School Plan for Student Achievement (SPSA) Template

<table>
<thead>
<tr>
<th>School Name</th>
<th>County-District-School (CDS) Code</th>
<th>Schoolsite Council (SSC)/ Stakeholder Committee Review Date</th>
<th>Local Board Approval Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tularcitos Elementary School</td>
<td>27-65987-6026074</td>
<td>May 2, 2022</td>
<td>June 22, 2022</td>
</tr>
</tbody>
</table>

**Purpose and Description**

The purpose of the plan is to fulfill the school and district’s mission to produce lifelong learners who are prepared for the challenges of higher education, the workplace, and their role as citizens of an ever-changing global community. The result is a plan that is wholly aligned in terms of its goals to support CUSD’s Local Control and Accountability Plan (LCAP).

**Stakeholder Involvement**

Involvement Process for the SPSA

The school's goals were developed with input from multiple stakeholder meetings throughout the spring of 2022 including School Site Council meetings, Certificated and Classified Staff meetings, PTO meetings, and district leadership meetings.

**Goals, Strategies, Expenditures, & Annual Review**

**Goal 1**

Instructional Excellence and Innovation: All students engage in challenging, innovative, and relevant learning experiences to prepare them for college, career, and global citizenship.

**Identified Need**

Students will always need targeted support to address learning struggles. As we are still dealing with the impacts of distance learning and a pandemic, the level of support needed is still larger than normal.
### Annual Measurable Outcomes

<table>
<thead>
<tr>
<th>Metric/Indicator</th>
<th>Baseline/Actual Outcome</th>
<th>Expected Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>% of students with scores of “Meets” or “Exceeds” on the ELA portion of the</td>
<td>73%</td>
<td>100%</td>
</tr>
<tr>
<td>California Assessment of Student Performance and Progress (CAASPP).</td>
<td></td>
<td></td>
</tr>
<tr>
<td>% of students with scores of “Meets” or “Exceeds” on the Mathematics portion</td>
<td>61%</td>
<td>100%</td>
</tr>
<tr>
<td>of the California Assessment of Student Performance and Progress (CAASPP).</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Renaissance STAR - Tularcitos</td>
<td></td>
<td></td>
</tr>
<tr>
<td>% of 3rd through 5th-grade students performing as meeting or exceeding grade</td>
<td>?</td>
<td>ELA: 100%</td>
</tr>
<tr>
<td>level standards for ELA and Math on the March administration of the STAR</td>
<td></td>
<td>Math: 100%</td>
</tr>
<tr>
<td>assessments for reading and math.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ELPAC - % to increase a level, maintain for only a second year, or reclassify</td>
<td>Baseline is being</td>
<td>100%</td>
</tr>
<tr>
<td></td>
<td>established this year.</td>
<td></td>
</tr>
</tbody>
</table>

### Strategy/Activity 1

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

Students identified for intervention

**Strategy/Activity**

Provide all identified students with targeted intervention by refining our current intervention program to better meet the needs of our 3rd-5th graders by 1) expanding the reading intervention from solely a decoding intervention to include a fluency and comprehension component, and 2) implement a writing intervention. We will additionally restructure our math intervention to align with our new iReady math curriculum being adopted in 2022/23.

**Funding Source(s) for this Strategy/Activity**

General fund and other state funding
**Strategy/Activity 2**

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

All students

**Strategy/Activity**

Effectively change to and implement iReady as our new Mathematics curriculum.

**Funding Source(s) for this Strategy/Activity**

General fund and other state funding

**Strategy/Activity 3**

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

k-3 students

**Strategy/Activity**

Implement a structured literacy approach to teaching foundational reading at the K-3 level. Teachers have all been trained in Orton-Gillingham. Next we need to adjust our resources and teaching practices to align to the science of reading.

**Funding Source(s) for this Strategy/Activity**

General fund and other state funding

**Goal 2**

**Student Engagement and Support:** All students achieve personal wellness through an environment that fosters health and happiness

**Identified Need**

Students continue to need explicit teaching and social-emotional support, especially coming back from distance learning and as we still deal with the pandemic.
Annual Measurable Outcomes

<table>
<thead>
<tr>
<th>Metric/Indicator</th>
<th>Baseline/Actual Outcome</th>
<th>Expected Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>Site Student Survey</td>
<td>Average % “always or often” for the following categories in 2019:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Connectedness - 84%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Engagement - 77%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Climate and Culture - 81%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>SEL - 69%</td>
<td>Improve on all of the %’s from our 2019 student survey categories listed to the left.</td>
</tr>
</tbody>
</table>

Strategy/Activity 1

Students to be Served by this Strategy/Activity

All students

Strategy/Activity

Guarantee that all students receive weekly 2nd Step lessons and align out Tier 2 social-emotional intervention to build off of what students are learning in 2nd Step.

Funding Source(s) for this Strategy/Activity

General fund and other state funding

Strategy/Activity 2

Students to be Served by this Strategy/Activity

Students identified as needing Tier 2 social-emotional support

Strategy/Activity

Expand the work of our Social Worker to spend more time meeting with students and families who need support.

Funding Source(s) for this Strategy/Activity

General fund and other state funding

Goal 3

Professional Learning: All staff will engage in valuable, high-quality professional learning that assists them in meeting the district’s academic and social-emotional goals.
Identified Need

Teachers and aides will continue to need support as we implement a new math curriculum and better align our reading instruction to a structured literacy approach.

Annual Measurable Outcomes

<table>
<thead>
<tr>
<th>Metric/Indicator</th>
<th>Baseline/Actual Outcome</th>
<th>Expected Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers and aides receiving training on new math curriculum</td>
<td>This is a baseline year</td>
<td>100% of teachers and aides</td>
</tr>
<tr>
<td>% or k-3 teachers using a structured literacy approach to teaching reading</td>
<td>This is a baseline year</td>
<td>100% of k-3 teachers</td>
</tr>
<tr>
<td>% of aides trained on structured literacy</td>
<td>This is a baseline year</td>
<td>100% of aides</td>
</tr>
</tbody>
</table>

Strategy/Activity 1

Students to be Served by this Strategy/Activity

All students

Strategy/Activity

Guarantee that all teachers and aides receive ongoing training support in their implementation of iReady and Structured Literacy instruction.

Funding Source(s) for this Strategy/Activity

General fund and other state funding

Annual Review

SPSA Year Reviewed: 2021-22

We made great strides in expanding our Intervention Program last year. Now that we have gotten most students caught up to where they need to be from the results of the pandemic, now we will need to build on that expansion and refine what we do to support our students. By adding a social worker last year we were also able to finally address some of the significant social-emotional issues our students were facing as well as provide some support to families as well. Our teachers also went through significant training on structured literacy, but we now need to find materials that allow them to put that training into practice. Lastly, our district was able to identify and adopt a new math curriculum that everyone is excited to implement.