

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 Santa Fe	37683876111181	September 11, 2023	October 12, 2023

Purpose and Description

Briefly describe the purpose of this plan.

The purpose of this plan is to allow funds to be utilized to meet the academic and social/emotional needs of all students at Solana Santa Fe. Our school site is NOT in any form of program improvement.

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 Santa Fe School plans to effectively meet ESSA requirements by aligning our site goals to district LCAP goals.

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.

Our second goal is ensure that the social and emotional needs of all students are being met as measured by student SEL screeners, California Healthy Kids Survey (CHKS) and staff/family climate surveys.

Our school plan includes the following components:

- Professional learning for our staff in English Language Arts and Social Emotional learning
- Digital resources to help differentiate instruction and personalize learning and monitor student progress
- Targeted flexible intervention groups with evidence-based programs
- 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 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 for Solana Santa Fe. 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), weekly Early Release Promoting Learner Growth Wednesdays, and student, staff and family surveys. In addition, input from students and staff is gathered informally through classroom visits, professional learning training and monthly assemblies.

- Data Review - School Site Council Meeting - 3/9/23
- Family Climate Survey - Parent Community - 3/20/23-3/31/23
- Input Exercise - PTO General Meeting - 3/30/23
- Staff Climate Survey - Classified/Certificated Staff - 4/10/23-4/21/23
- Data Review/Input Exercise - Professional Learning Staff Meeting - 5/17/23
- Data Review/Input Exercise - Classified Staff Meeting - 5/26/23
- Data Review/Draft Discussion/Input Exercise - School Site Council Meeting - 6/1/23
- Discussion/Input Exercise - Professional Learning Staff Meeting - 8/10/23
- Plan Discussion/Approval - School Site Council Meeting - 9/11/23

Goals, Strategies, Expenditures, & Annual Review

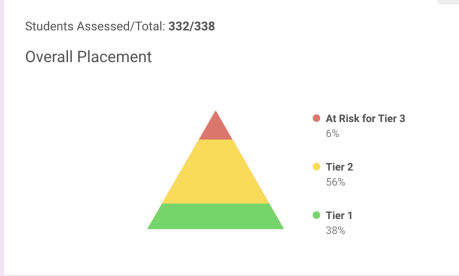
Goal 1

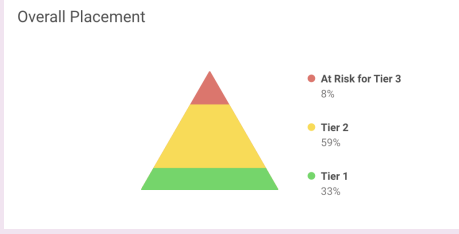
All students will meet or exceed grade-level standards. Students will receive instruction that is aligned with the California State Standards and supported by inquiry-based, hands-on learning experiences and the effective use of technology.

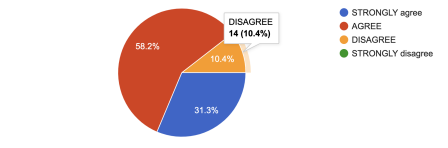
Identified Need

Students of all abilities, ethnicities, learning styles, and socioeconomic backgrounds need academic programs and instruction that maximizes their potential and advances their academic skills. Based on progress indicators from the 2022-23 school year, a subgroup of students with IEPs may need additional targeted and/or intensive supports to increase academic achievement. 2022 CA Dashboard identifies Students with Disabilities demonstrating low performance levels in both Language Arts and Mathematics. i-Ready data also identifies low levels of growth in both Language Arts and Math for some Students with Disabilities according to 2022-23 Winter and Spring assessments.

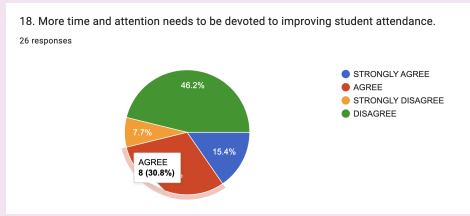
Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<p>Local Assessment 2023-24 i-Ready English Language Arts (ELA)</p> <p>State Assessment 2024 CAASPP ELA</p>	<p>Fall 2023, i-Ready ELA End of Year View</p>  <p>Students Assessed/Total: 332/338 Overall Placement</p> <ul style="list-style-type: none"> At Risk for Tier 3 6% Tier 2 56% Tier 1 38% <p>38% of students are at or above grade level</p>	<p>23/24 i-Ready Expected Outcomes for ELA: Winter - increase by 20% at or above grade level Spring - increase by 20% at or above grade level End of Year - 78% of students at or above grade level in ELA</p> <p>2024 CAASPP Expected Outcome for ELA:</p>

	<p>82% of students (grades 3-6) met or exceeded standards on the 2023 CAASPP ELA Assessment</p> <p>Actual i-Ready Results Winter i-Ready Assessment: ___% at or above grade level</p> <p>Spring i-Ready Assessment: ___% at or above grade level</p> <p>Actual CAASPP Results ___% of students met or exceeded standards on the 2024 CAASPP ELA Assessment</p> <p>Actual Students with IEP Subgroup iReady Growth Target Data ___% of students with IEPs achieved growth target as measured by Winter or Spring iReady ELA Assessment</p>	<p>84% of students (grades 3-6) will meet or exceed standards on the 2024 CAASPP ELA Assessment</p> <p>90% of Students with IEPs will hit Growth Target as measured by the Winter or Spring i-Ready Language Arts Assessment</p>
<p>Local Assessment 2023-24 i-Ready Math</p> <p>State Assessment 2024 CAASPP Math</p>	<p>Fall 2023, i-Ready Math End of Year View</p>  <p>33% of students are at or above grade level</p> <p>75% of students (grades 3-6) met or exceeded standards on the 2023 CAASPP Math Assessment</p> <p>Actual i-Ready Results Winter i-Ready Assessment: ___% at or above grade level</p> <p>Spring i-Ready Assessment: ___% at or above grade level</p>	<p>23/24 i-Ready Expected Outcomes for Math: Winter - increase by 20% at or above grade level Spring - increase by 20% at or above grade level End of Year - 73% of students at or above grade level in Math</p> <p>2024 CAASPP Expected Outcome for Math: 77% of students (grades 3-6) will meet or exceed standards on the 2024 CAASPP Math Assessment</p> <p>90% of Students with IEPs will achieved Growth Target as measured by the Winter or Spring i-Ready Math Assessment</p>

	<p>Actual CAASPP Results ___% of students met or exceeded standards on the 2024 CAASPP Math Assessment</p> <p>Actual Students with IEP Subgroup i-Ready Growth Target Data ___% of students with IEPs achieved growth target as measured by Winter or Spring i-Ready Math Assessment</p>																
<p>2023/2024 Parent Climate Survey- Question on Support in Mathematics</p>	<p>17. Students are provided appropriate support in either remediation or advanced learning opportunities in mathematics. 134 responses</p>  <table border="1"> <thead> <tr> <th>Response</th> <th>Count</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>STRONGLY agree</td> <td>42</td> <td>31.3%</td> </tr> <tr> <td>AGREE</td> <td>78</td> <td>58.2%</td> </tr> <tr> <td>DISAGREE</td> <td>14</td> <td>10.4%</td> </tr> <tr> <td>STRONGLY disagree</td> <td>0</td> <td>0%</td> </tr> </tbody> </table> <p>89.6% of families believe appropriate support was provided in either remediation or advanced learning opportunities in mathematics</p> <p>Actual 2024 Results ___% of families believe appropriate support was provided in either remediation or advanced learning opportunities in mathematics</p>	Response	Count	Percentage	STRONGLY agree	42	31.3%	AGREE	78	58.2%	DISAGREE	14	10.4%	STRONGLY disagree	0	0%	<p>2024 Parent Climate Survey: 93% of families believe appropriate support was provided in either remediation or advanced learning opportunities in mathematics</p>
Response	Count	Percentage															
STRONGLY agree	42	31.3%															
AGREE	78	58.2%															
DISAGREE	14	10.4%															
STRONGLY disagree	0	0%															

**2023/2024 Staff Climate Survey-
Question on Support of Student
Attendance**



2024 Parent Climate Survey:
20% of staff believe more attention needs to be devoted to improving student attendance

46.2% of staff believe more attention needs to be devoted to improving student attendance

Actual 2024 Results
_____ % of families believe more attention needs to be devoted to improving student attendance

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

- Provide students with instruction aligned with the California State Standards (CSS) supported by inquiry-based, hands-on learning experiences and the effective use of technology
- Provide staff with professional learning support on tools to monitor student progress (e.g. i-Ready)
- Utilize data from standards-aligned assessments to support progress monitoring for all students
- Continue to provide STREAM and Project Based Learning (PBL) learning opportunities in the Discovery Labs and classrooms
- Engage all students in rigorous mathematics instruction and implement the kinds of cognitively demanding tasks that foster exploration and discovery in mathematics
- Continue to explore/investigate enrichment programs as well utilize teacher PLC time to design meaningful learning opportunities to support all learners in mathematics
- Utilize Tier 3 math resource to provide intensive support for students not making significant progress towards grade level math standards
- Provide intervention services to students who do not make expected progress toward achieving grade level standards and differentiate instruction for students who are exceeding

the standards. Focus on students with IEPs to achieve academic success and hit both IEP goal targets and i-Ready proposed target growth

- Implement strategies outlined in research based RTI support to collect, analyze, and interpret data in order to create an action plan for targeted, individualized support
- Improve school wide practice in support of students with English Language Development needs through a thorough and systematic approach to ELD instruction. Provide staff professional learning and materials to support teachers with students who are developing English proficiency
- Utilize parent involvement to support a career exploration with a focus on Civic-Mindedness. Encourage students to learn about, research, and share their voice through presenting on varied careers and careers of student interest
- Infuse culturally responsive practices and inclusionary strategies into instruction to ensure all students have a strong sense of belonging and acceptance at Solana Santa Fe.
- Provide opportunities for students to develop and share their unique voices and gifts in a variety of settings with authentic audiences in support of our District Vision and Mission
- Improve schoolwide student attendance through a systematic approach of supporting positive attendance habits including parent/student education, clear communication, thorough record keeping, and consistent implementation of district and state policies
- Focus on an assets-based approach to instruction with an emphasis on cultural/linguistic responsiveness
- Continued implementation of i-Ready pathways
- Work with Instructional Services Department to explore a variety of opportunities to support student interest, learning, and activities in Civic-mindedness: Environmental Stewardship
- Provide opportunities for students to learn, understand, and demonstrate elements of the Solana Beach School District Student Promotion Profile

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)
Staffing - \$40,000	PTO - 9010-003 SSF Unrestricted Gen. Fund - 0000-000
Tech Replacement/Repair - \$5,800	SBSF - 9010-999
Materials and Supplies - \$27,000	SSF Site Budget - 0000-030 SSF Lottery Fund - 1100-000 SBSF - 9010-999 Literary Grant - 0000-304 SSF Donations - 0100-000

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.

Identified Need

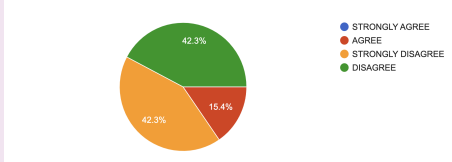
For students to thrive personally and academically, they need to be in an environment that supports their social and emotional well-being and provides a consistent and comprehensive support system when individual challenges arise. The 2022 California Dashboard indicated that Chronic Absenteeism rank in the High Range for the 21-22 school year.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Fall 2023/24 SEL Universal Screener Data	<p>Fall 2023 SEL Universal Screener 82% of K-1 students know ways to calm themselves down or pick themselves up to get ready to learn</p> <p>91% of 2-6 students are not considered “at risk” on the mySAEBRS Fall SEL Screener</p> <p>Actual Outcome: ___% of K-1 students know ways to calm themselves down or pick themselves up to get ready to learn</p> <p>___% of 2-6 students are not considered “at risk” on the mySAEBRS Winter SEL Screener</p>	<p>Winter 2024 SEL Universal Screener 85% of K-1 students know ways to calm themselves down or pick themselves up to get ready to learn</p> <p>94% of 2-6 students are not considered “at risk” on the mySAEBRS Winter SEL Screener</p>
2023/24 California Healthy Kids Survey	<p>2021-22 California Healthy Kids Survey 86% of 5th Grader Students feel Connected to School 83% of 6th Grade Students feel Connected to School</p>	<p>2023-24 California Healthy Kids Survey 89% of 5th Grader Students feel Connected to School 86% of 6th Grade Students feel Connected to School</p>

2023/24 Staff Climate Survey - Question about Equity

22. Students who are Socio-economically Disadvantaged, English Learners, and/or Students with IEPs are more likely than their peers to be sent out of class, suspended, or expelled.
26 responses



15.4% of Staff believe Students who are Socio-Economically Disadvantaged, English Learners, and/or Students with IEPs are more like than their peers to be sent out of class, suspended, or expelled

Actual 2024 Results
____% of Staff believe Students who are Socio-Economically Disadvantaged, English Learners, and/or Students with IEPs are more like than their peers to be sent out of class, suspended, or expelled

2024 Staff Climate Survey
7.5% of Staff believe Students who are Socio-Economically Disadvantaged, English Learners, and/or Students with IEPs are more like than their peers to be sent out of class, suspended, or expelled

2023/24 CA Dashboard

2021-22 CA Dashboard Data
10.8% of students with Chronic Absenteeism

2023-24 CA Dashboard Data
7% of students with Chronic Absenteeism

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

- Establish a safe, inclusive and positive school climate focused on teaching and including social/emotional learning and mental wellness
- Review, update, and implement school safety procedures to ensure the physical safety of all students
- Provide a healthy school environment in which the physical health of the school community is emphasized

- Full schoolwide implementation of a comprehensive SEL program through district adopted SEL curriculum including staff training
- Pilot mySAEBRs SEL screener (grades 2-6) and utilize SBSD SEL Universal Screener (grades K-1) to identify student needs and provide targeted support
- Foster an environment based on the understanding and implementation of diversity/equity/inclusion and its impact on student learning and student connectedness to the whole of the school community
- Focus on providing a learning environment that fosters an atmosphere of belonging for all students, staff, and community members
- Implement a comprehensive behavior management plan initiated the first week of school and carried out consistently by all teachers and staff members
- Develop and utilize Effective Schoolwide Environment Plan to support consistent response to student behavior situations
- Improve schoolwide student attendance through a systematic approach of supporting positive attendance habits including parent/student education, clear communication, thorough record keeping, and consistent implementation of district and state policies

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)
\$4000 - Materials and Supplies	SSF Site Budget - 0000-030 SSF Lottery Fund - 1100-000 PTO - 9010-003

Annual Review

SPSA Year Reviewed: 2022-23

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

Utilizing the CA Dashboard, past goals demonstrated successful implementation in most areas with identified needs in a few. State measures indicated “Very High” levels in English Language Arts and Mathematics. This indicated that implementation of Goal 1 has been successful over the past few years. Other indicators, i.e. Family and Staff Surveys, California Healthy Kids Data, and Universal Screener SEL Data indicate successful implementation of Goal 2.

Areas of need identified by the CA Dashboard are in the subgroup of Students with Disabilities and in Chronic Absenteeism which are registered in the “Low” and “High” ranges respectively. This has led to changes made to both Goals 1 and 2.

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

\$2,000 has been added to the budgeted expenditures in Materials and Supplies utilizing site donations budget in order to provide targeted materials to support Students with Disabilities.

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.

Due to the CA Dashboard analysis in which indicators demonstrated “Low” levels of achievement for students with disabilities in ELA and Math as well as the “Very High” level of student absenteeism, changes were made to both Goal 1 and Goal 2. Goal 1 now includes “Focus on students with IEPs to achieve academic success and hit both IEP goal targets and i-Ready proposed target growth.” i-Ready is the district tool used to measure targeted growth with baseline data being established at the start of the school year. Goals 1 and 2 now include “improve schoolwide student attendance through a systematic approach of supporting positive attendance habits including parent/student education, clear communication, thorough record keeping, and consistent implementation of district and state policies.” Both changes have Annual Measurable Outcomes utilizing district and site data sources.

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	\$ 76,800