

School Year: [2023-2024]

School Plan for Student Achievement (SPSA) Template

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC)/ Stakeholder Committee Review Date	Local Board Approval Date
Tularcitos Elementary School	27-65987-6026074	May 4, 2023	June 21, 2023

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 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 stakeholders including Certificated and Classified staff, PTO, and district leadership.

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

Every year students are in need of additional support in core academic content areas to ensure every student is at grade level at the end of every year. Additionally, we are also still getting students caught back up from the impact of the pandemic.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
% of students with scores of "Meets" or "Exceeds" on the ELA CAASPP assessment.	78%	100%

% of students with scores of “Meets” or “Exceeds” on the Mathematics CAASPP assessment.	70%	100%
% of students scoring at benchmark on the iReady EOY Benchmark Results	baseline year	100%
% of students scoring at benchmark on the DIBELS EOY Benchmark Results	81%	100%
ELPAC - % making progress toward English Proficiency as measured on the state dashboard	85%	100%

Strategy/Activity 1

Students to be Served by this Strategy/Activity

All Students

Strategy/Activity

Identify a 30 minute time block in each grade level’s schedule as an “Intervention for All” time. During that time students that need intervention or support attend those pull-out groups and those students who do not attend outside support receive targeted small group instruction by the classroom teacher to address identified areas of growth.

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 for intervention

Strategy/Activity

Provide all identified students with targeted reading intervention in decoding or fluency using a structured literacy approach based on results of the DIBELS screening assessment and diagnostic assessments.

Funding Source(s) for this Strategy/Activity

General fund and other state funding

Strategy/Activity 3

Students to be Served by this Strategy/Activity

Students identified for math intervention

Strategy/Activity

Continue with using iReady assessments as a universal screener. Additionally, use math running records as a diagnostic to identify 1st-2nd grade students who need intervention for targeted Number Sense development. At 3rd-5th grade develop and use pre-tests for each iReady unit to use as a diagnostic to determine which intervention students need. Then provide targeted instruction in foundational math skills based on the iReady scope and sequence so that the content of math intervention aligns to what is being taught in the classroom while still addressing students least-deficit math skill.

Funding Source(s) for this Strategy/Activity

General fund and other state funding

Strategy/Activity 4

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. We need to continue 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 SEL teaching and receive Tier 2 social-emotional and behavioral support.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Chronic Absenteeism rate from California State Dashboard	21%	10%

Strategy/Activity 1

Students to be Served by this Strategy/Activity

Students who need additional SEL and Behavior Support

Strategy/Activity

Continue to revise our Tier 2 social-emotional and behavior interventions and supports to better address student needs including creating a sensory room

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 more targeted and in-depth social and emotional support.

Funding Source(s) for this Strategy/Activity

General fund and other state funding

Strategy/Activity 3

Students to be Served by this Strategy/Activity

Students identified as needing Tier 2 behavioral support

Strategy/Activity

Work with our district's BCBA, Behavioral Specialist, and BIA's to develop a systematic approach of identifying, supporting, and exiting students with behavioral challenges.

Funding Source(s) for this Strategy/Activity

General fund and other state funding

Strategy/Activity 4

Students to be Served by this Strategy/Activity

Students who are chronically absent

Strategy/Activity

Administration, office staff, school nurse, counselor, and social worker will meet weekly to review attendance and work with families of any students who are chronically absent to help improve attendance

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 go into our second year of implementing iReady, our new math curriculum, and better align our reading instruction to a structured literacy approach.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Teachers and aides receiving training on new math curriculum	100%	100%
% of k-3 teachers using a structured literacy approach to teaching reading	all K-2 teachers	100%
% of aides trained on structured literacy	50%	100%
% of teachers trained on working with behaviorally challenging students	baseline year	100%
% of teachers trained on working with behaviorally challenging students	baseline year	100%

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

Strategy/Activity 2

Students to be Served by this Strategy/Activity

All students

Strategy/Activity

Use our BCBA and Behavioral Specialist to train and support teachers, aides, and support staff in working with behaviorally challenging students.

Funding Source(s) for this Strategy/Activity

General fund and other state funding

Annual Review

SPSA Year Reviewed: 2022–23

We made great strides in expanding our Intervention Program last year to where we are now using universal screeners, diagnostic assessments, and can provide multilayered intervention in reading to any student who is not fluently reading at grade level. Our next step will be to rework our math intervention to match what we have in reading. By adding a social worker last year we were also able to finally address some of the significant social-emotional and attendance issues our students were facing as well as provide some support to families. Our next step will be to continue to identify evidence-based Tier 2 interventions and work with our district to put in place a structured behavioral intervention program.