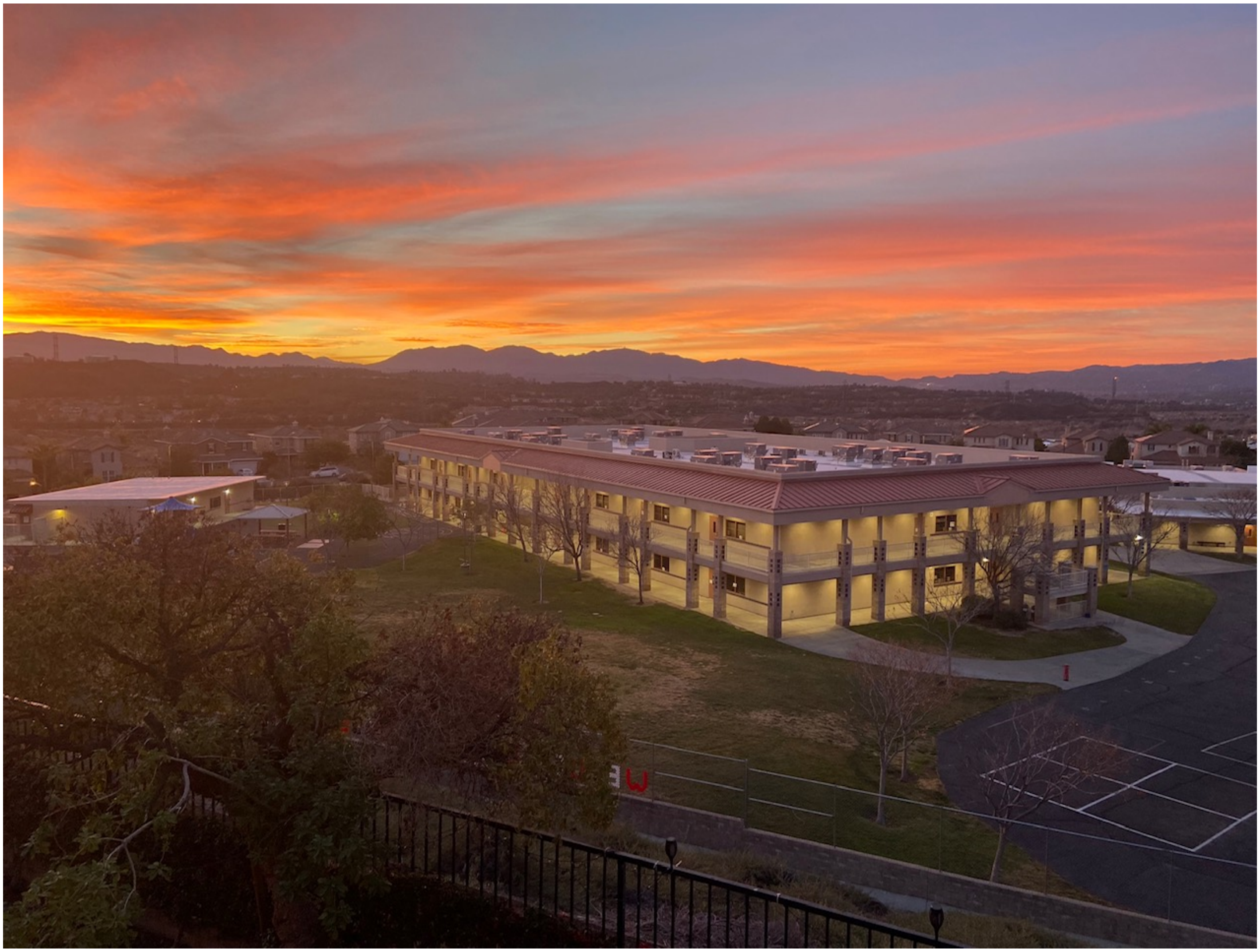
School Year: **2026-27**



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 6
- Student Enrollment 6
- CAASPP Results 9
- ELPAC Results 14
- Student Population 18
- Overall Performance 20
- Academic Performance 22
- Academic Engagement 30
- Conditions & Climate 33

Goals, Strategies, & Proposed Expenditures 35
- Goal 1 35
- Goal 2 39
- 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 51
Recommendations and Assurances 52
Instructions 53
Appendix A: Plan Requirements 60

Appendix B: Plan Requirements for School to CSI/ATSI Planning Requirements 63
Appendix C: Select State and Federal Programs 66

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 8/11/25, 12/3/25,1/21/26, 2/11/26, 3/11/26, 5/6/26
The SPSA was reviewed and input was solicited at a parent engagement/English Language Advisory Committee meeting on 5/1/26
Site Council has reviewed, and made suggestions for the SPSA 10/13/25, 12/8/25, 1/12/26, 2/9/26, 3/9/26, 4/13/26, 6/1/26

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.

Students with Disabilities, Hispanic, and Asian groups are in the orange for chronic absenteeism. The white student group is orange for suspensions.

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.

The students with disabilities group is two performance levels below (yellow) in ELA and math.

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 60% of all students on grade level. Last year, 63% of our students were on grade level. For language arts, our mid-year language arts iReady shows 72% of all students on grade level. Last year's mid-year showed 76% on level. This drop has been consistent in all grade levels and subgroups, except 3rd grade, which went from 44% proficiency in math last year to 51% this 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		
	23-24	24-25	25-26	23-24	24-25	25-26
American Indian	0.19%	0.20%	0.74%	1	1	4
African American	4.98%	4.57%	3.88%	26	23	21
Asian	17.43%	19.68%	22.18%	91	99	120
Filipino	9.77%	9.34%	8.50%	51	47	46
Hispanic/Latino	22.80%	22.47%	21.81%	119	113	118
Pacific Islander	0.57%	0.40%	0.18%	3	2	1
White	32.38%	30.22%	28.65%	169	152	155
Multiple/No Response	11.11%	11.93%	12.20%	58	60	66
			Total Enrollment	522	503	541

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	23-24	24-25	25-26
Transitional Kindergarten		25	39
Kindergarten	52	64	51
Grade 1	67	61	66
Grade 2	59	70	67
Grade3	62	54	85
Grade 4	80	66	68
Grade 5	78	85	73
Grade 6	97	78	92
Total Enrollment	522	503	541

Conclusions based on this data:

1. Our Asian subgroup is growing each year, predominantly composed of families from India.
2. Our student enrollment dropped last year. While not included in this data, it is increasing again due to new housing developments in our attendance area.

3. 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		
	23-24	24-25	25-26	23-24	24-25	25-26
English Learners	27	21	23	5.5%	5.2%	4.3%
Fluent English Proficient (FEP)	71	59	61	15.1%	13.6%	11.3%
Reclassified Fluent English Proficient (RFEP)	6	11		1.15%	2.19%	

Conclusions based on this data:

1. Our English Learner population is declining over time.
2. The fluent English proficient population is declining over time also.
3. We doubled the number of reclassified students from 23-24 to 24-25.

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**		
	22-23	**23-24**	**24-25**	**22-23**	**23-24**	**24-25**	**22-23**	**23-24**	**24-25**	**22-23**	**23-24**	**24-25**
Grade 3	77	62	54	77	62	54	77	62	54	100.0	100	100
Grade 4	73	82	61	73	82	61	73	82	61	100.0	100	100
Grade 5	87	80	86	86	79	86	86	79	86	98.9	98.8	100
Grade 6	92	97	73	92	97	73	92	97	73	100.0	100	100
All Grades	329	321	274	328	320	274	328	320	274	99.7	99.7	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**		
	22-23	**23-24**	**24-25**	**22-23**	**23-24**	**24-25**	**22-23**	**23-24**	**24-25**	**22-23**	**23-24**	**24-25**	**22-23**	**23-24**	**24-25**
Grade 3	2498.	2457.	2458.	53.25	41.94	44.44	23.38	25.81	22.22	7.79	14.52	14.81	15.58	17.74	18.52
Grade 4	2515.	2541.	2532.	47.95	57.32	60.66	23.29	20.73	19.67	15.07	8.54	9.84	13.70	13.41	9.84
Grade 5	2539.	2570.	2573.	41.86	51.90	48.84	29.07	25.32	25.58	15.12	12.66	11.63	13.95	10.13	13.95
Grade 6	2617.	2567.	2595.	52.17	31.96	43.84	33.70	36.08	38.36	9.78	19.59	10.96	4.35	12.37	6.85
All Grades	N/A	N/A	N/A	48.78	45.31	49.27	27.74	27.50	27.01	11.89	14.06	11.68	11.59	13.13	12.04

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	44.16	33.87	33.33	48.05	59.68	55.56	7.79	6.45	11.11
Grade 4	35.62	48.78	45.90	54.79	41.46	49.18	9.59	9.76	4.92
Grade 5	32.56	50.63	47.67	52.33	43.04	43.02	15.12	6.33	9.30
Grade 6	47.83	32.99	46.58	47.83	54.64	47.95	4.35	12.37	5.48
All Grades	40.24	41.56	44.16	50.61	49.38	48.18	9.15	9.06	7.66

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	48.05	27.42	20.37	37.66	48.39	61.11	14.29	24.19	18.52
Grade 4	30.14	34.15	18.03	54.79	48.78	70.49	15.07	17.07	11.48
Grade 5	32.56	35.44	33.72	52.33	51.90	58.14	15.12	12.66	8.14
Grade 6	42.39	22.68	27.40	52.17	58.76	57.53	5.43	18.56	15.07
All Grades	38.41	29.69	25.91	49.39	52.50	61.31	12.20	17.81	12.77

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	28.57	24.19	11.11	63.64	64.52	79.63	7.79	11.29	9.26
Grade 4	20.55	30.49	22.95	72.60	59.76	67.21	6.85	9.76	9.84
Grade 5	12.79	24.05	16.28	76.74	70.89	75.58	10.47	5.06	8.14
Grade 6	29.35	27.84	34.25	68.48	68.04	60.27	2.17	4.12	5.48
All Grades	22.87	26.88	21.53	70.43	65.94	70.44	6.71	7.19	8.03

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	33.77	16.13	29.63	53.25	72.58	50.00	12.99	11.29	20.37
Grade 4	28.77	40.24	37.70	63.01	51.22	52.46	8.22	8.54	9.84
Grade 5	31.40	43.04	37.21	55.81	44.30	52.33	12.79	12.66	10.47
Grade 6	41.30	39.18	50.68	56.52	41.24	39.73	2.17	19.59	9.59
All Grades	34.15	35.94	39.42	57.01	50.63	48.54	8.84	13.44	12.04

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 continues to be a decline in the percentage of 3rd grade students meeting or exceeding standards. 3rd grade students near, at, or above proficiency rose in writing and listening, while research/inquiry and listening

dropped. There was a significant increase in the percentage of 6th grade students meeting or exceeding standards, from 62.04% in 2023-24 to 82.2% in 2024-25.

3. We are seeing a significant decrease each year in the percentage of students above standard in the area of writing.

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	77	62	54	77	62	54	77	62	54	100.0	100	100
Grade 4	73	82	61	73	82	61	73	82	61	100.0	100	100
Grade 5	87	80	86	87	80	86	87	80	86	100.0	100	100
Grade 6	92	97	73	92	97	73	92	97	73	100.0	100	100
All Grades	329	321	274	329	321	274	329	321	274	100.0	100	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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	2517.	2488.	2469.	66.23	56.45	46.30	19.48	20.97	25.93	5.19	9.68	11.11	9.09	12.90	16.67
Grade 4	2526.	2546.	2542.	42.47	57.32	52.46	30.14	23.17	34.43	20.55	10.98	8.20	6.85	8.54	4.92
Grade 5	2534.	2572.	2579.	37.93	55.00	58.14	21.84	18.75	20.93	21.84	18.75	11.63	18.39	7.50	9.30
Grade 6	2616.	2575.	2627.	54.35	37.11	63.01	22.83	26.80	15.07	18.48	17.53	17.81	4.35	18.56	4.11
Grade 11															
All Grades	N/A	N/A	N/A	50.15	50.47	55.84	23.40	22.74	23.36	16.72	14.64	12.41	9.73	12.15	8.39

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	70.13	56.45	51.85	22.08	30.65	31.48	7.79	12.90	16.67
Grade 4	52.05	60.98	54.10	41.10	30.49	39.34	6.85	8.54	6.56
Grade 5	39.08	56.25	55.81	45.98	31.25	36.05	14.94	12.50	8.14
Grade 6	60.87	40.21	64.38	33.70	45.36	31.51	5.43	14.43	4.11
Grade 11									
All Grades	55.32	52.65	56.93	35.87	35.20	34.67	8.81	12.15	8.39

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	57.14	45.16	33.33	35.06	41.94	51.85	7.79	12.90	14.81
Grade 4	30.14	50.00	42.62	56.16	39.02	52.46	13.70	10.98	4.92
Grade 5	26.44	37.50	45.35	54.02	52.50	45.35	19.54	10.00	9.30
Grade 6	38.04	35.05	39.73	57.61	47.42	54.79	4.35	17.53	5.48
All Grades	37.69	41.43	40.88	51.06	45.48	50.73	11.25	13.08	8.39

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	57.14	45.16	37.04	38.96	45.16	48.15	3.90	9.68	14.81
Grade 4	41.10	58.54	45.90	45.21	32.93	47.54	13.70	8.54	6.56
Grade 5	22.99	43.75	38.37	62.07	46.25	52.33	14.94	10.00	9.30
Grade 6	42.39	25.77	45.21	53.26	61.86	49.32	4.35	12.37	5.48
All Grades	40.43	42.37	41.61	50.46	47.35	49.64	9.12	10.28	8.76

Conclusions based on this data:

1. The percentage of students meeting or exceeding standards rose schoolwide from 73.21% in 2023-24 to 79.20% in 2024-25.
2. The percentage of 3rd grade students meeting or exceeding math standards continues a declining trend, from 77.42% in 2023-24 to 72.23% in 2024-25. The decline was most pronounced in concepts and procedures and communicating reasoning.
3. There was a significant increase in the percentage of 6th grade students meeting or exceeding math standards, from 63.91% in 2023-24 to 78.08% in 2024-25.

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) web page or the 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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	*	*	*	*	*	*	*	*	*	*	7	4
1	*	*	*	*	*	*	*	*	*	*	4	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	7	*	*
4	*	*	*	*	*	*	*	*	*	*	5	*
5	*	*	*	*	*	*	*	*	*	4	4	4
6	*	*	*	*	*	*	*	*	*	6	4	*
All Grades										27	27	20

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	40.74	40.74	55.00	29.63	22.22	25.00	14.81	22.22	10.00	14.81	14.81	10.00	27	27	20

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	55.56	44.44	55.00	18.52	25.93	25.00	11.11	14.81	15.00	14.81	14.81	5.00	27	27	20

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K		*	*		*	*		*	*		*	*		*	*
1		*	*		*	*		*	*		*	*		*	*
2		*	*		*	*		*	*		*	*		*	*
3		*	*		*	*		*	*		*	*		*	*
4		*	*		*	*		*	*		*	*		*	*
5		*	*		*	*		*	*		*	*		*	*
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	14.81	25.93	40.00	40.74	33.33	35.00	25.93	22.22	10.00	18.52	18.52	15.00	27	27	20

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	37.04	37.04	65.00	55.56	51.85	30.00	7.41	11.11	5.00	27	27	20

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	65.38	53.85	50.00	19.23	30.77	40.00	15.38	15.38	10.00	26	26	20

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	22.22	29.63	40.00	48.15	44.44	40.00	29.63	25.93	20.00	27	27	20

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	40.74	25.93	35.00	48.15	66.67	50.00	11.11	7.41	15.00	27	27	20

Conclusions based on this data:

1. There is an increase in the percentage of students at overall level 4 each year, while the percentage of students at other levels is decreasing.

2. There is a decrease in the percentage of students at level 4 scoring well-developed in the speaking domain.

School and Student Performance Data

Student Population

The 2025 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.

2024-25 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
503	**32.2%**	**4.2%**	**0.0%**
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.

2024-25 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	21	4.2%
Foster Youth	0	0.0%
Homeless	3	0.6%
Socioeconomically Disadvantaged	162	32.2%
Students with Disabilities	89	17.7%

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	23	4.6%
American Indian	1	0.2%
Asian	99	19.7%
Filipino	47	9.3%
Hispanic	113	22.5%
Two or More Races	60	11.9%
Pacific Islander	2	0.4%
White	152	30.2%

Conclusions based on this data:

1. The percentage of our students that are considered Socioeconomically Disadvantaged is 32.2% continuing a trend of an increase over previous years.

2. The percentage of our students that are considered English Learners is 4.2%, continuing a trend of decreasing over previous years.
3. The percentage of our student population considered as Students with Disabilities is 17.7% which has increased 4.5% over the past two years.

School and Student Performance Data

Overall Performance

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

2025 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. Tesoro's overall performance in English Language Arts and Math was BLUE. However, Tesoro's SWD group scored in the YELLOW in both in Math and ELA.
2. Tesoro's overall performance for Chronic Absenteeism was YELLOW. It was a drop from the previous year's GREEN; but the percentage stayed the same.

3. Tesoro's overall performance for our Suspension Rate was YELLOW, a drop from BLUE.

School and Student Performance Data

Academic Performance
English Language Arts

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard English Language Arts Equity Report

Red	Orange	Yellow	Green	Blue
0	0	1	2	2

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.

2025 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
Blue	No Performance Color	
57.9 points above standard	26.7 points above standard	
Increased 8 points	Increased 3.1 points	
272 Students	26 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color	No Performance Color	Green
0 Students	Fewer than 11 students - No Data for Privacy	35.9 points above standard
	2 Students	Increased 11.8 points
		92 Students

Students with Disabilities	Yellow	50.5 points below standard	Increased 11.7 points	43 Students
African American	No Performance Color	58.7 points above standard	Increased 36.1 points	15 Students
American Indian	No Performance Color	Fewer than 11 students - No Data for Privacy		1 Student
Asian	Blue	107 points above standard	Increased 14.6 points	47 Students
Filipino	No Performance Color	47.4 points above standard	Increased 14.9 points	24 Students
Hispanic	Green	17.5 points above standard	Declined 7.3 points	64 Students
Two or More Races	No Performance Color	49.6 points above standard	Increased 13.5 points	31 Students
Pacific Islander	No Performance Color	Fewer than 11 students - No Data for Privacy		2 Students
White	Blue	67.7 points above standard	Increased 14.4 points	86 Students

Conclusions based on this data:

1. Most student groups scored in the GREEN and BLUE. Students with Disabilities was the only group that was in the YELLOW.
2. Scores for our Hispanic group declined 7.3 points in ELA (English Language Arts).
3. Scores for all subgroups but Hispanic increased in ELA.

School and Student Performance Data

Academic Performance
Mathematics

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Mathematics Equity Report

Red	Orange	Yellow	Green	Blue
0	0	1	2	2

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.

2025 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
Blue	No Performance Color	
55.7 points above standard	25 points above standard	
Increased 11.6 points	Maintained 2.9 points	
272 Students	26 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color	No Performance Color	Green
0 Students	Fewer than 11 students - No Data for Privacy	28.2 points above standard
	2 Students	Increased 12.5 points
		92 Students

Students with Disabilities	African American	American Indian
Yellow	No Performance Color	No Performance Color
51.1 points below standard	31.1 points above standard	Fewer than 11 students - No Data for Privacy
Increased 8.8 points	Increased 8.9 points	1 Student
43 Students	15 Students	

Asian	Filipino	Hispanic
Blue	No Performance Color	Green
105.5 points above standard	53.6 points above standard	21.2 points above standard
Increased 23.7 points	Increased 14.5 points	Maintained -2.8 points
47 Students	24 Students	64 Students

Two or More Races	Pacific Islander	White
No Performance Color	No Performance Color	Blue
52 points above standard	Fewer than 11 students - No Data for Privacy	62.4 points above standard
Increased 13.6 points	2 Students	Increased 21.6 points
31 Students		86 Students

Conclusions based on this data:

1. Math- Student scores increased across all subgroups except for Hispanic Students and English Learners.
2. Math - Student scores for Hispanic Students and English Learners maintained at the same level.
3. Math- Students with disabilities continue to be an outlier, with the only scores below standard at 51.1 below.

School and Student Performance Data

Academic Performance
Science

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Science Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	0	0	0

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

2025 Fall Dashboard Science Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
Blue 73.1 science points Maintained 1.6 points 83 Students	No Performance Color Fewer than 11 students - No Data for Privacy 9 Students	No Performance Color 0 Students

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color 0 Students	No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	No Performance Color 66.5 science points Increased 6.1 points 35 Students

Students with Disabilities

No Performance Color

46 science points

Declined 5.4 points

12 Students

African American

No Performance Color

Fewer than 11 students - No Data for Privacy

5 Students

American Indian

No Performance Color

0 Students

Asian

No Performance Color

87.3 science points

Increased 5.1 points

18 Students

Filipino

No Performance Color

Fewer than 11 students - No Data for Privacy

7 Students

Hispanic

No Performance Color

66.6 science points

Increased 6.6 points

20 Students

Two or More Races

No Performance Color

Fewer than 11 students - No Data for Privacy

8 Students

Pacific Islander

No Performance Color

0 Students

White

No Performance Color

79.9 science points

Increased 7.5 points

23 Students

Conclusions based on this data:

1. Science- For all students, science performance maintained for the 2024-25 school year.
2. Science- For the 2024-25 assessment, distance from standard score increased across all subgroups except students with disabilities.
3. Science- Distance from standard scores decreased on the 2024-25 assessment from the previous year for students with disabilities.

School and Student Performance Data

Academic Performance
English Learner Progress

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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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.

2025 Fall Dashboard English Learner Progress Indicator

English Learner Progress	Long-Term English Learner Progress
No Performance Color	No Performance Color
68.8 making progress.	making progress.
Number Students: 16 Students	Number Students: 0 Students

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.

2025 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
6.3%	25%	12.5%	56.3%

Conclusions based on this data:

1. ELPAC data shows that ELD students' progress toward the goal of being redesignated increased from the previous year, with 56.3% of students making progress. This is up from 44.4% of students progressing the prior year.
2. 6.3% of students decreased one ELPI level, down from 16.7% the previous year.

School and Student Performance Data

Academic Performance
College/Career Report

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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

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

Very Low Lowest Performance	Low	Medium	High	Very High Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard College/Career Equity Report				
Red	Orange	Yellow	Green	Blue

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

2025 Fall Dashboard College/Career Performance for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
Foster Youth	Homeless	Socioeconomically Disadvantaged
Students with Disabilities	African American	American Indian
Asian	Filipino	Hispanic
Two or More Races	Pacific Islander	White

Conclusions based on this data:

1. This section is not relevant to Tesoro.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue

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.

2025 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
Yellow	Green	
5.6% Chronically Absent	3.3% Chronically Absent	
Maintained -0.1	Maintained 0.2	
514 Students	30 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color	No Performance Color	Green
0 Students	Fewer than 11 students - No Data for Privacy	8.2% Chronically Absent
	3 Students	Declined 3
		170 Students

Students with Disabilities	African American	American Indian
Orange	No Performance Color	No Performance Color
13.3% Chronically Absent	13% Chronically Absent	Fewer than 11 students - No Data for Privacy
Increased 4.2	Increased 13	1 Student
98 Students	23 Students	

Asian	Filipino	Hispanic
Orange	Blue	Orange
9.6% Chronically Absent	0% Chronically Absent	8.6% Chronically Absent
Increased 6.5	Declined 3.9	Increased 0.6
104 Students	47 Students	116 Students

Two or More Races	Pacific Islander	White
Blue	No Performance Color	Blue
1.5% Chronically Absent	Fewer than 11 students - No Data for Privacy	3.2% Chronically Absent
Declined 6.4	2 Students	Declined 3.1
67 Students		154 Students

Conclusions based on this data:

1. Tesoro's Chronic Absenteeism is 5.6% which decreased from the previous year by 0.2%
2. The Socioeconomically Disadvantaged group is at 8.2%, down 3 percentage points from the previous year and up to green from yellow on the dashboard.
3. The Students with Disabilities and Asian groups had a higher rates of chronic absenteeism at 13.3% and 9.6%, both up from last year.

School and Student Performance Data

Academic Engagement
Graduation Rate

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Graduation Rate Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**

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

2025 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	**English Learners**	**Long-Term English Learners**
Foster Youth	**Homeless**	**Socioeconomically Disadvantaged**
Students with Disabilities	**African American**	**American Indian**
Asian	**Filipino**	**Hispanic**
Two or More Races	**Pacific Islander**	**White**

Conclusions based on this data:

1. This section is not relevant to Tesoro.

School and Student Performance Data

Conditions & Climate
Suspension Rate

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Suspension Rate Equity Report

Red	Orange	Yellow	Green	Blue
0	1	3	0	4

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.

2025 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Long-Term English Learners
Yellow	Blue	
0.6% suspended at least one day	0% suspended at least one day	
Increased 0.6%	Maintained 0%	
526 Students	31 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color	No Performance Color	Yellow
0 Students	Fewer than 11 students - No Data for Privacy	0.6% suspended at least one day
	3 Students	Increased 0.6%
		174 Students

Students with Disabilities	African American	American Indian
Yellow	No Performance Color	No Performance Color
1% suspended at least one day	0% suspended at least one day	Fewer than 11 students - No Data for Privacy
Increased 1%	Maintained 0%	2 Students
101 Students	23 Students	

Asian	Filipino	Hispanic
Blue	Blue	Yellow
0% suspended at least one day	0% suspended at least one day	0.8% suspended at least one day
Maintained 0%	Maintained 0%	Increased 0.8%
108 Students	47 Students	119 Students

Two or More Races	Pacific Islander	White
Blue	No Performance Color	Orange
0% suspended at least one day	Fewer than 11 students - No Data for Privacy	1.3% suspended at least one day
Maintained 0%	2 Students	Increased 1.3%
67 Students		158 Students

Conclusions based on this data:

1. Our suspension rate increased from 0% to 0.6% for all students.
2. Our suspension rate for Hispanic students went from 0% to 0.8%, and for White students from 0% to 1.3%.
3. Our suspension rate for Socioeconomically Disadvantaged students increased from 0% to 0.6%, and for students with disabilities it went form 0% to 1%.

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 - Blue: +57.9 DFS EL- No Color: +26.7 DFS SWD - Yellow: -50.5 DFS	ALL - Blue: +60.9 DFS EL- No Color: +32.7 DFS SWD - Yellow: -44.5 DFS
CA Dashboard Math	ALL - Blue: +55.7 DFS SWD - Yellow: -51.1 DFS	ALL - Blue: +58.7 DFS SWD - Yellow: -43.1 DFS
I-Ready ELA (Mid Year)	ALL - 74% meeting/exceeding grade-level standards EL - 34% meeting/exceeding grade-level standards SWD - 38% meeting/exceeding grade-level standards	ALL - 78% meeting/exceeding grade-level standards EL - 42% meeting/exceeding grade-level standards SWD - 46% meeting/exceeding grade-level standards
I-Ready Math (Mid Year)	ALL - 60% meeting/exceeding grade-level standards SWD - 24% meeting/exceeding grade-level standards	ALL - 64% meeting/exceeding grade-level standards SWD - 32% meeting/exceeding grade-level standards
i-Ready Math (Mid year)	ALL - 34% reaching typical growth; 11% reaching stretch growth SWD- 33% reaching typical growth; 9% reaching stretch growth	ALL - 38% reaching typical growth; 15% reaching stretch growth SWD- 41% reaching typical growth; 17% reaching stretch growth
i-Ready ELA (Mid year)	ALL - 51% reaching typical growth; 31% reaching stretch growth SWD- 27% reaching typical growth; 23% reaching stretch growth	ALL - 55% reaching typical growth; 35% reaching stretch growth SWD- 35% reaching typical growth; 31% reaching stretch growth

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.	All- target SWD & EL Students	4440 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries
1.2	Teacher Release Time/Extra Duty for staff development and collaboration for writing integration across content areas	All - target SWD and EL Students	460 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries
1.3	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.
1.4	After-School Math Intervention-Extra Duty Time for After-School Math Intervention.	Upper grade students, target SWD and EL	1625 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries 20 weeks x 1.25 hours
1.5	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	2676 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries This provides two teachers with guest teachers for 6 days of training.
1.6	Upper Grade English Language Arts Intervention	ALL- target SWD and EL Students	2850 LCFF - Supplemental 2000-2999: Classified Personnel Salaries 36 weeks x 3 hours
1.7	Books and Supplies for Teacher/Staff Professional Development and Classroom Use	SWD/EL	100 LCFF - Supplemental 4000-4999: Books And Supplies

Annual Review

SPSA Year Reviewed: 2025-26

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 continued to support participation in 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 and strengthen areas of our PLC (Professional Learning Community) process where our teams needed to fine tune their process.

Expected Dashboard Indicator Outcomes were for the Spring 2025 Dashboard and are a lagging indicator. Tesoro exceeded our outcome goal for indicators for English Language Arts for all students with a blue dashboard and distance from standard average score of +57.9. Our goal was +52.5. While Tesoro did not meet the outcome goal of-42 distance from standard for Students with Disabilities, we met the expected dashboard color (yellow), and we did see an increase in distance from standard of 11.7 points from last year for an average score of -50.5 distance from standard. We are unable to compare data for English Learners, as we had such a small number of students in that subgroup that data was not provided this year.

We did not meet our English Language Arts 2025-26 midyear iReady goals schoolwide (74% were proficient, under the goal of 81%), the goal for SWD (38% proficient, under the goal of 45%), or English learners (34% proficient, under the goal of 45%).

Tesoro met our Expected Dashboard Indicator Color Outcomes for the Spring 2024 Dashboard for math, a lagging indicator. The ALL students group was blue, and the SWD group was yellow. Our all students group was at +55.7 DFS, an increase of 11.6 points, but did not quite meet our target of +60.1 DFS. Our SWD group was at -51.1 DFS, an increase of 8.8 points, but just missed our target of -50 DFS.

We did not make desired progress in Math 2025-26 iReady midyear goals for math. We had set a goal to see our ALL students group proficient at 66%, but fell short at 60%. The goal for SWD was 40%, but our students only reached 35%.

It's important to note that Tesoro del Valle had a large influx of enrollment at all grade levels for the 2025-26 school year due to a large new housing area in our attendance area. We began our school year with much lower iReady proficiency rates than we did for the 2024-2025 school year. For English Language Arts iReady, we began the 2024-25 school year with 57% of students proficient, and by midyear 76% of students were proficient, growth of 19 percentage points. In the 2025-26 school year, we began ELA iReady with 53% proficient, and by midyear we were at 74% proficient, growth of 21 points. For Math iReady, we began the 2024-25 school year with 45% of students proficient, and by midyear 63% of students were proficient, growth of 18 percentage points. In the 2025-26 school year, we began ELA iReady with 37% proficient, and by midyear we were at 60% proficient, growth of 23 points. So while we did not meet those iReady goals, we started from a lower beginning of year baseline, and we showed a larger increase in proficiency from the beginning of the 2025-26 school year to the mid-year benchmark than we did the previous school year.

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 than allocated for teacher release time/guiding coalition. Our new contract hours and release time allowed more time than prior years for teachers to collaborate, and the district provided a great deal of staff development that took teachers away from their classrooms. Teachers did not want to be out more. We allocated some of that funding for additional intervention for our upper grade students by a paraeducator in collaboration with our guiding coalition. The new contractual hours also made the extra duty time for guiding coalition unnecessary. We piloted math curriculum this year at our site, so we did not have a mathematics task force. That funding was reallocated to additional after-school math intervention for upper grades. We were also unable to identify a source for Universal Design for Learning training. As a school team, we used release time to implement our learning about Learning Ladders and 15-day intervention cycles from the CAPS training.

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 have identified a need for teachers to collaborate for a longer period of time every 4-6 weeks specifically to plan intervention cycles for our 1-3 grade students, provided by our intervention teachers. This time is included in strategy/activity 1.1. We also determined that a paraeducator could collaborate with upper grade teachers to provide Tier 3 English Language Arts intervention for our upper grade students, which we would like to continue. We are setting aside release time for planning for teachers and funding for extra duty for a paraeducator, found in strategy/activity 1.8.

Our CAASPP scores show that we need to focus on writing school-wide, so we have added time for staff development in strategy/activity 1.2. We've added a metric as well, for iReady growth and stretch growth in both math and language arts.

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 - Blue: +57.9 DFS EL- No Color: +26.7 DFS	ALL - Blue: +60.9 DFS EL- No Color: +32.7 DFS
I-Ready ELA (Mid Year)	ALL - 74% meeting/exceeding grade-level standards EL - 34% meeting/exceeding grade-level standards	ALL - 78% meeting/exceeding grade-level standards EL - 42% meeting/exceeding grade-level standards
CA Dashboard- English Learner Progress Indicator (ELPI)	No color performance due to small number of students in this group (18) 68.8% of ELs making progress in English language proficiency (Increased 24.3%)	71.8% 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	260 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Extra duty for certificated staff to plan and present workshop.
2.2	Release time for certificated staff to collaborate for ELD planning	English Learners- SWD	450 LCFF - Supplemental

			1000-1999: Certificated Personnel Salaries 2 sub days

Annual Review

SPSA Year Reviewed: 2025-26

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.

Expected Dashboard Indicator Outcomes were for the Spring 2025 Dashboard and are a lagging indicator. For the 2024-25 Dashboard, they were just under our target at +26.7 DFS, but there was no color assigned as the number of English Learners at Tesoro did not meet the threshold for reporting.

We did not meet our English Language Arts 2025-26 midyear iReady goals schoolwide (74% were proficient, under the goal of 81%) or English learners (34% proficient, under the goal of 45%).

We exceeded our goal of 65% of ELs making progress in English language proficiency at 68.8%. This was an increase of 24.8 percentage points over the year before. 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 provide ELD workshops for caregivers at Tesoro, as we had a very small number of English Learners. Our caregivers were able to attend workshops provided by the district. Our teachers were able to attend workshops for ELDs and our coordinator and other teachers attended meetings and presented workshops, but these created no expense for our site.

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 are not including release time for our ELD Coordinator this year.

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, Hispanic, and Asian student groups - Dashboard data indicates that our SWD, Hispanic, and Asian 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
CA Dashboard- Chronic Absenteeism	ALL- YELLOW: 5.6% Chronically Absent SWD- ORANGE 13.3% Chronically absent ASIAN- ORANGE 9.6% Chronically absent HISPANIC- YELLOW 8.6% Chronically absent	ALL- GREEN: 5.1% Chronically Absent SWD- YELLOW 12.3% Chronically absent ASIAN- GREEN 8.6% Chronically absent HISPANIC- GREEN 8.1% Chronically absent
LCAP Student Survey Question: Positive Feedback Given	73% of ALL students grades 3rd -6th grade indicated that good behavior is noticed at their school.	83% of ALL students grades 3rd -6th like indicate that good behavior is noticed at their school.
LCAP Student Survey Question: Peer Respect	63% of ALL students grades 3rd-6th grade indicated that students treat each other well at school.	73% of ALL students grades 3rd-6th grade indicate that students treat each other well at school.
LCAP Student Survey Question: Behavior In Class	69% of ALL students grades 3rd-6th grade indicated that peers in class behave so that teachers can teach.	75% of ALL students grades 3rd-6th grade indicate that peers in class behave so that teachers can teach.
CA Dashboard- Suspension	1.3% of all white students were suspended at least one day- ORANGE 0.6% of all students were suspended at least one day- YELLOW	1% or fewer of all white students were suspended at least one day- GREEN 0.6% of all students were suspended at least one day- GREEN

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/Capturing Kids' Hearts/SEL Team Meetings	All Students	300 LCFF - Supplemental 2000-2999: Classified Personnel Salaries One half hour meeting per month, 2 team members
3.2	Leadership Team Member to Lead Student Engagement Opportunities and Multi-Tiered Supports	All Students	750 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Stipend
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	500 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	Invite parents and teachers to attendance meetings and implement different modes of tracking progress so that students or teachers can help monitor attendance regularly.	All Students, SWD, Hispanic, Asian	No additional cost
3.5	Attendance task force with a social worker, office, and admin to draft attendance goals and supports for students who are chronically absent.	All Students, SWD, Hispanic, Asian	No additional cost
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
3.10			

Annual Review

SPSA Year Reviewed: 2025-26

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 saw great success with an implementation of our "Every Story Matters" schoolwide theme, which served as a guiding principal for the actions in this goal. Two classified staff members attended PBIS team meetings and contributed to the success of the program. With the implementation of a new SEL curriculum (Character Strong) and the introduction of Conscious Discipline, we incorporated these programs together with PBIS and Capturing Kids' Hearts for integrated behavior and SEL planning with staff across programs collaborating rather than just using the Capturing Kids Hearts Process Champions. This led to great success in all areas, including recognition as a Capturing Kids' Hearts National

Showcase School. We implemented all other plans with the exception of extra duty time for classified staff to plan attendance incentives.

The data shows slow progress in chronic absentee rates. California Dashboard is a lagging indicator. Our Spring 2025 dashboard shows the following: ALL STUDENTS- Yellow: 5.6% Chronically Absent, under our 5.8% goal, but not green.
EL- Green: 3.3% Chronically absent, just above our 3.1% goal
SED (socioeconomically disadvantaged)- green: 8.2% Chronically absent, under our 10.5% goal.
SWD- Orange: 13.3% Chronically absent, above our 8.5% goal.

73% of ALL students grades 3rd -6th like indicated that good behavior is noticed at their school, just short of the goal of 75%, but up 17 percentage points from the previous year.
63% of ALL students grades 3rd-6th grade indicated that students treat each other well at school, just short of the goal of 65%, but up 20 percentage points from the previous year.
69% of ALL students grades 3rd-6th grade indicate that peers in class behave so that teachers can teach, exceeding our goal of 65% and up 12 percentage points from last year.

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 spend funds for a classified staff member to implement attendance activities. We did change the structure of our behavior and SEL programs this year, resulting in the funding set aside for Capturing Kids' Hearts Process Champions to be combined with PBIS Coach time. Staff members worked together for PBIS, Capturing Kids Hearts, and SEL initiatives, which proved to be very successful.

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 have seen great school-wide success with positive responses to our LCAP questions. However, we are struggling with chronic absenteeism for our students with disabilities, which accounts for much of our school-wide chronic absentee rate. This year, we are setting aside funding for an additional leadership team position to specifically address multi-tiered system of supports (MTSS) for attendance, behavior, SEL, and student connectedness. This can be found in activity/strategy 3.2. We have removed additional funding for the PBIS coach, which is primarily funded by the district, and Capturing Kids' Hearts Process Champions, as these initiatives will be folded in to our school-wide MTSS.

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
LCAP Family Survey Question: I see my family's culture represented in the school and the academic content taught.	73% of families indicated that they see their family's culture represented in the school and the academic content taught.	78% of families indicate that they see their family's culture represented in the school and the academic content taught.
LCAP Family Survey Question: I have been provided opportunities to be involved in my student's learning.	95% of families indicated that they have been provided opportunities to be involved in their student's learning.	98% of families indicate that they have been provided opportunities to be involved in their student's learning.
LCAP Family Survey Question: I feel important at school.	86% of families indicated that they feel important at school.	91% 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	350 LCFF - Supplemental 4000-4999: Books And Supplies

			This will allow us to purchase supplies for family engagement opportunities.
4.3	Leadership Team Member to Lead Student/Parent Engagement Opportunities and Multi-Tiered Supports	All Students	750 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries
4.4	Invite parents to be involved in leading learning activities, especially related to culture. For example, reading cultural books to classes.	All Students	no cost

Annual Review

SPSA Year Reviewed: 2025-26

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 implemented all of the strategies/activities indicated, and we saw success.

73% of families indicated that they see their family's culture represented in the school and the academic content taught, just short of our 75% goal, but up 7 percentage points from last year

95% of families indicate that they have been provided opportunities to be involved in their student's learning, just short of our 97% goal, but up 2 percentage points from last year.

86% of families indicate that they feel important at school, short of our 90% goal, but up 5 percentage points from last year.

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 funds to meet this goal, as teachers utilized regular, increased planning time to plan and implement activities that occurred during the school day, with caregivers being invited into classrooms alongside their students for learning activities. We did, however, implement all strategies and activities.

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 have added a leadership position for MTSS for student connectedness, attendance, behavior and SEL, and that team member will also lead parent engagement initiatives. Funding for that position can be found 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, 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 - Blue: +57.9 DFS EL- No Color: +26.7 DFS SWD - Yellow: -50.5 DFS	ALL - Blue: +60.9 DFS EL- No Color: +32.7 DFS SWD - Yellow: -44.5 DFS
CA Dashboard Math	ALL - Blue: +55.7 DFS SWD - Yellow: -51.1 DFS	ALL - Blue: +58.7 DFS SWD - Yellow: -43.1 DFS
LCAP Family Survey Question: I see my culture represented in my school and the academic content taught.	73% of families indicated that they see their family's culture represented in the school and the academic content taught.	78% of families see their culture represented in the school and academic taught.
LCAP Student Survey Question: I see my culture represented in my school and in my learning.	65% of students see their culture represented in the school and in their learning.	75% of students see their culture represented in the school and in their learning.
LCAP Student Survey Question: I feel like I belong in my school.	83% of ALL students in grades 3rd-6th grade indicated that feel like they belong at their school.	90% 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	457 LCFF - Supplemental 4000-4999: Books And Supplies

			Supplies to supplement these events including literature or cultural items to enhance messaging or experiences.
5.2	Staff development activities for staff members to ensure awareness of major cultural activities and observances that impact our student groups at Tesoro.	All students	No cost
5.3	Teacher to Plan and Implement Inclusion Activities, Including a Special Needs Parent Committee	SWD	315 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries 5 hours extra duty
5.4	Library Media Specialist to Plan and Implement Activities and Displays Centering on Inclusion	All Students	150 LCFF - Supplemental 2000-2999: Classified Personnel Salaries 6 hours
5.5	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	No cost

Annual Review

SPSA Year Reviewed: 2025-26

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 found great success with an "Every Story Matters" theme, and were able to invite students and families to share their culture both during school by sharing books and stories of their cultures and outside of school at events such as the PTA's International Festival.

Expected Dashboard Indicator Outcomes were for the Spring 2025 Dashboard and are a lagging indicator. Tesoro exceeded our outcome goal for indicators for English Language Arts for all students with a blue dashboard and distance from standard average score of +57.9. Our goal was +52.5. While Tesoro did not meet the outcome goal of-42 distance from standard for Students with Disabilities, we met the expected dashboard color (yellow), and we did see an increase in distance from standard of 11.7 points from last year for an average score of -50.5 distance from standard. We are unable to compare data for English Learners, as we had such a small number of students in that subgroup that data was not provided this year.

Tesoro met our Expected Dashboard Indicator Color Outcomes for the Spring 2024 Dashboard for math, a lagging indicator. The ALL students group was blue, and the SWD group was yellow. Our all students group was at +55.7 DFS, an increase of 11.6 points, but did not quite meet our target of +60.1 DFS. Our SWD group was at -51.1 DFS, an increase of 8.8 points, but just missed our target of -50 DFS.

73% of families indicated that they see their family's culture represented in the school and the academic content taught, just short of our 75% goal, but up 7 percentage points from last year

64% of students indicated that they see their family's culture represented in the school and the academic content taught, exceeding our goal of 60% and up 14 percentage points from last year.

83% of students grades 3rd-6th grade indicated that feel like they belong at their school, exceeding our goal of 80%and up 7 percentage points from last year.

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 classified staff for planning and implementing cultural activities and displays, but we were able to make these happen in the library and in our classrooms, pods, and common areas without incurring expense.

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 need to increase inclusion for our special education students, especially those enrolled in our special day classes. We have added funding in strategy/activity 5.3 for teachers to plan activities, including a special needs parent committee. We also added funding for additional time for our Library Media Specialist to plan and implement displays and activities around cultural events. This is strategy/activity 5.4.

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	$19,143.00
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	$19,143.00

Subtotal of state or local funds included for this school: $19,143.00

Total of federal, state, and/or local funds for this school: $19,143.00

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
LCFF - Supplemental	$19,143	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF - Supplemental	19,143.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	14,436.00
2000-2999: Classified Personnel Salaries	3,300.00
4000-4999: Books And Supplies	1,407.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	14,436.00
2000-2999: Classified Personnel Salaries	LCFF - Supplemental	3,300.00
4000-4999: Books And Supplies	LCFF - Supplemental	1,407.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	13,711.00
Goal 2	710.00
Goal 3	2,375.00
Goal 4	1,425.00
Goal 5	922.00

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
Lisa Craigie	Classroom Teacher
Dawn Fujino	Classroom Teacher
Abigail Hughes	Classroom Teacher
Supriya Payavala	Other School Staff
Everitt Kang	Parent or Community Member
Jonathan Lias	Parent or Community Member
Justin Scott	Parent or Community Member
Maninder Saini	Parent or Community Member
Shiela Daquita	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 1, 2026
	SSC Chairperson, Everitt Kang on June 1, 2026

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

- **S**pecific,
- **M**easurable,
- **A**chievable,
- **R**ealistic, and
- **T**ime-bound.

A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.
A school may number the goals using the "Goal #" for ease of reference.

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 (S*ections: 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 (Se*ctions: 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 (S*ections: 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