

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
Sisk Elementary School	50-71266-6106934	5/23/2023	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

Sisk Elementary operates a Schoolwide Program and receives funds through the Consolidated Application. 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).

Parent Surveys are conducted annually. According to the data over 94% of parents that completed the survey stated that Sisk Elementary School is a welcoming place where opportunities to support their child's learning are provided. According to the responses, parents feel that parent and teacher communication is a strength of our school.

Classroom Observations

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

Classroom observations and feedback focus on collaborative teacher efficacy, student visible learning and engagement, and other effective instructional strategies; and are aligned with the 8 State Priorities under the LCAP/LCFF. The site administrator gives teachers feedback on ELA and Math instructional practices and student learning. The principal is able to identify trends in instructional practices, and areas of strength and opportunities for growth. This information informs and guides one-to-one conversations, grade level discussions, and staff meeting topics. Tools and procedures are refined each year; they are aligned to teaching and learning practices for Common Core State Standards. The principal, coach from our County Office of Education, and district administrative teams conduct classroom observations with a focus on lesson design for the purpose of improving instructional practices; these are scheduled three times during the school year. Observation teams debrief after each classroom visit to evaluate and fine-tune our feedback about the lesson. Lesson design centers on delivering instruction that is engaging, incorporates checking for understanding and response to intervention, and challenges every student. Teachers use dedicated collaboration time to design and refine their lessons and to assess student learning. Feedback from observation opportunities promote sharing of ideas and strategies, allow us to reflect on our instructional and leadership practices, and inspire our colleagues to higher levels of performance.

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)

Our current 2022 state assessment results indicate that 32.87% of Sisk Elementary students scored proficient or above in Math (2021 Fall Dashboard = 26.39%), and 39.16% in English Language Arts (2021 Fall Dashboard = 32.65%). As a staff and in grade level teams we review assessment results and analyze our academic programs to identify strengths and needs. Data is disaggregated by subject, grade, and sub-group, and our work continues to focus on accelerating learning by planning for clear learning intentions and learning targets. To achieve this our district provides professional development and release time for teaching and administrative staff. Administrators regularly observe in classrooms and give teachers feedback to assist in modifying and improving instruction and learning. Teachers follow a cycle of data analysis, using state standardized test results, district benchmarks and curriculum-embedded assessments to modify classroom instruction and plan for interventions. Teachers, support staff, and administrators will also use all assessments to develop individual student profiles and evaluate programs and instructional practices. Our district has identified the following assessments for data analysis: SBAC, ELPAC, iReady diagnostic and response-to-instruction, Eureka mid and end-of-module tests, Benchmark Advanced unit assessments, and report card data. The cycle of analysis serves to monitor student progress and needs. Data is used to maximize and drive the support needed from the Learning Center push-in model. Students are grouped based on performance levels for interventions and enrichment using small group instruction and differentiation in the areas of Reading and Math.

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

Sisk Elementary School teachers will monitor student progress via common assessments to analyze teaching and learning in the following ways:

Teachers utilize local and state assessments that have been designed to monitor progress of the California Common Core using standards-based test questions. Teachers have access to quick and reliable feedback on how students are progressing towards California Common Core grade level standards. Furthermore, teachers utilize curriculum-embedded, classroom-based assessment and benchmark assessment results to evaluate effectiveness of instruction and program. Teachers analyze the data and adjust their classroom instruction and intervention groups to meet their students' academic needs. The assessment data also drives intervention curriculum. Students are grouped for reading and math intervention based on the results of their individual formative assessments and are shifted to different groups if their individual test results warrant it. In sum, classroom-based and curriculum-embedded assessments are administered and reviewed regularly by Sisk teachers using data-driven conversations to derive information from their results in order to help drive the focus of classroom instruction as well as the need and type of interventions needed at every grade level.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

Every classroom at Sisk is staffed by a fully credentialed, highly qualified teacher per the requirements of the ESEA.

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

Every teacher at Sisk is fully credentialed and is properly authorized and assigned to teach in their content area. Release time for Professional Learning opportunities is provided to teachers throughout each school year in the following areas: Early Literacy, ELA, ELD, Mathematics, and NGSS science/engineering standards and integrated Art.

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

Salida Union School District is committed to focused professional development which is 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 student subgroups and maximize learning for all students.

To do this, professional development equips administrators, teachers, paraprofessionals, after-school program staff with the necessary skills and knowledge to meet these endeavors. Professional development is based on assessed needs with teacher and staff input. Trainings are selected based on its proven effectiveness, basis in sound research practices, and sustainability over time.

Professional development over the next three years will focus on:

1. Implementation of California Common Core State Standards to ensure all students are college- and career-ready.
2. Creating exceptional learning environments that equitably supports and appropriately challenges all students.
3. Ensuring classroom instruction is effective and engaging.
4. Targeted instruction based on data to meet individual student needs 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 through the 12 Tools - The Toolbox Project by DoveTail Learning.
8. Establishing positive behavioral supports needed to ensure all students social, emotional and academic success.

To aide classroom teachers in differentiating instruction for English Learners, each staff member is provided with an academic profile for each EL student assigned to his/her class. During teacher in-service sessions that are designated for analyzing student progress based on local assessments, staff members will specifically examine their EL students' academic progress. The Learning Center Director and Principal will meet each trimester to analyze EL student progress; results will be shared with the classroom teachers. To aide in addressing the needs of English Learners, all Salida School District teachers are responsible for obtaining a CLAD credential or its equivalent. Currently, 100% of Sisk teachers hold their CLAD credential or its equivalent. During the 2023-2024 school year, Sisk will have two new teachers who will receive support through the SCOE Induction Program and assigned mentors.

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

During the school year teachers will analyze student data from benchmark assessments using data-driven conversations to develop instructional plans each trimester. Teachers who are in their first and second years of teaching participate in the induction program and are assigned a support program provider.

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

Teachers meet weekly in their professional learning communities to collaborate, develop assessments, and analyze results, determine instructional focus, and plan for timely intervention and enrichment. In addition, district grade level collaboration is embedded in Professional Development.

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 materials for our students. We follow the California Department of Education's adoption cycle for curriculum and supplemental materials. At Sisk Elementary we have implemented the state-approved, district-adopted, standards-aligned English Language Arts Benchmark Advance, Eureka Mathematics, Discovery Education Science and Studies Weekly Social Science curricula. Every child has access to the core curriculum. All classrooms are equipped with the necessary materials to teach reading, math, science and social studies. All students have the designated curriculum per subject area and include certification of provision of standards-aligned instructional materials. The local governing board of the Salida Union School district certifies annually that each pupil in the district, in 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. State Board adoptions are scheduled as follows:

ELA

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

Benchmark: Ready to Advance - TK (Winter 2017)

Math

Eureka Math: A Story of Units (Spring 2014)

Science

Discovery Education: Science Techbook (Spring 2021)

Social Studies

Studies Weekly: California Studies Weekly (Spring 2018)

Health

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

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

The school wide schedule meets the required minutes for ELA, Math, PE and ELD.

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

The District has developed a pacing schedule for major work of the grade level standards. Teachers have reviewed the schedule and collaboratively plan in grade-level teams to adhere to the pacing guide. Benchmark assessments are administered each trimester to monitor student progress towards mastery of the priority standards as listed on our pacing schedule.

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

Every child has access to the core curriculum. All classrooms are equipped with the necessary materials to teach reading, spelling, math, science and social studies. All students have one textbook per subject area and include certification of provision of standards-aligned instructional materials. The local governing board of the Salida Union School district certifies annually that each pupil in the district, in 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

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

English Language Arts and Math standards-aligned and board approved core and intervention materials are used daily for classroom and learning center instruction and delivery of the core curriculum. Our Social Science and Science curriculum is SBE-adopted.

Opportunity and Equal Educational Access

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

Our grades K-5 supplemental program for students at risk includes a primary emphasis on English Language Arts and mathematics. Students' current levels of achievement in both mathematics and language arts are assessed and the individual needs of each child are addressed through whole group and individualized instruction. The goal is to provide all students with high quality first teaching by qualified staff.

Students who are identified in not meeting grade level standards in kindergarten through 5th grade receive Response to Intervention (RTI) Tier 2/3 in small group setting, with a credentialed teacher, teaching foundational skills in reading, language arts and math during school hours. Our After School Program offers an hour of academic support during which students may complete homework assignments with some assistance from paraprofessionals.

Evidence-based educational practices to raise student achievement

Sisk Elementary has five goals outlined in the school plan. Three of the goals are designed to improve student achievement, one focuses on meeting the social/emotional needs of students, and the last goal addresses the need to increase communication and parent involvement. Research-based instructional practices are focused on effective instruction and the use of formative assessments to guide instruction. Collaboration time is scheduled for teachers to monitor their students' learning and share effective instructional practices.

Parental Engagement

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

Our academic program is supported by all educational partners in our learning community: parents, school staff, and administration. In addition to funding from our District, our Parents and Teachers Group polls our staff each year to determine and prioritize our site's needs. Our parent teacher group collects Box Tops for Education and disburse the funds among the teaching staff for classroom supplies. The PTG sponsored a paper drive which resulted in over 600 reams of copy paper being donated to classrooms and the office. Our PTG and Student Body fund incentives for promoting reading, mathematics, and healthy character traits at our monthly awards assemblies. Sisk parents meet with teachers for parent teacher conferences two times per year. School Site Council, ELAC and DELAC meet to review school site plans and provide input.

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)

Sisk's School Site Council, inclusive of ELAC, meets regularly to review and revise our School Plan for Student Achievement. The Council consists of parents, teachers, classified staff and the site administrator.

Funding

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

Title I, Title III, and LCFF allocations are used to fund the following support services: learning center, library, technology, early release PLC days, teacher supplies, copies, instructional materials to support under performing students, website maintenance and ELPAC administration.

Grade level teams meet to discuss the needs and develop plans for struggling students, and also make referrals to the student study team if necessary. The student study team meets as needed for identified students; it consists of a teacher, the Learning Director and/or Principal, the student's classroom teacher and parents. Our resource specialist, speech therapist, school psychologist, and school nurse and counselor attend as needed. The team reviews and monitors academic standing and challenges of underachieving students. The team makes referrals for academic interventions and, if needed, testing for special education services.

For ELA support in reading comprehension, the Learning Center team pushes in to the classrooms, providing small group reading support using leveled books. The LC team collaborates with classroom teachers to support students who are not proficient or are not meeting grade-level standards as measured by benchmark, placement and formative assessments on core academic subjects. The Resource Specialist schedules resource groups for students to meet the requirements of the students IEP goals. In this manner, students have access to core curriculum with added support to meet their skill levels.

In 2nd-5th grades, all students access i-Ready for reading fluency and comprehension, ZEARN Math, Benchmark Advance ELA and other supplemental materials in addition to core curriculum, for our interventions.

Fiscal support (EPC)

The School Plan is supported through the use of local funding formula plans.

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 consulted the ELAC members and School Site Council members to review and update the SPSA throughout the school year. In addition, certificated and classified staff reviewed the actions and determined which practices they plan to continue or modify.

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 are 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	1.7%	2.05%	1.75%	5	6	5
Asian	1.7%	2.73%	5.94%	5	8	17
Filipino	2.4%	4.10%	3.85%	7	12	11
Hispanic/Latino	64.9%	63.14%	63.29%	190	185	181
Pacific Islander	0.7%	0.68%	0.7%	2	2	2
White	18.4%	17.75%	16.43%	54	52	47
Multiple/No Response	8.5%	7.85%	7.34%	25	23	21
Total Enrollment				293	293	286

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Kindergarten	52	54	68
Grade 1	50	47	36
Grade 2	46	51	44
Grade 3	50	47	46
Grade 4	41	51	48
Grade 5	54	43	44
Total Enrollment	293	293	286

Conclusions based on this data:

1. Sisk School maintains a fairly consistent enrollment, declining 7 students in three years. This allows for consistent class size and two classes per grade level.
2. There are currently 3 SCOE classes housed at Sisk that are not reflected in the enrollment numbers. However, these students are mainstreamed throughout the classrooms, participate in PE, Music, instructional opportunities, and school assemblies and events.
3. While Kindergarten has experienced a notable efflux in enrollment since 2020 (16 students), 1st grade has declined by 14 students and 5th grade has declined by 10 students. All other grade levels have maintained a steady enrollment, varying by only 2-5 students each year.

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	74	74	67	25.30%	25.3%	23.4%
Fluent English Proficient (FEP)	24	16	21	8.20%	5.5%	7.3%
Reclassified Fluent English Proficient (RFEP)	9			12.2%		

Conclusions based on this data:

1. The percent of students who are identified as English Learners has decreased by approximately 2% from 2020-2021 to 2022-2023.
2. Students are benefiting from the individualized i-Ready and Imagine Learning & Literacy programs to build their reading and writing skills, which improves their scores on state testing.
3. The percentage of students who were reclassified decreased by almost half from the 2018-2019 to the 2019-2020 school year (13.5% to 7.4%). However, the percentage nearly returned to its previous state, increasing to 12.1% in 2020-2021. This might be due to the increased usage of the Imagine Learning & Literacy online program which was originally only used by "newcomers," but was extended to other EL students whose data indicated they might benefit from such a targeted program.

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	51	47		50	47		50	47		98.0	100.0	
Grade 4	50	51		48	51		48	51		96.0	100.0	
Grade 5	52	46		50	45		49	45		96.2	97.8	
All Grades	153	144		148	143		147	143		96.7	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	2373.	2373.		6.00	10.64		18.00	14.89		26.00	14.89		50.00	59.57	
Grade 4	2416.	2442.		6.25	15.69		12.50	23.53		35.42	23.53		45.83	37.25	
Grade 5	2501.	2506.		20.41	15.56		34.69	37.78		16.33	22.22		28.57	24.44	
All Grades	N/A	N/A	N/A	10.88	13.99		21.77	25.17		25.85	20.28		41.50	40.56	

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	4.00	4.26		56.00	57.45		40.00	38.30	
Grade 4	10.42	11.76		62.50	72.55		27.08	15.69	
Grade 5	10.20	11.11		73.47	77.78		16.33	11.11	
All Grades	8.16	9.09		63.95	69.23		27.89	21.68	

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	6.12	8.51		51.02	36.17		42.86	55.32	
Grade 4	4.17	9.80		58.33	66.67		37.50	23.53	
Grade 5	18.37	20.00		48.98	62.22		32.65	17.78	
All Grades	9.59	12.59		52.74	55.24		37.67	32.17	

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	6.00	8.51		66.00	68.09		28.00	23.40	
Grade 4	6.25	7.84		68.75	78.43		25.00	13.73	
Grade 5	16.33	6.67		69.39	80.00		14.29	13.33	
All Grades	9.52	7.69		68.03	75.52		22.45	16.78	

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	6.00	8.51		68.00	57.45		26.00	34.04	
Grade 4	6.25	3.92		68.75	74.51		25.00	21.57	
Grade 5	22.45	20.00		65.31	64.44		12.24	15.56	
All Grades	11.56	10.49		67.35	65.73		21.09	23.78	

Conclusions based on this data:

- 2021-2022 data indicates that 39.16% of students in 3rd-5th grades Met or Exceeded Standards on the CAASPP ELA, overall. Respectively, 25.53% of 3rd graders, 39.22% of 4th graders, and 53.34% of 5th graders Met or Exceeded Standards. The percentage of students who Nearly Met Standard was 14.89% of 3rd graders, 23.53% of 4th graders, and 22.22% of 5th graders (20.28% overall). The remaining students scored in the Standard Not Met level: 59.97% in 3rd grade, 37.25% in 4th grade, and 24.44% in 5th grade (40.56% overall).
- Prior to 2020-2021, the 2018-2019 ELA Data was the most recent data available for comparison, which indicated that 57.39% of students in 3rd-5th grades Met or Exceeded Standards on the CAASPP. 2020-2021 yielded 32.65% of students Meeting or Exceeding Standards and the 2021-2022 ELA Data reflects a 6.51% increase to 39.16%. Worth considering is the negative impact of school closures due to the COVID-19 pandemic in the 2019-2020 school year, and that instruction was provided via Distance Learning for some students for the entirety of the 2020-2021 school year and for at least part of the school year for all others students. Each year since in person learning resumed, performance on the ELA CAASPP continues to show improvement.
- When following the Overall Achievement path of the 2020-2021 3rd grade cohort as 4th graders in 2021-2022, the data shows an increase in the percentage of students who Met or Exceeded Standards (24% as 3rd graders compared to 39.22% as 4th graders). The 2020-2021 4th graders demonstrated an even more impressive increase from 18.75% Meeting or Exceeding Standards to 53.34% as 5th graders the following year.

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	51	47		49	47		47	47		96.1	100.0	
Grade 4	50	51		47	51		47	51		94.0	100.0	
Grade 5	52	46		50	46		50	45		96.2	100.0	
All Grades	153	144		146	144		144	143		95.4	100.0	

* 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	2373.	2374.		0.00	6.38		10.64	17.02		42.55	19.15		46.81	57.45	
Grade 4	2428.	2450.		10.64	3.92		14.89	29.41		29.79	37.25		44.68	29.41	
Grade 5	2501.	2494.		20.00	15.56		22.00	26.67		24.00	20.00		34.00	37.78	
All Grades	N/A	N/A	N/A	10.42	8.39		15.97	24.48		31.94	25.87		41.67	41.26	

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	4.26	12.77		53.19	29.79		42.55	57.45				
Grade 4	8.51	7.84		38.30	52.94		53.19	39.22				
Grade 5	20.00	20.00		50.00	55.56		30.00	24.44				
All Grades	11.11	13.29		47.22	46.15		41.67	40.56				

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	0.00	2.13		55.32	53.19		44.68	44.68	
Grade 4	10.64	1.96		51.06	76.47		38.30	21.57	
Grade 5	10.00	8.89		60.00	62.22		30.00	28.89	
All Grades	6.94	4.20		55.56	64.34		37.50	31.47	

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	2.13	10.64		74.47	59.57		23.40	29.79	
Grade 4	8.51	5.88		65.96	70.59		25.53	23.53	
Grade 5	12.00	15.56		74.00	48.89		14.00	35.56	
All Grades	7.64	10.49		71.53	60.14		20.83	29.37	

Conclusions based on this data:

- 2021-2022 data indicates that 32.87% of students in 3rd, 4th and 5th grades met or exceeded standards on the CAASPP Math, overall. Respectively, 23.4% of 3rd graders, 33.33% of 4th graders, and 42.23% of 5th graders met or exceeded standards. The percentage of students who Nearly Met Standard was 19.15% of 3rd graders, 37.25% of 4th graders, and 20% of 5th graders (31.94% overall). The remaining students scored in the Standard Not Met level: 57.45% in 3rd grade, 29.41% in 4th grade, and 37.78% in 5th grade (41.26% overall).
- The 2018-2019 Math Data is the most recent data available pre-COVID pandemic, which indicated that 43.02% of students in 3rd-5th grades Met or Exceeded Standards on the CAASPP. The next year available for comparison was 2020-2021 data, showing a 16.63% decline from the 2018-2019 data with 26.39% of students Meeting or Exceeding Standard. Worth considering is the negative impact of school closures due to the COVID-19 pandemic in the 2019-2020 school year, and that instruction was provided via Distance Learning for some students for the entirety of the 2020-2021 school year and for at least part of the school year for all others students. Data from 2021-2022 exhibits a solid increase to 32.87% of students Meeting or Exceeding Standards. As students continue to receive in-person instruction, academic progress is expected to continue on this positive trajectory.
- When following the Overall Achievement path of the 2020-2021 3rd grade cohort as 4th graders in 2021-2022, the data reflects a notable increase in the percentage of students who Met or Exceeded Standards (increasing 22.69% from 10.64% as 3rd graders compared to 33.33% as 4th graders). Similarly when following the 2020-2021 4th grade cohort as 5th graders in 2021-2022, the data reflects a 16.7% increase in the amount of students who Met or Exceeded standards (25.53% as 4th graders compared to 42.23% as 5th graders).

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	1414.7	*		1437.4	*		1361.5	*		11	10	
1	1445.1	1450.3		1460.6	1490.2		1429.0	1409.7		18	12	
2	1470.4	1491.0		1477.6	1492.0		1462.5	1489.4		15	12	
3	1504.1	1486.9		1501.1	1498.2		1506.7	1475.2		16	13	
4	1516.9	1524.5		1522.6	1525.4		1510.7	1523.0		18	12	
5	*	1527.5		*	1532.1		*	1522.2		9	17	
All Grades										87	76	

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	0.00	*		54.55	*		27.27	*		18.18	*		11	*	
1	5.56	0.00		27.78	58.33		55.56	25.00		11.11	16.67		18	12	
2	0.00	8.33		53.33	66.67		40.00	16.67		6.67	8.33		15	12	
3	12.50	0.00		56.25	53.85		31.25	38.46		0.00	7.69		16	13	
4	22.22	16.67		38.89	66.67		16.67	16.67		22.22	0.00		18	12	
5	*	11.76		*	58.82		*	23.53		*	5.88		*	17	
All Grades	12.64	7.89		43.68	55.26		33.33	26.32		10.34	10.53		87	76	

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	9.09	*		63.64	*		9.09	*		18.18	*		11	*	
1	22.22	58.33		38.89	25.00		27.78	16.67		11.11	0.00		18	12	
2	0.00	41.67		80.00	25.00		20.00	25.00		0.00	8.33		15	12	
3	18.75	15.38		75.00	76.92		6.25	7.69		0.00	0.00		16	13	
4	33.33	58.33		44.44	41.67		11.11	0.00		11.11	0.00		18	12	
5	*	41.18		*	47.06		*	5.88		*	5.88		*	17	
All Grades	21.84	39.47		56.32	40.79		14.94	11.84		6.90	7.89		87	76	

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	9.09	*		0.00	*		45.45	*		45.45	*		11	*	
1	0.00	0.00		11.11	0.00		55.56	50.00		33.33	50.00		18	12	
2	0.00	0.00		20.00	66.67		60.00	25.00		20.00	8.33		15	12	
3	6.25	0.00		25.00	0.00		68.75	69.23		0.00	30.77		16	13	
4	5.56	8.33		33.33	41.67		38.89	33.33		22.22	16.67		18	12	
5	*	5.88		*	23.53		*	47.06		*	23.53		*	17	
All Grades	3.45	3.95		19.54	23.68		56.32	44.74		20.69	27.63		87	76	

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	27.27	*		54.55	*		18.18	*		11	*	
1	22.22	50.00		66.67	50.00		11.11	0.00		18	12	
2	13.33	25.00		80.00	66.67		6.67	8.33		15	12	
3	25.00	23.08		56.25	69.23		18.75	7.69		16	13	
4	44.44	33.33		38.89	58.33		16.67	8.33		18	12	
5	*	11.76		*	76.47		*	11.76		*	17	
All Grades	28.74	28.95		57.47	59.21		13.79	11.84		87	76	

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	18.18	*		54.55	*		27.27	*		11	*	
1	22.22	50.00		72.22	41.67		5.56	8.33		18	12	
2	6.67	33.33		93.33	66.67		0.00	0.00		15	12	
3	68.75	53.85		31.25	46.15		0.00	0.00		16	13	
4	33.33	75.00		61.11	25.00		5.56	0.00		18	12	
5	*	76.47		*	17.65		*	5.88		*	17	
All Grades	36.78	53.95		57.47	38.16		5.75	7.89		87	76	

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	0.00	*		72.73	*		27.27	*		11	*	
1	0.00	0.00		72.22	25.00		27.78	75.00		18	12	
2	0.00	0.00		73.33	100.00		26.67	0.00		15	12	
3	6.25	0.00		68.75	46.15		25.00	53.85		16	13	
4	11.11	8.33		50.00	66.67		38.89	25.00		18	12	
5	*	0.00		*	64.71		*	35.29		*	17	
All Grades	4.60	2.63		66.67	60.53		28.74	36.84		87	76	

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	9.09	*		27.27	*		63.64	*		11	*	
1	5.56	0.00		61.11	75.00		33.33	25.00		18	12	
2	0.00	16.67		73.33	75.00		26.67	8.33		15	12	
3	25.00	0.00		75.00	92.31		0.00	7.69		16	13	
4	5.56	25.00		88.89	66.67		5.56	8.33		18	12	
5	*	35.29		*	58.82		*	5.88		*	17	
All Grades	9.20	18.42		70.11	67.11		20.69	14.47		87	76	

Conclusions based on this data:

1. In 2021-2022, of the 76 students tested, 6 scored at Level 4 (7.89%); 42 scored at Level 3 (55.26%); 20 scored at Level 2 (26.32%); and 9 scored at Level 1 (10.53%). Students scored strongest in the Speaking domain and then Listening domain. Areas of weakness are Reading and Written language.
2. Reading and Writing continue to be areas for improvement. Integrated ELD in the Benchmark Advanced ELA program is beneficial for students. Targeted ELD for newcomers and students scoring 1 or 2, such as increased use of Imagine Learning, will be beneficial.
3. Overall, EL students continue to need support in acquiring English Language skills. Differentiated ELA programs benefit students to improve their Reading and Writing scores on the ELPAC and CAASPP. Incorporating Universal Design for Learning guidelines when designing lessons will also help eliminate barriers and result in equitable learning.

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
293	61.4	25.3	Students whose well being is the responsibility of a court.
Total Number of Students enrolled in Sisk 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.	

2021-22 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	74	25.3
Foster Youth		
Homeless	2	0.7
Socioeconomically Disadvantaged	180	61.4
Students with Disabilities	21	7.2

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	6	2.0
American Indian		
Asian	8	2.7
Filipino	12	4.1
Hispanic	185	63.1
Two or More Races	23	7.8
Pacific Islander	2	0.7
White	52	17.7

Conclusions based on this data:

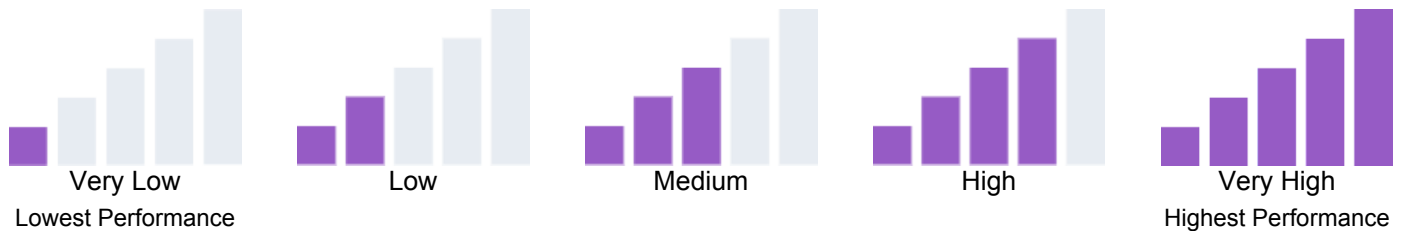
1. Sisk has a diverse population, however a majority (80.8%) of the students are Hispanic (63.1%) or white (17.7%).
2. At Sisk, 61.4% of students are eligible for free or reduced priced meals or have parents/guardians who did not receive a High School diploma. These students benefit from the small group ELA instruction provided in each classroom.
3. At Sisk, 25.3% of students are identified as English Learners. These students especially benefit from the differentiated instruction of i-Ready and the integrated ELD curriculum.

School and Student Performance Data

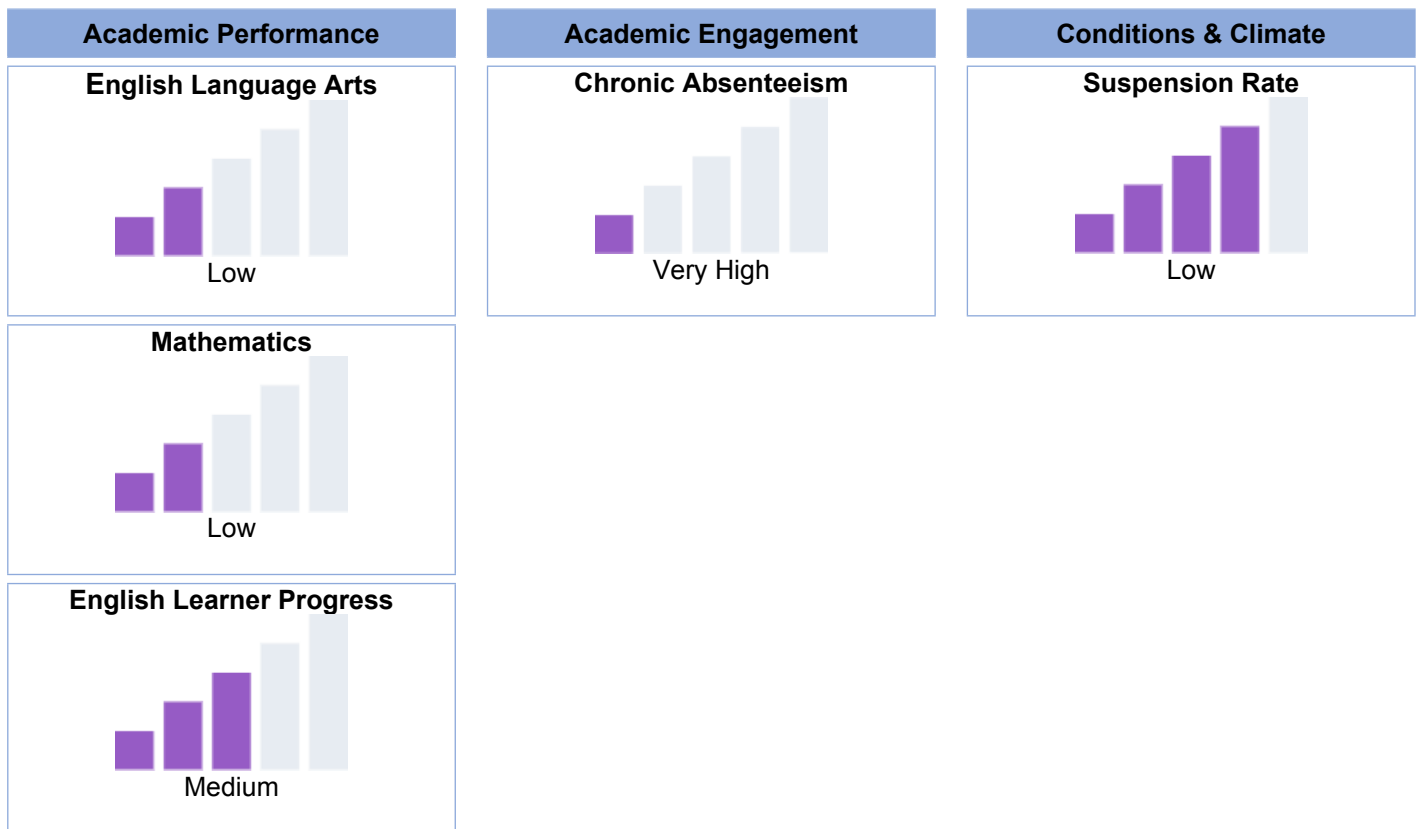
Overall Performance

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. Suspension Rate - Sisk Suspension Rate is in the low range, with 0.9% suspended once. Status was Maintained from the 2020-2021 school year (declining or increasing by less than 0.3%), identifying Sisk in the green range. We acknowledge our positive school climate and balanced social/emotional program contribute to student success.
2. Chronic Absenteeism - The number of students who were chronically absent is considered Very High (31.4%), identifying Sisk in the red range. The learning director, counselor and principal developed a plan and checked in

with families of these students to provide support and impress the importance of school attendance for their child's learning success.

3. English Learner Progress - 50.8% of ELs made progress towards English Language Proficiency, identifying Sisk in the medium range. The goal is to increase EL students who have progressed at least one ELPI level or maintained ELPI level by 5% to 55.8%.

School and Student Performance Data

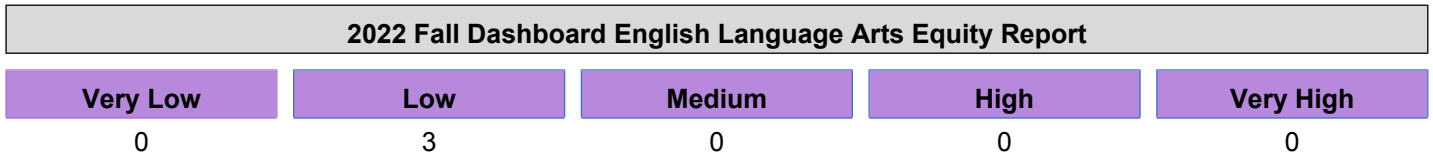
Academic Performance English Language Arts

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](#).

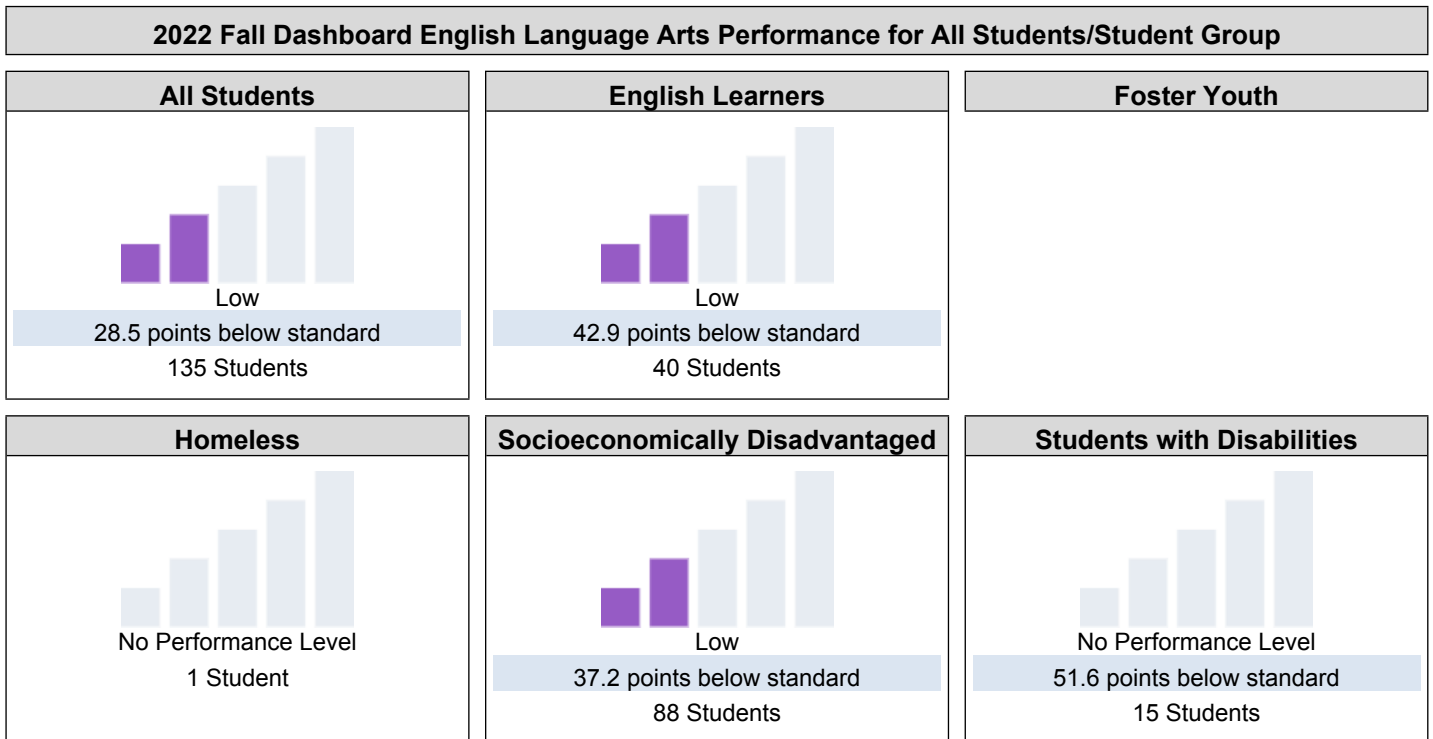
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



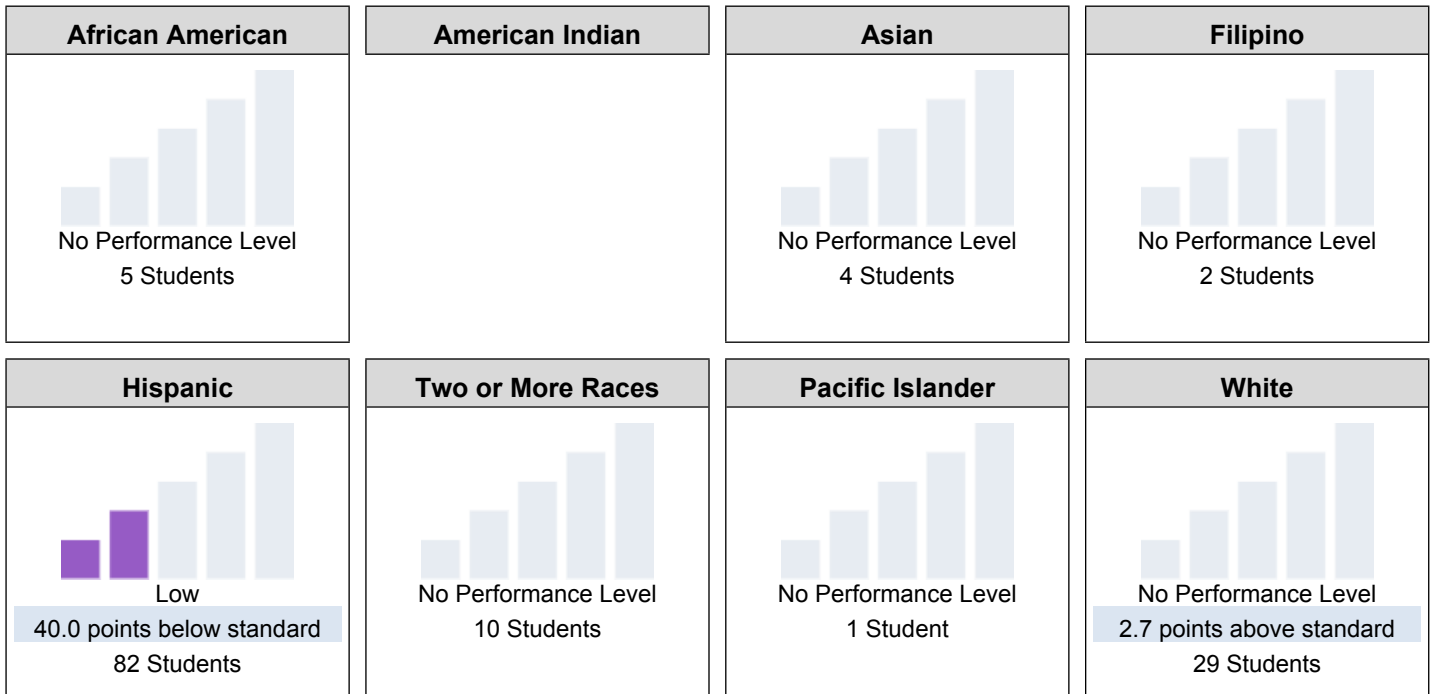
This section provides number of student groups in each level.



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
<p style="background-color: #e6f2ff;">55.1 points below standard</p> <p>36 Students</p>	<p>4 Students</p>	<p style="background-color: #e6f2ff;">21.6 points below standard</p> <p>94 Students</p>

Conclusions based on this data:

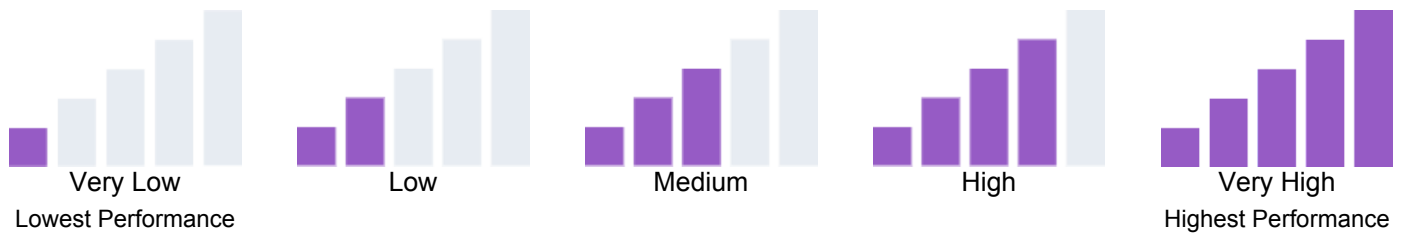
1. All students decreased to 28.5 points below standard in ELA, identifying Sisk in the low range. All subgroups (English Learners, Socioeconomically Disadvantaged, and Students with Disabilities) also performed within the low range.
2. Hispanic students (82 students) scored 40 points below standard and White students (29 students) scored 2.7 points above standard.
3. Current English Learners (36 students) scored 55.1 points below standard. English Only students (94 students) scored 21.6 points below standard. Continuing Professional Development with ELA consultants from the County Office of Education, focusing our attention on ELD instruction, and incorporating Universal Design for Learning guidelines when designing lessons will help eliminate barriers and result in equitable learning for all students.

School and Student Performance Data

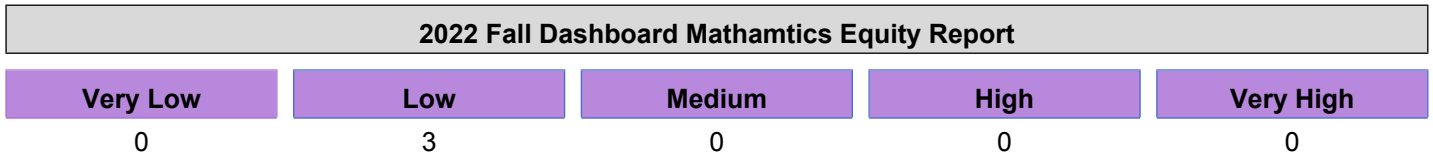
Academic Performance Mathematics

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](#).

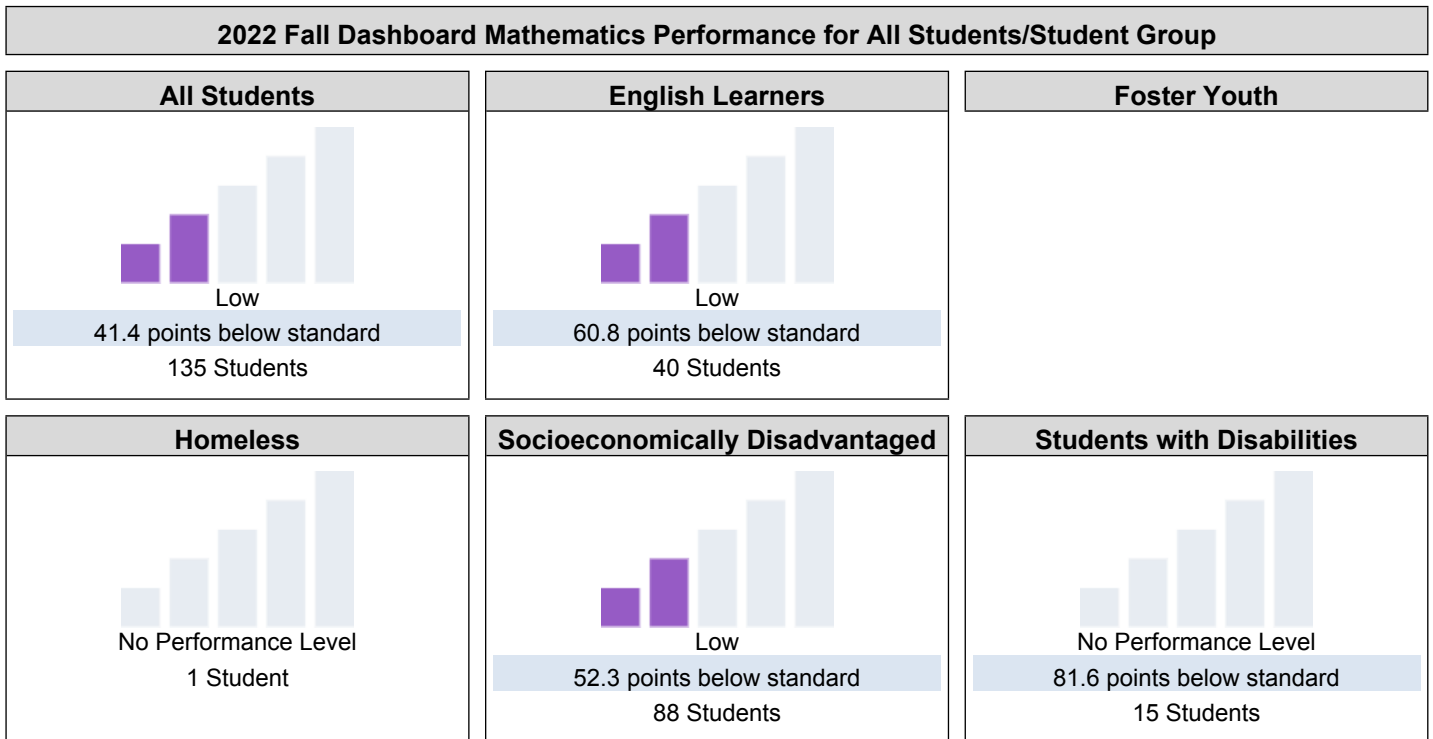
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



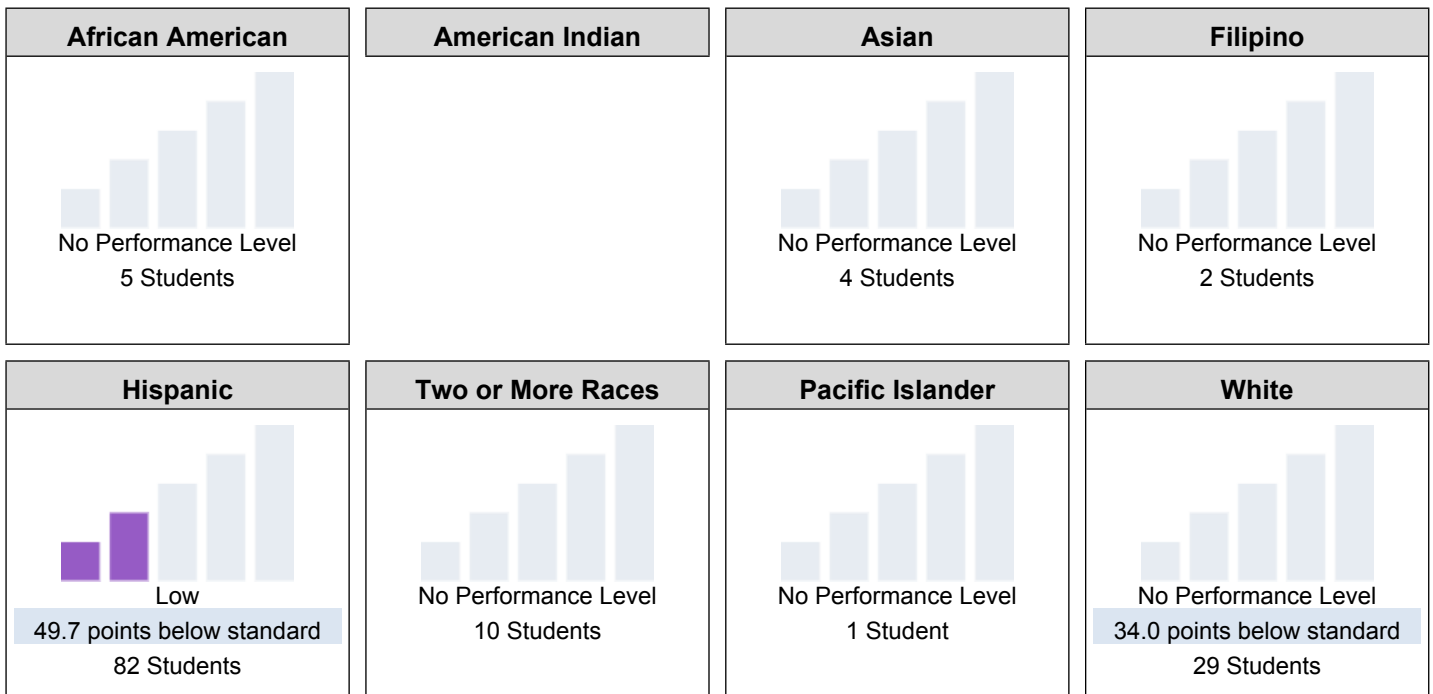
This section provides number of student groups in each level.



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 style="background-color: #e0e0e0;">66.9 points below standard</p> <p>36 Students</p>	<p>4 Students</p>	<p style="background-color: #e0e0e0;">32.4 points below standard</p> <p>94 Students</p>

Conclusions based on this data:

1. All students decreased to 41.4 points below standard in Math, identifying Sisk in the low range. All subgroups (English Learners, Socioeconomically Disadvantaged, and Students with Disabilities) also performed within the low range.
2. Hispanic students (82 students) scored 49.7 points below standard and White students (29 students) scored 34 points below standard.
3. Current English Learners (36 students) scored 66.9 points below standard. English Only students (94 students) scored 32.4 points below standard. Continuing Professional Development with math consultants from the County Office of Education and incorporating Universal Design for Learning guidelines when designing lessons will help eliminate barriers and result in equitable learning for all students.

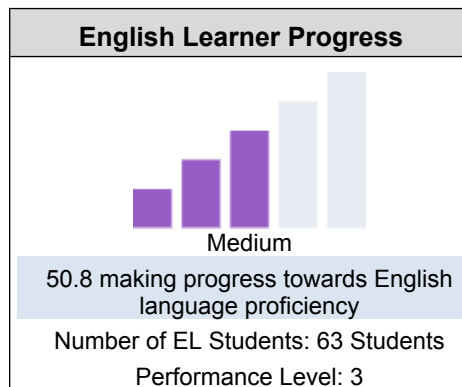
School and Student Performance Data

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
17.5%	31.7%	3.2%	47.6%

Conclusions based on this data:

1. Of the 63 students included in this data, 50.8% are making progress towards English language proficiency (32 students), meaning they have maintained an ELPI Level 4 or progressed at least one ELPE level.
2. Approximately 30 students (47.6%) have progressed at least one ELPI level when comparing from the previous school year.
3. The data above shows that 31.7% of students (20 students) maintained their previous ELPI Level (Levels 1 through 3H), while 17.5% decreased one ELPI level (11 students).

School and Student Performance Data

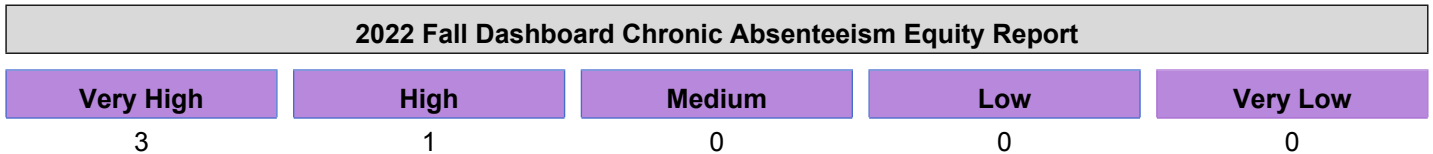
Academic Engagement Chronic Absenteeism

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](#).

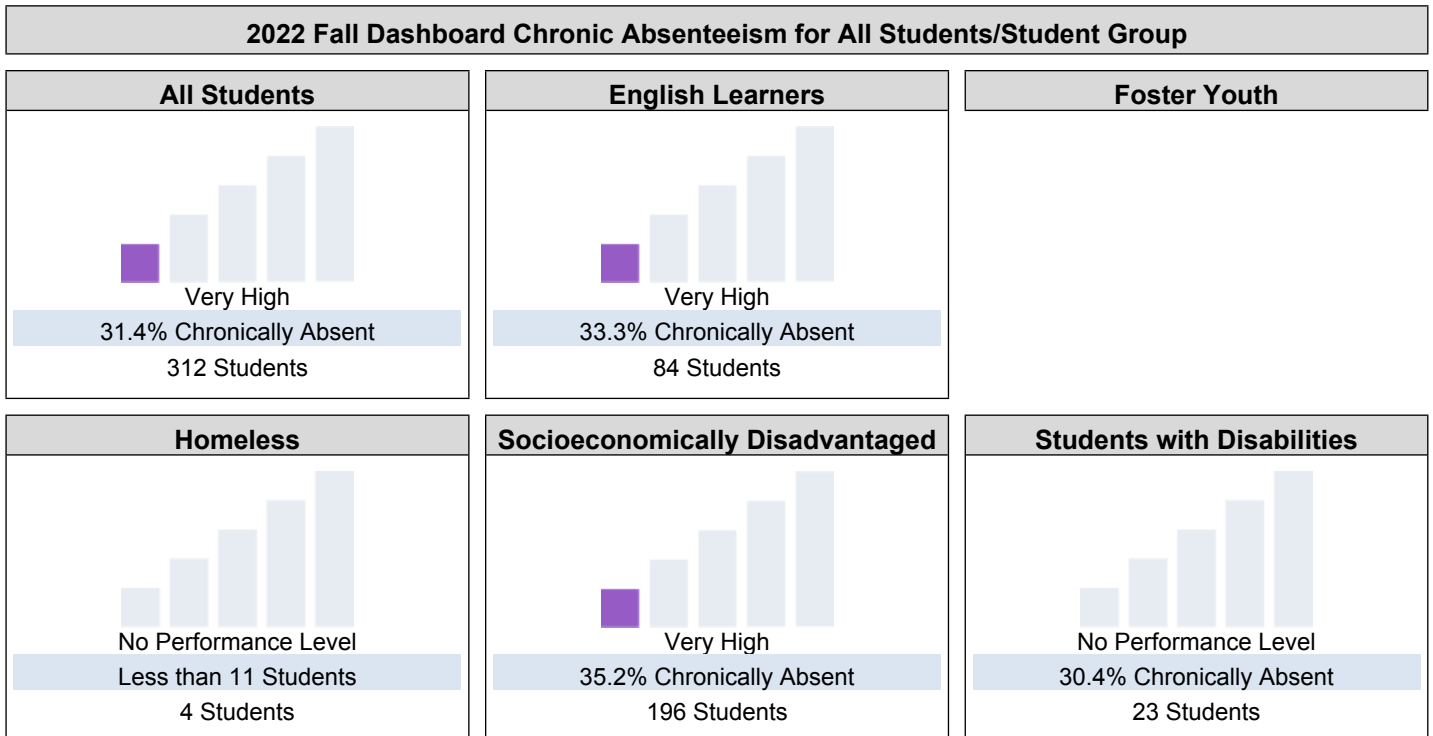
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



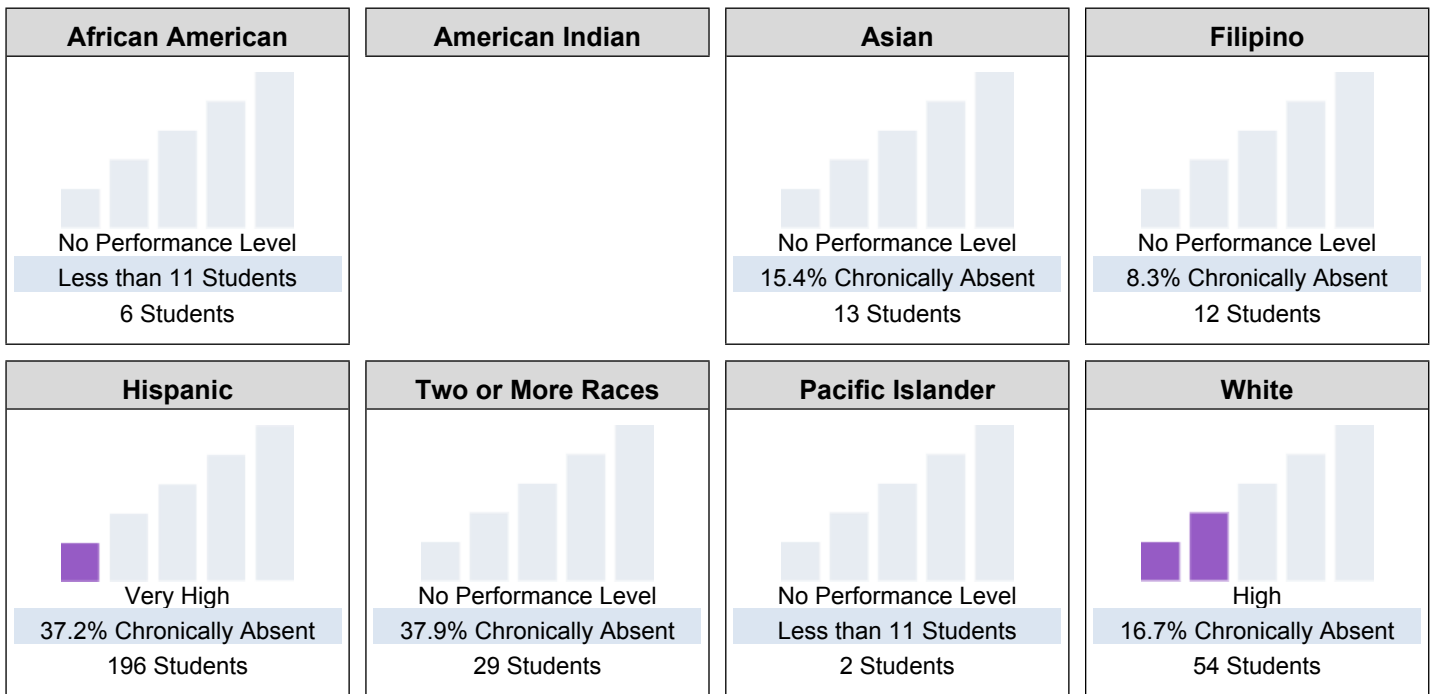
This section provides number of student groups in each level.



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. The number of students who were chronically absent is considered Very High (31.4%) when looking at All Students, identifying Sisk in the red range. English Learners and Socioeconomically Disadvantaged students also fell in the Very High range, with over 30% of students in each respective subgroup being identified as chronically absent.
2. When looking at student groups by Race/Ethnicity, 37.2% of Hispanic students were considered chronically absent (very high range), while 16.7% of White students were considered chronically absent (high range).
3. During the 2021-2022 school year, the principal, learning director, and counselor implemented an outreach system to support the families of these students to provide support and impress the importance of school attendance for their child's learning success. Local Education Agency data indicates a notable drop in chronic absenteeism rates that is hopefully reflected on the Fall 2023 CA Dashboard.

School and Student Performance Data

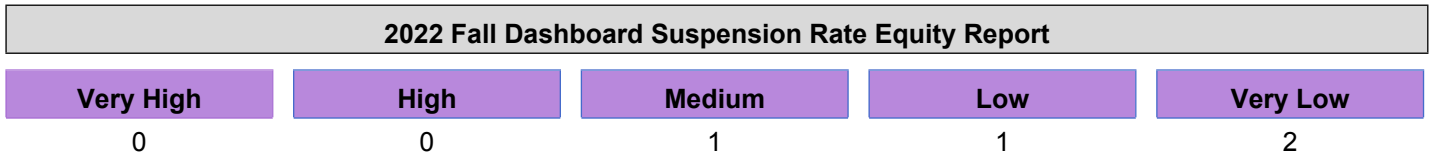
Conditions & Climate Suspension Rate

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](#).

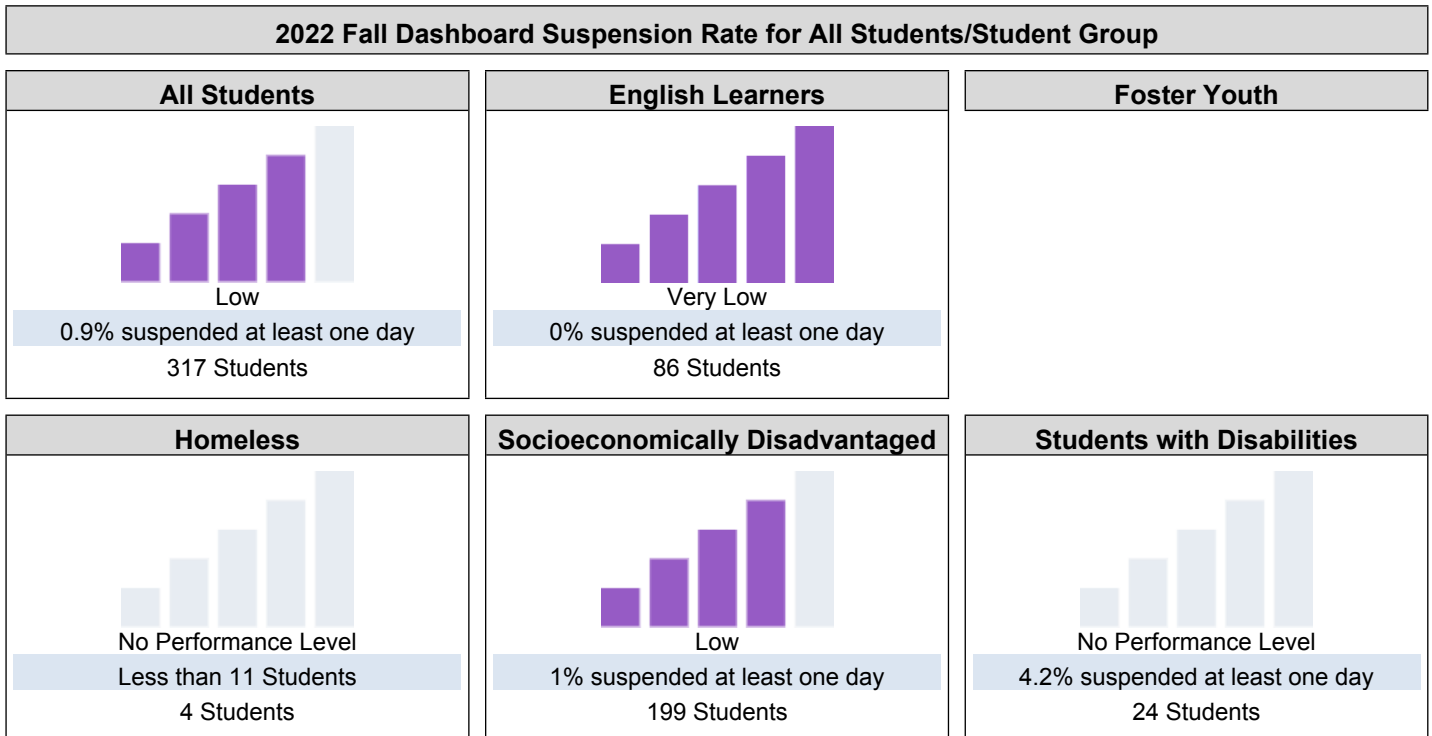
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



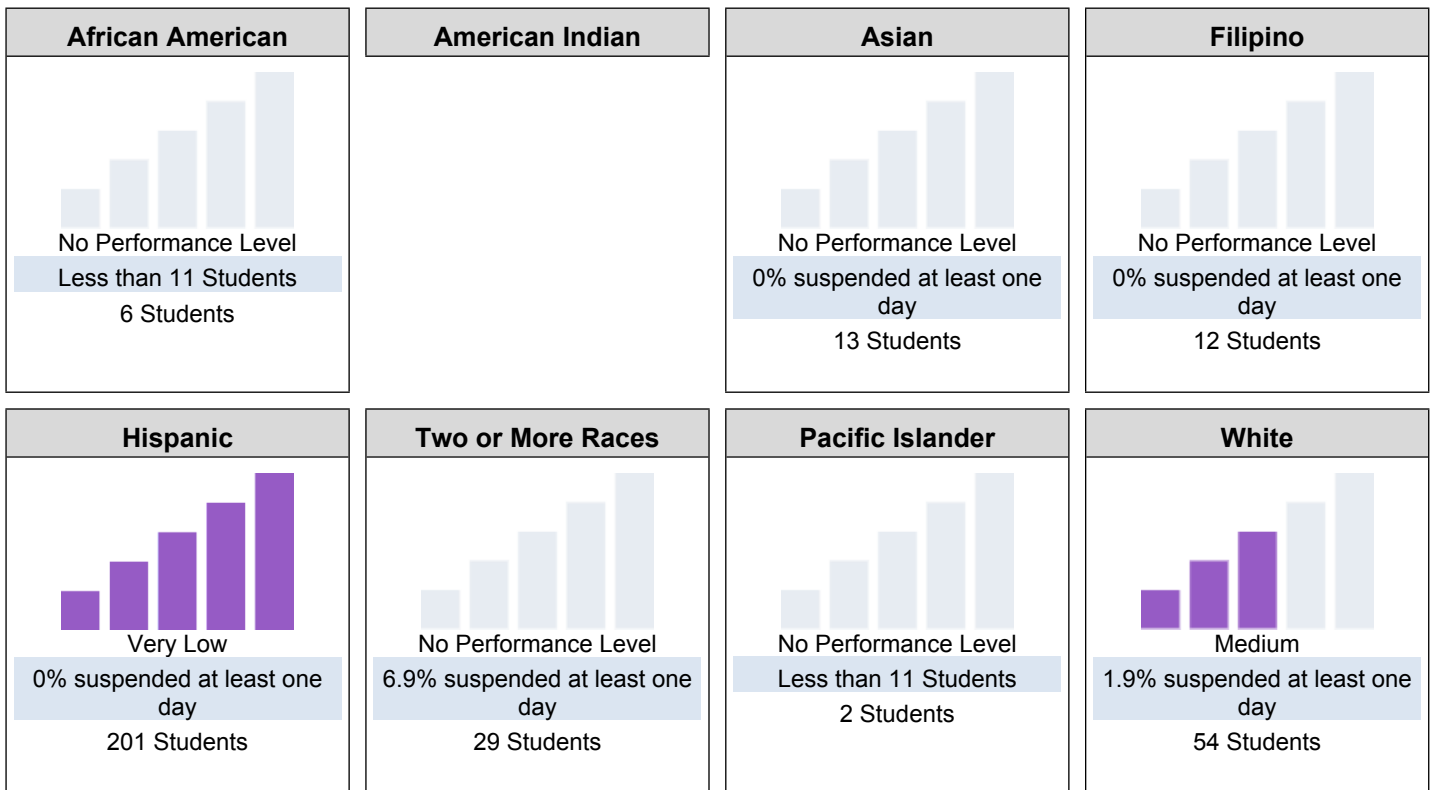
This section provides number of student groups in each level.



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:

1. Sisk Suspension Rate is in the low range, with 0.9% of All Students suspended once (3 students). Status was Maintained from the previous Dashboard data (declining or increasing by less than 0.3%), identifying Sisk in the green range.
2. We acknowledge our positive school climate and balanced social/emotional program contribute to student success. There has been a revived focus on PBIS now that COVID regulations have decreased. The current data indicates the positive school culture, proactive strategies and alternatives to suspensions are effective. The Counselor provides Tier I Social Skills to all students, Tier II small group intervention, and Tier III one:one intervention as appropriate.
3. Sisk students will continue to benefit from the PBIS strategies and continued integration of the 12 Tools Toolbox Project.

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 create an exceptional learning environment that equitably supports and appropriately challenges all students.

Goal 1

Sisk Elementary School will increase students' academic achievement through the implementation of effective instructional practices, challenging and engaging curriculum, and California Common Core State Standards aligned assessments.

Identified Need

3rd grade Lexile Scores decreased from 62% during the 2020-2021 school year to 44% during the 2021-2022 school year, and have increased to 62% during the 2022-2023 school year, indicating the need for disciplined implementation of instructional focus on early literacy and Guiding Reading strategies.

2022-2023 CAASPP ELA data indicates that 39.16% of students in 3rd-5th grades Met or Exceeded Standards. This is a slight increase from the 2020-2021 CAASPP ELA data which indicated that 32.65% of students in 3rd-5th grades Met or Exceeded Standards. The Fall 2019 Dashboard (pre-pandemic) yielded 57.39% of students in 3rd-5th grades Met or Exceeded Standards.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
California School Dashboard - English Language Arts/Literacy (3rd-5th Grades)	<p>CA Dashboard - Fall 2022</p> <p>ALL: 28.5 points below standard (Low) EL: 42.9 points below standard (Low) SED: 37.2 points below standard (Low) SWD: 52.6 points below standard (No Performance Level)</p> <p>Actual Outcome: Will be released Fall 2023</p>	<p>Increase by at least 3 points (Yellow)</p> <p>ALL: 25.5 points below standard (Low) EL: 39.9 points below standard (Low) SED: 34.2 points below standard (Low) SWD: 49.6 points below standard (No Performance Level)</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
i-Ready 3rd grade Lexile Scores	2022-2023: 62% proficient	Increase the number of students who are proficient by 5% to 67%

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 (EL, SED, SWD)

Strategy/Activity

Disciplined Implementation of Instructional Focus - implement and monitor the use of core curriculum with fidelity in classrooms, providing Tier 1 instruction. Staff development focused on refining and monitoring progress towards good first instruction, using analysis of formative common assessments. Incorporating Universal Design for Learning guidelines when designing lessons will help eliminate barriers and result in equitable learning for all 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)

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 to strategically support student success of core curriculum. Four days per week, the Learning Center staff will provide a minimum of 30-40 minutes in each grade level for small group push-in instruction for K-5th grades. TK will have an aide 5 days/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 Students

Strategy/Activity

Disciplined implementation of Instructional Focus – Continue and refine Intensive instruction to provide support for students performing below grade level, but not qualified for Special Education Services. Tier II instruction will be provided to students in addition to core instruction using the Learning Center push-in model. This may include the purchase of reading materials or intervention software.

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)

60,467

Title I
1000-1999: Certificated Personnel Salaries

16,331

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 in 1st - 5th grades

Strategy/Activity

To personalize learning and differentiate instruction in 1st-5th grades, students will have access to i-Ready. TK and Kindergarten students will access Footsteps 2 Brilliance.

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

Plan district-wide structured grade-level collaboration meetings for the purposes of analyzing formative assessment data, planning instruction and responding to intervention needs. These meetings will also provide opportunities for co-planning among Special Education teachers, General Education teachers, as well as an Educational Specialist to refine inclusive practices.

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

Utilize Professional Learning Communities (PLC) to analyze student data, plan intervention strategies, and develop enrichment opportunities guided by the four questions to support implementation of Common Core State Standards: (1) What do we want students to learn? (2) How do we know if they learned it? (3) What do we do if they learned it? (4) What do we do if they didn't learn it? These meetings may also provide opportunities for co-planning among Special Education teachers, General Education teachers, as well as an Educational Specialist to refine inclusive practices.

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 K-3rd

Strategy/Activity

Focus on Early Literacy work by partnering with the County Office of Education Language and Literacy Director, specifically implementing the Guided Reading process in Kindergarten through 3rd grades. Teachers receive on-going professional development to include coaching, observations with feedback from the coach and/or Principal, Data Chats with the coach, District Coordinator of Educational Services, and Principal, and release time to work with the coach and implement strategies and new curriculum. Early Literacy will also be supported by the implementation of Benchmark Phonics curriculum in Kindergarten - 2nd 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)

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.

Disciplined implementation of Instructional Focus was continued with Tier I small group instruction to strategically support student success of core curriculum. Four days per week, the Learning Center staff provided a minimum of 30-40 minutes in each grade level for small group push-in instruction for K-5th grades. TK had an aide 5 days/week. Classroom teachers successfully paced their instruction to allow for small group instruction to be based on support of core curriculum.

Tier II small group instruction to provide strategic instruction in support of core curriculum was provided to students performing below grade level in Kindergarten and 1st grades. Four days per week, the Learning Support Team (LST) pushed-in to provide support to students. Opportunities for Tier II small group instruction was also provided to identified students in 2nd and 3rd grades, though not as consistently.

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.

Strategies 5-6 have been adjusted to include the opportunities for co-planning among Special Education teachers, General Education teachers, as well as an Educational Specialist to refine our response to intervention needs and inclusive practices.

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 Including Social Emotional Learning Support

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

Sisk Elementary will increase student achievement by maintaining a high level of safety where students learn social emotional skills and receive additional support to increase their engagement and academic achievement.

Identified Need

Improve attendance; reduce chronic absenteeism rates. Due to ongoing COVID-19 requirements for quarantining individual students and/or close contacts of positive COVID cases at the start of the 2022-2023 school year, it was anticipated that Chronic Absenteeism would reflect a significant increase, moving away from the blue level reflected in the Fall 2019 Dashboard. A renewed focus on positively reinforcing consistent attendance will be implemented. Similarly, as students returned to In-Person learning after the Distance Learning that occurred as a result of school closures in March 2020, student behaviors reflected a need to readjust to being in school with peers and exhibit expected behaviors in the classroom, cafeteria, and on the playground. Although still considered "Low" (0.9%), the Fall 2022 Dashboard reflected an increased suspension rate. This indicates a need for refined social/emotional instruction and support with positive reinforcement and interventions.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
California Dashboard Data - Suspension	2022 CA Dashboard - Suspension rate: ALL: 0.9% (Low) EL: 0% (Very Low) SED: 1% (Low) SWD: 4.2% (No Performance Level)	Decline or increase suspension rate by less than 0.3% (Green)
California Dashboard Data - Chronic Absenteeism	2022 CA Dashboard - Chronic Absenteeism: ALL: 31.4% (Very High) EL: 33.3% (Very High) SED: 35.2% (Very High) SWD: 30.4% (No Performance Level)	Decline chronic absenteeism rate by 3% or more (Yellow) ALL: 28.4% (Very High) EL: 30.3% (Very High) SED: 32.2% (Very High)

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
		SWD: 27.4% (No Performance Level)
Student Survey Results - Spring 2023, 3rd-5th Grades	<p>Spring 2023, grades 3, 4, & 5 - 146 students participated in the survey</p> <p>Students in my school treat each other with respect: 66%</p> <p>Students in my school help one another even if they are not friends: 71%</p> <p>I feel that I belong (am accepted and liked) at school: 79%</p> <p>Are there places on campus where you can connect, talk, and be with other students? 86%</p> <p>Students get to be creative and use their abilities at school: 89%</p> <p>At school, how many adults do you feel you could talk to if you had a problem?</p> <p>0: 6%</p> <p>1: 34%</p> <p>2-3: 33%</p> <p>More than 3: 26%</p> <p>94% of students indicate that they feel there is at least 1 adult on campus they can talk to if they had a problem.</p>	<p>From the Survey Data, we will focus on:</p> <p>Increasing the percentage of students who feel respect, helpfulness, and belonging by 5%</p> <p>Increasing the amount of adults who students feel that they can talk to in each category so that the percentage of children who feel like they can talk to zero adults decreases either maintains or decreases by 2%, and the percentage of students who feel there is at least 1 adult on campus they can talk to if they had a problem maintains or increases to 96%.</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

Provide instruction in learning skills and social skills for all students twice/month (Tier I Implementation--guidance lessons provided by the school counselor).

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

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 administration 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 3

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Implement Tier I, II, and III interventions to address/increase student attendance and reduce truancy rates. This includes a tiered reward system for student attendance.

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

Develop 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 by the school counselor

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)

Identified students

Strategy/Activity

Develop and refine Tier III social/emotional support for students referred to the SST process, or those with an IEP, who are experiencing individual emotional needs. 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 6

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

PBIS Implementation of school-wide expectations for social and learning skills to address students' social-emotional and behavioral needs. This will include a positive referral system to recognize positive behavior.

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

Provide all students with physical education and instruction on nutrition and wellness. Integrate Music and Movement Education Program for all students. Additional opportunities for enrichment activities such as art, science, and engineering are provided during STEAM days throughout the year for students in K-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)
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

Strategy/Activity 8

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 outstanding academic performance and behavior during Sisk Kids Can Assemblies.

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)
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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

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 10

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 Red Ribbon Week anti-drug and anti-bullying activities.

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.

Staff collaborated to identify struggling students and provide academic and behavioral interventions. PBIS Implementation was revived during the 2021-2022 school year and supports were expanded during the 2022-2023 school year. This included integration of PBIS Rewards system, PBIS Super StaRRR Tickets, and a school store. All students were provided with physical education and instruction on nutrition and wellness and an integrated music and movement education program. All students engaged in school-wide bullying prevention activities, including during Red Ribbon Week. Outstanding academic performance and character continued to be recognized during assemblies throughout the year. 4th and 5th graders involved in Student Council participated in leadership opportunities throughout the year, helping make decisions that impacted the student body. A tiered reward system to promote consistent attendance was reintroduced during the 2022-2023 school year and attendance improved from the prior school year. Tier III social/emotional supports were provided to identified students, connecting families to outside support services.

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

Tier I Instruction in learning skills and social skills for all students was not provided consistently once/month due to a transition between school counselors at the start of the year and when there were scheduling conflicts, guidance lessons were not always rescheduled. Tier II social/emotional instruction was provided to students referred for small group counseling minimally and only toward the end of the year.

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.

During the 2022-2023 school year, Tier I learning and social skills instruction will be provided twice/month for all students and Tier II small group counseling will be implemented for identified students starting earlier in the school year. The expected outcomes for the Student Survey Results based on the 2022 Spring Survey were not met in the following area: increasing the percentage of students who feel students treat each other with respect. The expected outcomes were met in regard to increasing the amount of adults who students feel they can talk to if they had a problem. Students who previously indicated there are no adults they can talk to decreased from 12% to 6% (goal was 7%) and the percentage of students who indicated they feel there is at least one adult on campus they can talk to increased from 87% to 94% (goal was 92%). We will continue to take students' feelings about the school climate into consideration when planning PBIS implementation and social/emotional instruction for the upcoming school year. Although expected outcomes for suspension and chronic absenteeism based on the Fall 2019 CA Dashboard, we maintained suspension status and decreased chronic absenteeism from the "very high" to the "high" status compared to the 2021-2022 school year (based on LEA data). The tiered system of rewards and interventions implemented to increase student attendance and reduce truancy rates has proven effective and will be continued during the 2023-2024 school year.

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 Learners

LEA/LCAP Goal

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

Goal 3

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

Identified Need

Results of the ELPAC Summative Assessment 2021-2022 show that 63.15% of the English Learners tested achieved Level 3 or 4 (Level 4 = 7.89%; Level 3 = 55.26%), with 36.85% scoring in the Level 1-2 range (Level 2 = 26.32%; Level 1 = 10.53%). Overall, EL students perform higher in the Speaking and Listening domains than in the Reading and Writing domains.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<p>CA Dashboard - English Learner Progress Indicator (ELPI)</p> <p>ELPAC Summative Assessment</p>	<p>Fall 2022 CA Dashboard:</p> <p>English Learner Progress Indicator (63 students total) 50.8% making progress towards English language proficiency or maintaining the highest level (status level: Medium)</p> <p>47.6% (30 ELs) Progressed at least one ELPI level 3.2% (2 ELs) Maintained ELPI level 31.7% (20 ELs) Maintained ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H) 17.5% (11 ELs) Decreased at least one ELPI Level</p> <p>ELPAC 2021-2022 (76 students): Level 4 = 7.89% (6 students); Level 3 = 55.26% (35 students)</p>	<p>Increase EL students who have progressed at least one ELPI level or maintained ELPI level by 5% to 55.8%.</p> <p>Increase scores in Level 3 or 4 on the ELPAC by 5% to 68.15%.</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Fall CA Dashboard - ELA CAASPP	2022 Fall CA Dashboard: English Learners scored 42.9 points below standard	English Learners will increase 5 points, decreasing the distance from met to 37.9 points.
Reclassification Rate	2022-2023 Data: 3 students out of 67 students = 4.48%	Increase number of students who reclassify to 5 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)

Identified English Learners

Strategy/Activity

Teachers will implement the integrated ELD Benchmark component during whole class instruction and designated ELD during small group instruction. Incorporating Universal Design for Learning guidelines when designing lessons will help eliminate barriers and result in equitable learning for all 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)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

Identified English Learners

Strategy/Activity

Teachers will be provided with ELPAC data as it becomes available for the purpose of identifying student needs. Grouping will focus on Reading and Writing domain scores.

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 English Learners

Strategy/Activity

Implement Tier II support for non-English speaking students, including designated ELD for students not yet proficient in English. This might include the use of programs such as Imagine Learning and Learning Center staff for students to increase proficiency and help struggling readers.

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)

18,140

Title III
1000-1999: Certificated Personnel Salaries

4,900

Title III
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)

Identified English Learners

Strategy/Activity

The Learning Director will communicate with grade-level teams twice per trimester to analyze EL Student progress toward English Proficiency.

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.

Teachers continued to implement the integrated ELD Benchmark component during whole class instruction and designated ELD during small group instruction. ELPAC data and Imagine Learning was provided to teachers multiple times to help identify student needs, not not necessarily with a focus on reading and writing. Tier II supports were provided for EL students through Imagine Learning when appropriate and 1:1 or small group instruction for newcomers was provided for 1-2 hours/week. While we did not increase the percentage of students who progressed at least one ELPI level by 5% based on the 2019 CA Dashboard data (goal was 58.7%; actual outcome was 50.8%), we did successfully increase the percentage of students who scored a Level 3 or 4 by 5% (goal was 61.32%; actual outcome was 63.15%). Looking at the Fall 2022 CA Dashboard for ELA CAASPP, we did not meet the goal of increasing 5 points from the Fall 2019 CA Dashboard, decreasing the distance from met to 3.2 points. The actual outcome for 2022 CAASPP was 42.9 points below standard.

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 Annual Measurable Outcomes has been updated to include the 2022-2023 Reclassification data as part of our new baseline and the expected outcome has been updated to reflect that data.

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

Parent Engagement and Two-Way Communication

LEA/LCAP Goal

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

Goal 4

Sisk Elementary School will increase the connections to families and the community to improve academic support for all students.

Identified Need

Parent responses to Fall 2021 Survey questions regarding the school's success at creating a welcoming environment indicated an area for improvement due to prior COVID-19 guidelines and installation of a fence and single point of entry for safety purposes, creating an adjustment for the school community. During the 2022-2023 school year, parent volunteer opportunities were reinstated and families grew accustomed to new safety procedures. Moving forward, we will work to 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	<p>2022 Fall LCAP Parent Survey Data (71 surveys completed):</p> <p>When you walk onto your school campus, do you feel the school is inviting and a place where you "belong"? 94%</p> <p>Is the school a welcoming place where families can drop in and connect with school staff and other families? 94%</p> <p>Are parents welcome to volunteer their services in the school or individual classrooms? 97%</p>	Maintain positive responses to Parent Survey regarding positive school culture, school connectedness, and communication (90% or higher).

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>My child feels safe at his/her school? 100%</p> <p>Does the school provide a feeling of caring and trust? 97%</p> <p>My child feels connected to at least one adult on campus? 100%</p> <p>My child is treated respectfully by school staff: 100%</p> <p>As a parent/guardian, I am treated respectfully by school staff: 97%</p> <p>Does the school keep you informed about important issues and events? 97%</p> <p>Does the school make it easy for you to communicate with teachers? 97%</p>	
Parent-Teacher Conference Attendance Data	<p>Fall 2022 - Trimester 1 Parent-Teacher Conferences: 90% attendance</p> <p>Spring 2023 - Trimester 2 Parent-Teacher Conferences: 59% attendance</p>	Maintain high level of participation in Parent-Teacher Conferences, especially at the end of Trimester 1. Maintain parent attendance during Trimester 2 Parent-Teacher Conferences of students who are at risk.
School Event Attendance	May 2023 - Open House: 82% attendance	Maintain high parent attendance at school events.

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

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

Effectively use District-supported messaging system to keep parents informed about important events (phone calls, text messages, email messages, app notifications).

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

Meet monthly with Parents and Teachers Group to plan and facilitate community events: i.e. Movie Night, Talent Show, etc.

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 ongoing Student Awards Assemblies. Parents of students who are being recognized for attendance, behavior/character, and academic achievement will be invited.

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

Increase parent communication by updating the school website and posting monthly news and upcoming events via the District-supported communication system.

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

Positive Calls from Principal - Teachers recognize students for exhibiting positive character or academic performance. Principal contacts parents via phone messages.

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

Welcome Back Event with Parent-Teacher Meetings will be held before school starts in lieu of Back to School Night.

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 students

Strategy/Activity

Proactive communication with parents in cases when student 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)

Strategy/Activity 9

Students to be Served by this Strategy/Activity

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

English Learners

Strategy/Activity

Promote participation in the Parent Institute for Quality Education (PIQE), which offers a Literacy Workshop series in English and Spanish.

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.

Parent volunteer opportunities were reinstated this school year. Parents were allowed to participate in classrooms and parent chaperones were invited on field trips. Parents responded very positively to the Parent Survey regarding positive school culture, school connectedness, and communication (above 90% in all areas). Parent Teacher Group (PTG) reconvened and had a much larger presence than in the previous few years, hosting several community events throughout the year including a Fun Run, Winter Wonderland, Friendship Dance, and Bingo Night. Parents shared that they felt more involved with their child's education and experienced an increased sense of school community as they were invited to attend school functions, including awards assemblies, a TK/Kindergarten performance, and a 5th grade Clap-Out celebration on the last day of school. Parent Teacher Conferences yielded 90% attendance during Trimester 1. Open House in May 2023 yielded a significant attendance rate that included not just students/parents, but extended family members who were excited to be on campus and engage in STEAM activities with their student(s) and tour classrooms. Feedback from families was extremely positive.

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

Seven of the nine strategies under this goal were implemented as intended throughout the course of the year. Positive phone calls were made by the Principal (Strategy 6), but this is an area that can be improved next year. PIQE was not made available to Sisk parents during the 2022-2023 school year (Strategy 9). Consideration will be given to the feasibility of this program for the 2023-2024 school year.

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.

Parent Survey Data and data reflecting engagement in Parent-Teacher Conferences and school events has been updated in the Annual Measurable Outcomes section to reflect 2022-2023, which saw an increase in positive engagement. We will work to maintain this status during the 2023-2024 school year.

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

Sisk Elementary School will increase students' academic achievement through the implementation of effective instructional practices, challenging and engaging curriculum, and Common Core State Standards for Mathematics aligned assessments.

Identified Need

2021-2022 CAASPP Math data indicates that 32.87% of students in 3rd-5th grades Met or Exceeded Standards overall. The 2020-2021 CAASPP Math data is the most recent available for comparison, which indicated that 26.39% of students in 3rd-5th grades Met or Exceeded standards. The 2021-2022 data shows a 6.48% increase from the 2020-2021 data. Continue to 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 School Dashboard - Mathematics (3rd-5th Grades)	<p>Fall 2022 - CA School Dashboard:</p> <p>135 students were assessed. ALL: 41.4 points below standard (Low) EL: 60.8 points below standard (Low) SED: 52.3 points below standard (Low) SWD: 81.6 points below standard (No Performance Level)</p> <p>Actual Outcome: Will be released Fall 2023</p>	<p>Increase by 3 points (Yellow)</p> <p>ALL: 38.4 points below standard EL: 57.8 points below standard SED: 49.3 points below standard SWD: 78.6 points below standard</p>
CAASPP 5th Grade Scores	<p>2021-2022 CAASPP</p> <p>42.23% Met or Exceeded Standard</p>	<p>Percent of 5th grade students who Meet or Exceed Standards will maintain or increase by 3% from the Fall 2022 Dashboard, reaching 45.23%.</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 (EL, SED, SWD)

Strategy/Activity

Implement and monitor the use of core curriculum with fidelity for all students, providing Tier I instruction. Staff development focused on refining and monitoring progress towards good first instruction using analysis of formative common assessments. Incorporating Universal Design for Learning guidelines when designing lessons will help eliminate barriers and result in equitable learning for all 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)

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

Continue and refine Tier II instruction to provide strategic intervention in support of core curriculum. Tier II instruction will be provided to students performing below grade level or requiring specific skill development. This might include the use of iReady math differentiated instruction or push-in support from the Learning Center.

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

To personalize learning and differentiate instruction in 1st-5th grades, students will access ZEARN aligned with core 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 students

Strategy/Activity

Plan district-wide structured grade-level collaboration meetings for the purposes of analyzing formative assessment data, planning instruction and responding to intervention needs. These meetings will also provide opportunities for co-planning among Special Education teachers, General Education teachers, as well as an Educational Specialist to refine inclusive practices.

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 grade-level Professional Learning Communities (PLCs) and use of the Achievement Team Protocol to analyze formative assessment data, adjust instruction and response to intervention needs of students. Utilize PLCs guided by the four questions to support implementation of Common Core State Standards: (1) What do we want students to learn? (2) How do we know if they learned it? (3) What do we do if they learned it? (4) What do we do if they didn't learn it? These meetings may also provide opportunities for co-planning among Special Education teachers, General Education teachers, as well as an Educational Specialist to refine inclusive practices.

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 Math Walkthroughs 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.

Strategies identified for the 2022-2023 school year included Tier II support provided by Learning Center staff for students scoring below grade standards. This was not possible consistently due to staffing vacancies. However, Kindergarten and 1st grades each received 30 minutes of extra Learning Center push-in support daily that at times was used for Tier II intervention for students performing below grade level in math. All other strategies were implemented as designed, with the addition of i-Ready math as a Tier II support this school year. 2nd-5th grade teachers identified students who might benefit from i-Ready math lessons in Fall 2022, and saw increased progress as a result.

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

Estimated Actual Expenditures may have differed from the initial Proposed Expenditures for Certificated and Classified Personnel Salaries due to negotiated salary increases. However, any increases may have been offset by the inconsistent staffing of two vacant positions during the 2022-2023 school year (Learning Center Instructional Paraprofessional and Student Support Paraprofessional).

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.

CAASPP Scores during the 2019-2020 school year reflected the need to accelerate learning as a result of the potential negative impact of school closures in 2019 and Distance Learning during the 2019-2020 school year. While we did not meet either of the expected outcomes identified, that is possibly because goals were based off of pre-pandemic data (Fall 2019) and did not accurately

account for the learning loss endured. The Fall 2022 CA Dashboard saw a decrease to 41.4 points below standard (goal was 8.5 points below) and 5th grade scores reflected 42.23% of students Meeting or Exceeding standard (goal was 48.16%). With increased focus on accelerating learning now that students have attended in person for two entire school years and the addition of intervention resources such as i-Ready earlier in the 2022-2023 school year, the potential for increased performance data is promising. It is worth noting that students have made positive growth compared to 2020-2021 data, which is hopefully reflected when the Fall 2023 CA Dashboard data is available.

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	\$57,406
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$103,665.00

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	\$76,798.00
Title III	\$23,040.00
Title IV Part A: Student Support and Academic Enrichment	\$3,827.00

Subtotal of additional federal funds included for this school: \$103,665.00

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: \$103,665.00

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	76,798	0.00
Title III	23,040	0.00

Expenditures by Funding Source

Funding Source	Amount
Title I	76,798.00
Title III	23,040.00
Title IV Part A: Student Support and Academic Enrichment	3,827.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	80,107.00
3000-3999: Employee Benefits	21,558.00
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	60,467.00
3000-3999: Employee Benefits	Title I	16,331.00
1000-1999: Certificated Personnel Salaries	Title III	18,140.00
3000-3999: Employee Benefits	Title III	4,900.00
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	76,798.00
Goal 2	3,827.00
Goal 3	23,040.00

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
- 3 Classroom Teachers
- 1 Other School Staff
- 5 Parent or Community Members
- 0 Secondary Students

Name of Members	Role
Katie Cantu	Principal
Rosy Sarti	Classroom Teacher
James Dewing	Classroom Teacher
Sherri Toste-Souza	Classroom Teacher
Arianna Kruger	Other School Staff
Kelly Baldwin	Parent or Community Member
Jessica Garcia	Parent or Community Member
Dana Bowen	Parent or Community Member
Suvannha Miller	Parent or Community Member
Mallory Plantz	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 5/23/2023.

Attested:



Principal, Katie Cantu on 5/23/2023



SSC Chairperson, Kelly Baldwin on 5/23/2023

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/>

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