School Year: 2023 - 2024

School Plan for Student Achievement (SPSA) Template

School Name	County-District-School (CDS) Code	School Site Council (SSC) Approval Date	Local Board Approval Date
Solana Pacific School	37-68387-0105825	10/9/23	10/12/23

Purpose and Description

Briefly describe the purpose of this plan.

The purpose of this plan is to identify goals and action steps to meet the academic and social-emotional needs of all students at Solana Pacific, including unduplicated students and students with Individual Education Plans (IEPs) at Solana Pacific.

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 Pacific Elementary School plans to effectively meet ESSA requirements by aligning our site goals to district LCAP goals. Our goals are to prepare students to be high school, college and career ready through high-quality classroom instruction. Student metrics are monitored and analyzed regularly to ensure student needs are being met. Measures of school climate will be used through our Social-Emotional Learning (SEL) wellness program, school family and staff climates surveys, and the California Healthy Kids Survey (CHKS).

Our first goal is to review and refine instruction to include tiered intervention systems for Reading, ELD, and Math to ensure all learners are meeting or exceeding grade-level standards. Students will experience standards-aligned instruction through multiple modalities and an inquiry-based approach, resulting in the application of clear communication, critical thinking, and creative and iterative problem-solving. This goal is measured by student performance including summative assessments (e.g. i-Ready results, CAASPP results, etc.) and formative assessments.

Our second goal is students will experience a sense of belonging in a safe, purposeful, and collaborative learning environment that focuses on healthy habits, grows civic-mindedness, is

inclusive, fosters positive relationships, and values diversity. This goal is measured by the SEL screener, California Healthy Kids Survey (CHKS), as well as staff and family climate surveys.

Our school plan includes the following components:

- Professional learning for staff in English Language Arts, Social-Emotional Learning, and equitable practices (e.g. Assets-based approach)
- Digital resources to help differentiate instruction, personalize learning and monitor student progress
- Targeted flexible intervention groups with research-based programs (e.g. i-Ready resources, Lexia, ReadLive, RAZ)
- Progress monitoring to guide instruction (e.g. i-Ready and grade level formal and informal assessments)
- Multi-tiered systems of support to identify students at-risk and ensure appropriate interventions and resources are allocated and monitored through ongoing grade-level team collaboration with Intervention team members

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

Transparent communication and exchange of information is a key component of the success and continued growth of Solana Pacific. Data is shared and feedback gathered through many educational partner groups:

Surveys:
Family Climate Survey - Parent Community - 3/12/23 - 3/28/23 (annually)
Staff Climate Survey - Classified/Certificated Staff - 4/10//23 - 4/28/23 (annually)

Student Screeners:
Social-Emotional Student Universal Screener: Fall and Winter

Staff Review:
Staff Provided Recommendations - Certificated Staff Meeting - 8/8/23 (meets at least monthly)
8/23/23, 9/13/23, 9/27/23, 10/11/23, 10/25/23, 11/8/23, 11/29/23, 12/13/23, 1/17/24, 1/31/24, 2/14/24, 3/6/24, 3/27/24, 4/17/24, 5/1/24, 5/15/24
Promoting Learner Growth time - 8/30/23, 9/6/23, 9/13/23, 9/20/23, 9/27/23, 10/4/23, 10/18/23, 10/25/23, 11/1/23, 11/8/23, 11/15/23, 11/29/23, 12/6/23, 12/13/23, 12/20/23, 1/10/24, 1/17/24, 1/24/24, 1/31/24, 2/7/24, 2/14/24, 2/28/24, 3/6/24, 3/13/24, 3/20/24, 3/27/24, 4/10/24, 4/17/24, 4/24/24, 5/1/24, 5/8/24, 5/15/24, 5/22/24, 5/29/24
Staff Provided Recommendations - Classified Staff Meeting - 8/10/23 (meets monthly)
Site Leadership Team and Grade Level PLCs (at least monthly)
SEL Team Meets Monthly - first Tuesday of the month (meets monthly)

Data Review:
Data Review - Certificated Staff Meeting - 8/9/23, 9/13/23, 9/20/23, 9/27/23 (ongoing, twice monthly)

Data Review - School Site Council - 10/9/23 (meets three times a year)
Data Review - PTO/SBSF General Meeting - 9/29/23 (meets 4 times a year)
Data Review - Classified Staff Meeting - 9/22/23 (meets monthly)
Data Review - ELAC Meeting - 10/5/23 (meets three times a year)
Student Success Days - Fall: 9/13/23, 9/20/23, 9/27/23 and Spring: 1/31/24, 2/7/24, 2/14/24
Promoting Learner Growth Review Meetings - 8/30/23, 9/6/23, 9/13/23, 9/20/23, 9/27/23, 10/4/23, 10/18/23, 10/25/23, 11/1/23, 11/8/23, 11/15/23, 11/29/23, 12/6/23, 12/13/23, 12/20/23, 1/10/24, 1/17/24, 1/24/24, 1/31/24, 2/7/24, 2/14/24, 2/28/24, 3/6/24, 3/13/24, 3/20/24, 3/27/24, 4/10/24, 4/17/24, 4/24/24, 5/1/24, 5/8/24, 5/15/24, 5/22/24, 5/29/24

Goals, Strategies, Expenditures, & Annual Review

Goal 1
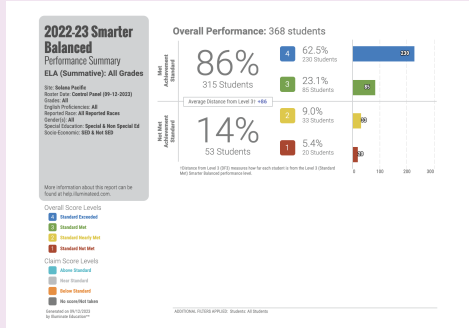
Review and refine instruction to include tiered intervention systems and enrichment opportunities for Reading, ELD, and Math to ensure all learners are meeting or exceeding grade-level standards in all content areas. Students will experience standards-aligned instruction through multiple modalities and an inquiry-based approach, resulting in the application of clear communication, critical thinking, and creative problem-solving.

Identified Need

Students of all abilities, ethnicities, learning styles, and socioeconomic backgrounds need academic programs and instruction that maximize their potential and advance their academic skills. English Language Arts and Math achievement and student progress have been an ongoing goal at Solana Pacific. Serving the needs of students who receive services to support IEP goals and English Learner (EL) services continue to be a priority, as well as providing a challenging curriculum to students who excel. Students who receive EL services, as well as students who receive services to support IEP goal(s) need ongoing tiered interventions relative to their specific academic needs.
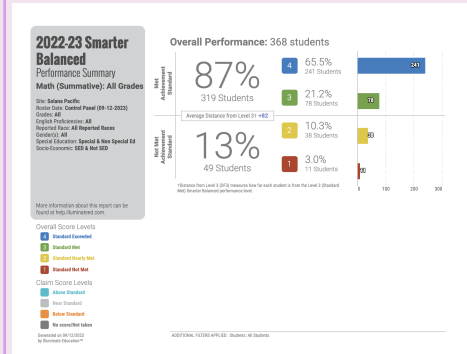
According to the 22-23 CA School Dashboard, there could be an area of growth in ELA (Medium Performance Level) to support students with disabilities (50).

Annual Measurable Outcomes

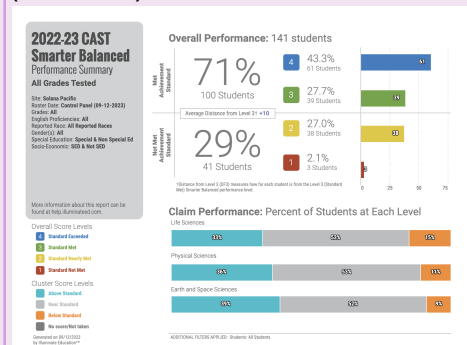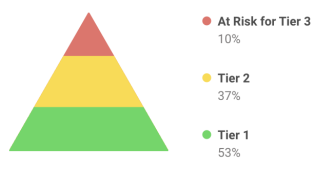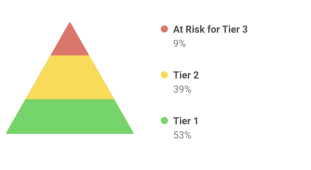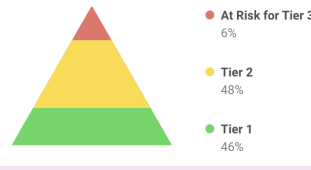| Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
State Assessments: 2023 CAASPP Assessment 2023 CAST Assessment 2023 CAA Assessment (Subgroup too small for data)	CAASPP Spring 2023 ELA (Grade 4-6)	By Summer 2024, students will maintain baseline or increase by an additional 2 - 5% for ELA based on CAASPP results.

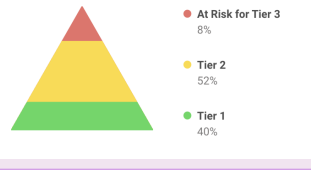|		
	Standard Not Met: 5% Standard Nearly Met: 9% Standard Met: 23% Standard Exceeded: 63% **Standard Met/Exceeded: 86%** CAASPP Spring 2023 Math (Grade 4-6) Standard Not Met: 3% Standard Nearly Met: 10% Standard Met: 21% Standard Exceeded: 66% **Standard Met/Exceeded: 87%** CAST Spring 2023 Science (Grade 5) Standard Not Met: 2% Standard Nearly Met: 27% Standard Met: 28% Standard Exceeded: 43% **Standard Met/Exceeded: 71%**	By Summer 2024, students will maintain baseline or increase by an additional 2 - 5% for Math based on CAASPP results. By Summer 2024, students will maintain baseline or increase by an additional 5% for Science based on CAST results.
Local Assessment 2023 - 24 i-Ready Assessments	Overall End-of-Year View Fall 2023 ELA - (Baseline for 2023-2024) All Students (4th - 6th)	**i-Ready ELA Assessment**

	Overall Placement At Risk for Tier 3 — 10% Tier 2 — 37% Tier 1 — 53% Tier 3 - Two or more grade levels below - 10% Tier 2 - One grade level below or early on grade level – 37% Tier 1 - On (mid/late) or above grade level - 53% ELA 4th grade only Overall Placement At Risk for Tier 3 — 9% Tier 2 — 39% Tier 1 — 53% Fall 2023 – i-Ready MATH - (Baseline for 2023-2024) All Students (4th - 6th) Overall Placement At Risk for Tier 3 — 6% Tier 2 — 48% Tier 1 — 46% Tier 3 - Two or more grade levels below - 6% Tier 2 - One grade level below or early on grade level – 48% Tier 1 - On (mid/late) or above grade level - 46% MATH 4th grade only Overall Placement At Risk for Tier 3 — 8% Tier 2 — 52% Tier 1 — 40%	By Winter 2024, increase by 18% at or exceeding grade level (Tier 1) (4th - 6th) By Spring 2024, End of Year 38% more of students at or above grade level in Reading on i-Ready End of Year (4th grade only) **i-Ready Math Assessment** By Winter 2024, increase by 18% at or exceeding grade level (Tier 1) (4th - 6th) By Spring 2024, End of Year 40% more of students at or above grade level in Reading on i-Ready End of Year (4th grade only)
State English Learner Assessment	ELs who decreased at least one ELPI level - 0%	Continue with a 0% of ELs decreasing ELPI levels and

2023 ELPAC Assessment	ELs who maintained ELPI levels 1 - 3H - 28% ELs who progressed at least one level ELPI - 64% **Student English Language Acquisition Results** 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. 64% 28% 8% ● ELs Who Decreased at Least One ELPI Level ● ELs who Maintained ELPI Levels 1, 2L, 2H, 3L, 3H ● ELs who Maintained ELPI Level 4 ● ELs Who Progressed at Least One ELPI Level	closely monitor ELs in levels 1 - 3H to ensure they are progressing.

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

● Students will receive instruction aligned with the California State Standards (CSS) supported by inquiry-based, hands-on learning experiences that include opportunities for student choice, integrating real-world applications, and the effective use of technology. ● Students are able to demonstrate their learning in multiple ways and across multiple modalities. ● Teachers will utilize data from standards-aligned assessments, both formal and informal, to support progress monitoring for all students, including unduplicated student populations. ● In the Discovery Labs and general education classroom settings, students will engage in STREAM and Project Based Learning (PBL) opportunities which will continue to integrate research, mathematics, writing, and NGSS.
● Utilize math targeted support strategies and a targeted math intervention program for students who are not making progress towards grade level standards. ● Provide tiered intervention services to students who do not make expected progress toward meeting grade level standards, and differentiate instruction for students who are exceeding the standards; monitor student progress at least trimesterly. ● Improve school-wide practice in support of students with English Language Development needs by the way of a thorough and systematic approach to ELD instruction. ● Teachers will engage all students in rigorous mathematics instruction and implement cognitively demanding tasks that foster conceptual understanding, critical thinking, problem-solving, exploration, and discovery in mathematics.

- Explore/investigate enrichment programs to support accelerated learners in mathematics and sciences.
- Conduct student empathy interviews to support actions reflective of students needs and interests in support of our SBSD Mission and Vision.
- Teachers instruction and student tasks align with our SBSD Student Promotion Profile Descriptors.
- Staff will engage in professional learning to support using an asset-based approach to teaching and learning, and to continue to strengthen equitable practices.
- Teachers and staff will support students with organizational and study skills to best prepare them for high school, college and career.

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)
$3,000 Cost of intervention program/materials, as needed (Do the Math), Software Licenses (Lexia, RAZ, etc.)	Unrestricted Lottery (23-24) Site budget (23-24)
$2,000 Student Enrichment (Math Olympiad, Word Masters, etc.)	Site budget (23-24)
$6,000 - IA II Intervention/ELD for 2 hours daily	Site budget (23-24)
$4,000 Subs - roving (meetings and Professional learning aligned to SPSA)	
BrainPop $3,400	Site Budget (23-24)
$3,300 Student planners/agendas to support with organizational and study-skill development	
	PTO (23-24)

Goal 2

Students will experience a sense of belonging in a safe, purposeful, and collaborative learning environment that focuses on healthy habits, grows civic-mindedness, fosters positive relationships, is inclusive and values diversity.
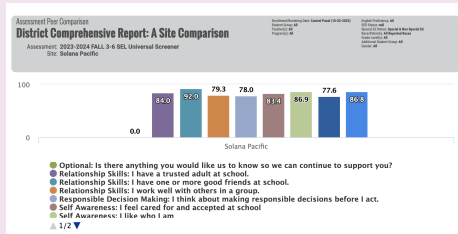
Identified Need

In order for students to make academic gains and thrive personally as well as academically they must feel safe, have a sense of belonging and feel supported in their learning environment. Creating an inclusive and equitable learning environment, alongside a tiered system of Social Emotional learning and support, has been an ongoing goal at Solana Pacific. This year Solana Pacific will explicitly begin
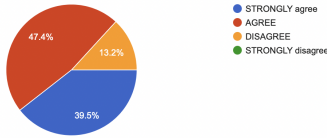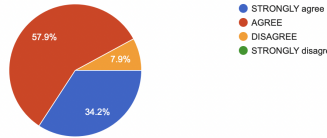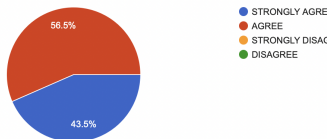
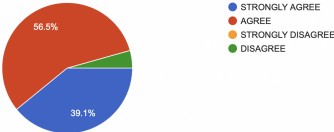to incorporate strategies to support students in demonstrating the SBSD Student Promotion Profile Descriptors.

According to the 22-23 CA School Dashboard, while Solana Pacific has a very low overall Suspension Rate (.4%) there could be an area of growth in lowering the suspension rate (High Performance Level) of students with disabilities (3.6%). Due to our *n* size, percentages can fluctuate very quickly.

In addition, the overall Chronic Absenteeism rate at Solana Pacific is 5.1% (Medium). This includes a High Performance Level for English Learners (10.1%) and Students with Disabilities (10.7%). Due to our *n* size, percentages can fluctuate very quickly so this is being closely monitored.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
2024 Winter SEL Universal Screener Data	2023 Fall SEL Universal Screener Data 84% of students indicated, "I have a trusted adult at school." 79.3% of students indicated, "I work well with others in a group." 77.3% of students indicated, "I know how to calm myself down when I'm upset."	By Winter 2024, Universal Screener data in selected focus areas will indicate: 91% of students will indicate they have a trusted adult at school 84% of students get along well with others in a group 83% of students will have a strategy to use when I am upset and need to calm down Actual:
California Healthy Kids Survey (5th and 6th)	Winter 2022, CHKS data indicates that approx. 90% of 5th and 6th graders feel safe at school all or most of the time. To be administered in December of 2023	By Winter 2023, California Healthy Kids Survey (Grades 5 and 6), 95% of 5th and 6th graders will feel safe at school all or most of the time. Actual:
2024 Family Climate Survey Data	Spring, 2023	By Spring 2024, Family Climate Survey data will indicate that 93% or higher of responses will

	86.9% (33 of 38) of responses indicated that "*The staff at my child's school supports my child's social and emotional well-being.*" The staff at my child's school supports my child's social and emotional well-being. 38 responses 47.4% 13.2% 39.5% ● STRONGLY agree ● AGREE ● DISAGREE ● STRONGLY disagree	indicate that "*The staff at my child's school support my child's social and emotional well-being.*" Actual:
	Spring, 2023 92.1% (35 of 38) responses will indicate that "There are resources at my child's school to support my child's behavioral success." The staff at my child's school supports my child's behavioral success. 38 responses 57.9% 7.9% 34.2% ● STRONGLY agree ● AGREE ● DISAGREE ● STRONGLY disagree	By Spring 2024, Family Climate Survey data will indicate that 95% or higher of responses will indicate that "There are resources at my child's school to support my child's behavioral success." Actual:
2024 Staff Climate Survey Data	2023 Staff Climate Survey Data Spring 2023 Staff Climate survey data indicates that 100% or higher of responses will indicate that "Each student has at least one staff member who cares about them." 13. Each student has at least one staff member who cares about them. 23 responses 56.5% 43.5% ● STRONGLY AGREE ● AGREE ● STRONGLY DISAGREE ● DISAGREE	By Spring 2024, Staff Climate survey data will indicate that 100% or higher of responses will indicate that "Each student has at least one staff member who cares about them." Actual:

2024 Staff Climate Survey Data	2023 Staff Climate Survey Data	By Spring 2024, Staff Climate survey data will indicate that 98% or higher of responses will indicate that "Staff members are culturally competent. (Definition of cultural competence: having an awareness of one's own cultural identity and views about differences , and the ability to learn and build on the varying cultural and community normal of students and their families.)"
	Spring 2023, Staff Climate survey data indicates that 95.6% or higher of responses will indicate that "Staff members are culturally competent. (Definition of cultural competence: having an awareness of one's own cultural identity and views about differences, and the ability to learn and build on the varying cultural and community normal of students and their families.)"	Actual:
	16. Staff members are culturally competent. (Definition of cultural competency: having an awareness of one's own cultural identity and views about differences, and the ability to learn and build on the varying cultural and community norms of students and their families.) 23 responses 56.5% 39.1% ● STRONGLY AGREE ● AGREE ● STRONGLY DISAGREE ● DISAGREE	

Strategy/Activity

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

● Establish and maintain a safe, inclusive and positive school climate focused on teaching and including social/emotional learning and mental wellness. ● All school participation: Monthly in PRIDE assemblies, Start with Hello Week, Red Ribbon Week, Ability Awareness Week and The Great Kindness Challenge. ● Site SEL Team and all staff review of SEL screener data and CHKS data to determine student SEL needs including ensuring all students have an adult that they trust and can go to at school. ● Site SEL Team meetings held regularly as well as School Wellness Team monthly meeting to monitor students who may need additional supports. ● School safety procedures will be updated, implemented, and revisited to ensure the physical safety and emotional well-being of all students (e.g. physical audit of school premises in partnership San Diego Police Department, site safety committee meets to support recommendations implemented schoolwide, site SEL team supports, all staff support of implementation).

- Provide a healthy school environment in which the physical health of the school community is emphasized.
- Continue to teach the CASEL Core Competencies - self-awareness, self-management, social awareness, relationship skills, and responsible decision-making, utilize The Leader in Me to teach the 8 Habits of Highly Effective People, Sandpiper PRIDE (Personal Best, Responsible and Safe Citizens, Innovative Learner, Demonstrate Respect, Encourage and Include Others) and the use of Sanford Harmony and/or Second Step resources.
- Establish weekly communication to families through Solana Pacific Weekly Family Newsletter.
- Provide parent education/information on the importance of school attendance.
- Provide parent education/information on positive parenting resources such as Love and Logic.
- Regular, ongoing communication with parents of students regarding attendance concerns.
- Host Family Community Nights and Activities.
- Foster and grow civic-mindedness through project based learning, service learning opportunities and collaboration with educational partners.
- Foster an environment that includes Environmental Stewardship through gardening, recycling and other sustainable practices.
- Foster an environment based on the understanding and implementation of equity and inclusion and the impact on student learning as well as student connectedness to the whole of the school community.
- Develop and utilize Effective Schoolwide Environment Plan to support consistent response to student behavior situation.
- Create opportunities for students to show PRIDE characteristics and Promotion Profile descriptors such as community service for school campus and surrounding community through civic engagement.
- Provide leadership opportunities to students both inside and outside of the classroom and include students' voice in school community building.
- Provide opportunities for student voice within classrooms and school-wide for students to share how they are feeling (State of Me for students and staff and class meetings).
- Provide instruction and opportunities for student use of classroom Calm Corners/Peace talks, Sensory Resources, and Calm Kits for students.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
$3,000 Substitutes for professional learning and/or student interviews	Educator Effectiveness Funds (2023-24)
	Educator Effectiveness Funds (2023-24)
$500 Staff opportunities for participation in professional learning to support a positive school culture and climate of belonging	
	Unrestricted Lottery (23-24)
$2,800 - Leader in Me Licensing	
$3,000 - Visible Signage & Enhancements to School Environment to support Goal #2	PTO (23-24)
	PTO (23-24)
$500 Garden Club	PTO (23-24)

$1,200 Other Clubs $3,000 School Wide Events Community Building	PTO (23-24)

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.

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 2024-25 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.

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.

Additional actions and strategies brainstormed by staff have been included in the 2023-24 SPSA plan, for example: community service learning opportunities inside and outside of school to grow civic engagement, additional lunch clubs to explore student passions and interests, and ongoing opportunities for students to make choice around their learning, as well as being able to express their learning and talents through multiple modalities.

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.

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 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	$ 35,700.00