School Year: 2023-2024

School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	School Site Council (SSC) Approval Date	Local Board Approval Date
Solana Ranch	37683870129049	September 7, 2023	October 12, 2023

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)

The purpose of this plan is to meet the academic and social emotional needs of all students, including unduplicated students and students with Individualized Educational Plans (IEPs) at Solana Ranch Elementary.

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 Ranch Elementary plans to meet ESSA requirements by aligning our site goals to the district LCAP goals. Our mission is to inspire greatness in tomorrow's leaders by providing a dynamic learning environment where all students maximize their potential intellectually, physically, socially, and emotionally. Through this plan our goal is to create a rigorous and nurturing school environment that is focused on creating the leaders of tomorrow, a school that is cohesive in its desire to provide the very best education for its students, that prepares students for college and career, and most importantly, the overall success of each and every child. At Solana Ranch, we believe that all students are leaders and we strive to give each student opportunities for voice and agency.

Our first goal is to have all students show progress on academics as measured by student performance and summative assessments (e.g. i-Ready results, CAASPP results, and our district's Universal Screener). Student metrics are monitored regularly and analyzed to ensure that student needs are being met. Ultimately, we want our students to be well-prepared in school, career and life through high quality classroom instruction and school support. 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 universal screeners, California Healthy Kids Survey (CHKS), staff/family/student climate surveys, and formative data. 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 plan includes the following components:

- Digital resources to help differentiate instruction and personalize learning and monitor student progress
- Assessments to guide instruction (i-Ready diagnostic, and grade level common formative and summative assessments)
- Multi-tiered systems of support to identify at-risk students and ensure appropriate targeted and intensive supports and resources are allocated
- Professional learning for our staff in English Language Arts (Benchmark), Social-emotional learning, Diversity, Equity and Inclusion, Restorative Practices
- Standards-aligned instruction
- Positive behavior expectations to support a positive learning environment for staff, student, family and community engagement
- Targeted flexible intervention groups using research based programs (i-Ready resources, Fountas and Pinnell, Do the Math)

Educational Partner Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Up

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 for Solana Ranch. Data is shared and feedback gathered through many educational partner groups: School Site Council (meets 3 times per year), Parent/Teacher Organization (meets monthly), Staff Meetings (two times per month), Promoting Learner Growth time as a staff, Student Success Days (2) and student, staff and family surveys. In addition, input from students and staff is gathered informally through classroom visits, professional learning community meetings and monthly assemblies.

SURVEYS
Family Climate Survey - Community - 3/23/2023-3/31/2023 (139 responses)
LCAP Survey - Spring 2023
Staff Climate Survey - Classified/Certificated Staff - 4/10/2023 - 4/21/2023 (7 responses)
Staff Input Survey - Classified/Certificated Staff - 6/9/23

STUDENT SCREENERS
Social Emotional Student Screener: Fall and Winter (2022-23 school year)
Fall: Sept. 12 - Oct. 13
Winter: Jan. 23 - Feb. 17, 2023
Social Emotional Student Screener: Fall and Winter (2023-24 school year)
Social Emotional Student Screener Fall 2023
Grades 3-6 9/11/23 -10/2/23
Grades K-2 9/11/23 - 10/16/23

ADDITIONAL STAFF INPUT
Staff Provided Recommendations -
Certificated Staff Meeting - 8/23/23, 9/6/23, 9/20/23, 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

DATA REVIEW (involves an analysis of academic, social/emotional, and school environment data)
Educational Partners Meeting Dates (not an exhaustive list)
Data Review –

- Certificated Staff Meeting – 8/23/23, 9/6/23, 9/20/23, 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
- Classified Staff Meeting – 9/6/23, 10/4/23, 11/1/23, 12/6/23, 1/3/24, 2/7/24, 3/6/24, 4/10/24, 5/1/24

SEL Team Meetings - 9/25/23, 10/16/23, 12/11/23, 1/19/24, 2/5/24, 3/25/24, 4/22/24, 5/13/24
Student Success Days - Fall: 9/27/23 and 10/4/23
School Site Council - 9/7/23, 2/13/24, 5/14/24
Parent Teacher Organization Meetings - 9/14/23, 10/12/23, 12/14/23, 1/18/24, 2/15/24, 3/19/24, 4/18/24
English Language Acquisition Meeting Review SPSA
Early Release Wednesday/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

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

Identified Need

Student growth in the area of English Language Arts and Math has been an ongoing goal at Solana Ranch. 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, as well as providing a challenging curriculum to those students who exceed grade-level standards, continues to be a priority.

Math: Students in grade K would benefit from targeted emphasis on instructional strategies and student activities aligned to Number and Operations. Students in grades 1-2 would benefit from targeted emphasis on instructional strategies and student activities aligned to measurement. Students in grade 3 would benefit from targeted emphasis on instructional strategies and student activities aligned to Number and Operations. Students in grades 4-6 would benefit from targeted emphasis on instructional strategies and student activities aligned to Geometry.

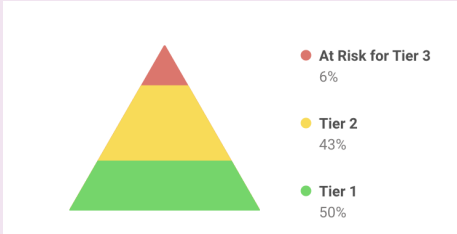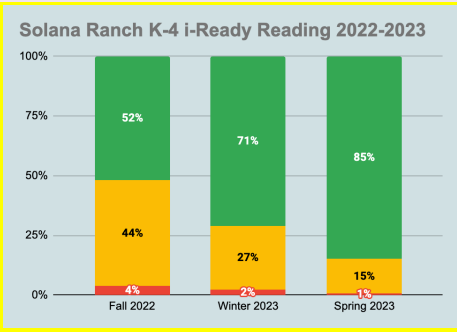**English Language Arts:**

K - HFW and vocabulary

1 - vocabulary
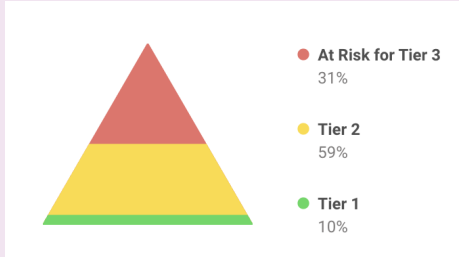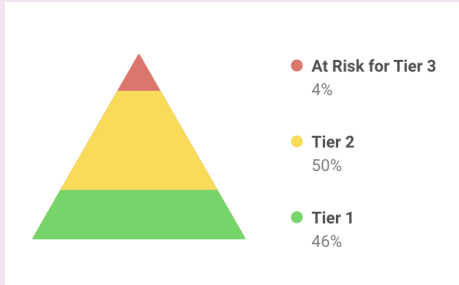
2 - 4 - informational

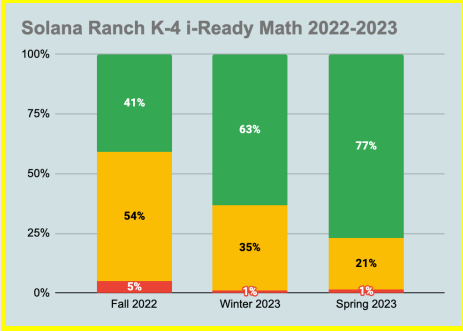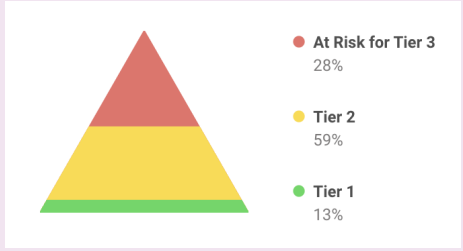5 - vocabulary

6 - informational

Students in grades K-2 will benefit from continued implementation of foundational reading instruction which emphasizes phonological awareness, phonics and high frequency words. Students in grades 3-6 will benefit from intentional reading/writing instruction which emphasizes academic vocabulary and reading comprehension that differentiates between literature and informational text structures.
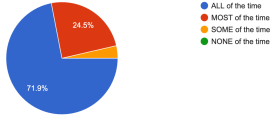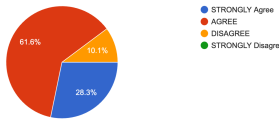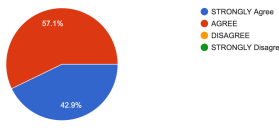
Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
State Assessment 2023 CAASPP ELA Assessment	CAASPP Spring 2023 (Grade 3-6) Standard Not Met: 4%	By Summer 2024, students will maintain baseline or increase by

	Standard Nearly Met: 6% Standard Met: 23% Standard Exceeded: 68% **Standard Met/Exceeded: 91%**	an additional 2% for ELA based on CAASPP results
Local Assessment 2023-2024 i-Ready ELA Assessments	Fall 2023 – K-6 i-Ready ELA End of Year View Tier 3 - 6% - Two or more grade levels below Tier 2 - 43% - One grade level below or early on grade level – Tier 1 - 50% - (mid/late) or above grade level Fall 2023 – K-4 i-Ready ELA End of Year View Tier 3 - 85% - Two or more grade levels below - Tier 2 - 15% - One grade level below or early on grade level – Tier 1 - 1% - (mid/late) or above grade level	**K-6 Winter** By Winter 2024, increase by 20% at or exceeding grade level (Tier 1). **K-4 Spring** By Spring 2024, End of Year, students will maintain baseline or increase by an additional 2% for Math in exceeding grade level in Reading on i-Ready End of Year (K-4). *80% of students will meet their typical growth on i-Ready ELA

	Tier 3 - Two or more grade levels below - Tier 2 - One grade level below or early on grade level - *students identified as being in need of academic interventions in ELA (Tier 2/Tier 3)	By end of school year 2024, reduce the number of students identified as in need of academic support in ELA by 20% (Tier 2/Tier 3)
Local Assessment 2023-2024 i-Ready ELA Student group data	Student groups (i-Ready): Students with Disabilities At Risk for Tier 3 31% Tier 2 59% Tier 1 10%	Student groups in standard "not met or nearly met" will see growth from where they are starting as determined by (i.e. i-Ready growth data, IEP goals (if applicable) language goals (if applicable)
State Assessment 2023 CAASPP MATH Assessment	CAASPP Spring 2023 (Grade 3-6) Standard Not Met: 3% Standard Nearly Met: 5% Standard Met: 15% Standard Exceeded: 77% **Standard Met/Exceeded: 92%**	By Summer 2024, students will maintain baseline or increase by an additional 2% for Math based on CAASPP results
Local Assessment 2023-2024 i-Ready MATH Assessments	Fall 2023 – K-6 i-Ready MATH End of Year View At Risk for Tier 3 4% Tier 2 50% Tier 1 46% Tier 3 - 4% - Two or more grade levels below -	**K-6 Winter** By Winter 2024, increase by 20% at or exceeding grade level (Tier 1). **K-4 Spring** By Spring 2024, End of Year, 80% or more of students at or exceeding grade level in Reading on i-Ready End of Year (K-4).

	Tier 2 - 50% - One grade level below or early on grade level – Tier 1 - 46% - On (mid/late) or above grade level Tier 3 - 1% - Two or more grade levels below - Tier 2 - 21 % - One grade level below or early on grade level – Tier 1 - 77% - (mid/late) or above grade level	
<mark>2023 - 2024 Fall Student Success Days Math - (Sept. 27 and Oct. 4) Information will be inputted after analysis of data has occurred</mark>	Tier 3 - Two or more grade levels below - Tier 2 - One grade level below or early on grade level - *students identified as being in need of academic interventions in Math (Tier 2/Tier 3)	By end of school year 2024, reduce the number of students identified as in need of academic support in Math by 20% (Tier 2/Tier 3)
Local Assessment 2023-2024 i-Ready Math Student group data	Student groups (i-Ready category): Students with Disabilities 	Student groups in standard "not met or nearly met" will see growth from where they are starting as determined by (i.e. i-Ready growth data, IEP goals (if applicable) language goals (if applicable)

Family Climate Survey Spring 2023	1. When interacting with my child's school, the school staff is friendly and helpful. 139 responses ALL of the time MOST of the time SOME of the time NONE of the time 24.5% 71.9% Question # 1 *"The school staff is friendly and helpful."* (96.4% All of the time, most of the time)	By Spring 2024, Family Climate Survey data will indicate that responses maintain baseline or higher indicating that families feel *the school staff is friendly and helpful* at Solana Ranch.
Family Climate Survey Spring 2023	14. My child has opportunities to share their voice during academic and school activities. 138 responses STRONGLY Agree AGREE DISAGREE STRONGLY Disagree 61.6% 10.1% 28.3% Question #14 *"My child has opportunities to share their voice during academic and school activities."* (89.9% All of the time, most of the time)	By Spring 2024, Family Climate Survey data will indicate that responses maintain baseline or higher indicating that families feel *students have opportunities to share their voice during academic and school activities* at Solana Ranch.
Family Climate Survey Spring 2023	12. Students have opportunities to learn about and practice Civic Mindnesses consistently at school 7 responses STRONGLY Agree AGREE DISAGREE STRONGLY Disagree 57.1% 42.9% Question #12 *"Students have opportunities to learn about and practice Civic-Mindedness consistently at school."* (100% All of the time, most of the time)	By Spring 2024, Family Climate Survey data will indicate that responses maintain baseline or higher indicating that staff feels *students have opportunities to learn about and practice Civic-Mindedness consistently at school.*
==2023 - 2024 Fall Student Success Days - (Sept. 27 and Oct. 4) Information will be inputted after analysis of data has occurred==	Tier 3 - Two or more grade levels below - Tier 2 - One grade level below or early on grade level -	By end of school year 2024, reduce the number of students identified as in need of academic or social/emotional supports by 20%

	*students identified as being in need of academic interventions (Tier 2/Tier 3)	(Tier 2/Tier 3)
LCAP Family Survey	Spring 2023 *"Solana Beach School District (SBSD) offers high quality educational programs to meet the needs of every student, while challenging all students to reach their potential."* ● 86% Strongly Agree/Agree *"SBSD provides a safe, clean environment that fosters learning."* ● 93% Strongly Agree/Agree	By Spring 2024, LCAP Family Survey data will indicate that responses maintain baseline or higher indicating that families feel *"SBSD offers high quality educational programs to meet the needs of every student, while challenging all students to reach their potential."* By Spring 2024, LCAP Family Survey data will indicate that responses maintain baseline or higher indicating that families feel, *"SBSD provides a safe, clean environment that fosters learning."*

Strategy/Activity 1

Students to be Served by this Strategy/Activity

All Students

- Identify K-4 students that need reinforcement with number sense and operations and continue to work with them to build a strong math foundation.
- Identify K-2 students that need reinforcement with foundational reading instruction which emphasizes phonological awareness, phonics and high frequency words.
- Identify students in grades 5-6 that need reinforcement with Geometry and continue to work with them to build understanding on skills and standards connected to this area in math.
- Identify students in grades 3-6 that need additional reinforcement with reading/writing instruction which emphasizes academic vocabulary and reading comprehension that differentiates between literature and informational text structures.

Strategy/Activity

- Students will receive instruction aligned with the California State Standards (CSS) supported by inquiry-based learning and differentiation of instruction to support/target personalized

learning. In addition, students will have access to hands-on learning experiences through activities that are connected to real world applications which are meaningful and relevant.

- Teachers will receive 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.
- Solana Ranch Instructional Leadership Team, which includes Discovery Lab Teachers, will be presented with the [Teacher Tools](#) from Smarter Balanced for support in instructional planning, so that instructional planning will include project based learning opportunities connected to the California State Standards. The project based instruction will emphasize research, mathematics, writing and the Next Generation Science Standards (NGSS).
- 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.
- Continue use of Do the Math intervention program.
- Focus on opportunities to provide targeted instruction/intervention and challenge students to meet students' academic needs.
- Intentionally designed opportunities for students to participate in community service and engage in civic-mindedness and environmental stewardship.
- Engagement in learning opportunities that give access to real world application.
- Use of garden to promote community service and academic real world engagement.
- Student connection and relationship building across grade levels (i.e. peer readers and buddy classes across grade levels).
- Continue grade level Student Success Days to determine targeted/enrichment instruction/intervention.
- Refine instructional design to support more opportunities for student agency
- Analyze student data, and establish goal setting targets with students
- Continue professional learning of ELA District adopted curriculum to further support implementation.
- Review current ELA curriculum to ensure materials align to teaching and learning focus area around vocabulary and comprehension of information text
- Engage in conversations with staff around 5 Dimensions of Teaching and Learning to provide high quality learning experiences for all students.
- Continued implementation and monitoring of i-Ready Learning Pathways to support differentiated instruction.
- Professional learning to support math progress (Standards for Mathematical Practice, Instructional Strategies).
- Teachers will be provided additional support aligned to Cognitively Guided Instruction, so that they may continue to use these strategies in their classroom. Additionally, teachers will be provided supplemental materials to support Tier 2 intervention instruction aligned to Number Sense and Operations.
- Focus on numbers and operations instruction (ex. number talks, counting collections, subitizing activities/routines).

- Focus on problem solving instruction (ex. problem solving opportunities and exposure to problem types to build number and operations foundation).
- Weekly communication to families through Solana Ranch Sunday Short.

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 substitutes for Student Success Days	Site budget (2023-24)
$500 Do the Math - consumables	Educator Effectiveness Funds (2023-24)
$3,000 Staff Professional Learning to address targeted instruction for students mastering grade level standards	Educator Effectiveness Funds (2023-24)
BrainPop $3,400	
STREAM	PTO (2023-24)

Goal 2

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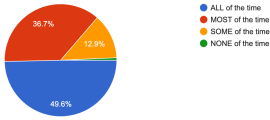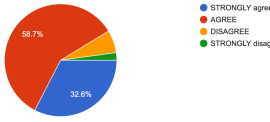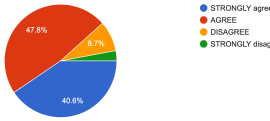
Identified Need

In order for students to make academic gains 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 Ranch. This year Solana Ranch will begin to embody the SBSD Student Promotion Profile Descriptors.
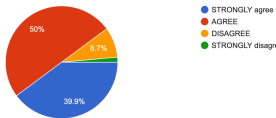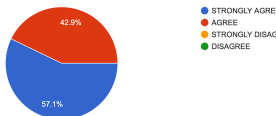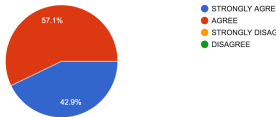
According to the Fall 2023-2024 SEL Universal Screener, students have self-identified the need for self-management. There will be additional emphasis on self-management strategies and skills in grades K-2 and grades 3-6 in addition to responsible decision making skills in grade 3-6.

According to the Winter 2022-2023 SEL Universal Screener, students have self-identified the need for strategies for working well with others (K-2) and responsible decision-making (3-6). There will be additional emphasis on cooperation and teamwork in grades K-2 and decision-making skills in grades 3-6.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
2023 - 2024 Fall SEL intervention needs identified at Student Success Days - (Sept. 27 and Oct. 4) Information will be inputted after analysis of data has occurred	14 students are receiving individual school-based counseling 10 small groups to focus on CASEL competencies *students identified as being in need of academic interventions (Tier 2/Tier 3)	By end of school year 2024, reduce the number of students identified as in need of social/emotional supports by 20% (Tier 2/Tier 3)
Gr K-2 SEL Screener Fall 2023	**2023 Fall SEL Universal Screener Data** 71.7% of students indicated almost always, "I have a trusted adult at school." 70.8% of students indicated almost always, "I feel cared for at school." 43.4% of students indicated almost always, "I know how to calm myself down when I'm upset.	By Winter 2024, Universal Screener data in selected focus areas will indicate: 76% of students will indicate they have a trusted adult at school 75% of students will feel cared for at school 46% of students will have a strategy to use when I am upset and need to calm down

Gr 3-6 SEL Screener Fall 2023	**2023 Fall SEL Universal Screener Data** 55.6% of students indicated almost always, "I have a trusted adult at school." 57.1% of students indicated almost always, "I feel cared for and accepted at school." 44.7 % of students indicated almost always, "I know how to calm myself down when I'm upset."	By Winter 2024, Universal Screener data in selected focus areas will indicate: 60% of students will indicate they have a trusted adult at school 61% of students will feel cared for at school 49% of students will have a strategy to use when I am upset and need to calm down
Family Climate Survey Spring 2023	 4. I feel supported by my child's school. 139 responses *"I feel supported by my child's school."* (86.3% All or some of the time) 9. There are resources at my child's school to support my child's academic success. 138 responses *"There are resources at my child's school to support my child's academic success."* (91.3%Strongly agree or agree) 19. The staff at my child's school support my child's social and emotional well-being. 138 responses	By Spring 2024, Family Climate Survey data will indicate that 90% will indicate that they *"feel supported by their child(ren)'s school."* By Spring 2024, Family Climate Survey data will indicate that 95% will indicate that, *"There are resources at my child's school to support my child's academic success."* By Spring 2024, Family Climate Survey data will indicate that 91% will indicate 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." (88.4%Strongly agree or agree) 20. The staff at my child's school supports my child's behavioral success. 138 responses *"The staff at my child's school support my child's behavioral success."* (89.9% Strongly agree or agree)	By Spring 2024, Family Climate Survey data will indicate that 93% will indicate that, *"There are resources at my child's school to support my child's behavioral success."*
Staff Climate Survey Spring 2023	6. Staff members know what to do if a student's mental health and well-being are in question. 7 responses *"Staff members know what to do if a student's mental health and well-being are in question."* (100% of staff strongly agree or agree) 7. Students who need social and emotional support receive them. 7 responses *"Students who need social and emotional support receive them."* (100% of staff strongly agree or agree)	By Spring 2024, Staff Climate Survey data will indicate that responses maintain baseline or higher indicating that, *"Staff members know what to do if a student's mental health and well-being are in question."* By Spring 2024, Staff Climate Survey data will indicate that responses maintain baseline or higher indicating that, *"Students who need social and emotional support receive them."* By Spring 2024, Staff Climate Survey data will indicate that

| | 20. Staff members understand and implement positive behavior expectations.
7 responses

42.9%
57.1%

● STRONGLY AGREE
● AGREE
● STRONGLY DISAGREE
● DISAGREE

"Staff members understand and implement positive behavior expectations."
(100% of staff strongly agree or agree) | responses maintain baseline or higher indicating that, *"staff members understand and implement positive behavior expectations."* |

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

- Maintain a safe, inclusive and positive school climate focused on teaching and including social/emotional learning and mental wellness, so that students feel a sense of welcoming and belonging (using Hawk Pride, ESEP, SEL framework and Scope Sequence). Focus on relationship building first and foremost.
- Continued Professional Learning with Anthony Ceja, Site Equity Team by conducting equity visits and making systemic changes to support all students' voices.
- Teach and Integrate CASEL Competencies (self-awareness, self-management, social awareness, relationship skills, and responsible decision-making) into daily lessons.
- Provide resources to Solana Ranch Community to develop and strengthen daily lessons around the CASEL Competencies, Equity, and Inclusion (Sanford Harmony, Second Step, Class Meetings, and Buddy Up/Meet Up Activities in General Education Classrooms, Multi-age Buddy Classes, Leader In Me, Mindfulness, Start With Hello, Abilities Awareness, Lunch Clubs, Transfamily, Social Emotional Learning Playbook, All Learning is Social Emotional, Building for Equity, etc.).
- Use Promoting Learner Growth Wednesdays to build capacity with the Solana Ranch School Community to increase Social Emotional Learning by working together to identify, learn and implement SEL.
- Evaluate current practices and work with the Solana Ranch Community to understand and implement all aspects of the Effective School-wide Environment plan and individual classroom plans to support positive behavior.
- Administer California Healthy Kids Survey (CHKS) to 5th and 6th graders in winter, review data and plan next steps.

- Provide training and support to Solana Ranch Community (Certificated and Classified) based on identified needs in the areas of: PBIS, Restorative Practices, and CASEL competencies.
- Continue The Leader in Me to teach the 7 Habits of Highly Effective People and incorporate a Student Leadership Council as a way to develop student leadership, advocacy and voice and choice.
- Organize and Implement school-wide assemblies and daily morning announcements that reinforce our positive expectations (Hawk Pride) and habits so that all students and staff model respect each other.
- Introduce Hawk Helpers; a new opportunity for students to support one another and our greater school community.
- Foster a school culture and climate by doing our best to know student names to provide opportunities for trusted adult relationships.
- Emphasize the Guidelines of Success Centered around "Hawk PRIDE" (Positive Attitude, Respect for All, Integrity, Do the Right Thing, Effort Towards Learning).
- Red Ribbon Week, Great Kindness Challenge, Principal read aloud before school begins, Principal class read alouds to support Hawk Pride positive behavior goals.
- 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.
- Establish a quiet space for students to access during recess/lunch – Hawk's Nest
- Support from Traveling SEL Team to support Professional Learning for all staff on topics to promote best practices using SEL/PBIS/RP strategies.
- Implementation of multi-tiered responses to student needs.
- Develop Positive Behavior Support Flowchart/Roles and Responsibilities to clearly articulate student support.
- Implement monthly Site SEL Team Meetings, and bi-weekly SEL Core team meetings.
- 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.
- 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).
- Develop 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.
- Implementation of an integrated PBIS and Restorative Practices on campus.
- Build awareness and involve students in developing an understanding of Student Promotion Profile and how to demonstrate attributes of descriptors.
- Create opportunities for students to show Hawk Pride characteristics and Promotion profile descriptors such community service for school campus and surrounding community through civic engagement.
- Provide opportunities for students to participate in school broadcast, HNN and choose topic.

- Utilize claim-evidence-reasoning with non-fiction; student choice when exhibiting learning (learning products), ensure all student voices are heard (peer sharing & sharing peers ideas).
- Creation of social ambassador program to support; opportunities for leadership - community projects, student council type activities, cougar club, lead recess/lunch clubs or activities; buddy classes/peer tutors or readers.
- Host family community nights.
- Environmental stewardship; recycling programs that provide opportunities for student voice and choice that involve civic-mindedness.
- Establish weekly communication to families through Solana Ranch Sunday Short.
- Create spaces for student work to be featured where learning process and product is celebrated throughout the year.
- Host Site Adult Chats to Build Community and Address Specific Areas of Need.

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, Other State, and/or Local.

Amount(s)	Source(s)
1. $3,000 (Estimated) Hello Week, Bullying Prevention Month, Ability Awareness, Leader In Me, Red Ribbon Week 2. $3,000 Second Step 3. $2,000 Assemblies 4. $500 Leadership Council 5. $349 Project Wisdom Words of Wisdom renewal 6. $2,000 School Wide Events Community Building 7. $3,000 Substitutes for professional learning 8. $1,500 Professional learning to support ALL staff in developing, nurturing, and sustaining a sense of belonging and inclusiveness to ensure equitable access and success with learning	1. Site budget)2023-24 2. PTO/Foundation 3. PTO/Foundation 4. Site budget (2023-24) 5. Site budget (2023-24) 6. Site budget (2023-24) 7. Site budget (2023-24) 8. Educator Effectiveness Funds (2023-24)

Annual Review

SPSA Year Reviewed: 2023-24

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 2023-24 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 2024-25 SPSA plan and additional strategies/actions were brainstormed to enhance the 2024-25 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.

There were no significant differences between the intended implementation and budgeted expenditures.

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: strategies to support students in feeling a sense of belonging, community service learning opportunities inside and outside of school to grow civic engagement, lunch clubs and quiet spaces to offer choices and explore student passions and interests, and additional opportunities for students to make choice around their learning, as well as being able to express their learning and talents through multiple modalities.

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	$ 25,249