



School Year: 2023-2024

School Plan for Student Achievement (SPSA) Template

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Solana Highlands Elementary	37683876106140	9/11/23	10/12/23

Purpose and Description

Briefly describe the purpose of this plan.

The purpose of this plan is to meet the academic and social emotional needs of all students including unduplicated students and students with exceptional needs at Solana Highlands.

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.

Solana Highlands Elementary School plans to effectively meet ESSA requirements by aligning our site goals to district LCAP goals. Through the fostering of a positive and welcome learning environment Solana Highlands provides standards aligned instruction and encourages staff, student, family, and community engagement.

Our first goal is to have all students show progress on academics as measured by student performance and summative assessments. Student metrics are monitored regularly and analyzed to ensure all student needs are being met. Ultimately, we want our students to be well prepared for high school, college and career through high-quality classroom instruction. This is in alignment with the SBSD LCAP Goal #1: *All students will meet or exceed grade-level standards. Students will receive instruction that is aligned with the California State Standards and supported by inquiry-based, hands-on learning experiences and the effective use of technology.*

Our second goal is ensure that the social and emotional needs of all students are being met as measured by student SEL screeners and staff/family/student climate surveys. This is in alignment with the SBSD LCAP Goal #2: *Foster a safe, purposeful environment that is conducive to teaching and learning, and provide the climate and culture for positive, professional, collegial collaboration and learning.*

Our school plan includes the following components:

- Professional learning for our staff in CA State Standards-aligned instruction: English Language Arts (Benchmark), and Mathematics (Standards for Mathematical Practice). In addition to Social-Emotional Learning and equitable practices
- Positive learning environment that fosters staff, student, family and community engagement
- Digital resources to help differentiate instruction, personalize learning and monitor student progress
- Targeted flexible ELA intervention groups with evidence-based programs (i-Ready resources, Fountas and Pinnell, Sonday System)
- Targeted flexible mathematics intervention groups utilizing *Do the Math*
- Formative assessments to guide instruction (i-Ready and grade level common-assessments)
- Multi-tiered systems of support to identify at-risk students and ensure appropriate interventions and resources are allocated

Educational Partners 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

Transparent communication and exchange of information is a key component of the success and continued growth of Solana Highlands. Data is shared and feedback gathered through many educational partner groups: School Site Council (SSC) (meets 4 times per year), English Language Acquisition Committee (ELAC) (meets 3 times per year), Parent Teacher Association (meets monthly), Certificated Staff Meetings (two times per month), Classified Staff Meetings (one time per month) and student, staff and family surveys. In addition, input from students and staff is gathered informally through classroom visits, professional learning community meetings, Promoting Learner Growth Wednesday staff opportunities, monthly school-wide assemblies, and weekly Staying Connected newsletter.

Surveys:

LCAP Survey - Spring 2023 and Spring 2024

Family Climate Survey - Spring 2023 and Spring 2024

Staff Climate Survey - Spring 2023 and Spring 2024

Student Screeners:

Social Emotional Student Screener: Fall 2023 and Winter 2024

Data Review (involves an analysis of academic, social/emotional, and school environment data)

Educational Partners Meeting Dates (not an exhaustive list)

School Site Council Feedback and Input: 9/11/23, 12/4/23, 2/12/24, 5/13/24

Certificated Staff SPSA Feedback and Input: 8/30/23

Ongoing Input Certificated Staff Meetings: 8/7/23, 8/8/23, 8/10/23, 8/23/23, 9/6/23, 9/20/23, 10/11/23, 10/25/23, 12/13/23, 2/14/24, 3/6/24, 3/27/24, 4/17/24, 5/1/24 5/15/24

Feedback/Recommendations Classified Staff: 9/6/23, 10/11/23, 11/15/23, 12/13/23, 1/17/24, 2/14/24, 3/13/24, 4/17/24, 5/15/24

Feedback/Recommendations Instructional Leadership Team: 8/30/23, 9/27/23, 10/18/23, 11/1/23, 12/6/23, 1/24/24, 2/28/24, 3/20/24, 4/24/24, 5/8/24

Feedback/Recommendations SEL Team: 9/11/23, 9/25/23, 10/9/23

Family Climate Survey: Parent Community: 3/9/23-3/26/23

Staff Climate Survey: Classified/Certificated Staff: 4/7/23-4/28/23

Goals, Strategies, Expenditures, & Annual Review

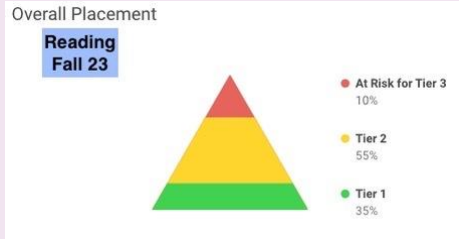
Goal 1



All students will demonstrate growth toward meeting or exceeding grade-level standards. Students will experience engaging and relevant instruction aligned with the California State Standards and work towards fulfilling the SBSD Mission and Vision.

Identified Need

Student growth in the area of English Language Arts and Math has been an ongoing goal at Solana Highlands. Serving the needs of our students who receive services related to their IEP or English Language Development, accelerating growth for students not meeting grade-level standards, and providing a challenging curriculum to those who exceed grade-level standards, continue to be a priority.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Local Assessment 2023-24 i-Ready ELA	<p>Fall 2023 i-Ready Reading End-of-Year View</p>  <p>Tier 3 - 10% - Two or more grade levels below - Tier 2 - 55% - One grade level below or early on grade level – Tier 1 - 35% - On (mid/late) or above grade level</p>	<p>i-Ready Reading Assessment By Winter 2024, increase by 20% at or exceeding grade level (Tier 1)</p> <p>By Spring 2024, 80% of students at or above grade level (Tier 1) in Reading on i-Ready (K-6).</p>
State Assessment 2023 CAASPP ELA	<p>CAASPP ELA-Spring 2023 Grade 3-86% Met or Exceeded 70% Standard Exceeded 16% Standard Met 11% Standard Nearly Met 3% Standard Not Met</p> <p>Grade 4-81% Met or Exceeded 56% Standard Exceeded 25% Standard Met 13% Standard Nearly Met 6% Standard Not Met</p> <p>Grade 5- 81% Met or Exceeded</p>	<p>CAASPP ELA (SH Grades 3-6) By Spring 2024, students will maintain baseline or increase by an additional 2% for ELA based on CAASPP results.</p>

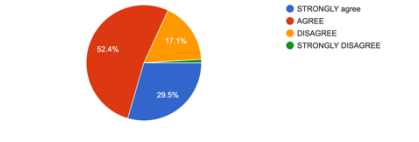
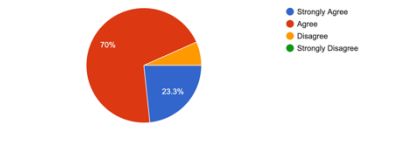
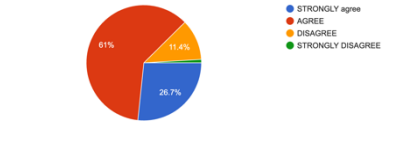
	<p>47% Standard Exceeded 34% Standard Met 13% Standard Nearly Met 6% Standard Not Met</p> <p>Grades 3-5 - 84% Met or Exceeded 59% Standard Exceeded 25% Standard Met 12% Standard Nearly Met 5% Standard Not Met</p>	
<p>Local Assessment: i-Ready Growth</p>	<p>Ready Typical Growth: Reading</p>  <p>71% of students made Typical Growth</p>	<p>80% of students in grades K-6 will meet their annual typical growth in i-Ready based on the i-Ready Diagnostic Assessment (Fall, Winter, Spring).</p>
<p>Local Assessment 2023-24 i-Ready Math State Assessment 2023 CAASPP Math</p>	<p>Fall 2023 i-Ready Math End of Year View</p>  <p>Tier 3 - 5% - Two or more grade levels below - Tier 2 - 67% - One grade level below or early on grade level – Tier 1 - 27% - On (mid/late) or above grade level</p> <p>CAASPP Math-Spring 2023 Grade 3-83% Met or Exceeded 61% Standard Exceeded 22% Standard Met 12% Standard Nearly Met 5% Standard Not Met</p> <p>Grade 4-72% Met or Exceeded 50% Standard Exceeded 22% Standard Met</p>	<p>i-Ready Math Assessment</p> <p>By Winter 2024, increase by 20% at or exceeding grade level (Tier 1)</p> <p>End of school year 2024, 80% or more of students at or above grade level in Math on i-Ready End of Year (K-4)</p> <p>CAASPP Math (SH Grades 3-6) By Spring 2024, students will maintain baseline or increase by an additional 2% for Math based on CAASPP results.</p>

	<p>20% Standard Nearly Met 8% Standard Not Met</p> <p>Grade 5- 72% Met or Exceeded 54% Standard Exceeded 18% Standard Met 19% Standard Nearly Met 9% Standard Not Met</p> <p>Grades 3-5 - 79% Met or Exceeded 59% Standard Exceeded 20% Standard Met 16% Standard Nearly Met 5% Standard Not Met</p>	
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Local Assessment: i-Ready Growth	<p>i-Ready Typical Growth: Math</p> <p>59% of students made Typical Growth</p>	80% of students in grades K-6 will meet their annual typical growth in i-Ready based on the i-Ready Diagnostic Assessment (Fall, Winter, Spring).
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2022-24 Student Success Days (Student Success Days in Progress)	<p>Awaiting data analysis and information will be included thereafter</p> <table border="1"> <tr> <td>Intensive (Tier 3)</td> <td>ELA:</td> </tr> <tr> <td></td> <td>Math</td> </tr> <tr> <td>Targeted (Tier 2)</td> <td>ELA:</td> </tr> <tr> <td></td> <td>Math:</td> </tr> </table>	Intensive (Tier 3)	ELA:		Math	Targeted (Tier 2)	ELA:		Math:	By end of school year 2024, reduce the number of students identified as in need of academic supports by 20% (Tier 2/Tier 3)
Intensive (Tier 3)	ELA:									
	Math									
Targeted (Tier 2)	ELA:									
	Math:									

Staff Climate Survey Spring 2024	<p>12. Staff members provide opportunities for students to share their voice as well as provide opportunities for choice in their learning. 30 responses</p> <p><i>Staff members provide opportunities for students to share their voice as well as provide opportunities for choice in their learning.</i> Strongly Agree: 30% Agree: 66.7% Disagree: 3.3% Strongly Disagree 0%</p>	By Spring 2024, 50% of staff will Strongly Agree that opportunities are provided for student voice and choice. (maintain 90%+ for Agree/Strongly Agree)
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<p>Family Climate Survey Spring 2023</p>	<p>My student has opportunities at school to explore their interests and share their talents. 105 responses</p>  <p>My student has opportunities to explore their interests and share their talents. Strongly Agree: 29.5% Agree: 52.4% Disagree: 17.1% Strongly Disagree 0%</p>	<p>By Spring 2024, 90% of families will strongly agree or agree that their student has opportunities to explore their interests and share their talents.</p>
<p>Staff Climate Survey Spring 2023</p>	<p>23. Staff members are supported in providing meaningful instruction that is inclusive and equitable for all students. 30 responses</p>  <p>Strongly Agree: 23.3% Agree: 70% Disagree: 6.7% Strongly Disagree 0%</p>	<p>By Spring 2024, 50% of staff will Strongly Agree that they are supported in providing meaningful instruction that is inclusive and equitable for all students.(maintain 90%+ for Agree/Strongly Agree)</p>
<p>Family Climate Survey Spring 2023</p>	<p>School curriculum and learning activities seem relevant, engaging and motivating to my student. 105 responses</p>  <p>School curriculum and learning activities seem relevant, engaging and motivating to my student(s). Strongly Agree: 26.7% Agree: 61% Disagree: 11.4% Strongly Disagree: 1%</p>	<p>By Spring 2024, 90% of families will agree/strongly agree that the school curriculum and activities keep children interested and motivated.</p>

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

- Utilize data to identify sitewide (including subgroups), grade-level, and classroom areas of relative strength and areas for growth
- Identify measurable outcomes and evidence-based practices to reach expected outcomes identified above (sitewide, grade-level, and classroom)
- Analyze effectiveness of identified evidenced-based practices through progress monitoring
- Engage in continued professional learning related to evidence-based best practices in mathematics and language arts instruction
- Engage in professional learning related to culturally responsive practices (supporting engagement and agency)
- Professional learning to support inclusive practices for our varied student populations (Students with IEPs, English Learners, Intervention, Neurodiversity, Mental Health, Gender Identity)
- Engage in i-Ready Professional Learning to support data analysis and progress monitoring for all students. In addition, teachers will incorporate the use of the digital platform to support personalized learning and targeted instruction aligned to relevant data gathered from the diagnostic benchmarks given throughout the year.
- Refine instructional practices and planning to align with SBSD Memorable Mission and Vivid Vision
- Continued implementation of i-Ready Learning Pathways to support personalized learning and targeted instruction aligned to relevant data gathered from the diagnostic benchmarks given throughout the year
- Continue to refine process for identification of and support for ELA and Math academic support (intervention) students (criteria for qualification, progress-monitoring periods, targeted vs. intensive supports)
- Continue grade level Student Success Days to determine targeted instruction for enrichment and academic support (intervention)
- Focus on classroom opportunities to provide targeted instruction for enrichment and academic support (intervention)
- Expand implementation of Math support (intervention) program to all grade levels
- Engage students in data analysis, reflection, and goal-setting (i-Ready and/or other classroom assessments)
- Increase opportunity for academic enrichment opportunities through clubs and competitions (Word Masters Challenge, Math Olympiad, National History Day)

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)

Math Olympiad \$200 per team (grade 6) \$1,200
 Word Masters (grades 5 & 6) \$210
 Subs for Student Success Days \$1,000
 Media Center and Literature Kits for grades 4-6
 \$5,000

Site Unrestricted Budget (2023-2024)
 Educator Effectiveness Budget

Goal 2

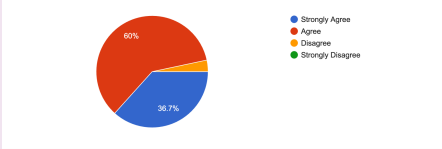
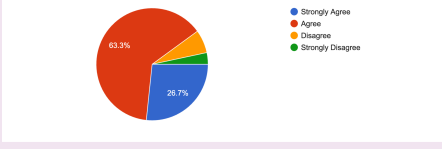
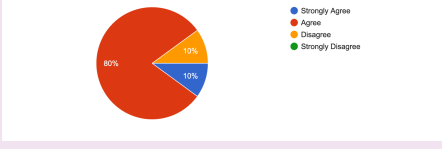
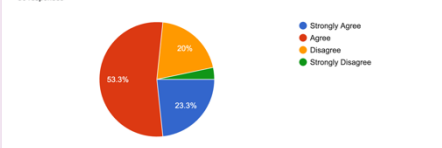
Foster a safe and inclusive learning community with ongoing opportunities to strengthen relationships, enhance self and social awareness, and promote positive contributions to the school community and beyond.

Identified Need

For all Solana Highlands' school community members to gain efficacy and productivity in their respective roles, they must feel included and valued in the school environment, their homes, and the broader community. Creating an inclusive and productive learning environment, providing a tiered system of Social-emotional learning support, and embodying the SBSD Student Promotion Profile is an ongoing goal at Solana Highlands.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome				
Gr. K-2 2024 Winter SEL Universal Screener Data	2023 Fall SEL Universal Screener Data Waiting data and analysis Input Areas for Growth	Input Outcomes based on Areas for Growth				
Gr. 3-6 2024 Winter SEL Universal Screener Data	2023 Fall SEL Universal Screener Data Waiting data and analysis Input Areas for Growth	Input Outcomes based on Areas for Growth				
2023-24 Student Success Days (In Progress)	<table border="1"> <tr> <td>Intensive (Tier 3)</td> <td></td> </tr> <tr> <td>Targeted (Tier 2)</td> <td></td> </tr> </table>	Intensive (Tier 3)		Targeted (Tier 2)		Reduce number of students receiving intensive and targeted SEL supports across the school year Waiting on Data to identify expected outcome
Intensive (Tier 3)						
Targeted (Tier 2)						

<p>Staff Climate Survey SEL Instruction</p>	<p>3. I have the resources to teach/support prosocial skills with students (e.g., helping behaviors, developing relationships, empathy, etc). 30 responses</p>  <p>Strongly Agree: 36.7% Agree: 60% Disagree: 3.5% Strongly Disagree: 0%</p>	<p>By Spring 2024, 50% of staff members will Strongly Agree that they have the resources to teach/support prosocial skills with the students.</p>
<p>Staff Climate Survey SEL Supports</p>	<p>8. Students who need social and emotional supports receive them. 30 responses</p>  <p>Strongly Agree: 26.7% Agree: 63.3% Disagree: 6.7% Strongly Disagree: 3.3%</p>	<p>By Spring 2024, 50% of staff members will Strongly Agree that students who need social and emotional supports receive them.</p>
<p>Staff Climate Survey: Effective Schoolwide Environment Plan</p>	<p>20. Staff members understand and implement positive behavior expectations. 30 responses</p>  <p>Strongly Agree: 10% Agree: 80% Disagree: 10% Strongly Disagree: 0%</p>	<p>By Spring 2024, 50% of staff members will Strongly Agree that staff members understand and implement positive behavior expectations.</p>
<p>Staff Climate Survey: Effective Schoolwide Environment Plan</p>	<p>20. Our development of an Effective Schoolwide Environment Plan supports that actions have consequences. 30 responses</p>  <p>Strongly Agree: 23.3% Agree: 53.3% Disagree: 20% Strongly Disagree: 3.3%</p>	<p>By Spring 2024, 50% of staff members will Strongly Agree and Agree that our development of an Effective Schoolwide Environment Plan supports that actions have consequences.</p>

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

- Deepen a sense of belonging/relationship building across all settings (classroom, grade level, site, parent/guardian community, community-at-large) through connecting students and staff, students to students, positive staff/parent/guardian relationships
- Engage students in Global Read Aloud texts to support the love of reading and exposure to the broader world
- Increase cross-grade level opportunities to support positive relationships and opportunities for leadership (Buddy classes, Mentoring-Upper to lower grades)
- Host grade level gatherings to build community and address specific areas of need
- Host monthly schoolwide/community assembly highlighting SEL competencies
- All school participation in Start with Hello Week, Red Ribbon Week, and Great Kindness Challenge to promote positive school and classroom environments
- Continue implementation of structures that support belonging in the classroom (Morning meetings, greetings, check-ins, etc.)
- Continue implementation of inclusive classroom practices (names, identity building, perspective taking, etc.)
- Continue Tier I implementation of CASEL competencies (Kimochois, Sanford Harmony, Second Step)
- Teach and promote SBSD Student Promotion Profile descriptors
- Provide weekly “Words of Wisdom” principal message to students that incorporates elements of our SPLASH agreements, CASEL competencies and the SBSD Student Promotion Profile descriptors
- Explore adoption of a schoolwide SEL curriculum
- Utilize Promoting Learner Growth Wednesdays to build capacity within the Solana Highlands staff to refine teaching and practices related to SEL, ESEP, PBIS, and Restorative Practices
- Refine implementation of all aspects of the Effective School-Wide Environment Plan and extend the elements of the ESEP into individual classrooms to support positive behavior
- Reinforce Solana Highlands Community Agreements (SPLASH) through teaching, signage and PBIS activities
- Provide student leadership opportunities: Student Council, PTA student representatives, Site Ambassadors

- Create a dedicated space/room for students to spend recess time and/or for PBIS Incentives (lunch clubs, games, crafts, etc.)
- Continue to examine our practices at SH through an Equity lens (Equity Team & Equity Site Visits)
- Expansion of Classroom/School Libraries that represent all students (cultural responsiveness)
- Explore and provide staff opportunities for Professional Learning for Culturally Responsive Education (ex. Equity Team)
- Provide weekly communication to families through Solana Highlands Connection
- Increase parent engagement through participation in monthly schoolwide assemblies, principal coffees, volunteer opportunities and other parent education venues
- Provide parent education/information on the importance of school attendance
- Regular, ongoing communication with parents of students regarding attendance concerns
- Provide parent education/information on positive parenting resources (Love and Logic, The Greater Good Science Center, etc.)
- Hold bi-monthly SEL team meetings
- Promote “asset-based” language

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)
Global Read Aloud Books Resources for Dedicated Classroom (SEL) \$500	Site Unrestricted Budget (2023-2024)

Annual Review

SPSA Year Reviewed: 2022-2023

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.

Link to instructions for this section: [Annual Review](#)

ANALYSIS

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

Staff engaged in an analysis of the actions and strategies from the 2022-23 SPSA. Staff identified successful strategies and actions completed to support students in finding their voice, sharing their gifts, and advancing the world. These actions and strategies were designed to support academic and overall student well-being. Those successful strategies have been included again in the 2023-24 SPSA plan and additional strategies were brainstormed to enhance the 2023-24 SPSA.

Data is being collected and reviewed on an ongoing basis through the course of the 2023-24 school year and this section will be analyzed and updated for the 2023-24 School Plan.

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

During analysis, we celebrated the fact that many of the actions steps and strategies that were undertaken in our 2021-2022 school year and continued on in the 2022-2023 school year, had been seen through to fruition by the end of the 2023 school year. On the other hand, as staff worked to plan and implement the actions and strategies in the SPSA for the 2022-2023 school year, some actions and strategies required more time and energy to implement than anticipated. This prevented other action steps and strategies from reaching full implementation. For example, actions such as math intervention and acceleration and goal setting with students were carried out at some grade levels but not others. These actions will be more fully-developed and enhanced in the 2023-24 school year.

Data is being collected and reviewed on an ongoing basis through the course of the 2023-24 school year and this section will be analyzed and updated for the 2024-25 School Plan.

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.

We will continue to refine both goal areas as we progress through the school year. Upon analysis of our 2022-2023 plan staff brainstormed additional actions and strategies that have been included in the 2023-24 SPSA plan, for example: increased opportunity for academic enrichment opportunities through clubs and competitions (Word Masters Challenge, Math Olympiad, Spelling Bee, National History Day), focus on classroom opportunities to provide targeted instruction for enrichment and academic support (intervention), exploring the adoption of a schoolwide social-emotional learning curriculum, strengthening our Equity work through the expansion of classroom/school libraries that represent all students and providing staff opportunities for professional learning for culturally responsive education.

Budget Summary

Budget Summary 2023-24

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$ 0
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	\$ 7,900.00