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	05/05/2022	May 25th, 2022

School Mission and Vision Statements

TYRRELL VISION
Tyrrell students will be prepared, challenged, and motivated in a 21st Century learning environment that produces life-long learners who are college bound and career ready.

TYRRELL MISSION
Tyrrell is a learning community that develops, prepares, and inspires the whole child to become a lifelong learner, realizing their potential as a socially responsible citizens.

Purpose and Description

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

Schoolwide Program
EXECUTIVE SUMMARY
SINGLE PLAN FOR STUDENT ACHIEVEMENT (SPSA)
TYRRELL ELEMENTARY SCHOOL
April 5, 2022

The Tyrrell staff Is dedicated and committed to HUSD's vision that students will be prepared, challenged, and motivated in a 21st Century learning environment that develops the physical, intellectual and emotional success of all learners. At Tyrrell Elementary School, we place priority on student safety and student achievement Our school Is a learning community that develops and prepares the whole child to become a lifelong learner, who realizes his/her potential as a socially responsible citizen. To increase student achievement, we place a consistent focus on student engagement, best instructional practices, and transparency of the Common Core standards. Our staff works collaboratively to address the needs of all members of the Tyrrell community. The Hayward Unified School District is committed to establishing and sustaining a community that shares collective responsibility to recognize, interrupt, disrupt, and eliminate inequitable actions, decisions, and outcomes, especially those that result from and perpetuate racism. The Governing Board of the Hayward Unified School District rejects all forms of racism as destructive to the District's mission, vision, and core value of equity.

HUSD's Single Plan for Student Achievement

HUSD's SPSA's now follow the state template in order to be In compliance with state guidelines. Additionally, it is organized around the District's Priorities:

Priority 1: Financial and operational decisions will be driven by student success and district priorities and goals.
Priority 2: Ensure ALL students graduate collage and/or career ready.
Priority 3: To create a safe and positive school climate.
Priority 4: Engage students, families, staff and community to support student achievement and success.

Our SPSA has 6 performance goals aligned to HUSD's Local Education Agency plan. These goals include:
1. ELA: Students will demonstrate academic growth (meeting and exceeding standards) by 1% as measured by CAASPP at the end of the 2022-2023 school year.
2. Math: Students will demonstrate academic growth (meeting and exceeding standards) by 1% as measured by CAASPP at the end of the 2022-2023 school year.
3. ELL: By the end of the 2022-2023 school year, 80% of EL students will improve in each language area, by at least one level, as measured by the ELPAC (Listening, Speaking, Reading, and Writing).
4. School Climate: By the end of the 2022-2023 school year we will improve the following school climate outcomes: 1) Decrease the days of suspension by 10% as measured by suspension/expulsion data. 2) Increase the percentage of students reporting they feel safe at school by 10%, as measured by the California Healthy Kids Survey (CHKS) 3) Increase

percentage of students reporting a connection to a caring adult at school by 10%, as measured by the CHKS.

5. Attendance: By the end of the 2022-2023 school year, our average daily attendance (ADA) will increase by 1.0 percent, as measured by monthly ADA reports.

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

Data Analysis
Our SPSA includes an analysis of recent student achievement data available. Due to no new California Assessment of Student Performance and Progress (CAASPP) available for 2020-2021, we were unable to determine student progress for goals 1, 2, and 6.

Specific Actions and Tasks to Meet Performance Goals
In order to achieve the above stated goals, Tyrrell Elementary School has set forth specific goals and related actions in our SPSA that Include:

- Tyrrell will continue to execute ongoing data analysis to improve student engagement and refine instructional strategies. Instructional collaboration and planning will take place during grade level collaboration and staff professional learning time to analyze assessments and student achievement data.
- The Family Engagement Specialist and Principal (along with various school staff) will facilitate parent engagement through Parent University workshops in order to improve parent awareness of activities occurring at Tyrrell, and encourage parents in becoming full participants at Tyrrell. The Parent University and Parent Teacher Committee will also contribute to engaging and empowering our parent population.
- Tyrrell will engage professional development opportunities centered on English Language Arts, Math, and Science to further our

implementation of the Common Core Standards, with a thematic approach. Professional development will include district sponsored staff development days, school minimum days, and monthly professional learning time. Site professional development will continue to be collaboratively planned and delivered by the school principal, assistant principal, partner teacher and Instructional Leadership Team (ILT). In addition, professional learning opportunities will include elements Deeper Learning Practices, Culturally Responsive Teaching, Depth of Knowledge and Equity.

- Reading and Literacy Intervention and materials will be available for Tyrrell staff to support students who are not performing at grade level expectations, and to differentiate instruction in the classroom.
- School staff, School Site Council (SSC), teacher committees, and parent groups will continue to reflect upon the effectiveness of Instructional programs to increase student achievement, improve school attendance, decrease the number of long term English Language Learners (ELL), and strengthen our school climate.

Budget
As outlined In the SPSA, the majority of Tyrrell's supplemental funds are spent on:

- Support personnel to assist student learning in English Language Arts, Mathematics, English Language Development (ELD), and Instructional Technology.
- Ongoing assessment and supplemental curriculum to provide differentiated instruction
- Instructional planning, collaboration and regular data analysis and/or before and after school Intervention time for students.
- Technology hardware and software such as IPads, apps, and online programs for daily instruction and intervention to further engage students and promote a 21st Century learning environment

- Teacher education through professional development to broaden teachers' expanding knowledge of Common Core, student engagement, and the use of technology In the classroom, further enhancing the professional growth of our staff.
- Provide resources necessary to continue the implementation of our Positive Based Intervention and Supports (PBIS) and increase student attendance.
- Parent Engagement

Schoolwide Program
The purpose of this plan is to set goals and plan actions that will result in ongoing growth and continued school improvement. Our SPSA includes 6 goals in the following areas: English Language Arts. Mathematics, English Language Learners, Attendance, School Climate, and Science. With regular analysis of available student achievement data , we are able to plan and adjust instruction according to student needs overtime

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.

Our school plan meets the ESSA requirements as it is aligned with the Local Control Accountability Plan, as well as other local , state and federal guidelines. Our school is focused on the following State Priorities

Priority 2: State Standards (Condition of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6. School Climate (Engagement)
Priority 7: Course Access (Conditions of Learning)

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Comprehensive Needs Assessment Components

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

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

Tyrrell Elementary holds regular meetings, both formal and informal, on a regular basis with staff, parents and students. Class meetings take place and both formal and informal committee meetings are held with our families. These meetings include the following: School Site Council (SSC), English Language Advisory Committee (ELAC), Parent Teacher Committee (PTC) Site Based Decision Making Team (SBDM), monthly staff meetings, Principal's Coffee, and the Instructional Leadership Team (ILT). Each of these committees develop surveys and tools to gather information from the teaching staff regarding student achievement, attendance, behavior, and various other topics.

Several surveys are conducted throughout the year. Parents complete the yearly Parent Survey to measure parent feedback and understanding of school practices. Our fifth grade students participate in the California Healthy Kids Survey (CHKS). This survey measures a variety of items related to student perceptions around safety at school and positive relationships with staff. Staff and parents also participate in the yearly Youth Enrichment Program feedback survey at the end of each school year. This provides helpful feedback for ongoing planning of the YEP program. Staff members participate in a yearly survey to inform the planning of our Single Plan for Student Achievement (SPSA), and a yearly Professional Development survey to provide our ILT with valuable feedback to guide the planning of professional learning opportunities.

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

Tyrrell's principal and assistant principal visit classrooms on a regular basis. These visits include both formal and informal visits. Informal visits are brief in nature and often include interacting with students, and offering support to teachers. Formal visits are part of the formal observation procedures. Formal visits also result in written feedback posing questions to teachers centered on Deeper Learning Practices, student engagement strategies, and questions that encourage reflection.

Analysis of Current Instructional Program

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

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

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

Standards, Assessment, and Accountability

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

Tyrrell analyzes state assessment data to measure student achievement. The California Assessment of Student Progress and Performance (CAASPP) and English Language Proficiency Assessments for California (ELPAC) provide data that demonstrates progress students are making, and inform our planning for instruction. District assessments also provide a clearer understanding of student achievement levels, and serve as multiple measures to confirm findings. These assessments include Fountas and Pinnell Reading Benchmark Assessment and the Basic Phonics Skills Test (BPST) . Our primary grades, K-2, also administer district created Writing Tasks and Math Benchmarks. Our upper grades, 3rd-6th grade, administer the Interim Assessment Blocks (IAB) assessments and/or other alternative assessments. It must be noted that during the 2020-2021 school year local assessments became optional for staff to administer due to distance learning. The California Assessment of Student Performance and Assessment (CAASPP) will be administered to students this spring to students in grades 3-6.

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

Regular monitoring of student achievement data, to identify progress, takes place during grade level collaboration. Grade level teams then determine next steps for instruction based on the results of the data. This also assists in the creation of intervention groups to take place during and after school, and to identify academic progress overtime.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All teacher certification requirements are verified by our Human Resources department. Teachers are credentialed by the California Commission on Teacher Credentialing to teach K-12 students in California. In addition, our teachers have also earned the CLAD or BCLAD authorization. This permits our teachers to teach English Language Learners and Bilingual students.

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

Tyrrell teachers have access to the adopted curriculum and instructional materials for their specific grade level. The school district provides training on new curricular adoptions. Our school sites provides ongoing professional development opportunities, while district leadership offers additional professional learning opportunities to staff during the school year.

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

Professional development is aligned with our school goals and goals of the school district. Our focus areas include teaching the Common Core Standards with a focus on the following: Deeper Learning Practices, Student Academic Achievement, Social Emotional Learning, Anti-Bias Anti-Racist (ABAR), and assessment. There is also an intentional effort to provide learning opportunities for our staff to implement the use of instructional technology, both as a teaching tool and tool for students to demonstrate their learning.

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

Our newest teachers are supported with mentors through the Induction Program. This is in addition to grade level interactions and support provided by the administration. Release time is provided to teachers to observe fellow teachers to learn from others as well as additional professional development opportunities.

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

Tyrrell teachers participate in grade level collaboration every Wednesday afternoon. This takes place on Wednesdays when students are dismissed early, also referred to as early release Wednesday. During Distance Learning, teachers have identified alternate times during the week, per grade level teams, to conduct weekly collaboration.

Teaching and Learning

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

Instruction is planned within our grade level team meetings. Instruction is based the Common Core Standards for each grade level. Teachers are provided with the district adopted curriculum for their grade and supplementary materials such as student workbooks. Tyrrell implements Balanced Literacy. This also brings a book room filled with read alouds, big books, and leveled text to further literacy instruction and learning for students. Additional resources are also available to our teaching staff in our math, science and history closets. These materials include videos, read aloud books to create curiosity about a topic, realia, labs, and manipulatives for a hands-on experience. In addition, we provide a variety of online instructional teaching tools and an individualized intervention programs.

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

Tyrrell teachers are guided by the district requirements for instructional minutes. HUSD requires at least 150 minutes of English Language Arts (ELA) instruction, and 90 minutes of instruction in Mathematics.

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

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

Tyrrell classes are provided with adequate textbooks per student, for each academic subject as required by the Williams Act of 1968. This includes English Language Arts, Mathematics, Science, and Social Studies.

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

Tyrrell, under the direction of HUSD, complies with federal and state guidelines regarding the use of SBD adopted and standards-aligned instructional minutes.

Opportunity and Equal Educational Access

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

Tyrrell elementary school receives state and federal funds to support students performing below grade level expectations. These funds are used to hire teachers to provide intervention classes before or after school, in the way of extra hours. In addition, these funds are also used to purchase intervention materials such as curriculum and materials needed to support students in understanding concepts.

Evidence-based educational practices to raise student achievement

Tyrrell implements a balanced literacy approach to reading and writing instruction. In addition, research based assessments and intervention systems are used to inform the instruction taking place. Those assessments include Fountas and Pinnell Reading Benchmark Assessment System (BAS) Accelerated Reader (AR) (STAR Reading). Leveled Literacy Intervention (LLI) in English while Soluciones is used for guided reading intervention in Spanish. Teachers also utilize small group instruction and assign online practice of skills though IXL Learning and Lexia.

Parental Engagement

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

Resources to support students are shared with families during parent teacher conferences, committee meetings, and the monthly Principal's Coffee meetings.

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

Funding

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

Tyrrell receives both federal and state funds to assist in meeting the goals outlined in our Single Plan for Student Achievement (SPSA). The action items in each strategy are supported in the budget allocations. Students performing below grade level expectations are targeted for small group intervention either during the school day or after school.

Fiscal support (EPC)

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

The writing of the 2022-2023 Tyrrell SPSA began in January of 2022. 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 five 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 March 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 parents representing our various committees to provide opportunities to learn about our SPSA and provide input. The 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 2022-2023 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 2022-2023 SPSA . In addition, information about our SPSA was shared with families at our Annual Title 1 Parent Notification Meeting This took place in September, 2021.

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. Poverty
The students that attend Tyrrell live in South Hayward, California. According to a recent neighborhood study, South Hayward is representative of a high concentration of families in poverty. This rate of poverty is higher in South Hayward than in Hayward at large, Alameda County, and the State of California. (Needs Assessment, August 2017, Hayward Promise Neighborhood)

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.

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

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.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	**Number of Students**		
	18-19	**19-20**	**20-21**
Kindergarten	89	77	70
Grade 1	95	81	74
Grade 2	92	103	76
Grade3	90	87	99
Grade 4	113	84	87
Grade 5	98	116	92
Grade 6	98	92	102
Total Enrollment	675	640	600

Conclusions based on this data:

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

2. We experienced a slight increase in grades third, fourth and sixth (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**		
	18-19	**19-20**	**20-21**	**18-19**	**19-20**	**20-21**
English Learners	386	361	326	57.2%	56.4%	54.3%
Fluent English Proficient (FEP)	176	182	135	26.1%	28.4%	22.5%
Reclassified Fluent English Proficient (RFEP)	76	54	1	18.0%	14.0%	0.3%

Conclusions based on this data:

1. We look forward to learning the EL achievement data for 2021-2022 upon reaching July, 2022.

2. According to the multi-year data, we see a consistent decline in the number (and percentage) of ELL students.

3. There was a slight decrease in the percentage of students reaching reclassification (RFEP) That is indicated as 14% to 0.3%. We look forward to learning our current results with the recent completion of this year's ELPAC testing. We believe this is a result of the ongoing pandemic and school closures (remote learning) that we've been working through. Even though we have returned to in-person learning, our ELD instructional time has not returned to it's ideal state. Currently, students receiving ELD integrated during the school day by classroom teachers. We look forward to returning to designated ELD instruction students received prior to the pandemic.

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		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	116	88	95	108	87	0	108	87	0	93.1	98.9	0.0
Grade 4	98	110	88	94	105	0	94	104	0	95.9	95.5	0.0
Grade 5	110	90	92	108	88	0	108	88	0	98.2	97.8	0.0
Grade 6	99	98	100	97	95	0	97	95	0	98	96.9	0.0
All Grades	423	386	375	407	375	0	407	374	0	96.2	97.2	0.0

The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students												
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	2372.	2369.		4.63	3.45		19.44	14.94		30.56	34.48		45.37	47.13	
Grade 4	2434.	2433.		14.89	4.81		18.09	25.96		23.40	29.81		43.62	39.42	
Grade 5	2454.	2473.		7.41	12.50		19.44	26.14		25.93	20.45		47.22	40.91	
Grade 6	2498.	2485.		7.22	7.37		28.87	24.21		35.05	29.47		28.87	38.95	
All Grades	N/A	N/A	N/A	8.35	6.95		21.38	22.99		28.75	28.61		41.52	41.44	

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	4.63	3.45		49.07	50.57		46.30	45.98	
Grade 4	9.57	10.58		50.00	50.00		40.43	39.42	
Grade 5	7.41	11.36		41.67	51.14		50.93	37.50	
Grade 6	10.31	10.53		47.42	41.05		42.27	48.42	
All Grades	7.86	9.09		46.93	48.13		45.21	42.78	

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	5.56	3.45		44.44	43.68		50.00	52.87	
Grade 4	12.77	13.46		51.06	61.54		36.17	25.00	
Grade 5	17.59	20.45		41.67	55.68		40.74	23.86	
Grade 6	11.34	11.58		56.70	50.53		31.96	37.89	
All Grades	11.79	12.30		48.16	53.21		40.05	34.49	

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	2.78	11.49		75.00	66.67		22.22	21.84	
Grade 4	8.51	4.81		67.02	66.35		24.47	28.85	
Grade 5	3.70	9.09		68.52	56.82		27.78	34.09	
Grade 6	6.19	6.32		68.04	62.11		25.77	31.58	
All Grades	5.16	7.75		69.78	63.10		25.06	29.14	

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	8.33	6.90		51.85	50.57		39.81	42.53	
Grade 4	14.89	5.77		57.45	65.38		27.66	28.85	
Grade 5	11.11	17.05		49.07	43.18		39.81	39.77	
Grade 6	23.71	11.58		54.64	52.63		21.65	35.79	
All Grades	14.25	10.16		53.07	53.48		32.68	36.36	

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. We look forward to our return to CAASPP administration and reporting for 2021-2022.

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**		
	17-18	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**
Grade 3	116	88	95	112	88	0	112	88	0	96.6	100	0.0
Grade 4	98	110	88	95	109	0	95	109	0	96.9	99.1	0.0
Grade 5	110	90	92	108	90	0	108	90	0	98.2	100	0.0
Grade 6	99	98	100	98	98	0	98	98	0	99	100	0.0
All Grades	423	386	375	413	385	0	413	385	0	97.6	99.7	0.0

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	**Mean Scale Score**			**% Standard**			**% Standard Met**			**% Standard Nearly**			**% Standard Not**		
	17-18	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**
Grade 3	2381.	2384.		2.68	5.68		21.43	19.32		31.25	21.59		44.64	53.41	
Grade 4	2445.	2442.		6.32	7.34		25.26	22.94		38.95	35.78		29.47	33.94	
Grade 5	2458.	2482.		10.19	12.22		14.81	15.56		21.30	36.67		53.70	35.56	
Grade 6	2476.	2454.		6.12	6.12		14.29	6.12		30.61	29.59		48.98	58.16	
All Grades	N/A	N/A	N/A	6.30	7.79		18.89	16.10		30.27	31.17		44.55	44.94	

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	17-18	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**
Grade 3	10.71	12.50		35.71	39.77		53.57	47.73	
Grade 4	14.74	17.43		38.95	28.44		46.32	54.13	
Grade 5	18.52	20.00		21.30	32.22		60.19	47.78	
Grade 6	11.22	7.14		27.55	20.41		61.22	72.45	
All Grades	13.80	14.29		30.75	29.87		55.45	55.84	

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	17-18	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**
Grade 3	7.14	9.09		39.29	31.82		53.57	59.09	
Grade 4	10.53	11.93		54.74	43.12		34.74	44.95	
Grade 5	9.26	14.44		36.11	40.00		54.63	45.56	
Grade 6	9.18	4.08		38.78	32.65		52.04	63.27	
All Grades	8.96	9.87		41.89	37.14		49.15	52.99	

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	17-18	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**
Grade 3	8.93	7.95		60.71	44.32		30.36	47.73	
Grade 4	11.58	11.93		46.32	48.62		42.11	39.45	
Grade 5	6.48	10.00		44.44	45.56		49.07	44.44	
Grade 6	9.18	8.16		41.84	33.67		48.98	58.16	
All Grades	8.96	9.61		48.67	43.12		42.37	47.27	

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. We look forward to our return to CAASPP administration and reporting for 2021-2022.

School and Student Performance Data

ELPAC Results

Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	1413.5	1418.4	1363.6	1419.7	1424.3	1378.0	1398.7	1404.7	1329.6	70	67	46
1	1444.2	1465.2	1402.6	1447.1	1471.0	1409.9	1440.7	1458.8	1394.8	73	72	48
2	1458.5	1486.1	1462.6	1452.5	1478.8	1454.0	1463.9	1493.0	1470.5	66	59	45
3	1489.9	1497.5	1469.8	1487.4	1493.5	1463.4	1491.9	1500.9	1475.7	58	55	57
4	1496.3	1515.6	1468.9	1488.4	1508.7	1458.4	1503.7	1522.1	1478.8	43	56	41
5	1513.9	1535.7	1513.8	1502.3	1528.1	1496.7	1525.0	1542.7	1530.5	45	42	50
6	1504.2	1524.0	1507.2	1492.3	1515.6	1490.0	1515.6	1531.8	1523.9	28	37	42
All Grades										383	388	329

ELPAC Summative Assessment Data — Number of Students and Mean Scale Scores for All Students

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	17.14	13.43	2.17	28.57	41.79	10.87	34.29	31.34	34.78	20.00	13.43	52.17	70	67	46
1	28.77	16.67	2.08	23.29	43.06	20.83	20.55	26.39	31.25	27.40	13.89	45.83	73	72	48
2	21.21	22.03	4.44	45.45	42.37	40.00	21.21	18.64	37.78	*	16.95	17.78	66	59	45
3	*	14.55	1.79	41.38	56.36	28.57	36.21	20.00	53.57	*	9.09	16.07	58	55	56
4	*	23.21	2.44	58.14	46.43	24.39	*	16.07	41.46	*	14.29	31.71	43	56	41
5	26.67	33.33	18.37	48.89	42.86	36.73	*	16.67	22.45	*	7.14	22.45	45	42	49
6	*	18.92	11.90	46.43	43.24	38.10	*	21.62	30.95	*	16.22	19.05	28	37	42
All Grades	19.06	19.59	6.12	39.43	45.10	28.44	25.85	22.16	36.39	15.67	13.14	29.05	383	388	327

Overall Language — Percentage of Students at Each Performance Level for All Students

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

	Oral Language Percentage of Students at Each Performance Level for All Students																	
Grade Level	**Level 4**			**Level 3**			**Level 2**			**Level 1**			**Total Number of Students**		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	21.43	19.40	0.00	32.86	38.81	19.57	24.29	23.88	45.65	21.43	17.91	34.78	70	67	46
1	30.14	25.00	6.25	27.40	41.67	29.17	20.55	25.00	27.08	21.92	8.33	37.50	73	72	48
2	27.27	33.90	6.67	46.97	35.59	35.56	*	18.64	44.44	*	11.86	13.33	66	59	45
3	31.03	34.55	10.71	36.21	47.27	41.07	22.41	7.27	33.93	*	10.91	14.29	58	55	56
4	37.21	39.29	7.32	44.19	37.50	29.27	*	14.29	39.02	*	8.93	24.39	43	56	41
5	42.22	52.38	32.65	40.00	33.33	36.73	*	7.14	12.24	*	7.14	18.37	45	42	49
6	*	40.54	16.67	50.00	29.73	47.62	*	13.51	19.05	*	16.22	16.67	28	37	42
All Grades	30.55	33.25	11.62	38.12	38.40	34.25	16.45	16.75	31.50	14.88	11.60	22.63	383	388	327

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

	Written Language Percentage of Students at Each Performance Level for All Students																	
Grade Level	**Level 4**			**Level 3**			**Level 2**			**Level 1**			**Total Number of Students**		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	17.14	10.45	2.17	*	34.33	8.70	64.29	47.76	43.48	*	7.46	45.65	70	67	46
1	23.29	18.06	2.08	26.03	30.56	14.58	16.44	26.39	27.08	34.25	25.00	56.25	73	72	48
2	*	13.56	8.89	45.45	47.46	33.33	18.18	16.95	33.33	22.73	22.03	24.44	66	59	45
3		7.27	1.79	*	40.00	16.07	58.62	41.82	55.36	24.14	10.91	26.79	58	55	56
4		10.71	2.44	48.84	39.29	17.07	37.21	30.36	31.71	*	19.64	48.78	43	56	41
5	*	4.76	16.33	46.67	40.48	24.49	31.11	45.24	30.61	*	9.52	28.57	45	42	49
6	*	5.41	4.76	*	29.73	28.57	60.71	48.65	40.48	*	16.22	26.19	28	37	42
All Grades	11.75	10.82	5.50	30.29	37.37	20.18	39.16	35.57	37.92	18.80	16.24	36.39	383	388	327

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening Domain												
Percentage of Students by Domain Performance Level for All Students												
Grade Level	**Well Developed**			**Somewhat/Moderately**			**Beginning**			**Total Number of Students**		
	17-18	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**
K	41.43	17.91	4.35	42.86	68.66	69.57	15.71	13.43	26.09	70	67	46
1	49.32	51.39	29.17	28.77	43.06	43.75	21.92	5.56	27.08	73	72	48
2	46.97	30.51	8.89	46.97	55.93	75.56	*	13.56	15.56	66	59	45
3	24.14	20.00	16.07	63.79	67.27	67.86	*	12.73	16.07	58	55	56
4	*	25.00	17.07	65.12	58.93	65.85	*	16.07	17.07	43	56	41
5	40.00	19.05	32.65	53.33	76.19	48.98	*	4.76	18.37	45	42	49
6	*	24.32	7.14	67.86	56.76	66.67	*	18.92	26.19	28	37	42
All Grades	37.34	28.09	16.82	49.61	60.05	62.39	13.05	11.86	20.80	383	388	327

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Speaking Domain												
Percentage of Students by Domain Performance Level for All Students												
Grade Level	**Well Developed**			**Somewhat/Moderately**			**Beginning**			**Total Number of Students**		
	17-18	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**
K	18.57	20.90	0.00	51.43	49.25	52.17	30.00	29.85	47.83	70	67	46
1	26.03	11.11	2.08	45.21	73.61	60.42	28.77	15.28	37.50	73	72	48
2	27.27	32.20	11.11	53.03	57.63	75.56	19.70	10.17	13.33	66	59	45
3	58.62	50.91	18.18	29.31	38.18	69.09	*	10.91	12.73	58	55	55
4	60.47	60.71	9.76	30.23	30.36	58.54	*	8.93	31.71	43	56	41
5	57.78	71.43	40.82	28.89	19.05	34.69	*	9.52	24.49	45	42	49
6	50.00	40.54	38.10	39.29	45.95	45.24	*	13.51	16.67	28	37	42
All Grades	39.16	38.14	17.18	41.25	47.16	56.75	19.58	14.69	26.07	383	388	326

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	1.49	2.17	65.71	86.57	52.17	21.43	11.94	45.65	70	67	46
1	32.88	37.50	6.25	27.40	40.28	35.42	39.73	22.22	58.33	73	72	48
2	19.70	16.95	13.33	45.45	64.41	64.44	34.85	18.64	22.22	66	59	45
3		3.64	1.79	44.83	61.82	46.43	55.17	34.55	51.79	58	55	56
4		12.50	0.00	76.74	60.71	46.34	*	26.79	53.66	43	56	41
5	*	11.90	20.41	75.56	73.81	46.94	*	14.29	32.65	45	42	49
6	*	5.41	7.14	*	51.35	35.71	67.86	43.24	57.14	28	37	42
All Grades	14.36	13.92	7.34	51.17	62.63	46.79	34.46	23.45	45.87	383	388	327

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	51.43	62.69	15.22	42.86	29.85	28.26	*	7.46	56.52	70	67	46
1	20.55	9.72	4.17	52.05	65.28	43.75	27.40	25.00	52.08	73	72	48
2	31.82	13.56	20.93	59.09	64.41	46.51	*	22.03	32.56	66	59	43
3	*	32.73	7.14	72.41	56.36	75.00	*	10.91	17.86	58	55	56
4	25.58	25.00	2.44	67.44	58.93	56.10	*	16.07	41.46	43	56	41
5	33.33	30.95	8.16	60.00	61.90	67.35	*	7.14	24.49	45	42	49
6	*	29.73	9.52	82.14	62.16	76.19	*	8.11	14.29	28	37	42
All Grades	28.20	29.12	9.54	59.53	56.19	56.62	12.27	14.69	33.85	383	388	325

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. We look forward to seeing the data for 2021-2022 populated into the Dashboard as we recently completed our current ELPAC testing.

2. When looking at the overall performance for students, it's concerning to see more students scoring in Levels 1 and 2, while less students have scored in levels 3 and 4.

3. We have planned to increase our support for EL students by increasing the language support received in small groups by our bilingual paraprofessional. This position will increase from 70% to 90% at the beginning of the 2022-2023 school year.

School and Student Performance Data
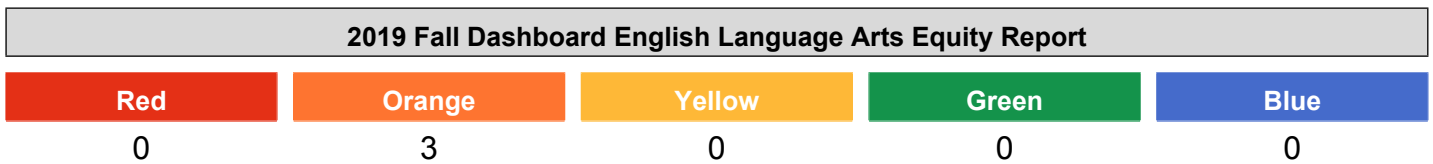
Student Population

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

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

2020-21 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
600	**80.0**	**54.3**	**0.2**
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2019-20 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	326	54.3
Foster Youth	1	0.2
Homeless	18	3.0
Socioeconomically Disadvantaged	480	80.0
Students with Disabilities	38	6.3

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	18	3.0
American Indian or Alaska Native		
Asian	38	6.3
Filipino	26	4.3
Hispanic	491	81.8
Two or More Races	4	0.7
Native Hawaiian or Pacific Islander	18	3.0
White	5	0.8

Conclusions based on this data:

1. Of a total enrollment of 675 students, a large population of students fall into the category of social-economic disadvantaged (80%).

2. Over half of our student population is comprised of English Language Learners (54.3%), 326 students.

3. Our largest group continues to be Hispanic at 81.8% (491 students), while our American Indian group is the smallest student group 0.8% (5 students). We look forward to seeing updated data populated into the Dashboard for 2021-2022.

School and Student Performance Data

Overall Performance

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

2019 Fall Dashboard Overall Performance for All Students		
Academic Performance	**Academic Engagement**	**Conditions & Climate**
English Language Arts Orange	**Chronic Absenteeism** Orange	**Suspension Rate** Yellow
Mathematics Orange		

Conclusions based on this data:

1. We look forward to new data populated into the Dashboard for 2021-2022.

2. We assigned zero suspensions during the 2020-2021 school year.

School and Student Performance Data

Academic Performance
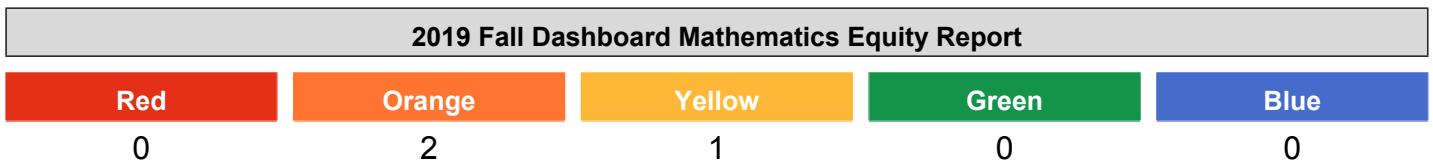## English Language Arts

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

| Lowest Performance | Red | Orange | Yellow | Green | Blue | Highest Performance |

This section provides number of student groups in each color.

2019 Fall Dashboard English Language Arts Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	3	0	0	0

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Orange	Orange	No Performance Color
42.8 points below standard	48.3 points below standard	0 Students
Maintained -1 points	Declined -3.3 points	
367	294	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Orange	No Performance Color
60.9 points below standard	43.7 points below standard	112.3 points below standard
Maintained ++2.5 points	Maintained -0.5 points	Declined -12.9 points
14	335	29

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	35.2 points below standard	7 points below standard
9	1	Declined Significantly -35.8 points	Increased ++8.1 points
		15	14
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange	No Performance Color	No Performance Color	No Performance Color
44.2 points below standard	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
Maintained -1.7 points	3	10	2
313			

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
85.9 points below standard	6.2 points above standard	28.1 points below standard
Increased ++6.9 points	Increased ++3.1 points	Increased Significantly ++19.3 points
174	120	52

Conclusions based on this data:

1. We look forward to resuming the CAASPP assessment in 2021-2022, so we can continue our yearly comparison of student achievement data.

School and Student Performance Data

Academic Performance
Mathematics

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance						Highest Performance
	Red	Orange	Yellow	Green	Blue	

This section provides number of student groups in each color.

2019 Fall Dashboard Mathematics Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	2	1	0	0

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Orange	Orange	
55 points below standard	56 points below standard	
Maintained ++0.1 points	Maintained ++1.7 points	
367	294	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Yellow	No Performance Color
84.4 points below standard	56.4 points below standard	144.3 points below standard
Declined -3.6 points	Increased ++3.6 points	Declined Significantly -37.8 points
14	335	29

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	31.9 points below standard	32.4 points below standard
9	1	Increased ++8.5 points	Increased ++12.8 points
		15	14
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange	No Performance Color	No Performance Color	No Performance Color
54.2 points below standard	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
Maintained -0.5 points	3	10	2
313			

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
88.6 points below standard	8.8 points below standard	63 points below standard
Increased ++5.6 points	Increased ++12.3 points	Increased ++3.7 points
174	120	52

Conclusions based on this data:

1. We look forward to resuming the CAASPP assessment in 2021-2022, so we can continue our yearly comparison of student achievement data.

School and Student Performance Data

Academic Performance
English Learner Progress

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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

2019 Fall Dashboard English Learner Progress Indicator

English Learner Progress
No Performance Color
70.2 making progress towards English language proficiency
Number of EL Students: 295
Performance Level: Very High
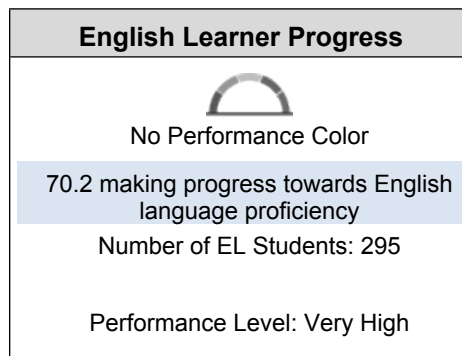
This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2019 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
7.1	22.7	2.7	67.4

Conclusions based on this data:

1. The Performance Level indicated in 2019 was "Very High".

2. We look forward to seeing the current year achievement data of our EL students.

School and Student Performance Data

Academic Performance
College/Career Measures Only Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

Number and Percentage of Students in the Combined Graduation Rate and/or Dashboard Alternative School Status (DASS) Graduation Rate by Student Group		
Student Group	**Cohort Totals**	**Cohort Percent**
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

Advanced Placement Exams – Number and Percentage of Four-Year Graduation Rate Cohort Students		
Student Group	**Cohort Totals**	**Cohort Percent**
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

*   This table shows students in the four-year graduation rate cohort by student group who scored 3 or higher on at least two Advanced Placement exams.

International Baccalaureate Exams – Number and Percentage of Four-Year Graduation Rate Cohort		
Student Group	**Cohort Totals**	**Cohort Percent**
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

*   This table shows students in the four-year graduation rate cohort by student group who scored 4 or higher on at least two International Baccalaureate Exams.

Completed at Least One Career Technical Education (CTE) Pathway – Number and Percentage of All Students		
Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

*   This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

Completed a-g Requirements – Number and Percentage of All Students		
Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

*   This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the University of California (UC) or California State University (CSU) a-g criteria with a grade of C or better (or Pass).

Completed a-g Requirements AND at Least One CTE Pathway – Number and Percentage of All Students		
Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the UC or CSU a-g criteria with a grade of C or better (or Pass) AND completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

Completed College Credit Courses – Number and Percentage of All Student Students Completing One Semester, Two Quarters, or Two Trimesters of College Credit Courses		
Student Group	Number of Students	Percent of Students
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed Academic or CTE subject college credit courses with a grade of C- or better (or Pass).

Completed College Credit Courses – Number and Percentage of All Student Students Completing Two Semesters, Three Quarters, or Three Trimesters of College Credit Courses		
Student Group	**Number of Students**	**Percent of Students**
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

*   This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed Academic or CTE subject college credit courses with a grade of C- or better (or Pass).

Earned the State Seal of Biliteracy – Number and Percentage of All Students		
Student Group	**Cohort Totals**	**Cohort Percent**
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

*   This table shows students in the combined graduation rate and/or DASS graduation rate by student group who earned the State Seal of Biliteracy.

Conclusions based on this data:

1. n/a

School and Student Performance Data

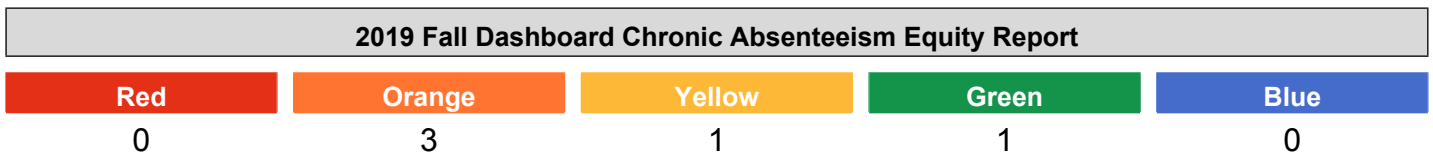## Academic Engagement
Chronic Absenteeism

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Chronic Absenteeism Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	3	1	1	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.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Orange	Orange	No Performance Color
11.1	8.8	Less than 11 Students - Data Not Displayed for Privacy
Maintained -0.3	Increased +0.7	1
696	441	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Orange	Yellow
33.3	11.4	18.8
Increased +7.7	Increased +0.6	Declined -5.9
24	603	48

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	Green
38.1	Less than 11 Students - Data Not Displayed for Privacy	5.7	3.2
Declined -1.4		Declined -4.6	Declined -2.8
	2		
21		35	31
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange	No Performance Color	No Performance Color	No Performance Color
9.8	Less than 11 Students - Data Not Displayed for Privacy	21.4	Less than 11 Students - Data Not Displayed for Privacy
Increased +1.1		Declined -13.4	
	5		5
569		28	

Conclusions based on this data:

1. We look forward to seeing the 2021-2022 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.

2. When measuring at month 5 of our attendance reporting, we are on track to meet our attendance goal as evidenced by the following Average Daily Attendance (ADA) percentages: 2019-2020-76.59%, 2020-2021-74.79%, 2021-2022-86.56%. This is an improvement of 11/77% ADA schoolwide, from the previous school year.

School and Student Performance Data

Academic Engagement
Graduation Rate Additional Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

2021 Graduation Rate by Student Group				
Student Group	**Number of Students in the Graduation Rate**	**Number of Graduates**	**Number of Fifth Year Graduates**	**Graduation Rate**
All Students				
English Learners				
Foster Youth				
Homeless				
Socioeconomically Disadvantaged				
Students with Disabilities				
African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic				
Native Hawaiian or Pacific Islander				
White				
Two or More Races				

Conclusions based on this data:

1. Unfortunately, current attendance data has not been populated into the Dashboard at this time for 2020-2021.

2. Local attendance data shows us that there was a decrease from February 2020 to February 2021. The previous year indicated Average Daily Attendance at 95.8%, while the current snapshot of data (same time of year prior to the school closure in March 2020/current February 2020), indicates 93.68%. It must be noted that this decease might be resulting from students participating in school through Distance Learning vs. in-person learning.

School and Student Performance Data

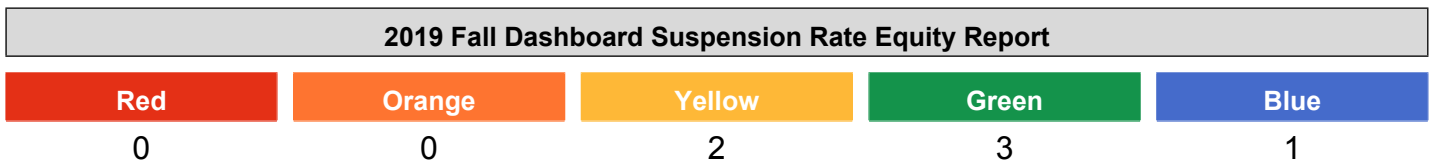## Conditions & Climate
Suspension Rate

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance						Highest Performance
	Red	Orange	Yellow	Green	Blue	

This section provides number of student groups in each color.

2019 Fall Dashboard Suspension Rate Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	0	2	3	1

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.

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Yellow	Green	No Performance Color
4.2	2.2	Less than 11 Students - Data Not
Declined -0.3	Declined Significantly -1.7	1
721	451	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Yellow	Green
6.9	4.2	1.9
Increased +2.5	Declined -0.8	Declined -2.1
29	621	52

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Color	No Performance Color	Green	Blue
18.5	Less than 11 Students - Data 2	2.7	0
Increased +6.3		Declined -3	Maintained 0
27		37	32

Hispanic	Two or More Races	Pacific Islander	White
Yellow	No Performance Color	No Performance Color	No Performance Color
3.4	Less than 11 Students - Data 5	3.6	Less than 11 Students - Data 6
Declined -0.6		Increased +3.6	
584		28	

This section provides a view of the percentage of students who were suspended.

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	4.4	4.2

Conclusions based on this data:

1. Zero suspensions were assigned during the 2020-2021 school year.

2. We look forward to the Dashboard updates to reflect the 2021-2022 school year.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Deeper Learning: English-Language Arts and Spanish Language Arts

LEA/LCAP Goal

Increasing student achievement achievement, implementation of state standards, and course access.

Goal 1

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

Identified Need

For all grades, in 2018 2019, there was a slight decline in the percentage of students meeting/exceeding standards. Overall, we remain at approximately 30% students meeting/exceeding ELA standards. CAASPP was not administered in 2019-2020 or 2020-2021 due to COVID and school closures. We look forward to the CAASPP assessment returning during the 2022-2023 school year.

Group data to be collected to measure gains:
Tyrrell will continue to utilize opportunities to review and analyze achievement data regularly as a strategy for monitoring and evaluating the data. Regular Data dialogues to analyze Formative/Summative data will take place at staff and ILT meetings, and/or in grade level collaboration meetings.

Strategy:
See Action Tasks.

Groups participating in this goal (e.g., students, parents, teachers, administrators):
The focus students for this goal are students who fall under the following subgroups:
Latino/Hispanic, English Learners(EL), African American, Special Education, and Socioeconomically Disadvantaged(SES) students.

Anticipated annual growth for each group:
Tyrrell will be giving Benchmark Assessments in reading and writing. In addition students in grades 3-6 will take the CAASPP in ELA in the spring of 2022. This will provide additional student achievement data to be analyzed and compared overtime.

Means of evaluating progress toward this goal:
Our data analysis will include Benchmark Assessments, CAASPP data, subgroups analysis and identifiable trends.

How does this goal align to your Local Educational Agency Plan goals?:
The LEA plan has the same goal in this subject area.

What did the analysis of the data reveal that led you to this goal?

According to the data analysis, it is evident that continued growth is needed in ELA in order to move students towards mastery of the Common Core State Standards in ELA.

Which stakeholders were involved in analyzing data and developing this goal?
Stakeholders involved with analyzing data and developing this goal were staff, administration, Instructional Leadership Team,
Site Based Decision Making (SBDM), School Site Council, English Language Advisory Committee (ELAC) and School Site Council (SSC).

Actions to improve achievement to exit program improvement (if applicable).
See Action Tasks.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

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

Common Core State Standards Implementation(CCIF-Standards Based Unit plans, Lesson Design, Assessments)

Task:
Tyrrell is focused on Balanced Literacy In that effort, we center our efforts in our instruction of the Common Core Standards in English Language Arts. Instruction will include an emphasis on student academic engagement with a focus on Deeper Learning Practices (DLP) and Culturally Responsive Teaching. Tyrrell will continue to update and replenish library and classroom library books (curriculum and materials), as needed. These books will reflect a variety of cultural and linguistic backgrounds, in English and Spanish. This will help to further develop primary languages and benefit students learning English as a second language.

Measures:
These tasks will be measured by visiting classrooms, lesson observations, local assessments, Illuminate results, reading records to measure decoding, fluency, and comprehension, and ongoing benchmark assessments.

People Assigned:
Principal, Assistant Principal. ELL Specialist, Instructional Leadership Team, Teachers

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)
3,250.00	Title I Online instructional/intervention program such as Accelerated Reader, RAZ kids, or similar program.
1,037.50	Title I Instruction and/or Intervention Supplemental Curriculum and Materials
166.66	Title I Professional Development Conference and/or Training
600.00	Title I Release Subs for Assessment and/or Observation
800.00	Title I Technology hardware replacement devices and or parts
	None Specified
	None Specified

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

Response to Intervention

Task:
To achieve our goals of implementing Balanced Literacy, Tyrrell efforts supporting student learning in a variety of ways. Tyrrell will focus on improving student engagement and providing students with learning opportunities that incorporate the four levels of Depth of Knowledge (DOK). There will also be a focus on the Deeper Learning Practices (DLP) and Culturally Responsive Teaching. The administration, classroom teachers, and Partner Teacher will organize and assist in providing

Intervention to students performing below grade level expectations, though the use of Research based Intervention programs(such as Leveled Literacy Interventions, Lexia, Soluciones, etc).Through the use of engaging strategies, such as technology, students will be further engaged in learning while they are given access to the technology to share their knowledge and demonstrate critical thinking, problem solving, and decision making strategies

Measures:
These tasks will be measured while visiting classrooms, lesson observations, benchmark assessments, and improved student ability to demonstrate mastery of the standards.

People Assigned:
Principal, Assistant Principal, Instructional Leadership Team, ELL Specialist, Teachers, Partner Teacher

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
1,037.50	Title I Before After School Intervention
333.33	Title I Extra Hours: Training, Meetings, Professional Development
8,135.36	Title I Computer Lab Technician
11,387.92	LCFF Bilingual Paraprofessional
3,486.58	LCFF Computer Lab Technician

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

Cycle of Inquiry(COI)

Task:
Tyrrell remains focused on our efforts to implement Balanced Literacy (Reading/Writing Workshop/Foundational Skills). Through the partnership of the school administration and our Instructional Leadership Team (ILT), our staff will continue to use the Cycle of Inquiry process Regular data analysis will take place to determine progress and needs for further support, according to student achievement. Further, the principal, assistant principal, partner teacher, and Instructional Leadership Team (ILT) will provide professional development and coaching to school staff to strengthen our efforts in this area.

Measures:
These tasks will be measured through the cycle of inquiry process and school-wide collaboration.

People Assigned:
Principal, Assistant Principal, ELL Specialist,Teachers, staff

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)
6,147.17	Title I Bilingual Paraprofessional
734.81	Title I Engaging parents to share achievement data

Annual Review

SPSA Year Reviewed: 2021-22

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). 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 are currently completing the spring session of after school interventions for students. During small group instruction, students receive instruction at their particular levels to support their learning. In the classrooms, differentiated instruction also takes place to meet the needs of various learning styles. We have been focused on student academic engagement and deeper learning strategies. In reviewing our data, we determined that it is necessary to target our efforts in the area

of regarding intervention. More specifically, we found that additional efforts are needed to support the reading growth of our African American students.

Our efforts continued through distance learning, during the 2020-2021 school year, to the best of our abilities. We are pleased to be back at the school site for in-person learning which began in August of 2021.

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 conduct an online strengths and needs survey for the teaching staff. This is an effort by our Instructional Leadership Team (ILT) to learn the specific areas of strength and need to more effectively plan our professional development for the upcoming school year.

All efforts have took place remotely, through Distance Learning, during 2021-2022. We are pleased to be back at the school site for in-person learning which began in August of 2021.

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.

No new CAASPP data was available to measure student achievement with CAASPP. This was due to the CAASPP not being administered during the 2020-2021 school year.   We look forward to learning the CAASPP results as we are administering CAASPP in the spring of 2022.

Previous data analysis when new data was available (2019 achievement data):
We saw a 3 point gain, overall, in our CAASPP scores This was demonstrating an increase of students meeting and/or exceeding standards We identified the following in grade level spans:
ELA/Grade 6 Overall: 1.72% more students scored a 4, 2.26% more students scored a 3, and 4.16% fewer students scored a 1.
ELA/Grade 4, Claim 3: 0.25% more students scored Above Standard, and 16 81% fewer students scored BelowStandard.
ELA/Grade 3: Overall: 3/15% fewer students scored a 4, and 9 81% more students scored a 1.
ELA/Grade 5: Overall: 0.12% fewer students scored a 4, 2.07% fewer students scored a 3, and 9.59% more students scored a 1. ELA/Grade 3/Claim 4: 7.23% fewer students scored Above Standard, and 16.48% more students scored Above Standard.

It's important to note that our African American subgroup scored belowstandard when looking at multi-year data

We have included targeting of particular subgroups in our offerings of intervention before or after the school day. In the area of ELA, we plan to target the following subgroups as a result of our previous year student achievement data: African American.

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

Increasing student achievement, implementation of state standards, and course access.

Goal 2

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

Identified Need

For all grades, we decreased nearly 2.0% in students meeting/exceeding Math standards. We remain at approximately 24% student meeting/exceeding Math standards. CAASPP was not administered in 2019-2020 or 2020-2021 due to COVID and school closures. We look forward to the CAASPP assessment returning during the 2022-2023 school year.

Our data analysis will included Benchmark assessments. California Assessment of Progress and Performance (CAASPP) data, and subgroup analysis

Group data to be collected to measure gains:
Tyrrell will continue to utilize opportunities to analyze achievement data as a strategy for monitoring and evaluating the data

Strategy:
See action items

Groups participating in this goal (e.g., students, parents, teachers, administrators):
The focus students for this goal are students who fall under the following subgroups Latino/Hispanic, English Learners (EL) African American, Special Education, and Socioeconomically disadvantaged(SD) students.

Anticipated annual growth for each group:
The school will be administering the CAASPP assessment in the Spring of 2022.

Means of evaluating progress toward this goal:
Our data analysis will include Benchmark Assessments , subgroup analysis and identifiable trends overtime.

How does this goal align to your Local Educational Agency Plan goals?:
The LEA plan has the same goal in this subject area.

What did the analysis of the data reveal that led you to this goal?

According to the data analysis, it is evident that continued growth in Mathematics is needed in order to meet increase levels of proficiency.   We were not able to measure progress in meeting our goal as new data was not available for 2020-2021.

Which stakeholders were involved in analyzing data and developing this goal?
Stakeholders involved with analyzing data and developing this goal were staff, administration, Instructional Leadership Team (ILT), Site Based Decision Making (SBDM) team. School Site Council (SSC), and English Language Advisory Committee (ELAC) members

Actions to improve achievement to exit program improvement (if applicable).
See action items

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

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

Common Core State Standards Implementation(CCIF-Standards Based Unit plans, Lesson Design, Assessments)

Task:
Tyrrell is focused on delivering high quality instruction to students, centered on the CCSS for Mathematics. Instruction includes an emphasis on student academic engagement with a focus on Deeper Learning Practices (DLP) and Culturally Responsive Teaching. Tyrrell will continue to update and replenish library and classroom libraries to create opportunities for Creating Curiosity. These read aloud books will reflect a variety of cultural and linguistic backgrounds, in English and Spanish. This will help to further develop primary languages and benefit students learning English as a second language. In addition, there is an intentional emphasis on academic vocabulary, critical thinking, and problem solving. This furthers our efforts to include DLP in the way of creating curiosity.

Measures:
These tasks will be measured by visiting classrooms, lesson observations, local assessments, Illuminate results, reading records to measure decoding, fluency, and comprehension, and ongoing benchmark assessments.

People Assigned:
Principal, Assistant Principal. ELL Specialist, Instructional Leadership Team, Teachers

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)
3,250.00	Title I Online instructional/intervention program such as Accelerated Reader, RAZ kids, or similar program.
1,037.50	Title I Instruction and/or Intervention Curriculum/Materials
166.66	Title I Professional Development Conference and/or Training
600.00	Title I Release Subs for Assessment and/or Observation
800.00	Title I Technology hardware replacement devices and or parts
	None Specified
	None Specified

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

Response to Intervention (RTI)

Task:
Through continued use of student engagement strategies such as technology (including IPADS, Accelerated Math, etc.), manipulatives, and collaboration, Tyrrell will increase the number of students mastering Common Core Standards. Our efforts will continue in using the Response to Intervention (RTI) process to identify students needing intervention or supplemental supports to

support their learning. The following subgroups will be target for intervention in English Language Arts and Mathematics: African American and Asian.

Measures:
These tasks will be measured through classroom visits, lesson observations, student achievement data, benchmark assessments Tyrrell will see an improved percentage of students mastering Common Core standards in Mathematics.

People Assigned:
Principal, Assistant Principal, Partner Teacher, Grade Level Teams, school staff.

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)
6,147.17	Title I Bilingual Paraprofessional
8,135.36	Title I Computer Lab Technician
1,037.50	Title I Before/After School Interventions
11,387.92	LCFF Bilingual Paraprofessional
	None Specified

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

Cycle of Inquiry(COI)

Task:
Tyrrell remains focused on our efforts to see students making progress and demonstrating mastery of mathematics. Through the partnership of the school administration and our Instructional Leadership Team (ILT), our staff will continue to use the Cycle of Inquiry process Regular data analysis will take place to determine progress and needs for further support, according to student achievement. Further, the principal, assistant principal, partner teacher, and Instructional

Leadership Team (ILT) will provide professional development and coaching to school staff to strengthen our efforts in this area.

Measures:
These tasks will be measured through the cycle of inquiry process and school-wide collaboration.

People Assigned:
Principal, Assistant Principal, ELL Specialist,Teachers, Partner Teacher

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)
734.81	Title I Engaging Parents to Share Achievement Data
3,486.58	LCFF Computer Lab Technician
333.33	Title I Extra Hours: Training, Meetings, and or Professional Development

Annual Review

SPSA Year Reviewed: 2021-22

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 are currently completing the spring session of after school interventions for students. During small group instruction, students receive instruction at their particular levels to support their learning. In the classrooms, differentiated instruction also takes place to meet the needs of various learning styles. We have been focused on student academic engagement and deeper learning strategies. In reviewing our data, we are finding that we may see additional improvement by targeting our efforts regarding intervention.

Our efforts continued through distance learning, during the 2020-2021 school year, to the best of our abilities. We are pleased to be back at the school site for in-person learning which began in August of 2021.

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 previous Single Plan for Student Achievement (SPSA). We plan to conduct an online strengths and needs survey for the teaching staff This is an effort by our Instructional Leadership Team (ILT) to learn the specific areas of strength and need to more effectively plan our professional development for the upcoming school year .

All efforts have taken place remotely, through Distance Learning, during 2021-2022. We are pleased to be back at the school site for in-person learning which began in August of 2021.

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.

No new CAASPP data was available to measure student achievement with CAASPP. This was due to the CAASPP not being administered during the 2020-2021 school year.   We look forward to learning the CAASPP results as we are administering CAASPP in the spring of 2022.

Previous data analysis when new achievement data was available (2019 CAASPP data):
We saw a 7 point gain, overall, in our California Assessment of Student Performance and Progress (CAASPP) scores. This was demonstrating an increase of students meeting and/or exceeding standards. We identified the following in grade level spans:

Math Improvement
Math/Grade 4: Overall: 0.82% more students scored a 4, 5.99% more students scored a 3, and 1.72% fewer students scored a 1.
Math/Grade 6: Overall: 1.62% more students scored a 4. 3.48% more students scored a 3, and 2.37% fewer students scored a 1.

Areas of Need
Grade 3: Overall: 4.93% fewer students scored a 4, 2.48% fewer students scored a 3, and 13.12% more students scored a 1,
Grade 5: Overall: 2.44% fewer students scored a 4, and 8.44% more students scored a 1.
Grade 3: Claim 1: 11.03% fewer students scored Above Standard, and 15.53% more students scored % more students scored Below Standard.

Our African American and Asian subgroups scored below standard when looking at multi-year data. We have included targeting of particular subgroups in our offerings of intervention before or after the school day. In the area of Math, we plan to target the following subgroups as a result of our previous year student achievement data: African American, Asian

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

Increasing student achievement, implementation of state standards, and course access.

Goal 3

By the end of the 2022-2023 school year, 80% of EL students will improve in each language area, by at least one level, as measured by ELPAC (Listening, Speaking, Reading, and Writing).

Identified Need

In reviewing available ELPAC data, we found there was a slight decrease in the percentage of students reaching reclassification (RFEP) That is indicated as 14% to 0.3%. We look forward to learning our current results with the recent completion of this year's ELPAC testing. We believe this is a result of the ongoing pandemic and school closures (remote learning) that we've been working through. Even though we have returned to in-person learning, our ELD instructional time has not returned to it's ideal state. Currently, students receiving ELD integrated during the school day by classroom teachers. We look forward to returning to designated ELD instruction students received prior to the pandemic. According to the multi-year data, we see a consistent decline in the number (and percentage) of ELL students.

Group data to be collected to measure gains:
Tyrrell will continue to utilize opportunities to analyze student achievement data as a strategy for monitoring and evaluating the data. Monthly staff meetings are regular opportunities for staff members to discuss student learning and analyze data. Data dialogues also take place during grade level collaboration when teachers will look at data to drive instructional practices and planning.

Strategy:
See Action tasks

Groups participating in this goal (e.g., students, parents, teachers, administrators):
The focus students for this goal are our English Language Learner (ELL) students, students learning English as their second language.

Anticipated annual growth for each group:
The school will continue to administer the ELPAC and CAASPP assessments to students. We expect to see an increased number of students reclassified from the year before. Students in grades K-2 will continue to participate in the district benchmark assessments to determine growth made over the duration of the school year. Those assessments include reading record assessments to determine reading level, decoding, fluency, and comprehension,. In addition, students also complete the Basic Phonics Sounds Test (BPST) and writing samples to demonstrate their learning.

Means of evaluating progress toward this goal:
ELPAC and local assessments used in classroom.

How does this goal align to your Local Educational Agency Plan goals?:
The LEA plan has the same goal in this subject area.

What did the analysis of the data reveal that led you to this goal?
TBD

Which stakeholders were involved in analyzing data and developing this goal?
Stakeholders involved with analyzing data and developing this goal were staff, administration, the Instructional Leadership Team (ILT), Site Based Decision Making (SBDM), School Site Council (SSC), and the English Language Advisory Committee (ELAC) representative.

Actions to improve achievement to exit program improvement (if applicable).
See Action tasks

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

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)

English Language Learners (ELL)

Strategy/Activity

Common Core State Standards Implementation(CCIF-Standards Based Unit plans, Lesson Design, Assessments)

Task:
Tyrrell is focused on delivering high quality instruction to students, centered on the CCSS for Mathematics. Instruction includes an emphasis on student academic engagement with a focus on Deeper Learning Practices (DLP) and Culturally Responsive Teaching. Tyrrell will continue to update and replenish library and classroom libraries to create opportunities for Creating Curiosity. These read aloud books will reflect a variety of cultural and linguistic backgrounds, in English and Spanish. This will help to further develop primary languages and benefit students learning English as a second language. In addition, there is an intentional emphasis on academic vocabulary, critical thinking, and problem solving.

Measures:
These tasks will be measured by visiting classrooms, lesson observations, local assessments, Illuminate results, reading records to measure decoding, fluency, and comprehension, and ongoing benchmark assessments.

People Assigned:

Principal, Assistant Principal. ELL Specialist, Instructional Leadership Team, Teachers

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)
3,250.00	Title I Online instructional/intervention program such as Accelerated Reader, RAZ kids, or similar program.
1,037.50	Title I Instruction and/or Intervention Curriculum/Materials
166.66	Title I Professional Development Conferences and/or Training
600.00	Title I Release Subs for Assessment and/or Observation
800.00	Title I Technology hardware replacement devices and or parts
	None Specified
	None Specified

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

English Language Learners (ELL)

Strategy/Activity

Response to Intervention (RTI)
Task:

Tyrrell is committed to furthering the language development of all English Language Learners (ELL), seeing them through to Reclassification. This includes mastery in Listening, Speaking, Reading, and Writing. Tyrrell will achieve this goal through daily English Language Development (ELD) instruction and monitoring by the ELL Specialist, Bilingual Para-educator, school administrators, Partner Teacher, and classroom teachers.

Measures:
Tyrrell will use ELPAC test results, Adept scores, classroom performance and local test scores, and classroom visits results to inform instruction and support student success.

People Assigned:
Principal, Assistant Principal, ELL Specialist. Partner Teacher, Bilingual Para-professional,and Teachers

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)
6,147.17	Title I Bilingual Paraprofessional
8,135.36	Title I Computer Lab Technician
1,037.50	Title I Before/After School Intervention
11,387.92	LCFF Bilingual Paraprofessional

Strategy/Activity 3
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

English Language Learners (ELL)

Strategy/Activity

Cycle of Inquiry(COI)

Task:
Tyrrell remains focused on our efforts to see students making progress toward English Language Proficiency. Through the partnership of the school administration and our Instructional Leadership Team (ILT), our staff will continue to use the Cycle of Inquiry process Regular data analysis will take place to determine progress and needs for further support, according to student achievement.

Further, the principal, assistant principal, partner teacher, and Instructional Leadership Team (ILT) will provide professional development and coaching to school staff to strengthen our efforts in this area.

Measures:
These tasks will be measured through the cycle of inquiry process and school-wide collaboration.

People Assigned:
Principal, Assistant Principal, ELL Specialist,Teachers, Partner Teacher

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)
333.33	Title I Extra Hours: Training, Meetings, and/or Professional Development
3,486.58	LCFF Computer Lab Technician
734.81	Title I Engaging Parents to Share Achievement Data

Annual Review

SPSA Year Reviewed: 2021-22

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.

Our efforts continued through distance learning, during the 2020-2021 school year, to the best of our abilities. We are pleased to be back at the school site for in-person learning which began in August of 2021.

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 previous Single Plan for Student Achievement (SPSA), as noted above in the analysis We plan to conduct an online strengths and needs survey for the teaching staff. This is an effort by our Instructional Leadership Team (ILT) to learn the specific areas of strength and need to more effectively plan our professional development for the upcoming school year.

All efforts have taken place remotely, through Distance Learning, during 2021-2022. We are pleased to be back at the school site for in-person learning which began in August of 2021.   It must be noted that due to COVID restrictions, our regular English Language Development classes did not take place with students switching classes to work with students in similar language acquisition levels. Instead, ELL students received integrated ELD throughout the school day in their homeroom classrooms. As COVID restrictions continue to lesson, we look forward to returning to our tradition format of ELD instruction.

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 have increased our bilingual paraprofessional position from 70% to 90% to begin in August of 2022 (this is a site funded position). We expect to see an increased number of students support by the bilingual paraprofessional, along with the English Language Specialist.

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

Attendance

LEA/LCAP Goal

Increase average daily attendance by 1%

Goal 4

By the end of the 2022-2023 school year, our average daily attendance (ADA) data will increase by 1.0 percent as measured by monthly ADA reports.

Identified Need

When measuring at Month 5, we have met this goal. We are on-track for meeting this goal at the end of the 2021-2022 school year as well. We chose to measure at Month 5 as that was the month that schools were closed for in-person learning in March of 2022 (due to COVID). School instruction took place remotely for the remainder of the 2019-2020 school year, and the entire 2020-2021 school year. Students and staff returned to schools for in-person learning for the 2021-2022 school year.

ADA Measured at Month 5 of our monthly reporting:
2019-2020: 76.59% ADA (month 5 closure)
2020-2021: 74.79% ADA (decreased by 1.8%)
2021-2022: 86.56% ADA (on target to meet this goal for next measurement period as we currently see an increase of 11.77%)

Group data to be collected to measure gains:
Tyrrell will continue to regularly monitoring and evaluating student attendance data. On a regular basis Attendance data will be presented to parent committees and groups, and in the monthly parent newsletter, to encourage parent involvement in improved student attendance. Further, school staff and students will receive weekly updates through school announcements. Students will be recognized on a monthly basis though a recognition recess for positive attendance, which is in addition to the trimester recognition for perfect attendance.

Strategy:
See action tasks.

Groups participating in this goal (e.g., students, parents, teachers, administrators):
The focus students for this goal are students who fall under the following subgroups:
Latino/Hispanic, African American, English Learners(EL), and Socioeconomically Disadvantaged(SD) students, as well as Special Education and African American students.

Anticipated annual growth for each group:

The percentage of students attending school each day will increase by 1.0%, as measured by monthly ADA reports.

Means of evaluating progress toward this goal:
This will be measured through the analysis of monthly attendance reports.

How does this goal align to your Local Educational Agency Plan goals?:
The LEA plan has the same goal in this subject area.

What did the analysis of the data reveal that led you to this goal?
The analysis of the data has shown a slight increase in our attendance rate We expect to see additional improvement in 2022-2023.

Which stakeholders were involved in analyzing data and developing this goal?
Stakeholders involved with analyzing data and developing this goal were staff, administration, the Instructional Leadership Team (ILT), Site Based Decision Making (SBDM), School Site Council (SSC), English Language Acquisition Committee (ELAC) members.

Actions to improve achievement to exit program improvement (if applicable).
See Action tasks

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

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

Improving Attendance

Task:
Tyrrell is committed to continuously improving attendance for our students. Analysis of monthly and trimester attendance reports will result in student recognition for perfect attendance. Attendance meetings will be held to encourage improved attendance with families who are showing poor attendance. School attendance data will be communicated to parents and families through Tyrrell's school newsletter. Tyrrell will encourage Perfect attendance through recognition certificates and incentives In addition, monthly attendance percentages will be shared with school staff and parents at staff meetings and parent committees(SSC, ELAC, Principal's Coffee, and with students in the school newsletter.   Students with concerning attandance are referred to our Coordination of Student Services Team (COST) for follow up, intervention, and support.

Measures:
Monthly Attendance reports which would show an increase in attendance percentages

> People Assigned:
> Principal , Assistant Principal, Attendance Clerk , Computer Technician, Family Engagement Specialist (FES), Teachers, and Parent Committees.

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)
166.66	Title I Professional Development, Training and Conferences
8,135.36	Title I Computer Lab Specialist
3,486.58	LCFF Computer Lab Specialist
333.33	Title I Extra Hours: Training, Meetings, and Professional Development
734.81	Title I Engaging Parents to Share Achievement and Attendance Data

Annual Review

SPSA Year Reviewed: 2021-22

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.

Attendance is regularly reviewed, monitored and communicated to our stakeholder groups. On a monthly basis, our attendance clerk reports Average Daily Attendance percentages as well as loss of funding (at approximately $38 dollars per day) This information is announced to our students during our school announcements. In addition, the monthly reports are also communicated to our teachers and staff through weekly email memos, Further, our attendance progress is also published in our monthly newsletters and shared in parent meetings to begin our meetings

Students are recognized for perfect attendance at the end of each grading period, We also communicate daily by phone calls to alert parents of their student's absence.

Our efforts continued through distance learning, during the 2020-2021 school year, to the best of our abilities.

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 previous Single Plan for Student Achievement (SPSA).

All efforts have taken place remotely, through Distance Learning, during 2021-2022.

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.

n/a

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

School Climate

LEA/LCAP Goal

Increase by 10% the number of students reporting feeling safe and reporting a caring relationship with an adult at school

Goal 5

(This goal has three parts):
By the end of the 2022-2023 school year,:
1) Tyrrell will see a 2% decrease in disciplinary actions (referrals, suspensions , expulsions)
2) Tyrrell will see a 10% increase in the percentage of students reporting they feel safe at school.
3) Tyrrell will see a 10% increase in the percentage of students reporting a caring relationship with one adult at school

Identified Need

Findings:
1)
We decreased the number of days of suspension by 55% (66-30 days, when comparing 2017-18 to 2018-19). During the 2020-2021 school year, we have not assigned any suspensions nor expulsions. This is most likely due to COVID and the school building closures. The entire school year has been conducted through distance learning. If comparing the data only without conditions, then this is considered met. (Goal Met)

2)
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 (Goal Met)

3)
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 (Goal Met)

Tyrrell will use behavior referral and suspension data from Infinite Campus to determine a decrease in disciplinary actions to determine growth. We will also reflect upon the California Healthy Kids Survey (CHKS) to determine students feeling safe, and reporting a caring relationship with one adult on campus,

Group data to be collected to measure gains:
Monthly evaluation of Infinite Campus discipline reports, as well as School Wide Information System (SWIS) This information will be shared regularly with ELAC, SSC, and at Principal's coffee meetings.

Strategy:
See action tasks

Groups participating in this goal (e.g., students, parents, teachers, administrators):
The focus students for this goal are students who fall under the following subgroups Latino/Hispanic, English Learners(EL), African American, Special Education, and Socio-economically Disadvantaged(SD) students.

Anticipated Annual Growth for Each Group:
By the end of 2020-2021, we will see a 10% decrease in days of suspension.
By the end of 2021-2022, we will see a 10% increase in the percentage of students reporting they feel safe at school.
By the end of 2021-2022, we will see a 10 % increase in the percentage of students reporting a connection to a caring adult at school.

Means of evaluating progress toward this goal:
Tyrrell will use referral and suspension data from Infinite Campus and School Wide Information System (SWIS) to determine improvement in disciplinary actions. Tyrrell will also use data from California Healthy Kids Survey (CHKS) to measure student response to feeling safe at school, and connected to a caring adult at school.

How does this goal align to your Local Educational Agency Plan goals?:
The LEA plan has the same goal in this subject area.

What did the analysis of the data reveal that led you to this goal?
Our analysis has shown that we need fewer students in the office for disciplinary reasons to maximize instructional time for learning. Within the Education Code and our PBIS structures, we are using progressive discipline as well as utilizing our Coordination of Student Services Team (COST) team to support students emotionally and socially. We look forward to seeing continued progress as the work continues to guide our students, and recognize positive behaviors. We celebrate this progress and our need to identify learning points, as we remain focused on continuous improvement.

Which stakeholders were involved in analyzing data and developing this goal?
Principal, Assistant Principal. Instructional Leadership Team, PBIS teams 1/2, school staff, and parent groups (SSC, ELAC, etc.)

Actions to improve achievement to exit program improvement (if applicable).
See action tasks.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

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)

Strategy/Activity

Improving Student Behavior Outcomes

Task:
Tyrrell is a proud Peacebuilder school. We aim to increase the peace on our campus through regular efforts to ensure a safe and positive learning environment. This will include reciting the Peacebuilder weekly as a school, and regularly in each classroom. Further, Tyrrell Triumphs will be given students as positive reinforcement of peaceful behaviors; being respectful, responsible, and safe In addition, our tiered approach to behavior management will continue to be utilized and reviewed for ongoing improvements. Tyrrell will continue to take steps to increase positive behavior and a culture that promotes learning. We are also a Positive Behavior Intervention System(PBIS) school. The 2021-2022 school year was year nine of PBIS. We have developed two PBIS Committees to plan/implement the Level 1 and Level 2 components to PBIS. Tyrrell will communicate with families regarding the school wide monthly attendance percentages and the effect on school funding, this communication will be through newsletters, communication through the Family Engagement Specialist (FES), parent and committee meetings, and conferences, Tyrrell will hold Parent Universities, monthly Principal's Coffee meetings, and other school related committees (ex, SSC, ELAC) to provide opportunities for regular monitoring of student attendance data.

Measures:
1) Tyrrell will see a 2% decrease in disciplinary actions (referrals, suspensions , expulsions)
2) Tyrrell will see a 10% increase in the percentage of students reporting they feel safe at school.
3) Tyrrell will see a 10% increase in the percentage of students reporting a caring relationship with one adult at school

People Assigned:
Principal, Assistant Principal, PBIS Teacher Committee, School Staff, Students, and Parents.

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)
5,000.00	Title I Student and Parent Engagement: Training and Materials for programs such as PBIS, Peacebuilders, Soulshoppe, etc.
800.00	Title I Technology: Hardware Replacement and/or device replacement parts

| 600.00 | Title I

Release Subs for Assessment and/or Observation |
|---|---|
| 166.66 | Title I

Professional Development, Conferences, Training, etc. |
| 1,037.50 | Title I

Instructional and/or Intervention Materials |

Strategy/Activity 2
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

Improving Parent Engagement

Task:
Tyrrell will communicate with families regarding the school wide monthly attendance percentages and the effect on school funding, this communication will be through newsletters, communication through the Family Engagement Specialist (FES), parent and committee meetings, and conferences, Tyrrell will hold Parent Universities, monthly Principal's Coffee meetings, and other school related committees (ex, SSC, ELAC) to provide opportunities for regular monitoring of student attendance data.

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

Amount(s)	Source(s)
1,325.96	Title 1: Parent Allocation

Parent Engagement: meeting supplies, childcare, translation |
| 333.33 | Title I

Extra Hours: Trainings, Meetings, Professional Development, etc. |

Annual Review

SPSA Year Reviewed: 2021-22

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 weak. 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, 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 reviewour yearly California Healthy Kids Survey (CHKS) data for feedback CHKS provides student feedback on a variety of questions. We specifically reviewthe data concerning students feeling safe on campus , and their acknowledgement of having an adult they are comfortable talking to.

Our efforts continued through distance learning, during the 2020-2021 school year, to the best of our abilities.

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)
All efforts have taken place remotely, through Distance Learning, during 2021-2022.

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.

n/a

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

Increasing student achievement, implementation of state standards, and course access.

Goal 6

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

Identified Need

Each year, 5th grade student achievement in Science is measured by the California Science Test (CAST). At this time we have one year of baseline data. That data is from the 2018-2019 school year. With the first year of data, Tyrrell 5th grade students performed as follows:
Percent of students within each achievement level
16.66% Met or Exceeded Standards for Science (combined)
2.22% Exceeded Standards for Science
14.44% Met Standards for Science
55.56% Nearly Met Standards for Science
27.78% Standard Not Met
The reported achievement levels for Tyrrell Elementary closely mirror those reported for Hayward Unified School District. We are adding this goal to bring increased awareness to science education and accountability.

CAASPP was not administered in 2019-2020 or 2020-2021 due to COVID and school closures. We look forward to the CAASPP assessment returning during the 2022-2023 school year.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

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

Common Core State Standards Instruction (CCIF-Standards Based Unit plans, Lesson Design, Assessments)

Task:
Tyrrell is focused on delivering high quality instruction to students, centered on the CCSS for Science. Instruction includes an emphasis on student academic engagement with a focus on Deeper Learning Practices (DLP) and Culturally Responsive Teaching. Tyrrell will continue to update and replenish the school library and classroom libraries to create opportunities for Creating Curiosity. These read aloud books will reflect a variety of cultural and linguistic backgrounds, in English and Spanish. This will help to further develop primary languages and benefit students learning English as a second language. In addition, there is an intentional emphasis on academic vocabulary, critical thinking, and problem solving.

Measures:
These tasks will be measured by visiting classrooms, lesson observations, local assessments, Illuminate results, reading records to measure decoding, fluency, and comprehension, and ongoing benchmark assessments.

People Assigned:
Principal, Assistant Principal. ELL Specialist, Instructional Leadership Team, Teachers, Staff

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)
3,250.00	Title I Online instructional/intervention program such as Accelerated Reader, RAZ kids, or similar program.
1,037.50	Title I Instruction and/or Intervention Curriculum/Materials
166.66	Title I Professional Development Conferences and/or Training
600.00	Title I Release Subs for Assessment and/or Observation
800.00	Title I

	Technology hardware replacement devices and or parts
	None Specified
	None Specified

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

Response to Intervention

Task:
To achieve our goals of implementing Balanced Literacy, Tyrrell efforts supporting student learning in a variety of ways. Tyrrell will focus on improving student engagement and providing students with learning opportunities that incorporate the four levels of Depth of Knowledge (DOK). There will also be a focus on the Deeper Learning Practices (DLP) and Culturally Responsive Teaching. The administration, classroom teachers, and Partner Teacher will organize and assist in providing Intervention to students performing below grade level expectations, though the use of Research based Intervention programs(such as Mystery Science, etc).Through the use of engaging strategies, such as technology, students will be further engaged in learning while they are given access to the technology to share their knowledge and demonstrate critical thinking, problem solving, and decision making strategies

Measures:
These tasks will be measured while visiting classrooms, lesson observations, benchmark assessments, and improved student ability to demonstrate mastery of the standards.

People Assigned:
Principal, Assistant Principal, Instructional Leadership Team, ELL Specialist, Teachers, Partner Teacher

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)
6,147.17	Title I Bilingual paraprofessional
8,135.36	Title I

	Computer Lab Technician
1,037.50	Title I
	Before/After School Intervention
11,387.92	LCFF
	Bilingual Paraprofessional

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

Cycle of Inquiry(COI)   Task: Tyrrell remains focused on our efforts to see students making progress and demonstrating mastery of science. Through the partnership of the school administration and our Instructional Leadership Team (ILT), our staff will continue to use the Cycle of Inquiry process Regular data analysis will take place to determine progress and needs for further support, according to student achievement. Further, the principal, assistant principal, partner teacher, and Instructional Leadership Team (ILT) will provide professional development and coaching to school staff to strengthen our efforts in this area.   Measures: These tasks will be measured through the cycle of inquiry process and school-wide collaboration.   People Assigned: Principal, Assistant Principal, ELL Specialist, Teachers, Computer Lab Technician

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)
3,486.58	LCFF
	Computer Lab Technician
333.33	Title I
	Extra Hours: Training, Meetings, Professional Development ,etc.
734.81	Title I

Annual Review

SPSA Year Reviewed: 2021-22

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

ANALYSIS

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

Teachers participated in Professional Development over the course of the school year, centered on Science instruction. Professional Development was provided by a Hayward Unified School District Teacher on Special Assignment, specializing in Science. Areas of focus included: Science standards, science instruction during distance learning, science investigations, and how to teach science remotely through Google Classroom, Mystery Science, and all while in distance learning.

Our efforts continued through distance learning, during the 2020-2021 school year, to the best of our abilities.

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

Our staff participated in periodic science professional development opportunities. These took place during various staff meetings and minimum day afternoons.
All efforts have taken place remotely, through Distance Learning, during 2021-2022.

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

LEA/LCAP Goal

Goal 7

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

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)

Strategy/Activity

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.

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

LEA/LCAP Goal

Goal 8

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

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)

Strategy/Activity

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.

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	$148,968.00
Total Federal Funds Provided to the School from the LEA for CSI	$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$170,587.51

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	$106,276.97

Subtotal of additional federal funds included for this school: $106,276.97

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	$62,984.58
Title 1: Parent Allocation	$1,325.96

Subtotal of state or local funds included for this school: $64,310.54

Total of federal, state, and/or local funds for this school: $170,587.51

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	65,041.00	2,056.42
Title I	100,517.00	-5,759.97

Expenditures by Funding Source

Funding Source	Amount
LCFF	62,984.58
Title 1: Parent Allocation	1,325.96
Title I	106,276.97

Expenditures by Budget Reference

Budget Reference	Amount

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	LCFF	62,984.58
	Title 1: Parent Allocation	1,325.96
	Title I	106,276.97

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	37,116.83
Goal 2	37,116.83
Goal 3	37,116.83

Goal 4	12,856.74
Goal 5	9,263.45
Goal 6	37,116.83

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
	Other: Instructional Leadership Team (ILT) Member: Tesha Holt (electronic signature)

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 April 5, 2022.

Attested:

	Principal, Stacey Butler on April 5, 2022
	SSC Chairperson, Jenni Valle on April 5, 2022