



School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Tyrrell Elementary School	01611926104566	02/11/2025	June 25, 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 Tyrrell Elementary School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

Schoolwide Program

The purpose of a SWP is to improve academic achievement throughout a school so that all students, particularly the lowest-achieving students, demonstrate proficiency on the State's academic standards (34 Code of Federal Regulations [CFR] 200.25[a][1]). The improved achievement is to result from improving the entire educational program of the school (34 CFR 200.25[a][2]).

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.

Table of Contents

SPSA Title Page	1
Table of Contents.....	3
Plan Description.....	5
Educational Partner Involvement	5
Resource Inequities	6
Comprehensive Needs Assessment Components	6
California School Dashboard (Dashboard) Indicators.....	7
Other Needs.....	7
School and Student Performance Data	8
Student Enrollment.....	8
CAASPP Results.....	10
ELPAC Results	15
Student Population.....	19
Overall Performance	21
Academic Performance.....	22
Academic Engagement	28
Conditions & Climate.....	31
Goals, Strategies, & Proposed Expenditures.....	33
Goal 1.....	33
Goal 2.....	37
Goal 3.....	41
Goal 4.....	45
Goal 5.....	47
Goal 6.....	51
Goal 7.....	53
Goal 8.....	56
Budget Summary	59
Budget Summary	59
Other Federal, State, and Local Funds	59
Budgeted Funds and Expenditures in this Plan	60
Funds Budgeted to the School by Funding Source.....	60
Expenditures by Funding Source	60
Expenditures by Budget Reference	60
Expenditures by Budget Reference and Funding Source	60
Expenditures by Goal.....	61
School Site Council Membership	62

Recommendations and Assurances63

Plan Description

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

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

Schoolwide Program

Schoolwide Program

The purpose of a SWP is to improve academic achievement throughout a school so that all students, particularly the lowest-achieving students, demonstrate proficiency on the State's academic standards (34 Code of Federal Regulations [CFR] 200.25[a][1]). The improved achievement is to result from improving the entire educational program of the school (34 CFR 200.25[a][2]).

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

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

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

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

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

The writing of the 2025-2026 Tyrrell SPSA began in December of 2024. Input was gathered from a variety of stakeholders. The stakeholders included teachers and staff (both certificated and classified members), School Site Council Members (school staff and parents), and members of our English Language Advisory Committee (ELAC). The December staff meeting included a review and analysis of the data according to the eight SPSA goals. This was in the areas of English Language Arts, Mathematics, English Language Learners, Attendance, School Climate, Parent Engagement and Visual and Performing Arts (VAPA), and Science. This analysis of school data also took place during our School Site Council meetings (January-May). The SPSA goals were also presented and discussed at the various parent groups and school committees to provide opportunities to learn about our SPSA and provide input. The January, February and March staff meetings continued the SPSA work with a budget review and an online, input survey seeking feedback on the existing goals, site funded positions, and our budget. This provided an opportunity to gather input and feedback to assist in the planning of our 2025-2026 SPSA. The SPSA survey results were reviewed and analyzed during School Site Council meetings to support the planning and decision making for the 2025-2026 SPSA. In addition, information about our SPSA was shared with families at our Annual Title 1 Parent Notification Meeting This took place in September, 2024.

Resource Inequities

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

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

The following have been identified as resource inequities:

1. Student Population (total 588)

0.3% (2 students) Foster Youth

3.9% (23 students) Homeless

56% (329 students) English Language Learner (ELL)

88.9% S(523 students) Socioeconomically Disadvantage

2. Climate

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

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

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

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

2020-2021: no CHKS data available

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

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

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

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

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

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

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

2020-2021: no CHKS data available

2021-2022: no reportable data available

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

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

3. Socio-Economic Status

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

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

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

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

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

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

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

As of the fall of 2024, 68% of our students qualify for free or reduced lunches

Comprehensive Needs Assessment Components

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

California School Dashboard (Dashboard) Indicators

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

English Language Arts (Red band): Declined: All Students, EL, Filipino, Hispanic, Asian, and Socioeconomically Disadvantaged; Increased: Homeless and Students with Disabilities; Maintained: Long Term EL students.

Suspension Rate (Orange band): Declined: Asian; Increased: All Students, Students with Disabilities, Hispanic, African American, and Filipino; Maintained: EL, Long Term EL, Homeless, and Socio-Economically Disadvantaged

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.

Chronic Absenteeism: Filipino (red)

Other Needs

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

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

School and Student Performance Data

Student Enrollment

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

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	%	0.17%	0.34%		1	2
African American	2.93%	3.3%	3.57%	16	20	21
Asian	5.49%	5.94%	4.59%	30	36	27
Filipino	4.40%	5.12%	5.78%	24	31	34
Hispanic/Latino	82.60%	80.86%	81.46%	451	490	479
Pacific Islander	2.93%	2.48%	2.38%	16	15	14
White	0.73%	1.16%	0.85%	4	7	5
Two or More Races	0.92%	0.83%	0.68%	5	5	4
Not Reported	%	0.17%	0.34%		1	
Total Enrollment				546	606	588

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Kindergarten	69	76	75
Grade 1	74	83	74
Grade 2	72	93	89
Grade 3	72	83	89
Grade 4	96	80	79
Grade 5	80	104	78
Grade 6	83	87	104
Total Enrollment	546	606	588

Conclusions based on this data:

1. We experienced a decrease in our student population (21-22 to 22-23) by 60 students. However, our data shows a decrease, returning to under 600 by 18 students (22-23 to 23-24).
2. We experienced a decrease in total enrollment during the 23-24 school year, with grades 2, 3, and 6 having the highest student enrollments, 6th being the highest.

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	315	366	329	57.7%	60.4%	55.9%
Fluent English Proficient (FEP)	119	105	116	21.8%	17.3%	19.7%
Reclassified Fluent English Proficient (RFEP)	85	70	91	15.6%	11.6%	15.5%

Conclusions based on this data:

1. According multi-year data, we maintain an average of 55.9% EL students (approximately 336 students) at Tyrrell.
2. The number of reclassified students increased from 70 students to 91 in the 23-24 school year.

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	72	86	96	67	83	89	67	83	89	93.1	96.5	92.7
Grade 4	92	82	78	84	80	72	83	80	72	91.3	97.6	92.3
Grade 5	77	105	87	76	100	77	76	100	77	98.7	95.2	88.5
Grade 6	82	88	105	78	84	98	78	84	98	95.1	95.5	93.3
All Grades	323	361	366	305	347	336	304	347	336	94.4	96.1	91.8

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard 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	2389.	2370.	2335.	7.46	16.87	7.87	26.87	12.05	11.24	29.85	19.28	12.36	35.82	51.81	68.54
Grade 4	2404.	2391.	2385.	4.82	6.25	6.94	18.07	16.25	5.56	25.30	21.25	23.61	51.81	56.25	63.89
Grade 5	2444.	2436.	2439.	6.58	6.00	10.39	26.32	16.00	22.08	18.42	25.00	20.78	48.68	53.00	46.75
Grade 6	2459.	2478.	2452.	6.41	2.38	1.02	12.82	27.38	19.39	35.90	28.57	26.53	44.87	41.67	53.06
All Grades	N/A	N/A	N/A	6.25	7.78	6.25	20.72	17.87	14.88	27.30	23.63	20.83	45.72	50.72	58.04

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	11.94	7.23	7.87	61.19	55.42	49.44	26.87	37.35	42.70
Grade 4	4.82	5.00	5.56	65.06	56.25	58.33	30.12	38.75	36.11
Grade 5	6.58	6.00	9.09	55.26	54.00	57.14	38.16	40.00	33.77
Grade 6	5.13	5.95	5.10	44.87	55.95	34.69	50.00	38.10	60.20
All Grades	6.91	6.05	6.85	56.58	55.33	48.81	36.51	38.62	44.35

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	8.96	9.64	3.37	50.75	44.58	30.34	40.30	45.78	66.29
Grade 4	3.66	3.75	4.17	48.78	43.75	36.11	47.56	52.50	59.72
Grade 5	7.89	10.00	11.69	48.68	49.00	50.65	43.42	41.00	37.66
Grade 6	2.56	3.57	2.04	47.44	47.62	46.94	50.00	48.81	51.02
All Grades	5.61	6.92	5.06	48.84	46.40	41.07	45.54	46.69	53.87

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	10.45	4.82	4.49	70.15	60.24	62.92	19.40	34.94	32.58
Grade 4	7.23	5.00	1.39	75.90	71.25	63.89	16.87	23.75	34.72
Grade 5	9.21	10.00	5.19	72.37	63.00	62.34	18.42	27.00	32.47
Grade 6	10.26	5.95	4.08	70.51	77.38	72.45	19.23	16.67	23.47
All Grades	9.21	6.63	3.87	72.37	67.72	65.77	18.42	25.65	30.36

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	10.45	14.46	6.74	65.67	49.40	46.07	23.88	36.14	47.19
Grade 4	2.41	5.00	5.56	68.67	58.75	63.89	28.92	36.25	30.56
Grade 5	9.21	6.00	9.09	64.47	60.00	64.94	26.32	34.00	25.97
Grade 6	7.69	8.33	8.16	64.10	78.57	68.37	28.21	13.10	23.47
All Grades	7.24	8.36	7.44	65.79	61.67	60.71	26.97	29.97	31.85

Conclusions based on this data:

1. There was a decrease in the percentage of students scoring Exceeding Standards when comparing the 22-23 and 23-24 school years, overall (7.87%-6.25%).
2. There was a decrease in the percentage of students scoring Meeting Standards when comparing the 22-23 and 23-24 school years, overall (17.87%-14.88%).

3. There was a slight increase in the percentage of students scoring Not Met and Nearly Met Standards when comparing the 22-23 and 23-24 school years, overall (77.35%-78.87%). It is concerning that Tyrell EL students are required to take the CAASPP ELA tests only after being in the country for nearly one year.

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	72	86	96	68	85	94	68	85	94	94.4	98.8	97.9
Grade 4	92	82	78	89	82	78	88	82	78	96.7	100.0	100
Grade 5	77	105	87	74	104	85	73	104	85	96.1	99.0	97.7
Grade 6	82	88	105	80	87	104	80	87	104	97.6	98.9	99
All Grades	323	361	366	311	358	361	309	358	361	96.3	99.2	98.6

* 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	2374.	2380.	2349.	0.00	7.06	2.13	23.53	17.65	9.57	26.47	25.88	24.47	50.00	49.41	63.83
Grade 4	2390.	2397.	2405.	0.00	3.66	2.56	7.95	10.98	8.97	34.09	30.49	35.90	57.95	54.88	52.56
Grade 5	2429.	2430.	2427.	8.22	6.73	4.71	9.59	5.77	14.12	23.29	29.81	25.88	58.90	57.69	55.29
Grade 6	2421.	2445.	2422.	2.50	1.15	0.96	8.75	5.75	6.73	20.00	34.48	21.15	68.75	58.62	71.15
Grade 11															
All Grades	N/A	N/A	N/A	2.59	4.75	2.49	11.97	9.78	9.70	26.21	30.17	26.32	59.22	55.31	61.50

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	1.47	11.76	1.06	50.00	47.06	35.11	48.53	41.18	63.83
Grade 4	1.14	4.88	2.56	29.55	34.15	38.46	69.32	60.98	58.97
Grade 5	5.48	11.54	8.24	34.25	41.35	38.82	60.27	47.12	52.94
Grade 6	3.75	0.00	1.92	28.75	35.63	23.08	67.50	64.37	75.00
Grade 11									
All Grades	2.91	7.26	3.32	34.95	39.66	33.24	62.14	53.07	63.43

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	4.41	8.24	4.26	47.06	44.71	36.17	48.53	47.06	59.57
Grade 4	2.27	4.88	2.56	32.95	42.68	48.72	64.77	52.44	48.72
Grade 5	6.85	1.92	0.00	34.25	42.31	48.24	58.90	55.77	51.76
Grade 6	3.75	2.30	2.88	32.50	45.98	41.35	63.75	51.72	55.77
All Grades	4.21	4.19	2.49	36.25	43.85	43.21	59.55	51.96	54.29

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	7.35	15.29	5.32	66.18	56.47	51.06	26.47	28.24	43.62
Grade 4	1.14	3.66	2.56	57.95	41.46	57.69	40.91	54.88	39.74
Grade 5	4.11	4.81	3.53	53.42	46.15	50.59	42.47	49.04	45.88
Grade 6	0.00	1.15	0.00	56.25	57.47	61.54	43.75	41.38	38.46
All Grades	2.91	6.15	2.77	58.25	50.28	55.40	38.83	43.58	41.83

Conclusions based on this data:

1. There was a decrease in the percentage of students scoring Exceeding Standards when comparing the 22-23 and 23-24 school years, overall (4.75%-2.49%).
2. There was a slight decrease in the percentage of students scoring Meeting Standards when comparing the 23-24 and 24-25 school years, overall (9.78%-9.70%).
3. There was an increase in the percentage of students scoring Not Met and Nearly Met Standards when comparing the 22-23 and 23-24 school years, overall (85.48%-87.82%).

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	1363.2	1387.7	1381.8	1363.1	1386.7	1385.5	1363.1	1390.0	1373.1	45	55	62
1	1359.3	1395.2	1406.5	1362.6	1386.8	1404.2	1355.5	1403.2	1408.3	50	54	54
2	1446.0	1424.2	1443.5	1433.7	1428.4	1443.4	1457.9	1419.5	1442.9	51	59	57
3	1473.4	1495.0	1468.7	1464.7	1488.7	1465.5	1481.7	1501.0	1471.4	45	58	55
4	1483.5	1516.8	1488.5	1470.3	1512.1	1478.2	1496.2	1520.9	1498.2	60	52	50
5	1503.3	1538.7	1483.5	1490.4	1533.8	1470.5	1515.7	1543.0	1496.0	35	66	39
6	1503.7	1506.0	1494.1	1488.8	1487.9	1476.0	1518.1	1523.6	1511.8	37	32	46
All Grades										323	376	363

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	2.22	7.27	6.45	11.11	23.64	20.97	42.22	29.09	30.65	44.44	40.00	41.94	45	55	62
1	0.00	1.85	1.85	8.00	16.67	16.67	10.00	29.63	40.74	82.00	51.85	40.74	50	54	54
2	0.00	3.39	5.26	31.37	25.42	24.56	45.10	23.73	43.86	23.53	47.46	26.32	51	59	57
3	0.00	18.97	10.91	40.00	43.10	21.82	37.78	18.97	30.91	22.22	18.97	36.36	45	58	55
4	5.00	40.38	10.00	38.33	17.31	52.00	35.00	23.08	12.00	21.67	19.23	26.00	60	52	50
5	20.00	39.39	17.95	20.00	30.30	17.95	31.43	13.64	25.64	28.57	16.67	38.46	35	66	39
6	8.11	12.50	8.70	43.24	34.38	36.96	29.73	31.25	21.74	18.92	21.88	32.61	37	32	46
All Grades	4.33	18.35	8.26	27.55	27.13	27.00	33.13	23.40	30.03	34.98	31.12	34.71	323	376	363

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	8.89	10.91	14.52	4.44	21.82	16.13	33.33	25.45	27.42	53.33	41.82	41.94	45	55	62
1	2.00	9.26	7.41	8.00	29.63	18.52	24.00	16.67	25.93	66.00	44.44	48.15	50	54	54
2	1.96	11.86	10.53	15.69	25.42	33.33	60.78	30.51	35.09	21.57	32.20	21.05	51	59	57
3	0.00	43.10	25.45	60.00	32.76	27.27	24.44	8.62	16.36	15.56	15.52	30.91	45	58	55
4	10.00	51.92	38.00	51.67	19.23	32.00	23.33	11.54	4.00	15.00	17.31	26.00	60	52	50
5	17.14	54.55	23.08	48.57	27.27	28.21	17.14	1.52	12.82	17.14	16.67	35.90	35	66	39
6	21.62	25.00	15.22	43.24	34.38	41.30	16.22	15.63	13.04	18.92	25.00	30.43	37	32	46
All Grades	8.05	30.32	18.73	32.51	26.86	27.55	29.41	15.43	20.11	30.03	27.39	33.61	323	376	363

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	2.17	3.64	1.61	8.70	20.00	17.74	43.48	60.00	59.68	45.65	16.36	20.97	46	55	62
1	2.08	3.70	3.70	14.58	9.26	12.96	27.08	24.07	29.63	56.25	62.96	53.70	48	54	54
2	8.89	3.39	1.75	33.33	15.25	26.32	33.33	15.25	36.84	24.44	66.10	35.09	45	59	57
3	1.79	10.34	3.64	16.07	29.31	14.55	55.36	31.03	40.00	26.79	29.31	41.82	56	58	55
4	2.44	17.31	6.00	17.07	32.69	40.00	31.71	25.00	20.00	48.78	25.00	34.00	41	52	50
5	16.33	22.73	5.13	24.49	27.27	17.95	30.61	30.30	33.33	28.57	19.70	43.59	49	66	39
6	0.00	6.25	4.35	27.03	25.00	26.09	43.24	46.88	32.61	29.73	21.88	36.96	37	32	46
All Grades	2.48	10.11	3.58	22.60	22.61	22.04	32.51	32.18	36.91	42.41	35.11	37.47	323	376	363

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	8.89	3.64	6.45	53.33	43.64	50.00	37.78	52.73	43.55	45	55	62
1	4.00	16.67	9.26	52.00	42.59	48.15	44.00	40.74	42.59	50	54	54
2	13.73	13.56	8.77	68.63	59.32	64.91	17.65	27.12	26.32	51	59	57
3	24.44	18.97	18.18	62.22	56.90	47.27	13.33	24.14	34.55	45	58	55
4	40.00	38.46	40.00	41.67	40.38	38.00	18.33	21.15	22.00	60	52	50
5	14.29	27.27	12.82	65.71	54.55	53.85	20.00	18.18	33.33	35	66	39
6	8.11	3.13	15.22	70.27	68.75	52.17	21.62	28.13	32.61	37	32	46
All Grades	17.34	18.35	15.43	57.89	51.60	50.69	24.77	30.05	33.88	323	376	363

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	4.44	18.18	22.58	33.33	40.00	30.65	62.22	41.82	46.77	45	55	62
1	2.00	14.81	5.56	28.00	37.04	57.41	70.00	48.15	37.04	50	54	54
2	0.00	18.64	24.56	64.71	52.54	56.14	35.29	28.81	19.30	51	59	57
3	13.33	53.45	32.73	60.00	31.03	32.73	26.67	15.52	34.55	45	58	55
4	10.00	55.77	36.00	70.00	26.92	38.00	20.00	17.31	26.00	60	52	50
5	34.29	77.27	33.33	48.57	6.06	28.21	17.14	16.67	38.46	35	66	39
6	32.43	53.13	34.78	48.65	28.13	32.61	18.92	18.75	32.61	37	32	46
All Grades	12.07	41.76	26.45	51.39	31.38	39.94	36.53	26.86	33.61	323	376	363

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	2.22	3.64	1.61	53.33	61.82	61.29	44.44	34.55	37.10	45	55	62
1	0.00	5.56	9.26	10.00	20.37	27.78	90.00	74.07	62.96	50	54	54
2	3.92	5.08	0.00	68.63	23.73	66.67	27.45	71.19	33.33	51	59	57
3	2.22	8.62	0.00	48.89	53.45	45.45	48.89	37.93	54.55	45	58	55
4	0.00	9.62	0.00	63.33	55.77	58.00	36.67	34.62	42.00	60	52	50
5	14.29	22.73	5.13	51.43	56.06	51.28	34.29	21.21	43.59	35	66	39
6	2.70	3.13	4.35	45.95	37.50	36.96	51.35	59.38	58.70	37	32	46
All Grades	3.10	9.04	2.75	49.23	44.68	50.14	47.68	46.28	47.11	323	376	363

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	20.45	34.55	22.58	45.45	54.55	56.45	34.09	10.91	20.97	44	55	62
1	2.00	5.56	3.70	20.00	51.85	57.41	78.00	42.59	38.89	50	54	54
2	10.00	6.78	3.57	66.00	52.54	66.07	24.00	40.68	30.36	50	59	56
3	13.33	36.21	7.27	68.89	48.28	65.45	17.78	15.52	27.27	45	58	55
4	11.67	38.46	36.00	63.33	42.31	40.00	25.00	19.23	24.00	60	52	50
5	22.86	36.36	20.51	48.57	45.45	38.46	28.57	18.18	41.03	35	66	39
6	16.22	37.50	13.04	64.86	43.75	58.70	18.92	18.75	28.26	37	32	46
All Grades	13.08	27.39	14.92	53.89	48.67	55.52	33.02	23.94	29.56	321	376	362

Conclusions based on this data:

1. After a significant jump in proficiency (4.35%-18.35%) from 2022 to 2023, Tyrell suffered a decrease in the percentage of EL students scoring proficient on the Summative ELPAC in 2024 (18.35%-8.26%).

2. There is a steady increase in the number of EL students enrolled at Tyrrell (323, 336 and 363) over three consecutive school years 2022, 2023, and 2024.

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
588	88.9%	56%	0.3%
Total Number of Students enrolled in Tyrrell Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2023-24 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	329	56%
Foster Youth	2	0.3%
Homeless	23	3.9%
Socioeconomically Disadvantaged	523	88.9%
Students with Disabilities	59	10%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	21	3.6%
American Indian	2	0.3%
Asian	27	4.6%
Filipino	34	5.8%
Hispanic	479	81.5%
Two or More Races	4	0.7%
Pacific Islander	14	2.4%
White	5	0.9%

Conclusions based on this data:

1. Of a total enrollment of 588 students, the largest population of students fall into the category of social-economically disadvantaged (88.9%). When looking at ethnicity, our largest ethnic group represented by students is Hispanic (81.5% of our student population).
2. Over half of Tyrell's student population is comprised of English Language Learners (56%), 329 students.
3. Tyrell's largest ethnic group continues to be Hispanic at 81.9% (479 students), while our American Indian group is the smallest student group 0.3% (2 students).

School and Student Performance Data

Overall Performance






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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
<div>English Language Arts</div> <div> Red</div>	<div>Chronic Absenteeism</div> <div> Yellow</div>	<div>Suspension Rate</div> <div> Orange</div>
<div>Mathematics</div> <div> Orange</div>		
<div>English Learner Progress</div> <div> Orange</div>		

Conclusions based on this data:

1. Tyrell's lowest performance area on the dashboard is ELA.
2. We are finding English Language Arts in the Red band of the dashboard, while Mathematics and English Language Arts are in the Orange band. In addition, Chronic Absenteeism, Suspension Rate, are found in the Yellow band of the dashboard.

School and Student Performance Data

Academic Performance English Language Arts

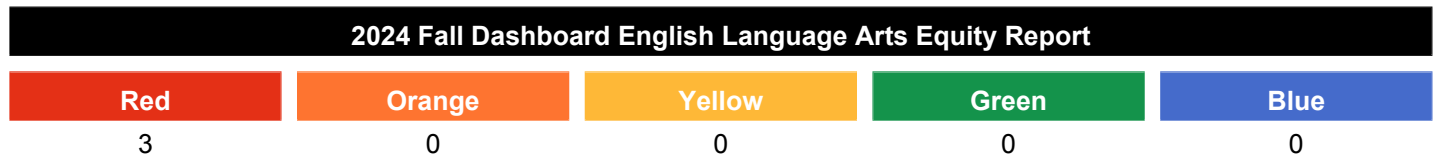
The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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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 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		
<div>All Students</div> <div> Red</div> <div>78.3 points below standard</div> <div>Declined 15.1 points</div> <div>320 Students</div>	<div>English Learners</div> <div> Red</div> <div>88.2 points below standard</div> <div>Declined 19.6 points</div> <div>216 Students</div>	<div>Long-Term English Learners</div> <div> No Performance Color</div> <div>64.2 points below standard</div> <div>Maintained 0.4 points</div> <div>12 Students</div>
<div>Foster Youth</div> <div> No Performance Color</div> <div>0 Students</div>	<div>Homeless</div> <div> No Performance Color</div> <div>99.4 points below standard</div> <div>Increased 9.0 points</div> <div>14 Students</div>	<div>Socioeconomically Disadvantaged</div> <div> Red</div> <div>81.6 points below standard</div> <div>Declined 14.6 points</div> <div>292 Students</div>

Students with Disabilities  No Performance Color 118.9 points below standard Increased 15.4 points 34 Students	African American  No Performance Color Less than 11 Students 10 Students	American Indian  No Performance Color Less than 11 Students 1 Student
Asian  No Performance Color 47.7 points below standard Declined 15.1 points 15 Students	Filipino  No Performance Color 21.9 points below standard Declined 9.7 points 19 Students	Hispanic  Red 84.4 points below standard Declined 15.7 points 264 Students
Two or More Races  No Performance Color Less than 11 Students 1 Student	Pacific Islander  No Performance Color Less than 11 Students 9 Students	White  No Performance Color Less than 11 Students 2 Students

Conclusions based on this data:

1. The dashboard matches our raw data when comparing 2022-2023 with 2023-2024 achievement data. We saw a significant decrease in English Language Arts achievement when comparing 2022-2023 school year to 2023-2024 (25.74%-21.13% proficient).
2. Our overall Dashboard for English Language Arts falls into the Red band. This is a decline of 15.1 points.

School and Student Performance Data

Academic Performance Mathematics

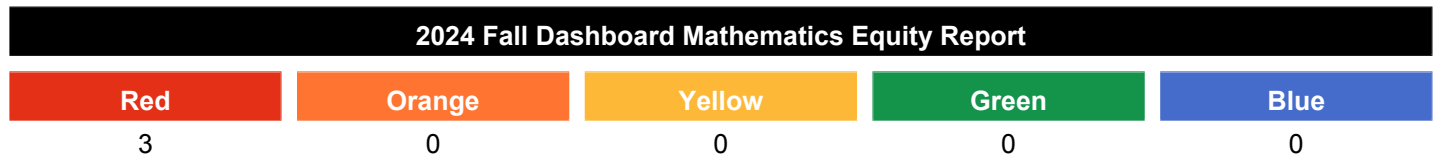
The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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		
<div>All Students</div> <div></div> <div>Orange</div> <div>94.5 points below standard</div> <div>Declined 8.8 points</div> <div>326 Students</div>	<div>English Learners</div> <div></div> <div>Red</div> <div>95.7 points below standard</div> <div>Declined 8.0 points</div> <div>222 Students</div>	<div>Long-Term English Learners</div> <div></div> <div>No Performance Color</div> <div>87.2 points below standard</div> <div>Declined 6.6 points</div> <div>12 Students</div>
<div>Foster Youth</div> <div></div> <div>No Performance Color</div> <div>0 Students</div>	<div>Homeless</div> <div></div> <div>No Performance Color</div> <div>120.7 points below standard</div> <div>Increased 16.6 points</div> <div>15 Students</div>	<div>Socioeconomically Disadvantaged</div> <div></div> <div>Red</div> <div>96.6 points below standard</div> <div>Declined 8.7 points</div> <div>298 Students</div>

Students with Disabilities  No Performance Color 152.8 points below standard Maintained 2.4 points 34 Students	African American  No Performance Color Less than 11 Students 10 Students	American Indian  No Performance Color Less than 11 Students 1 Student
Asian  No Performance Color 67.7 points below standard Declined 31.1 points 15 Students	Filipino  No Performance Color 64.1 points below standard Declined 14.8 points 19 Students	Hispanic  Red 96.5 points below standard Declined 7.8 points 270 Students
Two or More Races  No Performance Color Less than 11 Students 1 Student	Pacific Islander  No Performance Color Less than 11 Students 9 Students	White  No Performance Color Less than 11 Students 3 Students

Conclusions based on this data:

1. The dashboard matches our raw data when comparing 2022-2023 with 2023-2024 achievement data. We saw a decrease in mathematics achievement when comparing 2022-2023 school year to 2023-2024 (14.53%-12.19% proficient).
2. Our overall dashboard for mathematics falls into the Orange band. This is a decline from the previous year of 8.8 points.

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.

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

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

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

2024 Fall Dashboard English Learner Progress Indicator	
English Learner Progress	Long-Term English Learner Progress
 Orange	 No Performance Color
49.6% making progress.	making progress.
Number Students: 256 Students	Number Students: 5 Students

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.

2024 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
12.5%	37.9%	0.4%	48.8%

Conclusions based on this data:

- While we see 12.5% of our EL students "Decreased One ELPI Level", we also see 48.8% of our EL students reported as "Progressed At Least One ELPI Level". Overall, 49.6% of our EL students are making progress.
- After a significant jump in proficiency (4.35%-18.35%) from 2022 to 2023, we suffered a decrease in the percentage of EL students scoring proficient on the Summative ELPAC in 2024 (18.35%-8.26%).

School and Student Performance Data

Academic Performance College/Career Report

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.

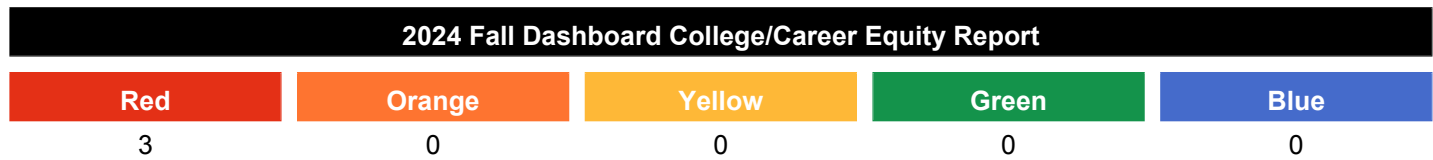
The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative 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 provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.



This section provides number of student groups in each level.



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

2024 Fall Dashboard College/Career Performance for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
Foster Youth	Homeless	Socioeconomically Disadvantaged
Students with Disabilities	African American	American Indian
Asian	Filipino	Hispanic
Two or More Races	Pacific Islander	White

Conclusions based on this data:

1. n/a

School and Student Performance Data

Academic Engagement Chronic Absenteeism

The 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 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		
<div>All Students</div> <div> Yellow</div> <div>22.3% Chronically Absent</div> <div>Declined 15</div> <div>640 Students</div>	<div>English Learners</div> <div> Yellow</div> <div>19.4% Chronically Absent</div> <div>Declined 15.9</div> <div>439 Students</div>	<div>Long-Term English Learners</div> <div> No Performance Color</div> <div>23.1% Chronically Absent</div> <div>Increased 15.4</div> <div>13 Students</div>
<div>Foster Youth</div> <div> No Performance Color</div> <div>Fewer than 11 students - data not displayed for privacy</div> <div>4 Students</div>	<div>Homeless</div> <div> No Performance Color</div> <div>29.6% Chronically Absent</div> <div>Declined 18.5</div> <div>27 Students</div>	<div>Socioeconomically Disadvantaged</div> <div> Yellow</div> <div>22.1% Chronically Absent</div> <div>Declined 15.8</div> <div>570 Students</div>

Students with Disabilities  Orange 29% Chronically Absent Declined 14.6 69 Students	African American  No Performance Color 40% Chronically Absent Declined 14.2 25 Students	American Indian  No Performance Color Fewer than 11 students - data not displayed for privacy 2 Students
Asian  Yellow 16.1% Chronically Absent Declined 1 31 Students	Filipino  Red 21.1% Chronically Absent Increased 2.9 38 Students	Hispanic  Yellow 20.5% Chronically Absent Declined 18.1 512 Students
Two or More Races  No Performance Color Fewer than 11 students - data not displayed for privacy 7 Students	Pacific Islander  No Performance Color 47.1% Chronically Absent Increased 9.6 17 Students	White  No Performance Color Fewer than 11 students - data not displayed for privacy 8 Students

Conclusions based on this data:

1. We find attendance for "all students" in the yellow band of the dashboard.
2. We celebrate the decline in Chronic Absenteeism for the following student groups: All Students, EL, Asian, Hispanic, African American, Students with Disabilities, Socioeconomically Disadvantaged, and Homeless.
3. We see the following student groups needing support as evidenced by an increase in Chronic Absenteeism: Long Term EL, Filipino, and Pacific Islander.

School and Student Performance Data

Academic Engagement Graduation Rate

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.”

Red Orange Yellow Green Blue
 Lowest Performance Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard Graduation Rate Equity Report

Red

Orange

Yellow

Green

Blue

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

2024 Fall Dashboard Graduation Rate for All Students/Student Group

All Students

English Learners

Long-Term English Learners

Foster Youth

Homeless

Socioeconomically Disadvantaged

Students with Disabilities

African American

American Indian

Asian

Filipino

Hispanic

Two or More Races

Pacific Islander

White

Conclusions based on this data:

1. n/a

School and Student Performance Data

Conditions & Climate Suspension Rate

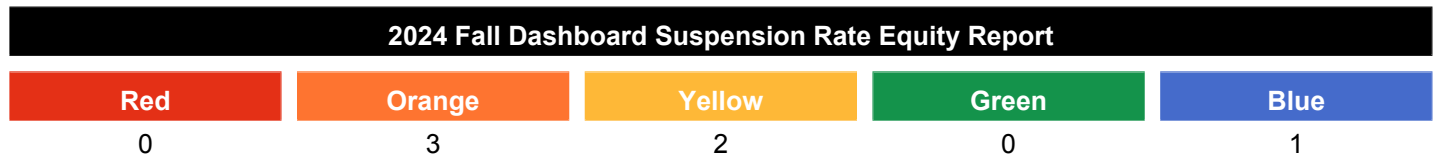
The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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 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		
<div>All Students</div> <div> Orange</div> <div>2.7% suspended at least one day</div> <div>Increased 0.7%</div> <div>660 Students</div>	<div>English Learners</div> <div> Yellow</div> <div>1.8% suspended at least one day</div> <div>Maintained 0.1%</div> <div>451 Students</div>	<div>Long-Term English Learners</div> <div> No Performance Color</div> <div>0% suspended at least one day</div> <div>Maintained 0%</div> <div>13 Students</div>
<div>Foster Youth</div> <div> No Performance Color</div> <div>Fewer than 11 students - data not displayed for privacy</div> <div>4 Students</div>	<div>Homeless</div> <div> No Performance Color</div> <div>0% suspended at least one day</div> <div>Maintained 0%</div> <div>28 Students</div>	<div>Socioeconomically Disadvantaged</div> <div> Yellow</div> <div>2.6% suspended at least one day</div> <div>Maintained 0.2%</div> <div>581 Students</div>

Students with Disabilities  Orange 2.8% suspended at least one day Increased 1.3% 71 Students	African American  No Performance Color 12% suspended at least one day Increased 4.3% 25 Students	American Indian  No Performance Color Fewer than 11 students - data not displayed for privacy 3 Students
Asian  Blue 0% suspended at least one day Declined 2.6% 34 Students	Filipino  Orange 2.6% suspended at least one day Increased 2.6% 39 Students	Hispanic  Orange 2.5% suspended at least one day Increased 1% 527 Students
Two or More Races  No Performance Color Fewer than 11 students - data not displayed for privacy 7 Students	Pacific Islander  No Performance Color 0% suspended at least one day Declined 12.5% 17 Students	White  No Performance Color Fewer than 11 students - data not displayed for privacy 8 Students

Conclusions based on this data:

1. Tyrell's suspension rate falls in the Orange band for All Students, as our rate increased slightly from the previous school year (0.7%)
2. While we see the highest increase of suspensions in the African American sub group (4.3%). However, it's important to point out that suspensions are assigned in response to student behavior choices not due to race or ethnicity.

Goals, Strategies, & Proposed Expenditures

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

Goal 1

Title and Description of School Goal

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

Deeper Learning: Language and Literacy

Language and Literacy: All students will receive literacy instruction and demonstrate growth (meeting and exceeding standards) in English Language Arts by 5%, as measured on the CAASPP.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

Identified Need

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

Upon reflection of our CAASPP scores for all grades in 2023-2024, we saw a decrease in the percentage of students scoring Exceeding Standards when comparing the 22-23 and 23-24 school years, overall (7.87%-6.25%). We also saw a decrease in the percentage of students scoring Meeting Standards when comparing the 22-23 and 23-24 school years, overall (17.87%-14.88%). In addition, we saw a slight increase in the percentage of students scoring Not Met and Nearly Met Standards when comparing the 22-23 and 23-24 school years, overall (77.35%-78.87%). It is concerning that our EL students are required to take the CAASPP ELA tests only after being in the country for nearly one year.

The California Dashboard matches our raw data when comparing 2022-2023 with 2023-2024 achievement data. We saw a significant decrease in English Language Arts achievement when comparing 2022-2023 school year to 2023-2024 (25.74%-21.13% proficient). Our overall Dashboard indicator for English Language Arts falls into the Red band. This is a decline of 15.1 points from the previous school year, indicating that our "all students" score is 78.3 points below standard.

Regarding SLA, we identify progress on student achievement as evidenced by the California Summative ELPAC data. After a three year growth trend (6.12%-4.35%-18.35%) spanning 2021, 2022, and 2023, we suffered a decrease in the percentage of EL students scoring proficient on the Summative ELPAC in 2024 (28.35%-8.26%).

We look forward to learning the achievement of our students for 2024-2025, so we can compare consecutive school years and identify areas of growth.

Group data to be collected to measure gains:

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

Strategy:

See Action Tasks.

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

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

Anticipated annual growth for each group:

Tyrrell will be giving Benchmark Assessments in reading and writing. In addition students in grades 3-6 will take the CAASPP in ELA in the spring of 2025. This will provide additional student achievement data to be analyzed and compared overtime.

Means of evaluating progress toward this goal:

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

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

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

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

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

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

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

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

See Action Tasks.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP	21.13% students meeting and exceeding standards	5% increase

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	Community Schools Specialist	All students	District Funded 2000-2999: Classified Personnel Salaries
1.3	Before/After School Interventions	Students performing below grade level expectations	3,000 Title I 1000-1999: Certificated Personnel Salaries
1.4	Online learning subscriptions	All students	6,825 Title I 5000-5999: Services And Other Operating Expenditures
1.5	Instructional and Supplemental materials	All students	2,477 Title I 4000-4999: Books And Supplies
1.6	Professional Development and/or Conferences	All staff to benefit all students	2,166 Title I 5800: Professional/Consulting Services And Operating Expenditures
1.8	Extra Hours	All students	665 Title I 1000-1999: Certificated Personnel Salaries
1.9	Release substitutes for assessment and/or observation	All students	800 Title I 1000-1999: Certificated Personnel Salaries
1.10	Technology, hardware, replacement devices, and/or parts	All students	2,800 Title I 4000-4999: Books And Supplies

Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

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

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

The action items and budget will be different for this goal. We will not have a bilingual para professional to support this goal during the 25-26 school year. The focus students for this goal are students who fall under the following subgroups: Latino/Hispanic, English Learners(EL), African American, Special Education, Socioeconomically Disadvantaged(SES) students, and Filipino (as well as any students not meeting grade level expectations).

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

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

Goals, Strategies, & Proposed Expenditures

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

Goal 2

Title and Description of School Goal

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

Deeper Learning -- Mathematics

Mathematics: All students will receive mathematics instruction and demonstrate growth (meeting and exceeding standards) in Mathematics with a 5% increase, as measured on the CAASPP.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

Identified Need

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

Upon reflection of our CAASPP scores for all grades in 2023-2024, we saw a decrease in the percentage of students scoring Exceeding Standards when comparing the 22-23 and 23-24 school years, overall (4.75%-2.49%). We saw a slight decrease in the percentage of students scoring Meeting Standards when comparing the 23-24 and 24-25 school years, overall (9.78-9.70%). We saw a increase in the percentage of students scoring Not Met and Nearly Met Standards when comparing the 22-23 and 23-24 school years, overall (85.48%-87.82%).

The California Dashboard matches our raw data when comparing 2022-2023 with 2023-2024 achievement data. We saw a decrease in mathematics achievement when comparing 2022-2023 school year to 2023-2024 (14.53%-12.19% proficient). Our overall dashboard falls into the Orange band. This is a decline of 8.8 points from the previous school year, indicating that our "all students" score is 94.5 points below standard. . We look forward to learning the achievement of our students for 2024-2025, so we can compare consecutive school years and identify areas of growth.

For all grades in 2023-2024, we decreased nearly 2.34% in students meeting/exceeding Math standards. We remain at approximately 12.19% student meeting/exceeding Math standards. We look forward to learning the CAASPP assessment results from the 2024-2025 school year.

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

Group data to be collected to measure gains:

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

Strategy:

See action items

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

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

Anticipated annual growth for each group:

The school will be administering the CAASPP assessment in the Spring of 2025.

Means of evaluating progress toward this goal:

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

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

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

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

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

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

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

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

See action items

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP	12.19% students meeting and exceeding standards	5% increase

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
2.1	Community Schools Specialist	All students	District Funded 2000-2999: Classified Personnel Salaries
2.2	Before/After School Interventions	All students	2,000 Title I 1000-1999: Certificated Personnel Salaries
2.3	Before/After School Interventions	All students	1,000 LCFF 1000-1999: Certificated Personnel Salaries
2.4	Online Learning Subscriptions	All students	6,825 Title I 5000-5999: Services And Other Operating Expenditures
2.5	Instructional and Supplemental Materials	All students	2,477 Title I 4000-4999: Books And Supplies
2.6	Professional Development and/or Conferences	All staff to benefit all students	2,166 Title I 5800: Professional/Consulting Services And Operating Expenditures
2.8	Extra Hours	All staff to benefit all students	665 Title I 1000-1999: Certificated Personnel Salaries
2.9	Release substitutes for assessment and/or observation	All students	800 Title I 1000-1999: Certificated Personnel Salaries
2.10	Technology hardware, replacement devices, and/or parts	All students	2,800 Title I 4000-4999: Books And Supplies

Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

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

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

The action items and budget will be different for this goal. We will not have a bilingual para professional to support this goal during the 25-26 school year. The focus students for this goal are students who fall under the following subgroups: Latino/Hispanic, English Learners(EL), African American, Special Education, and Socioeconomically Disadvantaged(SES) students (as well as any students not meeting grade level expectations).

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

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

Goals, Strategies, & Proposed Expenditures

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

Goal 3

Title and Description of School Goal

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

Deeper Learning: English Language Development

English Language Development: English Learners (EL) students will demonstrate growth (meeting proficiency) by 5% as measured on the California Summative ELPAC.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

Identified Need

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

After a three year growth trend (6.12%-4.35%-18.35%) spanning 2021, 2022, and 2023, we suffered a decrease in the percentage of EL students scoring proficient on the Summative ELPAC in 2024 (18.35%-8.26%) when compared to 2023. We are seeing steady increase in the number of EL students enrolled at Tyrrell (323, 336 and 363) over three consecutive school years 2022, 2023, and 2024.

Our California Dashboard data shows similar indicators and delves deeper. While we see 12.5% of our EL students "Decreased One ELPI Level", we also see 48.8% of our EL students reported as "Progressed At Least One ELPI Level". Overall, 49.6% of our EL students are making progress. We look forward to learning the achievement of our students for 2024-2025, so we can compare consecutive school years and identify areas for growth.

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

Strategy:
See Action tasks

Groups participating in this goal (e.g., students, parents, teachers, paraeducators, administrators):
The focus students for this goal are our English Language Learner (ELL) students, students learning English as their second language.

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

Means of evaluating progress toward this goal:
ELPAC and local assessments used in classroom.

How does this goal align to your Local Educational Agency Plan goals?:
The LEA plan has the same goal in this subject area.

What did the analysis of the data reveal that led you to this goal?
We found a 10.09% decrease in proficiency according to our Summative ELPAC results. We also found that the number of students in levels one and two increased, and the number of students reaching proficiency decreased (Level 1: 31%-34%, Level 2: 23%-30%, Level 3: maintained 27%, and Level 4: 18%-8%). Additionally, more support is needed to improve the English Language Proficiency of our newcomers in the upper grades with fewer than three years of schooling in their native country.

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

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

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
California Summative ELPAC Data	8.26% Proficient	5% increase

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
3.1	English Language (EL) Specialist	EL students	District Funded 1000-1999: Certificated Personnel Salaries
3.2	English Language (EL) Specialist	EL students	District Funded 1000-1999: Certificated Personnel Salaries
3.3	Before/After School Interventions	EL students performing below grade level expectations	3,000 LCFF 1000-1999: Certificated Personnel Salaries
3.4	Online Learning Subscriptions	EL students	3,650 Title I 5000-5999: Services And Other Operating Expenditures 3,175 LCFF 5000-5999: Services And Other Operating Expenditures
3.5	Instructional and/or Supplemental Materials	EL students	2,477 Title I 4000-4999: Books And Supplies
3.7	Professional Development and/or Conferences	Available to all staff to benefit all EL students	2,166 Title I 5800: Professional/Consulting Services And Operating Expenditures
3.8	Extra Hours	EL students	665 Title I 1000-1999: Certificated Personnel Salaries
3.9	Release substitutes for assessment and/or observations	EL students	800 Title I 1000-1999: Certificated Personnel Salaries
3.10	Technology hardware, replacement devices, and/or parts	EL students	2,800 Title I 4000-4999: Books And Supplies

Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

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

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

The action items and budget will be different for this goal. We will not have a bilingual para professional to support this goal during the 25-26 school year. We currently have two newcomer groups taking place every morning for our EL/newcomer students in grades 4-6 during English Language Development (ELD). This year, we were fortunate to have two full time EL Specialists to serve our EL student population. One worked with primary grade students (grades K-3), while the other worked with intermediate grade students (grades 4-6)

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

We plan to continue the funding for After School Interventions as well as Instructional/Supplemental Materials. This will allow for us to provide more intervention opportunities for students, pending staff availability after the regular work day. In addition, we will also have the ability to provide supplemental materials for intervention and small group learning. This can be located in the Strategies/Activities section of this particular goal. We will continue with the use of online learning programs as well to enhance instruction. Our newcomer EL students participated in Lexia English, a new layer of Lexia to support students learning English as a second language. This year was the first year of Lexia English and we targeted 40 newcomers. We will review our pre-post data when received to determine if we will continue with Lexia English in 2025-2026.

Goals, Strategies, & Proposed Expenditures

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

Goal 4

Title and Description of School Goal

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

Deeper Learning: Visual and Performing Arts

Visual and Performing Arts (Media Arts, Theater, Visual, Dance, Music): Elementary teachers will implement VAPA activities (integrated or stand alone) on a monthly basis using a variety of discourse techniques (by the end of the 2025 2026 school year).

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

Identified Need

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

To bring intentionality and ensure VAPA learning opportunities for students, this goal has become a routine implementation at our school. Staff survey results and/or observation will allow us to compare year-to-year progress on meeting our VAPA goal, of monthly implementation.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Staff Google Survey to Indicate VAPA activities completed and/or staff observation	1 VAPA activity completed on a monthly basis	Maintain baseline outcome of 1 VAPA activity a month

Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
4.1		All students	
4.4	Instructional and Supplemental Materials needed to teach VAPA lessons.	All students	2,477 Title I 4000-4999: Books And Supplies
4.6	Professional Development and/or Conferences	Available to all staff to benefit all students	2,166 Title I 5800: Professional/Consulting Services And Operating Expenditures
4.7	Extra Hours	All students	600 Title I

			1000-1999: Certificated Personnel Salaries 200 LCFF 1000-1999: Certificated Personnel Salaries
4.8	Technology hardware, replacement devices, and/or parts	All students	1,400 Title I 4000-4999: Books And Supplies 2,000 LCFF 4000-4999: Books And Supplies

Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

This is a fairly new goal for Tyrrell. At this time in the school year, we are on target to meet this goal by the end of the 2024-2025 school year.

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

We will continue with our efforts to bring VAPA learning opportunities to classrooms for our students, and explore professional learning opportunities for our teaching staff. We have revised this goal to be measured monthly rather than quarterly as it was in the previous school year.

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

We plan to continue funding Instructional/Supplemental Materials. This will allow for us to provide VAPA learning opportunities for students during the school day. In addition, we will explore opportunities to provide supplemental materials for VAPA instruction and materials needed through Prop 28 funding. This can be located in the Strategies/Activities section of this particular goal. We will continue with the monthly efforts to engage students in meaningful VAPA activities.

Goals, Strategies, & Proposed Expenditures

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

Goal 5

Title and Description of School Goal

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

Relationship-Centered Schools: School Climate

School Climate:

All students will have access to a safe and welcoming school environment. We will see the following positive contributions to our school environment: a) By end of the school year decrease days of suspension by 5% (as measured by local HUSD measurements), b) by end of the school year, we will see an increase in the percentage of students reporting they feel safe by in school by 5% (as measured by the California Healthy Kids Survey (CHKS), and c) By end of school year increase percentage of students reporting a connection to a caring adult at school by 5% (as measured by the CHKS).

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

Identified Need

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

Findings:

1)

Our suspension rate increased slightly when comparing two consecutive school years. (2022-2023 2%, 2023-2024 2.7%). We look forward to the Dashboard updates to reflect the 2024-2025 school year as we continue to implement progressive discipline and restorative practices. While we see the highest increase of suspensions in the African American sub group (4.3%), it's important to note that suspensions are assigned in response to student behavior choices not due to race or ethnicity.

2)

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

3)

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

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

Group data to be collected to measure gains:

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

Strategy:

See action tasks

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

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

Anticipated Annual Growth for Each Group:

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

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

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

Means of evaluating progress toward this goal:

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

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

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

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

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

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

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

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
a) HUSD Suspension Data b) California Healthy Kids Survey c) California Healthy Kids Survey	a) 2.7% of our students were suspended at least one day b) 2023-2024: 82% students report they feel safe at school c) 2023-2024: 62% students report they feel connected to at least one caring adult at school	a) 5% decrease b) 5% increase c) 5% increase

Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
5.1	Community Schools Specialist	All students	District Funded 2000-2999: Classified Personnel Salaries
5.2	Counselor	All students	District Funded 1000-1999: Certificated Personnel Salaries
5.3	Instructional and/or supplemental materials to support instruction in the following: SEL, PBIS, Peacebuilders, etc.	All students	2,482 Title I 4000-4999: Books And Supplies
5.4	The Dragon Store: Building on our PBIS work	All students	1,000 Unrestricted 0000: Unrestricted
5.5	Professional Development and/or Conferences	Available to all staff to benefit all students	1,170 Title I 5800: Professional/Consulting Services And Operating Expenditures 1,000 LCFF 5800: Professional/Consulting Services And Operating Expenditures

5.6	Extra Hours	All students	665 Title I 1000-1999: Certificated Personnel Salaries
5.7	Independent Contractor and/or Professional Development to provide structured activities, structured games, etc. during independent times (recess and/or lunch recess). (Community Schools Funding as approved in our Community Schools Committee) We will continue with Chess Club and Game Room during student lunch (1-2 times per week) in 2025-2026.	All students	District Funded 5800: Professional/Consulting Services And Operating Expenditures

Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

Tyrrell will use behavior referral and suspension data from Infinite Campus to measure disciplinary actions to identify growth and areas needing improvement. We will also reflect upon the California Healthy Kids Survey (CHKS) to determine students feeling safe, and reporting a caring relationship with one adult on campus. Our suspension rate increased slightly when comparing two consecutive school years. (2022-2023 2% and 2023-2024 2.7%). During the previous school year, 2.7% of our students were suspended at least one day, according to the California Dashboard. While we see the highest increase of suspensions in the African American sub group (4.3%). However, it's important to point out that suspensions are assigned in response to student behavior choices not due to race or ethnicity. The following CHKS data was found: 2022-2023: 67% students reported they feel safe at school, and during 2023-2024: 82% students reported they feel safe at school (15 percent increase); also, during 2022-2023: 70% students report they feel connected to at least one caring adult at school/2023-2024: 62% students report they feel connected to at least one caring adult at school (8% decrease).

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

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

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

We continue to search for opportunities to provided structured activities for students during less structured times (recess and lunch recess). During the 2024-2025 school year, we introduced Lunchtime Chess Club to provide an additional activity option for students. Mid-year, we expanded this effort and offered students game room (one day a week) and volleyball during lunch recess. We will continue with this effort to identify additional structured activity possibilities as we have received additional support through our Community School Committee. This can be found in the Strategies/Activities section of this particular goal, noted as Structured Activities and/or Independent Contractor.

Goals, Strategies, & Proposed Expenditures

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

Goal 6

Title and Description of School Goal

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

Relationship Centered Schools: Parent Engagement

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

Identified Need

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

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

This is a fairly new goal for Tyrrell, it was written for the 23-24 school year originally. During our first year of this goal, we found 1083 parents participated in school events. After the first year, we measured 1510 parent participants. We surpassed our goal of a 10% increase. Teachers and staff will continue explore ways to reach out and encourage parent participation at events such as Back to School Night, Open House, parent committees, parent teacher conferences, etc.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Sign in Sheets	1510 parents participating in school committees and/or events	10% increase

Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
6.1	Tyrrell will provide additional options and opportunities for parents to engage with Tyrrell by inviting parents to participate in parent committees, informal coffee meetings, and/or parent education workshops. Some of the events that encourage parent engagement are: student recognition	All Tyrrell parents and guardians	1,000 Title 1: Parent Allocation 4000-4999: Books And Supplies

	assemblies, our Halloween Parade, our Fall Welcome Back to School Festival, the annual Young Artist and Young Author's Fair, Back to School Night, Open House, and more. In addition, supplies for parent meetings such as fingerprinting, childcare costs (to attend school meetings) and/or professional learning for parents.		
6.2	Family Engagement Specialist (FES) 50% FTE	All Tyrrell parents, guardians, and students	District Funded 2000-2999: Classified Personnel Salaries

Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

Tyrrell continues to offer a variety of opportunities for parents to be involved at school. This is seen in school and district formal committees. It is also through various school events and activities. During our first year of this goal, we found 1083 parents participated in school events. After the first year, we measured 1510 parent participants. We surpassed our goal of a 10% increase. We look forward to continuing this positive momentum to engage Tyrrell parents and families.

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

We will have a part time (50%) Family Engagement Specialist during the 25-25 school year instead of a full time (100%) FES to support this goal. We will continue to set aside funding in our Title 1 budget to support Parent Engagement by 1.0% or more to support materials needed such as fingerprinting for volunteer applicants, professional development for parents, etc.

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

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

Goals, Strategies, & Proposed Expenditures

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

Goal 7

Title and Description of School Goal

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

Relationship-Centered Schools -- Attendance and Chronic Absenteeism
Tyrrell Attendance and Chronic Absenteeism: By the end of the 2025-2026 school year, our average daily attendance (ADA) data will increase by 5% percent as measured by monthly ADA reports.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Increase average daily attendance by 1%

Identified Need

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

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

ADA Measured at Month 5 of our monthly reporting:
 2019-2020: 76.59% ADA (month 5 closure)
 2020-2021: 74.79% ADA (decreased by 1.8%)
 2021-2022: 86.56% ADA (increased by 11.77%)
 2022-2023: 90.90% ADA (increased by 4.34%)
 2023-2024: 93.0% ADA (increased by 2.10%)

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

Strategy:
 See action tasks.

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

Anticipated annual growth for each group:
 The percentage of students attending school each day will increase by 1.0%, as measured by monthly ADA reports.

Means of evaluating progress toward this goal:
 This will be measured through the analysis of monthly attendance reports.

How does this goal align to your Local Educational Agency Plan goals?:
 The LEA plan has the same goal in this subject area.

What did the analysis of the data reveal that led you to this goal?
 The analysis of the data has shown a slight increase in our attendance rate We expect to see additional improvement in 2023-2024.

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

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

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
HUSD Attendance Data	93.0%	5% increase

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
7.1	Tyrrell staff will collaborate with the district's Child Welfare and Attendance division to reduce families' barriers to attendance, including early intervention and COST services. Students will be recognized at each trimester for positive attendance.	All Students	1000 Unrestricted 0000: Unrestricted
7.2	Community Schools Specialist	School Community: students, families, community partners	District Funded 2000-2999: Classified Personnel Salaries
7.3	Trimester Recognition for Positive Attendance	Students	1,000 Unrestricted 4000-4999: Books And Supplies
7.4	Communication with students, families, staff (school newsletter, parent committee meetings, etc)	students, staff, families	None Specified None Specified

Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

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

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

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

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

This goal remains the same without any changes.

Goals, Strategies, & Proposed Expenditures

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

Goal 8

Title and Description of School Goal

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

Deeper Learning: Science

Science: Students will demonstrate growth (meeting and exceeding standards) by 5% as measured on the California Science Test (CAST) by the end of the 2025-2026 school year.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

none

Identified Need

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

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

When comparing the 2022-2023 and 2023-2024 school years, we found a 11.13% increase in the percentage of students demonstrating proficiency on the CAST! (2022-2023: 7.69% proficient, 2023-2024: 18.82% proficient)

The reported achievement levels for Tyrrell Elementary closely mirror those reported for Hayward Unified School District. We have intentionally planned for professional learning opportunities for our teaching staff, and invested in curricular resources that are aligned with the New Generation Science Standards (NGSS). Our team has implemented lessons from Generation Genius, to enhance and supplement the lessons provided in Mystery Science (grades K-5) and OpSciEd (6th grade).

We look forward to learning the CAASPP assessment results for the 2024-2025 school year.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP Science Data (CAST)	18.82% students meeting and exceeding standards	5% increase

Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
8.3	Before/After School Interventions	All students performing below grade level expectations	3,000 LCFF 1000-1999: Certificated Personnel Salaries
8.4	Online Learning Subscriptions	All students	6,825 LCFF

			5000-5999: Services And Other Operating Expenditures
8.5	Instructional and Supplemental Materials	All students	1,477 Title I 4000-4999: Books And Supplies 1,000 LCFF 4000-4999: Books And Supplies
8.6	Professional Development and/or Conferences	Available for all staff to benefit all students	2,166 Title I 5800: Professional/Consulting Services And Operating Expenditures
8.8	Extra Hours	All students	665 Title I 1000-1999: Certificated Personnel Salaries
8.9	Release substitutes for observation and/or assessment	All students	800 Title I 1000-1999: Certificated Personnel Salaries
8.10	Technology hardware, replacement devices, and/or parts	All students	2,800 Title I 4000-4999: Books And Supplies

Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

Tyrrell will continue to utilize opportunities to review and analyze science achievement data regularly as a strategy for monitoring and evaluating the data. Regular Data discussions to analyze formative and summative data will take place at staff and ILT meetings, and/or in grade level collaboration meetings. We are working with our Instructional Leadership Team and teaching staff on curriculum mapping for the year by grade level. That work will continue into the 25-26 school year.

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

The action items and budget will be different for this goal. We will not have a bilingual para professional to support this goal during the 25-26 school year. The focus students for this goal are students who fall under the following subgroups: Latino/Hispanic, English Learners(EL), African American, Special Education, Socioeconomically Disadvantaged, and Filipino students (as well as any students not meeting grade level expectations).

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

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

Budget Summary

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

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$77,399.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$93,092.00
Total Federal Funds Provided to the School from the LEA for CSI	\$

Other Federal, State, and Local Funds

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

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

Federal Programs	Allocation (\$)
Title I	\$67,892.00

Subtotal of additional federal funds included for this school: \$67,892.00

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

State or Local Programs	Allocation (\$)
LCFF	\$21,200.00
Title 1: Parent Allocation	\$1,000.00
Unrestricted	\$3,000.00

Subtotal of state or local funds included for this school: \$25,200.00

Total of federal, state, and/or local funds for this school: \$93,092.00

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
LCFF	62,891.00	41,691.00
Title I	113,384.00	45,492.00

Expenditures by Funding Source

Funding Source	Amount
LCFF	21,200.00
Title 1: Parent Allocation	1,000.00
Title I	67,892.00
Unrestricted	3,000.00

Expenditures by Budget Reference

Budget Reference	Amount
0000: Unrestricted	2,000.00
1000-1999: Certificated Personnel Salaries	19,325.00
4000-4999: Books And Supplies	31,467.00
5000-5999: Services And Other Operating Expenditures	27,300.00
5800: Professional/Consulting Services And Operating Expenditures	13,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	LCFF	7,200.00
4000-4999: Books And Supplies	LCFF	3,000.00
5000-5999: Services And Other Operating Expenditures	LCFF	10,000.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF	1,000.00

4000-4999: Books And Supplies	Title 1: Parent Allocation	1,000.00
1000-1999: Certificated Personnel Salaries	Title I	12,125.00
4000-4999: Books And Supplies	Title I	26,467.00
5000-5999: Services And Other Operating Expenditures	Title I	17,300.00
5800: Professional/Consulting Services And Operating Expenditures	Title I	12,000.00
0000: Unrestricted	Unrestricted	2,000.00
4000-4999: Books And Supplies	Unrestricted	1,000.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	18,733.00
Goal 2	18,733.00
Goal 3	18,733.00
Goal 4	8,843.00
Goal 5	6,317.00
Goal 6	1,000.00
Goal 7	2,000.00
Goal 8	18,733.00

School Site Council Membership

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

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

Name of Members	Role
Jackie Aguilar	Classroom Teacher
Stacey Vidal-Butler	Principal
Angel Bustos-Penaloza	Classroom Teacher
Mayra Zarate	Parent or Community Member
Leticia Zambrano	Parent or Community Member
Katherin James	Other School Staff
Jazmine Howard	Parent or Community Member
Delce Abella	Parent or Community Member
Jenni Valle	Parent or Community Member
Bob Hamm	Classroom Teacher

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name



Other: Instructional Leadership Team (ILT) Member: Tesha Holt
(electronic signature)

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

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

This SPSA was adopted by the SSC at a public meeting on February 11, 2025.

Attested:



Principal, Stacey Butler-Vidal on February 11, 2025



SSC Chairperson, Jenni Valle on February 11, 2025



ELAC Representative, Mayre Zarate on February 11, 2025