

School Year: 2018-19

## School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	School Site Council (SSC) Approval Date	Local Board Approval Date
Soleado Elementary	19-64865-6021356	October 29, 2018	December 12, 2018

### Stakeholder Involvement

#### Involvement Process for the SPSA and Annual Review and Update

Soleado Elementary School has consulted with numerous stakeholders when planning the SPSA/Annual Review and Update. Teachers have reviewed the plan two times and will continue to discuss at monthly staff meetings. PTA/Booster and ELAC have reviewed the plan and been given an opportunity for input. School Site Council was involved in the writing of the plan and will continue to receive updates on implementation, outcomes and any revisions throughout the year.

### Goals, Strategies, & Proposed Expenditures

#### Goal 1

**Maintain district facilities and a highly skilled staff to deliver TK-12 curriculum aligned with the CA State Standards giving all students access to required college and career readiness**

#### Basis for this Goal

Having a highly skilled staff will provide a rigorous educational program for all students.

#### Expected Annual Measureable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Teacher completed professional development hours	Year 1 implementation for grades 3-5	By the end of the 2018-2019 school year, teachers will have attended 24 hours of professional development in NGSS and used District provided resources for at least two NGSS units.
Teacher completed professional development hours	Beginning new adoption of Wonders curriculum	By the end of the 2018-2019 school year, TK-2 teachers will have attended 14 hours of professional development in English Language Arts and English Language Learners and will transition into a full implementation.
Teacher completed professional development hours.	Some teachers have attended an introductory training in CGI.	By the end of the 2018-2019 100% of Soleado teachers will be trained in Cognitively Guided Instruction by June.
Facilities Checklist	The school is currently in good condition.	Facilities Checklist will remain the same
100 % of teachers will review outcomes of standardized test data (State and Local)	There has not been a formal process for teachers to review standardized data	100 % of teachers will be aware of the students' outcomes of standardized test data (State and Local) and adjust instruction accordingly

## **PLANNED STRATEGIES/ACTIVITIES**

### **Strategy/Activity 1**

#### **Students to be Served by this Strategy/Activity**

Soleado students in grades TK-2 will be served.

Strategy/Activity

The teachers will attend the district provided training for the implementation of the TK-2 English Language Arts adoption to support implementation of the program.

**Proposed Expenditures for this Strategy/Activity**

Amount(s)	No Site Expense
Source(s)	No Site Expense
Budget Reference(s)	No Site Expense

**Strategy/Activity 2**

**Students to be Served by this Strategy/Activity**

Soleado 3<sup>rd</sup>- 5<sup>th</sup> Grade Students

Strategy/Activity

The 3<sup>rd</sup> – 5<sup>th</sup> grade teachers will attend the district provided training for the implementation of the NGSS and utilize District provided resources for implementation.

**Proposed Expenditures for this Strategy/Activity**

Amount(s)	No Site Expense
Source(s)	No Site Expense
Budget Reference(s)	No Site Expense

**Strategy/Activity 3**

**Students to be Served by this Strategy/Activity**

All Soleado Students

Strategy/Activity

By June 2019, all Soleado teachers will be trained in Cognitively Guided Instructional strategies to enhance math instruction.

**Proposed Expenditures for this Strategy/Activity**

Amount(s)	No Site Expense
Source(s)	No Site Expense
Budget Reference(s)	No Site Expense

**Strategy/Activity 4**

**Students to be Served by this Strategy/Activity**

All Students

Strategy/Activity

Principal, Site Custodian and Maintenance department will collaborate to ensure that Soleado facilities remain in good repair.

**Proposed Expenditures for this Strategy/Activity**

Amount(s)	No Site Expense
Source(s)	No Site Expense
Budget Reference(s)	No Site Expense

**Strategy/Activity 5**

**Students to be Served by this Strategy/Activity**

All students

Strategy/Activity

Principal will provide training in how to review data and use it to support student learning. Teachers will use data to inform instructional decisions.

**Proposed Expenditures for this Strategy/Activity**

Amount(s)

No site expense

Source(s)

No site expense

Budget  
Reference(s)

No site expense

## Goal 2

**Provide an instructional program which raises achievement for all students in all four core content areas**

### Basis for this Goal

Having a strong instructional program raises the achievement of all students.

### Expected Annual Measureable Outcomes

Metric/Indicator	Baseline	Expected Outcome
CAASPP data (ELA)	The percentage of students scoring standards met or standards exceeded in ELA is 75.9%.	The percentage of students scoring standards met and standards exceeded will increase by 2% or more.
CAASPP data (Math)	The percentage of students scoring standards met or standards exceeded in Math is 74.7%.	The percentage of students scoring standards met and standards exceeded will increase by 2% or more.
AimsWeb CBM (fluency) and MAZE(comprehension) standardized test results	<u>CBM</u> 86% of students above target (overall average) 86% of 2 <sup>nd</sup> grade above target 90% of 3 <sup>rd</sup> grade above target 88% of 4 <sup>th</sup> grade above target 80% of 5 <sup>th</sup> grade above target <u>MAZE</u> 85% of students above target (overall average) 82% of 3 <sup>rd</sup> grade above target 93% of 4 <sup>th</sup> grade above target 80 % of 5 <sup>th</sup> grade above target	The percentage of students above target on the CBM and MAZE will increase by 2%.

## **PLANNED STRATEGIES/ACTIVITIES**

### **Strategy/Activity 1**

#### **Students to be Served by this Strategy/Activity**

All Soleado Students

#### **Strategy/Activity**

Using site based recommendations and assessments, students will be invited to participate in after/before school intervention to support reading, writing or math. Academic growth will be measured by both formative assessment, summative assessment, and reviewed data collection from both the intervention class as well as the general education classroom. Materials needed for intervention will be provided.

**Proposed Expenditures for this Strategy/Activity**

Amount(s)	\$10,300
Source(s)	Booster
Budget Reference(s)	Certificated Salaries

**Proposed Expenditures for this Strategy/Activity**

Amount(s)	\$1,000
Source(s)	Supplemental
Budget Reference(s)	Materials and Supplies

**Proposed Expenditures for this Strategy/Activity**

Amount(s)	\$5,900
Source(s)	Title I
Budget Reference(s)	Certificated Salaries

**Strategy/Activity 2**

Students to be Served by this Strategy/Activity

All Soleado students will be served.

Strategy/Activity

Teachers will be provided time to explore the new History Social Science Framework during Monday early release time.

**Proposed Expenditures for this Strategy/Activity**

Amount(s)	No Site Cost
Source(s)	No Site Cost
Budget Reference(s)	No Site Cost

### Strategy/Activity 3

#### Students to be Served by this Strategy/Activity

All Soleado Students

#### Strategy/Activity

New teachers to the District or teachers placed in new grade levels will utilize Classroom Observations of master teachers and debrief during grade level planning, to work towards improvement of differentiated instruction to address the needs of all learners. Teachers will debrief with grade level and administrator to discuss next steps and how best to support all students.

#### Proposed Expenditures for this Strategy/Activity

Amount(s)	\$2700
Source(s)	Supplemental
Budget Reference(s)	Substitute Costs

### Strategy/Activity 4

#### Students to be Served by this Strategy/Activity

All Students Served

#### Strategy/Activity

Teachers will receive professional development in social studies, science, EL instruction, social-emotional learning or other content areas in an effort to continuously improve instruction for all students.

#### Proposed Expenditures for this Strategy/Activity



Amount(s)	\$1200
Source(s)	Supplemental
Budget Reference(s)	Conferences and Professional Development Workshops

### Strategy/Activity 5

#### Students to be Served by this Strategy/Activity

All Soleado Students

#### Strategy/Activity

Soleado Elementary will continue to perform 3 universal screenings a year and Rti grouping will be set up as a result of the CBM (fluency) and MAZE (comprehension) data along with teacher recommendation and classroom data.

#### Proposed Expenditures for this Strategy/Activity

Amount(s)	No Site Cost
Source(s)	No Site Cost
Budget Reference(s)	No Site Cost

### Strategy/Activity 6

#### Students to be Served by this Strategy/Activity

All Soleado Students

#### Strategy/Activity

Teachers will use iReady Diagnostic, IXL, STAR Reading/Accelerated Reader, and Learning A to Z to support all curricular areas.

#### Proposed Expenditures for this Strategy/Activity

Amount(s)	\$11,300
Source(s)	Booster

Amount(s) \$11,300

Budget Reference(s) Software Programs

### Strategy/Activity 7

#### Students to be Served by this Strategy/Activity

Kindergarten Students

#### Strategy/Activity

Small Group Tier 2 and Tier 3 Instruction will be implemented in the Kindergarten classroom 3 times per week with the support of an instructional aide. Student Growth will be measured by AIMS Web Universal Screenings.

#### Proposed Expenditures for this Strategy/Activity

Amount(s) \$2000

Source(s) Supplemental

Budget Reference(s) Classified Salaries

### Goal 3

**Provide an instructional program which raises achievement for all students who are identified as English Learners, receiving Special Education services or identified as Gifted and Talented (GATE)**

#### Basis for this Goal

Providing a strong instructional program for our English Language Learners, Identified GATE students, and Special Education students will increase student academic performance.

## Expected Annual Measureable Outcomes

Metric/Indicator	Baseline	Expected Outcome
ELPAC scores	<p>47.8 % of students earned Level 4</p> <p>26.1% of students earned Level 3</p> <p>10.9% of students earned Level 2</p> <p>15.2% of students earned Level 1</p>	2% of the students in score levels 1, 2, and 3 will move up one band
CAASPP scores for EL	<p>73.6% ELA (met or exceeded)</p> <p>Current Dashboard Indicator is Blue</p> <p>76.8% Math (met or exceeded)</p> <p>Current Dashboard Indicator is Blue</p>	CA Dashboard indicator will remain blue.
CAASPP scores for Special Education Students	<p>56.3% ELA (nearly met, met or exceeded)</p> <p>Current Dashboard Indicator is Medium</p> <p>62.6% Math (nearly met, met or exceeded)</p> <p>Current Dashboard Indicator is High</p>	<p>CA Dashboard Indicator for ELA will remain Medium or increase.</p> <p>CA Dashboard Indicator for Math will remain High.</p>
CA Dashboard EL Progress Indicator	Current Dashboard Indicator is Green (High 81.1)	Maintain or increase CA Dashboard EL Progress Indicator
OLSAT Results	17% of 4 <sup>th</sup> and 5 <sup>th</sup> Grade Students are identified GATE in the 2018-19 school year	Maintain or increase the percent of 4 <sup>th</sup> and 5 <sup>th</sup> grade students identified as GATE

## PLANNED STRATEGIES/ACTIVITIES

### Strategy/Activity 1

### Students to be Served by this Strategy/Activity

Students with IEP who are not meeting IEP Goals and/or are below standards on CAASPP will be served.

### Strategy/Activity

Soleado will evaluate and analyze CAASPP data for students with disabilities who are not meeting standards and use the data as one of the measures in order to revise and develop IEP goals as part of the IEP Process and evaluate the services available to students.

### Proposed Expenditures for this Strategy/Activity

Amount(s)	No Site Cost
Source(s)	No Site Cost
Budget Reference(s)	No Site Cost

### Strategy/Activity 2

#### Students to be Served by this Strategy/Activity

English Language Learners and Reclassified Students

### Strategy/Activity

Soleado will utilize a certificated teacher and classified instructional assistant to support EL students utilizing ELD supplemental materials and manipulatives as needed for instruction in order to maintain or increase the percent of EL students making progress toward English proficiency.

Staff will provide academic language intervention and other language interventions after reclassification, when necessary.

Reclassified students will be monitored and given supports as appropriate in partnership with District office personnel.

### Proposed Expenditures for this Strategy/Activity

Amount(s)	\$68,330
Source(s)	Supplemental

Amount(s)	\$68,330
Budget Reference(s)	EL Certificated Teacher 50% and EL Classified Instructional Aide

### Strategy/Activity 3

#### Students to be Served by this Strategy/Activity

Identified GATE Students

#### Strategy/Activity

GATE site lead will present tools learned from attending GATE Advisory Meetings at 2 staff meetings this year. GATE site lead will continue to be a resource to other teachers, administrators, and parents at our site.

#### Proposed Expenditures for this Strategy/Activity

Amount(s)	No Site Cost
Source(s)	No Site Cost
Budget Reference(s)	No Site Cost

### Strategy/Activity 4

#### Students to be Served by this Strategy/Activity

Identified GATE Students

#### Strategy/Activity

GATE Enrichment Classes will be offered before/after school for GATE identified students.

#### Proposed Expenditures for this Strategy/Activity

Amount(s)	No Site Cost
Source(s)	No Site Cost

Amount(s)	No Site Cost
Budget Reference(s)	No Site Cost

## Goal 4

**Provide a school environment that fosters physical and emotional security, encourages community involvement, and focuses the school climate on creating opportunities for student engagement**

### Basis for this Goal

Soleado Elementary will provide a school environment which fosters physical and emotional security. We will offer a school wide Social Emotional Learning Curriculum. We will implement a schoolwide Positive Behavior Interventions and Support program which will promote positive behavior and clear expectations. We will encourage student, family, and community involvement in a variety of school activities.

### Expected Annual Measureable Outcomes

Metric/Indicator	Baseline	Expected Outcome
CA Healthy Kids – Connectedness to School	52% of students surveyed rated High in School Connectedness	The percentage of students rating High in School Connectedness will increase by 5%
Chronic Absenteeism Percentage	5.9% of students were chronically absent in 2017-18	Chronic Absenteeism Percentage will decrease to 4%
100% of students TK-5 will receive a series of social emotional learning lessons	First year of implementation	100% of students TK-5 will receive a series of social emotional learning lessons
Number of Office Discipline Referrals	First year of implementation	5% of students or less will receive Office Discipline Referral (ODR)
100% of students will participate in VAPA	100% of students currently participate in music and performing arts classes	100% of students will continue to participate in music and performing arts classes

# PLANNED STRATEGIES/ACTIVITIES

## **Strategy/Activity 1**

### **Students to be Served by this Strategy/Activity**

All Soleado Students

### Strategy/Activity

Teachers will use the District adopted Social Emotional Learning *Second Step* Curriculum weekly to promote school success and school connectedness and to teach students the skills to strengthen their ability to learn, have empathy, manage emotions and solve problems.

### Proposed Expenditures for this Strategy/Activity

Amount(s) No Site Expense

Source(s) No Site Expense

Budget Reference(s) No Site Expense

## **Strategy/Activity 2**

### **Students to be Served by this Strategy/Activity**

All Soleado Students

### Strategy/Activity

Soleado will use a school-wide Positive Behavior Interventions and Support program that focuses on being responsible, respectful and kind. Teachers and Principal will review expected behaviors with students throughout the year and students will be rewarded with “Gotcha Cards” for following the expected behaviors. When consequences are necessary, students will conference with teacher, parent/guardian and/or principal and a progressive discipline matrix will be used to determine appropriate consequences.

### Proposed Expenditures for this Strategy/Activity

Amount(s)	\$1000
Source(s)	Booster
Budget Reference(s)	Incentives, printing, signage for matrix

### Strategy/Activity 3

#### Students to be Served by this Strategy/Activity

All Soleado Students

#### Strategy/Activity

Implement SARB procedures and monitor student attendance.

#### Proposed Expenditures for this Strategy/Activity

Amount(s)	No Site Cost
Source(s)	No Site Cost
Budget Reference(s)	No Site Cost

### Strategy/Activity 4

#### Students to be Served by this Strategy/Activity

All Soleado Students

#### Strategy/Activity

Provide opportunities for students to engage in the school community through school activities. (i.e. student council, student clubs, BOB, SNN)

#### Proposed Expenditures for this Strategy/Activity

Amount(s)	\$3000
Source(s)	Booster



Amount(s)	\$3000
Budget Reference(s)	Materials for clubs, personnel costs

### Strategy/Activity 5

#### Students to be Served by this Strategy/Activity

All Soleado Students

#### Strategy/Activity

Engage with parent community by actively sharing parent information through parent emails, encouraging parent participation through parent education nights, parent nights that are linked to learning as well as soliciting feedback from PTSA and other advisory committees.

#### Proposed Expenditures for this Strategy/Activity

Amount(s)	No Site Cost
Source(s)	No Site Cost
Budget Reference(s)	No Site Cost

### Strategy/Activity 6

#### Students to be Served by this Strategy/Activity

All Soleado Students

#### Strategy/Activity

All students will participate in visual and performing arts.

#### Proposed Expenditures for this Strategy/Activity

Amount(s)	\$18,000
Source(s)	Booster

Amount(s)

\$18,000

Budget  
Reference(s)

Consultants for Grade Level Performing Arts Programs

## Annual Review and Update

SPSA Year Reviewed: 2017-18

### Goal 1

**Maintain district facilities and a highly skilled staff to deliver TK-12 curriculum aligned with the CA State Standards giving all students access to required college and career readiness**

### ANNUAL MEASUREABLE OUTCOMES

Metric/Indicator	Expected Outcomes	Actual Outcomes
CAASPP ELA , mathematics and writing data from 2017	Increase of 5% on CAASPP ELA and Math data	ELA: decrease of 3.8% of students exceeded state standards and a decrease of 1% of students who met state standards.  Math: decrease of 1.5% of students exceeded state standards and an increase of 1.9% of students who met state standards.
AimsWeb and MAZE standardized test results from 2017	100% of students who performed below target on CBM and MAZE will receive intervention	100% of students received intervention through Rtl.
Materials and Facilities for students as measured by Williams Act was reviewed.	100% of students will receive materials and all facilities will remain in good repair	100% of students received materials and all facilities remained in good repair

### STRATEGIES/ACTIVITIES

### Strategy/Activity 1

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
Perform AIMS Web universal screenings 3 times a year to identify students for intervention reading support.	AIMS Web universal screenings conducted 3 times and results used to identify students for intervention reading support.	\$500	\$500

### Strategy/Activity 2

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
All teaching staff will receive professional training for the ELA program that will be adopted in the 2018-2019 school year.	TK-2 teaching staff received professional development training in the adopted ELA curriculum	\$0	\$0

### Strategy/Activity 3

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
All students will have instruction to support the Growth Mindset philosophy.	Teachers received training in Growth Mindset and students received monthly awards which recognized students demonstrating a Growth Mindset.	\$1000	\$1000

### Strategy/Activity 4

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
Continue to implement Math in Focus curriculum with integrity and fidelity in grades K-5	Teachers followed the District provided pacing calendars for Math in Focus.	\$0	\$0

### Strategy/Activity 5

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
Continue to implement Ready Reading, Sitton Spelling, and Step Up to Writing programs.	Teachers used Ready Reading, Sitton Spelling, and Step up to Writing in the classroom.	\$1000	\$1000

### Strategy/Activity 6

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
Continue to utilize technology to enhance and enrich instruction in all content areas.	Teachers used IXL, Reflex Math, Accelerated Reader to support instruction.	\$0	\$0

### Strategy/Activity 7

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
Teachers will use approved software and instructional resources to support students at-risk.	Teachers used iReady to support at-risk students.	\$1000	\$1000

**Strategy/Activity 8**

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
5 <sup>th</sup> grade teachers will continue to administer the second trimester Summative Assessments to ensure appropriate math placement for students in 6 <sup>th</sup> grade.	5 <sup>th</sup> grade teachers administered the 2 <sup>nd</sup> Trimester Summative Math Assessment and used the results as one of three measures to identify appropriate 6 <sup>th</sup> grade math placement.	\$0	\$0

**Strategy/Activity 9**

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
<p>VAPA:</p> <ul style="list-style-type: none"> <li>We will continue to implement Arts for All grant in the 3<sup>rd</sup> grade.</li> <li>Art at Your Fingertips will continue with 5 lessons for K-5.</li> <li>A Fine Arts program will be provided to all</li> </ul>	<p>Students in 3<sup>rd</sup> grade participated in the Arts for All Grant lessons.</p> <p>5 Art at Your Fingertips lessons were taught in all grades, K-5.</p> <p>Booster Club funded a fine arts program for all grades, K-5. All K-5</p>	\$0	\$0

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
K-5 students in the 2017-2018 school year.	students participated in a fine arts unit of study.		

## ANALYSIS

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

The entire Soleado Staff made sure that texts and materials were available for every student. They reported any repairs and replacement needs to the office on a regular basis. Scheduled teacher collaboration ensured the development of lessons based on the CA state standards. All staff worked together with their grade level to ensure cohesive integration of the standards in all subject areas. Ongoing Growth Mindset professional development was provided so that teachers could encourage growth mindset in their students. A fine arts program was implemented for the first time and all students participated in a fine arts unit of study with a visiting artist.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

AimsWeb and MAZE standardized test results provided information that the teaching staff could use to identify supports needed for students in the Rtl program. This information, along with classroom assessments and teacher observations guided the staff in the types of intervention classes offered to at-risk students.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

N/A

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.

Continued professional development is necessary to support the new ELA adoption and the implementation of the NGSS standards. There will also be a focus on reviewing standardized test data (state and local) so that teachers are best able to adjust instruction to meet the needs of all students. In prior years, there has not been a formal

process for teachers to review standardized data. The focus on professional development and reviewing test data can be found in the outcomes/strategies/activities that support Goal 1.

## Goal 2

Provide an instructional program which raises achievement for all students in all four core content areas

### ANNUAL MEASUREABLE OUTCOMES

Metric/Indicator	Expected Outcomes	Actual Outcomes
CAASPP ELA and Mathematics data from 2017	The percent of students who met or exceeded state standards in ELA and Math to increase or remain the same	<p>ELA: decrease of 3.8% of students exceeded state standards and a decrease of 1% of students who met state standards.</p> <p>Math: decrease of 1.5% of students exceeded state standards and an increase of 1.9% of students who met state standards.</p>
AimsWeb and MAZE standardized test results from 2017	100% of students who performed below target on CBM and MAZE will receive intervention	100% of students received intervention through RtI.

### STRATEGIES/ACTIVITIES

#### Strategy/Activity 1

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
Teacher representatives will pilot 2 ELA programs and will ultimately recommend a program to adopt for the 2018-2019 school year.	Teacher representatives piloted 2 ELA Programs and ultimately recommended the adoption of Wonders.	\$0	\$0

## Strategy/Activity 2

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
All teaching staff will receive professional training for the ELA program that will be adopted in the 2018-2019 school year.	TK-2 Teachers received professional development training for the new ELA adoption.	\$0	\$0

## Strategy/Activity 3

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
Teachers will begin to align science curriculum to NGSS using a designed module for grades K-5 aligned to NGSS expectations.	Teachers used Mystery Science Units and other NGSS aligned units of study to begin to align instruction to the NGSS standards.	\$1800	\$1800

## Strategy/Activity 4

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
STEM instruction will continue in 4 <sup>th</sup> and 5 <sup>th</sup> grades.	PLTW units were taught in 4 <sup>th</sup> and 5 <sup>th</sup> grade.	\$0	\$0

## Strategy/Activity 5



Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
Teachers will use approved software/hardware applications and instructional resources to support all curricular areas.	Teachers integrated District supported and school purchased software to support all curricular areas.	\$20,000	\$20,000

**Strategy/Activity 6**

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
Title I instructor will support writing program and provide small group and intervention classes for qualifying students	Title 1 instructor provided small group and intervention classes for qualifying students	\$2000	\$2000

**Strategy/Activity 7**

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
Teachers will identify students that need direct Tier 2 instruction and provide appropriate intervention in math, reading, and writing.	Before/After school classes were offered to qualifying students in math, reading, and writing	\$17,000	\$17000

**ANALYSIS**

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

Soleado teacher representatives piloted 2 ELA programs and ultimately helped to recommend the *Wonders* program for adoption at the TK-5 level. The District decision was made to implement *Wonders* in TK-2 in the 2018-19 school year and in 3<sup>rd</sup>-5<sup>th</sup> in the 2019-20 school year. All TK-2 Teachers received training in *Wonders* to prepare for implementation in the 2018-19 school year. All teachers began to teach science units that aligned to the NGSS standards and STEM instruction in 4<sup>th</sup> and 5<sup>th</sup> grade continued. Teachers used approved software program to help support student needs throughout the year. A Title 1 teacher provided writing support and small group and intervention classes for qualifying students. Intervention classes were offered in reading and math at multiple grade levels for qualifying students.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Intervention classes were well received and appreciated by the Soleado community, however there is still a need to strengthen intervention and support to meet the needs of all learners at Soleado as evidenced by the decrease in the percent of 3<sup>rd</sup>-5<sup>th</sup> grade students who met or exceeded standards in ELA on the CAASPP test.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

N/A

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.

As indicated in Goal 2/Strategy 3, grade level teachers will utilize classroom observations of master teachers to improve differentiated instruction to meet the needs of all learners. The expected outcome of Goal 2 is to have the percent of students who met or exceeded state standards in ELA and Math to increase by 2%.

## Goal 3

**Provide an instructional program which raises achievement for all students who are identified as English Learners, receiving Special Education services or identified as Gifted and Talented (GATE)**

### **ANNUAL MEASUREABLE OUTCOMES**

Metric/Indicator	Expected Outcomes	Actual Outcomes
CAASPP ELA and Mathematics data from 2017	The percent of students who met or exceeded state standards in ELA and Math to increase or remain the same	<p>ELA: decrease of 3.8% of students exceeded state standards and a decrease of 1% of students who met state standards.</p> <p>Math: decrease of 1.5% of students exceeded state standards and an increase of 1.9% of students who met state standards.</p>
AimsWeb and MAZE standardized test results from 2017	100% of students who performed below target on CBM and MAZE will receive intervention	100% of students received intervention through RtI.
Scholastic Reading Inventory (SRI)	SRI will be administered to 100% of EL students.	<p>100% of students were screened with the following results:</p> <ul style="list-style-type: none"> <li>10.5% of students scored advanced</li> <li>43.9% of students scored proficient</li> <li>21.1% of students scored basic</li> <li>10.4% of students scored below basic</li> </ul>

## STRATEGIES/ACTIVITIES

### Strategy/Activity 1

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
Staff and administration will continue to provide a school environment which fosters physical and emotional security.	The student support specialist and school psychologist were available to meet with students to support their social emotional needs.	\$400	\$400

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
	BASIS staff were on the playground to monitor students. Students recognized both weekly and monthly with Gotcha Cards and SuperStar Student Awards.		

### Strategy/Activity 2

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
Identify GATE site coach and present tools learned at 2 staff meetings this year. GATE site lead will continue to be a resource to other teachers, administrators, and parents at our site.	GATE site coach offered support to teachers, administrator and parents and shared information from District GATE meetings.	\$500	\$500

### Strategy/Activity 3

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
Reclassified (RFEP) students will be monitored every trimester and given supports as appropriate as determined by the TOSA in partnership with the school site team.	Certificated EL Teacher and classified EL Instructional Aide monitored RFEP students and supported them as needed.	\$0	\$0

### Strategy/Activity 4

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
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Teachers and ELD instructor will evaluate current EL instructional materials to ensure best practices and teaching methods are being implemented. Continue to provide academic language intervention and other language interventions after reclassification.	Teachers and ELD instructor worked closely to support EL learners.	\$58,867	\$58,867
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### Strategy/Activity 5

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
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Intervention teachers will explore research based intervention materials and make recommendations for 2018 – 2019.	1 <sup>st</sup> , 3 <sup>rd</sup> , 4 <sup>th</sup> and 5 <sup>th</sup> grade teachers began to use iReady for Math and Reading intervention.	\$0	\$0
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### Strategy/Activity 6

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
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Continue universal screenings with research based assessment (Aimsweb) to identify students who are in need of academic support (inclusive of students with disabilities, English learners, and students	Universal Screenings were conducted and academic support offered to identified students.	\$1500	\$1500
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Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
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who did not meet standards on the CAASPP).			
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## ANALYSIS

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

Soleado Elementary provided support for student subgroups with the focus on supporting all students to work towards reaching their full potential and closing the achievement gap. Additional support was given to ELL students in both ELA and Mathematics from the classroom teacher, EL certificated teacher and EL instructional aide working in collaboration. GATE students received differentiated learning opportunities in the classroom as well as through after school enrichment class opportunities. AimsWeb Universal Screenings were conducted 3 times to identify students who were in need of academic support.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

In looking at how the same students performed on SBAC tests in 2017 and 2018 the results were as follows: The percentage of EL students exceeding or meeting standards in ELA increased by 0.7%. The percentage of EL students exceeding or meeting standards in Math decreased by 1.9% The percent of SPED students who met or exceeded standards in ELA decreased by 1.6%, while the percent of SPED students who met or exceeded standards in Math decreased by 2%. This data indicates that staff should continue to look at data and determine how best to support Soleado subgroups to increase their achievement levels. The reclassification rates for EL students increased by 6% this year.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

N/A

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.

As indicated in Goal 1/Strategy 5 of the current year's SPSA, the principal will provided training in how to review data and use it to support student learning. This will be a focus at Soleado to help support all students' learning and raise the achievement level for our students subgroups (ELL and SPED).

## Goal 4

**Provide a school environment which fosters physical and emotional security, encourages community involvement, and focuses the school climate on creating opportunities for student engagement**

### ANNUAL MEASUREABLE OUTCOMES

Metric/Indicator	Expected Outcomes	Actual Outcomes
California School Climate Survey.	Administered at Grade 5	Administered at Grade 5
Attendance, suspension, and school discipline records	Attendance and suspension rates will be monitored	Attendance and suspension rates monitored and communicated with parents as needed
PTA participation rates and volunteer hours.	Maintain PTA participation rates and parent involvement	Participation rates and parent involvement remained constant

### STRATEGIES/ACTIVITIES

#### Strategy/Activity 1

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
<p>Provide a school environment which fosters physical and emotional security, encourages community involvement and focuses the school climate on creating opportunities for students' engagement.</p> <p>Implement SARB procedures and monitor student attendance.</p> <p>Provide opportunities for our students to engage in the school community</p>	<p>Student Council, Battle of the Books, SNN Broadcasts opportunities offered throughout the year.</p> <p>Gotcha Cards and Soleado Super Star Awards given to students throughout the year.</p>	\$1000	\$1000



Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
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through school activities. (i.e. student council, student clubs, BOB, SNN)

SARB procedures implemented to monitor student attendance.

### Strategy/Activity 2

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
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We will create a plan to provide interventions and options for students who have medical, social and emotional needs in order to support students' academic and emotional well-being.

The student support specialist and school psychologist were available to meet with students to support their social emotional needs. BASIS staff were on the playground to monitor students. Students recognized both weekly and monthly with Gotcha Cards and SuperStar Student Awards.

\$2000

\$2000

### Strategy/Activity 3

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
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Inform parent of resources that are available to them in order to support student learning including email, updated website, Parent University opportunities, parent conferences and PTA meetings.

Parents informed of Parent Universities, PTA meetings, parent conferences.  
Website updated on a regular basis and emails/newsletters sent to all families.

\$500

\$500

### Strategy/Activity 4

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
Engage with parent community by actively sharing parent information through parent emails, encouraging parent participation through parent education nights, parent nights that are linked to learning as well as soliciting feedback from PTSA and other advisory committees.	Feedback solicited from PTA, JPA, KPA, ELAC, School Site Council and Booster. Information shared on a regular basis through email and newsletters. Parent Ed Meetings held to discuss topics relevant to Soleado.	\$0	\$0

**Strategy/Activity 5**

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
In compliance with new legislation, utilize a progressive discipline model that includes alternate means of correction, counseling support for students and identify root problem to correct behavior and begin to implement PBIS model at our school.	PBIS Team developed a school wide matrix. Discipline Referral Form for collecting data and Cool Tools for teaching expected behaviors were also developed to use in the 2018-19 school year. Teachers received initial training on the PBIS philosophy and the PBIS team visited a school already utilizing PBIS school-wide.	\$3000	\$3000

**ANALYSIS**

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

Soleado provided a school environment which fostered physical and emotional security. The school psychologist and student support specialist were available to work with students who needed individual support as well as group support. Gotcha Cards and Super Star Student awards were given to students to promote and recognize positive behavior. Family and Community involvement were encouraged in the various groups, including PTA, JPA, KPA, ELAC and Booster Club. A PBIS team was created consisting of teachers, administration and classified staff to receive training in implementing a PBIS plan for Soleado. Principal and PTA/Booster worked collaboratively to organize and host community events which promoted school spirit and connectedness.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

The strategies/activities implemented during the 2017-18 school year helped to facilitate a culture of kindness and respect. The PBIS team worked to do the initial planning for implementing a PBIS Matrix in the 2018-19 school year. All Soleado Staff made themselves available to students who needed support, academically or social-emotionally. Administration communicated the importance of attendance at school on a regular basis.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

N/A

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.

In the 2018-19 school year, all teachers are using the District adopted social-emotional learning curriculum *Second Step* on a weekly basis (Goal 4: strategy/activity 1) to further support students. Now that the PBIS team has designed a matrix specific to Soleado, the school is also implementing PBIS, focusing on being responsible, respectful and kind (Goal 4: strategy/activity 2). Gotcha Cards are being used by all staff and the PBIS Team will be training all staff on the different components of PBIS.