



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
Tamarack Elementary School	16-73932-6118563	01/24/23	

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

Comprehensive Support and Improvement

SWP: Our vision is to promote the success of all students by making a commitment to academic excellence, to support enrichment activities that will foster student creativity and diversity, and to expand the involvement of parents and community by ensuring an informed and empowered future citizenry. Our mission is to be an exemplary school; providing an exciting, caring, & stimulating environment where students will recognize & achieve to their fullest potential.

CSI: The Every Student Succeeds Act (ESSA) requires the district, in partnership with stakeholders, to develop and implement a plan to improve student outcomes to be identified for Comprehensive Support and Improvement (CSI). California will use the Dashboard to determine school eligibility for CSI. School eligibility is based on a Low graduation rate and not less than the lowest-performing five percent of Title I schools.

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.

Reef Sunset Unified has worked to align district and school plans, which support all local, state, and federally funded programs. We have provided site leadership with professional development to support implementation for aligning programs and resources. Our district and schools have four goals. Goal 1: The District will improve student achievement in Academics, English Language Development, and 21st Century Learning Skills. This goal is connected to state priorities: 2 (Implementation of State Standards), 4 (Pupil Achievement), 7 (Pupil Access), and 8 (Other Pupil Outcomes). Goal 2: The District will provide engaging and rigorous learning environments where students feel safe and want to be in school. This goal is aligned with State Priorities: 1 (Basic Services), 5 (Pupil Engagement), and 6 (School Climate). Goal 3: The District enables rigorous and relevant standards-based instruction, which will support productive, creative teaching environments in which there are widespread acceptance and support for the district vision and mission statements is aligned to State Priority 2 (Implementation of State Standards). Goal 4: The District will foster a culture of student, parent, and community involvement by building and maintaining positive participation and relationships is aligned to State Priority 3: (Parental Involvement). We have worked to better align programs to increase positive outcomes for the students, parents, staff, and communities we serve.

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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).

Students, teachers, parents, and community members responded to an LCAP survey where they were able to note how the school/district helps the students with being college and career ready, highly qualified staff, and school safety and climate.

During the 2021-2022 school year, all 3rd-5th grade students were administered the California Healthy Kids Survey if they returned a permission slip. The 3rd-5th grade students at Tamarack were provided the survey through a dedicated time allotted in the classroom and through the link being shared by their teacher.

Our school will continue to solicit input and feedback from our stakeholders and utilize the data to improve the work that we are doing in support of our students, families, and staff. Parents will continue to provide us feedback regarding student needs through informal meetings. Through School Site Council (SSC)/English Language Advisory Council (ELAC) meetings to discuss, monitor, and evaluate all the instructional programs in the Single Plan for Student Achievement (SPSA). These programs include English Learners and Intervention/Enrichment Programs. Currently, our ELAC has voted to combine its responsibilities with our School Site Council.

Input received from parents has been to have more tutoring offered after school, more field trip opportunities for their students, and more supervision before and after school at street corners for students' safety.

The 2022-2023 SPSA is aligned to the 2021-2022 LCAP. SSC has reviewed the LCAP goals and the SPSA is aligned with that plan as well.

Classroom Observations

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

Informal walkthroughs by the principal occurred almost weekly. All teachers created Google Classrooms and turned in weekly digital lesson plans to the administration. All probationary and temporary teachers are formally observed at minimum twice throughout the school year.

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)

TES uses STAR Early Literacy, STAR Reading and STAR Math assessments, CAASPP interim and summative assessments, ELPAC and embedded assessments within the curriculum to monitor progress, modify instruction, and improve student achievement.

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

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction.

- Utilization of STAR, My Math, Reading Wonders data to monitor curriculum based assessments, facilitate PLC discussions, and progress monitor English Learners
- Instructional decisions and modifications will be made as we consider data from formative assessments, including classroom assessments, STAR benchmarks

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

Sufficiency of credentialed teachers and alignment of staff development to standards, assessed student performance and professional needs:

- Teachers are fully credentialed or in the process of clearing credentials and are appropriately assigned.
- 100% of Teachers are approved/certificated to teach English Learners
- Professional development aligns to state standards in ELA, Math, and ELD. PD also supports a Multi-Tiered System of Support and the effective use of technology to enhance learning.
- Specialized training is also offered for Renaissance (STAR) assessments, English Learner Roadmap, and English Learner Toolkit of Strategies.

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

Ongoing instructional assistance and support for teachers (e.g., use of content experts): Kings County Office of Education Curriculum and Instruction department is providing instructional support/coaching in implementing Writer's Workshop within a Comprehensive Literacy Framework and leadership mentoring/coaching. Fresno County Superintendent of Schools is providing instructional support/coaching in implementing small group reading within a Comprehensive Literacy Framework.

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

Alignment of curriculum, instruction, and materials to content standards and needs assessments.
Staff Development in:
Effective use of technology to enhance learning
CA English Learner Roadmap
CA ELD standards
Muti-Tiered System of Support
Comprehensive Literacy Framework including CA ELA standards & foundational skills
CA Math standards and Math practices

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

Administration is also available to offer teacher support on a regular basis. Classroom observations, both formal and informal occur regularly to provide feedback on a continual basis.

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

Teachers' collaboration will include:
Regularly scheduled time for teacher collaboration on early release dates throughout the school year.
Teachers will conduct cycles of inquiry (Plan, Do, Study, Act) using formative assessment
Teachers will plan and reflect on lessons in order to strengthen instruction in response to formative assessment data
Teachers will collaborate and plan for instructional alignment between and among grade levels.
Teachers will reflect and discuss professional learning and how implementation is progressing

Teaching and Learning

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

All textbooks used at Tamarack Elementary School in the core curriculum are aligned to the California Content Standards and Frameworks. Instructional materials for grades K-5 are selected from the state's most recent list of standards-based materials and adopted by the State Board of Education. The district follows the State Board of Education's six-year adoption cycle for core content materials and the eight-year cycle for textbook adoptions in a foreign language, visual and performing arts, and health. District textbook review and adoption activities occur the year following the state's adoption. On September 17, 2020, the Reef-Sunset Unified School District's Board of Trustees held a public hearing to certify the extent to which textbooks and instructional materials have been provided to students.

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

All schools in the Reef-Sunset USD adhere to or exceed the recommended instructional minutes for reading/languages arts and mathematics.

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

Teachers will develop daily lesson plans aligned to district curriculum pacing guides and essential standards using district adopted core curriculum and intervention programs. Master schedule will be developed to ensure access to grade level content and intervention opportunities. Music and art will be included in the weekly schedule for students.

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

On September 17, 2020, the Reef-Sunset U.S.D. the school board adopted the following instructional materials for Tamarack Elementary School:
Tamarack Elementary School TK-5 Language Arts Wonders by McGraw-Hill
Tamarack Elementary School TK-5 ELL ELD Wonders by McGraw Hill
Tamarack Elementary School TK-5 Mathematics My Math by McGraw-Hill
Tamarack Elementary School K-5 Science Houghton Mifflin California Science by Houghton Mifflin
Tamarack Elementary School K-5 Social Studies Houghton Mifflin History-Social Science by Houghton Mifflin

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

All schools in the Reef-Sunset USD provide for SBE-adopted and standards-aligned instructional materials, including intervention materials.

Opportunity and Equal Educational Access

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

Tamarack Elementary recognizes the need to support English learners to ensure students have instructional support and scaffolds in core instruction to ensure students' access to grade-level content. Tamarack Elementary understands that for English learners, language and content development are simultaneous and will be considered in the context of math and literacy instruction. To ensure EL students are showing growth in the area of reading, Star Reading assessments allow teachers to monitor student progress and identify areas for improvement and further support. The ability to view Star results also provides the opportunity to verify the proper reclassification of EL students and guide the reclassification monitoring process. School staff also provide bilingual interpretation and translation to help families communicate with teachers and understand online classroom assignments and expectations for student learning.

Designated and Integrated English Language Development

The goal for English learners is to achieve the same rigorous grade-level academic standards that are expected of all students, within a reasonable period of time. To accomplish these goals, all English learners will receive designated and integrated English language development (ELD) instruction targeted to their proficiency level, and appropriate academic instruction in a language acquisition program. English learners will be identified through the home language survey and ELPAC initial assessment. Lessons will include specific considerations to address appropriate supports and scaffolds necessary for language development as well as formative measures to note progress toward English proficiency. Planning for small group collaboration will be imperative for English Learners to authentically practice language and receive feedback. In addition to integrating ELD scaffolds and supports into all lessons, there will be Designated ELD built into daily lessons. The time for Designated ELD is indicated within each daily schedule for elementary, middle, and high school. Students will be grouped into Emerging, Expanding, and Bridging proficiency levels based on ELPAC results. Teachers are expected to use the district-adopted Designated ELD materials. Research-based supplementary materials and strategies which support Reading, Writing, Speaking, and Listening may be used, as needed. English Language Development minutes and curriculum will be included in the daily schedules and ELD supports will also be integrated into the curriculum. Special education students identified as English Learners will continue to have an IEP which includes ELD. Students not identified as an EL will be provided with grade-level appropriate work to complete during the ELD block.

Classroom microphone and speaker systems in each classroom will be maintained to help increase students' abilities to hear consonant sounds and to speed up their acquisition of the English language.

Tamarack will continue to use the Ellevation monitoring platform to access data needed to make instructional decisions for English learners. Ellevation organizes all English learning information and data into one dashboard to allow teachers, coaches, and administrators to collaborate on individual English learner instruction, communicate with parents, and access district-wide aggregate assessment data. Data from Ellevation will be used in PLC meetings to monitor student progress and help to identify students for reclassification.

DELAC meetings are offered to continue supporting the families of EL students by informing them of resources available for their children and seeking their input regarding programs and services. Additionally, each school site will conduct ELAC meetings during the 2022-23 school year to gather parent input. The feedback shared during these meetings will inform the supports needed at each school.

Special education, related services, and accommodations are required by an individualized education program. If a child has an IEP, the teacher, working with Special Education teachers and

other resource teachers, will modify the lessons according to the child's IEP. Students are identified for special education services through a comprehensive evaluation to determine eligibility. Students previously qualified for special education services are identified through regular reports in AERIES, notice from the families and/or the county when a placement happens, or information received on the enrollment packet/emergency cards. A team of educators will routinely monitor their progress in all areas, including but not limited to academic, behavioral, social/emotional, and health/medical. Services to address the needs of special education students are driven by goals and objectives that are developed through the IEP team and measured by standardized and informal assessments and observations. Special Education teachers have ongoing and frequent contact with a student's general education teachers and teams as well as families. District assessments, teacher observations, and communication with parents are used to determine progress towards academic or behavioral goals. The special education team will address the unique needs of each student through both formal and informal means in a collaborative team process.

To ensure students identified as foster youth are successful during the academic school year, the district liaison makes sure that each student has what they need in order to be successful in a learning environment. Site liaisons provide support between school teams and collaborative partners to assist with the coordination of services and continuity of educational programs, including school transitions, to minimize disruptions in enrollments for foster youth. Differentiated graduation requirements are provided as allowed and or necessary. Students who are experiencing homelessness are also provided with the support they need to be successful during remote learning. The district's McKinney-Vento Liaison coordinates to assist with the identification of students and reach out to families to provide information and resources. The liaison conducts needs assessments with all families experiencing homelessness within a week of enrollment, and connects families to school- and community-based supports through a referral process. We use our Mc Kinney-Vento funds, and other local, state, and/or federal funds allowed to aid this population of students, on top of general funds where committed/applicable. We apply differentiated graduation requirements as allowed/necessary.

Evidence-based educational practices to raise student achievement

Reef-Sunset Unified School District will provide quality, challenging content aligned to grade-level standards. Tamarack Elementary recognizes that intentional instructional choices will be essential to support all students to mastery and that this is especially true for students with specialized learning needs. All students will demonstrate the learning objective of the day, engage in lessons with their teachers and peers, participate in small group instruction, and practice strategies to further their understanding of each subject. Implementation of class size reduction to an average of 24-1 for grades TK-3 supports our ability to monitor the proficiency and growth of K-3 students since these grades represent a peak number of essential reading and math skills.

All staff will continue to use research-based KAGAN student engagement and instructional education practices to raise student engagement. Multi-Tiered System of Support at Tamarack Elementary will continue to be developed and implemented. The goal is to ensure that each student is provided with the support they need to be successful at grade level. MTSS will provide levels of intervention that the school will use to adapt the intensity and frequency of support to meet the need of individual students in academics, behavior, and socio-emotional learning. Teachers will continue to establish a Comprehensive Literacy Framework at all grade levels to improve the literacy and language development of all students. Instruction will include the six key components of effective reading instruction, including shared reading, small-group instruction & independent reading, phonemic awareness, phonics, & word work, language, writing, and read-aloud. Writing instruction will include all levels of writing practice including modeling, guided practice, and independent writing with explicit instruction of skills and strategies.

We will continue to utilize Renaissance practice products including Accelerated Reader, myON Reader, myON News, and Freckle to connect students' differentiated practice with teacher-led instruction. Accelerated Reader and myON will allow students to self-select reading materials at their level and reflective of their interests. Freckle will provide assignments tailored to areas in which students need additional practice. Students will have access to virtual manipulatives, hints, videos, and peer help to support their learning. Each of these programs will enable students to set goals and track their personal progress.

Parental Engagement

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

We will continue to work closely with Avenal Police Department, RSUSD mental health counselors, Prevention/Intervention Counselor, Kings View, Community members, KIND Center, Wonderful Co, and RSUSD Family Engagement Center. All entities contribute in one-way shape or form to assist our students, whether its through funding, community service opportunities, mental health services, or other.

RSUSD student services and Family Engagement Center include parent resources, information, and mental health support services via the newsletter, the RSUSD website, and direct contact with families in their home language. Teachers and staff have also been provided self care tips and resources, material on mindfulness, and trauma-informed strategies to support their mental health. Counselors and their team provide support for crisis situations and other impacts COVID-19 has caused.

The Intervention Prevention Specialist has also created a virtual "Calming Corner" that can be accessed by teachers, students, and parents. The calming corner has contact information, opportunities for self referral, resources, and mental health information that promotes self care and ways to ask for help.

A district newsletter was created and is shared on the district website, social media, and emailed to staff and forwarded to families. The newsletter is in English and Spanish and includes videos, articles, tips, and resources. Some of the topics addressed include stress, trauma, COVID-19-related news, mindfulness, and suicide prevention. RSUSD families have been provided internet access for years by the school district free of charge, so we have established that online methods of communication have been the most effective, as well as the preferred method of communication.

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)

Parents and community members participate and are invited to parent teacher conferences, School Site Council Meetings, English Learner Advisory Committee meetings, and school social events where we discuss school happenings and events. Together we plan and analyze the effectiveness of current plans to monitor student progress. We assess needs, and address those needs by creating an action plan and allocating appropriate funds.

Funding

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

Tamarack Elementary School utilizes the Renaissance computer based reading and math programs on a regular basis in grades K-5 to augment the regular program to help under-performing students to meet standards and to help accelerate students who are performing at grade level. Categorical program funds allow the school to provide support from paraprofessionals. We also purchase supplemental material which includes interventions, for ELA, ELD, and Math.

Fiscal support (EPC)

The District provides each school site with a complete budget and provides each school with LCAP, Title I, Title II, and Title III funds support for academic and intervention needs.

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

Our site is a small school environment that welcomes parent involvement and stakeholder input. Parents are invited to events to discuss upcoming events, current student information, and concerns. Parents and community members are also invited to all School Site Council meetings which are held at least four times a year. The parent meetings were held at various times in the late afternoon to accommodate family schedules. In addition to verbal input, parents are provided the opportunity to voice their needs through the LCAP survey which is provided by the district office. Tamarack teaching staff and SSC review/update SPSA at least three times a year. The site Principal and Student Support Coordinator have an open door policy and parents/community members as well as staff are welcome to share, opinions, and concerns at any time. Parents have expressed the need for students to be successful socially, and emotionally, and to be productive members of our society. Because of this, we have thoughtfully added opportunities for students to be exposed to learning opportunities outside campus through academic learning trips. Finally, the district office and community members have also been able to share ideas with our staff regarding district initiatives and community needs.

Resource Inequities

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

All schools within the district contain school-wide programs and are funded with the same formula and resource allocations, and in an equitable manner.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	19-20	20-21	21-22	19-20	20-21	21-22
American Indian	0%	%	%	0		1
African American	0%	%	%	0		
Asian	0.44%	0.5%	%	2	2	3
Filipino	0%	%	%	0		
Hispanic/Latino	98.47%	98.1%	%	451	420	404
Pacific Islander	0%	0.5%	%	0	2	
White	1.09%	0.9%	%	5	4	3
Multiple/No Response	0%	%	%	0		5
Total Enrollment				458	428	416

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	19-20	20-21	21-22
Kindergarten	78	68	61
Grade 1	80	67	64
Grade 2	77	81	69
Grade3	73	74	80
Grade 4	70	70	73
Grade 5	80	68	65
Total Enrollment	458	428	427

Conclusions based on this data:

1. Overall enrollment is consistent with the year prior.
2. Between 2019-2020 and 2021-2022 there has been a reduction of 31 students overall.
3. We would like to look into reasons for the slight drop in enrollment.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	19-20	20-21	21-22	19-20	20-21	21-22
English Learners	293	288	276	64.0%	67.30%	66.3%
Fluent English Proficient (FEP)	48	27	16	10.5%	6.30%	3.8%
Reclassified Fluent English Proficient (RFEP)	46	0		14.1%	0.00%	

Conclusions based on this data:

1. The number of English Learners has increased by 2.3% since 19-20.
2. Percent of Fluent English Proficient students decreased from 10% to 3.8% between 19-20 to 21-22.
3. Six students were reclassified during the 21-22 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			% of Enrolled Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	69	74	80	67	68	80	67	68	80	97.1	91.9	100.0
Grade 4	79	69	71	76	51	71	75	51	71	96.2	73.9	100.0
Grade 5	79	71	64	79	60	63	79	60	63	100	84.5	98.4
All Grades	227	214	215	222	179	214	221	179	214	97.8	83.6	99.5

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

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	2369.	2293.	2340.	8.96	1.47	10.00	13.43	1.47	7.50	28.36	11.76	11.25	49.25	85.29	71.25
Grade 4	2372.	2339.	2354.	2.67	0.00	1.41	10.67	9.80	8.45	17.33	9.80	8.45	69.33	80.39	81.69
Grade 5	2392.	2403.	2399.	1.27	0.00	0.00	6.33	13.33	9.52	20.25	16.67	17.46	72.15	70.00	73.02
All Grades	N/A	N/A	N/A	4.07	0.56	4.21	9.95	7.82	8.41	21.72	12.85	12.15	64.25	78.77	75.23

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	10.45	0.00	7.50	35.82	32.35	47.50	53.73	67.65	45.00
Grade 4	4.05	1.96	2.82	37.84	41.18	46.48	58.11	56.86	50.70
Grade 5	3.80	1.67	3.17	26.58	53.33	50.79	69.62	45.00	46.03
All Grades	5.91	1.12	4.67	33.18	41.90	48.13	60.91	56.98	47.20

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	2.99	1.52	5.00	44.78	18.18	30.00	52.24	80.30	65.00
Grade 4	2.70	0.00	1.45	25.68	29.41	28.99	71.62	70.59	69.57
Grade 5	1.27	1.89	1.59	43.04	35.85	42.86	55.70	62.26	55.56
All Grades	2.27	1.18	2.83	37.73	27.06	33.49	60.00	71.76	63.68

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	11.94	1.47	2.50	59.70	51.47	66.25	28.36	47.06	31.25
Grade 4	4.00	0.00	8.45	46.67	62.75	52.11	49.33	37.25	39.44
Grade 5	3.80	1.67	3.17	41.77	70.00	60.32	54.43	28.33	36.51
All Grades	6.33	1.12	4.67	48.87	60.89	59.81	44.80	37.99	35.51

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	14.93	1.47	7.50	43.28	39.71	42.50	41.79	58.82	50.00
Grade 4	4.05	3.92	0.00	32.43	50.98	59.15	63.51	45.10	40.85
Grade 5	5.06	3.33	3.17	25.32	48.33	50.79	69.62	48.33	46.03
All Grades	7.73	2.79	3.74	33.18	45.81	50.47	59.09	51.40	45.79

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. Overall, percent scoring Standard Exceeded increased from .56% to 4.21%.
2. Overall, percent scoring Standard Met increased from 7.82% to 8.41%
3. We will continue to target reading and writing focusing a comprehensive literacy framework. Current data reflects that 63.68% of students are below standard for writing and 47.2% are below standard for reading. Building instructional capacity for teaching staff will be a priority, with additional contracted days from P3CC and Akhavan Consulting groups, along with any other appropriate professional development for teachers.

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			% of Enrolled Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	69	74	80	67	64	78	67	64	78	97.1	86.5	97.5
Grade 4	79	69	71	78	49	69	78	49	69	98.7	71.0	97.2
Grade 5	79	71	64	79	60	63	79	60	63	100	84.5	98.4
All Grades	227	214	215	224	173	210	224	173	210	98.7	80.8	97.7

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

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	2388.	2309.	2361.	10.45	0.00	8.97	11.94	3.13	11.54	26.87	12.50	14.10	50.75	84.38	65.38
Grade 4	2375.	2352.	2365.	0.00	0.00	1.45	5.13	2.04	4.35	29.49	18.37	21.74	65.38	79.59	72.46
Grade 5	2402.	2378.	2386.	1.27	0.00	0.00	6.33	3.33	3.17	15.19	5.00	9.52	77.22	91.67	87.30
All Grades	N/A	N/A	N/A	3.57	0.00	3.81	7.59	2.89	6.67	23.66	11.56	15.24	65.18	85.55	74.29

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	14.93	0.00	15.38	28.36	23.44	26.92	56.72	76.56	57.69
Grade 4	1.30	0.00	1.45	22.08	8.16	20.29	76.62	91.84	78.26
Grade 5	2.53	0.00	0.00	16.46	18.33	20.63	81.01	81.67	79.37
All Grades	5.83	0.00	6.19	21.97	17.34	22.86	72.20	82.66	70.95

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	11.94	1.56	10.26	43.28	25.00	25.64	44.78	73.44	64.10
Grade 4	3.90	0.00	1.45	25.97	24.49	33.33	70.13	75.51	65.22
Grade 5	2.53	0.00	0.00	21.52	25.00	20.63	75.95	75.00	79.37
All Grades	5.83	0.58	4.29	29.60	24.86	26.67	64.57	74.57	69.05

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	17.91	0.00	8.97	38.81	42.19	52.56	43.28	57.81	38.46
Grade 4	1.30	0.00	0.00	18.18	28.57	43.48	80.52	71.43	56.52
Grade 5	1.27	0.00	1.59	21.52	43.33	28.57	77.22	56.67	69.84
All Grades	6.28	0.00	3.81	25.56	38.73	42.38	68.16	61.27	53.81

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. Overall, percent scoring Standard Exceeded went from 0% to 3.81% and % of Standard Met went from 2.89% and 6.67%.
2. Concepts and Procedures and Problem Solving are the two areas that TES are struggling with most; 70.95% and 69.05 below standard, respectively.
3. As we continue to grow in our abilities to utilize STAR and Schoolzilla to produce progress monitoring data and feedback for teachers, students and parents, this will allow for a more focused approach to embedded interventions needed in mathematics.

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	1404.4	1401.1	1372.9	1411.2	1415.2	1373.9	1388.4	1367.9	1370.2	52	46	47
1	1427.4	1403.1	1417.5	1440.0	1423.2	1418.2	1414.4	1382.5	1416.2	62	47	40
2	1461.2	1454.6	1425.4	1464.1	1465.5	1429.7	1457.7	1443.1	1420.6	47	52	47
3	1456.9	1458.3	1458.7	1454.4	1459.8	1456.2	1459.0	1456.3	1460.7	39	55	50
4	1488.2	1478.6	1475.1	1488.9	1482.3	1474.5	1487.0	1474.5	1475.2	37	46	54
5	1496.2	1477.2	1489.3	1497.3	1471.2	1477.5	1494.7	1482.7	1500.6	39	38	41
All Grades										276	284	279

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	1.92	6.52	4.26	21.15	23.91	21.28	63.46	50.00	42.55	13.46	19.57	31.91	52	46	47
1	0.00	0.00	0.00	24.19	12.77	22.50	53.23	40.43	42.50	22.58	46.81	35.00	62	47	40
2	0.00	5.88	2.13	42.55	31.37	12.77	46.81	45.10	51.06	10.64	17.65	34.04	47	51	47
3	2.56	3.64	2.00	12.82	10.91	22.00	53.85	45.45	38.00	30.77	40.00	38.00	39	55	50
4	0.00	2.17	1.85	40.54	19.57	16.67	43.24	50.00	48.15	16.22	28.26	33.33	37	46	54
5	5.13	0.00	4.88	30.77	10.53	17.07	38.46	52.63	51.22	25.64	36.84	26.83	39	38	41
All Grades	1.45	3.18	2.51	28.26	18.37	18.64	50.72	47.00	45.52	19.57	31.45	33.33	276	283	279

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	3.85	10.87	2.13	26.92	36.96	29.79	53.85	32.61	34.04	15.38	19.57	34.04	52	46	47
1	8.06	2.13	2.50	40.32	19.15	20.00	33.87	51.06	45.00	17.74	27.66	32.50	62	47	40
2	4.26	13.73	0.00	59.57	43.14	25.53	29.79	35.29	44.68	6.38	7.84	29.79	47	51	47
3	5.13	9.09	14.00	33.33	41.82	32.00	46.15	18.18	18.00	15.38	30.91	36.00	39	55	50
4	29.73	10.87	3.70	32.43	43.48	48.15	27.03	30.43	33.33	10.81	15.22	14.81	37	46	54
5	17.95	10.53	12.20	48.72	44.74	36.59	23.08	23.68	29.27	10.26	21.05	21.95	39	38	41
All Grades	10.51	9.54	5.73	40.22	38.16	32.62	36.23	31.80	33.69	13.04	20.49	27.96	276	283	279

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	3.85	6.52	2.13	19.23	10.87	25.53	71.15	45.65	40.43	5.77	36.96	31.91	52	46	47
1	0.00	0.00	2.50	16.13	10.64	20.00	46.77	29.79	27.50	37.10	59.57	50.00	62	47	40
2	4.26	3.92	2.13	25.53	21.57	12.77	42.55	29.41	46.81	27.66	45.10	38.30	47	51	47
3	0.00	1.82	4.00	12.82	7.27	6.00	41.03	32.73	38.00	46.15	58.18	52.00	39	55	50
4	2.70	0.00	1.85	10.81	6.52	9.26	45.95	47.83	27.78	40.54	45.65	61.11	37	46	54
5	0.00	0.00	0.00	5.13	2.63	12.20	48.72	44.74	43.90	46.15	52.63	43.90	39	38	41
All Grades	1.81	2.12	2.15	15.58	10.25	13.98	50.00	37.81	37.28	32.61	49.82	46.59	276	283	279

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	7.69	10.87	8.51	78.85	69.57	61.70	13.46	19.57	29.79	52	46	47
1	30.65	25.53	30.00	56.45	59.57	50.00	12.90	14.89	20.00	62	47	40
2	12.77	25.49	12.77	80.85	64.71	61.70	6.38	9.80	25.53	47	51	47
3	5.13	18.18	32.00	51.28	60.00	40.00	43.59	21.82	28.00	39	55	50
4	24.32	17.39	50.00	56.76	69.57	42.59	18.92	13.04	7.41	37	46	54
5	10.26	10.53	17.07	71.79	65.79	73.17	17.95	23.68	9.76	39	38	41
All Grades	15.94	18.37	25.81	66.30	64.66	54.12	17.75	16.96	20.07	276	283	279

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	1.92	10.87	4.26	65.38	63.04	61.70	32.69	26.09	34.04	52	46	47
1	3.23	0.00	0.00	70.97	53.19	40.00	25.81	46.81	60.00	62	47	40
2	4.26	11.76	0.00	85.11	72.55	59.57	10.64	15.69	40.43	47	51	47
3	28.21	20.00	22.00	58.97	47.27	42.00	12.82	32.73	36.00	39	55	50
4	27.03	19.57	7.41	67.57	65.22	51.85	5.41	15.22	40.74	37	46	54
5	48.72	26.32	21.95	46.15	47.37	29.27	5.13	26.32	48.78	39	38	41
All Grades	16.30	14.49	9.32	66.67	58.30	48.03	17.03	27.21	42.65	276	283	279

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	1.92	4.35	2.13	88.46	67.39	70.21	9.62	28.26	27.66	52	46	47
1	8.06	2.13	7.50	43.55	31.91	27.50	48.39	65.96	65.00	62	47	40
2	2.13	15.69	4.26	72.34	45.10	48.94	25.53	39.22	46.81	47	51	47
3	2.56	1.82	4.00	28.21	32.73	32.00	69.23	65.45	64.00	39	55	50
4	0.00	0.00	3.70	40.54	41.30	37.04	59.46	58.70	59.26	37	46	54
5	0.00	0.00	2.44	51.28	42.11	51.22	48.72	57.89	46.34	39	38	41
All Grades	2.90	4.24	3.94	55.43	43.11	44.44	41.67	52.65	51.61	276	283	279

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	36.54	15.91	21.28	48.08	40.91	48.94	15.38	43.18	29.79	52	44	47
1	0.00	0.00	2.56	79.03	46.81	76.92	20.97	53.19	20.51	62	47	39
2	2.13	2.00	2.13	65.96	58.00	55.32	31.91	40.00	42.55	47	50	47
3	2.56	1.82	8.00	53.85	47.27	52.00	43.59	50.91	40.00	39	55	50
4	8.11	2.17	1.85	62.16	60.87	51.85	29.73	36.96	46.30	37	46	54
5	0.00	0.00	4.88	66.67	55.26	58.54	33.33	44.74	36.59	39	38	41
All Grades	8.70	3.57	6.83	63.41	51.43	56.47	27.90	45.00	36.69	276	280	278

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. Overall, 45.52% of TES students are performing at Level 2
2. The percentage of students performing at the beginning level has increased from 27.9% to 36.69% in the writing domain.
3. Writing will continue to be a focus of academic improvement for all of our students, especially English Learners.

School and Student Performance Data

Student Population

For the past two years, many state and federal accountability requirements were waived or adjusted due to the impact of the COVID-19 pandemic on LEAs, schools, and students. Beginning with the 2021-22 school year, the requirements to hold schools and districts accountable for student outcomes has returned with the release of the 2022 California School Dashboard (Dashboard). The Every Student Succeeds Act is requiring all states to determine schools eligible for support. Similarly, under state law, Assembly Bill (AB) 130, which was signed into law in 2021, mandates the return of the Dashboard using only current year performance data to determine LEAs for support. Therefore, to meet this state requirement, only the 2021-22 school year data will be reported on the 2022 Dashboard for state indicators. (Data for Change [or the difference from prior year] and performance colors will not be reported.)

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

2021-22 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
416	97.1	66.3	0.5
Total Number of Students enrolled in Tamarack Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2021-22 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	276	66.3
Foster Youth	2	0.5
Homeless	9	2.2
Socioeconomically Disadvantaged	404	97.1
Students with Disabilities	25	6.0

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American		
American Indian	1	0.2
Asian	3	0.7
Filipino		
Hispanic	404	97.1
Two or More Races		
Pacific Islander	3	0.7
White	5	1.2

Conclusions based on this data:

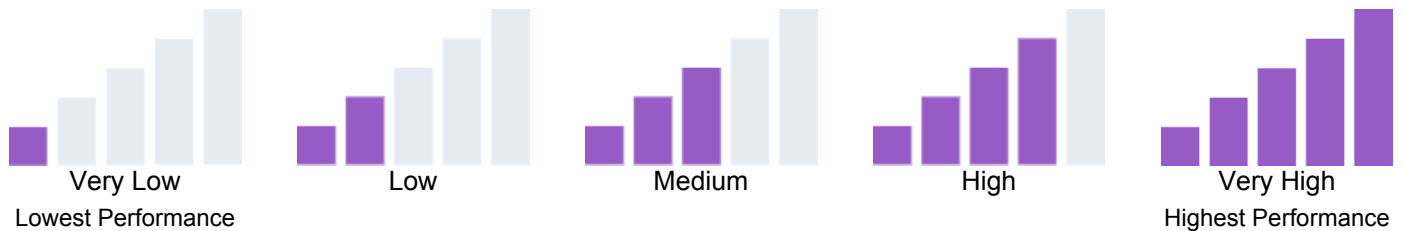
1. 66.3% of students are English Learners
2. Most of our student population is socioeconomically disadvantaged (97.1%)
3. We will continue to support student equity and access for socioeconomically disadvantaged through our commitment to our revised mission and vision statements, with the use of the MTSS framework, PBIS and Restorative Justice practices.

School and Student Performance Data

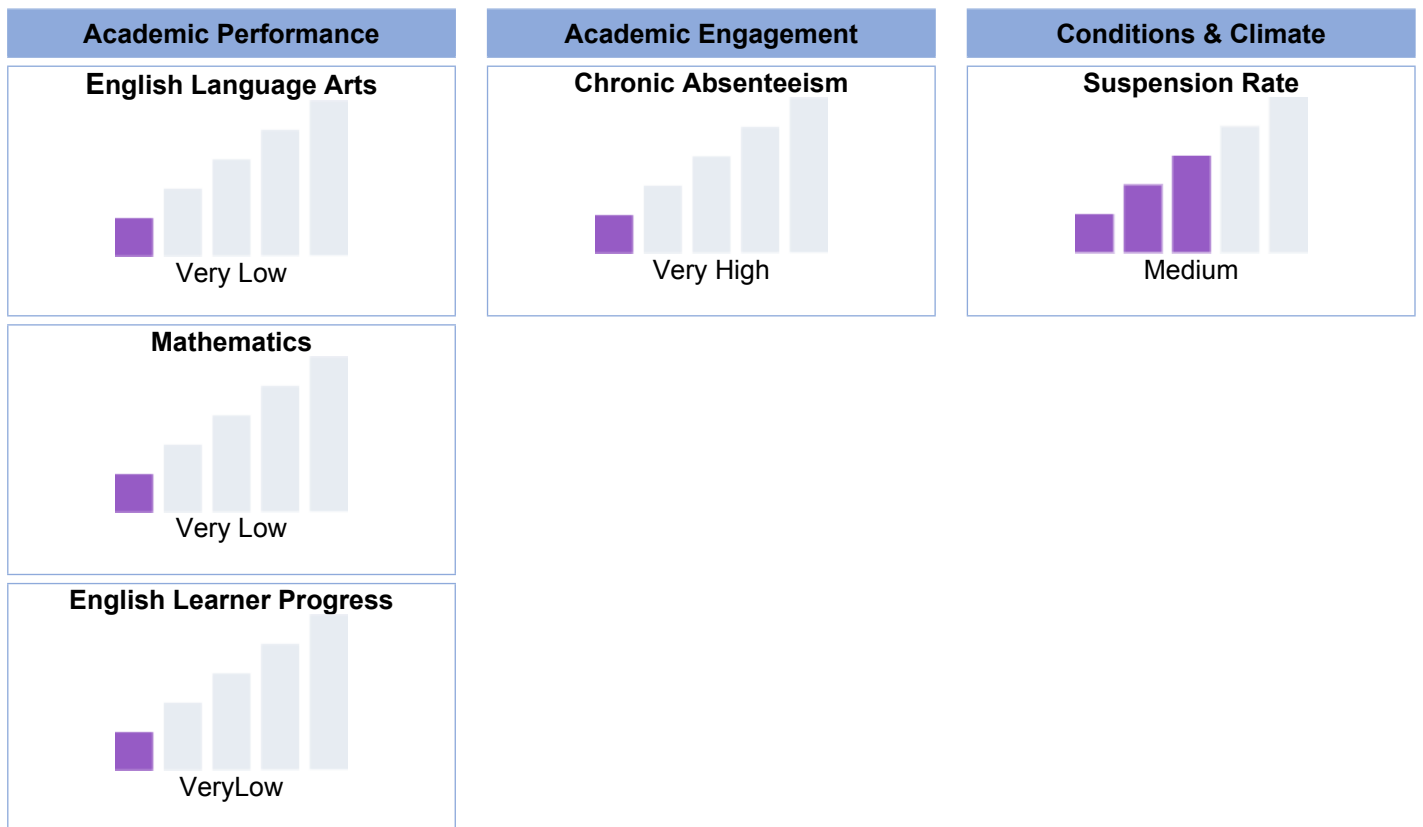
Overall Performance

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



2022 Fall Dashboard Overall Performance for All Students



Conclusions based on this data:

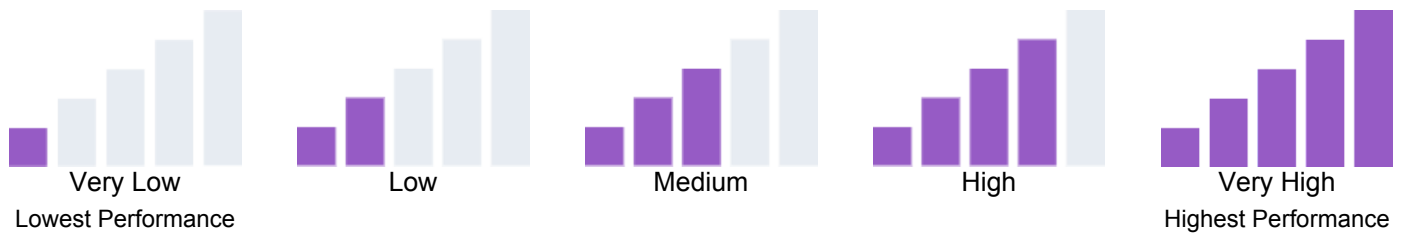
- Overall, TES students fall under the category of Very Low for ELA, Mathematics and English Learners.
- English Language Arts scores are very low performance level and shows they have declined.
- To address Reading deficiencies, we will continue to work towards forming a comprehensive literacy program.

School and Student Performance Data

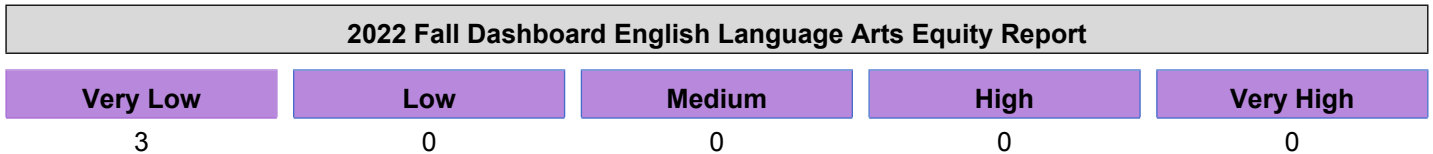
Academic Performance English Language Arts

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

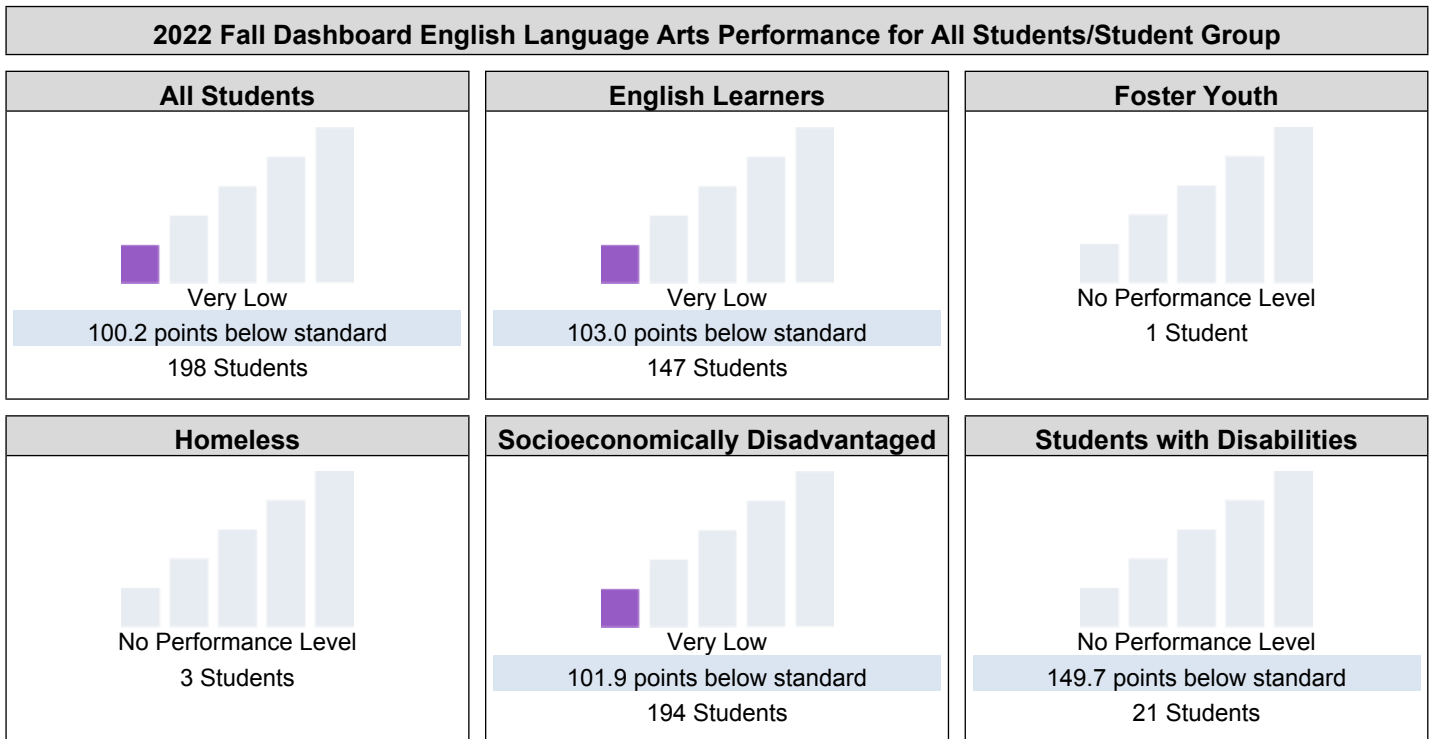
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



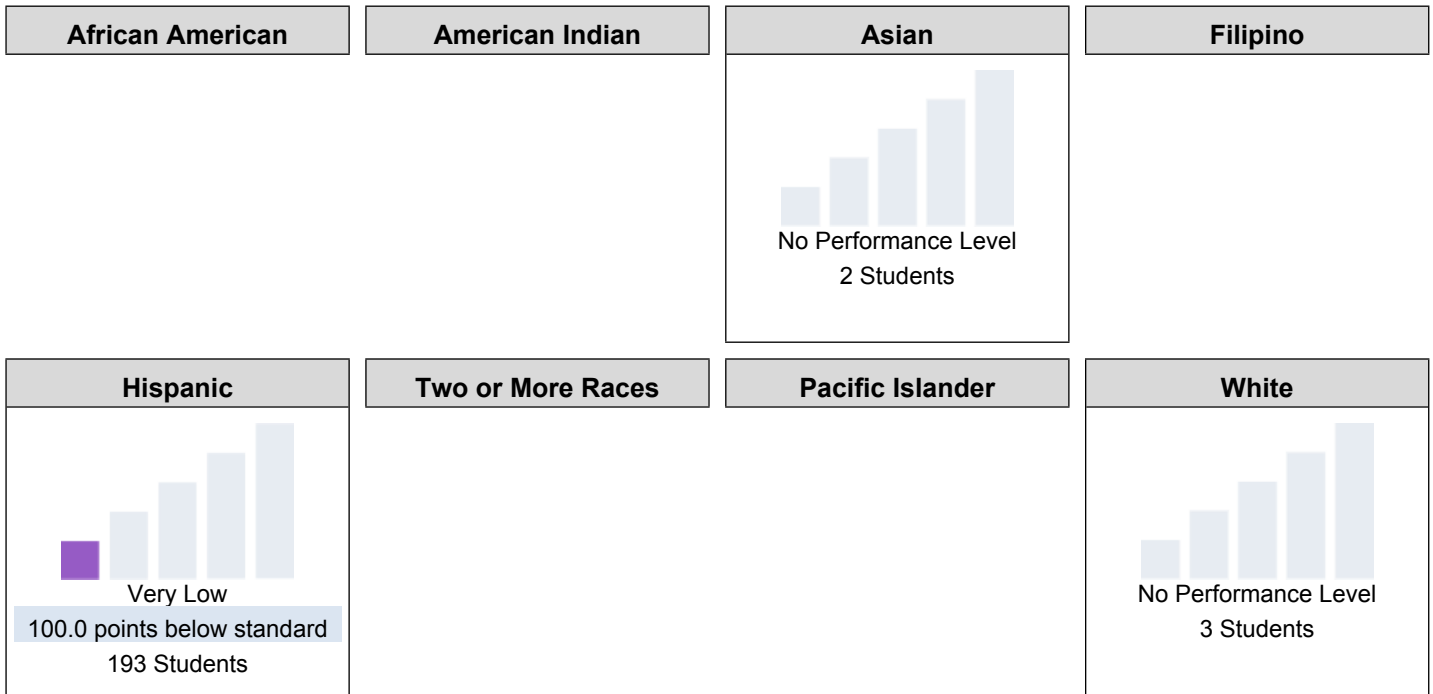
This section provides number of student groups in each level.



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.



2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity



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.

2022 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
110.0 points below standard 135 Students	25.0 points below standard 12 Students	96.1 points below standard 48 Students

Conclusions based on this data:

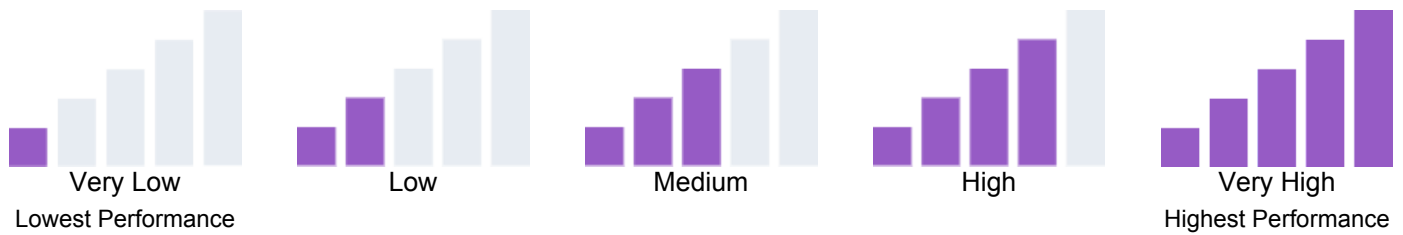
1. The data presented from the California Dashboard indicates that overall, students are scoring very low in the area of English Language Arts.
2. English Learners are currently 110 points below standard in ELA and SPED students are 149.7 points below standard.
3. To address reading and writing deficiencies, we will continue to work in partnership with consultants to develop instruction that will focus on comprehensive literacy and the needs of our students.

School and Student Performance Data

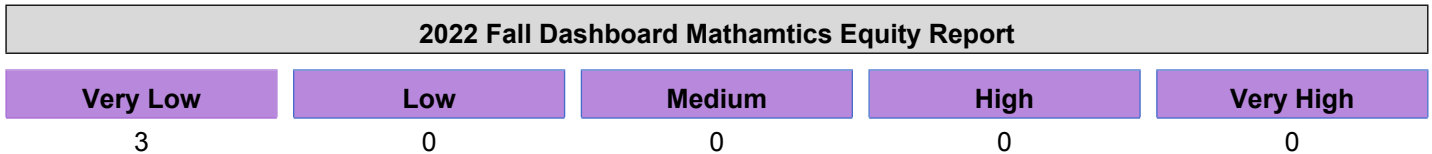
Academic Performance Mathematics

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

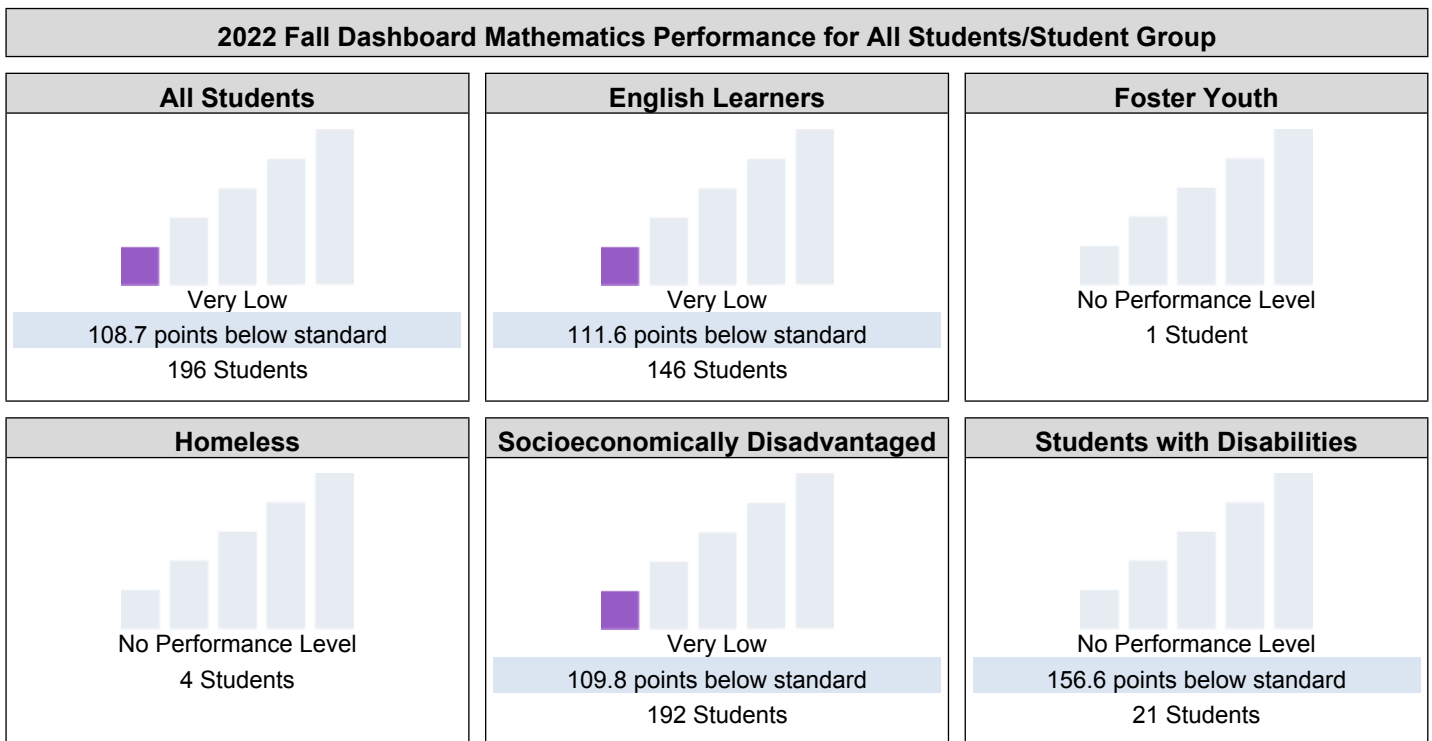
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



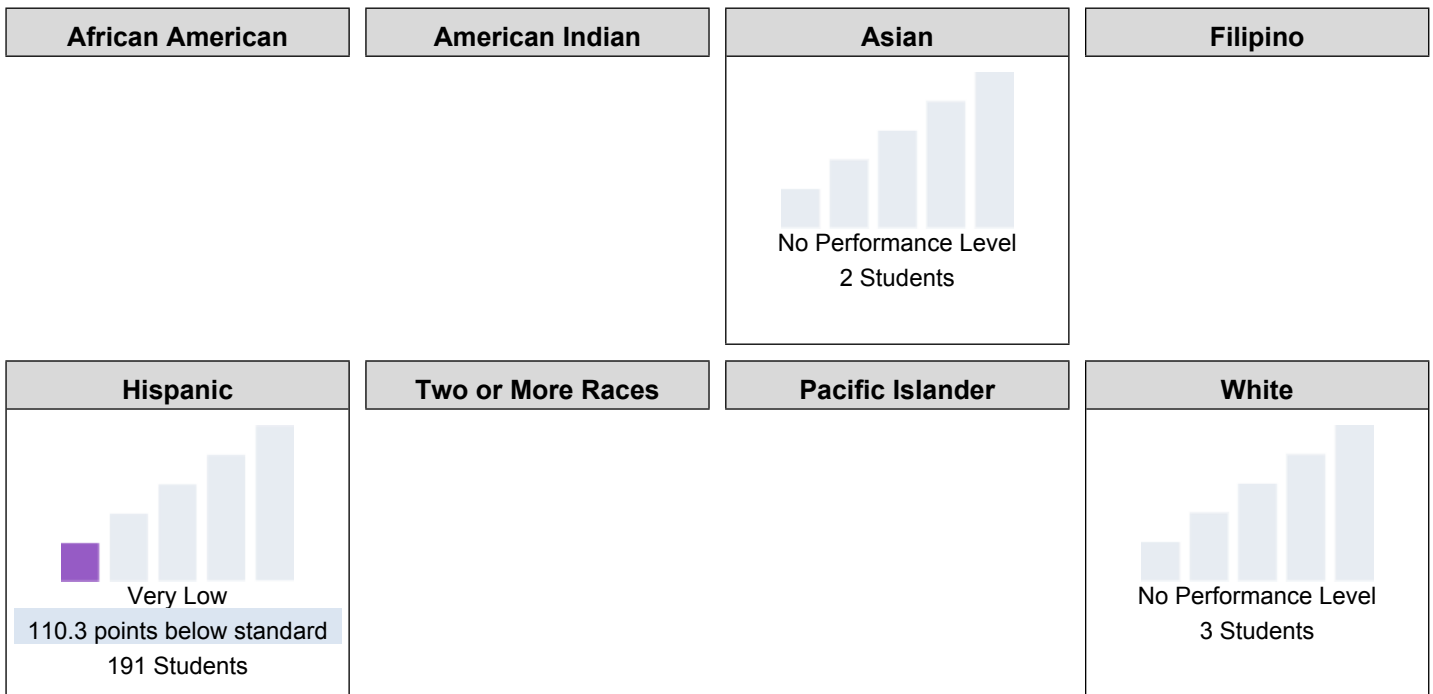
This section provides number of student groups in each level.



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.



2022 Fall Dashboard Mathematics Performance by Race/Ethnicity



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

2022 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
116.9 points below standard 134 Students	52.8 points below standard 12 Students	102.6 points below standard 47 Students

Conclusions based on this data:

1. Overall, students at Tamarack are identified as performing Very Low in the area of mathematics.
2. All subgroups are performing below grade level in mathematics.
3. We will continue to use metrics, such as the STAR assessments, to assist our site teaching team in providing the support needed for our students in math to improve academic achievement.

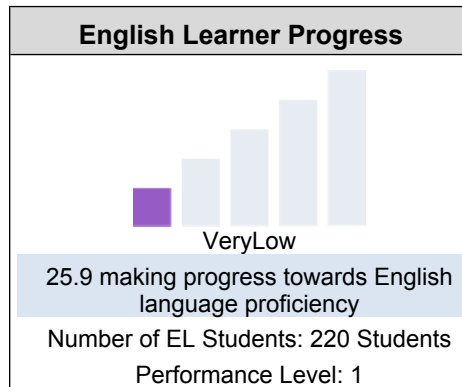
School and Student Performance Data

Academic Performance English Learner Progress

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

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

2022 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.

2022 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
30.0%	44.1%	0.5%	25.5%

Conclusions based on this data:

- Overall, our English Learner students are struggling to meet standard in both ELA and Mathematics (Very Low).
- Over 25% of English Learner students have progressed at least one proficiency level, as measured by the ELPAC.
- To support English Learner proficiency, teachers have been provided and will continue to receive support in helping to develop academic language for our EL students, as well as engaging in evidence based practices to support their academic growth.

School and Student Performance Data

Academic Performance College/Career Report

College/Career data provides information on whether high school students are prepared for success after graduation based on measures like graduation rate, performance on state tests, and college credit courses. College/Career data was not reported in 2022.

Conclusions based on this data:

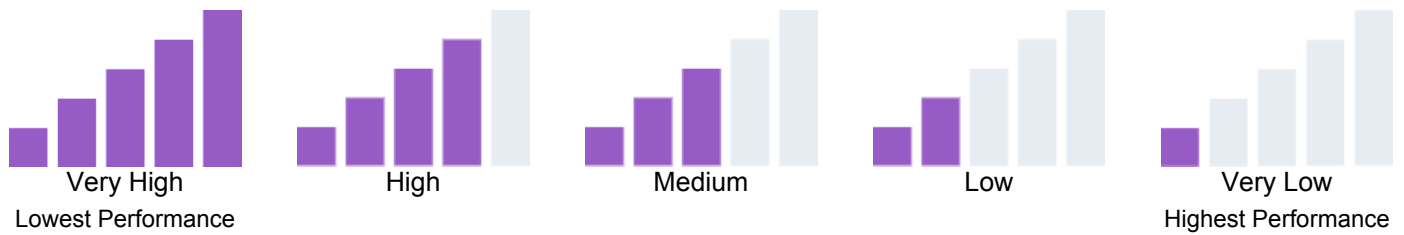
- 1.

School and Student Performance Data

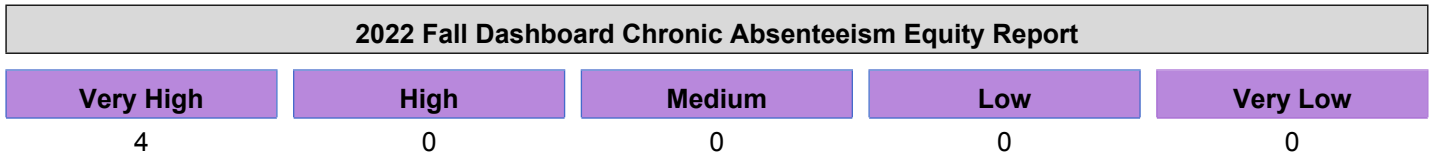
Academic Engagement Chronic Absenteeism

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

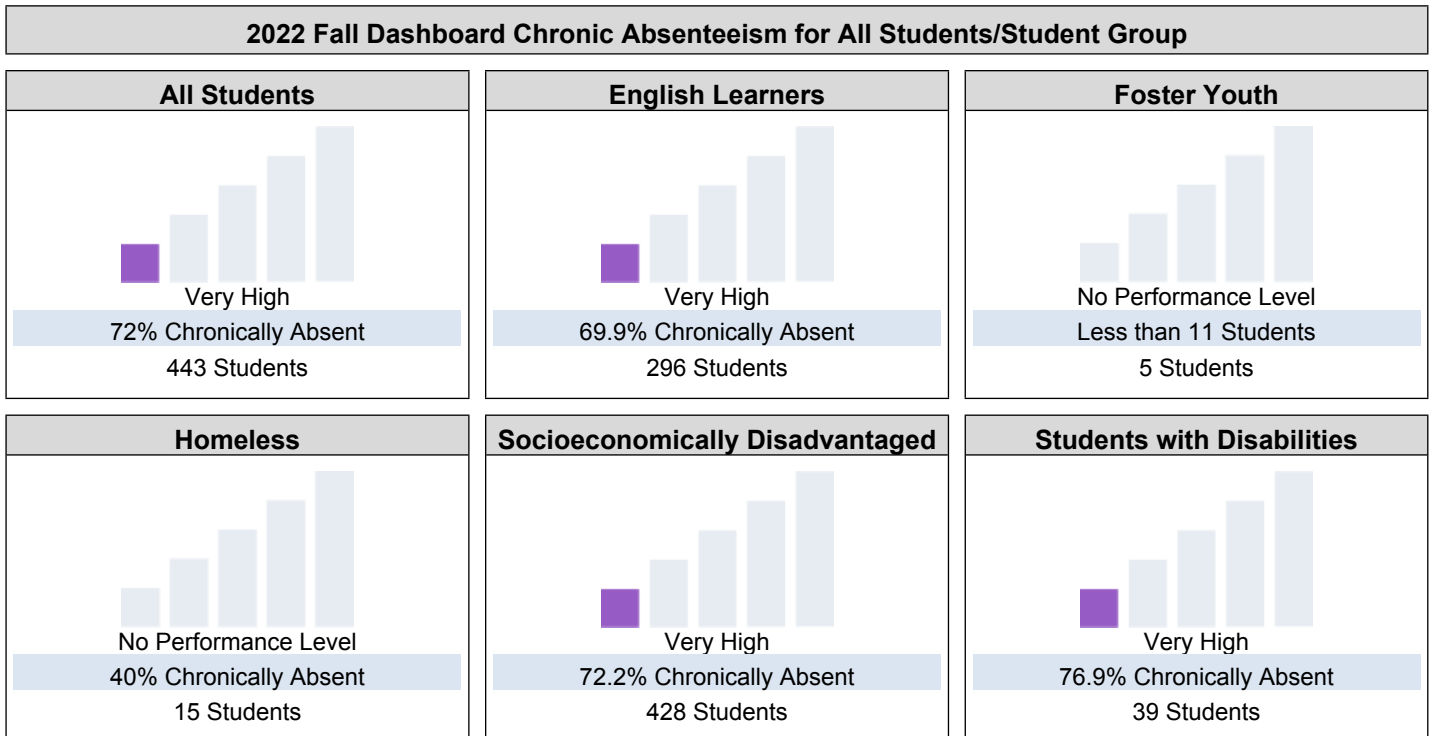
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



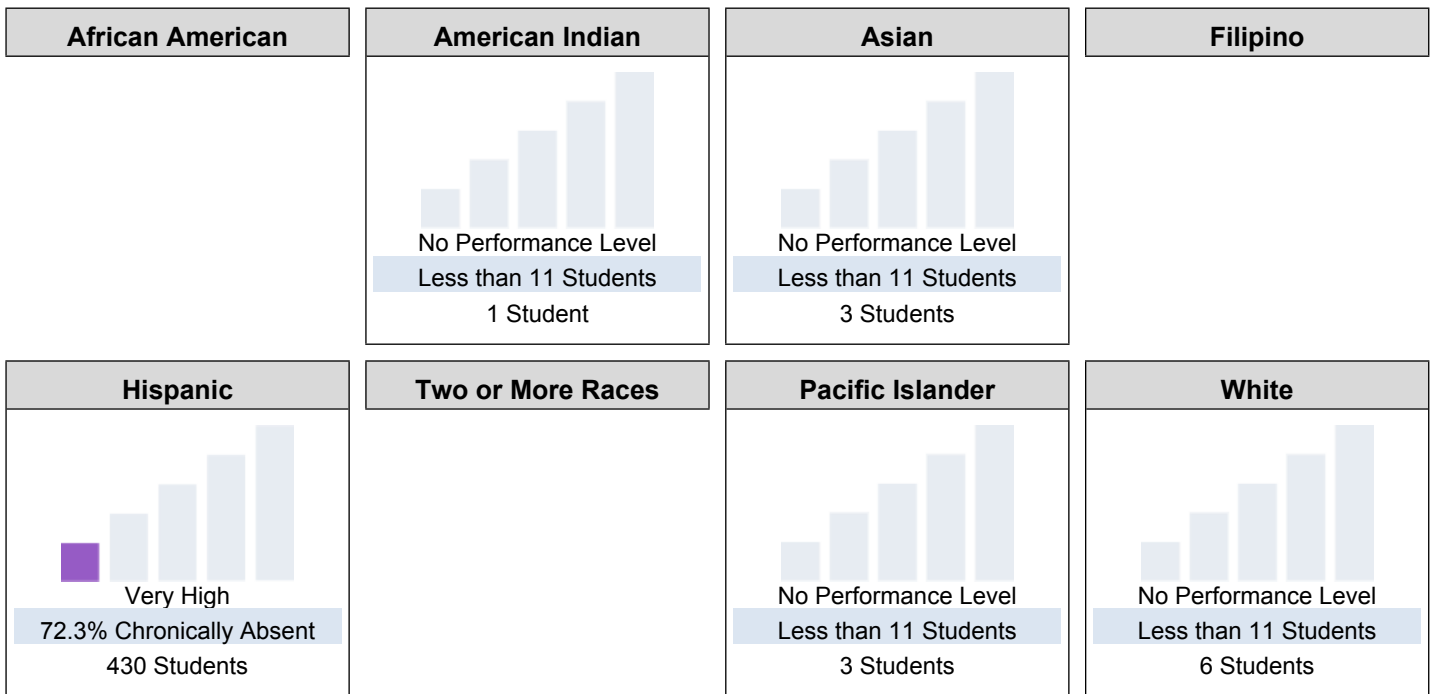
This section provides number of student groups in each level.



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.



2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity



Conclusions based on this data:

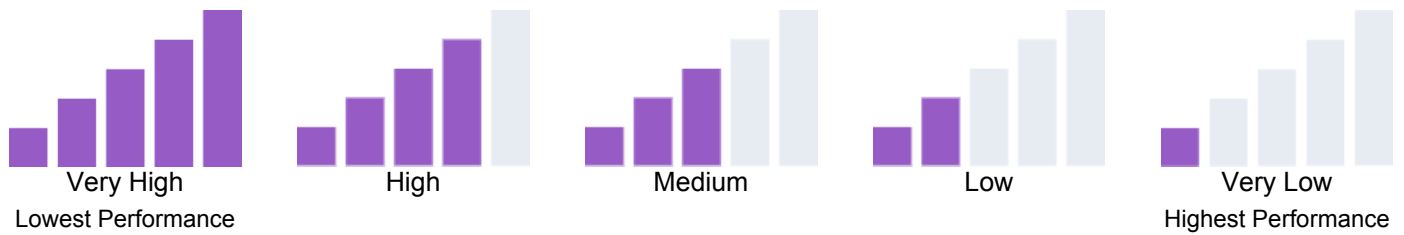
1. Currently 72% of TES students are considered chronically absent.
2. There is still an impact of COVID with absences.
3. To support students who are not attending school regularly we will use the Attention 2 Attendance, SARB and parent conferences to monitor student absenteeism and inform parents of steps needed to improve attendance.

School and Student Performance Data

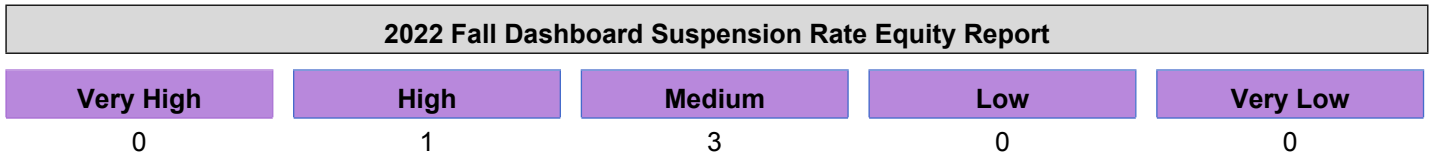
Conditions & Climate Suspension Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

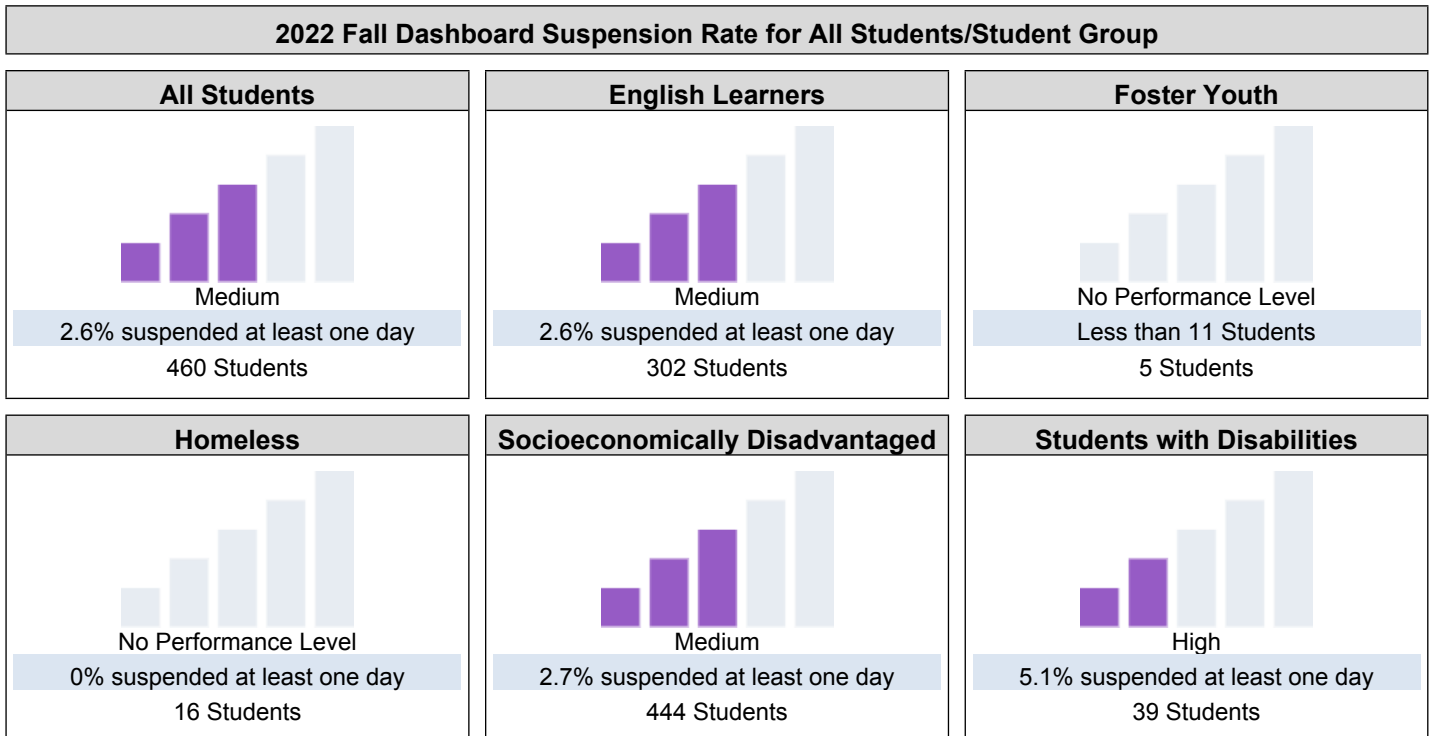
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



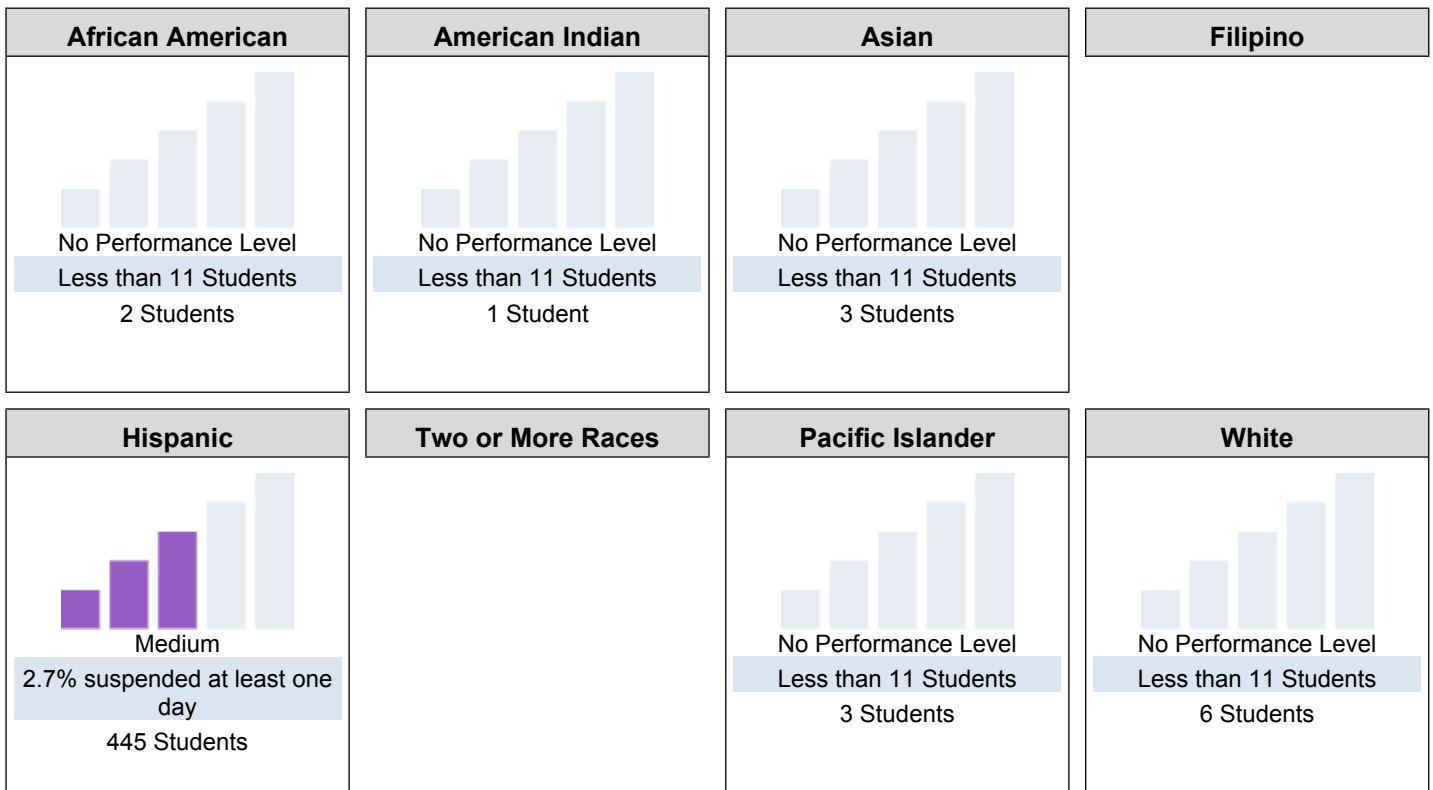
This section provides number of student groups in each level.



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.



2022 Fall Dashboard Suspension Rate by Race/Ethnicity



Conclusions based on this data:

1. Overall, the student suspension rate at TES is identified as Medium.
2. Students with Disabilities suspensions are identified as High, with a rate of 5.1%.
3. There has been a revision to our PBIS and MTSS systems here at the site, which we believe will positively impact the rate of suspension overall.

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

Priority 2: Implementation of State Standards, 4: Pupil Achievement, 7: Course Access, 8: Other Pupil Outcomes

LEA/LCAP Goal

The District will improve student achievement in Academics, English Language Development, and 21st Century Learning Skills through rigorous and relevant standards based instruction.

Goal 1

All students TK-5th will improve student achievement in core academics, English Language Development, and 21st Century Learning Skills(Communication, critical thinking, collaboration, and creativity).

Identified Need

Approximately 75% of our students are one or more grade levels below, based off their current grade.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Metrics State Priority 2: 2A. Implementation of State Standards 1. English Language Arts 2. Math 3. English Language Development 7. Model School Library Standards 8. Physical Education Model Content Standards 2B. EL access to CCSS and the ELD standards	1. ELA was red on the CA dashboard for ELA in 2018/19. Tests were canceled during 2019/20 and results were not made available during the 2020/21 examinations. We used and continue to use STAR Reading and STAR Early Literacy as our local indicators. Baselines for STAR assessments in ELA are: 1st grade - 8% are two or more years below grade level 2nd grade - 43% are two or more years below grade level 3rd grade - 38% are two or more years below grade level 4th grade - 60% are two or more years below grade level 5th grade - 56% are two or more years below grade level 2. Mathematics was red on the CA dashboard for ELA in 2018/19. Tests were canceled	1. ELA expected outcomes are to increase by 12 points on the CA Dashboard for ELA in 2022/23. In the event that results are not made public. We will reference STAR Reading and Star Early Literacy as our local indicators. Expected outcomes for STAR Reading and STAR Early Literacy are: 1st grade: 4% are two or more years below grade level 2nd grade: 22% are two or more years below grade level 3rd grade: 19% are two or more years below grade level 4th grade: 30% are two or more years below grade level 5th grade: 28% are two or more years below grade level 2. Mathematics expected outcomes are to increase by 12 points on the CA Dashboard in

Metric/Indicator

Baseline/Actual Outcome

Expected Outcome

during 2019/20 and results were not made available during the 2020/21 examinations. We used and continue to use STAR Reading and STAR Early Literacy as our local indicators. Baselines for STAR assessments in Mathematics are:

1st grade - 6% are two or more years below grade level
 2nd grade - 7% are two or more years below grade level
 3rd grade - 32% are two or more years below grade level
 4th grade - 40% are two or more years below grade level
 5th grade - 46% are two or more years below grade level

3. ELPI (English Language Proficiency Indicator) score is red. According to the 2019/20 California Schools Dashboard; 41.8% of students maintained ELPI level.

7. Model School Library: increase the number of multicultural and bilingual books in the library.

Baseline_____

8. Physical Education Model increases the number of structured activities by grade level scheduled time. The average PE objectives listed on the Lesson plan during the period of a month (February 2019) was 31%

2B. Language and Content Objectives will be listed on lesson plans and taught in every classroom by every teacher. The average Language and content objectives listed on the Lesson plan during the period of a month (February 2019) was 63%.

2022/23. In the event that CAASPP test results are not made public, we will reference STAR Math and STAR Early Literacy as local indicators. Expected outcomes for STAR Math and STAR Early Literacy are:

1st grade - 3% are two or more years below grade level
 2nd grade - 4% are two or more years below grade level
 3rd grade - 16% are two or more years below grade level
 4th grade - 20% are two or more years below grade level
 5th grade - 23% are two or more years below grade level

3. ELPI (English language proficiency indicator) score is Red. Expected outcome for maintained will decrease to 35% of students maintained ELPI level.

7. Model School Library: continue to increase the number of multicultural and bilingual books in the library.

8. Physical Education Model increases the number of structured activities by grade level scheduled time. The average PE objectives listed on the Lesson plan during the period of a month will be 75%.

2B. Language and Content Objectives will be listed on lesson plans and taught in every classroom by every teacher. The average Language and content objectives listed on the Lesson plan during the period of a month will be 90%.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<p>Metrics State Priority 4 Pupil Achievement</p> <p>1. Statewide Assessments</p> <p>4. EL progress as measured by ELPAC</p> <p>5. EL reclassification rate</p>	<p>1. Statewide Assessments; ELA Orange; Math Orange; ELD/ELA Red; ELD/Math Orange</p> <p>4. EL progress as measured by ELPAC (58% of all students scored an overall of Level 3 or better)</p> <p>5. EL reclassification rate (2.1%)</p>	<p>1. Statewide Assessments; ELA Orange; Math Orange; ELD/ELA Red; ELD/Math Orange</p> <p>2. EL progress as measured by ELPAC (at least increase rate by 1% of all students who will score an overall of Level 3 or better)</p> <p>3. EL reclassification rate (at least increase rate by 3%)</p>
<p>Metrics State Priority 7 Course Access: 7A) 1.Course Access for Grades TK-5</p>	<p>100% Course Access school wide as determined on Williams Compliance</p>	<p>100% Course Access school wide as determined on Williams Compliance</p>
<p>7B) Programs and services developed and provided for unduplicated students</p>	<p>SED/ELA Orange</p> <p>SED/Math Orange</p> <p>ELL/ELA Red</p> <p>ELL/Math Orange</p>	<p>SED/ELA Orange (increase by 10)</p> <p>SED/Math Orange (increase by 10)</p> <p>ELL/ELA Red (increase by 3)</p> <p>ELL/Math Orange (increase by 10)</p>
<p>7C) Programs and services developed and provided for individuals with exceptional needs</p>	<p>SWD/ELA No Performance Color (172.4 points below standard)</p> <p>SWD/Math No Performance Color (186.8 points below standard)</p>	<p>SWD/ELA No Performance Color (increase by 2)</p> <p>SWD/Math No Performance Color (increase by 2)</p>
<p>Metrics State Priority 8 Pupil Outcomes</p> <p>1. ELA</p> <p>2. Math</p> <p>3. Science</p> <p>4. Social Science</p> <p>5. Physical Education (5th)</p> <p>6. Visual and Performing Arts</p> <p>8. Applied Arts</p> <p>9. Electives as applicable.</p>	<p>1. ELA was red on the CA dashboard for ELA in 2018/19. Tests were canceled during 2019/20 and results were not made available during the 2020/21 examinations. We used and continue to use STAR Reading and STAR Early Literacy as our local indicators. Baselines for STAR assessments in ELA are:</p> <p>1st grade - 8% are two or more years below grade level</p> <p>2nd grade - 43% are two or more years below grade level</p>	<p>1. ELA expected outcomes are to increase by 12 points on the CA Dashboard for ELA in 2022/23. In the event that results are not made public. We will reference STAR Reading and Star Early Literacy as our local indicators. Expected outcomes for STAR Reading and STAR Early Literacy are:</p> <p>1st grade: 4% are two or more years below grade level</p> <p>2nd grade: 22% are two or more years below grade level</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>3rd grade - 38% are two or more years below grade level 4th grade - 60% are two or more years below grade level 5th grade - 56% are two or more years below grade level</p> <p>2. Mathematics was red on the CA dashboard for ELA in 2018/19. Tests were canceled during 2019/20 and results were not made available during the 2020/21 examinations. We used and continue to use STAR Reading and STAR Early Literacy as our local indicators. Baselines for STAR assessments in Mathematics are: 1st grade - 6% are two or more years below grade level 2nd grade - 7% are two or more years below grade level 3rd grade - 32% are two or more years below grade level 4th grade - 40% are two or more years below grade level 5th grade - 46% are two or more years below grade level</p> <p>3. Science -In the process of adopting a new Science curriculum 4. Social Science-Social Science BM at mid-year and EOY 5. Physical Education (5th) (42.46% of all students scored in the Healthy Fitness Zone) 6. Visual and Performing Arts-Visual and Performing Arts via the P.S. Art lessons (TK-4 grades). 8. Applied Arts 9. Electives as applicable.</p>	<p>3rd grade: 19% are two or more years below grade level 4th grade: 30% are two or more years below grade level 5th grade: 28% are two or more years below grade level</p> <p>2. Mathematics expected outcomes are to increase by 12 points on the CA Dashboard in 2022/23. In the event that CAASPP test results are not made public, we will reference STAR Math and STAR Early Literacy as local indicators. Expected outcomes for STAR Math and STAR Early Literacy are: 1st grade - 3% are two or more years below grade level 2nd grade - 4% are two or more years below grade level 3rd grade - 16% are two or more years below grade level 4th grade - 20% are two or more years below grade level 5th grade - 23% are two or more years below grade level</p> <p>3. Science-In the process of adopting a new Science curriculum 4. Social Science-Social Science BM at mid-year and EOY 5. Physical Education (5th) (at least increase average by 1%) 6. Visual and Performing Arts-Visual and Performing Arts via the P.S. Art lessons (TK-4 grades) and band for 5th graders provided during the scheduled time having a culminating event at EOY 8. Applied Arts 9. Electives as applicable.</p>

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

All students will receive quality, effective instruction that promotes deeper understanding and application of academic information and concepts. The basis for academics will include a comprehensive literacy framework. The foundational literacy skills for TK-3 grades are instrumental as students are learning to read and write fluently, work toward mastery of mathematical and scientific concepts and participate in integrated STEM activities.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
1600	Comprehensive Support and Improvement (CSI) 5000-5999: Services And Other Operating Expenditures High-Interest Subscriptions: Learning A-Z Foundations
16292	Title I Part A: Allocation 0001-0999: Unrestricted: Locally Defined High-Interest Subscriptions: Scholastic Mystery Science Starfall
15000	Title I Part A: Allocation 5000-5999: Services And Other Operating Expenditures Extended Learning Opportunities
2580	Comprehensive Support and Improvement (CSI) 1000-1999: Certificated Personnel Salaries sub coverage for coaching sessions
18000	Comprehensive Support and Improvement (CSI) 5800: Professional/Consulting Services And Operating Expenditures Comprehensive Literacy
8000	Comprehensive Support and Improvement (CSI)

	5000-5999: Services And Other Operating Expenditures Writers Workshop
500	Comprehensive Support and Improvement (CSI) 4000-4999: Books And Supplies Materials and supplies (MTSS, Rtl, etc.)

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

At all grade levels, teachers will integrate practices of strategic intervention, using both core and supplemental materials for universal access and differentiated instruction to accelerate learning and meet the needs of our students, especially English Learner students. Tutorial opportunities will also be offered at the availability of teaching staff.

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)
13186	Title I Part A: Allocation 1000-1999: Certificated Personnel Salaries after school intervention
2200	Comprehensive Support and Improvement (CSI) 1000-1999: Certificated Personnel Salaries MTSS Extra Duties
1200	Comprehensive Support and Improvement (CSI) 1000-1999: Certificated Personnel Salaries math intervention program after school
6510	Title I Part A: Allocation 4000-4999: Books And Supplies technology
10000	Title I Part A: Allocation 2000-2999: Classified Personnel Salaries extra duties

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

Professional development opportunities will be provided to staff to support implementation and refinement of research based instructional practices and pedagogy in the classroom for all core subjects and ELD. They will also receive training and support to establish and implement structured meeting protocols via Achievement Teams for weekly team meetings.

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)
6000	Title I Part A: Allocation 5000-5999: Services And Other Operating Expenditures targeted professional development for teachers on classroom management, instructional strategies, etc.
3000	Comprehensive Support and Improvement (CSI) 1000-1999: Certificated Personnel Salaries roving subs for 3 days, 3x's per year
26047	Comprehensive Support and Improvement (CSI) 1000-1999: Certificated Personnel Salaries site data team extra work, materials, extra duty

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All students.

Strategy/Activity

It is imperative to communicate with students via individual conferences(data chats) and with parents regarding a student's progress and next steps for 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)
350.00	Title I Part A: Parent Involvement 5900: Communications Communication(mail costs, etc)

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

Coach site leadership to align systems for all students that sustain a foundation of equity and support for all.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

43600.00

Source(s)

Comprehensive Support and Improvement (CSI) 5800: Professional/Consulting Services And Operating Expenditures
Leadership coaches and consultants for professional development, writing, site learning team stipends, parent education, subscriptions, extended learning opportunities, and other applicable expenses.

Annual Review

SPSA Year Reviewed: 2021-22

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.

All grades level will continue to use STAR Reading/Math to provide an adaptive learning experience for all students on the computer-based program. Teachers have used the instructional grouping component and supplemental lessons to provide targeted support to students. Action 1 provided academic assistance through the use of Scholastic subscriptions and Mystery Science. Field trips were not made available to students due to COVID-19 restrictions upon return to campus. Activity 2 was largely focused on replenishment of technology that is needed to access differentiated instruction. Activity 3 was focused on intervention support to be provided after school for students who required extra support based on needs. Action 4 was used to provide substitutes for Professional development for teachers based on student needs.

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

The Every Student Succeeds Act (ESSA) requires the district, in partnership with stakeholders, to develop and implement a plan to improve student outcomes to be identified for Comprehensive Support and Improvement (CSI). California will use the Dashboard to determine school eligibility for CSI. School eligibility is based on Low graduation rate and not less than the lowest-performing five percent of Title I schools. Tamarack has been identified to receive CSI funds and actions will reflect these expenditures. Action 1 was centered to focus on foundational reading skills instead of an overarching view of ELA and Math. Books for Small Group Reading, Leveled readers & Novels, and Mentor Text has been added to this action as a large expenditure. Writers workshop will

require a commitment to this action as well. Targeted professional learning is planned for Comprehensive Literacy Framework and Multi-Tiered System for Support. Also in Action 1, field trips and learning opportunities were not made available due to COVID-19 restrictions. Action 1 a large amount of funding was provided for the purchase of multicultural books. Action 2 overall focus remains the same, however, funds were added for flexible seating to support academic performance and engagement in the classrooms. Action 4 focused on leadership coaching to support the administration in leading the school through Comprehensive Support and Improvement.

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.

Tamarack continues to be identified to receive CSI funds and actions will reflect these expenditures. Activity 1 will continue having support for comprehensive literacy and writers workshops for staff. A significant amount of funds has been added for Extended Learning Opportunities since in 21-22 there were restrictions due to COVID-19 and students were not able to attend field trips. Action 2 is heavily focused on interventions with an increased amount of funds for afterschool intervention and support for students. Will continue to increase the efforts of MTSS as well. A component of math intervention has been added to the goal to reflect the need of low-performing students in this area. Activity 3 has been rewritten to include a more broad scope of possible professional development for staff as well as data chats. For the 22/23 school year, Tamarack will be focusing on Achievement Teams protocols and will be developing a Site Data Team. Action 4 administration will continue to receive support in leading the school through CSI.

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

Priorities 1: Basic, 5: Pupil Engagement, 6: School Climate

LEA/LCAP Goal

The District will provide engaging and rigorous learning environments where students feel safe and want to be in school.

Goal 2

All students in TK-5 will be engaged in a safe and challenging learning environment, and honor our P.A.W.S. Code of Conduct to support a positive school culture. Behavior expectations will be communicated to all parents and students through guidance provided in the Parent/Student Handbook, along with other appropriate means of communications(conferences, phone calls, etc.)

Identified Need

All students need to feel welcomed, valued and safe in Tamarack School's learning environment.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
6A: Suspension Rate-All Students	On the CA dashboard for 2018/19 suspension rate was Red 5.3% suspended at least once. Results on the CA dashboard were not made available during the 2020/21 school year	Lower suspended at least once by 3%
5A: School Attendance Rates	On the CA dashboard for 2018/19 school attendance rate was Green 9.3% chronically absent. Results on the CA dashboard were not made available during the 2021/2022 school year.	Lower percent chronically absent by 1%
5B: Chronic Absenteeism Rates	On the CA dashboard for 2018/19 school attendance rate was Green 9.3% chronically absent. Results on the CA dashboard were not made available during the 2021/2022 school year.	Lower percent chronically absent by 1%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
6B: Pupil Expulsion Rates	No student was expelled from school.	No student will be expelled from school utilizing interventions/supports.
6C: Sense of Safety and Connectedness Survey	Sense of safety and connectedness to school is positive via survey.	Sense of safety and connectedness to school is positive via survey.
1A. The teachers of the school district are appropriately assigned and fully credentialed in the subject areas for the pupils they are teaching.	The teachers of the school district are appropriately assigned and fully credentialed in the subject areas for the pupils they are teaching.	The teachers of the school district are appropriately assigned and fully credentialed in the subject areas for the pupils they are teaching.
1B. Every pupil in the school district has sufficient access to the standards-aligned instructional materials	Every pupil in the school has sufficient access to the standards-aligned instructional materials.	Every pupil in the school has sufficient access to the standards-aligned instructional materials.
1C. School facilities are maintained in good repair.	School in good repair.	School in good repair.

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

Create a safe and caring school environment that supports learning for all students. Furthermore, support goals and actions of the site safety plan.

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)

2236

Source(s)

Title I Part A: Allocation
1000-1999: Certificated Personnel Salaries
ASB stipend for teacher lead

2405

Title I Part A: Allocation
4000-4999: Books And Supplies
student recognition and incentives

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

Create a positive and safe school climate via the use of positive behavior intervention and supports by both administration and staff. Provide recognition and rewards for students who model P.A.W.S. values. Plan and support schoolwide events that promote student engagement and participation. Provide opportunities for extended learning, i.e. field trips to connect classroom content to real world experiences. Additionally, to support supplemental special schoolwide events, such as Literacy Nights, Art Night, visual and performing arts events, Math Bowl, Peach Blossom festival, Spelling Bees, social emotional learning activities and content, and PBIS strategies and support. Also, any supplemental physical education and health materials and activities.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
64953	Title I Part A: Allocation 1000-1999: Certificated Personnel Salaries Student Support Coordinator @ 60%
20785	Title I Part A: Allocation 3000-3999: Employee Benefits Student Support Coordinator @ 60%
43302	Comprehensive Support and Improvement (CSI) 1000-1999: Certificated Personnel Salaries Student Support Coordinator @ 40%
13857	Comprehensive Support and Improvement (CSI) 3000-3999: Employee Benefits Student Support Coordinator @ 40%

Annual Review

SPSA Year Reviewed: 2021-22

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 implementation and activities that align to this goal are school-wide and focus on school culture/climate. The implementation of PBIS support our goals.

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

Action 1, minimal funds were spent on Kagan structures. Incentives and recognition supplies were increased significantly in the attempts to begin a student store to reinvigorate PBIS. About half of the original allocation was used, the other half was redirected to Goal 1 Action 1. The salary and benefits for the Student Support Coordinator, Goal 2, Action 2 was removed from the budget since it was funded through a grant for the 21-22 school year.

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

Action 2 will reinstate Student Support Coordinator salary and benefits at 60% from Title I and 40% from CSI due to the position providing addition behavioral supports (MTSS) at Tamarack. Will continue to focusing on developing a tiered system of support including Tier 2 and Tier 3 behavior interventions.

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

Priority 2: Implementation of State Standards

LEA/LCAP Goal

The District enables rigorous and relevant standards based instruction, which will support productive, creative teaching environments in which there is a widespread acceptance and support for the district vision and mission statements.

Goal 3

Teachers will be provided with and utilize research based instructional resources, strategies and interventions to accelerate student achievement in core subject areas, along with English Language Development.

Identified Need

At least 75% of our students are reading one or more grade levels below their current grade.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Metric: State Priority 2: Implementation of State Standards	<p>1. ELA was red on the CA dashboard for ELA in 2018/19. Tests were canceled during 2019/20 and results were not made available during the 2020/21 examinations. We used and continue to use STAR Reading and STAR Early Literacy as our local indicators. Baselines for STAR assessments in ELA are:</p> <p>1st grade - 8% are two or more years below grade level 2nd grade - 43% are two or more years below grade level 3rd grade - 38% are two or more years below grade level 4th grade - 60% are two or more years below grade level 5th grade - 56% are two or more years below grade level</p> <p>2. Mathematics was red on the CA dashboard for ELA in 2018/19. Tests were canceled during 2019/20 and results</p>	<p>1. ELA expected outcomes are to increase by 12 points on the CA Dashboard for ELA in 2022/23. In the event that results are not made public. We will reference STAR Reading and Star Early Literacy as our local indicators. Expected outcomes for STAR Reading and STAR Early Literacy are:</p> <p>1st grade: 4% are two or more years below grade level 2nd grade: 22% are two or more years below grade level 3rd grade: 19% are two or more years below grade level 4th grade: 30% are two or more years below grade level 5th grade: 28% are two or more years below grade level</p> <p>2. Mathematics expected outcomes are to increase by 12 points on the CA Dashboard in 2022/23. In the event that</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>were not made available during the 2020/21 examinations. We used and continue to use STAR Reading and STAR Early Literacy as our local indicators. Baselines for STAR assessments in Mathematics are:</p> <p>1st grade - 6% are two or more years below grade level 2nd grade - 7% are two or more years below grade level 3rd grade - 32% are two or more years below grade level 4th grade - 40% are two or more years below grade level 5th grade - 46% are two or more years below grade level</p>	<p>CAASPP test results are not made public, we will reference STAR Math and STAR Early Literacy as local indicators. Expected outcomes for STAR Math and STAR Early Literacy are:</p> <p>1st grade - 3% are two or more years below grade level 2nd grade - 4% are two or more years below grade level 3rd grade - 16% are two or more years below grade level 4th grade - 20% are two or more years below grade level 5th grade - 23% are two or more years below grade level</p>
2b: English Learners/English Language Development	3. ELPI (English Language Proficiency Indicator) score is red. According to the 2019/20 California Schools Dashboard; 41.8% of students maintained ELPI level.	3. ELPI (English language proficiency indicator) score is Red. Expected outcome for maintained will decrease to 38%. As we expect a 3% growth.

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

All students will receive targeted instruction and support across all subject areas to accelerate 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)

0

Source(s)

Title III
 1000-1999: Certificated Personnel Salaries
 EL Coordinator - Stipend

13798	Title III 4000-4999: Books And Supplies Materials & Supplies for language acquisition
3500	Title III 2000-2999: Classified Personnel Salaries Proposed EL aide support
500	Title III 4000-4999: Books And Supplies reclassification recognition and incentives

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

English Learners.

Strategy/Activity

All English Learner Students will be provided with instruction and supplemental resources specific to their proficiency level, as identified and measured by the ELPAC exam, to further advance English language acquisition.

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)
12000	Comprehensive Support and Improvement (CSI) 1000-1999: Certificated Personnel Salaries EL TOSA 10% (18 days)
4500	Title III 1000-1999: Certificated Personnel Salaries targeted language development intervention after school

Annual Review

SPSA Year Reviewed: 2021-22

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.

COVID-19 restrictions were still in place upon the return to campus. Action 1 focused on implementing strategies across the curriculum. Action 2 focused on Professional development to

assist English learners to assist with student achievement. Action 3 was summer school to target language development of EL students.

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

This goal was written broadly to increase engagement for students. Tamarack has 67.3% English Learners and based on our most current 2018-2019 CA Dashboard data English Learner Indicators, students are not gaining proficiency in English at an adequate rate so we will have a specific goal focused on English Learner and pedagogy to support student achievement. Action 1 had an increase for a Learning A-Z ELL subscription to provide supports for EL students. Action 2 intervention after school amount was not spent. Action 3 had a large decrease in the amount spent on summer school due to the district hosting summer school for all students.

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

We will focus on intensive support throughout the regular school and after-school tutoring focused on language development and specific outcomes for English Learners. Goal 3 Activity 1 reflects a significant increase in budget for additional instructional support in the classroom for EL students as well as allocated funds to bring attention to EL students who are near reclassification. Activity 2 has a significant increase in funds for teachers to engage in ongoing professional learning with the District's EL TOSA, we will contract 10% of this position to focus on Tamarack's needs. Activity 3 has been removed since the district is offering district-wide summer school for all students.

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

Priority 3: Parent Involvement

LEA/LCAP Goal

The District will foster a culture of student, parent and community involvement by building and maintaining positive participation and relationships.

Goal 4

Parent participation is an essential component in a child's education as it is encouraged by our site. Academic Achievement has been linked to positive parent involvement in student self-esteem, self-confidence, and sense of belonging at school.

Identified Need

Approximately 75% of our students are one or more grade levels below, based off their current grade. Empowering parents about their students education will assist in improving their learning.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
3A: Parental Involvement	2021-2022: Parent Participation was approximately 10 parents.	2022-2023: Increase Parent Participation by 25%
3B: Parental involvement for unduplicated students	2021-2022: Parent Participation is unknown.	2022-2023: Increase Parent Participation by 25%
3C: Parent involvement for students with Exceptional needs	2021-2022: Parent Participation is 2 parents.	2022-2023: Increase Parent Participation by 25%

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

All parents will be provided with multiple opportunities to participate in our school community, such as site council meetings, ELAC, assemblies, and other grade level or school wide events.

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)
926	Title I Part A: Parent Involvement 4000-4999: Books And Supplies Gallery Walks - Art, Music Spelling Bee Peach Blossom
2500	Title III 2000-2999: Classified Personnel Salaries Interpreting for parents

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

Parent communication is key in ensuring parents are advised and informed of their child's well being and progress, whether it is by teachers, administration or support team members, such as the nurse or librarian. Should a parent require the assistance of an interpreter for any language other than English, that assistance will be provided by the school and/or district.

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)
440	Title I Part A: Parent Involvement 4000-4999: Books And Supplies Create learning opportunities for parents to learn how to help their children and remain involved in the educational process of the students within the school and beyond.
800	Title I Part A: Allocation 1000-1999: Certificated Personnel Salaries Teacher Extra Duty - 1.5 hr family nights, 2x's per year for 6 teachers
800	Title III 1000-1999: Certificated Personnel Salaries teacher extra duty- 1.5 hr family night focus on language development, 2x's per year for 6 teachers

Annual Review

SPSA Year Reviewed: 2021-22

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.

Events were organized to involve parents in their child's education including Parent Literacy Nights.

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

Additional parent education opportunities were planned but not hosted as result of COVID-19 restrictions.

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 are continuing to add interpreting for all parent events. We plan to extend parent involvement opportunities and schedule throughout the school year for a variety of content areas.

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	\$244,111.00
Total Federal Funds Provided to the School from the LEA for CSI	\$175,886.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$361,367.00

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 (\$)
Comprehensive Support and Improvement (CSI)	\$175,886.00
Title I Part A: Allocation	\$158,167.00
Title I Part A: Parent Involvement	\$1,716.00
Title III	\$25,598.00

Subtotal of additional federal funds included for this school: \$361,367.00

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 (\$)
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Subtotal of state or local funds included for this school: \$

Total of federal, state, and/or local funds for this school: \$361,367.00

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
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Expenditures by Funding Source

Funding Source	Amount
Comprehensive Support and Improvement (CSI)	175,886.00
Title I Part A: Allocation	158,167.00
Title I Part A: Parent Involvement	1,716.00
Title III	25,598.00

Expenditures by Budget Reference

Budget Reference	Amount
0001-0999: Unrestricted: Locally Defined	16,292.00
1000-1999: Certificated Personnel Salaries	176,804.00
2000-2999: Classified Personnel Salaries	16,000.00
3000-3999: Employee Benefits	34,642.00
4000-4999: Books And Supplies	25,079.00
5000-5999: Services And Other Operating Expenditures	30,600.00
5800: Professional/Consulting Services And Operating Expenditures	61,600.00
5900: Communications	350.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	Comprehensive Support and Improvement (CSI)	90,329.00
3000-3999: Employee Benefits	Comprehensive Support and Improvement (CSI)	13,857.00

4000-4999: Books And Supplies	Comprehensive Support and Improvement (CSI)	500.00
5000-5999: Services And Other Operating Expenditures	Comprehensive Support and Improvement (CSI)	9,600.00
5800: Professional/Consulting Services And Operating Expenditures	Comprehensive Support and Improvement (CSI)	61,600.00
0001-0999: Unrestricted: Locally Defined	Title I Part A: Allocation	16,292.00
1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	81,175.00
2000-2999: Classified Personnel Salaries	Title I Part A: Allocation	10,000.00
3000-3999: Employee Benefits	Title I Part A: Allocation	20,785.00
4000-4999: Books And Supplies	Title I Part A: Allocation	8,915.00
5000-5999: Services And Other Operating Expenditures	Title I Part A: Allocation	21,000.00
4000-4999: Books And Supplies	Title I Part A: Parent Involvement	1,366.00
5900: Communications	Title I Part A: Parent Involvement	350.00
1000-1999: Certificated Personnel Salaries	Title III	5,300.00
2000-2999: Classified Personnel Salaries	Title III	6,000.00
4000-4999: Books And Supplies	Title III	14,298.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	174,065.00
Goal 2	147,538.00
Goal 3	34,298.00
Goal 4	5,466.00

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
- 3 Parent or Community Members
- 0 Secondary Students

Name of Members	Role
Beatriz Arias	Classroom Teacher
Elizabeth Ojeda	Classroom Teacher
Yolanda Rodriguez	Classroom Teacher
Kristi Castillo	Principal
Fabiola Solorio	Other School Staff
Maria Luna	Parent or Community Member
Brittany Barboza	Parent or Community Member
Sylvia Leon	Parent or Community Member

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



Recommendations and Assurances

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

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

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

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



Signature	Committee or Advisory Group Name
	English Learner Advisory Committee
	Other: Parent/Community Member

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 01/24/23.

Attested:

	Principal, Kristi Castillo on 01/24/23
	SSC Chairperson, Elizabeth Ojeda on 01/24/23

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**easurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

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

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

Identified Need

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

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

Annual Measurable Outcomes

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

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

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

Strategies/Activities

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

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

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

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

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

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

Proposed Expenditures for this Strategy/Activity

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

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

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

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

Annual Review

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

Analysis

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

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

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

Budget Summary

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

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

Budget Summary

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

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

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

Requirements for the Plan

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

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

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

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

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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