

School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Salida Elementary School	50-71266-6053037	6/2/2023	6/13/2023

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

Salida Elementary operates a Schoolwide Program and receives funds through the Consolidated Application. The school became eligible for Additional Targeted Support and Improvement (ATSI) based on the student performance of the subgroup Students with Disabilities (CA 2022 Dashboard). The proposed expenditures of funds allocated to the school are reviewed annually and updated by the School Site Council. The SPSA is aligned with the school goals for improving student achievement.

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 meets the ESSA requirements in alignment to the Local Control Accountability Plan (LCAP). The SPSA includes goals to improve pupil outcomes, evidence-based strategies, actions, or services, proposed expenditures, monitoring process, and parent involvement process.

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Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

Our fall parent survey was completed by 99 families; 61 in English and 38 in Spanish. Overall 98% of all respondents agree that families are welcome and connected at school; 98% agree that their children are safe, respected, and cared for; and 98% agree that school staff keep them well informed, communicate frequently, and facilitate parent/teacher communication.

The 2023 Spring Student Survey was completed by 138 students in grades third through fifth; the survey collected data about school climate and student engagement. Of the respondents 74% feel students at Salida Elementary treat each other with respect; 80% feel students help each other even if they are not friends; 83% feel liked and accepted at school; and 72% believe they have a voice about activities and rules at school. While students feel a strong connection to each other, an area for growth is connecting with adults; 29% of student respondents feel they have 1 adult they can connect and 11% do not feel connected to any adult at school.

Feedback from site and district staff, as regards data-driven conversations and professional development and collaboration, reflects there have been significant increases in time spent, and focus in the areas of lesson design and improvement of instructional delivery. Common formative assessments and Tier I and Tier II RTI strategies are also addressed. Data collected by the District each trimester reflects a growing focus on leadership practices as principals participate in formal and informal classroom observations with emphasis on supporting effective classroom instruction.

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

The site principal observes instruction and learning in each classroom once per week and gives feedback to teachers. Observations and feedback focus on collaborative teacher efficacy, student visible learning and engagement, and effective instructional strategies. Observation and feedback are aligned with the 8 State Priorities of the LCAP/LCFF. The principal uses observation data to identify trends in instructional practices, and areas of strengths and opportunities for growth. The data informs and guides one-to-one conversations, grade level discussions, and staff meeting topics. Site and District Administrators collaborate with ELA and Math coaches from Stanislaus County Office of Education to identify relevant and rigorous curriculum, and to develop and refine walk-through tools and procedures for meaningful and effective observation protocols.

Teachers use dedicated collaboration time to design and refine their lessons and to assess student learning. Feedback from observation opportunities promotes sharing of ideas and strategies, allows us to reflect on our instructional and leadership practices, and inspires our colleagues to higher levels of performance. The cycle of classroom observations, feedback, and collaboration drives our ongoing effort to strengthen leadership practices as a means to achieve improved student outcomes and achievements.

Classroom observations led to an increase in instruction that is rigorous, relevant, and engaging. Tier II support needs are identified and addressed in the collaboration process. Current observation practices resulted in significant increases in reading performance in grades first through fifth, as measured by iReady diagnostics and Jan Richardson Reading assessments.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

To evaluate student achievement and program needs we employ iReady diagnostic data, Jan Richardson Guided Reading assessment data, and curriculum-based assessment. Data is disaggregated by subject, grade and subgroup. Grade-level teams analyze data with a focus on developing clear learning intentions and targets, identifying students needs, and accelerating learning. The District provides the support of two Learning Coordinators, highly-qualified para-professionals, and a team of reading and math coaches to lead professional professional development for teaching and administrative staff. Professional development follows a six-week cycle for each grade, and weekly release time for site-based data analysis is also provided.

Students identified for Tier II and Tier II interventions are grouped for targeted, skill-based intervention. A pre- and post test is administered to evaluate growth and regroup as needed. Classroom teachers plan and deliver academic interventions with support from the Learning Center Staff.

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

Employing the Professional Learning Community collaboration model; teachers meet in grade level teams and analyze assessment data using the following four essential questions to guide their work:

- What do you want students to learn? (learning objectives from lesson design)
- How do you know when they have learned it? (Classroom Based Assessment and Benchmark Data)
- What do you if they didn't? (lesson design and interventions)
- What do you if they did? (lesson design and interventions)

Results from local and state assessments are entered in Illuminate and used in K-5 to analyze and monitor student progress in ELA and Math. Common assessments provide teachers tools for evaluating strengths in lesson design and instruction, and in intervention and support programs. Teachers meet in grade-level teams and use learning outcomes to guide lesson design in which appropriate interventions and enrichment are integrated to meet the needs of all students.

District-wide students and teachers have access to adaptive supplemental curriculum; iReady and Footsteps 2 Brilliance for reading, and Zearn and iReady for math. Teachers are able to view student performance in these programs and make adjustments to student assignments. Teachers also use this information to re-teach and support student learning.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

Twelve of the thirteen classroom teachers at Salida Elementary are fully credentialed and highly qualified in accordance with ESEA criteria. One teacher completed her preliminary credential in May 2023 and will continue with induction and clear credential program.

Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

All teachers at Salida Elementary School are credentialed and properly authorized and assigned to teach in their content area. Professional Development is provided to all staff in the areas of Common Core Math, English Language Arts, and NGSS, using state-adopted, Board approved curriculum. Staff who teach grades Kindergarten through third also participate in Professional Development targeting Early Literacy instructional practices, including Guided Reading instruction. Professional development is provided a minimum of six times per school year, emphasis is placed on developing rigorous and relevant instructional practices and differentiating instruction to provide academic interventions and support. All teaching and support staff have access to training a minimum of once per year on programs adopted by the district to provide student support services. Programs currently in use are PBIS, The Twelve Tools, and Integrating Art Lessons.

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

Salida Union School District is committed to providing dedicated professional development aligned to the district's Instructional Focus plan. The goals are: to ensure each student is proficient in all academic standards and able to participate fully in the 21st Century; to accelerate language proficiency for English learners; and to close the "achievement gap" among students in subgroups; and to maximize learning for all students.

To accomplish this, professional development equips administrators, teachers, para-professionals, and after-school program staff with the necessary skills and knowledge to address identified student needs. Training topics are selected based on their proven effectiveness, basis in sound research practices, and sustainability over time.

Professional development will continue to focus on:

1. Continued Implementation of California Common Core State Standards to ensure all students are college- and career-ready.
2. Creating exceptional learning environments that equitably support and appropriately challenge all students.
3. Ensuring classroom instruction is effective and engaging.
4. Targeted instruction based on data to meet individual student needs and to utilize integrated technology within a blended learning environment.
5. Closing the achievement gap among White, Hispanic, African American, Students with Disabilities, English learners and English only students.
6. Providing a collegial environment to learn together, support one another and take joint responsibility for student learning.
7. Integrating social/emotional learning for students, Toolbox Project - 12 Tools by Dove Tail Learning and employing the PBIS (Positive Behavior Intervention and Support) model.
8. Establishing positive behavioral supports using The Toolbox Project, by DoveTail Learning, for all students and staff.

Second through fifth grade teachers and administrators participate in i-Ready workshops to stay up-to-date on best implementation practices of the program and features that differentiate student learning. Grade level teams analyze formative and summative assessment data to monitor student progress in math using common formative assessments. Ongoing Professional Development for teaching and administrative staff, in the area of Math Instruction, is facilitated by Stanislaus County Office of Education coaches. Professional Development for improving early literacy instruction is offered to teachers of Kindergarten through second grade students led by a Stanislaus County Office of Education Coach. They design and refine guided reading lessons.

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

English Learners comprise 54.9% of Salida Elementary School's student population. To aide classroom teachers in differentiating instruction for English Learners, each staff member is provided an academic profile for each EL student assigned to his/her class. During teacher collaboration sessions, designated for analyzing student progress based on local assessments, staff members specifically examine their EL students' academic progress. The Learning Center Director and Principal analyze EL student progress each trimester; results are shared with classroom teachers. In addition, all Salida School District teachers are responsible for obtaining a CLAD credential or its equivalent. Currently 100% of teachers at Salida Elementary hold their CLAD credential or its equivalent. Salida Union School District is presently in Program Improvement and has reserved funds for staff development accordingly, for District and site Staff.

Second through fifth grade teachers and administrators participate in i-Ready workshops to stay up to date on best implementation practices of the program and features that differentiate student learning. Grade level teams use the Achievement Team Protocol to monitor student progress in math using common formative assessments. Stanislaus County Office of Education coaches facilitate ongoing Professional Development for teaching and administrative staff, in the area of Math Instruction.

As outlined in the District's Instructional Focus Plan (organizational practices) support staff also collaborates with grade-level teams to share data about student progress and needs, and reflect on professional development. The support staff team includes an education specialist, a site-based learning center director, a school counselor, our curriculum director, and our director of educational technology. This team is available to assist teachers in lesson design, data analysis, student special needs, and instructional technology. The team also prepares and leads staff development focused on best instructional practices in the areas of curriculum, technology, and data innovations. Our district contracts the services of a team of math coaches who, in addition to providing professional development for teachers and administrators, are available for instructional support.

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

Salida Elementary Professional Learning Communities are implemented and active in our program. We work in grade-level and leadership teams and our work is critical to increased student learning. Teachers have weekly, designated collaboration time dedicated to: developing assessments, analyzing data, determining instructional focus, and interventions and enrichment needs.

Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

Salida Union School District gives high priority to providing current textbooks and instructional materials to students. We follow the California Department of Education's adoption cycle for curriculum and supplemental materials. At Salida Elementary staff aligns instructional content to the essential common core standards in ELA and Math; utilizing the SBE adopted Benchmark Advance and Eureka Mathematics programs. English Language Development instruction is provided using Benchmark Advanced ELD designated instructional materials. Our district's social studies adoption is Studies Weekly – HSS, and at Salida Elementary our adopted science curriculum is Discovery Education Science Techbook. Every student has the prescribed textbook and/or other instructional materials for each adopted program. The local governing board of the Salida Union School district certifies that each pupil in our district, in Transitional Kindergarten through fifth grade, has been provided with a standards-aligned textbook or basic instructional materials in each of the following areas:

- History/Social Science
- Mathematics
- Reading/Language Arts
- Science

The instructional materials were purchased from an approved standards-aligned state adoption list as required by CCR, Title 5, Section 9531.

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

The school-wide schedule meets the required minutes in ELA, Math, ELD, and P.E.

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

Grade level teams pace their instruction to align with the district benchmark assessments in ELA and Math. In K-1, teachers pace the lessons with the trimester report card expectations. This keeps students and teachers on track for completing grade level content standards.

The Learning Center team assist classroom instruction and differentiation; they provide 30-45 minute ELA intervention support daily as they work under the direction of classroom teachers to differentiate reading instruction and challenge all students at their levels.

Kindergarten has a full day program with a two-hour instructional aide to provide small group intervention within the classroom. Some flexibility is embedded in our master schedule to allow for sufficient and timely interventions.

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

Certification of Provision of Standards-Aligned Instructional Materials

The local governing board of the Salida Union School District hereby certifies that each pupil in the district, in kindergarten through grade eight, has been provided with a standards-aligned textbook or basic instructional materials in each of the following areas:

- History/social science
- Mathematics
- Reading/language arts
- Science

The instructional materials were purchased from an approved standards-aligned state adoption list as required by CCR, Title 5, Section 9531.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

The site uses SBE-adopted and standards-aligned instructional materials as guided by the district.

ELA

Benchmark Advance: CA Edition - K-5 (2017)

Benchmark: Ready to Advance - TK (2017)

Math (Board Approved)

Eureka Math: A Story of Units (2014)

Science

Discovery Education: Science Techbook (2021)

Social Studies

Studies Weekly: California Studies Weekly (2018)

Health

Health Connected: Puberty Talks Upper Elementary - 5th Grade (2018)

Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

The supplemental program for K-5 students at risk of retention emphasizes on English Language Arts and Mathematics. Student progress is evaluated using formative, summative, and curriculum-embedded assessments each trimester. Individual needs are identified and addressed through whole group and individualized instruction. Students receive Tier II instruction in leveled groups with a focus on language arts skills. A significant number of our at-risk students are English Learners, and core instruction and interventions emphasize English comprehension and fluency. Salida Elementary teachers participate in professional development targeting designated support for English Learners.

Students in grades 1 - 5, performing two or more grades below, receive Tier II and Tier III support in a small group setting, with a credentialed teacher providing foundational skills in reading, language and math during school hours. Teachers provide in-classroom intervention and embedded strategies for additional support.

Our After-school program offers an hour of academic support during which students may complete homework assignments with some assistance from a para-professional. Homework support is especially beneficial to English Learners who lack English Language support at home. The after-school program consists of 93% English Learners and/or low Socioeconomically disadvantaged.

Evidence-based educational practices to raise student achievement

Salida Elementary School has five goals outlined in the school plan. Three of the five goals address improved academic achievement, one addresses the social/emotional needs of our students, and the fifth goal seeks to involve parents and increase their participation as educational partners. Research-based teaching practices are focused on effective instruction and the use of common formative assessments to adjust instruction and provide timely interventions.

Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

Family: Salida Elementary families are supportive of their students' academic success. Families are invited to identify school-wide needs. They readily participate in community events and support our Parents' Association fund-raising efforts. Funds raised have been used to supplement learning technology, to co-fund the purchase of specialized musical instruments, to provide highly engaging educational field trip opportunities for all students, and to purchase rewards that recognize and positively reinforce learning and social-emotional skills. Families welcome opportunities to volunteer, 17 family members applied for and completed all volunteer requirements and are helping in classrooms, at events, and on field trips.

School: Victory Center is our after school program; funded by an ASES grant, it provides extended day intervention, enrichment and recreational activities to 120 students in grades TK-5. All students are eligible to participate. The program supports a 20:1 adult to student ratio and every participant must participate in one hour of academic support daily. Students attend from the time the school day ends until 6 p.m. Staff consists of highly-qualified para-professionals who plan and lead activities for the participants. Participants receive academic support (homework help) and enrichment opportunities in the areas of science, physical education, and arts and crafts. The District contracts with outside entities to provide parents with leadership trainings.

Migrant students receive home-based services and summer extended learning opportunities.

District: Teachers, administrators and District Support staff (Resource Specialist, Speech Pathologist, School Psychologist, School Nurse, and Parent Resource Center Teacher) comprise our Student Study Team. The team is charged with evaluating the needs of students experiencing academic, attendance or behavioral struggles. Participants at the SST meetings include the "Team" and parents/guardians; meetings are scheduled, as needed, to collaborate with families to address students' needs.

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

Parents and community representatives are invited to participate in the review and revision of this school plan. The plan is reviewed together during our School Site Council/ELAC meetings and participants receive a hard copy for their review. The site principal seeks input from all participants and shares information and responds to inquiries about the plan with the group, including progress made towards meeting our goals. Council members and the site leadership team review the plan and approve it before it is presented to the School Board for their consideration.

Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

Salida Elementary receives Title I, Lottery, and ASES funding. The following programs are supported with the site categorical funds to enable under-performing students to meet academic standards.

1. Learning Center; a learning director (certificated) and three highly-qualified para-professionals work 5-6 hours each school day to support classroom teachers as they differentiate instruction. Para-professionals work in tandem with and under the direction of classroom teachers as they provide this intervention for 30 - 45 -minute sessions. Learning Center Para-Professionals also assist ELPAC and CAASPP testing.
2. Web-based supplemental academic programs; Zearn and iReady are accessed by all students and teachers. They provide extended learning, practice and instruction in the areas of reading and math.
3. A School Nurse (shared by 2 sites), School Counselor, Health Aide (5 days per week), Library Media Clerk, Resource Specialist, Speech Therapist, and School Psychologist to provide provide services as needed; working as a team they also provide support for students and families in the area of social-emotional needs, assist the staff in identifying students' needs, and researching resources available to meet them.
4. The After-school Program provides Homework Club and a variety of enrichment group activities after school for 120 students.

Fiscal support (EPC)

The District provides support in all fiscal areas.

Educational Partner 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 SPSA and Annual Review and Update

The School Plan for Student Achievement is reviewed, and updated by the School Site Council, ELAC, and School Site Leadership Team during the school year. Certificated and classified staff review the goals and actions to advise which practices to continue or modify. The Site Plan is presented to the Board of Education for their approval when it is finalized and approved by the School Site Council.

Resource Inequities

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

After conducting a comprehensive needs assessment the data showed there were no resource inequities.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	%	%	0%			0
African American	1.0%	0.69%	0.73%	3	2	2
Asian	4.5%	4.86%	5.82%	13	14	16
Filipino	0.3%	0.35%	0.36%	1	1	1
Hispanic/Latino	81.9%	81.94%	80.73%	239	236	222
Pacific Islander	1.7%	1.74%	1.09%	5	5	3
White	8.9%	7.99%	8.36%	26	23	23
Multiple/No Response	0.3%	0.35%	0.36%	1	1	1
	Total Enrollment			292	288	275

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Kindergarten	51	57	57
Grade 1	41	43	49
Grade 2	55	45	46
Grade 3	42	54	38
Grade 4	58	32	56
Grade 5	45	57	29
Total Enrollment	292	288	275

Conclusions based on this data:

1. Enrollment continues to decrease slowly; in 22-23 there were 6% fewer students than in 20-21.
2. In a continuing trend, the Hispanic/Latino population continues to be the largest subgroup at Salida Elementary. White students continue to make up our second largest sub-group.
3. The ratio of students from the various subgroups is consistent over the three years reported.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	169	158	152	57.90%	54.9%	55.3%
Fluent English Proficient (FEP)	19	22	26	6.50%	7.6%	9.5%
Reclassified Fluent English Proficient (RFEP)	7	12	4	4.1%	7.5%	2.6%

Conclusions based on this data:

1. English Learners consistently represent the greater portion of our learning community; currently 55.3% of the student population at Salida Elementary School.
2. The percentage of students who score at the FEP level initially on the ELPAC increased slightly each year reported. These students are identified English Learners based on information provided on the Language Survey, however their English Skills are age and grade appropriate upon entering school. FEP classification is based on ELPAC scores.
3. Due to social distancing practices during the COVID-19 pandemic, English Learners currently enrolled in third grade missed a full trimester of learning in person and teetered between in-person and distance learning during their first grade year. English Learners currently enrolled in second grade experienced only distance learning for the first 60 school days of their kindergarten year, and teetered between in-person and distance learning during their first grade year. Lost opportunities to learn and practice new English skills in a structured educational setting resulted in decreased academic and language skills for these students, and in a decrease of students qualifying for reclassification in 22-23.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	44	54		44	53		44	53		100.0	98.1	
Grade 4	63	31		61	31		61	31		96.8	100.0	
Grade 5	47	59		45	59		45	59		95.7	100.0	
All Grades	154	144		150	143		150	143		97.4	99.3	

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	2363.	2363.		6.82	5.66		11.36	15.09		29.55	26.42		52.27	52.83	
Grade 4	2426.	2455.		8.20	9.68		16.39	22.58		36.07	51.61		39.34	16.13	
Grade 5	2454.	2458.		2.22	11.86		24.44	13.56		31.11	25.42		42.22	49.15	
All Grades	N/A	N/A	N/A	6.00	9.09		17.33	16.08		32.67	31.47		44.00	43.36	

Reading Demonstrating understanding of literary and non-fictional texts										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	
Grade 3	2.27	5.66		50.00	56.60		47.73	37.74		
Grade 4	8.20	3.23		63.93	83.87		27.87	12.90		
Grade 5	2.22	11.86		77.78	57.63		20.00	30.51		
All Grades	4.67	7.69		64.00	62.94		31.33	29.37		

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	2.27	7.55		56.82	45.28		40.91	47.17	
Grade 4	4.92	6.45		65.57	80.65		29.51	12.90	
Grade 5	8.89	13.56		51.11	52.54		40.00	33.90	
All Grades	5.33	9.79		58.67	55.94		36.00	34.27	

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	6.82	11.32		70.45	58.49		22.73	30.19	
Grade 4	6.56	3.23		73.77	70.97		19.67	25.81	
Grade 5	2.22	5.08		66.67	79.66		31.11	15.25	
All Grades	5.33	6.99		70.67	69.93		24.00	23.08	

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	6.82	3.77		63.64	54.72		29.55	41.51	
Grade 4	6.56	6.45		70.49	77.42		22.95	16.13	
Grade 5	8.89	6.78		71.11	66.10		20.00	27.12	
All Grades	7.33	5.59		68.67	64.34		24.00	30.07	

Conclusions based on this data:

1. In the area of English Language Arts, 21-22 CAASPP data indicates that 25.17% of all students scored in the Met or Exceeded Standard performance level. Of all students tested 31.7% scored in the Standard Nearly Met performance level, and 43.36% scored in the Standard Not Met performance level. Disaggregated by grade level, data shows students Met or Exceeded Standard as follows: 20.75% in third grade, 32.26% in fourth grade, and 25.42% in fifth grade. Students Nearly Met Standard as follows: 26.42% of students in third grade, 51.61% of students in fourth grade, and 25.42% of students in fifth grade. Students scored as follows in Standard Not Met level; 52.83% in third grade, 16.13% in fourth grade and 49.45% in fifth grade.

- ELA Claims data in the area of Reading is as follows: 7.69% of all students scored Above Standard; 62.94% of all students scored At or Near Standard; and 29.37% scored in the Below Standard performance level.
- ELA Claims data in the area of Writing is as follows: 9.79% of all students scored Above Standard; 55.94% of all students scored At or Near Standard; and 34.27% scored in the Below Standard performance level.
- ELA Claims data in the area of Listening is as follows: 6.99% of all students scored Above Standard; 69.93% Students scored At or Nearly Met Standard; and 23.08% scored Below Standard.
- ELA claims data in the area of Research and Inquiry is as follows: 5.59% of all students scored Above Standard; 64.34% of all students cored At or Nearly Met Standard; and 30.07% scored Below Standard.

2. The effects of pandemic learning loss are evident in test performance outcomes. In 2018-2019 42% of students performed at or above standard compared to 25% in 2021-2022. Testing was suspended for a year and resumed in 20-21. Analysis of the two most current years' performance in Reading and Writing is as follows:

- In the area of Reading, the percentage of students scoring Above Standard increased minimally by 1.84%; while students scoring in the Nearly Met Standard range decreased by 1.2%; and the number of students scoring at Standard Not Met decreased slightly by .64%.
- In the area of Writing outcomes showed a similar trend. The number of students scoring Above Standard increased 4.46%, At or Near Standard decreased 2.73%, and Standard Not Met decreased by 1.73%.

All students at Salida Elementary returned to learn in person during the 2022-2-23 school year, however families have not overcome completely overcome the effects of the Pandemic. Chronic Absenteeism is at a record high with 34.4% of all student missing 10% or more of the school year. The subgroups of students who experience the greatest academic challenges were chronically absent as follows: 38.8% of English Learners and 42.6% of Socioeconomically Disadvantaged students. Their absences adversely impact academic performance as they must

catch up on missed learning,

3. Overall, in spite of challenging circumstances over the past three school years, student learning remained consistent. Current student performance can be attributed to the continued and dedicated focus of teachers and administrators across our district to provide a rigorous, engaging and safe environment that welcomes and challenges students to participate actively in their learning.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	44	54		44	53		44	53		100.0	98.1	
Grade 4	63	31		61	31		61	31		96.8	100.0	
Grade 5	47	59		45	59		45	59		95.7	100.0	
All Grades	154	144		150	143		150	143		97.4	99.3	

* 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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	2391.	2380.		11.36	5.66		15.91	16.98		31.82	26.42		40.91	50.94	
Grade 4	2430.	2452.		3.28	6.45		22.95	25.81		32.79	35.48		40.98	32.26	
Grade 5	2438.	2444.		4.44	10.17		8.89	10.17		26.67	25.42		60.00	54.24	
All Grades	N/A	N/A	N/A	6.00	7.69		16.67	16.08		30.67	27.97		46.67	48.25	

Concepts & Procedures Applying mathematical concepts and procedures										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	
Grade 3	13.64	7.55		45.45	50.94		40.91	41.51		
Grade 4	4.92	9.68		52.46	54.84		42.62	35.48		
Grade 5	2.22	10.17		37.78	37.29		60.00	52.54		
All Grades	6.67	9.09		46.00	46.15		47.33	44.76		

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	13.64	9.43		47.73	37.74		38.64	52.83	
Grade 4	6.56	9.68		50.82	54.84		42.62	35.48	
Grade 5	2.22	8.47		46.67	44.07		51.11	47.46	
All Grades	7.33	9.09		48.67	44.06		44.00	46.85	

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	9.09	3.77		61.36	62.26		29.55	33.96	
Grade 4	4.92	6.45		55.74	67.74		39.34	25.81	
Grade 5	4.44	6.78		71.11	49.15		24.44	44.07	
All Grades	6.00	5.59		62.00	58.04		32.00	36.36	

Conclusions based on this data:

- In the area of Math, 2021-2022 CAASPP data indicates that 24.49% of all students scored in the Standard Met or Exceeded performance level, 27.97% of all students scored in the Standard Nearly Met performance level, and 48.25% scored in the Standard Not Met performance level. Disaggregated by grade level, data shows students Met or Exceeded Standard as follows: 22.64% in third grade, 32.29% in fourth grade, and 20.34% in fifth grade. Students Nearly Met Standard as follows; 26.42% of students in third grade, 35.48% of students in fourth grade, and 25.42% of students in fifth grade. Students scored as follows in Standard Not Met level; 50.94% in third grade, 32.26% in fourth grade and 54.24% in fifth grade.

 - Claims data in Concepts and Procedures is as follows: 9.09% of all students scored Above Standard; 46.15% of all students scored At or Near Standard; and 44.76% scored in the Below Standard performance level.
 - Claims data in Problem Solving and Modeling/Data Analysis is as follows: 9.09% of all students scored Above Standard; 44.06% of all students scored At or Near Standard; and 48.65% scored in the Below Standard performance level.
 - Claims data in Communicating Reasoning is as follows: 5.59% of all students scored Above Standard; 58.04% Students scored At or Nearly Met Standard; and 36.36% scored Below Standard.
- The effects of pandemic learning loss are evident in test performance outcomes. In 2018-2019 37.53% of students performed at or above standard compared to 23.77% in 2021-2022. Testing was suspended for a year and resumed in 20-21 and analysis of the two most current years' performance in Math claims is as follows:

 - In the area of Concepts and Procedures, the percentage of students scoring Above Standard decreased slightly by 2.42%; while students scoring in the Nearly Met Standard range remained the same; and the number of students scoring at Standard Not Met decreased slightly by 2.57%.
 - In the area of Problem Solving and Modeling/Data Analysis, outcomes showed a similar trend. The number of students scoring Above Standard increased slightly by 1.76%, At or Near Standard increased by 4.61%, and Standard Not Met increased by 2.85%.
 - In the area of Communicating Reasoning, outcomes varied only minimally. The number of students scoring Above Standard remained at 6%, At or Near Standard decreased slightly by 1.96%, and Standard Not Met increased by 4.36%.

All students at Salida Elementary returned to learn in person during the 2022-2-23 school year, however families have not overcome completely overcome the effects of the Pandemic. Chronic Absenteeism is at a record high with 34.4% of all student missing 10% or more of the school year. The subgroups of students who experience the greatest academic challenges were chronically absent as follows: 38.8% of English Learners and 42.6% of Socioeconomically Disadvantaged students. Their absences adversely impact academic performance as they must catch up on missed learning,
- In spite of challenging circumstances over the past three school years, student learning remains consistent. Current student performance can be attributed to the continued and dedicated focus of teachers and administrators across our district to provide a rigorous, engaging and safe environment that welcomes and challenges students to participate actively in their learning.

School and Student Performance Data

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	1399.1	1381.2		1415.0	1392.2		1361.8	1355.6		31	37	
1	1426.5	1438.1		1441.9	1450.6		1410.7	1425.0		23	24	
2	1468.5	1472.5		1480.8	1475.2		1455.8	1469.3		22	21	
3	1474.1	1484.4		1470.6	1490.4		1477.0	1477.8		20	29	
4	1499.3	1511.4		1496.9	1513.1		1501.4	1509.1		37	15	
5	1508.7	1530.4		1492.0	1536.6		1525.2	1523.6		23	34	
All Grades										156	160	

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	12.90	0.00		22.58	35.14		35.48	32.43		29.03	32.43		31	37	
1	0.00	0.00		34.78	33.33		43.48	54.17		21.74	12.50		23	24	
2	4.55	14.29		59.09	38.10		31.82	38.10		4.55	9.52		22	21	
3	5.00	10.34		30.00	27.59		50.00	55.17		15.00	6.90		20	29	
4	10.81	6.67		35.14	66.67		37.84	26.67		16.22	0.00		37	15	
5	17.39	17.65		34.78	55.88		34.78	26.47		13.04	0.00		23	34	
All Grades	8.97	8.13		35.26	41.25		38.46	38.75		17.31	11.88		156	160	

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	12.90	5.41		32.26	37.84		29.03	24.32		25.81	32.43		31	37	
1	4.35	0.00		52.17	45.83		17.39	45.83		26.09	8.33		23	24	
2	4.55	23.81		81.82	38.10		9.09	28.57		4.55	9.52		22	21	
3	10.00	17.24		60.00	58.62		5.00	17.24		25.00	6.90		20	29	
4	16.22	26.67		51.35	60.00		29.73	13.33		2.70	0.00		37	15	
5	21.74	50.00		56.52	47.06		8.70	2.94		13.04	0.00		23	34	
All Grades	12.18	20.63		53.85	46.88		18.59	21.25		15.38	11.25		156	160	

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	9.68	0.00		0.00	18.92		38.71	48.65		51.61	32.43		31	37	
1	0.00	0.00		26.09	16.67		30.43	45.83		43.48	37.50		23	24	
2	0.00	4.76		36.36	33.33		50.00	33.33		13.64	28.57		22	21	
3	5.00	0.00		0.00	20.69		80.00	48.28		15.00	31.03		20	29	
4	5.41	0.00		24.32	26.67		29.73	66.67		40.54	6.67		37	15	
5	17.39	2.94		17.39	20.59		47.83	50.00		17.39	26.47		23	34	
All Grades	6.41	1.25		17.31	21.88		43.59	48.13		32.69	28.75		156	160	

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	6.45	18.92		77.42	67.57		16.13	13.51		31	37	
1	34.78	16.67		60.87	79.17		4.35	4.17		23	24	
2	27.27	23.81		68.18	66.67		4.55	9.52		22	21	
3	25.00	24.14		55.00	58.62		20.00	17.24		20	29	
4	32.43	60.00		64.86	26.67		2.70	13.33		37	15	
5	30.43	8.82		56.52	91.18		13.04	0.00		23	34	
All Grades	25.64	21.88		64.74	68.75		9.62	9.38		156	160	

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	19.35	0.00		41.94	64.86		38.71	35.14		31	37	
1	4.35	0.00		65.22	75.00		30.43	25.00		23	24	
2	4.55	28.57		90.91	61.90		4.55	9.52		22	21	
3	15.00	37.93		60.00	62.07		25.00	0.00		20	29	
4	21.62	40.00		62.16	60.00		16.22	0.00		37	15	
5	26.09	88.24		52.17	11.76		21.74	0.00		23	34	
All Grades	16.03	33.13		60.90	53.75		23.08	13.13		156	160	

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	3.23	2.70		58.06	62.16		38.71	35.14		31	37	
1	4.35	4.17		43.48	58.33		52.17	37.50		23	24	
2	13.64	9.52		68.18	66.67		18.18	23.81		22	21	
3	5.00	0.00		45.00	55.17		50.00	44.83		20	29	
4	5.41	0.00		51.35	86.67		43.24	13.33		37	15	
5	13.04	5.88		56.52	58.82		30.43	35.29		23	34	
All Grades	7.05	3.75		53.85	62.50		39.10	33.75		156	160	

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	9.68	18.92		29.03	51.35		61.29	29.73		31	37	
1	0.00	0.00		56.52	66.67		43.48	33.33		23	24	
2	0.00	14.29		86.36	57.14		13.64	28.57		22	21	
3	10.00	3.45		75.00	75.86		15.00	20.69		20	29	
4	8.11	20.00		72.97	66.67		18.92	13.33		37	15	
5	8.70	17.65		73.91	79.41		17.39	2.94		23	34	
All Grades	6.41	12.50		64.10	66.25		29.49	21.25		156	160	

Conclusions based on this data:

- The most recent, 21-22, ELPAC outcomes are as follows:

Overall Language - 8.13% of English Learners at Salida Elementary performed at a level 4; demonstrating a well-developed skill set in oral and written language. These students are able to use English to learn and communicate in meaningful and appropriate ways; with occasional need for linguistic support. Overall, 41.25% of our English Learners scored at Level 3; these students have demonstrated a moderately developed set of oral and written skills and use English to learn and need light to minimal linguistic support to engage in academic context. The greatest number of English Learners, 38.75%, performed at level 2; they demonstrate somewhat developed English Language skills and need moderate to light linguistic support. A smaller group of English Learners, 11.88%, scored at level 1; 15 of these 19 students are in grades Kinder and first. They are functioning at a minimally developed language skills level; this group needs substantial to moderate linguistic support for learning.

Overall Oral Language - 20.63% of English Learners at Salida Elementary performed at a level 4; demonstrating a well-developed skill set in oral language. These students are able to use English to learn and communicate in meaningful and appropriate ways; with occasional need for linguistic support. Overall, 46.88% of our English Learners scored at Level 3; these students have demonstrated a moderately developed set of oral language skills and use English to learn and need light to minimal linguistic support to engage in academic context. The greatest number of English Learners, 21.25%, performed at level 2; they demonstrate somewhat developed English Language skills and need moderate to light linguistic support. A smaller group of English Learners, 11.25%, scored at level 1. They are functioning at a minimally developed language skills level; this group needs substantial to moderate linguistic support for learning.

Overall Written Language - 1.25 % of English Learners at Salida Elementary performed at a level 4; demonstrating a well-developed skill set in written language. 21.88% of our English Learners scored at Level 3; demonstrating a moderately developed set of skills in written language. 48.13% performed at level 2; they demonstrate somewhat

developed writing skills. 28.75% scored at level 1. They are functioning at a minimally developed language skills level; this group needs substantial to moderate support for learning.

2. Analysis of student performance by domain is as follows:
 - In the Listening domain 9.38% of English Learners scored in the Beginning level; 68.75% scored in the Somewhat/Moderately Developed level and 21.88% scored in the Well Developed level.
 - In the Speaking domain 13.13% scored at the Beginning level; 53.75% scored in the Somewhat/Moderately Developed level; and 33.13% scored in the well-developed range.
 - In the Reading Domain 33.75% scored in the Beginning level; 62.50% scored in the Somewhat/Moderately Developed level; and 3.75% scored in the Well Developed level.
 - In the Writing Domain 21.25% scored at the beginning level; 66.25% scored in the Moderately Developed level; and 12.5% scored in the Well Developed level.
3. English Learners comprise 54.9% of all students at Salida Elementary. This group experienced high levels of absenteeism upon returning from school closures and distance learning which adversely impacted academic performance, and led to a decreased number of students who qualified for reclassification. They continue to show their greatest growth in the areas of speaking and listening. Reading and Writing domains continue to present the most challenges. The trend coincides with well established research that shows learners of a second language take 3-5 years to learn a language to proficiency, and domains are mastered in the following order: Listening, Speaking, Reading and Writing.

School and Student Performance Data

Student Population

For the past two years, many state and federal accountability requirements were waived or adjusted due to the impact of the COVID-19 pandemic on LEAs, schools, and students. Beginning with the 2021-22 school year, the requirements to hold schools and districts accountable for student outcomes has returned with the release of the 2022 California School Dashboard (Dashboard). The Every Student Succeeds Act is requiring all states to determine schools eligible for support. Similarly, under state law, Assembly Bill (AB) 130, which was signed into law in 2021, mandates the return of the Dashboard using only current year performance data to determine LEAs for support. Therefore, to meet this state requirement, only the 2021-22 school year data will be reported on the 2022 Dashboard for state indicators. (Data for Change [or the difference from prior year] and performance colors will not be reported.)

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

2021-22 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
288	80.2	54.9	1.0
Total Number of Students enrolled in Salida Elementary School.	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.

2021-22 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	158	54.9
Foster Youth	3	1.0
Homeless	1	0.3
Socioeconomically Disadvantaged	231	80.2
Students with Disabilities	22	7.6

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	2	0.7
American Indian		
Asian	14	4.9
Filipino	1	0.3
Hispanic	236	81.9
Two or More Races	1	0.3
Pacific Islander	5	1.7
White	23	8.0

Conclusions based on this data:

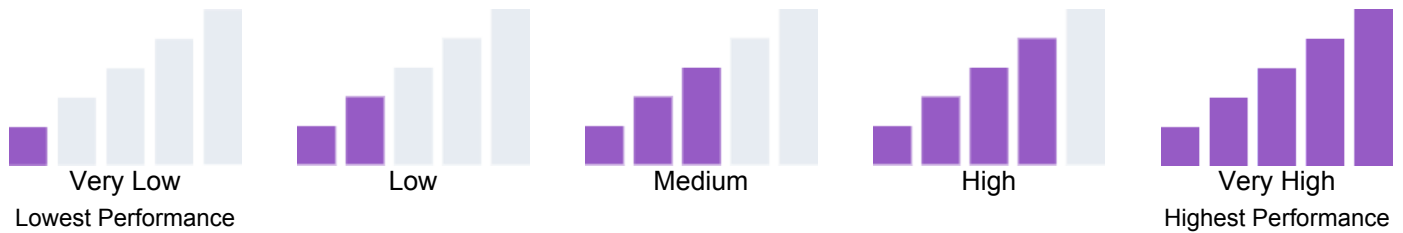
1. Our Learning community continues to be comprised primarily of English Learner and Socioeconomically Disadvantaged students; 54.9% and 80.2% respectively.
2. All classes consist of students with a wide range of language proficiency and need. Research shows students from homes where English is a second language or there is a social-economic disadvantage experience lower levels of school readiness, learning, and language development. Classroom instruction must be enhanced and designed purposefully to meet the needs of our population.
3. Of our student population 81.8% of all students are of Hispanic ethnicity; within this group there are great cultural differences due to the number of generations families have lived in the United States and their level of acculturation. Smaller groups of White and Asian students add to the cultural diversity among our community. To enhance student performance we develop strong partnerships with families; our school environment is welcoming and sensitive to and respectful of cultural differences.

School and Student Performance Data

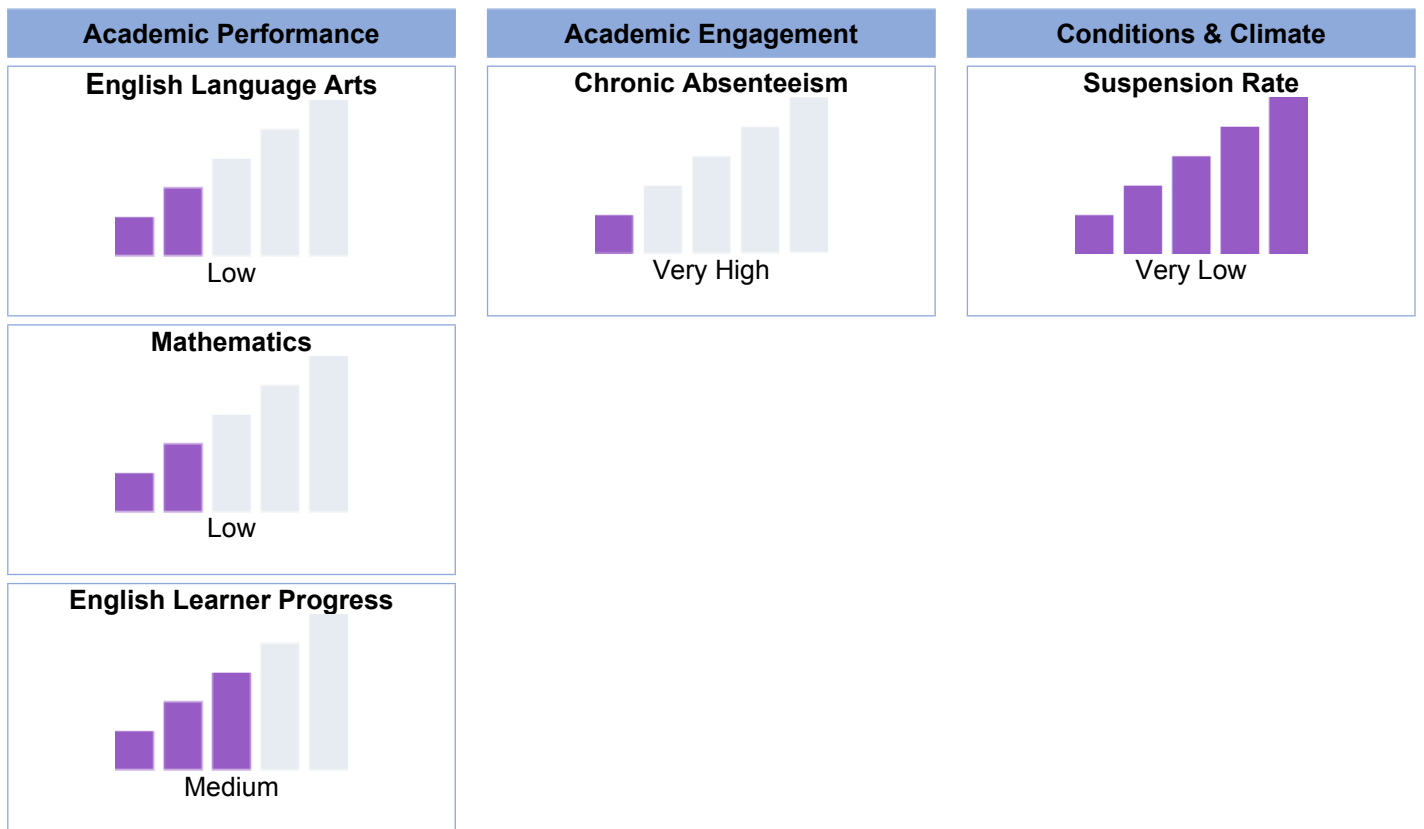
Overall Performance

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



2022 Fall Dashboard Overall Performance for All Students



Conclusions based on this data:

1. We acknowledge that a positive school climate and balanced social/emotional program contribute to students' success. Chronic absenteeism overall, in the Very High range, is a great post-pandemic challenge and a great hurdle to improving student performance. The PBIS program implemented at Salida Elementary contributes greatly to the Very Low performance status in the area of suspensions.

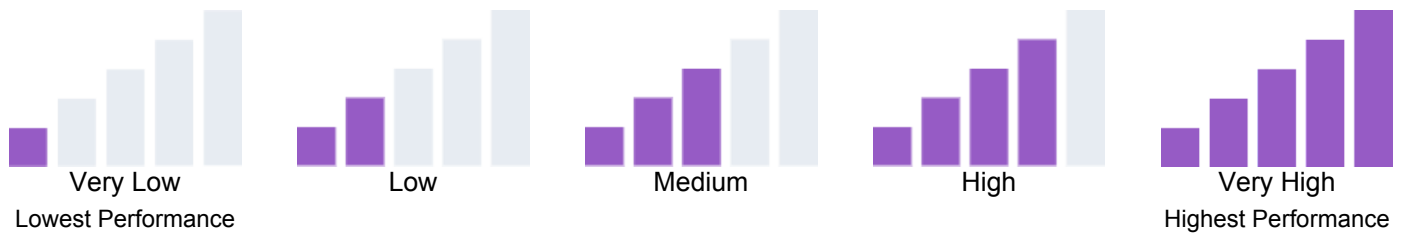
2. Based on current Dashboard data the performance status for all students is Low in English Language Arts and in Math.
3. English Learners at Salida Elementary fall in the Medium performance status on the Dashboard. Teaching and support staff continually adjust instruction and design lessons and interventions to meet their needs.

School and Student Performance Data

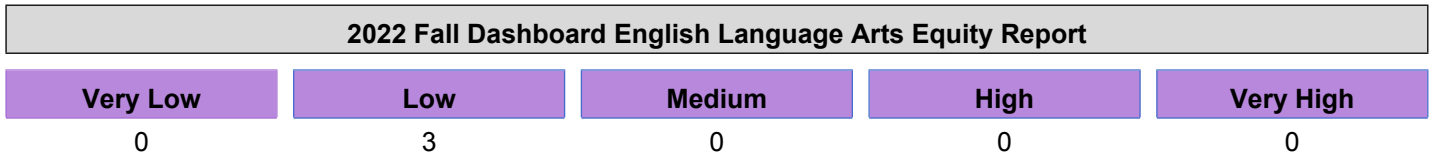
Academic Performance English Language Arts

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

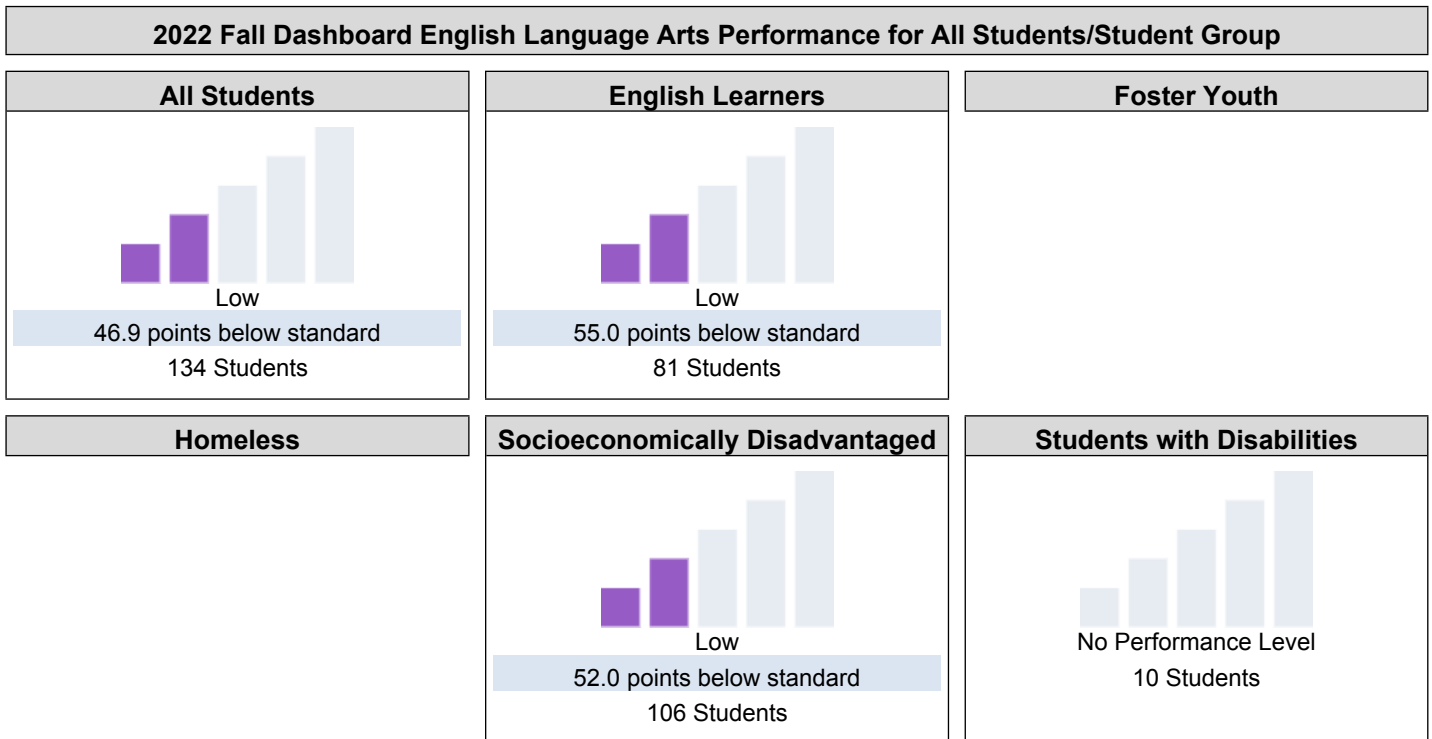
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



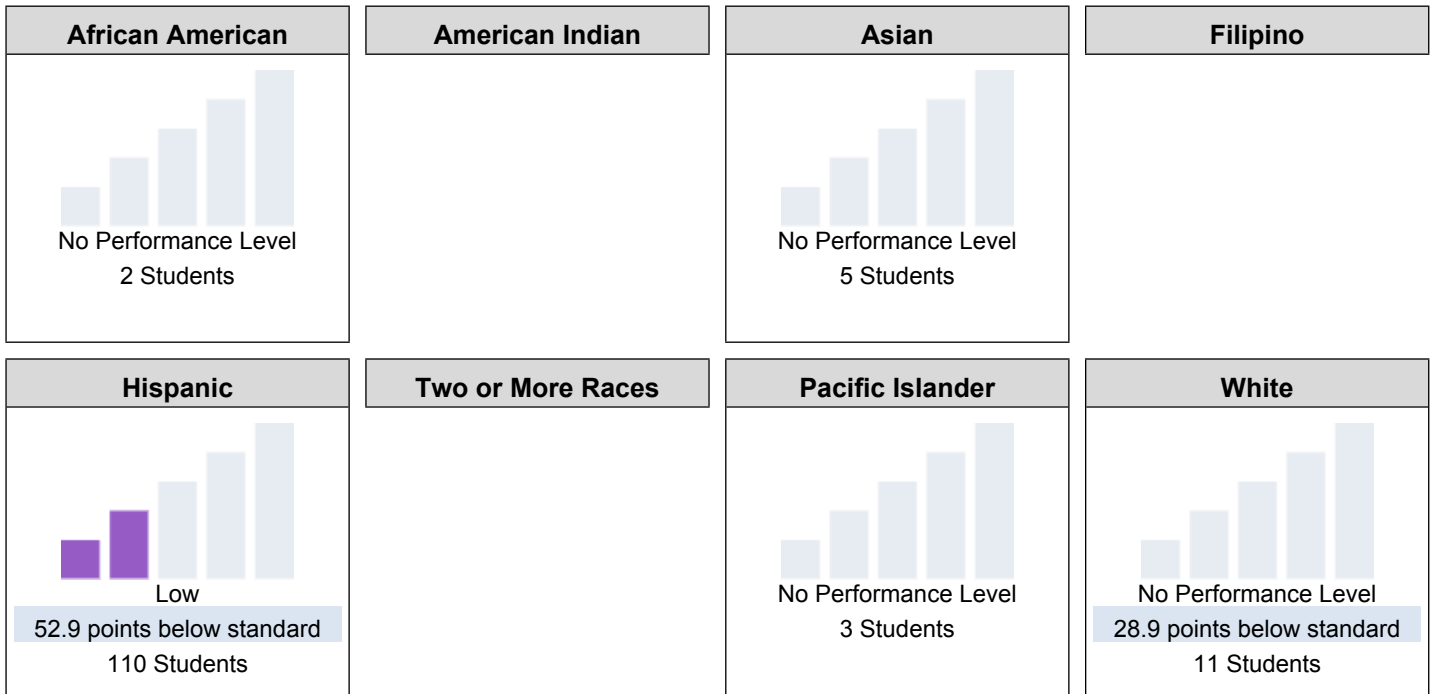
This section provides number of student groups in each level.



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.



2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity



This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

2022 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
70.1 points below standard 71 Students	10 Students	35.9 points below standard 48 Students

Conclusions based on this data:

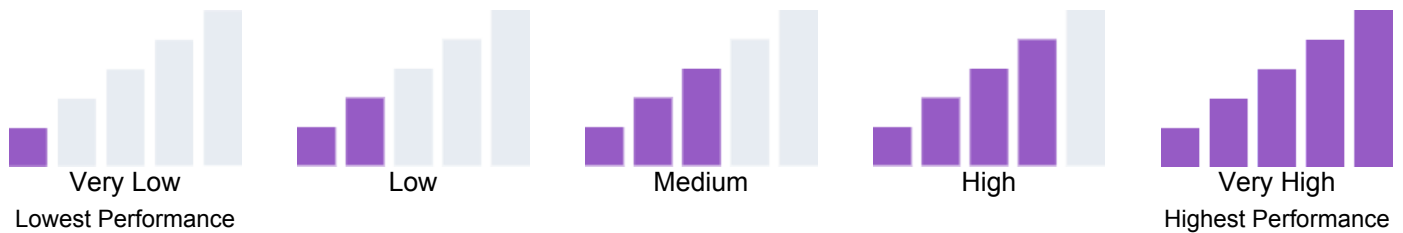
1. Performance in the area of English Language Arts, based on current Dashboard performance levels, is Low with all students scoring an average of 46.9 points below standard.
2. Comparison of student performance by language fluency demonstrates there is a significant learning gap between Current English Learners, 70.1 points below standard, and English Only Students, 35.9 points below standard. Continued work and focus is needed on differentiating instruction to meet the language needs of English Learners and providing designated English Language support dedicated to accelerating language acquisition.
3. In Language Arts students benefit from targeted, differentiated instruction and progress monitoring. It is important to continue with and refine professional practices so support the language needs of our learning community.

School and Student Performance Data

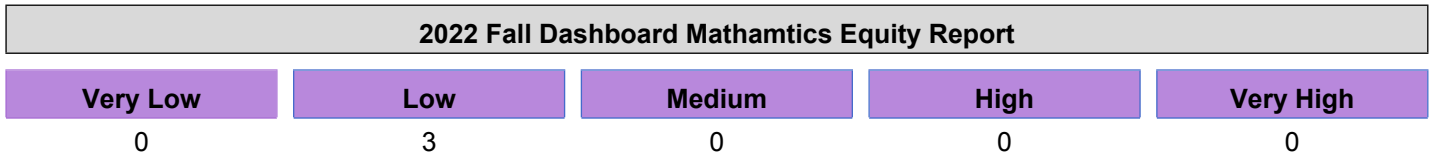
Academic Performance Mathematics

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

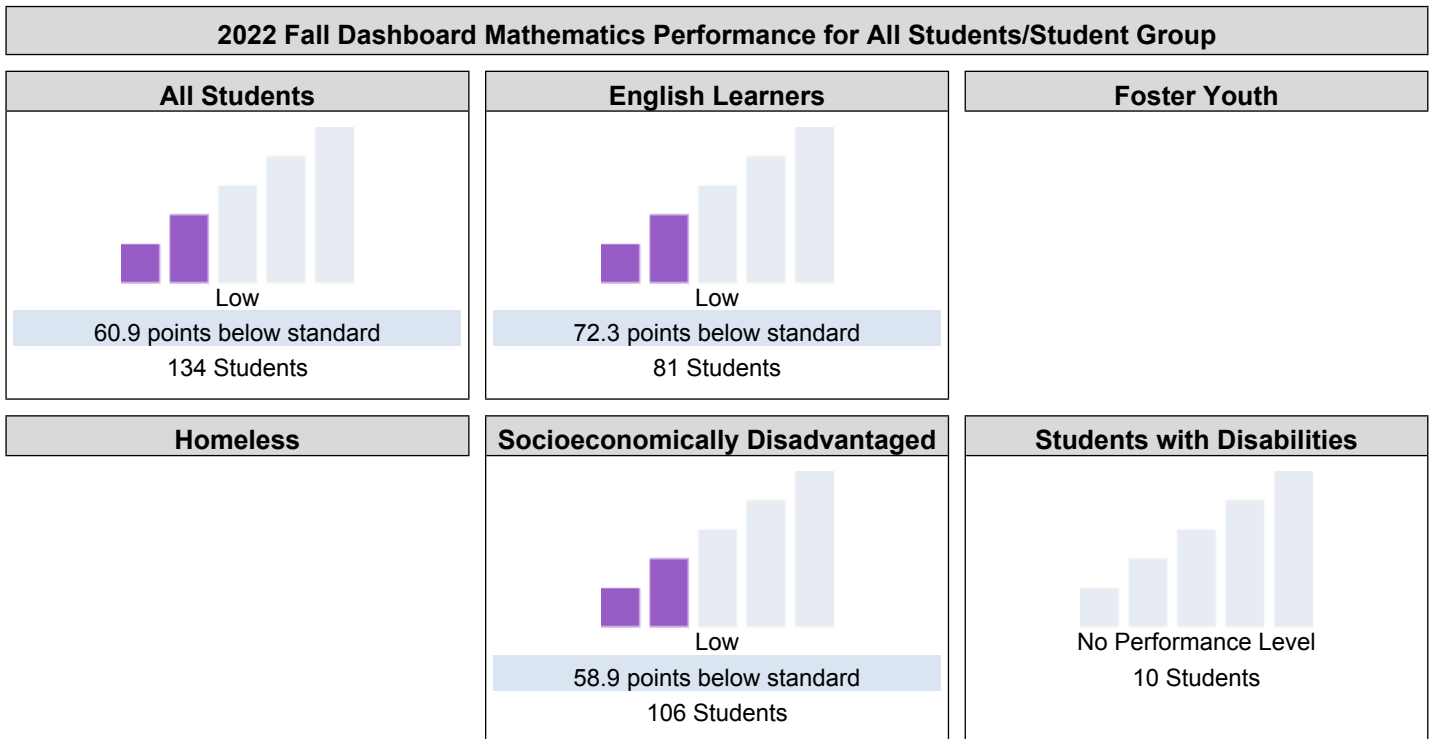
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



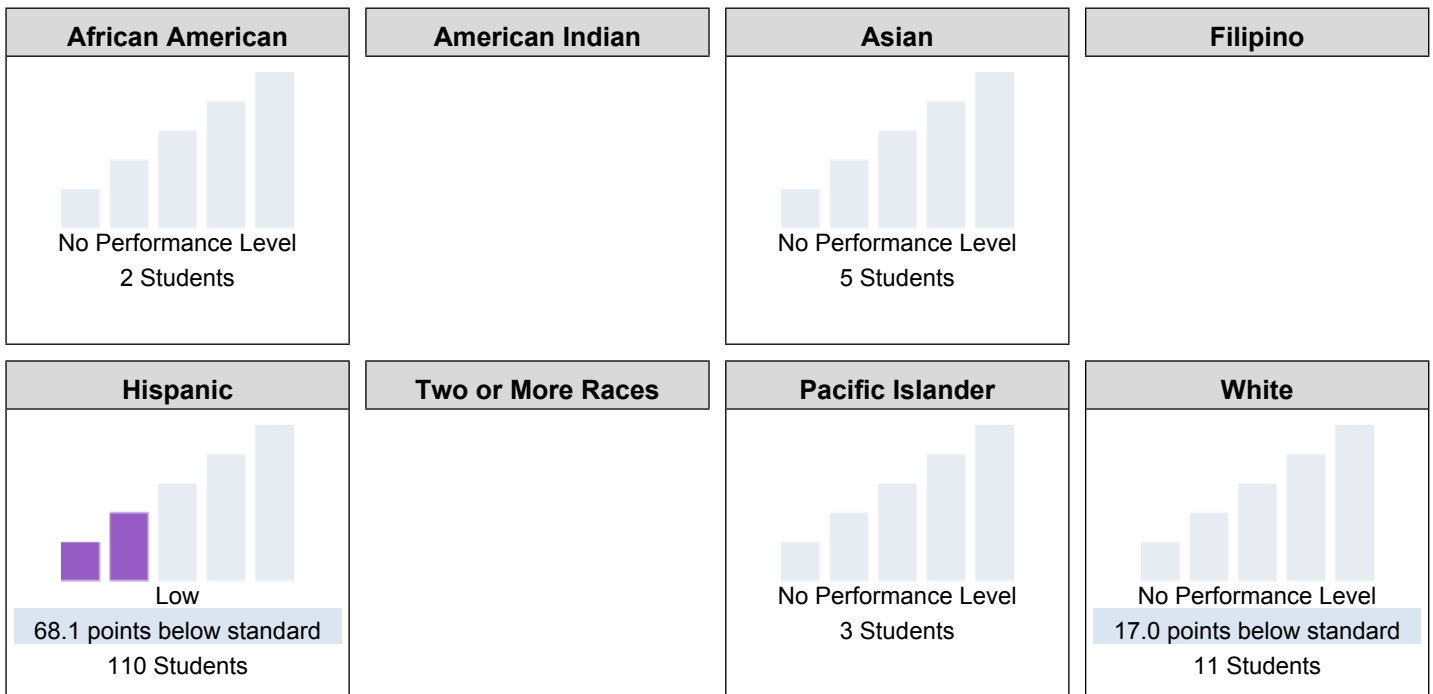
This section provides number of student groups in each level.



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.



2022 Fall Dashboard Mathematics Performance by Race/Ethnicity



This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

2022 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
<p>85.3 points below standard 71 Students</p>	<p>10 Students</p>	<p>46.4 points below standard 48 Students</p>

Conclusions based on this data:

1. Performance in the area of Math, based on current Dashboard performance levels, is Low with all students scoring an average of 60.9 points below standard.
2. Student performance in all three significant subgroups is in the Low performance level; English Learners scored an average of 72.3 points below standard, Socioeconomically Disadvantaged students scored an average of 58.9 points below standard, and Hispanic students scored an average of 52.9 points below standard. There is a significant learning gap between Current English Learners who scored 85.3 points below standard and English Only speakers who scored 46.4 points below standard.
3. Teaching staff and Administrators recognize the need to continue to provide professional development dedicated to improving math instructional practices and progress monitoring resulting in improved student performance. It is important to continue with and refine professional practices to support the needs of all students.

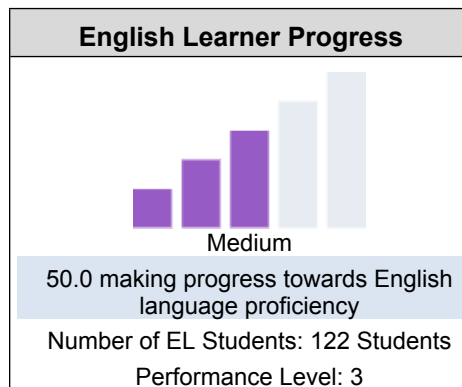
School and Student Performance Data

Academic Performance English Learner Progress

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

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

2022 Fall Dashboard English Learner Progress Indicator



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.

2022 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
18.9%	31.1%	0.0%	50.0%

Conclusions based on this data:

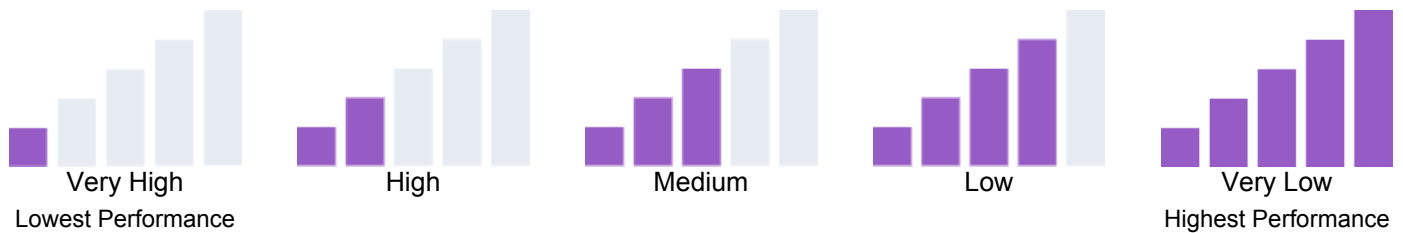
1. Of the 122 students included in this data the English Learner Progress Indicators show 50% progressed one or more levels; 31.1% maintained in levels 1-3; and 18.9% decreased one level.
2. It is critical to identify English Learners whose performance did not improve or decreased, target their needs, and monitor growth using Student Success Team protocols and formative assessment data.
3. Teaching and Administrative staff acknowledge the need to continue to design lessons that incorporate English Language Development instructional strategies to support the need to accelerate language acquisition for all students.

School and Student Performance Data

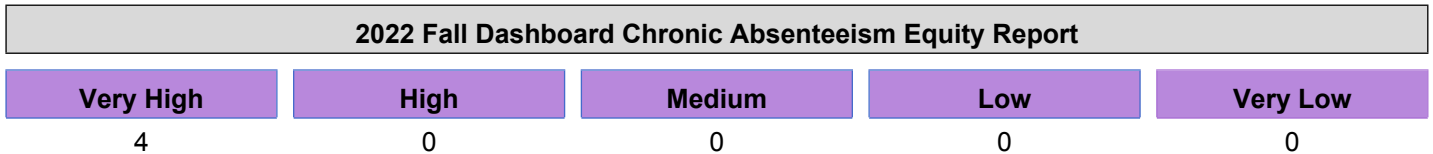
Academic Engagement Chronic Absenteeism

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

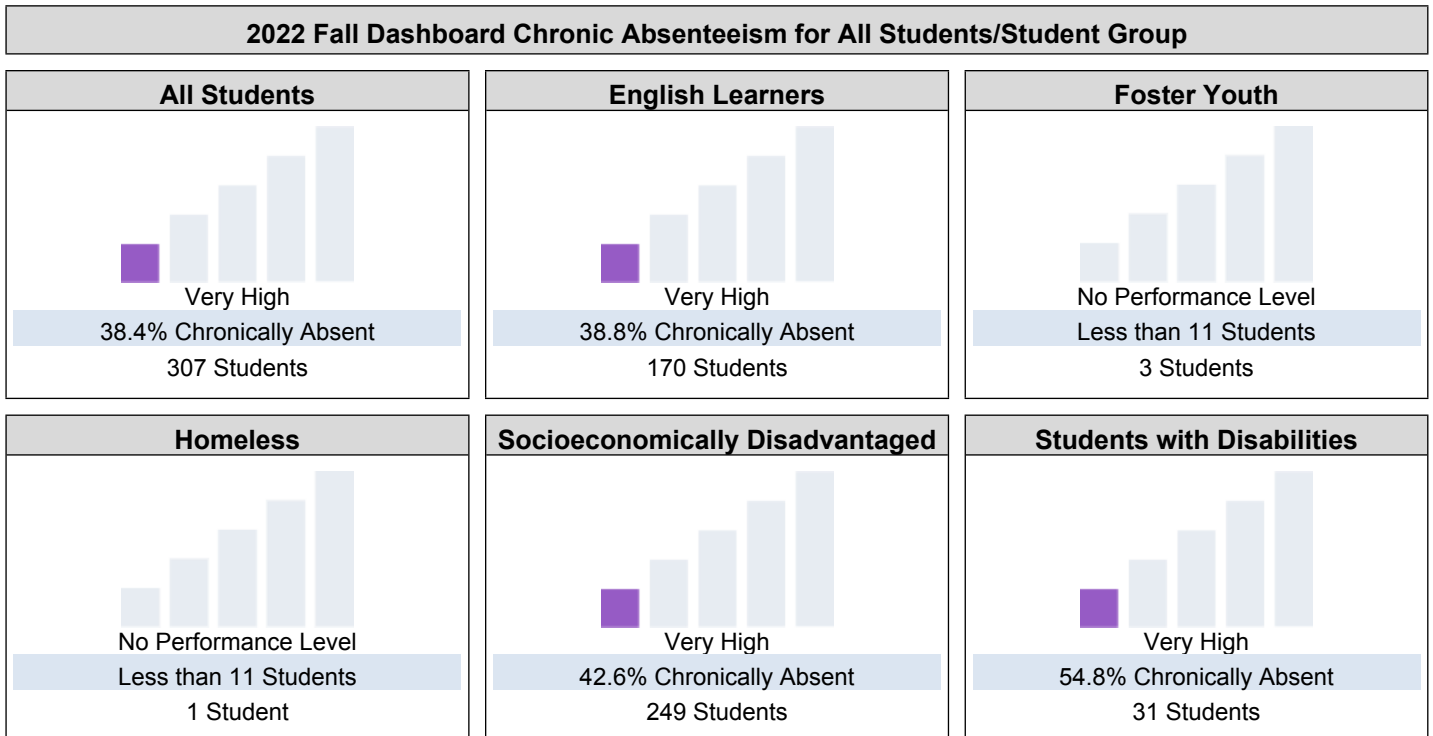
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



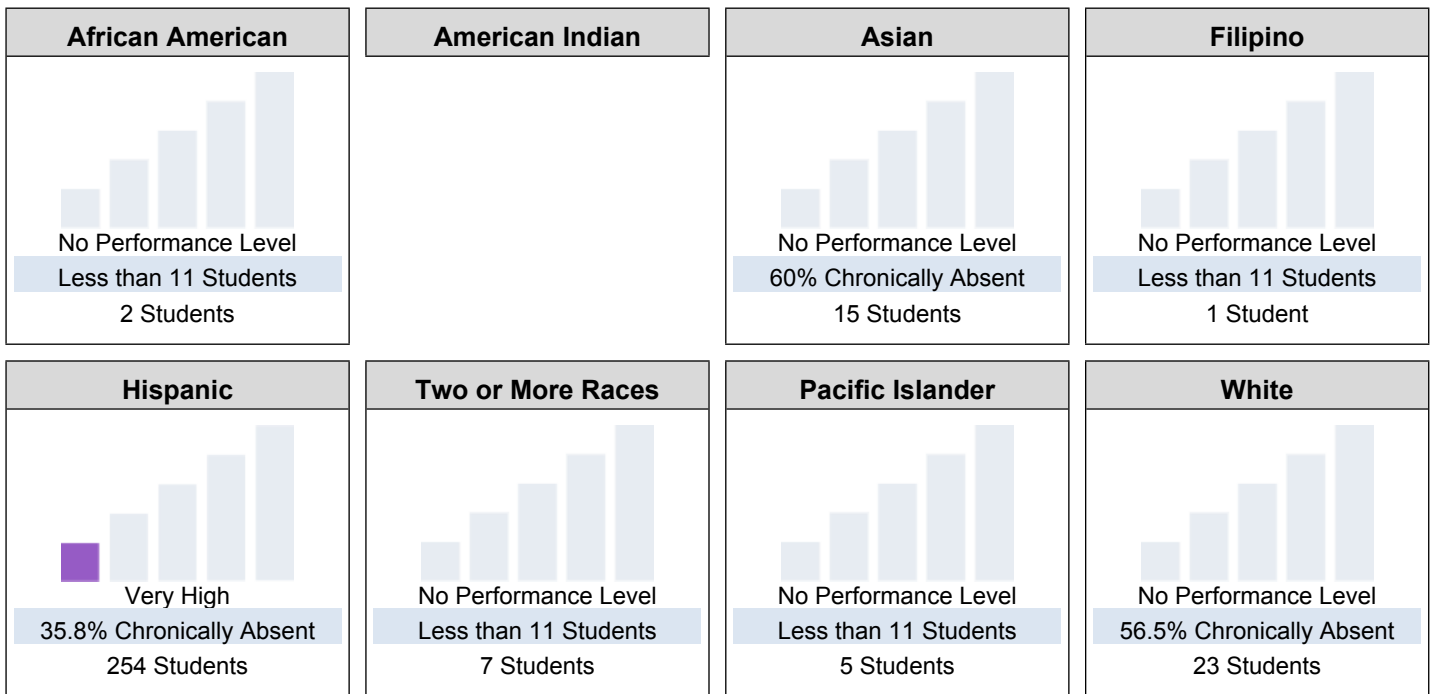
This section provides number of student groups in each level.



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.



2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity



Conclusions based on this data:

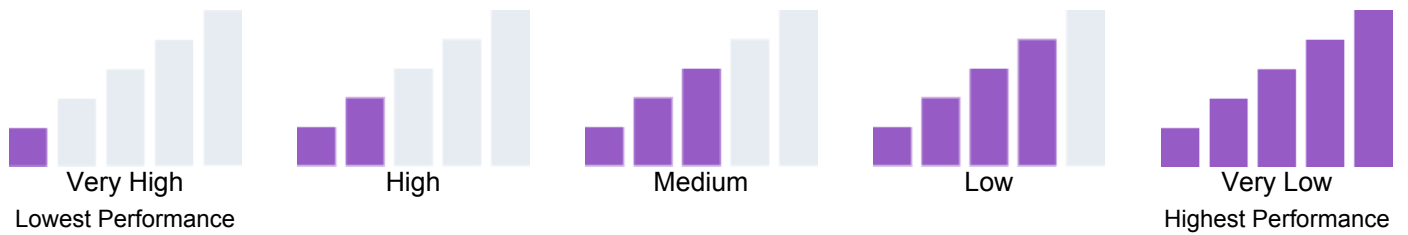
1. Chronic Absenteeism is in the Very High performance level for all students and for all significant subgroups, it increased significantly upon returning to learning in-person.
2. Chronic Absenteeism is a state-wide concern, it is Very High, at 30%, for all students in the state of California.
3. To provide a safe and engaging environment all school staff are trained and engaged in practicing Positive Behavioral Interventions and Supports. Parent and student surveys are used to collect data about student and family perceptions of school climate, and although students and families report feeling safe and included at school absenteeism is an area for growth and improvement.

School and Student Performance Data

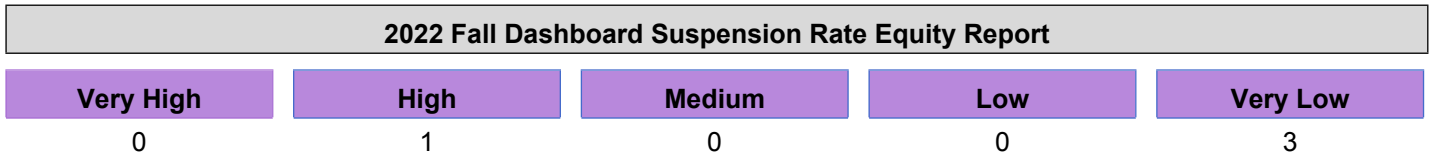
Conditions & Climate Suspension Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

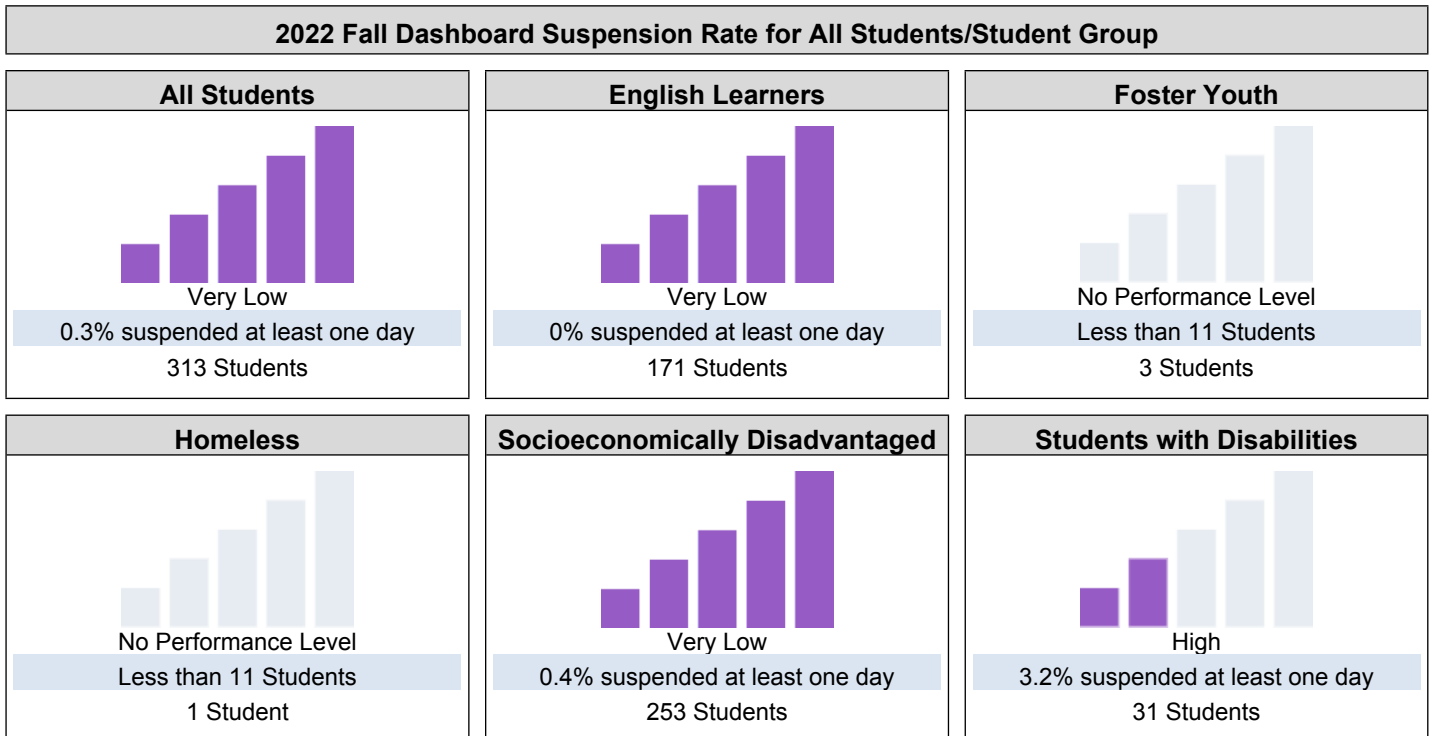
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



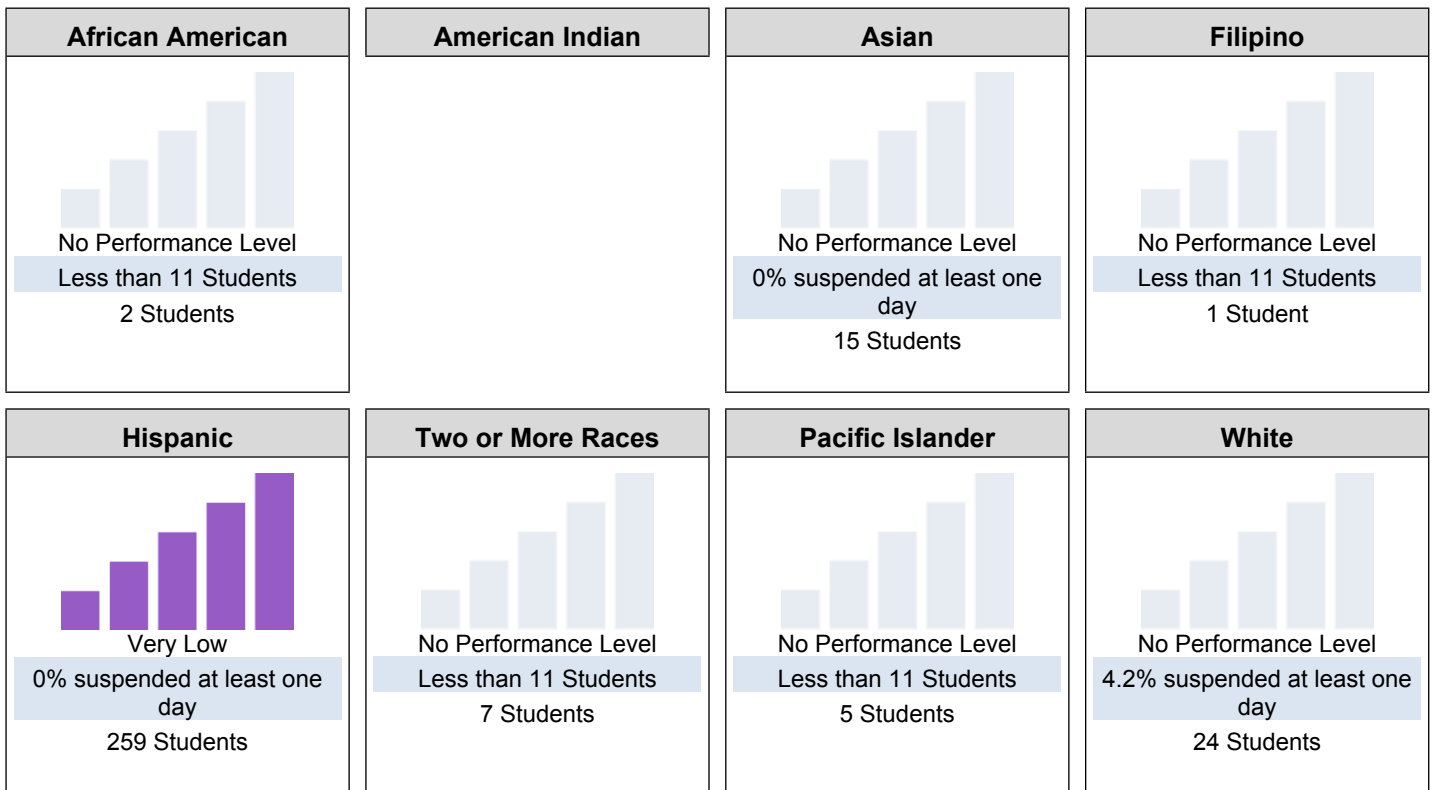
This section provides number of student groups in each level.



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.



2022 Fall Dashboard Suspension Rate by Race/Ethnicity



Conclusions based on this data:

- Overall suspension falls in the Very Low performance level; Students with Disabilities falls in the Very High performance level, with a 3.2% suspension rate.
- The school's climate was positively impacted when a Positive Behavior Intervention and Support (PBIS) team was established and trained. The Team assisted all staff with implementation of school-wide PBIS protocols to identify and address social-emotional and behavioral needs affecting students.
- Uniformity in behavioral expectations was established using PBIS. Part of PBIS implementation is to schedule Tier I Social Skills to all students, Tier II small group interventions for identified students, and Tier III interventions with 1:1 support as needed, upon referral. Teachers and support teach The 3R's (respectful, responsible and ready) across all grades, and a positive behaviors are sought out and recognized daily. Employing PBIS and establishing a team to monitor school climate has led to a positive intervention model.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Student Achievement - English Language Arts

LEA/LCAP Goal

Ensure all students are college and career ready by implementing Common Core State Standards and creating an exceptional learning environment that equitably supports and appropriately challenges all students.

Goal 1

Salida Elementary School staff will work to increase the academic achievement in the area of English Language Arts for all students through effective instruction, a challenging and engaging curriculum, and implementation of California Common Core aligned assessments.

Identified Need

Improve reading performance for all students
Improve ELA/Literacy scores for all students

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
California School Dashboard - English Language Arts/Literacy	<p>Baseline - Fall 2022</p> <p>ALL-46.9 points below standard (Low) EL- 55 points below standard (Low) SED- 52 points below standard (Low) SWD- * less than 11 students (No Performance Level)</p>	<p>Increase by 5 points to Yellow</p> <p>ALL-41.9 points below standard EL- 50 points below standard SED- 47 points below standard SWD- * less than 11 students</p>
iReady 3rd Grade Lexile Scores (520L to 820L)	<p>Baseline: 2020-2021 44% of 3rd grade students meeting the Lexile range expectations in reading</p> <p>Outcome: 2022-2023 46% of 3rd grade students meeting the Lexile range expectations in reading</p>	<p>Increase the number of students who are proficient by 5%</p> <p>51% of 3rd grade students meeting the Lexile range expectations in reading</p>

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Disciplined implementation of Instructional Focus - Continue a culture of professional collaboration, including staff development, dedicated to implementing and monitoring the use of core curriculum with fidelity, providing Tier 1 instruction. Continue refining and monitoring progress towards good first instruction, using analysis of common formative assessments. Support Early Literacy through professional development, coaching observations, release time to work with reading coach and implementation of literacy strategies with new curriculum.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)

Source(s)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Disciplined Implementation of Instructional Focus - continue and refine Tier I small group instruction and provide targeted, strategically designed support for core curriculum. Tier I instruction will be provided to students performing below grade level. Four days per week, the Learning Support Team (LST) will push in and provide a minimum of 30-40 minutes in each grade level. TK/K will have para-professional support five days per week. Classroom teachers will pace their instruction to allow for small group interventions to be based on support of core curriculum.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)

Source(s)

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students performing two or more levels below their grade.

Strategy/Activity

Disciplined Implementation of Instructional Focus - Continue and refine Intensive instruction to provide support for students performing 2 or more levels below grade but not qualified for special education services. Tier II instruction will be provided to students in addition to core instruction, employing the Learning Support Team (LST), four times per week. Each grade level will receive 30-40 minutes for targeted, academic support.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)

Source(s)

58,741

Title I
1000-1999: Certificated Personnel Salaries

15,957

Title I
3000-3999: Employee Benefits

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Provide support systems to personalize learning and differentiate instruction in grades TK through fifth - students will access Footsteps 2 Brilliance, iReady, Imagine Learning and Literacy, and Benchmark Universe to accelerate reading and language development.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)

Source(s)

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Scheduled monthly PLC, site-based and district-wide. grade level collaboration for the purpose of analyzing formative assessment data, planning instruction and response to intervention needs. Utilize Professional Learning Community protocols guided by the four questions, to support implementation of the Common Core Standards: (1) What do we want students to learn? (2) How do we know if they learned? (3) What do we do if they learned it? (4) What do we do if they didn't learn it?

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)

Source(s)

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 intended activities were implemented during the 2022-2023 school year. Teachers participated in district-led staff development focusing on analyzing assessment outcomes to improve student learning. Salida Teachers, Learning Director and Principal collaborated by grade level to analyze formative assessment data and identify intervention needs and strategies. Tier I and Tier II interventions were supported by learning center staff and students at every grade level received small-group, leveled reading support. Teachers of Kinder, First and Second graders participated in additional professional development and coaching focused on early literacy instruction, using Guided Reading principles. Third grade student met the performance expected Lexile range in reading with 46% scoring on grade level.

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

At this time, the District does not have any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies and activities listed. However, due to the delayed release of the Winter Consolidated Application for 2022-2023, the District has not been able to finalize our school site allocations. Therefore, while major differences are not anticipated, they could still occur.

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 intent of the Goal remains unchanged and we will continue to use the California Dashboard and Lexile levels to monitor outcomes and program effectiveness. Professional Development will continue to be aligned to the district's Instructional Focus Plan and next steps in our self-reflection and refinement cycle of program improvement will be to continue to develop, extend and refine UDL to meet the diverse needs of our students. Site-based collaboration will continue to focus on using formative data to drive interventions and will add the English Language Standards to guide differentiation for English Learners.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Student Engagement and Conditions of Learning, including Social Emotional Learning supports

LEA/LCAP Goal

Provide a holistic approach to increase student achievement that is committed to providing students, staff and parents a safe, secure and well-maintained modern facility for learning that fosters student engagement.

Goal 2

Salida Elementary staff will increase student achievement by maintaining a highly safe environment where students learn social emotional skills and receive the necessary levels of support to increase their engagement and academic achievement.

Identified Need

Improve attendance; reduce chronic absenteeism rates

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
California Dashboard Data - Suspension	Fall 2022 Suspension Rate ALL-0.3% (Very Low) EL- 0.0% (Very Low) SED-0.4% (Very Low) SWD- 3.2% (High)	Decline or increase by less than 0.3% to Blue (ALL, EL, SED) Decline by 0.3% to Yellow (SWD)
California Dashboard Data - Chronic Absenteeism	Fall 2022 ALL-38.4% (Very High) EL-38.8% (Very High) SED-42.6% (Very High) SWD-54.8% (Very High)	Decline Significantly by 3% or more to Yellow ALL-35.4% EL-35.8% SED-39.6% SWD-51.8%
Student Survey Results	Baseline: Spring 2021 Grades 3, 4, and 5 177 Students Participated Student Responses: Participation in Lunchtime Activities - 48.97% Like Lunchtime Activities offered - 88.46%	From the Survey Data, we will focus on: Increase students happy with time on activities to 70% extremely happy Increase students treating each other with respect to 80% Increase students help one another to 85%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>School is kept clean - 64.14%</p> <p>Bathrooms are clean - 25.69%</p> <p>Students treat each other with respect - 74.13%</p> <p>Students at school help one another even if not friends - 71.53%</p> <p>I feel I belong (am accepted) at school - 86.81%</p> <p>Students get to be creative and use their abilities - 80.69%</p> <p>Students help decide things, like activities and rules - 62.50%</p> <p>Feel comfortable to talk to 1+ adults about a problem - 89.66%</p> <p>Can select the 3R's for my school - 97%</p> <p>Outcome: Spring 2023 Grades 3, 4 and 5 138 Students Participated</p> <p>Student Responses: Are you happy with how much time you spend in activities (art, music, PE, etc.) 46.77% Somewhat Happy, 50.81% Extremely Happy</p> <p>Do you enjoy reading - 88.89%</p> <p>Do you enjoy reading outside of school? 80.34%</p> <p>Students treat each other with respect - 73.45%</p> <p>Students at school help one another even if not friends - 79.65%</p> <p>I feel I belong (am accepted) at school - 83.33%</p> <p>Students get to be creative and use their abilities - 90.35%</p> <p>Students help decide things, like activities and rules - 71.93%</p> <p>Feel comfortable to talk to 1+ adults about a problem - 89.38%</p>	<p>Increase student helping to decide things to 75%</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	At school there are places on campus where you can connect, talk and be with other students - 85.59%	

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Implement PBIS school-wide expectations for social and learning skills- to address students' social-emotional and behavioral needs and promote a safe learning environment..

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)

Source(s)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Develop and employ Tier I, II and III interventions to address and increase student attendance and reduce truancy rates. This includes a tiered reward system for student attendance, referrals to the PBIS team for support, and access to the school counselor to seek resources available to families.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)

Source(s)

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Teachers and support staff collaborate to identify struggling students and provide academic and behavioral interventions. A team that may include a school counselor, school nurse, teacher, learning director and site administrator will identify students at risk and provide support to increase attendance and connectedness to the school community.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)

Source(s)

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Identified students

Strategy/Activity

Continue and refine Tier II social-emotional instruction to provide support for students referred for small group counseling. Tier II instruction will be provided to students in addition to Tier I Social Skills instruction provided in all classrooms.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)

Source(s)

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Provide instruction in learning skills and social skills for all students once per month (Tier I Implementation).

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)

Source(s)

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Identified Students

Strategy/Activity

Continue and refine Tier III social-emotional support for students referred through the Student Success Team Process, or those with an Individualized Education Plan (IEP) who are experiencing individual emotional needs. Collaborate with families and when necessary, link family support services.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)

Source(s)

Strategy/Activity 7

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Celebrate and reward academic performance, individuals achieving personal goals, and students exhibiting positive character traits, using the PBIS APP. Award points (paw prints) and track student success and achievement, and awards to be presented at assemblies. Offer special awards for academic excellence measured by local assessments, and for social emotional growth as measured by the number of PBIS points accumulated. Use the PBIS APP to track areas of need for discipline and/or social emotional needs.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)

Source(s)

Strategy/Activity 8

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All 4th and 5th grade students.

Strategy/Activity

Student Council leadership opportunities will be provided for students in 4th and 5th grades.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)

Source(s)

Strategy/Activity 9

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Students will participate in bullying prevention school-wide activities, including Red Ribbon Week.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)

Source(s)

Strategy/Activity 10

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Positive referral system to recognize and promote positive behavior is aligned with PBIS framework. Full implementation the PBIS APP to recognize and affirm desired behaviors and document discipline for the purpose of analyzing areas of need.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)

Source(s)

Strategy/Activity 11

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Provide all students with physical education and instruction on nutrition and wellness. Integrate a Music and Movement program for all students. Organize STEAM day activities for students on a rotational basis for K-5th grade students.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)

Source(s)

1,500	Title IV Part A: Student Support and Academic Enrichment 1000-1999: Certificated Personnel Salaries
327	Title IV Part A: Student Support and Academic Enrichment 3000-3999: Employee Benefits
2,000	Title IV Part A: Student Support and Academic Enrichment 4000-4999: Books And Supplies

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.

We focus on implementing strategies for improving conditions of learning and social emotional learning. PBIS is fully implemented, including the APP. The PBIS team meet monthly to analyze data and identify areas of need. In 22-23 improving attendance outcomes continue to be hindered by the impact of COVID-19 on social emotional health. Increases of 5-10% in the areas of students helping each other, liking time spent on activities, being allowed to be creative and help in decision-making about rules indicate students feel connected to each other and to school. There were no areas of significant decrease or need.

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 no major differences between the intended implementation and/or budget expenditures to implement the 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.

The expectation is to continue with all the activities as planned, including the counselor's role in leading staff and students in using the 12 Tools to complement PBIS practices. The intent of the goal remains unchanged.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Parental Involvement, Engagement, and Communication

LEA/LCAP Goal

Parents, family and community stakeholders will become more fully engaged as partners in the education of their students within the Salida Union School District.

Goal 3

Salida Elementary Staff will provide various opportunities for families to participate in activities and events that increase their skills and engagement as partners in education. Communication with families will focus on making connections that improve and support academic achievement for all students.

Identified Need

Maintain high levels, 90% or above, of student and family satisfaction with school culture, environment and services, as measured by parent and student surveys.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Parent Survey Data Parent/Teacher Conference Attendance Data PIQE Attendance Data	Baseline: 2020-2021 Fall Parent Survey Positive Responses: 104 Parents completed the survey - 57 English and 47 Spanish Speaking School is inviting and a place to belong - 95% School is welcoming; parents can connect with staff - 94% Parents are welcome to volunteer - 96% School keeps parents informed - 93% School makes it easy to communicate with teachers - 90% District adequately seeks input from parents - 92% Opportunities are provided to participate in a committee - 92% 14% English Speakers indicate	From the Parent Survey results : <ul style="list-style-type: none"> Maintain high levels of positive communication and inclusion to support parent engagement. Survey families to inform school staff about parent involvement in ways other than committees Plan and schedule workshop offerings based on parent choice to increase parent involvement and engagement Parent Teacher Conference - maintain high levels of participation in parent/teacher conferences and other informational events

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>they currently participate on a committee 4% Spanish Speakers indicate they currently participate on a committee 78% English and Spanish Speakers indicate they are unable to participate</p> <p>Parent Teacher Conferences</p> <ul style="list-style-type: none"> • 97% of SES Parents attended Trimester 1 • 98% of SES parents attended Trimester 2 <p>Parent Institute for Quality Education (PIQE) - sample workshop offering 58 parents attended 9 workshops and completed the program</p> <p>2023 Outcomes Fall Parent Survey Positive Responses: 99 Parents completed the Survey - 61 English and 38 Spanish</p> <p>School is inviting and a place to belong - 96.72% School is welcoming; parents can connect with staff - 96.67% Parents are welcome to volunteer - 93.44% School keeps parents informed - 98.36% School makes it easy to communicate with teachers - 100% District adequately seeks input from parents - 95.08% Opportunities are provided to participate in a committee - 95.08%</p> <p>Salida did not offer PIQE workshops for parents in the current school year Parent/Teacher Conferences:</p>	<p>Parent Education - Salida Elementary will offer a PIQE early literacy workshop for parents in 2019-2020</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<ul style="list-style-type: none"> 93% of SES Parents attended Trimester 1 95% of SES Parents attended Trimester 2 	

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

District will secure Parent Information and Support workshops.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)

Source(s)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Parent Square will be the primary means of communicating with families; including automated calls, text notifications, private messages, and e-mails. Parents will continue to receive monthly calendar of events to communicate effectively and keep families informed of important school events; including translation of all informational items.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)

Source(s)

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Schedule and develop parent information and learning events a minimum of 3 times per year; with a focus on becoming familiar with technology available to parents and students to support and monitor student success.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)

Source(s)

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Schedule and facilitate recognition assemblies and performances that focus on student success and engagement in school. Invite families of students being recognized. Recognize attendance, behavior and academic achievements.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)

Source(s)

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

The Principal will be visible before school and during dismissals, interacting with parents and students to create an open, welcoming environment. The office team will greet community members, families, and students when they enter the office and assist with kindness, respect, and concern.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)

Source(s)

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Students identified and referred for Tier II or Tier III support

Strategy/Activity

Employ proactive communication with parents in cases where students disciplinary action is warranted. Work closely with parents to support positive student outcomes.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)

Source(s)

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.

Overall the strategies in this goal were implemented with accommodations for COVID-19 safety protocols. The principal and support staff were highly visible and interactive with families at arrival and dismissal times. Our office and support staff were available at all times to assist parents at the office window or by telephone. Due to safety protocols access to campus was limited to special events, and recognition assemblies were held by grade levels with students and staff only; parents were notified of student recognition virtually. Parent Square was fully implemented in 2021-2022 as the primary means of communicating with and involving families; school staff continued use of Parent square for sharing information, photographs, and celebrations with families. The program allows for two-way communication and became a means for parent-teacher collaboration as staff used personal and group messaging to communicate as needed; 99% of parents are signed up with a Parent Square account. Our office staff play a critical role in ensuring all parents connect on Parent Square. In the last trimester parents were welcomed back on campus for events. Open House in May I was attended by over 90% of our families and the kindergarten and 5th grade completion celebrations were attended by 100% of the families. The Staff and Parent Association was re-established during the 2022-2023 school year, they were very active and offered three movie nights, 50's Day, a Color Run, the Penguin Patch Store, and assisted with Book Faire's. Parent participation in all events was outstanding and parents were respectful of new screening protocols when they participate at school events.

Parent Square is an effective tool for involving our partners in education.

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 no major differences between the intended implementation and/or budget expenditures to implement the 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.

The intent and strategies of this goal will be carried out as planned in the 2022-2023 school year. Staff will continue to improve our Parent Square skills to enhance communication. Workshops and celebrations will be held with parents present on campus and the expectation is that our school's Parent Club will continue to foster family and community involvement, and support educational enrichment.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

English Language Proficiency for English Learners

LEA/LCAP Goal

Provide a rigorous program for students identified as ELs, long-term ELs or at risk of failure.

Goal 4

Increase the number of EL students who demonstrate annual progress towards English proficiency as measured by ELPAC.

Identified Need

Increase the number of students scoring at level 4 overall on the ELPAC

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<p>English Learner Progress Indicator (ELPI)</p> <p>ELPAC SCORES</p>	<p>Fall 2022</p> <p>English Learner Progress Indicator (ELPI)</p> <p>50% making progress towards English language proficiency Medium (122 students)</p> <p>50.0% (61 students) EL students progressed at least one ELPI level</p> <p>0% (0 students) maintained ELPI level</p> <p>31.1% (38 students) maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H)</p> <p>18.9% (23 students) decreased at least one ELPI Level.</p> <p>Spring 2022</p> <p>160 Students tested</p> <p>Overall -</p> <p>8% Scored in Level 4 (13 Students)</p> <p>41% Scored in Level 3 (66 Students)</p>	<p>ELPI</p> <p>Increase by 5% to High</p> <p>ELPAC Outcomes:</p> <p>Overall -</p> <p>Increase the percentage of students achieving at each level by 5% (7 students at each level advancing one or more levels)</p> <p>Scores by Domain-</p> <p>Increase by 5% (7 students) the number of students performing in the Well Developed level</p> <p>Decrease by 7% (10 students) the number of students performing in the Beginning level</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>39% Scored in Level 2 (62 Students) 12% Scored in Level 1 (19 Students)</p> <p>Scores by Domain Listening - 21.88% Well Developed/9.38% Beginning Speaking - 33.13% Well Developed/13.13% Beginning Reading - 3.75% Well Developed/33.75% Beginning Writing - 12.50% Well Developed/21.25% Beginning</p>	
EL Student CAASPP Scores	<p>EL Student 2018 CAASPP Scores Outcomes: 48 Students tested ELA - 38% EL's Met or Exceeded the Standard ELA - Overall EL's performance is 26.7 points below standard/distance from Standard Met - increased 10.8 points from 2016-17 Math - 35% EL's Met or Exceeded the Standard Math - Overall EL's performance is 48.2 points below standard/distance from Standard Met - increased 5.9 points from 2016-2017</p> <p>2022-2023 Dashboard Baseline: EL Student 2022 CASSPP Scores Outcomes 81 Total EL Students tested - 55 Points Below Standard 71 Current English Learners tested - 70.1 Points Below Standard</p>	<p>EL Student CAASPP Scores: ELA -Increase by 10% (5) the number of students performing at Met or Exceeded the Standard ELA - decrease Distance From Met Standard by 7 points Math - Increase by 10% (5) the number of students performing at Met or Exceeded the Standard Math = decrease Distance from Met Standard by 5 points</p>
iReady Diagnostic Scores	Beginning in the 2022-23 school year the school will now	EL Students will be grouped in intervention group in iReady

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	be able to pull iReady scores for specific subgroups including ELs. Scores will be monitored next year for ELs using iReady Diagnostic reports.	EL Student Reading progress will be monitored using iReady Diagnostic and Growth Monitoring Reports for intervention group EL intervention needs will be identified and addressed using iReady reports
Reclassification	Reclassification Rate: 1.97% (3 students) of 152 English learners Students met the academic requirements and were reclassified	Increase reclassification rate by 5% (8 students)

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All English Learners

Strategy/Activity

Dedicated professional development for Certificated staff to plan for the intentional and strategic implementation of Benchmark Universe; identifying and incorporating best instructional practices for enhancing Tier I instruction for English Learners.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)

Source(s)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All English Learners

Strategy/Activity

Disciplined implementation of Instructional Focus - continue and refine Tier I small group instruction and provide strategically designated support for core curriculum. Tier I instruction will be provided to students performing below grade level. Four days per week the Learning Support Team (LST) push in and provide a minimum of 30-40 minutes in each grade level. TK/K will have a para-

professional five (5) days per week. Classroom teachers will pace their instruction to allow for small group instruction to be based on support of core curriculum.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)

Source(s)

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All English Learners

Strategy/Activity

Principal, Learning Director, and Teachers will analyze ELPAC, iReady Growth Monitoring, Leveled Reading Passages, Imagine Learning and Literacy progress reports, and Classroom-Based assessment data a minimum of twice per trimester, and design classroom instruction and interventions to meet student needs for accelerating language and reading progress. Collaboration will be calendared on a 4-week cycle to review data and adjust instruction.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)

Source(s)

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All EL Students

Strategy/Activity

Learning Directors will collaborate with grade level teaching teams twice per trimester to analyze student progress towards English proficiency. English Learners at level 2 or below will access Imagine Learning and Literacy.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)

Source(s)

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All English Learners

Strategy/Activity

Tier II support - Students in grades 1-5 will access iReady Reading, and students in TK-K will access Footsteps to Brilliance to support vocabulary and reading skill development. And English learners in grades 2-5, at level 2 or below on the ELPAC will access Imagine Learning and Literacy. Teachers and learning center support staff will collaborate to provide additional, targeted support to English Learners at levels 1 and 2.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)	Source(s)
17,622	Title III 1000-1999: Certificated Personnel Salaries
4,788	Title III 3000-3999: Employee Benefits

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 will continue to implement the integrated ELD components during whole group instruction. They provide designated ELD during small group instruction with support from the Learning Center staff four days per week. To identify student needs, and refine interventions, the learning director, principal, and teaching staff collaborate to analyze language/reading assessment outcomes. Students who are struggling and not showing academic growth in spite of Tier I and Tier II interventions are referred to Student Study Team to develop a plan of action. Professional collaboration is provided by the district that addresses strategies for supporting English Learners. And students have access to adaptive computer programs that tailor Language practice to their individual needs. Overall, the strategies of this goal were carried out as intended during the 2022-2023 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.

At this time, the District does not have any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies and activities listed. However, due to the delayed release of the Winter Consolidated Application for 2022-2023, the District has not been

able to finalize our school site allocations. Therefore, while major differences are not anticipated, they could still occur.

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.

Increase the number of collaboration opportunities that focus on monitoring English Learner progress. On early dismissal Wednesdays teachers who remain on site will be scheduled to participate in data conversations with the principal and the learning director, we will focus on identifying English Learner needs and developing interventions twice per trimester, using English Language Development Standards to guide our work.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Student Achievement - Mathematics

LEA/LCAP Goal

Ensure all students are college and career-ready by implementing Common Core State Standards and create an exceptional learning environment that equitably supports and appropriately challenges all students.

Goal 5

Salida Elementary School staff will work to increase the academic achievement in the area of Math for all students through the implementation of effective instructional practices, a challenging and engaging curriculum, and the California Common Core Standard aligned assessments; decreasing the distance from Standard Met on the California State Standardized math test.

Identified Need

Increase Math learning and performance for all students. Focus on strategies for accelerating math learning for fifth grade students.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
California Dashboard	Fall 2022 Mathematics ALL - 60.9 points below standard (Low) EL - 72.3 (Low) SED - 58.9 (Low) SWD - * less than 11students	Increase by 3 points to less than 15 points to Yellow ALL - 57.9 points below standard (Low) EL - 69.3 (Low) SED - 55.9 (Low) SWD - * less than 11students
CAASPP Data Grades 3-5	2021 -2022 Overall: 149 Students tested 45% (43) Standard Met or Exceeded 27.1% (26) Standard Nearly Met 28.1% (27) Standard Not Met Distance from Met Standard/Below Standard 47.7 points Increased 5.4 points By Claim:	Overall: Increase the number of students performing at Levels 2, 3, and 4 by 5% (each) Decrease the Distance from Met Standard/Below Standard by 5 points - to 42.7 Increase by 10% (15 students) the number of students advancing one level or more on Concepts and Procedures

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<ul style="list-style-type: none"> • -Concepts & Procedures- 41% Below Standard/24% Above Standard • -Problem Solving&Modeling - 36% Below Standard/18% Above Standard • -Communicating Reasoning - 27% Below Standard/22% Above Standard <p>Outcome Overall: 143 Students tested 23.77% Standard Met or Exceeded 27.97% Standard Nearly Met 48.25% Standard Not Met</p> <p>2022-2023 Dashboard Baseline - 60.9 points below standard</p> <p>By Claim:</p> <ul style="list-style-type: none"> • -Concepts & Procedures- 44.76% Below Standard/9.09% Above Standard • -Problem Solving&Modeling - 48.65% Below Standard/9.09% Above Standard • -Communicating Reasoning - 36.36% Below Standard/5.59% Above Standard 	
<p>End of Module Assessment Data Grades 2-5</p>	<p>Students Assessment Outcomes posted in Illuminate at the end of each Module; by grade level</p>	<p>Math intervention will be planned and implemented to reteach Math concepts as needed, based on Module exam data</p>

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Implement and monitor the use of core curriculum with fidelity for all students, providing Tier 1 instruction. Provide professional development focused on refining and monitoring progress towards good first instruction using analysis of formative common assessments.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)

Source(s)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Identified Students

Strategy/Activity

Teaching staff will participate in ongoing professional development coached by the SCOE team; training is based on the NCTM Mathematical Principles.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)

Source(s)

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Identified Students

Strategy/Activity

Continue and refine Tier II small group instruction to provide strategic support of core curriculum. Tier II instruction will be provided to students performing below grade level or requiring specific skill development. Classroom instruction will address gaps in foundational math skills that are necessary for students to succeed in grade level content.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s) Source(s)

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

To personalize learning and differentiate instruction in first through fifth grades, students will access ZEARN aligned with core instruction. Provide access to iReady math to students performing more than one grade level below.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s) Source(s)

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Schedule monthly collaboration for grade-level teams; analyze formative assessment data, adjust instruction and response to intervention needs of students. Employ the Professional Learning Community model guided by the four questions: 1) What do we want students to learn? 2) How do we know they learned it? 3) What do we do if they learned it? 4) What do we do if they didn't learn it?

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s) Source(s)

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Provide timely feedback to teachers about math instruction, guided by the NCTM Mathematical Principles. To improve the skill level in providing feedback, the principal will participate in team structured observations of math instruction at all grade levels, with coaching provided by SCOE.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)

Source(s)

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 activities and strategies of this goal were generally carried out. However, Tier I and Tier II math, small group interventions were not carried out as planned due to the greater need for EL support. Instead of holding meetings monthly for math collaboration, grade-level teams collaborated once per trimester to analyze math data and revise intervention strategies. As a district Salida continues to offer focused professional development, observations and feedback, and curriculum pacing and supplemental program support to shift math instruction to meet the rigor of common core standards. iReady math diagnostics were added for students in grades 2-5 as one of the multiple measures to monitor need for instructional adjustments. Results for this year's CASSPP will show the effectiveness of the strategies and activities.

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 no major differences between the intended implementation and/or budget expenditures to implement the 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.

In 2023-2-24 students in grades 2-5 will be assigned access to iReady math practice, strategically, if individual scores show they are 2 or more grade levels below. Teachers and administrators will run data on instruction and diagnostics for targeted students once per month. Grade level teams and administrators will participate on math data chats a minimum of 2 times per trimester and after each diagnostic. All students in grades 1-5 will continue to have access to ZEARN to supplement grade-level math instruction. All activities will be reviewed for effectiveness upon receipt of state test results.

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$72,799
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$100,935.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
Title I	\$74,698.00
Title III	\$22,410.00
Title IV Part A: Student Support and Academic Enrichment	\$3,827.00

Subtotal of additional federal funds included for this school: \$100,935.00

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 (\$)
-------------------------	-----------------

Subtotal of state or local funds included for this school: \$

Total of federal, state, and/or local funds for this school: \$100,935.00

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 IV Part A: Student Support and Academic Enrichment	3,827	0.00
Title I	74,698	0.00
Title III	22,410	0.00

Expenditures by Funding Source

Funding Source	Amount
Title I	74,698.00
Title III	22,410.00
Title IV Part A: Student Support and Academic Enrichment	3,827.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	77,863.00
3000-3999: Employee Benefits	21,072.00
4000-4999: Books And Supplies	2,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	Title I	58,741.00
3000-3999: Employee Benefits	Title I	15,957.00
1000-1999: Certificated Personnel Salaries	Title III	17,622.00
3000-3999: Employee Benefits	Title III	4,788.00
1000-1999: Certificated Personnel Salaries	Title IV Part A: Student Support and Academic Enrichment	1,500.00

3000-3999: Employee Benefits	Title IV Part A: Student Support and Academic Enrichment	327.00
4000-4999: Books And Supplies	Title IV Part A: Student Support and Academic Enrichment	2,000.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	74,698.00
Goal 2	3,827.00
Goal 4	22,410.00

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
- 4 Classroom Teachers
- 5 Parent or Community Members

Name of Members	Role
Ana M. Garcia	Principal
Rene Barnett	Classroom Teacher
Kim Absher	Classroom Teacher
Shannon Myers	Classroom Teacher
Rachel Loredo	Parent or Community Member
Alejandrina Rangel	Parent or Community Member
Salina Gomez	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

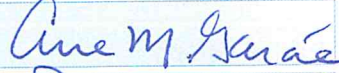

Committee or Advisory Group Name

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 June 06, 2022.

Attested:

Principal, Ana M. Garcia on 06/02/2023	
SSC Chairperson, Rene Barnett on 06/02/2023	

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 process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

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 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 65001, 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: Linked Table of Contents

The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.

[Educational Partner Involvement](#)

[Goals, Strategies, & Proposed Expenditures](#)

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

[Appendix A: Plan Requirements for Title I Schoolwide Programs](#)

[Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements](#)

[Appendix C: Select State and Federal Programs](#)

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

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

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

Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

Purpose

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

Description

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

Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. 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 Stakeholder 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.

[This section meets the requirements for TSI and ATSI.]

[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]

Resource Inequities

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

[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]

Goals, Strategies, Expenditures, & Annual Review

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.

Goal

State the goal. 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 one that is **S**pecific, **M**asurable, **A**chievable, **R**ealistic, and **T**ime-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.

[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]

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 California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

[Completing this section fully addresses all relevant federal 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.

[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school’s identification.]

[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school’s identification.]

Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the “Strategy/Activity #” for ease of reference.

Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency’s budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]

[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating “All Students” or listing one or more specific student group(s) to be served.

[This section meets the requirements for CSI.]

[When completing this section for TSI and 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 TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. 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.

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 Education Code, 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.

[This section meets the requirements for CSI, TSI, and ATSI.]

[NOTE: Federal 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.]

Annual Review

In the following 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.

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. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between either/or the intended implementation or 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.

[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and 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 CSI, TSI, and 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 and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria 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.

Budget Summary

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

- Total Funds Provided to the School Through the Consolidated Application: 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 federal funds for CSI should complete the Budget Summary 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.

[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

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 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); and
 - 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; and
 - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and
 - 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 local educational agency (may include funds allocated via the ConApp, federal funds for CSI, 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: S 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 6400 et. seq.

Appendix B:

Plan Requirements for School to Meet Federal School Improvement 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 stakeholders (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 (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (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/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>);
3. Be based on a school-level needs assessment (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 (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.

Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Educational Partner Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned 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" <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>.)

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

Additional Targeted Support and Improvement

A school identified 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 (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 Identified for School Improvement

Single school districts (SSDs) or charter schools that are identified 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.

Appendix C: Select State and Federal Programs

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

Programs included on the Consolidated Application: <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/>

Developed by the California Department of Education, January 2019