



School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Tyrrell Elementary School	01611926104566	03/12/2024	05/22/2024

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 (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp), and for federal Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements for both the SPSA and federal ATSI planning requirements.

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 local educational agency (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 64001(g)(1), 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.

This plan is being used by Tyrrell Elementary School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

- Schoolwide Program
- Schoolwide Program

This template is based on the December, 2023 CDE revision of the School Plan for Student Achievement. Some modifications have been made to inform the SPSA development process.

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Plan Description

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

This plan is being used by Tyrrell Elementary School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

Schoolwide Program

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

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

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

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

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

The writing of the 2024-2025 Tyrrell SPSA began in December of 2023. Input was gathered from a variety of stakeholders. The stakeholders included teachers and staff (both certificated and classified members), School Site Council Members (school staff and parents), and members of our English Language Advisory Committee (ELAC). The January staff meeting included a review and analysis of the data according to the eight SPSA goals. This was in the areas of English Language Arts, Mathematics, English Language Learners, Attendance, School Climate, Parent Engagement and Visual and Performing Arts (VAPA), and Science. This analysis of school data also took place during our February Instructional Leadership Team (ILT) meeting, as well as during our School Site Council meetings (January-May). The SPSA goals were also presented and discussed at the various parent groups committees to provide opportunities to learn about our SPSA and provide input. The January, February and March staff meetings continued the SPSA work with a budget review and an online survey seeking feedback on the existing goals, site funded positions, and our budget. This provided an opportunity to gather input and feedback to assist in the planning of our 2024-2025 SPSA. The SPSA survey results were reviewed and analyzed during School Site Council meetings to support the planning and decision making for the 2024-2025 SPSA. In addition, information about our SPSA was shared with families at our Annual Title 1 Parent Notification Meeting. This took place in September, 2023.

Resource Inequities

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

This section is required for all schools eligible for ATSI and CSI.

The following have been identified as resource inequities:

1. Student Population (total 620)
0% (0 students) Foster Youth
3.3% (20 students) Homeless
60.4% (360 students) English Language Learner (ELL)
80.5% S(488 students) Socioeconomically Disadvantaged

2. Climate

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

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

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

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

2020-2021: no CHKS data available

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

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

2022-2023: 67% students report they feel safe at school

2023-2024: 82% students report they feel safe at school

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

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

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

2020-2021: no CHKS data available

2021-2022: no reportable data available

2022-2023: 70% students report they feel connected to at least one caring adult at school

2023-2024: 62% students report they feel connected to at least one caring adult at school

3. Socio-Economic Status

As of the fall of 2018, 52% of our students qualify for free or reduced lunches.

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

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

As of the fall of 2021, no new data is reported on the HUSD website for students qualifying for free or reduced lunch.

However, we currently have 80% students indicated as socially economically disadvantaged.

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

As of the fall of 2023, 66% of our students qualify for free or reduced lunches.

Comprehensive Needs Assessment Components

Identify and describe any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

California School Dashboard (Dashboard) Indicators

Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the "Red" or "Orange" performance category.

English Language Arts: English Learners, Socioeconomically Disadvantaged, Hispanic (Declined from Prior Year), All Students (Maintained)

Suspension Rate: English Learners, Socioeconomically Disadvantaged, Hispanic (Increased)

Chronic Absenteeism: Students with Disabilities (Declined)

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the “all student” performance.

none

Other Needs

In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

As a result of reviewing local and state assessment data, we have determined specific action items as written in reach of our SPSA goals.

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Tyrrell Elementary School. Annual enrollment consists of the number of students enrolled on Census Day (the first Wednesday in October). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	%	%	0.17%			1
African American	3.0%	2.93%	3.3%	18	16	20
Asian	6.3%	5.49%	5.94%	38	30	36
Filipino	4.3%	4.40%	5.12%	26	24	31
Hispanic/Latino	81.8%	82.60%	80.86%	491	451	490
Pacific Islander	3.0%	2.93%	2.48%	18	16	15
White	0.8%	0.73%	1.16%	5	4	7
Multiple/No Response	0.7%	0.92%	0.83%	4	5	5
Total Enrollment				600	546	606

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Kindergarten	70	69	76
Grade 1	74	74	83
Grade 2	76	72	93
Grade 3	99	72	83
Grade 4	87	96	80
Grade 5	92	80	104
Grade 6	102	83	87
Total Enrollment	600	546	606

Conclusions based on this data:

1. We experienced a decrease in our student population (18-19, 19-20, 20-21, 21-22). However, enrollment began to climb back up during the 22-23 school year.
2. We experienced an increase in total enrollment during the 22-23 school year, with grades 3 and 5 having the highest student enrollments.

School and Student Performance Data

English Learner (EL) Enrollment

This report displays the annual K-12 public school enrollment by English Language Acquisition Status (ELAS). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

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

Conclusions based on this data:

1. According multi-year data, we continue to see growth in the number and percentage of EL students at Tyrrell.
2. The Summative ELPAC data showed tremendous progress for our EL students. 18.35% Proficiency in 22-23, which was an increase from 4.33% in 21-22. (14.02% increase in the percentage of EL students scoring proficient)
3. The data is not currently populated to indicate the number and percentage of students reclassified to English Proficiency (RFEP) in the data above. We look forward to this field being updated.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	95	72	86	0	67	83	0	67	83	0.0	93.1	96.5
Grade 4	88	92	82	0	84	80	0	83	80	0.0	91.3	97.6
Grade 5	92	77	105	0	76	100	0	76	100	0.0	98.7	95.2
Grade 6	100	82	88	0	78	84	0	78	84	0.0	95.1	95.5
All Grades	375	323	361	0	305	347	0	304	347	0.0	94.4	96.1

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2389.	2370.		7.46	16.87		26.87	12.05		29.85	19.28		35.82	51.81
Grade 4		2404.	2391.		4.82	6.25		18.07	16.25		25.30	21.25		51.81	56.25
Grade 5		2444.	2436.		6.58	6.00		26.32	16.00		18.42	25.00		48.68	53.00
Grade 6		2459.	2478.		6.41	2.38		12.82	27.38		35.90	28.57		44.87	41.67
All Grades	N/A	N/A	N/A		6.25	7.78		20.72	17.87		27.30	23.63		45.72	50.72

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Reading									
Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		11.94	7.23		61.19	55.42		26.87	37.35
Grade 4		4.82	5.00		65.06	56.25		30.12	38.75
Grade 5		6.58	6.00		55.26	54.00		38.16	40.00
Grade 6		5.13	5.95		44.87	55.95		50.00	38.10
All Grades		6.91	6.05		56.58	55.33		36.51	38.62

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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		8.96	9.64		50.75	44.58		40.30	45.78
Grade 4		3.66	3.75		48.78	43.75		47.56	52.50
Grade 5		7.89	10.00		48.68	49.00		43.42	41.00
Grade 6		2.56	3.57		47.44	47.62		50.00	48.81
All Grades		5.61	6.92		48.84	46.40		45.54	46.69

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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		10.45	4.82		70.15	60.24		19.40	34.94
Grade 4		7.23	5.00		75.90	71.25		16.87	23.75
Grade 5		9.21	10.00		72.37	63.00		18.42	27.00
Grade 6		10.26	5.95		70.51	77.38		19.23	16.67
All Grades		9.21	6.63		72.37	67.72		18.42	25.65

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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		10.45	14.46		65.67	49.40		23.88	36.14
Grade 4		2.41	5.00		68.67	58.75		28.92	36.25
Grade 5		9.21	6.00		64.47	60.00		26.32	34.00
Grade 6		7.69	8.33		64.10	78.57		28.21	13.10
All Grades		7.24	8.36		65.79	61.67		26.97	29.97

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Conclusions based on this data:

1. We saw an increase in the percentage of students scoring Exceeding Standards when comparing the 21-22 and 22-23 school years, overall (6.25%-7.78%).
2. We saw a decrease in the percentage of students scoring Meeting Standards when comparing the 21-22 and 22-23 school years, overall (20.72%-17.87%).
3. We saw a slight increase in the percentage of students scoring Not Met and Nearly Met Standards when comparing the 21-22 and 22-23 school years, overall (73.02%-74.35%).

School and Student Performance Data

CAASPP Results Mathematics (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	95	72	86	0	68	85	0	68	85	0.0	94.4	98.8
Grade 4	88	92	82	0	89	82	0	88	82	0.0	96.7	100.0
Grade 5	92	77	105	0	74	104	0	73	104	0.0	96.1	99.0
Grade 6	100	82	88	0	80	87	0	80	87	0.0	97.6	98.9
All Grades	375	323	361	0	311	358	0	309	358	0.0	96.3	99.2

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2374.	2380.		0.00	7.06		23.53	17.65		26.47	25.88		50.00	49.41
Grade 4		2390.	2397.		0.00	3.66		7.95	10.98		34.09	30.49		57.95	54.88
Grade 5		2429.	2430.		8.22	6.73		9.59	5.77		23.29	29.81		58.90	57.69
Grade 6		2421.	2445.		2.50	1.15		8.75	5.75		20.00	34.48		68.75	58.62
All Grades	N/A	N/A	N/A		2.59	4.75		11.97	9.78		26.21	30.17		59.22	55.31

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Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		1.47	11.76		50.00	47.06		48.53	41.18
Grade 4		1.14	4.88		29.55	34.15		69.32	60.98
Grade 5		5.48	11.54		34.25	41.35		60.27	47.12
Grade 6		3.75	0.00		28.75	35.63		67.50	64.37
All Grades		2.91	7.26		34.95	39.66		62.14	53.07

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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		4.41	8.24		47.06	44.71		48.53	47.06
Grade 4		2.27	4.88		32.95	42.68		64.77	52.44
Grade 5		6.85	1.92		34.25	42.31		58.90	55.77
Grade 6		3.75	2.30		32.50	45.98		63.75	51.72
All Grades		4.21	4.19		36.25	43.85		59.55	51.96

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

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		7.35	15.29		66.18	56.47		26.47	28.24
Grade 4		1.14	3.66		57.95	41.46		40.91	54.88
Grade 5		4.11	4.81		53.42	46.15		42.47	49.04
Grade 6		0.00	1.15		56.25	57.47		43.75	41.38
All Grades		2.91	6.15		58.25	50.28		38.83	43.58

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Conclusions based on this data:

1. We saw an increase in the percentage of students scoring Exceeding Standards when comparing the 21-22 and 22-23 school years, overall (2.59%-4.59%).
2. We saw a decrease in the percentage of students scoring Meeting Standards when comparing the 21-22 and 22-23 school years, overall (11.97%-9.78%).
3. We saw a increase in the percentage of students scoring Not Met and Nearly Met Standards when comparing the 21-22 and 22-23 school years, overall (75.43%-85.48%).

School and Student Performance Data

The English Language Proficiency Assessments for California (ELPAC) system is used to determine and monitor the progress of the English language proficiency for students whose primary language is not English. The ELPAC is aligned with the 2012 California English Language Development Standards and assesses four domains: listening, speaking, reading, and writing.

Visit the California Department of Education's [English Language Proficiency Assessments for California \(ELPAC\)](http://English Language Proficiency Assessments for California (ELPAC) web page) web page or the ELPAC.org website for more information about the ELPAC.

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	1363.6	1363.2	1387.7	1378.0	1363.1	1386.7	1329.6	1363.1	1390.0	46	45	55
1	1402.6	1359.3	1395.2	1409.9	1362.6	1386.8	1394.8	1355.5	1403.2	48	50	54
2	1462.6	1446.0	1424.2	1454.0	1433.7	1428.4	1470.5	1457.9	1419.5	45	51	59
3	1469.8	1473.4	1495.0	1463.4	1464.7	1488.7	1475.7	1481.7	1501.0	57	45	58
4	1468.9	1483.5	1516.8	1458.4	1470.3	1512.1	1478.8	1496.2	1520.9	41	60	52
5	1513.8	1503.3	1538.7	1496.7	1490.4	1533.8	1530.5	1515.7	1543.0	50	35	66
6	1507.2	1503.7	1506.0	1490.0	1488.8	1487.9	1523.9	1518.1	1523.6	42	37	32
All Grades										329	323	376

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

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	2.17	2.22	7.27	10.87	11.11	23.64	34.78	42.22	29.09	52.17	44.44	40.00	46	45	55
1	2.08	0.00	1.85	20.83	8.00	16.67	31.25	10.00	29.63	45.83	82.00	51.85	48	50	54
2	4.44	0.00	3.39	40.00	31.37	25.42	37.78	45.10	23.73	17.78	23.53	47.46	45	51	59
3	1.79	0.00	18.97	28.57	40.00	43.10	53.57	37.78	18.97	16.07	22.22	18.97	56	45	58
4	2.44	5.00	40.38	24.39	38.33	17.31	41.46	35.00	23.08	31.71	21.67	19.23	41	60	52
5	18.37	20.00	39.39	36.73	20.00	30.30	22.45	31.43	13.64	22.45	28.57	16.67	49	35	66
6	11.90	8.11	12.50	38.10	43.24	34.38	30.95	29.73	31.25	19.05	18.92	21.88	42	37	32
All Grades	6.12	4.33	18.35	28.44	27.55	27.13	36.39	33.13	23.40	29.05	34.98	31.12	327	323	376

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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	0.00	8.89	10.91	19.57	4.44	21.82	45.65	33.33	25.45	34.78	53.33	41.82	46	45	55
1	6.25	2.00	9.26	29.17	8.00	29.63	27.08	24.00	16.67	37.50	66.00	44.44	48	50	54
2	6.67	1.96	11.86	35.56	15.69	25.42	44.44	60.78	30.51	13.33	21.57	32.20	45	51	59
3	10.71	0.00	43.10	41.07	60.00	32.76	33.93	24.44	8.62	14.29	15.56	15.52	56	45	58
4	7.32	10.00	51.92	29.27	51.67	19.23	39.02	23.33	11.54	24.39	15.00	17.31	41	60	52
5	32.65	17.14	54.55	36.73	48.57	27.27	12.24	17.14	1.52	18.37	17.14	16.67	49	35	66
6	16.67	21.62	25.00	47.62	43.24	34.38	19.05	16.22	15.63	16.67	18.92	25.00	42	37	32
All Grades	11.62	8.05	30.32	34.25	32.51	26.86	31.50	29.41	15.43	22.63	30.03	27.39	327	323	376

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

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	2.17	2.22	3.64	8.70	15.56	20.00	43.48	44.44	60.00	45.65	37.78	16.36	46	45	55
1	2.08	0.00	3.70	14.58	8.00	9.26	27.08	2.00	24.07	56.25	90.00	62.96	48	50	54
2	8.89	1.96	3.39	33.33	33.33	15.25	33.33	37.25	15.25	24.44	27.45	66.10	45	51	59
3	1.79	4.44	10.34	16.07	24.44	29.31	55.36	33.33	31.03	26.79	37.78	29.31	56	45	58
4	2.44	3.33	17.31	17.07	25.00	32.69	31.71	35.00	25.00	48.78	36.67	25.00	41	60	52
5	16.33	5.71	22.73	24.49	25.71	27.27	30.61	37.14	30.30	28.57	31.43	19.70	49	35	66
6	4.76	0.00	6.25	28.57	27.03	25.00	40.48	43.24	46.88	26.19	29.73	21.88	42	37	32
All Grades	5.50	2.48	10.11	20.18	22.60	22.61	37.92	32.51	32.18	36.39	42.41	35.11	327	323	376

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

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	4.35	8.89	3.64	69.57	53.33	43.64	26.09	37.78	52.73	46	45	55
1	29.17	4.00	16.67	43.75	52.00	42.59	27.08	44.00	40.74	48	50	54
2	8.89	13.73	13.56	75.56	68.63	59.32	15.56	17.65	27.12	45	51	59
3	16.07	24.44	18.97	67.86	62.22	56.90	16.07	13.33	24.14	56	45	58
4	17.07	40.00	38.46	65.85	41.67	40.38	17.07	18.33	21.15	41	60	52
5	32.65	14.29	27.27	48.98	65.71	54.55	18.37	20.00	18.18	49	35	66
6	7.14	8.11	3.13	66.67	70.27	68.75	26.19	21.62	28.13	42	37	32
All Grades	16.82	17.34	18.35	62.39	57.89	51.60	20.80	24.77	30.05	327	323	376

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

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	0.00	4.44	18.18	52.17	33.33	40.00	47.83	62.22	41.82	46	45	55
1	2.08	2.00	14.81	60.42	28.00	37.04	37.50	70.00	48.15	48	50	54
2	11.11	0.00	18.64	75.56	64.71	52.54	13.33	35.29	28.81	45	51	59
3	18.18	13.33	53.45	69.09	60.00	31.03	12.73	26.67	15.52	55	45	58
4	9.76	10.00	55.77	58.54	70.00	26.92	31.71	20.00	17.31	41	60	52
5	40.82	34.29	77.27	34.69	48.57	6.06	24.49	17.14	16.67	49	35	66
6	38.10	32.43	53.13	45.24	48.65	28.13	16.67	18.92	18.75	42	37	32
All Grades	17.18	12.07	41.76	56.75	51.39	31.38	26.07	36.53	26.86	326	323	376

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

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	2.17	2.22	3.64	52.17	53.33	61.82	45.65	44.44	34.55	46	45	55
1	6.25	0.00	5.56	35.42	10.00	20.37	58.33	90.00	74.07	48	50	54
2	13.33	3.92	5.08	64.44	68.63	23.73	22.22	27.45	71.19	45	51	59
3	1.79	2.22	8.62	46.43	48.89	53.45	51.79	48.89	37.93	56	45	58
4	0.00	0.00	9.62	46.34	63.33	55.77	53.66	36.67	34.62	41	60	52
5	20.41	14.29	22.73	46.94	51.43	56.06	32.65	34.29	21.21	49	35	66
6	7.14	2.70	3.13	35.71	45.95	37.50	57.14	51.35	59.38	42	37	32
All Grades	7.34	3.10	9.04	46.79	49.23	44.68	45.87	47.68	46.28	327	323	376

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

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	15.22	20.45	34.55	28.26	45.45	54.55	56.52	34.09	10.91	46	44	55
1	4.17	2.00	5.56	43.75	20.00	51.85	52.08	78.00	42.59	48	50	54
2	20.93	10.00	6.78	46.51	66.00	52.54	32.56	24.00	40.68	43	50	59
3	7.14	13.33	36.21	75.00	68.89	48.28	17.86	17.78	15.52	56	45	58
4	2.44	11.67	38.46	56.10	63.33	42.31	41.46	25.00	19.23	41	60	52
5	8.16	22.86	36.36	67.35	48.57	45.45	24.49	28.57	18.18	49	35	66
6	9.52	16.22	37.50	76.19	64.86	43.75	14.29	18.92	18.75	42	37	32
All Grades	9.54	13.08	27.39	56.62	53.89	48.67	33.85	33.02	23.94	325	321	376

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Conclusions based on this data:

- When looking at the overall performance for our EL students, we see continued progress in the percentage of students scoring proficient on the Summative ELPAC (6.12%-4.33%-18.35% over three consecutive school years 2021, 2022, and 2023).
- We are also seeing steady increase in the number of EL students enrolled at Tyrrell (327, 323, and 336 over three consecutive school years 2021, 2022, and 2023.)

School and Student Performance Data

California School Dashboard Student Population

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

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

2022-23 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
606	80.5	60.4	Students whose well being is the responsibility of a court.
Total Number of Students enrolled in Tyrrell Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	

2022-23 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	366	60.4
Foster Youth		
Homeless	20	3.3
Socioeconomically Disadvantaged	488	80.5
Students with Disabilities	52	8.6

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	20	3.3
American Indian	1	0.2
Asian	36	5.9
Filipino	31	5.1
Hispanic	490	80.9
Two or More Races	5	0.8
Pacific Islander	15	2.5
White	7	1.2

Conclusions based on this data:

1. Of a total enrollment of 606 students, a large population of students fall into the category of social-economic disadvantaged (80.5%). When looking at ethnicity, our largest ethnic group represented by students is Hispanic (80.9% of our student population).
2. Over half of our student population is comprised of English Language Learners (60.4.3%), 366 students.
3. Our largest group continues to be Hispanic at 80.9% (490 students), while our American Indian group is the smallest student group 0.2% (1 student).

School and Student Performance Data

Overall Performance

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



2023 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Orange	Chronic Absenteeism Yellow	Suspension Rate Yellow
Mathematics Yellow		
English Learner Progress Blue		

Conclusions based on this data:

1. We look forward to seeing data populated into the 2024 Dashboard to see continued progress for our students.
2. We are finding English Language Arts in the Orange band of the dashboard, while Mathematics is in the Yellow. In addition, Chronic Absenteeism, Suspension Rate, and Climate are also found in the Yellow band of the dashboard.

3. Our English Language Learner Progress is in the Blue band of the dashboard, mirroring the gains seen in our Summative ELPAC data.

School and Student Performance Data

Academic Performance English Language Arts

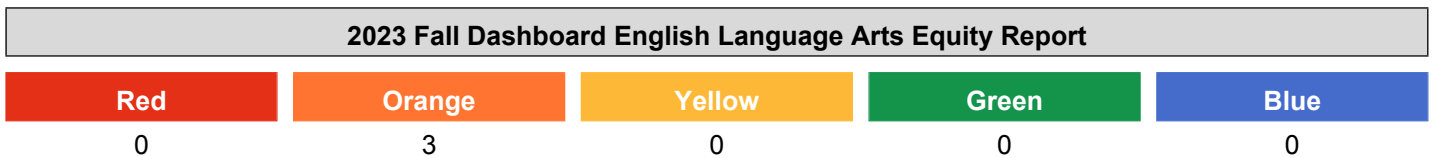
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”





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.

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students  Orange 63.1 points below standard Maintained -2.7 points 335 Students	English Learners  Orange 68.6 points below standard Decreased -5.6 points 240 Students	Foster Youth Less than 11 Students 0 Students
Homeless 108.3 points below standard 13 Students	Socioeconomically Disadvantaged  Orange 67 points below standard Decreased -5.2 points 281 Students	Students with Disabilities 134.3 points below standard Increased +14.2 points 24 Students

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
<p>53.4 points below standard</p> <p>13 Students</p>	<p>Less than 11 Students</p> <p>1 Student</p>	<p>32.6 points below standard</p> <p>Increased Significantly +36 points</p> <p>18 Students</p>	<p>12.2 points below standard</p> <p>Increased Significantly +15.5 points</p> <p>23 Students</p>
Hispanic	Two or More Races	Pacific Islander	White
 <p>Orange</p> <p>68.6 points below standard</p> <p>Decreased -5.7 points</p> <p>265 Students</p>	 <p>No Performance Color</p> <p>0 Students</p>	<p>60 points below standard</p> <p>11 Students</p>	<p>Less than 11 Students</p> <p>3 Students</p>

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.

2023 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
<p>89.5 points below standard</p> <p>Maintained +1.3 points</p> <p>186 Students</p>	<p>3.4 points above standard</p> <p>Increased +7.4 points</p> <p>54 Students</p>	<p>68.6 points below standard</p> <p>Decreased -6.5 points</p> <p>66 Students</p>

Conclusions based on this data:

- The dashboard matches our raw data when comparing 2021-2022 with 2022-2023 achievement data. The drop in percentage of students exceeding and meeting standards was (-1.32%) under 3%, not statistically significant. We look forward to learning the achievement of our students for 2023-2024, so we can compare consecutive school years.

School and Student Performance Data

Academic Performance Mathematics

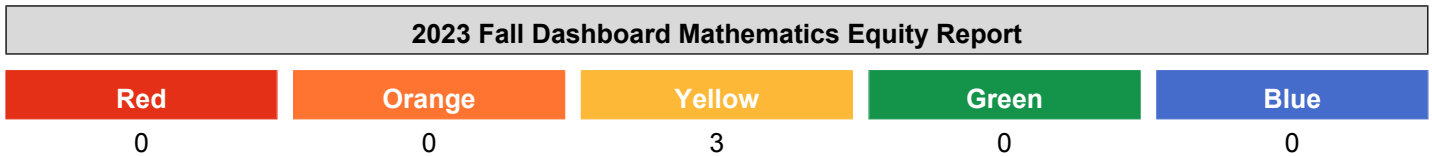
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.




Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”





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.

2023 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students  Yellow 85.7 points below standard Increased +9.9 points 335 Students	English Learners  Yellow 87.7 points below standard Increased +4.9 points 240 Students	Foster Youth Less than 11 Students 0 Students
Homeless 137.3 points below standard 13 Students	Socioeconomically Disadvantaged  Yellow 88 points below standard Increased +7.7 points 281 Students	Students with Disabilities 155.2 points below standard Increased Significantly +34.1 points 24 Students

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
117.8 points below standard 13 Students	Less than 11 Students 1 Student	36.7 points below standard Increased Significantly +70.6 points 18 Students	49.3 points below standard Increased Significantly +15 points 23 Students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 88.7 points below standard Increased +5.8 points 265 Students	 No Performance Color 0 Students	94.4 points below standard 11 Students	Less than 11 Students 3 Students

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

2023 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
101.5 points below standard Increased +8.2 points 186 Students	39.9 points below standard Increased Significantly +16.3 points 54 Students	99.5 points below standard Increased Significantly +18.8 points 66 Students

Conclusions based on this data:

- The dashboard matches our raw data when comparing 2021-2022 with 2021-2023 achievement data. We saw a slight decrease in mathematics achievement when comparing 2021-2022 school year to 2022-2023. The drop in percentage of students exceeding and meeting standards was (-0.03%) under 3%, not statistically significant. We look forward to learning the achievement of our students for 2023-2024, so we can compare consecutive school years.

School and Student Performance Data

Academic Performance English Learner Progress

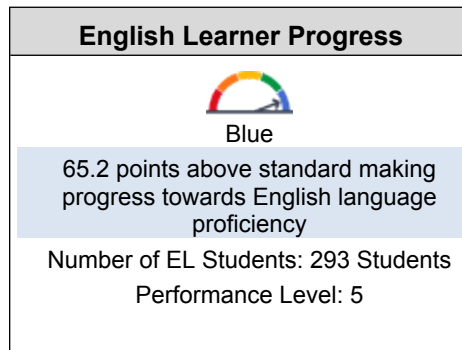
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."

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

2023 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.

2023 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
14	88	0	191

Conclusions based on this data:

- Our EL students demonstrated tremendous progress when comparing the 2021-2022 and 2022-2023 school years. We see 191 students reported as "Progressed At Least One ELPI Level".
- When reviewing our Summative ELPAC data, we found a 14.02% increase in the percentage of students scoring "Proficient", placing our EL progress in the Blue category of the Dashboard! (22-23: 18.35% 21-22: 4.33%)
- We look forward to seeing the current year achievement data of our EL students.

School and Student Performance Data

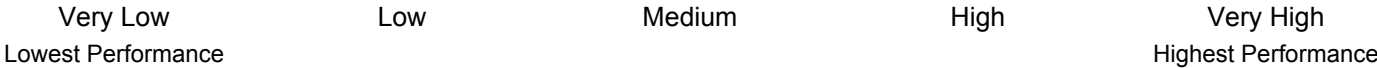
Academic Performance College/Career Report

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."

This section provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.



This section provides number of student groups in each level.

2023 Fall Dashboard College/Career Equity Report

Very High	High	Medium	Low	Very Low
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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.

2023 Fall Dashboard College/Career Report for All Students/Student Group

All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2023 Fall Dashboard College/Career Report by Race/Ethnicity

African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

Conclusions based on this data:

- 1. n/a

School and Student Performance Data

Academic Engagement Chronic Absenteeism

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."





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.

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	English Learners	Foster Youth
 Yellow 37.3% Chronically Absent Declined Significantly -11.1 635 Students	 Yellow 35.3% Chronically Absent Declined Significantly -10.3 408 Students	Less than 11 Students 1 Student
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
48.1% Chronically Absent Increased 6.5 27 Students	 Yellow 37.9% Chronically Absent Declined Significantly -9.4 541 Students	 Orange 43.5% Chronically Absent Declined -14.5 62 Students

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
54.2% Chronically Absent Declined -40 24 Students	Less than 11 Students 1 Student	 Yellow 17.1% Chronically Absent Declined -16.2 35 Students	18.2% Chronically Absent Declined -19.3 33 Students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 38.6% Chronically Absent Declined Significantly -8.8 513 Students	Less than 11 Students 6 Students	37.5% Chronically Absent Declined -22.5 16 Students	Less than 11 Students 7 Students

Conclusions based on this data:

1. We find attendance for "all students" in the yellow category of the dashboard. With COVID restrictions for when students can return to school after illness continuing to be lessened, we anticipate seeing improvement in the next school year.
2. When comparing the 2021-2022 and 2022-2023 school year attendance data, we found a 3.21% increase in the percentage of students being present in school everyday. (2022-23 ADA was 90.90% 2021-22 ADA was 87.69%.)

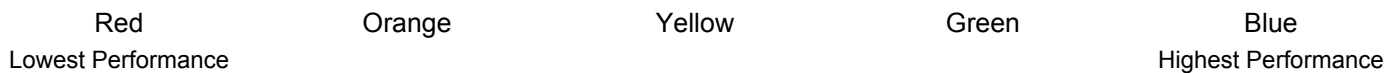
School and Student Performance Data

Academic Engagement Graduation Rate

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

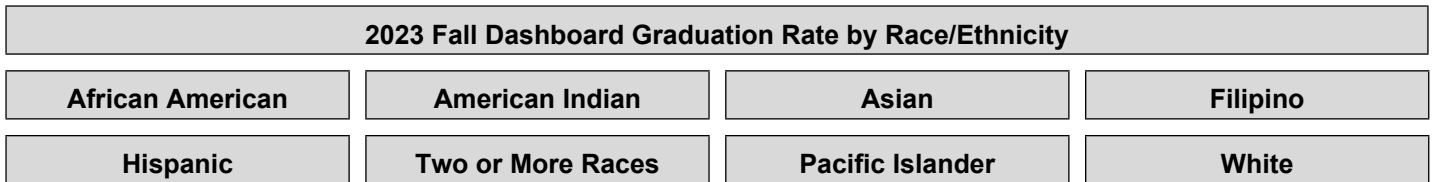
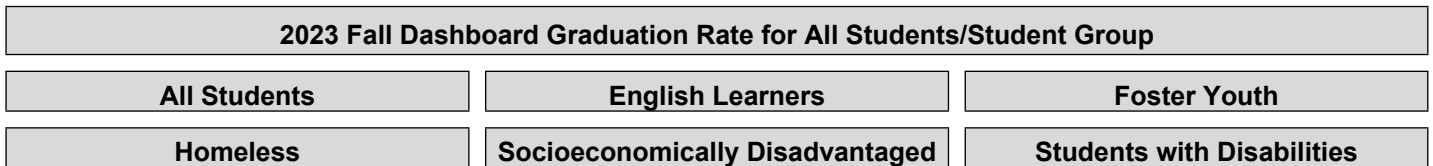
Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



This section provides number of student groups in each level.



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



Conclusions based on this data:

1. n/a

School and Student Performance Data

Conditions & Climate Suspension Rate

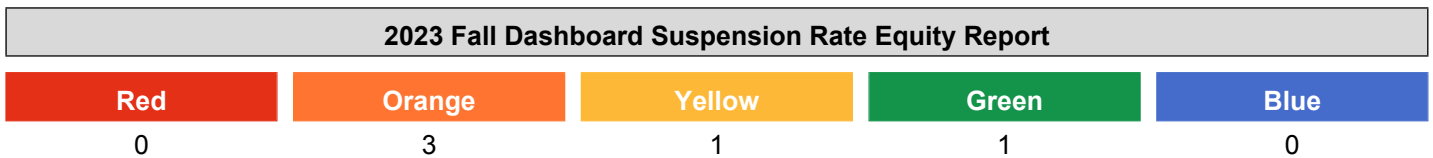
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.













Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."





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.

2023 Fall Dashboard Suspension Rate for All Students/Student Group													
<table border="1" style="width: 100%;"> <thead> <tr style="background-color: #e0e0e0;"> <th>All Students</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"> Yellow</td> </tr> <tr style="background-color: #e0e0e0;"> <td>2% suspended at least one day</td> </tr> <tr> <td>Maintained 0 657 Students</td> </tr> </tbody> </table>	All Students	 Yellow	2% suspended at least one day	Maintained 0 657 Students	<table border="1" style="width: 100%;"> <thead> <tr style="background-color: #e0e0e0;"> <th>English Learners</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"> Orange</td> </tr> <tr style="background-color: #e0e0e0;"> <td>1.9% suspended at least one day</td> </tr> <tr> <td>Increased 0.6 416 Students</td> </tr> </tbody> </table>	English Learners	 Orange	1.9% suspended at least one day	Increased 0.6 416 Students	<table border="1" style="width: 100%;"> <thead> <tr style="background-color: #e0e0e0;"> <th>Foster Youth</th> </tr> </thead> <tbody> <tr> <td>Less than 11 Students 1 Student</td> </tr> </tbody> </table>	Foster Youth	Less than 11 Students 1 Student	
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<table border="1" style="width: 100%;"> <thead> <tr style="background-color: #e0e0e0;"> <th>Homeless</th> </tr> </thead> <tbody> <tr style="background-color: #e0e0e0;"> <td>0% suspended at least one day</td> </tr> <tr> <td>Maintained 0 30 Students</td> </tr> </tbody> </table>	Homeless	0% suspended at least one day	Maintained 0 30 Students	<table border="1" style="width: 100%;"> <thead> <tr style="background-color: #e0e0e0;"> <th>Socioeconomically Disadvantaged</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"> Orange</td> </tr> <tr style="background-color: #e0e0e0;"> <td>2.4% suspended at least one day</td> </tr> <tr> <td>Increased 0.6 553 Students</td> </tr> </tbody> </table>	Socioeconomically Disadvantaged	 Orange	2.4% suspended at least one day	Increased 0.6 553 Students	<table border="1" style="width: 100%;"> <thead> <tr style="background-color: #e0e0e0;"> <th>Students with Disabilities</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"> Green</td> </tr> <tr style="background-color: #e0e0e0;"> <td>1.6% suspended at least one day</td> </tr> <tr> <td>Declined -0.3 64 Students</td> </tr> </tbody> </table>	Students with Disabilities	 Green	1.6% suspended at least one day	Declined -0.3 64 Students
Homeless													
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Declined -0.3 64 Students													

2023 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
<p>7.7% suspended at least one day</p> <p>Increased 1.8 26 Students</p>	<p>Less than 11 Students 1 Student</p>	<p align="center"> Yellow</p> <p>2.6% suspended at least one day</p> <p>Maintained -0.2 38 Students</p>	<p>0% suspended at least one day</p> <p>Declined -4 34 Students</p>
Hispanic	Two or More Races	Pacific Islander	White
<p align="center"> Orange</p> <p>1.5% suspended at least one day</p> <p>Increased 0.3 529 Students</p>	<p>Less than 11 Students 6 Students</p>	<p>12.5% suspended at least one day</p> <p>Increased 7.2 16 Students</p>	<p>Less than 11 Students 7 Students</p>

Conclusions based on this data:

1. Our Suspension Rate falls in the Yellow band of the dashboard as we maintained from the previous school year.
2. We look forward to the Dashboard updates to reflect the 2022-2023 school year as we continue to implement progressive discipline and restorative practices.
3. While we see the highest increase of suspensions in the African American sub group. However, it's important to point out that suspensions are assigned in response to student behavior choices not due to race or ethnicity.

Goals, Strategies, & Proposed Expenditures

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

Goal 1

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Deeper Learning: Language and Literacy

Language and Literacy: All students will receive literacy instruction and demonstrate growth (meeting and exceeding standards) in English Language Arts by 1%, as measured by the CAASPP.

In addition to English language arts, all Spanish Language Arts (SLA) students will demonstrate growth by increasing in proficiency by 1%, as measured by the Summative ELPAC.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

For all grades, in 2022-2023, there was a slight decline in the percentage of students meeting/exceeding standards (-1.32% proficiency in ELA). Overall, we remain at approximately 30% students meeting/exceeding ELA standards. We look forward to learning the CAASPP assessment results from the 2023-2024 school year.

Regarding SLA, our current Summative ELPAC data shows that 191 out of 293 (65%) EL students maintained, or advanced by one ELPI level.

Group data to be collected to measure gains:

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

Strategy:

See Action Tasks.

Groups participating in this goal (e.g., students, parents, teachers, administrators):

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

Anticipated annual growth for each group:

Tyrrell will be giving Benchmark Assessments in reading and writing. In addition students in grades 3-6 will take the CAASPP in ELA in the spring of 2024. This will provide additional student achievement data to be analyzed and compared overtime.

Means of evaluating progress toward this goal:

Our data analysis will include Benchmark Assessments, CAASPP data, subgroup analysis and identifiable trends.

How does this goal align to your Local Educational Agency Plan goals?:

The LEA plan has the same goal in this subject area.

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

According to the data analysis, it is evident that continued growth is needed in ELA in order to move students towards mastery of the Common Core State Standards in ELA, and to support progress in SLA. Additionally, more support is needed to improve the English Language Proficiency of our newcomers in the upper grades with fewer than three years of schooling in their native country.

Which stakeholders were involved in analyzing data and developing this goal?

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

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

See Action Tasks.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP English Language Arts Scores	25.65% students meeting and exceeding standards	Growth of 1%

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	Bilingual Paraprofessional to support student learning	All students	8333.33 Title I 2000-2999: Classified Personnel Salaries
1.3	Before/After School Interventions	Students performing below grade level expectations	3500.00 Title I 1000-1999: Certificated Personnel Salaries
1.4	Online learning subscriptions	All students	6250.00 LCFF 5000-5999: Services And Other Operating Expenditures
1.5	Instructional and Supplemental materials	All students	3399.00 Title I 4000-4999: Books And Supplies
1.6	Professional Development and/or Conferences	All staff to benefit all students	Title I 5800: Professional/Consulting Services And Operating Expenditures
1.7	Professional Development and/or Conferences	All staff to benefit all students	833.33 LCFF 5800: Professional/Consulting Services And Operating Expenditures
1.8	Extra Hours	All students	333.33 LCFF 1000-1999: Certificated Personnel Salaries
1.9	Release substitutes for assessment and/or observation	All students	500.00 LCFF 1000-1999: Certificated Personnel Salaries
1.10	Technology, hardware, replacement devices, and/or parts	All students	592.20 LCFF 4000-4999: Books And Supplies

Annual Review

SPSA Year Reviewed: 2023-24

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

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

Tyrrell will continue to utilize opportunities to review and analyze achievement data (ELA and SLA) regularly as a strategy for monitoring and evaluating the data. Regular Data dialogues to analyze Formative/Summative data will take place at staff and ILT meetings, and/or in grade level collaboration meetings.

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

The focus students for this goal are students who fall under the following subgroups: Latino/Hispanic, English Learners(EL), African American, Special Education, and Socioeconomically Disadvantaged(SES) students (as well as any students not meeting grade level expectations).

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

We plan to continue the funding for After School Interventions as well as Instructional/Supplemental Materials. This will allow for us to provide more intervention opportunities for students, pending staff availability after the regular work day. In addition, we will also have the ability to provide supplemental materials for intervention and small group learning groups. This can be located in the Strategies/Activities section of this particular goal.

Goals, Strategies, & Proposed Expenditures

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

Goal 2

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Deeper Learning -- Mathematics

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

For all grades in 2022-2023, we decreased nearly 0.03% in students meeting/exceeding Math standards. We remain at approximately 14.53% student meeting/exceeding Math standards. We look forward to learning the CAASPP assessment results from the 2023-2024 school year.

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

Group data to be collected to measure gains:

Tyrrell will continue to utilize opportunities to analyze achievement data as a strategy for monitoring and evaluating student achievement data to guide our instruction.

Strategy:

See action items

Groups participating in this goal (e.g., students, parents, teachers, administrators):

The focus students for this goal are students who fall under the following subgroups Latino/Hispanic, English Learners (EL) African American, Special Education, and Socioeconomically Disadvantaged(SD) students, as well as any other students not performing at grade level expectations.

Anticipated annual growth for each group:

The school will be administering the CAASPP assessment in the Spring of 2024.

Means of evaluating progress toward this goal:

Our data analysis will include Benchmark Assessments, subgroup analysis and identifiable trends overtime.

How does this goal align to your Local Educational Agency Plan goals?:

The LEA plan has the same goal in this subject area.

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

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

Which stakeholders were involved in analyzing data and developing this goal?

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

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

See action items

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP Mathematics Scores	14.53% students meeting and exceeding standards	Growth of 1%

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
2.1	Bilingual paraprofessional to support student learning	All students	8333.33 Title I

			2000-2999: Classified Personnel Salaries
2.2		All students	Title I 2000-2999: Classified Personnel Salaries
2.3	Before/After School Interventions	All students	3500.00 Title I 1000-1999: Certificated Personnel Salaries
2.4	Online Learning Subscriptions	All students	6250.00 LCFF 5000-5999: Services And Other Operating Expenditures
2.5	Instructional and Supplemental Materials	All students	2000.00 Title I 4000-4999: Books And Supplies 1404.00 LCFF 4000-4999: Books And Supplies
2.6	Professional Development and/or Conferences	All staff to benefit all students	833.33 LCFF 5800: Professional/Consulting Services And Operating Expenditures
2.8	Extra Hours	All staff to benefit all students	333.33 LCFF 1000-1999: Certificated Personnel Salaries
2.9	Release substitutes for assessment and/or observation	All students	500.00 LCFF 1000-1999: Certificated Personnel Salaries
2.10	Technology hardware, replacement devices, and/or parts	All students	592.20 LCFF 4000-4999: Books And Supplies

Annual Review

SPSA Year Reviewed: 2023-24

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

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

Tyrrell will continue to utilize opportunities to analyze achievement data as a strategy for monitoring and evaluating student achievement data to guide our instruction.

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

The focus students for this goal are students who fall under the following subgroups: Latino/Hispanic, English Learners(EL), African American, Special Education, and Socioeconomically Disadvantaged(SES) students (as well as any students not meeting grade level expectations).

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

We plan to increase the funding for After School Interventions as well as Instructional/Supplemental Materials. This will allow for us to provide more intervention opportunities for students, pending staff availability after the regular work day. In addition, we will also have the ability to provide supplemental materials for intervention and small group learning groups. This can be located in the Strategies/Activities section of this particular goal.

Goals, Strategies, & Proposed Expenditures

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

Goal 3

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Deeper Learning: English Language Development

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

In reviewing available ELPAC data for the 2021-2022 and 2022-2023 school year, we found there was a tremendous increase in the percentage of EL students scoring Proficient on the Summative ELPAC (14.02% increase in Proficiency). We look forward to learning our current year results with the recent completion of this year's ELPAC testing. Currently, students receive designated and integrated ELD every school day from classroom teachers. According to the multi-year data, we see a steady increase in the number (and percentage) of ELL students.

Group data to be collected to measure gains:

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

Strategy:

See Action tasks

Groups participating in this goal (e.g., students, parents, teachers, administrators):

The focus students for this goal are our English Language Learner (ELL) students, students learning English as their second language.

Anticipated annual growth for each group:

The school will continue to administer the ELPAC and CAASPP assessments to students. We expect to see an increased number of students reclassified from the year before. Students in grades K-2 will continue to participate in the district benchmark assessments to determine growth made over the duration of the school year. Those assessments include the Universal Screener, and may also include the Basic Phonics Sounds Test (BPST) Reading Records, and writing samples to demonstrate their learning.

Means of evaluating progress toward this goal:

ELPAC and local assessments used in classroom.

How does this goal align to your Local Educational Agency Plan goals?:

The LEA plan has the same goal in this subject area.

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

We found a 14.02% gain in proficiency according to our Summative ELPAC results. We also found that 191 of 293 (65%) EL students maintained, or advanced one ELPI level. Additionally, more support is needed to improve the English Language Proficiency of our newcomers in the upper grades with fewer than three years of schooling in their native country.

Which stakeholders were involved in analyzing data and developing this goal?

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

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

See Action tasks

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
California Summative ELPAC Data	18.35% Proficient	Growth of 1%

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
3.1	Bilingual Paraprofessional to support student learning	EL students	8333.33 Title I 2000-2999: Classified Personnel Salaries
3.2			Title I 2000-2999: Classified Personnel Salaries
3.3	Before/After School Interventions	EL students performing below grade level expectations	3500.00 Title I 1000-1999: Certificated Personnel Salaries
3.4	Online Learning Subscriptions	EL students	6250.00 LCFF 5000-5999: Services And Other Operating Expenditures
3.5	Instructional and/or Supplemental Materials	EL students	3399.00 LCFF 4000-4999: Books And Supplies
3.7	Professional Development and/or Conferences	Available to all staff to benefit all EL students	833.33 LCFF 5800: Professional/Consulting Services And Operating Expenditures
3.8	Extra Hours	EL students	333.33 LCFF 1000-1999: Certificated Personnel Salaries
3.9	Release substitutes for assessment and/or observations	EL students	500.00 LCFF 1000-1999: Certificated Personnel Salaries
3.10	Technology hardware, replacement devices, and/or parts	EL students	592.20 LCFF 4000-4999: Books And Supplies

Annual Review

SPSA Year Reviewed: 2023-24

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

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

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

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

We currently have one newcomer group taking place every morning for our EL/newcomer students in grades 4-6. We hope to add a second newcomer group to provide targeted, small group instruction for our EL/newcomer students in grades 1-3.

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

We plan to continue the funding for After School Interventions as well as Instructional/Supplemental Materials. This will allow for us to provide more intervention opportunities for students, pending staff availability after the regular work day. In addition, we will also have the ability to provide supplemental materials for intervention and small group learning groups. This can be located in the Strategies/Activities section of this particular goal.

Goals, Strategies, & Proposed Expenditures

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

Goal 4

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Deeper Learning: Visual and Performing Arts

Visual and Performing Arts (Media Arts, Theater, Visual, Dance, Music): Elementary teachers will implement VAPA activities (integrated or stand alone) on a monthly basis using a variety of discourse techniques (by the end of the 2024-2025 school year).

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Deeper Learning -- Visual and Performing Arts (Media Arts, Theater, Visual, Dance, Music)

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

To bring intentionality and ensure VAPA learning opportunities for students, we will continue with this goal for the second year. Staff survey results will allow us to compare year-to-year progress on meeting our VAPA goal.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

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

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
4.1	Bilingual Paraprofessional to support student learning	All students	8333.33 Title I 2000-2999: Classified Personnel Salaries
4.4	Instructional and Supplemental Materials needed to teach VAPA lessons.	All students	3399.00 LCFF 4000-4999: Books And Supplies
4.6	Professional Development and/or Conferences	Available to all staff to benefit all students	833.33 LCFF 5800: Professional/Consulting Services And Operating Expenditures

4.7	Extra Hours	All students	333.33 LCFF 1000-1999: Certificated Personnel Salaries
4.8	Technology hardware, replacement devices, and/or parts	All students	592.20 LCFF 4000-4999: Books And Supplies

Annual Review

SPSA Year Reviewed: 2023-24

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

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

This is a new goal for Tyrrell for 2023-2024. At this time in the school year, we are on target to meet this goal by the end of the 2023 2024 school year.

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

We will continue with our efforts to bring VAPA learning opportunities to classrooms for our students. We have revised this goal to be measured monthly rather than quarterly.

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

We plan to increase the funding for After School Interventions as well as Instructional/Supplemental Materials. This will allow for us to provide more intervention opportunities for students, pending staff availability after the regular work day. In addition, we will also have the ability to provide supplemental materials for VAPA instruction and materials needed. This can be located in the Strategies/Activities section of this particular goal.

Goals, Strategies, & Proposed Expenditures

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

Goal 5

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Relationship-Centered Schools: School Climate

School Climate:

All students will have access to a safe and welcoming school environment. We will see the following positive contributions to our school environment: a) By end of the school year decrease days of suspension by 1% (as measured by local HUSD measurements), b) by end of the school year, we will see an increase in the percentage of students reporting they feel safe by in school by 1% (as measured by the California Healthy Kids Survey (CHKS), and c) By end of school year increase percentage of students reporting a connection to a caring adult at school by 1% (as measured by the CHKS).

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Increase by 1% the number of students reporting feeling safe and reporting a caring relationship with an adult at school

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Findings:

1)

We maintained our suspension rate when comparing two consecutive school years. (2021-2022 2%, 2022-2023 2%). For both school years, 2% of our students were suspended at least one day, according to the California Dashboard. However, there was an increase in EL and Socioeconomically Disadvantaged student groups (EL: 1.9% students suspended at least one day. SD: 2.4% students suspended at least one day. Also, there was a decrease for students with disabilities, which moved this indicator into the green section of the dashboard (1.6% suspended at least one day).

2)

2017-2018: 70 students report they feel safe at school
2018-2019: 64% students report they feel safe at school
2019-2020: 77% students report they feel safe at school
2020-2021: no data available
2021-2022: 64% students report they feel safe at school
2022-2023: 67% students report they feel safe at school
2023-2024: 82% students report they feel safe at school

3)

2017-2018: 33% students report they feel connected to at least one caring adult at school
2018-2019: 59% students report they feel connected to at least one caring adult at school
2019-2020: 68% students report they feel connected to at least one caring adult at school
2020-2021: no data available
2021-2022: 66 students report they feel connected to at least one caring adult at school
2022-2023: 70 students report they feel connected to at least one caring adult at school
2023-2024: 62% students report they feel connected to at least one caring adult at school

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

Group data to be collected to measure gains:

Regular evaluation of Infinite Campus discipline reports will continue. This information will be shared regularly with staff and parent groups such as ELAC, SSC, and at Principal's coffee meetings.

Strategy:

See action tasks

Groups participating in this goal (e.g., students, parents, teachers, administrators):

The focus students for this goal are students who fall under the following subgroups Latino/Hispanic, English Learners(EL), African American, Special Education, and Socio-economically Disadvantaged(SD) students.

Anticipated Annual Growth for Each Group:

By the end of 2024-2025, we will see a 1% decrease in days of suspension.

By the end of 2024-2025, we will see a 1% increase in the percentage of students reporting they feel safe at school.

By the end of 2024-2025, we will see a 1% increase in the percentage of students reporting a connection to a caring adult at school.

Means of evaluating progress toward this goal:

Tyrrell will use referral and suspension data from Infinite Campus to determine improvement in disciplinary actions. Tyrrell will also use data from California Healthy Kids Survey (CHKS) to measure student response to feeling safe at school, and connected to a caring adult at school.

How does this goal align to your Local Educational Agency Plan goals?:

The LEA plan has the same goal in this subject area.

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

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

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

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

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
a) HUSD Suspension Data b) California Healthy Kids Survey c) California Healthy Kids Survey	a) 2% of our students were suspended at least one day b) 2023-2024: 82% students report they feel safe at school c) 2023-2024: 62% students report they feel connected to at least one caring adult at school	a) 1% decrease b) 1% increase c) 1% increase

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
5.1	Bilingual paraprofessional to support student learning	All students	8333.33 Title I 2000-2999: Classified Personnel Salaries
5.2		All students	Title I 1000-1999: Certificated Personnel Salaries
5.3	Instructional and/or supplemental materials to support instruction in the following: SEL, PBIS, Peacebuilders, etc.	All students	3399.00 LCFF 4000-4999: Books And Supplies
5.5	Professional Development and/or Conferences	Available to all staff to benefit all students	833.33 LCFF 5800: Professional/Consulting Services And Operating Expenditures
5.6	Extra Hours	All students	333.33 LCFF 1000-1999: Certificated Personnel Salaries

5.7	Independent Contractor and/or Professional Development to provide structured activities, structured games, etc. during independent times (recess and/or lunch recess).	All students	2000.00 LCFF 5800: Professional/Consulting Services And Operating Expenditures 7000.00 Title I 5800: Professional/Consulting Services And Operating Expenditures
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Annual Review

SPSA Year Reviewed: 2023-24

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

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

Tyrrell will use behavior referral and suspension data from Infinite Campus to determine a decrease in disciplinary actions to determine growth. We will also reflect upon the California Healthy Kids Survey (CHKS) to determine students feeling safe, and reporting a caring relationship with one adult on campus. We maintained our suspension rate when comparing two consecutive school years. (2021-2022 2%, 2022-2023 2%). For both school years, 2% of our students were suspended at least one day, according to the California Dashboard. However, there was an increase in EL and Socioeconomically Disadvantaged student groups (EL: 1.9% students suspended at least one day. SD: 2.4% students suspended at least one day. Also, there was a decrease for students with disabilities, which moved this indicator into the green section of the dashboard (1.6% suspended at least one day). The following CHKS data was found: 2022-2023: 67% students report they feel safe at school/2023-2024: 82% students report they feel safe at school (15 percent increase); 2022-2023: 70 students report they feel connected to at least one caring adult at school/2023-2024: 62% students report they feel connected to at least one caring adult at school (8% decrease).

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

Within our PBIS structures, we will continue to use progressive discipline as well as utilizing our Coordination of Student Services Team (COST) team to support students emotionally and socially. We look forward to seeing continued progress as the work continues to guide our students, and recognize positive behaviors. We celebrate this progress and our need to identify learning points, as we remain focused on continuous improvement and the inclusion of restorative practices.

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

We continue to search for opportunities to provide structured activities for students during less structured times (recess and lunch recess). During the 2023-2024 school year, we are introducing Lunchtime Chess to provide an additional activity option for students. We will continue with this effort to identify additional structured activity possibilities. This can be found in the Strategies/Activities section of this particular goal, noted as Structured Activities and/or Independent Contractor.

Goals, Strategies, & Proposed Expenditures

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

Goal 6

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Relationship Centered Schools: Parent Engagement

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

We offer a variety of opportunities for parent engagement at Tyrrell. School and district committees include the following: English Language Advisory Committee (ELAC), District English Language Advisory Committee (DELAC), Parent Teacher Committee (PTC), School Site Council (SSC), Principal's Coffee, African American Student Achievement Initiative (AASAI), Site Based Decision Making (SBDM), etc. School events and activities include the following: Back to School Night, Tyrrell's Fall Festival, Winter Festival, Winter/Spring Music Concerts, Parent/Teacher Conferences, Student Success Team (SST) meetings, Attendance meetings, School Attendance Review Board (SARB), Young Author's Fair, Art Fair, Read Across America, and more. We also encourage parents to become HUSD Volunteers to chaperone on field trips and/or support school events.

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

This is a new goal for Tyrrell for 23-24. We will be reporting our first year of data collection to demonstrate parent engagement and involvement at Tyrrell. Teachers and staff will continue to explore ways to reach out and encourage parent participation at events such as Back to School Night, Open House, parent committees, parent teacher conferences, etc.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Sign in Sheets	1083 parents participating in school committees and/or events	10% increase

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
6.1	Tyrrell will provide additional options and opportunities for parents to participate inviting parents to participate in parent committees, informal coffee meetings, and/or parent education workshops. Some of the events that encourage parent engagement are: student recognition assemblies, our Halloween Parade, our Fall Welcome Back to School Festival, the annual Young Artist and Young Author's Fair, Back to School Night, Open House, and more. In addition, supplies for parent meetings, fingerprinting, and/or childcare costs (to attend school meetings) as needed.	All Tyrrell parents and guardians	1000 Title 1: Parent Allocation 4000-4999: Books And Supplies

Annual Review

SPSA Year Reviewed: 2023-24

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

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

Tyrrell continues to offer a variety of opportunities for parents to be involved at school. This is seen in school and district formal committees. It is also through various school events and activities.

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

We will continue to provide the minimum required Parent Engagement funding support of 1.0% or more to support materials needed, fingerprinting for volunteer applicants, etc.

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

This is a new goal for Tyrrell for 23-24. We will be reporting our first year of data collection to demonstrate parent engagement and involvement at Tyrrell. Teachers and staff will continue explore ways to reach out and encourage parent participation at events such as Back to School Night, Open House, parent committees, parent teacher conferences, etc. This can be found in the Strategies/Activities section of this particular goal. Additional financial support is provided by our Parent Teacher Committee (PTC) and Site Based Decision Making (SBDM).

Goals, Strategies, & Proposed Expenditures

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

Goal 7

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Relationship-Centered Schools -- Attendance and Chronic Absenteeism

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Increase average daily attendance by 1%

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Tyrrell regular communicates the importance of school attendance to students, staff, and families. This is done through monthly newsletters, parent committees, weekly staff bulletins, and student recognition for positive attendance at each trimester. In addition, daily phone calls are placed when students are not in school or on time. In accordance with HUSD procedures, attendance letters are sent home at incremental stages to keep families informed when their children are absent/late for school, and when they are considered chronically absent. Our Coordination of Services Team works closely with school staff and Child Welfare and Attendance to support families in improving their child's school attendance.

ADA Measured at Month 5 of our monthly reporting:

- 2019-2020: 76.59% ADA (month 5 closure)
- 2020-2021: 74.79% ADA (decreased by 1.8%)
- 2021-2022: 86.56% ADA (increased by 11.77%)
- 2022-2023: 90.90% ADA (increased by 4.34%)

Group data to be collected to measure gains:

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

Strategy:

See action tasks.

Groups participating in this goal (e.g., students, parents, teachers, administrators):

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

Anticipated annual growth for each group:

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

Means of evaluating progress toward this goal:

This will be measured through the analysis of monthly attendance reports.

How does this goal align to your Local Educational Agency Plan goals?:

The LEA plan has the same goal in this subject area.

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

The analysis of the data has shown a slight increase in our attendance rate We expect to see additional improvement in 2023-2024.

Which stakeholders were involved in analyzing data and developing this goal?

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

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

See Action tasks

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

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

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
7.1	Tyrrell staff will collaborate with the district's Child Welfare and Attendance division to reduce families' barriers to attendance, including early intervention and COST services. Students will be positive recognized at each trimester for positive attendance.	All Students	1000 Unrestricted 0000: Unrestricted

Annual Review

SPSA Year Reviewed: 2023-24

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

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

Tyrrell school will continue to communicate the importance of school attendance to students, staff, and families. This is done through monthly newsletters, parent committees, weekly staff bulletins, and student recognition for positive attendance at each trimester. In addition, daily phone calls will continue when students are not in school or on time. Also, our practice of sending attendance letters home at incremental stages to keep families informed of their child's school attendance will continue. Our partnership with Coordination of Student Services (COST) and Child Welfare and Attendance (CWA) will continue to support families in improving their child's school attendance.

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

We plan continue with our regular practices as we continue to see progress in attendance.

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

This goal remains the same without any changes.

Goals, Strategies, & Proposed Expenditures

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

Goal 8

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Deeper Learning: Science

Science: Students will demonstrate growth (meeting and exceeding standards) by 1% as measured by the California Science Test (CAST) by the end of the 2024-2025 school year.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Each year, 5th grade student achievement in Science is measured by the California Science Test (CAST).

When comparing the 2021-2022 and 2022-2023 school years, we found a 7.81% decrease in the percentage of students taking the CAST. (2022-2023: 7.69%, 2021-2022: 15.5%)

The reported achievement levels for Tyrrell Elementary closely mirror those reported for Hayward Unified School District. This is a fairly new goal for Tyrrell to bring increased awareness to science education and accountability.

We look forward to the CAASPP assessment returning during the 2023-2024 school year.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP Science Data	7.69% students meeting and exceeding standards	1% increase

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
8.1	Bilingual Paraprofessional to support student learning	All students	8333.33 Title I 2000-2999: Classified Personnel Salaries
8.2		All students	Title I 2000-2999: Classified Personnel Salaries

8.3	Before/After School Interventions	All students performing below grade level expectations	3500.00 Title I 1000-1999: Certificated Personnel Salaries
8.4	Online Learning Subscriptions	All students	6250.00 LCFF 5000-5999: Services And Other Operating Expenditures
8.5	Instructional and Supplemental Materials	All students	3399.00 Title I 4000-4999: Books And Supplies
8.6	Professional Development and/or Conferences	Available for all staff to benefit all students	833.33 LCFF 5800: Professional/Consulting Services And Operating Expenditures
8.8	Extra Hours	All students	333.33 LCFF 1000-1999: Certificated Personnel Salaries
8.9	Release substitutes for observation and/or assessment	All students	500.00 LCFF 1000-1999: Certificated Personnel Salaries
8.10	Technology hardware, replacement devices, and/or parts	All students	592.20 LCFF 4000-4999: Books And Supplies

Annual Review

SPSA Year Reviewed: 2023-24

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

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

Tyrrell will continue to utilize opportunities to review and analyze science achievement data regularly as a strategy for monitoring and evaluating the data. Regular Data dialogues to analyze Formative/Summative data will take place at staff and ILT meetings, and/or in grade level collaboration meetings. We are working with our Instructional Leadership Team and teaching staff on curriculum mapping for the year by grade level. That work will continue into the 24-25 school year.

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

The focus students for this goal are students who fall under the following subgroups: Latino/Hispanic, English Learners(EL), African American, Special Education, and Socioeconomically Disadvantaged(SES) students (as well as any students not meeting grade level expectations).

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

We plan to continue the funding for After School Interventions as well as Instructional/Supplemental Materials. This will allow for us to provide more intervention opportunities for students, pending staff availability after the regular work day. In addition, we will also have the ability to provide supplemental materials for intervention and small group learning groups. This year we introduced Generation Genius to support our instructional efforts in Science, as we need a new Curriculum Adoption. The current curriculum for Science is over 13 years old, and does not support the Common Core Standards. We have also reviewed the Mystery Science (K-5) and OpSciEd (6th) with teachers. In addition, professional development and science materials for experiments and modeling concepts are also needed. This can be located in the Strategies/Activities section of this particular goal.

Budget Summary

Complete the Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$176,275.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$132,359.94
Total Federal Funds Provided to the School from the LEA for CSI	\$

Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

Note: If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
Title I	\$79,797.98

Subtotal of additional federal funds included for this school: \$79,797.98

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
LCFF	\$50,561.96
Title 1: Parent Allocation	\$1,000.00
Unrestricted	\$1,000.00

Subtotal of state or local funds included for this school: \$52,561.96

Total of federal, state, and/or local funds for this school: \$132,359.94

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
LCFF	62,891.00	12,329.04
Title I	113,384.00	33,586.02

Expenditures by Funding Source

Funding Source	Amount
LCFF	50,561.96
Title 1: Parent Allocation	1,000.00
Title I	79,797.98
Unrestricted	1,000.00

Expenditures by Budget Reference

Budget Reference	Amount
0000: Unrestricted	1,000.00
1000-1999: Certificated Personnel Salaries	17,999.98
2000-2999: Classified Personnel Salaries	49,999.98
4000-4999: Books And Supplies	24,360.00
5000-5999: Services And Other Operating Expenditures	25,000.00
5800: Professional/Consulting Services And Operating Expenditures	13,999.98

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	LCFF	3,999.98
4000-4999: Books And Supplies	LCFF	14,562.00

5000-5999: Services And Other Operating Expenditures	LCFF	25,000.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF	6,999.98
4000-4999: Books And Supplies	Title 1: Parent Allocation	1,000.00
1000-1999: Certificated Personnel Salaries	Title I	14,000.00
2000-2999: Classified Personnel Salaries	Title I	49,999.98
4000-4999: Books And Supplies	Title I	8,798.00
5800: Professional/Consulting Services And Operating Expenditures	Title I	7,000.00
0000: Unrestricted	Unrestricted	1,000.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	23,741.19
Goal 2	23,746.19
Goal 3	23,741.19
Goal 4	13,491.19
Goal 5	21,898.99
Goal 6	1,000.00
Goal 7	1,000.00
Goal 8	23,741.19

School Site Council Membership

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

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

Name of Members	Role
Jackie Aguilar	Classroom Teacher
Stacey Vidal-Butler	Principal
Angel Bustos-Penalzoa	Classroom Teacher
Mayra Zarate	Parent or Community Member
Melissa Morin	Parent or Community Member
Katherin James	Other School Staff
Jazmine Howard	Parent or Community Member
Alejandra de la Cruz	Parent or Community Member
Jenni Valle	Parent or Community Member
Bob Hamm	Classroom Teacher

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



Recommendations and Assurances

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

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

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

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



Signature	Committee or Advisory Group Name
	English Learner Advisory Committee
	Other: Instructional Leadership Team (ILT) Member: Tesha Holt (electronic signature)

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on March 12, 2024.

Attested:

	Principal, Stacey Butler-Vidal on March 12, 2024
	SSC Chairperson, Jenni Valle on March 12, 2024