



# School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Tyrrell Elementary School	01611926104566	February 24, 2026	May 27, 2026

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

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

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

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

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

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

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

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# Plan Description

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

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

## Schoolwide Program

### Schoolwide Program

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

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

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

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

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

## Educational Partner Involvement

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

### Involvement Process for the SPSA and Annual Review and Update

The writing of the 2026-2027 Tyrrell SPSA began in December of 2025. Input was gathered from a variety of stakeholders. The stakeholders included teachers and staff (both certificated and classified members), School Site Council Members (school staff and parents), and members of our English Language Advisory Committee (ELAC). The December staff meeting included a review and analysis of the data according to the eight SPSA goals. This was in the areas of English Language Arts, Mathematics, English Language Learners, Attendance, School Climate, Parent Engagement, Visual and Performing Arts (VAPA), and Science. This analysis of school data also took place during our School Site Council meetings (January-May). The SPSA goals were also presented and discussed with various parent groups and school committees to provide opportunities to learn about our SPSA and provide input. The January, February and March staff meetings continued the SPSA work with a budget review and an online, input survey seeking feedback on the existing goals, site funded positions, and our budget. This provided an opportunity to gather input and feedback to assist in the planning of our 2026-2027 SPSA. The SPSA survey results were reviewed and analyzed during School Site Council meetings to support the planning and decision making for the 2026-2027 SPSA. In addition, information about our SPSA was shared with families at our Annual Title 1 Parent Notification Meeting This took place in September, 2025.

# Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable. This section is required for all schools eligible for ATSI and CSI.

## Comprehensive Needs Assessment Components

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

### California School Dashboard (Dashboard) Indicators

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

#### ORANGE PERFORMANCE BAND:

English Language Arts: Hispanic and Students with Disabilities

Mathematics: Students with Disabilities

Science: All Students and English Learners

Chronic Absenteeism: Students with Disabilities

Suspensions: All Students, Socioeconomically Disadvantaged, Students with Disabilities, Hispanic, and Asian

#### RED PERFORMANCE BAND:

English Learner Progress: English Learners

Chronic Absenteeism: All Students, English Learners, Socioeconomically Disadvantaged, and Hispanic

Suspensions: English Learners

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

none

### Other Needs

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

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

# School and Student Performance Data

## Student Enrollment

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

### Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	23-24	24-25	25-26	23-24	24-25	25-26
American Indian	0.34%	0.50%	0.33%	2	3	2
African American	3.57%	3.35%	3.33%	21	20	20
Asian	4.59%	5.86%	7.33%	27	35	44
Filipino	5.78%	3.52%	4.00%	34	21	24
Hispanic/Latino	81.46%	82.24%	80.00%	479	491	480
Pacific Islander	2.38%	2.35%	2.17%	14	14	13
White	0.85%	1.17%	1.50%	5	7	9
Multiple/No Response	0.68%	0.67%	0.83%	4	4	5
<b>Total Enrollment</b>				588	597	600

### Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	23-24	24-25	25-26
Transitional Kindergarten		24	23
Kindergarten	75	72	75
Grade 1	74	79	77
Grade 2	89	78	80
Grade 3	89	90	86
Grade 4	79	94	96
Grade 5	78	80	87
Grade 6	104	80	76
<b>Total Enrollment</b>	588	597	600

#### Conclusions based on this data:

- Hispanic/Latino continues to be the largest student group we serve at Tyrrell (82.24%).
- Our total enrollment dipped slightly in 23-24, but increased in 24-25.

# 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		
	23-24	24-25	25-26	23-24	24-25	25-26
English Learners	329	366	369	60.4%	55.9%	61.5%
Fluent English Proficient (FEP)	116	92	93	17.3%	19.7%	15.5%
Reclassified Fluent English Proficient (RFEP)				11.6%		

### Conclusions based on this data:

1. We experienced a drop in EL students enrolled in 23-24. However, that increased again in 24-25 (61.3%).

# School and Student Performance Data

## CAASPP Results English Language Arts/Literacy (All Students)

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

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

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

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	86	96	89	83	89	87	83	89	87	96.5	92.7	97.8
Grade 4	82	78	93	80	72	90	80	72	90	97.6	92.3	96.8
Grade 5	105	87	81	100	77	79	100	77	79	95.2	88.5	97.5
Grade 6	88	105	80	84	98	76	84	98	76	95.5	93.3	95
All Grades	361	366	343	347	336	332	347	336	332	96.1	91.8	96.8

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	2370.	2335.	2359.	16.87	7.87	8.05	12.05	11.24	13.79	19.28	12.36	24.14	51.81	68.54	54.02
Grade 4	2391.	2385.	2386.	6.25	6.94	12.22	16.25	5.56	5.56	21.25	23.61	20.00	56.25	63.89	62.22
Grade 5	2436.	2439.	2464.	6.00	10.39	11.39	16.00	22.08	22.78	25.00	20.78	27.85	53.00	46.75	37.97
Grade 6	2478.	2452.	2457.	2.38	1.02	10.53	27.38	19.39	13.16	28.57	26.53	26.32	41.67	53.06	50.00
All Grades	N/A	N/A	N/A	7.78	6.25	10.54	17.87	14.88	13.55	23.63	20.83	24.40	50.72	58.04	51.51

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	7.23	7.87	5.75	55.42	49.44	55.17	37.35	42.70	39.08
Grade 4	5.00	5.56	7.78	56.25	58.33	48.89	38.75	36.11	43.33
Grade 5	6.00	9.09	5.06	54.00	57.14	62.03	40.00	33.77	32.91
Grade 6	5.95	5.10	10.53	55.95	34.69	34.21	38.10	60.20	55.26
All Grades	6.05	6.85	7.23	55.33	48.81	50.30	38.62	44.35	42.47

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	9.64	3.37	1.15	44.58	30.34	42.53	45.78	66.29	56.32
Grade 4	3.75	4.17	3.33	43.75	36.11	46.67	52.50	59.72	50.00
Grade 5	10.00	11.69	18.99	49.00	50.65	50.63	41.00	37.66	30.38
Grade 6	3.57	2.04	8.00	47.62	46.94	46.67	48.81	51.02	45.33
All Grades	6.92	5.06	7.55	46.40	41.07	46.53	46.69	53.87	45.92

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	4.82	4.49	4.60	60.24	62.92	67.82	34.94	32.58	27.59
Grade 4	5.00	1.39	4.44	71.25	63.89	64.44	23.75	34.72	31.11
Grade 5	10.00	5.19	7.59	63.00	62.34	68.35	27.00	32.47	24.05
Grade 6	5.95	4.08	5.26	77.38	72.45	63.16	16.67	23.47	31.58
All Grades	6.63	3.87	5.42	67.72	65.77	65.96	25.65	30.36	28.61

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	14.46	6.74	8.05	49.40	46.07	59.77	36.14	47.19	32.18
Grade 4	5.00	5.56	3.33	58.75	63.89	55.56	36.25	30.56	41.11
Grade 5	6.00	9.09	15.19	60.00	64.94	64.56	34.00	25.97	20.25
Grade 6	8.33	8.16	7.89	78.57	68.37	60.53	13.10	23.47	31.58
All Grades	8.36	7.44	8.43	61.67	60.71	59.94	29.97	31.85	31.63

**Conclusions based on this data:**

1. The percentage of students Exceeding Standards increased when comparing the 23-24 and 24-25 school years (6.25%-10.54%)

2. There was a decrease in the percentage of students scoring Meeting Standards when comparing the 23-24 and 24-25 school years, overall (14.88%-15.55%). We connect this to seeing more students scoring Exceeding Standards.
3. When comparing the 23-24 and 25-25 school years, there was a decrease in the percentage of students scoring Not Met Standard (58.04%-51.51%), and an increase in the percentage of students scoring Nearly Met Standard (20.83%-24.40%). We are pleased to report this as we will continue our efforts to move students in the direction of Meeting Standards, each year.

# School and Student Performance Data

## CAASPP Results Mathematics (All Students)

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

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

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

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	86	96	89	85	94	89	85	94	89	98.8	97.9	100
Grade 4	82	78	93	82	78	93	82	78	93	100.0	100	100
Grade 5	105	87	81	104	85	81	104	85	81	99.0	97.7	100
Grade 6	88	105	80	87	104	80	87	104	80	98.9	99	100
All Grades	361	366	343	358	361	343	358	361	343	99.2	98.6	100

\* 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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	2380.	2349.	2371.	7.06	2.13	1.12	17.65	9.57	17.98	25.88	24.47	31.46	49.41	63.83	49.44
Grade 4	2397.	2405.	2398.	3.66	2.56	4.30	10.98	8.97	8.60	30.49	35.90	29.03	54.88	52.56	58.06
Grade 5	2430.	2427.	2468.	6.73	4.71	9.88	5.77	14.12	17.28	29.81	25.88	35.80	57.69	55.29	37.04
Grade 6	2445.	2422.	2427.	1.15	0.96	6.25	5.75	6.73	8.75	34.48	21.15	20.00	58.62	71.15	65.00
Grade 11															
All Grades	N/A	N/A	N/A	4.75	2.49	5.25	9.78	9.70	13.12	30.17	26.32	29.15	55.31	61.50	52.48

<b>Concepts &amp; Procedures</b>									
<b>Applying mathematical concepts and procedures</b>									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	11.76	1.06	5.62	47.06	35.11	46.07	41.18	63.83	48.31
Grade 4	4.88	2.56	3.23	34.15	38.46	33.33	60.98	58.97	63.44
Grade 5	11.54	8.24	8.64	41.35	38.82	61.73	47.12	52.94	29.63
Grade 6	0.00	1.92	8.75	35.63	23.08	20.00	64.37	75.00	71.25
Grade 11									
All Grades	7.26	3.32	6.41	39.66	33.24	40.23	53.07	63.43	53.35

<b>Problem Solving &amp; Modeling/Data Analysis</b>									
<b>Using appropriate tools and strategies to solve real world and mathematical problems</b>									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	8.24	4.26	2.25	44.71	36.17	49.44	47.06	59.57	48.31
Grade 4	4.88	2.56	6.45	42.68	48.72	31.18	52.44	48.72	62.37
Grade 5	1.92	0.00	8.64	42.31	48.24	53.09	55.77	51.76	38.27
Grade 6	2.30	2.88	6.25	45.98	41.35	30.00	51.72	55.77	63.75
All Grades	4.19	2.49	5.83	43.85	43.21	40.82	51.96	54.29	53.35

<b>Communicating Reasoning</b>									
<b>Demonstrating ability to support mathematical conclusions</b>									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	15.29	5.32	7.87	56.47	51.06	52.81	28.24	43.62	39.33
Grade 4	3.66	2.56	4.30	41.46	57.69	48.39	54.88	39.74	47.31
Grade 5	4.81	3.53	4.94	46.15	50.59	56.79	49.04	45.88	38.27
Grade 6	1.15	0.00	1.25	57.47	61.54	47.50	41.38	38.46	51.25
All Grades	6.15	2.77	4.66	50.28	55.40	51.31	43.58	41.83	44.02

**Conclusions based on this data:**

1. There was an increase in the percentage of students scoring Exceeding Standards when comparing the 23-24, and 24-25 school years, overall (2.49%-5.25%).
2. There was an increase in the percentage of students scoring Meeting Standards when comparing the 23-24 and 24-25 school years, overall (9.70%-13.12%).
3. There was a decrease in the percentage of students scoring Not Met Standard (62.50%-52.48%), and an increase in the percentage of students scoring Nearly Met Standard (26.32%-29.52%). We are pleased to report this as we will continue our efforts to move students in the direction of Meeting Standards, each year.

# School and Student Performance Data

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

Visit the California Department of Education's [English Language Proficiency Assessments for California \(ELPAC\)](http://English Language Proficiency Assessments for California (ELPAC) web page) web page or the [ELPAC.org](http://ELPAC.org) website for more information about the ELPAC.

## ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
<b>K</b>	1387.7	1381.8	1376.8	1386.7	1385.5	1374.2	1390.0	1373.1	1382.7	55	62	60
<b>1</b>	1395.2	1406.5	1392.6	1386.8	1404.2	1388.4	1403.2	1408.3	1396.3	54	54	65
<b>2</b>	1424.2	1443.5	1439.3	1428.4	1443.4	1435.1	1419.5	1442.9	1442.9	59	57	62
<b>3</b>	1495.0	1468.7	1475.1	1488.7	1465.5	1468.6	1501.0	1471.4	1481.1	58	55	60
<b>4</b>	1516.8	1488.5	1472.6	1512.1	1478.2	1470.1	1520.9	1498.2	1474.6	52	50	54
<b>5</b>	1538.7	1483.5	1501.2	1533.8	1470.5	1485.5	1543.0	1496.0	1516.5	66	39	48
<b>6</b>	1506.0	1494.1	1463.6	1487.9	1476.0	1434.7	1523.6	1511.8	1492.2	32	46	33
<b>All Grades</b>										376	363	382

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
<b>K</b>	7.27	6.45	3.33	23.64	20.97	16.67	29.09	30.65	36.67	40.00	41.94	43.33	55	62	60
<b>1</b>	1.85	1.85	0.00	16.67	16.67	20.00	29.63	40.74	30.77	51.85	40.74	49.23	54	54	65
<b>2</b>	3.39	5.26	4.84	25.42	24.56	27.42	23.73	43.86	32.26	47.46	26.32	35.48	59	57	62
<b>3</b>	18.97	10.91	11.67	43.10	21.82	38.33	18.97	30.91	25.00	18.97	36.36	25.00	58	55	60
<b>4</b>	40.38	10.00	5.56	17.31	52.00	22.22	23.08	12.00	40.74	19.23	26.00	31.48	52	50	54
<b>5</b>	39.39	17.95	22.92	30.30	17.95	29.17	13.64	25.64	14.58	16.67	38.46	33.33	66	39	48
<b>6</b>	12.50	8.70	6.06	34.38	36.96	15.15	31.25	21.74	21.21	21.88	32.61	57.58	32	46	33
<b>All Grades</b>	18.35	8.26	7.33	27.13	27.00	24.61	23.40	30.03	29.58	31.12	34.71	38.48	376	363	382

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
<b>K</b>	10.91	14.52	3.33	21.82	16.13	23.33	25.45	27.42	21.67	41.82	41.94	51.67	55	62	60
<b>1</b>	9.26	7.41	4.62	29.63	18.52	23.08	16.67	25.93	24.62	44.44	48.15	47.69	54	54	65
<b>2</b>	11.86	10.53	16.13	25.42	33.33	27.42	30.51	35.09	25.81	32.20	21.05	30.65	59	57	62
<b>3</b>	43.10	25.45	20.00	32.76	27.27	41.67	8.62	16.36	13.33	15.52	30.91	25.00	58	55	60
<b>4</b>	51.92	38.00	14.81	19.23	32.00	40.74	11.54	4.00	20.37	17.31	26.00	24.07	52	50	54
<b>5</b>	54.55	23.08	39.58	27.27	28.21	20.83	1.52	12.82	10.42	16.67	35.90	29.17	66	39	48
<b>6</b>	25.00	15.22	0.00	34.38	41.30	30.30	15.63	13.04	27.27	25.00	30.43	42.42	32	46	33
<b>All Grades</b>	30.32	18.73	14.14	26.86	27.55	29.58	15.43	20.11	20.42	27.39	33.61	35.86	376	363	382

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
<b>K</b>		1.61	3.33		17.74	15.00		59.68	66.67		20.97	15.00		62	60
<b>1</b>		3.70	0.00		12.96	16.92		29.63	23.08		53.70	60.00		54	65
<b>2</b>		1.75	1.61		26.32	22.58		36.84	30.65		35.09	45.16		57	62
<b>3</b>		3.64	0.00		14.55	35.00		40.00	33.33		41.82	31.67		55	60
<b>4</b>		6.00	0.00		40.00	9.26		20.00	35.19		34.00	55.56		50	54
<b>5</b>		5.13	8.33		17.95	31.25		33.33	22.92		43.59	37.50		39	48
<b>6</b>	6.25	4.35	6.06	25.00	26.09	9.09	46.88	32.61	24.24	21.88	36.96	60.61	32	46	33
<b>All Grades</b>	10.11	3.58	2.36	22.61	22.04	20.42	32.18	36.91	34.55	35.11	37.47	42.67	376	363	382

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
<b>K</b>	3.64	6.45	3.33	43.64	50.00	53.33	52.73	43.55	43.33	55	62	60
<b>1</b>	16.67	9.26	10.77	42.59	48.15	50.77	40.74	42.59	38.46	54	54	65
<b>2</b>	13.56	8.77	9.68	59.32	64.91	50.00	27.12	26.32	40.32	59	57	62
<b>3</b>	18.97	18.18	16.67	56.90	47.27	50.00	24.14	34.55	33.33	58	55	60
<b>4</b>	38.46	40.00	9.26	40.38	38.00	57.41	21.15	22.00	33.33	52	50	54
<b>5</b>	27.27	12.82	16.67	54.55	53.85	58.33	18.18	33.33	25.00	66	39	48
<b>6</b>	3.13	15.22	3.03	68.75	52.17	30.30	28.13	32.61	66.67	32	46	33
<b>All Grades</b>	18.35	15.43	10.21	51.60	50.69	51.05	30.05	33.88	38.74	376	363	382

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
<b>K</b>	18.18	22.58	6.67	40.00	30.65	36.67	41.82	46.77	56.67	55	62	60
<b>1</b>	14.81	5.56	4.62	37.04	57.41	41.54	48.15	37.04	53.85	54	54	65
<b>2</b>	18.64	24.56	27.42	52.54	56.14	43.55	28.81	19.30	29.03	59	57	62
<b>3</b>	53.45	32.73	48.33	31.03	32.73	28.33	15.52	34.55	23.33	58	55	60
<b>4</b>	55.77	36.00	31.48	26.92	38.00	31.48	17.31	26.00	37.04	52	50	54
<b>5</b>	77.27	33.33	50.00	6.06	28.21	20.83	16.67	38.46	29.17	66	39	48
<b>6</b>	53.13	34.78	18.18	28.13	32.61	36.36	18.75	32.61	45.45	32	46	33
<b>All Grades</b>	41.76	26.45	26.18	31.38	39.94	34.55	26.86	33.61	39.27	376	363	382

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
<b>K</b>	3.64	1.61	1.67	61.82	61.29	71.67	34.55	37.10	26.67	55	62	60
<b>1</b>	5.56	9.26	3.08	20.37	27.78	33.85	74.07	62.96	63.08	54	54	65
<b>2</b>	5.08	0.00	3.23	23.73	66.67	50.00	71.19	33.33	46.77	59	57	62
<b>3</b>	8.62	0.00	0.00	53.45	45.45	58.33	37.93	54.55	41.67	58	55	60
<b>4</b>	9.62	0.00	0.00	55.77	58.00	31.48	34.62	42.00	68.52	52	50	54
<b>5</b>	22.73	5.13	10.42	56.06	51.28	52.08	21.21	43.59	37.50	66	39	48
<b>6</b>	3.13	4.35	6.06	37.50	36.96	15.15	59.38	58.70	78.79	32	46	33
<b>All Grades</b>	9.04	2.75	3.14	44.68	50.14	46.60	46.28	47.11	50.26	376	363	382

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
<b>K</b>	34.55	22.58	35.00	54.55	56.45	48.33	10.91	20.97	16.67	55	62	60
<b>1</b>	5.56	3.70	3.13	51.85	57.41	45.31	42.59	38.89	51.56	54	54	64
<b>2</b>	6.78	3.57	9.68	52.54	66.07	59.68	40.68	30.36	30.65	59	56	62
<b>3</b>	36.21	7.27	15.00	48.28	65.45	65.00	15.52	27.27	20.00	58	55	60
<b>4</b>	38.46	36.00	1.85	42.31	40.00	61.11	19.23	24.00	37.04	52	50	54
<b>5</b>	36.36	20.51	12.50	45.45	38.46	54.17	18.18	41.03	33.33	66	39	48
<b>6</b>	37.50	13.04	12.12	43.75	58.70	51.52	18.75	28.26	36.36	32	46	33
<b>All Grades</b>	27.39	14.92	12.86	48.67	55.52	55.12	23.94	29.56	32.02	376	362	381

**Conclusions based on this data:**

1. Tyrrell suffered a decrease in the percentage of EL students scoring proficient on the Summative ELPAC in 2025, compared with 2024 (8.26%-7.33%).

2. The data indicates that the skills Listening, Speaking, and Writing are more developed than Reading. Listening, Speaking, and Writing fall under Moderate while Reading is indicated as Beginning.

# School and Student Performance Data

## Student Population

The 2025 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.

2024-25 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
<b>597</b>	<b>85.6%</b>	<b>61.3%</b>	<b>0.0%</b>
Total Number of Students enrolled in Tyrrell Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2024-25 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	366	61.3%
Foster Youth	0	0.0%
Homeless	9	1.5%
Socioeconomically Disadvantaged	511	85.6%
Students with Disabilities	58	9.7%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	20	3.4%
American Indian	3	0.5%
Asian	35	5.9%
Filipino	21	3.5%
Hispanic	491	82.2%
Two or More Races	4	0.7%
Pacific Islander	14	2.3%
White	7	1.2%

**Conclusions based on this data:**

1. Of a total enrollment of 597 students, the largest population of students fall into the category of social-economically disadvantaged (85.6%). When looking at ethnicity, our largest ethnic group represented by students is Hispanic (82.2% of our student population).
2. Over half of Tyrell's student population is comprised of English Language Learners (61.3%), 366 students.
3. Tyrell's largest ethnic group continues to be Hispanic at 82.2% (491 students), while our American Indian group is the smallest student group 0.5% (3 students).

# School and Student Performance Data

## Overall Performance






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



### 2025 Fall Dashboard Overall Performance for All Students

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

#### Conclusions based on this data:

1. Tyrrell's student achievement improved in English Language Arts (ELA) and Mathematics. ELA and Math climbed into the Yellow performance band of the California Dashboard. Science remained in the Orange Performance Band with a slight increase of 1.4 points.
2. We identified our English Learner Progress and Chronic Absenteeism in the Red band of the dashboard. Additionally, our Suspension Rate is in the Orange performance band.



# School and Student Performance Data

## Academic Performance English Language Arts

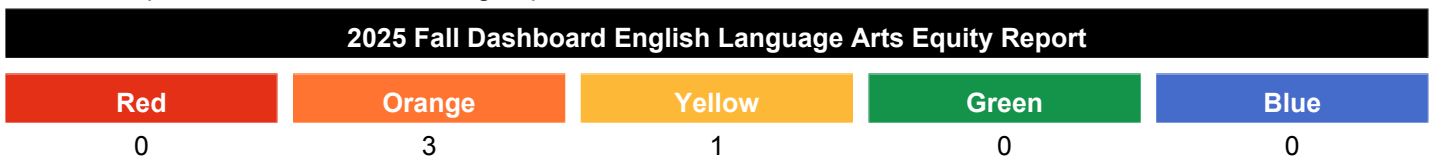
The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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












This section provides number of student groups in each level.



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

2025 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p><b>All Students</b></p> <p> Yellow</p> <p>63.3 points below standard</p> <p>Increased 14.9 points</p> <p>313 Students</p>	<p><b>English Learners</b></p> <p> Orange</p> <p>81.6 points below standard</p> <p>Increased 6.7 points</p> <p>219 Students</p>	<p><b>Long-Term English Learners</b></p> <p> No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>4 Students</p>
<p><b>Foster Youth</b></p> <p> No Performance Color</p> <p>0 Students</p>	<p><b>Homeless</b></p> <p> No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>6 Students</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p> Yellow</p> <p>64.1 points below standard</p> <p>Increased 17.5 points</p> <p>284 Students</p>

<p><b>Students with Disabilities</b></p>  <p>Orange</p> <p>87.2 points below standard</p> <p>Increased 31.8 points</p> <p>33 Students</p>	<p><b>African American</b></p>  <p>No Performance Color</p> <p>33.8 points below standard</p> <p>12 Students</p>	<p><b>American Indian</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>1 Student</p>
<p><b>Asian</b></p>  <p>No Performance Color</p> <p>5.9 points below standard</p> <p>Increased 41.8 points</p> <p>18 Students</p>	<p><b>Filipino</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>9 Students</p>	<p><b>Hispanic</b></p>  <p>Orange</p> <p>73.7 points below standard</p> <p>Increased 10.6 points</p> <p>257 Students</p>
<p><b>Two or More Races</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>2 Students</p>	<p><b>Pacific Islander</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>10 Students</p>	<p><b>White</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>3 Students</p>

**Conclusions based on this data:**

1. Our overall Dashboard for English Language Arts falls into the Yellow performance band. This is improvement of 14.9 points, with a Distance From Standard (DFS) of -63.3 points.
2. We also identified improvement the following student groups: Students with Disabilities (31.8 point gain), Hispanic (10.6 point gain), Socioeconomically Disadvantaged (17.5 point gain), and English Learners (6.7 point gain).

# School and Student Performance Data

## Academic Performance Mathematics

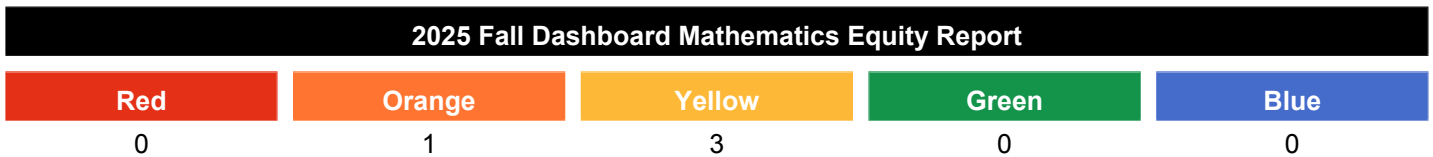
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The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California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







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












This section provides number of student groups in each level.



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

2025 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p><b>All Students</b></p>  Yellow 78 points below standard Increased 16.5 points 320 Students	<p><b>English Learners</b></p>  Yellow 87.5 points below standard Increased 8.2 points 226 Students	<p><b>Long-Term English Learners</b></p>  No Performance Color Fewer than 11 students - No Data for Privacy 4 Students
<p><b>Foster Youth</b></p>  No Performance Color 0 Students	<p><b>Homeless</b></p>  No Performance Color Fewer than 11 students - No Data for Privacy 7 Students	<p><b>Socioeconomically Disadvantaged</b></p>  Yellow 77.9 points below standard Increased 18.7 points 290 Students

<p><b>Students with Disabilities</b></p>  <p>Orange</p> <p>95.4 points below standard</p> <p>Increased 57.3 points</p> <p>33 Students</p>	<p><b>African American</b></p>  <p>No Performance Color</p> <p>90.2 points below standard</p> <p>12 Students</p>	<p><b>American Indian</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>1 Student</p>
<p><b>Asian</b></p>  <p>No Performance Color</p> <p>26.1 points below standard</p> <p>Increased 41.7 points</p> <p>19 Students</p>	<p><b>Filipino</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>9 Students</p>	<p><b>Hispanic</b></p>  <p>Yellow</p> <p>85.5 points below standard</p> <p>Increased 11 points</p> <p>262 Students</p>
<p><b>Two or More Races</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>2 Students</p>	<p><b>Pacific Islander</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>10 Students</p>	<p><b>White</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>3 Students</p>

**Conclusions based on this data:**

1. Our overall Dashboard for Mathematics falls into the Yellow performance band. This is improvement of 16.5 points, with a Distance From Standard (DFS) of -78 points.
2. We also identified improvement the following student groups: Students with Disabilities (57.3 point gain), Hispanic (11 point gain), Socioeconomically Disadvantaged (18.7 point gain), and English Learners (8.2 point gain).

# School and Student Performance Data

## Academic Performance Science

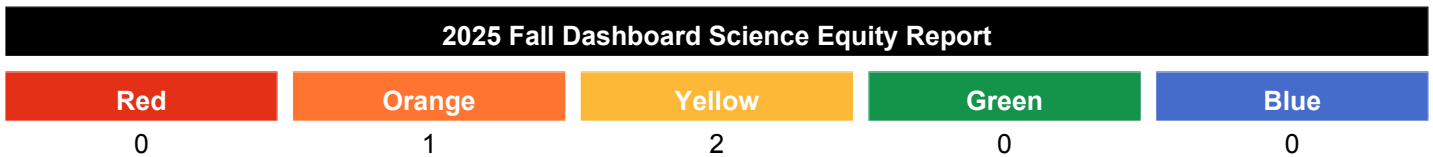
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The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California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

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












This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the Science 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.

2025 Fall Dashboard Science Performance for All Students/Student Group		
<p><b>All Students</b></p> <p>Orange</p> <p>44.2 science points</p> <p>Maintained 1.4 points</p> <p>73 Students</p>	<p><b>English Learners</b></p> <p>Orange</p> <p>42.5 science points</p> <p>Maintained 0.7 points</p> <p>55 Students</p>	<p><b>Long-Term English Learners</b></p> <p>No Performance Color</p> <p>0 Students</p>
<p><b>Foster Youth</b></p> <p>No Performance Color</p> <p>0 Students</p>	<p><b>Homeless</b></p> <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>2 Students</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>Yellow</p> <p>44.1 science points</p> <p>Increased 3.1 points</p> <p>70 Students</p>

<p><b>Students with Disabilities</b></p>  <p>No Performance Color Fewer than 11 students - No Data for Privacy 8 Students</p>	<p><b>African American</b></p>  <p>No Performance Color Fewer than 11 students - No Data for Privacy 2 Students</p>	<p><b>American Indian</b></p>  <p>No Performance Color Fewer than 11 students - No Data for Privacy 1 Student</p>
<p><b>Asian</b></p>  <p>No Performance Color Fewer than 11 students - No Data for Privacy 3 Students</p>	<p><b>Filipino</b></p>  <p>No Performance Color Fewer than 11 students - No Data for Privacy 3 Students</p>	<p><b>Hispanic</b></p>  <p>Yellow 44.9 science points Increased 3.1 points 59 Students</p>
<p><b>Two or More Races</b></p>  <p>No Performance Color 0 Students</p>	<p><b>Pacific Islander</b></p>  <p>No Performance Color Fewer than 11 students - No Data for Privacy 3 Students</p>	<p><b>White</b></p>  <p>No Performance Color Fewer than 11 students - No Data for Privacy 1 Student</p>

**Conclusions based on this data:**

1. Our overall Dashboard for Science falls into the Orange performance band. This is an improvement of 1.4 points.
2. We also identified improvement the following student groups: Hispanic (3.1 point gain), Socioeconomically Disadvantaged (3.1 point gain), and English Learners (0.7 point slight gain).

# School and Student Performance Data



## Academic Performance English Learner Progress

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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

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

2025 Fall Dashboard English Learner Progress Indicator	
<b>English Learner Progress</b>  Red 38.8 making progress. Number Students: 291 Students	<b>Long-Term English Learner Progress</b>  No Performance Color making progress. Number Students: 2 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.

2025 Fall Dashboard Student English Language Acquisition Results			
<b>Decreased One ELPI Level</b> 13.7%	<b>Maintained ELPI Level 1, 2L, 2H, 3L, or 3H</b> 47.4%	<b>Maintained ELPI Level 4</b> 0%	<b>Progressed At Least One ELPI Level</b> 38.8%

### Conclusions based on this data:

1. We have concluded that 38.8% of our EL students "Progressed At Least One ELPI Level". Overall, 47.4% of our EL students maintained ELPI Levels, and 13.7% decreased at least one ELPI Level.
2. The California Dashboard indicates that 38.8% are making progress.



# School and Student Performance Data

## Academic Engagement Chronic Absenteeism

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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







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












This section provides number of student groups in each level.



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

2025 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group		
<p><b>All Students</b></p>  <p>Red</p> <p>22.6% Chronically Absent</p> <p>Maintained 0.3</p> <p>641 Students</p>	<p><b>English Learners</b></p>  <p>Red</p> <p>22.2% Chronically Absent</p> <p>Increased 2.9</p> <p>427 Students</p>	<p><b>Long-Term English Learners</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>5 Students</p>
<p><b>Foster Youth</b></p>  <p>No Performance Color</p> <p>0 Students</p>	<p><b>Homeless</b></p>  <p>No Performance Color</p> <p>61.1% Chronically Absent</p> <p>Increased 31.5</p> <p>18 Students</p>	<p><b>Socioeconomically Disadvantaged</b></p>  <p>Red</p> <p>22.7% Chronically Absent</p> <p>Increased 0.6</p> <p>582 Students</p>

<p><b>Students with Disabilities</b></p>  <p>Orange</p> <p>28.4% Chronically Absent</p> <p>Declined 0.6</p> <p>74 Students</p>	<p><b>African American</b></p>  <p>No Performance Color</p> <p>38.1% Chronically Absent</p> <p>Declined 1.9</p> <p>21 Students</p>	<p><b>American Indian</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>3 Students</p>
<p><b>Asian</b></p>  <p>Yellow</p> <p>15% Chronically Absent</p> <p>Declined 1.1</p> <p>40 Students</p>	<p><b>Filipino</b></p>  <p>No Performance Color</p> <p>9.1% Chronically Absent</p> <p>Declined 12</p> <p>22 Students</p>	<p><b>Hispanic</b></p>  <p>Red</p> <p>23.1% Chronically Absent</p> <p>Increased 2.6</p> <p>523 Students</p>
<p><b>Two or More Races</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>8 Students</p>	<p><b>Pacific Islander</b></p>  <p>No Performance Color</p> <p>23.5% Chronically Absent</p> <p>Declined 23.5</p> <p>17 Students</p>	<p><b>White</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>7 Students</p>

**Conclusions based on this data:**

1. Our overall Dashboard for Chronic Absenteeism falls into the Red performance band. This is a minimal gain of 0.3 keeping Tyrrell in the Red performance band, with a total of 22.6% Chronically Absent overall.
2. We also identified increases in Chronic Absenteeism in the following student groups: Hispanic (2.6 point gain), Socioeconomically Disadvantaged (0.6 point gain), and English Learners (2.9 point gain).
3. The Asian student group saw a decline in Chronic Absenteeism of 1.1 points, and the Students with Disabilities slightly decreased by 0.6 points.

# School and Student Performance Data

## Academic Engagement Graduation Rate

The 2025 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.



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

2025 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
Foster Youth	Homeless	Socioeconomically Disadvantaged
Students with Disabilities	African American	American Indian
Asian	Filipino	Hispanic
Two or More Races	Pacific Islander	White

### Conclusions based on this data:

1. n/a

# School and Student Performance Data

## Conditions & Climate Suspension Rate

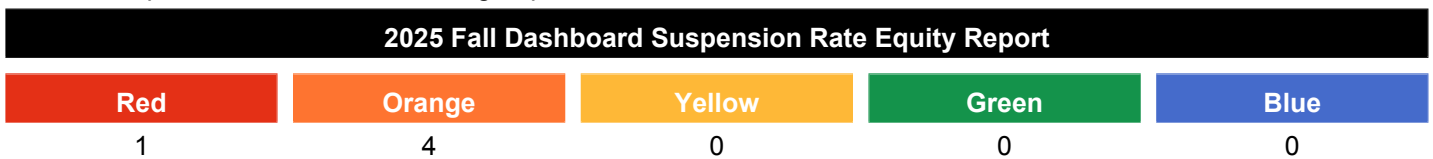
The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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












This section provides number of student groups in each level.



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

2025 Fall Dashboard Suspension Rate for All Students/Student Group		
<p><b>All Students</b></p> <p>Orange</p> <p>3.4% suspended at least one day</p> <p>Increased 0.6%</p> <p>656 Students</p>	<p><b>English Learners</b></p> <p>Red</p> <p>4.4% suspended at least one day</p> <p>Increased 2.6%</p> <p>435 Students</p>	<p><b>Long-Term English Learners</b></p> <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>5 Students</p>
<p><b>Foster Youth</b></p> <p>No Performance Color</p> <p>0 Students</p>	<p><b>Homeless</b></p> <p>No Performance Color</p> <p>10.5% suspended at least one day</p> <p>Increased 10.5%</p> <p>19 Students</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>Orange</p> <p>3.4% suspended at least one day</p> <p>Increased 0.8%</p> <p>595 Students</p>

<p><b>Students with Disabilities</b></p>  <p>Orange</p> <p>4.1% suspended at least one day</p> <p>Increased 1.2%</p> <p>74 Students</p>	<p><b>African American</b></p>  <p>No Performance Color</p> <p>0% suspended at least one day</p> <p>Declined 12%</p> <p>24 Students</p>	<p><b>American Indian</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>3 Students</p>
<p><b>Asian</b></p>  <p>Orange</p> <p>5% suspended at least one day</p> <p>Increased 5%</p> <p>40 Students</p>	<p><b>Filipino</b></p>  <p>No Performance Color</p> <p>0% suspended at least one day</p> <p>Declined 2.6%</p> <p>24 Students</p>	<p><b>Hispanic</b></p>  <p>Orange</p> <p>3.8% suspended at least one day</p> <p>Increased 1.3%</p> <p>533 Students</p>
<p><b>Two or More Races</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>8 Students</p>	<p><b>Pacific Islander</b></p>  <p>No Performance Color</p> <p>0% suspended at least one day</p> <p>Maintained 0%</p> <p>17 Students</p>	<p><b>White</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>7 Students</p>

**Conclusions based on this data:**

1. Our overall Dashboard for Suspension Rate falls into the Orange performance band. This is a minimal increase of 0.6%, keeping Tyrrell in the Orange performance band (with 3.4% suspended at least one day, overall).
2. We also identified increases in the following student groups: Students with Disabilities (1.2% increase), Hispanic (1.3% increase), Socioeconomically Disadvantaged (0.8% increase), and English Learners (2.6% increase), and Asian (5% increase).

# Goals, Strategies, & Proposed Expenditures

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

## Goal 1

### Title and Description of School Goal

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

**Deeper Learning: Language and Literacy**

Language and Literacy: All student will receive literacy instruction and demonstrate growth in English Language Arts by a 10 point increase on our Distance From Standard (DFS) as measured by CAASPP, on the California Dashboard.  
by

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

### Identified Need

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

After a review of the California Dashboard, we found an increase of 14.9 points in English Language Arts (ELA) overall. Our students are currently performing at -63.3 Distance from Standard (DFS). Our target growth for this school year is an increase of 10 DFS points, which would be an increase taking us to -53.5 DFS. Our students are currently in the Yellow performance band for ELA on the California Dashboard. We want to see continued improvement in this area, resulting in a higher performance band such as Green or higher.

We look forward to learning the achievement of our students for 2025-2026, so we can celebrate improvement and identify continued areas for growth.

Group data to be collected to measure gains:

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

Strategy:

See Action Tasks.

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

The focus students for this goal are students who fall under the following subgroups: Hispanic and Students with Disabilities (Orange Performance Band), as well as any students not performing at grade level expectations.

Anticipated annual growth for each group:

Tyrrell will be giving Benchmark Assessments in reading and writing. In addition students in grades 3-6 will take the CAASPP in ELA in the spring of 2026. This will provide additional student achievement data to be analyzed and compared overtime.

Means of evaluating progress toward this goal:

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

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

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

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

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

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

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

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

See Action Tasks.

## Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP	-63.3 Distance Below Standard (DFS)	Increase 10 DFS points taking us to -53.5 DFS

## Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	Community Schools Specialist	All students	District Funded 2000-2999: Classified Personnel Salaries
1.2	Before/After/During School Interventions	Students performing below grade level expectations	2,500 Title I Certificated Hourly  1,750 LCFF Certificated Hourly
1.3	Online learning subscriptions: Accelerated Reader, Starfall, Brainpop, Vocabulary.com, Lexia, Lexia English, etc.	All students	7,750 Title I 5000-5999: Services And Other Operating Expenditures
1.4	Instructional Materials and Supplies	All students	3044.50 Title I 4000-4999: Books And Supplies  2066.66 LCFF 4000-4999: Books And Supplies
1.5	Professional Development and/or Conferences	All staff to benefit all students	853.83 Title I 5800: Professional/Consulting Services And Operating Expenditures
1.6	Extra Hours	All students	666.66 Title I Certificated Hourly
1.7	Release substitutes for assessment and/or observation	All students	1,600 Title I 1000-1999: Certificated Personnel Salaries  200 LCFF Certificated Hourly
1.8	Technology, hardware, replacement devices, and/or parts	All students	2,520 Title I 4000-4999: Books And Supplies  318.80 LCFF

# Annual Review

## SPSA Year Reviewed: 2025-26

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

## Analysis

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

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

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

The action items and budget will be different for this goal. The focus students for this goal are students who fall under the following subgroups: Hispanic and Students with Disabilities (as well as any students not meeting grade level expectations).

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

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

# Goals, Strategies, & Proposed Expenditures

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

## Goal 2

### Title and Description of School Goal

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

#### **Deeper Learning -- Mathematics**

Mathematics: All student will receive mathematics instruction and demonstrate growth in Math by a 10 point increase on our Distance From Standard (DFS) as measured by CAASPP, on the California Dashboard.

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

### Identified Need

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

After a review of the California Dashboard, we found an increase of 16.5 points in Mathematics overall. Our students are currently performing at -78 Distance from Standard (DFS). Our target growth for this school year is an increase of 10 DFS points, which would be an increase taking us to -68 DFS. Our students are currently in the Yellow performance band for Mathematics on the California Dashboard. We want to see continued improvement in this area, resulting in a higher performance band such as Green or higher.

We look forward to learning the achievement of our students for 2025-2026, so we can celebrate improvement and identify continued areas for growth.

Group data to be collected to measure gains:

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

Strategy:

See action items

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

The focus students for this goal are students who fall under the following subgroups: Students with Disabilities (Orange Performance Band), as well as any students performing below grade level expectations.

Anticipated annual growth for each group:

The school will be administering the CAASPP assessment in the Spring of 2026.

Means of evaluating progress toward this goal:

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

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

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

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

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

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

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

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

See action items

## Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP	-78 Distance Below Standard (DFS)	Increase 10 DFS points, taking us to -68 DFS

## Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
2.1	Community Schools Specialist	All students	District Funded 2000-2999: Classified Personnel Salaries

<b>2.2</b>	Before/After School Interventions	All students	2,500 Title I Certificated Hourly  1,750 LCFF Certificated Hourly
<b>2.3</b>	Online Learning Subscriptions: Brainpop, Lexia, Vocabulary.com, etc	All students	7,750 Title I 5000-5999: Services And Other Operating Expenditures
<b>2.4</b>	Instructional Materials and Supplies	All students	3,044.50 Title I 4000-4999: Books And Supplies  2,066.66 LCFF 4000-4999: Books And Supplies
<b>2.5</b>	Professional Development and/or Conferences	All staff to benefit all students	853.83 Title I 5800: Professional/Consulting Services And Operating Expenditures
<b>2.6</b>	Extra Hours	All staff to benefit all students	666.66 Title I Certificated Hourly
<b>2.7</b>	Release substitutes for assessment and/or observation	All students	1,600 Title I 1000-1999: Certificated Personnel Salaries  200 LCFF 1000-1999: Certificated Personnel Salaries
<b>2.8</b>	Technology hardware, replacement devices, and/or parts	All students	2,520 Title I 4000-4999: Books And Supplies  318.80 LCFF 4000-4999: Books And Supplies

## Annual Review

**SPSA Year Reviewed: 2025-26**

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

## **Analysis**

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

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

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

The action items and budget will be different for this goal. The focus students for this goal are students who fall under the following subgroups: Students with Disabilities (as well as any students not meeting grade level expectations).

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

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

# Goals, Strategies, & Proposed Expenditures

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

## Goal 3

### Title and Description of School Goal

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

**Deeper Learning: English Language Development**

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

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

### Identified Need

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

After a review of the California Dashboard, we found a significant decrease of 10.85% in English Learner Progress (ELPI) overall. Currently, 38.8% of our EL students are making progress. Our students are currently in the Red performance band for English Learner Progress on the California Dashboard. Similarly, we identified a decrease in proficiency according to the Summative ELPAC results (8.26% proficient 23/24 to 7.33% 24/25 according California Department of Education, CAASPP and ELPAC Assessment Website.) We want to see continued improvement in this area, resulting in a higher performance band such as Orange or higher.

We look forward to learning the achievement of our students for 2025-2026, so we can celebrate improvement and identify continued areas for growth.

Group data to be collected to measure gains:

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

Strategy:

See Action tasks

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

The focus students for this goal are our English Language Learner (ELL) students, students learning English as their second language. Our English Learner Progress fell into the Red Performance Band when comparing the 23-24 and 24-25 school years.

Anticipated annual growth for each group:

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

Means of evaluating progress toward this goal:

ELPAC and local assessments used in classroom.

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

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

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

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

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

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

See Action tasks

## Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
California Summative ELPAC Data	7.33% Proficient	5% increase (12.33% Proficient)

## Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
3.1	English Language (EL) Specialist	EL students	District Funded 1000-1999: Certificated Personnel Salaries
3.2	English Language (EL) Specialist	EL students	District Funded 1000-1999: Certificated Personnel Salaries
3.3	Before/After School Interventions	EL students performing below grade level expectations	2,500 Title I Certificated Hourly  1,750 LCFF Certificated Hourly
3.4	Online Learning Subscriptions: Lexia English, Brainpop EL, Vocabulary.com, Lexia, etc.	EL students	7,750 Title I 5000-5999: Services And Other Operating Expenditures
3.5	Instructional Materials and Supplies	EL students	3,044.50 Title I 4000-4999: Books And Supplies  2,066.66 LCFF 4000-4999: Books And Supplies
3.7	Professional Development and/or Conferences	Available to all staff to benefit all EL students	853.83 Title I 5800: Professional/Consulting Services And Operating Expenditures
3.8	Extra Hours	EL students	666.66 Title I Certificated Hourly
3.9	Release substitutes for assessment and/or observations	EL students	1,600 Title I Certificated Hourly  200 LCFF Certificated Hourly
3.10	Technology hardware, replacement devices, and/or parts	EL students	2,520 Title I

			4000-4999: Books And Supplies 318.80 LCFF 4000-4999: Books And Supplies
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# Annual Review

**SPSA Year Reviewed: 2025-26**

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

## Analysis

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

Tyrrell will continue to utilize opportunities to analyze student achievement data as a strategy for monitoring and evaluating the data. Monthly staff meetings are regular opportunities for staff members to discuss student learning and analyze data. Data discussions may also take place during grade level collaboration when teachers will look at data to drive instructional practices and planning. Daily English Language Development (ELD) and Academic Language Development(ALD) takes place for our students, according to their Language Proficiency, English Only, and/or Reclassification stage.

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

The action items and budget will be different for this goal. We look forward to adding a Reading Specialist and a part time Bilingual Paraprofessional to contribute to student learning (with the support of a Literacy Grant received from the CDE). We will continue with two full time EL Specialists to serve our EL student population. One will target primary grade students (grades K-3), while the other will work with intermediate grade students (grades 4-6)

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

We plan to increase funding for After School Interventions as well as Instructional/Supplemental Materials. This will allow for us to provide more intervention opportunities for students, pending staff availability after the regular work day. In addition, we will also have the ability to provide supplemental materials for intervention and small group learning. This can be located in the Strategies/Activities section of this particular goal. We will continue with the use of online learning programs as well to enhance instruction. Our newcomer EL students will continue to participate in online learning with Lexia English, an additional layer of Lexia to support students learning English as a second language.

# Goals, Strategies, & Proposed Expenditures

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

## Goal 4

### Title and Description of School Goal

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

#### Deeper Learning: Visual and Performing Arts

Visual and Performing Arts (Media Arts, Theater, Visual, Dance, Music): Elementary teachers will implement VAPA activities (integrated or stand alone) on a monthly basis using a variety of discourse techniques (by the end of the 2026 2027 school year).

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

### Identified Need

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

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

### Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Staff Google Survey to Indicate VAPA activities completed and/or staff observation	1 VAPA activity completed on a monthly basis	1 VAPA activity a month (or more)

### Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
4.1	Instructional Materials and Supplies needed to teach VAPA lessons.	All students	3044.50 Title I 4000-4999: Books And Supplies  2066.66 LCFF 4000-4999: Books And Supplies
4.2	Professional Development and/or Conferences	Available to all staff to benefit all students	853.83 Title I 5800: Professional/Consulting Services And Operating Expenditures

4.3	Extra Hours	All students	666.66 Title I Certificated Hourly
4.4	Technology hardware, replacement devices, and/or parts	All students	1,600 Title I 4000-4999: Books And Supplies  200 LCFF 4000-4999: Books And Supplies

## Annual Review

### SPSA Year Reviewed: 2025-26

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

### Analysis

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

At this time in the school year, we are on target to meet this goal by the end of the 2025-2026 school year.

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

We will continue with our efforts to bring VAPA learning opportunities to classrooms for our students, and explore professional learning opportunities for our teaching staff.

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

We plan to continue funding Instructional/Supplemental Materials. This will allow for us to provide VAPA learning opportunities for students during the school day. This can be located in the Strategies/Activities section of this particular goal. We will continue with the monthly efforts to engage students in meaningful VAPA activities.

# Goals, Strategies, & Proposed Expenditures

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

## Goal 5

### Title and Description of School Goal

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

#### Relationship-Centered Schools: School Climate

School Climate:

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

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

### Identified Need

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

## Findings:

1)

Our suspension rate increased slightly when comparing two consecutive school years. (2023-2024 2.7%, 2024-2025 3.4%). Our suspension rate falls in the Orange performance band on the California Dashboard. We look forward to continued improvement in this area as we aim for the Yellow performance or higher. We continue to implement progressive discipline, restorative practices, and prioritize building relationships with our students. It's important to note that suspensions are assigned in response to student behavior choices not due to race, ethnicity, or language.

2)

2017-2018: 70 students report they feel safe at school  
2018-2019: 64% students report they feel safe at school  
2019-2020: 77% students report they feel safe at school  
2020-2021: no data available  
2021-2022: 64% students report they feel safe at school  
2022-2023: 67% students report they feel safe at school  
2023-2024: 82% students report they feel safe at school  
2024-2025: 70% students report they feel safe at school

3)

2017-2018: 33% students report they feel connected to at least one caring adult at school  
2018-2019: 59% students report they feel connected to at least one caring adult at school  
2019-2020: 68% students report they feel connected to at least one caring adult at school  
2020-2021: no data available  
2021-2022: 66% students report they feel connected to at least one caring adult at school  
2022-2023: 70% students report they feel connected to at least one caring adult at school  
2023-2024: 62% students report they feel connected to at least one caring adult at school  
2024-2025: 54% students report they feel connected to at least one caring adult at school

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

Group data to be collected to measure gains:

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

Strategy:

See action tasks

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

The focus students for this goal are: (Orange Performance Band): All Students, Socioeconomically Disadvantaged, Students with Disabilities, Hispanic, and Asian; and (Red Performance Band): English Learners

Anticipated Annual Growth for Each Group:

We will see a 5% decrease in days of suspension.

We will see a 5% increase in the percentage of students reporting they feel safe at school.

We will see a 5% increase in the percentage of students reporting a connection to a caring adult at school.

Means of evaluating progress toward this goal:

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

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

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

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

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

positive behaviors. We celebrate this progress and our need to identify learning points, as we remain focused on continuous improvement.

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

Principal, Assistant Principal. Community Schools Team, PBIS team, school staff, and parent groups (SSC, ELAC, etc.)

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

See action tasks.

## Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
a) HUSD Suspension Data b) California Healthy Kids Survey c) California Healthy Kids Survey	a) 3.4% of our students were suspended at least one day b) 2024-2025: 70% students report they feel safe at school c) 2024-2025: 54% students report they feel connected to at least one caring adult at school	a) 5% decrease b) 5% increase (75% of students report feeling safe at school) c) 5% increase (60% of students feeling connected to at least one caring adult)

## Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
5.1	Community Schools Specialist	All students	District Funded 2000-2999: Classified Personnel Salaries
5.2	Counselor	All students	District Funded 1000-1999: Certificated Personnel Salaries
5.3	Instructional materials and supplies to support instruction in the following: SEL, PBIS, Peacebuilders, etc.	All students	3,044.50 Title I 4000-4999: Books And Supplies  2,066.66 LCFF 4000-4999: Books And Supplies
5.4	PeaceBuilders and Positive Behavior Intervention and Support (PBIS) Materials	All students	2,000 Unrestricted 0000: Unrestricted
5.5	Professional Development and/or Conferences	Available to all staff to benefit all students	853.83 Title I

			5800: Professional/Consulting Services And Operating Expenditures
5.6	Extra Hours	All students	666.66 Title I Certificated Hourly
5.7	Independent Contractor and/or Professional Development to provide structured activities, structured games, etc. during independent times (recess and/or lunch recess). (Community Schools Funding as approved in our Community Schools Committee). Structured Activity vendors such as Bay Area Chess, Safe School Ambassadors and Safe School Buddies, Chalk Art, Sport Club Equipment, etc.	All students	District Funded 5800: Professional/Consulting Services And Operating Expenditures

## Annual Review

### SPSA Year Reviewed: 2025-26

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

### Analysis

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

Tyrrell will use behavior referral and suspension data from Infinite Campus to measure disciplinary actions to identify growth and areas needing improvement. We will also reflect upon the California Healthy Kids Survey (CHKS) to determine students feeling safe, and reporting a caring relationship with one adult on campus. Our suspension rate increased slightly when comparing two consecutive school years. (2023-2024 2.7% and 2024-2025 3.4%). It's important to point out that suspensions are assigned in response to student behavior choices not due to race, ethnicity, or language.

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

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

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

We continue to search for opportunities to provided structured activities for students during less structured times (recess and lunch recess). During the 2024-2025 school year, we introduced Lunchtime Chess Club to provide an additional activity option for students. Mid-year, we expanded this effort and offered students game room (one day a week) and volleyball during lunch recess. Additionally, the 2025-2026 school introduced students to more activities to engage in during lunch recess and/or after school: chalk art, flag football, volleyball, soccer, art, and more. We will continue with this effort to identify additional structured activity possibilities as we have received additional support through our Community School Committee. This can be found in the Strategies/Activities section of this particular goal, noted as Structured Activities and/or Independent Contractor.

# Goals, Strategies, & Proposed Expenditures

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

## Goal 6

### Title and Description of School Goal

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

#### Relationship Centered Schools: Parent Engagement

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

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

### Identified Need

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

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

Teachers and staff will continue to explore ways to reach out and encourage parent participation at events such as Back to School Night, Open House, parent committees, parent teacher conferences, etc.

### Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Sign in Sheets	1900 parents participating in school committees and/or events	10% increase (190 additional interactions)

### Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
6.1	Tyrrell will provide additional options and opportunities for parents to engage with Tyrrell by inviting parents to participate in parent committees, informal coffee meetings, and/or parent education workshops. Some of the events that encourage parent engagement are: student recognition assemblies, our Halloween Parade, our Fall Welcome Back to School Festival, the annual Young Artist and Young Author's Fair, Back to	All Tyrrell parents and guardians	2,908 Title 1: Parent Allocation 4000-4999: Books And Supplies

	School Night, Open House, Fall/Winter Festivals, and more. In addition, supplies for parent meetings such as fingerprinting, childcare costs (to attend school meetings) and/or professional learning for parents.		
6.2	Family Engagement Specialist (FES) 50% FTE	All Tyrrell parents, guardians, and students	District Funded 2000-2999: Classified Personnel Salaries

# Annual Review

## SPSA Year Reviewed: 2025-26

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

### Analysis

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

Tyrrell continues to offer a variety of opportunities for parents to be involved at school. This is seen in school and district formal committees. It is also through various school events and activities. We look forward to continuing this positive momentum to engage Tyrrell parents and families. When comparing the 23-24 and 24-25 school years, Tyrrell increased in parent engagement from 1500-1900 parent interactions, the highest engagement rate in HUSD.

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

We will continue with a part time (50%) Family Engagement Specialist during the 26-27 school year as we did during 25-26. We will continue to set aside funding in our Title 1 budget to support Parent Engagement by 1.0% or more to support materials needed such as fingerprinting for volunteer applicants, childcare for parent meetings and workshops, professional development for parents, etc.

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

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

# Goals, Strategies, & Proposed Expenditures

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

## Goal 7

### Title and Description of School Goal

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

#### **Relationship-Centered Schools -- Attendance and Chronic Absenteeism**

Tyrrell Attendance and Chronic Absenteeism: By the end of the 2026-2027 school year, our average daily attendance (ADA) data will increase by 5% percent as measured by monthly ADA reports.

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Increase average daily attendance by 1%

### Identified Need

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

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

ADA Measured at Month 5 of our monthly reporting:

2019-2020: 76.59% ADA (month 5 closure)  
2020-2021: 74.79% ADA (decreased by 1.8%)  
2021-2022: 86.56% ADA (increased by 11.77%)  
2022-2023: 90.90% ADA (increased by 4.34%)  
2023-2024: 93.0% ADA (increased by 2.10%)  
2024-2025: 93.3% ADA (increased by 0.3%)

Chronic Absenteeism

2024-2025: 22.6%

Group data to be collected to measure gains:

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

Strategy:

See action tasks.

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

The focus students for this goal are students who fall under the following subgroups:

Orange Performance Band: Students with Disabilities

Red Performance Band: All Students, English Learners, Socioeconomically Disadvantaged, and Hispanic

Anticipated annual growth for each group:

The percentage of students attending school each day will increase by 5.0%, as measured by monthly ADA reports.

Means of evaluating progress toward this goal:

This will be measured through the analysis of monthly attendance reports.

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

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

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

The analysis of the data has shown a slight increase in our attendance rate. We expect to see continued improvement in 2026-2027.

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

Stakeholders involved with analyzing data and developing this goal were staff, administration, Community Schools, Site Based Decision Making (SBDM), School Site Council (SSC), English Language Acquisition Committee (ELAC) members.

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

See Action tasks

## Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
HUSD Attendance Data	93.03% Average Daily Attendance (22.6% Chronically Absent)	5% increase

## Strategies/Activities

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

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

## Annual Review

**SPSA Year Reviewed: 2025-26**

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

### Analysis

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

Tyrrell school will continue to communicate the importance of school attendance to students, staff, and families. This is done through monthly newsletters, parent committees, weekly staff bulletins, and student recognition for positive attendance at each trimester. In addition, daily phone calls will continue when students are not in school or on time. Also, our practice of sending attendance letters home at incremental stages to keep families informed of their child's school attendance will continue. Our partnership with Coordination of Student Services (COST) and Child Welfare and Attendance (CWA) will continue to support families in improving their child's school attendance. Additionally, our Community Schools Team centers their work on improving attendance at Tyrrell. It becomes increasingly difficult to improve as we inch closer to a 100% attendance rate. We saw a slight gain in our ADA this year 93% to 93.3%.

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

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

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

This goal remains the same without any changes. Our Community Schools team will continue to explore ways to increase student attendance, the goal of our CS team.



# Goals, Strategies, & Proposed Expenditures

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

## Goal 8

### Title and Description of School Goal

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

#### Deeper Learning: Science

Science: Students will demonstrate growth (meeting and exceeding standards) by 5% as measured on the California Science Test (CAST) by the end of the 2026-2027 school year.

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

### Identified Need

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

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

After a review of the California Dashboard, we found a slight increase of 1.4 points in Science overall. Our students are currently in the Orange performance band for Mathematics on the California Dashboard. We want to see continued improvement in this area, resulting in a higher performance band such as Yellow, Green, or higher. Additionally, we also identified improvement the following student groups: Hispanic (3.1 point gain), Socioeconomically Disadvantaged (3.1 point gain), and English Learners (0.7 point slight gain). Our focus students for science will be the following subgroups: All Students and English Learners (as well as any students not meeting grade level expectations).

We look forward to learning the achievement of our students for on the CAST for 2025-2026, so we can celebrate improvement and identify continued areas for growth.

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

We look forward to learning the CAASPP assessment results for the 2025-2026 school year.

### Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP Science Data (CAST)	32.66% students meeting and exceeding standards	5% increase

## Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
8.3	Before/After School Interventions	All students performing below grade level expectations	2,500 LCFF Certificated Hourly  1,750 LCFF Certificated Hourly
8.4	Online Learning Subscriptions: Generation Genius, Accelerated Reader, Starfall, Brainpop, Lexia, Vocabulary.com, etc.	All students	7750 Title I 5000-5999: Services And Other Operating Expenditures
8.5	Instructional Materials and Supplies	All students	3044.50 Title I 4000-4999: Books And Supplies  2066.66 LCFF 4000-4999: Books And Supplies
8.6	Professional Development and/or Conferences	Available for all staff to benefit all students	853.83 Title I 5800: Professional/Consulting Services And Operating Expenditures
8.8	Extra Hours	All students	666.66 Title I Certificated Hourly
8.9	Release substitutes for observation and/or assessment	All students	1,600 Title I 1000-1999: Certificated Personnel Salaries  200 LCFF 1000-1999: Certificated Personnel Salaries
8.10	Technology hardware, replacement devices, and/or parts	All students	2,520 Title I 4000-4999: Books And Supplies  318.80 LCFF 4000-4999: Books And Supplies

# Annual Review

**SPSA Year Reviewed: 2025-26**

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

## Analysis

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

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

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

The action items and budget will be different for this goal. The focus students for this goal are students who fall under the following subgroups: All Students and English Learners (as well as any students not meeting grade level expectations).

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

We plan to increase the funding for After School Interventions as well as Instructional/Supplemental Materials. This will allow for us to provide more intervention opportunities for students, pending staff availability after the regular work day. In addition, we will also have the ability to provide supplemental materials for intervention and small group learning. We will continue to provide Generation Genius to support our instructional efforts in Science, as we need a new Curriculum Adoption. The current curriculum for Science is over 14 years old, and does not support the Common Core Standards. We have also revisited the Mystery Science (K-5) and OpSciEd (6th) available for teachers as a resource for standards-based lessons, assessments, and more. In addition, professional development and science materials for experiments and modeling concepts are also an ongoing need. This can be located in the Strategies/Activities section of this particular goal.

# Goals, Strategies, & Proposed Expenditures

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

## Goal 9

### Title and Description of School Goal

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

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

### Identified Need

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

### Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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### Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
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## Annual Review

**SPSA Year Reviewed: 2025-26**

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

### Analysis

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

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

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

# Goals, Strategies, & Proposed Expenditures

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

## Goal 10

### Title and Description of School Goal

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

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

### Identified Need

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

### Annual Measurable Outcomes

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

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

### Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
---------------------	-------------	-----------------------	-----------------------

## Annual Review

SPSA Year Reviewed: 2025-26

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

### Analysis

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

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

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

# Budget Summary

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

## Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$74,634.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$114,053.10
Total Federal Funds Provided to the School from the LEA for CSI	\$

## Other Federal, State, and Local Funds

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

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

Federal Programs	Allocation (\$)
Title I	\$83,969.94

Subtotal of additional federal funds included for this school: **\$83,969.94**

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

State or Local Programs	Allocation (\$)
LCFF	\$24,175.16
Title 1: Parent Allocation	\$2,908.00
Unrestricted	\$3,000.00

Subtotal of state or local funds included for this school: **\$30,083.16**

Total of federal, state, and/or local funds for this school: **\$114,053.10**

# Budgeted Funds and Expenditures in this Plan

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

## Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
LCFF	62,891.00	38,715.84
Title I	113,384.00	29,414.06

## Expenditures by Funding Source

Funding Source	Amount
LCFF	24,175.16
Title 1: Parent Allocation	2,908.00
Title I	83,969.94
Unrestricted	3,000.00

## Expenditures by Budget Reference

Budget Reference	Amount
0000: Unrestricted	3,000.00
1000-1999: Certificated Personnel Salaries	5,200.00
4000-4999: Books And Supplies	46,730.16
5000-5999: Services And Other Operating Expenditures	31,000.00
5800: Professional/Consulting Services And Operating Expenditures	5,122.98
Certificated Hourly	22,999.96

## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	LCFF	400.00
4000-4999: Books And Supplies	LCFF	13,875.16
Certificated Hourly	LCFF	9,900.00
4000-4999: Books And Supplies	Title 1: Parent Allocation	2,908.00

1000-1999: Certificated Personnel Salaries	Title I	4,800.00
4000-4999: Books And Supplies	Title I	29,947.00
5000-5999: Services And Other Operating Expenditures	Title I	31,000.00
5800: Professional/Consulting Services And Operating Expenditures	Title I	5,122.98
Certificated Hourly	Title I	13,099.96
0000: Unrestricted	Unrestricted	3,000.00

## Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	23,270.45
Goal 2	23,270.45
Goal 3	23,270.45
Goal 4	8,431.65
Goal 5	8,631.65
Goal 6	2,908.00
Goal 7	1,000.00
Goal 8	23,270.45

# 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
Martha Jayme	Classroom Teacher
Stacey Vidal-Butler	Principal
Rosa Escobedo	Classroom Teacher
Jotika Nand	Parent or Community Member
Leticia Zambrano	Parent or Community Member
Katherin James	Other School Staff
Kellin Aguilera	Parent or Community Member
Delce Abella	Parent or Community Member
Maria Pineda	Parent or Community Member
Bob Hamm	Classroom Teacher

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


# Recommendations and Assurances

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

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

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

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




Signature	Committee or Advisory Group Name
	English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on February 24, 2026.

Attested:

	Principal, Stacey Butler-Vidal on February 24, 2026
	SSC Chairperson, Katherin James on February 24, 2026
	ELAC Representative, Leticia Zambrano on February 24, 2026

# Instructions

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

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

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

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

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

## Instructions: Table of Contents

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

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

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

## Plan Description

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

### **Additional CSI Planning Requirements:**

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

### **Additional ATSI Planning Requirements:**

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

## Educational Partner Involvement

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

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

### **Additional CSI Planning Requirements:**

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

### **Additional ATSI Planning Requirements:**

This section meets the requirements for ATSI.

## Resource Inequities

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

**Additional CSI Planning Requirements:**

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

**Additional ATSI Planning Requirements:**

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

## **Comprehensive Needs Assessment**

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

**SWP Planning Requirements:**

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

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

**CSI Planning Requirements:**

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

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

**ATSI Planning Requirements:**

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

## **Goals, Strategies/Activities, and Expenditures**

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

**Additional CSI Planning Requirements:**

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

**Additional ATSI Planning Requirements:**

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

**Goal**

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

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

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach.

A S.M.A.R.T. goal is:

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

A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

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

**Additional CSI Planning Requirements:**

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

**Additional ATSI Planning Requirements:**

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

**Identified Need**

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

**Additional CSI Planning Requirements:**

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

**Additional ATSI Planning Requirements:**

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

**Annual Measurable Outcomes**

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the

baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

**Additional CSI Planning Requirements:**

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

**Additional ATSI Planning Requirements:**

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

## Strategies/Activities Table

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

Complete the table as follows:

- Strategy/Activity #: Number the strategy/activity using the "Strategy/Activity #" for ease of reference.
- Description: Describe the strategy/activity.
- Students to be Served: Identify in the Strategy/Activity Table either All Students or one or more specific student groups that will benefit from the strategies and activities. ESSA Section 1111(c)(2) requires the schoolwide plan to identify either "All Students" or one or more specific student groups, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners.
- Proposed Expenditures: List the amount(s) for the proposed expenditures. Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to *EC* Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.
- Funding Sources: List the funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

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

**Additional CSI Planning Requirements:**

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

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

**Additional ATSI Planning Requirements:**

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

- When completing this section for ATSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.
- When completing this section for ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the ATSI designation.

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

## Annual Review

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

## Goal Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal.

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

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

### Additional CSI Planning Requirements:

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

### Additional ATSI Planning Requirements:

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

## Budget Summary

In this section, a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp.

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

**Additional CSI Planning Requirements:**

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

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

**Additional ATSI Planning Requirements:**

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

## **Budget Summary Table**

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

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

A school receiving funds from its LEA for CSI should complete the Budget Summary Table as follows:

- **Total Federal Funds Provided to the School from the LEA for CSI:** This amount is the total amount of funding provided to the school from the LEA for the purpose of developing and implementing the CSI plan for the school year set forth in the CSI LEA Application for which funds were received.

# Appendix A: Plan Requirements

## Schoolwide Program Requirements

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

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

## Requirements for Development of the Plan

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

## Requirements for the Plan

- II. The SPSA shall include the following:
  - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.
  - B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

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

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

Authority Cited: Title 34 of the *Code of Federal Regulations (34 CFR)*, sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. *EC* sections 64001 et. seq.

# Appendix B: Plan Requirements for School to CSI/ATSI Planning Requirements

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

## Comprehensive Support and Improvement

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

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*);
2. Include evidence-based interventions (*Sections: Strategies/Activities, Annual Review and Update, as applicable*) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/fund/grant/about/discretionary/2023-non-regulatory-guidance-evidence.pdf>);

Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

3. Be based on a school-level needs assessment (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable*).

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

## Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

## **CSI Resources**

**For additional CSI resources, please see the following links:**

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

## Additional Targeted Support and Improvement

A school eligible for ATSI shall:

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

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

## Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

## ATSI Resources:

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

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

## Appendix C: Select State and Federal Programs

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

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

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