



School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Tesoro del Valle Elementary School	19649980108597	6/2/2025	June 24, 2025

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

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

California’s ESSA State Plan supports the state’s approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate

with their federally-funded programs and align them with the priority goals of the school and the local educational agency (LEA) that are being realized under the state's Local Control Funding Formula (LCFF).

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

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

Schoolwide Program
SPSA

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

Table of Contents

SPSA Title Page	1
Table of Contents.....	3
Plan Description.....	5
Educational Partner Involvement.....	5
Resource Inequities	5
Comprehensive Needs Assessment Components	5
California School Dashboard (Dashboard) Indicators.....	5
Other Needs.....	5
School and Student Performance Data	7
Student Enrollment.....	7
CAASPP Results.....	10
ELPAC Results	15
Student Population.....	19
Overall Performance	21
Academic Performance.....	23
Academic Engagement.....	29
Conditions & Climate.....	32
Goals, Strategies, & Proposed Expenditures.....	34
Goal 1.....	34
Goal 2.....	38
Goal 3.....	41
Goal 4.....	44
Goal 5.....	46
Budget Summary	49
Budget Summary	49
Other Federal, State, and Local Funds	49
Budgeted Funds and Expenditures in this Plan.....	50
Funds Budgeted to the School by Funding Source.....	50
Expenditures by Funding Source	50
Expenditures by Budget Reference	50
Expenditures by Budget Reference and Funding Source	50
Expenditures by Goal.....	50
School Site Council Membership	52
Recommendations and Assurances	53
Instructions.....	54
Appendix A: Plan Requirements	61

Appendix B: Plan Requirements for School to CSI/ATSI Planning Requirements64
Appendix C: Select State and Federal Programs67

Plan Description

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

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

Schoolwide Program

SPSA

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

The SPSA was reviewed and input was solicited at staff meetings on 9/11/24, 10/15/24, 11/12/24, 1/21/25, 2/11/25, 3/18/25

The SPSA was presented to the English Language Advisory Committee (ELAC) on 8/28/24, 3/12/25, 5/8/25

Site Council has read, reviewed, and made suggestions for the SPSA 9/9/24, 9/30/24, 11/4/24, 12/2/24, 2/10/25, 3/3/25, 5/5/25

Resource Inequities

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

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

Comprehensive Needs Assessment Components

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

California School Dashboard (Dashboard) Indicators

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

N/A

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

For math, the students with disabilities group is two performance levels below (orange). For ELA, we have no student groups two or more levels below "all students," but the students with disabilities group is one below (yellow). There were no students two or more grade levels below for chronic absenteeism or suspension rate.

Other Needs

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

Our mid-year math iReady this year shows 63% of students on grade level. Last year, 59% of our students were on grade level. The number of on-level third grade students is at 44%, which is 9 percentage points lower than the year before. Second grade math only has 39% of students on grade level. While this number is lower than the rest of the school, it is 5 percentage points higher than the previous year.

School and Student Performance Data

Student Enrollment

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

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	%	0%	0.19%		0	1
African American	5.56%	5.28%	4.98%	27	27	26
Asian	16.05%	17.22%	17.43%	78	88	91
Filipino	7.61%	9%	9.77%	37	46	51
Hispanic/Latino	20.99%	21.72%	22.80%	102	111	119
Pacific Islander	0.41%	0.39%	0.57%	2	2	3
White	41.77%	36.99%	32.38%	203	189	169
Multiple	7.20%	8.41%	11.11%	35	43	58
Total Enrollment				486	511	522

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Kindergarten	47	62	52
Grade 1	58	59	67
Grade 2	65	62	59
Grade 3	76	80	62
Grade 4	77	73	80
Grade 5	82	82	78
Grade 6	81	93	97
Total Enrollment	486	511	522

Conclusions based on this data:

- Our multiple race category is growing, from 7.2% in 2021-22 to 11.11% in 2023-24. Our white group has decreased significantly in recent years from 41.77% in 2021-22 to 32.38% in 2022-23.
- Our student enrollment has increased from 2021-22 to 2023-24, primarily due to the addition of a moderate/severe TK-6 special education program in the 2022-23 school year.
- Grade level enrollment is inconsistent, but we have smaller classes in primary grades.

School and Student Performance Data

English Learner (EL) Enrollment

This report displays the annual K-12 public school enrollment by English Language Acquisition Status (ELAS). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
English Learners	32	28	27	6.70%	6.6%	5.2%
Fluent English Proficient (FEP)	72	77	71	9.70%	14.8%	13.6%
Reclassified Fluent English Proficient (RFEP)	27	35	32	5.6%	6.8%	6.1%

Conclusions based on this data:

1. Our English Learner population is declining over time.
2. Students continue to be reclassified as they meet eligibility, leading to a rising trend in the percentage of students who are fluent English proficient.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

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

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

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

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	73	77	62	73	77	62	73	77	62	100.0	100.0	100
Grade 4	78	73	82	78	73	82	78	73	82	100.0	100.0	100
Grade 5	82	87	80	81	86	79	81	86	79	98.8	98.9	98.8
Grade 6	82	92	97	81	92	97	81	92	97	98.8	100.0	100
All Grades	315	329	321	313	328	320	313	328	320	99.4	99.7	99.7

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2520.	2498.	2457.	67.12	53.25	41.94	17.81	23.38	25.81	12.33	7.79	14.52	2.74	15.58	17.74
Grade 4	2509.	2515.	2541.	41.03	47.95	57.32	26.92	23.29	20.73	17.95	15.07	8.54	14.10	13.70	13.41
Grade 5	2550.	2539.	2570.	37.04	41.86	51.90	35.80	29.07	25.32	17.28	15.12	12.66	9.88	13.95	10.13
Grade 6	2587.	2617.	2567.	39.51	52.17	31.96	35.80	33.70	36.08	13.58	9.78	19.59	11.11	4.35	12.37
All Grades	N/A	N/A	N/A	45.69	48.78	45.31	29.39	27.74	27.50	15.34	11.89	14.06	9.58	11.59	13.13

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	50.68	44.16	33.87	49.32	48.05	59.68	0.00	7.79	6.45
Grade 4	41.03	35.62	48.78	50.00	54.79	41.46	8.97	9.59	9.76
Grade 5	32.10	32.56	50.63	64.20	52.33	43.04	3.70	15.12	6.33
Grade 6	41.98	47.83	32.99	45.68	47.83	54.64	12.35	4.35	12.37
All Grades	41.21	40.24	41.56	52.40	50.61	49.38	6.39	9.15	9.06

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	49.32	48.05	27.42	47.95	37.66	48.39	2.74	14.29	24.19
Grade 4	21.79	30.14	34.15	64.10	54.79	48.78	14.10	15.07	17.07
Grade 5	25.93	32.56	35.44	62.96	52.33	51.90	11.11	15.12	12.66
Grade 6	34.57	42.39	22.68	53.09	52.17	58.76	12.35	5.43	18.56
All Grades	32.59	38.41	29.69	57.19	49.39	52.50	10.22	12.20	17.81

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	31.51	28.57	24.19	63.01	63.64	64.52	5.48	7.79	11.29
Grade 4	20.51	20.55	30.49	71.79	72.60	59.76	7.69	6.85	9.76
Grade 5	25.93	12.79	24.05	69.14	76.74	70.89	4.94	10.47	5.06
Grade 6	24.69	29.35	27.84	69.14	68.48	68.04	6.17	2.17	4.12
All Grades	25.56	22.87	26.88	68.37	70.43	65.94	6.07	6.71	7.19

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	45.21	33.77	16.13	50.68	53.25	72.58	4.11	12.99	11.29
Grade 4	23.08	28.77	40.24	70.51	63.01	51.22	6.41	8.22	8.54
Grade 5	32.10	31.40	43.04	60.49	55.81	44.30	7.41	12.79	12.66
Grade 6	37.04	41.30	39.18	59.26	56.52	41.24	3.70	2.17	19.59
All Grades	34.19	34.15	35.94	60.38	57.01	50.63	5.43	8.84	13.44

Conclusions based on this data:

1. The percentage of students meeting or exceeding standards rose in every category of ELA scores for 4th and 5th grade.

2. There was a significant decline in the percentage of 3rd grade students meeting or exceeding standards, from 53.25% in 2022-23 to 41.94% in 2023-24. The decline was most pronounced in writing, which dropped 20.63%, and research and inquiry, which declined 17.64%.
3. There was a significant decline in the percentage of 6th grade students meeting or exceeding standards, from 52.17% in 2022-23 to 31.96% in 2023-24. The decline was most pronounced in writing, which dropped 19.71%.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

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

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

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

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	73	77	62	73	77	62	73	77	62	100.0	100.0	100
Grade 4	78	73	82	78	73	82	78	73	82	100.0	100.0	100
Grade 5	82	87	80	82	87	80	82	87	80	100.0	100.0	100
Grade 6	82	92	97	81	92	97	81	92	97	98.8	100.0	100
All Grades	315	329	321	314	329	321	314	329	321	99.7	100.0	100

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2519.	2517.	2488.	69.86	66.23	56.45	23.29	19.48	20.97	6.85	5.19	9.68	0.00	9.09	12.90
Grade 4	2513.	2526.	2546.	33.33	42.47	57.32	35.90	30.14	23.17	21.79	20.55	10.98	8.97	6.85	8.54
Grade 5	2534.	2534.	2572.	39.02	37.93	55.00	20.73	21.84	18.75	23.17	21.84	18.75	17.07	18.39	7.50
Grade 6	2576.	2616.	2575.	37.04	54.35	37.11	22.22	22.83	26.80	27.16	18.48	17.53	13.58	4.35	18.56
Grade 11															
All Grades	N/A	N/A	N/A	44.27	50.15	50.47	25.48	23.40	22.74	20.06	16.72	14.64	10.19	9.73	12.15

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	73.97	70.13	56.45	26.03	22.08	30.65	0.00	7.79	12.90
Grade 4	41.03	52.05	60.98	47.44	41.10	30.49	11.54	6.85	8.54
Grade 5	36.59	39.08	56.25	45.12	45.98	31.25	18.29	14.94	12.50
Grade 6	40.74	60.87	40.21	41.98	33.70	45.36	17.28	5.43	14.43
Grade 11									
All Grades	47.45	55.32	52.65	40.45	35.87	35.20	12.10	8.81	12.15

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	67.12	57.14	45.16	27.40	35.06	41.94	5.48	7.79	12.90
Grade 4	33.33	30.14	50.00	60.26	56.16	39.02	6.41	13.70	10.98
Grade 5	24.39	26.44	37.50	54.88	54.02	52.50	20.73	19.54	10.00
Grade 6	25.93	38.04	35.05	59.26	57.61	47.42	14.81	4.35	17.53
All Grades	36.94	37.69	41.43	50.96	51.06	45.48	12.10	11.25	13.08

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	47.95	57.14	45.16	50.68	38.96	45.16	1.37	3.90	9.68
Grade 4	29.49	41.10	58.54	62.82	45.21	32.93	7.69	13.70	8.54
Grade 5	26.83	22.99	43.75	57.32	62.07	46.25	15.85	14.94	10.00
Grade 6	32.10	42.39	25.77	50.62	53.26	61.86	17.28	4.35	12.37
All Grades	33.76	40.43	42.37	55.41	50.46	47.35	10.83	9.12	10.28

Conclusions based on this data:

1. The percentage of students meeting or exceeding standards rose in every category of math scores for 4th and 5th grade.
2. There was a significant decline in the percentage of 3rd grade students meeting or exceeding math standards, from 66.23% in 2022-23 to 56.45% in 2023-24. The decline was most pronounced in concepts and procedures, which dropped 13.68%.
3. There was a significant decline in the percentage of 6th grade students meeting or exceeding math standards, from 54.35% in 2022-23 to 37.11% in 2023-24. The decline was most pronounced in concepts and procedures, which dropped 20.66%, and communicating reasoning, which declined 16.62%.

School and Student Performance Data

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

Visit the California Department of Education's [English Language Proficiency Assessments for California \(ELPAC\)](https://www.cde.ca.gov/ta/tg/ela/elpac/) web page or the [ELPAC.org](https://elpac.org) website for more information about the ELPAC.

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	*	*	*	*	*	*	*	*	*	4	*	7
1	*	*	*	*	*	*	*	*	*	*	*	4
2	*	*	*	*	*	*	*	*	*	6	*	*
3	*	*	*	*	*	*	*	*	*	*	7	*
4	*	*	*	*	*	*	*	*	*	*	*	5
5	*	*	*	*	*	*	*	*	*	5	4	4
6	*	*	*	*	*	*	*	*	*	9	6	4
All Grades										29	27	27

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	48.28	40.74	40.74	17.24	29.63	22.22	20.69	14.81	22.22	13.79	14.81	14.81	29	27	27

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	51.72	55.56	44.44	17.24	18.52	25.93	20.69	11.11	14.81	10.34	14.81	14.81	29	27	27

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K		*	*		*	*		*	*		*	*		*	*
1		*	*		*	*		*	*		*	*		*	*
2		*	*		*	*		*	*		*	*		*	*
3		*	*		*	*		*	*		*	*		*	*
4		*	*		*	*		*	*		*	*		*	*
5		*	*		*	*		*	*		*	*		*	*
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	34.48	14.81	25.93	17.24	40.74	33.33	41.38	25.93	22.22	6.90	18.52	18.52	29	27	27

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	48.28	37.04	37.04	44.83	55.56	51.85	6.90	7.41	11.11	29	27	27

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	55.17	65.38	53.85	34.48	19.23	30.77	10.34	15.38	15.38	29	26	26

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	31.03	22.22	29.63	58.62	48.15	44.44	10.34	29.63	25.93	29	27	27

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	58.62	40.74	25.93	31.03	48.15	66.67	10.34	11.11	7.41	29	27	27

Conclusions based on this data:

1. There has been a steady decline in the percentage of students scoring 4's in all domains.

2. There has been an increase in the percentage of students scoring 1's across domains.

School and Student Performance Data

Student Population

The 2024 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.

2023-24 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
522	30.3%	5.2%	0.2%
Total Number of Students enrolled in Tesoro del Valle Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2023-24 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	27	5.2%
Foster Youth	1	0.2%
Homeless	2	0.4%
Socioeconomically Disadvantaged	158	30.3%
Students with Disabilities	85	16.3%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	26	5%
American Indian	1	0.2%
Asian	91	17.4%
Filipino	51	9.8%
Hispanic	119	22.8%
Two or More Races	58	11.1%
Pacific Islander	3	0.6%
White	169	32.4%

Conclusions based on this data:

1. The percentage of our students that are considered Socioeconomically Disadvantaged is 30.3% continuing a trend of an increase over previous years.

2. The percentage of our students that are considered English Learners is 5.2%, continuing a trend of decreasing over previous years.
3. The percentage of our student population considered as Students with Disabilities is 16.3% which has increased 3.1% from the previous year.

School and Student Performance Data

Overall Performance






The 2024 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."



2024 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Green	Chronic Absenteeism  Green	Suspension Rate  Blue
Mathematics  Green		
English Learner Progress  No Performance Color		

Conclusions based on this data:

1. Tesoro's overall performance in English Language Arts and Math was GREEN. However, Tesoro's SWD group scored in the ORANGE in both in Math and ELA.
2. Tesoro's overall performance for Chronic Absenteeism was GREEN.
3. Tesoro's overall performance for our Suspension Rate was in the BLUE.

School and Student Performance Data

Academic Performance English Language Arts

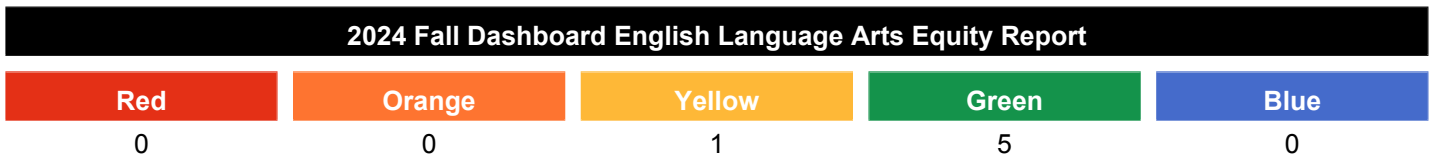
The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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












This section provides number of student groups in each level.



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

2024 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p> <p> Green</p> <p>49.8 points above standard</p> <p>Declined 11.4 points</p> <p>315 Students</p>	<p>English Learners</p> <p> Green</p> <p>23.6 points above standard</p> <p>Declined 3.9 points</p> <p>33 Students</p>	<p>Long-Term English Learners</p> <p> No Performance Color</p> <p>Less than 11 Students</p> <p>1 Student</p>
<p>Foster Youth</p> <p> No Performance Color</p> <p>0 Students</p>	<p>Homeless</p> <p> No Performance Color</p> <p>Less than 11 Students</p> <p>3 Students</p>	<p>Socioeconomically Disadvantaged</p> <p> Green</p> <p>24.0 points above standard</p> <p>Declined 25.8 points</p> <p>99 Students</p>

<p>Students with Disabilities</p>  <p>Yellow</p> <p>62.2 points below standard</p> <p>Increased 6.8 points</p> <p>56 Students</p>	<p>African American</p>  <p>No Performance Color</p> <p>22.6 points above standard</p> <p>Increased 15.2 points</p> <p>16 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>0 Students</p>
<p>Asian</p>  <p>Green</p> <p>92.4 points above standard</p> <p>Declined 13.0 points</p> <p>61 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>32.4 points above standard</p> <p>Declined 13.6 points</p> <p>29 Students</p>	<p>Hispanic</p>  <p>Green</p> <p>24.8 points above standard</p> <p>Declined 4.1 points</p> <p>70 Students</p>
<p>Two or More Races</p>  <p>No Performance Color</p> <p>36.1 points above standard</p> <p>Increased 6.0 points</p> <p>23 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>3 Students</p>	<p>White</p>  <p>Green</p> <p>53.4 points above standard</p> <p>Declined 16.1 points</p> <p>111 Students</p>

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

2024 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
<p>92.8 points below standard</p> <p>Declined 5.1 points</p> <p>12 Students</p>	<p>90.1 points above standard</p> <p>Maintained 2.7 points</p> <p>21 Students</p>	<p>47.6 points above standard</p> <p>Declined 11.6 points</p> <p>238 Students</p>

Conclusions based on this data:

- Most student groups scored in the GREEN. English learners, socioeconomically disadvantaged. Students with Disabilities was the only group that was in the YELLOW.
- Overall, our scores declined. Scores declined for English Learner, Socioeconomically Disadvantaged, Asian, Filipino, Hispanic, and White student groups.
- Scores increased for our Students with Disabilities, African American, and Two or More Races subgroups.

School and Student Performance Data

Academic Performance Mathematics

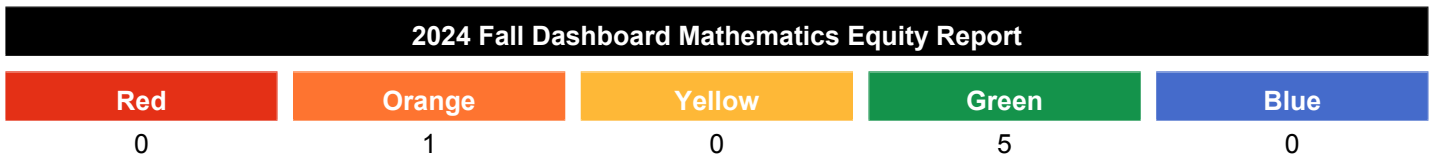
The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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












This section provides number of student groups in each level.



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

2024 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p> <p>Green</p> <p>44.0 points above standard</p> <p>Declined 6.1 points</p> <p>315 Students</p>	<p>English Learners</p> <p>Green</p> <p>22.1 points above standard</p> <p>Declined 19.4 points</p> <p>33 Students</p>	<p>Long-Term English Learners</p> <p>No Performance Color</p> <p>Less than 11 Students</p> <p>1 Student</p>
<p>Foster Youth</p> <p>No Performance Color</p> <p>0 Students</p>	<p>Homeless</p> <p>No Performance Color</p> <p>Less than 11 Students</p> <p>3 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Green</p> <p>15.7 points above standard</p> <p>Declined 10.4 points</p> <p>99 Students</p>

<p>Students with Disabilities</p>  <p>Orange</p> <p>59.9 points below standard</p> <p>Declined 4.5 points</p> <p>56 Students</p>	<p>African American</p>  <p>No Performance Color</p> <p>22.2 points above standard</p> <p>Increased 9.7 points</p> <p>16 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>0 Students</p>
<p>Asian</p>  <p>Green</p> <p>81.8 points above standard</p> <p>Declined 9.3 points</p> <p>61 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>39.1 points above standard</p> <p>Maintained 1.0 points</p> <p>29 Students</p>	<p>Hispanic</p>  <p>Green</p> <p>24.0 points above standard</p> <p>Declined 6.0 points</p> <p>70 Students</p>
<p>Two or More Races</p>  <p>No Performance Color</p> <p>38.5 points above standard</p> <p>Increased 7.4 points</p> <p>23 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>3 Students</p>	<p>White</p>  <p>Green</p> <p>40.9 points above standard</p> <p>Declined 7.8 points</p> <p>111 Students</p>

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

2024 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
<p>87.3 points below standard</p> <p>Declined 39.1 points</p> <p>12 Students</p>	<p>84.6 points above standard</p> <p>Declined 3.6 points</p> <p>21 Students</p>	<p>41.5 points above standard</p> <p>Declined 3.8 points</p> <p>238 Students</p>

Conclusions based on this data:

1. Math- English learners scored in the GREEN with 22.1 points above standard, but scores still declined significantly, by 19.4 points.
2. Math - Scores declined across nearly every subgroup. Filipino students maintained, while scores for the African American and Two or More Races subgroups increased. However, all groups except students with disabilities were green on the dashboard.
3. Math- Students with disabilities ORANGE with 59.9 pts below standard (decreased -4.5 points).

School and Student Performance Data



Academic Performance English Learner Progress

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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

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

2024 Fall Dashboard English Learner Progress Indicator	
English Learner Progress  No Performance Color 44.4% making progress. Number Students: 18 Students	Long-Term English Learner Progress  No Performance Color making progress. Number Students: 1 Student

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

2024 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level 16.7%	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H 38.9%	Maintained ELPI Level 4 0%	Progressed At Least One ELPI Level 44.4%

Conclusions based on this data:

- ELPAC data shows that ELD students' progress toward the goal of being redesignated has declined from last year, with 44.4% of students making progress. This is down from 65% of students progressing the prior year.
- 16.7% of students decreased one ELPI level, and 38.9% maintained.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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







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












This section provides number of student groups in each level.



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

2024 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group		
<p>All Students</p>  Green 5.8% Chronically Absent Declined 5.6 538 Students	<p>English Learners</p>  Green 3.1% Chronically Absent Declined 18.8 32 Students	<p>Long-Term English Learners</p>  No Performance Color Fewer than 11 students - data not displayed for privacy 1 Student
<p>Foster Youth</p>  No Performance Color Fewer than 11 students - data not displayed for privacy 3 Students	<p>Homeless</p>  No Performance Color Fewer than 11 students - data not displayed for privacy 3 Students	<p>Socioeconomically Disadvantaged</p>  Yellow 11.2% Chronically Absent Declined 5.8 169 Students

<p>Students with Disabilities</p>  <p>Green</p> <p>9.1% Chronically Absent</p> <p>Declined 10.4</p> <p>99 Students</p>	<p>African American</p>  <p>No Performance Color</p> <p>0% Chronically Absent</p> <p>Declined 7.4</p> <p>27 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>2 Students</p>
<p>Asian</p>  <p>Green</p> <p>3.2% Chronically Absent</p> <p>Declined 2.2</p> <p>95 Students</p>	<p>Filipino</p>  <p>Green</p> <p>3.9% Chronically Absent</p> <p>Declined 6.9</p> <p>51 Students</p>	<p>Hispanic</p>  <p>Green</p> <p>8% Chronically Absent</p> <p>Declined 9.8</p> <p>125 Students</p>
<p>Two or More Races</p>  <p>Green</p> <p>7.9% Chronically Absent</p> <p>Declined 2.3</p> <p>63 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>3 Students</p>	<p>White</p>  <p>Green</p> <p>6.4% Chronically Absent</p> <p>Declined 5.1</p> <p>172 Students</p>

Conclusions based on this data:

1. Tesoro's Chronic Absenteeism is 5.8% which decreased from the previous year by 5.6%
2. The Socioeconomically Disadvantaged group is at 11.2%. The percentage did decline from last year, but it the group is still yellow on the dashboard.
3. The Students with Disabilities group had a higher rate of chronic absenteeism at 9.1%, but the group is still green on the dashboard and the rate declined significantly from last year.

School and Student Performance Data

Conditions & Climate Suspension Rate

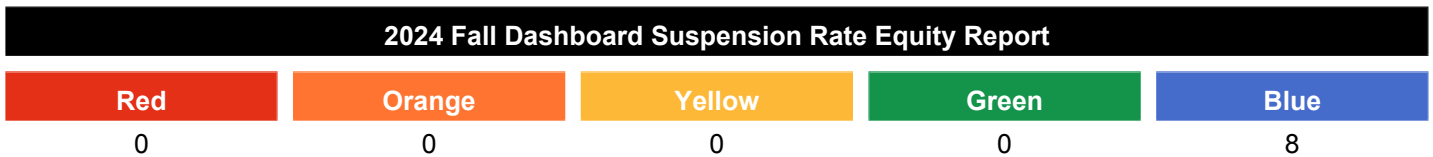
The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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












This section provides number of student groups in each level.



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

2024 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p> <p>Blue</p> <p>0% suspended at least one day</p> <p>Maintained 0.2%</p> <p>539 Students</p>	<p>English Learners</p> <p>Blue</p> <p>0% suspended at least one day</p> <p>Maintained 0%</p> <p>32 Students</p>	<p>Long-Term English Learners</p> <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>1 Student</p>
<p>Foster Youth</p> <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>3 Students</p>	<p>Homeless</p> <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>3 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Blue</p> <p>0% suspended at least one day</p> <p>Maintained 0%</p> <p>169 Students</p>

<p>Students with Disabilities</p>  <p>Blue</p> <p>0% suspended at least one day</p> <p>Maintained 0%</p> <p>100 Students</p>	<p>African American</p>  <p>No Performance Color</p> <p>0% suspended at least one day</p> <p>Maintained 0%</p> <p>27 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>2 Students</p>
<p>Asian</p>  <p>Blue</p> <p>0% suspended at least one day</p> <p>Maintained 0%</p> <p>96 Students</p>	<p>Filipino</p>  <p>Blue</p> <p>0% suspended at least one day</p> <p>Maintained 0%</p> <p>51 Students</p>	<p>Hispanic</p>  <p>Blue</p> <p>0% suspended at least one day</p> <p>Maintained 0%</p> <p>125 Students</p>
<p>Two or More Races</p>  <p>Blue</p> <p>0% suspended at least one day</p> <p>Maintained 0%</p> <p>63 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>3 Students</p>	<p>White</p>  <p>Blue</p> <p>0% suspended at least one day</p> <p>Declined 0.5%</p> <p>172 Students</p>

Conclusions based on this data:

1. There was 0% suspension across all sub groups.

Goals, Strategies, & Proposed Expenditures

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

Goal 1

Title and Description of School Goal

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

Achievement Gap

This Goal focuses on increasing academic achievement for all student groups while closing the achievement gap.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal #1 - Implement instructional programs and services that allow all students to achieve while closing the Achievement Gap in the core academic areas.

Identified Need

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

Increase ELA and Math achievement for students with disabilities. Increase ELA achievement for English Learners. Dashboard data still indicates that our SWD and are performing significantly behind all students on their ELA and Math CAASPP assessment and I-Ready assessment.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CA Dashboard ELA	ALL - green: +49.5 DFS EL- Green: +23.6 DFS SWD - Yellow: -62.2 DFS	ALL - Blue: +52.5 DFS EL- Green: +28 DFS SWD - Yellow: -42 DFS
CA Dashboard Math	ALL - Green: +44 DFS SWD - Orange: -59.9 DFS	ALL - Blue: +60.1 DFS SWD - Yellow: -50 DFS
I-Ready ELA (Mid Year)	ALL - 76% meeting/exceeding grade-level standards EL - 41% meeting/exceeding grade-level standards SWD - 40% meeting/exceeding grade-level standards	ALL - 81% meeting/exceeding grade-level standards EL - 46% meeting/exceeding grade-level standards SWD - 45% meeting/exceeding grade-level standards
I-Ready Math (Mid Year)	ALL - 61% meeting/exceeding grade-level standards SWD - 28% meeting/exceeding grade-level standards	ALL - 66% meeting/exceeding grade-level standards SWD - 40% meeting/exceeding grade-level standards

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	Teacher Release Time/ Extra Duty for K-6 teachers to analyze student data and plan for ELA and Math Instruction with a focus on English Learners and Students with Disabilities, including grade level team work and guiding coalition planning.	SWD & EL Students	4900 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries This amount allows for one day of release time per teacher.
1.2	Guiding Coalition Meetings- Time for guiding coalition members from each grade level to join leadership team in analyzing data and planning schoolwide action and intervention.	ALL- target SWD and EL Students	1560 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries This would provide 4 teachers with 6 hours each of extra duty time.
1.3	California Principals' Network (CAPS) Professional Learning Communities (PLC) Training- Release time for two teachers to join the principal in professional development and bringing their learning back to the school staff.	ALL- target SWD and EL Students	3300 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries This provides two teachers with guest teachers for 6 days of training.
1.4	Mathematics Task Force- Teacher Release Time/Extra Duty for teachers to form a mathematics task force to research and design implementation plans to improve mathematics instruction.	ALL- target SWD and EL Students	780 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries This will allow 6 half days of sub time or extra-duty pay to allow 2-3 teachers research and planning time.
1.5	After-School Math Intervention-Extra Duty Time for After-School Math Intervention. (20 weeks x 1.25 hours)	Upper grade students, target SWD and EL	1625 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries 20 weeks x 1.25 hours
1.6	Books and Supplies for Teacher/Staff Professional Development and Classroom Use	SWD/EL	500 LCFF - Supplemental 4000-4999: Books And Supplies
1.7	Staff Development- Universal Design for Learning or similar training for staff to better meet the needs of Students with Disabilities	SWD	0 LCFF - Supplemental None Specified We plan to use in-house or no-cost LACOE resources for this training.

Annual Review

SPSA Year Reviewed: 2024-25

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

Analysis

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

Our teachers were able to plan weekly for Multi-Tiered Systems of Supports (MTSS) for all students, including SWD (Students with Disabilities) and ELs (English Learners) weekly during PE/PLT time that was provided by a district increase in Campus Supervisor Hours and a District-Funded Credentialed guest teacher.

Teachers were provided additional release and/or extra duty time to plan intervention cycles and multi-tiered systems of supports. We allocated funding to books and supplies to purchase books and supplies to support the process.

Our supplemental spending for Professional Development was changed this year when we were selected to participate CAPS (California Principals' Support) Network professional development. Two teacher leaders received CAPS Network PD and prepared presentations for staff meetings. This training helped us identify areas of our PLC process where our teams needed to fine tune their process, but the majority of our money allocated for certificated personnel salaries needed to be used for release for this training. Intervention/Multi-tiered systems of support is the focus of CAPS training.

Expected Dashboard Indicator Outcomes were for the Spring 2024 Dashboard and are a lagging indicator. Tesoro did not meet those indicators for English Language Arts, although we did see an increase in performance and improved dashboard color for our Students with Disabilities (SWD). The ALL students group was green: +49.5 DFS (distance from standard), a decline of 11.4 points, the English Learner group was green: +23.6 DFS (-3.9 points), and the SWD group was yellow: -62.2 DFS (+6.8 points).

We exceeded English Language Arts 2024-25 midyear iReady goals schoolwide (76% proficient) and met the goal for SWD (40% proficient), but did not meet desired mid-year growth for English learners (41% proficient- we fell short by 5%).

Tesoro also did not meet Expected Dashboard Indicator Outcomes for the Spring 2024 Dashboard for math, a lagging indicator. The ALL students group was green: +44 DFS (-6.1 points), and the SWD group was orange: -59.9 DFS (-4.5 points).

We did not make desired progress in Math 2024-25 iReady midyear goals for math. We had set a goal to see our ALL students group proficient at 65%, but fell short at 61%. The goal for SWD was 40%, but our students only reached 28%.

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

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

We spent less on subs for teacher release than budgeted due to the availability of the district-funded PLC guest teacher to release teachers for half days. \$2000 was reallocated by Site Council to extra duty pay to continue our long-standing after-school math program for upper grade students, which has been included in the plan for the coming year. \$2500 of the funding for substitute teachers was used to release teacher/leaders for the California Principals' Support (CAPS) Network, a professional development program regarding professional learning communities. The two teachers that attended this led the staff in collaboration and data analysis to ensure all students achieved. Between the PLC guest teacher being available to release teachers and the need to use money to release teachers for CAPS, some of the release time for collaboration was shifted from 1/2 day guest teachers per teacher to teacher leaders, who then shared learning and led collaboration efforts.

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

This goal will be changed to increase work in our professional learning communities and multi-tiered system of supports. We will focus more heavily on improved math outcomes, as we are not making desired progress in math, and we will

add professional development and planning time for our staff to better understand and support the needs of our SWD. This can be seen in the CAPS Teacher Release Time, the addition of a math task force and funds allocated for after-school intervention, funding for teacher-leaders to meet more frequently to plan school-wide supports (guiding coalition), and plans for Professional Development in Universal Design for Learning or similar.

Goals, Strategies, & Proposed Expenditures

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

Goal 2

Title and Description of School Goal

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

English Learner Achievement

This Goal focuses on increasing academic achievement and language proficiency of our English Learners.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal #2 - Provide instructional opportunities necessary to ensure English Learner academic achievement and their appropriate acquisition of English.

Identified Need

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

English Learners are not making adequate progress in their language proficiency and academic achievement in ELA- I-ready data indicates our English learners are struggling to achieve proficiency in ELA as compared to ALL students, and students with disabilities are struggling to increase ELPAC proficiency.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CA Dashboard ELA	ALL - green: +49.5 DFS EL- Green: +23.6 DFS	ALL - Blue: +52.5 DFS EL- Green: +28 DFS
I-Ready ELA (Mid Year)	ALL - 76% meeting/exceeding grade-level standards EL - 41% meeting/exceeding grade-level standards	ALL - 81% meeting/exceeding grade-level standards EL - 46% meeting/exceeding grade-level standards
2024 CA Dashboard- English Learner Progress Indicator (ELPI)	No color performance due to small number of students in this group (18) 44% of ELs making progress in English language proficiency (Declined 30.6%)	65% of ELs making progress in English language proficiency

Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
2.1	Offer ELD (English Language Development)/ELPAC (English Language Proficiency Assessments for California) workshops for caregivers	English Learners	780 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries

			Extra duty for certificated staff to plan and present workshops two times per year.
2.2	ELD Coordinator to plan and attend ELPAC meetings and present workshops	English Learners.	540 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries 4 half days release time per year for ELD Coordinator
2.3	Teachers to attend trainings or research, and plan for ELs (English Learners) who are also Students with Disabilities to progress on the ELPAC assessment	English Learners, Students with Disabilities	128 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Extra duty or 1/2 day release

Annual Review

SPSA Year Reviewed: 2024-25

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

Analysis

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

We did not provide after-school multi-lingual workshops due to lack of availability of staff. However, we held workshops during the school day and as part of our ELAC (English Learner Advisory Committee) meetings. These were successful in helping support growth for our English Learners. Our ELD Classified support did assist our English Learners, but we are seeing less effectiveness and less of a need for this strategy due to a shift in our EL (English Learner) Population from newcomers to a smaller population of ELs who are coming in with a higher level of language. The instruction/support they require is better provided by a credentialed teacher.

Expected Dashboard Indicator Outcomes were for the Spring 2024 Dashboard and are a lagging indicator. Tesoro did not meet those indicators for English Language Arts. The ALL students group was green: +49.5 DFS (distance from standard), a decline of 11.4 points, and the English Learner group was green: +23.6 DFS (-3.9 points). The 2024 Dashboard Indicator for students making growth on the ELPAC showed only 44% of students making expected progress, a decline of 30.6% over the previous year.

We exceeded English Language Arts 2024-25 midyear iReady goals schoolwide (76% proficient), but did not meet desired mid-year growth for English learners (41% proficient- we fell short by 5%).

We are seeing that our English Learners who are also SWD are not making adequate growth on the ELPAC assessment, an area that is not indicated in our data due to the small number of students.

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

We did not need to spend the \$400 for the ELD Coordinator, as adequate time was provided by the district. Our ELD (English Language Development) Coordinator was joined by teachers who had participated in district professional development to provide professional development at staff meetings and support teachers, and this was very successful at no cost from our budget. We focused heavily on goal setting for ALL English Learners, and staff, student, and caregiver education regarding what students needed to accomplish in order to make progress on the ELPAC and to reclassify and English Language Proficient. We also did not use the \$500 in classified salaries to support multilingual literacy.

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 no longer fund a classified employee to assist with ELD students. Instead, we will provide release time for teachers to analyze data and plan, which is included as part of Goal 1 in this plan. We added funding for parent workshops for support of our ELs, and for our EL Coordinator to provide direct training and support for our ELAC Committee. We need to focus on increasing the English Language Development for our SWD, and that is reflected in strategy 2.3.

Goals, Strategies, & Proposed Expenditures

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

Goal 3

Title and Description of School Goal

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

Student Engagement

Student Engagement - This Goal focuses on increasing engagement for students to feel connected to school and learning.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal #3 Creating school environments that are responsive to student and educational partner Social Emotional Learning (SEL) needs to increase their engagement and connectedness to learning and school.

Identified Need

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

Decrease Chronic Absenteeism for students with disabilities, ELs, and SED student groups - Dashboard data indicates that our SWD, ELs, and SED student groups miss more school days than ALL students which negatively impacts their academic achievement.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
2024 CA Dashboard- Chronic Absenteeism	ALL- GREEN: 5.8% Chronically Absent EL-GREEN 3.1% Chronically absent SED- YELLOW 11.2% Chronically absent SWD- GREEN 9.1% Chronically absent	ALL- GREEN: 5.8% Chronically Absent EL- GREEN 3% Chronically absent SED- GREEN 10.5% Chronically absent SWD- GREEN 8.5% Chronically absent
2025 LCAP Student Survey Question: I like school	56% of ALL students grades 3rd -6th grade indicated that good behavior is noticed at their school.	75% of ALL students grades 3rd -6th like indicate that good behavior is noticed at their school.
2025 LCAP Student Survey Question: I feel like I belong in my school.	43% of ALL students grades 3rd-6th grade indicated that students treat each other well at school.	65% of ALL students grades 3rd-6th grade indicate that students treat each other well at school.
2025 LCAP Student Survey Question: Students in my class behave so that teachers can teach.	57% of ALL students grades 3rd-6th grade indicated that peers in class behave so that teachers can teach.	65% of ALL students grades 3rd-6th grade indicate that peers in class behave so that teachers can teach.

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
3.1	Classified Staff to Participate in PBIS Team Meetings and perform extra duties to prepare PBIS/Capturing Kids Hearts/Playworks activities for students and the community.	All Students	500 LCFF - Supplemental 2000-2999: Classified Personnel Salaries Classified extra duty pay to participate in PBIS, Capturing Kids Hearts, and Playworks training and team meetings. They will attend trainings, lead discussions, and assist in developing resources for students, staff, and the community.
3.2	PBIS Coach and team members to plan and implement PBIS Initiatives.	All Students	390 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries The PBIS coach and team members will receive extra duty pay for planning and implementation of initiatives. 6 hours.
3.3	Students will receive opportunities to be involved in student activities and clubs, to earn incentives for following expectations and meeting attendance expectations, and will be reminded of expectations with signage and banners.	All Students	2000 LCFF - Supplemental 4000-4999: Books And Supplies Books and Materials: Items for PBIS Store, PBIS and Capturing Kids Hearts Signage and Banners, Student Incentives, and Student Activities and Clubs
3.4	Capturing Kids Hearts Process Champions to plan and implement Capturing Kids Hearts Activities for students, caregivers, and staff.	All Students	1350 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Release time/Extra Duty for two 1/2 days per year x 5 teachers
3.5	Invite parents and teachers to attendance meetings and implement different modes of tracking progress so that students or teachers can help monitor attendance regularly.	EL, SWD	
3.6	Teachers released to include students of multi-grade level classes, particularly SWD, in field trip and other grade level opportunities.	All students, SWD	825 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries 3 days release time for teachers
3.7	Create an attendance task force with a social worker, office, and admin to draft attendance goals and supports for students who are chronically absent.	EL, SWD	

3.8	Classified staff to plan/implement attendance initiatives and student engagement opportunities	EL, SWD	150 LCFF - Supplemental 2000-2999: Classified Personnel Salaries Release time/Extra Duty for classified staff to plan/implement attendance initiatives and student engagement opportunities
3.10			

Annual Review

SPSA Year Reviewed: 2024-25

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

Analysis

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

Our classified staff was a great support for our school, attending team meetings and contributing and implementing strategies for student safety and engagement. The SST team process was robust, and funds were used to release teachers to participate. Our attendance task force was affected by turnover and vacancies in our social worker position, and it is an area we need to strengthen. Parents and teachers did participate in attendance meetings.

The data shows steady progress. California Dashboard is a lagging indicator. Our Spring 2024 dashboard exceeded expectations in all groups: ALL- Green: 5.8% Chronically Absent, EL- Green: 3.1% Chronically absent, SED (socioeconomically disadvantaged)- Yellow: 11.2% Chronically absent, SWD- Green: 9.1% Chronically absent. For our spring LCAP survey, 71% of students reported they like school, which was a small increase but did not meet the target. At 78%, we exceeded the goal of students who feel they belong at school, and we also exceeded the goal for students who believe students behave so teachers can teach at 57%. Preliminary data for the 2024-25 school year indicates that we are not decreasing our chronic absentee rate from 2023-24, and that our SWD group is particularly struggling with chronic absenteeism.

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

Our PBIS coach's activities were primarily funded by the district, and our PTA funded the majority of our PBIS store incentives, so \$625 of \$2000 for supplies.

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 added Capturing Kids Hearts as a successful component of our student engagement, complimenting our PBIS program. Staff meeting activities and staff development they led was effective, and we have added extra duty extra pay or release time for them to plan and implement more. While not listed as a measurable outcome in the 2024-25 LCAP, we are changing two of our indicators for this goal to two areas of need as indicated by our LCAP survey: positive feedback given, and peer respect. SST team is more appropriate as part of Goal 1 planning, and is incorporated as part of the PLC and intervention planning in this year's SPSA.

Goals, Strategies, & Proposed Expenditures

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

Goal 4

Title and Description of School Goal

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

Family Engagement

Family Engagement - This Goal focuses on increasing engagement for our families and ensuring they are part of the decision-making process to support learning for their students.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal #4 - Engage parents in the school community and decision-making process to create a core instructional program appropriate for the Basic Conditions of Learning necessary for all students.

Identified Need

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

Some families indicated that they do not feel important or that they do not see their culture represented at school.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
2025 LCAP Family Survey Question: I see my family's culture represented in the school and the academic content taught.	66% of families indicated that they see their family's culture represented in the school and the academic content taught.	75% of families indicate that they see their family's culture represented in the school and the academic content taught.
2025 LCAP Family Survey Question: I have been provided opportunities to be involved in my student's learning.	93% of families indicated that they have been provided opportunities to be involved in their student's learning.	97% of families indicate that they have been provided opportunities to be involved in their student's learning.
2025 LCAP Family Survey Question: I feel important at school.	81% of families indicated that they feel important at school.	90% of families indicate that they feel important at school.

Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
4.1	Family workshops or events focused on strategies for reading, math, science, and SEL engagement.	All Students	325 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries 5 hours extra duty for planning/implementation by certificated staff
4.2	Offer in-person family engagement opportunities such as Principal Chats and book clubs.	All Students	500 LCFF - Supplemental

			4000-4999: Books And Supplies This will allow us to purchase supplies for family engagement opportunities.
4.3	Invite parents to be involved in leading learning activities, especially related to culture. For example, reading cultural books to classes.	All Students	

Annual Review

SPSA Year Reviewed: 2024-25

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

Analysis

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

Grade-level workshop opportunities continued to be highly successful this year, with grade level teams inviting caregivers to school during the school day to participate in learning alongside their students. Engagement opportunities such as Principal Chats were also well-attended and successful. LCAP Survey indicators for Spring 2025 showed that 66% of families indicated that they see their family's culture represented in the school and the academic content taught, a slight increase, but did not meet goal. 93% of families indicated that they have been provided opportunities to be involved in their student's learning, an increase and close to goal. 90% of families indicated that they feel staff treat students with respect, a slight increase over the previous year, but not at goal.

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

No major differences

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.

During this year's parent engagement meetings, caregivers indicated that they would like to be more involved in opportunities to share their culture with children at school as part of their learning, and that is reflected here in strategy/activity 4.3.

Goals, Strategies, & Proposed Expenditures

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

Goal 5

Title and Description of School Goal

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

Inclusivity and Diversity

Inclusivity and Diversity - This Goal focuses on increasing the opportunities for students to see themselves in their learning and represented within our schools and having a sense of belonging and value within our school community.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal #5 - Provide opportunities for staff and students to see themselves represented in our schools, understand the contributions all people make to our world, and respect those differences when learning in school.

Identified Need

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

Families and students indicated that they do not all see their culture represented at school. Students with Disabilities, Socioeconomically disadvantaged students, and English learners are struggling to increase academic achievement in Math and ELA compared to the ALL student group.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CA Dashboard ELA	ALL - green: +49.5 DFS EL- Green: +23.6 DFS SWD - Yellow: -62.2 DFS	ALL - Blue: +52.5 DFS EL- Green: +28 DFS SWD - Yellow: -42 DFS
CA Dashboard Math	ALL - Green: +44 DFS SWD - Orange: -59.9 DFS	ALL - Blue: +60.1 DFS SWD - Yellow: -50 DFS
2025 LCAP Family Survey Question: I see my culture represented in my school and the academic content taught.	66% of families see their culture represented in the school and academics taught.	75% of families see their culture represented in the school and academic taught.
2025 LCAP Student Survey Question: I see my culture represented in my school and in my learning.	51% of students see their culture represented in the school and in their learning.	60% of students see their culture represented in the school and in their learning.
2025 LCAP Student Survey Question: I feel like I belong in my school.	76% of ALL students in grades 3rd-6th grade indicated that feel like they belong at their school.	80% of ALL students grades 3rd-6th grade indicated that feel like they belong at their school.

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
5.1	Invite students and family members to share their culture at school through book readings, cultural celebrations, and other activities and displays.	All Students	500 LCFF - Supplemental 4000-4999: Books And Supplies Supplies to supplement these events including literature or cultural items to enhance messaging or experiences.
5.2	Classified staff to plan and implement cultural activities and displays	All students	100 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Extra Duty for classified staff to plan and implement cultural activities
5.3	Parents, family members, and students to be invited to read books and share their culture as part of learning and cultural recognitions during the school day and special events.	All students	
5.4	Staff development activities for staff members to ensure awareness of major cultural activities and observances that impact our student groups at Tesoro.	All students	

Annual Review

SPSA Year Reviewed: 2024-25

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

Analysis

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

We were able to have family cultural celebrations such as Patriot Day, a costume parade, and in-class activities. However, we did not hold four specific cultural events, and our PTA was not able to recruit enough parent volunteers to hold our International Festival this year. We were unable to recruit volunteers to serve as a cultural committee; however, ELAC, special needs committee, and various family members, staff members, and student groups such as leadership and principals' advisory contributed ideas for opportunities to include our student population in events and to represent culture.

Expected Dashboard Indicator Outcomes for academics were for the Spring 2024 Dashboard and are a lagging indicator. Tesoro did not meet those indicators for English Language Arts, although we did see an increase in performance and improved dashboard color for our Students with Disabilities (SWD). The ALL students group was green: +49.5 DFS (distance from standard), a decline of 11.4 points, the English Learner group was green: +23.6 DFS (-3.9 points), and the SWD group was yellow: -62.2 DFS (+6.8 points). Tesoro also did not meet Expected Dashboard Indicator Outcomes for the Spring 2024 Dashboard for math. The ALL students group was green: +44 DFS (-6.1 points), and the SWD group was orange: -59.9 DFS (-4.5 points). 81% of families indicated they feel important at school, up 2% from 2024. 92% of families feel welcomed at school, no change from 2024. 66% of families see their culture represented at school, up 2% from last year, and 51% of students see their culture represented, up 4% over last year. For SWD, we exceeded our goal with 65% seeing their culture represented. All LCAP survey areas are up slightly, but we did not meet benchmark goals for the most part.

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

We were not able to recruit volunteers for the multicultural committee, but we were able to solicit significant input from our ELAC, student leaders, and individual parents. Because we did not have a committee, we did not spend the funding for salaries.

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.

Our students and families have indicated in meetings that they would like to see cultural representation be part of our day-to-day curriculum and activities at school, with parents and students having opportunities to share their culture as part of learning and events on a regular basis, not just during designated months or at after school activities. This has been incorporated in strategy 5.3. Parents also would like our staff to understand how cultural/religious observances may affect their children at school and how best to accommodate needs, and this need has been recognized in strategy 5.4. The metrics have been narrowed to specific academic, cultural, and belonging indicators

Budget Summary

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

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$20,753.00
Total Federal Funds Provided to the School from the LEA for CSI	\$

Other Federal, State, and Local Funds

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

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

Federal Programs	Allocation (\$)

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

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

State or Local Programs	Allocation (\$)
LCFF - Supplemental	\$20,753.00

Subtotal of state or local funds included for this school: \$20,753.00

Total of federal, state, and/or local funds for this school: \$20,753.00

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
District Funded		
Site Formula Funds		
LCFF - Base		
LCFF - Supplemental	\$20,324	-429.00
Parent-Teacher Association (PTA)		

Expenditures by Funding Source

Funding Source	Amount
LCFF - Supplemental	20,753.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	16,603.00
2000-2999: Classified Personnel Salaries	650.00
4000-4999: Books And Supplies	3,500.00
None Specified	0.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	16,603.00
2000-2999: Classified Personnel Salaries	LCFF - Supplemental	650.00
4000-4999: Books And Supplies	LCFF - Supplemental	3,500.00
None Specified	LCFF - Supplemental	0.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	12,665.00
Goal 2	1,448.00

Goal 3	5,215.00
Goal 4	825.00
Goal 5	600.00

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
Cheryl Cameron	Principal
Angeline Friedman	Classroom Teacher
Abigail Hughes	Classroom Teacher
Andrew Rude	Classroom Teacher
Paula Broad	Other School Staff
Cheryl Cormany	Parent or Community Member
Deshiba Grant	Parent or Community Member
Nicolle Just	Parent or Community Member
Jonathan Lias	Parent or Community Member
Tiffany Pawluk	Other School Staff

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name



English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on June 3, 2024.

Attested:



Principal, Cheryl Cameron on June 2, 2025



SSC Chairperson, Nicolle Just on June 2, 2025

Instructions

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

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

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

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

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

Instructions: Table of Contents

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

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

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

Plan Description

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Educational Partner Involvement

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

This section meets the requirements for ATSI.

Resource Inequities

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Comprehensive Needs Assessment

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

SWP Planning Requirements:

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

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

CSI Planning Requirements:

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

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

ATSI Planning Requirements:

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

Goals, Strategies/Activities, and Expenditures

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Goal

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

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

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

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

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

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Identified Need

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Annual Measurable Outcomes

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Strategies/Activities Table

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

Complete the table as follows:

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

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

Additional CSI Planning Requirements:

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

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

Additional ATSI Planning Requirements:

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

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

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

Annual Review

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

Goal Analysis

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

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Budget Summary

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

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

Additional CSI Planning Requirements:

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

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

Additional ATSI Planning Requirements:

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

Budget Summary Table

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

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

Requirements for the Plan

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

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

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

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

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

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

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

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

CSI Resources

For additional CSI resources, please see the following links:

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

Additional Targeted Support and Improvement

A school eligible for ATSI shall:

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

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

ATSI Resources:

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

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

Appendix C: Select State and Federal Programs

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

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

Updated by the California Department of Education, October 2023