

Modesto City Schools

SCHOOL PLAN FOR STUDENT ACHIEVEMENT

AT Sonoma Elementary School

50711676093512
CDS Code

TITLE 1 Schoolwide

Schoolsite Council (SSC) Approval Date

May 17, 2023

Local Board Approval Date

June 20, 2023

This is a plan of actions to be taken to raise the academic performance of students and improve the school's educational program. For additional information on school programs and how you may become involved, please contact the following person:

Contact Person: Linda Reece-Wahl
Position: Principal
Telephone Number: (209) 574-8432
Address: 1325 Sonoma Avenue, Modesto, CA 95355
E-mail address: reece.l@monet.k12.ca.us

Table of Contents

Section 1 School Mission Statement and Description	3
Section 2 CSI & ATSI: Purpose and Description	5
Section 3 Educational Partners Involvement	6
Section 4 ELA Goal.....	7
Section 4 Math Goal	18
Section 4 Attendance Goal	25
Section 4 PBIS Goal	32
Section 4 Academic Equity, Opportunity, and Awareness.....	39
Section 4 Parent Involvement	46
Section 5 Staffing.....	52
Section 6 Budget Summary	54
Section 7 Funding Allocations.....	55
Section 8 School Site Council Membership	56
Section 9 Recommendations and Assurances	57

Section 1 School Mission Statement and Description

School Mission Statement:

Our Vision Statement:

Every student will transition from Sonoma Elementary School to Junior High School with the skills, knowledge, and character traits essential to thrive and contribute to their school and the community.

Our School Mission Statement:

Provide a rigorous, relevant, and diverse educational program that engages and motivates all students to reach their individual potential.

School Description:

- Located in the southeast section of Modesto, CA.

* Sonoma Elementary received the California Distinguished School Award for 2019-2020.

- Built in 1974 to accommodate physically handicapped students.

It is open with no stairs or other barriers that might impede walking or the use of a wheelchair.
The California Children's Services Therapy unit occupies a section of the school.

- Enrollment is 488 students in the Preschool through 6th grade.
- G.A.T.E. learning classes for grades 3rd-6th
- 81 English Language Learners / 14 I-FEP / 22 R-FEP

* 57.0% Hispanic/Latino 27.0% White 6.0% Two or More Races 5.0% Asian 2.0% Filipino 1.0% African American 0.0% Pacific Islander 2.0% Declined to state

- Macmillan/McGraw Hill Language Arts program Wonders TK-6th
- SWUN Math Program TK-6th

* Discovery Education Science Program TK-6th

- TK-6 Resource Program
- Severely Handicapped and Physically Handicapped classes on site (SDC-Functional Skills, SDC-preschool, and M.O.V.E.)

* Teachers participate in weekly collaboration PLC meetings as well as monthly staff meetings where the focus is on increasing the level of student achievement for all learners.

* Sonoma School Leadership Team meets monthly to plan for Professional Development opportunities and provide feedback and support regarding the implementation of the SPSA Goals

- School-wide PeaceBuilders program, PBIS Rewards, Second Step Program, and Restorative Practices site-wide to support social-emotional-behavioral needs of students

* Student recognition assemblies monthly to showcase positive character traits, classroom Student of the Month, and other student achievements

* AMIGOS program, where able-bodied students are partnered with severely-handicapped students to promote inclusion through positive interactions each day

- Vibrant strings, orchestra, chorus programs

* Student leadership that incorporates a larger range of students in grades 1-6, leading our daily announcements and supporting other opportunities throughout the campus in leadership skills

* Student traffic patrol program, providing another opportunity for leadership and connection to school responsibility

Migrant Education / Title Part C supplemental instructional support and support services are provided to the Modesto City Schools migrant students through a Memorandum of Understanding with the Merced County Office of Education/ Migrant Education Region 3. These services are directly provided by Migrant Education Region 3 staff to preschool and elementary students. Migrant Education supplemental instructional services are provided through a combination of site and home base models. Migrant students are identified and recruited by two Support Services Liaisons that are housed at Pearson Education Center. The current migrant student eligibility list is maintained on a monthly basis and is cross referenced with the district student data bases to keep lists current. The Supportive Services Liaisons additionally provide referrals for supplemental health and social services to migrant families identified in the Modesto City Schools attendance area. The migrant parents assist the district and region in evaluating migrant educational services through their participation in the Migrant Parent Advisory Committee that meets six times per year. Migrant Education services are determined each year in collaboration with the Modesto City Schools District to maintain or modify them based on a review of prior year services and funding allocations.

Section 2 CSI & ATSI: Purpose and Description

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

☒ Schoolwide Program

☒ Additional Targeted Support and Improvement

Students with Disabilities and Two or More Races were identified for ATSI.

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

The SPSA goals are aligned to MCS LCAP. The SPSA meets ESSA requirements, has metrics set to the CA Dashboard and is written and evaluated by educational partners. An additional focus to support two student groups in ATSI will be implemented beginning in the 2023-2024 school year. In addition to the resources available, ATSI student groups will be monitored monthly through the attendance process, supporting the students and families to increase their regular attendance.

Resource Inequities

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

Chronic absenteeism is impacting our students with disabilities and students with two or more races specifically, as they are not accessing the resources available.

Section 3 Educational Partners Involvement

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

Involvement Process for the 2022-23 SPSA Annual Review and Update

Blended with our parent and community event of Coffee with the Principal, the Sonoma English Learners Advisory Committee & School Site Council met eight times throughout the 2022-2023 school year to review the current SPSA strategies and goals by reviewing the achievement data and providing feedback on the efficacy of strategies and expenditures.

Sonoma School Staff Meetings were held monthly and the agendas reflected the SPSA goals and focus for professional development and implementation. Teachers met during weekly PLC sessions to review current achievement data aligned to our SPSA goals.

Sonoma site leadership met eight times throughout the 2022-2023 school year to review the current SPSA strategies and goals by reviewing the achievement data and providing feedback.

Involvement Process for the 2023-24 SPSA and Update

The Sonoma English Learners Advisory Committee & School Site Council met three times in 2022-2023 to provide input for the revision and updating of the 2023-24 SPSA.

Sonoma School Staff Meetings held in the spring of 2023 provided an opportunity for input for the SSC regarding strategies and expenditures for the upcoming 2023-24 SPSA.

Sonoma Site Leadership met three times in 2022-2023 to provide input for the revision and updating of the 2023-2024 SPSA.

Section 4 ELA Goal

Goals, Strategies, Expenditures, & Annual Review

Goal 1

Subject: English Language Arts

SPSA Annual Review

SPSA Year Reviewed: 2022-23

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

Throughout the 2022-2023 school year students in grades TK through 6th practiced their reading fluency skills. The emphasis in the primary grades was on decoding skills and the upper grade emphasis was on appropriate pace, accuracy and expression. Students in K-6th grades were monitored by the DIBELS assessment, which was an increase of three grade levels from the previous year. In 2021-2022, only K-3rd were being assessed through DIBELS. The current Beginning of Year DIBELS Composite Score percentages compared to last year's scores for K-3 were 40% below benchmark (decrease of 3%), 18% near benchmark (increase of 3%), 23% at benchmark (remained) and 19% above benchmark (remained). The Middle of the Year DIBELS Composite Score percentages for K-6 was 28% below benchmark (13% decrease), 12% near benchmark (2% decrease), 24% at benchmark (3% increase) and 36% above benchmark (12% increase). The benchmark points increase throughout the school year. Overall for Grades K through 6th the level of reading proficiency attainment was 60%.

Data gathered from the 2021-2022 SBAC ELA in grades 3-6th indicated the following:

52% of 3rd grade scored proficient or above

57% of 4th grade scored proficient or above

63% of 5th grade scored proficient or above

57% of 6th grade scored proficient or above

There is an incomplete comparison from the 2020-2021 SBAC ELA scores, as 6th grade scores are not available, and not all students participated.

For our English Learners 11% (Level 4) scored proficient on the ELPAC. 39% scored Moderately Developed (Level 3), 39% scored Somewhat Developed (Level 2) and 11% scored Minimally Developed (Level 1). The overall trend is students performing better compared to last year, with increases in Level 4, Level 3 and decreases in Level 2 and Level 1. Three students met the district's reclassification criteria for English Proficiency in the Spring of 2023. English Learners received language support embedded throughout the instructional day, and in dedicated small group instruction. Students in grades K-2 and 4-6th participated in small group reading instruction intervention groups with our MTSS team, with all grade levels beginning support at the beginning of the year. The third grade teacher team was not fully trained, and they completed training in March 2023. Beginning in 2023-2024, the entire grade level span of K-6th grades will participate in MTSS.

43% of our 4th graders achieved the proficiency level for the district writing assessment - Opinion genre, an increase of 1% from 2021-2022. 39% of our 4th graders achieved the proficiency level for the district writing assessment - Informative genre, a decrease of 22% from 2021-2022. 54% of our 4th graders achieved the proficiency level for the district writing assessment - Narrative genre, an increase of 1% from 2021-2022. Our 4th grade teachers attended the district professional development workshops on the writing rubrics and genre strategies. The site continued to focus on re-engaging our student population post-school closure and hybrid instruction. Teachers incorporated structured collaboration conversations and writing assignments into the

daily instructional routine to promote stamina and academic discourse. Four teachers on our Equity Grading Task Force team worked on incorporating more student reflection and use of district and classroom writing rubrics to increase the level of proficiency. This was double the amount of teachers from the previous year. This continues to be an area of need for improvement at each grade level based on report card data and district benchmark assessments.

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

Training for third grade staff was postponed due to absences on two occasions. The third training was fully attended, and allowed additional staff to also participate. The addition of a classroom after the start of the school year required long term substitute personnel, who required training as they came on board. The exchange of a sixth grade class staff teacher also required additional training from district-level coaches and workshops.

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.

The SSC has added funding to allow for additional PLC collaboration, even if it is not a designated district week with an early dismissal time. This will allow for consistent and focused data analysis and collaboration with our grade level teams, vertical articulation and inclusion of our Special Education staff regarding designated supports and inclusion practices, as well as increasing progress monitoring.

IDENTIFIED NEED (Data Analysis)

ELA

Based on DIBELS we identified that 0-49% of All students are in need of support / intervention in the area of: Phonics

To address this the school can:

Provide small group reading intervention instruction using district-adopted curriculum to promote growth in phonological awareness, decoding skills and reading comprehension.

Expand the utilization of MTSS for all students through all grades for each trimester reporting period, and progress monitor targeted at-risk students throughout the school year more frequently at 4-6 week intervals.

ELA PD

Based on Analysis of Assessment Data we identified the following area of need in professional development Access to specific ELA PD

To address this the school can:

Promote participation in the LETRS literacy PD for primary grade teachers. Provide ELA coaching on literacy strategies for each grade level. Provide training for newly hired teachers on DIBELS fluency/reading comprehension assessments. Provide training for all teachers using progress monitoring. Increase targeted small group instruction for all students.

Expand reading intervention PD (Corrective Reading / Reading Mastery) to the teachers who were not trained during the 2022-23 school year, or being newly hired for the 2022-2023 school year.

Additionally we analyzed specific data to indicate the following need(s):

In addition to tracking the percentage of students achieving benchmark for reading proficiency we also looked at decreasing the number of students scoring in the well-below benchmark level. DIBELS composite scores from the Beginning of the Year (BOY) were compared to scores from the End of the Year (EOY). There was a

1% increase in students scoring well below benchmark in Kindergarten. The high rate of students in quarantine along with teacher and para absences due to COVID negatively impacted the academic growth of our kindergarteners. We instituted a spring tutorial session to assist with at-risk students but we did not meet our goal of decreasing the number of kindergarten students scoring in the well-below range. There was a 35% decrease in students scoring well below benchmark in 1st grade. There was an 11% decrease in students scoring well below benchmark in 2nd grade. There was a 13% decrease in students scoring well below benchmark in 3rd grade. The district goal was to decrease by 3% the percentage of students scoring at the intensive (WBB) range as measured by the DIBLES 8 BOY to EOY subtests. Individual grades 1st through 3rd met this goal and overall K-3 met the school wide goal.

Discuss the areas of strength and need based on data analysis:

The entire school participating in K-6 DIBELS assessment as a common tool allows accurate data review, establish student groups per level more effectively and completely. Sonoma is able to now start the necessary intervention in August with students participating 5 days a week for a total of 45 minutes daily which we anticipate will help establish the reading foundational skills.

Subject: English Language Arts

LEA/LCAP: LCAP Goal 1

Goal #1 Increase the distance from standard as measured on the ELA CAASPP by +15 points.

	2021-22 Final Data / District Preliminary Data	2023-24 Data Goal Increase
Schoolwide (SW)	Actual +12.4	Goal +27.4
English Learners (EL)	Actual -32.8	Goal -17.8
Students with Disabilities (SWD)	Actual -52	Goal -37
Other Student Groups Two or More Races	Actual +52.2	Goal +67.2

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
Identify strategies utilized to ensure students master grade level foundational skills.					
Identify strategies utilized to ensure students meet or exceed grade level reading & writing standards.					
Schoolwide (SW)	A, Students will practice reading fluency frequently on grade-appropriate content passages. Students will chart their fluency progress and receive recognition for their growth towards and attainment of established goals.	A, Teachers will monitor reading fluency charts and provide feedback on goal attainment. Reading Fluency progress will be reported out to grade level PLCs, SSC, ELAC and the site Leadership Team and parents in October, February, and April.	Reprographics	Title 1 Supplies and Services	2602
	B. Instructional Team will utilize the Step Up To Writing support strategies along with District PD materials to strengthen writing fluency while providing frequent opportunities to write in the three targeted genres of narrative, opinion and informational writing.	B. Trimester Report Card grade review, district 4th grade writing benchmarks and grade level PLC review of writing products assessed using the district established writing rubrics.			

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
	C. During daily instruction, teachers and paraprofessionals will provide students with frequent and multiple opportunities to discuss and collaborate using complete sentences and academic language.	C. Classroom observations/feedback by peers and administration.	Substitute coverage	Title 1 Professional Development	4500
	D. Students identified as at-risk academically in the area of fluency and comprehension will participate in a reading intervention program within the instructional day as part of our MTSS program. A site-funded Academic Intervention Paraprofessional in addition to the two district-funded MTSS paraprofessionals and Literacy Instructional Coach will assist teachers with the implementation of the reading intervention small group instruction.	D. PLC analysis of reading fluency assessment results from DIBELS and the the intervention program assessments. Instructional Coach will meet regularly with site administration to review student placement/progress and coaching needs. Parents will be informed via trimester report cards.			

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
	E. Students identified as needing additional support in reading fluency and comprehension will be referred to academic tutoring before/after school such as the R.I.S.E. program.	E. PLC analysis of reading fluency/comprehension scores from formative and summative assessments. District DIBELS scores review.	Hourly Teacher Rate	Title 1 Certificated	1076
	F. Professional Development focused on the instructional core for English Language Arts curriculum will be provided to instructional staff to increase instructional efficacy with a focus on differentiation of learning intentions and teacher clarity.	F. Site Leadership Team and Site Administration will review PD offerings and participation via the districts CIPD courses and site staff development opportunities.	Substitute coverage	Title 1 Professional Development	600
	G. Professional Development will be offered to teachers to implement district-approved reading intervention programs such as Reading Mastery and Corrective Reading.	G. Site Leadership Team, Site Administration and Instructional Coach will coordinate and assist with training opportunities.	Substitute coverage	Title 1 Professional Development	1,000

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
	H. Teachers will be given the opportunity to collaborate on a weekly basis with their grade level peers to review lessons, instructional strategies and data analysis of common formative assessments and benchmark data related to reading comprehension, fluency, writing, communication, listening and research skills.	H. Site Leadership Team and Site Administration will provide guidance and feedback with data analysis tools for PLCs to utilize throughout the school year.	Teacher Payclaims	Title 1 Professional Development	2,000
English Learners (EL)	A. Sentence starters and prompts will be utilized by instructional staff to promote language rich collaborative conversations.	A. Classroom observations/feedback by peers and administration.			
	B. Teachers will identify the ELD levels of their English Learners in order to provide differentiated instruction and support English language acquisition. Accommodations and Modifications will be noted on individual EL Profiles.	B Site administration will provide teachers with the ELPAC test results and coordinate the documentation of EL accommodations via trimester data review meetings with teachers focused on EL progress monitoring.			

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
	C. Students identified as English Learners on the Initial or Summative ELPAC will participate in designated and integrated ELD which focuses on building background through strategies such as KWL charts and Questioning techniques to increase comprehension with an emphasis on building academic vocabulary through structured peer collaboration conversations.	C. Teachers will provide ELD on a daily basis as evidenced by instructional schedules. Site administration will review schedules and provide feedback during classroom walkthroughs.			
	D. The TC-II Translator will assist Spanish-speaking parents and students by helping translate phone calls, teacher communication, school flyers, parent workshops, and SST/SART/IEP meetings.	D. Phone Dialer documentation, samples of school communication flyers and meeting logs			
Students with					

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
Disabilities (SWD)	A. Teachers will frequently monitor student progress towards ELA reading and writing fluency goals to determine appropriate academic interventions and supports such as Corrective Reading, Spelling Mastery, Reading Mastery and Spelling through Morphographs.	A. Site administration will be provided student group rosters of Resource Students participating in the academic reading interventions for review, as well as provide instructional staff with assessment reports for analysis. Additional progress monitoring to occur during PLC and data review sessions.			
	B. Resource students with identified support and intervention needs in ELA will participate in small group instruction (push-in and/or pull-out) that assist in accessing the grade level ELA California State Standards in order to achieve grade level proficiency. Progress monitoring review every 8-10 weeks.	B. Site administration will be provided student rosters of Resource Students participating in both push-in and pull-out support services for ELA. PLC review of progress monitoring data every 4-6 weeks.			
	C. Special Education Teachers and Paraprofessional will participate in district curriculum implementation support training and workshops.	C. Site administration will review CIPD transcripts of SPED staff participating in PD workshops.			

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
	D. Special Education staff will meet as a PLC in addition to integrating with grade level PLC teams to focus on inclusive practices utilizing the Universal Design for Learning.	D. Site Leadership Team and Site Administration review of PLC agendas and work products from collaborative sessions.	Substitute coverage	Title 1 Professional Development	500
Other Student Groups					

Section 4 Math Goal

Goals, Strategies, Expenditures, & Annual Review

Goal 2

Subject: Math

SPSA Annual Review

SPSA Year Reviewed: 2022-23

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

Teachers received continued training in implementing the Common Core eight mathematical practices, adopted curriculum mapping, the Beyond the Basic Facts math fluency routine, and data analysis for determining the problem of the day focus and achievement trends on each math benchmark.

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

Teachers participated in SWUN coaching PD regarding the Beyond the Basic Facts routine and there was a greater emphasis on the routine during the final trimester of the school year. Additional math coach check ins, direct guidance and professional development to newly hired staff was implemented three times this year. There was additional costs for substitute coverage to allow teachers to participate.

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.

The site will continue to meet with the SWUN Coach and District Math Coach to help implement the SWUN curriculum to fidelity. Weekly collaboration sessions will be in place so that teachers can meet as grade levels, for vertical articulation and consult with Special Education support staff regarding differentiation and inclusion practices to increase overall math proficiency levels.

IDENTIFIED NEED (Data Analysis)

MATH

Based on Benchmark we identified that 0-49% of All students are in need of support / intervention in the area of: Concepts and procedures

To address this the school can:

Focus on emphasizing teacher metacognition and student articulation of the Common Core math content by participating in demonstration lessons and working with students on reaching consensus and partner sharing. Focus on lesson design specifically checking for understanding and closure utilizing journaling (grades K-2) and constructed responses (grades 3-6) to increase rigor.

MATH PD

Based on Assessment Data we identified the following area of need in professional development Support with Analysis of Assessment Data

To address this the school can:

Monitor student progress at regular intervals with designated assessments & benchmarks and collaboratively review with assigned grade level and vertical grade level PLCs.

Collaborate with SWUN and District Math Coaches to assist with grade level PLC teams in utilizing

Constructed Responses to build checking for understanding and increasing rigor.

Additionally we analyzed specific data to indicate the following need(s):

Current specific SWUN Math benchmark data as of April 2023 for K through 6 was analyzed, and compared with March 2022 scores:

70% of kindergarten students met or exceeded the SWUN Benchmark 2.

64% of 1st grade students met or exceeded the SWUN Benchmark 2 (increased 2% from 2022).

72% of 2nd grade students met or exceed the SWUN Benchmark 2 (decreased 3% from 2022).

76% of 3rd grade students met or exceeded the SWUN Benchmark Unit 4 assessment (increased 19% from 2022).

81% of 4th grade students met or exceeded the SWUN Benchmark Unit 5 assessment (increased 12% from 2022).

73% of 5th grade students met or exceeded the SWUN Benchmark Unit 6 assessment (remained from 2022).

65% of 6th grade students met or exceeded the SWUN Benchmark Unit 5 assessment (increased 18% from 2022).

Discuss the areas of strength and need based on data analysis:

The proficiency level for the latest benchmark assessments indicate a positive achievement trend. End of year data will be reviewed by the SSC in August for the overall growth. Teachers participated in professional development related to the SWUN curriculum with an emphasis on Problem of the Day and Checking for Understanding which allowed for targeted concept practice and reteaching. There is a need to focus on constructed responses to increase overall proficiency levels across the grade levels with an emphasis on grades 3 through 6.

Subject: Math

LEA/LCAP: LCAP Goal 1

Goal #2 Improve the distance from standard as measured on the MATH CAASPP by +17 points.

	2021-22 Final Data / District Preliminary Data	2023-24 Data Goal Increase
Schoolwide (SW)	Actual -4.2	Goal +12.8
English Learners (EL)	Actual -47.2	Goal -30.2
Students with Disabilities (SWD)	Actual -57.7	Goal -40.7
Other Student Groups Two or More Races	Actual +16	Goal +33

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
Improve the distance from standard on the CAASPP Math and CAA Math by 17 points.					
Increase the percentage of students meeting or exceeding standard on the SWUN benchmarks in grades 2 through 6 by 15%.					
Schoolwide (SW)	A. Provide differentiated instructional support to assist students to gain a greater understanding of applying mathematical concepts and procedures and using appropriate tools and strategies to solve real world and mathematical problems.	A. Peer and site admin observations/feedback.			
	B. Teachers will provide frequent math fluency checks for students to track their progress and receive recognition for meeting goals.	B. Teachers will review student progress goal charts for mathematics during collaboration sessions.			
	C. Utilize math manipulatives to reinforce basic math fluency, subtraction, multiplication, division, fractions and decimals.	C. Peer and site admin observations and PLC data tracking of progress. Monitor progress every 4-6 weeks.			

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
	D. Teachers will participate in professional development workshops, conferences and peer observations that focus on the 8 Mathematical Practices and district-adopted math curriculum (SWUN).	D. Math Instructional Coaches, Site Leadership Team and site administration will work in tandem to schedule and provide PD opportunities.			
English Learners (EL)	A. Teachers and Paraprofessionals will explicitly teach English language content-specific vocabulary focused on the mathematical practices to provide additional support for our English Language Learners.	A. Peer and Site Administration observations/feedback.			
	B. During collaboration sessions, instructional staff will identify academic vocabulary and select sentence starters and prompts for our English Learners to promote academic discourse.	B. PLC agendas and work product review/feedback by Site Leadership Team and Site Administration.			

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
Students with Disabilities (SWD)	A. Students with Disabilities will participate in small group instruction sessions that pre-teach and reinforce math vocabulary.	A. Site administration will be provided student rosters of Resource students participating in both push-in and pull-out support services for Mathematics. Monitoring at regular time intervals between 4-6 weeks.			
	B. Students with Disabilities will be taught mnemonic techniques & with visual aides to help remember math content vocabulary and problem-solving strategies.	B. Site administration will provide feedback during classroom observations.			
	C. Allow substitute coverage for teachers to attend IEP/SST meetings to work with site staff and parents to focus on math supports needed for individual students to achieve grade level proficiency.	C. Case Managers will invite classroom teachers to IEPs and SSTs.			

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
Other Student Groups					

Section 4 Attendance Goal

Goals, Strategies, Expenditures, & Annual Review

Goal 3

Subject: Attendance

SPSA Annual Review

SPSA Year Reviewed: 2022-23

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

Student Attendance Review Team meetings were conducted where the site administration, district CWA liaison and classroom teachers were able to meet with the parent to address the impact of poor student attendance on student academic achievement. Office staff and administration followed up with families of chronic absentees and IEP teams discussed attendance as part of the overall present levels of performance and concerns, if warranted. Translation support was provided to families when needed for parent conferences and meetings where attendance was discussed.

The overall attendance rate for Sonoma is 90.86% for the 2022-2023 school year which is an 4% decline from pre-pandemic attendance rates of 2018-2019. This percentage is an improvement of 4% from the previous school year, indicating that more students are attending school overall after the COVID-19 timeframe. The attendance rate for our English Learners was 91.07% which is slightly higher than their English Only counterparts at 90.65%. The attendance rate for our special education students was 85.41%, which was an increase of 2% from the previous year. The pandemic and quarantines continue to have a significant impact on our medically-fragile Severely Handicapped student population. The case managers have been working on coordinating Home and Hospital instruction support when warranted.

The chronic absentee rate pre-pandemic was 8.62% and is currently at 31.62%, which is a decrease of 15% from the 2021-2022 school year. Site admin and office staff met with district administration staff to recalibrate and streamline the attendance tracking process. In addition, our vice principal and school support manager attended training as part of this process.

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

Due to staffing shortages and administrative adjustments, attendance monitoring did not occur during the intended schedule.

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.

Structured attendance review will be conducted twice a month with administration staff, and more frequent and earlier communication will be shared with families of potentially at-risk chronic absentees. Attendance information will be shared at Round Up, the beginning of the year parent registration event, so that all families will be made aware in another timeframe regarding attendance procedures and what is excused or not excused. Time is being pre-scheduled for the year to hold anticipated SART meetings. Monthly student recognition certificates will be awarded during in-person student recognition assemblies and grade level/classroom competitions will be instituted.

IDENTIFIED NEED (Data Analysis)

ATTENDANCE

Based on Dashboard Attendance we identified that 0-49% of All students are in need of support / intervention in the area of: Attendance

To address this the school can:

Strengthening the attendance review process and procedures at Sonoma, increasing regular monthly review periods and SART meetings. More frequent communication with families to mitigate attendance issues. Increase student recognition goals to include improved attendance and strong attendance, not just "perfect" attendance.

ATTENDANCE PD

Based on PD Survey Data we identified the following area of need in professional development PD from SAS/Mental Health Specialist

To address this the school can:

Incorporate strategies such as engagement, grief support, and trauma informed practices from the SAS into the classroom setting to promote positive school attendance.

Additionally we analyzed specific data to indicate the following need(s):

Seven Student Attendance Review Team (SART) meetings were held with parents, site administration, classroom teacher and district attendance liaison.

Discuss the areas of strength and need based on data analysis:

Historically chronic absentee students will be paired with a mentor to encourage positive school attendance. Chronically Absent students who demonstrated improved attendance will be recognized by the site throughout the school year at each trimester.

Subject: Attendance

LEA/LCAP: LCAP Goal 1

Goal #3 Increase student attendance rate by 5%and decrease chronic absenteeism rate by 1%

	Increase student attendance rate by 0.5% or to 98%.		Decrease chronic absenteeism rate by 1%	
	2022-23 Final Data	2023-24 Data Goal Increase	2022-23 Final Data / District Preliminary Data	2023-24 Data Goal Increase
Schoolwide (SW)	Actual 88%	Goal 93%	Actual 48%	Goal 47%
English Learners (EL)	Actual 90%	Goal 95%	Actual 46%	Goal 45%
Students with Disabilities (SWD)	Actual 83%	Goal 88%	Actual 55%	Goal 54%
Other Student Groups Two or more races	Actual 94.14%	Goal 98%	Actual 18.52%	Goal 17.52%

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
Identify strategies utilized to decrease the percent of students with absenteeism and promote attendance.					
Schoolwide (SW)	A. Conduct Student Attendance Review Team meetings where site administration, district CWA liaison, and classroom teachers are able to meet with the parents to address the impact of poor student attendance on student academic achievement.	A. Site administration will coordinate SART meetings as evidences by excel rosters, parent invites and meeting notes documentation.			
	B. Increase student attendance with incentives for meeting weekly, monthly, trimester and yearly attendance goals.	B. SRC will provide administration and teachers with attendance printouts. SSC and ELAC will monitor attendance.			
	C. Pair chronically absent students with a site mentor as part of the Sonoma Dolphin Buddy program to promote positive school attendance and support. Rosters will be updated on a trimester basis.	C. Site administration will maintain a list of volunteers for the program and match chronically absent students with a Dolphin Buddy. Attendance Data for participants will be monitored by site administration and school stakeholder groups.			

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
	D. Staff will participate in Professional Development focused on building positive student relationships, promoting student engagement, and active participation.	D. Site administration in conjunction with the Site Leadership Team will promote PD opportunities provided by the district as well as share at monthly staff meetings.			
English Learners (EL)	A. Translation services will be provided as needed to assist parents of chronic absentees.	A. Site administration will coordinate SART meetings with translation as needed included parent invites, meetings, notes and documentation.			
	B. The TC-II Translator will provide Spanish translation for parent meetings/SART as needed to discuss student attendance.	B. Site administration will maintain payclaim records and meeting agendas.			
Students					

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
with Disabilities (SWD)	A. Case managers will communicate the importance of consistent school attendance with students and their parents who have been identified as chronic absentees.	A. Case Managers will monitor student attendance and document interventions in SST/IEPs. Connect families with school nurse to mitigate medical needs at school to increase attendance.			
	B. SWD students that decrease absenteeism rates will be targeted for incentives.	B. Site administration and SRC will review attendance records to determine which students to recognize and maintain a list.			
Other Student Groups Two or More Races		A. Site administration will coordinate SART meetings as evidences by excel rosters, parent invites and meeting notes documentation.			

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
	A. Monitor 2-3 times monthly, reviewing student attendance. Conduct Student Attendance Review Team meetings where site administration, district CWA liaison, and classroom teachers are able to meet with the parents to address the impact of poor student attendance on student academic achievement.				

Section 4 PBIS Goal

Goals, Strategies, Expenditures, & Annual Review

Goal 4

Subject: PBIS

SPSA Annual Review

SPSA Year Reviewed: 2022-23

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

The annual suspension rate for 2022-23 was 4.96%. There was a 75% increase in student disruption incidents from 2019-20 to the 2022-23 school year, many of the incidents were physical in nature. Sonoma's process is to provide students redirection before issuing referrals, continue redirection and supports prior to issuing formal discipline. Discipline is guided through the district's conduct code and applied equally with each incident. Students continue to return from the school closure and hybrid instruction model in need of social interaction skills and peer conflict supports.

Teachers utilized Second Step curriculum on a limited basis. Teachers were also supported by the district inclusion specialist and Board Certified Behavior Analyst throughout the year in classrooms and in SST/IEP meetings. Students were provided incentives for positive behavior and participated in Splash Zone events as rewards for outstanding character. In person assemblies recognizing character traits and Student of the Month were brought back as monthly recognitions. Home to School Connection resources were posted on the school website to assist parents with emotional support resources. The Student Assistance Specialist maintained a full caseload throughout the school year for supports in social interaction and peer conflict resolution. The SAS also participated in classroom presentations and student mediations throughout the school year.

Recess Rodeos were held twice throughout the school year to establish behavior expectations and support students in data-directed locations on campus. The addition of the school support manager in December 2022 led to an increase of student interactions and redirections, as well as an increase of student referrals to the SAS and BCM. Parent workshops regarding social media, age appropriate discipline and edibles was provided three times this year by our SAS & BCM.

A school-wide career fair event was held in May, and was very successful. Consideration to conduct two career fairs per year was brought up for next year.

Yard supervision was found to be not sufficient for the increased number of students. Sonoma hired two additional positions. Twice a month yard supervision meetings was established to increase communication, training, and process/procedure evaluation occurred.

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

There were periods of vacancy for the Behavior Consultant (BCM) support provided by Center for Human Services, which impacted the amount of counseling support for our at-risk students. The PBIS Rewards digital system was not fully-implemented due to limited training, and mid-year training for classified staff. The hiring process for yard supervision positions was lengthy.

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.

An increase of teachers utilizing Second Step curriculum to be implemented. PBIS Rewards system to be used from the beginning of the school year, including a dedicated training for all staff to use. An increase of parent workshops relating to desired topics to be offered through the SAS & BCM, as well as the district EL department. A specific need to train yard supervisors prior to the school year will be conducted, as well as a monthly reevaluation of campus zones for undesired behaviors to be addressed in Recess Rodeos.

IDENTIFIED NEED (Data Analysis)

PBIS

Based on Classroom disruption data we identified that 0-49% of All students are in need of support / intervention in the area of: Behavior

To address this the school can:

increase the amount of students being recognized for positive behavior traits via certificates, school announcements, social media and monthly in-person assemblies.

provide additional in class presentations from student support service personnel to address social emotional needs.

PBIS PD

Based on PLC input we identified the following area of need in professional development book study

To address this the school can:

encourage staff participation in a book study focused on student engagement strategies and positive behavior reinforcement.

promote participation in district and site PD focused on inclusion supports for our special education students who are mainstreamed.

Additionally we analyzed specific data to indicate the following need(s):

Discipline Offense Counts for all grades was reviewed. 18% of the discipline incidents were of a physical contact nature. 42% of the discipline incidents were related to a classroom disruption or school personnel defiance. There is a need to provide clear behavior expectations for all students with specific rules stated in a positive manner for student conduct on the playground as well as within the classroom setting.

Discuss the areas of strength and need based on data analysis:

Recess yard supervision and schedules will be reviewed and the frequency of "recess rodeos" to review playground behavior will be increased to take place after each scheduled vacation period. Monthly Splash Zone reward events will address the classroom disruption data with the intent of reducing the number of classroom-based referrals.

Subject: PBIS

LEA/LCAP: LCAP Goal 1

Goal #4 Continue to further implement Positive Behavior Intervention and Support (PBIS) strategies schoolwide to decrease suspension rate by 0.3% or maintain green/blue status Fall 2022 CA Dashboard.

	Implement Positive Behavior Intervention and Support (PBIS) to decrease suspension rate by 0.3%	
	2022-23 Final Data / District Preliminary Data	2023-24 Data Goal Increase
Schoolwide (SW)	Actual 4.96%	Goal 4.66%
English Learners (EL)	Actual 0.96%	Goal 0.66%
Students with Disabilities (SWD)	Actual 2.2%	Goal 1.9%
Other Student Groups	Actual %	Goal %

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
Identify strategies to reduce the number of discipline incidents and promote PBIS.					
Schoolwide (SW)	A. Additional day of Student Assistance Specialist services from the Center for Human Services district vendor for social-emotional support.	A. site administration will maintain copies of SAS interaction log.	SAS Contract (1 day per week)	Title 1 Supplies and Services	13,700
	B. Provide student recognition for students who exemplify the district's identified character traits during monthly student recognition events.	B. SRC will provide site administration with a roster of students receiving recognition.			
	C. Utilize morning messages and recess rodeos to encourage appropriate behavior between peers and strengthen the rapport between students and staff. D. Training for Yard Supervision, including PBIS Rewards, BCBA provided strategies, additional safety for all students.	C. Site administration and the Student Leadership Coordinator will select encouraging messages for students to deliver and Yard Supervisors will assist with behavior expectation recess rodeos. D. Additional hours prior to school starting to train yard supervisors.			

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
	E. Recognize students inside and outside the classroom for demonstrating positive behavior traits. Utilize the digital PBIS Rewards system.	E. Teachers will be provided PeaceBuilder Praise Notes, Splash Tickets, etc. to disseminate as well as access to the PBIS Rewards software.			
	F. Post PBIS posters and durable signage at strategic locations to remind students of the behavior expectations as well as overall campus safety.	F. Site administration will take photo evidence of implementation.			
English Learners (EL)	A. Provide translation of behavior notices to parents of students who speak Spanish. Utilize Parent Square to also notify parents through their desired method.	A. Site TC-II Translator will retain a sample of notices.			
	B. The TC-II Translator will provide translation services to Spanish-speaking parents who attend conferences with teachers and/or administration regarding student behavior.	B. Site TC-II Translator will submit documentation to site administration for parent conferences.			

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
Students with Disabilities (SWD)	A. Behavior Support Plans will be created for identified SPED students who are in need of additional behavior supports within the classroom setting to improve their overall academic and social-emotional progress.	A. Case Managers will retain copies of the BSPs on site.			
Other Student Groups					

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost

Section 4 Academic Equity, Opportunity, and Awareness

Goals, Strategies, Expenditures, & Annual Review

Goal 5

Subject: Academic Equity, Opportunity, and Awareness

SPSA Annual Review

SPSA Year Reviewed: 2022-23

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

Classroom libraries received book collections to increase student access to literature that promotes diversity. Each grade level identified students who exemplified outstanding character. Student achievement and character development was highlighted school-wide. The student council model was revamped to Student Leadership to incorporate more students from the general student body that were interested in promoting and participating in school activities such as morning announcements, AMIGOS, peer helpers, campus beautification and community projects. Over 100 students, 22% of the student enrollment, participated in a student leadership role during the 2021-22 school year.

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

Four teachers and site administration participated in the district professional development series focused on Equity. The goal is to incorporate the PD strategies into our monthly PLC meetings throughout the 2023-24 school year. Students from 3rd grade did not fully participate in the school-wide MTSS reading intervention using Reading Mastery and Corrective Reading curriculum due to delay in training of staff.

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.

IDENTIFIED NEED (Data Analysis)

ACADEMIC EQUITY, OPPORTUNITY, AND AWARENESS

Based on Engagement Data we identified that 70-89% of All students are in need of support / intervention in the area of: Increase access / participation

To address this the school can:

Further expand the Student Leadership model to include students from all grade levels.

Further expand access to the MTSS academic interventions and enrichment opportunities for all students.

ACADEMIC EQUITY, OPPORTUNITY, AND AWARENESS PD

Based on Participation rate in PD we identified the following area of need in professional development Access to specific PD

To address this the school can:

Participate in professional development courses and workshops focused on special education inclusion practices.

Participate in professional development courses and workshops focused on student equity and access.

Additionally we analyzed specific data to indicate the following need(s):

A Career Day was held school-wide in May 2023. There is a need to promote career pathways starting in our primary grades.

Discuss the areas of strength and need based on data analysis:

Now that parent volunteers are cleared to be on campus, the site will implement a career exploration event for both primary and upper grade level students with a blend of in-person presentations and ongoing virtual resources. After this 2022-23 school year event, consideration for two events in the year was brought up to address more interest and participation.

Subject: Academic equity, Opportunity, and awareness

LEA/LCAP: LCAP Goal 1

Goal #5 Expand MTSS Remediation opportunities for all grade levels K-6 so identified students in need of academic assistance in reading can receive targeted small group instruction within the instructional day.

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
Schoolwide (SW)	A. The Student Leadership Program will continue to expand to all grade levels to provide multiple leadership opportunities to participate in under the guidance of staff sponsors.	A. Site administration and staff will maintain documentation of activities.			
	B. Staff will increase the opportunities to recognize students that are exemplifying character traits and demonstrating positive behaviors.	B. Site administration and office staff will maintain a roster of students receiving recognition.			
	C. Expand MTSS remediation opportunities school wide to include all grade levels with access to MTSS paraprofessionals and trained teachers to lead targeted literacy intervention groups.	C. Site administration and MTSS Coach will oversee the group rosters and schedules to ensure that identified students are provided access to the literacy interventions.			

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
	D. Host a Career Awareness Day to expose students to various future career opportunities and create an ongoing virtual career exploration resource library.	D. Site staff will maintain log of guest speakers and careers represented.			
	E. Provide professional development on Inclusive Practices to maximize instructional minutes spent in class for students that are exhibiting challenging behaviors.	E. Site administration will maintain PD artifacts and MoSIS behavior reports.			
English Learners (EL)	A. Continue to expand access to books representing different languages and cultures representative of our student population in both our school library and classroom libraries.	A. Librarian Assistant and Classroom Teachers will maintain a record of book titles.			
	B. Provide access to translator during meetings and school events.	A. Site administration will document the usage of the translation services.			

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
Students with Disabilities (SWD)	A. Provide opportunities and professional development to promote increased mainstreaming opportunities for all SWD	A. Site administration will maintain a list of PD opportunities, staff participation and anecdotal notes of students participating in the mainstream model.			
Other Student Groups					

Section 4 Parent Involvement

Goals, Strategies, Expenditures, & Annual Review

Goal 7

Subject: Parent Involvement

SPSA Annual Review

SPSA Year Reviewed: 2022-23

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

One of the goals this year was to conduct parent outreach to increase our parent participation in our ELAC, Title 1, and SSC meetings. We started the school year with one parent attending the ELAC, and ended with 9 parents attending the Coffee with the Principal monthly meetings and actively involved in the feedback and input process for all student groups. The overall consensus from the parents is that in-person meetings are better since there are no technology barriers and it is more personable. Another goal was to provide social emotional support for our students and families to promote engagement and mental health strategies. Our Student Assistance Specialist maintained a full caseload with a waiting list throughout the entire school year. Parent volunteers were able to be brought back into the school campus, and there was an increase in parent participation compared to the last three years. The amount of parent participation is not yet at the same levels as pre COVID-19 school years. Parent involvement resources were posted digitally and the school site worked in tandem with the PTA to coordinate social media posts to promote interactions. PTA meetings were able to be held in person again this year monthly.

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

There continues to be a gap in support from the Behavioral Consultants (BCM) from Center for Human Services which impacted the level of support for our families in need of counseling. The lack of available BCM for a third of the school year hindered services being provided. The proactive communication with families was not observed by the BCM and had to be regularly encouraged. Parents shared that they are not interested in attending meetings to address school business, yet are more interested in attending meetings to learn the updates of the school and to provide their feedback in a less formal method that included all student demographics. Coffee with the Principal events were created to meet this need, meeting monthly and regularly sharing the ELAC, SSC and Title 1 information as well as soliciting input from the families.

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.

The site will begin holding monthly parent informational meetings focused on different ways to get involved on campus as well as provide training on student achievement goals and supports.

IDENTIFIED NEED (Data Analysis)

PARENT INVOLVEMENT

Based on Parent participation, parents' needs include: supporting student SEL issues

To address this the school can:

Allow for in-person meetings with site administration and resource staff to provide social emotional supports and guidance to increase student and family engagement with the school.

STAFF PD TO SUPPORT PARENT INVOLVEMENT

Based on Input from parents we identified the following area of need in professional development Access to specific parent involvement PD

To address this the school can:

Promote staff participation in district-provided workshops focused on student and family engagement such as Parent Square.

Provide monthly meetings such as "Second Cup of Coffee" facilitated by site administration with supports from Site Leadership Team and Coaches to share strategies for raising student achievement.

Additionally we analyzed specific data to indicate the following need(s):

The number of EL parents and SWD parents participating in the Sonoma parent committees is very low. Only 7% of EL families were represented at a monthly ELAC meeting. ELs comprise 22% of the overall student population, and SWDs comprise of 18% of the overall student population. There is a need to increase the level of parent participation in the Sonoma parent committees.

Discuss the areas of strength and need based on data analysis:

Since the addition of Coffee with the Principal events, attendance of parents increased overall and held steady throughout the year. An increase of EL parents attended, and parents of SWD had 1 participant. There is a need to increase the parental involvement and attendance of meetings. Considerations to have student performances or parent workshops on desired topics at these meetings was the main feedback. Site will include desired topics as an additional component to increase attendance and engagement.

Subject: Parent Engagement

LEA/LCAP: LCAP Goal 3

Goal #7 Increase parent participation and home-school engagement. Begin acquiring baseline data for future analysis of parent engagement and participation for on-campus activities such as parent meetings and volunteerism now that COVID restrictions have been lifted for on-campus visitors.

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
Schoolwide (SW)	A. Conduct an Annual Title 1 Parent Meeting to explain the goals of Title I, funding allocation, overall academic results and solicit input regarding the Parent Involvement Policy and Student/Teacher/Parent School Compact.	A. Site administration will place documentation of the meeting in the DTS Vault.			
	B. Conduct a minimum of 7 School Site Council meetings throughout the school year to revise and monitor the SPSA.	A. Site administration will place documentation of the meetings agendas and minutes in the DTS Vault which indicated parent involvement in the SSC.			
		C. Site administration will maintain parent participation rosters.	Classified payclaims	Title 1 Parent Involvement	1000
			Reprographics	Title 1 Parent Involvement	250

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
	C. Promote and increase parent participation in Sonoma PTA, parent informational meetings, Round Up, Back to School Night, Open House, Coffee with the Principal meetings, social media interactions and SEL supports for families.				
	D. Utilize weekly parent communication folders to promote home-to-school communication.	D. Site office staff will maintain purchase records.	Folders	Title 1 Parent Involvement	200
	E. Publish parent resources on the school website.	E. Website resources archive.			
English Learners (EL)	A. ELAC meetings will focus on providing parent education support in the area of reading and writing fluency so they can help support their children meet academic goals.	ELAC agendas and minutes as well as sign-in sheet will be maintained to document parent involvement and supports.			
	B. Translation will be available at ELAC meetings to increase parent participation.				

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
		Documentation on the number of participants with translation services to be maintained by site administration.			
Students with Disabilities (SWD)	A. Provide flexibility in times for IEPs and 504s so that parents can attend meetings at the school site.				
	B. Translation will be available at special education parent meetings as needed.				
Other Student Groups					

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost

Section 5 Staffing

Subject: Staffing

Description of Specific Actions (strategies) to Improve Student Achievement	Position	Funding Source	Estimated Cost (Salary and benefits)	Alignment to SPSA Goal and monitoring
Students identified as at-risk academically in the area of reading fluency and comprehension will participate in a reading intervention program within the instructional day. An Academic Intervention Paraprofessional will assist teachers and MTSS paras with the reading intervention small groups.				ELA Goal 1
	Instructional Para Intervention (4hr)	Title 1 Positions	34,186	
The TC-II Translator will assist Spanish-speaking parents and students by helping translate phone calls, teacher communication, school flyers and SST/SART/IEP meetings as well as ELAC and school-wide events.				ELA Goal 1
	TC-II Translator	Title 1 Positions	35,611	

Description of Specific Actions (strategies) to Improve Student Achievement	Position	Funding Source	Estimated Cost (Salary and benefits)	Alignment to SPSA Goal and monitoring

Section 6 Budget Summary

Site Categorical Budget

Total Allocations		
Funding Source	Allocation	Balance (Allocations-Expenditures)
Title 1 Positions	69,797	0.00
Title 1 Professional Development	8,600	0.00
Title 1 Parent Involvement	1,450	0.00
Title 1 Certificated	1,076	0.00
Title 1 Classified		
Title 1 Supplies and Services	16,302	0.00

Section 7 Funding Allocations

Budget Summary

The Budget Summary is required for schools funded through the Con App, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Current Funds Provided to the School Through the Consolidated Application Current Year	\$97,225
Total Carryover Funds Provided to the School Through the Consolidated Application Carryover	\$
Total Funds Provided to the School Through the Consolidated Application	\$97,225
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Current allocation budgeted for strategies to meet the goals in the SPSA	\$97,225.00
Grand total budgeted including carryover from Section 11	\$97,225

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program.

Subtotal of additional federal funds included for this school: \$

Total of State and local programs that the school is including in the schoolwide program: \$

Section 8 School Site Council Membership

2023 - 2024
SCHOOL SITE COUNCIL (SSC) MEMBERSHIP
Elementary (K-6)
SCHOOL: Sonoma Elementary School

Committee Composition Requirements: In elementary schools, half of the members are the principal (1), classroom teachers (3), and other school staff (1); half are parents or other community members (5).

<u>Parents/Community Members</u>	<u>Staff</u>
1. Name: Caitlin Bell-Espinoza Term: 2021-2023 XParent Community Member	1. Name: Linda Reece-Wahl Principal
2. Name: Shannon Mercer-Diemont Term: 2022-2023 XParent Community Member	2. Name: Kristi Driver Term: 2021-2023 Teacher
3. Name: Liliana Madrigal Term: 2022-2023 XParent Community Member	3. Name: Gina Grgich Term: 2022-2023 Teacher
4. Name: VACANT Term: Parent Community Member	4. Name: VACANT Term: Teacher
5. Name: VACANT Term: Parent Community Member	5. Name: VACANT Term: Teacher
6. Name: VACANT Term: Parent Community Member	6. Name: Danielle Bullock Term: 2022-2023 Other School Staff

Section 9 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 the following:

The SSC is correctly constituted and was formed in accordance with the governing board policy 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 before adopting this plan.

Name	Advisory Group
Liliana Madrigal	English Language Advisory Council (ELAC)
Gina Grgich	Site Leadership Team (SLT)

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 the 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 academic performance.

This SPSA was adopted by the SSC at a public meeting on: 05/17/2023 04:00 pm

Attested:

Caitlin Bell-Espinoza	SSC Chairperson
Shannon Mercer-Diemont	SSC Vice Chairperson
Danielle Bullock	SSC Secretary