



Solana Vista

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 Vista Elementary	37683876070882	9/11/2023	10/12/23

Purpose and Description

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

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 Vista Elementary School plans to effectively meet ESSA requirements by aligning our site goals to district LCAP goals. Solana Vista strives to provide standards aligned instruction in a positive learning environment that fosters staff, student, family and community engagement.

Goal one is to have all students show progress towards standards mastery with academics, as measured by student performance and summative assessments. Student metrics are monitored regularly and analyzed to ensure all student needs are being met. The goal is that students be well-prepared for high school, and college and career by providing high-quality classroom instruction and opportunities to grow, equipped with 21st century skills. Ultimately, we aim to help our learners find their voice, share their gifts, and advance the world.

Goal two is to ensure the social and emotional needs of all students are met as measured by student SEL universal screeners, staff and family climate surveys, and student interviews.

Our school plan includes the following components:

- Professional learning for our staff in English Language Arts, Math, and Social-emotional learning
- Digital resources to help differentiate instruction and personalize learning and monitor student progress

- Targeted flexible intervention groups using evidence-based programs (e.g. Sonday Essential, Sonday Intervention, i-Ready resources, Heggerty)
- Assessments to guide instruction (i-Ready and grade level common assessments)
- Multi-tiered systems of support to identify at-risk students and ensure appropriate targeted and intensive supports and resources

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 Vista. Data is shared and feedback gathered through many educational partner groups: School Site Council (meets 5 times per year), English Learner Advisory Committee (ELAC) meets 4 times per year, Parent Teacher Association (PTA) meets monthly, Staff meetings (two times per month) and Promoting Learner Growth (PLG) meetings (weekly) and student, staff and family surveys. In addition, input from students and staff is gathered informally through classroom visits, professional learning and student interviews.

Surveys:

LCAP Survey: 3/27/23 - 4/14/23

Family Climate Survey: 3/6/23 - 3/17/23

Staff Climate Survey: 4/10/23 - 4/19/23

Student Screeners:

Social Emotional Student Screener: Fall and Winter 2023

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

Fall Student Success Days with Grade Level and Specialist teams: 9/27/23, 9/28/23, 10/2/23, 10/3/23

Spring Student Success Days with Grade Level and Specialist teams: 1/30/23, 2/1/23, 2/5/23, 2/6/23

Professional Learning Group (PLG) Meetings: 8/30/23, 9/6, 13, 20, 27, 10/4, 11, 18, 25, 11/1, 8, 29, 12/6, 13, 1/10, 17, 24, 31, 2/7, 14, 28, 3/6, 13, 20, 27, 4/10, 17, 24, 5/1, 8, 15, 22

Staff Meetings: 9/12/23, 9/20/23, 10/10/23, 10/24/23, 11/7/23, 11/28/23, 12/12/23, 1/23/23, 2/6/23, 2/27/23, 3/19/23, 4/9/23, 4/23/23, 5/14/23

ELAC Meetings: 10/5/23, 11/29/23, 2/28/23, 4/26/23

School Site Council Meetings: 9/11/23, 12/4/23, 2/12/23, 4/15/23, 5/20/23

Resource Inequities

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

Solana Vista was identified as a school with very high Chronic Absenteeism in the 2021-2022 school year in four sub groups placing Solana Vista in Additional Targeted Support and Improvement status. The subgroups that were identified were Limited English, Hispanic, Low Socioeconomic and Students with Disabilities. Solana Vista is a Kindergarten through 3rd grade school. Although the 3rd graders performed very high on the ELA and Math sections of the Smarter Balanced Summative Assessment, data for the above sub groups was not

available because the number of students in these sub groups at only one grade level is not enough to report sub group performance levels. Chronic absenteeism was addressed in the 22-23 school year through parent education, parent conferences and parent communication and all sub groups showed significant improvement in attendance. (See data below) In addition, one barrier for attendance in the 21-22 school year was eliminated in 22-23 because of the lifting of many of the Covid restrictions that impacted attendance at school.

For the 23-24 school year, student attendance will continue to be addressed in various ways including weekly monitoring of school attendance, addressing potential barriers and ongoing communication.

Sub group	2021-2022	2022-2023
Hispanic	34.5%	7.9%
Limited English	28.6%	10.8%
Socio-economical	25.4%	11.4%
Students with Disabilities	23.3%	10.6%

Goals, Strategies, Expenditures, & Annual Review

Goal 1

All students will show progress in meeting or exceeding the California Content Standards as measured by student performance (e.g. i-Ready results, informal assessments/screeners) so that students are prepared for college and career.

Identified Need

English Language Arts and Math achievement have been an ongoing goal at Solana Vista. As Solana Vista Elementary's population becomes more diverse, serving the needs of our students who receive services related to their IEPs and English Language development continue to be a priority, as well as providing a challenging curriculum to all students.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Local Assessment i-Ready ELA Assessments (K-3)	Spring, 2023 (End of Year) 69% at or above grade level (Grades K-3 from the 2022-23 school year) Fall, 2023 (End of Year View)	By Winter, 2024 - increase to 50% or more at or above grade level

	<p>22% at or above grade level (Grades 1-3)</p> <p>Winter, 2024 (End of Year View)</p> <p>Spring, 2024 (End of Year View)</p>	<p>By Spring, 2024 - increase to 75% or more at or above grade level</p>
<p>State Assessment CAASPP ELA (Gr. 3 only)</p>	<p>Spring 2023 CAASPP ELA</p> <p>82% of students met or exceeded ELA standards</p> <p>Spring 2024 CAASPP ELA</p>	<p>Spring 2024 CAASPP ELA</p> <p>86% of students met or exceeded ELA standards</p>
<p>Local Assessment i-Ready Math Assessments (K-3)</p>	<p>Spring, 2023 (End of Year) 64% at or above grade level (Grades K-3 from the 2022-23 school year)</p> <p>Fall, 2023 (End of Year View) 11% at or above grade level (Grades 1-3)</p> <p>Winter, 2024 (End of Year View)</p> <p>Spring, 2024 (End of Year View)</p>	<p>By Winter, 2024 - increase by 45% at or above grade level</p> <p>By Spring, 2024 - increase by an additional 70% at or above grade level</p>
<p>State Assessment CAASPP Math (Gr. 3 only)</p>	<p>Spring 2023 CAASPP Math</p> <p>78% of students met or exceeded math standards</p> <p>Spring 2024 CAASPP Math</p>	<p>Spring 2024 CAASPP Math</p> <p>82% of students met or exceeded math standards</p>

Family Climate Survey	<p><i>“Students are provided appropriate support in either remediation or advanced learning opportunities.”</i></p> <p>Spring 2023</p> <ul style="list-style-type: none"> ● 88% Strongly Agree/Agree ● 12% Strongly Disagree/Disagree <p>Spring 2024</p> <ul style="list-style-type: none"> ● 	By Spring 2024, Family Climate Survey data will indicate that 93% of responses or higher will indicate that <i>“There are resources at my child’s school to support my child’s academic success.”</i>
Family Climate Survey	<p><i>“My child is supported in setting goals and monitoring progress towards them.”</i></p> <p>Spring 2023</p> <ul style="list-style-type: none"> ● 91% Strongly Agree/Agree ● 9% Disagree/Strongly Disagree <p>Spring 2024</p> <ul style="list-style-type: none"> ● 	By Spring 2024, Family Climate Survey data will indicate that 95% or higher of responses or higher will indicate that <i>“My child is supported in setting goals and monitoring progress towards them.”</i>

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

- Expand opportunities to challenge students and to target instruction/intervention to students’ academic needs
- Explore math enrichment resources/programs
- Explore additional opportunities for student academic lunch clubs (ex. Challenge 24 Math Club, Robotics Club, Coding Club, Book Club) by gathering student voice and involving parent volunteers
- Develop a process at each grade level to support Tier II intervention in math
- Continue implementation and refinement of Soudy Essentials in Grades K-3 (Tier 1)
- Continue implementation and refinement of Heggerty Phonemic Awareness Curriculum in Grades K-1 (Tier 1) and Grades 2-3 (Tier 2)

- Continue implementation and refinement of Soday Intervention Program, Read Naturally, and Leveled Literacy Intervention (LLI) in Grades K-3 to students needing additional support as Tier 2 interventions
- Continue to refine multi-tiered systems of support for ELA through implementation of the newly developed flow chart for student screener/assessments; continue to refine the identification process for Tier 1, Tier 2, and Tier 3 intervention recommendations; and continue to monitor the impacts of intervention support
- Use multiple means of assessment to monitor student progress (teacher/site/district developed) and to determine targeted/enrichment instruction/intervention through Student Success Days and Professional Learning Communities
- Continue to infuse Diversity, Equity, and Inclusion (DEI) practices into everyday instruction including Professional Learning opportunities intended to examine current practice and curriculum to understand pre-established biases and guide future instruction
- Provide all staff the opportunity to participate in Book Study of *Unpack the Impact* to build common language and goals to support cultural responsiveness in teaching and learning.
- Focus on Asset-based approach to instruction with an emphasis on cultural/linguistic responsiveness
- Revisit California History/Social Science framework to support instructional strategies while applying culturally responsive practices
- Provide staff the opportunity to pilot CA State Standards aligned History/Social Science curriculum for possible district wide adoption
- Provide increased opportunities for parents to learn about targeted and enrichment academic supports offered/utilized at Solana Vista
- Research and explore opportunities for students to participate in Environment Stewardship activities (food to table, partnership with CNS, composting) to foster the understanding of environment literacy which supports the application of the CA State Standards
- Support communication and application of Student Promotion Profile Descriptors to further develop skills reflected in the global world

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)
\$2,000 - Substitutes for Professional Learning, Student Assessment, Student Assessment Days, and Student Success Days	Educator Effectiveness Funds (SV) Solana Vista Site Unrestricted Budget
\$1,000 - Extra Hours for Classified Staff to participate in Promoting Learner Growth (PLG) Meetings	Solana Vista Unrestricted State Lottery Budget Title I Budget
\$1,000 - Soday Essentials program consumables	SBSF
\$1,000 - Printing Assessment Booklets	PTA

\$500 - Novels for Book Club Enrichment Program

\$475 - Read Naturally Licenses

\$2,500 - Zearn Subscription

\$3,000 - Gardening Beds

\$58,993 Intervention Staff (Title I funded)

Goal 2

All students and staff will experience a welcoming, purposeful, and safe school environment that promotes a belief of belonging and inclusiveness so that students have a brave space to learn and grow as an individual.

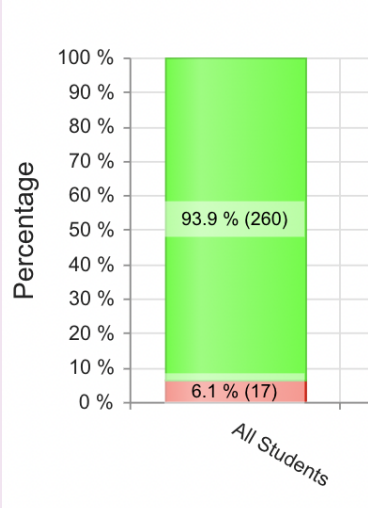
Identified Need

Social Emotional learning and support has been an ongoing goal at Solana Vista. Providing a safe, nurturing learning environment for all Solana Vista students continues to be a top priority for staff. Chronic absenteeism was an identified need in 2019 on the California School Dashboard. There was growth made in 2020 in improving Chronic Absenteeism prior to the pandemic. Solana Vista was identified on the California Dashboard as Very High in the Chronic Absenteeism category for the 2021-2022.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Gr K-2 SEL Screener	<p><i>"I know ways to calm myself down or pick myself up to get ready to learn."</i></p> <p>Fall 2023 Waiting for window to close to analyze data</p> <p>Winter 2024</p>	By Winter 2024, K-2 SEL Screener data will indicate a or higher response to <i>"I know ways to calm myself down or pick myself up to get ready to learn."</i>
Gr 3 SEL Screener	<i>"I know ways to calm down when I am upset."</i>	By Winter 2024, Gr 3 SEL Screener data will indicate a XXX or higher response to <i>"I know</i>

	<p>Fall 2023 Waiting for window to close to analyze data</p> <p>Winter 2024</p>	ways to calm down when I am upset.”
Staff Climate Survey	<p>“Staff members know what to do if a student’s mental health and well-being are in question.”</p> <p>Spring 2023</p> <ul style="list-style-type: none"> ● 92.8% Strongly agree/Agree ● 7.1% Disagree/Strongly disagree <p>Spring 2024</p> <ul style="list-style-type: none"> ● 	By Spring 2024, Staff Climate survey data will indicate that 95% or higher of responses will indicate that “Staff members know what to do if a student’s mental health and well-being are in question.”
Family Climate Survey	<p>“Students have opportunities to practice Civic Mindedness at school.”</p> <p>Spring 2023</p> <ul style="list-style-type: none"> ● 88% Just right ● 10% Not Enough ● 2% Too much <p>Spring 2024</p> <ul style="list-style-type: none"> ● 	By Spring 2024, Family Climate survey data will indicate that 93% or higher of responses will indicate that “Students have opportunities to practice Civic Mindedness at school.”
Staff Climate Survey	<p>“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 norms of students and their families.)”</p> <p>Spring 2023</p> <ul style="list-style-type: none"> ● 89.3% Strongly agree/Agree (-3.6%) ● 10.7 % Disagree/Strongly disagree 	By Spring 2023, Staff Climate survey data will indicate that 95% 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.)”

	<p>Spring 2024</p> <ul style="list-style-type: none"> • 	
Staff Climate Survey	<p><i>“More time and attention needs to be devoted to improving student attendance.”</i></p> <p>Spring 2023</p> <ul style="list-style-type: none"> • 42.9% Strongly Agree/Agree • 57.1% Disagree/Strongly Disagree <p>Spring 2024</p> <ul style="list-style-type: none"> • 	By Spring 2023, Staff Climate survey data will indicate that only 25% or lower of responses will indicate that <i>“More time and attention needs to be devoted to improving student attendance.”</i>
Family Climate Survey	<p><i>“My child has opportunities to share their voice during academic and school activities.”</i></p> <p>Spring 2023</p> <ul style="list-style-type: none"> • 59.8% Strongly Agree 	By Spring 2023, Staff Climate survey data will indicate that only 70% or higher of responses will strongly agree that <i>“My child has opportunities to share their voice during academic and school activities.”</i>
Aeries Attendance Data	<p>End of Year 2022-2023 School Year</p>  <p>Schools: Solana Vista Grades: K, 1, 2, 3</p>	By End of Year 2023-2024 School Year, Aeries Attendance Data will indicate 5% or fewer students fall into the Chronically Absent category (10% or more of the school year)

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 a safe, inclusive and positive school climate focused on teaching and including social-emotional learning and mental wellness
- Continue to focus on providing a learning environment that fosters an atmosphere of belonging for all students, staff, and community members
- Implement a school wide/collective launch of the school year with the first 10 Days of Sanford Harmony (class meetings, Harmony Goals, buddy ups, etc.), Introduction to the WAVES Way PBIS and Solana Vista Effective School Wide Environment Plan, the Peace Path Conflict Resolution method, and activities/lessons to promote Agency/Identity
- Continue to provide Tier I exposure and instruction to CASEL competencies and Tier I SEL opportunities for all students based on SEL screener data and classroom needs
- Provide an opportunity for all students and staff to participate in school wide theme weeks that promote belonging, connections and kindness. (Start with Hello Week, Hispanic Heritage Month, Red Ribbon Week, and Great Kindness Challenge)
- Continue implementation and refinement of SEL curriculum (Sanford Harmony) to support students in strengthening social-emotional skills
- Provide 6-8 weeks of introductory SEL lessons by SEL team in collaboration with the classroom teacher to develop common language and strategies across the school
- Continue to educate all staff on SEL Support Flowchart for student support and implement the process
- Conduct Bi-weekly SEL Wellness Team Meetings to support in addressing Tier I, Tier II and Tier III student needs
- Continue implementation and refinement of Tier I strategies to support positive classroom culture: Mood Meter, Class Meetings, Harmony Goals, and Buddy Up/Meet Up Activities in general education classrooms and multi-age buddy classes
- Continue implementation and refinement of opportunities for student use of Peace Corners, S'cool Moves, Sensory Resources, and Calm Kits
- Explore opportunities for lunch clubs and structured play during recess(es) to support peer socialization by gathering student voice and involving parent volunteers
- Explore and encourage opportunities for civic-mindedness and environmental stewardship activities and projects through the garden/cooking program, student council, and empowering student leadership and voice application
- Explore and provide professional learning on de-escalation strategies and Positive Behavior Intervention Strategies (PBIS) and Restorative Practices to all staff
- Provide all staff the opportunity to participate in Book Study of *Design for Belonging* to build common language and goals to support a sense of belonging for staff and students
- Explore and provide staff opportunities for professional learning for culturally responsive education (e.g. Equity Team to attend Equity Conference)

- Continue to provide opportunities for parents to learn about the social-emotional learning program at Solana Vista (ex. counselor’s newsletter, principal’s newsletter)
- Conduct student interviews at least three times per year to gather feedback regularly to determine student sense of belonging, gathering student voice and supporting student agency
- Utilize student focus group interview data to support next steps in creating an inclusive, welcoming school community
- Monitor attendance and potential barriers to attend school and communicate with families the importance of school attendance
- Provide regular, ongoing communication with parents of students regarding attendance concerns
- Conduct regular campus safety walks and provide professional learning opportunities for staff in emergency situations
- Work to 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. Explore teacher and staff current understanding of the impact of these elements on student development and strategies that foster diversity/equity/inclusion.
- Utilize and work in partnership with school Social Work interns to support students and families in need to access community resources (low socio-economic population, homeless population, etc.)
- Support communication and application of Student Promotion Profile Descriptors to further develop skills reflected in the global world

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)
\$2,000 - Substitutes for Professional Learning, Student Assessment, Student Assessment Days, and Student Success Days	Solana Vista Site Budget Educator Effectiveness Budget
\$5,000 - Equity Conference Registration	Solana Vista Unrestricted State Lottery Budget
\$1,000 - Extra Hours for Classified Staff to participate in Promoting Learner Growth (PLG) Meetings	Title I Budget PTA
\$2,500 Materials for Peace Corners, S’cool Moves, Sensory Resources, Calm Kits, Lunch Clubs	Sanford Harmony Grant Budget

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.

Goal 1: There was a strong implementation of strategies and activities for the 22-23 school year. Continued professional learning in areas of the i-Ready Learning Platform, ELA Benchmark curriculum and Sonday Essentials program. Staff found personalized professional learning (ex. fall i-Ready and spring Sonday trainings) offered by site and/or grade level to be most effective and beneficial.

Staff was introduced to the math intervention program (Do the Math). Grade level teams explored options for implementation of this program for Tier II intervention. Various intervention models were explored. Continued work in this area will continue into the 23-24 school year.

To support building foundational reading and writing skills, all grade levels (K-3) implemented the research based Sonday Essentials program into daily schedules. In addition, Kindergarten and 1st grade implemented the Heggerty Phonemic Awareness curriculum daily. The consistency of these programs is evident in student i-Ready data in sub-categories of Phonemic Awareness and Phonics.

The school's multi-tiered system of support for ELA was refined and implemented. Multiple means of assessments/screeners for foundational reading skills (phonemic awareness, phonics, fluency, etc.) were administered to determine student needs. Through staff review of data at Student Success Days as well as Grade level PLCs, students in need of targeting intervention were identified. Interventions (such as Sonday Intervention Program, Read Naturally, Leveled Literacy Intervention, and Fluency) were used depending on the determined student needs based on individual student data. Progress was monitored through regular Sonday Mastery Checks, LLI Assessments, observation, etc. to determine the effectiveness of the intervention program and student success.

Although some work to infuse Diversity, Equity and Inclusion (DEI) practices into everyday instruction was completed, more work is needed in this area and will be addressed in the 23-24 SPSA.

Goal 2:

Solana was committed to the implementation of the strategies and activities set forth in Goal 2. Based on data from student focus groups (randomly selected students), students shared that they feel safe at Solana Vista. Overwhelmingly, students verbalized that they feel like they belong at Solana Vista and students were able to identify multiple trusted adults on campus.

The basis for this success began in the classrooms when teachers implemented Sanford Harmony's First 10 Days of School, class meetings, Harmony Goals, the First Five, Buddy Up/Meet Up activities to create positive, safe spaces for students to learn and thrive.

With a consistent emphasis on the CASEL competencies, all students received Tier I instruction throughout the year through the Sanford Harmony curriculum with the general education teacher as well as 6-8 weeks of lessons (Kimochis, coping strategies) with the School Counselor or Guidance Instructor at the beginning of the year to establish common language and strategies.

Regular certificated and credentialed staff meetings allowed for continued conversations and learning for staff in regards to supporting the social emotional needs of students and appropriate steps to take when an adult is concerned about a student's well being (SEL Flow Chart).

Bi-weekly Wellness committee meetings and site SEL committee meetings allowed staff to identify students and families in need of more support as well as areas of need for the SEL program at the site. Representatives from various staff members (School Counselor, Supervisor, General Education teacher, School Nurse, Attendance Clerk, Principal) allowed for a comprehensive review of the social emotional well being of students.

A review of the existing positive behavior Intervention program was completed resulting in the creation of a more thorough plan that outlines expected behaviors (The WAVES Way) along with an Effective School Wide Environment Plan to outline clear, consistent measures that can be taken when unexpected behaviors occur to include appropriate consequences, corrective actions and restorative practices. A thorough introduction to the WAVES Way was launched in January, 2023 with much success and enthusiasm from students, staff and parents. We were also excited to implement a student friendly strategy for conflict resolution (the Peace Path). All staff and students participated in a "training and practice" of the use of a peace path. All hallways now have a peace path that can be used by staff and students when needed as well as three peace paths have been painted onto the blacktop to support conflict resolution when needed on the playground.

An annual safety walk involving law enforcement, fire department, plant foreman, Maintenance and Operation staff, and principal was conducted in July, 2022. Several safety measures were a result of this walk, including panic gates, signage, and hallway safety security mirrors. Monthly safety walks with the principal and plant foremans were conducted to check on the condition and effectiveness of the opening, closing, and locking of all gates and doors. Hardware to allow for front office staff to open the door from the desk areas allowed for the front door to remain locked at all times.

Through parent communication, SARC attendance meetings when necessary, increasing parent awareness of school attendance, and a reduction in Covid protocols inhibiting students from coming to school if exposed, Solana Vista's chronic absenteeism rate decreased from 16.5% (21-22) to 6.1% (22-23). This will continue to be an area of need into the 23-24 school year with the goal of reducing this percentage to five.

A successful implementation of various lunch clubs kept students involved and eager to be leaders. An optional book club attracted about 30 students per session throughout the year. The introduction of the WAVE CAVE (board game room) provided a new space for students on Wednesdays at lunch. A student initiated, all inclusive club called the Clean Up Crew provided students with an opportunity to keep their school clean and beautiful, and our Student Council (all 3rd graders interested) provided students an opportunity to participate in leadership activities such as school announcements, assemblies, welcoming visitors, etc.

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

Goal 1: For the 22-23 school year, the primary difference between the intended implementation and/or budget expenditures to implement the strategies/activities to meet this goal was in our work with Diversity, Equity and Inclusion (DEI). Although some work to infuse DEI practices into everyday instruction was completed, more work is needed in this area and will be addressed in the 23-24 SPSA. These actions will include a book study to increase cultural responsiveness in instruction. In addition, a more focused effort to challenge students (particularly in the area of math) will continue into the 23-24 school year.

Goal 2: There were few differences between the intended implementation and/or budget expenditures to implement the strategies/activities to meet this goal. Although the feedback from families and students on the sense of belonging was positive, continued efforts will be noted in the 23-24 SPSA. Staff continues to express interest in professional learning in the areas of de-escalating behavior strategies, restorative practices, and teaching executive functioning skills and this will be addressed in the 23-24 SPSA. Finally, although attendance data showed great improvement, the 23-24 SPSA will address strategies and activities designed to further decrease Chronic Absenteeism at Solana Vista.

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.

Goal 1: More focus will be given to expanding opportunities to challenge students academically through an increase in academic lunch clubs (ex. Challenge 24 club, robotics club, coding club) as well as an exploration of math enrichment resources and programs as this area continues to be an area of relative weakness as noted by family survey data. Staff will have the opportunity to revisit California History/Social Science framework to support instructional strategies while applying culturally responsive practices and will have the opportunity to pilot CA State Standards aligned History/Social Science curriculum through the lens of the CA state standard and culturally responsive practices. Students and staff will research and explore opportunities for students to participate in Environmental Stewardship activities to foster student leadership, the understanding of environment literacy and the opportunity to participate in Civic-minded activities that support the application of the state standards.

These changes are reflected in the strategies/activities section of Goal 1 for 2023-2024.

Goal 2: An increased effort to gather student voice through focus group interviews will be made by engaging students and staff in more school equity walks this year with the ultimate goal of interviewing all students by the end of the school year. A continued effort to monitor attendance, address barriers to attend school, and communicate with families the importance of school attendance. Students and staff will research and explore opportunities for students to participate in Environmental Stewardship activities to provide opportunities to lead by example, share their voice, and become more aware of Civic-mindedness.

These changes are reflected in the strategies/activities section of Goal 2 for 2023-2024.

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	\$58,993
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	\$80,968