

School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
DDSLC	19 65052 1995745	No meeting held for approval	July 24, 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 DDSLC for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program
 DDSLC does not meet the criteria for CSI, TSI, or ATSI.

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 DDSLC for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

DDSLC does not meet the criteria for CSI, TSI, or ATSI.

A component of the Every Student Succeeds Act (ESSA) requires each school receiving federal funds within a state to develop and implement an Accountability Plan that establishes long-term goals and indicators of success, addresses the needs of student groups, provides measurements of interim progress toward meeting long-term goals, and describes goals for improvement necessary to make significant progress in closing statewide proficiency gaps. As part of California's Local Control Funding Formula (LCFF), all Local Educational Agencies are required to prepare a Local Control Accountability Plan (LCAP) describing how the school intends to meet annual goals for students. This strategic plan addresses state and local priorities set forth by the California Department of Education (CDE). In addition, the LCAP must identify three years of annual goals for all students, as well as each district's Unduplicated Pupil population (Socio-economically Disadvantaged, English learners, and foster youth). The plan includes annual actions that district's will take to accomplish their goals, including and itemization of their expenditures to support their actions. Our school works closely with Temple City Unified School District's students, staff, parents, and community stakeholders to ensure that this plan is in alignment with ESSA and LCFF through the district's Local Control Accountability Plan (LCAP). Longden Elementary has developed goals, in partnership with SSC, designed to improve English Language Arts, mathematics, social-emotional learning, visual and performing arts, and safety in alignment with District goals, as described in our Local Control Accountability Plan (LCAP). The purpose of the School Plan for Student Achievement (SPSA) is to create a cycle of continuous improvement of student performance and to ensure that all students succeed in reaching academic standards. The principal, staff, leadership team, and parents are actively involved in the process. All decisions are based on careful analysis and reflection and are a part of the on-going process of improving student learning. The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572 and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program improvement into the SPSA.

For 2024-25, DDSLC and TCVA will qualify as a Target Assistance School under Title I. Once they have the opportunity to form a School Site Council in the 24-25 school year, it is the intent for them to move towards Schoolwide program.

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

Our school works closely with educational partners to review, implement, and monitor the Single Plan for Student Achievement (SPSA). Beginning with the staff during the Fall, the SPSA is reviewed with the staff while reinterpreting the latest data student achievement metrics are discussed and changes to the SPSA are made and annual goals are set. Throughout the school year, the SPSA is updated as new data is available through the California Dashboard and local assessments. This analysis continues getting feedback from parents, community members, and district office staff. The school conducts an annual needs assessment using various surveys and holds various family engagement meetings to get input. The SPSA is evaluated and refined with educational partner input. The draft is then proposed to the School Site Council (SSC) in May and is either approved or revised accordingly. The SPSA is reviewed at least four times a year by the School Site Council (SSC) and the Instructional Leadership Team (ILT). Our ELAC has the opportunity to give recommendations for the SPSA to our SSC at least four times per year.

We will hold Title I meetings throughout the year for parents and students to help with school connectivity as well as monthly Coffee with the Principal meetings and PTA meetings. At all of these meetings, strategies are discussed with parents on how to assist their child in meeting academic content standards. A Parent-Compact is also signed by the parent agreeing to their role as partners in teaching and learning with the school site. Throughout the year, family events are held and align with our parent involvement policy.

The District and sites have updated their respective websites to improve communication with all educational partners. Further, each site works collaboratively with a community-based educational foundation to help support students and parents.

Principals work together with district administration once per month to review implementation and expenditures related to the SPSA and the LCAP alignment. These monthly meetings provide time for administration to regularly monitor and update the metrics, strategies, implementation, effectiveness, and budget. (Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29)

In 2023-24, our site did not hold SSC meetings but an election will be held in the fall of 24-25. Our school did not have enough English Learners in 23-24 to require an ELAC.

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.

We identified that our students with disabilities and English learners as student group that needs additional supports. We found that we need to focus on engaging our parents of students with disabilities and English Learners. Parent/caregiver interest and involvement in their child's academic work can have profound effects on behavioral and academic outcomes. However, some parents face physical, linguistic, emotional, and cultural barriers that disproportionately impact the parents of students who already face additional challenges at school. As a school and a system leaders can organize and invest to lower these barriers to better engage with parents.

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.

Our school had the following red state indicators on the 2023 Dashboard: TCVA Chronic Absenteeism

Our school had the following orange state indicators on the 2023 Dashboard: Graduation Rate for DDSLC

We will do the following to address these areas of growth: Implementation of Renaissance progress monitoring and credit recovery. We will improve our SART meeting process with our students enrolled in TCVA.

The LCAP is aligned to support our school in areas where certain student groups received a red status. The LCAP will support in chronic absenteeism for our students with disabilities in in Goal 3, Action 1.

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.

Our school had the following student groups that were two or more performance levels below the "all student" performance level:

At DDSLC, the Hispanic group scored in red status in comparison to the whole school in Yellow status for Suspension

We will do the following to address these areas of growth:

We will continue to implement PBIS as a schoolwide initiative

Other Needs

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

Annually each site holds a site engagement meeting and the following data points are highlighted. The educational partners have an opportunity to weigh in on the needs of the school related to each goal in the SPSA. The following data points are reviewed as SPSA goals, strategies, and activities are created each year. The site uses the SPSA Evaluation to also determine the necessary needs and changes to the School Plan for Student Achievement.

The District K12 Insight Local Climate Survey taken by students, parents, and staff, provides quantifiable data regarding school culture and climate.

The 2023-24 Local School Climate Survey for parents and students was administered during in winter of 2023. At our school, we had the following numbers of participants for each participating groups:

Parents -- 0% of our partners participated

Students- 5 of our students participated

In the K12 local climate survey, we learned the following about our engagement groups:

80% of the students that responded were Male and low-income.

Here are two data points that we can celebrate:

100% of students said that they often or always have fun in their classes.

60% of the students indicate that they often or always follow the school rules

Here are two data points that show our opportunities:

40% of the students indicate that they rarely or never participate in extra curricular activities

60% of the students stated that they seldom are able to be creative in class

During our SPSA Needs Assessment Engagement Meeting, educational partners made the following recommendations for the school site council and district parent advisory council to consider for the 24-25 school year:

1.A focus on culture so that PBIS can thrive

2.increase family involvement

3.More opportunities for student creativity

Informal, qualitative survey information is collected monthly at Coffee with the principal and leadership meetings.

Throughout the year, site ELAC, SSC, and PTA meetings provide opportunities for parents to give feedback to staff.

Talking Tours are conducted once a year with selected students to discuss their insight into the survey data.

The 2023-24 California Healthy Kids Survey for parents and students was administered during in winter of 2024. The California Healthy Kids survey showed that we should focus on family engagement.

Classroom Observations:

Our school participated in several types of classroom observations conducted during the school year. Types and frequency are as follows:

Site administration had a focus of increasing the amount of Checking for Understanding opportunities within the instructional day throughout the school year. Three staff meetings focused on the implementation of strategies taken from Teach Like a Champion. Site and district administration visited classrooms to support teachers with the implementation of checking for understanding strategies.

The school site instructional leadership team, consisting of one teacher from each grade level, walked through classrooms to conduct site level learning walks with the principal.

The purpose of classroom observations is to observe for student learning. Administrators and mentor teachers provide feedback to teachers to strengthen instruction. Additionally, probationary teachers have opportunities to observe best practices from tenured teachers on site and at other schools to further refine teaching practices. Each year, the site administrator performs three documented walk-throughs of each classroom using our TCUSD classroom observation protocol. Each tenured classroom teacher is formally observed at least once every other year with the criteria outlined by the California Standards for the Teaching Profession. In addition to regular classroom walk-throughs and observations by the site administrator, teachers work in collaboration and participate in learning walks, classroom visitations, and exchange ideas and best practices. Teachers continue to focus on a high level of student engagement, collaboration, and deeper learning. In summary, faculty members are passionate about teaching and reaching all students, treating students with respect, and all members of the school community are eager to learn and help create future leaders. In summary, Principals would like to take their teams to visit other school sites next year and to walk together as a site leadership team at each school.

Local Assessments:

Our school utilizes the Professional Learning Community (PLC) process to analyze state and local assessments to modify instruction and improve student performance. PLCs occur weekly to analyze data and make decisions with regards to instruction and support. Through this collaborative process School-wide SMART Goals were developed in the areas of ELA and Math for the 23-24 school year. Site Administration met with the Staff Instructional Leadership Team to determine Action Steps in the areas of Curriculum, Instruction, Assessment, and Professional Development that will support achieving the SMART Goals. We would like to put a common assessment in place for all the students in 24-25 so that we are able to progress monitor throughout the year.

Professional Development

District instructional coaches will provide ongoing assistance and support to teachers to address the needs of English Learners, Students with Disabilities, Foster Youth, Economically Disadvantaged, and technology support in order to master standards in ELA and Math. An instructional coach provides ongoing site specific professional development in collaboration with teachers and based on their needs. An on-site Counselor will provide ongoing specific trainings to teachers to support student social emotional health.

In order to delve into deep discussions about instructional practices and student achievement, the continued development PLCs is a focus. The PLCs meet once a month during Early Release days for collaboration time. By using common assessments or pacing the PLCs can compare data and extract key areas that need improvement and areas of success across all teams. The Instructional Leadership team, includes teacher leaders, department chairs, counselors and administrators meet monthly to move forward with site policies, curriculum development and development of consistency across the grades. Further professional development on PLCs, data analysis and SMART goals is necessary to maximize the effectiveness of our collaborative practices. Teachers also collaborate vertically with the grade levels above or below. Data gathered from these meetings is used to target intervention needs and strategies across the grade level.

The data on the following pages within this plan were also analyzed to help create the actions within this plan. Based on the needs assessment process, this plan will focus on:

1. Student Outcomes that include interventions, enrichments and EL supports
2. Engagement, which will include strategies to engage parents, students and staff
3. School Climate, which will include PBIS, mental health supports, and safe environments

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for DDSLC. 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		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	%	2.27%	%		1	
African American	%	0%	2.70%		0	1
Asian	33.33%	25%	29.73%	17	11	11
Filipino	1.96%	2.27%	2.70%	1	1	1
Hispanic/Latino	56.86%	63.64%	54.05%	29	28	20
Pacific Islander	%	0%	%		0	
White	7.84%	2.27%	8.11%	4	1	3
Multiple/No Response	%	4.55%	2.70%		2	1
Total Enrollment				51	44	37

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Grade 10	1		1
Grade 11	15	18	9
Grade 12	35	26	27
Total Enrollment	51	44	37

Conclusions based on this data:

1. The Asian population is increasing.
2. The Hispanic population is decreasing.
3. Overall school population has declined

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		
	21-22	22-23	23-24	21-22	22-23	23-24
English Learners	11	12	13	23.80%	21.6%	35.1%
Fluent English Proficient (FEP)	18	13	6	21.40%	35.3%	16.2%
Reclassified Fluent English Proficient (RFEP)	0	0	9	0.0%	0.0%	24.32%

Conclusions based on this data:

1. Approximately one quarter to a half of our students are English Learners depending on the year.
2. Our numbers of EL population has more than doubled.

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 11	27	30	30	0	28	21	0	27	21	0.0	93.3	70.0
All Grades	27	30	30	0	28	21	0	27	21	0.0	93.3	70.0

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11		2506.	2497.		11.11	4.76		14.81	23.81		22.22	19.05		51.85	52.38
All Grades	N/A	N/A	N/A		11.11	4.76		14.81	23.81		22.22	19.05		51.85	52.38

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 11		*	*		*	*		*	*	
All Grades		*	*		*	*		*	*	

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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 11		*	*		*	*		*	*
All Grades		*	*		*	*		*	*

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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 11		*	*		*	*		*	*
All Grades		*	*		*	*		*	*

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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 11		*	*		*	*		*	*
All Grades		*	*		*	*		*	*

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Conclusions based on this data:

1. Only 70% of our students were tested in 22-23
2. 52% of our students scored in standard not met
3. The percent of students scoring standard met increased from 21-22 and 22-23

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 11	27	31	30	0	28	19	0	28	19	0.0	90.3	63.3
All Grades	27	31	30	0	28	19	0	28	19	0.0	90.3	63.3

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11		2485.	2430.		0.00	0.00		10.71	0.00		21.43	10.53		67.86	89.47
All Grades	N/A	N/A	N/A		0.00	0.00		10.71	0.00		21.43	10.53		67.86	89.47

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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 11		*	*		*	*		*	*
All Grades		*	*		*	*		*	*

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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 11		*	*		*	*		*	*
All Grades		*	*		*	*		*	*

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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 11		*	*		*	*		*	*
All Grades		*	*		*	*		*	*

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Conclusions based on this data:

1. 63.3% of our students were tested in 22-23
2. 89.47% scored in standard not met in 22-23
3. 10.53% scored in standard nearly met in 22-23

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 \(ELPAC\)](https://www.cde.ca.gov/ta/tg/eng/elpac/) web page or the [ELPAC.org](https://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
11	*	*	*	*	*	*	*	*	*	*	9	8
12		*	1515.1		*	1510.2		*	1519.4	0	5	11
All Grades										4	14	19

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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
11	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
12		*	9.09		*	18.18		*	27.27		*	45.45		*	11
All Grades	*	21.43	5.26	*	7.14	21.05	*	14.29	31.58	*	57.14	42.11	*	14	19

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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
11	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
12		*	18.18		*	36.36		*	27.27		*	18.18		*	11
All Grades	*	21.43	10.53	*	28.57	42.11	*	21.43	26.32	*	28.57	21.05	*	14	19

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
11	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
12		*	0.00		*	18.18		*	9.09		*	72.73		*	11
All Grades	*	0.00	0.00	*	14.29	15.79	*	14.29	26.32	*	71.43	57.89	*	14	19

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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	
11	*	*	*	*	*	*	*	*	*	*	*	*	
12		*	0.00		*	45.45		*	54.55		*	11	
All Grades	*	0.00	0.00	*	42.86	47.37	*	57.14	52.63	*	14	19	

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	
11	*	*	*	*	*	*	*	*	*	*	*	*	
12		*	45.45		*	36.36		*	18.18		*	11	
All Grades	*	72.73	52.63	*	9.09	31.58	*	18.18	15.79	*	11	19	

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	
11	*	*	*	*	*	*	*	*	*	*	*	*	
12		*	0.00		*	27.27		*	72.73		*	11	
All Grades	*	0.00	0.00	*	28.57	36.84	*	71.43	63.16	*	14	19	

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
11	*	*	*	*	*	*	*	*	*	*	*	*
12		*	0.00		*	54.55		*	45.45		*	11
All Grades	*	7.14	0.00	*	42.86	57.89	*	50.00	42.11	*	14	19

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. 19 students were tested in 22-23
2. 42% of our ELD students scored a Level 1 in overall language.
3. 52.63% are well developed in the speaking domain

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
44	70.5	27.3	
Total Number of Students enrolled in DDSLC.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2022-23 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	12	27.3
Foster Youth		
Homeless	1	2.3
Socioeconomically Disadvantaged	31	70.5
Students with Disabilities	3	6.8

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
American Indian	1	2.3
Asian	11	25
Filipino	1	2.3
Hispanic	28	63.6
Two or More Races	2	4.5
White	1	2.3

Conclusions based on this data:

1. A majority of our students are socioeconomically disadvantaged.
2. 27.3% of the students are English Learners

3. Hispanic students make up our majority of students followed by Asian students.

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.”



Red

Lowest Performance



Orange



Yellow



Green



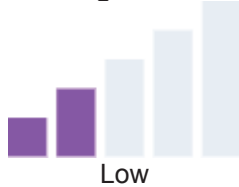
Blue

Highest Performance

2023 Fall Dashboard Overall Performance for All Students

Academic Performance

College/Career



Academic Engagement

Graduation Rate



Conditions & Climate

Suspension Rate



Chronic Absenteeism



Conclusions based on this data:

1. We received an orange status for our graduation rate
2. We are low on the college and career indicator

School and Student Performance Data

Academic Performance English Language Arts

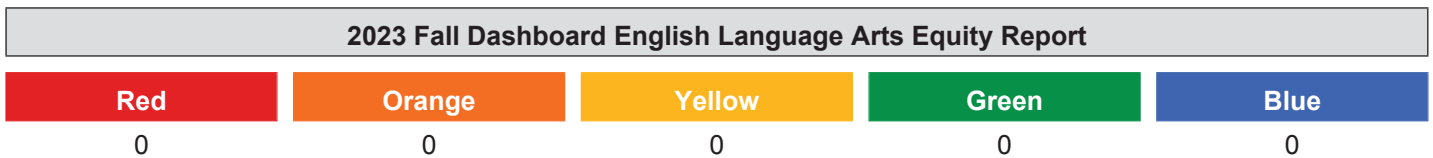
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This section provides number of student groups in each level.



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 170.3 points below standard Decreased Significantly -32.9 points 19 Students	English Learners Less than 11 Students 3 Students	Foster Youth  No Performance Color 0 Students
Homeless  No Performance Color 0 Students	Socioeconomically Disadvantaged 194.6 points below standard 13 Students	Students with Disabilities Less than 11 Students 4 Students

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 0 Students	 No Performance Color 0 Students	Less than 11 Students 3 Students	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
189.6 points below standard 13 Students	Less than 11 Students 1 Student	 No Performance Color 0 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 English Language Arts.

2023 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
Less than 11 Students 3 Students	0 Students	238.1 points below standard 11 Students

Conclusions based on this data:

1. The SED group is 194.6 points below standard
2. Overall the students scored dropped 32.9 points from the previous year
3. The Hispanic group is 189.6 points below standard

School and Student Performance Data

Academic Performance Mathematics

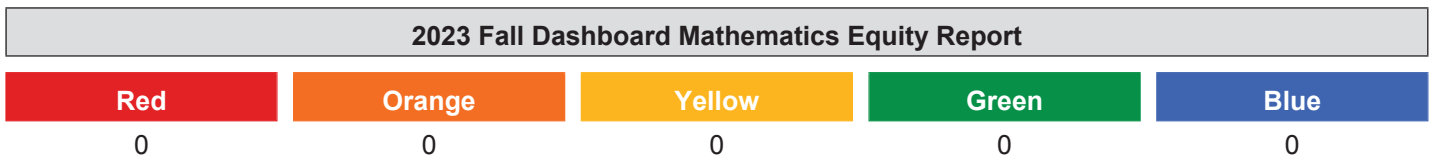
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The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California 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	English Learners	Foster Youth
277.7 points below standard	Less than 11 Students	 No Performance Color
Decreased Significantly -124.3 points	4 Students	0 Students
20 Students		
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 No Performance Color	298.9 points below standard	Less than 11 Students
0 Students	13 Students	5 Students

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 0 Students	 No Performance Color 0 Students	Less than 11 Students 3 Students	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
295.1 points below standard 14 Students	Less than 11 Students 1 Student	 No Performance Color 0 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
Less than 11 Students 4 Students	0 Students	297.6 points below standard 11 Students

Conclusions based on this data:

1. The Hispanic group is 295.1 points below standard
2. The EL group is 297.6 points below standard
3. Overall the students scored dropped 124.3 points from the previous year

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.

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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 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

English Learner Progress
26.3% making progress towards English language proficiency
Number of EL Students: 19 Students
Performance Level: No Performance Level

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
6	8	0	5

Conclusions based on this data:

- 26.3% of the students made progress on the ELPAC
- 6 students decreased in levels on the ELPAC
- 8 students maintained their level on the ELPAC

School and Student Performance Data

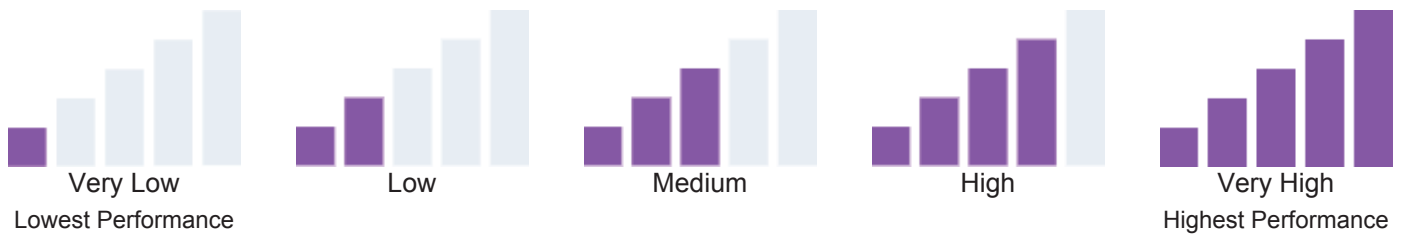
Academic Performance College/Career Report

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.

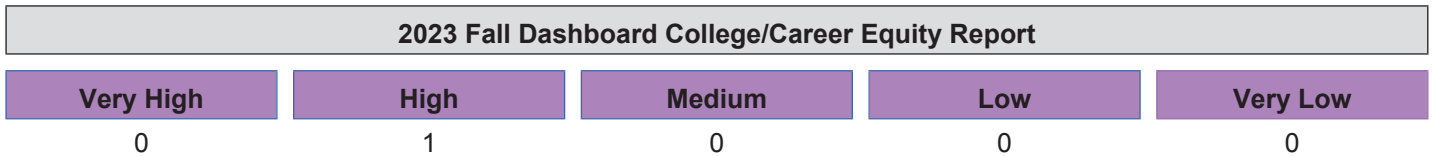
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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

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

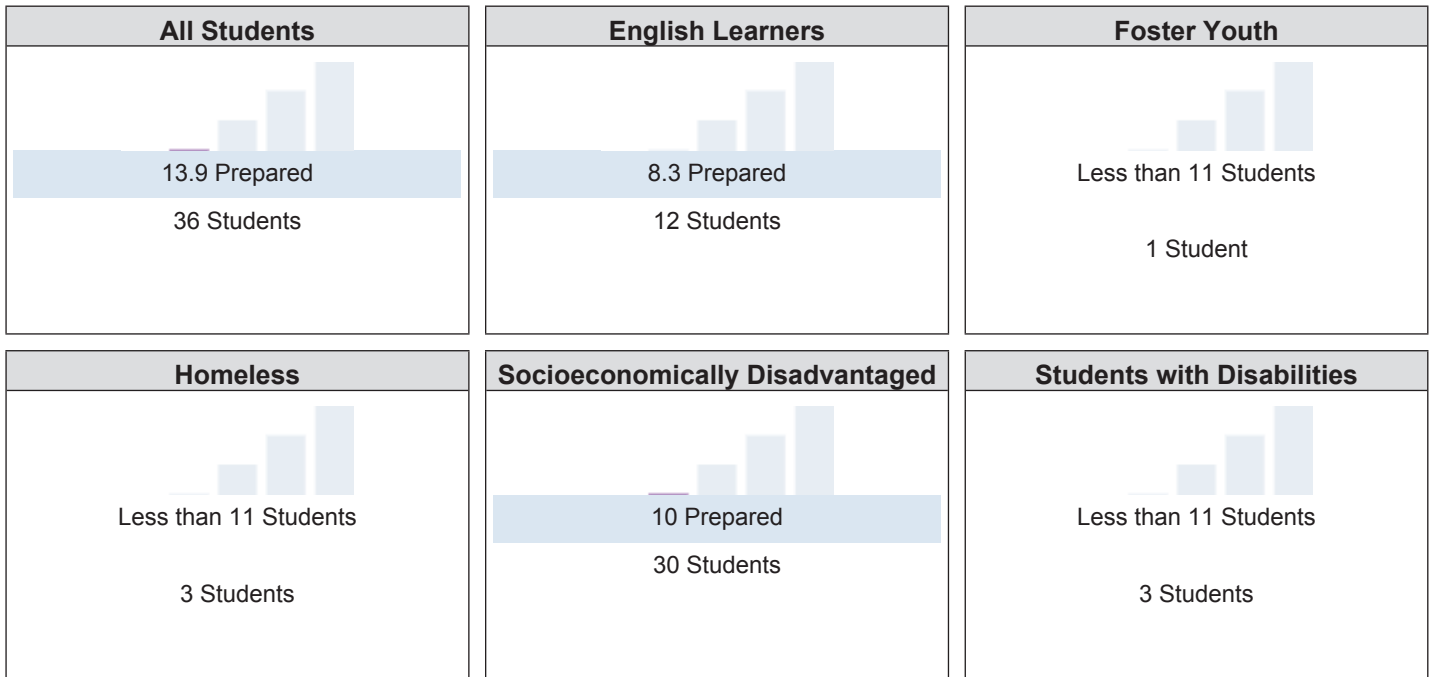


This section provides number of student groups in each level.

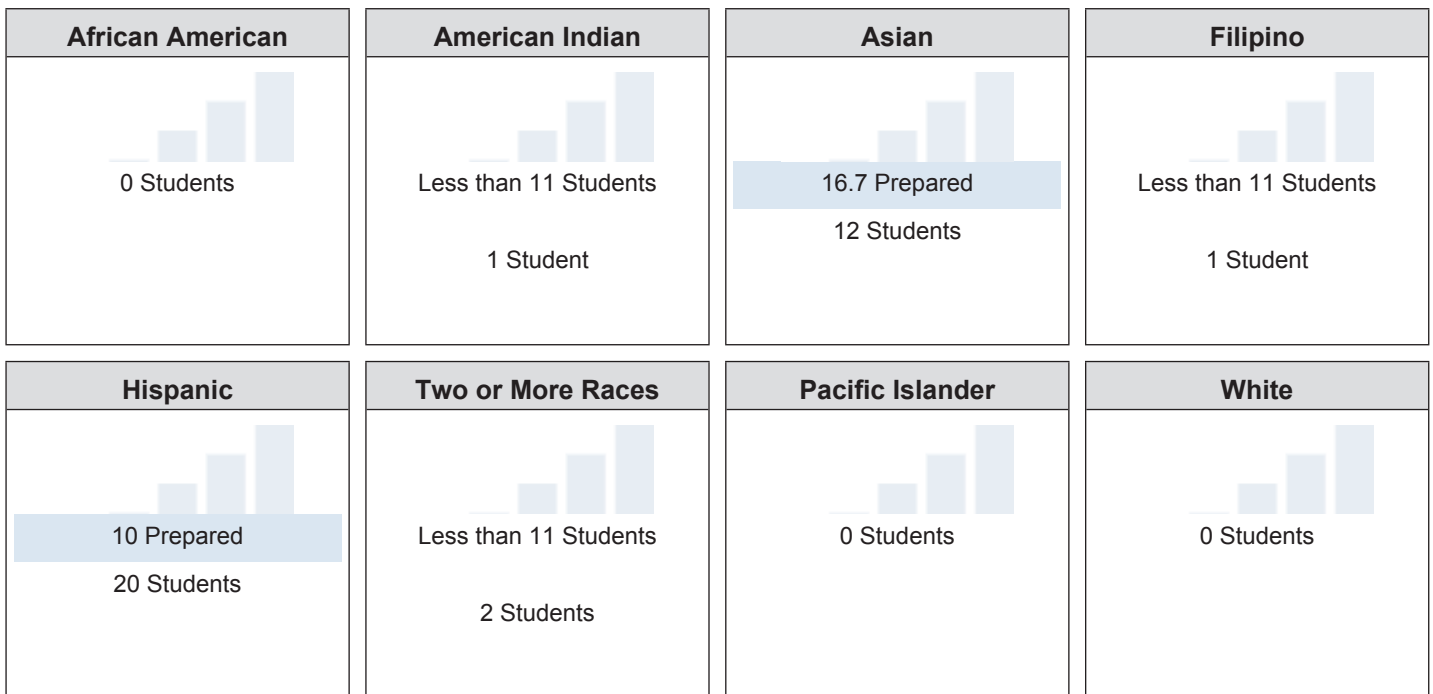


This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

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



2023 Fall Dashboard College/Career Report by Race/Ethnicity



Conclusions based on this data:

1. 13.9% of the students are Prepared, which is in the low status
2. 8.3% of the EL are Prepared
3. 10% of the SED are prepared

School and Student Performance Data

Academic Engagement Graduation Rate

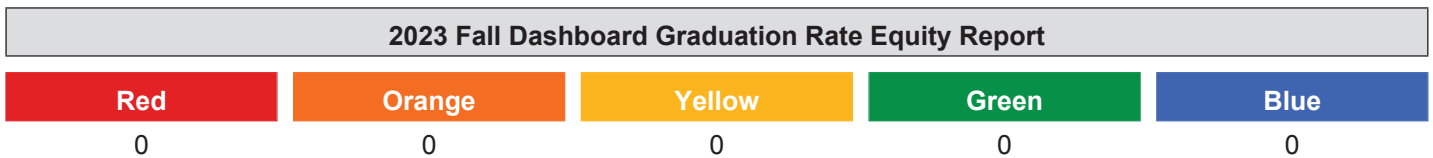
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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






This section provides number of student groups in each level.



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

2023 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students Orange 86.8% graduated Decreased -3.5 38 Students	English Learners 69.2% graduated 13 Students	Foster Youth Less than 11 Students 1 Student
Homeless Less than 11 Students 3 Students	Socioeconomically Disadvantaged 90.3% graduated Increased 1.9 31 Students	Students with Disabilities Less than 11 Students 3 Students

2023 Fall Dashboard Graduation Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 0 Students	Less than 11 Students 1 Student	84.6% graduated 13 Students	Less than 11 Students 1 Student
Hispanic	Two or More Races	Pacific Islander	White
90.5% graduated Increased 2.2 21 Students	Less than 11 Students 2 Students	 No Performance Color 0 Students	 No Performance Color 0 Students

Conclusions based on this data:

1. 86.8% of the students graduated
2. This graduation rate decreased 3.5% from 21-22 to 22-23
3. 90.5% of the Hispanic student group graduated

School and Student Performance Data

Conditions & Climate Suspension Rate

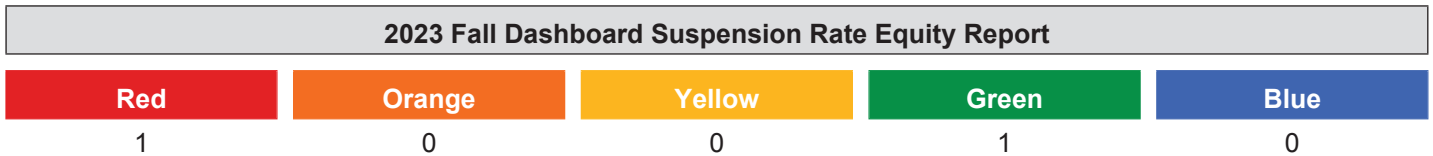
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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





This section provides number of student groups in each level.



This section provides 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		
All Students	English Learners	Foster Youth
 Yellow 6% suspended at least one day Maintained -0.2 83 Students	10% suspended at least one day Declined -1.8 20 Students	Less than 11 Students 1 Student
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Less than 11 Students 3 Students	 Green 5.3% suspended at least one day Declined -4.9 57 Students	14.3% suspended at least one day Increased 14.3 14 Students

2023 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
<p>Less than 11 Students 1 Student</p>	<p>Less than 11 Students 1 Student</p>	<p>0% suspended at least one day</p> <p>Maintained 0 22 Students</p>	<p>Less than 11 Students 2 Students</p>
Hispanic	Two or More Races	Pacific Islander	White
<p> Red</p> <p>10.2% suspended at least one day</p> <p>Increased 4 49 Students</p>	<p>Less than 11 Students 4 Students</p>	<p> No Performance Color</p> <p>0 Students</p>	<p>Less than 11 Students 4 Students</p>

Conclusions based on this data:

1. Our suspension rates have maintained between 21-22 and 22-23
2. 10.2% of the Hispanic students have been suspended at least one day
3. 6% of the students have at least 1 suspension.

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.

Academics and Student Outcomes

On the 2022 California Dashboard, our graduation rate was reported at 90.3% for the 21-22 school year. The California Dashboard shows that our graduation rate for 22-23 is 86.8%. For the 23-24 school year, we would like to see this increase by 5% by focusing attention on credits attempted vs. credits earned.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

GOAL 1: Academic

Support high quality teaching and learning in the 21st Century through the implementation of an articulated CA standards-based curriculum, instruction, and assessment to ensure multiple pathways to College and Career Readiness for all students.

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.

Student achievement is a goal of every school, but at the DDSLC, it is even more important. Our students come to our school because they have been struggling at other schools.

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
Credits attempted vs. credits earned	72% of credits attempted vs. earned in the 2022-23 school year	80% of credits attempted vs. credits earned
Math CAASPP/SBAC	132.8 points below standard	Math will decrease to 50 points below standard
ELA CAASPP/SBAC	136.3 points below standard	ELA will decrease to 50 points below standard
English Learner Progress Indicator	33.3% making progress towards English language proficiency	50% of EL students will make progress towards English Proficiency

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	Students will have the opportunity to participate in universal access and evidence-based practices within their Tier I instructional programs. Students who need more support will receive Tier II or Tier III interventions during the school day. Other intervention opportunities may occur before or after school or during the summer.	All students.	1279.27 General Fund 4000-4999: Books And Supplies a. Purchase a credit recovery program to support DDSLC and TCVA 1000 District Funded 5000-5999: Services And Other Operating Expenditures b. Purchase a progress monitoring assessment to support the reading levels of the students 1000 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries c. Provide academic intervention to targeted students based on assessment results 7063.84 Title I Part A: Allocation 5000-5999: Services And Other Operating Expenditures d. Provide Renaissance for progress monitoring of Reading and Math for DDSLC 8015.84 Title I Part A: Allocation 5000-5999: Services And Other Operating Expenditures e. Provide Renaissance for progress monitoring of Reading and Math for TCVA
1.2	Students will have the opportunity to participate in enrichment activities and evidence-based practices within their Tier I instructional programs. Other enrichment opportunities may occur before school, after school, on weekends, or during the summer.	All students	152.00 General Fund 4000-4999: Books And Supplies f. Purchase novels 1000 General Fund 4000-4999: Books And Supplies g. "My Own Story" writer's workshops. 1730.90 General Fund 5000-5999: Services And Other Operating Expenditures h. Provide life skills and experiences to students that

			will support career exploration opportunities
1.3	Student will have the opportunity to participate in various showcase programs to help them achieve success in meeting 21st century learning expectations and to offer a broad course of study.	All students	2000 General Fund 4000-4999: Books And Supplies i. Instructional supplies to support the unique learning opportunities for ATP, TCVA, and DDSLC

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.

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

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

Goals, Strategies, & Proposed Expenditures

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

Goal 2

Title and Description of School Goal

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

Staff, students, and family engagement

TCUSD is committed to engaging our students throughout the day using Tier 1 engagement strategies and utilizing data within the PLC process. In the 23-24 school year, the site walkthroughs will focus on the percentage of students that are engaged.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

GOAL 2: Engagement

Create engagement opportunities for student academic and social-emotional success.

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.

There is a need for all students to attend school in order for students to meet graduation requirements

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
Learning Walks	new initiative	Visit another alternative high school to research career exploration programs.
Attendance for TCVA	California Dashboard: Red - 31.1% chronically absent	Decrease 15%
Family Engagement	Increase opportunities for low-income family supports	Hold a food bank on campus at least 4 times per year

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	Our school will create an engaging environment for staff, students, and families. We will provide Professional Development and professional growth for staff to ensure students receive high-quality research-based instruction using the CCSS and Professional Learning Communities. Professional Learning Community (PLC) practices will reinforce the importance of teacher collaboration, the use of data to assess student learning,	All Students	569.00 LCFF 5000-5999: Services And Other Operating Expenditures a. Conference costs to support implementation of standards within an alternative environment 660

			Title II Part A: Improving Teacher Quality 1000-1999: Certificated Personnel Salaries b. Substitute Teacher Salaries for teachers to visit peers on Learning Walks
2.2	Our school will create an engaging environment for families. Families will have engagement opportunities throughout the year to help build relationships with school staff and connect to student learning.	All students	152.32 Title I Part A: Allocation 4000-4999: Books And Supplies c. Provide opportunities to for families to engage on campus with resources to support them. Light snacks will be offered at parent engagement meetings.
2.3	Our school will create an engaging environment for students. Students will have opportunities for high, quality engagement activities within the classroom and through school events, which will lead to an increase in daily attendance and decrease chronic absenteeism.	All students	0 None Specified None Specified d. Counselor will meet with students to review attendance reports for each student and monitor credit recovery

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.

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

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

Goals, Strategies, & Proposed Expenditures

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

Goal 3

Title and Description of School Goal

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

School Climate

By June, 2024, the DDSLC will decrease the number of discipline entries of students who cause, attempt or threaten physical injury to another student by 10 percent as measured by 2022-23 Aeries student discipline report.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

GOAL 3: School Climate

Create and sustain 21st century learning environments that are safe, healthy, positive, and attractive for all learners.

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.

Decrease the amount of suspensions and discipline referrals

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
Discipline Data	15 Office referrals in 2022-23	Decrease office referrals from 15 to 10
Announcement system	New initiative	By June 2024, the DDSLC will improve campus safety by upgrading the campus public Announcement system.
CA Dashboard Suspensions	23-24 Suspension color: Yellow Student groups to monitor: Hispanic	24-25 Color Goal: Green Goal for Maximum number of suspended students: 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	Our school will implement Positive Behavior Interventions and Supports (PBIS) in order to improve positive relationships across the campus and decrease the number of disciplinary referrals.	All students	2000 General Fund 4000-4999: Books And Supplies a. Supplies and materials to support the implementation of PBIS 837.83

			General Fund 1000-1999: Certificated Personnel Salaries b. Substitute Teachers to support the implementation of PBIS programs
3.2	Provide opportunities to support the social-emotional learning needs of our students and improve the overall mental health awareness on the school campus.	All students	0 District Funded 5000-5999: Services And Other Operating Expenditures c. Utilize care solice and Hazel Health as needed to support our students
3.3	Create an school environment that is safe and welcoming to our staff, students, and families.	All students	1000 General Fund 4000-4999: Books And Supplies d. Materials and supplies to Support an anti-vaping campaign on campus

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.

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

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

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	\$15232
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$28,461.00
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 Part A: Allocation	\$15,232.00
Title II Part A: Improving Teacher Quality	\$660.00

Subtotal of additional federal funds included for this school: \$15,892.00

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

State or Local Programs	Allocation (\$)
District Funded	\$1,000.00
General Fund	\$10,000.00
LCFF	\$569.00
LCFF - Supplemental	\$1,000.00
None Specified	\$0.00

Subtotal of state or local funds included for this school: \$12,569.00

Total of federal, state, and/or local funds for this school: \$28,461.00

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
Title II Part A: Improving Teacher Quality	660	0.00
Title I Part A: Allocation	15232	0.00
General Fund	10000	0.00
Adult Ed Grant	402315	402,315.00
WIOA	80600	80,600.00

Expenditures by Funding Source

Funding Source	Amount
District Funded	1,000.00
General Fund	10,000.00
LCFF	569.00
LCFF - Supplemental	1,000.00
None Specified	0.00
Title I Part A: Allocation	15,232.00
Title II Part A: Improving Teacher Quality	660.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	2,497.83
4000-4999: Books And Supplies	7,583.59
5000-5999: Services And Other Operating Expenditures	18,379.58
None Specified	0.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
5000-5999: Services And Other Operating Expenditures	District Funded	1,000.00
1000-1999: Certificated Personnel Salaries	General Fund	837.83

4000-4999: Books And Supplies	General Fund	7,431.27
5000-5999: Services And Other Operating Expenditures	General Fund	1,730.90
5000-5999: Services And Other Operating Expenditures	LCFF	569.00
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	1,000.00
None Specified	None Specified	0.00
4000-4999: Books And Supplies	Title I Part A: Allocation	152.32
5000-5999: Services And Other Operating Expenditures	Title I Part A: Allocation	15,079.68
1000-1999: Certificated Personnel Salaries	Title II Part A: Improving Teacher Quality	660.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	23,241.85
Goal 2	1,381.32
Goal 3	3,837.83

School Site Council Membership

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

- 1 School Principal
- 1 Classroom Teachers
- 1 Other School Staff
- 1 Secondary Students

Name of Members	Role
Scott Sherman	Principal
Delores Lopez	Classroom Teacher
Pam Annas	Other School Staff
Jasmine Thomas	Other School Staff

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name

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

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

This SPSA was adopted by the SSC at a public meeting on no meeting held.

Attested:

Principal, Scott Sherman on 5/27/2024

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 TCVA for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

TCVA does not meet the criteria for CSI, TSI, or ATSI.

A component of the Every Student Succeeds Act (ESSA) requires each school receiving federal funds within a state to develop and implement an Accountability Plan that establishes long-term goals and indicators of success, addresses the needs of student groups, provides measurements of interim progress toward meeting long-term goals, and describes goals for improvement necessary to make significant progress in closing statewide proficiency gaps. As part of California's Local Control Funding Formula (LCFF), all Local Educational Agencies are required to prepare a Local Control Accountability Plan (LCAP) describing how the school intends to meet annual goals for students. This strategic plan addresses state and local priorities set forth by the California Department of Education (CDE). In addition, the LCAP must identify three years of annual goals for all students, as well as each district's Unduplicated Pupil population (Socio-economically Disadvantaged, English learners, and foster youth). The plan includes annual actions that district's will take to accomplish their goals, including and itemization of their expenditures to support their actions. Our school works closely with Temple City Unified School District's students, staff, parents, and community stakeholders to ensure that this plan is in alignment with ESSA and LCFF through the district's Local Control Accountability Plan (LCAP). Longden Elementary has developed goals, in partnership with SSC, designed to improve English Language Arts, mathematics, social-emotional learning, visual and performing arts, and safety in alignment with District goals, as described in our Local Control Accountability Plan (LCAP). The purpose of the School Plan for Student Achievement (SPSA) is to create a cycle of continuous improvement of student performance and to ensure that all students succeed in reaching academic standards. The principal, staff, leadership team, and parents are actively involved in the process. All decisions are based on careful analysis and reflection and are a part of the on-going process of improving student learning. The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572 and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program improvement into the SPSA.

For 2024-25, DDSLC and TCVA will qualify as a Target Assistance School under Title I. Once they have the opportunity to form a School Site Council in the 24-25 school year, it is the intent for them to move towards Schoolwide program.

The following pages are specific data for TCVA that were used as part of the needs assessment. All Goals are for TCVA and DDSLC.

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for TCVA. 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		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	0.19%	0%	3.70%	1	0	1
African American	%	0%	%		0	
Asian	73.15%	43.08%	25.93%	395	28	7
Filipino	1.85%	7.69%	3.70%	10	5	1
Hispanic/Latino	15.56%	30.77%	44.44%	84	20	12
Pacific Islander	0.37%	0%	%	2	0	
White	5.00%	13.85%	11.11%	27	9	3
Multiple/No Response	3.70%	4.62%	11.11%	20	3	3
Total Enrollment				540	65	27

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Kindergarten	47	3	
Grade 1	65	3	
Grade 2	55	4	
Grade3	67	3	
Grade 4	59	4	
Grade 5	67	3	
Grade 6	62	9	
Grade 7	20	4	2
Grade 8	27	3	2
Grade 9	21	7	6
Grade 10	19	8	4
Grade 11	17	6	6
Grade 12	14	8	7
Total Enrollment	540	65	27

Conclusions based on this data:

1. The Asian population is decreasing
2. The Hispanic population is increasing
3. Overall school population has declined

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		
	21-22	22-23	23-24	21-22	22-23	23-24
English Learners	150	8	1	16.70%	27.8%	3.7%
Fluent English Proficient (FEP)	180	21	11	16.70%	33.3%	40.7%
Reclassified Fluent English Proficient (RFEP)	0	0	7	0.0%	0.0%	25.9%

Conclusions based on this data:

1. Our highest population are the IFEP students.
2. Our EL population is declining

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		46	*		44	*		44	*		95.7	
Grade 4		39	4		36	4		36	4		92.3	100.0
Grade 5		48	*		46	*		46	*		95.8	
Grade 6		34	7		32	7		32	7		94.1	100.0
Grade 7		15	6		14	5		14	5		93.3	83.3
Grade 8		23	8		21	7		21	7		91.3	87.5
Grade 11	*	16	8	0	16	7	0	16	7		100.0	87.5
All Grades	*	221	37	0	209	34	0	209	34		94.6	91.9

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		2460.	*		40.91	*		18.18	*		29.55	*		11.36	*
Grade 4		2520.	*		55.56	*		11.11	*		13.89	*		19.44	*
Grade 5		2549.	*		41.30	*		32.61	*		10.87	*		15.22	*
Grade 6		2539.	*		18.75	*		40.63	*		21.88	*		18.75	*
Grade 7		2598.	*		21.43	*		50.00	*		21.43	*		7.14	*
Grade 8		2631.	*		28.57	*		61.90	*		9.52	*		0.00	*
Grade 11		2656.	*		37.50	*		56.25	*		6.25	*		0.00	*
All Grades	N/A	N/A	N/A		37.32	35.29		33.01	32.35		17.22	14.71		12.44	17.65

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		40.91	*		50.00	*		9.09	*
Grade 4		50.00	*		44.44	*		5.56	*
Grade 5		39.13	*		47.83	*		13.04	*
Grade 6		28.13	*		46.88	*		25.00	*
Grade 7		*	*		*	*		*	*
Grade 8		*	*		*	*		*	*
Grade 11		*	*		*	*		*	*
All Grades		40.19	26.47		48.80	58.82		11.00	14.71

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 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		22.73	*		59.09	*		18.18	*
Grade 4		22.22	*		63.89	*		13.89	*
Grade 5		39.13	*		50.00	*		10.87	*
Grade 6		25.00	*		43.75	*		31.25	*
Grade 7		*	*		*	*		*	*
Grade 8		*	*		*	*		*	*
Grade 11		*	*		*	*		*	*
All Grades		29.19	29.41		55.98	52.94		14.83	17.65

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 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		15.91	*		72.73	*		11.36	*
Grade 4		13.89	*		69.44	*		16.67	*
Grade 5		13.04	*		80.43	*		6.52	*
Grade 6		28.13	*		62.50	*		9.38	*
Grade 7		*	*		*	*		*	*
Grade 8		*	*		*	*		*	*
Grade 11		*	*		*	*		*	*
All Grades		15.79	11.76		74.16	79.41		10.05	8.82

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.

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		22.73	*		59.09	*		18.18	*
Grade 4		30.56	*		58.33	*		11.11	*
Grade 5		28.26	*		63.04	*		8.70	*
Grade 6		15.63	*		68.75	*		15.63	*
Grade 7		*	*		*	*		*	*
Grade 8		*	*		*	*		*	*
Grade 11		*	*		*	*		*	*
All Grades		25.36	20.59		63.64	70.59		11.00	8.82

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. 91.9% of our students were tested in 22-23
2. The percent of students scoring standard not met increased from 21-22 and 22-23
3. 35.29% scored in standard exceeded

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		46	*		44	*		44	*		95.7	
Grade 4		39	4		36	4		36	4		92.3	100.0
Grade 5		48	*		46	*		46	*		95.8	
Grade 6		34	7		33	7		33	7		97.1	100.0
Grade 7		15	6		14	5		14	5		93.3	83.3
Grade 8		23	8		21	7		21	7		91.3	87.5
Grade 11	*	16	8	0	16	7	0	16	7		100.0	87.5
All Grades	*	221	37	0	210	34	0	210	34		95.0	91.9

* 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		2492.	*		45.45	*		22.73	*		20.45	*		11.36	*
Grade 4		2517.	*		38.89	*		27.78	*		16.67	*		16.67	*
Grade 5		2531.	*		32.61	*		17.39	*		26.09	*		23.91	*
Grade 6		2552.	*		33.33	*		21.21	*		24.24	*		21.21	*
Grade 7		2586.	*		35.71	*		21.43	*		28.57	*		14.29	*
Grade 8		2640.	*		47.62	*		23.81	*		14.29	*		14.29	*
Grade 11		2659.	*		37.50	*		18.75	*		18.75	*		25.00	*
All Grades	N/A	N/A	N/A		38.57	26.47		21.90	23.53		21.43	14.71		18.10	35.29

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.

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		54.55	*		34.09	*		11.36	*
Grade 4		44.44	*		36.11	*		19.44	*
Grade 5		36.96	*		41.30	*		21.74	*
Grade 6		36.36	*		39.39	*		24.24	*
Grade 7		*	*		*	*		*	*
Grade 8		*	*		*	*		*	*
Grade 11		*	*		*	*		*	*
All Grades		42.86	29.41		40.00	38.24		17.14	32.35

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.

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		47.73	*		40.91	*		11.36	*
Grade 4		47.22	*		38.89	*		13.89	*
Grade 5		23.91	*		54.35	*		21.74	*
Grade 6		21.21	*		63.64	*		15.15	*
Grade 7		*	*		*	*		*	*
Grade 8		*	*		*	*		*	*
Grade 11		*	*		*	*		*	*
All Grades		36.67	20.59		48.57	50.00		14.76	29.41

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		54.55	*		31.82	*		13.64	*
Grade 4		36.11	*		38.89	*		25.00	*
Grade 5		26.09	*		60.87	*		13.04	*
Grade 6		21.21	*		63.64	*		15.15	*
Grade 7		*	*		*	*		*	*
Grade 8		*	*		*	*		*	*
Grade 11		*	*		*	*		*	*
All Grades		33.33	20.59		50.48	64.71		16.19	14.71

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. 91.9% of our students were tested in 22-23
2. 35.29% scored in standard not met in 22-23
3. More than 80% of the students scored near standard or above on Communicating Reasoning

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 \(ELPAC\)](https://www.cde.ca.gov/ta/tg/ela/elpac/) web page or the [ELPAC.org](https://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
1		*	*		*	*		*	*		4	*
2		*	*		*	*		*	*		*	*
5		*	*		*	*		*	*		*	*
All Grades										*	14	5

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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
1		*	*		*	*		*	*		*	*		*	*
2		*	*		*	*		*	*		*	*		*	*
5		*	*		*	*		*	*		*	*		*	*
All Grades	*	35.71	*	*	35.71	*	*	28.57	*	*	0.00	*	*	14	*

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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
1		*	*		*	*		*	*		*	*		*	*
2		*	*		*	*		*	*		*	*		*	*
5		*	*		*	*		*	*		*	*		*	*
All Grades	*	64.29	*	*	35.71	*	*	0.00	*	*	0.00	*	*	14	*

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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
1		*	*		*	*		*	*		*	*		*	*
2		*	*		*	*		*	*		*	*		*	*
5		*	*		*	*		*	*		*	*		*	*
All Grades	*	14.29	*	*	21.43	*	*	64.29	*	*	0.00	*	*	14	*

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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
1		*	*		*	*		*	*		*	*
2		*	*		*	*		*	*		*	*
5		*	*		*	*		*	*		*	*
All Grades	*	64.29	*	*	35.71	*	*	0.00	*	*	14	*

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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
1		*	*		*	*		*	*		*	*
2		*	*		*	*		*	*		*	*
5		*	*		*	*		*	*		*	*
All Grades	*	42.86	*	*	57.14	*	*	0.00	*	*	14	*

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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
1		*	*		*	*		*	*		*	*
2		*	*		*	*		*	*		*	*
5		*	*		*	*		*	*		*	*
All Grades	*	21.43	*	*	50.00	*	*	28.57	*	*	14	*

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
1		*	*		*	*		*	*		*	*
2		*	*		*	*		*	*		*	*
5		*	*		*	*		*	*		*	*
All Grades	*	21.43	*	*	78.57	*	*	0.00	*	*	14	*

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. Only 5 students were tested in 22-23
2. Because the student is group is only 5 students, we are unable to analyze the results of the entire group.

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
65	53.8	12.3	1.5
Total Number of Students enrolled in TCVA.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2022-23 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	8	12.3
Foster Youth	1	1.5
Homeless	2	3.1
Socioeconomically Disadvantaged	35	53.8
Students with Disabilities	11	16.9

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
Asian	28	43.1
Filipino	5	7.7
Hispanic	20	30.8
Two or More Races	3	4.6
White	9	13.8

Conclusions based on this data:

1. A majority of our students are socioeconomically disadvantaged.
2. Many of our students have disabilities. Only 16.9% of them are identified in this student group.
3. Asian students make up our majority of students followed by Hispanic students.

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.”



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

2023 Fall Dashboard Overall Performance for All Students

Academic Performance

College/Career



No Status Level

Academic Engagement

Chronic Absenteeism



Red

Conditions & Climate

Suspension Rate



Blue

Conclusions based on this data:

1. We received a blue indicator for Suspension

2. We received a red indicator for Chronic Absenteeism

School and Student Performance Data

Academic Performance English Language Arts

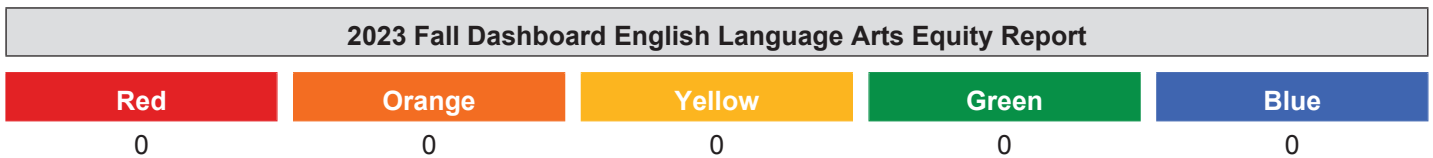
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial 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 27.4 points above standard Decreased Significantly -22.1 points 24 Students	English Learners Less than 11 Students 1 Student	Foster Youth  No Performance Color 0 Students
Homeless Less than 11 Students 2 Students	Socioeconomically Disadvantaged 20.7 points below standard Decreased Significantly -50.6 points 13 Students	Students with Disabilities Less than 11 Students 4 Students

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 0 Students	 No Performance Color 0 Students	78.9 points above standard Increased Significantly +22.8 points 11 Students	Less than 11 Students 1 Student
Hispanic	Two or More Races	Pacific Islander	White
93.9 points below standard Decreased Significantly - 90.4 points 12 Students	Less than 11 Students 0 Students	 No Performance Color 0 Students	Less than 11 Students 2 Students

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
0 Students	Less than 11 Students 1 Student	29.7 points above standard Decreased Significantly -20.3 points 14 Students

Conclusions based on this data:

1. The Hispanic group is 93.9 points below standard
2. The Asian group is 78.9 points above standard
3. Overall the students scored dropped 22.1 points from the previous year

School and Student Performance Data

Academic Performance Mathematics

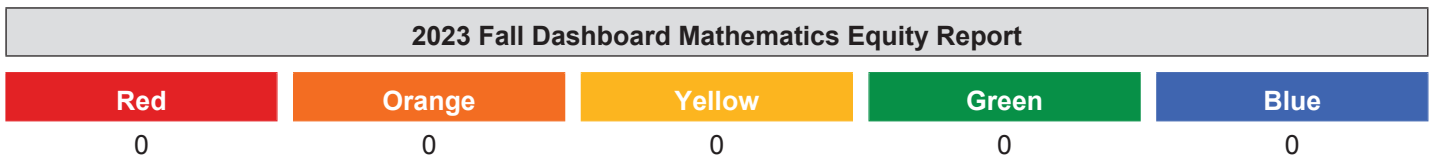
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The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California 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	English Learners	Foster Youth
5.6 points below standard Decreased Significantly -41.1 points 24 Students	Less than 11 Students 1 Student	 No Performance Color 0 Students
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Less than 11 Students 2 Students	64.7 points below standard Decreased Significantly -83.7 points 13 Students	Less than 11 Students 4 Students

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 0 Students	 No Performance Color 0 Students	<div style="background-color: #e0f0ff; padding: 2px;">42.3 points above standard</div> Decreased -10 points 11 Students	Less than 11 Students 1 Student
Hispanic	Two or More Races	Pacific Islander	White
<div style="background-color: #e0f0ff; padding: 2px;">134.6 points below standard</div> Decreased Significantly - 73.1 points 12 Students	Less than 11 Students 0 Students	 No Performance Color 0 Students	Less than 11 Students 2 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
0 Students	Less than 11 Students 1 Student	<div style="background-color: #e0f0ff; padding: 2px;">21.1 points below standard</div> Decreased Significantly -43.4 points 14 Students

Conclusions based on this data:

1. The Hispanic group is 134.6 points below standard
2. The EL group is 21.1 points below standard
3. Overall the students scored dropped 41.1 points from the previous year

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 Red 31.1% Chronically Absent Increased 13.8 45 Students	English Learners Less than 11 Students 7 Students	Foster Youth No Performance Color 0 Students
Homeless Less than 11 Students 2 Students	Socioeconomically Disadvantaged 34.5% Chronically Absent Increased 10.8 29 Students	Students with Disabilities Less than 11 Students 7 Students

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 0 Students	 No Performance Color 0 Students	21.1% Chronically Absent Increased 8.2 19 Students	Less than 11 Students 2 Students
Hispanic	Two or More Races	Pacific Islander	White
47.1% Chronically Absent Increased 9.7 17 Students	Less than 11 Students 3 Students	 No Performance Color 0 Students	Less than 11 Students 4 Students

Conclusions based on this data:

1. 31.1% of the students are Chronically Absent
2. Chronically absent rate increased 13.8% at TCVA
3. 34.5% of the Chronically Absent are in the SED student group

School and Student Performance Data

Conditions & Climate Suspension Rate

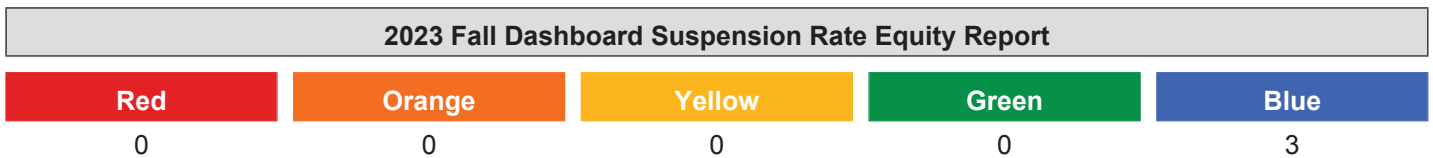
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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








This section provides number of student groups in each level.



This section provides 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		
All Students	English Learners	Foster Youth
 Blue 0% suspended at least one day Maintained 0 95 Students	0% suspended at least one day Maintained 0 12 Students	Less than 11 Students 2 Students
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Less than 11 Students 4 Students	 Blue 0% suspended at least one day Maintained 0 59 Students	0% suspended at least one day Maintained 0 16 Students

2023 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 0 Students	 No Performance Color 0 Students	 Blue 0% suspended at least one day Maintained 0 39 Students	Less than 11 Students 5 Students
Hispanic	Two or More Races	Pacific Islander	White
 Blue 0% suspended at least one day Maintained 0 35 Students	Less than 11 Students 5 Students	 No Performance Color 0 Students	0% suspended at least one day Maintained 0 11 Students

Conclusions based on this data:

1. There were no suspensions in the 22-23 school year at TCVA