

School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Tierra Linda Elementary School	56-72553-6112171	December 11, 2024	January 16, 2025

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

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

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

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

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

Schoolwide Program

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

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Plan Description

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

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

Schoolwide Program

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

The Tierra Linda faculty has crafted the goals and submitted a draft for review and input by the Tierra Linda School Site Council. The School Plan for Student Achievement is based on the Pleasant Valley and Tierra Linda Strategic Initiatives and personalized to meet the needs of our community.

Comprehensive Needs Assessment Components

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

California School Dashboard (Dashboard) Indicators

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

Suspension Rate was Red for White Students
Suspension Rate was Red for Students with Disabilities
Two or more races are in Orange for Chronic Absenteeism
Two or more races are in orange for suspension
Socioeconomically disadvantaged are in orange for suspension

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

In English Language Arts, "All Students" were Blue and "Students with Disabilities" were in Orange, two performance levels below. In Mathematics, "All Students" were Blue and "Students with Disabilities" were in Orange, two performance levels below. In Chronic Absenteeism, "All Students" were Green and "Two or More Races" were in Orange, two performance levels below.

Other Needs

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

Staff and School site counsel considered data from CAASPP, local assessments/surveys and California Healthy Kids Survey to inform school needs.

School and Student Performance Data

Student Enrollment

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

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	0.38%	0.36%	%	2	2	
African American	0.76%	0.89%	0.77%	4	5	4
Asian	4.39%	3.39%	3.87%	23	19	20
Filipino	3.05%	1.78%	1.93%	16	10	10
Hispanic/Latino	30.92%	30.84%	30.95%	162	173	160
Pacific Islander	0.57%	0.53%	0.39%	3	3	2
White	52.86%	54.72%	55.51%	277	307	287
Multiple	7.06%	7.49%	6.58%	37	42	34
Total Enrollment				524	561	517

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Kindergarten	103	121	68
Grade 1	70	94	74
Grade 2	82	76	87
Grade3	93	88	76
Grade 4	85	93	85
Grade 5	91	89	89
Total Enrollment	524	561	517

Conclusions based on this data:

1. Tierra Linda saw a significant decrease in Kindergarten enrollment from 22-23 to 23-24 (53 students)
2. Overall demography at Tierra Linda has remained consistent, with the majority of students enrolled identifying as Hispanic/Latino (30.95%) or White (55.51%)

School and Student Performance Data

English Learner (EL) Enrollment

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

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
English Learners	20	16	12	4.20%	3.8%	2.3%
Fluent English Proficient (FEP)	10	7	7	3.30%	1.9%	1.4%
Reclassified Fluent English Proficient (RFEP)	0	3	1	0	19%	8%

Conclusions based on this data:

1. The number of English Learners at Tierra Linda has decreased over three years from 20 students to 12.
2. The percentage of students at Tierra Linda classified as an English Learner has steadily decreased over the past three years, from 4.2% of students to 2.3%.
3. Tierra Linda reclassified the highest percentage of English Learners over three years in 2022-2023.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

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

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

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

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	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	90	87	75	86	87	72	86	87	72	95.6	100.0	96
Grade 4	87	90	83	81	86	83	80	86	83	93.1	95.6	100
Grade 5	89	91	89	89	88	86	89	88	86	100.0	96.7	96.6
All Grades	266	268	247	256	261	241	255	261	241	96.2	97.4	97.6

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	2456.	2477.	2480.	37.21	47.13	51.39	23.26	20.69	23.61	25.58	24.14	16.67	13.95	8.05	8.33
Grade 4	2473.	2500.	2513.	23.75	38.37	42.17	28.75	26.74	24.10	22.50	12.79	18.07	25.00	22.09	15.66
Grade 5	2523.	2512.	2556.	30.34	27.27	43.02	31.46	26.14	29.07	15.73	22.73	17.44	22.47	23.86	10.47
All Grades	N/A	N/A	N/A	30.59	37.55	45.23	27.84	24.52	25.73	21.18	19.92	17.43	20.39	18.01	11.62

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	31.40	35.63	34.72	63.95	58.62	58.33	4.65	5.75	6.94	
Grade 4	21.25	31.40	34.94	57.50	55.81	53.01	21.25	12.79	12.05	
Grade 5	30.34	23.86	37.21	57.30	60.23	56.98	12.36	15.91	5.81	
All Grades	27.84	30.27	35.68	59.61	58.24	56.02	12.55	11.49	8.30	

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	20.93	25.29	30.56	53.49	62.07	58.33	25.58	12.64	11.11
Grade 4	16.25	26.74	24.10	62.50	60.47	62.65	21.25	12.79	13.25
Grade 5	21.59	25.00	31.40	64.77	55.68	53.49	13.64	19.32	15.12
All Grades	19.69	25.67	28.63	60.24	59.39	58.09	20.08	14.94	13.28

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	13.95	21.84	22.22	75.58	70.11	73.61	10.47	8.05	4.17
Grade 4	18.75	20.93	16.87	71.25	67.44	75.90	10.00	11.63	7.23
Grade 5	14.77	19.32	13.95	71.59	70.45	80.23	13.64	10.23	5.81
All Grades	15.75	20.69	17.43	72.83	69.35	76.76	11.42	9.96	5.81

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	29.07	34.48	36.11	60.47	57.47	52.78	10.47	8.05	11.11
Grade 4	18.75	24.42	32.53	68.75	58.14	59.04	12.50	17.44	8.43
Grade 5	25.00	20.45	34.88	60.23	61.36	58.14	14.77	18.18	6.98
All Grades	24.41	26.44	34.44	62.99	59.00	56.85	12.60	14.56	8.71

Conclusions based on this data:

1. The percentage of students Exceeding the standards in English Language Arts increased from 30.59% in 21-22 to 45.23% of students tested in 23-24, while students Not Meeting the standards decreased from 20.39% in 21-22 to 11.62% in 23-24.
2. The percentage of students Below Standard decreased in all claim areas from 21-22 to 23-24 (Reading: 27.84% to 8.30%, Writing: 20.08% to 13.28%, Listening: 11.42% to 5.81%, Research and Inquiry: 12.60% to 8.71%).
3. The percentage of students Above Standard increased in all claim areas from 21-22 to 23-24 (Reading: 12.55% to 35.68%, Writing: 19.69% to 28.63%, Listening: 15.75% to 17.43%, Research and Inquiry: 24.41% to 34.44%). It should be noted that the percentage of students Above Standard increased from 21-22 to 22-23 (15.75% to 20.69%), but decreased from 22-23 to 23-24 (20.69% to 17.43%).

School and Student Performance Data

CAASPP Results Mathematics (All Students)

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

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

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

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	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	90	87	75	85	87	72	85	87	72	94.4	100.0	96
Grade 4	87	90	83	81	86	83	81	86	83	93.1	95.6	100
Grade 5	89	91	89	86	88	86	86	88	86	96.6	96.7	96.6
All Grades	266	268	247	252	261	241	252	261	241	94.7	97.4	97.6

* 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	2466.	2487.	2489.	34.12	41.38	47.22	31.76	35.63	30.56	23.53	16.09	15.28	10.59	6.90	6.94
Grade 4	2486.	2512.	2532.	27.16	33.72	37.35	22.22	31.40	38.55	30.86	24.42	18.07	19.75	10.47	6.02
Grade 5	2502.	2478.	2552.	22.09	14.77	40.70	20.93	17.05	20.93	23.26	26.14	29.07	33.72	42.05	9.30
All Grades	N/A	N/A	N/A	27.78	29.89	41.49	25.00	27.97	29.88	25.79	22.22	21.16	21.43	19.92	7.47

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	44.71	52.87	51.39	44.71	41.38	41.67	10.59	5.75	6.94
Grade 4	28.40	40.70	48.19	48.15	47.67	42.17	23.46	11.63	9.64
Grade 5	25.58	17.05	41.86	39.53	38.64	43.02	34.88	44.32	15.12
Grade 11									
All Grades	32.94	36.78	46.89	44.05	42.53	42.32	23.02	20.69	10.79

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	35.29	41.38	38.89	49.41	49.43	55.56	15.29	9.20	5.56
Grade 4	23.46	33.72	36.14	55.56	51.16	56.63	20.99	15.12	7.23
Grade 5	19.77	11.36	32.56	55.81	59.09	56.98	24.42	29.55	10.47
All Grades	26.19	28.74	35.68	53.57	53.26	56.43	20.24	18.01	7.88

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	35.29	40.23	38.89	54.12	50.57	55.56	10.59	9.20	5.56
Grade 4	24.69	29.07	34.94	55.56	56.98	54.22	19.75	13.95	10.84
Grade 5	13.95	6.82	29.07	60.47	69.32	63.95	25.58	23.86	6.98
All Grades	24.60	25.29	34.02	56.75	59.00	58.09	18.65	15.71	7.88

Conclusions based on this data:

1. The percentage of students Exceeding the standards in Mathematics increased from 27.28% in 21-22 to 41.49% of students tested in 23-24, while students Not Meeting the standards decreased from 21.43% in 21-22 to 7.47% in 23-24.
2. The percentage of students Below Standard decreased in all claim areas from 21-22 to 23-24 (Concepts and Procedures: 23.02% to 10.79%, Problem Solving & Modeling and Data Analysis: 20.24% to 7.88%, Communicating Reasoning: 18.65% to 7.88%).
3. The percentage of students Above Standard increased in all claim areas from 21-22 to 23-24 (Concepts and Procedures: 32.94% to 46.89%, Problem Solving & Modeling and Data Analysis: 26.19% to 35.68%, Communicating Reasoning: 24.60% to 34.02%).

School and Student Performance Data

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

Visit the California Department of Education's [English Language Proficiency Assessments for California \(ELPAC\)](https://www.cde.ca.gov/ta/tg/eng/elpac/) web page or the [ELPAC.org](https://elpac.org) website for more information about the ELPAC.

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	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	*	*	*	*	*	*	*	*	*	4	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	4	*	*
4	*	*	*	*	*	*	*	*	*	4	*	*
5	*	*	*	*	*	*	*	*	*	6	4	*
All Grades										20	15	12

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	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	25.00	13.33	33.33	25.00	46.67	25.00	40.00	33.33	41.67	10.00	6.67	0.00	20	15	12

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	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	30.00	26.67	33.33	40.00	40.00	33.33	25.00	26.67	33.33	5.00	6.67	0.00	20	15	12

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	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	5.00	13.33	16.67	25.00	20.00	41.67	45.00	40.00	33.33	25.00	26.67	8.33	20	15	12

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	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	20.00	13.33	50.00	65.00	73.33	50.00	15.00	13.33	0.00	20	15	12

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	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	55.00	40.00	33.33	40.00	53.33	41.67	5.00	6.67	25.00	20	15	12

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	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	5.00	20.00	25.00	45.00	46.67	66.67	50.00	33.33	8.33	20	15	12

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	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	15.00	13.33	33.33	80.00	80.00	66.67	5.00	6.67	0.00	20	15	12

Conclusions based on this data:

1. The percentage of students at a Level 3 or Level 4 increased from 50% in 21-22 to 58.33% in 23-24.
2. The percentage of students achieving "Well Developed" in has increased in 3 of the 4 domains from 21-22 to 23-24 (Reading: 5.00% to 25.00%, Listening: 20% to 50%, Writing: 15% to 33.33%)
3. The percentage of students achieving "Well Developed" in has decreased in the Speaking domain from 21-22 to 23-24 (55% to 33.33%)

School and Student Performance Data

Student Population

The 2024 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.

2023-24 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
517	23.8%	2.3%	0.2%
Total Number of Students enrolled in Tierra Linda Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2023-24 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	12	2.3%
Foster Youth	1	0.2%
Homeless	12	2.3%
Socioeconomically Disadvantaged	123	23.8%
Students with Disabilities	67	13%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	4	0.8%
American Indian	0	0.0%
Asian	20	3.9%
Filipino	10	1.9%
Hispanic	160	30.9%
Two or More Races	34	6.6%
Pacific Islander	2	0.4%
White	287	55.5%

Conclusions based on this data:

1. White students continue to make up over half (55.5%) of the overall student population, with approximately one-third of the student population being Hispanic (30.9%).

2. With 23.8% of students designated as Socioeconomically Disadvantaged, Tierra Linda must continue to provide support and services for our students and families to help bridge the opportunity gap.
3. Approximately, one out of every ten students at Tierra Linda receives some level of special education service (13%).

School and Student Performance Data

Overall Performance






The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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



2024 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Blue	Chronic Absenteeism  Green	Suspension Rate  Orange
Mathematics  Blue		
English Learner Progress  No Performance Color		

Conclusions based on this data:

1. Chronic Absenteeism is Green for Tierra Linda overall. This has improved from Orange last year.
2. Suspension Rate is Orange for Tierra Linda overall. Positive behavior supports and school wide expectations need to be reviewed and implemented with fidelity.

3. Overall, students are performing well in English Language Arts and Mathematics, both areas in Blue schoolwide. This is the first year that Tierra Linda has been Blue in academics on the California School Dashboard.

School and Student Performance Data

Academic Performance English Language Arts

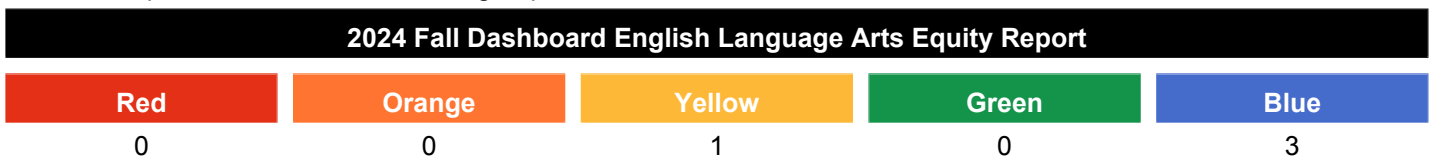
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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












This section provides number of student groups in each level.



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

2024 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p> <p>Blue</p> <p>48.9 points above standard</p> <p>Increased 21 points</p> <p>237 Students</p>	<p>English Learners</p> <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>6 Students</p>	<p>Long-Term English Learners</p> <p>No Performance Color</p> <p>0 Students</p>
<p>Foster Youth</p> <p>No Performance Color</p> <p>0 Students</p>	<p>Homeless</p> <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>3 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Blue</p> <p>37.7 points above standard</p> <p>Increased 38.9 points</p> <p>50 Students</p>

<p>Students with Disabilities</p>  <p>Yellow</p> <p>46.5 points below standard</p> <p>Increased 18.1 points</p> <p>43 Students</p>	<p>African American</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>3 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>0 Students</p>
<p>Asian</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>8 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>5 Students</p>	<p>Hispanic</p>  <p>Blue</p> <p>34.5 points above standard</p> <p>Increased 28.4 points</p> <p>68 Students</p>
<p>Two or More Races</p>  <p>No Performance Color</p> <p>37.4 points above standard</p> <p>Increased 8.4 points</p> <p>18 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>1 Student</p>	<p>White</p>  <p>Blue</p> <p>53.4 points above standard</p> <p>Increased 16 points</p> <p>134 Students</p>

Conclusions based on this data:

1. White and Hispanic/Latino students are in Blue and are performing above standard. White students' scores increased (performing 53.4 points above standard), while Hispanic students' scores increased more significantly (performing 34.5 points above standard)
2. Our socio-economically disadvantaged students demonstrated significant growth, increasing their scores by 38.9 points, now achieving at 37.7 points above standard.
3. Scores for students with disabilities increased significantly by 18.1 points, now achieving at 46.5 points below standard. This is an area of growth for Tierra Linda and is addressed in Goal #1.

School and Student Performance Data

Academic Performance Mathematics

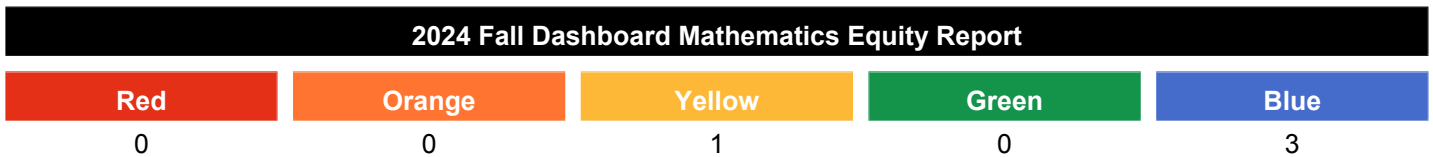
The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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.

2024 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p>  <p>Blue</p> <p>41.4 points above standard</p> <p>Increased 31 points</p> <p>240 Students</p>	<p>English Learners</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>9 Students</p>	<p>Long-Term English Learners</p>  <p>No Performance Color</p> <p>0 Students</p>
<p>Foster Youth</p>  <p>No Performance Color</p> <p>0 Students</p>	<p>Homeless</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>6 Students</p>	<p>Socioeconomically Disadvantaged</p>  <p>Blue</p> <p>20.7 points above standard</p> <p>Increased 50.7 points</p> <p>53 Students</p>

<p>Students with Disabilities</p>  <p>Yellow</p> <p>33.3 points below standard</p> <p>Increased 29.3 points</p> <p>43 Students</p>	<p>African American</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>3 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>0 Students</p>
<p>Asian</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>8 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>5 Students</p>	<p>Hispanic</p>  <p>Blue</p> <p>18 points above standard</p> <p>Increased 36.4 points</p> <p>70 Students</p>
<p>Two or More Races</p>  <p>No Performance Color</p> <p>40.5 points above standard</p> <p>Increased 13.4 points</p> <p>18 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>1 Student</p>	<p>White</p>  <p>Blue</p> <p>47.9 points above standard</p> <p>Increased 28.4 points</p> <p>135 Students</p>

Conclusions based on this data:

1. White and Hispanic/Latino students are in Blue and are performing above standard. White students' scores increased (performing 47.9 points above standard), while Hispanic students' scores increased more significantly (performing 36.4 points above standard)
2. Our socio-economically disadvantaged students demonstrated significant growth, increasing their scores by 50.7 points, now achieving at 20.7 points above standard.
3. Scores for students with disabilities increased significantly by 29.3 points, now achieving at 33.3 points below standard. This is an area of growth for Tierra Linda and is addressed in Goal #2.

School and Student Performance Data

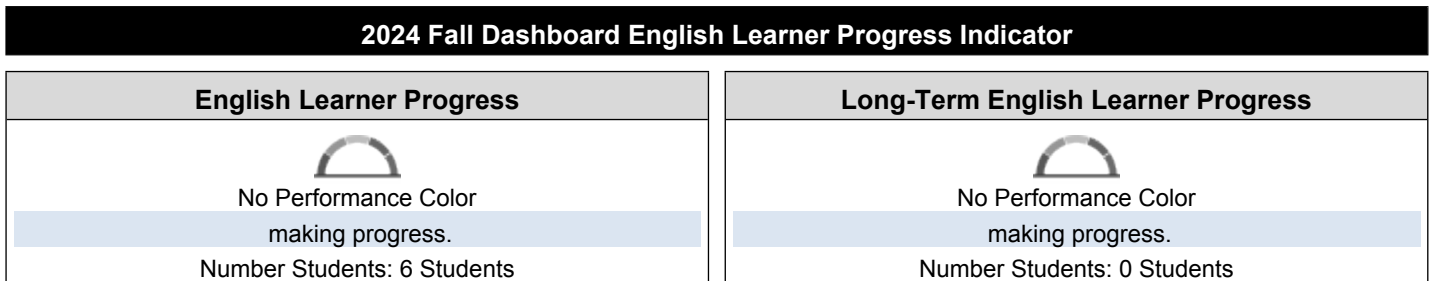
Academic Performance English Learner Progress

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

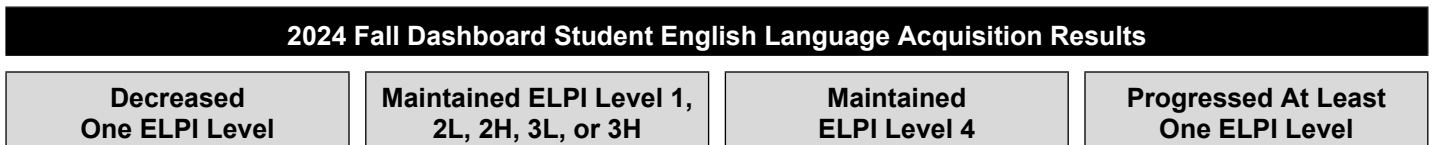
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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

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



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.



Conclusions based on this data:

1. No performance color assigned

School and Student Performance Data

Academic Engagement Chronic Absenteeism

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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












This section provides number of student groups in each level.



This section provides 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.

2024 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group		
<p>All Students</p> <p>Green</p> <p>8.7% Chronically Absent</p> <p>Declined 5.1</p> <p>530 Students</p>	<p>English Learners</p> <p>No Performance Color</p> <p>7.7% Chronically Absent</p> <p>Increased 1.8</p> <p>13 Students</p>	<p>Long-Term English Learners</p> <p>No Performance Color</p> <p>0 Students</p>
<p>Foster Youth</p> <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>2 Students</p>	<p>Homeless</p> <p>No Performance Color</p> <p>33.3% Chronically Absent</p> <p>Maintained 0</p> <p>12 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Yellow</p> <p>17% Chronically Absent</p> <p>Declined 7.3</p> <p>141 Students</p>

<p>Students with Disabilities</p>  <p>Yellow</p> <p>13.2% Chronically Absent</p> <p>Declined 6.4</p> <p>76 Students</p>	<p>African American</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>5 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>0 Students</p>
<p>Asian</p>  <p>No Performance Color</p> <p>5% Chronically Absent</p> <p>Maintained -0.3</p> <p>20 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>10 Students</p>	<p>Hispanic</p>  <p>Yellow</p> <p>14.2% Chronically Absent</p> <p>Declined 5</p> <p>169 Students</p>
<p>Two or More Races</p>  <p>Orange</p> <p>8.8% Chronically Absent</p> <p>Increased 1.5</p> <p>34 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>2 Students</p>	<p>White</p>  <p>Green</p> <p>6.2% Chronically Absent</p> <p>Declined 6.1</p> <p>290 Students</p>

Conclusions based on this data:

1. Overall, 8.7% of students at Tierra Linda are "Chronically Absent", our Hispanic students are chronically absent 14.2% of the time. This is a decrease of 5% from the previous school year.
2. Overall, 8.7% of students at Tierra Linda are "Chronically Absent". Socio-economically disadvantaged students were chronically absent 17% of the time. This is a decrease of 7.3% from the previous school year.
3. Overall, 8.7% of students at Tierra Linda are "Chronically Absent". Students with disabilities were chronically absent 13.2% of the time. This is a decrease of 6.4% from the previous school year.

School and Student Performance Data

Conditions & Climate Suspension Rate

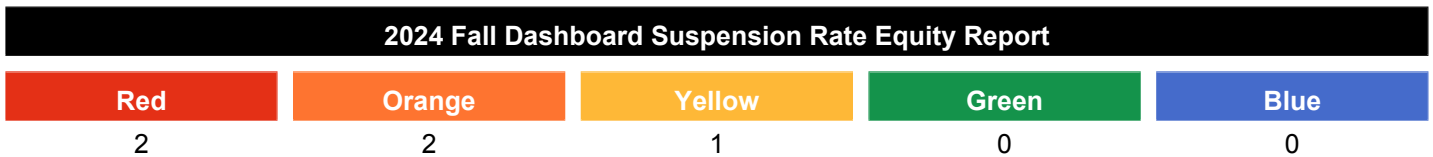
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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












This section provides number of student groups in each level.



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

2024 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p>  <p>Orange</p> <p>3.2% suspended at least one day</p> <p>Increased 1.4%</p> <p>535 Students</p>	<p>English Learners</p>  <p>No Performance Color</p> <p>0% suspended at least one day</p> <p>Maintained 0%</p> <p>14 Students</p>	<p>Long-Term English Learners</p>  <p>No Performance Color</p> <p>0 Students</p>
<p>Foster Youth</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>2 Students</p>	<p>Homeless</p>  <p>No Performance Color</p> <p>0% suspended at least one day</p> <p>Declined 8.3%</p> <p>12 Students</p>	<p>Socioeconomically Disadvantaged</p>  <p>Orange</p> <p>2.8% suspended at least one day</p> <p>Increased 0.3%</p> <p>141 Students</p>

<p>Students with Disabilities</p>  <p>Red</p> <p>14.3% suspended at least one day</p> <p>Increased 7.4%</p> <p>77 Students</p>	<p>African American</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>5 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>0 Students</p>
<p>Asian</p>  <p>No Performance Color</p> <p>0% suspended at least one day</p> <p>Maintained 0%</p> <p>20 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>10 Students</p>	<p>Hispanic</p>  <p>Yellow</p> <p>3% suspended at least one day</p> <p>Maintained 0.1%</p> <p>169 Students</p>
<p>Two or More Races</p>  <p>Orange</p> <p>2.9% suspended at least one day</p> <p>Increased 0.4%</p> <p>35 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>2 Students</p>	<p>White</p>  <p>Red</p> <p>3.4% suspended at least one day</p> <p>Increased 2.1%</p> <p>294 Students</p>

Conclusions based on this data:

- Overall, 3.2% of students at Tierra Linda were suspended one or more days. Hispanic students and students with two or more races had lower suspension rates of 3.0% and 2.9% respectively.
- Overall, 3.2% of students at Tierra Linda were suspended one or more days. 14.3% of students with disabilities were suspended one or more days. This is an increase of 7.4% from the previous year. Engaging Students with Disabilities positively will need to be a focus and is addressed in Goal #3.
- Overall, 3.2% of students at Tierra Linda were suspended one or more days. 2.8% of socioeconomically disadvantaged students were suspended one or more days, which is similar to last year's suspension rate.

Goals, Strategies, & Proposed Expenditures

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

Goal 1

Title and Description of School Goal

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

Student Achievement

By June 2025, 25% of students with disabilities and 30% of Hispanic/Latino students will score Above Standard on the CAASPP in the area of Listening, as measured by the CAASPP in English Language Arts.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

PVSD will increase student academic achievement and academic engagement through a cohesive instructional program centered on high-quality instruction and support.

PVSD will provide safe, supportive, and inclusive schools that foster a sense of belonging and connectedness for all students.

PVSD will foster a collaborative culture through clear and ongoing communication with opportunities for authentic engagement.

Identified Need

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

Families and staff reviewed CAASPP Data and determined that historically, Hispanic/Latino students and Students with Disabilities are not making academic growth at the same rate as their peers. Families and staff investigated performance in each Claim area on the CAASPP ELA and found that a large percentage of students are scoring "At or Near Standards" in Listening.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
California Assessment of Student Performance and Progress (CAASPP)	Currently, 48.72% of Students with Disabilities are currently "At or Near Standards" and 12.82% of students are "Above the Standard" on the CAASPP in the area of Listening in ELA.	25% of Students with Disabilities will score "Above the Standard" on the CAASPP in the area of Listening in ELA.
California Assessment of Student Performance and Progress (CAASPP)	Currently, 63.38% of Hispanic/Latino are currently "At or Near Standards" and 21.13% of students are "Above the Standard" on the CAASPP in the area of Listening in ELA.	30% of Hispanic/Latino will score "Above the Standard" on the CAASPP in the area of Listening in ELA.
California Assessment of Student Performance and Progress (CAASPP)	Currently, 76.76% of All Students are currently "At or Near Standards" and 17.43% of students are "Above the Standard" on the CAASPP in the area of Listening in ELA.	25% of All Students will score "Above the Standard" on the CAASPP in the area of Listening in ELA.

California School Dashboard performance on CAASPP in English Language Arts	Currently, the California School Dashboard indicator for Students with Disabilities is Yellow; scoring 46.5 points below the standard and shows an increase of 18.1 points from 22-23 to 23-24.	The California School Dashboard indicator for Students with Disabilities will be Yellow; scoring at least 31.6 points below the standard and will show an increase of 14.9 points from 23-24 to 24-25.
California School Dashboard performance on CAASPP in English Language Arts	Currently, the California School Dashboard indicator for Hispanic/Latino students is Blue; scoring 38.5 points above the standard and shows an increase of 28.4 points from 22-23 to 23-24.	The California School Dashboard indicator for Hispanic/Latino students will be Blue; scoring at least 45 points above the standard and will show an increase of 6.5 points from 23-24 to 24-25.

Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
1.1	Academic Leads on Leadership will continue to support strategies for improved achievement in Speaking and Listening standards school-wide.	All students, Hispanic/Latino Students, Students with Disabilities	182.50 Unrestricted 1000-1999: Certificated Personnel Salaries Teacher Stipends - Leadership Team 41.63 Unrestricted 3000-3999: Employee Benefits Employee Benefits for Teacher Stipends-- Leadership Team
1.2	Data will be used to identify students for before and/or after school interventions in English Language Arts for Grades 2-5.	All students, Hispanic/Latino Students, Students with Disabilities	1025.05 D102 Tutoring/Homework Support 1000-1999: Certificated Personnel Salaries Before and/or After school tutoring 227.95 D102 Tutoring/Homework Support 3000-3999: Employee Benefits Employee Benefits for Teachers--Before/After School Tutoring
1.3	Data will be used to identify TK - 3rd Grade students for peer tutoring support during the school day.	All students, Hispanic/Latino Students, Students with Disabilities	150.00 D203 Belongingness Activities 4000-4999: Books And Supplies Materials for Peer Tutors
1.4	Access to Makerspace to engage students in application of their academic skills	All students, Hispanic/Latino Students, Students with Disabilities	250 D206 Makerspace 4000-4999: Books And Supplies Supplies for Makerspace activities

1.5	PLC's will focus on a priority standard for reading and writing, utilize common formative assessment data, and develop enrichment and intervention opportunities as a team at include academic discourse (Speaking/Listening skills).	All students, Hispanic/Latino Students, Students with Disabilities PLC's will collaborate with case managers on formative assessment data and progress toward goals for students with disabilities	0 None Specified None Specified Embedded in designated PLC Time
1.6	Professional learning in best practices for Speaking and Listening in the classroom provided by teacher-leaders. Resource specialists will be included in training.	All students, Hispanic/Latino Students, Students with Disabilities	0 None Specified Embedded in School Day and PLC Time
1.7	Data Days at the end of trimester 1 and trimester 2 to review student progress on priority standard for Reading and Writing and determine next steps for students who are not showing growth. (Centralized Service)	All students, Hispanic/Latino Students, Students with Disabilities	0 D108 Data Days 1000-1999: Certificated Personnel Salaries Substitutes for Data Days (Centralized Cost)
1.8	Collaborative Success Team Meetings for students who are not showing growth toward grade-level standards	All students, Hispanic/Latino Students, Students with Disabilities	0 D204 CST 1000-1999: Certificated Personnel Salaries Substitutes for CST Meetings (8 total for year - Centralized Cost)
1.9	Teachers will be provided with opportunities to shadow a student or observe peers in the classroom to improve instructional practices and student engagement.	All students, Hispanic/Latino Students, Students with Disabilities	0 1000-1999: Certificated Personnel Salaries Substitutes for Student Shadow and Peer Observations (Centralized Cost)

Goals, Strategies, & Proposed Expenditures

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

Goal 2

Title and Description of School Goal

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

Student Achievement

By June 2025, 25% of students with disabilities and 35% of Hispanic/Latino students will score Above Standard on the CAASPP in the area of Communicating Reasoning, as measured by the CAASPP in Mathematics.
By June 2025, 55% of All Students will score "Meeting Standards" or "Exceeding Standards" on the CAST.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

PVSD will increase student academic achievement and academic engagement through a cohesive instructional program centered on high-quality instruction and support.

PVSD will provide safe, supportive, and inclusive schools that foster a sense of belonging and connectedness for all students.

PVSD will foster a collaborative culture through clear and ongoing communication with opportunities for authentic engagement.

Identified Need

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

Families and staff reviewed CAASPP Data and determined that historically, Hispanic/Latino students and Students with Disabilities are not making academic growth at the same rate as their peers. Families and staff investigated performance in each Claim area on the CAASPP Mathematics and found that a large percentage of students are scoring "At or Near Standards" in Communicating Reasoning.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
California Assessment of Student Performance and Progress (CAASPP)	Currently, 69.23% of Students with Disabilities are currently "At or Near Standards" and 12.82% of students are "Above the Standard" on the CAASPP in the area of Communicating Reasoning in Mathematics.	25% of Students with Disabilities will score "Above the Standard" on the CAASPP in the area of Communicating Reasoning in Mathematics.
California Assessment of Student Performance and Progress (CAASPP)	Currently, 54.93% of Hispanic/Latino are currently "At or Near Standards" and 30.99% of students are "Above the Standard" on the CAASPP in the area of Communicating Reasoning in Mathematics.	35% of Hispanic/Latino will score "Above the Standard" on the CAASPP in the area of Communicating Reasoning in Mathematics.
California Assessment of Student Performance and Progress (CAASPP)	Currently, 58.09% of All Students are currently "At or Near Standards" and	40% of All Students will score "Above the Standard" on the CAASPP in the

	34.02% of students are "Above the Standard" on the CAASPP in the area of Communicating Reasoning in Mathematics.	area of Communicating Reasoning in Mathematics.
California School Dashboard performance on CAASPP in Mathematics	Currently, the California Dashboard indicator for Students with Disabilities is Yellow; scoring 33.3 points below the standard and shows an increase of 29.3 points from 22-23 to 23-24.	The California Dashboard indicator for Students with Disabilities will be Green; scoring at least 25 points below the standard and showing an increase of 8.3 points from 23-24 to 24-25.
California School Dashboard performance on CAASPP in Mathematics	Currently, the California Dashboard indicator for Hispanic/Latino students is Blue; scoring 18 points above the standard and shows an increase of 36.4 points from 22-23 to 23-24.	The California Dashboard indicator for Hispanic/Latino students will be Blue; scoring at least 35 points above the standard and showing an increase of 17 points from 23-24 to 24-25.
California Science Test	Currently, 24% of All Students are currently "Meeting Standards" and 27% of students are "Exceeding Standards" on the CAST.	55% of All Students will score "Meeting Standards" or "Exceeding Standards" on the CAST.
California School Dashboard performance on CAST	Currently, the California Dashboard indicator for All Students shows our students scoring 1.1 points below the standard and shows an increase of 9.4 points from 22-23 to 23-24.	The California Dashboard indicator for All Students will show at least 7 points above the standard and showing an increase of 8.1 points from 23-24 to 24-25.
California School Dashboard performance on CAST	Currently, the California Dashboard indicator for Hispanic/Latino Students shows our students scoring 1.9 points below the standard and shows an increase of 15.3 points from 22-23 to 23-24.	The California Dashboard indicator for Hispanic/Latino Students will show at least 7 points above the standard and showing an increase of 8.9 points from 23-24 to 24-25.
California School Dashboard performance on CAST	Currently, the California Dashboard indicator for Students with Disabilities shows our students with Disabilities scoring 17.6 points below the standard and shows an increase of 9.2 points from 22-23 to 23-24.	The California Dashboard indicator for Students with Disabilities will show at least 9 points below the standard and showing an increase of 8.6 points from 23-24 to 24-25.

Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
2.1	Academic Leads on Leadership will continue to support strategies for improved performance in mathematics, including presenting research-based strategies for building fluency in mathematics.	All students, Hispanic/Latino Students, Students with Disabilities	182.50 1000-1999: Certificated Personnel Salaries Teacher Stipends - Academic Leads - Leadership Team 41.63 3000-3999: Employee Benefits Employee Benefits for Teacher Stipends - Academic Leads - Leadership Team
2.2	Data will be used to identify students for before and/or after school interventions in mathematics Grades 2 - 5.	All students, Hispanic/Latino	1025.05 D102 Tutoring/Homework Support

		Students, Students with Disabilities	1000-1999: Certificated Personnel Salaries Before and/or After school tutoring 227.95 D102 Tutoring/Homework Support 3000-3999: Employee Benefits Employee Benefits for Teachers--Before/After School Tutoring
2.3	Data will be used to identify TK - 3rd Grade students for peer tutoring support during the school day.	All students, Hispanic/Latino Students, Students with Disabilities	150.00 D203 Belongingness Activities 4000-4999: Books And Supplies Materials for peer tutors
2.4	Access to Makerspace to engage students in application of their academic skills.	All students, Hispanic/Latino Students, Students with Disabilities	250 D206 Makerspace 4000-4999: Books And Supplies Supplies for Makerspace activities
2.5	PLC's will focus on a priority standard for mathematics, utilize common formative assessment data, and develop enrichment and intervention opportunities as a team that include opportunities to communicate reasoning through academic discourse and writing.	All students, Hispanic/Latino Students, Students with Disabilities PLC's will collaborate with case managers on formative assessment data and progress toward goals for students with disabilities	None Specified Embedded in designated PLC Time
2.6	Professional learning in writing and academic discourse in mathematics provided by teacher-leaders, resource specialists will be included in training.	All students, Hispanic/Latino Students, Students with Disabilities	None Specified None Specified Embedded in School Day and PLC Time
2.7	Data Days at the end of trimester 1 and trimester 2 to review student progress on priority standard for mathematics and determine next steps for students who are not showing growth. (Centralized Service)	All students, Hispanic/Latino Students, Students with Disabilities	0 D108 Data Days 1000-1999: Certificated Personnel Salaries Substitutes for Data Days (Centralized Cost)
2.8	Collaborative Success Team Meetings for students who are not showing growth toward grade-level standards	All students, Hispanic/Latino Students, Students with Disabilities	0 D204 CST 1000-1999: Certificated Personnel Salaries Substitutes for CST Meetings (8 total for year - Centralized Cost)
2.9	Teachers will be provided with opportunities to shadow a student or observe peers in the classroom to improve instructional practices and student engagement.	All students, Hispanic/Latino Students, Students with Disabilities	0 1000-1999: Certificated Personnel Salaries Substitutes for Student Shadow and Peer

			Observations (Centralized Cost)
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Goals, Strategies, & Proposed Expenditures

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

Goal 3

Title and Description of School Goal

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

Student Connectedness and Engagement

By November 2025, 80% of families and teachers will respond "Agree" to the statement: Tierra Linda School behavior expectations are communicated and enforced on the playground.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

PVSD will provide safe, supportive, and inclusive schools that foster a sense of belonging and connectedness for all students.

PVSD will foster a collaborative culture through clear and ongoing communication with opportunities for authentic engagement.

Identified Need

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

Families and staff reviewed the California School Dashboard in the areas of Chronic Absenteeism and Suspension Rate. Families and staff reviewed the annual family survey, student survey and teacher survey to determine specific areas of need.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Fall 2025 Family Survey	Currently, 73.6% of families responded "Agree" to the statement: Tierra Linda School behavior expectations are communicated and enforced on the playground. Comparatively, in the fall of 2023, 80.3% of families reported Tierra Linda School behavior expectations are communicated and enforced on the playground either "Consistently" or "Usually".	80% of families will respond "Agree" to the statement: Tierra Linda School behavior expectations are communicated and enforced on the playground.
Fall 2025 Teacher Survey	Currently, 55.6% of teachers responded "Agree" to the statement: Tierra Linda School behavior expectations are communicated and enforced on the playground.	80% of teachers will respond "Agree" to the statement: Tierra Linda School behavior expectations are communicated and enforced on the playground.
Suspension Rate on California School Dashboard	Currently, the California Dashboard indicator for suspension rate for All Students is Orange; with 3.2% of students suspended at least one day, an increase of 1.4% from 22-23 to 23-24.	The California Dashboard indicator for suspension rate for All Students will be Green; with less than 2.8% of all students suspended at least one day, a decrease of 1.4% from 23-24 to 24-25.

Suspension Rate on California School Dashboard	Currently, the California Dashboard indicator for suspension rate for Students with Disabilities is Red; with 14.3% of students suspended at least one day, an increase of 7.4% from 22-23 to 23-24.	The California Dashboard indicator for suspension rate for Students with Disabilities will be Yellow; with less than 6.0% of all students suspended at least one day, a decrease of 8.3% from 23-24 to 24-25.
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Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
3.1	Social-emotional Learning, Positive Behavior Model, and Celebrating Community Leads on Leadership will continue to support strategies to engage and connect students on campus and in the classroom. This will take place during professional development days, and staff meetings.	All students, Students with Disabilities	1125.00 Donations 1000-1999: Certificated Personnel Salaries Teacher Stipends - Leadership Team 250.20 Donations 3000-3999: Employee Benefits Employee Benefits for Teacher Stipends-- Leadership Team
3.2	Student Leadership Opportunities via Tierra Linda Community Council (Peer Tutoring, Wellness Committee, School Spirit, Yearbook, CHAMPS and Principal's Cabinet)	All students, Students with Disabilities	2250.00 D203 Belongingness Activities 1000-1999: Certificated Personnel Salaries Student leadership club stipend - Tierra Linda Community Council 499.50 D203 Belongingness Activities 3000-3999: Employee Benefits Employee Benefits for Teacher Stipends - Tierra Linda Community Council
3.3	Variety of student interest groups to promote Student Involvement and Leadership (Maker Club, Track, Gardening Club, Spelling Bee, Battle of the Books, CAO)	All students, Students with Disabilities	3350.00 D203 Belongingness Activities 1000-1999: Certificated Personnel Salaries Teacher Stipends - Clubs 743.70 D203 Belongingness Activities 3000-3999: Employee Benefits Teacher Stipends - Clubs
3.4	Ron Clark Houses - Promote Leadership and Connectedness amongst Grade Levels	All students, Students with Disabilities	375.00 Unrestricted 1000-1999: Certificated Personnel Salaries

			Ron Clark House Lead - Stipend 83.40 Unrestricted 3000-3999: Employee Benefits Ron Clark House Lead - Benefits 2500.00 Donations 4000-4999: Books And Supplies House T-Shirts 150.00 D203 Belongingness Activities 4000-4999: Books And Supplies House Prizes
3.5	Incentives for Positive Behavior and Leadership on Campus	All students, Students with Disabilities	835.44 D203 Belongingness Activities 4000-4999: Books And Supplies Class of the Week Prizes, Certificates, Popcorn for Student of the Week, Prizes for Raffle Winners
3.6	Big Buddy - Little Buddy Activities to Promote Leadership during Class for Students in Grades 3-5, while modeling and mentoring for students in grades TK-2	All students, Students with Disabilities	600 D203 Belongingness Activities 4000-4999: Books And Supplies Fund Big-Buddy-Little Buddy Activities (\$100 per grade level)
3.7	No Place for Hate	All students, Students with Disabilities	500 Unrestricted 1000-1999: Certificated Personnel Salaries Teacher Stipends - No Place for Hate 111 Unrestricted 3000-3999: Employee Benefits Employee Benefits for Teacher Stipends - No Place for Hate
3.8	Collaborate with Tierra Linda Parent-Teacher Association to provide enrichment experiences PE, assemblies, and field trips.	All students, Students with Disabilities	5729.00 D203 Belongingness Activities 5700-5799: Transfers Of Direct Costs Transportation and admissions for Field Trips. PTA typically partners with the school to support field trip costs. School Site Council agrees that monies not spent

			in this action item by the end of the fiscal year can be utilized to restock playground equipment.
3.9	Science Night to Highlight STEAM work and Makerspace	All students, Students with Disabilities	150 D203 Belongingness Activities 1000-1999: Certificated Personnel Salaries Stipend for Science Night Coordinator 33.36 D203 Belongingness Activities 3000-3999: Employee Benefits Benefits for Science Night Coordinator
3.10	CHAMPS Signage for Playground, Lunch Area and Restrooms	All students, Students with Disabilities	2000 Donations 4000-4999: Books And Supplies Signs for CHAMPS Expectations to be posted on playground, in lunch area and restrooms
3.11	Teacher Professional Development on Universally Designed Instruction and Strategies to increase student voice, leadership and autonomy in the classroom	All students, Students with Disabilities	0 None Specified None Specified Built into PLC Meeting Schedule
3.12	Teacher Peer Observations (Centralized Support)	All students, Students with Disabilities	0 None Specified Provide teachers time out of the classroom to observe peers at Tierra Linda or at other sites in the areas of student leadership, autonomy, choice and ownership over learning
3.13	Monthly Campus Supervisor Meetings (Centralized Service)	All students, Students with Disabilities	0 None Specified None Specified Monthly campus supervisor meetings to discuss proactive strategies for student behavior and positive behavior reinforcement.
3.14	Bi-weekly Case Conference for Behaviorally Structured Program (Centralized Service)	All students, Students with Disabilities	0 None Specified None Specified 1/2 Day sub coverage for bi-weekly meetings with BSP Team to review data, discuss behavior interventions and determine next steps to support students.

3.15	Monthly BSP Instructional Assistant Trainings (Centralized Service)	All students, Students with Disabilities	0 None Specified None Specified Monthly meetings with BSP Instructional Assistant Team to review data, discuss behavior interventions and determine next steps to support students.
3.16	Prop 28 Arts Funding: Music	All students, Students with Disabilities	24000 Prop 28 Arts 1000-1999: Certificated Personnel Salaries Prop 28 Arts Funding: 0.2 FTE Music Teacher 1100 Prop 28 Arts 4000-4999: Books And Supplies Music Supplies 2000 Prop 28 Arts 4000-4999: Books And Supplies Music consumables/repair
3.17	Prop 28 Arts Funding: Dance	All students, Students with Disabilities	24000 Prop 28 Arts 1000-1999: Certificated Personnel Salaries Prop 28 Arts Funding: 0.2 FTE Music Teacher 1100 Prop 28 Arts 4000-4999: Books And Supplies Dance Supplies
3.18	Prop 28 Arts Funding: Art	All students, Students with Disabilities	2400 Prop 28 Arts 4000-4999: Books And Supplies Arts Consumables 7231 Prop 28 Arts 4000-4999: Books And Supplies Digital Art Equipment 8492 Prop 28 Arts 2000-2999: Classified Personnel Salaries Art IA/Specialist 3000 Prop 28 Arts 2000-2999: Classified Personnel Salaries Arts Support Specialist

Annual Review and Update

SPSA Year Reviewed: 2023-24

Goal 1

By June 2024, 87% of students at Tierra Linda will be "At or Near Standards" or "Exceeding Standards" in the area of Writing, as measured by the CAASPP in English Language Arts.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
California Assessment of Student Performance and Progress (CAASPP)	87% of students at Tierra Linda will be "At or Near Standards" or "Exceeding Standards" in the area of Writing, as measured by the CAASPP in English Language Arts.	Students at Tierra Linda nearly met the expected outcome. 86.72% of students at Tierra Linda scored "At or Near Standards" or "Exceeding Standards" in the area of Writing, as measured by the CAASPP in English Language Arts. Additionally, 91.29% of students at Tierra Linda scored "At or Near Standards" or "Exceeding Standards" in the area of Research and Inquiry (which is also impacted by a focus in writing), as measured by the CAASPP in English Language Arts, an increase from 85.44% in 2023.
California School Dashboard performance on CAASPP in English Language Arts	Students with disabilities will increase their achievement significantly on the CAASPP in ELA by 15 points from 64.6 points below standard to 49.6 points below standard.	Students with disabilities exceeded the expected outcome. This student group increased their achievement significantly on the CAASPP in ELA by 18.1 points from 64.6 points below standard to 46.5 points below standard.

Strategies/Activities for Goal 1

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Academic Leads on Leadership will continue to support strategies for improved writing school-wide and will familiarize staff with a common writing rubric that aligns to the standards and CAASPP Performance Task.	Academic Leads on Leadership supported strategies for improved writing school-wide and will familiarize staff with a common writing rubric that aligns to the standards and CAASPP Performance Task.	Teacher Stipends - Leadership Team 1000-1999: Certificated Personnel Salaries Donations 562.50	Teacher Stipends - Leadership Team 1000-1999: Certificated Personnel Salaries Donations 562.50
		Employee Benefits for Teacher Stipends-- Leadership Team 3000-3999: Employee Benefits Donations 125.10	Employee Benefits for Teacher Stipends-- Leadership Team 3000-3999: Employee Benefits Donations 125.10

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Data will be used to identify students for before and/or after school interventions in writing (with an emphasis on utilizing textual evidence) for Grades 2-5.	Data was used to identify students for before and/or after school interventions in writing (with an emphasis on utilizing textual evidence) in grades 3-5.	Before and/or After school tutoring 1000-1999: Certificated Personnel Salaries P112 Tutoring 1196.00	Before and/or After school tutoring 1000-1999: Certificated Personnel Salaries D102 Tutoring/Homework Support 1196.00
		Employee Benefits for Teachers--Before/After School Tutoring 3000-3999: Employee Benefits P112 Tutoring 230.00	Employee Benefits for Teachers--Before/After School Tutoring 3000-3999: Employee Benefits D102 Tutoring/Homework Support 268.18
PLC's will focus on a priority standard for writing, will create common formative assessments, review data, and develop interventions as a team.	PLC's regularly focused on data from common formative writing assessments and developed interventions as a team.	Embedded in designated PLC Time None Specified None Specified 0	Embedded in designated PLC Time None Specified 0
Access to Makerspace to engage students in application of their academic skills	Grade levels utilized Makerspace once per month to apply academic skills learned in the classroom.	Supplies for Makerspace activities 4000-4999: Books And Supplies P206 Makerspace Supplies 250.00	Supplies for Makerspace activities 4000-4999: Books And Supplies D206 Makerspace 284.00
Professional learning in utilizing writing rubrics and best practices for annotating and citing evidence provided by teacher-leaders. Resource specialists will be included in training.	Teacher-led professional learning occurred in utilizing writing rubrics and best practices for annotating and citing evidence. Resource specialists were included in training. Additionally, professional articles and resources were shared weekly in the Staff Newsletter.	Embedded in School Day and PLC Time None Specified None Specified 0	Embedded in School Day and PLC Time None Specified 0
Data Days at the end of trimester 1 and trimester 2 to review student progress on priority standards for reading and writing and determine next steps for students who are not showing growth. (Centralized Service)	Data Days were held on 10/2/23, 10/3/23, 12/5/23 and 3/11/23 to review student progress on priority standards for reading and writing and determine next steps for students who are not showing growth. (Centralized Service)	Substitutes for Data Days (Centralized Cost) 1000-1999: Certificated Personnel Salaries P207 Data 0	Substitutes for Data Days (Centralized Cost) 1000-1999: Certificated Personnel Salaries D108 Data Days 0
Collaborative Success Team Meetings for	Collaborative Success Team Meetings for	Substitutes for CST Meetings (8 total for year	Substitutes for CST Meetings (8 total for year

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
students who are not showing growth toward grade-level standards	students who are not showing growth toward grade-level standards were held on 10/5/23, 12/1/23, 12/19/23, 1/11/23, 3/14/23, 3/15/23, 3/19/23, 4/11/23, 5/7/23.	- Centralized Cost) 1000-1999: Certificated Personnel Salaries CST Meetings 0	- Centralized Cost) 1000-1999: Certificated Personnel Salaries D204 CST 0
Family Math Night - Engage Families in supporting literacy at home	Not held	<p data-bbox="824 432 1153 646">Stipend for Literacy Night Coordinator 1000-1999: Certificated Personnel Salaries P203 Connectedness 150</p> <p data-bbox="824 653 1153 867">Benefits for Literacy Night Coordinator 3000-3999: Employee Benefits P203 Connectedness 33.36</p>	<p data-bbox="1182 432 1510 646">Stipend for Literacy Night Coordinator 1000-1999: Certificated Personnel Salaries D203 Belongingness Activities 0</p> <p data-bbox="1182 653 1510 867">Benefits for Literacy Night Coordinator 3000-3999: Employee Benefits D203 Belongingness Activities 0</p>

Analysis

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

Overall, we were able to implement all planned activities, with the exception of Literacy Night.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Students at Tierra Linda nearly met the expected outcome. 86.72% of students at Tierra Linda scored “At or Near Standards” or “Exceeding Standards” in the area of Writing, as measured by the CAASPP in English Language Arts. Additionally, 91.29% of students at Tierra Linda scored “At or Near Standards” or “Exceeding Standards” in the area of Research and Inquiry (which is also impacted by a focus in writing), as measured by the CAASPP in English Language Arts, an increase from 85.44% in 2023.

Students with disabilities exceeded the expected outcome. This student group increased their achievement significantly on the CAASPP in ELA by 18.1 points from 64.6 points below standard to 46.5 points below standard.

Input from families and staff indicated that the strategies and activities that were most effective in supporting student achievement in English Language Arts were the consistent implementation of PLCs/WIN Time paired with time spent during Data Days. These structures, paired with strong instructional leadership and interventions provided through the CST Process and tutoring benefited our students and led to academic growth.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

Tutoring: Benefits were slightly higher than anticipated at the beginning of the year (\$38.18)
Makerspace: Overspent due to change in prices in order when placed (\$34.00)
Literacy Night: Calendaring Literacy Night was challenging with other events planned to support family engagement. The event did not occur. Funds were reallocated to support connectedness activities on the playground.

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.

The goal will be updated with a focus on Listening in ELA. The goal will be written with specific, measurable targets for Students with Disabilities and Hispanic/Latino students. The action items will remain similar, but will not include a Literacy Night, as survey data indicated there was low interest in participating in this from families, students and staff.

Annual Review and Update

SPSA Year Reviewed: 2023-24

Goal 2

By June 2024, 82% of students at Tierra Linda will be "At or Near Standards" or "Exceeding Standards" in the area of Concepts and Procedures, as measured by the CAASPP in Math.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
California Assessment of Student Performance and Progress (CAASPP)	82% of students at Tierra Linda will be "At or Near Standards" or "Exceeding Standards" in the area of Concepts and Procedures, as measured by the CAASPP in Math.	Students at Tierra Linda met the expected outcome. 89.21% of students at Tierra Linda scored "At or Near Standards" or "Exceeding Standards" in the area of Concepts and Procedures, as measured by the CAASPP in Mathematics. This is an increase of 9.9% from 2023 to 2024 (79.31% in 2023).
California School Dashboard performance on CAASPP in English Language Arts	Students with disabilities will increase their achievement significantly on the CAASPP in Mathematics by 15 points from 62.6 points below standard to 47.6 points below standard.	Students with disabilities exceeded the expected outcome. This student group increased their achievement significantly on the CAASPP in Math by 29.3 points from 62.6 points below standard to 33.3 points below standard.

Strategies/Activities for Goal 2

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Academic Leads on Leadership will continue to support strategies for improved performance in mathematics, including presenting research-based strategies for building fluency in mathematics.	Academic Leads on Leadership supported strategies for improved performance in mathematics, including presenting research-based strategies for building fluency in mathematics.	Teacher Stipends - Academic Leads - Leadership Team 1000-1999: Certificated Personnel Salaries Donations 562.50	Teacher Stipends - Academic Leads - Leadership Team 1000-1999: Certificated Personnel Salaries Donations 562.50
		Employee Benefits for Teacher Stipends - Academic Leads - Leadership Team 3000-3999: Employee Benefits Donations 125.10	Employee Benefits for Teacher Stipends - Academic Leads - Leadership Team 3000-3999: Employee Benefits Donations 125.10
Data will be used to identify students for before and/or after school	Data was used to identify students for before and/or after school interventions	Before and/or After school tutoring 1000-1999: Certificated	Before and/or After school tutoring 1000-1999: Certificated

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
interventions mathematics Grades 2 - 5.	in mathematics in grades 2-5.	Personnel Salaries P112 Tutoring 1196.00 Employee Benefits for Teachers--Before/After School Tutoring 3000-3999: Employee Benefits P112 Tutoring 230.00	Personnel Salaries D102 Tutoring/Homework Support 1196.00 Employee Benefits for Teachers--Before/After School Tutoring 3000-3999: Employee Benefits D102 Tutoring/Homework Support 268.18
PLC's will focus on a priority standard for mathematics, will create common formative assessments, review data, and develop interventions as a team.	PLC's regularly focused on data from common formative mathematics assessments and developed interventions as a team.	Embedded in designated PLC Time None Specified None Specified 0	Embedded in designated PLC Time None Specified 0
Access to Makerspace to engage students in application of their academic skills.	Grade levels utilized Makerspace once per month to apply academic skills learned in the classroom.	Supplies for Makerspace activities 4000-4999: Books And Supplies P206 Makerspace Supplies 250.00	Supplies for Makerspace activities 4000-4999: Books And Supplies D206 Makerspace 284.00
4th Grade teachers will participate in a coaching cycle with PVSD's Mathematics Content Specialist.	4th Grade teachers participated in a coaching cycle with PVSD's Mathematics Content Specialist during the months of September and October.	Embedded in School Day and PLC Time None Specified None Specified 0	Embedded in School Day and PLC Time None Specified 0
Professional learning in engaging mathematics strategies provided by teacher-leaders, resource specialists will be included in training.	Teacher-led professional learning occurred in engaging mathematics strategies. Resource specialists were included in training. Additionally, professional articles and resources were shared weekly in the Staff Newsletter.	Embedded in School Day and PLC Time None Specified None Specified 0	Embedded in School Day and PLC Time None Specified 0
Data Days at the end of trimester 1 and trimester 2 to review student progress on priority standard for mathematics and determine next steps for students who are not showing growth. (Centralized Service)	Data Days were held on 10/2/23, 10/3/23, 12/5/23 and 3/11/23 to review student progress on priority standards for mathematics and determine next steps for students who are not showing growth. (Centralized Service)	Substitutes for Data Days (Centralized Cost) 1000-1999: Certificated Personnel Salaries P207 Data 0	Substitutes for Data Days (Centralized Cost) 1000-1999: Certificated Personnel Salaries D108 Data Days 0

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Collaborative Success Team Meetings for students who are not showing growth toward grade-level standards	Collaborative Success Team Meetings for students who are not showing growth toward grade-level standards were held on 10/5/23, 12/1/23, 12/19/23, 1/11/23, 3/14/23, 3/15/23, 3/19/23, 4/11/23, 5/7/23.	Substitutes for CST Meetings (8 total for year - Centralized Cost) 1000-1999: Certificated Personnel Salaries CST Meetings 0	Substitutes for CST Meetings (8 total for year - Centralized Cost) 1000-1999: Certificated Personnel Salaries D204 CST 0
Family Math Night - Engage Families in supporting Concepts and Procedures Practice at home	Not held	Stipend for Math Night Coordinator 1000-1999: Certificated Personnel Salaries P203 Connectedness 150	Stipend for Math Night Coordinator 1000-1999: Certificated Personnel Salaries D203 Belongingness Activities 0
		Benefits for Math Night Coordinator 1000-1999: Certificated Personnel Salaries P203 Connectedness 33.36	Benefits for Math Night Coordinator 1000-1999: Certificated Personnel Salaries D203 Belongingness Activities 0

Analysis

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

Overall, we were able to implement all planned activities, with the exception of Math Night.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Students at Tierra Linda met the expected outcome. 89.21% of students at Tierra Linda scored “At or Near Standards” or “Exceeding Standards” in the area of Concepts and Procedures, as measured by the CAASPP in Mathematics. This is an increase of 9.9% from 2023 to 2024 (79.31% in 2023).

Students with disabilities exceeded the expected outcome. This student group increased their achievement significantly on the CAASPP in Math by 29.3 points from 62.6 points below standard to 33.3 points below standard.

Input from families and staff indicated that the strategies and activities that were most effective in supporting student achievement in Mathematics were the consistent implementation of PLCs/WIN Time paired with time spent during Data Days. These structures, paired with strong instructional leadership and interventions provided through the CST Process and tutoring, benefited our students and led to academic growth.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

Tutoring: Benefits were slightly higher than anticipated at the beginning of the year (\$38.18)

Makerspace: Overspent due to change in prices in order when placed (\$34.00)

Math Night: Calendaring Literacy Night was challenging with other events planned to support family engagement. The event did not occur. Funds were reallocated to support connectedness activities on the playground.

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.

The goal will be updated with a focus on Communicating Reasoning in Mathematics. The goal will be written with specific, measurable targets for Students with Disabilities and Hispanic/Latino students. The action items will remain similar, but will not include a Math Night, as survey data indicated there was low interest in participating in this from families, students and staff.

Annual Review and Update

SPSA Year Reviewed: 2023-24

Goal 3

By November 2024, 70% of 4th and 5th grade students will report they have the chance to be a leader in the classroom on the Fall 2024 Student Survey.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Fall 2024 Student Survey	70% of 4th and 5th grade students will report they have the chance to be a leader in the classroom on the Fall 2024 Student Survey.	88.3% of 3rd-5th Grade students reported having the chance to be a leader on campus on the Fall 2024 Student Survey.
Suspension Rate on California School Dashboard	Students with disabilities suspension rate will decrease from 6.9% of students suspended at least one school day to 5.9%.	Students with Disabilities suspension rate increased from 6.9% in 22-23 to 14.3% in 23-24.

Strategies/Activities for Goal 3

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Social-emotional Learning, Positive Behavior Model, and Celebrating Community Leads on Leadership will continue to support strategies to engage and connect students on campus and in the classroom. This will take place during professional development days, and staff meetings.	Social-emotional Learning, Positive Behavior Model, and Celebrating Community Leads on Leadership provided staff with strategies to engage and connect students on campus and in the classroom during professional development days and staff meetings. Additionally, professional articles and resources were shared weekly in the Staff Newsletter.	Teacher Stipends - Leadership Team 1000-1999: Certificated Personnel Salaries Donations 1125.00	Teacher Stipends - Leadership Team 1000-1999: Certificated Personnel Salaries Donations 1125.00
		Employee Benefits for Teacher Stipends-- Leadership Team 3000-3999: Employee Benefits Donations 250.20	Employee Benefits for Teacher Stipends-- Leadership Team 3000-3999: Employee Benefits Donations 250.20
Student Leadership Opportunities via Tierra Linda Community Council (Peer Tutoring, Wellness Committee, School Spirit, Yearbook, CHAMPS and Principal's Cabinet)	These committees met regularly and provided leadership on the school campus.	Student leadership club stipend - Tierra Linda Community Council 1000-1999: Certificated Personnel Salaries P203 Connectedness 1500.00	Student leadership club stipend - Tierra Linda Community Council 1000-1999: Certificated Personnel Salaries D203 Belongingness Activities 1500.00
		Employee Benefits for Teacher Stipends -	Employee Benefits for Teacher Stipends -

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		Tierra Linda Community Council 3000-3999: Employee Benefits P203 Connectedness 333.60	Tierra Linda Community Council 3000-3999: Employee Benefits D203 Belongingness Activities 333.60
Variety of student interest groups to promote Student Involvement and Leadership (Robotics, Track, Cheer Club, Spanish Club, Spelling Bee, Speech Competition, CAO)	The following clubs/activities to promote Student Involvement and Leadership occurred: Robotics, Track, Cheer Club, Spanish Club, Gardening Club, Battle of the Books and CAO)	Teacher Stipends - Clubs 1000-1999: Certificated Personnel Salaries P203 Connectedness 1975.00	Teacher Stipends - Clubs 1000-1999: Certificated Personnel Salaries D203 Belongingness Activities 1975.00
		Teacher Stipends - Clubs 3000-3999: Employee Benefits P203 Connectedness 439.24	Teacher Stipends - Clubs 3000-3999: Employee Benefits D203 Belongingness Activities 439.24
Ron Clark Houses - Promote Leadership and Connectedness amongst Grade Levels	Grades 2-5 participated in Ron Clark Houses. T-shirts were purchased. Weekly points were collected and weekly prizes given. An overall prize was given to the house with the most points for the year.	Ron Clark House Lead - Stipend 1000-1999: Certificated Personnel Salaries P203 Connectedness 375.00	Ron Clark House Lead - Stipend 1000-1999: Certificated Personnel Salaries D203 Belongingness Activities 375.00
		Ron Clark House Lead - Benefits 3000-3999: Employee Benefits P203 Connectedness 83.40	Ron Clark House Lead - Benefits 3000-3999: Employee Benefits D203 Belongingness Activities 83.40
		House T-Shirts 4000-4999: Books And Supplies Donations 2000.00	House T-Shirts 4000-4999: Books And Supplies Donations 2787.00
		House Prizes 4000-4999: Books And Supplies P201-PBIS/Attendance 350	House Prizes 4000-4999: Books And Supplies 0
Incentives for Positive Behavior and Leadership on Campus	Class of the Week prizes were given, students received certificates and popcorn for Hawk of the Week and weekly Hawk Pride Ticket raffles occurred.	Class of the Week Prizes, Certificates, Popcorn for Student of the Week, Prizes for Raffle Winners 4000-4999: Books And Supplies P203 Connectedness 2165.88	Class of the Week Prizes, Certificates, Popcorn for Student of the Week, Prizes for Raffle Winners 4000-4999: Books And Supplies D203 Belongingness Activities 3194.02
Big Buddy - Little Buddy Activities to Promote Leadership during Class	At a minimum, all grade levels participated in a Big Buddy - Little Buddy	Fund Big-Buddy-Little Buddy Activities (\$100	Fund Big-Buddy-Little Buddy Activities (\$100

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
for Students in Grades 3-5, while modeling and mentoring for students in grades TK-2	activity on Unity Day, Read Across America Week and an end of year activity.	per grade level) 4000-4999: Books And Supplies P203 Connectedness 600	per grade level) 4000-4999: Books And Supplies D203 Belongingness Activities 602.45
Kindergarten and 1st Grade Reading Club, with leaders from Excellence from All Club	Not held, staff had medical issues at last minute and we were not able to replace.	Two Stipends to run 10 Before or Afterschool Reading Club Meetings 1000-1999: Certificated Personnel Salaries P203 Connectedness 750 Benefits for Reading Club Advisor Stipends 3000-3999: Employee Benefits P203 Connectedness 166.80	Two Stipends to run 10 Before or Afterschool Reading Club Meetings 1000-1999: Certificated Personnel Salaries D203 Belongingness Activities 0 Benefits for Reading Club Advisor Stipends 3000-3999: Employee Benefits D203 Belongingness Activities 0
Collaborate with Tierra Linda Parent-Teacher Association to bring in experiences such as music, PE, assemblies, as well as opportunities for field trips.	Tierra Linda funded field trips and assemblies in partnership with PTA. The following field trips and assemblies were paid for through Tierra Linda Connectedness funds: Mary Poppins Musical, New West Symphony, Colonial Days and Gold Rush Days.	Transportation for Field Trips. PTA typically covers the cost of other items listed in action item. School Site Council agrees that monies not spent in this action item by the end of the fiscal year can be utilized to restock playground equipment. 5700-5799: Transfers Of Direct Costs P203 Connectedness 6518.00	Transportation for Field Trips. PTA typically covers the cost of other items listed in action item. School Site Council agrees that monies not spent in this action item by the end of the fiscal year can be utilized to restock playground equipment. 5700-5799: Transfers Of Direct Costs D203 Belongingness Activities 3625.00
Science Night to Highlight STEAM work and Makerspace	Science Night to Highlight STEAM work and Makerspace was held on 3/21/24.	Stipend for Science Night Coordinator 1000-1999: Certificated Personnel Salaries P203 Connectedness 150.00 Benefits for Science Night Coordinator 3000-3999: Employee Benefits P203 Connectedness 33.36	Stipend for Science Night Coordinator 1000-1999: Certificated Personnel Salaries D203 Belongingness Activities 150.00 Benefits for Science Night Coordinator 3000-3999: Employee Benefits D203 Belongingness Activities 33.36
Teacher Professional Development on Universally Designed	Teachers participated in a professional book club: UDL Now! Additionally,	Built into PLC Meeting Schedule None	Built into PLC Meeting Schedule None Specified 0

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Instruction and Strategies to increase student voice, leadership and autonomy in the classroom	Leadership continued to discuss strategies and professional articles and resources were shared weekly in the Staff Newsletter.	Specified None Specified 0	
Teacher Peer Observations (Centralized Support)	Teachers participated in peer observations. Additionally, 7 staff members (teachers, administrator and counselor) participated in a Student Shadow experience.	Provide teachers time out of the classroom to observe peers at Tierra Linda or at other sites in the areas of student leadership, autonomy, choice and ownership over learning None Specified None Specified 0	Provide teachers time out of the classroom to observe peers at Tierra Linda or at other sites in the areas of student leadership, autonomy, choice and ownership over learning None Specified 0
College and Career Pathway Panels	Two College and Career Pathway Panels were hosted in partnership with Rancho Campana High School. One on Engineering and the other in Health Sciences.	Lunch for panels for 4th and 5th grade students where they meet and hear from high school CTE Pathway students 4000-4999: Books And Supplies P203 Connectedness 750.00	Lunch for panels for 4th and 5th grade students where they meet and hear from high school CTE Pathway students 4000-4999: Books And Supplies D203 Belongingness Activities 0
Monthly Campus Supervisor Meetings (Centralized Service)	Campus supervisor meetings were held monthly.	Monthly campus supervisor meetings to discuss proactive strategies for student behavior and positive behavior reinforcement. None Specified None Specified 0	Monthly campus supervisor meetings to discuss proactive strategies for student behavior and positive behavior reinforcement. None Specified 0
Bi-weekly Case Conference for Behaviorally Structured Program (Centralized Service)	Bi-weekly Case Conference for Behaviorally Structured Program was held with fidelity.	1/2 Day sub coverage for bi-weekly meetings with BSP Team to review data, discuss behavior interventions and determine next steps to support students. None Specified None Specified 0	1/2 Day sub coverage for bi-weekly meetings with BSP Team to review data, discuss behavior interventions and determine next steps to support students. None Specified 0
Monthly BSP Instructional Assistant Trainings (Centralized Service)	BSP Instructional Assistant Trainings occurred approximately 4 times over the course of the school year, often paired with shortened	Monthly meetings with BSP Instructional Assistant Team to review data, discuss behavior interventions	Monthly meetings with BSP Instructional Assistant Team to review data, discuss behavior interventions

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
	days or staff development days.	and determine next steps to support students. None Specified None Specified 0	and determine next steps to support students. None Specified 0

Analysis

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

88.3% of 3rd-5th Grade students reported having the chance to be a leader on campus on the Fall 2024 Student Survey.

Students with Disabilities suspension rate increased from 6.9% in 22-23 to 14.3% in 23-24.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

88.3% of 3rd-5th Grade students reported having the chance to be a leader on campus on the Fall 2024 Student Survey.

Students with Disabilities suspension rate increased from 6.9% in 22-23 to 14.3% in 23-24.

Input from families and staff indicated that the strategies and activities that were most effective in supporting student engagement and connectedness were Big Buddy-Little Buddy and opportunities for leadership and clubs. Additionally, continued focus on UDL with Instructional Leadership and site-based professional development supported student leadership opportunities in the classroom. Data indicates that continued emphasis on supporting students with disabilities is necessary. Based on community input, next steps will include continued meetings with the BSP Team, informal debriefs as needed with BSP Instructional Assistants, and increased opportunities for inclusion for students and collaboration between General Education and Special Education teachers.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

House T-Shirts: Original budget included 3rd and 4th grade students. 2nd grade was included in the House sorting, which resulted in an increased cost. (\$787.00)

Transportation - Field Trips: In partnership with PTA, several field trips were funded through the PTA. Funds not spent were shifted to support Positive Behavior Reinforcements, Playground Equipment, and Read Across America activities and supplies. (-2893.00)

CTE Pathway Panels: This money was allocated to provide lunch to panelists and student attendees. Lunches were donated by local restaurants. Funds not spent were shifted to support Positive Behavior Reinforcements, Playground Equipment, and Read Across America activities and supplies. (\$-750.00)

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.

Based on input through student, staff and family surveys, Tierra Linda will continue to strive for student connectedness and engagement. Data suggests that the emphasis should be placed on communication and enforcement of playground expectations. Based on suspension data and the California School Dashboard overall rating in the area of discipline, an emphasis on reducing suspensions for students with disabilities will be included.

Action items that will remain are: Leadership Team stipends, Tierra Linda Community Council, Positive Behavior Incentives, Big Buddy-Little Buddy, Monthly campus supervisor meetings, Bi-weekly BSP Team meetings and ongoing professional development and collaboration for BSP Instructional Assistants.

Additional activities will include increased clubs during lunchtime or afterschool.

We will not be offering CTE Pathway Panels in the 24-25 School Year, but hope to have them return in 25-26. Kindergarten and 1st Grade Reading Club will not be offered in 24-25, however funds will be allocated to provide materials to peer tutors in TK-1st Grade classrooms.

Budget Summary

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

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$98,362.86
Total Federal Funds Provided to the School from the LEA for CSI	\$

Other Federal, State, and Local Funds

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

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

Federal Programs	Allocation (\$)

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

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

State or Local Programs	Allocation (\$)
	\$224.13
D102 Tutoring/Homework Support	\$2,506.00
D108 Data Days	\$0.00
D203 Belongingness Activities	\$14,641.00
D204 CST	\$0.00
D206 Makerspace	\$500.00
Donations	\$5,875.20
None Specified	\$0.00
Prop 28 Arts	\$73,323.00
Unrestricted	\$1,293.53

Subtotal of state or local funds included for this school: \$98,362.86

Total of federal, state, and/or local funds for this school: \$98,362.86

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
D102 Tutoring/Homework Support	2506	0.00
D203 Belongingness Activities	14641	0.00
D206 Makerspace	500	0.00
Prop 28 Arts	73,323	0.00
D108 Data Days	0	0.00
D204 CST	0	0.00
Donations	5875.20	0.00

Expenditures by Funding Source

Funding Source	Amount
	224.13
D102 Tutoring/Homework Support	2,506.00
D108 Data Days	0.00
D203 Belongingness Activities	14,641.00
D204 CST	0.00
D206 Makerspace	500.00
Donations	5,875.20
None Specified	0.00
Prop 28 Arts	73,323.00
Unrestricted	1,293.53

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	58,165.10
2000-2999: Classified Personnel Salaries	11,492.00
3000-3999: Employee Benefits	2,260.32
4000-4999: Books And Supplies	20,716.44
5700-5799: Transfers Of Direct Costs	5,729.00

None Specified

0.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries		182.50
3000-3999: Employee Benefits		41.63
None Specified		0.00
1000-1999: Certificated Personnel Salaries	D102 Tutoring/Homework Support	2,050.10
3000-3999: Employee Benefits	D102 Tutoring/Homework Support	455.90
1000-1999: Certificated Personnel Salaries	D108 Data Days	0.00
1000-1999: Certificated Personnel Salaries	D203 Belongingness Activities	5,750.00
3000-3999: Employee Benefits	D203 Belongingness Activities	1,276.56
4000-4999: Books And Supplies	D203 Belongingness Activities	1,885.44
5700-5799: Transfers Of Direct Costs	D203 Belongingness Activities	5,729.00
1000-1999: Certificated Personnel Salaries	D204 CST	0.00
4000-4999: Books And Supplies	D206 Makerspace	500.00
1000-1999: Certificated Personnel Salaries	Donations	1,125.00
3000-3999: Employee Benefits	Donations	250.20
4000-4999: Books And Supplies	Donations	4,500.00
None Specified	None Specified	0.00
1000-1999: Certificated Personnel Salaries	Prop 28 Arts	48,000.00
2000-2999: Classified Personnel Salaries	Prop 28 Arts	11,492.00
4000-4999: Books And Supplies	Prop 28 Arts	13,831.00
1000-1999: Certificated Personnel Salaries	Unrestricted	1,057.50
3000-3999: Employee Benefits	Unrestricted	236.03

Expenditures by Goal

Goal Number	Total Expenditures
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Goal 1	1,877.13
Goal 2	1,877.13
Goal 3	94,608.60

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
- 6 Parent or Community Members

Name of Members	Role
Fayanne Bakoo	Principal
Susan Todd (certificated - teacher)	Classroom Teacher
Heather Siuta (certificated - teacher)	Classroom Teacher
Tina Trahan (certificated - teacher)	Classroom Teacher
Tina Johnson (classified- Makerspace IA)	Other School Staff
Jessie Bayliss	Parent or Community Member
Nicole Cook	Parent or Community Member
Megan Martyniuk	Parent or Community Member
Cecilio Murillo	Parent or Community Member
Betsy Pegler	Parent or Community Member
Ashely Steele	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
	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 .

Attested:

	Principal, Fyanne Bakoo on 12/11/24 
	SSC Chairperson, Ashley Steele on 12/11/24

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 (LCAP) process.

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

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

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with *EC* 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

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

Instructions: Table of Contents

- Plan Description
- Educational Partner Involvement
- Comprehensive Needs Assessment
- Goals, Strategies/Activities, and Expenditures
- Annual Review
- Budget Summary
- Appendix A: Plan Requirements for Title I Schoolwide Programs
- Appendix B: Select State and Federal Programs

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

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

Plan Description

Briefly describe the school's plan to effectively meet the ESSA requirements in alignment with the LCAP and other federal, state, and local programs.

Additional CSI Planning Requirements:

Schools eligible for CSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal CSI planning requirements.

Additional ATSI Planning Requirements:

Schools eligible for ATSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal ATSI planning requirements.

Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Within California, these stakeholders are referred to as educational partners. 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 Educational Partner 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.

Additional CSI Planning Requirements:

When completing this section for CSI, the LEA must partner with the school and its educational partners in the development and implementation of this plan.

Additional ATSI Planning Requirements:

This section meets the requirements for ATSI.

Resource Inequities

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Comprehensive Needs Assessment

Referring to the California School Dashboard (Dashboard), identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

SWP Planning Requirements:

When completing this section for SWP, the school shall describe the steps it is planning to take to address these areas of low performance and performance gaps to improve student outcomes.

Completing this section fully addresses all SWP relevant federal planning requirements.

CSI Planning Requirements:

When completing this section for CSI, the LEA shall describe the steps the LEA will take to address the areas of low performance, low graduation rate, and/or performance gaps for the school to improve student outcomes.

Completing this section fully addresses all relevant federal planning requirements for CSI.

ATSI Planning Requirements:

Completing this section fully addresses all relevant federal planning requirements for ATSI.

Goals, Strategies/Activities, and Expenditures

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.

Additional CSI Planning Requirements:

When completing this section to meet federal planning requirements for CSI, improvement goals must also align with the goals, actions, and services in the LEA’s LCAP.

Additional ATSI Planning Requirements:

When completing this section to meet federal planning requirements for ATSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

Goal

Well-developed goals will clearly communicate to educational partners what the school plans to accomplish, what the school plans to do in order to accomplish the goal, and how the school will know when it has accomplished the goal. A goal should be specific enough to be measurable in either quantitative or qualitative terms. Schools should assess the performance of their student groups when developing goals and the related strategies/activities to achieve such goals. SPSA goals should align to the goals and actions in the LEA's LCAP.

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:

- **Specific,**
- **Measurable,**
- **Achievable,**
- **Realistic, and**
- **Time-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.

Additional CSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

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 Dashboard and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

Additional CSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI 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.

Additional CSI Planning Requirements:

When completing this section for CSI, the school must include school-level metrics related to the metrics that led to the school's eligibility for CSI.

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Strategies/Activities Table

Describe the strategies and activities being provided to meet the goal.

Complete the table as follows:

- Strategy/Activity #: Number the strategy/activity using the "Strategy/Activity #" for ease of reference.
- Description: Describe the strategy/activity.
- Students to be Served: Identify in the Strategy/Activity Table either All Students or one or more specific student groups that will benefit from the strategies and activities. ESSA Section 1111(c)(2) requires the schoolwide plan to identify either "All Students" or one or more specific student groups, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners.
- Proposed Expenditures: List the amount(s) for the proposed expenditures. 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 EC 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.
- Funding Sources: List the 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.

Planned strategies/activities address the findings of the comprehensive needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

Additional CSI Planning Requirements:

- When completing this section for CSI, this plan must include evidence-based interventions and align to the goals, actions, and services in the LEA's LCAP.
- When completing this section for CSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.

Note: Federal school improvement 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.

Additional ATSI Planning Requirements:

- When completing this section for ATSI, this plan must include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

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

Note: Federal school improvement funds for CSI shall not be used in schools identified for ATSI. Schools eligible for ATSI do not receive funding but are required to include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

Annual Review

In the following Goal 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.

Goal 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.

- Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between the intended implementation and/or material difference between 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.

Note: *If the school is in the first year of implementing the goal, the Annual Review section is not required and this section may be left blank and completed at the end of the year after the plan has been executed.*

Additional CSI Planning Requirements:

- When completing this section for CSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal CSI planning requirements.
- CSI 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 planning requirements.

Additional ATSI Planning Requirements:

- When completing this section for ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal ATSI planning requirements.
- 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 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.

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

Additional CSI Planning Requirements:

- From its total allocation for CSI, the LEA may distribute funds across its schools that are eligible 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.

Note: *CSI funds may not be expended at or on behalf of schools not eligible for CSI.*

Additional ATSI Planning Requirements:

Note: *Federal funds for CSI shall not be used in schools eligible for ATSI.*

Budget Summary Table

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

- **Total Funds Provided to the School Through the ConApp:** 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 funds from its LEA for CSI should complete the Budget Summary Table 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 for the purpose of developing and implementing the CSI plan for the school year set forth in the CSI LEA Application for which funds were received.

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 Schoolsite Council (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).
 - 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.
 - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards.
 - 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 LEA (may include funds allocated via the ConApp, federal funds, and 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: 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 64001 et. seq.

Appendix B: Plan Requirements for School to CSI/ATSI 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 educational partners (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 (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*);
2. Include evidence-based interventions (*Sections: 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/fund/grant/about/discretionary/2023-non-regulatory-guidance-evidence.pdf>);

Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

3. Be based on a school-level needs assessment (*Sections: 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 (*Sections: 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.

Single School Districts and Charter Schools Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible 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 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 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.

CSI Resources

For additional CSI resources, please see the following links:

- **CSI Planning Requirements** (see Planning Requirements tab):
<https://www.cde.ca.gov/sp/sw/t1/csi.asp>
- **CSI Webinars:** <https://www.cde.ca.gov/sp/sw/t1/csiwebinars.asp>
- **CSI Planning Summary for Charters and Single-school Districts:**
<https://www.cde.ca.gov/sp/sw/t1/csiplansummary.asp>

Additional Targeted Support and Improvement

A school eligible 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 (*Sections: 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 Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible 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.

ATSI Resources:

For additional ATSI resources, please see the following CDE links:

- ATSI Planning Requirements (see Planning Requirements tab):
<https://www.cde.ca.gov/sp/sw/t1/tsi.asp>
- ATSI Planning and Support Webinar:
<https://www.cde.ca.gov/sp/sw/t1/documents/atsiplanningwebinar22.pdf>
- ATSI Planning Summary for Charters and Single-school Districts:
<https://www.cde.ca.gov/sp/sw/t1/atsiplansummary.asp>

Appendix C: Select State and Federal Programs

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

- Programs included on the ConApp: <https://www.cde.ca.gov/fg/aa/co/>
- ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>
- Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

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