

School Year: **2023-24**

School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Toyon Elementary School	43 69377 6046403	11/16/2022	

Purpose and Description

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

Schoolwide Program

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

Every year, the Berryessa Union School District (BUSD) brings together a large committee made up of district leadership, teachers, principals, California School Employees Association (CSEA), California Teachers Association of Berryessa (CTAB), and Teamsters representatives along with students and community members to create a strategic plan whose action items that are aligned to the district's Local Control Accountability Plan (LCAP). In the LCAP, the district creates action items that support our four district-wide goals. Each action item is budgeted through the district's multiple funding categories (LCAP, Title 1, Title 3, etc.). The School Plan for Student Achievement (SPSA) aligns with the district's LCAP. It outlines the goals and objectives based upon data analysis to ensure the success of each student at Toyon Elementary.

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Comprehensive Needs Assessment Components

Data Analysis

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

Surveys

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

The teachers and school community participate in a Panorama survey (Fall 2023 & Spring 2024). Surveys are sent out to staff, parents, and students (4th - 8th grade) during the fall of 2023 and spring of 2024. For parents and staff, the focus of the survey is to gauge the culture of the school and identify areas of strength and needed growth. For students, the topics include academic needs, school climate, and student engagement. The data collected from these surveys helps with the development of school goals and the identification of how to ensure the school site is a safe, welcoming environment that supports academic growth and development.

Classroom Observations

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

Classroom walk-throughs are regularly scheduled to provide information staff reflection on best practices.

The classroom walk-through's help to ensure the following: that teachers are using standards based instruction, proactive classroom management strategies are being utilized, classroom environment is conducive to student learning, a high level of student engagement is apparent, teachers are frequently checking for understanding, lesson planning is evident, and instructional delivery is sequential and well paced.

Analysis of Current Instructional Program

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

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

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

Standards, Assessment, and Accountability

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

The use of assessments designed to correspond with the Common Core State Standards (CCSS) are analyzed regularly to modify instruction and improve student achievement. These assessments will provide information that, when integrated and examined together, creates a full picture of student achievement and school improvement. Assessments include reading, writing, math, ELPAC, CA Physical Fitness Test, NGSS Science Testing this year. These assessments will assist and support continuous improvement and effective implementation of CCSS in the 2023 - 2024 school year.

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

Toyon has a monitoring system which includes curriculum-embedded assessments available as part of the language arts and math adopted programs. These assessments inform teachers and principals on student progress and effectiveness of instruction in all reading/language arts and mathematics classrooms. The purpose of these assessments is to provide timely data to teachers and principals to make instructional decisions that will improve instruction and student achievement.

District benchmarks in language arts and math aligned with Common Core state Standards (CCSS) are administered multiple times per year and provide both progress monitoring and program effectiveness data at site and district levels.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

Berryessa Union School District strives to become a high performing district. In order to reach this goal, we must ensure that there is an adequate supply of highly qualified and effective teachers, paraprofessionals and administrators who are prepared to meet the challenges of teaching California's growing and diverse student population.

These efforts have resulted in significant improvements in the preparation, authorization and assignment of teachers throughout the district.

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

All Berryessa classrooms are staffed with highly qualified teachers. Teachers possess a bachelor's degree, hold an appropriate teaching credential, authorization, or intern certificate, and demonstrate subject matter knowledge and competence. Berryessa Union School District certifies that all classrooms have highly qualified teachers credentialed for their assignment, as documented on the annual CBEDS report.

We are utilizing SBE adopted ELA/ELD materials and SBE adopted Common Core mathematics materials. Berryessa will also utilize our adoptions as well as supplemental materials and resources to access the Common Core State Standards (CCSS). All teachers are participating in professional development in the district and some outside of the district at SCCOE and with other professional organizations.

At district trainings on and off site, all staff continue to engage in learning related to effective instructional practices aligned with CCSS, as well as strategies for responding to students' diverse needs through the use of culturally and linguistically relevant practices, differentiated instruction, and social emotional learning.

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

The focus for professional development is Multi-Tiered Systems of Support (MTSS) this school year and reviewing student data with an instructional focus on language and literacy across content areas and social emotional learning.

There were two district wide professional development days that focused on the implementation of the newly adopted NGSS FOSS curriculum for elementary and language and literacy across content areas for middle school.

Teachers are released for additional training at 6 elementary schools (BT, TY, VP, CW, LV, SD) TK - 3rd grade teachers participate in Unit Development Days (UDD) planning lessons to create integrated units of study that support ELD instruction.

Special education teachers receive monthly training related to their job specialty and specialized instructional materials.

Site and District MTSS leadership teams were established during the 2022-2023 school year..The focus is on building a Multi-Tiered System of Support at each school. This includes building teachers' understanding of strong Tier 1 instruction and appropriate academic and social emotional/behavior interventions.

Monthly principals' meetings and site professional development focuses on reviewing data, and developing interventions to support Tier 1 and 2 instruction to meet the academic and social emotional/behavior needs of students.

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

Each site has access to instructional coach(s) to support teachers in developing their instructional practices and support implementation of district initiatives including SEAL, new instructional materials and support in lesson implementation and tiered supports and interventions. The district collaborates with the SVMl (Silicon Valley Math Initiative), Sobrato Center (for SEAL) and the East Side Alliance which provide instructional assistance and support for math and ELL student strategies.

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

We understand that to improve student achievement teachers must collaborate to make a more consistent and cohesive instructional program for our Berryessa students. Teacher collaboration varies at different school sites but is an expected part of our professional development.

In addition to these professional development times, our teachers and/or site leadership are offered various opportunities to participate in learning communities on a variety of topics. Some of these span across districts to allow for a broader scope of learning. All of our teacher collaboration has an element of data to drive conversations. Data is presented in different forms that can best relate to the ongoing work and process of these groups and topics. This data comes from state and district assessments, formative and summative assessments, and formal and informal observations. The collaboration groups work to improve instruction and increase student achievement.

Teaching and Learning

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

The Berryessa Union School District's Board of Trustees Board Policy 6010 guides the programs and instruction delivered to all students grades K – 8th in BUSD including general education, special education and English Learner students. Among the guarantees the board has adopted, is the dedication to providing all students with the supports and education necessary to promote strong communication skills. The district office provides professional development opportunities for all teachers in both the methodologies of effective teaching practices as well as how to utilize the board adopted materials for instruction. Under the guidance of the Board, BUSD has continuously adopted curricular materials which are board approved and aligned with the State of California Content standards.

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

Toyon Elementary complies with and monitors implementation of instructional time for the adopted programs for core English/reading/language arts, reading intervention, core mathematics, as well as provides additional time for students needing intervention. This time should be given priority and be protected from interruptions.

The daily guidelines for reading/language arts are 60 minutes for kindergarten and 90 minutes for grades 1 through 5.

The recommended daily instructional minutes for areas of focus include:

- Oral language 10 minutes
- Word study 10 to 20 minutes
- Reading 10 to 20 minutes
- Writing 15 to 20 minutes
- Small group instruction 45 to 60 minutes.

The daily guidelines for mathematics are 45 minutes for kindergarten and 60 minutes for grades 1 through 5

The daily guidelines for each subject in Middle School is 55 minutes daily and 40 minutes on minimum days.

Those students in need of Math or Language arts intervention is scheduled into a support class that replaces their elective

Adherences to the recommended guidelines are:

The alignment of daily classroom instruction to CCSS

Utilize state adopted texts and resources to align classroom instruction to CCSS

Weekly Lesson plans

Grade level planning and collaboration

Deep understanding of CCSS

On-going professional development

Development of units of study

Classroom assessments

School wide assessments

District assessments

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

The district has a Curriculum Council that supports and guides the work to create frameworks, pacing guides, and assessments. The Curriculum Council also discusses curriculum implementation, needs, and areas of focus for professional development.

Teachers are trained on a variety of instructional strategies to make sure all levels of students are receiving instruction at their target level through differentiation.

The district continues to work to strengthen MTSS, which includes providing tiered interventions to support the academic, behavior, and social emotional needs of students. The SST process is used to ensure struggling students are properly identified and are given immediate interventions.

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

To comply with California Education Code 35186 in regards to textbooks and curricular materials, BUSD must provide sufficient textbooks and instructional materials for each pupil, including English learners and students with special needs. Textbooks and/or instructional materials must be available to students to use in the classroom and to take home. All students receive SBE approved grade-level textbooks and consumable workbooks in ELA, Math, and Science even though elementary science is not yet in alignment with NGSS and frameworks:

Berryessa Union School District provides State Board of Education (SBE) adopted and standard-based materials (SBM) for every student as described in California Education Code 35186. Every student in grades k-5 and middle school (6-8) is provided with grade level appropriate textbooks in core curricular areas.

CDE Price List of Adopted Instructional Materials <http://www3.cde.ca.gov/impricelist/implsearch.aspx>

CDE Schedule for Curriculum Framework and Instructional Materials Adoptions

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

Berryessa Union School District provides State Board of Education (SBE) adopted and standard-based materials (SBM) for every student as described in California Education Code 35186. Every student in grades K-5 and middle school (6-8) is provided with grade level appropriate textbooks in core curricular areas:

LANGUAGE ARTS:

TK - 5 Benchmark Education © 2017 Benchmark Advance (BUSD 05-08-17)
6 - 8 Houghton Mifflin Harcourt © 2017 California Collections (BUSD 05-08-17)

MATH:

K - 2 Houghton Mifflin Harcourt © 2015 GO Math! (BUSD 04-11-15)
3 - 5 Scott Foresman-Addison Wesley © 2015 enVisionMath (BUSD 04-11-15)
6 - 8 CPM Educational Program © 2013 Course 1, Course 2, Course 3 (BUSD 04-11-15)

ADVANCED MATH:

The Mathematics Vision Project © 2012 Secondary One Mathematics: an Integrated Approach 2023 (BUSD 04-11-15)

SCIENCE:

K-5 Delta Education © 2021 Next Generation FOSS (BUSD 04-12-2022)
6 - 8 CPO © 2007 CPO Science (BUSD 05-15-2007)

SOCIAL SCIENCE/ HISTORY:

K - 5 Pearson Scott Foresman © 2006 (BUSD 06-13-06)
6 - 8 Glencoe/McGraw-Hill © 2006 Discovering Our Past (Basic) (BUSD 06-13-06)
6 - 8 TCI (Teachers Curriculum Institute) © 2004/2005 History Alive! (Supplemental) BUSD 06-13-06)

VISUAL AND PERFORMING ARTS:

6 - 8 Pearson Scott Foresman - Making Music, California Edition (BUSD 04-11-08)

Intervention materials used at the K-5th include the use of the Fountas and Pinnell Leveled Literacy Intervention Kits and Winsor Learning Let's Play Learn, Souday System 1 and Souday System 2 for dyslexia.

Research-based educational practices to raise student achievement

The district's adopted curriculum, benchmark assessments, and curriculum maps are aligned to ensure effective implementation of CCSS standards. District committees and our school community regularly review California Dashboard, CAASPP and benchmark assessment data to review student progress. Adjustments are made to instruction as needed.

Our school also monitors and supports the social emotional health of our students through examining data on truancy, suspensions, as well as Panorama student, parent and staff surveys. We are currently using Sherman Garnet & Associates book, Guidelines on Discipline, Due Process, Suspension and Expulsion Handbook, to develop practices that promote positive learning environments with high student engagement. Instructional resources and materials are provided by the district to support social emotional learning.

Opportunity and Equal Educational Access

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

Teachers are proactive in providing a successful academic experience for all students.

Services provided by the regular education program that enable underperforming students to meet standards may include, but are not limited to the following: a Common Core State Standards (CCSS) aligned curriculum in all grades which includes assessments to inform and differentiate instruction, and English Language Development curriculum. Our teachers and support staff collaborate frequently to ensure success for all students. Teachers use classroom strategies that are differentiated, which includes small group instruction to frontload, re-teach, and model concepts that support the curriculum.

In addition, the teacher is supported with monthly professional development and access to Teachers on Special Assignment (TOSAs). The teacher and principal meet throughout the year to discuss and monitor student performance. Targeted students work toward academic goals one-on-one and small group support.

Evidence-based educational practices to raise student achievement

Intervention materials used at the K-5th grades include the use of the Fountas and Pinnell Leveled Literacy Intervention Kits, Sonday System Let's Play Learn, Sonday System 1 and Sonday System 2 for dyslexia. Intervention materials used at the middle school level include Language!, Imagine Language and Literacy, Imagine Math, IXL Math, Delta Math, N2Y Education, Nearpod, Amplify and TCI Modified.

Our mission is to provide all students with the skills to become lifelong learners and successful 21st century global citizens. We work with research-based guides for developing daily instruction that meets the needs of a diverse student population using tools such as a lesson design template (with a clear objective, gradual release of responsibility, and checks for understanding); learning groups; graphic organizers; positive reinforcement and recognition.

District curriculum teams address math, English language arts, and science aligned and adapted curriculum with CCSS standards, develop benchmark assessments, and develop curriculum maps. These district teams and our school community regularly review California Dashboard, CAASPP and benchmark assessment data to monitor student progress. Adjustments are made to instruction as needed. Interventions are provided during and after school based on the research of student data.

Our school also monitors the social-emotional health of our students through data on truancy, suspensions, Panorama's student, parent and staff survey, and Project Cornerstone survey. We use these to develop practices that promote positive learning environments with high student engagement. In addition, we promote student engagement in academics through Projected Based Learning and integrated thematic units. We are supported in this work by training offered by the East Side Alliance, HEARD Alliance, and Sobrato Early Academic Language Program.

Parents participate in shared leadership through School Site Council, PTA, and the English Language Advisory Committee. We promote parent and community involvement through many educational and fun events throughout the year.

Parental Engagement

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

Academic assessments are used to diagnose and differentiate student learning and address the needs of underachieving students to meet the district and state expectations. In addition, district adopted materials are utilized to adapt and support alignment with Common Core State Standards (CCSS), English Language Development standards, and content standards to facilitate student mastery of grade level standards. The school also offers extended day learning opportunities within the school year to address the needs of underachieving students.

The district and school sites design staff development and professional collaboration aligned with standards-based instructional materials to assist underachieving students. District and the schools have active community leadership groups that promote Caregiver-School Partnership including the School Site Council, English Learner Advisory Committee, and the District English Learner Advisory Committee where the partnership with caregivers focuses on ways to assist students and monitor program effectiveness.

Additional services listed below assist students' academic needs:

Sites support individual student needs via the Multi-Tiered Systems of Support, including Student Study Teams to ensure student success

School psychologists and Social Workers are available at all schools to work directly with students and families most at risk of not achieving academic proficiency.

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

Parent involvement is a district and site priority. The School Site Council (SSC), under the leadership of the principal, serves as a team through which the school improvement process moves forward. The team, which is comprised of parents, community members, staff members and the site principal, work collaboratively to develop a school plan that has measurable objectives. These objectives are based on the school budget and seek to improve the needs of the total school population. The SSC oversees, monitors, and reviews the site plan. The team also approves any revisions to the plan when necessary. Ultimately, the SSC recommends our plan to the Berryessa Union School District Board for approval.

The site English Learner Advisory Committee (ELAC) is comprised of school staff and members of the parent community. The ELAC committee helps develop and implement the plan to support English Learners. With information from the principal, the committee learns about the needs of English Learners in our school and ensures the EL Master Plan is implemented to address those needs. The school also has at least one representative who participates at the district level on the DELAC, the District English Learner Advisory Committee. There, the site representative has the opportunity to bring forward input regarding effectiveness of the program, questions about implementation across the district, testing requirements, or any concerns or questions parents may have. Information is provided in the parent's home language whenever possible.

Funding

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

Categorical funds are used to provide services to assist underperforming students in meeting the standards during the instructional day and before and after school using SBE approved materials. Some of the added programs are pull-out time using instructional aides, technology support, after school intervention, homework clubs, parent meetings and workshops, and summer school. Teachers are trained in utilizing a variety of instructional strategies to ensure that all students' instruction is differentiated. Instructional coaches support each school site with SBE adopted materials, technology, instructional models and instructional strategies. In addition, Instructional Coaches provide Tier II reading intervention for targeted students.

Fiscal support (EPC)

Toyon Elementary general and categorical funds are coordinated, prioritized, and allocated to align with the full implementation of the Essential Program Components in Reading/English Language Arts, English Language Development (ELD), Mathematics, and the Single Plan for Student Achievement (SPSA). Each school uses the monies that are allocated by the state to assure that the educational needs of all students are being met through a balanced academic program. The School Site Council (SSC) helps in development of the SPSA to ensure that the money is being used for all academic programs at the school site.

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

The school principal works throughout the year with the School Site Council (SSC), English Language Advisory Committee (ELAC), and school staff to evaluate program effectiveness and prioritize expenditures based on the school's current and anticipated needs.

Resource Inequities

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

Berryessa Union School District's funding resources have decreased this school year based on our district not meeting the 55% threshold to qualify for concentration funds. The Local Control Funding Formula (LCFF) that was created to help close the achievement gap among our English Learners, Homeless and Foster Youth, and Socioeconomically Disadvantaged students continues to persist. LCFF funding has decreased despite student population growth. In addition, sites have limited funding to provide additional resources that these specific students need in order to close the academic achievement gap.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	%	0%	%	0	0	
African American	1.24%	1.67%	1.94%	3	4	5
Asian	18.67%	22.5%	25.97%	45	54	67
Filipino	11.62%	11.67%	11.63%	28	28	30
Hispanic/Latino	51.45%	50.83%	49.22%	124	122	127
Pacific Islander	0.83%	0.83%	0.78%	2	2	2
White	7.05%	5.42%	5.81%	17	13	15
Multiple/No Response	9.13%	7.08%	4.65%	22	17	12
	Total Enrollment			241	240	258

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Kindergarten	54	53	23
Grade 1	41	38	39
Grade 2	40	42	39
Grade 3	34	35	42
Grade 4	34	34	38
Grade 5	38	38	30
Total Enrollment	241	240	258

Conclusions based on this data:

1. There was no significant changes in overall enrollment in the 2022-2023 school year.
2. There was no significant changes in enrollment in our subgroups.
3. There was no significant changes in enrollment in our grade levels.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
English Learners	62	57	59	21.3%	25.7%	22.9%
Fluent English Proficient (FEP)	13	21	29	7.8%	5.4%	11.2%
Reclassified Fluent English Proficient (RFEP)				19.3%		

Conclusions based on this data:

1. 2% fewer students were identified as English learners in the 2022-2023 school year.
2. 3% more students were identified as English proficient in the 2022-2023 school year.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	36	36	34	0	35	34	0	35	34	0.0	97.2	100.0
Grade 4	45	34	32	0	33	32	0	33	32	0.0	97.1	100.0
Grade 5	42	35	39	0	35	38	0	35	38	0.0	100.0	97.4
All Grades	123	105	105	0	103	104	0	103	104	0.0	98.1	99.0

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2433.	2410.		31.43	23.53		20.00	17.65		25.71	29.41		22.86	29.41
Grade 4		2439.	2460.		18.18	25.00		18.18	21.88		18.18	15.63		45.45	37.50
Grade 5		2500.	2462.		20.00	13.16		28.57	21.05		31.43	21.05		20.00	44.74
All Grades	N/A	N/A	N/A		23.30	20.19		22.33	20.19		25.24	22.12		29.13	37.50

Reading Demonstrating understanding of literary and non-fictional texts										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	
Grade 3		25.71	17.65		48.57	61.76		25.71	20.59	
Grade 4		21.21	21.88		54.55	53.13		24.24	25.00	
Grade 5		22.86	15.79		62.86	55.26		14.29	28.95	
All Grades		23.30	18.27		55.34	56.73		21.36	25.00	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		22.86	14.71		51.43	58.82		25.71	26.47
Grade 4		3.03	6.25		60.61	62.50		36.36	31.25
Grade 5		5.71	7.89		71.43	42.11		22.86	50.00
All Grades		10.68	9.62		61.17	53.85		28.16	36.54

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		17.14	11.76		71.43	67.65		11.43	20.59
Grade 4		9.09	12.50		63.64	71.88		27.27	15.63
Grade 5		17.14	13.16		71.43	68.42		11.43	18.42
All Grades		14.56	12.50		68.93	69.23		16.50	18.27

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		25.71	23.53		60.00	55.88		14.29	20.59
Grade 4		15.15	12.50		57.58	81.25		27.27	6.25
Grade 5		2.86	5.26		85.71	63.16		11.43	31.58
All Grades		14.56	13.46		67.96	66.35		17.48	20.19

Conclusions based on this data:

1. Toyon's overall SBAC ELA met or exceeded scores dropped by 5.25%.
2. Percentage of students who did not meet standards in ELA increased by 8.37%
3. Percentage of students who nearly met ELA standards decreased by 3.12%.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	36	36	34	0	35	34	0	35	34	0.0	97.2	100.0
Grade 4	45	34	32	0	33	32	0	33	32	0.0	97.1	100.0
Grade 5	42	35	39	0	35	38	0	35	38	0.0	100.0	97.4
All Grades	123	105	105	0	103	104	0	103	104	0.0	98.1	99.0

* 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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2402.	2406.		14.29	8.82		22.86	29.41		25.71	29.41		37.14	32.35
Grade 4		2430.	2443.		9.09	6.25		21.21	28.13		21.21	37.50		48.48	28.13
Grade 5		2484.	2451.		14.29	10.53		17.14	10.53		25.71	21.05		42.86	57.89
All Grades	N/A	N/A	N/A		12.62	8.65		20.39	22.12		24.27	28.85		42.72	40.38

Concepts & Procedures Applying mathematical concepts and procedures											
Grade Level	% Above Standard			% At or Near Standard			% Below Standard				
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23		
Grade 3		17.14	8.82		48.57	52.94		34.29	38.24		
Grade 4		9.09	9.38		30.30	46.88		60.61	43.75		
Grade 5		14.29	15.79		45.71	26.32		40.00	57.89		
All Grades		13.59	11.54		41.75	41.35		44.66	47.12		

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		11.43	17.65		54.29	55.88		34.29	26.47
Grade 4		18.18	12.50		39.39	56.25		42.42	31.25
Grade 5		14.29	10.53		62.86	42.11		22.86	47.37
All Grades		14.56	13.46		52.43	50.96		33.01	35.58

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		20.00	11.76		51.43	70.59		28.57	17.65
Grade 4		9.09	12.50		48.48	59.38		42.42	28.13
Grade 5		11.43	7.89		68.57	52.63		20.00	39.47
All Grades		13.59	10.58		56.31	60.58		30.10	28.85

Conclusions based on this data:

1. Toyon's overall SBAC Math score decreased by 5.36%
2. Percentage of student who did not meet math standards decrease by 2.34%
3. Percentage of students who nearly met standard increased by 4.58%.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	1424.9	1446.8	1400.4	1443.0	1451.1	1402.2	1382.5	1436.4	1396.3	21	19	19
1	*	*	*	*	*	*	*	*	*	7	9	7
2	*	*	*	*	*	*	*	*	*	9	6	10
3	1484.7	*	*	1462.9	*	*	1505.8	*	*	15	5	*
4	*	1486.7	*	*	1487.7	*	*	1485.2	*	7	11	4
5	1504.1	*	*	1510.9	*	*	1496.5	*	*	15	4	10
All Grades										74	54	53

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	14.29	26.32	21.05	38.10	21.05	26.32	42.86	47.37	31.58	4.76	5.26	21.05	21	19	19
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	20.00	*	*	13.33	*	*	60.00	*	*	6.67	*	*	15	*	*
4	*	0.00	*	*	36.36	*	*	54.55	*	*	9.09	*	*	11	*
5	6.67	*	*	26.67	*	*	60.00	*	*	6.67	*	*	15	*	*
All Grades	18.92	14.81	13.21	29.73	31.48	32.08	41.89	42.59	39.62	9.46	11.11	15.09	74	54	53

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	23.81	31.58	10.53	28.57	36.84	42.11	42.86	26.32	26.32	4.76	5.26	21.05	21	19	19
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	13.33	*	*	26.67	*	*	26.67	*	*	33.33	*	*	15	*	*
4	*	0.00	*	*	63.64	*	*	36.36	*	*	0.00	*	*	11	*
5	26.67	*	*	53.33	*	*	13.33	*	*	6.67	*	*	15	*	*
All Grades	24.32	24.07	18.87	37.84	38.89	45.28	25.68	29.63	24.53	12.16	7.41	11.32	74	54	53

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	9.52	15.79	15.79	14.29	26.32	10.53	66.67	42.11	31.58	9.52	15.79	42.11	21	19	19
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	20.00	*	*	26.67	*	*	40.00	*	*	13.33	*	*	15	*	*
4	*	0.00	*	*	0.00	*	*	81.82	*	*	18.18	*	*	11	*
5	0.00	*	*	0.00	*	*	73.33	*	*	26.67	*	*	15	*	*
All Grades	12.16	7.41	9.43	22.97	24.07	11.32	47.30	42.59	41.51	17.57	25.93	37.74	74	54	53

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	23.81	36.84	15.79	66.67	57.89	68.42	9.52	5.26	15.79	21	19	19
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	13.33	*	*	66.67	*	*	20.00	*	*	15	*	*
4	*	54.55	*	*	36.36	*	*	9.09	*	*	11	*
5	13.33	*	*	86.67	*	*	0.00	*	*	15	*	*
All Grades	26.03	37.04	22.64	63.01	51.85	67.92	10.96	11.11	9.43	73	54	53

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	19.05	21.05	15.79	61.90	63.16	57.89	19.05	15.79	26.32	21	19	19
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	26.67	*	*	40.00	*	*	33.33	*	*	15	*	*
4	*	18.18	*	*	72.73	*	*	9.09	*	*	11	*
5	53.33	*	*	40.00	*	*	6.67	*	*	15	*	*
All Grades	33.78	22.22	26.42	50.00	61.11	52.83	16.22	16.67	20.75	74	54	53

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	4.76	15.79	15.79	76.19	78.95	47.37	19.05	5.26	36.84	21	19	19
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	20.00	*	*	40.00	*	*	40.00	*	*	15	*	*
4	*	0.00	*	*	45.45	*	*	54.55	*	*	11	*
5	0.00	*	*	53.33	*	*	46.67	*	*	15	*	*
All Grades	15.07	11.11	9.43	53.42	57.41	45.28	31.51	31.48	45.28	73	54	53

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	23.81	26.32	31.58	38.10	57.89	21.05	38.10	15.79	47.37	21	19	19
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	20.00	*	*	73.33	*	*	6.67	*	*	15	*	*
4	*	0.00	*	*	81.82	*	*	18.18	*	*	11	*
5	0.00	*	*	73.33	*	*	26.67	*	*	15	*	*
All Grades	17.57	11.11	16.98	59.46	68.52	52.83	22.97	20.37	30.19	74	54	53

Conclusions based on this data:

1. The overall mean score of students assessed in 2022-2023 dropped by 46.4 points.
2. The Speaking Domain is the strongest domain for Toyon's English learners.
3. The Reading Domain is the domain our English learners are struggling the most in.

School and Student Performance Data

Student Population

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

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

This section provides information about the school's student population.

2022-23 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
240	45	23.8	Students whose well being is the responsibility of a court.
Total Number of Students enrolled in Toyon 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.	

2022-23 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	57	23.8
Foster Youth		
Homeless	5	2.1
Socioeconomically Disadvantaged	108	45
Students with Disabilities	26	10.8

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	4	1.7
Asian	54	22.5
Filipino	28	11.7
Hispanic	122	50.8
Two or More Races	17	7.1
Pacific Islander	2	0.8
White	13	5.4

Conclusions based on this data:

1. 25.7% of Toyon students are English learners.
2. 51.5% of Toyon students are Hispanic.

-
-
3. 40.2% of Toyon students are socioeconomically disadvantaged.

School and Student Performance Data

Overall Performance

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2023 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. Student academic performance at Toyon is low.
2. Chronic absenteeism is Very High.
3. Suspension rate is low.

School and Student Performance Data

Academic Performance English Language Arts

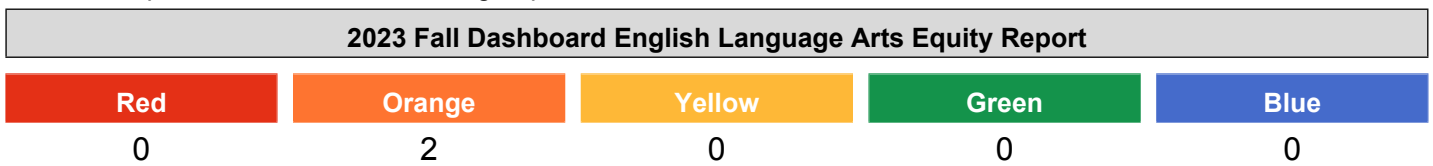
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This section provides number of student groups in each level.



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

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p> <p>Orange</p> <p>24 points below standard</p> <p>Decreased -11.7 points</p> <p>103 Students</p>	<p>English Learners</p> <p>15.8 points below standard</p> <p>Maintained -1.5 points</p> <p>28 Students</p>	<p>Foster Youth</p> <p>No Performance Color</p> <p>0 Students</p>
<p>Homeless</p> <p>Less than 11 Students</p> <p>3 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Orange</p> <p>54.9 points below standard</p> <p>Decreased -8.2 points</p> <p>48 Students</p>	<p>Students with Disabilities</p> <p>122.5 points below standard</p> <p>Decreased Significantly -22 points</p> <p>12 Students</p>

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 0 Students	 No Performance Color 0 Students	44.3 points above standard Increased Significantly +16.3 points 23 Students	Less than 11 Students 10 Students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 59.9 points below standard Decreased Significantly - 24.4 points 57 Students	Less than 11 Students 6 Students	Less than 11 Students 2 Students	Less than 11 Students 5 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

2023 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
95.2 points below standard Decreased Significantly -33.6 points 13 Students	52.9 points above standard Increased +7.4 points 15 Students	31.2 points below standard Decreased Significantly -18.6 points 71 Students

Conclusions based on this data:

1. The overall student population is 12.3 points below standard.
2. English learners are 14.3 points below standard.
3. Hispanic students are 35.5 points below standard.

School and Student Performance Data

Academic Performance Mathematics

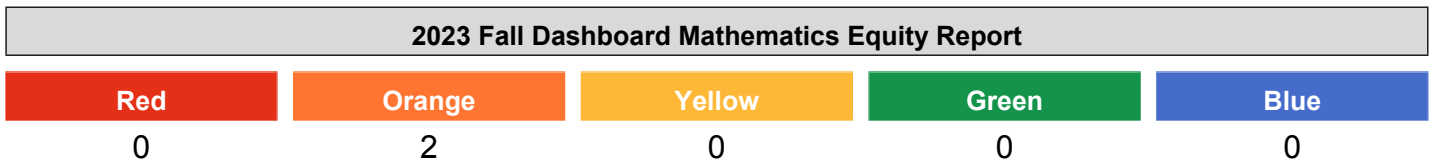
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This section provides number of student groups in each level.



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

2023 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students Orange 49.4 points below standard Decreased -5.3 points 103 Students	English Learners 25.6 points below standard Increased +3.2 points 28 Students	Foster Youth No Performance Color 0 Students
Homeless Less than 11 Students 3 Students	Socioeconomically Disadvantaged Orange 88 points below standard Decreased -10.1 points 48 Students	Students with Disabilities 148.5 points below standard Decreased Significantly -23.3 points 12 Students

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 0 Students	 No Performance Color 0 Students	23.6 points above standard Maintained +1.8 points 23 Students	Less than 11 Students 10 Students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 91.7 points below standard Decreased -12.3 points 57 Students	Less than 11 Students 6 Students	Less than 11 Students 2 Students	Less than 11 Students 5 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

2023 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
99.8 points below standard Decreased Significantly -41.1 points 13 Students	38.7 points above standard Increased Significantly +29.7 points 15 Students	58.7 points below standard Decreased -6.1 points 71 Students

Conclusions based on this data:

1. The overall student population is 44.0 points below standard.
2. English learners are 28.9 points below standard.
3. Hispanic students are 79.4 points below standard.

School and Student Performance Data

Academic Performance English Learner Progress

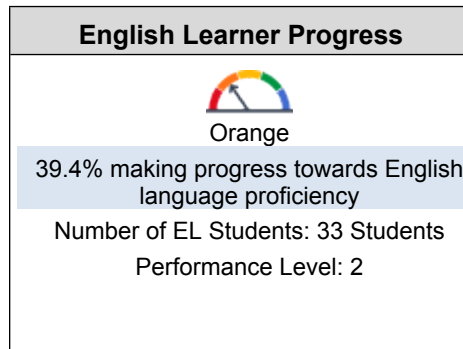
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This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2023 Fall Dashboard English Learner Progress Indicator



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

2023 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
7	13	0	13

Conclusions based on this data:

1. 21.2% of ELs decreased one ELPI level.
2. 39.4% of ELs maintained their ELPI level.
3. 39.4% of ELs progressed one ELPI level.

School and Student Performance Data

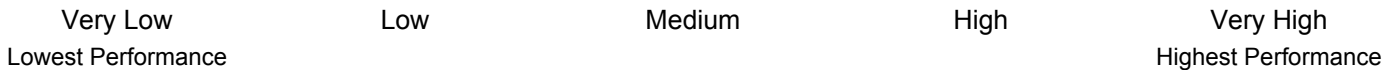
Academic Performance College/Career Report

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

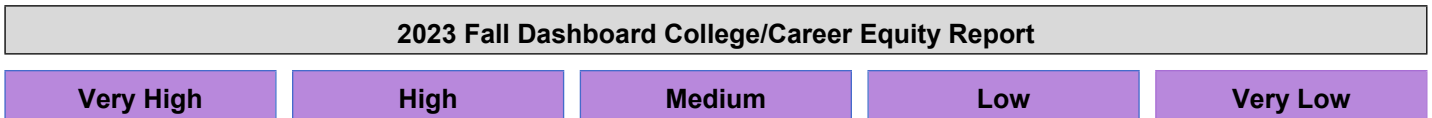
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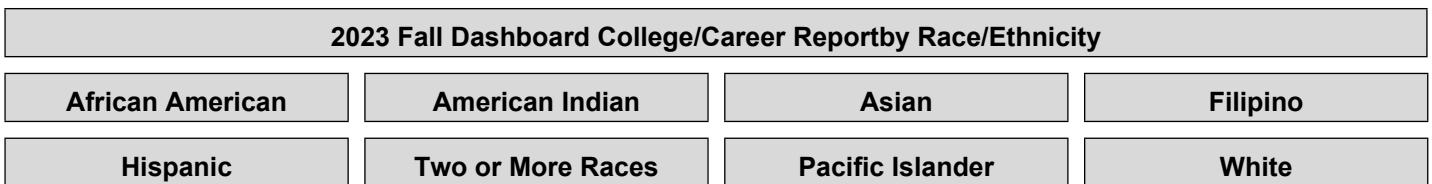
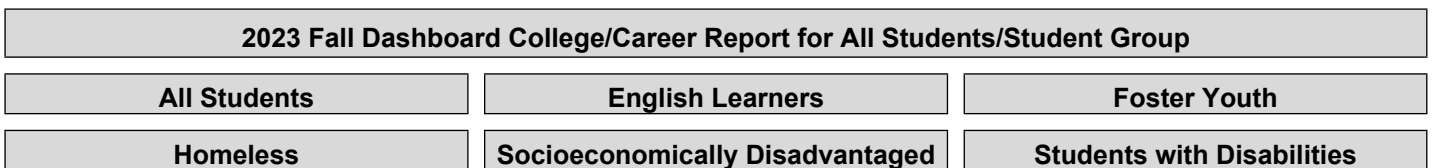
This section provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.



This section provides number of student groups in each level.



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



Conclusions based on this data:

- 1.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

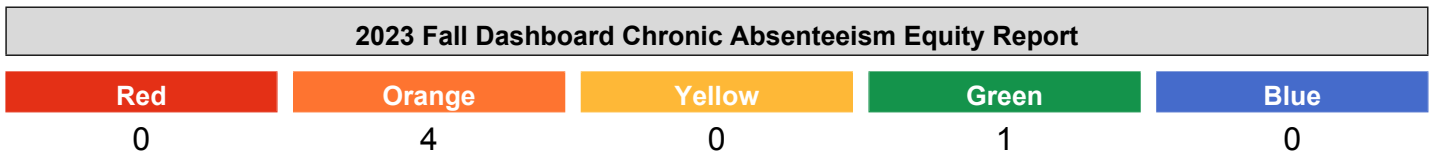
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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






This section provides number of student groups in each level.



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

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<p>All Students</p> <p>Yellow</p> <p>21.1% Chronically Absent</p> <p>Declined Significantly -10.8</p> <p>246 Students</p>	<p>English Learners</p> <p>Orange</p> <p>21.7% Chronically Absent</p> <p>Declined -7.6</p> <p>60 Students</p>	<p>Foster Youth</p> <p>No Performance Color</p> <p>0 Students</p>
<p>Homeless</p> <p>Less than 11 Students</p> <p>5 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Orange</p> <p>27.6% Chronically Absent</p> <p>Declined -14.2</p> <p>116 Students</p>	<p>Students with Disabilities</p> <p>Orange</p> <p>35.3% Chronically Absent</p> <p>Declined -0.6</p> <p>34 Students</p>

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
<p>Less than 11 Students</p> <p align="center">4 Students</p>	<p align="center"></p> <p align="center">No Performance Color</p> <p align="center">0 Students</p>	<p align="center"></p> <p align="center">Green</p> <p align="center">5.5% Chronically Absent</p> <p align="center">Declined -12.2</p> <p align="center">55 Students</p>	<p align="center">10.7% Chronically Absent</p> <p align="center">Maintained 0</p> <p align="center">28 Students</p>
Hispanic	Two or More Races	Pacific Islander	White
<p align="center"></p> <p align="center">Orange</p> <p align="center">29.4% Chronically Absent</p> <p align="center">Declined -13.4</p> <p align="center">126 Students</p>	<p align="center">29.4% Chronically Absent</p> <p align="center">Declined -16</p> <p align="center">17 Students</p>	<p align="center">Less than 11 Students</p> <p align="center">3 Students</p>	<p align="center">15.4% Chronically Absent</p> <p align="center">Increased 3.6</p> <p align="center">13 Students</p>

Conclusions based on this data:

1. 31.9% of Toyon students are chronically absent.
2. 41.8% of those students are Socioeconomically disadvantaged and need support with coming to school regularly.
3. 42.7% of our chronically absent students are Hispanic and need support with coming to school regularly.

School and Student Performance Data

Academic Engagement Graduation Rate

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

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

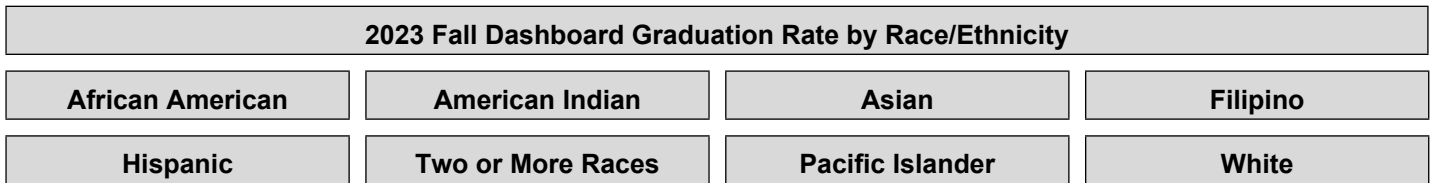
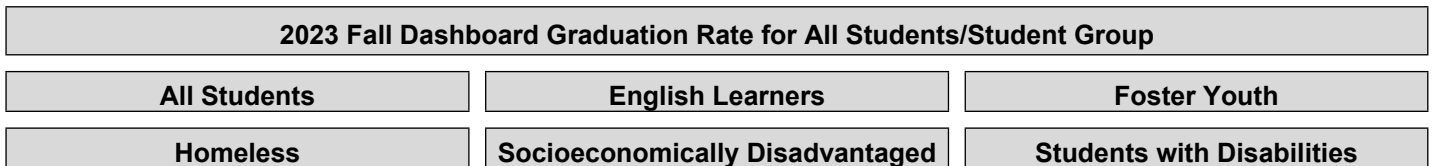
Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."

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.



Conclusions based on this data:

- 1.

School and Student Performance Data

Conditions & Climate Suspension Rate

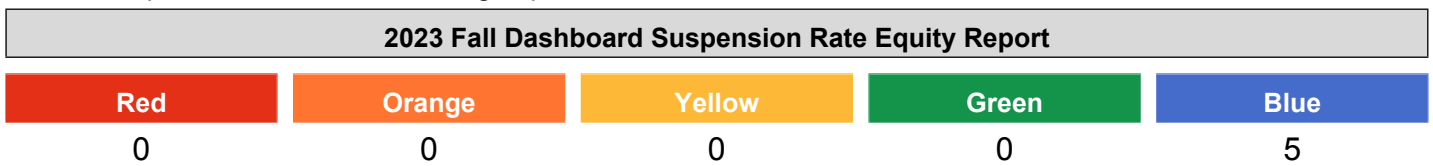
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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






This section provides number of student groups in each level.



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

2023 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students Blue 0% suspended at least one day Declined -0.8 249 Students	English Learners Blue 0% suspended at least one day Declined -1.5 61 Students	Foster Youth No Performance Color 0 Students
Homeless Less than 11 Students 5 Students	Socioeconomically Disadvantaged Blue 0% suspended at least one day Declined -0.9 116 Students	Students with Disabilities Blue 0% suspended at least one day Maintained 0 35 Students

2023 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
<p>Less than 11 Students 4 Students</p>	<p align="center"> No Performance Color 0 Students</p>	<p align="center"> Blue 0% suspended at least one day Declined -1.9 58 Students</p>	<p align="center">0% suspended at least one day Maintained 0 28 Students</p>
Hispanic	Two or More Races	Pacific Islander	White
<p align="center"> Blue 0% suspended at least one day Maintained 0 126 Students</p>	<p align="center">0% suspended at least one day Declined -4.3 17 Students</p>	<p align="center">Less than 11 Students 3 Students</p>	<p align="center">0% suspended at least one day Maintained 0 13 Students</p>

Conclusions based on this data:

1. 0.8% of the student population was suspended at least once.
2. Students with disabilities accounted for 0% of the suspensions.
3. 0% of students suspended were Hispanic.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

School and Student Safety

LEA/LCAP Goal

Ensure a safe and productive learning environment that promotes wellness and a positive school culture for all students.

Goal 1

Ensure a safe and productive learning environment that promotes wellness and a positive school culture for all students.

Identified Need

There continues to be an urgent need to address how to engage Latinx, English Learners, and students from low socioeconomic backgrounds. Staff must continue to improve school climate to promote a caring environment for all students by implementing Social Emotional Learning (SEL) and culturally responsive strategies. The identified need for attendance is to reduce the number of students being absent. Chronic absenteeism continues to decrease but the need to support students who are chronically absent is still relevant.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Attendance Rate	93.15%	96%
Chronic Absenteeism	20.80%	decrease by 3%
Chronic Absenteeism for SPED	37.93%	decrease by 3%
Number of Suspensions	0%	0%

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Maintain a safe learning environment

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
400	LCFF - Supplemental 4310 Implement a lunch time leadership group for students focusing on SEL and anti-bullying. Provide social worker with printing access and classroom materials/supplies.
8,488.35	LCFF - Supplemental 4310 Classroom supplies to support student SEL

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Positive Behavior Intervention Support

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
600	LCFF - Supplemental 4310 Awards and incentives for positive behaviors and good attendance.

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Purchase books for school library

Proposed Expenditures for this Strategy/Activity

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

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

5,000

LCFF - Supplemental
4000-4999: Books And Supplies
Purchase high interest books for site library to
engage students in our school community.

Annual Review

SPSA Year Reviewed: 2022-23

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

ANALYSIS

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

The 2022-2023 school year was our second full year back to in-person learning. Our PBIS "store" continued this school year, opening every other month for students to exchange their PBIS tickets for awards. Each student was given a Leader in Me workbook to accompany the Leader in Me lessons provided by their teachers. Each of these activities supported our students social emotional growth. We met our goals in increasing student attendance to 93.3% and reducing chronic absenteeism to 20%.

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

Toyon was able to implement all activities planned to meet our goals.

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.

Continue to implement PBIS with our PBIS store. The Toyon PBIS team will participate in District PBIS Refresher training.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Student Academic Performance and Staff Professional Development

LEA/LCAP Goal

Improve student achievement for all students by providing Common Core State Standards (CCSS) instruction with the strategic use of technology and providing professional development for all staff.

Goal 2

Improve student achievement for all students by providing Common Core State Standards (CCSS) instruction with the strategic use of technology and providing professional development for all staff.

Identified Need

Toyon will continue to work with all stakeholders to implement its Multi Tiered Systems of Support (MTSS) plan - by including supports for all students (Tier 1) - Basic Instructional Services in ELA /ELD and Math. Tier 2 and Tier 3 supports for students are also aligned to our MTSS plan and the district's CCEIS plan to support our English Language, Foster youth, and Low Income students - ELA (Tier 2 & 3), Math (Tier 2 & 3), English Language Development (ELD), Implicit Bias & Culturally Relevant Teaching (CRT) strategies.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
SBAC (ELA)	25 points below DFS	increase by 3 points from DFS
SBAC Math	50 points below DFS	increase by 3 points from DFS
ELPAC	6 current students had no ELPI Growth	at least 45% will move 1 ELPI level

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

Underperforming students in ELA with targeted support for English Learners.

Strategy/Activity

Reading Intervention (During school)

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

45,282.70

Title I
1000-1999: Certificated Personnel Salaries
Hire certificated staff (reading intervention teacher/ instructional coach) to provide reading intervention for students below grade level.

29,717.30

LCFF - Supplemental
1000-1999: Certificated Personnel Salaries
Hire certificated staff (reading intervention teacher/ instructional coach) to provide reading intervention for students below grade level.

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students with targeted English learner support.

Strategy/Activity

Supplemental Programs and Materials

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

2,000

LCFF - Supplemental
4310
Support materials for implementing small group instruction.

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Purchase equipment and materials to support student learning

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

2,700

LCFF - Supplemental
4410

	Non-capitalized equipment
7,000	LCFF - Supplemental 5610 Equipment Maintenance agreement

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All students with targeted support for English learners

Strategy/Activity

Conferences for teachers

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
7,200	LCFF - Supplemental 1150 Hire Subs for 4/5 SEAL Training
300	LCFF - Supplemental 5220 Registration fee and subs will be paid for staff who request to attend conference/workshop that aligns with District/site goals: CCSS, ELD, NGSS, MTSS, AVID & Restorative Practices.

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Program Reserve

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
3,521.35	LCFF - Supplemental Set aside for Program Reserve
2,383.30	Title I

Annual Review

SPSA Year Reviewed: 2022-23

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

ANALYSIS

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

Instructional associate came into first grade through fifth grade classes to support small group reading instruction/intervention. Teachers provided enrichment opportunities for students during lunch (art, SEL). Additional intervention curriculum (Leveld Literacy Intervention) was purchased for additional intervention opportunities. A team of 4th and 5th grade teachers attended AVID training and are implementing strategies learned at the conference.

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

We were not able to sub out teachers for collaboration due to the statewide sub shortage.

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.

A full time instructional associate was hired to provide intervention support to students and teachers.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Parent and Involvement

LEA/LCAP Goal

Increase parent and community involvement and education.

Goal 3

Increase parent and community involvement and education.

Identified Need

It is important for stakeholders to continue to collaborate on parent and community involvement and education. The two main priorities of this goal are parent communication and parent engagement.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Panorama Survey: Sense of Belonging	99%	99%
Number of Community Events Offered	12	20

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Parent communication

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
2,000	LCFF - Supplemental

2000-2999: Classified Personnel Salaries
Hire interpreter to support second language interpretation at community events.

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students with targeted English learner family support

Strategy/Activity

Calendar events and workshops, post flyers, and prepare materials/supplies

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

1500

Source(s)

LCFF - Supplemental
4310
Supplies to support parent engagement

Annual Review

SPSA Year Reviewed: 2022-23

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

ANALYSIS

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

Toyon offered monthly PTA meeting. We held an in-person science fair and families were invited to view projects submitted. Volunteers were invited back to campus for our annual Back to School Night, Open House, and field day.

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

Interpreters were not hired for community events.

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 offer in person opportunities to encourage families to be involved in our community events.

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$118,093.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. 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	\$47,666.00

Subtotal of additional federal funds included for this school: \$47,666.00

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

State or Local Programs	Allocation (\$)
LCFF - Supplemental	\$70,427.00

Subtotal of state or local funds included for this school: \$70,427.00

Total of federal, state, and/or local funds for this school: \$118,093.00

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
LCFF - Supplemental	70,427.00	0.00
Title I	47,666.00	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF - Supplemental	70,427.00
Title I	47,666.00

Expenditures by Budget Reference

Budget Reference	Amount
	5,904.65
1000-1999: Certificated Personnel Salaries	75,000.00
1150	7,200.00
2000-2999: Classified Personnel Salaries	2,000.00
4000-4999: Books And Supplies	5,000.00
4310	12,988.35
4410	2,700.00
5220	300.00
5610	7,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	LCFF - Supplemental	3,521.35
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	29,717.30

1150	LCFF - Supplemental	7,200.00
2000-2999: Classified Personnel Salaries	LCFF - Supplemental	2,000.00
4000-4999: Books And Supplies	LCFF - Supplemental	5,000.00
4310	LCFF - Supplemental	12,988.35
4410	LCFF - Supplemental	2,700.00
5220	LCFF - Supplemental	300.00
5610	LCFF - Supplemental	7,000.00
	Title I	2,383.30
1000-1999: Certificated Personnel Salaries	Title I	45,282.70

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	14,488.35
Goal 2	100,104.65
Goal 3	3,500.00

School Site Council Membership

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

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

Name of Members	Role
Priscilla Resendez	Parent or Community Member
Will Arroyo	Parent or Community Member
Adrienne O’Leary	Parent or Community Member
Lindsay Wong	Parent or Community Member
Mary Cho	Classroom Teacher
Radha Bala	Classroom Teacher
Doreen Cook	Other School Staff
Krista Castillou	Principal
Maricela Krickovic	Parent or Community Member
Vicky Nguyen	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 11/16/22.

Attested:



Principal, Krista Castillou on 11/15/23



SSC Chairperson, Maricela Krickovic on 11/15/23

Instructions

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

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

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

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

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

Instructions: Linked Table of Contents

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

[Educational Partner Involvement](#)

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

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

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

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

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

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

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

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

Purpose and Description

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

Purpose

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

Description

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

Educational Partner Involvement

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

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

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

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

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

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

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

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

Identified Need

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

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

Annual Measurable Outcomes

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

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

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

Strategies/Activities

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

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

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

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

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

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

Proposed Expenditures for this Strategy/Activity

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

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

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

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

Annual Review

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

Analysis

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

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

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

Budget Summary

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

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

Budget Summary

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

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

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

Requirements for the Plan

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

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

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

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

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

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

Targeted Support and Improvement

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

The TSI plan shall:

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

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

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

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

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

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

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