School Year: **2023-24**

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

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 TK-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 266 students of which 175 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. This area depends heavily on the tourist trade as there is no substantial industry here; many families had to relocate to find employment during the COVID pandemic. 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), 22% 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, 4 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		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	4.55%	2.79%	3.11%	9	5	5
African American	3.03%	2.79%	2.48%	6	5	4
Asian	1.01%	1.12%	1.24%	2	2	2
Filipino	%	0.56%	0.62%	0	1	1
Hispanic/Latino	21.21%	22.35%	29.19%	42	40	47
Pacific Islander	0.51%	0.56%	%	1	1	
White	69.70%	69.83%	63.35%	138	125	102
Multiple/No Response	%	0%	%	0	0	
			Total Enrollment	198	179	161

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Kindergarten	27	19	13
Grade 1	20	17	16
Grade 2	26	22	16
Grade3	28	26	20
Grade 4	14	21	25
Grade 5	21	15	22
Grade 6	21	21	17
Grade 7	28	16	22
Grade 8	13	22	10
Total Enrollment	198	179	161

Conclusions based on this data:

1. The total enrollment decreased by 21 for the 22-23 school year.

2. Class size is disproportionate, from 15 in 5th grade to 26 in 3rd grade.

3. Ethnic diversity has had little change the last three years at Tenaya, the white population has dipped slightly from 75.6 in 20-21 to 69.83 in 22-23.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	**Number of Students**			**Percent of Students**		
	21-22	**22-23**	**23-24**	**21-22**	**22-23**	**23-24**
English Learners	2	3	7	2.4%	1.0%	4.3%
Fluent English Proficient (FEP)	2	2	2	0.0%	1.0%	1.2%
Reclassified Fluent English Proficient (RFEP)				0.0%		

Conclusions based on this data:

1. The number of ELL students decreased in 22-23 by one student since the 20-21 school year, but increased by 2 from 21-22.

2. 1.7% of Tenaya Elementary students are classified as ELL.

3. There were not any students who were reclassified as Fluent English Proficient in 22-23.

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	14	28	27	14	28	26	14	27	26	100.0	100.0	96.3
Grade 4	23	13	23	23	13	23	23	13	23	100.0	100.0	100.0
Grade 5	15	21	15	15	21	15	15	21	15	100.0	100.0	100.0
Grade 6	28	21	21	28	21	21	28	21	21	100.0	100.0	100.0
Grade 7	12	26	14	12	23	14	12	23	14	100.0	88.5	100.0
Grade 8	21	14	24	20	14	24	20	14	24	95.2	100.0	100.0
All Grades	113	123	124	112	120	123	112	119	123	99.1	97.6	99.2

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

	Overall Achievement for All Students																	
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	2354.	2368.	2410.	0.00	7.41	15.38	21.43	14.81	26.92	21.43	18.52	34.62	57.14	59.26	23.08
Grade 4	2428.	2430.	2390.	0.00	7.69	4.35	26.09	23.08	17.39	34.78	15.38	17.39	39.13	53.85	60.87
Grade 5	2470.	2443.	2476.	6.67	14.29	6.67	33.33	9.52	33.33	13.33	19.05	33.33	46.67	57.14	26.67
Grade 6	2453.	2465.	2493.	0.00	4.76	9.52	28.57	23.81	23.81	25.00	19.05	33.33	46.43	52.38	33.33
Grade 7	2472.	2532.	2463.	0.00	4.35	0.00	16.67	34.78	14.29	41.67	34.78	35.71	41.67	26.09	50.00
Grade 8	2532.	2518.	2551.	5.00	7.14	4.17	35.00	14.29	50.00	35.00	57.14	16.67	25.00	21.43	29.17
All Grades	N/A	N/A	N/A	1.79	7.56	7.32	27.68	20.17	28.46	28.57	26.05	27.64	41.96	46.22	36.59

	Reading Demonstrating understanding of literary and non-fictional texts								
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	*	*	*	*	*	*	*	*	*
Grade 4	*	*	*	*	*	*	*	*	*
Grade 5	*	*	*	*	*	*	*	*	*
Grade 6	*	*	*	*	*	*	*	*	*
Grade 7	*	*	*	*	*	*	*	*	*
Grade 8	*	*	*	*	*	*	*	*	*
All Grades	8.93	10.92	12.20	60.71	54.62	60.16	30.36	34.45	27.64

Writing Producing clear and purposeful writing								
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	*	*	*	*	*	*	*	*	*
Grade 4	*	*	*	*	*	*	*	*	*
Grade 5	*	*	*	*	*	*	*	*	*
Grade 6	*	*	*	*	*	*	*	*	*
Grade 7	*	*	*	*	*	*	*	*	*
Grade 8	*	*	*	*	*	*	*	*	*
All Grades	1.79	9.24	8.13	49.11	41.18	55.28	49.11	49.58	36.59

Listening Demonstrating effective communication skills								
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	*	*	*	*	*	*	*	*	*
Grade 4	*	*	*	*	*	*	*	*	*
Grade 5	*	*	*	*	*	*	*	*	*
Grade 6	*	*	*	*	*	*	*	*	*
Grade 7	*	*	*	*	*	*	*	*	*
Grade 8	*	*	*	*	*	*	*	*	*
All Grades	9.82	9.24	8.13	74.11	74.79	76.42	16.07	15.97	15.45

Research/Inquiry Investigating, analyzing, and presenting information								
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	*	*	*	*	*	*	*	*	*
Grade 4	*	*	*	*	*	*	*	*	*
Grade 5	*	*	*	*	*	*	*	*	*
Grade 6	*	*	*	*	*	*	*	*	*
Grade 7	*	*	*	*	*	*	*	*	*
Grade 8	*	*	*	*	*	*	*	*	*
All Grades	5.36	5.88	12.20	73.21	70.59	62.60	21.43	23.53	25.20

Conclusions based on this data:

1. There was a 6% decrease in the percentage of students not meeting ELA standards overall in 22-23 when compared to 21-22. This indicated that students may be closing the gap on learning loss as an outcome of the pandemic and distance learning.

2. 99.2 % of students in grades 3-8 participated in the CAASPP, meeting the state required participation rate.

3. Third grade had the highest percentage of students exceeding standard with 15.38%, eighth grade had the highest percentage of students meeting standard at 50%.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	14	28	27	14	28	26	14	28	26	100.0	100.0	96.3
Grade 4	23	13	23	23	13	23	23	13	23	100.0	100.0	100.0
Grade 5	15	21	15	15	21	15	15	21	15	100.0	100.0	100.0
Grade 6	28	21	21	28	21	21	28	21	21	100.0	100.0	100.0
Grade 7	12	26	14	12	23	14	12	23	14	100.0	88.5	100.0
Grade 8	22	14	24	21	14	24	21	14	24	95.5	100.0	100.0
All Grades	114	123	124	113	120	123	113	120	123	99.1	97.6	99.2

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

Overall Achievement for All Students

Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	2356.	2351.	2354.	0.00	3.57	0.00	7.14	7.14	15.38	28.57	21.43	23.08	64.29	67.86	61.54
Grade 4	2436.	2399.	2416.	8.70	0.00	4.35	17.39	15.38	8.70	39.13	23.08	30.43	34.78	61.54	56.52
Grade 5	2421.	2443.	2435.	0.00	9.52	0.00	0.00	9.52	6.67	26.67	19.05	33.33	73.33	61.90	60.00
Grade 6	2435.	2428.	2481.	0.00	4.76	4.76	10.71	9.52	19.05	28.57	19.05	42.86	60.71	66.67	33.33
Grade 7	2439.	2490.	2451.	0.00	4.35	0.00	8.33	13.04	14.29	41.67	47.83	7.14	50.00	34.78	78.57
Grade 8	2454.	2429.	2479.	0.00	7.14	4.17	14.29	7.14	12.50	19.05	14.29	29.17	66.67	71.43	54.17
All Grades	N/A	N/A	N/A	1.77	5.00	2.44	10.62	10.00	13.01	30.09	25.00	28.46	57.52	60.00	56.10

Concepts & Procedures
Applying mathematical concepts and procedures

Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	*	*	*	*	*	*	*	*	*
Grade 4	*	*	*	*	*	*	*	*	*
Grade 5	*	*	*	*	*	*	*	*	*
Grade 6	*	*	*	*	*	*	*	*	*
Grade 7	*	*	*	*	*	*	*	*	*
Grade 8	*	*	*	*	*	*	*	*	*
All Grades	1.77	4.17	4.07	36.28	40.00	36.59	61.95	55.83	59.35

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	*	*	*	*	*	*	*	*	*
Grade 4	*	*	*	*	*	*	*	*	*
Grade 5	*	*	*	*	*	*	*	*	*
Grade 6	*	*	*	*	*	*	*	*	*
Grade 7	*	*	*	*	*	*	*	*	*
Grade 8	*	*	*	*	*	*	*	*	*
All Grades	2.65	6.67	2.44	46.02	46.67	47.15	51.33	46.67	50.41

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	*	*	*	*	*	*	*	*	*
Grade 4	*	*	*	*	*	*	*	*	*
Grade 5	*	*	*	*	*	*	*	*	*
Grade 6	*	*	*	*	*	*	*	*	*
Grade 7	*	*	*	*	*	*	*	*	*
Grade 8	*	*	*	*	*	*	*	*	*
All Grades	4.42	1.67	4.07	68.14	55.83	59.35	27.43	42.50	36.59

Conclusions based on this data:

1. Sixth grade had the highest overall mean scale score of 2481.3 and third grade has the lowest mean score of 2354.2.

2. The percentage of students below standard decreased overall by 4% from 21-22 to 22-23.

3. The percentage of students who participated in the CAASPP was 99.2%, 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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
4	*		*	*		*	*		*	*		*
6		*	*		*	*		*	*		*	*
All Grades										*	*	7

Overall Language
Percentage of Students at Each Performance Level for All Students

Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
4	*		*	*		*	*		*	*		*	*		*
6		*	*		*	*		*	*		*	*		*	*
All Grades	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*

Oral Language
Percentage of Students at Each Performance Level for All Students

Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
4	*		*	*		*	*		*	*		*	*		*
6		*	*		*	*		*	*		*	*		*	*
All Grades	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*

Listening Domain
Percentage of Students by Domain Performance Level for All Students

Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
4	*		*	*		*	*		*	*		*
6		*	*		*	*		*	*		*	*
All Grades	*	*	*	*	*	*	*	*	*	*	*	*

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
4	*		*	*		*	*		*	*		*
6		*	*		*	*		*	*		*	*
All Grades	*	*	*	*	*	*	*	*	*	*	*	*

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
4	*		*	*		*	*		*	*		*
6		*	*		*	*		*	*		*	*
All Grades	*	*	*	*	*	*	*	*	*	*	*	*

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
4	*		*	*		*	*		*	*		*
6		*	*		*	*		*	*		*	*
All Grades	*	*	*	*	*	*	*	*	*	*	*	*

Conclusions based on this data:

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

2. Seven students completed the ELPAC in 22-23

School and Student Performance Data
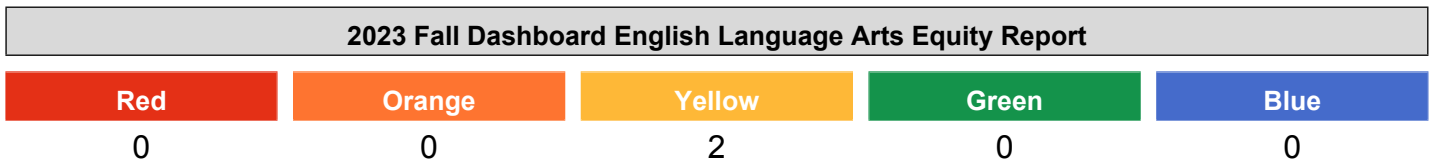
Student Population

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

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

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

2022-23 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
179	**61.5**	**1.7**	**1.1**
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.

2022-23 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	3	1.7
Foster Youth	2	1.1
Homeless	13	7.3
Socioeconomically Disadvantaged	110	61.5
Students with Disabilities	24	13.4

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	5	2.8
American Indian	5	2.8
Asian	2	1.1
Filipino	1	0.6
Hispanic	40	22.3
Pacific Islander	1	0.6
White	125	69.8

Conclusions based on this data:

1. Our biggest subgroup is Socioeconomically disadvantaged with 61.5% of students, this is a slight increase from last year.

2. The ELL population remains low at 1.7% foster youth is 1.1% and homeless youth is 7.3%. These numbers have increased slightly from the previous year.

3. White students make up 69.8% of the enrollment by race, Hispanic students are second with 22.3%.

School and Student Performance Data

Overall Performance

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

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

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

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

2023 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. The suspension rate has decreased tremendously and Tenaya is in the blue zone.

2. English Language Arts and mathematics are in the yellow zone, ELA increased one zone, and math increased two zones.

3. Chronic absenteeism has reduced significantly and gone from very high to the yellow zone.

School and Student Performance Data

Academic Performance
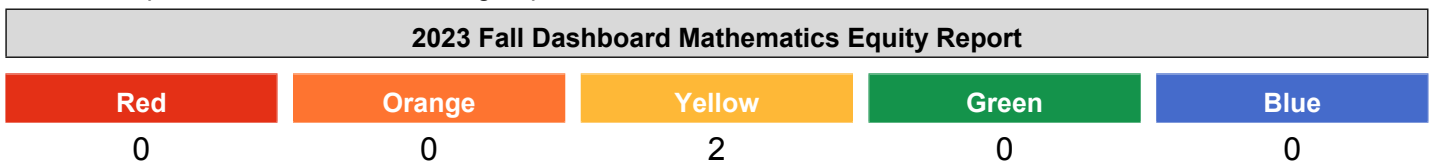## English Language Arts

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

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

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

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard English Language Arts Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	0	2	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.

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Yellow 40.5 points below standard Increased +9.9 points 111 Students	Less than 11 Students 5 Students	No Performance Color 0 Students
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
Less than 11 Students 8 Students	Yellow 48.1 points below standard Increased +11.2 points 67 Students	132.1 points below standard Decreased -4.7 points 19 Students

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Less than 11 Students 4 Students	Less than 11 Students 4 Students	Less than 11 Students 1 Student	Less than 11 Students 1 Student
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
82.8 points below standard Increased +6.7 points 24 Students	No Performance Color 0 Students	No Performance Color 0 Students	Yellow 28.7 points below standard Increased +12.1 points 77 Students

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

2023 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
Less than 11 Students 5 Students	0 Students	34.7 points below standard Increased +13.2 points 105 Students

Conclusions based on this data:

1. Socioeconomically disadvantaged students are on average 48.1 points below standard, scoring in the yellow zone.

2. Hispanic students had had an increase of 6.7 points.

3. White students increased their score by 12.1 points with of an average of 28.7 points below standard.

School and Student Performance Data

Academic Performance
Mathematics

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

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

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

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	2	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.

2023 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Yellow	Less than 11 Students	No Performance Color
84.2 points below standard		
Increased +12.6 points	5 Students	0 Students
111 Students		
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
Less than 11 Students	Yellow	146.5 points below standard
	92.6 points below standard	Increased +5.5 points
8 Students	Increased Significantly +22.1 points	19 Students
	67 Students	

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Less than 11 Students 4 Students	Less than 11 Students 4 Students	Less than 11 Students 1 Student	Less than 11 Students 1 Student
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
116.6 points below standard Increased +4 points 24 Students	No Performance Color 0 Students	No Performance Color 0 Students	Yellow 77.1 points below standard Increased Significantly +18.4 points 77 Students

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

2023 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
Less than 11 Students 5 Students	0 Students	81.3 points below standard Increased +14 points 105 Students

Conclusions based on this data:

1. Students with disabilities scored 146.5 points below standard, which is significantly lower than their peers.

2. Socioeconomically Disadvantaged students, the biggest subgroup, scored higher than previous years at 92.6 points below standard, this group had the biggest growth with 22.1 points.

3. Hispanic students scored 40 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

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

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

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

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

Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard College/Career Equity Report

Very High	High	Medium	Low	Very Low

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

2023 Fall Dashboard College/Career Report for All Students/Student Group

All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2023 Fall Dashboard College/Career Reportby Race/Ethnicity

African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

Conclusions based on this data:

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

School and Student Performance Data

Academic Engagement
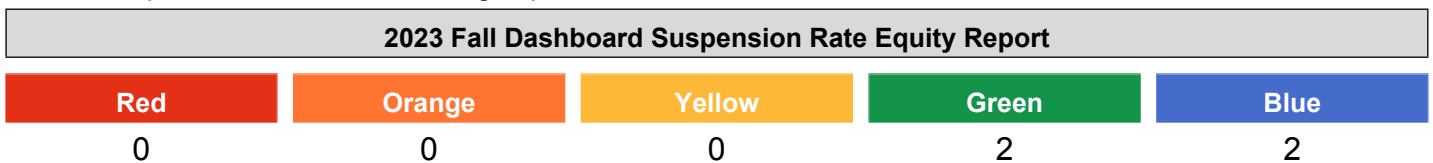## Chronic Absenteeism

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

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

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

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Chronic Absenteeism Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	4	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.

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Yellow 48.5% Chronically Absent Declined Significantly -9.5 198 Students	Less than 11 Students 7 Students	Less than 11 Students 3 Students
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
75% Chronically Absent Increased 21.2 16 Students	Orange 52% Chronically Absent Declined -16.2 125 Students	Orange 50% Chronically Absent Declined -18.6 40 Students

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Less than 11 Students	Less than 11 Students	Less than 11 Students	Less than 11 Students
6 Students	8 Students	2 Students	1 Student
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange	No Performance Color	No Performance Color	Orange
42.2% Chronically Absent	0 Students	0 Students	49.3% Chronically Absent
Declined -24.4			Declined -4.2
45 Students			136 Students

Conclusions based on this data:

1. Hispanic students had a chronic absenteeism rate at 42.2%, this was an decrease of 24.4% over the previous year.

2. Homeless Youth, had the highest chronic absenteeism rate for 22-23 at 75%.

3. Students with disabilities and socioeconomically disadvantaged students decreased from 68% to 50% chronically absent.

School and Student Performance Data

Academic Engagement
Graduation Rate

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

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

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

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard English Language Arts Equity Report
Red **Orange** **Yellow** **Green** **Blue**

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

2023 Fall Dashboard Graduation Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2023 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

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

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

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

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Suspension Rate Equity Report

Red	Orange	Yellow	Green	Blue
0	0	0	2	2

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

2023 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Blue	Less than 11 Students	Less than 11 Students
1% suspended at least one day	8 Students	3 Students
Declined Significantly -1.7		
203 Students		

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
0% suspended at least one day	Green	Blue
Declined -7.1	0.8% suspended at least one day	0% suspended at least one day
16 Students	Declined -3.7	Declined -5.4
	128 Students	41 Students

2023 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Less than 11 Students 6 Students	Less than 11 Students 9 Students	Less than 11 Students 2 Students	Less than 11 Students 1 Student
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Blue 0% suspended at least one day Declined -4 46 Students	No Performance Color 0 Students	No Performance Color 0 Students	Green 0.7% suspended at least one day Declined -2 139 Students

Conclusions based on this data:

1. The suspension rate for all students went to blue, this is a significant change from previous years. .

2. Students with disabilities suspension rate decreased significantly from 5.4% to 0 %!

3. All subgroups declined in their suspension rate.

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

While our chronic absenteeism rate has moved from red to yellow on the California Dashboard, and decreased by 9.5%, it is still 48.5%.

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 curriculum

Proposed Expenditures for this Strategy/Activity

Amount	3000.00

Source	LCFF
Budget Reference	4000-4999: Books And Supplies
Description	Purchase Second Step Curriculum Digital Materials
Amount	74021.00
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.
Amount	5000
Source	LCFF
Budget Reference	4000-4999: Books And Supplies
Description	Purchase snacks for SEL lessons, PBIS rewards and incentives.

Goals, Strategies, & Proposed Expenditures

Goal 2

Subject

Math

Goal Statement

All students will show a minimum 15 points growth, 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, because students did not meet expected outcome due to the pandemic, and learning loss. Overall scores on the 2023 CAASPP show 84.2 points below standard in math and 40.5 points below standard 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 yellow on the California Dashboard, with an average score of 84 points below standard.	We expect the scores to increase by at least 15 points overall on math and ELA.

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 2024

Person(s) Responsible

Principal/Superintendent,

Proposed Expenditures for this Strategy/Activity

Amount	17,550
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	8560
Source	Title I Part A: Targeted Assistance Program
Budget Reference	4000-4999: Books And Supplies
Description	Renaissance Learning/Freckle Math Subscription

Amount	2680
Source	LCFF - Base
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 improve by at least 10 points on the CAASPP test, 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 2023 were reviewed for grades 3- 8 In English Language Arts, the points below standard increased by 9.9, but still significantly lower than the state average.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
CAASPP scores, Freckle benchmarks, formative and summative assessments.	Overall students scores landed in the yellow on the California Dashboard, with an average score of 40.5 points below standard.	CAASPP scores in ELA will increase by 15 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 and two Title 1 instructional aides 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 2024

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	64,835
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	40,000
Source	Title I Part A: Allocation
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Part time Title 1 certificated teacher.

Amount	2680
Source	LCFF - Base
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 and bilingual aide for the for EL students, at least 30 minute per day.

Students to be Served by this Strategy/Activity

English Language Learners

Timeline

Review test scores in August 2024

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: 2022-23

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	91.31% attendance

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.	Tenaya provided 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.	Hire a classified person part-time to implement SEL lessons weekly in grades K-8. 2000-2999: Classified Personnel Salaries ESSER III 10180.00	Purchase social emotional curriculum, supplies and snacks. 4000-4999: Books And Supplies LCFF - Base 8901.00
		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. 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 52302.33	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. 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 74,020
		Purchase snacks for SEL lessons, renew Second Step curriculum, PBIS rewards and	Hire a classified person part-time to implement SEL lessons weekly in grades K-8. 2000-2999:

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		incentives. 4000-4999: Books And Supplies ESSER III 6500	Classified Personnel Salaries ESSER III 0

Analysis

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

Tenaya was unable to hire a part-time classified person to teach weekly SEL lessons, however they were taught by the classroom teachers and crisis counselor. We did purchase SEL materials, snack and PBIS rewards. A crisis counselor was available for Tenaya 2 days a week.

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

Our overall attendance increased and chronic absenteeism decreased, for the first time in four years the district moved out of Differentiated Assistance.

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

Tenaya did not expend 10180.00 on a classified part-time employee as we did not have any applicants.

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.

Since we were unsuccessful in hiring a classified person to teach social emotional lessons, we will expand our counseling services. Tenaya has added a teletherapy option for families to receive counseling services.

Annual Review and Update

SPSA Year Reviewed: 2022-23

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 increased by 12.6 points overall.

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 3,200
		Renaissance Learning/Freckle Math Subscription 4000-4999: Books And Supplies Title I Part A: Targeted Assistance Program 11,570	Renaissance Learning/Freckle Math Subscription 4000-4999: Books And Supplies Title I Part A: Targeted Assistance Program 11,570
		Standards Plus Curriculum-Test Prep materials 4000-4999:	Standards Plus Curriculum-Test Prep materials 4000-4999:

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		Books And Supplies ESSER III 2450	Books And Supplies ESSER III 2450

Analysis

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

Tenaya Elementary purchased standards aligned material for math and well as Standards Plus Curriculum. The Renaissance Learning suite was purchased for assessments and targeted assistance through Freckle.

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

Math score did increase by 9.9 points and Tenaya move from orange to yellow on the California Dashboard, with no student subgroups scoring in the red zone.

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

The district did not expend all of the funds for standards based materials, due to an inventory of unused materials carried over from previous years.

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.

The annual outcomes has been adjusted to a growth of 15 points on the CAASPP math test scores, to reflect a more realistic goal.

Annual Review and Update

SPSA Year Reviewed: 2022-23

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 in ELA increased by 9.9 points.

Strategies/Activities for Goal 3

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
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.		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 3,200
		Salary for two part-time Title 1 Aides. 2000-2999: Classified Personnel Salaries Title I Part A: Targeted Assistance Program 68073.22	Salary for two part-time Title 1 Aides. 2000-2999: Classified Personnel Salaries Title I Part A: Allocation 70,115
		Part time Title 1 certificated teacher. 1000-1999: Certificated Personnel Salaries Title I Part A: Allocation 25,903	Part time Title 1 certificated teacher. 1000-1999: Certificated Personnel Salaries Title I Part A: Allocation 37,135
		Standards Plus Curriculum test prep materials. 4000-4999: Books And Supplies ESSER III 2450	Standards Plus Curriculum test prep materials. 4000-4999: Books And Supplies ESSER III 2450

Analysis

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

Common core standards aligned materials and Standards Plus Curriculum was purchased and utilized. A certificated teacher and two instructional aides provided support as described.

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

The ELA CAASPP scores increased by 9.9 points. All student subgroups increased and none scored in the red zone on the California Dashboard.

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

Additional funds of 11,232 were expended on personnel due to a 3% salary increase as well as an increase in health benefits. Additional hours were also added to Title 1 teacher and instructional aides. Expenditure were less for standards aligned material due to an overstock of inventory from the pervious 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.

Annual outcome has been updated for this goal to reflect a more realistic growth in ELA CAASPP scores. This can be found in goal #3.

Annual Review and Update

SPSA Year Reviewed: 2022-23

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.	Scores not available at this time.

Strategies/Activities for Goal 4

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Additional support will be provided by bilingual teacher in the for EL students, 30 minute per day.	Additional support will be provided by bilingual teacher and bilingual aide for the EL students, 30 minute per day.	Bilingual aide will supplement instruction for EL Learners. 2000-2999: Classified Personnel Salaries Title I Part A: Allocation 10,000	Bilingual aide will supplement instruction for EL Learners. 2000-2999: Classified Personnel Salaries ESSER III 10,000

Analysis

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

Additional support was provided to ELL students by both a bilingual aide and bilingual teacher.

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

ELL students were provide additional assistance daily. Local data indicates ELL increased at least .5 GE in both math and ELA.

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

There were no material differences between proposed and estimated actual expenditure.

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.

The LEA will continue this goal, annual outcomes and strategies as described/

Annual Review and Update

SPSA Year Reviewed: 2022-23

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	243,326.00

Allocations by Funding Source

Funding Source	Amount	Balance

Expenditures by Funding Source

Funding Source	Amount
LCFF	8,000.00
LCFF - Base	5,360.00
LCFF - Supplemental	74,021.00
Lottery: Instructional Materials	32,550.00
Title I Part A: Allocation	50,000.00
Title I Part A: Targeted Assistance Program	73,395.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	114,021.00
2000-2999: Classified Personnel Salaries	74,835.00
4000-4999: Books And Supplies	54,470.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
4000-4999: Books And Supplies	LCFF	8,000.00
4000-4999: Books And Supplies	LCFF - Base	5,360.00
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	74,021.00
4000-4999: Books And Supplies	Lottery: Instructional Materials	32,550.00
1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	40,000.00
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	64,835.00
4000-4999: Books And Supplies	Title I Part A: Targeted Assistance Program	8,560.00

School Site Council Membership

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

1 School Principal

3 Classroom Teachers

1 Other School Staff

5 Parent or Community Members

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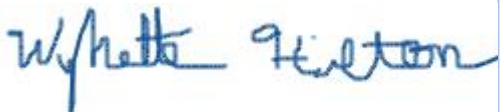
The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

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 June 3, 2024.

Attested:

	Principal, Wynette Hilton on 6-3-2024
	SSC Chairperson, Olga Hobson on 6-3-2024

Addendum

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

Instructions: Linked Table of Contents

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