School Year: **2022-23**

School Plan for Student Achievement (SPSA) Template

The School Plan for Student Achievement (SPSA) is meant to consolidate all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), pursuant to the California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA).

The purpose of the SPSA is to increase the overall effectiveness of the school program by crafting a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement.

The School Site Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications in the plan to reflect changing needs and priorities, as applicable, pursuant to EC 52853(b) and 52855.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. The SPSA provides schools with the opportunity 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).

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.

School Name	Tenaya Elementary
Address	19177 Highway 120 Groveland, CA 95321-1397
County-District-School (CDS) Code	55 75184 6054837
Principal	Wynette Hilton
District Name	Big Oak Flat-Groveland Unified School District
SPSA Revision Date	
Schoolsite Council (SSC) Approval Date	
Local Board Approval Date	

In the pages that follow, please describe the school's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs.

Table of Contents

SPSA Title Page 1
Table of Contents....2
School Vision and Mission 4
School Profile....4
Educational Partner Involvement 5
School and Student Performance Data 6
Student Enrollment....6
CAASPP Results....8
CELDT Results 14
Student Population....17
Overall Performance 19
Academic Performance....21
Academic Engagement 27
Conditions & Climate....30
Goals, Strategies, & Proposed Expenditures....32
Goal 1....32
Goal 2....34
Goal 3....36
Goal 4....38
Goal 5....40
Annual Review and Update 41
Goal 1....41
Goal 2....43
Goal 3....45
Goal 4....47
Goal 5....48
Budget Summary and Consolidation 49
Budget Summary 49
Allocations by Funding Source....49
Expenditures by Funding Source 50
Expenditures by Budget Reference 51
Expenditures by Budget Reference and Funding Source 52
School Site Council Membership 53
Recommendations and Assurances 54
Addendum....55
Instructions: Linked Table of Contents....55

Appendix A: Plan Requirements for Schools Funded Through the ConApp.....58
Appendix B: Select State and Federal Programs.....60

School Vision and Mission

MISSION
THE MISSION OF OUR DISTRICT IS TO PROVIDE EACH
STUDENT A QUALITY EDUCATION IN A SAFE AND
HEALTHFUL LEARNING ENVIRONMENT

VISION
TO ACHIEVE OUR MISSION WE WILL

- Make Decisions and Policies that Support our Mission
- Instill Dignity, Respect, Responsibility, and Tolerance While Educating the Whole Child
- Maintain a Safe and Healthful Environment
- Be Fiscally Responsible
- Be Supportive of Staff and Students
- Provide the Structure and Support for K-12 Articulated Programs that Meet or Exceed State Standards
- Recruit and Retain Quality Staff
- Maintain and Update Campus Facilities
- Cultivate and Maintain Partnerships with Students, Parents, Staff and Communities

School Profile

Tenaya Elementary is the only elementary school in the Big Oak Flat-Groveland Unified School District (BOFG). Its configuration is Transitional Kindergarten through eighth grade. The BOFG district is a small rural district that also operates two necessary small high schools. Total district enrollment is approximately 275 students of which 185 attend Tenaya Elementary School. The district follows the Tuolumne River from the Northern entrance to Yosemite National Park down to the Lake Don Pedro area, a distance of over 60 miles and encompassing 678 square miles. Tenaya Elementary School is located in the southern part of Tuolumne County. The school serves the communities of Groveland, Big Oak Flat, Moccasin, and part of the Don Pedro area.

Like many other schools in Tuolumne County, Tenaya has faced declining enrollment over the last decade. The COVID-19 pandemic caused a dramatic fluctuation in our District enrollment, students moving to private schools or learning pods for in-person instruction, or families moving out of the area because there was no employment during the "shelter in place". This area depends heavily on the tourist trade as there is no substantial industry here; many families had to relocate to find employment. In addition, heavy winter storms and road closures into Yosemite National Park has heavily impacted the tourist industry in our area. Approximately 70% of the student population is White (not of Hispanic Origin), 21% Hispanic or Latino, 3% Black or African American, 3% American Indian and 1% Asian. Approximately 59% of the total student body qualifies for the Free or Reduced Price Breakfast and Lunch Program. Special Education services include combined Resource and Special Day Classes. The services of a Speech Pathologist, School Psychologist and a School Crisis Counselor are also available on a limited basis. Tenaya Elementary Staff is composed of 10 full time certificated classroom teachers, 2 full time certificated special education teachers, 1 part time certificated teachers, 1 full time P.E. teacher, a Superintendent- Principal, a full time school secretary, a full time principal's secretary, 5 part time classroom/campus aides, 3 part time special education aides, 2 Title 1 aides, 1 full time and 1 part time custodian, 2 full time and 1 part time cafeteria workers. Facilities include 21 classrooms housed in 5 permanent and 2 single class portable buildings. An additional separate structure has a full gymnasium with attached room for library, which is accessible to all students. The school follows a traditional school calendar, and either meets or exceeds requirements for instructional minutes.

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

The Tenaya Site Council meets once a month to review and update each section of the SPSA, in May or June the plan is finalized and presented to the Board for approval. The School Site Council consists of the site administrator, classified staff, certificated staff, parents and community members. Additionally, Google Surveys are sent to parents using Parent Square in their native language to gather their input.

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	2%	3.0%	4.55%	4	5	9
African American	3.5%	3.0%	3.03%	7	5	6
Asian	1.5%	1.2%	1.01%	3	2	2
Filipino	0.5%	%	%	1		
Hispanic/Latino	17.5%	17.3%	21.21%	35	29	42
Pacific Islander	0%	%	0.51%	0		1
White	75%	75.6%	69.70%	150	127	138
Multiple/No Response	0%	%	%	0		
			Total Enrollment	200	168	198

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	19-20	20-21	21-22
Kindergarten	23	18	27
Grade 1	23	22	20
Grade 2	16	23	26
Grade3	23	13	28
Grade 4	19	18	14
Grade 5	33	16	21
Grade 6	16	25	21
Grade 7	20	11	28
Grade 8	27	22	13
Total Enrollment	200	168	198

Conclusions based on this data:

1. The total enrollment increased by 30 for the 21-22 school year, it is important to note this was the return to full in-person learning .
2. Class size is disproportionate, from 13 in 8th grade to 28 in 3rd grade.
3. Ethnic diversity has had little change the last three years at Tenaya, the white population has dipped slightly from 76.77 in 18-19 to 69.7 in 21-22.

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	7	4	2	3.5%	2.40%	1.0%
Fluent English Proficient (FEP)	4	0	2	2.0%	0.00%	1.0%
Reclassified Fluent English Proficient (RFEP)	0	0		0.0%	0.0%	

Conclusions based on this data:

1. The number of ELL students decreased in 21-22 by five students since the 19-20 school year,
2. 1% of Tenaya Elementary students are classified as ELL.
3. There were not any students who were reclassified as Fluent English Proficient in 21-22.

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	18	14	28	18	14	28	18	14	27	100	100.0	100.0
Grade 4	31	23	13	31	23	13	31	23	13	100	100.0	100.0
Grade 5	16	15	21	16	15	21	16	15	21	100	100.0	100.0
Grade 6	18	28	21	18	28	21	18	28	21	100	100.0	100.0
Grade 7	30	12	26	29	12	23	29	12	23	96.7	100.0	88.5
Grade 8	21	21	14	21	20	14	21	20	14	100	95.2	100.0
All Grades	134	113	123	133	112	120	133	112	119	99.3	99.1	97.6

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	2409.	2354.	2368.	16.67	0.00	7.41	27.78	21.43	14.81	11.11	21.43	18.52	44.44	57.14	59.26
Grade 4	2449.	2428.	2430.	19.35	0.00	7.69	22.58	26.09	23.08	25.81	34.78	15.38	32.26	39.13	53.85
Grade 5	2455.	2470.	2443.	0.00	6.67	14.29	31.25	33.33	9.52	18.75	13.33	19.05	50.00	46.67	57.14
Grade 6	2527.	2453.	2465.	22.22	0.00	4.76	33.33	28.57	23.81	16.67	25.00	19.05	27.78	46.43	52.38
Grade 7	2529.	2472.	2532.	6.90	0.00	4.35	31.03	16.67	34.78	34.48	41.67	34.78	27.59	41.67	26.09
Grade 8	2539.	2532.	2518.	9.52	5.00	7.14	28.57	35.00	14.29	42.86	35.00	57.14	19.05	25.00	21.43
All Grades	N/A	N/A	N/A	12.78	1.79	7.56	28.57	27.68	20.17	26.32	28.57	26.05	32.33	41.96	46.22

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	27.78	*	*	33.33	*	*	38.89	*	*
Grade 4	9.68	*	*	58.06	*	*	32.26	*	*
Grade 5	6.25	*	*	75.00	*	*	18.75	*	*
Grade 6	27.78	*	*	44.44	*	*	27.78	*	*
Grade 7	10.34	*	*	62.07	*	*	27.59	*	*
Grade 8	23.81	*	*	47.62	*	*	28.57	*	*
All Grades	16.54	8.93	10.92	54.14	60.71	54.62	29.32	30.36	34.45

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	11.11	*	*	44.44	*	*	44.44	*	*
Grade 4	19.35	*	*	41.94	*	*	38.71	*	*
Grade 5	0.00	*	*	50.00	*	*	50.00	*	*
Grade 6	16.67	*	*	44.44	*	*	38.89	*	*
Grade 7	3.45	*	*	55.17	*	*	41.38	*	*
Grade 8	4.76	*	*	61.90	*	*	33.33	*	*
All Grades	9.77	1.79	9.24	49.62	49.11	41.18	40.60	49.11	49.58

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	16.67	*	*	72.22	*	*	11.11	*	*
Grade 4	6.45	*	*	77.42	*	*	16.13	*	*
Grade 5	25.00	*	*	43.75	*	*	31.25	*	*
Grade 6	22.22	*	*	72.22	*	*	5.56	*	*
Grade 7	3.45	*	*	82.76	*	*	13.79	*	*
Grade 8	9.52	*	*	71.43	*	*	19.05	*	*
All Grades	12.03	9.82	9.24	72.18	74.11	74.79	15.79	16.07	15.97

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	5.56	*	*	61.11	*	*	33.33	*	*
Grade 4	12.90	*	*	67.74	*	*	19.35	*	*
Grade 5	12.50	*	*	37.50	*	*	50.00	*	*
Grade 6	22.22	*	*	61.11	*	*	16.67	*	*
Grade 7	17.24	*	*	58.62	*	*	24.14	*	*
Grade 8	23.81	*	*	47.62	*	*	28.57	*	*
All Grades	15.79	5.36	5.88	57.14	73.21	70.59	27.07	21.43	23.53

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. There was a 6% increase in the percentage of students exceeding ELA standards overall in 21-22 when compared to 20-21. This indicated that students may be closing the gap on learning loss as an outcome of the pandemic and distance learning.
2. 97.6% of students in grades 3-8 participated in the CAASPP, meeting the state required participation rate.
3. Fifth grade had the highest percentage of students exceeding standard with 14.29%, seventh grade had the highest percentage of students meeting standard at 34.78%.

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	18	14	28	18	14	28	18	14	28	100	100.0	100.0
Grade 4	31	23	13	31	23	13	31	23	13	100	100.0	100.0
Grade 5	16	15	21	16	15	21	16	15	21	100	100.0	100.0
Grade 6	18	28	21	18	28	21	18	28	21	100	100.0	100.0
Grade 7	30	12	26	29	12	23	29	12	23	96.7	100.0	88.5
Grade 8	21	22	14	21	21	14	21	21	14	100	95.5	100.0
All Grades	134	114	123	133	113	120	133	113	120	99.3	99.1	97.6

* 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	2397.	2356.	2351.	0.00	0.00	3.57	44.44	7.14	7.14	22.22	28.57	21.43	33.33	64.29	67.86
Grade 4	2428.	2436.	2399.	0.00	8.70	0.00	22.58	17.39	15.38	48.39	39.13	23.08	29.03	34.78	61.54
Grade 5	2441.	2421.	2443.	6.25	0.00	9.52	6.25	0.00	9.52	31.25	26.67	19.05	56.25	73.33	61.90
Grade 6	2467.	2435.	2428.	0.00	0.00	4.76	16.67	10.71	9.52	33.33	28.57	19.05	50.00	60.71	66.67
Grade 7	2471.	2439.	2490.	6.90	0.00	4.35	10.34	8.33	13.04	31.03	41.67	47.83	51.72	50.00	34.78
Grade 8	2471.	2454.	2429.	0.00	0.00	7.14	14.29	14.29	7.14	23.81	19.05	14.29	61.90	66.67	71.43
All Grades	N/A	N/A	N/A	2.26	1.77	5.00	18.80	10.62	10.00	33.08	30.09	25.00	45.86	57.52	60.00

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	11.11	*	*	38.89	*	*	50.00	*	*
Grade 4	9.68	*	*	48.39	*	*	41.94	*	*
Grade 5	0.00	*	*	31.25	*	*	68.75	*	*
Grade 6	5.56	*	*	22.22	*	*	72.22	*	*
Grade 7	3.45	*	*	41.38	*	*	55.17	*	*
Grade 8	0.00	*	*	33.33	*	*	66.67	*	*
All Grades	5.26	1.77	4.17	37.59	36.28	40.00	57.14	61.95	55.83

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	22.22	*	*	44.44	*	*	33.33	*	*
Grade 4	9.68	*	*	41.94	*	*	48.39	*	*
Grade 5	12.50	*	*	31.25	*	*	56.25	*	*
Grade 6	0.00	*	*	50.00	*	*	50.00	*	*
Grade 7	6.90	*	*	41.38	*	*	51.72	*	*
Grade 8	4.76	*	*	47.62	*	*	47.62	*	*
All Grades	9.02	2.65	6.67	42.86	46.02	46.67	48.12	51.33	46.67

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	11.11	*	*	55.56	*	*	33.33	*	*
Grade 4	12.90	*	*	48.39	*	*	38.71	*	*
Grade 5	6.25	*	*	18.75	*	*	75.00	*	*
Grade 6	0.00	*	*	33.33	*	*	66.67	*	*
Grade 7	10.34	*	*	55.17	*	*	34.48	*	*
Grade 8	4.76	*	*	42.86	*	*	52.38	*	*
All Grades	8.27	4.42	1.67	44.36	68.14	55.83	47.37	27.43	42.50

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. There is no aggregated data by grade level for CAASPP data for 20-21 or 21-22 due to the COVID-19 pandemic.
2. The percentage of students below standard iincreased in all grades except 5th and 7th..
3. The percentage of students who participated in the CAASPP was 97.6%, this meets the required participation rates,

School and Student Performance Data

CELDT Results
Initial Assessment 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
6	*		*	*		*	*		*	*		*
All Grades										*	*	*

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
6	*		*	*		*	*		*	*		*	*		*
All Grades	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*

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
6	*		*	*		*	*		*	*		*	*		*
All Grades	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*

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
6	*		*	*		*	*		*	*		*
All Grades	*	*	*	*	*	*	*	*	*	*	*	*

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
6	*		*	*		*	*		*	*		*
All Grades	*	*	*	*	*	*	*	*	*	*	*	*

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
6	*		*	*		*	*		*	*		*
All Grades	*	*	*	*	*	*	*	*	*	*	*	*

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
6	*		*	*		*	*		*	*		*
All Grades	*	*	*	*	*	*	*	*	*	*	*	*

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. There is not a large enough sample of students taking the ELPAC to be statistically significant.

2. Two students completed the ELPAC in 21-22.

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**
198	**59.1**	**1.0**	**2.0**
Total Number of Students enrolled in Tenaya Elementary.	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	2	1.0
Foster Youth	4	2.0
Homeless	11	5.6
Socioeconomically Disadvantaged	117	59.1
Students with Disabilities	33	16.7

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	6	3.0
American Indian	9	4.5
Asian	2	1.0
Filipino		
Hispanic	42	21.2
Two or More Races		
Pacific Islander	1	0.5
White	138	69.7

Conclusions based on this data:

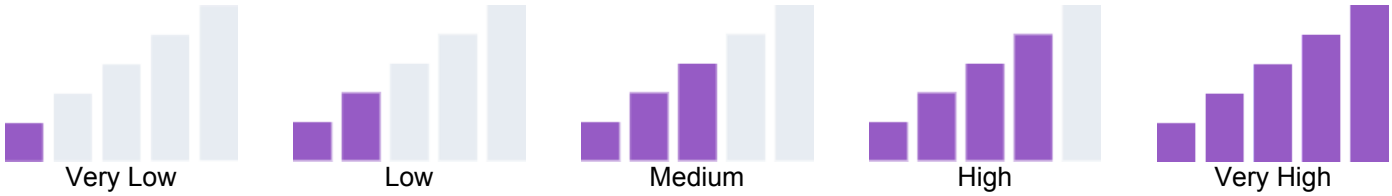
1. Our biggest subgroup is Socioeconomically disadvantaged with 59.1% of students, this is a slight increase from last year.
2. The ELL population remains low at 1% foster youth is 2% and homeless youth is 5.6%. These numbers have all decreased from previous years.
3. White students make up 69.7% of the enrollment by race, Hispanic students are second with 21.2 %.

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

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts: Low	Chronic Absenteeism: Very High	Suspension Rate: Medium
Mathematics: Very Low		
English Learner Progress: No Performance Level		

Conclusions based on this data:

1. The suspension rate has decreased slightly and Tenaya is now in the medium zone..
2. English Language Arts is in the low range and mathematics in in the very low range.
3. Chronic absenteeism is a significant concern, with a score of very high, this has been a concern for several years.

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.

2022 Fall Dashboard English Language Arts Equity Report				
Very Low	Low	Medium	High	Very High
0	2	0	0	0

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

2022 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Low	No Performance Level	No Performance Level
50.4 points below standard	4 Students	3 Students
116 Students		

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Level	Low	No Performance Level
40.8 points below standard	59.3 points below standard	127.4 points below standard
11 Students	68 Students	23 Students

2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Level 4 Students	No Performance Level 3 Students	No Performance Level 1 Student	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
No Performance Level 89.5 points below standard 26 Students		No Performance Level 1 Student	Low 40.8 points below standard 82 Students

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

2022 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
3 Students	1 Student	47.9 points below standard 112 Students

Conclusions based on this data:

1. Socioeconomically disadvantaged students are on average 59.3 points below standard, scoring in the low range.
2. Hispanic students had the biggest decrease in score overall , with an average of 33 points, this was the opposite of last year where they had the biggest increase.
3. White students increased their score by 6.8 points with of an average of 26.5 points below standard.

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.

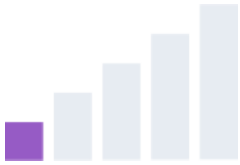
2022 Fall Dashboard Mathamtics Equity Report				
Very Low	**Low**	**Medium**	**High**	**Very High**
2	0	0	0	0

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

2022 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Very Low	No Performance Level	No Performance Level
96.8 points below standard	4 Students	3 Students
116 Students		

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Level	Very Low	No Performance Level
116.2 points below standard	114.7 points below standard	152.0 points below standard
11 Students	68 Students	23 Students

2022 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Level 4 Students	No Performance Level 3 Students	No Performance Level 1 Student	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
No Performance Level 120.7 points below standard 26 Students		No Performance Level 1 Student	 Very Low 95.5 points below standard 82 Students

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

2022 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
3 Students	1 Student	95.3 points below standard 112 Students

Conclusions based on this data:

1. Students with disabilities scored 152 points below standard, which is significantly lower than their peers.
2. Socioeconomically Disadvantaged students, the biggest subgroup, scored lower than previous years at 114.7 points below standard .
3. Hispanic students scored 25.4 points lowed than English Only students.

School and Student Performance Data

Academic Performance
English Learner Progress

This section provides a view of the percent of students performing at each level on the new English Language Proficiency Assessments for California (ELPAC) assessment. With the transition ELPAC, the 2018 Dashboard is unable to report a performance level (color) for this measure.

2019 Fall Dashboard English Language Proficiency Assessments for California Results				
Number of Students	**Level 4 Well Developed**	**Level 3 Moderately Developed**	**Level 2 Somewhat Developed**	**Level 1 Beginning Stage**

Conclusions based on this data:

1. . There is not a statistically significant amount of English Learners to report a score.
3. .

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:

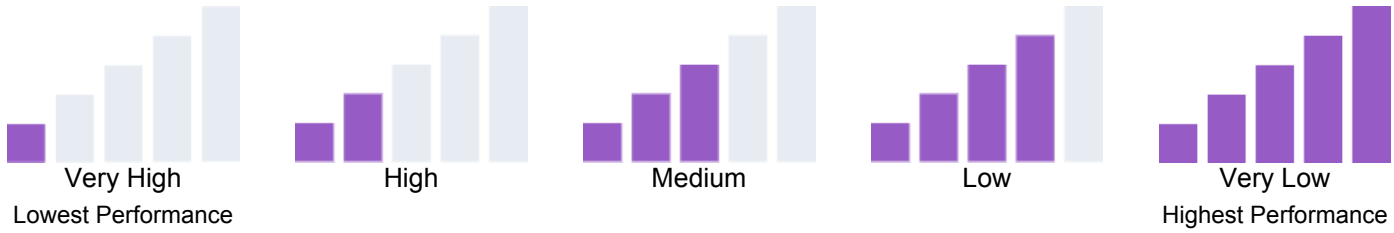
1. This data is not applicable to an elementary school.

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.

2022 Fall Dashboard Chronic Absenteeism Equity Report

Very High	High	Medium	Low	Very Low
4	0	0	0	0

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.

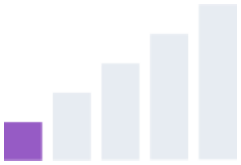
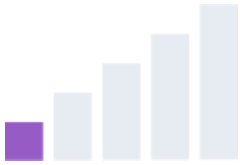
2022 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students	English Learners	Foster Youth
Very High	No Performance Level	No Performance Level
58% Chronically Absent	Less than 11 Students	Less than 11 Students
212 Students	4 Students	4 Students

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Level	Very High	Very High
53.8% Chronically Absent	68.2% Chronically Absent	68.6% Chronically Absent
13 Students	129 Students	35 Students

2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Level	No Performance Level	No Performance Level	
Less than 11 Students	Less than 11 Students	Less than 11 Students	
9 Students	9 Students	2 Students	

Hispanic	Two or More Races	Pacific Islander	White
			
Very High		No Performance Level	Very High
66.7% Chronically Absent		Less than 11 Students	53.4% Chronically Absent
45 Students		1 Student	146 Students

Conclusions based on this data:

1. Hispanic students had a chronic absenteeism rate at 66.7%, this was an increase of 31% over the previous year.
2. Foster Youth, who had the highest chronic absenteeism rate for 21-22 did not have a statistically significant group to measure this year.
3. Students with disabilities and socioeconomically disadvantaged students had a very high absenteeism rate of 68%.

School and Student Performance Data

Academic Engagement
Graduation 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.

Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2022 Fall Dashboard Graduation Rate Equity Report				
Very Low	**Low**	**Medium**	**High**	**Very High**

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

2022 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**

2022 Fall Dashboard Graduation Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Hispanic	**Two or More Races**	**Pacific Islander**	**White**

Conclusions based on this data:

1. This is not applicable to elementary school.

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.

2022 Fall Dashboard Suspension Rate Equity Report

Very High	High	Medium	Low	Very Low
0	3	1	0	0

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 for All Students/Student Group

All Students	English Learners	Foster Youth
Medium	No Performance Level	No Performance Level
2.7% suspended at least one day	Less than 11 Students	Less than 11 Students
220 Students	6 Students	4 Students

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Level	High	High
7.1% suspended at least one day	4.4% suspended at least one day	5.4% suspended at least one day
14 Students	135 Students	37 Students

2022 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Level	No Performance Level	No Performance Level	
Less than 11 Students	Less than 11 Students	Less than 11 Students	
9 Students	9 Students	2 Students	

Hispanic	Two or More Races	Pacific Islander	White
High		No Performance Level	Medium
4% suspended at least one day		Less than 11 Students	2.7% suspended at least one day
50 Students		2 Students	148 Students

Conclusions based on this data:

1. The suspension rate for all students went to medium, this decreased from previous years.
2. Students with disabilities suspension rate decreased significantly from 23.1% suspended at least once, to 5.4%, although this is still considered high.
3. White students have the lowest rate of suspension.

Goals, Strategies, & Proposed Expenditures

Goal 1

Subject

Attendance

Goal Statement

Attendance will increase to an average daily attendance of 95% or better.

LCAP Goal

Goal #2 Provide social emotional well-being support to increase student attendance.

Basis for this Goal

Our chronic absenteeism rate continues to rate in the very high on the California Dashboard, it is over 67% for 21-22.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Attendance rate will increase/ chronic absenteeism will decrease.	88% attendance	95% attendance

Planned Strategies/Activities

Strategy/Activity 1

Provide social emotional support for all students in trauma to increase attendance, through counseling, social emotional well being center and SEL lessons. Offer rewards and incentives for attendance and student engagement. Implement Positive Behavior Supports and Restorative Justice, to decrease suspension rates.

Students to be Served by this Strategy/Activity

Foster youth, homeless, EL Learners, low socioeconomic students and those students who have experienced trauma.

Timeline

Each Trimester

Person(s) Responsible

Principal/ Crisis Counselor/ SEL Coordinator

Proposed Expenditures for this Strategy/Activity

Amount	10180.00

Source	ESSER III
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Hire a classified person part-time to implement SEL lessons weekly in grades K-8.
Amount	52302.33
Source	LCFF - Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Crisis counseling services are made available to students in need; Foster Youth, ELL, and socioeconomically disadvantaged students are prioritized. The district will hire an additional part-time counselor in addition to the current full-time crisis counselor, as one counselor among three schools is not sufficient.
Amount	6500
Source	ESSER III
Budget Reference	4000-4999: Books And Supplies
Description	Purchase snacks for SEL lessons, renew Second Step curriculum, PBIS rewards and incentives.

Goals, Strategies, & Proposed Expenditures

Goal 2

Subject

Math

Goal Statement

All students will meet or exceed California State Standards, in mathematics.

LCAP Goal

Goal #1 Increase academic rigor and raise Student Proficiency in ELA, Math and science.

Basis for this Goal

This goal was continued from the previous year, due to the CAASPP not being administered because of the pandemic, and school closures. Over 55.83% of our students scored below standard on the 2022 CAASPP test in math and 46.22% in ELA.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Teachers will review Benchmark Assessments, Freckle, CAASPP Results, and summative and formative assessment data regularly to monitor progress. Additionally, they will compare and contrast data collected, develop individual student action/intervention plans, differentiate instruction and review curriculum daily	Overall students scores landed in the red on the California Dashboard., with 55.83% over all students below standard.	We expect the scores to increase by at least 30 points overall.

Planned Strategies/Activities

Strategy/Activity 1

Tenaya Elementary will use Renaissance Learning and Freckle to monitor student progress three times a year in grades K-8. In addition common core materials will be available for all students.

Students to be Served by this Strategy/Activity

All students, including Title I identified students, socioeconomically disadvantaged students , foster youth, homeless and EL students.

Timeline

August 2023

Person(s) Responsible

Principal/Superintendent,

Proposed Expenditures for this Strategy/Activity

Amount	15,000
Source	Lottery: Instructional Materials
Budget Reference	4000-4999: Books And Supplies
Description	Purchase Common Core aligned consumable materials, supplementary instructional materials and benchmark assessments.
Amount	11,570
Source	Title I Part A: Targeted Assistance Program
Budget Reference	4000-4999: Books And Supplies
Description	Renaissance Learning/Freckle Math Subscription
Amount	2450
Source	ESSER III
Budget Reference	4000-4999: Books And Supplies
Description	Standards Plus Curriculum-Test Prep materials

Goals, Strategies, & Proposed Expenditures

Goal 3

Subject

English Language Arts

Goal Statement

All students will meet or exceed California State Standards, in English Language Arts.

LCAP Goal

Goal #1 Increase academic rigor and raise Student Proficiency in ELA, Math and science.

Basis for this Goal

This goal was continued from the previous year, due to the CAASPP not being administered because of the pandemic, and school closures. CAASPP testing results from Spring of 2022 were reviewed for grades 3- 8 In English Language Arts, the number of students below standard increased by19% due to learning loss.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
CAASPP scores, Freckle benchmarks, formative and summative assessments.	Current CAASPP scores show 46.22% of students are below standard.	CAASPP scores in ELA will increase by 25 points.

Planned Strategies/Activities

Strategy/Activity 1

Tenaya staff and students will continue to focus on a school-wide reading and writing intervention program to address the reading fluency needs of struggling readers and English learners as measured by district benchmark assessments (weekly, monthly, quarterly, -annually). A part-time Title 1 Teacher/ Reading specialist will assist struggling students in small groups.

Students to be Served by this Strategy/Activity

All students including foster youth, homeless, EL Learners, and those socioeconomically disadvantaged.

Timeline

September 2023

Person(s) Responsible

Principal, Classroom teachers, Title I Aides, Title 1 Teacher/Reading Specialist

Proposed Expenditures for this Strategy/Activity

Amount	15,000
Source	Lottery: Instructional Materials
Budget Reference	4000-4999: Books And Supplies
Description	Purchase Common Core aligned consumable materials, supplementary instructional materials and benchmark assessments.
Amount	68073.22
Source	Title I Part A: Targeted Assistance Program
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Salary for two part-time Title 1 Aides.
Amount	25,903
Source	Title I Part A: Allocation
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Part time Title 1 certificated teacher.
Amount	2450
Source	ESSER III
Budget Reference	4000-4999: Books And Supplies
Description	Standards Plus Curriculum test prep materials.

Goals, Strategies, & Proposed Expenditures

Goal 4

Subject

EL Learners

Goal Statement

All EL identified students will gain a level of overall language proficiency

LCAP Goal

Goal 1 increase academic rigor and student proficiency in ELA, Math and science.

Basis for this Goal

English Language Learners need to increase proficiency in ELA and math.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
ELPAC Scores	We have six ELL students, two who are level one.	Students will increase by one level one the ELPAC.

Planned Strategies/Activities

Strategy/Activity 1

Additional support will be provided by bilingual teacher in the for EL students, 30 minute per day.

Students to be Served by this Strategy/Activity

English Language Learners

Timeline

Review test scores in August 2023.

Person(s) Responsible

Bilingual Teacher/aide , classroom teacher and principal.

Proposed Expenditures for this Strategy/Activity

Amount	10,000
Source	Title I Part A: Allocation

Budget Reference	2000-2999: Classified Personnel Salaries
Description	Bilingual aide will supplement instruction for EL Learners.

Goals, Strategies, & Proposed Expenditures

Goal 5

Subject

Goal Statement

LCAP Goal

Basis for this Goal

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome

Planned Strategies/Activities

Strategy/Activity 1

Students to be Served by this Strategy/Activity

Timeline

Person(s) Responsible

Proposed Expenditures for this Strategy/Activity

Annual Review and Update

SPSA Year Reviewed: 2021-22

Goal 1

Attendance will increase to an average daily attendance of 95% or better.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Attendance rate will increase/ chronic absenteeism will decrease.	95% attendance	87.99%

Strategies/Activities for Goal 1

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Provide social emotional support for all students in trauma to increase attendance, through counseling, social emotional well being center and SEL lessons. Offer rewards and incentives for attendance and student engagement. Implement Positive Behavior Supports and Restorative Justice, to decrease suspension rates.	Social emotional support was provide for all students in trauma to increase attendance, through counseling, social emotional well being center and SEL lessons. Offer rewards and incentives for attendance and student engagement. Implement Positive Behavior Supports and Restorative Justice, to decrease suspension rates.	Hire a classified person part-time to implement SEL lessons weekly in grades K-12, and purchase social emotional curriculum, supplies and snacks. 2000-2999: Classified Personnel Salaries Extended Learning Opportunity 14180.00	Purchase social emotional curriculum, supplies and snacks. 4000-4999: Books And Supplies ESSER III 7800.00

Analysis

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

The district implemented positive behavior supports for all students as well as Restorative Justice. Counseling was provided two days a week, Our attendance was affected by COVID, COVID quarantine, an outbreak of Influenza A and Hand foot and mouth disease.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Our crisis counselors met with over 40 students in trauma, students knew what days the counselor would be present and expressed that they wanted to meet with them. Our overall suspension rate decreased due to positive behavior supports and restorative justice. We also implemented a refocus room, which helped students stay on track and allowed a "cooling off" space when needed.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

We had difficulty staffing the SEL position, and SEL was provided by teachers, instructional aides, and crisis counselor. We did purchase SEL curriculum through Second Step, as well as snacks, supplies and rewards.

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 continue this goal and these actions and services, as we have not had a regular year to measure attendance since the pandemic.

Annual Review and Update

SPSA Year Reviewed: 2021-22

Goal 2

All students will meet or exceed California State Standards, in mathematics.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Teachers will review Benchmark Assessments, Freckle, CAASPP Results, and summative and formative assessment data regularly to monitor progress. Additionally, they will compare and contrast data collected, develop individual student action/intervention plans, differentiate instruction and review curriculum daily	We expect the scores to increase by at least 30 points overall.	Math scores for 21-22 decreased 14.14 points from 2019, which was the last time the test was given in its entirety.

Strategies/Activities for Goal 2

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Tenaya Elementary will use Renaissance Learning and Freckle to monitor student progress three times a year in grades K-8. In addition common core materials will be available for all students.	Tenaya Elementary will use Renaissance Learning and Freckle to monitor student progress three times a year in grades K-8. In addition common core materials will be available for all students.	Purchase Common Core aligned consumable materials, supplementary instructional materials and benchmark assessments. 4000-4999: Books And Supplies Lottery: Instructional Materials 15,000	Purchase Common Core aligned consumable materials, supplementary instructional materials and benchmark assessments. 4000-4999: Books And Supplies Lottery: Instructional Materials 15,000

Analysis

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

Tenaya purchased Common core math materials, and renewed Renaissance Learning and Freckle to monitor student growth. Title 1 aides pushed in during math, to allow for small group instruction. Additionally, tutoring and summer school were provided to close the learning gaps from the pandemic.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

STAR Math scores showed an average growth of 1 year, however 1st and 7th grades showed an increase of 1.4 and 2.1 grade levels. The CAASPP score did not reflect the growth shown on our district benchmarks, but the test is longer and students are required to explain their answers in paragraph form.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

All monies were spent on curriculum as described.

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 continue this goal as we have not shown the desired growth. We are still trying to close learning gaps caused by the pandemic. We will utilize Standards Plus Curriculum to prepare for state testing.

Annual Review and Update

SPSA Year Reviewed: 2021-22

Goal 3

All students will meet or exceed California State Standards, in English Language Arts.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
CAASPP scores, Freckle benchmarks, formative and summative assessments.	CAASPP scores in ELA will increase by 25 points.	CAASPP scores for 21-22 decreased by 13 points from 18-19, and 4.25 in 20-21. It is important to note, the last time the CAASPP in its entirety was 2019, prior to the pandemic.

Strategies/Activities for Goal 3

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
During 2021-22 the school will continue to focus on a school-wide reading and writing intervention program to address the reading fluency needs of struggling readers and English learners as measured by district benchmark assessments (weekly, monthly, quarterly, -annually).	The school continued to focus on a school-wide reading and writing intervention program to address the reading fluency needs of struggling readers and English learners as measured by district benchmark assessments (weekly, monthly, quarterly, -annually).	Purchase Common Core aligned consumable materials, supplementary instructional materials and benchmark assessments. 4000-4999: Books And Supplies Lottery: Instructional Materials 10,000	Purchase Common Core aligned consumable materials, supplementary instructional materials and benchmark assessments. 4000-4999: Books And Supplies Lottery: Instructional Materials 10,000

Analysis

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

The school purchased common core aligned consumables as well as STAR Reading/accelerated reader for all students. Additional support was provided through Title 1 aides, after school tutoring and summer school.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Benchmark assessments using STAR Reading showed an average growth of 1.4 years in reading (1-8 grades) , however this was not reflected on the CAASPP. CAASPP testing was on hold for 2019-2020, and a shortened version for 2020-2021. For many students(3-5) this was the very time taking the complete test.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

All monies were spent on curriculum.

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 continue this goal as we have not met the bench marks as predicted, due to learning loss experienced during the COVID shutdown.

Annual Review and Update

SPSA Year Reviewed: 2021-22

Goal 4

All EL identified students will gain a level of overall language proficiency

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
ELPAC Scores	Students will increase by one level one the ELPAC.	Our sample size was so small, we did not rate on the dashboard. However, one of two students moved over one level.

Strategies/Activities for Goal 4

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Additional support will be provided in the Title 1 lab for EL students, 30 minute per day.	Additional support was provided in the Title 1 lab for EL students, 30 minute per day.	Additional Support 2000-2999: Classified Personnel Salaries Title I Part A: Allocation 10,000	Additional Support 2000-2999: Classified Personnel Salaries Title I Part A: Allocation 10,000

Analysis

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

Title 1 aides provided support in the classroom. plus an additional 30 minutes per day of tutoring.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

We had one student more over a level on the ELPAC.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

Title 1 funds were spent on the instructional aide as described.

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 continue this goal, as the number of ELL students has doubled this year.

Annual Review and Update

SPSA Year Reviewed: 2021-22

Goal 5

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes

Strategies/Activities for Goal 5

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures

Analysis

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

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

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

Budget Summary and Consolidation

The Budget Summary is required for schools funded through the ConApp. The Consolidation of Funds is required for a school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program.

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	103,963
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	219,428.55

Allocations by Funding Source

Funding Source	Amount	Balance

Expenditures by Funding Source

Funding Source	Amount
ESSER III	21,580.00
LCFF - Supplemental	52,302.33
Lottery: Instructional Materials	30,000.00
Title I Part A: Allocation	35,903.00
Title I Part A: Targeted Assistance Program	79,643.22

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	78,205.33
2000-2999: Classified Personnel Salaries	88,253.22
4000-4999: Books And Supplies	52,970.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
2000-2999: Classified Personnel Salaries	ESSER III	10,180.00
4000-4999: Books And Supplies	ESSER III	11,400.00
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	52,302.33
4000-4999: Books And Supplies	Lottery: Instructional Materials	30,000.00
1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	25,903.00
2000-2999: Classified Personnel Salaries	Title I Part A: Allocation	10,000.00
2000-2999: Classified Personnel Salaries	Title I Part A: Targeted Assistance Program	68,073.22
4000-4999: Books And Supplies	Title I Part A: Targeted Assistance Program	11,570.00

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

2 Classroom Teachers

1 Other School Staff

5 Parent or Community Members

Name of Members	Role
Wynette Hilton	Principal
Joanne Beaudreau	Classroom Teacher
Jodi Richey	Classroom Teacher
Pamela Reimers	Other School Staff
Rebecca England	Parent or Community Member
Jessica Grota	Parent or Community Member
Melissa Pratt	Parent or Community Member
Olga Hobson	Classroom Teacher Parent or Community Member
Vaneza Maxwell	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:

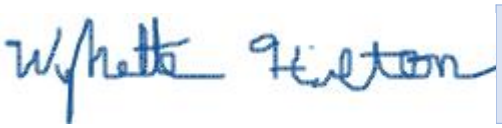
Signature	Committee or Advisory Group Name
	English Learner Advisory Committee
	Gifted and Talented Education Program Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on May 24,2023.

Attested:

	Principal, Wynette Hilton on 5-24-23
	SSC Chairperson, Olga Hobson on 5-24-23

Addendum

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

Instructions: Linked Table of Contents

Educational Partner Involvement

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Annual Review and Update

Budget Summary and Consolidation

Appendix A: Plan Requirements for Schools Funded Through the ConApp

Appendix B: Select State and Federal Programs

For additional questions or technical assistance related to completion of the SPSA template, please contact the Local Educational Agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. As such, the SPSA should be shared with, and schools should request input from, school site-level advisory groups, as applicable (e.g., English Learner Advisory Councils, student advisory groups, etc.).

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.
Goals, Strategies, & Proposed Expenditures

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

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

Basis for this Goal

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

Expected 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 be make in the coming year.

Planned Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. Strategies and activities that are implemented to achieve the identified goal may be grouped together. A school may number the strategy/activity using the "Strategy/Activity #" for ease of reference.

A school receiving funds allocated through the ConApp is required to describe in their strategies and activities how they will address specific state and federal requirements. A list of these requirements may be found in Appendix A: Plan Requirements for Schools Funded Through the ConApp. At a minimum a school receiving funds allocated through the ConApp must address these requirements; however, a school may describe additional strategies/activities as well.

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.

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list and describe the proposed expenditures for the school year to implement these strategies/activities, including where those expenditures can be found in the school's budget. The school should reference all fund sources for each proposed expenditure and should provide budget references as an object code or an object code description.

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.

Annual Review and Update

The planned goals, expected outcomes, planned strategies/activities, and proposed expenditures must be copied verbatim from the previous year's approved SPSA. Minor typographical errors may be corrected.
Annual Measurable Outcomes

For each goal in the prior year, provide the metric/indicators, the expected outcomes, and the actual outcomes; review the actual outcomes as compared to the expected outcomes identified in the prior year for the goal.
Strategies/Activities

Identify the planned strategies/activities and the proposed expenditures to implement these strategies/activities toward achieving the described goal, then identify the actual strategies/activities implemented to meet the described goal and the estimated actual expenditures to implement the strategies/activities. As applicable, identify any changes to the student groups served.

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.

- Describe the overall implementation of the strategies/activities to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.
- Explain any material differences between Proposed Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- Describe any changes that will be made to the goal, expected annual measureable 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.

Budget Summary and Consolidation

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. The Consolidation of Funds is required for a school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program.

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 may include additional information or more detail.

Consolidation of Funds

A school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program is required to include a list of state and local programs and other federal programs that the school will consolidate in the schoolwide program. A list of commonly consolidated state and federal programs is provided in Appendix B: Select State and Federal Programs. List the federal funding source(s) and the amount(s) being consolidated in the schoolwide program, then list the state and/or local funding source(s) and the amount(s). Adjust the table as needed.

Appendix A: Plan Requirements for Schools Funded Through the ConApp

Basic Plan Requirements

A school receiving funds allocated through the ConApp is required to develop a SPSA. The content of a SPSA must be aligned with school goals for improving student achievement. School goals must be based upon an analysis of verifiable state data and may include any data voluntarily developed by districts to measure student achievement.

The SSC is required to develop the SPSA, which must address each of the following, as applicable:

1. A description of curricula, instructional strategies and materials responsive to the individual needs and learning styles of each student (described in the Strategies/Activities).
2. A description of instructional and auxiliary services to meet the special needs of non-English-speaking or limited-English-speaking students, including instruction in a language these students understand; educationally disadvantaged students; gifted and talented students; and students with exceptional needs (described in the Strategies/Activities).
3. A description of a staff development program for teachers, other school personnel, paraprofessionals, and volunteers, including those participating in special programs (described in the Strategies/Activities).
4. An identification of the schools' means of evaluating progress toward accomplishing its goals (described in the Expected Annual Measurable Outcomes) and an ongoing evaluation of the educational program of the school (described in the Annual Review and Update).
5. A description of how funds provided to the school through the ConApp will be used to improve the academic performance of all pupils to the level of state performance goals (described in the Proposed Expenditures for Strategies/Activities).
6. The proposed expenditures of funds available to the school through the programs described in EC Section 52851. For purposes of this subdivision, proposed expenditures of funds available to the school must include, but not be limited to, salaries and staff benefits for persons providing services for those programs (described in the Proposed Expenditures for Strategies/Activities).
7. The proposed expenditure of funds available to the school through the federal Improving America's Schools Act of 1994 and its amendments. If the school operates a state-approved schoolwide program in a manner consistent with the expenditure of funds available to the school pursuant to EC Section 52851, employees of the schoolwide program may be deemed funded by a single cost objective.
8. A description of how state and federal law governing programs identified in EC Section 64000 will be implemented, as applicable (described in the Strategies/Activities).
9. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC.

Authority cited: EC sections 64001(f)-(g) and 52853(a)(1)-(7).

Schoolwide Program Requirements

A school receiving funds allocated through the ConApp and operating a schoolwide program (SWP) must describe how the school will carry out each of the following components:

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 students, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners, to meet the challenging state academic standards.
    b. use effective methods and instructional strategies based on scientifically based research that
        i. strengthen the core academic program in the school;
        ii. provide an enriched and accelerated curriculum;
        iii. increase the amount and quality of learning time;
        iv. include strategies for meeting the educational needs of historically underserved populations;
        v. help provide an enriched and accelerated curriculum; and
        vi. are consistent with, and are designed to implement, state and local improvement plans, if any.
    c. address the needs of all students in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards, through activities which may include the following:
        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.
2. 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).
3. A description of how the school will ensure instruction by highly qualified teachers and provide ongoing professional development, including
    a. strategies to attract highly qualified teachers;
    b. providing high-quality and ongoing professional development that is aligned with the state's academic standards for teachers, principals, paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff, to enable all students in the school to meet the state's academic standards;
    c. the devotion of sufficient resources to effectively carry out professional development activities; and
    d. the inclusion of teachers in professional development activities regarding the use of academic assessments to enable them to provide information on, and to improve, the achievement of individual students and the overall instructional program.
4. 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).
5. 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
    a. Ensure that those students' difficulties are identified on a timely basis; and
    b. Provide sufficient information on which to base effective assistance to those students.
6. 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.
7. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

Authority Cited: Title 34 of the Code of Federal Regulations (34 CFR) sections 200.27(a)(3)(i)-(iii) and 200.28 and section 1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA.

Appendix B: Select State and Federal Programs

Federal Programs

Title I, Part A: School Allocation
Title I, Part A: School Parent and Family Engagement Allocation
Title I, Part A: Targeted Support and Improvement Allocation
Title I, Part C: Education of Migratory Children
Title II, Part A: Supporting Effective Instruction
Title III, Part A: Language Instruction for English Learners and Immigrate Youth
Title IV Part A: Student Support and Academic Enrichment Grants
Title IV Part B: 21st Century Community Learning Centers
Title V, Part B: Rural Education Initiative
Title VI, Part A: Indian, Native Hawaiian, and Alaska Native Education

State or Local Programs

After School Education and Safety Program
American Indian Education
Child Development Programs
Economic Impact Aid/State Compensatory Education (carryover funds)
Economic Impact Aid/Limited English Proficient (carryover funds)
California Foster Youth Services
California Partnership Academies
California Tobacco-Use Prevention Education Program