



# 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
Tyrrell Elementary School	01611926104566	03/16/2023	May 24, 2023

## Mission and Vision Statements

HUSD Vision: Every student realizes their innate potential, becoming a lifelong learner and having a positive impact on their community.

HUSD Mission: We draw from our community’s rich diversity in order to create an engaging and equitable educational experience, delivered in a safe and supportive environment.

## 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)

The purpose of a SWP is to improve academic achievement throughout a school so that all students, particularly the lowest-achieving students, demonstrate proficiency on the State's academic standards (34 *Code of Federal Regulations [CFR]* 200.25[a][1]). The improved achievement is to result from improving the entire educational program of the school (34 *CFR* 200.25[a][2]).

School planning and LEA assistance for each school that meets the criteria for CSI will be incorporated into the Local Control and Accountability Plan (LCAP) and school planning processes. [Assembly Bill 716](#), signed by the Governor on September 18, 2018, and codified in the California *Education Code* sections 64001–65001, streamlines and aligns state and federal planning processes. Effective January 1, 2019, this law renames the Single Plan for Student Achievement to the School Plan for Student Achievement (SPSA). Additionally, the law contains the following key provision:

Allows the SPSA to meet ESSA requirements for comprehensive or targeted support and improvement planning

Upon notification by the LEA, **the school** is required to collaborate with educational partners to:

- Develop and implement a school-level plan to improve student outcomes

The school plan must:

- be based on indicators in the statewide accountability system and informed by all indicators, including student performance against long-term goals; and
- identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the school improvement plan.

For this section, all schools will select “Schoolwide Program.” In addition, if your school is in [CSI](#), [TSI](#), or [ATSI](#), you will need to also select those boxes as applicable.

### Schoolwide Program

#### Schoolwide Program

The purpose of a SWP is to improve academic achievement throughout a school so that all students, particularly the lowest-achieving students, demonstrate proficiency on the State's academic standards (34 *Code of Federal Regulations [CFR]* 200.25[a][1]). The improved achievement is to result from improving the entire educational program of the school (34 *CFR* 200.25[a][2]).

ATSI: There are 22 schools in the district which have been identified for Additional Targeted Support and Improvement (ATSI). Per the CA Dashboard Technical Guide, “Schools are eligible for ATSI if one or more student groups meet one of the following criteria:· All indicators at the lowest status level; or· All indicators at the lowest status level but one indicator at another status level”Our site is one of the sites that was identified as ATSI.

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

Tyrrell Elementary School developed this plan in conjunction with HUSD's LCAP and Strategic Plans, which both center around the following 4 goals:

1. Deeper Learning -- HUSD will increase students' deeper learning experiences, particularly for our underserved students, by building staff capacity to teach and interact with students in culturally responsive ways.
2. Relationship-Centered Schools -- HUSD will work collaboratively with families, community partners, and staff to increase student access to the social emotional supports they need, particularly through positive relationships, trauma informed care, and a focus on equity.
3. Service Excellence -- HUSD will create a welcoming environment and positive experiences and outcomes for our diverse community by recruiting and retaining highly qualified staff and providing training and support on achieving service excellence.
4. Operational Sustainability -- HUSD will create and implement comprehensive facilities, safety, and technology plans that ensure equitable and sustainable upgrades.

These 4 goals align to the State's LCFF goals, which are: Basic Services, Implementation of State Standards, Parent Involvement, Pupil Achievement, Pupil Engagement, School Climate, Course Access, and Other Pupil Outcomes.

Therefore, all of the goals listed in this Plan are developed to meet State and ESSA requirements, as measured by both local and state metrics.

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# 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?

NOTE: ELAC and SSC are required educational partner groups. Suggested groups include AASAI and other parent groups at your site, staff meetings, ILT, and/or possibly a needs assessment sent to parents.

## Involvement Process for the SPSA and Annual Review and Update

The writing of the 2023-2024 Tyrrell SPSA began in January of 2023. Input was gathered from a variety of stakeholders. The stakeholders included teachers and staff (both certificated and classified members), School Site Council Members (which includes school staff and parents), and members of our English Language Advisory Committee (ELAC). The February staff meeting included a review and analysis of the data according to the six SPSA goals. This was in the areas of English Language Arts, Mathematics, English Language Learners, Attendance, School Climate, and Science. This analysis of school data also took place during our February Instructional Leadership Team (ILT) meeting, as well as during our School Site Council meetings (March-May). The SPSA goals were also presented and discussed at the various parent groups representing our various committees to provide opportunities to learn about our SPSA and provide input. The February and March staff meeting continued the SPSA work with a budget review and an online survey seeking feedback on the existing goals, site funded positions, and our budget. This provided an opportunity to gather input and feedback to assist in the planning of our 2023-2024 SPSA. The SPSA survey results were reviewed and analyzed at the spring School Site Council meetings to support the planning and decision making for the 2023-2024 SPSA. In addition, information about our SPSA was shared with families at our Annual Title 1 Parent Notification Meeting. This took place in September, 2022.

## Resource Inequities

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

The following have been identified as resource inequities:

### 1. Student Population (total 630)

1% Foster Youth

4% Homeless

63% English Language Learner (ELL)

### 2. Climate

The school staff places a priority on safety and school climate. However, there are factors we cannot control for such as outside factors like the surrounding political climate. Though we have seen improvement, there is still improvement needed in the area of student perceptions of safety. This is seen in the data from our California Healthy Kids Survey (CHKS) data:

2017-2018: 70 students report they feel safe at school

2018-2019: 64% students report they feel safe at school

2019-2020: 77% students report they feel safe at school

2020-2021: no CHKS data available

2021-2022: \*84%(Chavez Middle School Students report they feel safe at school), 75%(Tennyson HS report they feel safe at school)

\* This data was reported on the Hayward Promise Neighborhood School Climate Survey Data. Tyrrell students attend Chavez and Tennyson as they progress through the grades. Tyrrell is one of the schools that feeds into Chavez and Tennyson.

2022-2023: We look forward to receiving new CHKS data learn of our continued progress.

2017-2018: 33% students report they feel connected to at least one caring adult at school

2018-2019: 59% students report they feel connected to at least one caring adult at school

2019-2020: 68% students report they feel connected to at least one caring adult at school

2020-2021: no CHKS data available

2021-2022: no reportable data available

2022 2023: We look forward to receiving new CHKS data to learn of our continued progress.

### 3. Socio-Economic Status

As of the fall of 2018, 52% of our students qualify for free or reduced lunches. In addition, we maintain a fully functioning Parent Center to provide support and resources, such as basic needs.

As of the fall of 2019, 56% of our students continue to qualify for free or reduced school lunches.

As of the fall of 2020, no data available at this time.

As of the fall of 2021, no new data is reported on the HUSD website for students qualifying for free or reduced lunch. However, we currently have 80% students indicated as socially economically disadvantaged.

As of May of 2022, 65% of our students qualify for free or reduced lunches.

# 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	%	%	0.17%			1
African American	3.0%	2.93%	3.3%	18	16	20
Asian	6.3%	5.49%	5.94%	38	30	36
Filipino	4.3%	4.40%	5.12%	26	24	31
Hispanic/Latino	81.8%	82.60%	80.86%	491	451	490
Pacific Islander	3.0%	2.93%	2.48%	18	16	15
White	0.8%	0.73%	1.16%	5	4	7
Multiple/No Response	0.7%	0.92%	0.83%	4	5	5
Total Enrollment				600	546	606

### Conclusions based on this data:

We continue to experience a decrease in our student population (18-19, 19-20, 20-21, 21-22).



# 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	326	315	366	54.30%	57.7%	60.4%
Fluent English Proficient (FEP)	135	119	105	22.50%	21.8%	17.3%
Reclassified Fluent English Proficient (RFEP)	1			0.3%		

### Conclusions based on this data:

We look forward to learning the EL achievement data for 2022-2023 data to continue to determine our progress.

# 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			% of Enrolled 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
Grade 3	95	72		0	67		0	67		0.0	93.1	
Grade 4	88	92		0	84		0	83		0.0	91.3	
Grade 5	92	77		0	76		0	76		0.0	98.7	
Grade 6	100	82		0	78		0	78		0.0	95.1	
All Grades	375	323		0	305		0	304		0.0	94.4	

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			% Standard Met			% Standard Nearly			% Standard Not		
	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		2389.			7.46			26.87			29.85			35.82	
Grade 4		2404.			4.82			18.07			25.30			51.81	
Grade 5		2444.			6.58			26.32			18.42			48.68	
Grade 6		2459.			6.41			12.82			35.90			44.87	
All Grades	N/A	N/A	N/A		6.25			20.72			27.30			45.72	

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		11.94			61.19			26.87	
Grade 4		4.82			65.06			30.12	
Grade 5		6.58			55.26			38.16	
Grade 6		5.13			44.87			50.00	
All Grades		6.91			56.58			36.51	

<b>Writing</b> <b>Producing clear and purposeful writing</b>									
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		8.96			50.75			40.30	
Grade 4		3.66			48.78			47.56	
Grade 5		7.89			48.68			43.42	
Grade 6		2.56			47.44			50.00	
All Grades		5.61			48.84			45.54	

<b>Listening</b> <b>Demonstrating effective communication skills</b>									
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		10.45			70.15			19.40	
Grade 4		7.23			75.90			16.87	
Grade 5		9.21			72.37			18.42	
Grade 6		10.26			70.51			19.23	
All Grades		9.21			72.37			18.42	

<b>Research/Inquiry</b> <b>Investigating, analyzing, and presenting information</b>									
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		10.45			65.67			23.88	
Grade 4		2.41			68.67			28.92	
Grade 5		9.21			64.47			26.32	
Grade 6		7.69			64.10			28.21	
All Grades		7.24			65.79			26.97	

#### Conclusions based on this data:

Data comparison is not accurate in the sense of no testing completed in 2020-2021. However, we can compare the results from 2018-19 ( 29.94% meeting and exceeding standards) with 2021-22 (26.97% meeting and exceeding standards), that indicates an decrease in students scoring meeting and exceeding standards (2.97%).

# 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			% of Enrolled 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
Grade 3	95	72		0	68		0	68		0.0	94.4	
Grade 4	88	92		0	89		0	88		0.0	96.7	
Grade 5	92	77		0	74		0	73		0.0	96.1	
Grade 6	100	82		0	80		0	80		0.0	97.6	
All Grades	375	323		0	311		0	309		0.0	96.3	

\* 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			% Standard Met			% Standard Nearly			% Standard Not		
	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		2374.			0.00			23.53			26.47			50.00	
Grade 4		2390.			0.00			7.95			34.09			57.95	
Grade 5		2429.			8.22			9.59			23.29			58.90	
Grade 6		2421.			2.50			8.75			20.00			68.75	
All Grades	N/A	N/A	N/A		2.59			11.97			26.21			59.22	

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		1.47			50.00			48.53	
Grade 4		1.14			29.55			69.32	
Grade 5		5.48			34.25			60.27	
Grade 6		3.75			28.75			67.50	
All Grades		2.91			34.95			62.14	

<b>Problem Solving &amp; Modeling/Data Analysis</b> <b>Using appropriate tools and strategies to solve real world and mathematical problems</b>									
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		4.41			47.06			48.53	
Grade 4		2.27			32.95			64.77	
Grade 5		6.85			34.25			58.90	
Grade 6		3.75			32.50			63.75	
All Grades		4.21			36.25			59.55	

<b>Communicating Reasoning</b> <b>Demonstrating ability to support mathematical conclusions</b>									
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		7.35			66.18			26.47	
Grade 4		1.14			57.95			40.91	
Grade 5		4.11			53.42			42.47	
Grade 6		0.00			56.25			43.75	
All Grades		2.91			58.25			38.83	

**Conclusions based on this data:**

Data comparison is not accurate in the sense of no testing completed in 2020-2021. However, we can compare the results from 2018-19 (23.89% meeting and exceeding standards) with 2021-22 (14.56% meeting and exceeding standards), that indicates an decrease in students scoring meeting and exceeding standards (9.33%).

# 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
546	74.0	57.7	Students whose well being is the responsibility of a court.
Total Number of Students enrolled in Tyrrell 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	315	57.7
Foster Youth		
Homeless	8	1.5
Socioeconomically Disadvantaged	404	74.0
Students with Disabilities	42	7.7

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	16	2.9
American Indian		
Asian	30	5.5
Filipino	24	4.4
Hispanic	451	82.6
Two or More Races	5	0.9
Pacific Islander	16	2.9
White	4	0.7

**Conclusions based on this data:**

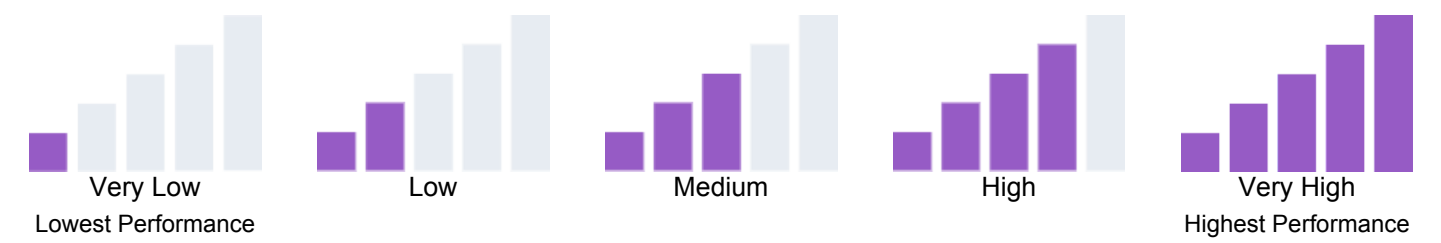
Of a total enrollment of 546 students, a large population of students fall into the category of social-economic disadvantaged (74%). This is 6% less than the previous school year. When looking at ethnicity, our largest ethnic group represented by students is Hispanic (82.6% of our student population).

# 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

Academic Performance	Academic Engagement	Conditions & Climate
<div>English Language Arts</div> <div>Low</div>	<div>Chronic Absenteeism</div> <div>Very High</div>	<div>Suspension Rate</div> <div>Medium</div>
<div>Mathematics</div> <div>Very Low</div>		
<div>English Learner Progress</div> <div>Low</div>		

#### Conclusions based on this data:

We look forward to new data populated into the Dashboard for 2022-2023. Unfortunately, we saw decreases in student achievement both in English Language Arts and Mathematics. In addition, we found a very high rate of chronic absenteeism. The COVID guidelines we've been working with have resulted in students being absent for long durations of time (5-10 days) when testing positive for COVID, and or presenting with possible symptoms. We also know that students miss valuable instruction when they are absent from school.



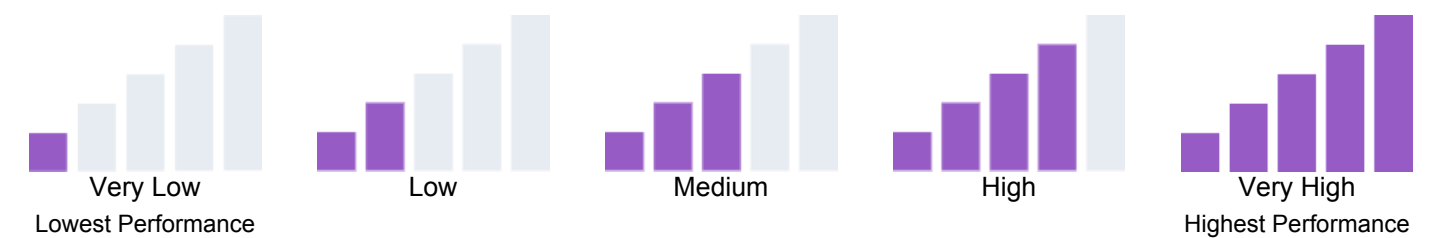


# School and Student Performance Data

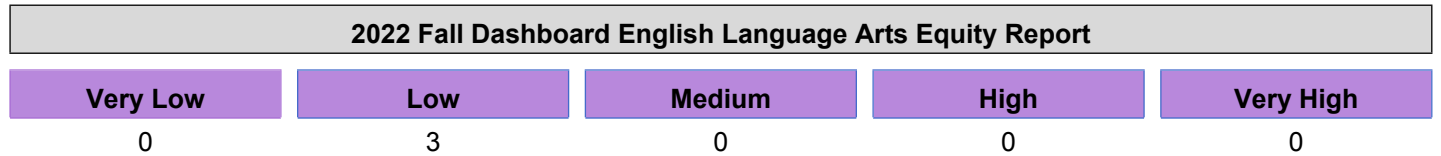
## Academic Performance English Language Arts

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](#).

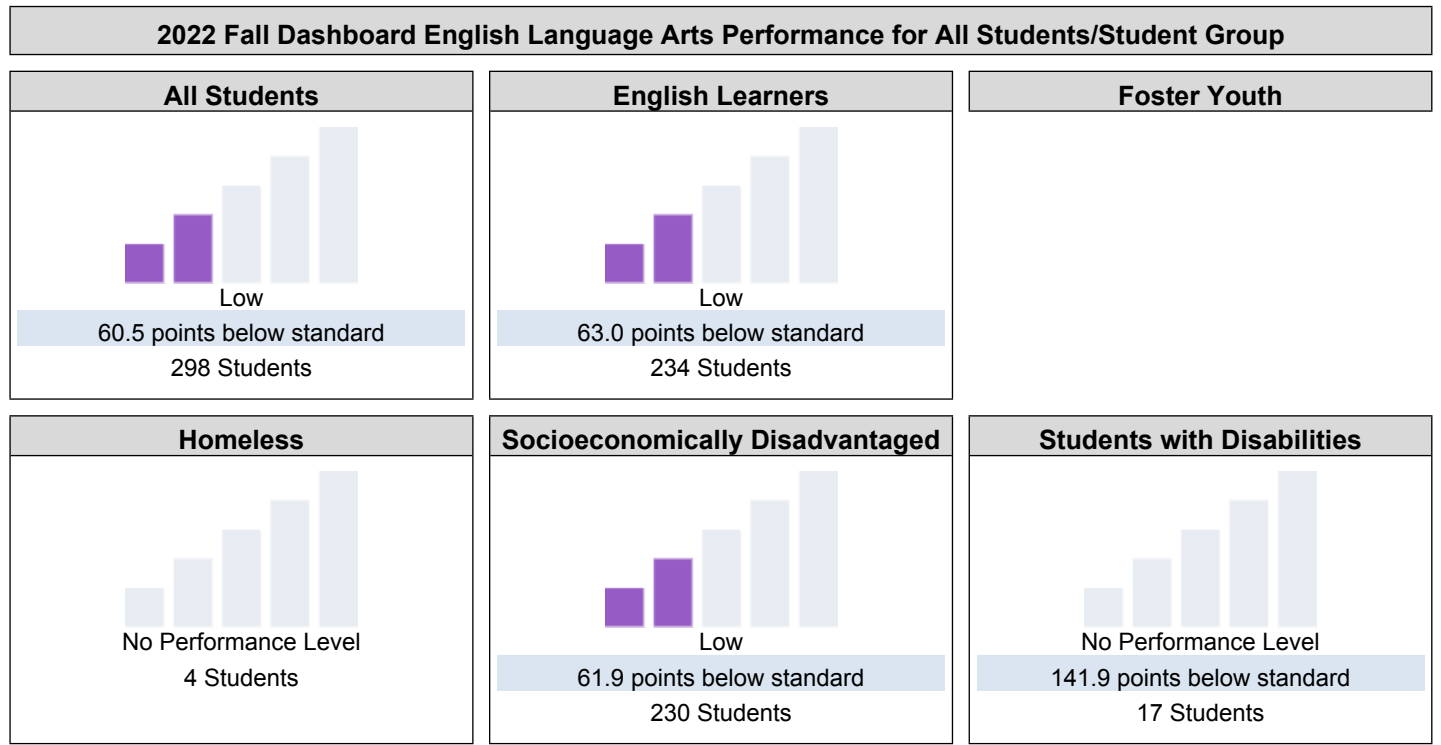
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



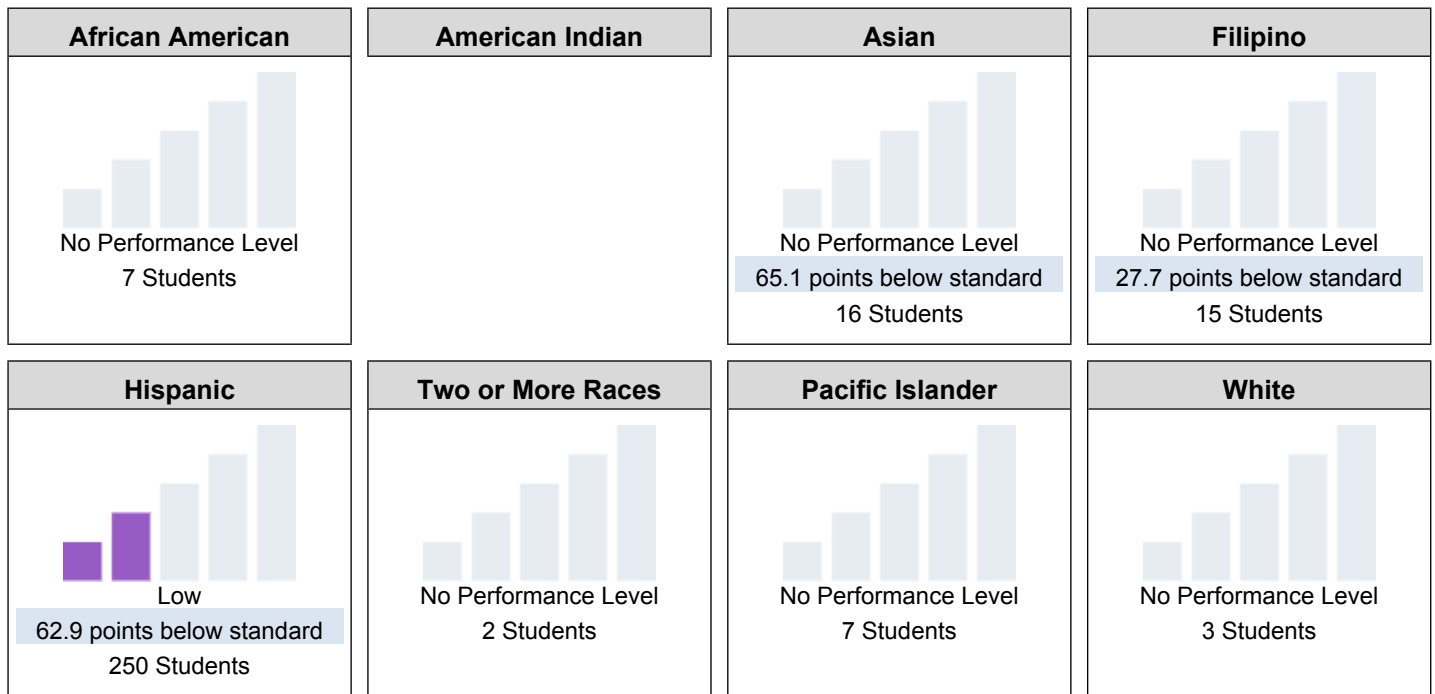
This section provides number of student groups in each level.



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
90.8 points below standard 159 Students	4.0 points below standard 75 Students	62.1 points below standard 46 Students

#### Conclusions based on this data:

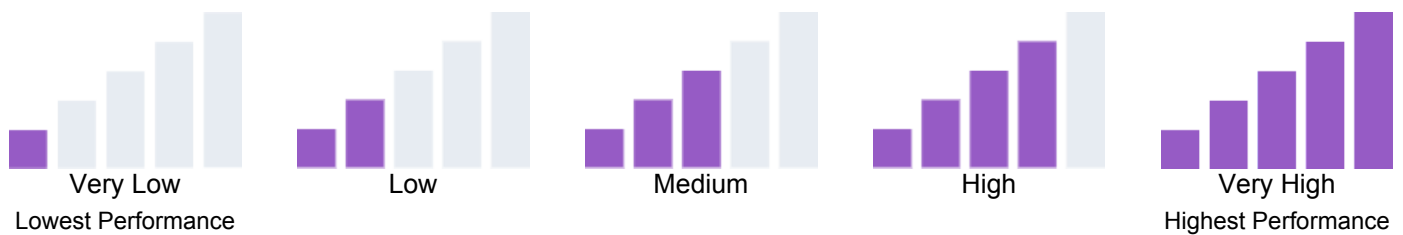
The dashboard matches our raw data when comparing 2018 2019 with 2021 2022 achievement data. The drop in percentage of students exceeding and meeting standards was under 3%, not statistically significant. We look forward to learning the achievement of our students for 2022 2023, so we can compare consecutive school years.

# 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).



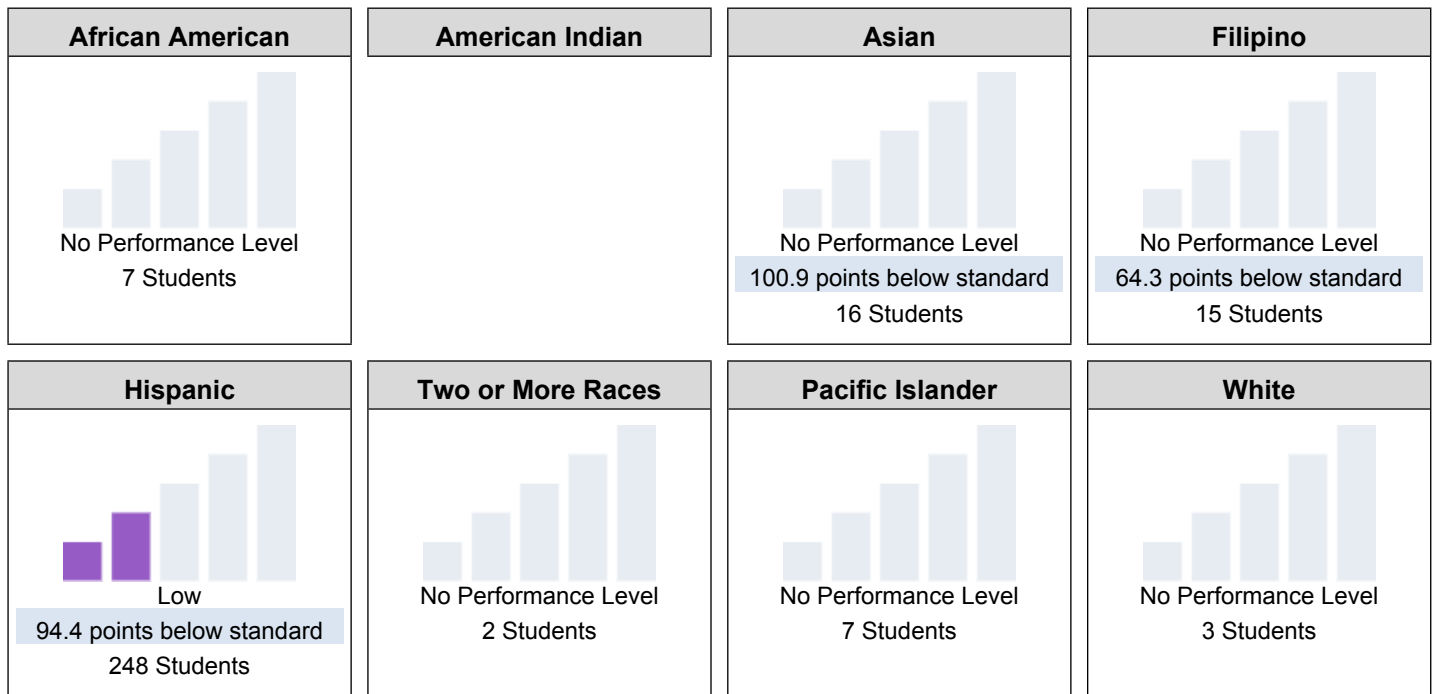
This section provides number of student groups in each level.

2022 Fall Dashboard Mathamtics Equity Report				
Very Low	Low	Medium	High	Very High
1	2	0	0	0

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 for All Students/Student Group		
All Students	English Learners	Foster Youth
<p>Very Low</p> <p>95.6 points below standard</p> <p>296 Students</p>	<p>Low</p> <p>92.6 points below standard</p> <p>231 Students</p>	
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
<p>No Performance Level</p> <p>4 Students</p>	<p>Very Low</p> <p>95.7 points below standard</p> <p>229 Students</p>	<p>No Performance Level</p> <p>177.3 points below standard</p> <p>17 Students</p>

### 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
109.8 points below standard 157 Students	56.2 points below standard 74 Students	118.3 points below standard 46 Students

#### Conclusions based on this data:

The dashboard matches our raw data when comparing 2018 2019 with 2021 2022 achievement data. We saw a decrease in mathematics achievement when comparing 2018 2019 school year to 2021 2022. We look forward to learning the achievement of our students for 2022 2023, so we can compare consecutive school years.

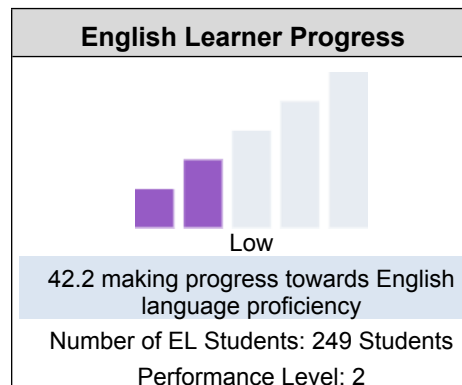
# School and Student Performance Data

## Academic Performance English Learner Progress

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

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

### 2022 Fall Dashboard English Learner Progress Indicator



This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

### 2022 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
18.9%	39.0%	0.0%	42.2%

#### Conclusions based on this data:

When combining the percentage of EL students "maintaining" and "progressing at least one level", we can see that a combined 81.2% EL students achieved this (202 students). Conversely, 18.8% (47 students) decreased one level. We are hopeful that we can target the students that decreased one ELPI level while continuing to support the EL students that maintained and/or progressed at least one ELPI level.

# School and Student Performance Data

## Academic Performance College/Career Report

College/Career data provides information on whether high school students are prepared for success after graduation based on measures like graduation rate, performance on state tests, and college credit courses. College/Career data was not reported in 2022.

**Conclusions based on this data:**

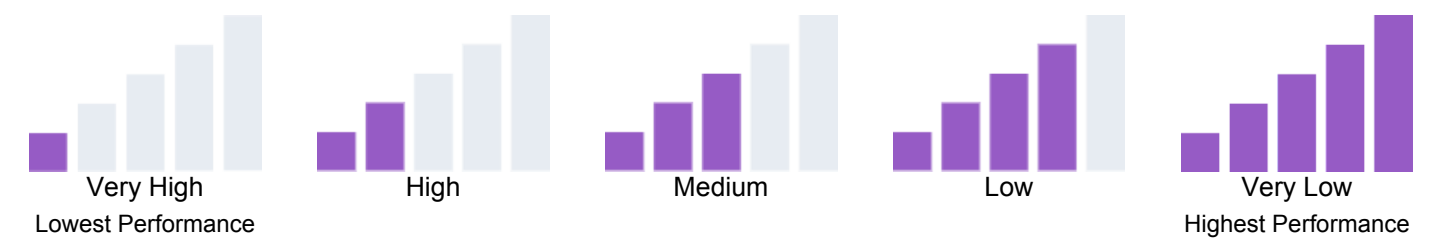
n/a

# 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.

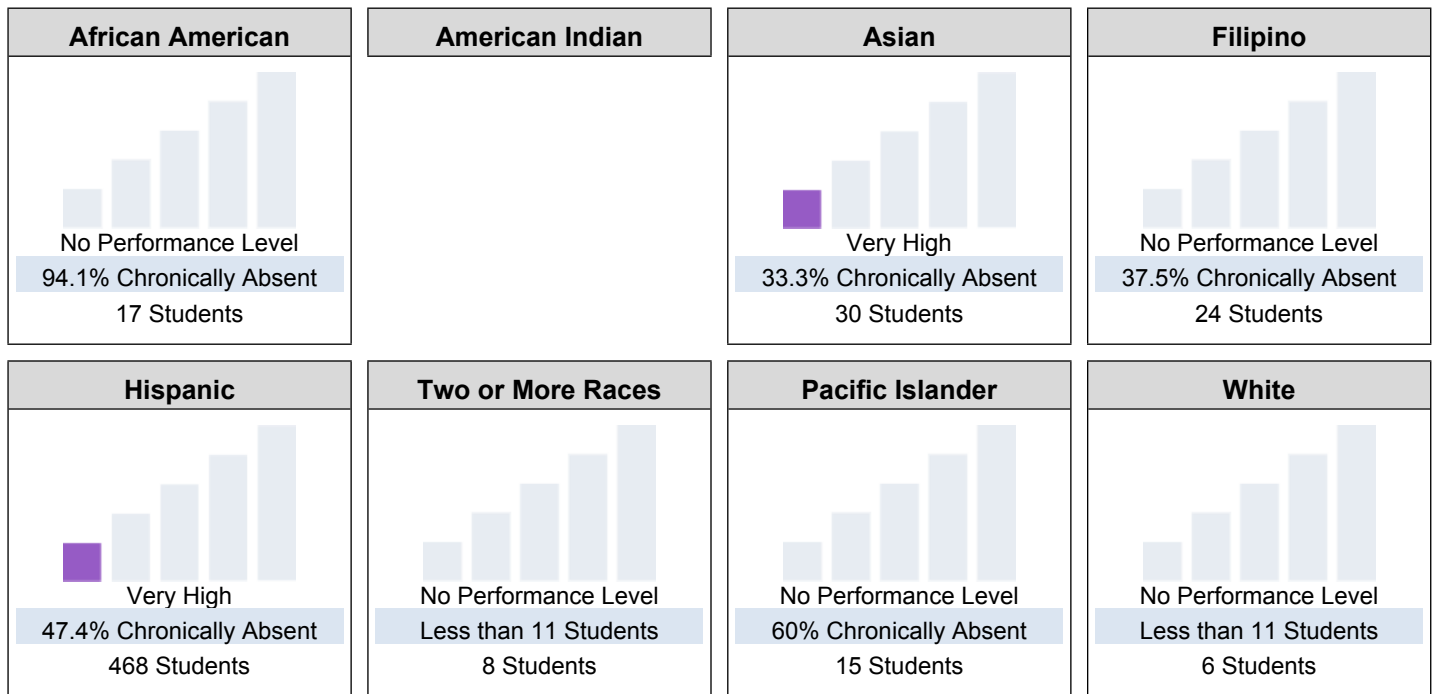
2022 Fall Dashboard Chronic Absenteeism Equity Report				
Very High	High	Medium	Low	Very Low
5	0	0	0	0

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 for All Students/Student Group		
<b>All Students</b>	<b>English Learners</b>	<b>Foster Youth</b>
<p>Very High</p> <p>48.4% Chronically Absent</p> <p>568 Students</p>	<p>Very High</p> <p>45.6% Chronically Absent</p> <p>355 Students</p>	
<b>Homeless</b>	<b>Socioeconomically Disadvantaged</b>	<b>Students with Disabilities</b>
<p>No Performance Level</p> <p>41.7% Chronically Absent</p> <p>12 Students</p>	<p>Very High</p> <p>47.3% Chronically Absent</p> <p>431 Students</p>	<p>Very High</p> <p>58% Chronically Absent</p> <p>50 Students</p>



## 2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity



### Conclusions based on this data:

We look forward to seeing the 2022 2023 chronically absent data populated into the Dashboard. Attendance has continued to be challenging even though we have returned to in-person learning. Many students have had to miss school due to COVID protocols and class closures resulting from positive COVID cases. We expected to see increased attendance as the COVID restrictions, particularly those affecting attendance, continue to be lifted.

# School and Student Performance Data

## Academic Engagement Graduation 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](#).

Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2022 Fall Dashboard Graduation Rate Equity Report				
Very Low	Low	Medium	High	Very High

This section provides information about students completing high school, which includes students who receive a standard high school diploma.

2022 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2022 Fall Dashboard Graduation Rate by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

Conclusions based on this data:

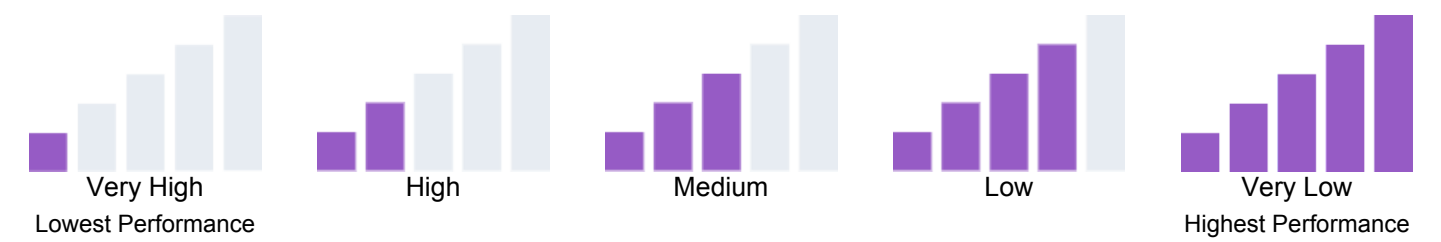
n/a

# 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).



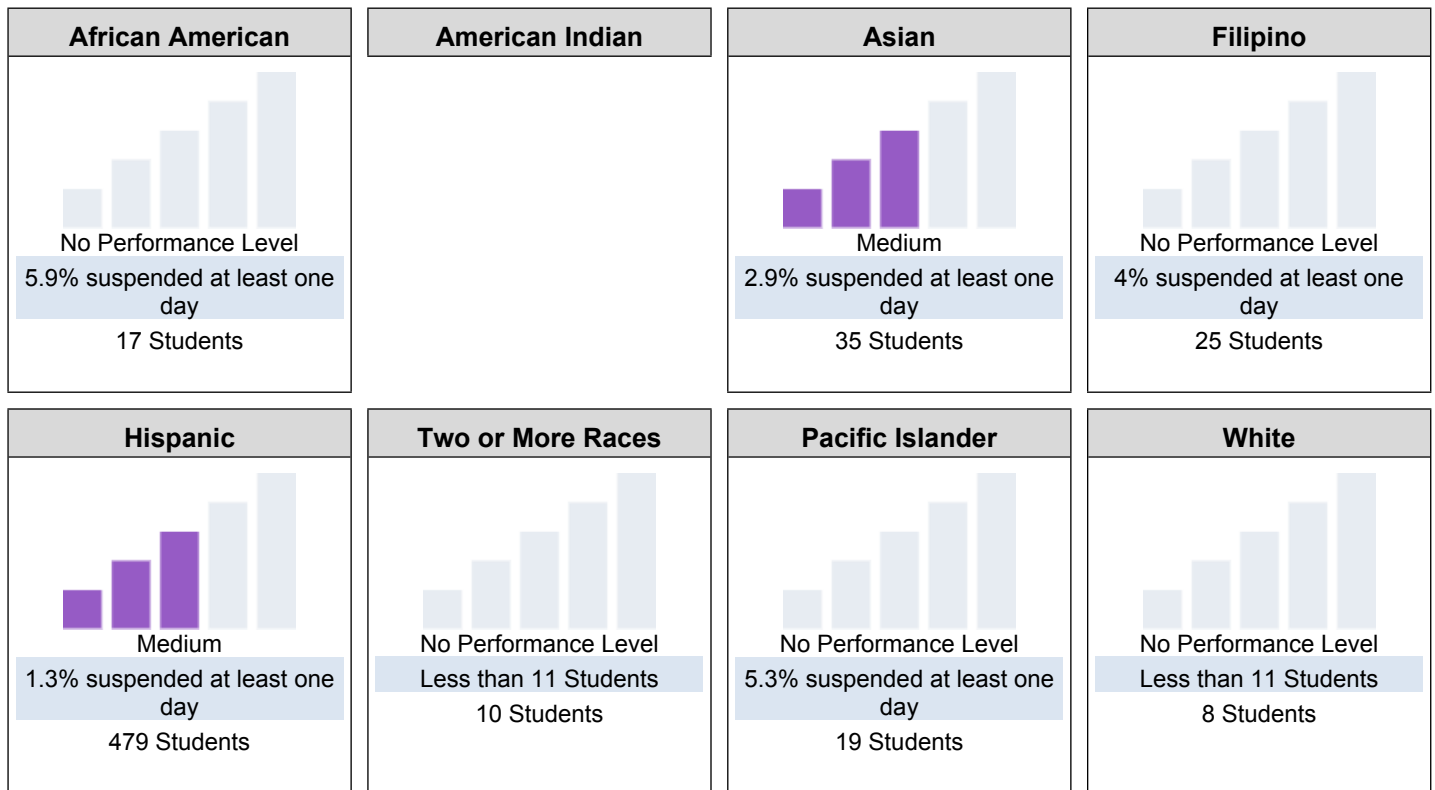
This section provides number of student groups in each level.

2022 Fall Dashboard Suspension Rate Equity Report				
Very High	High	Medium	Low	Very Low
0	0	5	0	0

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 for All Students/Student Group		
<div><b>All Students</b></div> <p>Medium</p> <p>2% suspended at least one day</p> <p>593 Students</p>	<div><b>English Learners</b></div> <p>Medium</p> <p>1.4% suspended at least one day</p> <p>367 Students</p>	<div><b>Foster Youth</b></div>
<div><b>Homeless</b></div> <p>No Performance Level</p> <p>0% suspended at least one day</p> <p>17 Students</p>	<div><b>Socioeconomically Disadvantaged</b></div> <p>Medium</p> <p>1.8% suspended at least one day</p> <p>448 Students</p>	<div><b>Students with Disabilities</b></div> <p>Medium</p> <p>1.9% suspended at least one day</p> <p>54 Students</p>

## 2022 Fall Dashboard Suspension Rate by Race/Ethnicity



### Conclusions based on this data:

Within one year, the percentage of days suspended from school decreased from 49 to 29; or 41% and the number of incidents decreased from 37 to 11; or 70%.

# 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

Deeper Learning: Language and Literacy

## LEA/LCAP Goal

Hayward Unified School District believes that literacy is a civil right, and that literacy instruction takes place across all grade levels. Literacy and Anti-Bias/Anti-Racism are tightly interwoven, as students must feel safe and valued in order to learn and become proficient readers and writers. To this end, the district is emphasizing the importance of early literacy, promoting multilingualism through its dual language programs, and providing professional development for teachers supporting students in secondary grades.

## Goal 1

Language and Literacy: All students will receive literacy instruction and demonstrate growth (meeting and exceeding standards) in English Language Arts by 1%, as measured by the CAASPP. In addition to English language arts, students at Tyrrell Elementary will increase proficiency in their program's target language (Spanish) by 1% as measured by local assessments.

## Identified Need

When we we can compare the results from 2018-19 ( 29.94% meeting and exceeding standards) with 2021-22 (26.97% meeting and exceeding standards), that indicated an decrease in students scoring meeting and exceeding standards (2.97%). There is room for continued growth in student achievement the area of ELA.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP English Language Arts Scores	26.97% students meeting and exceeding standards	Growth of 1%

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

Bilingual Paraprofessional to support student learning

## 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)
7,673.50	Title I 2000-2999: Classified Personnel Salaries

**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**

Computer Lab Technician to support staff and 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)
6,078.20	Title I 2000-2999: Classified Personnel Salaries

**Strategy/Activity 3**

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

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

Students performing below grade level expectations

**Strategy/Activity**

Before/After School Interventions

**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)
2,500	Title I 1000-1999: Certificated Personnel Salaries

**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

Online learning subscriptions

**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)

6,472.75

Source(s)

LCFF  
5000-5999: Services And Other Operating Expenditures

**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

Instructional and Supplemental materials

**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)

3,000

Source(s)

Title I  
4000-4999: Books And Supplies

**Strategy/Activity 6**

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

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

All staff to benefit all students

Strategy/Activity

Professional Development and/or Conferences

**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)

234.16

Title I  
5800: Professional/Consulting Services And  
Operating Expenditures

### **Strategy/Activity 7**

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

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

All staff to benefit all students

Strategy/Activity

Professional Development and/or Conferences

#### **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)

833.36

Source(s)

LCFF  
5800: Professional/Consulting Services And  
Operating Expenditures

### **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

Extra Hours

#### **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)

333.33

Source(s)

Title I  
1000-1999: Certificated Personnel Salaries

### **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



Release substitutes for assessment and/or observation

### 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)

500

Source(s)

Title I  
1000-1999: Certificated Personnel Salaries

### 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

Technology, hardware, replacement devices, and/or parts

### 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)

4,000

Source(s)

LCFF  
4000-4999: Books And Supplies

## Annual Review

### SPSA Year Reviewed: 2022-23

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

## ANALYSIS

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

Daily instruction takes place in our classrooms aligned to the Common Core Standards in English Language Arts (ELA), and according to the HUSD guidelines for instruction in our Bilingual Alternative (BA) classes for English and Spanish. In addition, small group intervention takes place during the school day, as well as before and after school for students according to staff availability and parent permission gathered. We also incorporate online learning and intervention programs to supplement the daily instruction.

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

We have been providing instruction, support, and activities according to the goals and expenditures outlined in our Single Plan for Student Achievement (SPSA) . We plan to continue our efforts to learning and implementing the new universal screener assessment tool. This is helpful in determining student strengths and areas needing growth in literacy.

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.

We look forward to learning the CAASPP results as we are administering CAASPP in the spring of 2023.

We will continue to offer before/after school interventions to students performing below grade level expectations.

# 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

Deeper Learning -- Mathematics

## LEA/LCAP Goal

Hayward Unified School District emphasizes the importance of comprehensible mathematics instruction across all grade levels. Mathematics and Anti-Bias/Anti-Racism are tightly interwoven, as students must feel safe and valued in order to learn and become proficient in numeracy, algebraic concepts and thinking, and higher level math including trigonometry and calculus.

## Goal 2

Mathematics: All students will receive mathematics instruction and demonstrate growth (meeting and exceeding standards) in Mathematics by 1%, as measured by the CAASPP.

## Identified Need

When we compared the results from 2018-19 (23.89% meeting and exceeding standards) with 2021-22 (14.56% meeting and exceeding standards), that indicated an decrease in students scoring meeting and exceeding standards (9.33%). The decrease in Mathematics was larger than the decrease in ELA. There is room for continued growth in student achievement in Mathematics.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP Mathematics Scores	14.56% students meeting and exceeding standards	Growth of 1%

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

Bilingual paraprofessional to support student learning

## 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)

7,673.50

Title I  
2000-2999: Classified Personnel Salaries

## 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

Computer Lab Technician to support staff and 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)

6,078.20

Source(s)

Title I  
2000-2999: Classified Personnel Salaries

## 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

Before/After School Interventions

### 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)

2,500

Source(s)

Title I  
1000-1999: Certificated Personnel Salaries

## 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

Online Learning Subscriptions

**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)

6,472.75

Source(s)

LCFF  
5000-5999: Services And Other Operating  
Expenditures

**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

Instructional and Supplemental Materials

**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)

3,000

Source(s)

Title I  
4000-4999: Books And Supplies

**Strategy/Activity 6****Students to be Served by this Strategy/Activity**

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

All staff to benefit all students

Strategy/Activity

Professional Development and/or Conferences

**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)

234.16

Source(s)

Title I  
5800: Professional/Consulting Services And  
Operating Expenditures

## Strategy/Activity 7

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

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

All staff to benefit all students

### Strategy/Activity

Professional Development and/or Conferences

### 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)

833.36

#### Source(s)

LCFF

5800: Professional/Consulting Services And Operating Expenditures

## Strategy/Activity 8

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

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

All staff to benefit all students

### Strategy/Activity

Extra Hours

### 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)

333.33

#### Source(s)

Title I

1000-1999: Certificated Personnel Salaries

## 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

Release substitutes for assessment and/or observation

### 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)
500	Title I 1000-1999: Certificated Personnel Salaries

**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**

Technology hardware, replacement devices, and/or parts

**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)
4,000	LCFF 4000-4999: Books And Supplies

**Annual Review**

**SPSA Year Reviewed: 2022-23**

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

**ANALYSIS**

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

Daily instruction takes place in our classrooms aligned to the Common Core Standards in Mathematics. In addition, small group intervention takes place during the school day, as well as before and after school for students. We also incorporate online learning and intervention programs to supplement the daily instruction.

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

We have been providing instruction, support, and activities according to the goals and expenditures outlined in our Single Plan for Student Achievement (SPSA) .

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.

We look forward to learning the CAASPP results as we are administering CAASPP in the spring of 2023.

We will continue to offer before/after school interventions to students performing below grade level expectations.



# 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

Deeper Learning: English Language Development

## LEA/LCAP Goal

The Hayward Unified School District has provided all comprehensive school sites with an allocation for a credentialed site English Learner Specialist, along with two recently adopted core English Language Arts curricula, both of which have built-in support for English Learners. The district offered professional development to all ELA teachers as part of its rollout of these adoptions, and continues to offer follow-up support, including Constructing Meaning training for secondary teachers of ELs, and BE GLAD training for elementary teachers of ELs. Alongside these adoptions and professional development, the district is revising its EL Master Plan to more accurately reflect the needs of our EL students and community.

## Goal 3

English Language Development: English Learners (EL) students will demonstrate growth (meeting proficiency) by 1% as measured by the California Summative ELPAC.

## Identified Need

When comparing school years 2018-2019 to 2021-2022 and looking at the Summative ELPAC, the data indicated a decrease in the percentage of students exceeding and meeting standards was under 3%, not statistically significant but less than the comparison year. We look forward to learning the achievement of our students for 2022-2023, so we can compare consecutive school years.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
California Summative ELPAC Data	4.33% Proficient	Growth of 1%

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)

EL students

### Strategy/Activity

Bilingual Paraprofessional to support student learning

### 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)

7,673.50

Source(s)

Title I  
2000-2999: Classified Personnel Salaries

## Strategy/Activity 2

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

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

EL students

Strategy/Activity

Computer Lab Technician to support staff and 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)

6,078.20

Source(s)

Title I  
2000-2999: Classified Personnel Salaries

## Strategy/Activity 3

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

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

EL students performing below grade level expectations

Strategy/Activity

Before/After School Interventions

### 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)

2,500

Source(s)

Title I  
1000-1999: Certificated Personnel Salaries

## Strategy/Activity 4

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

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

EL students

Strategy/Activity

## Online Learning Subscriptions

### 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)

6,472.75

Source(s)

LCFF

5000-5999: Services And Other Operating Expenditures

### Strategy/Activity 5

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

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

EL students

Strategy/Activity

Instructional and/or Supplemental Materials

### 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)

3,000

Source(s)

Title I

4000-4999: Books And Supplies

### Strategy/Activity 6

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

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

Available to all staff to benefit all EL students

Strategy/Activity

Professional Development and/or Conferences

### 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)

234.16

Source(s)

Title I

5800: Professional/Consulting Services And Operating Expenditures

## Strategy/Activity 7

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

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

Available to all staff to benefit all EL students

Strategy/Activity

Professional Development and/or Conferences

### 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)

833.36

Source(s)

LCFF

5800: Professional/Consulting Services And Operating Expenditures

## Strategy/Activity 8

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

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

EL students

Strategy/Activity

Extra Hours

### 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)

333.33

Source(s)

Title I

1000-1999: Certificated Personnel Salaries

## Strategy/Activity 9

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

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

EL students

Strategy/Activity

Release substitutes for assessment and/or observations

### 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)
500	Title I 1000-1999: Certificated Personnel Salaries

**Strategy/Activity 10**  
**Students to be Served by this Strategy/Activity**  
(Identify either All Students or one or more specific student groups)  
EL students

Strategy/Activity  
Technology hardware, replacement devices, and/or parts

**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)
4,000	LCFF 4000-4999: Books And Supplies

# Annual Review

**SPSA Year Reviewed: 2022-23**

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

## ANALYSIS

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

Our English Language Learners receive instruction in the classrooms daily. Support is provided to scaffold for the needs of our ELL students. In addition to the regular classroom instruction, our ELL students also receive daily English Language Development (ELD) instruction. This takes place for 30 minutes a day for kinder students, and 45 minutes per day for students in grades 1-6. Our teachers and students are supported by the leadership of a full time English Language Specialist. In addition, we employ a part time bilingual paraprofessional. The paraprofessional provides primary language support by pushing into classrooms, to work alongside our classroom teachers. More specifically, the bilingual paraprofessionals enters the classrooms and provides support to EL students, in their primary language of Spanish, under the direction of the classroom teacher. In addition, the paraprofessional also conducts literacy groups, along with our ELL specialist, to small groups of ELL students.

When combining the percentage of EL students "maintaining" and "progressing at least one level", we can see that a combined 81.2% EL students achieved this (202 students). Conversely, 18.8% (47 students) decreased one level. We are hopeful that we can target the students that decreased one ELPI level while continuing to support the EL students that maintained and/or progressed at least one ELPI level.

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

We have decreased the Bilingual Paraprofessional position from 90% to 70% FTE for 2023-2024. This reduction was made to maximize the time available to provide direct support to our EL students. At 90% FTE, the Bilingual Paraprofessional was working beyond the regular school hours.

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.

For the 2023 2024 school year, the Bilingual Paraprofessional position will be more closely aligned with the hours students are in school to receive the language and learning support.

# 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

Deeper Learning: Visual and Performing Arts

## LEA/LCAP Goal

The Hayward Unified School District continues to implement its Visual and Performing Arts (VAPA) Master Plan, which focuses on providing all students with equitable access to VAPA programming at all school sites. The district has placed particular emphasis on expanding its instrumental and music programs for students.

## Goal 4

Visual and Performing Arts (Media Arts, Theater, Visual, Dance, Music): Elementary teachers will implement VAPA activities (integrated or stand alone) on a quarterly basis using a variety of discourse techniques (by the end of the 2023 2024 school year).

## Identified Need

This is a new goal for Tyrrell. We identified this need as a specific VAPA goal did not exist previously. This will assist us with a common purpose to provide VAPA learning experiences for our students, schoolwide and in grade levels.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Staff Google Survey to Indicate VAPA activities completed	0 VAPA activity completed on a quarterly basis	1 VAPA activity completed on a quarterly basis

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

Bilingual Paraprofessional to support student learning

## 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)
7673.50	Title I 2000-2999: Classified Personnel Salaries

## 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

Computer Lab Technician to support staff and student tech needs

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

#### Amount(s)

6078.20

#### Source(s)

Title I  
2000-2999: Classified Personnel Salaries

## 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

Instructional and Supplemental Materials needed to teach VAPA lessons

### 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)

1,734.38

#### Source(s)

Title I  
4000-4999: Books And Supplies

## 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

Instructional and Supplemental Materials needed to teach VAPA lessons.

### 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)
2,000	LCFF 4000-4999: Books And Supplies

**Strategy/Activity 5**

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

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

Available to all staff to benefit all students

**Strategy/Activity**

Professional Development and/or Conferences

**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)
234.16	Title I 5800: Professional/Consulting Services And Operating Expenditures

**Strategy/Activity 6**

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

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

Available to all staff to benefit all students

**Strategy/Activity**

Professional Development and/or Conferences

**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)
833.36	LCFF 5800: Professional/Consulting Services And Operating Expenditures

**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

Extra Hours

### **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)

333.33

Source(s)

Title I  
1000-1999: Certificated Personnel Salaries

## **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

Technology hardware, replacement devices, and/or parts

### **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)

4,000

Source(s)

LCFF  
4000-4999: Books And Supplies

# **Annual Review**

## **SPSA Year Reviewed: 2022-23**

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

## **ANALYSIS**

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

This is a new goal for Tyrrell for 2023-2024.

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

This is a new goal for Tyrrell for 2023-2024.

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.

This is a new goal for Tyrrell. Teachers and staff will participate in professional learning for VAPA, and explore resources such as lesson banks containing VAPA learning materials for students.

# 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

Relationship-Centered Schools: School Climate

## LEA/LCAP Goal

RCS: The Hayward Unified School District provides district-level support for Social Emotional Learning, including professional development, communication, and staffing. In addition, it is in the process of creating a Strategic Plan for Social-Emotional Learning, which will include curriculum and capacity building for school staff.

## Goal 5

School Climate:

All students will have access to a safe and welcoming school environment. We will see the following positive contributions to our school environment: a) By end of the school year decrease days of suspension by 10% (as measured by local HUSD measurements), b) by end of the school year, we will see an increase in the percentage of students reporting they feel safe by in school by 10% (as measured by the California Healthy Kids Survey (CHKS), and c) By end of school year increase percentage of students reporting a connection to a caring adult at school by 10% (as measured by the CHKS).

## Identified Need

When reviewing available data we found the following: a) When comparing the 2021-2022 and 2022-2023 suspension data for Tyrrell, the percentage of days suspended from school decreased from 49 to 29; or 41% and the number of incidents decreased from 37 to 11; or 70%, b) during the years 2020-2021, CHKS data was not collected, so there is not a direct correlation from year to year, and c) during the years 2020-2021, CHKS data was not collected, so there is not a direct correlation from year to year. We look forward to receiving the current school year CHKS data to continue to measure our progress on this goal.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
a) HUSD Suspension Data b) California Healthy Kids Survey c) California Healthy Kids Survey	a) 41% (percentage of days students suspended from schools) b) no data available in 2021-2022 c) no data available in 2021-2022	a) 10% decrease b) 10% increase c) 10% increase

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

Bilingual paraprofessional to support student learning

#### 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)

7673.50

##### Source(s)

Title I  
2000-2999: Classified Personnel Salaries

### 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

Computer Lab Technician to provide tech support to teachers and students, while maintaining registration and databases for online learning programs.

#### 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)

6078.20

##### Source(s)

Title I  
1000-1999: Certificated Personnel Salaries

### 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

Instructional and/or supplemental materials to support instruction in the following: SEL, PBIS, Peacebuilders, 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)

1,734.48

Source(s)

Title I  
4000-4999: Books And Supplies

**Strategy/Activity 4****Students to be Served by this Strategy/Activity**

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

Available to all staff to benefit all students

Strategy/Activity

Professional Development and/or Conferences

**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)

234.16

Source(s)

Title I  
5800: Professional/Consulting Services And  
Operating Expenditures

**Strategy/Activity 5****Students to be Served by this Strategy/Activity**

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

Available to all staff to benefit all students

Strategy/Activity

Professional Development and/or Conferences

**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)

833.20

Source(s)

LCFF  
5800: Professional/Consulting Services And  
Operating Expenditures

## 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

Extra Hours

### 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)

333.33

#### Source(s)

Title I

## 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

Independent Contractor and/or Professional Development to provide structured activities/games for students during independent times (recess and/or lunch recess) with organizations such as Playworks.

### 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)

10,000

#### Source(s)

LCFF  
5800: Professional/Consulting Services And  
Operating Expenditures

## 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

Materials for Positive Behavior Intervention and Supports (PBIS) , Peacebuilders, and/or SoulShoppe

### 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)

1500

Source(s)

Unrestricted  
4000-4999: Books And Supplies

## Annual Review

### SPSA Year Reviewed: 2022-23

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

## ANALYSIS

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

Tyrrell is a proud Peacebuilder school. Along with our Peacebuilder program, we also implement Positive Based Intervention and Support (PBIS). The Peacebuilder program provides us with a common language to use with students. This common understanding comes from our Peacebuilder pledge that is recited schoolwide, each week. School staff add to this effort with the implementation of PBIS. Our PBIS work has resulted in a tiered system of behavior management. We have three levels (tiers) identified on our behavior referrals to assist in the the response to behaviors. In addition, students are praised for positive choices with our Tyrrell Triumphs. Tyrrell Triumphs are given to students demonstrating peaceful behaviors: respect, responsibility, and safety . The Triumphs are also incentives that culminate in a monthly Recognition Assembly to highlight desired, positive behaviors by students . These positive choices are modeled by the adults on campus, and ultimately contribute to increasing peace on our campus

The measurement of student behaviors, as indicated on behavior referrals, are tracked and measured through our online, infinite Campus database We also use School Wide Information System (SWIS) to additional gather data according to behaviors on campus. SWIS gives information school wide behaviors, which can be narrowed down to reporting incidents taking place in specific locations, time of day, and over multiple school years In addition, we also review our yearly California Healthy Kids Survey (CHKS) data for feedback CHKS provides student feedback on a variety of questions. We specifically review the data concerning students feeling safe on campus , and their acknowledgement of having an adult they are comfortable talking to.

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

Expenditures to reach this goal were completed according to the guidance in our Single Plan for Student Achievement (SPSA)



Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

In addition to our Peacebuilders and PBIS work, we have included learning opportunities from SoulShoppe. SoulShoppe was funded by a grant this year. This program enhances our existing climate efforts at Tyrrell.

# 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

Relationship Centered Schools: Parent Engagement

## LEA/LCAP Goal

The Hayward Unified School District provides district-level support for parent engagement at the school site level. This includes providing centralized funding for Family Engagement Outreach and Equity Specialists, who work directly with parents to facilitate the connection and communication between families and school.

## Goal 6

Tyrrell will increase the number of parents participating in school activities, including parent advocacy groups and Coffee with the Principal, by 10% over one school year.

## Identified Need

As a result of the remote learning years due to COVID, we have experienced less parent participation. This is also a result of the restrictions of visitors on campus due to COVID and our recent return to in-person learning. We look forward to increased parent participation as our restrictions to visitors and volunteers on campus have been lifted.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Sign in Sheets	0	10% increase

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 Tyrrell parents and guardians

### Strategy/Activity

Tyrrell will provide additional options and opportunities for parents to participate inviting parents to participate in parent committees, informal coffee meetings, and/or parent education workshops. Some of the events that encourage parent engagement are: student recognition assemblies, our Halloween Parade, our Fall Welcome Back to School Festival, the annual Young Artist and Young Author's Fair, Back to School Night, Open House, and more. In addition, supplies for parent meetings, fingerprinting, and/or childcare costs (to attend school meetings) as needed.

### 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)

3,595

Source(s)

Title 1: Parent Allocation  
4000-4999: Books And Supplies

## Annual Review

### SPSA Year Reviewed: 2022-23

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

## ANALYSIS

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

This is a new goal for Tyrrell for 2023-2024.

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

This is a new goal for Tyrrell for 2023-2024.

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.

This is a new goal for Tyrrell. Teachers and staff will explore ways to reach out and encourage parent participation at events such as Back to School Night, Open House, parent committees, parent teacher conferences, etc.

# 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

Relationship-Centered Schools -- Attendance and Chronic Absenteeism

## LEA/LCAP Goal

The Hayward Unified School District provides centralized attendance support for school sites through its Child Welfare and Attendance (CWA) department, with a specific focus on students who are chronically absent. This work is done in collaboration with individual school sites in order to increase overall student attendance.

## Goal 7

Tyrrell Attendance and Chronic Absenteeism: By the end of the 2022-23 school year, our average daily attendance (ADA) data will increase by 1.0 percent as measured by monthly ADA reports.

## Identified Need

There was an increase in Tyrrell's ADA of 1.71% when we compared 2021 2022 to 2022 2023 attendance data. Some of the increase could be related to district policies around Covid cases and class closures for 2021-2022. Attendance has continued to be challenging even though we have returned to in-person learning and have seen improvement. Many students have had to miss school due to COVID protocols and class closures resulting from positive COVID cases, more than once, each time spanning 5-10 days. We expected to see increased attendance as the COVID restrictions, particularly those affecting attendance, continue to be lifted.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
HUSD Attendance Data	89.40%	1% increase

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

Tyrrell staff will collaborate with the district's Child Welfare and Attendance division to reduce families' barriers to attendance, including early intervention and COST 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)

1000

Source(s)

Unrestricted  
0000: Unrestricted

## Annual Review

### SPSA Year Reviewed: 2022-23

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

## ANALYSIS

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

We encourage regular daily attendance. We communicate the importance of being in school everyday, and on time. This information is shared regularly in our staff bulletins, during announcements, at parent committee meetings, and in our monthly newsletters.

There was an increase in Tyrrell's ADA of 1.71% when we compared 2021 2022 to 2022 2023 attendance data. Some of the increase could be related to district policies around Covid cases and class closures for 2021-2022. Attendance has continued to be challenging even though we have returned to in-person learning and have seen improvement. Many students have had to miss school due to COVID protocols and class closures resulting from positive COVID cases, more than once, each time spanning 5-10 days. We expected to see increased attendance as the COVID restrictions, particularly those affecting attendance, continue to be lifted.

We look forward to seeing the 2022 2023 chronically absent data populated into the Dashboard. Attendance has continued to be challenging even though we have returned to in-person learning.

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

Expenditures to reach this goal were completed according to the guidance in our Single Plan for Student Achievement (SPSA)

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.

# 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

Deeper Learning: Science

## LEA/LCAP Goal

## Goal 8

Science: Students will demonstrate growth (meeting and exceeding standards) by 1% as measured by CAST by the end of the 2022-2023 school year.

## Identified Need

When analyzing the previous school year (2021-2022) CAST data, 15.5% of all students tested in fifth grade met and exceeded the standards. Also, 84.5% of all students tested in fifth grade did not meet the standards. We have room for continued improvement in student achievement in Science.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP Science Data	15.5% students meeting and exceeding standards	1% increase

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

Bilingual Paraprofessional to support student learning

### 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)
7673.50	Title I

2000-2999: Classified Personnel Salaries

## 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

Computer Lab Tech to support staff and 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)

6078.20

Source(s)

Title I  
2000-2999: Classified Personnel Salaries

## Strategy/Activity 3

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

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

All students performing below grade level expectations

Strategy/Activity

Before/After School Interventions

### 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)

2,500

Source(s)

Title I  
1000-1999: Certificated Personnel Salaries

## 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

Online Learning Subscriptions

### 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)
6,472.75	LCFF 5000-5999: Services And Other Operating Expenditures

**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**

Instructional and Supplemental Materials

**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)
3,000	Title I 4000-4999: Books And Supplies

**Strategy/Activity 6**

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

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

Available for all staff to benefit all students

**Strategy/Activity**

Professional Development and/or Conferences

**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)
234.16	Title I 5800: Professional/Consulting Services And Operating Expenditures

**Strategy/Activity 7**

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



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

Available to all staff to benefit all students

Strategy/Activity

Professional Development and/or Conferences

### **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)

833.36

Source(s)

LCFF  
5800: Professional/Consulting Services And  
Operating Expenditures

### **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

Extra Hours

### **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)

333.33

Source(s)

Title I  
1000-1999: Certificated Personnel Salaries

### **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

Release substitutes for observation and/or assessment

### **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)

500

Source(s)

Title I  
1000-1999: Certificated Personnel Salaries

## 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

Technology hardware, replacement devices, and/or parts

### 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)

4,000

Source(s)

LCFF  
4000-4999: Books And Supplies

## Annual Review

### SPSA Year Reviewed: 2022-23

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

## ANALYSIS

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

Daily instruction takes place in our classrooms aligned to the Common Core Standards in Science. In addition, small group intervention taking place during the school day, it is also offered before and/or after school for students performing below grade level expectations. We also incorporate online learning and intervention programs to supplement the daily instruction.

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

We have been providing instruction, support, and activities according to the goals and expenditures outlined in our Single Plan for Student Achievement (SPSA) .

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.

We look forward to learning the CAASPP results as we are administering CAASPP in the spring of 2023.

We will continue to offer before/after school interventions to students performing below grade level expectations.

# 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	\$176,275.00
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$182,370.00

## 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	\$113,384.00

Subtotal of additional federal funds included for this school: \$113,384.00

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 (\$)
LCFF	\$62,891.00
Title 1: Parent Allocation	\$3,595.00
Unrestricted	\$2,500.00

Subtotal of state or local funds included for this school: \$68,986.00

Total of federal, state, and/or local funds for this school: \$182,370.00

# 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
LCFF	62,891.00	0.00
Title I	113,384.00	0.00

## Expenditures by Funding Source

Funding Source	Amount
LCFF	62,891.00
Title 1: Parent Allocation	3,595.00
Title I	113,384.00
Unrestricted	2,500.00

## Expenditures by Budget Reference

Budget Reference	Amount
0000: Unrestricted	1,000.00
1000-1999: Certificated Personnel Salaries	19,744.85
2000-2999: Classified Personnel Salaries	76,432.00
4000-4999: Books And Supplies	42,563.86
5000-5999: Services And Other Operating Expenditures	25,891.00
5800: Professional/Consulting Services And Operating Expenditures	16,404.96

## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
4000-4999: Books And Supplies	LCFF	22,000.00
5000-5999: Services And Other Operating Expenditures	LCFF	25,891.00

5800: Professional/Consulting Services And Operating Expenditures	LCFF	15,000.00
4000-4999: Books And Supplies	Title 1: Parent Allocation	3,595.00
	Title I	333.33
1000-1999: Certificated Personnel Salaries	Title I	19,744.85
2000-2999: Classified Personnel Salaries	Title I	76,432.00
4000-4999: Books And Supplies	Title I	15,468.86
5800: Professional/Consulting Services And Operating Expenditures	Title I	1,404.96
0000: Unrestricted	Unrestricted	1,000.00
4000-4999: Books And Supplies	Unrestricted	1,500.00

## Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	31,625.30
Goal 2	31,625.30
Goal 3	31,625.30
Goal 4	22,886.93
Goal 5	28,386.87
Goal 6	3,595.00
Goal 7	1,000.00
Goal 8	31,625.30

# 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
Ignacio Reyes-Saldana	Classroom Teacher
Stacey Vidal-Butler	Principal
Aracely McKimmey	Classroom Teacher
Mayra Zarate	Parent or Community Member
Genara Miller	Parent or Community Member
Katherin James	Other School Staff
Teresa Trejo	Parent or Community Member
Alejandra de la Cruz	Parent or Community Member
Jenni Valle	Parent or Community Member
Bob Hamm	Classroom Teacher

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**



English Learner Advisory Committee

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 March 16, 2023.

Attested:



Principal, Stacey Butler on March 16, 2023



SSC Chairperson, Jenni Valle on March 16, 2023





## Tyrrell Elementary School

27000 Tyrrell Avenue, Hayward, CA 94544-38236

Telephone 510-723-3935 / Fax 510-781-6113

Stacey Butler, Principal

Tesha Holt, Assistant Principal

### HOME/SCHOOL COMPACT

**We believe that teamwork between the school, teacher, parent/guardian, and student will create a more positive environment where students will be successful learners.**

#### Together Everyone Achieves More

Our school will:

- Provide a safe, clean, and healthy learning environment for every student.
- Model clear and consistent standards of behavior.
- Encourage and support parent involvement and education.
- Invite families to celebrate their children's efforts and successes.
- Communicate school's activities and children's efforts and successes.

Administrator Signature: \_\_\_\_\_ Date: \_\_\_\_\_

As a teacher, I will:

- Be a partner with the parent/guardian in educating his/her child.
- Involve parents and communicate with the home on a regular basis.
- Give each child instruction tailored to his/her need.
- Have clear, consistent rules for behavior for children.
- Appreciate each child's gift and talents, including his/her language and culture.
- Contact parents with good news and concerns.

Teacher Signature: \_\_\_\_\_ Date: \_\_\_\_\_

As a parent/guardian, I will:

- Be a partner with the school and teacher to support my child's learning.
- See to it that my child arrives at school on time every day.
- Have clear, consistent rules for behavior for children.
- Maintain a routine which includes time for homework and reading in a quiet place.
- Spend time either reading to my child or listening to my child read every day.
- Attend Back to School Night, Parent-Teacher Conferences, Open House, and other school activities.

Parent/Guardian Signature: \_\_\_\_\_ Date: \_\_\_\_\_

As a student, I will:

- Come to school with a positive attitude and be prepared to work.
- Do my very best work.
- Follow the school and classroom rules.
- Return completed homework on time
- Read for 20 minutes, daily
- Math: I will work on memorizing my math facts (Kindergarten/1st: counting 0-100, 2nd: Multiplication 1's, 2's, 5's, 10's, 3rd: Multiplication 0-12, 4th-6th: Division facts 0-12)

Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_

# Tyrrell Elementary School

27000 Tyrrell Avenue, Hayward, CA 94544-3826 \* Telephone (510) 723-3935 •Fax (510) 783-2352

Stacey Butler, Ed. D., Principal \* Tesha Holt, Assistant Principal

## **Title I, Part A School-Level Parent and Family Engagement Policy**

This policy describes the means for carrying out designated Title I, Part A parent and family engagement requirements pursuant to ESSA Section 1116(c).

Each school served under this part shall jointly develop with, and distribute to, parents and family members of participating children a written parent and family engagement policy, agreed on by such parents, that shall describe the means for carrying out the requirements of subsections (c) through (f). How are parents notified of the policy in an understandable and uniform format and, to the extent practicable, provided in a language the parents can understand? How is the policy made available to the local community? How and when is the policy updated periodically to meet the changing needs of parents and the school (ESSA Section 1116[b][1])?

\*Tyrrell parents are notified of the policy through back to school communication (Annual Updates in the HUSD Parent Portal). The policy is distributed both in English and Spanish. The policy is also shared during the Annual Title 1 Notification meeting (held during the fall of each year).

\* Alert parents through a phone call where to access this information and to complete the Annual Updates in the HUSD Parent Portal .

\* Tyrrell distributes the policy through Peachjar (online communication system) and displays it on the school website.

~~\* The policy is reviewed and updated during the spring of each school year. This is done in the School Site Council.~~

To involve parents in the Title I, Part A programs, the following practices have been established:

- The involvement of parents is ensured by offering the following opportunities:
  - Before/After School Activities
  - Parent Universities/Parent Teacher Committee
  - Parent/Teacher Conferences
  - Encouragement of Educational partnerships with community members and businesses
  - Collaboration with the Family Engagement Specialist (FES) and school staff

The school convenes an annual meeting to inform parents about Title I, Part A requirements and about the right of parents to be involved in the Title I, Part A program (ESSA Section 1116[c][1]). Add details about the annual meetings in the box below:

- Tyrrell Elementary provides information about Title 1, Part A, and the rights of parents to be involved in the program through ongoing communication of the following:
  - Parent Information about Back to School Night/Open House
  - Parent Conferences
  - Report Cards
  - Monthly Newsletters/Online Publication/Website
  - Student/Parent Handbook
  - Mass Phone Messaging System/Texts/Emails/Class Dojo/Remind
  - School Marquee to Communicate Information
  - Parent Workshops in our Parent Center
  - Parent Committees/Meetings
  - School website

The school offers a flexible number of meetings for Title I, Part A parents, such as meetings in the morning or evening (ESSA Section 1116[c][2]). Add details about the meetings in the box below:

- A variety of meetings days/times are offered for parents to participate
- School Site Council: Monthly afternoon
- English Language Advisory Committee: Bi-monthly morning
- Parent Teacher Committee: 1-2 times per month afternoon
- Parent Center is Open: Monday through Friday all day

The school involves parents of Title I, Part A students in an organized, ongoing, and timely way, in the planning, review, and improvement of the school's Title I, Part A programs and the Title I, Part A parent involvement policy (ESSA Section 1116[c][3]). How does the school involve parents?

- The Tyrrell Parent Involvement Policy is reviewed and updated yearly, during the spring of each school year.

The school provides parents of Title I, Part A students with timely information about Title I, Part A programs (ESSA Section 1116[c)(4)[A]). How does the school provide the information?

- Information about programs is communicated monthly through our school newsletter.
- Information is also shared through our mass phone messaging system.
- Information is displayed on our school website.
- Information is displayed on our school marquee sign.

- Information is shared during our various parent meetings (SSC, ELAC, Principal's Coffee, PTC, etc.)
- Information is shared amongst school staff and families.

The school provides parents of Title I, Part A students with an explanation of the curriculum used at the school, the assessments used to measure student progress, and the proficiency levels students are expected to meet (ESSA Section 1116[c][4][B]). How does the school provide the information?

- The school provides information and assistance to parents to understand curriculum used, assessments, student progress and proficiency levels by the following:
  - Parent Orientation/Back to School Night
  - Parent Conferences
  - State Test Results sent home
  - Student Report Cards Sent Home
  - School Reports listed on the State of California Website
  - Student Achievement discussed and reviewed in SSC and other parent meetings (ELAC, PTC, Principal's Coffee, etc.)
  - Parent Center on Campus
  - Family Engagement Specialist (FES) to provide support to families and maintain the Parent Center

If requested by parents of Title I, Part A students, the school provides opportunities for regular meetings that allow the parents to participate in decisions relating to the education of their children (ESSA Section 1116[c][4][C]). How does the school provide the opportunities?

- A variety of meetings days/times are offered for parents to participate
- School Site Council: Monthly afternoon
- English Language Advisory Committee: Bi-monthly morning
- Parent Teacher Committee: Monthly afternoon
- Parent Center Open: Monday through Friday all day

The school engages Title I, Part A parents in meaningful interactions with the school. The Compact supports a partnership among staff, parents, and the community to improve student academic achievement. To help reach these goals, the school has established the following practices:

The school provides Title I, Part A parents with assistance in understanding the state's academic content standards, assessments, and how to monitor and improve the achievement of their children (ESSA Section 1116[e][1]).

- The school provides parents opportunities to learn information about the state's academic content standards, assessment, and how to monitor student achievement by the following:
  - Monthly Principal's Coffee Meetings
  - English Language Advisory Committee Meetings
  - School Site Council Meetings
  - Parent Teacher Committee Meetings
  - Parent Conferences
  - Communication with School Staff

The school provides Title I, Part A parents with materials and training to help them work with their children to improve their children's achievement (ESSA Section 1116[e][2]).

- The school provides parent training opportunities to help them improve their children's achievement by the following:
  - Monthly Principal's Coffee Meetings
  - English Language Advisory Committee Meetings
  - School Site Council Meetings
  - Parent Teacher Committee Meetings
  - Parent Conferences
  - Parent Center Workshops
  - Professional Development Opportunities (site and/or district sponsored)

With the assistance of Title I, Part A parents, the school educates staff members in the value of parent contributions, and in how to work with parents as equal partners (ESSA Section 1116[e][3]).

- The school provides guidance and information about communication and the involvement of parents in yearly training sessions.
- Information is also available for teachers/staff in the staff handbook.

The school coordinates and integrates the Title I, Part A parental involvement program with other programs, and conducts other activities, such as parent resource centers, to encourage and support parents in more fully participating in the education of their children (ESSA Section 1116[e][4]).

- The school provides parent training opportunities to help them improve their children's achievement by the following:
  - Monthly Principal's Coffee Meetings
  - English Language Advisory Meetings
  - School Site Council Meetings
  - Parent Teacher Committee Meetings
  - Parent Conferences

- Parent Center (open Monday through Friday)
- English as a Second Language (ESL) classes (when provided by community partners)
- Professional Development Opportunities

The school distributes Information related to school and parent programs, meetings, and other activities to Title I, Part A parents in a format and language that the parents understand (ESSA Section 1116[e][5]).

- Information is distributed to parents both in English and Spanish.

The school provides support for parental involvement activities requested by Title I, Part A parents (ESSA Section 1116[e][14]).

- The school provides support for parent involvement activities by the following efforts:
  - Family Engagement Specialist (FES)
  - Parent Center (open Monday through Friday)
  - Parent Workshops
  - School Site Council will review this policy annually and make any necessary recommendations for changes.
  - School Site Council will schedule additional meetings as necessary to address any issues or concerns.
  - Parent representation will be encouraged on our Site Based Decision Making (SBDM) team.

The school provides opportunities for the participation of all Title I, Part A parents, including parents with limited English proficiency, parents with disabilities, and parents of migratory students. Information and school reports are provided in a format and language that parents understand (ESSA Section 1116[f]).

Please attach the School-Parent Compact to this document.

This policy was adopted by the Tyrrell Elementary School School Site Council on April 28, 2023 and will be in effect through June 30, 2024.

The school will distribute the policy to all parents of students participating in the Title I, Part A program by posting electronically, or before: August 15, 2023

**Signature of Authorized Official**

**Date**

California Department of Education