



School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Silver Strand Elementary	37 68031 6038087	April 27, 2026	May 21, 2026

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp), and for federal Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements for both the SPSA and federal ATSI planning requirements.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the local educational agency (LEA) that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

This plan is being used by Silver Strand Elementary for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

The three goals outlined in this SPSA (Learning, Communication, and Support) directly align with CUSD's three Board goals, three LCAP goals, the LRP goals, and the LCAP Federal Addendum.

This template is based on the December, 2023 CDE revision of the School Plan for Student Achievement. Some modifications have been made to inform the SPSA development process.

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Plan Description

Briefly describe your school's plan for effectively meeting ESSA's planning requirements in alignment with the Local Control and Accountability Plan (LCAP) and other federal, state, and local programs.

This plan is being used by Silver Strand Elementary for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

The three goals outlined in this SPSA (Learning, Communication, and Support) directly align with CUSD's three Board goals, three LCAP goals, the LRP goals, and the LCAP Federal Addendum.

The three goals in the SPSA in the areas of Learning, Communication, and Support, align with the Coronado Unified School District's Goals approved by the Governing Board, three LCAP Goals, Long Range Plan goals, and the LCAP Federal Addendum.

CUSD Vision: We inspire, innovate, and create limitless opportunities to thrive.

Mission: Through rigorous academic standards, high expectations, and a coordinated curriculum, the Coronado Unified School District, in partnership with our community, will graduate students with the knowledge and skills necessary to excel in higher education, careers, society, and life with the confidence not only to dream, but to determine their futures.

Board Goals:

Learning: Integrate personalized learning with assessment methods that will prepare all students for academic and vocational success.

Communication: Communicate openly, freely, and accurately to engage and involve all shareholders.

Support: Maintain safe and supportive schools where students and staff thrive.

Silver Strand Elementary School Goals:

Goal 1: Learning:

Silver Strand Elementary aims to address each student's strengths and growth through differentiated instruction, activities, and assessments; data-driven resource allocation; and access to intervention, enrichment opportunities, and social-emotional supports.

Goal 2: Communication:

Silver Strand Elementary will provide effective communication systems, including class and school newsletters, emergency notifications, and emails and/or phone calls, between and among all school shareholders.

Goal 3: Support

Silver Strand Elementary seeks to ensure that all students' needs will be met through safe and clean facilities and emergency planning, data-driven decision making, appropriate interventions and supports, enrichment opportunities, and social/emotional services. Staff needs will be met through safe and clean facilities and emergency planning, data-driven decision making and resource allocation, appropriate material and professional supports, training and enrichment opportunities, access to mental wellness and work-life balance strategies, and collaboration with Human Resources and representative organizations with adherence to contracts.

Educational Partner Involvement

How, when, and with whom did Silver Strand Elementary consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

The Silver Strand School Site Council, comprising certificated and classified staff, parents, and principal, met to review the School Safety Plan, site goals, budgets and spending priorities, and the School Plan for Student Achievement, which was approved at the 4/27/26 SSC meeting. Silver Strand staff and families had opportunities to review and revise goals

in the SPSA in January, February, March, and April via staff meetings, Site Council and MTSS Committee meetings, and newsletter/attachments. The SPSA was approved by the Coronado Unified School District Board of Trustees at the May 21, 2026 Board Meeting.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable. This section is required for all schools eligible for ATSI and CSI.

Comprehensive Needs Assessment Components

Identify and describe any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

California School Dashboard (Dashboard) Indicators

Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the “Red” or “Orange” performance category.

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the “all student” performance.

Other Needs

In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Silver Strand Elementary. Annual enrollment consists of the number of students enrolled on Census Day (the first Wednesday in October). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25
American Indian	0.31%	%	0.31%	1		1
African American	4.01%	5.35%	4.63%	13	17	15
Asian	2.16%	1.57%	1.23%	7	5	4
Filipino	0.93%	1.89%	1.54%	3	6	5
Hispanic/Latino	19.75%	19.50%	19.14%	64	62	62
Pacific Islander	0.31%	0.31%	0.62%	1	1	2
White	59.57%	59.43%	60.19%	193	189	195
Two or More Races	9.57%	8.49%	8.02%	31	27	26
Not Reported	3.4%	3.46%	4.32%	11	11	14
Total Enrollment				324	318	324

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	22-23	23-24	24-25
Transitional Kindergarten			25
Kindergarten	61	48	61
Grade 1	50	47	49
Grade 2	52	48	48
Grade 3	51	48	46
Grade 4	64	52	48
Grade 5	46	57	47
Total Enrollment	324	318	324

Conclusions based on this data:

1. Enrollment has been fluctuating between 315 and 335 students for the past four years, with some months of lower or greater enrollment due to mid-year family moves.
2. Student subgroup representation has remained relatively consistent.

3. Silver Strand has had a combo class in the TK-1st grade band the last two years due to increased enrollment in those grade levels (TK-K in 2024-25; K-1 in 2025-26, with 8 TK students transferred to VES in 2025-26 due to a full class at SSES)

School and Student Performance Data

English Learner (EL) Enrollment

This report displays the annual K-12 public school enrollment by English Language Acquisition Status (ELAS). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	22-23	23-24	24-25	22-23	23-24	24-25
English Learners	11	6	5	3.4%	1.9%	1.5%
Fluent English Proficient (FEP)	9	7	3	2.8%	2.2%	0.9%

Conclusions based on this data:

1. Silver Strand's number of students who are English Learners spiked in 22-23, at 6.5%, but was low at 1.9% in school year 2024-25.
2. In 2025-26, SSES saw an increase in students who are English Learners, including newcomers.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	48	50	46	46	49	44	46	49	44	95.8	98	95.7
Grade 4	60	51	47	59	49	44	59	49	44	98.3	96.1	93.6
Grade 5	45	57	48	45	55	45	45	55	45	100.0	96.5	93.8
All Grades	153	158	141	150	153	133	150	153	133	98.0	96.8	94.3

The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	2500.	2507.	2483.	52.17	63.27	43.18	23.91	26.53	31.82	17.39	8.16	15.91	6.52	2.04	9.09
Grade 4	2532.	2529.	2524.	44.07	51.02	52.27	32.20	20.41	22.73	16.95	16.33	11.36	6.78	12.24	13.64
Grade 5	2596.	2561.	2573.	53.33	41.82	48.89	33.33	34.55	33.33	8.89	18.18	15.56	4.44	5.45	2.22
All Grades	N/A	N/A	N/A	49.33	51.63	48.12	30.00	27.45	29.32	14.67	14.38	14.29	6.00	6.54	8.27

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	39.13	40.82	31.82	56.52	57.14	54.55	4.35	2.04	13.64
Grade 4	42.37	46.94	36.36	50.85	46.94	56.82	6.78	6.12	6.82
Grade 5	51.11	36.36	31.11	48.89	61.82	68.89	0.00	1.82	0.00
All Grades	44.00	41.18	33.08	52.00	55.56	60.15	4.00	3.27	6.77

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	39.13	38.78	38.64	56.52	59.18	56.82	4.35	2.04	4.55
Grade 4	27.12	34.69	20.45	71.19	53.06	68.18	1.69	12.24	11.36
Grade 5	40.00	30.91	46.67	57.78	65.45	51.11	2.22	3.64	2.22
All Grades	34.67	34.64	35.34	62.67	59.48	58.65	2.67	5.88	6.02

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	21.74	22.45	25.00	73.91	69.39	56.82	4.35	8.16	18.18
Grade 4	25.42	22.45	11.36	67.80	75.51	81.82	6.78	2.04	6.82
Grade 5	35.56	12.73	11.11	64.44	83.64	86.67	0.00	3.64	2.22
All Grades	27.33	18.95	15.79	68.67	76.47	75.19	4.00	4.58	9.02

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	39.13	42.86	25.00	56.52	55.10	65.91	4.35	2.04	9.09
Grade 4	25.42	20.41	40.91	69.49	73.47	54.55	5.08	6.12	4.55
Grade 5	42.22	25.45	24.44	51.11	69.09	66.67	6.67	5.45	8.89
All Grades	34.67	29.41	30.08	60.00	66.01	62.41	5.33	4.58	7.52

Conclusions based on this data:

1. CAASPP data indicates an overall decline of ~2% in students meeting and exceeding standards from the year prior (77.4% from 79%), while performing overall 57.7% above standard (vs. 66.2 points above standard last year). The percentage of students meeting and exceeding standards was greatest in 5th (82%) and 75% in both 3rd and 4th grade.
2. There is relative consistency in the percentages of students overall performing in the above + at or near standard across substrands--90-93%, with variability in various grade levels in students moving across below, at/near, and above. "Writing" was a relative overall strength, with 5th grade scores of 46.67% students scoring above standard offsetting a decrease in scores in 4th grade in writing. 40.91% of 4th graders scored above standard in Research/Inquiry while ~25% of 3rd and 5th graders scored above standard in that substrand.
3. The lowest substrand overall was "Listening" with 15.79% scoring above standard and an increase in students scoring in the at/near and below standard bands, identifying it a skill area of focus.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	48	50	46	46	49	44	46	49	44	95.8	98	95.7
Grade 4	60	51	47	59	49	44	59	49	44	98.3	96.1	93.6
Grade 5	45	57	48	45	55	45	45	55	45	100.0	96.5	93.8
All Grades	153	158	141	150	153	133	150	153	133	98.0	96.8	94.3

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	2513.	2507.	2488.	47.83	61.22	36.36	45.65	24.49	40.91	6.52	10.20	18.18	0.00	4.08	4.55
Grade 4	2535.	2544.	2526.	49.15	53.06	40.91	32.20	24.49	29.55	13.56	20.41	27.27	5.08	2.04	2.27
Grade 5	2574.	2563.	2575.	48.89	40.00	46.67	26.67	30.91	28.89	15.56	25.45	22.22	8.89	3.64	2.22
Grade 11															
All Grades	N/A	N/A	N/A	48.67	50.98	41.35	34.67	26.80	33.08	12.00	18.95	22.56	4.67	3.27	3.01

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	63.04	65.31	45.45	36.96	28.57	52.27	0.00	6.12	2.27
Grade 4	52.54	53.06	40.91	42.37	40.82	54.55	5.08	6.12	4.55
Grade 5	46.67	36.36	42.22	46.67	58.18	48.89	6.67	5.45	8.89
Grade 11									
All Grades	54.00	50.98	42.86	42.00	43.14	51.88	4.00	5.88	5.26

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	52.17	55.10	38.64	47.83	36.73	56.82	0.00	8.16	4.55
Grade 4	44.07	42.86	43.18	47.46	53.06	47.73	8.47	4.08	9.09
Grade 5	44.44	36.36	31.11	44.44	56.36	66.67	11.11	7.27	2.22
All Grades	46.67	44.44	37.59	46.67	49.02	57.14	6.67	6.54	5.26

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	54.35	40.82	47.73	45.65	55.10	52.27	0.00	4.08	0.00
Grade 4	42.37	48.98	43.18	50.85	40.82	45.45	6.78	10.20	11.36
Grade 5	44.44	25.45	33.33	46.67	67.27	62.22	8.89	7.27	4.44
All Grades	46.67	37.91	41.35	48.00	54.90	53.38	5.33	7.19	5.26

Conclusions based on this data:

- Recent assessment data indicates a ~3% decline in students who meet and exceed the standards from the previous year (74.4% from 77.8%). The percentage of students meeting and exceeding standards was greatest in 3rd (77%) and lowest in 4th grade (70%). At all grades, the percentage of students "not meeting standards" has decreased again, resulting in a higher percentage of students "nearly meeting" and "meeting the standard."
- There is relative consistency in the percentages of students overall performing in the above + at or near standard across substrands--94%, with variability in various grade levels in students moving across below, at/near, and above. "Concepts and Procedures" could be considered a relative overall strength, with all grades demonstrating relatively consistent scores in the bands, although there was a decrease in overall number of students performing above standard from the prior year. "Communicating Reasoning" was an overall area of growth in the percentage of students scoring above standard.
- The lowest substrand was "Problem Solving and Data Analysis" with the lowest percentage of students overall scoring above standard, but there was not an increase in the percentage of students scoring below in that substrand.

School and Student Performance Data

The English Language Proficiency Assessments for California (ELPAC) system is used to determine and monitor the progress of the English language proficiency for students whose primary language is not English. The ELPAC is aligned with the 2012 California English Language Development Standards and assesses four domains: listening, speaking, reading, and writing.

Visit the California Department of Education's [English Language Proficiency Assessments for California \(ELPAC\)](https://www.cde.ca.gov/ta/tg/te/elpac/) web page or the [ELPAC.org](https://elpac.org) website for more information about the ELPAC.

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	*	*	*	*	*	*	*	*	*	*	*	*
1	*		*	*		*	*		*	*		*
4	*	*		*	*		*	*		4	*	
5	*	*		*	*		*	*		*	*	
All Grades										10	6	5

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
1	*		*	*		*	*		*	*		*	*		*
4	*	*		*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*		*	*	
All Grades	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
1	*		*	*		*	*		*	*		*	*		*
4	*	*		*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*		*	*	
All Grades	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
1	*		*	*		*	*		*	*		*	*		*
4	*	*		*	*		*	*		*	*		*	*	
All Grades	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*

Listening Domain Percentage of Students by Domain Performance Level for All Students													
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students			
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	
K	*	*	*	*	*	*	*	*	*	*	*	*	*
1	*		*	*		*	*		*	*		*	*
4	*	*		*	*		*	*		*	*		*
5	*	*		*	*		*	*		*	*		*
All Grades	*	*	*	*	*	*	*	*	*	*	*	*	*

Speaking Domain Percentage of Students by Domain Performance Level for All Students													
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students			
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	
K	*	*	*	*	*	*	*	*	*	*	*	*	*
1	*		*	*		*	*		*	*		*	*
4	*	*		*	*		*	*		*	*		*
5	*	*		*	*		*	*		*	*		*
All Grades	*	*	*	*	*	*	*	*	*	*	*	*	*

Reading Domain Percentage of Students by Domain Performance Level for All Students													
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students			
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	
K	*	*	*	*	*	*	*	*	*	*	*	*	*
1	*		*	*		*	*		*	*		*	*
4	*	*		*	*		*	*		*	*		*
5	*	*		*	*		*	*		*	*		*
All Grades	*	*	*	*	*	*	*	*	*	*	*	*	*

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	*	*	*	*	*	*	*	*	*	*	*	*
1	*		*	*		*	*		*	*		*
4	*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*	
All Grades	*	*	*	*	*	*	*	*	*	*	*	*

Conclusions based on this data:

1. Silver Strand has not enrolled a statistically significant number of students who are English Language Learners since 2021-22.

School and Student Performance Data

Student Population

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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This section provides information about the school's student population.

2024-25 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
324	24.7%	1.5%	0.3%
Total Number of Students enrolled in Silver Strand Elementary.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2024-25 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	5	1.5%
Foster Youth	1	0.3%
Homeless	0	0.0%
Socioeconomically Disadvantaged	80	24.7%
Students with Disabilities	60	18.5%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	15	4.6%
American Indian	1	0.3%
Asian	4	1.2%
Filipino	5	1.5%
Hispanic	62	19.1%
Two or More Races	26	8%
Pacific Islander	2	0.6%
White	195	60.2%

Conclusions based on this data:

- As we have built a program to include students with Extensive Supports Needs, the percentage of students with disabilities at our school has grown.

2. in 2024-25, our largest demographic subgroup by race/ethnicity were students who identify as Hispanic (19%)
3. In 2024-25, our number of students labeled "socioeconomically disadvantaged" was 24.7%, consistent with the prior year.

School and Student Performance Data

Overall Performance

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

2025 Fall Dashboard Overall Performance for All Students

Academic Performance

English Language Arts



Green

Mathematics



Green

English Learner Progress



No Performance Color

Academic Engagement

Chronic Absenteeism



Green

Conditions & Climate

Suspension Rate



Green

Conclusions based on this data:

1. While our students continue to perform at a relatively high level in both ELA and Mathematics; a decrease in ELA and Math scores from the previous year dropped us to "green" on the dashboard.
2. Our absenteeism rate demonstrated marked improvement from prior years.
3. In 2024-25, our suspension rate decreased from the prior year.

School and Student Performance Data

Academic Performance English Language Arts

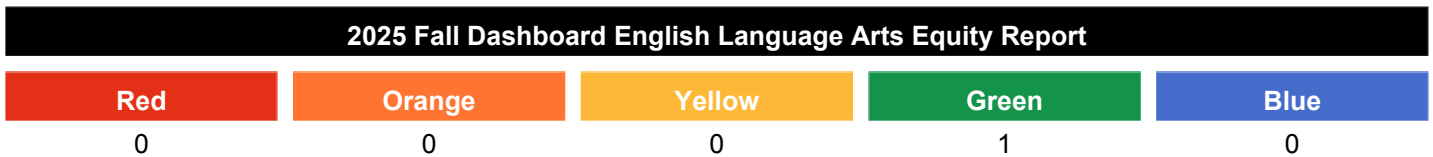
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This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2025 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p> <p>Green</p> <p>57.7 points above standard</p> <p>Declined 8.5 points</p> <p>126 Students</p>	<p>English Learners</p> <p>No Performance Color</p> <p>0 Students</p>	<p>Long-Term English Learners</p>
<p>Foster Youth</p> <p>No Performance Color</p> <p>0 Students</p>	<p>Homeless</p> <p>No Performance Color</p> <p>0 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>No Performance Color</p> <p>39 points above standard</p> <p>Declined 27.4 points</p> <p>25 Students</p>

<p>Students with Disabilities</p> <p> No Performance Color</p> <p>1.2 points below standard</p> <p>Declined 28.7 points</p> <p>31 Students</p>	<p>African American</p> <p> No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>5 Students</p>	<p>American Indian</p> <p> No Performance Color</p> <p>0 Students</p>
<p>Asian</p> <p> No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>3 Students</p>	<p>Filipino</p> <p> No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>2 Students</p>	<p>Hispanic</p> <p> No Performance Color</p> <p>51.5 points above standard</p> <p>Increased 14 points</p> <p>25 Students</p>
<p>Two or More Races</p> <p> No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>9 Students</p>	<p>Pacific Islander</p> <p> No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>1 Student</p>	<p>White</p> <p> Green</p> <p>52.9 points above standard</p> <p>Declined 19.7 points</p> <p>75 Students</p>

Conclusions based on this data:

1. Students who identified in the "Hispanic" Subgroup increased scores by 14 points to 51.5 points above standard compared with "white" students at 52.9 points above standard (who declined 19.7 points from the previous year).
2. Students with disabilities declined in scores (after years of increase) by 28.7 points to 1.2 points below standard, widening the gap in achievement between that group and all students, who performed at 57.7% above standard. Students in the Socioeconomically Disadvantaged subgroup similarly declined by 27.4 points to 39 points above standard.

School and Student Performance Data

Academic Performance Mathematics

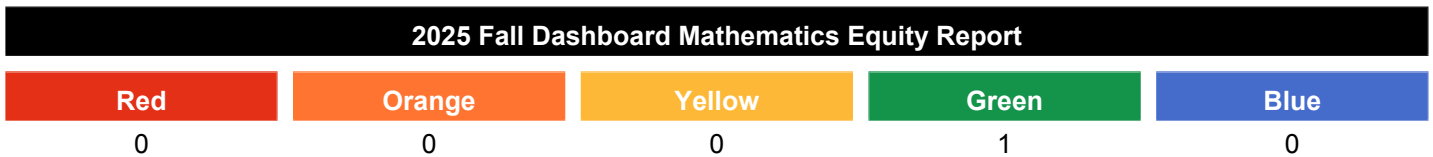
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This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2025 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p> <p>Green</p> <p>47.1 points above standard</p> <p>Declined 9.3 points</p> <p>126 Students</p>	<p>English Learners</p> <p>No Performance Color</p> <p>0 Students</p>	<p>Long-Term English Learners</p>
<p>Foster Youth</p> <p>No Performance Color</p> <p>0 Students</p>	<p>Homeless</p> <p>No Performance Color</p> <p>0 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>No Performance Color</p> <p>30.8 points above standard</p> <p>Declined 11.9 points</p> <p>25 Students</p>

<p>Students with Disabilities</p>  <p>No Performance Color</p> <p>6.5 points above standard</p> <p>Declined 11.2 points</p> <p>31 Students</p>	<p>African American</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>5 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>0 Students</p>
<p>Asian</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>3 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>2 Students</p>	<p>Hispanic</p>  <p>No Performance Color</p> <p>26.9 points above standard</p> <p>Maintained -0.9 points</p> <p>25 Students</p>
<p>Two or More Races</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>9 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>1 Student</p>	<p>White</p>  <p>Green</p> <p>45.5 points above standard</p> <p>Declined 16.4 points</p> <p>75 Students</p>

Conclusions based on this data:

1. Students who identified in the "Hispanic" subgroup maintained scores (the only group that didn't decline from the prior year) with 26.9 points above standard, while white students declined 16.4 points to 45.5 points above standard, compared with all students at 47.1 points above standard (with a decline of 9.3 points from the previous year).
2. Students with disabilities declined 11.2 points to 6.5 points above standard.
3. Students in the "Socioeconomically Disadvantaged" subgroup declined by 11.9 points to 30.8 points above standard, broadening the gap between that group and all students to 16 points.

School and Student Performance Data

Academic Performance Science

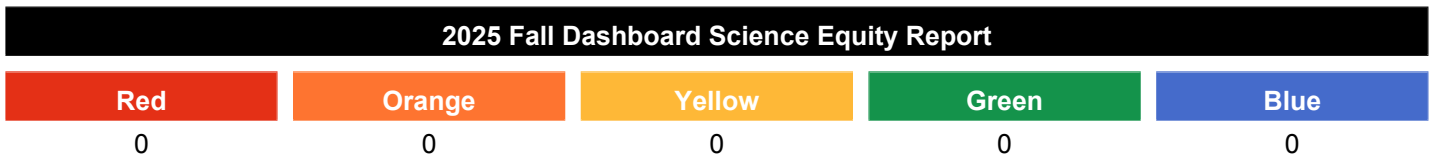
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This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the Science assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2025 Fall Dashboard Science Performance for All Students/Student Group		
<p>All Students</p> <p>Blue</p> <p>71.7 science points</p> <p>Increased 4.3 points</p> <p>43 Students</p>	<p>English Learners</p> <p>No Performance Color</p> <p>0 Students</p>	<p>Long-Term English Learners</p> <p>No Performance Color</p> <p>0 Students</p>
<p>Foster Youth</p> <p>No Performance Color</p> <p>0 Students</p>	<p>Homeless</p> <p>No Performance Color</p> <p>0 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>10 Students</p>

<p>Students with Disabilities</p> <p> No Performance Color</p> <p>53.7 science points</p> <p>Maintained 0.2 points</p> <p>11 Students</p>	<p>African American</p> <p> No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>2 Students</p>	<p>American Indian</p> <p> No Performance Color</p> <p>0 Students</p>
<p>Asian</p> <p> No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>1 Student</p>	<p>Filipino</p> <p> No Performance Color</p> <p>0 Students</p>	<p>Hispanic</p> <p> No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>9 Students</p>
<p>Two or More Races</p> <p> No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>2 Students</p>	<p>Pacific Islander</p> <p> No Performance Color</p> <p>0 Students</p>	<p>White</p> <p> No Performance Color</p> <p>70.4 science points</p> <p>Maintained 0.7 points</p> <p>28 Students</p>

Conclusions based on this data:

1. SSES saw its greatest growth in Science in 2024-25, with all students increasing 4.3 points to be in the "blue"/highest performance.
2. Students with disabilities maintained their performance level from the prior year.
3. White students performing at 70.4 points suggests that other statistically unreported subgroups increased performance.

School and Student Performance Data

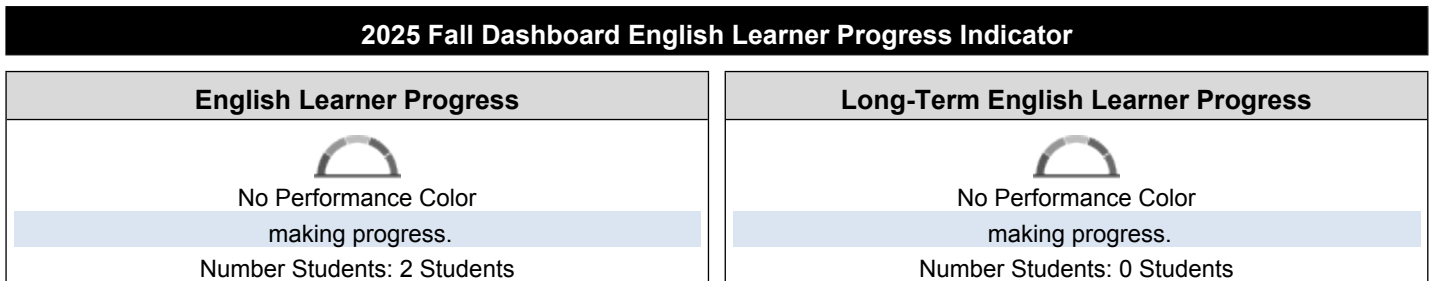
Academic Performance English Learner Progress

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

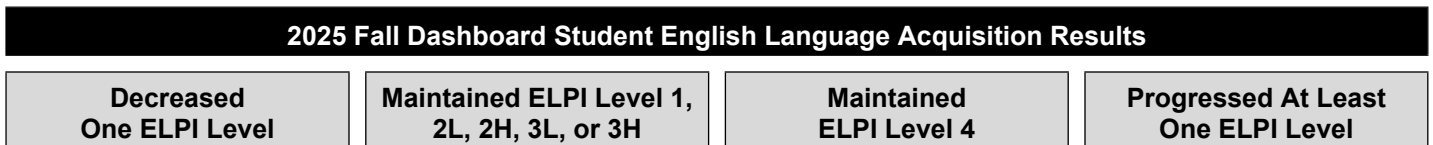
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.



This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.



Conclusions based on this data:

1. No conclusions due to lack of statistically significant number of students.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”












This section provides number of student groups in each level.



This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2025 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group		
<p>All Students</p>  <p>Green</p> <p>6.5% Chronically Absent</p> <p>Declined 2.8</p> <p>355 Students</p>	<p>English Learners</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>5 Students</p>	<p>Long-Term English Learners</p>
<p>Foster Youth</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>1 Student</p>	<p>Homeless</p>  <p>No Performance Color</p> <p>0 Students</p>	<p>Socioeconomically Disadvantaged</p>  <p>Yellow</p> <p>13.8% Chronically Absent</p> <p>Declined 2.7</p> <p>87 Students</p>

<p>Students with Disabilities</p>  <p>Green</p> <p>4.9% Chronically Absent</p> <p>Declined 5.4</p> <p>81 Students</p>	<p>African American</p>  <p>No Performance Color</p> <p>0% Chronically Absent</p> <p>Declined 10.5</p> <p>16 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>0 Students</p>
<p>Asian</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>5 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>6 Students</p>	<p>Hispanic</p>  <p>Orange</p> <p>11.8% Chronically Absent</p> <p>Increased 4.2</p> <p>68 Students</p>
<p>Two or More Races</p>  <p>Green</p> <p>6.1% Chronically Absent</p> <p>Declined 11</p> <p>49 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>2 Students</p>	<p>White</p>  <p>Green</p> <p>5.3% Chronically Absent</p> <p>Declined 2.9</p> <p>209 Students</p>

Conclusions based on this data:

1. There is an observable trend of chronic absenteeism decreasing from over the past two years from 13% to 6.5%, with our school in the "green." Students with disabilities outperformed "all" students with 4.9% chronically absent/green and a decline of 5.4% from the prior year. Students identified as "Two or More Races" also outperformed "all" students with 6.1% chronic absenteeism and a decline of 11% from year prior.
2. The three subgroups that continue to demonstrate higher rates of chronic absenteeism are students who are socioeconomically disadvantaged (13.8%/yellow--decline from last year, however) and students who identified as "Hispanic" (11.8%/orange with an increase of 4% from last year) and students who identify as two or more races. Although these three subgroups are still "in the yellow," the percentage of students who are chronically absent continues to decrease.
3. Though students identifying as "Hispanic" saw an increase in chronic absenteeism, that group increased performance in ELA and maintained scores in math.

School and Student Performance Data

Academic Engagement Graduation Rate

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Red Orange Yellow Green Blue
Lowest Performance Highest Performance

This section provides number of student groups in each level.



This section provides information about students completing high school, which includes students who receive a standard high school diploma.

2025 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
Foster Youth	Homeless	Socioeconomically Disadvantaged
Students with Disabilities	African American	American Indian
Asian	Filipino	Hispanic
Two or More Races	Pacific Islander	White

Conclusions based on this data:

1. Not applicable.

School and Student Performance Data

Conditions & Climate Suspension Rate

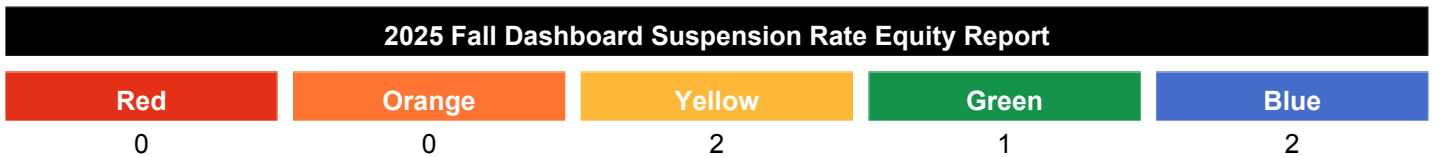
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This section provides number of student groups in each level.



This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2025 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p> <p> Green</p> <p>1.7% suspended at least one day</p> <p>Declined 3.9%</p> <p>358 Students</p>	<p>English Learners</p> <p> No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>6 Students</p>	<p>Long-Term English Learners</p>
<p>Foster Youth</p> <p> No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>1 Student</p>	<p>Homeless</p> <p> No Performance Color</p> <p>0 Students</p>	<p>Socioeconomically Disadvantaged</p> <p> Yellow</p> <p>3.4% suspended at least one day</p> <p>Declined 0.4%</p> <p>88 Students</p>

<p>Students with Disabilities</p>  <p>Yellow</p> <p>4.9% suspended at least one day</p> <p>Declined 1%</p> <p>82 Students</p>	<p>African American</p>  <p>No Performance Color</p> <p>0% suspended at least one day</p> <p>Maintained 0%</p> <p>16 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>0 Students</p>
<p>Asian</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>5 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>6 Students</p>	<p>Hispanic</p>  <p>Blue</p> <p>0% suspended at least one day</p> <p>Declined 4.3%</p> <p>68 Students</p>
<p>Two or More Races</p>  <p>Blue</p> <p>0% suspended at least one day</p> <p>Declined 2.4%</p> <p>49 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>2 Students</p>	<p>White</p>  <p>Green</p> <p>2.8% suspended at least one day</p> <p>Declined 4.2%</p> <p>212 Students</p>

Conclusions based on this data:

1. SSES's suspension rate declined to by 3.9% to 1.9%/green due to a decrease in incidents and spread over more students.
2. Though students with disabilities and students who are "socioeconomically disadvantaged both have higher rates of suspension (4.9 and 3.4% respectively), both groups declined from the year prior.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 1

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Learning

Silver Strand Elementary aims to address each student's strengths and growth through differentiated instruction, activities, and assessments; data-driven resource allocation; and access to intervention, enrichment opportunities, and social-emotional supports.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Integrate personalized learning with assessment methods that will prepare all students for academic and vocational success.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Data in English Language Arts and Mathematics indicate a need to continue to provide support for students at their instructional level to achieve toward and beyond grade-level standards. We must continue to maximize opportunities within our bell schedule and staffing to provide small-group and differentiated instruction, intervention, and enrichment (Academic Support and Enrichment groups, Specialized Academic Instructional services and co-teaching, and small group rotations with the classroom), with staffing by general education teachers, Education Specialists, ASE teachers, and Instructional Assistants.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<p>ELA Achievement Metrics: Indicators: 1. CAASPP ELA Scores: -Overall decline of students at or above standard since 2023. -Subgroups: Students in Hispanic subgroup increased while other subgroups declined -Writing substrand is a relative area of strength across grade levels and Listening is an area of growth based on 2025 data.</p>	<p>ELA Achievement Baselines 1. CAASPP ELA Scores 2024-25 a) CAASPP data in ELA demonstrates a decline of 1.64% from the prior year to 77.44% of students in grades 3-5 at or above standard, with all students on average performing 57.7 points above standard (decline of 8 points from prior year). The percentage of students meeting and exceeding standards is greatest in 5th grade (82%) and similar in 3rd and 4th (75%). b) There is relative consistency in the percentages of students overall performing in the above + at or near standard across substrands--90-93%, with variability in various grade levels in students moving across below, at/near, and above. "Writing" was a relative overall strength, with 5th grade scores of 46.67% students scoring above standard offsetting a decrease in scores in 4th grade in writing.</p>	<p>2026-27 Metrics 1. CAASPP ELA Scores: Grades 3-5 performing at or above standard in all areas: Increase from 77.4 to 79% in 2026 a) Decrease the gap in performance between grades. b) Increase subgroup performance c) Establish Listening Skills as Schoolwide Area of Focus (aligned with Portrait of a Graduate focus area on Communication) d) Evidence of discrete phonics instruction in TK-2nd grade classrooms.</p>

	<p>40.91% of 4th graders scored above standard in Research/Inquiry while ~25% of 3rd and 5th graders scored above standard in that substrand.</p> <p>c) The lowest substrand overall was "Listening" with 15.79% scoring above standard and an increase in students scoring in the at/near and below standard bands, identifying it a skill area of focus.</p> <p>d) Students who identified in the "Hispanic" Subgroup increased scores by 14 points to 51.5 points above standard compared with "white" students at 52.9 points above standard (who declined 19.7 points from the previous year).</p> <p>e) Students with disabilities declined in scores (after years of increase) by 28.7 points to 1.2 points below standard, widening the gap in achievement between that group and all students, who performed at 57.7% above standard. Students in the Socioeconomically Disadvantaged subgroup similarly declined by 27.4 points to 39 points above standard.</p> <p>f) Professional collaboration on writing</p> <p>g) IMSE phonics training for all TK-2nd grade teachers and Ed Specialists.</p>	
<p>Math Achievement Metrics: Indicators: 1. CAASPP Math Scores: -Overall decline of students at or above standard since 2023. -Subgroups: Students with Disabilities and students who are socioeconomically disadvantaged declined in 2025 testing -Grade level score variability -Skill focus on Problem Solving and Data Analysis substrand.</p>	<p>Math Achievement Baselines: 1. CAASPP Math Scores 2024-25: CAASPP data in Math demonstrates a decline of 3.35% from the year prior to 74.43% of students in grades 3-5 at or above standard, with all students on average performing 47.1 points above standard (decline of 9.3 points from prior year). The percentage of students meeting and exceeding standards was greatest in 3rd (77%) and lowest in 4th grade (70%). At all grades, the percentage of students "not meeting standards" has decreased again, resulting in a higher percentage of students "nearly meeting" and "meeting the standard." b) There is relative consistency in the percentages of students overall performing in the above + at or near standard across substrands--94%, with variability in various grade levels in students moving across below, at/near, and above. c) "Concepts and Procedures" could be considered a relative overall strength, with all grades demonstrating relatively consistent scores in the bands, although there was a decrease in overall number of students</p>	<p>2026-27 Metrics: 1. CAASPP Math Scores: Grades 3-5 performing at or above standard in all areas: Increase to 76% a) Decrease the gap in performance between grades. b) Increase subgroup performance 2. Establish Problem Solving and Data Analysis as Schoolwide Area of Focus (aligned with Portrait of a Graduate focus area on Problem Solving)</p>

	<p>performing above standard from the prior year. "Communicating Reasoning" was an overall area of growth in the percentage of students scoring above standard.</p> <p>d) The lowest substrand was "Problem Solving and Data Analysis" with the lowest percentage of students overall scoring above standard, but there was not an increase in the percentage of students scoring below in that substrand.</p> <p>e) Students who identified in the "Hispanic" subgroup maintained scores (the only group that didn't decline from the prior year) with 26.9 points above standard, while white students declined 16.4 points to 45.5 points above standard, compared with all students at 47.1 points above standard (with a decline of 9.3 points from the previous year).</p> <p>f) Students with disabilities declined 11.2 points to 6.5 points above standard. Students in the "Socioeconomically Disadvantaged" subgroup declined by 11.9 points to 30.8 points above standard, broadening the gap between that group and all students to 16 points.</p> <p>g) Math Intervention TOSA providing planning and push-in support for Bridges Work Places</p> <p>h) Ongoing ASE math support in 4th and 5th grade (non-co-teach) classrooms.</p> <p>I) Math Fluency presentation from Math ToSA during staff collaboration time</p>	
<p>Science Achievement Metrics Metric:</p> <p>1. CAST Scores in 5th grade increased to 71% from 63% from prior year.</p>	<p>Science Achievement Baselines:</p> <p>1. 2024-25: SSES saw its greatest growth in Science in 2024-25, with all students increasing 4.3 points to be in the "blue"/highest performance.</p> <p>a) Students with disabilities maintained their performance from the prior year.</p> <p>b) White students performing at 70.4 points suggests that other statistically unreported subgroups increased performance.</p> <p>2. All grade levels experienced release days for science curriculum planning; implementation of Foss curriculum is growing in consistency across grade levels with resource and organizational support from Science ToSA.</p>	<p>2026-27 Metrics</p> <p>1. Increase performance on CAST to 72% at or above standard</p> <p>2. Evidence of all grade levels implementing Foss science units consistently</p>
<p>"Specials" (Innovation, VAPA, PE and Spanish) Metrics</p>	<p>Specials Baselines 2025-26:</p>	<p>2026-27 Metrics:</p>

<p>Indicator: CSF funds Arts and STEAM pathways and schedules provides students K-5 access DODEA grant funds Spanish instruction with STAMP test data as new baseline for grades 3-5 in Listening and Speaking. PE Minutes met, Sparks units completed, and fitness testing</p>	<p>Fully equipped Innovation lab space, with regular collaboration on curriculum with VES and Science TOSA Weekly Spanish lessons at all grade levels per DODEA grant. Baseline STAMP test data: 11% of students in 3rd-5th grades scored three or higher in Listening in 2024. PE minutes exceeded, units covered, and all students fitness tested</p>	<p>1. All students have access to Innovation Lab resources and curricula and VAPA 2. All students have access to Spanish instruction per schedule (between 20 and 45 minutes per week determined by grade level). Increase students in 3rd-5th grade scoring three or higher in Listening and 5th graders scoring 3 or higher in Speaking. 3. PE minutes met, Sparks units covered, and all students fitness tested.</p>
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Strategies/Activities

Complete the Strategy/Activity Table with each of your school’s strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
<p>1.1</p>	<p>1.1: SSES will provide standards-aligned core curriculum, high-quality instruction, and assessments to prepare all students to graduate college and career-ready. --Continue implementation of Bridges curriculum with a focus on Work Places (for fluency practice). Implement extension curriculum associated with Bridges for students benefiting from enrichment. --Implement Year 6 of Benchmark ELA Curriculum and Year 4 of TCI Social Studies curriculum with focus on connecting language activities with social studies content for efficiencies and connections. --Continue implementation of Foundations/IMSE phonics instruction in TK-2nd grade classrooms. --Adopt Listening as a schoolwide focus aligned with POG focus area on Communication. --Implement arts integration units at each grade level --Implementation and alignment of Foss science units at each grade level --Explore opportunities for SPARK PE trainings</p>	<p>All Students</p>	<p>District Funded 4000-4999: Books And Supplies DoDEA Grant(s), Coronado Schools Foundation Block Grant, LCFF supplemental, Title I</p>
<p>1.2</p>	<p>1.2 Formative and Summative Assessment Data will inform student supports and interventions as well as extension opportunities -All students will be assessed 3X per year using universal screeners in ELA and math and with progress monitoring of students identified for targeted growth. -Professional development will be allocated to research test items in subcategories of ELA and math for instructional focus (Listening skills, writing, and communicating reasoning) -ELA and math data analyzed each semester to determine interventions, classroom group rotations, and instructional focus</p>	<p>All Students</p>	<p>General Fund 4000-4999: Books And Supplies DoDEA Grant(s), Coronado Schools Foundation Block Grant, LCFF supplemental, Title I</p>
<p>1.3</p>	<p>1.3 SSES will ensure access to effective 21st century curriculum, instruction, learning tools, assessments and extensions</p>	<p>All Students</p>	<p>District Funded 4000-4999: Books And Supplies</p>

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	--Grade levels will use Canvas and weekly newsletters for family communications and delivery of curriculum, instruction, assessments, and extensions as appropriate. --All families will have access to curricular resources via Canvas (including intervention and extensions) in appropriate subject areas --Students will have access to extension and enrichment activities in classrooms		
1.4			
1.5	1.4: Students in identified subgroups with an achievement gap will have targeted progress monitoring in ELA and math. -Staff will research and train on best practices in math instruction for language learners -Students with disabilities will receive targeted support in specific skills as well as co-teaching -English learners will have access to resources in the home language as appropriate and Newcomers will have targeted instruction and literacy resources tailored to proficiency levels.	Subgroups: Students Identified as Hispanic, Students with Disabilities	District Funded General Fund
1.7			
1.8			
1.9			
1.11			
1.13			

Annual Review

SPSA Year Reviewed: 2024-25

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

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

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

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.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 2

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Communication

Silver Strand Elementary will provide effective communication systems between and among all school community members.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Communicate openly, freely, and accurately to engage and involve all school community members.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Family and community shareholders need access to school schedules, news, plans, and events; classroom curriculum, activities and expectations; reporting of student progress and concerns; and information regarding safety and security of campus, staff, and students. Staff members need access to school schedules, news, plans, and events; campus activities and expectations; staff opportunities; student data; and information regarding safety and security of campus, staff, and students.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<p>Educational Platform Metrics: Indicator: Accurate and accessible information about school schedules, events, and programming available to all shareholders</p> <ol style="list-style-type: none"> 1. Teacher Implementation of LMS Canvas 2. Family access to and facility with Canvas 3. Website updated with current information and programming 4. Updated and accurate bell schedules 	<p>Educational Platform Baselines: 2025-26</p> <ol style="list-style-type: none"> 1. LMS: Teachers have been trained and are implementing Canvas LMS 2. District continues to update and train staff on Renaissance data dashboard. 3. District and Site Websites and Communication Systems: <ol style="list-style-type: none"> a) Catapult system is consistently used for family and staff communications by admin and office b) School website has been updated in most areas 4. Bell Schedule is available on Google and updated to include Spanish, Math Intervention, and Library lessons. 	<p>Metrics 2026-27:</p> <ol style="list-style-type: none"> 1. Evidence of family access to and facility with Canvas and units of study, curricular resources, weekly homework assignments and requirements, and progress reports (twice a year). 2. Ongoing training on Renaissance data dashboard. 3. Website will reflect current and updated information about calendar/schedules, curriculum, and programs. 4. Evidence of efficient and effective communication via Catapult in the event of emergency 5. Bell Schedules (teachers/IAs) will reflect collaborative process involving all grade levels and programs and represent accurate updated schedule of classroom activities visible to all staff via Google.
<p>Staff and Family Communication Metrics:</p>	<p>Staff and Family Communication Baselines: 2025-26</p>	<p>Metrics 2026-27:</p> <ol style="list-style-type: none"> 1. Ongoing weekly communications from SSES Administration to Families

<p>Indicator: Accurate and accessible information about school schedules, events, and programming available to all school community members</p> <ol style="list-style-type: none"> Weekly communications from SSES Administration to Families and Staff Weekly communications from classroom teachers to families 	<ol style="list-style-type: none"> Smore Newsletter platform is used for weekly communications between principal and families and principal and staff. Newsletters contains calendar, news, and events. District Calendar Committee established monthly recognitions to include in newsletters. Preschool families benefit from access to Strand Newsletter on a weekly basis. Feedback on Newsletter and email communications suggests that "old news" distracts from most relevant/recent news; principal sends most relevant and critical information in email to families with Newsletter link included (increase in awareness). Families are requesting periodic sharing, in communications or meetings, of research/information on relevant topics, such as reading (presentation in fall 2024), homework strategies, parenting, etc.). 	<p>and Staff, aligned with District Communications and providing information about school schedules, news, plans, and events and information regarding safety and security of campus, staff, and students, with more in-depth inclusion of information about curriculum and schoolwide themes evident.</p> <ol style="list-style-type: none"> Ongoing weekly communications from classroom teachers to families. Scheduling of "Family Interest" topic meetings at or separate from PTO meetings.
<p>School Community Members Participation Metrics: Indicator: COVID affected access to campus and activities. Family member involvement in school activities has increased but remains a challenge due in part to district volunteer screening requirements.</p> <ol style="list-style-type: none"> Increased family member participation and volunteering in School Site Council, PTO, Title 1, and resumption of Family Fun and Back-to-School and Open House events and subsequent increased awareness of school programming and facilities Increased involvement of and presence of community partners (public library, Safe Harbor, Coronado Historical Association, Recreation Dept, etc.) 	<p>Shareholder Participation Baselines: 2025-26</p> <ol style="list-style-type: none"> Family member participation: <ol style="list-style-type: none"> Participation in PTO meetings, School Site Council, and PTO activities remained steady this year but finding a broader population of volunteers remains a challenge. Community Partnerships include Operation PALS, Coronado Safe Harbor, Friends of the Library. District provided fingerprinting and TB testing opportunities to ease meeting requirements. District facilitated reintroduction of Everyone a Reader community volunteers this school year; parent volunteers increased on campus/classrooms and in ILab. Families appreciate opportunities to meet other families from grade levels and to have periodic meetings with principal and/or counselor on topical issues/concerns. Community Circle hosted by principal and NCRC was held in March 2025 with 15 participants. 	<p>Metrics 2026-27:</p> <ol style="list-style-type: none"> Increased family member participation and volunteering in School Site Council, PTO, and Title 1 committees and activities with continued fingerprinting/TB clearance clinics offered. Increased involvement of and presence of community partners (public library, Safe Harbor, Recreation Dept, Coronado Historical Association, etc.) and subsequent student exposure to enrichment opportunities Increase in parent volunteers in classrooms/programs. Ongoing opportunities for parents/school community members to meet with counselor/principal on topical issues.
<p>Staff Collaboration Metrics: Indicator: Need for staff collaborations in a variety of groupings and configurations</p> <ol style="list-style-type: none"> Calendared and regular collaborations between general education and Special Education teachers, among grade-level teams, between grade-level teams and 	<p>Staff Collaboration Baselines 2025-26;</p> <ol style="list-style-type: none"> All-Staff meetings held monthly on Wednesdays, with opportunities for collaboration along with district data analysis protocols and trainings in (NCRC) communication, Renaissance/Star assessment, data dashboard, Computer Science. Site MTSS committee hosted PD on 	<p>Metrics 2026-27:</p> <ol style="list-style-type: none"> Evidence of calendared and regular monthly collaborations between general education and Special Education teachers, among grade-level teams, between grade-level teams and intervention staff, and among SpEd staff and instructional assistants, and among whole staff.

<p>intervention staff, and among SpEd staff and instructional assistants, and among whole staff.</p> <p>2. Staff meeting agendas and notes available prior to meetings and afterwards.</p>	<p>Second Step SEL, Writing and math fluency. Portrait of a Graduate committee introduced portrait focus areas (communication, critical thinking).</p> <p>2. SpEd team meetings were inconsistent due to IEP calendar and staffing challenges.</p> <p>3. Classified staff trainings impacted by leave days coinciding with staff workdays due to childcare.</p> <p>4. Staff meeting agenda is included in calendar updates and slides shared before and after.</p> <p>5. ACT Rep and Principal met monthly on a consistent basis.</p>	<p>Teacher involvement in planning of meeting content/aims.</p> <p>2. Staff meeting agendas and notes available prior to meetings and afterwards.</p> <p>3. Incorporation of PD activities related to Portrait of a Graduate.</p>
<p>Safety Communications Metrics: Indicator: Trainings, practice, and preparations regarding safety and emergencies.</p> <p>1. Annual update of Safety/Emergency Plan and Site Council Approval</p> <p>2. Schedule of monthly safety drills including provisions and practice for lunch/recess emergencies</p> <p>3. Evidence of efficient communication via Catapult in the event of emergency</p> <p>4. Consistent use of radios for site- and districtwide communications as appropriate.</p>	<p>Safety Communications Baselines 2025-26:</p> <p>1. District safety audit and updated plans and trainings provided for every site in fall 2024. Reunification protocols planning in progress.</p> <p>2. District admin using emergency awareness text thread.</p> <p>3. Deployment of new radios in all campus areas and training of staff; successful use during drills and out-of-classroom activities.</p>	<p>Metrics 2026-27:</p> <p>1. Annual update of Safety/Emergency Plan and Site Council Approval by end of January</p> <p>2. Monthly safety drills including provisions and practice for lunch/recess emergencies; evidence of reunification protocols in place.</p> <p>3. Consistent use of radios/intercom for site communications and Catapult for family communication.</p>

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
2.1	<p>2.1 School community members will have access to school schedules, news, plans, and events; classroom curriculum, activities and expectations; reporting of student progress and concerns; and information regarding safety and security of campus, staff, and students.</p> <p>--Identify barriers to access for families to the school, programming, events, and activities such as volunteer guidelines and availability of volunteer opportunities; offer solutions, e.g., provide accessible TB testing and fingerprinting.</p> <p>--Weekly Smore newsletters distributed to staff and families which includes information about new curricula and programs and schoolwide themes, as well as relevant research and parenting tips.</p> <p>--School Website information updated regularly</p> <p>--Encouraged participation in School Committees: SSC, PTO, Title 1</p> <p>--Continue "Community Circle" opportunities for school community members to share concerns and questions and devise action plans for school improvement.</p>	All	Site funds and District PD funds, PTO

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	--Ongoing Back-to-School Night and Spring Open House opportunities open to all families --Fall and Spring Family Conferences --Family participation in SST, 504, and IEP meetings --Encourage parent and community volunteering by clarifying policies and providing schedules and invitations for volunteer opportunities. --Continue hosting quarterly family-friendly events in conjunction with PTO and local organizations		
2.2	2.2 Staff members will have access to school schedules, news, plans, and events; campus activities and expectations; staff expectations and opportunities; student data; and information regarding safety and security of campus, staff, and students. --Weekly Staff Bulletin --Outlook Calendar Invites --Midweek Email Updates as necessary --Monthly All-Staff Meetings --Monthly Staff Subgroup alignment and articulation meetings --Monthly ACT Rep/Principal Meetings --Ongoing update of Crew Handbook of Resources	All	
2.3			
2.4			

Annual Review

SPSA Year Reviewed: 2024-25

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

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

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

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.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 3

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Support

Silver Strand Elementary aims to ensure that all students' supports needs will be met through safe and clean facilities, supervision, and emergency planning, data-driven decision making, appropriate interventions and supports, enrichment opportunities, and social/emotional services. Staff supports needs will be met through safe and clean facilities and emergency planning, data-driven decision-making and resource allocation, appropriate material and professional supports, training and enrichment opportunities, access to mental wellness and work-life balance strategies, and through collaboration with Human Resources and representative organizations with adherence to contracts.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Maintain safe and supportive schools where students and staff thrive.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

All students need safe and clean facilities and learning environments and access to FAPE and intervention supports. Staff need safe and clean facilities and a supportive and professional working environment.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<p>Safe, Secure, and Clean Facilities Metrics:</p> <ol style="list-style-type: none"> Evidence of secure, safe, and clean school facilities Adherence to Safety and Emergency Preparedness guidelines (drills, supplies, protocols) Proper supervision of students throughout the school day and entering and exiting campus Safe traffic, drop-off and dismissal procedures, including crossing guard Coordination with district M&O, military, and police and fire agencies. 	<p>Safe, Secure, and Clean Facilities Baselines 2025-26:</p> <ol style="list-style-type: none"> Evidence of secure, safe, and clean school facilities: <ol style="list-style-type: none"> Ongoing maintenance of playground equipment Lunch and snack/collaboration tables, chairs, and umbrellas purchased and deployed across campus Furniture and shed storage options installed on campus Classroom carpet replacement 2/3 complete Need for ongoing maintenance of gate alarms and repairs to gates and fencing Student lineups and gate supervision protocols modified to increase student safety and supervision. Crossing guard vacancy and inconsistent staffing through Spring 2026. 5th grade curbside hosts; family communications and monitoring of drop-off protocols. Consistent staffing and implementation of bus rider accountability protocols Variable support from CPD at Friday Flagpole assemblies due to CPD staffing; efficient response to safety concerns by SRO. Safety trainings in Stop the Bleed and Emergency Response 	<p>2026-27 Metrics:</p> <ol style="list-style-type: none"> Evidence of secure, safe, and clean school facilities: <ol style="list-style-type: none"> Ample and safe playground equipment on all playgrounds Flooring replaced in all classroom spaces Replenishment of emergency supplies for all classrooms and disaster drill planning and practice Schedule and implementation of full monthly safety drills, including practice for recess and lunch emergencies and disaster and reunification supplies and protocols in place. Working alarms on all gates and repaired gates and fencing at perimeters Consistent use of radios among staff Consistent crossing guard presence
<p>Behavior Support and Safety Metrics: Indicator: Discipline data demonstrates that most student safety concerns related to behavior occur during recesses and/or lineup times.</p> <ol style="list-style-type: none"> Discipline Data Adequate Staffing for Supervision and clear supervision expectations Evidence of Implementation of Second Step and Playworks Practices 	<p>Behavior Support and Safety Baselines 2024-25/25-26:</p> <p>Suspension level on the dashboard in the "green" with a suspension rate of 1.7% down from "red"/5.6% and a decrease of 3.9% from prior year.</p> <ol style="list-style-type: none"> Ongoing concern with staff and students impacted by aggressive physical behavior. Discipline Data: <ol style="list-style-type: none"> During School Year 2025-26 at time of publishing (4/10/26), 12 suspensions (including half-days) were logged among 5 students, up from 7.5 suspensions last year among 3 students. In 2025-26 the most behaviors (physical, harassment, disruption/defiance, unsafe/dysregulation) occurred in the classroom setting (~50%), followed by 	<p>2026-27 Metrics</p> <ol style="list-style-type: none"> Decrease in suspensions and associated unsafe physical and social-emotional behaviors. Decrease in students and staff impacted by students' aggressive physical behavior. Continued evidence of decreased number of behavior incidents at lineup/recess times and decrease in classroom incidents through interventions such as behavior plans and accommodations. Evidence of decreased repeat incidents (evidence of effectiveness of preventions and interventions). Evidence of adequate and trained supervisory staff at recesses and lunch and consistent implementation of Playworks strategies. Internal and external communications established regarding

	<p>PE and lunch/lunch recess (approximately 20% each).</p> <p>c) By April 2026, 92 students had one or more logged discipline events, totalling 362; 44 of these students had only one event.; as compared with 108 students and 372 events in 2024-25 school year, and 51 students with only one event.</p> <p>3. Implementation of office "exit slips" to communicate with staff and parents when students are in office for interventions. Continued need for efficient systems of communication between support staff/Specials teachers and classroom teachers about behavior incidents which occur with students outside classrooms.</p> <p>4. Teacher implementation of line order and line-up protocols adapted at lunch-to-recess transitions, including office rerouting for students with lineup challenges; expansion of "Kinder Buddies" 4th and 5th grade escort program decreased transition incidents.</p> <p>5. Implementation of student behavior and safety contracts and community service/alternate recess opportunities.</p> <p>6. Ongoing need for communication protocols and follow-through with families of students perpetrating and affected by behavior/safety incidents and need for counseling and supports for students affected by behaviors as appropriate.</p> <p>7. NCRC Trainings for staff in Communication and Community Circle for (staff), as well as Open Office Hours for consultation.</p> <p>8. Frequent turnover in Campus Assistant Staff; need for reboot/implementation of Playworks strategies, including attention getters, expectations reminders, Games of the Week, and Junior Coaches.</p>	<p>behavior interventions and impacts and district DAG.</p> <p>6. Continued communication protocols and follow-through with families of students perpetrating and affected by behavior/safety incidents and counseling and supports provided for students affected by behaviors as appropriate</p> <p>7. Development and implementation of coordinated in-school intervention program including alternate recess plans.</p> <p>8. Consistent staffing and implementation of Second Step and Playworks strategies, including attention getters, expectations reminders, Games of the Week, and Junior Coaches.</p>
<p>Professional Development Metrics Indicator: Planning and Professional Development time structured to balance the need for district-wide trainings on safety; new curricula, programs and needs; team collaborations; student progress and data review; and whole-staff meetings.</p> <p>1. Weekly rotation of Collaboration time to include All-Staff Meetings, Grade Level and Program Articulation, District PD, and Planning and Collaboration time.</p>	<p>PD Baselines 2025-26:</p> <p>1. District Professional Development included STAR Reading and Math Assessments trainings, Renaissance Educlimber Data Management Training, Computer Science, grade-level Science Release and Planning, and site-based math fluency and writing collaboration. School representatives served on Portrait of a Graduate Strategic Planning, DODEA Computer Science/Technology and Career Pathways Grant Planning.</p>	<p>2026-27 Metrics</p> <p>1. Weekly rotation/balance of Collaboration time to include All-Staff Meetings, Grade Level and Program Articulation, District PD, and Planning and Collaboration time.</p> <p>2. District professional development that reflects current curricular, behavioral, and social-emotional needs of students and consequent training for teachers; site PD to reflect SPSA goals and actions and Portrait of a Graduate</p>

<p>2. District professional development to reflect current safety, curricular, behavior, and social-emotional needs of students and consequent training for teachers.</p> <p>3. Professional development and feedback aligned with NCUST Quality Indicators (districtwide focus)</p>		<p>areas of focus (Communication, Problem-Solving, Self Care).</p> <p>3. Semester reviews of ELA and Math assessments with clear and documented instructional and interventional plans to support students in response to data.</p> <p>4. Administrator informal walkthrough observation feedback aligned with NCUST Quality Indicators.</p>
<p>Counseling Support Metrics: Indicator: Ongoing need for proactive and responsive counseling supports (Tiers 1-3)</p> <p>1. Availability of Clinical Counselor and Military Family Life Counselor (MFLC)</p> <p>2. Programming/Impact based on data</p> <p>3. SEL needs based on data</p> <p>4. Collaboration with community resources such as Coronado Safe Harbor and MFLC for Tier 1 and outside providers for Tier 2-3 supports</p>	<p>Counseling Support Baselines 2025-26:</p> <p>1. Full-time Clinical Counselor (Tier 1-3 counseling support). Average of 12 weekly Tier 1-3 groups led by Clinical Counselor per semester. 16 students receive counseling services per IEP (Tier 2-3) . 18 students have Access to Counseling per 504 Plans (Tier 2).</p> <p>2. Full-time MFLC (Tier 1) providing support for military-connected students.</p> <p>3. Connections Room designated as shared space for Clinical Counselor and MFLC groups</p> <p>4. Turtle Time provided for TK, K, 1 by Coronado SAFE Harbor (Tier 1).</p>	<p>2026-27 Metrics</p> <p>1. Group and individual supports, classroom presentations, and counselor schedules aligned with data and campus needs (students', services per IEPs and 504 Plans, incidents and trends, risk assessments, teacher and parent support)</p> <p>2. Continue providing 12-14 weekly Tier1-3 groups per semester contingent on staffing</p> <p>3. Pilot use of social-emotional and behavior screeners to evaluate need for counseling support for gen ed students and to monitor progress post intervention for Tier 2 students</p> <p>5. Increased collaboration and communication between school staff with MFLC Tier 1 support as appropriate and within guidelines of MFLC program</p> <p>6. Increased collaboration with Coronado Safe Harbor Tier 1 support</p>
<p>Special Education Metrics: Indicator: Students with IEPs perform below peers on CAASPP tests; exhibit outlying behaviors; ongoing review of inclusion model and student needs and supports is warranted.</p> <p>1. Staffing and Scheduling: Adequate staffing for services; allocation of SpEd services; assignment of Specialized Academic Instruction minutes; collaboration time for gen ed and SpEd staff.</p> <p>2. Student achievement on assessments and progress on goals/assessments</p> <p>3. Trainings for Staff in disabilities and special education, inclusion, behavior, and differentiated instruction.</p>	<p>SpEd Baselines 2025-6:</p> <p>1. Staffing and Scheduling: a) Full spectrum of staff provided for students from mild to extensive needs from preschool through 5th grade, reduction of Ed Specialist staffing from 4 to 3.5; increasing grade-level assignments for staff and assistance needed in reading groups due to number of students in Grade 4. b) Ongoing provision of supports when available (e.g., in writing and on Wednesdays.) c) No program specialist support; part-time BCBA support. d) Motor Room established in PE Room with expectations posted and use streamlined e) APE services provided to students f) Consistent staffing vacancies in RBTs, IAs, and IABHCs including ongoing subs</p> <p>2. Student Progress on Goals/Assessments and Progress Reports</p>	<p>2026-27 Metrics</p> <p>1. Staffing and Scheduling: a) Optimization/maximization of resources of full spectrum of SpEd services as they relate to caseloads, service minutes, and aide/RBT assignments b) Ongoing BCBA and RBT Support and related trainings for all staff on behavior c) Evidence of scheduled collaboration time between co-teachers, gen ed and SpEd teachers and RBT/BCBA/IAs in professional development calendar and individual prep schedule;</p> <p>2. Progress: Students' demonstrable individual progress on goals as evident in assessments and progress reports. a) Evidence of targeted Specialized Academic Instruction minutes in addition to or parallel to general education instruction as appropriate aligned with individualized IEP goals. b) Evidence of implementation, collaboration, alignment, and</p>

	<p>a) Need for alignment in pacing and progress monitoring in Wilson Reading System implementation</p> <p>b) Ongoing need to plan for providing accommodations for students on internal/district/state assessments as appropriate.</p> <p>c) Students with Disabilities decreased in ELA by 28.7 points to 1.2 points below standard (new baseline) and by 11.2 points in math, performing at 6.5 points above standard (new baseline), after years of increasing performance.</p> <p>3. Collaboration and trainings for Staff in disabilities and special education, behavior, and differentiated instruction.</p> <p>a) Classified training in behavior support offered by BCBA in the fall</p> <p>c) Weekly Site department meetings scheduled but not consistent.</p> <p>4. Plans for Wiggle Walkway/Sensory Path on hold</p>	<p>monitoring of progress of students in Wilson Reading Program.</p> <p>c) All students assessed in all areas with curriculum assessments or alternative progress monitoring plan.</p> <p>d) Advance planning for accommodations for students in all assessments as appropriate per IEP/504.</p> <p>e) Students with disabilities continuing progress near or above standard in ELA and Math.</p> <p>3. Training for all staff: Ongoing professional development for all staff in disabilities and special education, behavior, inclusion and differentiated instruction.</p> <p>a) Ongoing calendared trainings in behavior support for all staff</p> <p>b) Continued opportunities for co-teach trainings</p> <p>c) Regular SpEd Department meetings.</p> <p>4. Implementation of campus Wiggle Walkway.</p>
<p>Multi-Tiered Systems of Support Metrics: Indicator: MTSS Process Rubric outlines areas/tasks for completion</p> <p>1. Evidence of schoolwide and environment-specific expectations visible and reinforced</p> <p>2. Discipline/interventions practices and data, including tracking patterns of infractions for preventive action and intervention focus in partnership with teachers.</p> <p>3. Clear process for identifying and intervening with students in need of academic support (Student Success Team).</p> <p>4. Consistent implementation of SEL curriculum</p> <p>4. Opportunities for involvement of students in peer support and campus culture</p> <p>5. Opportunities for Staff Development/Trainings</p> <p>6. Coordinated plan for and implementation of student recognitions program</p> <p>7. Culturally responsive school environment</p>	<p>Multi-Tiered Systems of Support Baselines 2025-26:</p> <p>1. Evidence of schoolwide and environment-specific expectations visible and reinforced</p> <p>a) Banners for Voyager Agreements and Rock It Out posted</p> <p>b) Environment agreements (restrooms, Strand Hall breakfast and lunch) posted; Tech agreement contract distributed</p> <p>c) Voyager agreements reminders reinforced at Friday Flagpole (Safe, Responsible, Respectful, Kind).</p> <p>2. Consistent recording and tracking of discipline/interventions practices and data</p> <p>b) Student behaviors reviewed weekly among Lunch/Recess Crew with intervention planning (recess rerouting, etc.)</p> <p>3. 40 SST meetings held by April 20, 2026.</p> <p>4. MTSS Committee organized and led staff collaborations around Second Step SEL, math fluency, and writing practices</p> <p>5. Opportunities for involvement of students in peer support, mentorship, and campus culture:</p> <p>a) Kinder Buddies, Garden Club, Curbside Hosts, Reading Buddies, Anchored4Life, and Junior Coaching; added 4th Grade Leadership</p>	<p>2026-27 Metrics:</p> <p>1. Evidence of schoolwide and environment-specific expectations visible in all areas and reinforced in newsletter, classrooms, and Friday Flagpole/announcements. Implementation of schoolwide themes/district calendar, with family engagement/extension opportunities</p> <p>2. Discipline/interventions practices and data: Reduce number of major behavior infractions with focused support on recess/lineup times.</p> <p>3. Evidence of consistent implementation of adopted Second Step SEL Curriculum</p> <p>4. Evidence of SST meetings held in advance of initial IEPs; cyclical meetings with action and follow-up plans</p> <p>4. Evidence of opportunities for involvement of students in peer support and campus culture</p> <p>5. Evidence of opportunities for Staff Development/Trainings calendared in areas of student support, SEL, MTSS, equity, and high-impact instructional practices</p> <p>6. Pilot/implement use of social-emotional/behavior screeners to identify areas of need for gen ed students and to funnel resources where most needed</p> <p>7. Signage, images, and books/resources reflecting inclusive,</p>

	<p>6. Culturally Responsive School Environment</p> <p>a) Students were recognized by outside agencies (Letters to the Troops/MOAA, Masonic Lodge)</p> <p>b) MTSS Committee met monthly</p> <p>c) NCRC staff trainings in Communication; Community Circle, Open Office Hours</p>	<p>welcoming environment for all types of students and families.</p> <p>8. Continue PTO/family invitation to program orientations and community circle discussions</p>
<p>Attendance Metrics: Indicator: Student attendance and approach to student absences are recovering from influence of COVID illnesses and protocols. Silver Strand's attendance rate has improved from red/very high to green.</p> <p>1. Average Daily Attendance</p> <p>2. Chronic Absenteeism Rate per Dashboard</p> <p>3. Attendance Letters</p>	<p>Attendance Baselines 2025-26:</p> <p>1. Average Daily Attendance: 2025-April 2026=95.9 (2024 as of April 95.5 (95.5 in 2025; 95.2 in 24; 94% in 2022-23; pre-Covid rates were 96+%)</p> <p>2. Chronic Absenteeism: Chronic absenteeism overall is green at 6.5% (down from 9.3%) for all students. The three subgroups that continue to struggle with chronic absenteeism and are in the "orange" and "yellow" are students who are Hispanic and students who are socioeconomically disadvantaged, respectively. The percentage of students who are chronically absent continues to decrease since COVID.</p> <p>Historical Data: 2022-23: All students on average were in the Orange/High Chronic Absenteeism range, with 15.9% chronically absent.</p>	<p>2026-27 Metrics:</p> <p>1. ADA: Increase to 97%</p> <p>2. Chronic Absenteeism: Decrease overall chronic absenteeism to 5%. Decrease target subgroup absenteeism to 6%</p>
<p>Student Enrichment Metrics: Indicator: Students benefit from opportunities for extended learning both within and before and after school, including enrichment clubs, field trips, and activities offered by volunteers</p>	<p>Student Enrichment Baselines: 2025-Spring 26:</p> <p>1. Opportunities for extended learning both within and before and after school, including clubs, field trips, and activities offered by volunteers. Almost all grade levels participated in field trips or assemblies during the school day, funded by PTO</p> <p>a) After-school clubs previously coordinated by paid personnel are now offered by independent contractors and parent volunteers</p> <p>b) Free Robotics offered at elementary schools</p> <p>c) Free Band (5th grade) and Choir (2nd-5th) offered before school with new instructors</p>	<p>2026-27 Metrics:</p> <p>1. Evidence of increase in opportunities for extended learning before and after school through partnership and communication with outside contractors.</p> <p>2 Evidence of opportunities for extended learning within the school day, including high-interest projects e.g., Genius Hour.</p>
<p>Intervention and Academic Support and Enrichment (ASE) Metrics Indicators: Annual fluctuations in Intervention and ASE staffing due to grants added or expiring, staff attrition, and reassignments. Students in general education below grade level standards in reading and math benefit</p>	<p>ASE Baselines 2025-26</p> <p>1. Staffing:</p> <p>a) 1.0 FTE Title 1 and Reading Support (decreased by .5 from 2023-24)</p>	<p>2026-27 Metrics</p> <p>1. Staffing: Prioritization of students and grade levels for Title 1 Reading Support through 1.0 FTE</p> <p>2. Scheduling: Grade-level and intervention reading group time optimized to provide maximum minutes of support for students most below</p>

<p>from additional support and intervention (small group, push-in, and/or additional instructional time)</p> <p>1. Staffing metrics: Intervention and ASE staffing levels (FTE) and number of students accessing intervention resources</p> <p>2. Scheduling: Grade-level and intervention reading and math support group time optimized to provide maximum minutes of support for students most below grade-level standard as evident in school and teacher schedules</p> <p>3. Progress: Students' demonstrable progress toward grade-level standards as evident in student assessments.</p>	<p>b) elimination of pull-out ELD support with additional staffing--included in Reading Specialist schedule</p> <p>c) .20 math gen ed co-teach support</p> <p>d) .50 Math Intervention shifted from pull-out to push-in support for Work Places in 2024-25</p> <p>2. Scheduling: K-5 grade levels each have one 45-minute Title 1 Reading Group and weekly push-in math Intervention support</p> <p>Gen Ed math support provided for 4th and 5th grade non-co-teach classrooms for 30 and 45 minutes respectively</p> <p>3. Progress: CAASPP data in math and reading indicates increase in math intervention and reading support (as well as phonics instruction in lower grades) has a role in improving scores</p>	<p>grade-level standard as evident in school and teacher schedules.</p> <p>Specific skills supports to be determined by diagnostic screeners and teacher observations. Intentional scheduling of phonics instruction in grades K-2.</p> <p>3. Coordinated support for students who are EL, including appropriate in-class and pull-out services, and resources and supports in home language</p> <p>3. Progress: Students will make demonstrable individual progress toward grade-level standards as evident in reading and math assessments.</p>
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Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
3.1	<p>3.1 SSES will maintain safe and clean facilities and learning environments</p> <p>--Ongoing adherence to Safety and Emergency Planning Protocols and Policies, including drills, trainings, and reunification planning.</p> <p>--Ongoing maintenance of gate alarms and perimeter fencing; consistent use of radios to communicate safety concerns</p> <p>--Ongoing communication of safe school arrival and dismissal protocols with appropriate supervision, including crossing guard</p> <p>--Ongoing storage cycle (culling, cleaning, and organizing) of resources, supplies, and furniture</p> <p>--Ongoing reinforcement of schoolwide and environment-specific expectations visible in all areas and in newsletter, classrooms, and Friday Flagpole/announcements.</p> <p>--Trained supervisory staff at recesses and lunch on recess, lunch, and line protocols and consistently implement Playworks strategies</p> <p>--Ongoing accurate maintenance of bus rider census and accurate daily accounting of student bus riders in the afternoon. Consistent communication with families.</p>	All Students	District Funded general Fund
3.2	<p>3.2 SSES will provide opportunities for personalized learning for students based on strengths and areas of growth, academic interests, and personal passions</p> <p>--Bell schedule will reflect need for small-group rotations and interventions as well as possibilities within classrooms for extension and intervention.</p>	All	

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	<p>--SST process will be used to analyze data and discuss and provide interventions and supports for students with emerging academic or behavioral concerns with appropriate calendared follow-up.</p> <p>--Staff will review relevant data to determine students for ASE/intervention small groups and adjust instruction in ELA and math; Students below grade level in reading will be prioritized for Title 1 and ASE interventions.</p> <p>--Students eligible for ELL instruction will be supported within the classroom with intentional strategies and staff trainings and resources will be provided.</p> <p>--Opportunities for extension of academic skills will be evident in all classrooms; collaboration and training will be offered for teachers to identify and implement enrichment and extension activities using current resources and curriculum to ensure students are engaged and challenged throughout the school year (e.g., Bridges Math extension curriculum).</p> <p>--District professional development will be provided that reflects current curricular, behavioral, and social-emotional needs of students and consequent training for teachers; site PD to reflect SPSA goals and actions (aligned with site areas of focus--math fluency and writing in 2025-26).</p>		
3.3	<p>3.3 SSES will provide a continuum of services to meet placement and academic needs of individual students receiving services under Special Education</p> <p>--Provide support, training, and planning time for inclusion practices (including co-teaching) and ensure campus programming meets the needs of individual students across a spectrum of supports.</p> <p>--Monitor pacing and progress monitoring of Wilson Reading groups and individual progress</p> <p>--Audit inclusion practices, requisite supports, and tailor SAI to individual needs.</p> <p>--Adapt bell schedule to maximize student access to resources and staff efficacy.</p> <p>--Provide ongoing trainings for Certificated and Classified Staff in best practices in instruction and behavior support</p> <p>--Prep Time, Grade Level and Program Articulation Meetings, as well as the SST process will be used to discuss and provide interventions and supports for students with emerging academic or behavioral concerns.</p> <p>--Provide opportunities for extended learning both within and before and after school, including clubs, field trips, and activities offered by volunteers and through community funding (band and choir).</p>	Students receiving services under Special Education	
3.4	<p>3.4 SSES will continue progress on Multi-Tiered Systems of Support and Implementation of SEL</p> <p>--Continue development and communication of flowchart of tiered behaviors and interventions</p>	All	Department of Defense

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	<p>between staff and families, including District Discipline Action Guide.</p> <p>--Clearly communicate protocols and follow-through with families of students perpetrating and affected by behavior/safety incidents and provide counseling and supports for students affected by behaviors as appropriate</p> <p>--Decrease students and staff impacted by students' aggressive physical behavior through appropriate behavior supports and services, opportunities for trainings; and access to safety equipment/protections.</p> <p>--Provide staff with training and collaboration time to plan for consistent implementation of adopted SEL curriculum</p> <p>--Plan and publish guide for opportunities for involvement of students in peer support and campus culture: upper-grade mentorship rotations (Curbside Hosts, etc., lunch and after-school clubs including A4L and Kindness Club)</p> <p>--Continue to involve MTSS Committee in PD planning</p> <p>--Maintain current level of counseling FTE and partnership with MFLC; increase collaboration among CUSD and community resources.</p> <p>--Ongoing staff development in use of Renaissance Data dashboard to facilitate data analysis, decision making, and student interventions.</p>		
3.5		All	Site or District funds
3.6			
3.7			LCFF Supplemental
3.8			

Annual Review

SPSA Year Reviewed: 2024-25

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

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

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

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.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 4

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
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Annual Review

SPSA Year Reviewed: 2024-25

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

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

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

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.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 5

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
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Annual Review

SPSA Year Reviewed: 2024-25

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

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

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

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.

Budget Summary

Complete the Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$89,537.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$0

Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

Note: If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
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Subtotal of additional federal funds included for this school: \$

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
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Subtotal of state or local funds included for this school: \$

Total of federal, state, and/or local funds for this school: \$

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
Title I	\$89,537.00	89,537.00
General Fund	\$30,820.00	30,820.00

Expenditures by Funding Source

Funding Source	Amount
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Expenditures by Budget Reference

Budget Reference	Amount
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Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
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Expenditures by Goal

Goal Number	Total Expenditures
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School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

- 1 School Principal
- 3 Classroom Teachers
- 1 Other School Staff
- 2 Parent or Community Members

Name of Members	Role
Jennifer Moore	Principal
Kathryn Goss	Classroom Teacher
James Laaperi	Classroom Teacher
Kimberley Junk	Other School Staff
Lindsey Cummins	Classroom Teacher
	Parent or Community Member
	Classroom Teacher Parent or Community Member

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature

Committee or Advisory Group Name

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on 4-27-26.

Attested:



Principal, Jennifer Moore on

Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp) pursuant to California *Education Code (EC)* Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the local educational agency (LEA) that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with *EC* 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For questions related to specific sections of the template, please see instructions below.

Instructions: Table of Contents

- Plan Description
- Educational Partner Involvement
- Comprehensive Needs Assessment
- Goals, Strategies/Activities, and Expenditures
- Annual Review
- Budget Summary
- Appendix A: Plan Requirements for Title I Schoolwide Programs
- Appendix B: Select State and Federal Programs

For additional questions or technical assistance related to LEA and school planning, please contact the CDE's Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the LEA, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

Plan Description

Briefly describe the school's plan to effectively meet the ESSA requirements in alignment with the LCAP and other federal, state, and local programs.

Additional CSI Planning Requirements:

Schools eligible for CSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal CSI planning requirements.

Additional ATSI Planning Requirements:

Schools eligible for ATSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal ATSI planning requirements.

Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Within California, these stakeholders are referred to as educational partners. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Educational Partner Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

Additional CSI Planning Requirements:

When completing this section for CSI, the LEA must partner with the school and its educational partners in the development and implementation of this plan.

Additional ATSI Planning Requirements:

This section meets the requirements for ATSI.

Resource Inequities

This section is required for all schools eligible for ATSI and CSI.

Additional CSI Planning Requirements:

- Schools eligible for CSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required school-level needs assessment.
- Identified resource inequities must be addressed through implementation of the CSI plan.
- Briefly identify and describe any resource inequities identified as a result of the required school-level needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

Additional ATSI Planning Requirements:

- Schools eligible for ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required school-level needs assessment.
- Identified resource inequities must be addressed through implementation of the ATSI plan.
- Briefly identify and describe any resource inequities identified as a result of the required school-level needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

Comprehensive Needs Assessment

Referring to the California School Dashboard (Dashboard), identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

SWP Planning Requirements:

When completing this section for SWP, the school shall describe the steps it is planning to take to address these areas of low performance and performance gaps to improve student outcomes.

Completing this section fully addresses all SWP relevant federal planning requirements.

CSI Planning Requirements:

When completing this section for CSI, the LEA shall describe the steps the LEA will take to address the areas of low performance, low graduation rate, and/or performance gaps for the school to improve student outcomes.

Completing this section fully addresses all relevant federal planning requirements for CSI.

ATSI Planning Requirements:

Completing this section fully addresses all relevant federal planning requirements for ATSI.

Goals, Strategies/Activities, and Expenditures

In this section, a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Additional CSI Planning Requirements:

When completing this section to meet federal planning requirements for CSI, improvement goals must also align with the goals, actions, and services in the LEA’s LCAP.

Additional ATSI Planning Requirements:

When completing this section to meet federal planning requirements for ATSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

Goal

Well-developed goals will clearly communicate to educational partners what the school plans to accomplish, what the school plans to do in order to accomplish the goal, and how the school will know when it has accomplished the goal. A goal should be specific enough to be measurable in either quantitative or qualitative terms. Schools should assess the performance of their student groups when developing goals and the related strategies/activities to achieve such goals. SPSA goals should align to the goals and actions in the LEA's LCAP.

A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach.

A S.M.A.R.T. goal is:

- **Specific,**
- **Measurable,**
- **Achievable,**
- **Realistic, and**
- **Time-bound.**

A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the "Goal #" for ease of reference.

Additional CSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the Dashboard and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

Additional CSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the

baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

Additional CSI Planning Requirements:

When completing this section for CSI, the school must include school-level metrics related to the metrics that led to the school's eligibility for CSI.

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Strategies/Activities Table

Describe the strategies and activities being provided to meet the goal.

Complete the table as follows:

- Strategy/Activity #: Number the strategy/activity using the "Strategy/Activity #" for ease of reference.
- Description: Describe the strategy/activity.
- Students to be Served: Identify in the Strategy/Activity Table either All Students or one or more specific student groups that will benefit from the strategies and activities. ESSA Section 1111(c)(2) requires the schoolwide plan to identify either "All Students" or one or more specific student groups, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners.
- Proposed Expenditures: List the amount(s) for the proposed expenditures. Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to EC Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.
- Funding Sources: List the 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.

Planned strategies/activities address the findings of the comprehensive needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

Additional CSI Planning Requirements:

- When completing this section for CSI, this plan must include evidence-based interventions and align to the goals, actions, and services in the LEA's LCAP.
- When completing this section for CSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.

Note: Federal school improvement funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.

Additional ATSI Planning Requirements:

- When completing this section for ATSI, this plan must include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

- When completing this section for ATSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.
- When completing this section for ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the ATSI designation.

Note: Federal school improvement funds for CSI shall not be used in schools identified for ATSI. Schools eligible for ATSI do not receive funding but are required to include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

Annual Review

In the following Goal Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Goal Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal.

- Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between the intended implementation and/or material difference between the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

Note: *If the school is in the first year of implementing the goal, the Annual Review section is not required and this section may be left blank and completed at the end of the year after the plan has been executed.*

Additional CSI Planning Requirements:

- When completing this section for CSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal CSI planning requirements.
- CSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI planning requirements.

Additional ATSI Planning Requirements:

- When completing this section for ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal ATSI planning requirements.
- ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for ATSI planning requirements.

Budget Summary

In this section, a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp.

Note: *If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.*

Additional CSI Planning Requirements:

- From its total allocation for CSI, the LEA may distribute funds across its schools that are eligible for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Note: *CSI funds may not be expended at or on behalf of schools not eligible for CSI.*

Additional ATSI Planning Requirements:

Note: *Federal funds for CSI shall not be used in schools eligible for ATSI.*

Budget Summary Table

A school receiving funds allocated through the ConApp should complete the Budget Summary Table as follows:

- **Total Funds Provided to the School Through the ConApp:** This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- **Total Funds Budgeted for Strategies to Meet the Goals in the SPSA:** This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving funds from its LEA for CSI should complete the Budget Summary Table as follows:

- **Total Federal Funds Provided to the School from the LEA for CSI:** This amount is the total amount of funding provided to the school from the LEA for the purpose of developing and implementing the CSI plan for the school year set forth in the CSI LEA Application for which funds were received.

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the Schoolsite Council (SSC). The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
 - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
 1. The comprehensive needs assessment of the entire school shall:
 - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need).
 - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to:
 - i. Help the school understand the subjects and skills for which teaching and learning need to be improved.
 - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards.
 - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
 - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
 - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
 - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

- II. The SPSA shall include the following:
 - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.
 - B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will:
 - a. Provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
 - b. Use methods and instructional strategies that:
 - i. Strengthen the academic program in the school,
 - ii. Increase the amount and quality of learning time, and
 - iii. Provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
 - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
 - i. Strategies to improve students' skills outside the academic subject areas;
 - ii. Preparation for and awareness of opportunities for postsecondary education and the workforce;
 - iii. Implementation of a schoolwide tiered model to prevent and address problem behavior;
 - iv. Professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
 - v. Strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the LEA (may include funds allocated via the ConApp, federal funds, and any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
 1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
 2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
 3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to:
 - 1. Ensure that those students' difficulties are identified on a timely basis; and
 - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: Title 34 of the *Code of Federal Regulations (34 CFR)*, sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. *EC* sections 64001 et. seq.

Appendix B: Plan Requirements for School to CSI/ATSI Planning Requirements

For questions or technical assistance related to meeting federal school improvement planning requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with educational partners (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Educational Partner Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*);
2. Include evidence-based interventions (*Sections: Strategies/Activities, Annual Review and Update, as applicable*) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/fund/grant/about/discretionary/2023-non-regulatory-guidance-evidence.pdf>);

Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

3. Be based on a school-level needs assessment (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable*).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Single School Districts and Charter Schools Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (*EC Section 64001[a]* as amended by Assembly Bill 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the LCAP and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (*EC Section 52062[a]* as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: *EC* sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

CSI Resources

For additional CSI resources, please see the following links:

- **CSI Planning Requirements** (see Planning Requirements tab):
<https://www.cde.ca.gov/sp/sw/t1/csi.asp>
- **CSI Webinars:** <https://www.cde.ca.gov/sp/sw/t1/csiwebinars.asp>
- **CSI Planning Summary for Charters and Single-school Districts:**
<https://www.cde.ca.gov/sp/sw/t1/csiplansummary.asp>

Additional Targeted Support and Improvement

A school eligible for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable*).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (*EC Section 64001[a]* as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (*EC Section 52062[a]* as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: *EC* sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

ATSI Resources:

For additional ATSI resources, please see the following CDE links:

- ATSI Planning Requirements (see Planning Requirements tab):
<https://www.cde.ca.gov/sp/sw/t1/tsi.asp>
- ATSI Planning and Support Webinar:
<https://www.cde.ca.gov/sp/sw/t1/documents/atsiplanningwebinar22.pdf>
- ATSI Planning Summary for Charters and Single-school Districts:
<https://www.cde.ca.gov/sp/sw/t1/atsiplansummary.asp>

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:

- Programs included on the ConApp: <https://www.cde.ca.gov/fg/aa/co/>
- ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>
- Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

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