access to Counseling per 504 Plans (Tier 1) 2. Full-time MFLC (Tier 1) providing Military Kids Club groups to military students 3. Connections Room shared space for Clinical Counselor and MFLC groups 	<p>2024-25 Metrics</p> <ol style="list-style-type: none"> 1. Group and individual supports, classroom presentations, and counselor schedules aligned with data and campus needs (students', services per IEPs and 504 Plans, incidents and trends, risk assessments, teacher and parent support) 2. Continue providing 14-18 weekly Tier1/2 groups per semester contingent on staffing 3. Pilot use of social-emotional and behavior screeners to evaluate need for counseling support for gen ed students

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>4. Turtle Time provided for TK, K, 1 by Coronado SAFE Harbor (Tier 1) and Anger Management offered for 2, 3, 4 grade students by Coronado SAFE Harbor (Tier</p> <p>Historical Data: 22-23: Full-time Clinical Counselor (Tier 1-3 support) and part-time ERMHS (Tier 2-3) hours at SSES 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"> • -.25 ERMHS Counselor/Behavior Support (Tier 2-3) • -Full-time MFLC providing services to students and families remotely (Tier 1) 	<p>and to monitor progress post intervention for Tier 2 students</p> <p>4. Determine schoolwide needs and explore additional social-emotional curriculum that is evidence-based and data driven</p> <p>5. Increased collaboration and communication between school staff with MFLC Tier 1 support as appropriate and within guidelines of MFLC program</p> <p>6. Increased collaboration with Coronado Safe Harbor Tier 1 support</p>
<p>Special Education Student Achievement Metrics: Indicator: Students with IEPs perform below peers; review of inclusion model and student needs warranted.</p> <p>1. Staffing and Scheduling: allocation of SpEd services; assignment of Specialized Academic Instruction minutes; 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>SpEd Baselines: 2023-24</p> <p>1. Staffing and Scheduling:</p> <ol style="list-style-type: none"> a) Full spectrum of services provided for students with mild to severe disabilities prechool through 5th grade b) Addition of fourth Ed Specialist and additional services offered (e.g., in writing and on Wednesdays, push-in, etc.) c) Full-time Program Specialist Support d) Sensory Space established in PE Room for sensory breaks e) Regular APE services provided to students f) Consistent staffing vacancies in RBTs, IAs, and IABHCs <p>2. Student Progress on Goals/Assessments and Progress Reports</p> <ol style="list-style-type: none"> a) Need for alignment in pacing and progress 	<p>2024-25 Metrics</p> <p>1. Staffing and Scheduling:</p> <ol style="list-style-type: none"> a) Optimization/maximization of resources of full spectrum of SpEd services as they relate to caseloads, service minutes, and aide/RBT assignments b) Anticipation of loss of Program Specialist support at SSES--absorption of supports c) Ongoing BCBA and RBT Support d) Ongoing APE assessments and services per IEP 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>2. Progress: Students' demonstrable individual progress on goals as evident in</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>monitoring in Wilson Reading Program</p> <p>b) Ongoing 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 increased significantly in ELA and math, 22.6 points above standard in ELA and .6 points above standard in Math (49 points behind "all students" in ELA and 58 points behind "all students" 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, assessment, and behavior support in 23-24 through Diagnostic Center. Quarterly Co-Teaching trainings and increased collaboration time and stipend for co-teachers</p>	<p>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 25 points above standard in ELA and 5 points above standard 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> <p>a) Ongoing calendared trainings in behavior support for all staff</p> <p>b) Continued opportunities for co-teach trainings</p>
<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> <p>1. Evidence of schoolwide and environment-specific expectations visible and reinforced</p>	<p>Multi-Tiered Systems of Support Baselines: 2023-24</p> <p>1. Evidence of schoolwide and environment-specific expectations visible and reinforced</p> <p>a) Banners for Voyager Agreements and Rock It Out posted</p> <p>b) Environment agreements (restrooms, Strand Hall</p>	<p>2024-25 Metrics:</p> <p>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</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<p>2. Discipline/interventions practices and data, including pilot of tracking of minor recess infractions for preventive action and intervention focus</p> <p>3. Implementation of Harmony Curriculum and practices</p> <p>4. Opportunities for involvement of students in peer support and campus culture</p> <p>5. Opportunities for Staff Development/Trainings</p> <p>6. Coordinated plan for and implementation of student recognitions program</p> <p>7. Culturally responsive school environment</p>	<p>breakfast and lunch) posted; Tech agreement created</p> <p>c) Voyager Shout Outs and reminders reinforced at Friday Flagpole</p> <p>2. Discipline/interventions practices and data, including pilot of tracking of minor recess infractions for preventive action</p> <p>a) Consistent recording of interventions on spreadsheet by admin/counselor. As of 3/26/24 and 323 students enrolled, 198 behavior incidents involving ___ students were recorded in areas of harassment, physical aggression, inappropriate behavior and language (in 22-23: as of 4/24/23, 307 students; 125 incidents/53 students; in 21-22: as of 3/8/22 and out of 331 students enrolled, 58 incidents involving 35 students were recorded).</p> <p>b) Data collection initiated on student behaviors among Lunch/Recess Crew and weekly Crew meetings scheduled to discuss student supports</p> <p>3. MTSS Committee organized and led two staff collaborations around evidence-based teaching practices</p> <p>4. Some teachers implementing Harmony curriculum and lessons on a weekly basis.</p> <p>5. Opportunities for involvement of students in peer support, mentorship, and campus culture:</p> <p>a) Kindness Club, Gratitude Club, Kinder Buddies, Garden Guardians, Curbside Hosts, Anchored4Life, and Junior Coaching</p>	<p>2. Discipline/interventions practices and data: Reduce number of major behavior infractions with focused support on recess/lineup times.</p> <p>3. Evidence of consistent implementation of Harmony Curriculum morning meet-ups, buddy ups and unit lessons across grade levels</p> <p>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.</p> <p>5. Evidence of opportunities for Staff Development/Trainings calendared in areas of student support, SEL, MTSS, equity, and high-impact instructional practices</p> <p>6. Pilot/implement use of social-emotional/behavior screeners to identify areas of need for gen ed students and to funnel resources where most needed</p> <p>7. 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>b) Safe Schools Ambassador Training and Club implemented in 2023-24</p> <p>6. Opportunities for Staff Development/Trainings: MTSS Committee met monthly</p> <p>7. Coordinated plan for and implementation of student recognitions program</p> <p>a) Students were recognized by outside agencies (Letters to the Troops/MOAA, Masonic Lodge, Friends of the Library)</p> <p>Historical Data: MTSS Committee in its third year of work together</p>	
<p>Attendance Metrics 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"> 1. Average Daily Attendance 2. Chronic Absenteeism Rate per Dashboard 3. Attendance Letters 	<p>Attendance Baselines: 2023-24</p> <ol style="list-style-type: none"> 1. Average Daily Attendance: 2024 as of April 95.2% (94% in 2022-23; pre-Covid rates were 96+%) 2. Chronic Absenteeism: All students on average are in the Orange/High Chronic Absenteeism range, with 15.9% chronically absent, consistent with the year prior. Students with Disabilities and in the Socioeconomically Disadvantaged subgroup have the highest rates of chronic absenteeism, at 22% chronically absent, with African American students, though statistically insignificant, at 21.4% chronically absent. Students identifying as Two or More Races and Hispanic declined in chronic absenteeism to 17.8% and 14.5% respectively. Students identifying as white increased 2% from year prior to 15% chronically absent. 	<p>2024-25 Metrics:</p> <ol style="list-style-type: none"> 1. ADA: Increase to 96% 2. Chronic Absenteeism: Decrease overall chronic absenteeism by 3% to 12% <ol style="list-style-type: none"> a) Decrease absenteeism across all groups by 3% b) Decrease absenteeism across sub groups by 5%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>As of 4/15/24, we have sent the 1st letter to 63 1st-5th grade students, the 2nd letter to 12 students and the 3rd letter to 1 student</p> <p>Sending of attendance letters and attendance alert emails resumed in 2022-23.</p> <p>Historical Data: 2022-23: All students on average are in the Orange/High Chronic Absenteeism range, with 15.9% chronically absent. In 2021-22 attendance was greatly impacted by COVID-19</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; clubs structure fully implemented in Spring 2024</p> <p>1. Opportunities for extended learning both within and before and after school, including clubs, field trips, activities offered by volunteers</p>	<p>Student Enrichment Baselines: 2023-24:</p> <p>1. Opportunities for extended learning both within and before and after school, including clubs, field trips, activities offered by volunteers. All grade levels participated in field trips or assemblies.</p> <p>a) Fall and Winter Clubs were offered by SSES staff, parent volunteers, and outside contractors</p> <p>b) All grade levels participated in field trips with PTO funding</p> <p>Historical Data: 2022-23: Clubs were offered by SSES staff members</p>	<p>2024-25 Metrics:</p> <p>1. Evidence of increase in opportunities for extended learning before and after school.</p> <p>2. Evidence of increase in opportunities for extended learning within the school day.</p> <p>3. Increased number of volunteers supporting programs before, during and after school.</p>
<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 standards in reading and math benefit from additional support</p>	<p>ASE Baselines 2023-24</p> <p>1. Staffing:</p> <p>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. .70 combined ELD and ASE</p>	<p>2024-25 Metrics</p> <p>1. Staffing: Prioritization of students and grade levels for Title 1 Reading Support through 1.0 FTE</p> <p>2. Scheduling: Grade-level and intervention reading group time will be optimized to provide maximum minutes of support for students most</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<p>and intervention (small group and/or additional instructional time)</p> <p>1. 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)</p> <p>2. 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</p> <p>3. Progress: Students' demonstrable individual progress toward grade-level standards as evident in student assessments.</p>	<p>Reading eliminated for 2024-25.</p> <p>b) Blend of push-in and pull-out support in Math; Reading intervention using Wilson Program</p> <p>Historical Data: 2022-23: 1.5 FTE Title 1 and Reading Support; .20 ELD 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.</p>	<p>below grade-level standard as evident in school and teacher schedules. Specific skills support to be determined by diagnostic screeners and teacher observations.</p> <p>3. Progress: Students will make demonstrable individual progress toward grade-level standards as evident in student reading and math assessments.</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

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 (voice and choice)

- -Bell schedule will address need for small-group rotations and interventions as well as possibilities within classrooms for extension and intervention.
- -SST process will be used to analyze data and 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 in those areas
- -Students eligible for ELL instruction will be supported within the classroom
- -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).
- -Quarterly 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
- -Audit inclusion practices and tailor SAI to individual needs
- -Pilot curricula for early learners
- -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 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 and explore alternative SEL curricula

- -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)
- -Continue to involve MTSS Committee in PD planning
- -Published coordinated plan for implementation of student recognitions program
- -Maintain current level of counseling FTE and partnership with MFLC; 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 and emphasize Independent Study Contract.
- -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

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 or District funds

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)

[Empty input field for Amount(s)]

[Input field for Source(s) containing LCFF Supplemental]

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: 2022-23

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, as well as support high-level teaching strategies.

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

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

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

LEA/LCAP Goal

Goal 4

Identified Need

Annual Measurable Outcomes

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

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)

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.

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

LEA/LCAP Goal

Goal 5

Identified Need

Annual Measurable Outcomes

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

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)

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.

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
- 2 Parent or Community Members

Name of Members	Role
Jennifer Moore	Principal
Ellen Cody	Classroom Teacher
Sarah Jackson	
Kimberley Junk	Other School Staff
Lindsay Stone	Parent or Community Member
Vik Gulati	Parent or Community Member
JD Laaperi	Classroom Teacher

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.

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.

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.

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.

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/>

Developed by the California Department of Education, January 2019