

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
Tully C. Knoles School	CA	October 18, 2023	

Purpose and Description

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

Schoolwide Program

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

The Tully C. Knoles School Plan for Student Achievement is aligned with the district LCAP goals in the areas of English Language Arts, Mathematics, English Language Development, Equitable environment and Parent and Family engagement. The school plan was developed using a comprehensive needs assessment that included an analysis of data from the California School Dashboard, SBAC testing results, Youth Truth surveys, and other site level metrics. Academically, TCK is attempting to implement a Tiered approach to foundational reading and math skills. TCK will continue to utilize the Wellness Center as a place of safety and mental health, coalescing classroom behavioral and social/emotional goals with high-quality professional development. To support and promote common language and practices Positive Behavior Support Systems are being implemented.

Goal 1: The percentage of grade 3-8 students meeting or exceeding standards on the 2022 CAASPP assessments in ELA will increase

Goal 2: The percentage of 3rd - 8th students meeting or exceeding standards on the 2022 CAASPP assessments in Math will increase

Goal 3: The number of English Learners reclassified will increase.

Goal 4: The percentage of students reporting positive responses in Engagement, Relationships and Culture on the Youth Truth Survey will increase

Goal 5: Tully C. Knoles will increase family engagement as measured by increased positive responses in Engagement, Relationships, and Culture on the Youth Truth Survey.

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).

Through informal surveys at ELAC, SSC, PTSA, staff meetings & ASES meetings there seems to be a collective agreement that we are seeing an increase in parent involvement, especially amongst our EL parents. This year we have had multiple parents with Spanish as their first language serve on SSC and bring others to attend the meetings. Next year will be the first year we will have a parent of an EL as President of our PTSA. Her primary language is Spanish. She is bringing more diverse members to our board and to serve on committees.

Classroom Observations

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

We continue to see an improvement with literacy development in our primary grades. We are seeing an increase in reading, writing and speaking for our 4th and 5th grade students this year. We have also made significant progress in building relationships with our students and meeting the emotional needs of many of our neediest students. The culture and climate of the school continues to evolve in a positive manner.

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)

Administer curricular assessments (i.e. Wonders) to inform/drive instruction
Conduct ongoing progress monitoring in grades K-1 (DIBELS), 2-6 (I-Ready)
Administer CAASPP interim assessments in grades 3-8
Utilize small group instruction during ELA block based on skill level
Introduce and implement Daily 5 instructional strategies in grades K-3
Utilize Illuminate data storage and assessment administration system
ELD instruction in all grades
ELD elective in grades 7/8 for EL students bases on ELPAC scores

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

Conduct initial and ongoing progress monitoring in grades K-3 (DIBELS)
Provide Title 1 small group support for students scoring Intensive on DIBELS
Provide small group intervention within Tiers 1 and 2
Train staff on use on assessment administration system

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

District wide professional development and trainings are offered, as is grade level collaboration.

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

TCK has credentialed teachers or interns in the process of proper credentialing in place. All teachers have access to teacher resources supporting SBE adopted instructional materials.

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

Staff are engaged with assessing student performance on a regular basis and are receiving ongoing PD for professional needs.

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

Ongoing district-provided/endorsed PD in math (SVMI)
Continue foundational literacy PD in primary grades
Intervention personnel supports ELA
Provide ELD professional development ELRISE

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

Weekly staff collaboration built into district contract and site schedule

Teaching and Learning

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

All curriculum is CDE/state-standards approved.

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

120 minutes of ELA per day grades K-6
75 minutes of math per day grades K-6
56 minutes of ELA and math per day in grades 7/8 (112 minutes for remedial ELA)

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)

Standards-based instructional materials have been made available to all student groups.

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

Opportunity and Equal Educational Access

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

Continue implementation of and professional development pertaining to Wonders (K-5) and Study Sync (6-8) curricula
Use curricular assessments to guide instruction
Utilize small group instruction during ELA block based on skill level
Provide ongoing professional development in ELA curriculum and instructional strategies
Continue foundational literacy PD in primary grades
Conduct ongoing progress monitoring in grades K-3 (Amplify)
Provide Title 1 small group support for students scoring Intensive on AMPLIFY and iReady
Continue use of Illuminate data storage and assessment administration system
Continue to embed ELD practices into daily master schedule in all grades
Provide after-school support in multiple grades (3-5 grade tutoring, 3-5 grade homework club, 7/8 ELA homework club - all based on availability of tutors)

Evidence-based educational practices to raise student achievement

PBIS, Small group intervention.

Parental Engagement

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

Tutoring, counseling, workshops, family engagement opportunities.

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)

School Site Council and English Learner Advisory Committee meet regularly where the goal is to seek parental/community and staff input.

Funding

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

Funding will be provided to implement after school tutoring for our underperforming students.

Fiscal support (EPC)

Title 1 funded school.

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

At the meetings listed below, attendees learned of the school's progress using data from the California School Dashboard and other local data, such as the Dibels, MAP, and Youth Truth Survey. Feedback is documented in meeting minutes.

School Site Council Meetings: October 12, December 8, January 28, February 25, March 24, April 18,
ELAC Meeting Dates: Nov 3, January 26, March 30, April 14, May 11
Leadership:

Through ELAC, SSC, PTSA, Title I Parent meetings, staff meetings, leadership, and coffee with the principal, data was shared related to multiple measures of assessment. Input was gathered from all of the stakeholder meetings and advisory group meetings as evident in the minutes, notes and survey results relating to the goals proposed for the implementation of the school plan.

Resource Inequities

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

Many students academically and socially suffered from the closing of schools as a result of the pandemic. There has been substantial learning loss in all academic areas and social skills. There is a need for more intervention during the school day for grades 1-8. The shortage of teachers has impacted TCK drastically. More than one class went several weeks without a fully credentialed teacher. At the writing of this SPSA, one class has yet to have a full time teacher assigned. It has been difficult to find campus monitors which has resulted in lack of supervision during recess, lunch, and other unstructured times in the day.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	0.7%	0.67%	0.52%	4	4	3
African American	12.1%	12.81%	10.48%	71	77	61
Asian	6.8%	5.49%	5.33%	40	33	31
Filipino	2.4%	2.33%	2.41%	14	14	14
Hispanic/Latino	57.8%	59.90%	63.75%	339	360	371
Pacific Islander	0.3%	0.83%	0.52%	2	5	3
White	14.5%	12.31%	10.31%	85	74	60
Multiple/No Response	4.6%	5.16%	6.01%	27	31	35
Total Enrollment				587	601	582

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Kindergarten	55	76	51
Grade 1	68	63	73
Grade 2	61	68	69
Grade 3	72	70	70
Grade 4	78	63	62
Grade 5	64	71	64
Grade 6	70	70	74
Grade 7	52	72	49
Grade 8	67	48	70
Total Enrollment	587	601	582

Conclusions based on this data:

1. We have been kept a consistent amount of students enrolled in TCK. We have had a slight decline in grades 4 & 5. This has resulted in a drop from 3 classes in each grade level to 2.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	98	105	98	16.7%	17.5%	16.8%
Fluent English Proficient (FEP)	55	59	59	9.4%	9.8%	10.1%
Reclassified Fluent English Proficient (RFEP)	12			12.2%		

Conclusions based on this data:

1. We have stayed consistent in the percentage of English Learners at TCK.
2. We have reclassified a total of 14 students in the Fall of 2022

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	75	72		73	70		73	70		97.3	97.2	
Grade 4	73	62		69	62		69	62		94.5	100.0	
Grade 5	65	68		62	66		62	66		95.4	97.1	
Grade 6	69	71		66	71		66	71		95.7	100.0	
Grade 7	51	76		50	73		50	73		98.0	96.1	
Grade 8	63	51		59	50		58	50		93.7	98.0	
All Grades	396	400		379	392		378	392		95.7	98.0	

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	2398.	2426.		10.96	24.29		28.77	32.86		30.14	17.14		30.14	25.71	
Grade 4	2411.	2432.		8.70	11.29		20.29	22.58		20.29	22.58		50.72	43.55	
Grade 5	2447.	2473.		8.06	15.15		22.58	24.24		27.42	19.70		41.94	40.91	
Grade 6	2472.	2474.		7.58	7.04		24.24	16.90		25.76	32.39		42.42	43.66	
Grade 7	2500.	2518.		6.00	8.22		28.00	31.51		18.00	28.77		48.00	31.51	
Grade 8	2520.	2525.		3.45	10.00		31.03	32.00		31.03	22.00		34.48	36.00	
All Grades	N/A	N/A	N/A	7.67	12.76		25.66	26.53		25.66	23.98		41.01	36.73	

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	9.59	20.00		69.86	58.57		20.55	21.43	
Grade 4	4.35	8.06		65.22	58.06		30.43	33.87	
Grade 5	9.68	9.09		53.23	60.61		37.10	30.30	
Grade 6	6.06	5.63		56.06	60.56		37.88	33.80	
Grade 7	10.00	16.44		48.00	61.64		42.00	21.92	
Grade 8	5.17	14.00		55.17	42.00		39.66	44.00	
All Grades	7.41	12.24		58.73	57.65		33.86	30.10	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	5.56	11.43		59.72	60.00		34.72	28.57	
Grade 4	7.25	9.68		46.38	62.90		46.38	27.42	
Grade 5	9.68	19.70		50.00	42.42		40.32	37.88	
Grade 6	12.12	8.45		42.42	45.07		45.45	46.48	
Grade 7	10.00	15.07		68.00	54.79		22.00	30.14	
Grade 8	6.90	10.00		65.52	48.00		27.59	42.00	
All Grades	8.49	12.50		54.64	52.30		36.87	35.20	

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	11.11	7.14		72.22	82.86		16.67	10.00	
Grade 4	2.90	6.45		69.57	74.19		27.54	19.35	
Grade 5	6.45	7.58		67.74	68.18		25.81	24.24	
Grade 6	9.09	11.27		68.18	69.01		22.73	19.72	
Grade 7	6.00	8.22		68.00	76.71		26.00	15.07	
Grade 8	10.34	12.00		67.24	76.00		22.41	12.00	
All Grades	7.69	8.67		68.97	74.49		23.34	16.84	

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	20.83	20.00		61.11	65.71		18.06	14.29	
Grade 4	10.14	11.29		63.77	59.68		26.09	29.03	
Grade 5	6.45	21.21		66.13	63.64		27.42	15.15	
Grade 6	7.58	7.04		65.15	73.24		27.27	19.72	
Grade 7	14.00	13.70		54.00	64.38		32.00	21.92	
Grade 8	12.07	20.00		63.79	62.00		24.14	18.00	
All Grades	11.94	15.31		62.60	65.05		25.46	19.64	

Conclusions based on this data:

1. We had third grade students having the highest percentage meeting or exceeding standards at 57%
2. We had sixth grade students having the lowest percentage meeting or exceeding goals at 24%
3. Students will be placed in appropriate targeted instruction groups based on their individual needs. Teachers will continue to meet in grade level teams to analyze data and identify students accordingly. We will continue to follow the district pacing calendar monitoring growth through progress monitoring and ongoing assessments.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	75	72		72	70		72	70		96.0	97.2	
Grade 4	73	62		68	62		68	62		93.2	100.0	
Grade 5	65	68		62	67		62	67		95.4	98.5	
Grade 6	69	71		64	71		64	71		92.8	100.0	
Grade 7	51	76		50	72		50	72		98.0	94.7	
Grade 8	63	51		58	49		58	49		92.1	96.1	
All Grades	396	400		374	391		374	391		94.4	97.8	

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	2393.	2411.		5.56	8.57		15.28	31.43		40.28	25.71		38.89	34.29	
Grade 4	2398.	2416.		0.00	4.84		17.65	11.29		26.47	38.71		55.88	45.16	
Grade 5	2427.	2435.		0.00	7.46		8.06	11.94		27.42	19.40		64.52	61.19	
Grade 6	2448.	2440.		6.25	1.41		9.38	7.04		28.13	28.17		56.25	63.38	
Grade 7	2457.	2455.		12.00	5.56		6.00	8.33		18.00	26.39		64.00	59.72	
Grade 8	2470.	2477.		3.45	10.20		10.34	10.20		15.52	20.41		70.69	59.18	
All Grades	N/A	N/A	N/A	4.28	6.14		11.50	13.55		26.74	26.60		57.49	53.71	

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	5.56	12.86		52.78	60.00		41.67	27.14	
Grade 4	1.47	6.45		41.18	45.16		57.35	48.39	
Grade 5	0.00	4.48		33.87	28.36		66.13	67.16	
Grade 6	9.38	1.41		31.25	28.17		59.38	70.42	
Grade 7	8.00	6.94		38.00	36.11		54.00	56.94	
Grade 8	1.72	12.24		31.03	30.61		67.24	57.14	
All Grades	4.28	7.16		38.50	38.36		57.22	54.48	

Problem Solving & Modeling/Data Analysis									
Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	5.56	11.43		59.72	47.14		34.72	41.43	
Grade 4	7.35	6.45		38.24	41.94		54.41	51.61	
Grade 5	1.61	7.46		48.39	47.76		50.00	44.78	
Grade 6	4.69	0.00		50.00	46.48		45.31	53.52	
Grade 7	12.00	4.17		40.00	58.33		48.00	37.50	
Grade 8	5.17	10.20		65.52	38.78		29.31	51.02	
All Grades	5.88	6.39		50.53	47.31		43.58	46.29	

Communicating Reasoning									
Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	5.56	17.14		69.44	62.86		25.00	20.00	
Grade 4	1.47	4.84		48.53	46.77		50.00	48.39	
Grade 5	0.00	7.46		53.23	52.24		46.77	40.30	
Grade 6	10.94	2.82		50.00	60.56		39.06	36.62	
Grade 7	10.00	6.94		60.00	56.94		30.00	36.11	
Grade 8	3.45	10.20		63.79	44.90		32.76	44.90	
All Grades	5.08	8.18		57.49	54.73		37.43	37.08	

Conclusions based on this data:

1. In mathematics according to the CAASPP data 40% of our 3rd grade students scored above, at or near grade level.
2. In mathematics according to the CAASPP data 8% of our 5th grade students scored above, at or near grade level. The upper grade teachers will work together to develop an intervention plan to address students needs in the area of mathematics. Teachers will work closely with their cross grade level teams to analyze data, identify students and provide intervention services according to need.
3. After school math academies will be offered for grades 2-5

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	1478.9		*	1471.1		*	1496.9		8	19	
1	*	*		*	*		*	*		6	10	
2	1487.5	*		1478.6	*		1495.9	*		13	7	
3	1495.9	1487.6		1486.8	1489.8		1504.4	1484.9		14	14	
4	1473.9	1522.4		1468.2	1532.5		1479.3	1511.7		15	13	
5	*	1516.2		*	1513.4		*	1518.5		8	12	
6	1530.4	*		1538.6	*		1521.8	*		13	8	
7	1532.6	1554.0		1530.3	1548.5		1534.3	1558.8		12	13	
8	1574.9	*		1576.3	*		1573.3	*		12	10	
All Grades										101	106	

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	47.37		*	26.32		*	26.32		*	0.00		*	19	
1	*	*		*	*		*	*		*	*		*	*	
2	15.38	*		46.15	*		30.77	*		7.69	*		13	*	
3	7.14	42.86		50.00	21.43		42.86	14.29		0.00	21.43		14	14	
4	6.67	15.38		13.33	69.23		40.00	15.38		40.00	0.00		15	13	
5	*	33.33		*	16.67		*	33.33		*	16.67		*	12	
6	15.38	*		46.15	*		30.77	*		7.69	*		13	*	
7	25.00	38.46		16.67	30.77		33.33	23.08		25.00	7.69		12	13	
8	50.00	*		16.67	*		25.00	*		8.33	*		12	*	
All Grades	17.82	31.13		29.70	32.08		37.62	24.53		14.85	12.26		101	106	

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	47.37		*	31.58		*	21.05		*	0.00		*	19	
1	*	*		*	*		*	*		*	*		*	*	
2	23.08	*		53.85	*		15.38	*		7.69	*		13	*	
3	28.57	42.86		42.86	28.57		21.43	14.29		7.14	14.29		14	14	
4	13.33	61.54		26.67	30.77		33.33	7.69		26.67	0.00		15	13	
5	*	41.67		*	33.33		*	8.33		*	16.67		*	12	
6	46.15	*		30.77	*		15.38	*		7.69	*		13	*	
7	25.00	46.15		58.33	38.46		0.00	7.69		16.67	7.69		12	13	
8	58.33	*		25.00	*		16.67	*		0.00	*		12	*	
All Grades	30.69	41.51		41.58	34.91		16.83	16.98		10.89	6.60		101	106	

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	36.84		*	15.79		*	36.84		*	10.53		*	19	
1	*	*		*	*		*	*		*	*		*	*	
2	7.69	*		53.85	*		23.08	*		15.38	*		13	*	
3	0.00	28.57		35.71	21.43		57.14	21.43		7.14	28.57		14	14	
4	0.00	0.00		26.67	38.46		13.33	53.85		60.00	7.69		15	13	
5	*	16.67		*	33.33		*	16.67		*	33.33		*	12	
6	7.69	*		30.77	*		30.77	*		30.77	*		13	*	
7	0.00	38.46		41.67	7.69		25.00	38.46		33.33	15.38		12	13	
8	16.67	*		50.00	*		16.67	*		16.67	*		12	*	
All Grades	5.94	21.70		31.68	24.53		32.67	33.96		29.70	19.81		101	106	

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	52.63		*	42.11		*	5.26		*	19	
1	*	*		*	*		*	*		*	*	
2	23.08	*		69.23	*		7.69	*		13	*	
3	28.57	50.00		57.14	28.57		14.29	21.43		14	14	
4	20.00	46.15		66.67	53.85		13.33	0.00		15	13	
5	*	16.67		*	66.67		*	16.67		*	12	
6	23.08	*		61.54	*		15.38	*		13	*	
7	8.33	15.38		66.67	69.23		25.00	15.38		12	13	
8	33.33	*		58.33	*		8.33	*		12	*	
All Grades	24.75	36.79		61.39	50.94		13.86	12.26		101	106	

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	31.58		*	68.42		*	0.00		*	19	
1	*	*		*	*		*	*		*	*	
2	30.77	*		61.54	*		7.69	*		13	*	
3	35.71	57.14		64.29	28.57		0.00	14.29		14	14	
4	13.33	84.62		53.33	15.38		33.33	0.00		15	13	
5	*	66.67		*	16.67		*	16.67		*	12	
6	69.23	*		23.08	*		7.69	*		13	*	
7	50.00	53.85		50.00	38.46		0.00	7.69		12	13	
8	75.00	*		25.00	*		0.00	*		12	*	
All Grades	39.60	46.23		51.49	45.28		8.91	8.49		101	106	

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	36.84		*	63.16		*	0.00		*	19	
1	*	*		*	*		*	*		*	*	
2	23.08	*		61.54	*		15.38	*		13	*	
3	0.00	21.43		64.29	50.00		35.71	28.57		14	14	
4	6.67	7.69		33.33	61.54		60.00	30.77		15	13	
5	*	33.33		*	25.00		*	41.67		*	12	
6	7.69	*		38.46	*		53.85	*		13	*	
7	16.67	38.46		33.33	30.77		50.00	30.77		12	13	
8	25.00	*		41.67	*		33.33	*		12	*	
All Grades	11.88	28.30		47.52	40.57		40.59	31.13		101	106	

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	36.84		*	36.84		*	26.32		*	19	
1	*	*		*	*		*	*		*	*	
2	15.38	*		76.92	*		7.69	*		13	*	
3	28.57	35.71		71.43	42.86		0.00	21.43		14	14	
4	6.67	15.38		33.33	76.92		60.00	7.69		15	13	
5	*	25.00		*	50.00		*	25.00		*	12	
6	15.38	*		76.92	*		7.69	*		13	*	
7	0.00	7.69		75.00	84.62		25.00	7.69		12	13	
8	16.67	*		83.33	*		0.00	*		12	*	
All Grades	12.87	21.70		66.34	60.38		20.79	17.92		101	106	

Conclusions based on this data:

1. The majority of our students are overall level 3 & 4. Teachers will work together to cluster students according to language needs and develop a plan for meeting the needs of those students.
2. Initial clustering will take place in May of the previous school year with adjustments made in August of the current school year. Teachers will have flexible grouping to ensure integrated and designated instruction meets the needs of the English Learners.
3. Teachers will receive professional development on iReady assessment and data analysis for English Learners. Teachers will collaborate on integrated and designated ELD with monitoring by the administrator ensuring all classroom schedules have designated ELD and will observe/monitor examples of best practices for designated and integrated ELD

School and Student Performance Data

Student Population

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

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

2021-22 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
601	73.9	17.5	0.3
Total Number of Students enrolled in Tully C. Knoles School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2021-22 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	105	17.5
Foster Youth	2	0.3
Homeless	11	1.8
Socioeconomically Disadvantaged	444	73.9
Students with Disabilities	73	12.1

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	77	12.8
American Indian	4	0.7
Asian	33	5.5
Filipino	14	2.3
Hispanic	360	59.9
Two or More Races	31	5.2
Pacific Islander	5	0.8
White	74	12.3

Conclusions based on this data:

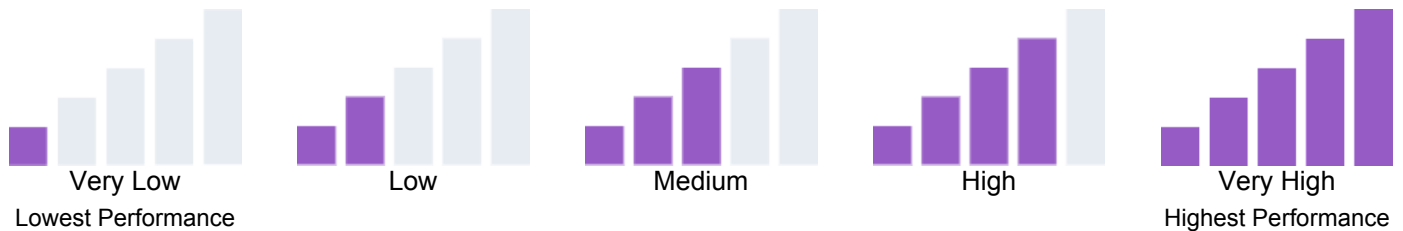
1. TCK continues to maintain a population with 81% of our students being socioeconomically disadvantaged. We will work with our counselors and site administration to develop methods to better meet the needs of this population. The site will do a book study on Disrupting Poverty.
2. We will work on expanding the counseling services to meet the needs of our students with disabilities, foster youth, EL's and socioeconomically disadvantaged.

School and Student Performance Data

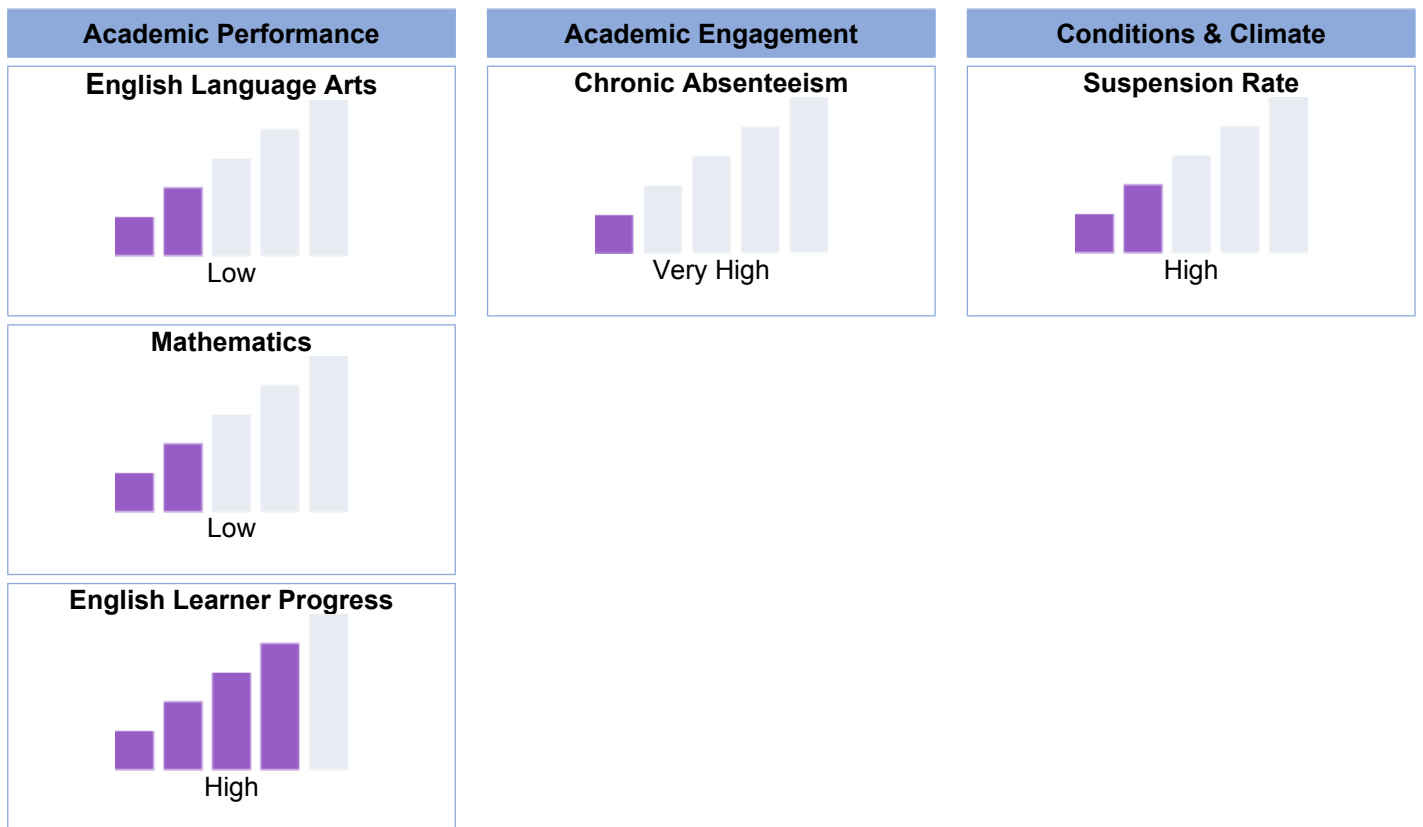
Overall Performance

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

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



2022 Fall Dashboard Overall Performance for All Students



Conclusions based on this data:

1. Outreach efforts will be developed to increase the number of students at school on time everyday. We will continue to involve families and encourage participation in school functions and organizations in an effort to decrease the chronic Absenteeism at TCK.
2. We will include recruiting of diverse members to all of our organizations, ELAC, SSC, PTSA, student council and more.

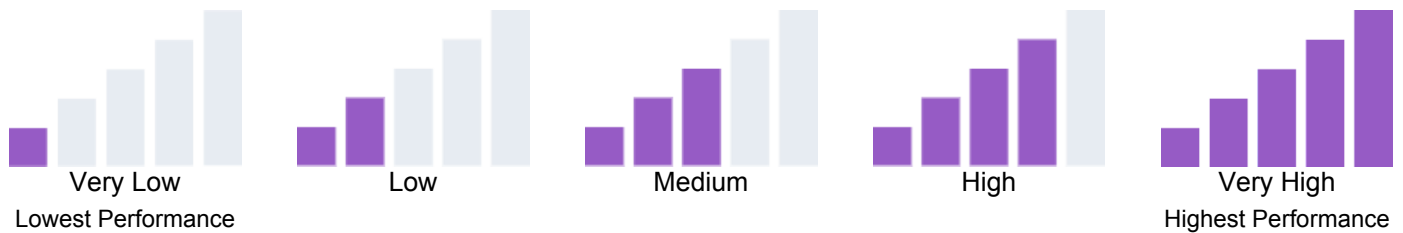
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3. We will target individuals through informal greetings, meetings, phone calls and personal invitations to attend school daily on time.

School and Student Performance Data

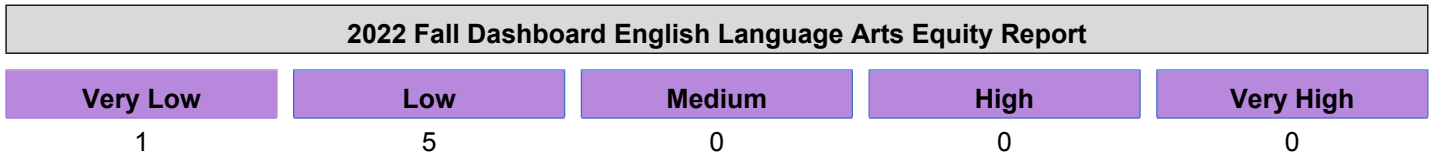
Academic Performance English Language Arts

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

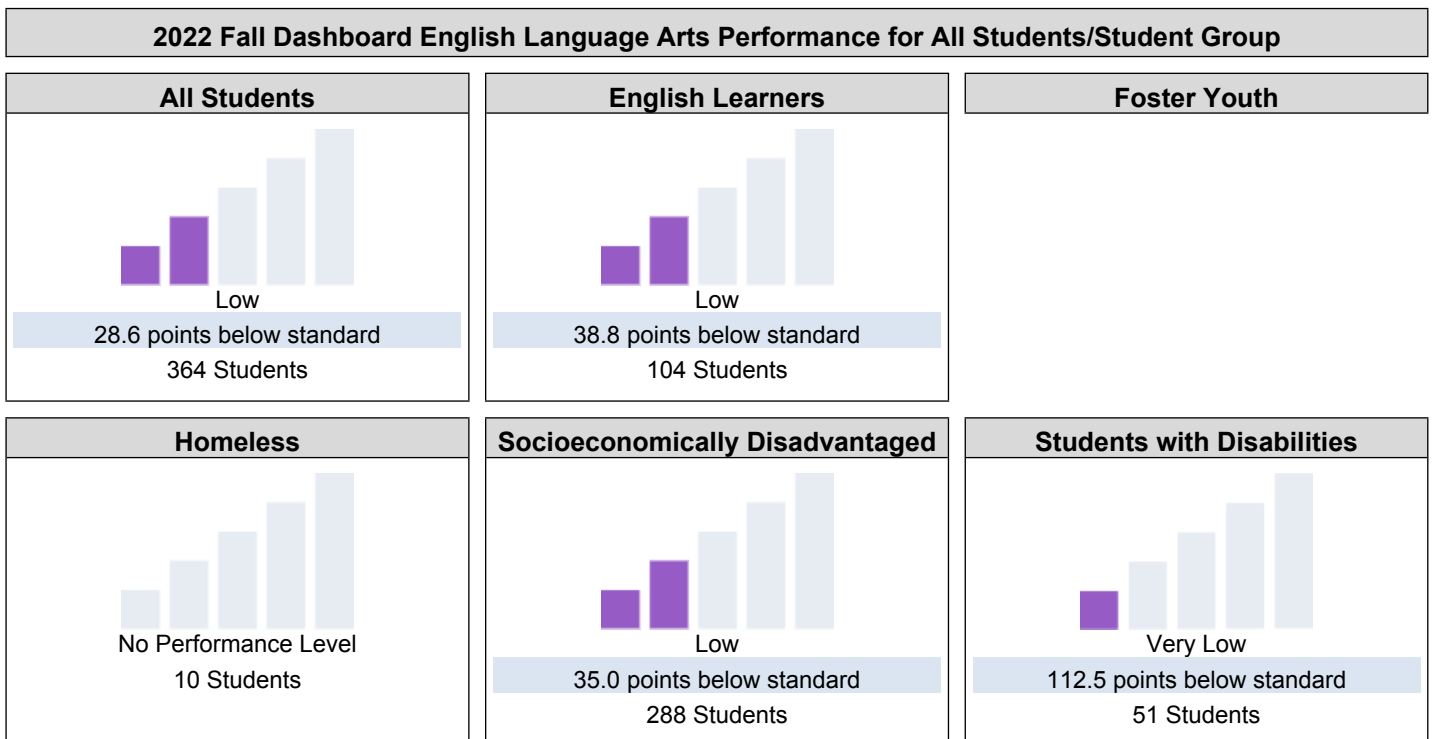
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



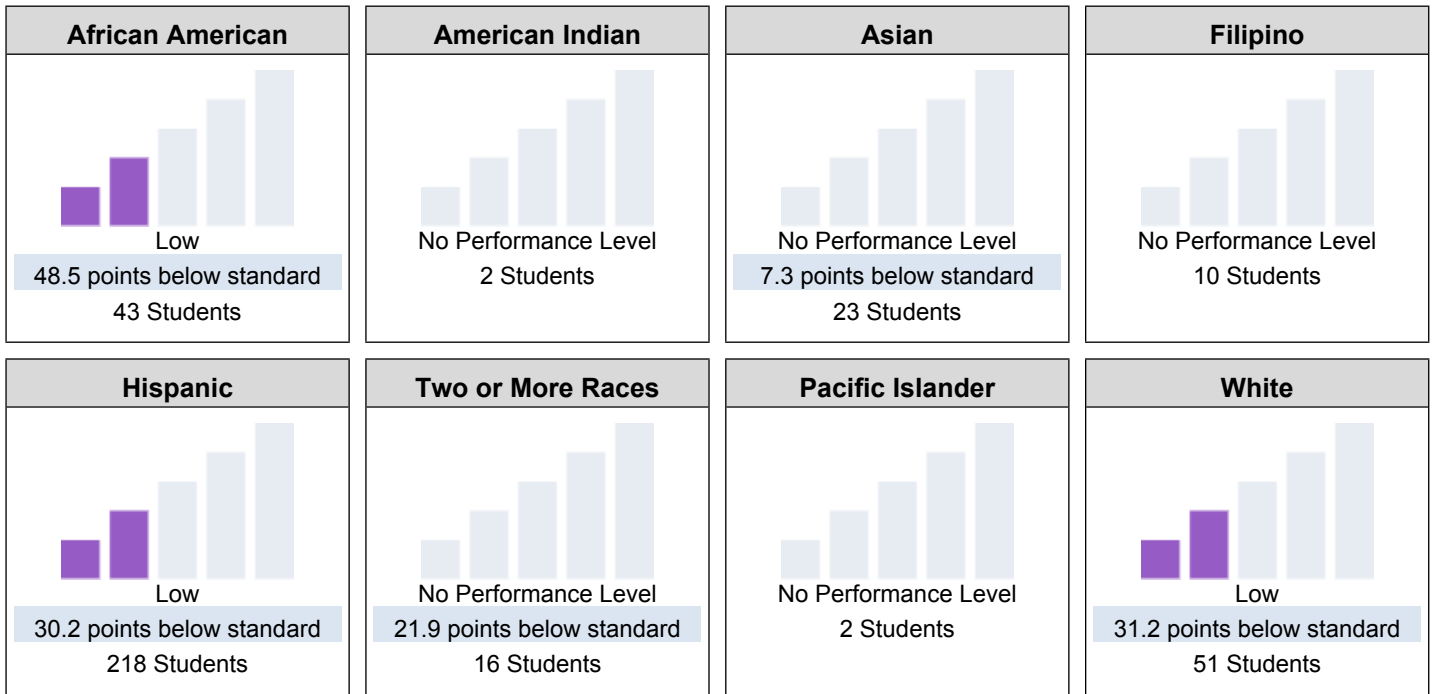
This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.



2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity



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

2022 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
72.7 points below standard	13.1 points above standard	27.6 points below standard
63 Students	41 Students	245 Students

Conclusions based on this data:

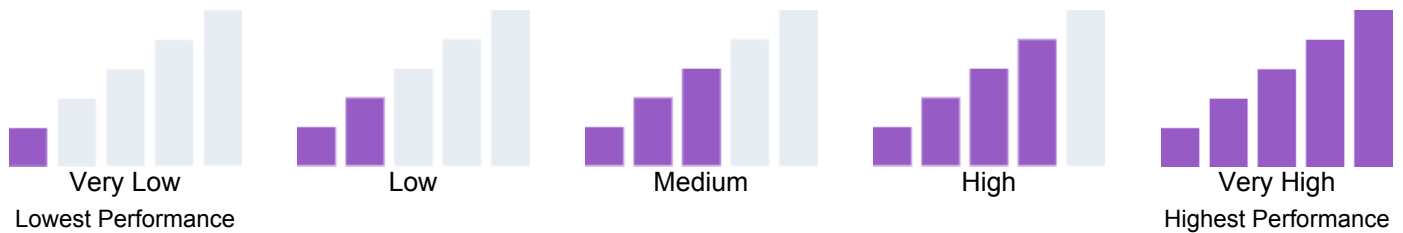
1. We will work diligently to better serve our students with disabilities through tutoring, counseling, outreach, keeping them in school and increasing participation in all matters pertaining to their individual needs.
2. We will work to organize our African American youth to provide academic, social and emotional support through forming a support system to better meet the needs of our African American population.

School and Student Performance Data

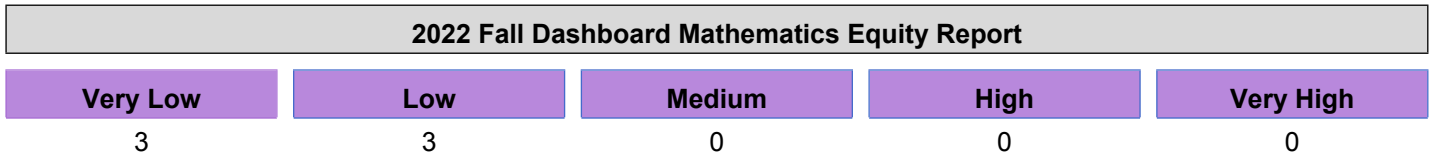
Academic Performance Mathematics

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

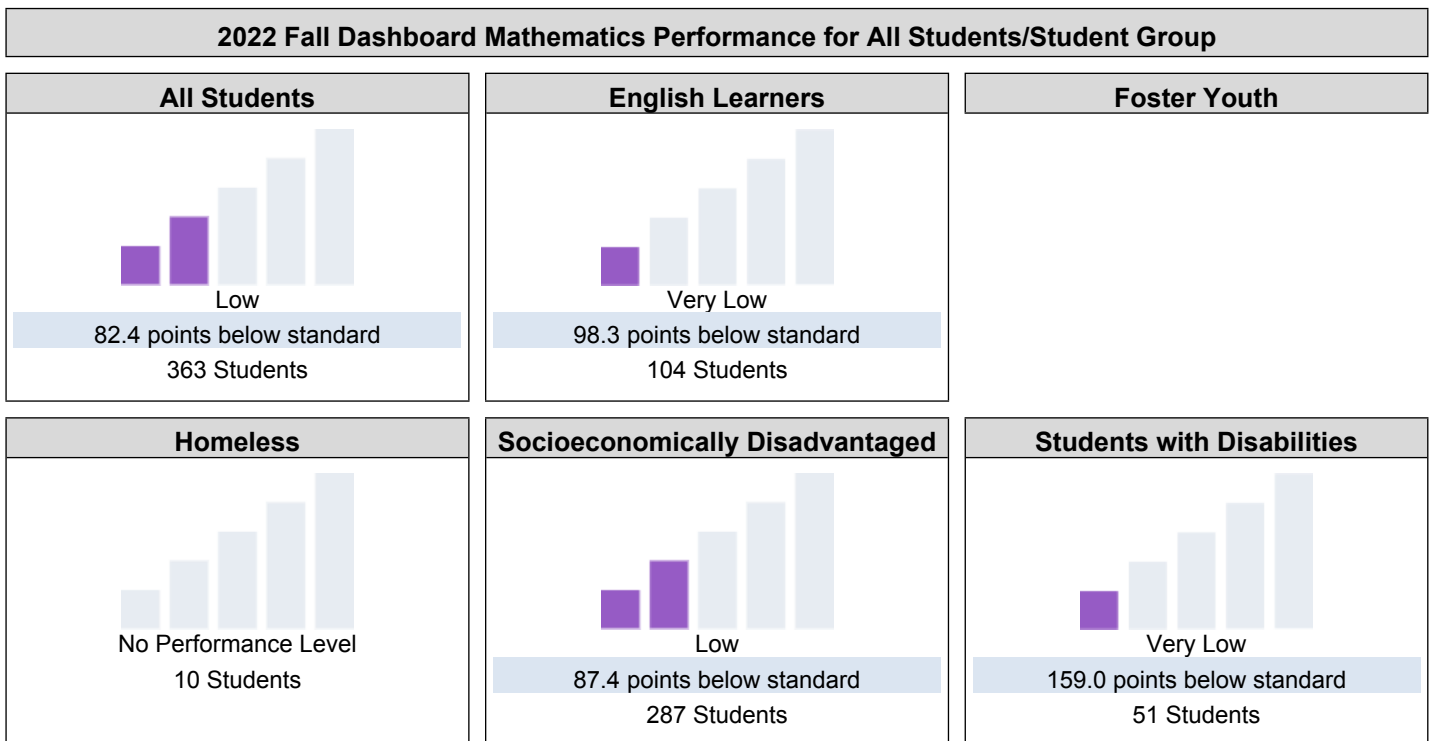
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



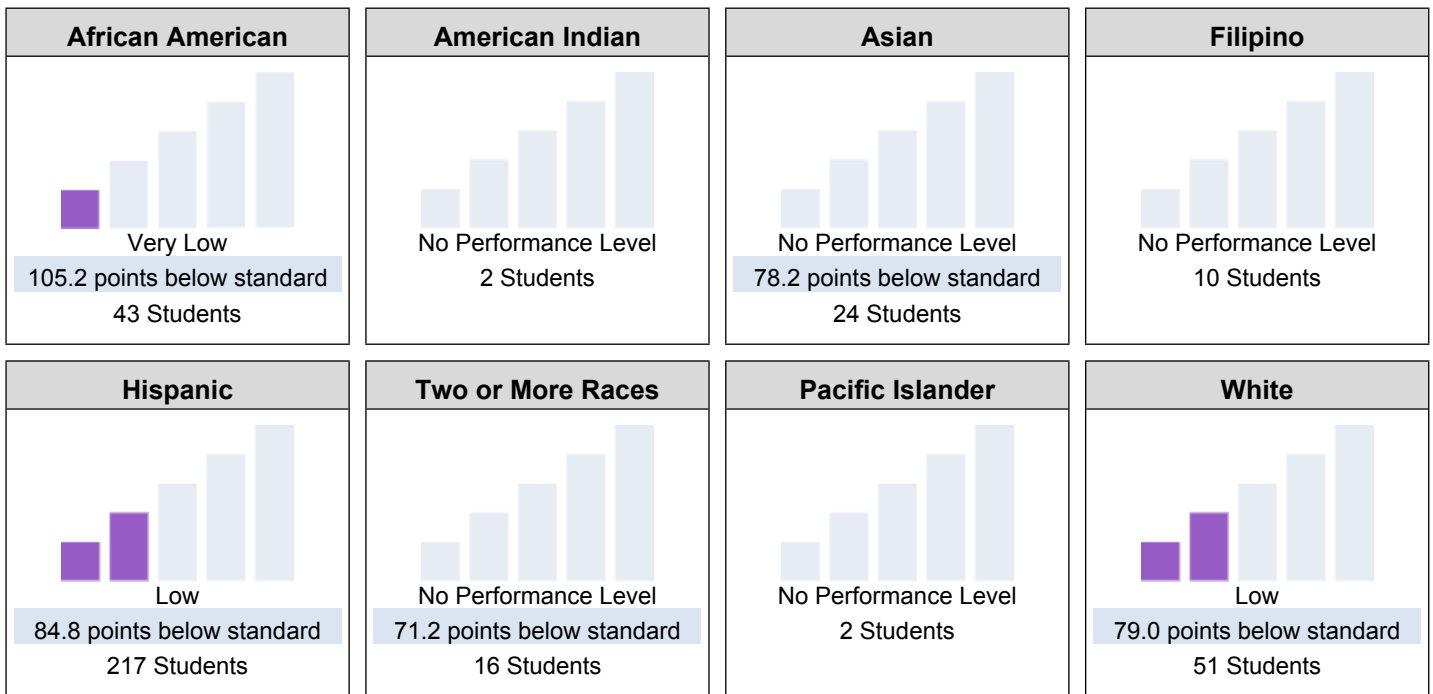
This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.



2022 Fall Dashboard Mathematics Performance by Race/Ethnicity



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

2022 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
126.0 points below standard 63 Students	55.6 points below standard 41 Students	79.5 points below standard 244 Students

Conclusions based on this data:

1. Teachers will be provided with PD and support to implement the current math adoption, especially with our Students with Disabilities.
2. Teachers will utilize the intervention supports provided especially for our hispanic students and SWD students.
3. Teachers will collaborate on differentiating instruction to meet the needs of all students especially those with disabilities and our hispanic students struggling with mathematics. Teachers lack consistent conversations with other specialists or coaching/training. This will be calendared on an ongoing basis throughout the school year.

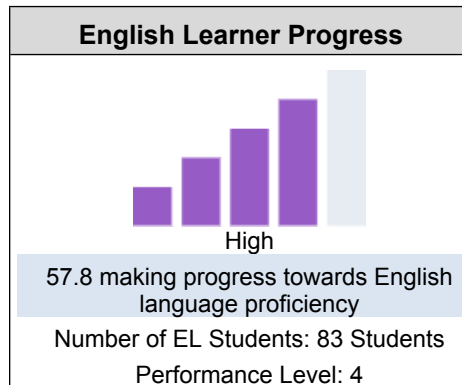
School and Student Performance Data

Academic Performance English Learner Progress

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

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

2022 Fall Dashboard English Learner Progress Indicator



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

2022 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
13.3%	28.9%	8.4%	49.4%

Conclusions based on this data:

- Curriculum and instruction will be provided to support all of our learners at their various levels.
- Intervention programs will be provided when needed.
- Adopting alternative materials and supports for parents and students struggling to access the information and instruction being provided on campus.

School and Student Performance Data

Academic Performance College/Career Report

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

Conclusions based on this data:

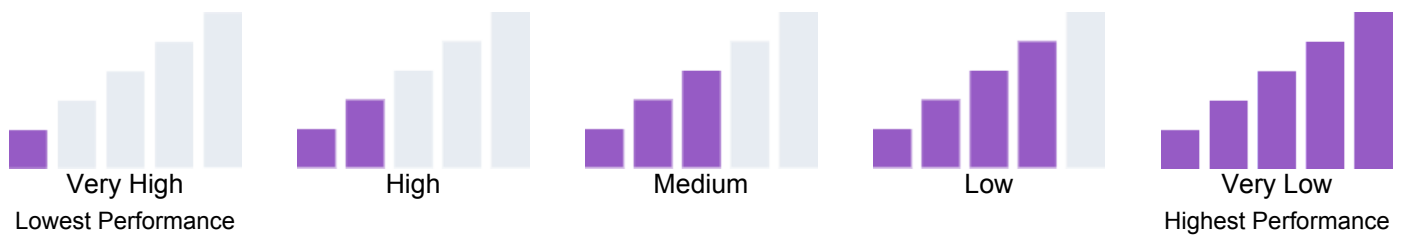
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School and Student Performance Data

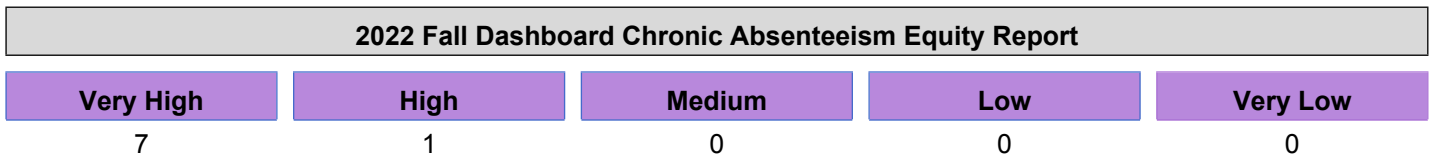
Academic Engagement Chronic Absenteeism

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

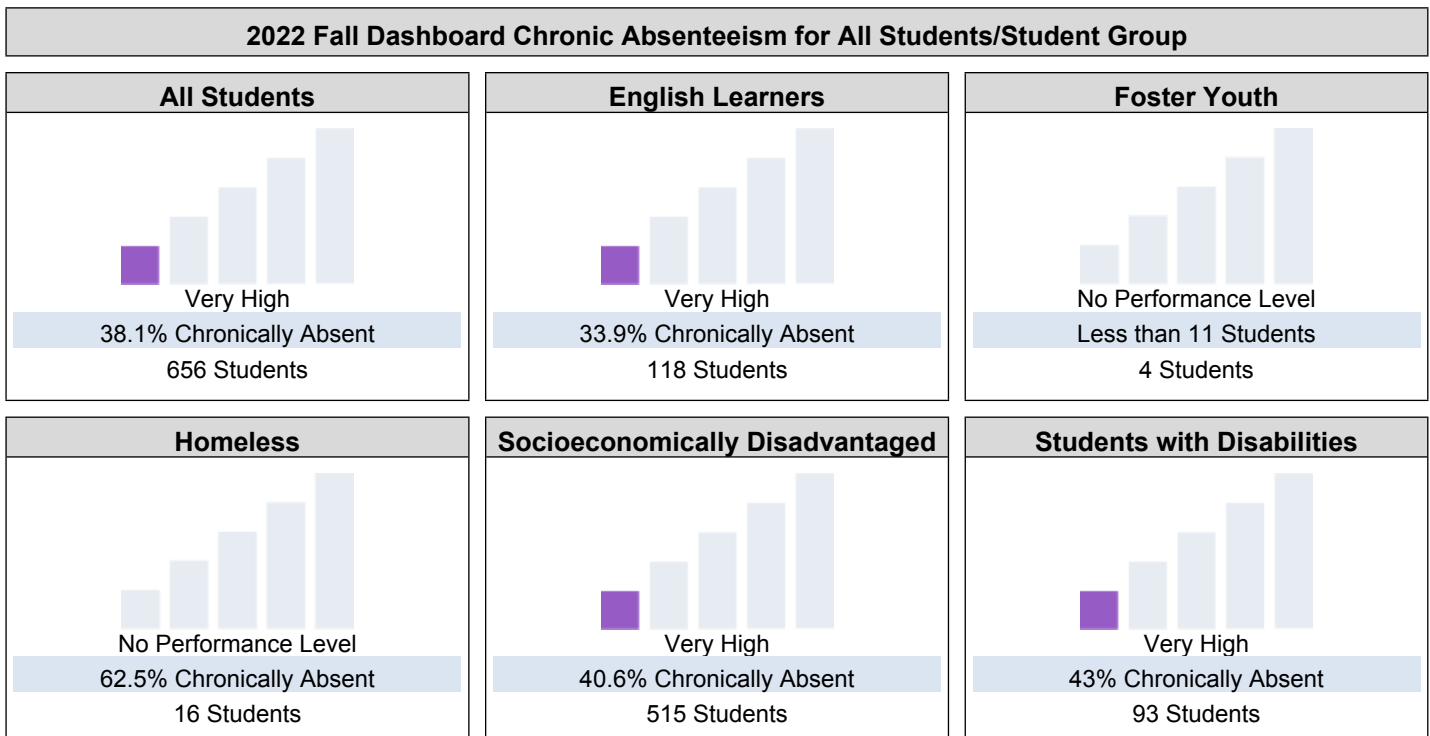
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



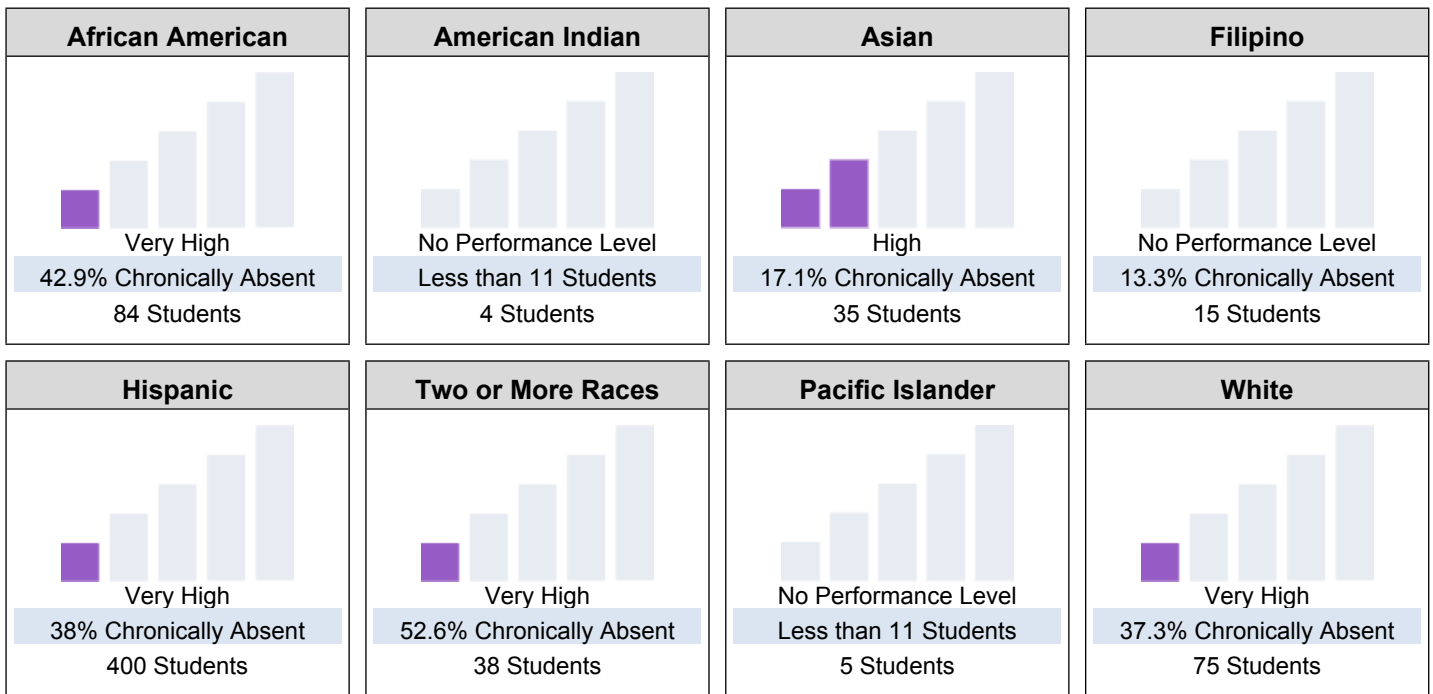
This section provides number of student groups in each level.



This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.



2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity



Conclusions based on this data:

1. We will encourage parents and students to be at school on time everyday through program incentives and outreach,
2. Parent workshops and information will be provided so betters gain a better understanding of the importance of being at school every day on time. The knowledge gained through meetings, phone calls, workshops and written information will encourage participation in school especially amongst our African American, Hispanic, SWD and more.
3. Staff will do a better job of properly discussing and informing parents of attendance issues and the importance of in class instruction through conferences, newsletters, phone calls and workshops.

School and Student Performance Data

Academic Engagement Graduation Rate

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

Very Low
Lowest Performance
Low
Medium
High
Very High
Highest Performance

This section provides number of student groups in each level.

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

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

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

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

Conclusions based on this data:

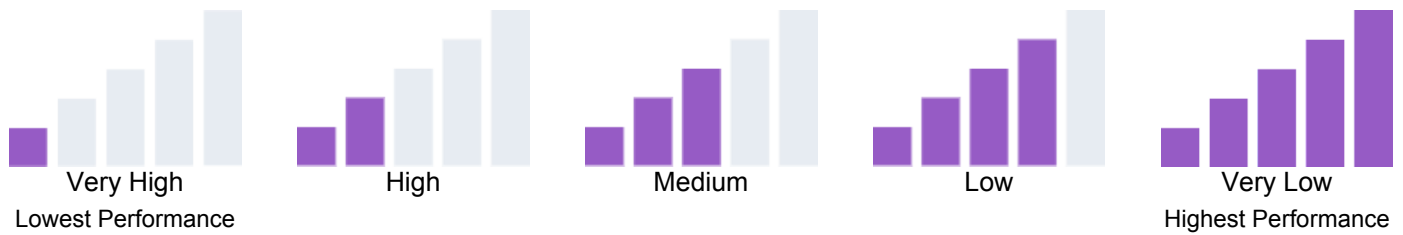
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School and Student Performance Data

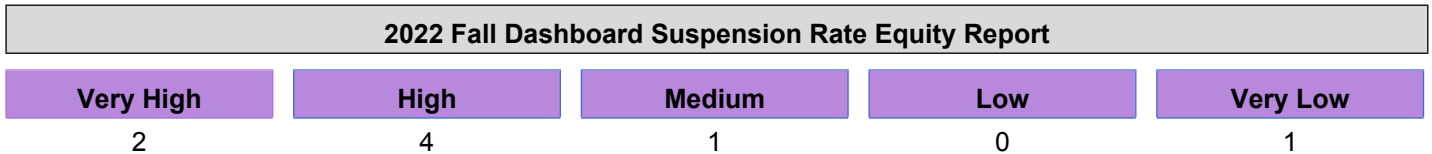
Conditions & Climate Suspension Rate

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

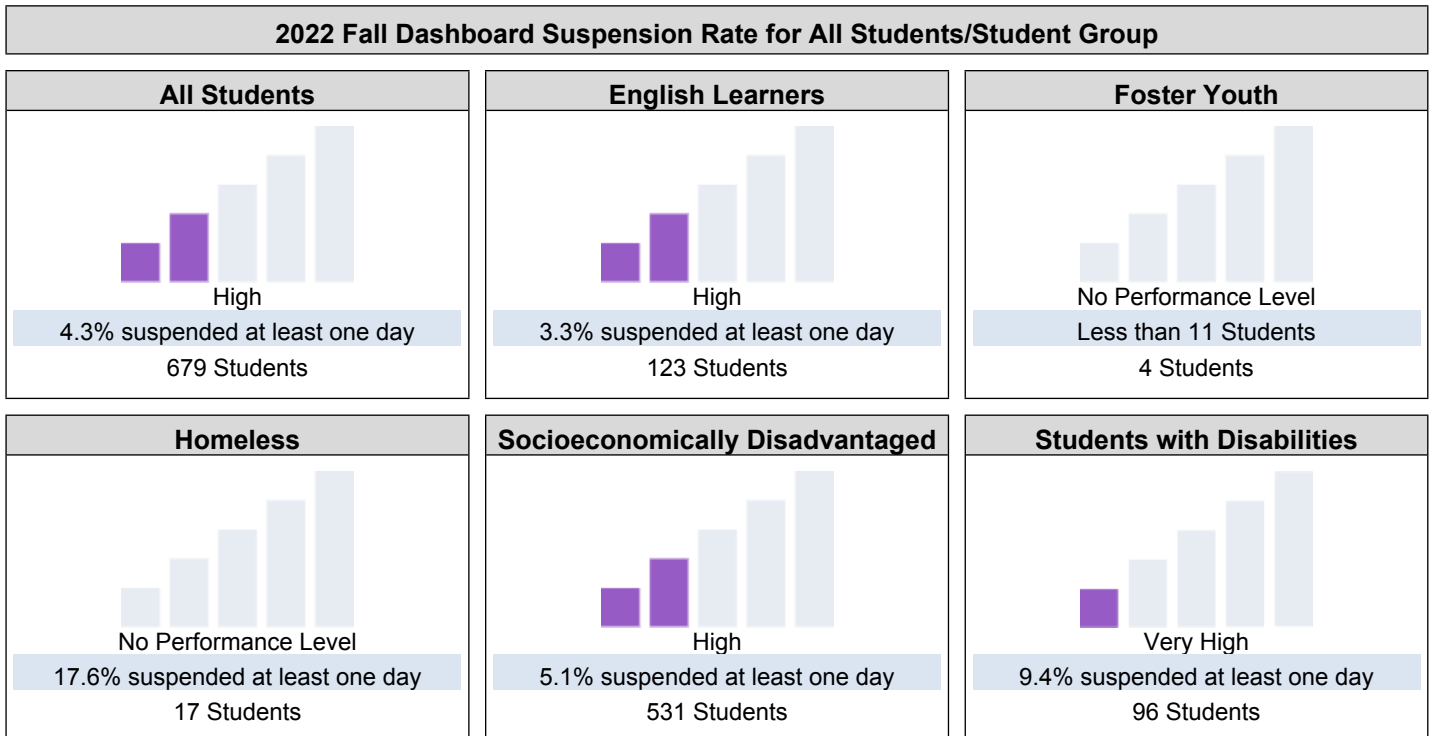
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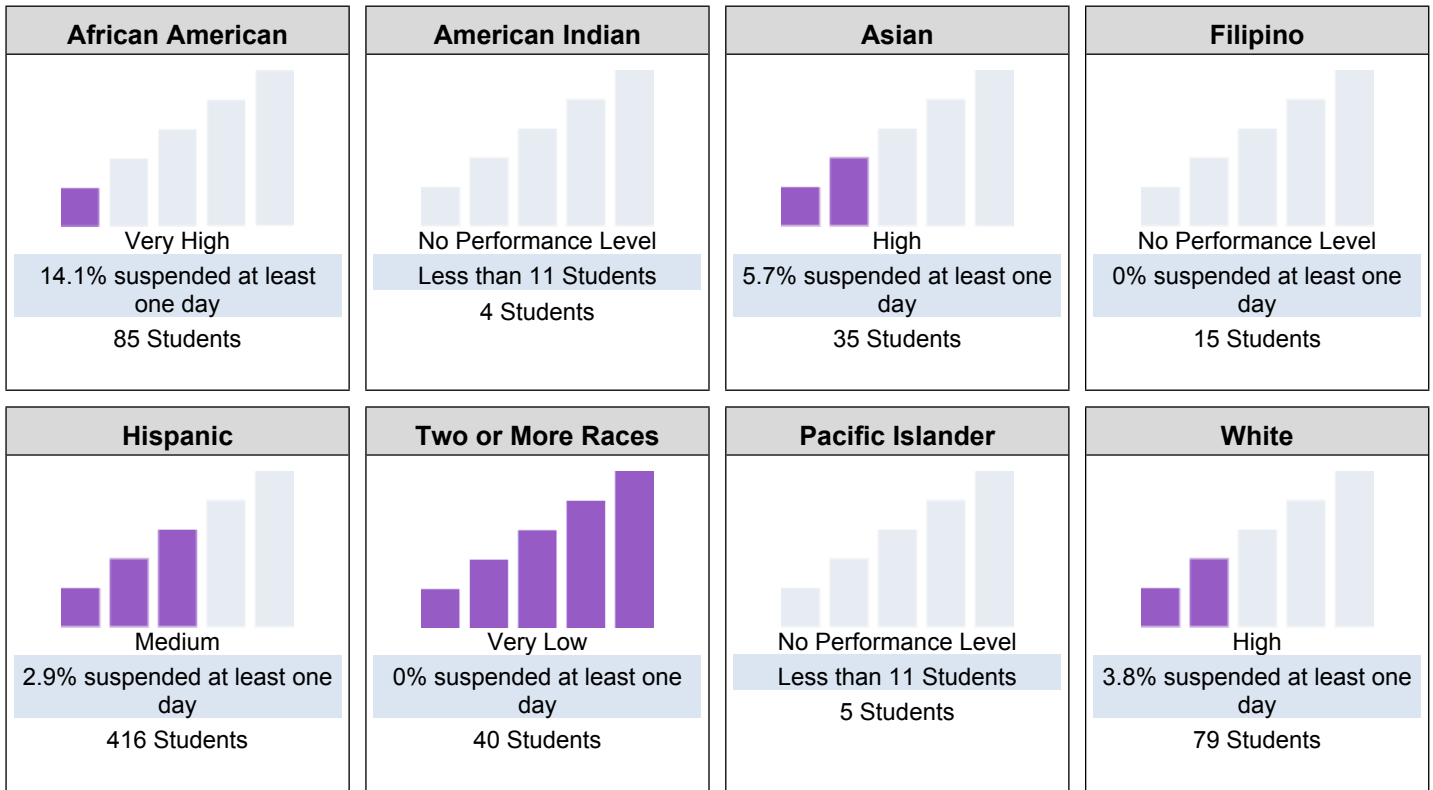
This section provides number of student groups in each level.



This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.



2022 Fall Dashboard Suspension Rate by Race/Ethnicity



Conclusions based on this data:

1. We will provide information for all teachers on the importance of keeping students in class and decreasing suspensions especially with our hispanic ,EL's and SWD. This information will be an ongoing theme at staff meetings, in bulletins, goal setting conferences and observations.
2. Teachers will be provided training on what actual accommodations/ modifications look like when working with students with disabilities, oppositional issues, lack of motivation and overall challenges which when escalated, may lead to behaviors triggering traditional suspensions.
3. Provide in-school and after school opportunities to avoid out of school suspensions.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Goal 2: Improve the achievement of all students including unduplicated students in reaching high academic standards and attaining proficiency in ELA and Mathematics.

Goal 1

Goal 1: The percentage of grade 3-8 students meeting or exceeding standards on the 2023-24 CAASPP assessments in ELA will increase by 5%

Identified Need

We need to increase the academic achievement of all of our students, but specifically students with disabilities. Grade level reading proficiency is imperative in order for students to first learn to read and then read to learn. If students in younger grades have a weak grasp of the first four elements of reading- phonics, phonemic awareness, fluency, and vocabulary, they will clearly struggle with the fifth element of comprehension. The CCSS require students to read increasingly complex texts while not only understanding the content but being able to articulate reasoned responses to prompts and questions based on the content. The CAASPP Summative Assessment is one indicator used to determine whether students are meeting or exceeding grade level standards and further developing comprehension skills.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
2022-2023 Dibels K End of Year	52 % Score at Core Proficient	57% Score at Core Proficient,
2022-2023 Dibels 1st End of Year	52 % Score at Core Proficient	57% Score at Core Proficient
2022-2023 Dibels 2nd End of Year	50 % Score at Core Proficient	55% Score at Core Proficient
2022-2023 Dibels 3rd End of Year	60 % Score at Core Proficient	65% Score at Core Proficient
CAASPP ELA Grade 3	57 % meeting or exceeding standards - school-wide	There will be a 5% increase in students meeting or exceeding standards
CAASPP ELA Grade 4	46 % meeting or exceeding standards - school-wide	There will be a 5% increase in students meeting or exceeding standards
CAASPP ELA Grade 5	32 % meeting or exceeding standards - school-wide	There will be a 5% increase in students meeting or exceeding standards

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP ELA Grade 6	40 % meeting or exceeding standards - school-wide	There will be a 5% increase in students meeting or exceeding standards
CAASPP ELA Grade 7	40 % meeting or exceeding standards - school-wide	There will be a 5% increase in students meeting or exceeding standards
CAASPP ELA Grade 8	29 % meeting or exceeding standards - school-wide	There will be a 5% increase in students meeting or exceeding standards
i-Ready Reading 2022/23 Spring/ Grade 2	49 % meeting or exceeding grade level	There will be a 5% increase in students meeting or exceeding grade level
i-Ready Reading 2022/23 Spring/ Grade 3	60 % meeting or exceeding grade level	There will be a 5% increase in students meeting or exceeding grade level
i-Ready reading 2022/23 Spring/ Grade 4	33 % meeting or exceeding grade level	There will be a 5% increase in students meeting or exceeding grade level
i-Ready reading 2022/23 Spring/ Grade 5	33 % meeting or exceeding grade level	There will be a 5% increase in students meeting or exceeding grade level
i-Ready reading 2022/23 Spring/ Grade 6	30 % meeting or exceeding grade level	There will be a 5% increase in students meeting or exceeding grade level
i-Ready reading 2022/23 Spring/ Grade 7	31 % meeting or exceeding grade level	There will be a 5% increase in students meeting or exceeding grade level
i-Ready reading 2022/23 Spring/ Grade 8	25 % meeting or exceeding grade level	There will be a 5% increase in students meeting or exceeding grade level

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

1.1 Professional development will be available for teachers and paraprofessional in the area of English Language Arts. Focused PD through master class modules. Teachers and para's will be paid for training and collaboration.

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)

8,500.00

Source(s)

Title I Part A: Allocation

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

1.2 Purchase supplemental literacy materials, books, activities and software licenses that will support students at all literacy levels. Providing high interest books, graphic novels in our library and in the classrooms, and a more diverse selection of authors. SEL library for teachers to check out and conduct lessons in the classroom.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

10,000.00

Source(s)

Title I Part A: Allocation

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

4th-8th Graders

Strategy/Activity

1.3 Reading intervention will be offered before and/or after school based on grade level data. Teachers will identify students and provide intervention in targeted ELA areas. 3 times a week for 24 weeks. 90% of our focused students will increase in ELA reading for understanding 5% by diagnostic 2.
Cost: 3 teachers x 3 times a week plus 2 hours planning weekly. 3 Teachers 5 hours x 24 weeks @ \$50.00.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
18,000.00	Title I Part A: Allocation

Strategy/Activity 4

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.

Amount(s)	Source(s)
	None Specified

Strategy/Activity 5

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.

Amount(s)	Source(s)
	Title I Part A: Allocation
	Title I Part A: Allocation

Strategy/Activity 6

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.

Amount(s)	Source(s)
	Title I Part A: Allocation

Annual Review

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.

Although tutoring was offered, not all grade levels participated. Because participation was not as robust as anticipated, this may have been a contributing factor as to why test scores did not increase the desired 5%.

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

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

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Goal 2: Improve the achievement of all students including unduplicated students in reaching high academic standards and attaining proficiency in ELA and Mathematics.

Goal 2

Goal 2: The percentage of 3rd - 8th students meeting or exceeding standards on the 2023-24 CAASPP assessments in Math will increase by 5%

Identified Need

According to 2022-23 CAASPP results, math continues to be an area of major concern with only 28% of our 3rd-8th graders meeting grade level state standards. Beyond mastering basic computational skills and number sense, our students must move to a deeper understanding of mathematical ideas and concepts with an ability to reason mathematically and solve problems.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP MATH Grade 3	43 % meeting or exceeding standards - school-wide 2022-23	There will be a 5% increase in students meeting or exceeding standards 2023-24
CAASPP MATH Grade 4	18 % meeting or exceeding standards - school-wide 2022-23	There will be a 5% increase in students meeting or exceeding standards 2023-24
CAASPP MATH Grade 5	14% meeting or exceeding standards - school-wide 2022-23	There will be a 5% increase in students meeting or exceeding standards 2023-24
CAASPP Math Grade 6	15 % meeting or exceeding - school-wide 2022-23	There will be a 5% increase in students meeting or exceeding standards 2023-24
CAASPP Math Grade 7	16 % meeting or exceeding - school-wide 2022-23	There will be a 5% increase in students meeting or exceeding standards 2023-24
CAASPP Math Grade 8	8 % meeting or exceeding - school-wide 2022-23	There will be a 5% increase in students meeting or exceeding standards 2023-24

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
i-Ready Math Grade 2/ 2022-23 Spring assessment	22 % meeting or exceeding grade level 2022-23	There will be a 5% increase in students meeting or exceeding grade level
1-Ready Math Grade 3/ 2022-23 Spring assessment	38% meeting or exceeding grade level	There will be a 5% increase in students meeting or exceeding grade level
i-Ready Math Grade 4/ 2022-23 Spring assessment	38% meeting or exceeding grade level	There will be a 5% increase in students meeting or exceeding grade level
i-Ready Math Grade 5/ 2022-23 Spring assessment	33 % meeting or exceeding grade level	There will be a 5% increase in students meeting or exceeding grade level
i-Ready Math Grade 6/ 2022-23 Spring assessment	28 % meeting or exceeding grade level	There will be a 5% increase in students meeting or exceeding grade level
i-Ready Math Grade 7/ 2022-23 Spring assessment	10 % meeting or exceeding grade level	There will be a 5% increase in students meeting or exceeding grade level
i-Ready Math Grade 8/ 2022-23 Spring assessment	6% meeting or exceeding grade level	There will be a 5% increase in students meeting or exceeding grade level

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

2.1 Teachers will participate in professional learning, as well as time for focused collaboration around math instruction and data analysis. Teachers will be compensated for professional/ learning collaboration outside the school day

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)

5,000.00

Source(s)

Title I Part A: Allocation

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

2.2 Math intervention will be offered before and/or after school based on grade level data. Teachers will identify students and provide intervention in targeted math areas. 3 times a week for 24 weeks. Cost: 3 teachers x 3 times a week plus 2 hours planning weekly. 3 Teachers 5 hours x 24 weeks @ \$50.00.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

18,000.00

Title I Part A: Allocation

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

2.3 Purchase supplemental STEM materials, math materials and supplies and digital programs for students to support in both math and science.

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)

8,000.00

Title I Part A: Allocation

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

2.4 Technology will be used as an instructional tool. Supplemental software to be purchased throughout the year based on needs assessment.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Annual Review

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.

Although tutoring was offered, not all grade levels participated. Because participation was not as robust as anticipated, this may have been a contributing factor as to why test scores did not increase the desired 5%.

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

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

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Goal 2: Improve the achievement of all students including unduplicated students in reaching high academic standards and attaining proficiency in ELA and Mathematics.

Goal 3

Goal 3: The number of English Learners reclassified will increase by 4%.

Identified Need

We need to better meet the needs of all of our English learners, including English learners with disabilities. EL students need the opportunity to attain English language proficiency while gaining content knowledge. English learners are not making progress at a sufficient rate.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP ELA English learners	26% met or exceeded standards on the 2022-23 CAASPP ELA	There will be a 5% increase in students meeting or exceeding standards
CAASPP Math English learners	25% met or exceeded standards on the 2022-23 CAASPP Math	There will be a 5% increase in students meeting or exceeding standards
ELPAC	10% scored a 4 on the 2022-23 ELPAC	15% scoring 4 on the 2022 ELPAC
Reclassification Data	19 % of EL students were reclassified in 2022-23	The percentage of EL students reclassified will meet or exceed 25%

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 Learners

Strategy/Activity

3.4 Teachers will be offered professional development provided by the San Joaquin County Office of Education and other outside providers. Trainings would focus on Integrated and Designated ELD.

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)

5000.00

Source(s)

Title I Part A: Allocation

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

Teachers and Title 1 teacher will be offered opportunities for paid collaboration around support EL students.

Strategy/Activity

Title one teachers will collaborate with teachers around strategies to best support EL learners in their classroom.

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)

8,000

Source(s)

Title I Part A: Allocation

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

Supplemental supplies, resources, and materials will be purchased to support EL students and goals.

Strategy/Activity

Supplies and software will be purchased as needed to support EL students.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

8,000.00

Source(s)

Title I Part A: Allocation

Strategy/Activity 4

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.

Amount(s)

Source(s)

Title I Part A: Allocation

Annual Review

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

ANALYSIS

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

We surpassed our goal of 4% more EL students attaining reclassification in 22-23. Our strategies and goals were effective, and produced results beyond expectations.

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

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

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Goal 3: All students will have a safe and supportive school culture, climate, and learning environment to promote academic achievement and physical and emotional health.

Goal 4

Implement PBIS strategies through a grant from County Office of Education. Implement new SEL lessons for all students that promote a supportive school culture and positive learning environment. Purchase SEL books for teachers to check out from library for use in their classroom.

Identified Need

Establish a strong positive school culture that is built around certain norms of what it is like to be a student at TCK. Address the emotional needs of all students with a rigorous and consistent curriculum that promotes social emotional growth. Recognize and reward students for positive deeds and actions on campus.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Reductions in discipline and suspensions. A stronger sense of belonging at school.	The Youth Truth Survey reflected that, of students surveyed, TCK ranked in the 44th percentile when it comes to belonging and peer collaboration. Goal is to increase percentile to 80th percentile.	A move of 36 points in positive responses to belonging and peer collaboration.

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 6-8th grade

Strategy/Activity

4.1 Supporting students with executive functioning skills. Students 6-8th grade will have the opportunity to work with a dedicated mentor through FACES (Faith in the Education System through extraordinary educational services) program. Specific focus will be determined by student survey and youth truth data. In addition, 7-8th grade students will partake in a career day. Our mentorship program will help address Youth Truth Survey that shows 48% of middle school students felt a sense of belonging. Mentorship program will also focus on healthy peer relationships.

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)

50,000.00

Title I Part A: Allocation

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

4.2 Students school wide will participate in exploration, discourse, and writing around secondary education throughout the school year. A focus on learning about college qualifications, pathways & majors, significance and benefits of going to college and trade schools will be embedded in weekly lessons school wide and in the classroom. College flags and flag poles will be purchased for presentation as needed. Students s will have access to SEL lessons, and teachers will be provided with SEL curriculum to conduct lesson in their classrooms.

Strategy/Activity

4.3 Students s will have access to SEL lessons, and teachers will be provided with SEL curriculum to conduct lesson in their classrooms. Students will be exposed to PBIS strategies designed to recognize and reward positive behavior throughout the school day.

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)

10,000

Title I Part A: Allocation

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

Eighth Grade Students

Strategy/Activity

8th grade students will have the opportunity to visit and explore college campuses in our area. Students at risk of promoting or who are struggling will be offered an after school study hall designed to increase GPA's. Teachers in 7/8 will be given the opportunity to run study hall three times a week for 24 weeks at \$50 a day, and one hour of prep each week at \$50.

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)

22,646

Title I Part A: Allocation

Strategy/Activity 4

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.

Amount(s)

Source(s)

Title I Part A: Allocation

Strategy/Activity 5

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.

Amount(s)

Source(s)

Title I Part A: Allocation

Strategy/Activity 6

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.

Amount(s)

Source(s)

Title I Part A: Allocation

Strategy/Activity 7

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.

Amount(s)

Source(s)

Strategy/Activity 8

Students to be Served by this Strategy/Activity

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

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.

Amount(s)

Source(s)

Strategy/Activity 9

Students to be Served by this Strategy/Activity

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

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.

Amount(s)

Source(s)

Annual Review

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.

AVID works with approximately 8,000 schools and approximately 2 million students. Trainings cover all core content areas and all grade levels. AVID offers a variety of classroom activities, lesson plans, and professional learning videos. They provide schools a direct line of support, data tracking, planning guides and self assessments.

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

No differences

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 Changes

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Goal 4: Engage parents and community members as partners to work collaboratively to support and enhance student achievement.

Goal 5

Goal 5: Tully C. Knoles will increase family engagement as measured by increased positive responses in Engagement, Relationships, and Culture on the Youth Truth Survey by 5%.

Identified Need

Being intentional about engagement, relationships, and culture is vital to student success and as well as family and community engagement.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Youth Truth Survey - Percentage of Positive Responses	Families of grades 7th/8th - Engagement 42% Families of grades 7th/8th - Relationships 75% Families of grades 7th/8th - Culture 61% April 2022	Families of grades 7th/8th - Engagement 47% Families of grades 7th/8th - Relationships 80% Families of grades 7th/8th - Culture 66% April 2023

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

5.1 TCK will provide staff and resources to support family and community engagement. Events like music in the forest, trunk or treat, movie nights, spring fling, community participation in life lab, and other functions throughout the year designed to bring parents and the community to our campus. There will also be a push by admin and staff to solicit parent volunteers in classrooms and on the campus in general. A Classified staff member will be dedicated at least two days a week to address attendance issues, and re-engage students and families around the importance of attending school.

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)
2464.00	Title I Part A: Parent Involvement
	Title I Part A: Allocation

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

5.2 Newsletter, parent square notifications, events calendar, marquis, open campus for parents to volunteer and attend assemblies, PTSA involvement with parents by way of free on campus functions and fundraisers. .These are all examples of outreach opportunities to engage 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)
	None Specified

Strategy/Activity 3

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.

Amount(s)	Source(s)
	Title I Part A: Allocation

Annual Review

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.

. Currently, parents are allowed more freedoms to participate in our school and enhance our school culture. Meetings and function are now held on campus and not virtual when possible. High absentee rates take away from students connecting with the school and being part of our school culture.

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

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

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Goal 2: Improve the achievement of all students including unduplicated students in reaching high academic standards and attaining proficiency in ELA and Mathematics.

Goal 6

Decrease absenteeism by 13%.

Identified Need

Students with more than 10 absences and less than 20, is at approximately 26% as per CALPADS for school year 2021-22. Absenteeism has a direct correlation to performance.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CALPADS	26% Absenteeism	13% Reduction in Absenteeism

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

AR Star recognition every Friday in MUR, assemblies celebrating character traits, recognizing students who make good choices with incentives, school beautification opportunities.

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)
1500.00	Title I Part A: Allocation

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

Provide student engagement activities on campus to give students multiple choices to engage in physical activities that promote health and learning.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

8,000.00

Title I Part A: Allocation

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

Proactive communication with parents and guardians regarding attendance. Recognize students who achieve high attendance rates. Time sheet additional help for staff member to concentrate on attendance and conduct home visits, provide families with the necessary resources to get students to school, make phone calls,

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)

10,000

Title I Part A: Allocation

Annual Review

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.

Recognizing student achievement including attendance awards, communicating with parents around attendance and providing them with resources as needed as part of our attendance team should increase attendance rates.

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

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

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Goal 1: Provide all students high quality classroom instruction, equitable access to a broad course of study and standards aligned curriculum.

Goal 7

School wide, students will improve their Science CAST test scores by 10%

Identified Need

TCK students need improved scores in Science

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
21-22 CAST 5th grade scores	19.4% meeting or exceeding standards	29% meeting or exceeding standards in the 2022-2023 CAST data
21-22 CAST 8th grade scores	30% meeting or exceeding standards	40% meeting or exceeding standards in the 2022-2023 CAST data

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

A working Life lab will provide our students an opportunity to see how food is grown and expose them to opportunities to participate in hands on activities related to math concepts including measurement, estimation, predicting, mathematical computation as related to the life lab setting. Students will increase their volume of writing with experienced based learning opportunities provided through the ecosystem exploration and garden discovery the life lab will offer. These hands on interconnected content learning lessons will give our students the opportunity to discuss through language rich relevant topics, and write about their observations and learning. The outdoor learning lab will provide an on site eco system where math and ELA can be integrated into science learning. In addition, SEL-gardening is scientifically proven to calm nerves and ease the mind. Opportunities for math, ELA and science will expand to offer service learning projects. It provides real world habitats that promote our own California Delta and Ag industry. Will provide the students the opportunity to learn about the migration of hummingbirds and monarch butterflies in the life lab.

Links dozens of science and math standards. A mobile stem laboratory that would allow for all students to explore the garden and pond ecosystems. Offer a robotics elective in 7/8 to give students experience with code writing and robotics science. By learning how to assemble and operate a robot, a child learns and becomes accustomed to various STEM (Science, Technology, Engineering, Math) concepts and activities. Along with tactile and sensory development, robotics teaches machine design, coding skills, technological innovation, and more.

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)

30,000

Title I Part A: Allocation

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Goal 8

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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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.

Amount(s)	Source(s)
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Budget Summary

Funds Budgeted to the School by Funding Source

Funding Source
This dropdown should be populated manually.

Funding Allocation
This data field should be populated manually.

Funds Remaining to be Allocated
This field is auto calculated by DTS and manual entries will be overwritten automatically

Title I Part A: Allocation	228,646.00	0.00
Title I Part A: Parent Involvement	2,464.00	0.00
Comprehensive Support and Improvement (CSI)		

Total Funding Allocation: 231,110

This field is auto calculated by DTS and manual entries will be overwritten automatically

Expenditures by Funding Source From SPSA Goals

Funding Source
This field is auto calculated by DTS and manual entries will be overwritten automatically

Amount
This field is auto calculated by DTS and manual entries will be overwritten automatically

Title I Part A: Allocation	228,646.00
Title I Part A: Parent Involvement	2,464.00

Total SPSA Allocated (This field is auto calculated by DTS and manual entries will be overwritten automatically):
231,110.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

- 1 School Principal
- 2 Classroom Teachers
- 1 Other School Staff
- 4 Parent or Community Members
- 0 Secondary Students

Name of Members	Role
Paul King	Principal
Eric Stephens	Classroom Teacher
Kirsten Herron	Parent or Community Member
Kara Cushman	Classroom Teacher
Paulette Smith	Other School Staff
Angela Mendez	Parent or Community Member
Tiffany Sastini	Parent or Community Member
Tamara Turrentine	Parent or Community Member

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature

Committee or Advisory Group Name



English Learner Advisory Committee



Other: School Site Council

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 October 18, 2023.

Attested:



Principal, Paul King on October 18,2023



SSC Chairperson, Kirsten Herron on October 18,2023

Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan process.

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

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

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

[Educational Partner Involvement](#)

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

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

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

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

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

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

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

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

Purpose and Description

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

Purpose

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

Description

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

Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Stakeholder Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

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

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

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**asurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the “Goal #” for ease of reference.

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

Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

[Completing this section fully addresses all relevant federal planning requirements]

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

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

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

Strategies/Activities

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

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

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

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

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA’s budgeting, its LCAP, and school-level budgeting, if applicable.

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

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

Annual Review

In the following Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/ or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI, TSI, and ATSI planning requirements.]

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Budget Summary

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

- Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC. The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
 - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
 1. The comprehensive needs assessment of the entire school shall:
 - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and
 - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—
 - i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and
 - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and
 - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
 - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
 - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
 - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

- II. The SPSA shall include the following:
 - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

- B. Evidence-based strategies, actions, or services (described in Strategies and Activities)
1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--
 - a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
 - b. use methods and instructional strategies that:
 - i. strengthen the academic program in the school,
 - ii. increase the amount and quality of learning time, and
 - iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
 - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
 - i. strategies to improve students' skills outside the academic subject areas;
 - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
 - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
 - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
 - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
 2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
 3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
 - 1. Ensure that those students' difficulties are identified on a timely basis; and
 - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with stakeholders (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Educational Partner Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

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

Targeted Support and Improvement

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

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>.)

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable).

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

Single School Districts and Charter Schools Identified for School Improvement

Single school districts (SSDs) or charter schools that are identified for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: EC sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

Appendix C: Select State and Federal Programs

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

Programs included on the Consolidated Application: <https://www.cde.ca.gov/fg/aa/co/>

ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>

Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

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