School Year: **2025-26**

School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Tully C. Knoles School	CA	October 14, 2025	October 22, 2025

Purpose and Description

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

Schoolwide Program

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

The Tully C. Knoles (TCK) School Plan for Student Achievement (SPSA) has been developed in accordance to the Every Student Succeeds Act (ESSA) and is aligned to Lincoln Unified School District's 2025-2026 Local Control and Accountability Plan (LCAP). This year's school plan will include four goals based on data collected from the 2024-2025 school year. Each goal is aligned with identified areas for improvement and are as follows:

Goal 1: The percentage of grade 3-8 students meeting or exceeding standards in English Language Arts will increase by a minimum of 15%.

Goal 2: The percentage of grade 3-8 students meeting or exceeding standards in Math will increase by a minimum of 10%.

Goal 3: The percentage of English Learners (EL's) demonstrating overall proficiency on the Summative English Language Proficiency Assessment for California (ELPAC) will increase by a minimum of 10%.

Goal 4: Increase student engagement by decreasing the chronic absenteeism rate in addition to the overall number of student suspensions by 10%.

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

Comprehensive Needs Assessment Components

Data Analysis

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

Surveys

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

During ELAC, SSC, PTSA, staff meetings, student leadership and library council, both formal and informal surveys were collected to obtain student, parent, and teacher/staff input. These surveys included the Youth Truth Survey in addition to a needs assessment given to both teachers and staff at the beginning of this school year. Members of ELAC and PTSA were also given an opportunity to provide input during meetings held in August and September. A summary of these surveys demonstrates a basic concern overall with student safety and a need for consistent practices amongst individual classrooms and the school as a whole when addressing behavior and student engagement.

Classroom Observations

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

Teachers were scheduled to be observed quarterly by administration. In addition, classroom walk-throughs were to be conducted on a weekly basis by both the principal and assistant principal. However, feedback was not provided regularly, and when it was, it was not given in a timely manner. Most teachers reported observations were often cancelled, and when they did occur, they did not receive a formal, written observation.

Analysis of Current Instructional Program

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

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

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

Standards, Assessment, and Accountability

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

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

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

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

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

District wide professional development and trainings were provided to all teachers and tied to state and district priorities with a specific focus on curriculum alignment for English Language Arts.

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

All teachers meet our state requirements for teaching. Also, in accordance to the Williams Act, all teachers and students have access to the district's adopted, standard aligned curriculum for both general and special education.

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

Staff are engaged with assessing student performance both formally and informally on a regular basis. Ongoing professional development continues to be provided in accordance to the school's and district's plan to improve student achievement.

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

Ongoing district-provided/endorsed PD in both Wonders (ELA) and HMH (Math)
Continued foundational literacy PD in primary grades
Intervention personnel supports ELA
Ongoing work with Orenda in aligning teaching practices to state standards for both ELA and Math

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

Teachers collaborated, and continue to collaborate, with grade level peers every Monday, both at the site and district level. Collaboration time is focused on curriculum alignment and development of common formative assessments. In addition, this school year, teachers and administration will meet every 5-6 weeks for data review sessions focused on analyzing data and instructional practices.

Teaching and Learning

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

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

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

Our school adheres to the district's recommended instructional minutes. Additionally, students who are in need of additional support/ intervention are provided individualized instruction provided by our Title I teacher and staff or a special education teacher in accordance to their IEP.

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

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

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

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

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

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

Opportunity and Equal Educational Access

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

Continue implementation of and professional development pertaining to Wonders (K-5) and Study Sync (6-8) curricula
Use Lenections assessments to guide instruction
Utilize small group instruction during ELA block based on skill level
Implement "Ladder Time" to address specific student needs in reading and writing
Provide ongoing professional development in Wonders and HMH curriculum and instructional strategies
Conduct ongoing progress monitoring in grades K-3 (Amplify)
Provide Title 1 small group support for students scoring Intensive on AMPLIFY and iReady
Continue to implement integrated and designated ELD as part of a comprehensive program for every English Learner
Provide after-school support/tutoring in multiple grades

Evidence-based educational practices to raise student achievement

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

Parental Engagement

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

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

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

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

Funding

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

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

Fiscal support (EPC)

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

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

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

School Site Council Meetings: September 30, 2025 and October 14, 2025
ELAC Meeting Dates: September 8, 2025 and December 8, 2025
Leadership Team Meeting: July 29, August 21, and October 16, 2025
Staff Meeting: September 29, 2025

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

Resource Inequities

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

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Tully C. Knoles 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		
	22-23	23-24	24-25	22-23	23-24	24-25
American Indian	0.52%	0.79%	0.78%	3	5	5
African American	10.48%	8.53%	9.18%	61	54	59
Asian	5.33%	6.32%	6.84%	31	40	44
Filipino	2.41%	3.00%	3.27%	14	19	21
Hispanic/Latino	63.75%	61.45%	60.19%	371	389	387
Pacific Islander	0.52%	0.32%	0.16%	3	2	1
White	10.31%	11.37%	10.89%	60	72	70
Two or More Races	6.01%	7.74%	8.24%	35	49	53
Not Reported	0.69%	0.47%	0.47%	4	3	3
			Total Enrollment	582	633	643

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	22-23	23-24	24-25
Transitional Kindergarten			23
Kindergarten	51	47	48
Grade 1	73	66	73
Grade 2	69	72	72
Grade3	70	69	70
Grade 4	62	67	71
Grade 5	64	67	71
Grade 6	74	79	73
Grade 7	49	86	59
Grade 8	70	56	83
Total Enrollment	582	633	643

Conclusions based on this data:

1. We have seen an increase amount of students enrolled in TCK, particularly among students whom identify as Asian, Filipino, and African American.
2. There continues to be a steady increase of students enrolled in grades K-6.

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		
	22-23	23-24	24-25	22-23	23-24	24-25
English Learners	98	105	97	16.8%	16.6%	15.1%
Fluent English Proficient (FEP)	59	54	57	10.1%	8.5%	8.9%

Conclusions based on this data:

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

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

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

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2426.	2420.	2390.	24.29	18.84	11.43	32.86	27.54	22.86	17.14	33.33	31.43	25.71	20.29	34.29
Grade 4	2432.	2456.	2428.	11.29	17.46	11.59	22.58	28.57	18.84	22.58	20.63	28.99	43.55	33.33	40.58
Grade 5	2473.	2457.	2423.	15.15	7.69	3.08	24.24	26.15	18.46	19.70	18.46	21.54	40.91	47.69	56.92
Grade 6	2474.	2492.	2468.	7.04	10.00	6.49	16.90	30.00	20.78	32.39	25.71	27.27	43.66	34.29	45.45
Grade 7	2518.	2523.	2484.	8.22	6.38	1.23	31.51	34.04	33.33	28.77	25.53	25.93	31.51	34.04	39.51
Grade 8	2525.	2523.	2508.	10.00	10.00	7.27	32.00	25.71	20.00	22.00	30.00	29.09	36.00	34.29	43.64
All Grades	N/A	N/A	N/A	12.76	11.98	6.71	26.53	28.39	22.78	23.98	25.78	27.34	36.73	33.85	43.17

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

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

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

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

Conclusions based on this data:

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

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

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

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2411.	2404.	2404.	8.57	4.35	11.59	31.43	39.13	27.54	25.71	23.19	27.54	34.29	33.33	33.33
Grade 4	2416.	2424.	2408.	4.84	3.13	1.47	11.29	15.63	16.18	38.71	40.63	35.29	45.16	40.63	47.06
Grade 5	2435.	2450.	2416.	7.46	7.69	2.86	11.94	7.69	8.57	19.40	27.69	22.86	61.19	56.92	65.71
Grade 6	2440.	2455.	2433.	1.41	4.29	9.09	7.04	11.43	6.49	28.17	34.29	19.48	63.38	50.00	64.94
Grade 7	2455.	2484.	2438.	5.56	2.13	2.50	8.33	14.89	11.25	26.39	27.66	22.50	59.72	55.32	63.75
Grade 8	2477.	2462.	2459.	10.20	4.29	5.26	10.20	4.29	5.26	20.41	24.29	15.79	59.18	67.14	73.68
All Grades	N/A	N/A	N/A	6.14	4.42	5.46	13.55	15.58	12.59	26.60	29.61	23.99	53.71	50.39	57.96

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

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	21-22	**22-23**	**23-24**	**21-22**	**22-23**	**23-24**	**21-22**	**22-23**	**23-24**
Grade 3	11.43	5.80	10.14	47.14	57.97	52.17	41.43	36.23	37.68
Grade 4	6.45	1.56	2.94	41.94	50.00	52.94	51.61	48.44	44.12
Grade 5	7.46	4.62	0.00	47.76	52.31	50.00	44.78	43.08	50.00
Grade 6	0.00	5.71	5.19	46.48	44.29	32.47	53.52	50.00	62.34
Grade 7	4.17	4.26	1.25	58.33	68.09	42.50	37.50	27.66	56.25
Grade 8	10.20	4.29	5.26	38.78	57.14	40.35	51.02	38.57	54.39
All Grades	6.39	4.42	4.04	47.31	54.29	44.89	46.29	41.30	51.07

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

Conclusions based on this data:

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

School and Student Performance Data

ELPAC Results

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

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

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

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K		31.25	6.25		25.00	25.00		12.50	12.50		31.25	31.25		16	16
1		0.00	0.00		40.00	40.00		26.67	26.67		33.33	33.33		15	15
2		*	*		*	*		*	*		*	*		*	*
3		*	*		*	*		*	*		*	*		*	*
4		*	*		*	*		*	*		*	*		*	*
5		0.00	0.00		38.46	38.46		38.46	38.46		23.08	23.08		13	13
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
7	38.46	*	*	7.69	*	*	38.46	*	*	15.38	*	*	13	*	*
8	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	21.70	6.90	6.90	24.53	27.59	27.59	33.96	31.03	31.03	19.81	34.48	34.48	106	87	87

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

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

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

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

Conclusions based on this data:

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

School and Student Performance Data

Student Population

The 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**
633	**85%**	**16.6%**	**0.8%**
Total Number of Students enrolled in Tully C. Knoles School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2023-24 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	105	16.6%
Foster Youth	5	0.8%
Homeless	42	6.6%
Socioeconomically Disadvantaged	538	85%
Students with Disabilities	109	17.2%

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	54	8.5%
American Indian	5	0.8%
Asian	40	6.3%
Filipino	19	3%
Hispanic	389	61.5%
Two or More Races	49	7.7%
Pacific Islander	2	0.3%
White	72	11.4%

Conclusions based on this data:

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

2. Hispanic/Latino students and English Learners remain to be the largest ethnic and student groups.

3. There is a growing number of students with disabilities enrolled.

School and Student Performance Data

Overall Performance

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

Red
Lowest Performance

Orange

Yellow

Green

Blue
Highest Performance

2024 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

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

School and Student Performance Data

Academic Performance
English Language Arts

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Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
3	3	0	0	0

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		
All Students	**English Learners**	**Long-Term English Learners**
Orange	Red	No Performance Color
53.2 points below standard	84.3 points below standard	Less than 11 Students
Declined 26.0 points	Declined 49.7 points	10 Students
386 Students	66 Students	
Foster Youth	**Homeless**	**Socioeconomically Disadvantaged**
No Performance Color	No Performance Color	Orange
Less than 11 Students	113.0 points below standard	53.0 points below standard
2 Students	Declined 39.2 points	Declined 24.9 points
	33 Students	331 Students

Students with Disabilities	African American	American Indian
Red	Red	No Performance Color
152.9 points below standard	95.9 points below standard	Less than 11 Students
Declined 47.6 points	Declined 11.9 points	4 Students
82 Students	40 Students	

Asian	Filipino	Hispanic
No Performance Color	No Performance Color	Orange
52.0 points below standard	40.9 points below standard	50.7 points below standard
Declined 44.3 points	Declined 36.3 points	Declined 24.3 points
23 Students	13 Students	222 Students

Two or More Races	Pacific Islander	White
No Performance Color	No Performance Color	Orange
40.7 points below standard	Less than 11 Students	55.6 points below standard
Declined 39.8 points	2 Students	Declined 52.8 points
31 Students		50 Students

Conclusions based on this data:

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

School and Student Performance Data

Academic Performance
Mathematics

The 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.”

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue
5	1	0	0	0

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

All Students	English Learners	Long-Term English Learners
Red	Red	No Performance Color
95.2 points below standard	119.9 points below standard	Less than 11 Students
Declined 18.1 points	Declined 16.9 points	10 Students
392 Students	67 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color	No Performance Color	Red
Less than 11 Students	118.3 points below standard	95.7 points below standard
2 Students	Increased 6.5 points	Declined 16.1 points
	33 Students	337 Students

Students with Disabilities	African American	American Indian
Red	Red	No Performance Color
181.9 points below standard	123.2 points below standard	Less than 11 Students
Declined 30.9 points	Declined 14.0 points	4 Students
82 Students	40 Students	

Asian	Filipino	Hispanic
No Performance Color	No Performance Color	Orange
77.8 points below standard	70.2 points below standard	94.5 points below standard
Declined 35.2 points	Declined 46.9 points	Declined 12.3 points
23 Students	13 Students	226 Students

Two or More Races	Pacific Islander	White
No Performance Color	No Performance Color	Red
90.0 points below standard	Less than 11 Students	99.2 points below standard
Declined 16.4 points	2 Students	Declined 44.3 points
31 Students		50 Students

Conclusions based on this data:

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

School and Student Performance Data

Academic Performance
English Learner Progress

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

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

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

2024 Fall Dashboard English Learner Progress Indicator	
English Learner Progress	**Long-Term English Learner Progress**
Yellow	No Performance Color
40.3 points above standard making progress.	making progress.
Number Students: 77 Students	Number Students: 10 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**
8	38	0	31

Conclusions based on this data:

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

School and Student Performance Data

Academic Performance
College/Career Report

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

Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard College/Career Equity Report				
Red	Orange	Yellow	Green	Blue

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.

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.”

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue

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

All Students	English Learners	Long-Term English Learners
Yellow	Orange	No Performance Color
27.3% Chronically Absent	30.4% Chronically Absent	28.6% Chronically Absent
Declined 9.2	Declined 8.5	Declined 21.4
685 Students	115 Students	14 Students

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color	Orange	Yellow
Fewer than 11 students - data not displayed for privacy	39.2% Chronically Absent	28.7% Chronically Absent
5 Students	Declined 24.2	Declined 9.7
	51 Students	586 Students

Students with Disabilities	African American	American Indian
Orange	Orange	No Performance Color
30.5% Chronically Absent	38.8% Chronically Absent	Fewer than 11 students - data not displayed for privacy
Declined 9.7	Declined 9.7	5 Students
141 Students	67 Students	

Asian	Filipino	Hispanic
Red	No Performance Color	Yellow
23.3% Chronically Absent	5% Chronically Absent	27.6% Chronically Absent
Increased 5.1	Declined 9.3	Declined 8.4
43 Students	20 Students	420 Students

Two or More Races	Pacific Islander	White
Orange	No Performance Color	Orange
20.4% Chronically Absent	Fewer than 11 students - data not displayed for privacy	24.3% Chronically Absent
Declined 24.6	2 Students	Declined 7.3
54 Students		74 Students

Conclusions based on this data:

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

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.

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.”

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard Suspension Rate Equity Report				
Red	Orange	Yellow	Green	Blue
3	3	1	1	1

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

All Students	English Learners	Long-Term English Learners
Orange	Green	No Performance Color
5.3% suspended at least one day	1.7% suspended at least one day	13.3% suspended at least one day
Increased 0.9%	Declined 1%	Declined 5.4%
718 Students	121 Students	15 Students

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color	Red	Orange
Fewer than 11 students - data not displayed for privacy	9.3% suspended at least one day	5.5% suspended at least one day
5 Students	Increased 2.1%	Increased 0.8%
	54 Students	614 Students

Students with Disabilities	African American	American Indian
Orange	Red	No Performance Color
8.9% suspended at least one day	14.1% suspended at least one day	Fewer than 11 students - data not displayed for privacy
Declined 5.2%	Maintained 0.2%	5 Students
146 Students	71 Students	

Asian	Filipino	Hispanic
Blue	No Performance Color	Orange
0% suspended at least one day	0% suspended at least one day	4.3% suspended at least one day
Declined 6.1%	Maintained 0%	Increased 1.4%
46 Students	20 Students	440 Students

Two or More Races	Pacific Islander	White
Yellow	No Performance Color	Red
5.3% suspended at least one day	Fewer than 11 students - data not displayed for privacy	6.5% suspended at least one day
Declined 1.6%	2 Students	Increased 4.9%
57 Students		77 Students

Conclusions based on this data:

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

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

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

Goal 1

The percentage of grade 3-8 students meeting or exceeding standards on the 2025-26 CAASPP assessment in ELA will increase by 15%.

Identified Need

We need to increase the academic achievement of all of our students, as the number of students meeting or exceeding standards in English Language Arts only increased by 4% according to results of the 2024-2025 school year. Achieving grade-level reading proficiency is essential for students to move from learning to read toward reading to learn. When students in the early grades lack a strong foundation in the first four elements of reading—phonics, phonemic awareness, fluency, and vocabulary—they are more likely to struggle with the fifth element, comprehension. The Common Core State Standards (CCSS) further emphasize this need by requiring students to engage with increasingly complex texts, demonstrating not only basic understanding but also deeper analysis and critical thinking.The CAASPP Summative Assessment is one indicator used to determine whether students are meeting or exceeding grade level standards and further developing comprehension skills.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
2024-2025 End of Year DIBELS Benchmark Assessment Grades K-3	The percentage of students scoring at or above on the End of Year DIBELS Benchmark Assessment in each grade level: K -79% 1st- 51% 2nd- 54% 3rd- 55% Overall- 60%	The percentage of K-3 students at or above benchmark on the End of Year DIBELS Benchmark Assessment will increase by a minimum of 10%.
2024-25 i-Ready Reading Spring Diagnostic Assessment Grades K-8	The percentage of students at or above grade level i-READY Reading in each grade level: K - 93% 1st - 39% 2nd - 47% 3rd - 64%	The percentage of K-8th grade students "at" or "above" grade level on the i-Ready Diagnostic Summative test will increase by a minimum of 10%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	4th - 19% 5th - 17% 6th - 34% 7th - 26% 8th - 29% Overall- 41%	
2024-2025 CAASPP ELA Summative Assessment Grades 3-8	The percentage of students meeting or exceeding CAASPP ELA standards in each grade level: 3rd- 56% 4th- 23% 5th- 20% 6th- 22% 7th- 34% 8th- 42% Overall- 33%	The percentage of 3rd-8th grade students meeting or exceeding standards on the Smarter Balanced Summative Assessment will increase by 15%.

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
5,525.00	Title I Part A: Allocation

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

1.2 Purchase supplemental literacy materials, books, activities and software licenses that will support students at all literacy levels.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
13,000.00	Title I Part A: Allocation

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

1.3 Reading intervention/tutoring will be offered after school based on grade level data.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
11,000.00	Title I Part A: Allocation

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Purchase high interest books, early reader, and picture books, as well as books written by diverse authors.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
17,000.00	Title I Part A: Allocation

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Implement "Ladder Time" school-wide, K-6, ensuring students are given a 35 minute protected time within the school day to receive coordinated, targeted support based on their level of need in English Language Arts.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)

Annual Review

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

ANALYSIS

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

Although tutoring was offered, not all grade levels participated. Because participation was not as robust as anticipated, this may have been a contributing factor as to why test scores did not increase the desired 5%. Also, due to a district-wide iniative to align curriculum and assessments, subs were not readily available for teachers looking to attend professional development during the school day. However, this iniative should have a positive impact on our 2025-2026 test scores.

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

Again, teachers did not participate in professional development outside of Lincoln's Educational Alignment Project (LEAP) which will have more of an impact on this school year's scores in the area of ELA. Also, not all teachers and/or grade levels offered after school tutoring for struggling students.

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

LEAP alignment work, including the practice of academic data conversations and collaboration across general and special education, will assist to achieve this goal. Annual outcomes, metrics,

and strategies/activities have not varied much from last year other than the inclusion of a grade level matrix including priority standards to be assessed in common for ELA in addition to 5-6 data review sessions for all teachers. In addition to this, students will participate in 40 minutes daily of "Ladder Time" to address specific learning needs.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

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

Goal 2

The percentage of 3rd- 8th students meeting or exceeding standards on the 2025-26 CAASPP assessments in Math will increase by 10%.

Identified Need

According to 2023-24 CAASPP results, math continues to be an area of major concern with only an average of 19% our 3rd-8th graders meeting or exceeding grade level state standards. This is a slight increase compared to 17% in 2023-24. Math is a core subject that supports problem-solving, logical thinking, and decision-making—skills essential for success in school, careers, and everyday life. Our students need to master basic operations (addition, subtraction, multiplication, division) so that they can tackle more complex concepts like algebra, geometry, and calculus in high school and higher level institutions later on in life.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
2024-25 i-Ready Math Spring Diagnostic Assessment Grades K-8	The percentage of students meeting or exceeding i-Ready Mathematics standards in each grade level: K - 81% 1st - 18% 2nd - 21% 3rd- 43% 4th- 23% 5th- 22% 6th- 42% 7th- 13% 8th- 13% Overall- 31%	The percentage of K-8th grade students meeting or exceeding i-Ready Mathematics standards will increase by a minimum of 10%.
2024-25 CAASPP Math Summative Assessment Grades 3-8	The percentage of students meeting or exceeding CAASPP Mathematics standards in each grade level: 3rd- 50% 4th- 20% 5th- 7%	The percentage of 3rd-8th grade students meeting or exceeding CAASPP Mathematics standards will increase by a minimum of 10%.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	6th- 13% 7th- 12% 8th- 14% Overall- 19%	

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
5,500.00	Title I Part A: Allocation

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

2.2 Math intervention/tutoring will be offered, after school, based on grade level assessment data. Teachers will identify students and provide additional support in targeted math areas.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
7,300.00	Title I Part A: Allocation

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

2.3 Purchase supplemental math materials, programs, and supplies to extend learning and intervention when necessary.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
10,000.00	Title I Part A: Allocation

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Invite students and families to a "Math Night" to help demystify math and make it fun, interactive, and accessible for all.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
3,500.00	Title I Part A: Allocation

Annual Review

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

ANALYSIS

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

Although tutoring was offered, not all grade levels participated. Because participation was not as robust as anticipated, this may have been a contributing factor as to why test scores did not increase as anticipated. Also, due to LEAP days, subs were not readily available for teachers looking to attend professional development during the school day. However, some 6th-8th teachers did participate in a week long math institute this summer, which should have a direct affect on instruction and our middle schooler's performance on this year's state-wide assessment.

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

Academic data conversations during District Wide Collaboration focused on curriculum alignment and building common formative assessments this school year, will increase teacher collaboration and meet our need for professional development.

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.

Work through the District's Education Alignment Project (LEAP) will directly affect this goal and intended outcomes. The metrics used to measure this goal will stay the same, and the only additional strategy/activity is the implementation of a school-wide Math Night.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

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

Goal 3

The percentage of English Learners (EL's) demonstrating overall proficiency on the Summative English Language Proficiency Assessment for California (ELPAC) will increase by a minimum of 10%.

Identified Need

The percentage of English Learners demonstrating proficiency in reading, writing, listening, and speaking English has been stagnate. Last year, only 11% of our EL's scored a 4 on the ELPAC compared to 10% the prior school year. The majority of our English Learners are in the "Moderately Developed" (level 3) category.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
2024-25 Summative ELPAC	The percentage of EL students scoring a 4 (Well Developed) on the 2024-25 Summative ELPAC: K - 60% 1 - 12% 2 - 8% 3 - 0 4 - 0 5 - 0 6 - 0 7 - 20% 8 - 0 Overall- 11%	The percentage of English Learners (EL's) demonstrating overall proficiency on the ELPAC will increase by a minimum of 10%.

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

Students identified as English Learners

Strategy/Activity

3.1 Teachers will have an opportunity to attend professional development focused on Integrated and Designated ELD.

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

Amount(s)	Source(s)
2,500.00	Title I Part A: Allocation

Strategy/Activity 2

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Students identified as English Learners

Strategy/Activity

3.2 Primary Language Assistants will assist with designated ELD and provide general language support for EL's, including newcomers, in the general education classroom. In addition, they will be time sheeted for translation outside of their school day (school events, conferences, IEP's, etc.)

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

Amount(s)	Source(s)
5,000.00	Title I Part A: Allocation

Strategy/Activity 3

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Students identified as English Learners

Strategy/Activity

3.3 Supplemental supplies, resources, and materials will be purchased to support designated ELD.

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

Amount(s)	Source(s)
5,000.00	Title I Part A: Allocation

Annual Review

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

ANALYSIS

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

Designated ELD was not observed to be consistent, in classrooms with English Learners, despite teachers having access to a variety of instructional materials.

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

Professional Development, in this area, was not provided locally leaving the Title I teacher and administration to help develop teacher's ability to implement ELD.

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 year, we clustered students with similar proficiency levels in hopes of maximizing our resources for support. Teachers are now required to turn in their daily schedules reflecting thirty minutes of ELD. Administration will observe during this time to ensure designated support is being provided consistently.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

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

Goal 4

Increase student engagement by decreasing the chronic absenteeism rate in addition to the overall number of student suspensions by 10%.

Identified Need

Continue last year's work to build a strong, positive school culture centered around college and career readiness. Further efforts to implement a framework for positive behavior support through ROAR and focusing efforts to reduce absenteeism and suspension rates. The percentage of students considered chronically absent increased by 4% last school year. In addition, the number of students suspended one or more times, nearly doubled.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
2024-25 CA Dashboard: Student Attendance	31% of students were chronically absent during the 2024-25 school year.	Reduce chronic absenteeism by a minimum of 10%.
2024-25 Student Services Data	There were 120 suspensions during the 2024-25 school year.	The number of suspensions will decrease by a minimum of 10%.

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

Middle school students

Strategy/Activity

4.1 Middle school students will participate in exploration, discourse, and writing around secondary education throughout the school year. A focus on learning about college qualifications, pathways & majors, significance and benefits of going to college and trade schools will be embedded in lessons and presentations presented by our school counselors.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
5,500.00	Title I Part A: Allocation

Strategy/Activity 2

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

4.2 Implement PBIS tiers of intervention utilizing "Tiger Bucks" as a token economy to recognize and celebrate positive student behaviors and academic accomplishments.

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

Amount(s)	Source(s)
10,000.00	Title I Part A: Allocation
2,000.00	Unrestricted

Strategy/Activity 3

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

4.3 Time sheet a paraprofessional to act as a go-between for the student, family, school, and community, conducting home visits, making phone calls, and meeting with stakeholders to address attendance issues and connect families with resources.

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

Amount(s)	Source(s)
18,300.00	Title I Part A: Allocation

Strategy/Activity 4

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

A mentor through FACES (Faith in the Education System through extraordinary educational services) program will act as a supportive and guiding role to help students succeed academically,

socially, and personally. The mentorship program will focus on healthy peer relationships and positive student-teacher interactions. A school counselor salary will also be supported through this goal.

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

Amount(s)	Source(s)
97150	Title I Part A: Allocation

Strategy/Activity 5

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Middle school students

Strategy/Activity

Further develop our student leadership class by empowering students to make a positive impact in our school and community through the implementation of various school-wide activities.

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

Amount(s)	Source(s)
2,500.00	Title I Part A: Allocation

Strategy/Activity 6

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Before the start of the school year, hold the Tiger Tour event to welcome families to Tully C. Knoles school and lay the foundation for positive partnership amongst school staff, students, and families.

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

Amount(s)	Source(s)
2,897.00	Title I Part A: Parent Involvement

Annual Review

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

ANALYSIS

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

College Tuesdays have begun to establish a college and career going culture at TCK. Dialogue has led to skills and mindset preparation for students promoting 8th grade and transitioning into high school as we've seen an overall increase in the number of 8th graders promoting to Lincoln High School. Unfortunately, last year, we did not gain a second school counselor until October. Shortly after, we lost our other counselor which left staff no choice but to cancel the annual career fair. FACES mentorship continues to positively impact school climate, by establishing an additional trusted adult on-campus. Having a designated staff member to support attendance, including making phone calls, conducting home visits, and celebrating successes has helped to strengthen school-family connections but has not resulted in a reduction in chronic absenteeism.

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

Again, we did not hold a college and career fair, which left us with carryover funds.

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

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

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Goal 5

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

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

Amount(s)	Source(s)

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Goal 6

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

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

Amount(s)	Source(s)

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Goal 7

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

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

Amount(s)	Source(s)

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Goal 8

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

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

Amount(s)	Source(s)

Budget Summary

Funds Budgeted to the School by Funding Source

Funding Source This dropdown should be populated manually.	**Funding Allocation** This data field should be populated manually.	**Funds Remaining to be Allocated** This field is auto calculated by DTS and manual entries will be overwritten automatically
Title I Part A: Allocation	218775	0.00
Unrestricted	2000	0.00
Title I Part A: Parent Involvement	2,813.00	-84.00

Total Funding Allocation: 223,588
This field is auto calculated by DTS and manual entries will be overwritten automatically

Expenditures by Funding Source From SPSA Goals

Funding Source This field is auto calculated by DTS and manual entries will be overwritten automatically	**Amount** This field is auto calculated by DTS and manual entries will be overwritten automatically
Title I Part A: Allocation	218,775.00
Title I Part A: Parent Involvement	2,897.00
Unrestricted	2,000.00

Total SPSA Allocated (This field is auto calculated by DTS and manual entries will be overwritten automatically**):**
223,672.00

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
Nicole Merolla	Principal
Jessica Cook	Classroom Teacher
Amy Gulden	Classroom Teacher
Meagan Williams	Classroom Teacher
Kirsten Herron	Other School Staff
Priscilla Pacheco Borjon	Parent or Community Member
Damia Howard-Roberts	Parent or Community Member
Jennifer Karnes	Parent or Community Member
Ma Michelle Gamez	Parent or Community Member
Sophia Stallworth	Parent or Community Member

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

Instructions

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

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

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

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

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

Instructions: Linked Table of Contents

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

Educational Partner Involvement

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Annual Review and Update

Budget Summary

Appendix A: Plan Requirements for Title I Schoolwide Programs

Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements

Appendix C: Select State and Federal Programs

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

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

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

Purpose and Description

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

Purpose

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

Description

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

Educational Partner Involvement

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

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

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

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

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

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

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

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

Identified Need

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

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

Annual Measurable Outcomes

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

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

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

Strategies/Activities

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

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

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

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

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

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

Proposed Expenditures for this Strategy/Activity

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

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

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

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

Annual Review

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

Analysis

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

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

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

- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

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

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.
From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Budget Summary

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

- Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.

- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

I. The development of the SPSA shall include both of the following actions:

A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.

1. The comprehensive needs assessment of the entire school shall:

a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and

b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—

i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and

ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and

iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.

iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.

v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.

B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

II. The SPSA shall include the following:

A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--

   a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards

   b. use methods and instructional strategies that:

      i. strengthen the academic program in the school,

      ii. increase the amount and quality of learning time, and

      iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.

   c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:

      i. strategies to improve students' skills outside the academic subject areas;

      ii. preparation for and awareness of opportunities for postsecondary education and the workforce;

      iii. implementation of a schoolwide tiered model to prevent and address problem behavior;

      iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and

      v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.

C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.

D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).

1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;

2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and

3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).

F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to

   1. Ensure that those students' difficulties are identified on a timely basis; and

   2. Provide sufficient information on which to base effective assistance to those students.

G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.

H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

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

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

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

Targeted Support and Improvement

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

The TSI plan shall:

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

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:
Programs included on the Consolidated Application: https://www.cde.ca.gov/fg/aa/co/
ESSA Title I, Part A: School Improvement: https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp
Available Funding: https://www.cde.ca.gov/fg/fo/af/

Developed by the California Department of Education, January 2019