

School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Tully C. Knoles School	CA	October 17, 2024	November 6, 2024

Purpose and Description

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

Schoolwide Program

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

The Tully C. Knoles (TCK) School Plan has been developed in accordance to the Every Student Succeeds Act and is aligned to Lincoln Unified School District's 2024-2025 Local Control and Accountability Plan. The School Plan for Student Achievement goals are addressed in the following four areas:

Goal 1: The percentage of grade 3-8 students meeting or exceeding standards on the 2024/25 CAASPP assessments in ELA will increase by 10%.

Goal 2: The percentage of grade 3-8 students meeting or exceeding standards on the 2024/25 CAASPP assessments in Math will increase by 10%.

Goal 3: The number of English Learners meeting the requirements for reclassification will increase.

Goal 4: Increase the number of students prepared to participate in high school level A-G courses.

This plan will continue to be a living document, modified and updated as needed to support the needs of the TCK School community including students, families, and staff. Data will be shared with all stakeholders within the TCK School community and input will be collected throughout the school year.

Comprehensive Needs Assessment Components

Data Analysis

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

Surveys

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

During ELAC, SSC, PTSA, staff meetings, student leadership and library council, as well as ASES meetings, both formal and informal surveys have been collected to obtain student, parent, and teacher input. A summary of these surveys have illustrated an increase in family involvement, especially amongst our English Learners and African American students. We have seen new membership in ELAC as well as parent volunteers. For the past three years, we have had diverse PTSA membership, including the parent of an EL student serving as PTSA President. She continues to engage more diverse members to our board and to serve on committees. In addition, these surveys have guided the development of a comprehensive school program that reflects the needs and interests of TCK's diverse student body. The establishment of a Student Library Council is a product of student surveys.

Classroom Observations

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

Teachers were observed quarterly by administration. Classroom walk-throughs were conducted on a weekly basis by both principal and assistant principal. We see an improvement with literacy development and increased engagement in math discourse across grade levels. We have also made significant progress in building relationships with our students and meeting the emotional needs of many of our high needs students. The culture and climate of the school continues to evolve in a positive manner.

Analysis of Current Instructional Program

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

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

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

Standards, Assessment, and Accountability

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

Administer curricular assessments (i.e. Wonders) to inform/drive instruction
Conduct ongoing progress monitoring in grades K-3 (DIBELS), 2-8 (I-Ready)
Administer CAASPP Interim Block Assessments in grades 3-8
Utilize small group instruction during ELA block based on skill level
Introduce and implement Daily 5 instructional strategies in grades K-3
ELPAC to monitor English Learner progress towards meeting standards
Youth Truth Survey to engage students and families in grades 5-8

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

Teachers will be given time to collaborate with grade level partners every Monday. 60 minute sessions will be spent on reviewing data and student progress as evidenced in the following assessments and modified instructions:
Conduct initial and ongoing progress monitoring in grades K-3 (DIBELS)
Provide Title 1 small group support for students scoring Intensive on DIBELS
Provide small group intervention within Tiers 1 and 2
Train staff on use of assessment administration system

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

District wide professional development and trainings are offered, as is grade level collaboration. The Tully C. Knoles staff meets the requirements of a highly qualified staff.

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

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

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

Staff are engaged with assessing student performance on a regular basis and are receiving ongoing PD for professional needs that are in alignment to content standards.

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

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

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

Teachers collaborated with grade level colleagues every Monday. Three Mondays of the month were spent with site level peers and one Monday a month with district grade level peers focusing on math instruction.

Teaching and Learning

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

District adopted curriculum and materials are used in every classroom K-8 and are in alignment with state standards.

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

Our school adheres to instructional minutes recommended. Additionally, students who are in need of additional support intervention and/or resources and allocated their support minutes.

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

A master schedule is developed each school year reflecting required daily instructional minutes for students in grades K-8. Lesson pacing and interventions are taken into consideration with developing a master schedule. The goal is to increase the exposure to content and curriculum during the instructional time.

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

In accordance with the Williams Act, all students have available standards-based instructional materials both in hard copy and digital format. Additionally, all students have one-to-one digital access.

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

All curriculum and materials are district adopted and standards-aligned. Intervention materials are provided by Wonder Works and HMH Into Math. Reading intervention at the Tier 3 level consists of Orton Gillingham strategies, materials, and curriculum.

Opportunity and Equal Educational Access

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

Continue implementation of and professional development pertaining to Wonders (K-5) and Study Sync (6-8) curricula
Use curricular assessments to guide instruction
Utilize small group instruction during ELA block based on skill level
Provide ongoing professional development in ELA and HMH curriculum and instructional strategies
Continue foundational literacy PD in primary grades
Conduct ongoing progress monitoring in grades K-3 (Amplify)
Provide Title 1 small group support for students scoring Intensive on AMPLIFY and iReady
Continue to implement integrated and designated ELD as part of a comprehensive program for every English Learner
Provide after-school support in multiple grades (2-8 grade tutoring in either ELA or math based on availability of tutors)

Evidence-based educational practices to raise student achievement

Teachers adhere to evidence-based educational practices such as: designing lessons with appropriate goals and objectives, asking students open-ended questions fostering discussion during lessons, providing models and examples, allowing for guided student practice, and providing students with timely feedback; also small group instruction. We are implementing Positive Behavioral Interventions and Supports as a school-wide approach to raise student achievement.

Parental Engagement

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

In order to assist under-achieving students, TCK has available after-school tutoring, school-based counseling and therapy, student mentorship, parent workshops, and a myriad of family engagement opportunities.

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

The School Site Council and English Learner Advisory Committee meet regularly where the goal is to seek parental/community and staff input. Our parent/guardian meetings help us inform and plan for school improvements that we should consider, which include addressing the needs of our underachieving students.

Funding

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

Funding such as site funds, district funds, Title 1 funds, and LCAP funding, will be provided to implement after school tutoring for our underperforming students.

Fiscal support (EPC)

Funding is provided by using formula based allocations, which includes, but not limited to: lottery funds (site-based), general district funds, Title 1 funds, and LCAP funding.

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

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

School Site Council Meetings: October 17, November 21, December 19, January 16, February 20, March 20, April 24, and May 15

ELAC Meeting Dates: September 16, December 9, March 24, and May 12

Leadership: August 15, September 12, October 10, November 14, December 19, January 16, February 20, March 13, April 10, and May 8

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

Resource Inequities

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

School and Student Performance Data

Student Enrollment 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	0.67%	0.52%	0.79%	4	3	5
African American	12.81%	10.48%	8.53%	77	61	54
Asian	5.49%	5.33%	6.32%	33	31	40
Filipino	2.33%	2.41%	3.00%	14	14	19
Hispanic/Latino	59.90%	63.75%	61.45%	360	371	389
Pacific Islander	0.83%	0.52%	0.32%	5	3	2
White	12.31%	10.31%	11.37%	74	60	72
Multiple/No Response	5.16%	6.01%	7.74%	31	35	49
Total Enrollment				601	582	633

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Transitional Kindergarten			
Kindergarten	76	51	47
Grade 1	63	73	66
Grade 2	68	69	72
Grade 3	70	70	69
Grade 4	63	62	67
Grade 5	71	64	67
Grade 6	70	74	79
Grade 7	72	49	86
Grade 8	48	70	56
Grade 9			
Grade 10			
Grade 11			
Grade 12			
Total Enrollment	601	582	633

Conclusions based on this data:

1. We have seen an increase amount of students enrolled in TCK, particularly among students whom identify as Asian, Filipino, and Hispanic/Latino.
2. There is a steady increase of students in grades 2-7.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

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	105	98	105	16.7%	17.5%	16.6%
Fluent English Proficient (FEP)	59	59	54	9.4%	9.8%	8.5%
Reclassified Fluent English Proficient (RFEP)				12.2%		

Conclusions based on this data:

1. We have stayed consistent in the percentage of English Learners at TCK.
2. We have not reclassified students since Fall 2022.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	72	69	72	70	69	70	70	69	70	97.2	100.0	97.2
Grade 4	62	64	69	62	63	69	62	63	69	100.0	98.4	100
Grade 5	68	66	70	66	65	65	66	65	65	97.1	98.5	92.9
Grade 6	71	72	79	71	70	77	71	70	77	100.0	97.2	97.5
Grade 7	76	48	88	73	47	81	73	47	81	96.1	97.9	92
Grade 8	51	73	57	50	70	55	50	70	55	98.0	95.9	96.5
All Grades	400	392	435	392	384	417	392	384	417	98.0	98.0	95.9

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2426.	2420.	2390.	24.29	18.84	11.43	32.86	27.54	22.86	17.14	33.33	31.43	25.71	20.29	34.29
Grade 4	2432.	2456.	2428.	11.29	17.46	11.59	22.58	28.57	18.84	22.58	20.63	28.99	43.55	33.33	40.58
Grade 5	2473.	2457.	2423.	15.15	7.69	3.08	24.24	26.15	18.46	19.70	18.46	21.54	40.91	47.69	56.92
Grade 6	2474.	2492.	2468.	7.04	10.00	6.49	16.90	30.00	20.78	32.39	25.71	27.27	43.66	34.29	45.45
Grade 7	2518.	2523.	2484.	8.22	6.38	1.23	31.51	34.04	33.33	28.77	25.53	25.93	31.51	34.04	39.51
Grade 8	2525.	2523.	2508.	10.00	10.00	7.27	32.00	25.71	20.00	22.00	30.00	29.09	36.00	34.29	43.64
All Grades	N/A	N/A	N/A	12.76	11.98	6.71	26.53	28.39	22.78	23.98	25.78	27.34	36.73	33.85	43.17

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	20.00	13.04	7.14	58.57	63.77	62.86	21.43	23.19	30.00
Grade 4	8.06	9.52	7.25	58.06	74.60	66.67	33.87	15.87	26.09
Grade 5	9.09	10.77	4.62	60.61	58.46	47.69	30.30	30.77	47.69
Grade 6	5.63	10.00	6.49	60.56	57.14	45.45	33.80	32.86	48.05
Grade 7	16.44	6.38	6.17	61.64	74.47	58.02	21.92	19.15	35.80
Grade 8	14.00	10.00	12.73	42.00	52.86	38.18	44.00	37.14	49.09
All Grades	12.24	10.16	7.19	57.65	62.76	53.72	30.10	27.08	39.09

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	11.43	13.04	8.57	60.00	60.87	50.00	28.57	26.09	41.43
Grade 4	9.68	11.11	8.70	62.90	68.25	56.52	27.42	20.63	34.78
Grade 5	19.70	9.23	4.62	42.42	56.92	47.69	37.88	33.85	47.69
Grade 6	8.45	4.29	6.49	45.07	57.14	46.75	46.48	38.57	46.75
Grade 7	15.07	14.89	6.17	54.79	55.32	49.38	30.14	29.79	44.44
Grade 8	10.00	8.57	9.09	48.00	58.57	52.73	42.00	32.86	38.18
All Grades	12.50	9.90	7.19	52.30	59.64	50.36	35.20	30.47	42.45

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	7.14	10.14	11.43	82.86	72.46	74.29	10.00	17.39	14.29
Grade 4	6.45	14.29	7.25	74.19	61.90	65.22	19.35	23.81	27.54
Grade 5	7.58	6.15	4.62	68.18	66.15	70.77	24.24	27.69	24.62
Grade 6	11.27	10.00	6.49	69.01	80.00	68.83	19.72	10.00	24.68
Grade 7	8.22	12.77	8.64	76.71	72.34	74.07	15.07	14.89	17.28
Grade 8	12.00	15.71	3.64	76.00	61.43	70.91	12.00	22.86	25.45
All Grades	8.67	11.46	7.19	74.49	69.01	70.74	16.84	19.53	22.06

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	20.00	8.70	8.57	65.71	72.46	74.29	14.29	18.84	17.14
Grade 4	11.29	6.35	7.25	59.68	80.95	72.46	29.03	12.70	20.29
Grade 5	21.21	3.08	3.08	63.64	64.62	61.54	15.15	32.31	35.38
Grade 6	7.04	20.00	9.09	73.24	54.29	59.74	19.72	25.71	31.17
Grade 7	13.70	8.51	8.64	64.38	68.09	59.26	21.92	23.40	32.10
Grade 8	20.00	14.29	12.73	62.00	67.14	60.00	18.00	18.57	27.27
All Grades	15.31	10.42	8.15	65.05	67.71	64.51	19.64	21.88	27.34

Conclusions based on this data:

1. In 2023-24, 43.17% of all grades did not meet overall standard. This is an increase of 10% than the year before.
2. In 2023-24, there was a decrease of students at or near Reading standard across grades 3-8.
3. In 2023-24, almost 8% more 3rd grade students were above standard for listening than their 8th grade peers.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	72	69	71	70	69	69	70	69	69	97.2	100.0	97.2
Grade 4	62	64	68	62	64	68	62	64	68	100.0	100.0	100
Grade 5	68	66	70	67	65	70	67	65	70	98.5	98.5	100
Grade 6	71	72	78	71	70	77	71	70	77	100.0	97.2	98.7
Grade 7	76	49	88	72	47	80	72	47	80	94.7	95.9	90.9
Grade 8	51	73	57	49	70	57	49	70	57	96.1	95.9	100
All Grades	400	393	432	391	385	421	391	385	421	97.8	98.0	97.5

* 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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2411.	2404.	2404.	8.57	4.35	11.59	31.43	39.13	27.54	25.71	23.19	27.54	34.29	33.33	33.33
Grade 4	2416.	2424.	2408.	4.84	3.13	1.47	11.29	15.63	16.18	38.71	40.63	35.29	45.16	40.63	47.06
Grade 5	2435.	2450.	2416.	7.46	7.69	2.86	11.94	7.69	8.57	19.40	27.69	22.86	61.19	56.92	65.71
Grade 6	2440.	2455.	2433.	1.41	4.29	9.09	7.04	11.43	6.49	28.17	34.29	19.48	63.38	50.00	64.94
Grade 7	2455.	2484.	2438.	5.56	2.13	2.50	8.33	14.89	11.25	26.39	27.66	22.50	59.72	55.32	63.75
Grade 8	2477.	2462.	2459.	10.20	4.29	5.26	10.20	4.29	5.26	20.41	24.29	15.79	59.18	67.14	73.68
All Grades	N/A	N/A	N/A	6.14	4.42	5.46	13.55	15.58	12.59	26.60	29.61	23.99	53.71	50.39	57.96

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	12.86	14.49	17.39	60.00	52.17	50.72	27.14	33.33	31.88
Grade 4	6.45	10.94	2.94	45.16	42.19	48.53	48.39	46.88	48.53
Grade 5	4.48	9.23	5.71	28.36	36.92	35.71	67.16	53.85	58.57
Grade 6	1.41	4.29	6.49	28.17	37.14	27.27	70.42	58.57	66.23
Grade 7	6.94	2.13	3.75	36.11	42.55	32.50	56.94	55.32	63.75
Grade 8	12.24	1.43	3.51	30.61	35.71	28.07	57.14	62.86	68.42
All Grades	7.16	7.27	6.65	38.36	41.04	37.05	54.48	51.69	56.29

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	11.43	5.80	10.14	47.14	57.97	52.17	41.43	36.23	37.68
Grade 4	6.45	1.56	2.94	41.94	50.00	52.94	51.61	48.44	44.12
Grade 5	7.46	4.62	0.00	47.76	52.31	50.00	44.78	43.08	50.00
Grade 6	0.00	5.71	5.19	46.48	44.29	32.47	53.52	50.00	62.34
Grade 7	4.17	4.26	1.25	58.33	68.09	42.50	37.50	27.66	56.25
Grade 8	10.20	4.29	5.26	38.78	57.14	40.35	51.02	38.57	54.39
All Grades	6.39	4.42	4.04	47.31	54.29	44.89	46.29	41.30	51.07

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	17.14	11.59	17.39	62.86	71.01	65.22	20.00	17.39	17.39
Grade 4	4.84	4.69	2.94	46.77	60.94	58.82	48.39	34.38	38.24
Grade 5	7.46	6.15	1.43	52.24	53.85	44.29	40.30	40.00	54.29
Grade 6	2.82	4.29	6.49	60.56	58.57	45.45	36.62	37.14	48.05
Grade 7	6.94	4.26	1.25	56.94	61.70	58.75	36.11	34.04	40.00
Grade 8	10.20	2.86	5.26	44.90	57.14	57.89	44.90	40.00	36.84
All Grades	8.18	5.71	5.70	54.73	60.52	54.87	37.08	33.77	39.43

Conclusions based on this data:

1. In 2023-24, 7th grade enrollment almost doubled that previous school year. Yet, only 17.02% met or exceeded overall standard.
2. There is a steady decrease of students at or near math standards across all grades.
3. In 2023-24, 43.48% of students in grade 3 have met or exceeded overall math standards. This is double the percentage of all grades who have met or exceeded overall math standards in the same year.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	1478.9	1438.6	1426.8	1471.1	1427.4	1436.6	1496.9	1464.3	1403.8	19	16	16
1	*	1441.3	1439.6	*	1457.7	1438.0	*	1424.3	1440.6	10	15	14
2	*	*	1481.7	*	*	1475.9	*	*	1486.8	7	9	13
3	1487.6	*	*	1489.8	*	*	1484.9	*	*	14	7	9
4	1522.4	*	*	1532.5	*	*	1511.7	*	*	13	5	10
5	1516.2	1522.8	*	1513.4	1513.6	*	1518.5	1531.5	*	12	13	8
6	*	*	1537.6	*	*	1535.1	*	*	1539.4	8	10	15
7	1554.0	*	*	1548.5	*	*	1558.8	*	*	13	4	9
8	*	*	*	*	*	*	*	*	*	10	8	*
All Grades										106	87	97

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	47.37	37.50	6.25	26.32	12.50	50.00	26.32	31.25	43.75	0.00	18.75	0.00	19	16	16
1	*	0.00	0.00	*	40.00	28.57	*	46.67	57.14	*	13.33	14.29	*	15	14
2	*	*	7.69	*	*	53.85	*	*	23.08	*	*	15.38	*	*	13
3	42.86	*	*	21.43	*	*	14.29	*	*	21.43	*	*	14	*	*
4	15.38	*	*	69.23	*	*	15.38	*	*	0.00	*	*	13	*	*
5	33.33	7.69	*	16.67	53.85	*	33.33	38.46	*	16.67	0.00	*	12	13	*
6	*	*	33.33	*	*	33.33	*	*	20.00	*	*	13.33	*	*	15
7	38.46	*	*	30.77	*	*	23.08	*	*	7.69	*	*	13	*	*
8	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	31.13	11.49	10.31	32.08	39.08	36.08	24.53	34.48	35.05	12.26	14.94	18.56	106	87	97

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	47.37	31.25	6.25	31.58	12.50	62.50	21.05	37.50	31.25	0.00	18.75	0.00	19	16	16
1	*	13.33	14.29	*	40.00	14.29	*	46.67	57.14	*	0.00	14.29	*	15	14
2	*	*	30.77	*	*	23.08	*	*	46.15	*	*	0.00	*	*	13
3	42.86	*	*	28.57	*	*	14.29	*	*	14.29	*	*	14	*	*
4	61.54	*	*	30.77	*	*	7.69	*	*	0.00	*	*	13	*	*
5	41.67	15.38	*	33.33	69.23	*	8.33	15.38	*	16.67	0.00	*	12	13	*
6	*	*	40.00	*	*	46.67	*	*	13.33	*	*	0.00	*	*	15
7	46.15	*	*	38.46	*	*	7.69	*	*	7.69	*	*	13	*	*
8	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	41.51	26.44	20.62	34.91	36.78	39.18	16.98	27.59	26.80	6.60	9.20	13.40	106	87	97

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	*	31.25	6.25	*	25.00	25.00	*	12.50	12.50	*	31.25	31.25	*	16	16
1	*	0.00	0.00	*	40.00	40.00	*	26.67	26.67	*	33.33	33.33	*	15	15
2	7.69	*	*	53.85	*	*	23.08	*	*	15.38	*	*	13	*	*
3	0.00	*	*	35.71	*	*	57.14	*	*	7.14	*	*	14	*	*
4	0.00	*	*	26.67	*	*	13.33	*	*	60.00	*	*	15	*	*
5	*	0.00	0.00	*	38.46	38.46	*	38.46	38.46	*	23.08	23.08	*	13	13
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
7	38.46	*	*	7.69	*	*	38.46	*	*	15.38	*	*	13	*	*
8	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	21.70	6.90	6.90	24.53	27.59	27.59	33.96	31.03	31.03	19.81	34.48	34.48	106	87	87

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	52.63	37.50	25.00	42.11	50.00	75.00	5.26	12.50	0.00	19	16	16
1	*	26.67	35.71	*	73.33	50.00	*	0.00	14.29	*	15	14
2	*	*	23.08	*	*	76.92	*	*	0.00	*	*	13
3	50.00	*	*	28.57	*	*	21.43	*	*	14	*	*
4	46.15	*	*	53.85	*	*	0.00	*	*	13	*	*
5	16.67	15.38	*	66.67	76.92	*	16.67	7.69	*	12	13	*
6	*	*	13.33	*	*	73.33	*	*	13.33	*	*	15
7	15.38	*	*	69.23	*	*	15.38	*	*	13	*	*
8	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	36.79	25.29	24.74	50.94	65.52	61.86	12.26	9.20	13.40	106	87	97

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	31.58	18.75	0.00	68.42	62.50	87.50	0.00	18.75	12.50	19	16	16
1	*	0.00	0.00	*	93.33	78.57	*	6.67	21.43	*	15	14
2	*	*	23.08	*	*	76.92	*	*	0.00	*	*	13
3	57.14	*	*	28.57	*	*	14.29	*	*	14	*	*
4	84.62	*	*	15.38	*	*	0.00	*	*	13	*	*
5	66.67	46.15	*	16.67	53.85	*	16.67	0.00	*	12	13	*
6	*	*	60.00	*	*	40.00	*	*	0.00	*	*	15
7	53.85	*	*	38.46	*	*	7.69	*	*	13	*	*
8	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	46.23	28.24	20.62	45.28	61.18	61.86	8.49	10.59	17.53	106	85	97

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	36.84	37.50	6.25	63.16	50.00	87.50	0.00	12.50	6.25	19	16	16
1	*	33.33	28.57	*	6.67	57.14	*	60.00	14.29	*	15	14
2	*	*	0.00	*	*	84.62	*	*	15.38	*	*	13
3	21.43	*	*	50.00	*	*	28.57	*	*	14	*	*
4	7.69	*	*	61.54	*	*	30.77	*	*	13	*	*
5	33.33	15.38	*	25.00	53.85	*	41.67	30.77	*	12	13	*
6	*	*	20.00	*	*	46.67	*	*	33.33	*	*	15
7	38.46	*	*	30.77	*	*	30.77	*	*	13	*	*
8	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	28.30	19.54	10.31	40.57	37.93	58.76	31.13	42.53	30.93	106	87	97

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	36.84	50.00	18.75	36.84	18.75	43.75	26.32	31.25	37.50	19	16	16
1	*	0.00	0.00	*	73.33	64.29	*	26.67	35.71	*	15	14
2	*	*	23.08	*	*	53.85	*	*	23.08	*	*	13
3	35.71	*	*	42.86	*	*	21.43	*	*	14	*	*
4	15.38	*	*	76.92	*	*	7.69	*	*	13	*	*
5	25.00	15.38	*	50.00	76.92	*	25.00	7.69	*	12	13	*
6	*	*	26.67	*	*	60.00	*	*	13.33	*	*	15
7	7.69	*	*	84.62	*	*	7.69	*	*	13	*	*
8	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	21.70	16.09	13.40	60.38	60.92	58.76	17.92	22.99	27.84	106	87	97

Conclusions based on this data:

1. In 2022-23, over 50% of students have scored level 3 or 4.
2. 2023-24 data may follow trend of increased score level 3 or 4.

School and Student Performance Data

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
582	79	16.8	0.2
Total Number of Students enrolled in Tully C. Knoles School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2022-23 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	98	16.8
Foster Youth	1	0.2
Homeless	28	4.8
Socioeconomically Disadvantaged	460	79
Students with Disabilities	75	12.9

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	61	10.5
American Indian	3	0.5
Asian	31	5.3
Filipino	14	2.4
Hispanic	371	63.7
Two or More Races	35	6
Pacific Islander	3	0.5
White	60	10.3

Conclusions based on this data:

1. TCK continues to maintain a large population of students being socioeconomically disadvantaged.

2. Hispanic/Latino students and English Learners remain to be the largest ethnic and student groups.
3. There is a growing number of students with disabilities enrolled.

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.

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.”



2023 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. English learners have the lowest academic performance.
2. Chronic absenteeism is greatly impacting academic performance.
3. Suspension rates are negatively impacting the overall school conditions and climate.

School and Student Performance Data

Academic Performance English Language Arts

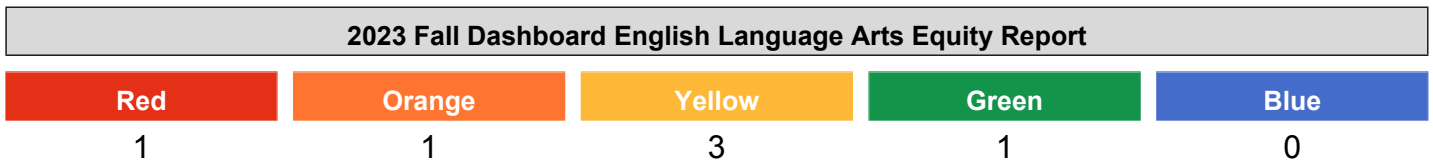
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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 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		
<p>All Students</p> <p>Orange</p> <p>27.2 points below standard</p> <p>Maintained +1.4 points</p> <p>366 Students</p>	<p>English Learners</p> <p>Yellow</p> <p>34.6 points below standard</p> <p>Increased +4.2 points</p> <p>68 Students</p>	<p>Foster Youth</p> <p>No Performance Color</p> <p>0 Students</p>
<p>Homeless</p> <p>73.8 points below standard</p> <p>18 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Yellow</p> <p>28.1 points below standard</p> <p>Increased +6.9 points</p> <p>305 Students</p>	<p>Students with Disabilities</p> <p>Orange</p> <p>105.3 points below standard</p> <p>Increased +7.2 points</p> <p>51 Students</p>

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Red 84 points below standard Decreased Significantly - 35.5 points 45 Students	Less than 11 Students 2 Students	7.7 points below standard Maintained -0.4 points 21 Students	4.6 points below standard 11 Students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 26.3 points below standard Increased +3.9 points 224 Students	0.9 points below standard Increased Significantly +21 points 17 Students	Less than 11 Students 2 Students	 Green 2.8 points below standard Increased Significantly +29.5 points 41 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
79 points below standard Decreased -6.3 points 42 Students	37 points above standard Increased Significantly +23.9 points 26 Students	29.2 points below standard Maintained -1.6 points 263 Students

Conclusions based on this data:

- African American students are the lowest performing students by race/ethnicity the area of ELA.
- English learners, students with disabilities, and students socioeconomically disadvantaged are performing lower than their peer subgroups

School and Student Performance Data

Academic Performance Mathematics

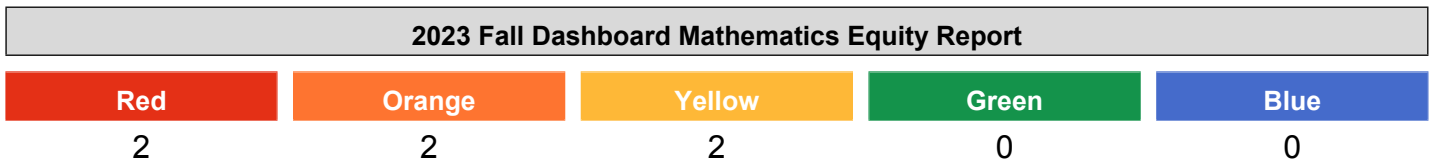
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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






This section provides number of student groups in each level.



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

2023 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students Yellow 77.1 points below standard Increased +5.4 points 366 Students	English Learners Red 103 points below standard Decreased -4.8 points 68 Students	Foster Youth No Performance Color 0 Students
Homeless 124.8 points below standard 18 Students	Socioeconomically Disadvantaged Yellow 79.6 points below standard Increased +7.8 points 305 Students	Students with Disabilities Orange 151 points below standard Increased +8 points 52 Students

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Red 109.2 points below standard Decreased -3.9 points 45 Students	Less than 11 Students 2 Students	42.6 points below standard Increased Significantly +39.8 points 21 Students	23.3 points below standard 11 Students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 82.2 points below standard Maintained +2.6 points 224 Students	73.6 points below standard Maintained -2.4 points 17 Students	Less than 11 Students 2 Students	 Yellow 54.9 points below standard Increased Significantly +26.1 points 41 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
140 points below standard Decreased -14 points 42 Students	43.3 points below standard Increased +12.3 points 26 Students	74.1 points below standard Increased +5.4 points 263 Students

Conclusions based on this data:

- English learners and African American students are lowest performing based on ethnic and student group.

School and Student Performance Data

Academic Performance English Learner Progress

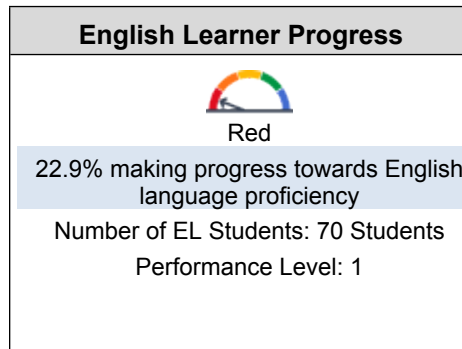
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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

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

2023 Fall Dashboard English Learner Progress Indicator



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

2023 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
30	24	0	16

Conclusions based on this data:

1. There is much work to be done in support of English language learners at TCK.

School and Student Performance Data

Academic Performance College/Career Report

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

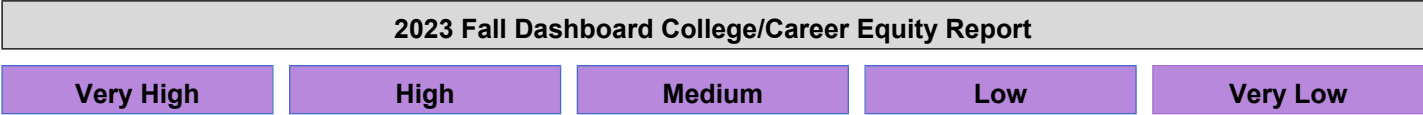
The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative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

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

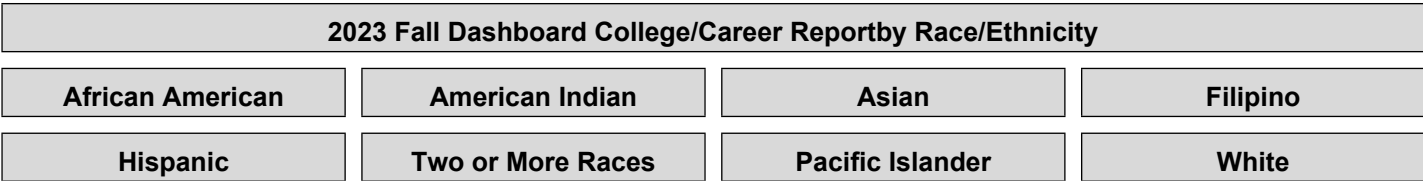
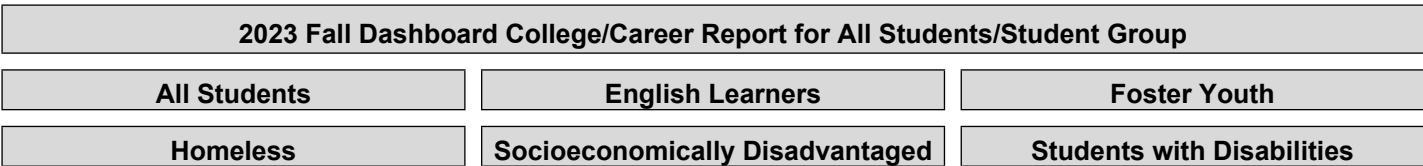
This section provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

Very Low
Lowest Performance
Low
Medium
High
Very High
Highest Performance

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.



Conclusions based on this data:

- 1.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

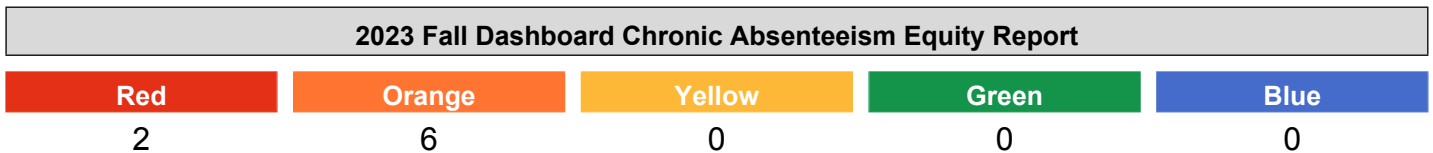
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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		
<p>All Students</p> <p>Orange</p> <p>36.5% Chronically Absent</p> <p>Declined -1.7</p> <p>620 Students</p>	<p>English Learners</p> <p>Red</p> <p>38.9% Chronically Absent</p> <p>Increased 5</p> <p>108 Students</p>	<p>Foster Youth</p> <p>Less than 11 Students</p> <p>2 Students</p>
<p>Homeless</p> <p>63.4% Chronically Absent</p> <p>Increased 0.9</p> <p>41 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Orange</p> <p>38.3% Chronically Absent</p> <p>Declined -2.3</p> <p>514 Students</p>	<p>Students with Disabilities</p> <p>Orange</p> <p>40.2% Chronically Absent</p> <p>Declined -2.8</p> <p>97 Students</p>

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Red 48.5% Chronically Absent Increased 5.7 68 Students	Less than 11 Students 4 Students	 Orange 18.2% Chronically Absent Increased 1 33 Students	14.3% Chronically Absent Increased 1 14 Students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 36% Chronically Absent Declined -2 397 Students	 Orange 45% Chronically Absent Declined -7.6 40 Students	Less than 11 Students 4 Students	 Orange 31.7% Chronically Absent Declined -5.7 60 Students

Conclusions based on this data:

- English learners and African American students have the highest chronic absenteeism in comparison to their ethnic and student subgroups.

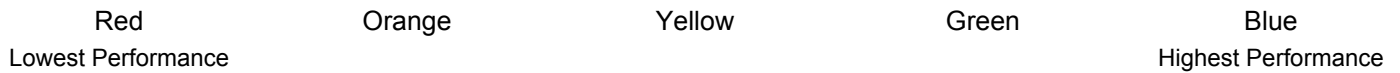
School and Student Performance Data

Academic Engagement Graduation Rate

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

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

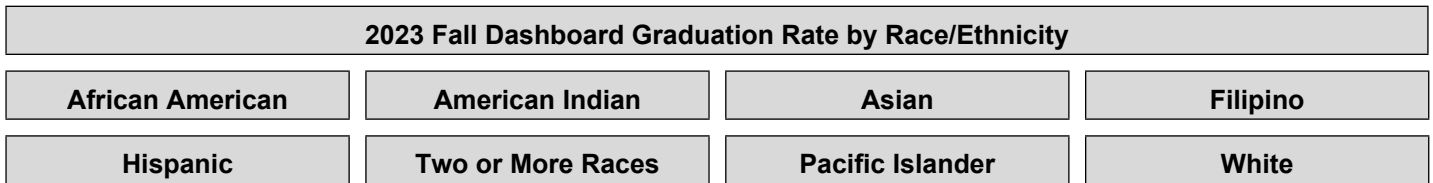
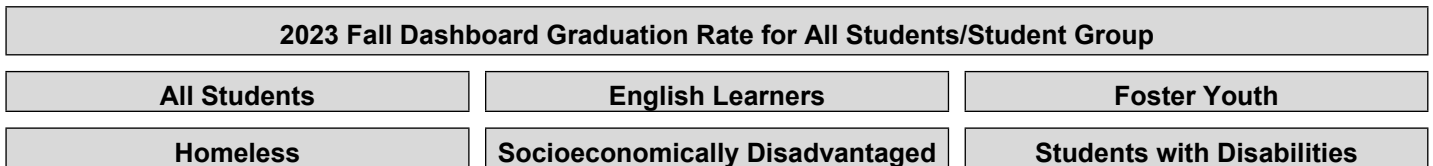
Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



This section provides number of student groups in each level.



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



Conclusions based on this data:

- 1.

School and Student Performance Data

Conditions & Climate Suspension Rate

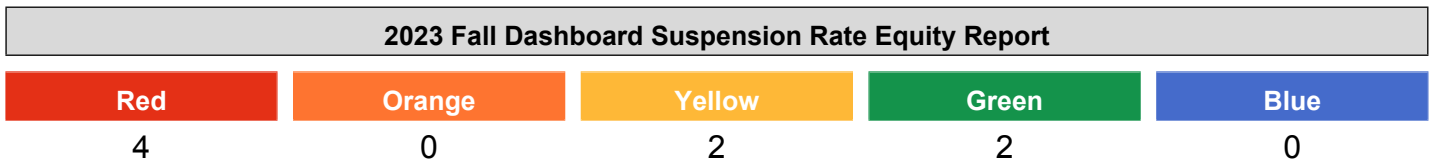
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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








This section provides number of student groups in each level.



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

2023 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p> <p>Orange</p> <p>4.4% suspended at least one day</p> <p>Maintained 0.1 643 Students</p>	<p>English Learners</p> <p>Green</p> <p>2.7% suspended at least one day</p> <p>Declined -0.6 113 Students</p>	<p>Foster Youth</p> <p>Less than 11 Students 2 Students</p>
<p>Homeless</p> <p>7.1% suspended at least one day</p> <p>Declined -10.5 42 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Yellow</p> <p>4.7% suspended at least one day</p> <p>Declined -0.4 529 Students</p>	<p>Students with Disabilities</p> <p>Red</p> <p>14.1% suspended at least one day</p> <p>Increased 4.8 99 Students</p>

2023 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Red 13.9% suspended at least one day Maintained -0.2 72 Students	Less than 11 Students 4 Students	 Red 6.1% suspended at least one day Increased 0.3 33 Students	0% suspended at least one day Maintained 0 14 Students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 2.9% suspended at least one day Maintained 0 411 Students	 Red 6.8% suspended at least one day Increased 6.8 44 Students	Less than 11 Students 4 Students	 Green 1.6% suspended at least one day Declined -2.2 61 Students

Conclusions based on this data:

1. Students with disabilities, African American, Asian, and students with two or more races have the highest suspension rates in comparison to their ethnic and student subgroups.
2. Students with disabilities have the highest suspension rates among the four highest student groups.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Goal 2: Accelerate student learning with high expectations for all to increase student achievement for all student groups

Goal 1

The percentage of grade 3-8 students meeting or exceeding standards on the 2024-25 CAASPP assessments in ELA will increase by 10%.

Identified Need

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

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
2023-2024 DIBELS Grades K-3	The percentage of students at or above DIBELS benchmark in each grade level: K - 54% 1st- 56% 2nd- 53% 3rd- 50%	The percentage of K-8th grade students at or above Dibels benchmark will increase by 5%.
2023-24 i-Ready Reading Grades K-8	The percentage of students at or above grade level i-READY Reading in each grade level: K - 82% 1st - 44% 2nd - 50% 3rd - 45% 4th - 25% 5th - 11% 6th - 27% 7th - 14% 8th - 19%	The percentage of K-8th grade students meeting or exceeding i-Ready Reading will increase by 5%.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
2023-2024 CAASPP ELA Summative Assessment Grades 3-8	The percentage of students meeting or exceeding CAASPP ELA standards in each grade level: 3rd- 33% 4th- 29% 5th- 21% 6th- 26% 7th- 34% 8th- 27%	The percentage of 3rd-8th grade students meeting or exceeding CAASPP ELA standards will increase by 10%.

Complete a copy of the Strategy/Activity table for each of the school’s strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

1.1 Professional development will be available for teachers and paraprofessionals in the area of English Language Arts/Literacy. Teachers and paraprofessionals will be paid for training and collaboration across general education and special education.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

8,000.00

Source(s)

Title I Part A: Allocation

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

1.2 Purchase supplemental literacy materials, books, activities and software licenses that will support students at all literacy levels. Providing high interest books, early reader and picture books, as well as books written by diverse authors.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

13,000.00

Source(s)

Title I Part A: Allocation

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

1st -8th Graders

Strategy/Activity

1.3 Reading intervention will be offered after school based on grade level data. Teachers will identify students and provide intervention in targeted ELA areas 3 times a week for 27 weeks. 90% of our focused students will increase in ELA reading for understanding.

Cost: 2 teachers x 3 hours a week plus 1 hour planning per week @ \$50 w/ benefits per hour rate.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

15,000.00

Source(s)

Title I Part A: Allocation

Annual Review

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

ANALYSIS

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

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

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

Academic data conversations will be guiding grade level collaboration in order to better identify instructional strategies.

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.

LEAP alignment work, including the practice of academic data conversations and collaboration across general and special education, may assist to achieve this goal (see strategy 1).

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Goal 2: Accelerate student learning with high expectations for all to increase student achievement for all student groups

Goal 2

The percentage of 3rd- 8th students meeting or exceeding standards on the 2024-25 CAASPP assessments in Math will increase by 10%.

Identified Need

According to 2023-24 CAASPP results, math continues to be an area of major concern with an average of 16.83% of our 3rd-8th graders meeting grade level state standards. In particular, our English Learners and students who identify as African American perform lower in comparison to their peers in other subgroups. Beyond mastering basic computational skills and number sense, our students must move to a deeper understanding of mathematical ideas and concepts with an ability to reason mathematically and solve problems.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
2023-24 i-Ready Math Spring Diagnostic Assessment Grades K-8	The percentage of students meeting or exceeding i-Ready Mathematics standards in each grade level: K - 68% 1st - 21% 2nd - 22% 3rd- 28% 4th- 26% 5th-25% 6th- 31% 7th- 13% 8th- 8%	The percentage of K-8th grade students meeting or exceeding i-Ready Mathematics standards will increase by 5%.
2023-24 CAASPP Math Summative Assessment Grades 3-8	The percentage of students meeting or exceeding CAASPP Mathematics standards in each grade level: 3rd- 38% 4th- 17% 5th- 10% 6th- 14% 7th- 13% 8th- 10%	The percentage of 3rd-8th grade students meeting or exceeding CAASPP Mathematics standards will increase by 10%.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

5,500.00

Source(s)

Title I Part A: Allocation

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

2.2 Math intervention will be offered after school based on grade level data. Teachers will identify students and provide intervention in targeted math areas. 3 times a week for 27 weeks. Cost: 3 teachers x 3 hours a week plus 1 hour planning per week @ \$50 w/ benefits per hour rate.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

16,000.00

Source(s)

Title I Part A: Allocation

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

2.3 Purchase supplemental math materials and supplies to build math vocabulary and connect math to real-world problems. Provide families with training and workshops to assist their children with math assignments.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
10,500.00	Title I Part A: Allocation

Annual Review

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

ANALYSIS

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

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

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

Academic data conversations will be guiding grade level collaboration in order to better identify instructional strategies.

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.

LEAP alignment work, including the practice of academic data conversations and collaboration across general and special education, may assist to achieve this goal (see strategy 1).

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Goal 4: Provide quality leadership, teaching, and learning to ensure a premium education for all students to maximize students' academic achievement.

Goal 3

The number of English Learners meeting the requirements for reclassification will increase by 15%.

Identified Need

We need to better meet the needs of all of our English learners and newcomers, including English learners with disabilities. EL students need the opportunity to attain English language proficiency while gaining content knowledge.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
2023-24 i-Ready Mathematics Spring Diagnostic Assessment Grades K-8 English learners	The percentage of EL students at grade level or above i-Ready Mathematics standards in each grade level: K - 71% 1 - 32% 2 - 18% 3 - 31% 4 - 14% 5 - 33% 6 - 36% 7 - 12% 8 - 0%	The percentage of K-8th grade English learners at or above grade level i-Ready Mathematics and Reading standards will increase by 5%.
2023-24 i-Ready Reading Spring Diagnostic Assessment Grades K-8 English learners	The percentage of EL students at grade level or above i-Ready Reading standards in each grade level: K - 86% 1 - 41% 2 - 59% 3 - 31% 4 - 14% 5 - 0% 6 - 14% 7 - 21% 8 - 21%	The percentage of K-8th grade English learners at or above grade level i-Ready Reading standards will increase by 5%.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
2023-24 CAASPP Math Summative Assessment Grades 3-8 English learners	The percentage of EL students meeting or exceeding CAASPP ELA standards in each grade level: 3rd - 0% 4th - 9% 5th - 0% 6th - 6% 7th - 0% 8th - 0%	The percentage of 3rd-8th grade English learners meeting or exceeding CAASPP Mathematics standards will increase by 5%.
2023-24 CAASPP ELA Summative Assessment Grades 3-8 English learners	The percentage of EL students meeting or exceeding CAASPP Mathematics standards in each grade level: 3rd - 11% 4th - 0% 5th - 0% 6th - 0% 7th - 0% 8th - 0%	The percentage of 3rd-8th grade English learners meeting or exceeding CAASPP ELA standards will increase by 5%.
2023-24 ELPAC level 4 score	10.3% scored a 4 on the 2023-24 ELPAC	15% scoring 4 on the 2024-25 ELPAC
2023-24 Reclassification of English Learners	7.2% of English Learners were reclassified	The percentage of English Learners meeting the requirements for reclassification will increase by 15%.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

English Learners and Newcomer Students

Strategy/Activity

3.1 Teachers will be offered professional development provided by the San Joaquin County Office of Education and other outside providers. Trainings will focus on Integrated and Designated ELD for general education and special education.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

2,500.00

Title I Part A: Allocation

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

English Learners and Newcomer Students

Strategy/Activity

3.2 Title I teacher and paraprofessionals will collaborate with general ed and special ed teachers around strategies to best support EL and Newcomer learners in their classroom.

2 Instructional Aides Salary: \$44,177.12

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

2,500.00

Title I Part A: Allocation

44,177.12

Title I Part A: Allocation

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

English Learners and Newcomer Students

Strategy/Activity

3.3 Supplemental supplies, resources, and materials will be purchased to support EL and Newcomer students and goals. Increase access to and expand picture book, early reader, and language-learner literature offered in the library.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

10,000.00

Title I Part A: Allocation

Annual Review

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

ANALYSIS

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

We surpassed our goal of 4% more EL students attaining reclassification in 22-23. Our strategies and goals were effective, and produced results beyond expectations. There has since been a decrease of students eligible for reclassification.

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

San Joaquin County Office of Education will provide training for school staff on integrated and designated ELD strategies for EL and newcomers (strategy 1).

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.

LEAP alignment work, including the practice of academic data conversations and collaboration across general and special education, may assist to achieve this goal (strategy 2). Increased access to reading material found in the library may encourage family literacy (strategy 3).

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Goal 5: Include families and community and create learning environments worthy of our students to ensure students want to attend and feel safe at school.

Goal 4

Increase the number of students prepared to participate in high school level A-G courses.

Identified Need

In partnership with families and community resources, establish a strong positive school culture that is built around college and career readiness. Implement with fidelity PBIS as a school-wide framework to address the whole student. Address the emotional needs of all students with a rigorous and consistent curriculum that promotes social emotional growth. Recognize and reward students for positive deeds and actions on campus, by increasing options for student engagement that enhance experiences and learning.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
2022-23 CA Dashboard: Student Attendance	36.5% of students were chronically absent during the 2022-23 school year. In particular, the following student groups had an increase in absenteeism: African American - 48.5% English Learners - 38.9%	Daily attendance will improve by 15% for all student groups.
2022-23 CA Dashboard: Student Suspension	4.4% of students were suspended at least once during the 2022-23 school year. In particular, the following student groups maintained or had an increase of suspensions: African American - 13.9% (maintained -0.2%) Asian - 6.1% Two or more races - 6.8% Students with disabilities - 14.1%	The percentage of student suspension will decrease, particularly students with disabilities, by 8%.
Spring 2023 Youth Truth Survey - The degree to which students in grades 5-8 perceive	The Youth Truth Survey indicated the following	The number of students reporting feeling engaged and academically challenged,

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
high expectations and feel engaged with their school and their education.	percentages based on "Student Survey" themes: Engagement: 16% of students in grade 5 -6 like going to school. 41% of students in grade 7 -8 enjoy school most of the time. Academic Challenge: 28% of students in grades 5-6 feel what they learn in school helps them in real life. 50% of students in grades 7-8 feel ready for high school classes after middle school.	according to the Youth Truth Survey, will increase by 15%.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

4.1 Students school wide will participate in exploration, discourse, and writing around secondary education throughout the school year. A focus on learning about college qualifications, pathways & majors, significance and benefits of going to college and trade schools will be embedded in weekly lessons school wide and in the classroom. College flags and flag poles will be purchased for presentation as needed. All students will experience a college and career fair coordinated by school counselors.

School Counselor: \$21,422.80

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

6,060.08

Title I Part A: Allocation

21,422.80

Title I Part A: Allocation

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

4.2 PBIS tiers of intervention utilizing Tiger Dollars as a token economy, SEL workshops that promote growth mindsets and positive school climate. Recognize and celebrate positive student behaviors and academic accomplishments, by hosting character traits and other award assemblies. Increase and expand activities on-campus to give students multiple options to engage in physical activities that promote well-being and learning. Implement Peaceful Playgrounds and train staff in order to cultivate a safe and fun climate during unstructured time. Partner with families to cultivate a positive college and career going culture.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

5,000.00

Title I Part A: Allocation

2,813.00

Title I Part A: Parent Involvement

2,500.00

Lottery: Instructional Materials

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All students, particularly English Learners and students who identify as African American

Strategy/Activity

4.3 Absenteeism has a direct correlation to students' future trajectory. Proactive communication with families regarding chronic tardies and absences is vital to building a bridge between school and home. A designated staff member will concentrate on attendance, make phone calls and conduct home visits, provide families with the necessary resources to get students to school. Recognize and celebrate progress. Time sheet additional hours.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

10,000.00

Title I Part A: Allocation

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

Students in grades 5-8

Strategy/Activity

4.4 Supporting students with executive functioning skills. Students 5-8th grade will have the opportunity to work with a dedicated mentor through FACES (Faith in the Education System through extraordinary educational services) program. FACES mentorship program will help address Youth Truth Survey that shows 16% of students in grade 5 -6 like going to school and 41% of students in grade 7 -8 enjoy school most of the time. Mentorship program will also focus on healthy peer relationships and positive student-teacher interactions. FACES will also serve as an after school intervention one-day a week to support students who struggle to access classroom curriculum during the school day.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

80,000.00

Source(s)

Title I Part A: Allocation

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Title I Part A: Allocation

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Title I Part A: Allocation

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 8

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Annual Review

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

ANALYSIS

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

College Tuesdays have established a college and career going culture at TCK. Dialogue has led to skills and mindset preparation for students promoting 8th grade and transitioning into high school. School Counselors coordinated and hosted TCK's first annual career fair and plan to expand event to include two and four-year colleges, as well as trade schools. FACES mentorships has positively impacted school climate, by establishing additional trusted adults on-campus and offering psycho-educational groups to high needs students. Having a designated staff member to support attendance, including making phone calls, conducting home visits, and celebrating successes have assisted in the decrease of chronic absenteeism as well as strengthened family partnership.

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

Continued FACES mentorship and designated staff member to support attendance within a PBIS school-wide framework will support alignment work across campus.

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.

Implementation of positive reinforcement, including Tiger Bucks will promote skills, mindset, and experiences that are required for students to be high school A-G and college and career prepared (strategies 2), with the help from FACES mentorship (strategy 4) and attendance support (strategy 3).

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Goal 5

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
------------------	-------------------------	------------------

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
-----------	-----------

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Goal 6

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
------------------	-------------------------	------------------

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
-----------	-----------

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Goal 7

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
------------------	-------------------------	------------------

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
-----------	-----------

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Goal 8

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
------------------	-------------------------	------------------

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
-----------	-----------

Budget Summary

Funds Budgeted to the School by Funding Source

Funding Source This dropdown should be populated manually.	Funding Allocation This data field should be populated manually.	Funds Remaining to be Allocated This field is auto calculated by DTS and manual entries will be overwritten automatically
Title I Part A: Allocation	249,660.	0.00
Title I Part A: Parent Involvement	2,813.00	0.00

Total Funding Allocation: 231,110

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

Expenditures by Funding Source From SPSA Goals

Funding Source This field is auto calculated by DTS and manual entries will be overwritten automatically	Amount This field is auto calculated by DTS and manual entries will be overwritten automatically
Lottery: Instructional Materials	2,500.00
Title I Part A: Allocation	249,660.00
Title I Part A: Parent Involvement	2,813.00

Total SPSA Allocated (This field is auto calculated by DTS and manual entries will be overwritten automatically): 254,973.00

School Site Council Membership

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

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

Name of Members	Role
Deidre Hill-Valdivia	Principal
Jessica Cook	Classroom Teacher
Amy Gulden	Classroom Teacher
Meagan Williams	Classroom Teacher
Kirsten Herron	Other School Staff
Jalayah Harrison	Parent or Community Member
Esmeralda Castillo	Parent or Community Member
Priscilla Constancio	Parent or Community Member
Ma Michelle Gamez	Parent or Community Member
Sophia Stallworth	Parent or Community Member

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



Recommendations and Assurances

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

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

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

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

Signature	Committee or Advisory Group Name
	English Learner Advisory Committee
	Other: School Site Council

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

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

This SPSA was adopted by the SSC at a public meeting on October 17, 2024.

Attested:

	Principal, Deidre Hill-Valdivia on October 17,2024
	SSC Chairperson, Jaliyah Harrison on October 17,2024

Instructions

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

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

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

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

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

Instructions: Linked Table of Contents

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

[Educational Partner Involvement](#)

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

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

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

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

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

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

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

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

Purpose and Description

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

Purpose

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

Description

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

Educational Partner Involvement

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

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

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

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

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

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

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

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

Identified Need

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

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

Annual Measurable Outcomes

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

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

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

Strategies/Activities

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

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

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

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

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

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

Proposed Expenditures for this Strategy/Activity

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

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

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

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

Annual Review

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

Analysis

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

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

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

Budget Summary

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

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

Budget Summary

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

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

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

Requirements for the Plan

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

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

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

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

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

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

Targeted Support and Improvement

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

The TSI plan shall:

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

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

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

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

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

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

Developed by the California Department of Education, January 2019