

School Year: **2019-20**

School Plan for Student Achievement (SPSA) Template

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

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

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

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

The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement.

School Name	Tesoro del Valle Elementary School
Address	29171 North Bernardo Way Valencia, CA 91354
County-District-School (CDS) Code	19649980108597
Principal	Paul C Martinsen
District Name	Saugus Union Elementary School District
SPSA Revision Date	April 26, 2019
Schoolsite Council (SSC) Approval Date	April 29, 2019
Local Board Approval Date	

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

Table of Contents

- SPSA Title Page 1
- Table of Contents..... 2
- School Vision and Mission 3
- School Profile 3
- Stakeholder Involvement 3
- School and Student Performance Data 4
 - Student Enrollment..... 4
 - CAASPP Results..... 6
 - ELPAC Results 10
 - Student Population 13
 - Overall Performance 14
 - Academic Performance 15
 - Academic Engagement 21
 - Conditions & Climate..... 24
- Goals, Strategies, & Proposed Expenditures..... 26
 - Goal 1 26
 - Goal 2..... 37
- Annual Review and Update 41
 - Goal 1 41
 - Goal 2..... 51
- Budget Summary and Consolidation 57
 - Budget Summary 57
 - Allocations by Funding Source..... 57
 - Expenditures by Funding Source 58
 - Expenditures by Budget Reference 59
 - Expenditures by Budget Reference and Funding Source 60
- School Site Council Membership 61
- Recommendations and Assurances 62
- Addendum..... 63
 - Instructions: Linked Table of Contents 63
 - Appendix A: Plan Requirements for Schools Funded Through the ConApp..... 66
 - Appendix B: Select State and Federal Programs..... 68

School Vision and Mission

MISSION STATEMENT

Teachers, staff, students, and parents of Tesoro del Valle Elementary School are committed to working cooperatively to create a safe, secure, and nurturing environment that promotes excellence in academic achievement and character development to empower and meet the diverse needs of all learners.

VISION STATEMENT

It is our vision at Tesoro del Valle Elementary School to create an academic community providing a nurturing environment and fostering personal achievement and social success. Through collaboration with our community, we promote respect, compassion, productivity, responsibility, and citizenship. Maintaining a partnership between home and school, students will be empowered to reach their highest academic potential.

School Profile

Tesoro del Valle Elementary School was established in August, 2005 in a community called Tesoro del Valle. Enrollment is currently over 595 students in grades TK-6. Demographics are as follows: 16% Hispanic, 14% Asian, 7% Pacific Islander, 5% Black or African American, and 53% White. Tesoro is home to 13 different ethnic groups. Tesoro has 22 general education classroom teachers, one administrator, and 30 support staff. The school's focus is in the areas of leadership and global citizenship. There are two computer labs as well as a science lab, art workshop, and music room for students. Tesoro has an active PTA membership and parents have made a commitment to volunteer in classrooms on a regular basis. In addition to a variety of after school events, PTA funds the art program and classroom aides in TK and kindergarten. After school enrichment classes include: Chess Club, Math Club, Theater, and various classes to stimulate children's learning. Tesoro's Child Development program includes after school care and a Fun for Fours Preschool program. In 2012, Tesoro del Valle was recognized as a California Distinguished School.

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

The SPSA was reviewed and input was solicited at staff meetings on 11/13, 11/27, 1/29 and 2/19.
The SPSA was presented to the ELAC Committee.
Site Council has read, reviewed and made suggestions for the SPSA.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Student		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
American Indian	0.6%	0.5%	0.49%	4	3	3
African American	4.0%	5.8%	5.24%	25	36	32
Asian	15.9%	14.2%	13.58%	100	88	83
Filipino	6.9%	7.3%	1.64%	43	45	10
Hispanic/Latino	18.0%	15.7%	16.37%	113	97	100
Pacific Islander	0.2%	0.2%	6.55%	1	1	40
White	53.7%	54.9%	53.36%	337	339	326
Multiple/No Response	0.6%	1.0%	1.80%	4	6	11
Total Enrollment				628	618	611

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	2015-16	2016-17	2017-18
Kindergarten	98	89	97
Grade 1	73	78	68
Grade 2	81	82	86
Grade3	81	86	88
Grade 4	89	89	83
Grade 5	94	97	90
Grade 6	112	97	99
Total Enrollment	628	618	611

Conclusions based on this data:

1. Tesoro has a diverse population. The school is experiencing declining enrollment. There has been a loss of 17 students from 2015-16 to 2017-18. An additional drop of 15 students happened for the current school year.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
English Learners	62	57	54	9.9%	9.2%	8.8%
Fluent English Proficient	45	37	40	7.2%	6.0%	6.5%
Reclassified Fluent English Proficient	15	9	10	22.1%	14.5%	17.5%

Conclusions based on this data:

1. ELD population is fairly consistent. The population decreased from 62 students to 54 students over a three year span.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	87	86	89	85	85	86	85	85	86	97.7	98.8	96.6
Grade 4	91	91	87	91	91	86	91	91	86	100	100	98.9
Grade 5	95	97	91	95	97	91	95	97	91	100	100	100
Grade 6	113	96	99	112	95	98	112	95	98	99.1	99	99
All Grades	386	370	366	383	368	361	383	368	361	99.2	99.5	98.6

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	2463.	2466.	2483.	47	47.06	55.81	24	23.53	22.09	12	15.29	13.95	18	14.12	8.14
Grade 4	2503.	2499.	2498.	40	36.26	32.56	26	30.77	32.56	18	17.58	18.60	16	15.38	16.28
Grade 5	2551.	2542.	2546.	41	38.14	38.46	34	29.90	37.36	15	17.53	10.99	11	14.43	13.19
Grade 6	2601.	2578.	2594.	46	33.68	39.80	37	42.11	38.78	12	14.74	16.33	5	9.47	5.10
All Grades	N/A	N/A	N/A	44	38.59	41.55	31	31.79	32.96	14	16.30	14.96	12	13.32	10.53

Reading Demonstrating understanding of literary and non-fictional texts										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	
Grade 3	44	45.88	54.65	39	35.29	37.21	18	18.82	8.14	
Grade 4	26	45.05	43.02	54	39.56	45.35	20	15.38	11.63	
Grade 5	43	39.18	46.15	41	39.18	39.56	16	21.65	14.29	
Grade 6	40	37.89	44.90	50	47.37	41.84	10	14.74	13.27	
All Grades	38	41.85	47.09	46	40.49	41.00	15	17.66	11.91	

Writing Producing clear and purposeful writing										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	
Grade 3	40	44.71	39.53	46	37.65	50.00	14	17.65	10.47	
Grade 4	41	34.07	33.72	48	48.35	46.51	11	17.58	19.77	
Grade 5	44	51.55	51.11	44	38.14	37.78	12	10.31	11.11	
Grade 6	56	44.21	54.08	38	44.21	35.71	6	11.58	10.20	
All Grades	46	43.75	45.00	44	42.12	42.22	10	14.13	12.78	

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	41	34.12	43.02	47	58.82	51.16	12	7.06	5.81
Grade 4	30	26.37	31.40	57	60.44	63.95	13	13.19	4.65
Grade 5	29	26.80	29.67	63	63.92	58.24	7	9.28	12.09
Grade 6	30	26.32	31.63	67	67.37	64.29	3	6.32	4.08
All Grades	32	28.26	33.80	59	62.77	59.56	8	8.97	6.65

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	34	36.47	51.16	52	48.24	34.88	14	15.29	13.95
Grade 4	34	32.97	30.23	54	58.24	59.30	12	8.79	10.47
Grade 5	49	40.21	35.16	43	43.30	54.95	7	16.49	9.89
Grade 6	64	54.74	53.06	33	38.95	43.88	3	6.32	3.06
All Grades	47	41.30	42.66	45	47.01	48.20	9	11.68	9.14

Conclusions based on this data:

1. The percentage of 3rd grade students who met or exceeded standards in E/LA went from 71 to 78. 4th grade dropped from 67% to 65%. Students in the 5th grade increased from 68% to 76% and the 6th grade went from 74% to 77%.
2. The school went from 70% to 74 % while decreasing in student who did not meet standards from 13% to 11%.
3. These are taken from the overall achievement of the school.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	87	86	89	85	85	85	85	85	85	97.7	98.8	95.5
Grade 4	91	91	87	91	91	86	91	91	86	100	100	98.9
Grade 5	95	97	91	95	97	91	95	97	91	100	100	100
Grade 6	113	96	99	112	95	98	112	95	98	99.1	99	99
All Grades	386	370	366	383	368	360	383	368	360	99.2	99.5	98.4

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	2458.	2465.	2473.	34	28.24	35.29	31	41.18	40.00	28	20.00	14.12	7	10.59	10.59
Grade 4	2503.	2498.	2501.	27	18.68	27.91	33	41.76	31.40	31	29.67	31.40	9	9.89	9.30
Grade 5	2506.	2516.	2497.	15	25.77	12.09	26	25.77	23.08	33	24.74	42.86	26	23.71	21.98
Grade 6	2589.	2552.	2581.	41	25.26	40.82	29	25.26	23.47	20	32.63	26.53	10	16.84	9.18
All Grades	N/A	N/A	N/A	30	24.46	29.17	30	33.15	29.17	27	26.90	28.89	13	15.49	12.78

Concepts & Procedures Applying mathematical concepts and procedures										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	
Grade 3	47	48.24	64.71	38	36.47	20.00	15	15.29	15.29	
Grade 4	36	35.16	38.37	42	46.15	39.53	22	18.68	22.09	
Grade 5	19	32.99	15.38	38	29.90	35.16	43	37.11	49.45	
Grade 6	51	29.47	40.82	31	49.47	44.90	18	21.05	14.29	
All Grades	39	36.14	39.44	37	40.49	35.28	25	23.37	25.28	

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		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	39	37.65	43.53	41	49.41	42.35	20	12.94	14.12
Grade 4	34	31.87	36.05	51	50.55	45.35	15	17.58	18.60
Grade 5	25	26.80	18.68	42	50.52	57.14	33	22.68	24.18
Grade 6	44	26.32	41.84	44	48.42	46.94	13	25.26	11.22
All Grades	36	30.43	35.00	44	49.73	48.06	20	19.84	16.94

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	36	30.59	45.88	58	58.82	45.88	6	10.59	8.24
Grade 4	36	31.87	33.72	47	50.55	50.00	16	17.58	16.28
Grade 5	27	23.71	14.29	45	53.61	51.65	27	22.68	34.07
Grade 6	44	29.47	42.86	44	44.21	40.82	13	26.32	16.33
All Grades	36	28.80	34.17	48	51.63	46.94	16	19.57	18.89

Conclusions based on this data:

1. The students in grade 3 increased in met and exceeded groups from 69% to 75%. Grade 4 dropped a point from 60% to 59%. 5th grade went from 52% to 35%. The students in 6th grade increased from 51% to 64%.
2. The school remained at 58% met or exceeded standards. The 5th grade went to a team teaching format to help increase scores in 2019
3. Opportunities for growth in 5th grade are in the Concepts and Procedures & Communicating Reasoning subgroups

School and Student Performance Data

ELPAC Results

2017-18 Summative Assessment Data Number of Students and Mean Scale Scores for All Students				
Grade Level	Overall	Oral Language	Written Language	Number of Students Tested
Grade K	*	*	*	*
Grade 1	1503.6	1506.3	1500.5	11
Grade 2	1520.4	1496.0	1544.4	14
Grade 3	1515.5	1484.2	1546.2	13
Grade 4	*	*	*	*
Grade 5	*	*	*	*
Grade 6	*	*	*	*
All Grades				60

Overall Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade K	*	*	*	*			*	*	*
Grade 1	*	*	*	*	*	*	*	*	11
Grade 2	13	92.86	*	*					14
Grade 3	*	*	*	*	*	*	*	*	13
Grade 4	*	*	*	*					*
Grade 5			*	*	*	*			*
Grade 6	*	*							*
All Grades	36	60.00	16	26.67	*	*	*	*	60

Oral Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade K	*	*	*	*	*	*	*	*	*
Grade 1	*	*	*	*			*	*	11
Grade 2	*	*	*	*					14
Grade 3	*	*	*	*	*	*	*	*	13
Grade 4	*	*	*	*					*
Grade 5			*	*	*	*			*
Grade 6	*	*							*
All Grades	29	48.33	22	36.67	*	*	*	*	60

Written Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade K	*	*	*	*	*	*			*
Grade 1	*	*	*	*			*	*	11
Grade 2	11	78.57	*	*					14
Grade 3	*	*	*	*	*	*	*	*	13
Grade 4	*	*	*	*					*
Grade 5			*	*	*	*			*
Grade 6	*	*							*
All Grades	33	55.00	16	26.67	*	*	*	*	60

Listening Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade K	*	*	*	*			*
Grade 1	*	*			*	*	11
Grade 2	14	100.00					14
Grade 3	*	*	*	*	*	*	13
Grade 4	*	*	*	*			*
Grade 5	*	*	*	*			*
Grade 6	*	*					*
All Grades	44	73.33	12	20.00	*	*	60

Speaking Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade K	*	*	*	*	*	*	*
Grade 1	*	*	*	*	*	*	11
Grade 2	*	*	*	*	*	*	14
Grade 3	*	*	*	*	*	*	13
Grade 4	*	*	*	*			*
Grade 5			*	*	*	*	*
Grade 6	*	*					*
All Grades	20	33.33	30	50.00	*	*	60

Reading Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade K	*	*	*	*			*
Grade 1	*	*	*	*	*	*	11
Grade 2	12	85.71	*	*			14
Grade 3	*	*	*	*	*	*	13
Grade 4	*	*	*	*			*
Grade 5			*	*	*	*	*
Grade 6	*	*					*
All Grades	35	58.33	22	36.67	*	*	60

Writing Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade K	*	*	*	*			*
Grade 1	*	*	*	*	*	*	11
Grade 2	*	*	*	*			14
Grade 3	*	*	*	*	*	*	13
Grade 4	*	*	*	*			*
Grade 5	*	*	*	*			*
Grade 6	*	*					*
All Grades	42	70.00	15	25.00	*	*	60

Conclusions based on this data:

1. This is base-line data and comparisons can be made next year.

School and Student Performance Data

Student Population

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

2017-18 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
611	18.5%	8.8%	0.2%

This is the total number of students enrolled.

This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.

This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.

This is the percent of students whose well-being is the responsibility of a court.

2017-18 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	54	8.8%
Foster Youth	1	0.2%
Homeless	1	0.2%
Socioeconomically Disadvantaged	113	18.5%
Students with Disabilities	53	8.7%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	32	5.2%
American Indian	3	0.5%
Asian	83	13.6%
Filipino	10	1.6%
Hispanic	100	16.4%
Two or More Races	6	1.0%
Pacific Islander	40	6.5%
White	326	53.4%

Conclusions based on this data:

1. Socioeconomically Disadvantaged is 18.5%
2. English Learners are 8.8%

School and Student Performance Data

Overall Performance

2018 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. Tesoro's overall performance in E/LA is Blue.
2. Tesoro's overall performance in Math is Green.
3. Tesoro's overall performance for Chronic Absenteeism is Green and for Suspension Rate is Blue

School and Student Performance Data

Academic Performance English Language Arts

The performance levels are color-coded and range from lowest-to-highest performance in the following order:



This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p>  Blue 47.3 points above standard Increased 9.2 points 349 students	<p>English Learners</p>  Blue 40.2 points above standard Increased 22.1 points 37 students	<p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students
<p>Homeless</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	<p>Socioeconomically Disadvantaged</p>  Blue 18.3 points above standard Increased 35.6 points 61 students	<p>Students with Disabilities</p>  Yellow 32.7 points below standard Increased 20.5 points 36 students

2018 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 73.1 points above standard Increased 29.7 points 18 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 students	 Blue 89.6 points above standard Increased 24.2 points 42 students	 No Performance Color 21.7 points above standard Declined -21.3 points 26 students
Hispanic	Two or More Races	Pacific Islander	White
 Blue 33.5 points above standard Increased 18.7 points 64 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4 students	 Green 42.2 points above standard Maintained 2.8 points 189 students

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
15.4 points above standard Increased 44.7 points 20 students	69.4 points above standard Increased 22.8 points 17 students	47 points above standard Increased 7.9 points 299 students

Conclusions based on this data:

1. E/LA - 47.3 points above standard for all students which is a 9.2 point increase from the previous year.
2. E/LA - 40.2 points above standard for EL students which is a 22.1 point increase from the previous year.
3. E/LA - 32.7 points below standard for students with disabilities which is a 20.5 point increase from the previous year. The Filipino population declined 21.3 points.

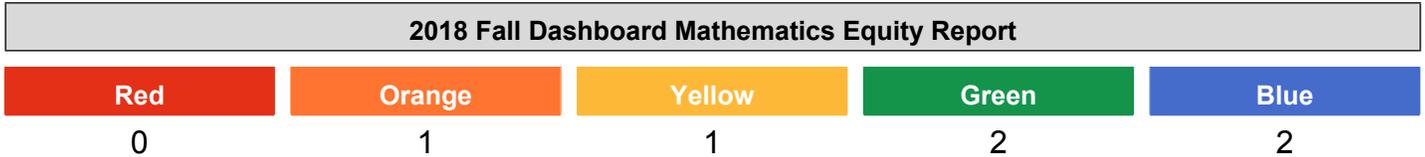
School and Student Performance Data

Academic Performance Mathematics

The performance levels are color-coded and range from lowest-to-highest performance in the following order:



This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p>  <p>Green</p> <p>13.9 points above standard</p> <p>Increased 6.5 points</p> <p>348 students</p>	<p>English Learners</p>  <p>Blue</p> <p>13.6 points above standard</p> <p>Increased</p> <p>25.1 points 37 students</p>	<p>Foster Youth</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>1 students</p>
<p>Homeless</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>1 students</p>	<p>Socioeconomically Disadvantaged</p>  <p>Green</p> <p>18.9 points below standard</p> <p>Increased</p> <p>20.1 points 61 students</p>	<p>Students with Disabilities</p>  <p>Orange</p> <p>66.5 points below standard</p> <p>Declined -5.9 points</p> <p>36 students</p>

2018 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 5.2 points below standard Maintained -0.9 points 18 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 students	 Blue 65.8 points above standard Increased 26.4 points 42 students	 No Performance Color 15.2 points above standard Declined -9.9 points 26 students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 17.9 points below standard Maintained 2.1 points 63 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4 students	 Green 13.8 points above standard Increased 4.5 points 189 students

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
2.4 points above standard Increased 45.4 points 20 students	26.8 points above standard Increased 19.4 points 17 students	12.5 points above standard Increased 4.4 points 298 students

Conclusions based on this data:

1. Math - 13.9 points above standard for all students which is a 6.5 point increase from the previous year.
2. Math - 18.9 points below standard for socioeconomically disabled students which is a 20.1 point increase from the previous year.
3. Math - 66.5 points below standard for students with disabilities which is a 5.9 point decrease from the previous year. The IEP team reviewed goals related to math.

School and Student Performance Data

Academic Performance English Learner Progress

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

2018 Fall Dashboard English Language Proficiency Assessments for California Results				
Number of Students	Level 4 Well Developed	Level 3 Moderately Developed	Level 2 Somewhat Developed	Level 1 Beginning Stage
60	60%	26.7%	6.7%	6.7%

Conclusions based on this data:

1. ELPAC data shows that ELD students are making progress toward the goal of being redesignated.
2. 86.7% of students scored in the Level 3 or 4 categories.
3. 6.7% of students scored in each of Level 1 or 2.

School and Student Performance Data

Academic Performance College/Career

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.



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

2018 Fall Dashboard College/Career for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2018 Fall Dashboard College/Career by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

This section provides a view of the percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.

2018 Fall Dashboard College/Career 3-Year Performance		
Class of 2016	Class of 2017	Class of 2018
Prepared	Prepared	Prepared
Approaching Prepared	Approaching Prepared	Approaching Prepared
Not Prepared	Not Prepared	Not Prepared

Conclusions based on this data:

- This section is not relevant to Tesoro.

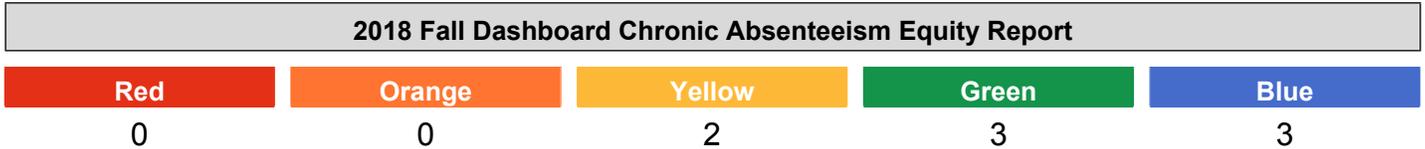
School and Student Performance Data

Academic Engagement Chronic Absenteeism

The performance levels are color-coded and range from lowest-to-highest performance in the following order:



This section provides number of student groups in each color.



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.

2018 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<p>All Students</p>  <p>Green</p> <p>3.2% chronically absent</p> <p>Maintained 0.1%</p> <p>631 students</p>	<p>English Learners</p>  <p>Yellow</p> <p>3.2% chronically absent</p> <p>Increased 3.2%</p> <p>62 students</p>	<p>Foster Youth</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>1 students</p>
<p>Homeless</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>1 students</p>	<p>Socioeconomically Disadvantaged</p>  <p>Green</p> <p>4.2% chronically absent</p> <p>Declined 2.6%</p> <p>120 students</p>	<p>Students with Disabilities</p>  <p>Green</p> <p>3.2% chronically absent</p> <p>Declined 4.2%</p> <p>62 students</p>

2018 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Blue 0% chronically absent Maintained 0% 32 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 students	 Blue 1% chronically absent Declined 1.1% 98 students	 Green 4.5% chronically absent Declined 2% 44 students
Hispanic	Two or More Races	Pacific Islander	White
 Blue 1.8% chronically absent Declined 1.2% 109 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6 students	 Yellow 4.2% chronically absent Increased 0.7% 331 students

Conclusions based on this data:

1. Tesoro's Chronic Absenteeism fell within Green for all students.
2. Tesoro's Chronic Absenteeism fell within Blue: African American, Asian, Hispanic. Tesoro's Chronic Absenteeism fell within Green: Socioeconomically Disadvantaged, Students with Disabilities & Filipino.
3. Tesoro's Chronic Absenteeism fell within Yellow: English Learners, White

School and Student Performance Data

Academic Engagement Graduation Rate

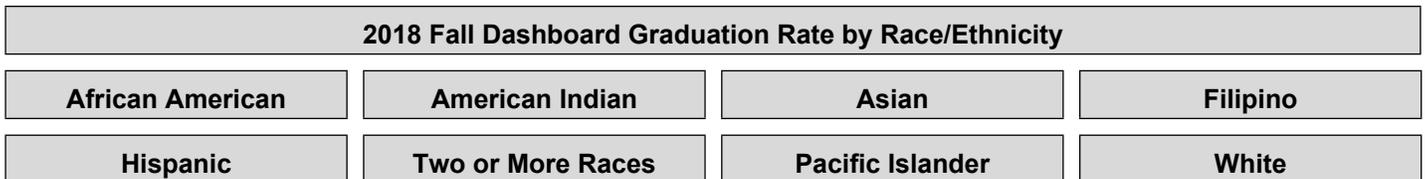
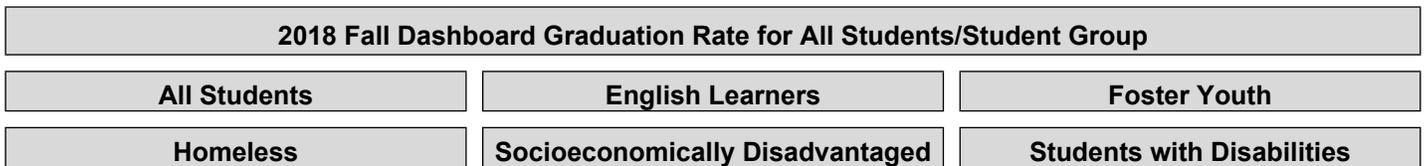
The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

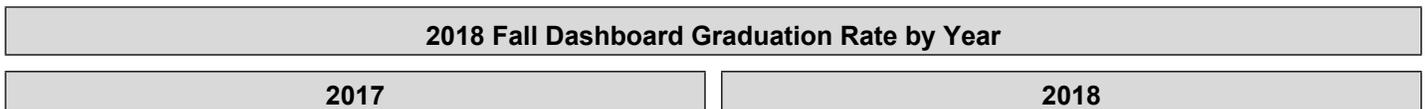
This section provides number of student groups in each color.



This section provides information about students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school.



This section provides a view of the percentage of students who received a high school diploma within four years of entering ninth grade or complete their graduation requirements at an alternative school.



Conclusions based on this data:

1. This section is not relevant to Tesoro.

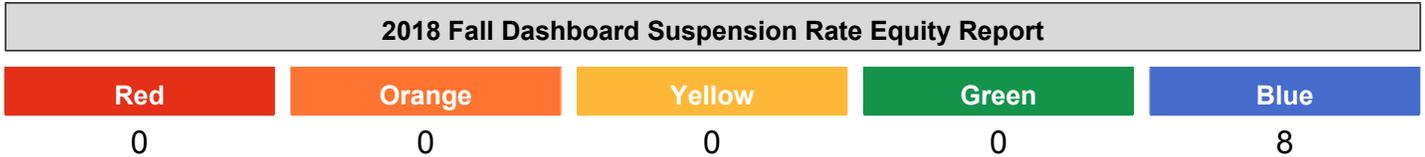
School and Student Performance Data

Conditions & Climate Suspension Rate

The performance levels are color-coded and range from lowest-to-highest performance in the following order:



This section provides number of student groups in each color.



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.

2018 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p>  Blue 0% suspended at least once Maintained 0% 634 students	<p>English Learners</p>  Blue 0% suspended at least once Maintained 0% 62 students	<p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not 1 students
<p>Homeless</p>  No Performance Color Less than 11 Students - Data Not 1 students	<p>Socioeconomically Disadvantaged</p>  Blue 0% suspended at least once Maintained 0% 120 students	<p>Students with Disabilities</p>  Blue 0% suspended at least once Maintained 0% 62 students

2018 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Blue 0% suspended at least once Maintained 0% 32 students	 No Performance Color Less than 11 Students - Data 3 students	 Blue 0% suspended at least once Maintained 0% 99 students	 Blue 0% suspended at least once Maintained 0% 44 students
Hispanic	Two or More Races	Pacific Islander	White
 Blue 0% suspended at least once Maintained 0% 109 students	 No Performance Color Less than 11 Students - Data 8 students	 No Performance Color Less than 11 Students - Data 6 students	 Blue 0% suspended at least once Maintained 0% 333 students

This section provides a view of the percentage of students who were suspended.

2018 Fall Dashboard Suspension Rate by Year

2016	2017	2018
0.1% suspended at least once	0% suspended at least once	0% suspended at least once

Conclusions based on this data:

1. There were no suspensions last year.

Goals, Strategies, & Proposed Expenditures

Goal 1

Subject

Increase Student Achievement

Goal Statement

Increase student achievement in:

1. English Language Arts and Math

* ELA Goal: Improve overall ELA CAASPP score by 2.5% (from 74.5% to 77.0% Met or Exceeded) as measured by 18-19 data.

* Math Goal: Improve overall Math CAASPP score by 6.7% (from 58.3% to 65.0% Met or Exceeded) as measured by 18-19 data.

2. English Language Development Goal RFE: Increase percentage of students who reclassify by 2.5% (from 17.5% to 20%) as measured by 18-19 data.

3. Science Goal: All teachers will begin to implement NGSS aligned standards using State approved curriculum and STEMscopes as a supplement. All teachers will participate in District Professional Development. Assessment - Baseline assessment year for CAST - 2018-19.

4. Physical Fitness Goal: Continue to provide 200 minutes of PE instruction every 10 days. Purchase PE equipment and curriculum as needed. In 2017-18 58.9% of the students met 6 of 6 standards Increase to 62% in 2020.

5. Visual And Performing Arts (VAPA) Goal: All students will continue to receive arts instruction as measured by teacher lesson plans. Teachers to participate in District VAPA professional development opportunities. Tesoro students to receive instruction from an art specialist.

6. Technology Goal: 100% participation in District typing program (grades 1-6);

7. Social Studies

Goal: All Students will be instructed using the California social studies standards. All teachers will have access to California Streaming (CalSnap).

8. Students with IEPs

Goal: Students will make progress toward annual IEP goals. Progress reports will be shared with parents three times per year and IEP meetings will be held annually to discuss achievement of current goals and the development of new IEP goals.

Students with IEPs who participate in CAASPP ELA and Math will increase their scores by 2 Points to 30 below standard in E/LA and 16.5 point to 50 points below standard.

9. Gifted And Talented Education Education (GATE) Students

Goal: Provide universal GATE screening for all third grade student and other students by parent/teacher request. GATE Debate held in Spring. 80% parent satisfaction on GATE Survey.

10. Unduplicated Count - Socioeconomically Disadvantaged and/or Foster Youth

Goal: Provide RTI and support for unduplicated count students who perform near or below standard as measured by CAASPP.

Students who participate in CAASPP ELA and Math will increase their scores by 2 points to 43 point above standard in E/LA for ELLs and 2.4 point to 16 points above standard in Math.

LCAP Goal

Increase Student Achievement

Basis for this Goal

1. English Language Arts and Math

* ELA CAASPP:

Results: 2016-2017 - 70.4% Exceeded or Met standard

2017-2018 - 74.5% Exceeded or Met standard

* Math CAASPP

Results: 2016-2017 = 57.9% Exceeded or Met standard

2017-2018 = 58.3% Exceeded or Met standard

2. English Language Development

* All Initial and current English Language Learners will be assessed using the ELPAC test

* All English Language Learners will be assessed using the ADEPT test two times per year

ELPAC for California Results:

* Level 4 (Well-Developed) 60%

* Level 3 (Moderately Developed) 27%

* Level 2 (Somewhat Developed) 7%

* Level 1 (Beginning Stage) 6%

3. Science

* All students in grade 5 will be assessed using the CAST (Baseline Assessment 2018-19)

* Publisher and teacher made science assessments

4. Physical Fitness

* All students in grade 5 will be assessed using the state physical fitness test (Fitness Gram)

* 200 minutes of physical education every 10 days - Teacher Lesson Plans

5. Visual And Performing Arts (VAPA)

* Continue to provide Kennedy Arts Center designed lessons to student

* All students will participate in lessons taught by a PTA supported art teacher

6. Technology

* District typing program tracking data to meet 100% participation rate.d

7. Social Studies

* Track usage of California Streaming and CA Standards to ensure all students receive the appropriate curriculum.

8. Students with IEPs

* Progress reports/IEP meetings reflecting the IEP goals

* 17-18 CAASPP ELA = 3 points Below Standard

* 17-18 CAASPP Math = 13 points Below Standard

9. Gifted And Talented Education Education (GATE) Students

* Baseline parent survey

10. Language Development Support for Unduplicated Count - Socio Economically Disadvantaged and/or Foster Youth Results:

*17-18 CAASPP ELA = 17.5 points Above Standard

*17-18 CAASPP Math = 18.9 points Below Standard

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
CAASPP ELA	17-18 score of 70.4% Exceeded or Met	Increase by 2.5% to 77% Exceeded or Met

Metric/Indicator	Baseline	Expected Outcome
CAASPP Math	17-18 score of 58.3% Exceeded or Met	Increase by 6.7% to 65% Exceeded or Met
EL Redesignation Rate	17-18 score of 17.5%	Increase by 2.5% to 20% Reclassification Rate
Fitness Gram - California Physical Fitness Test	58.9% of 5th grade students met 6 of 6 standards	Increase to 62% of 5th grade students who meet 6 of 6 standards
Social Studies Materials	17-18 Students with Standards Based Materials 100%	18-19 Students with Standards Based Materials 100%
Students with Disabilities	17-18 CAASPP ELA = 3 points Below Standard 17-18 CAASPP Math = 13 points Below Standard	18-19 CAASPP ELA: Increase by 2% = 2.4 points Below Standard 18-19 CAASPP Math: Increase by 2% = 12.8 points Below Standard
CAASPP ELA & Math - Unduplicated Count - Socio Economically Disadvantaged and/or Foster Youth	17-18 CAASPP ELA = 18.3 points Above Standard 17-18 CAASPP Math = 18.9 points Below Standard	18-19 CAASPP ELA: Increase by 1.7 points = 20 points Above Standard 18-19 CAASPP Math: Increase by 10 points = 8.9 points Below Standard

Planned Strategies/Activities

Strategy/Activity 1

English Language Arts (ELA) & Mathematics

Continue implementation of Common Core Standards

Use of research based instructional strategies

Collaborative Instructional Planning (CIP)

- * Plan Common Core State Standards (CCSS) Lessons
- * Design Lessons to promote rigor, depth and complexity and higher DOK levels of learning
- * Develop common assessments within grade levels

Other Strategies:

Utilize IABs to support students in:

- * Subject matter content presented in the CAASPP format
- * Testing strategies
- * Testing structures (i.e. using embedded accommodations)
- * Integration of IABs

- * Clearly defined steps for guided and independent practice

- * Use of manipulatives, graphic organizers, and anchor charts to support student learning (Declarative Lessons)

- * Small group follow up after whole class lesson.

- * 6th Grade after school Math Club

- * Integration of technology to support learning (Flat Panels, Chrome Books, document cameras, etc.)

- * Differentiate instruction

- * Utilize the E/LA and Math TOSAs to train teachers in refining instructional strategies during staff meetings and site directed collegial planning.

Assessments:

Pre and post test using:

- * District Benchmarks
- * Teacher created assessments

- * Publisher created assessments
- * IABs
- * Scholastic Reading Counts quizzes/points
- * Common grade level performance-based assessments

RTI:

- * Small group targeted intervention
- * Flex RTI (short periods of focused intervention based on grade level common assessments)
- * Purchase materials and supplies to support intervention focus

Other:

- * District Purchased: Reading Counts, Unique, Wonders ELA Curriculum, On-going professional development
- * School Program Purchases: Moby Max, Read Naturally Live, Great Leaps, Wonder Works, Read Works (Digital)
- * Use of substitute teachers to allow classroom teachers to attend SST, 504, and IEP meetings as needed.

Students to be Served by this Strategy/Activity

All Students

Timeline

2019-20 school year

Person(s) Responsible

Administrator
 Certificated Staff
 Classified Staff
 Parents/Community

Proposed Expenditures for this Strategy/Activity

Amount	1995
Source	LCFF - Base
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Teacher Planning for lessons and activities
Amount	29650
Source	LCFF - Base
Budget Reference	4000-4999: Books And Supplies
Description	Literature, and Art Supplies, basic student supplies
Amount	8000
Source	District Funded
Budget Reference	2000-2999: Classified Personnel Salaries
Description	TK/K Instructional Assistants
Amount	3656
Source	LCFF - Base

Budget Reference	2000-2999: Classified Personnel Salaries
Description	Instructional Assistants
Amount	10440
Source	LCFF - Base
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Copier Costs

Strategy/Activity 2

English Language Development

Instruction

- * Provide systematic ELD lessons for all EIs during a daily 30-minute block
- * Classroom placement - cluster students in classrooms by EL levels
- * Use EL Achieve materials for Designated and Integrated EL Instruction
- * Use ELD standards to plan instruction
- * Incorporate research based strategies that support EL learners (i.e. modeling, SDAIE techniques, total-physical response, graphic organizers, front-loading)
- * Use sentence frames, visual aides, and realia
- * Provide authentic speaking opportunities
- * Utilize Constructing Meaning strategies

Professional Development

- * Use District ELD Coaches and ELD TOSA for professional development.
- * Train staff on Constructing Meaning strategies
- * CAASPP ELA
- * ADEPT
- * ELPAC
- * Teacher created assessments
- * EL Achieve assessments to modify instruction as needed

Purchase Materials and Supplies

- * Systematic ELD kits and other resources to support EL learners

Parent Engagement

- * Conduct regular ELAC meetings
- * Include parent education topics (basic overview of Systematic ELD program, legality of EL program, how teachers assist EL learners with understanding content areas, overview of Common Core standards, technology resources.)

Students to be Served by this Strategy/Activity

EL Students

Timeline

2019-20 School Year

Person(s) Responsible

Administrator
 Certificated Staff
 Classified Staff
 Parents/Community

Proposed Expenditures for this Strategy/Activity

Amount	1500
Source	District Funded
Budget Reference	4000-4999: Books And Supplies
Description	Intervention Materials
Amount	3850
Source	LCFF - Supplemental
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Instructional Assistants to support the English Learners
Amount	1140
Source	LCFF - Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Teacher Planning Time for lesson planning for students not meeting standards
Amount	1200
Source	District Funded
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Teacher time for English Learner Assessment and Analysis of ADEPT and SELD.
Amount	750
Source	District Funded
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	EL Coach/Teachers Collaboration

Strategy/Activity 3

Science

Next Generation Science Standards (NGSS)

* Purchase STEMscopes (6th Grade)

* Purchase Mystery Science (K-5th Grades)

Professional Development

* District professional development (NGSS Steering Committee and Coaches)

* STEMScopes (on-gong)

* NGSS Implementation (Using the 5E model)

* Use Science TOSA to train teachers

Collaborative Instructional Planning (CIP)

* Plan NGSS Lessons (Using the 5E model)

* Design Lessons to promote higher DOK levels

* Design activities that include rigor and complexity

* Teacher-created assessments

Resources

* California Science Framework

Technology Resources

* Interactive Flat Panel

* Document Cameras

* Tablets

* Video Equipment

Partnerships/Grants

* Donors Choose

* SCV Education Foundation

Students to be Served by this Strategy/Activity

All Students

Timeline

2019-20

Person(s) Responsible

Administrator

Classified Staff

Certificated Staff

Parents/Community

Proposed Expenditures for this Strategy/Activity

Amount

3200

Source

District Funded

Budget Reference

1000-1999: Certificated Personnel Salaries

Description

NGSS Training

Strategy/Activity 4

Physical Education

Regular exercise

* 200 minutes/10 days

* SPARK curriculum

* Go Noodle

Equipment

* Purchase new equipment that aligns with SPARK curriculum

* Purchase replacement equipment

Wednesday Lunch Run

PTA Sponsored Fun Run

Students to be Served by this Strategy/Activity

All Students

Timeline

2019-20 School Year

Person(s) Responsible

Administrator
Certificated Staff
Classified Staff
Parents/Community

Proposed Expenditures for this Strategy/Activity

Amount	1000
Source	LCFF - Base
Budget Reference	4000-4999: Books And Supplies
Description	PE Equipment & Supplies

Strategy/Activity 5

Visual and Performing Arts (VAPA)

- * Art Instruction through Susan Blake
- * Kennedy Arts Training
- * Kennedy-trained teachers continue to create lessons and activities integrating VAPA standards and Common Core to be used by all teachers
- * Kennedy-trained teachers provide professional development for interested teachers for integrating arts in the classroom
- * Dramatic Performances - Grade level performances and Speaking and Listening (i.e. Bad Wolf Press)
- * Meet the Masters
- * Direct drawing lessons focusing on lines, curves, shapes
- * Fundamentals of Music (notes, vocabulary/language of the discipline terms) (CA Music Standards)
- * Implement directed art lessons on video (California Streaming)

Students to be Served by this Strategy/Activity

All students

Timeline

2019-20 School Year

Person(s) Responsible

- * Administration
- * Certificated Staff
- * Classified Staff
- * Parent Community
- * District Personnel

Proposed Expenditures for this Strategy/Activity

Amount	5000
Source	Parent Teacher Association/Parent Faculty Club (PTA/PFC)
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Art Instructor
Amount	1000
Source	District Funded
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures
Description	Professional Development (i.e. Kennedy Center Training)

Strategy/Activity 6

Technology
 Instruction
 * Teachers provide students the opportunity to practice and apply keyboarding skills (Typing Without Tears)

Google Classroom
 * Teachers integrate technology into lessons and student products

Professional Development
 * Teachers to receive training for new flat panels and Chromebooks

Technology Resources and On-line Resources
 * Interactive Flat Panel
 * Document Cameras
 * Tablets
 * Video equipment
 * Teacher web sites
 * PTA Supplied Chromebooks

Students to be Served by this Strategy/Activity

All Students

Timeline

2019-20 School Year

Person(s) Responsible

Administrator
 Certificated Staff
 Classified Staff
 Parents/Community
 District Personnel

Proposed Expenditures for this Strategy/Activity

Amount	750
Source	District Funded

Budget Reference	4000-4999: Books And Supplies
Description	Typing Without Tears

Strategy/Activity 7

Social Studies
Curriculum
* Purchase supplies and materials to support learning
Other Resources
* Music
* Field Trips
* Scholastic News (Digital)
* Grant Writing - Keeping History Alive
Technology Resources
* Interactive Flat Panel
* Individual Chromebooks and/or Computer Lab
Collaborative Instructional Planning (CIP)
* Design Lessons to promote higher DOK levels
* Professional Development - CA SS Framework
Assessments:
* Pre and post test
* Teacher created assessments
* Publisher created assessment
* Report Cards

Students to be Served by this Strategy/Activity

All Students

Timeline

2019-20 School Year

Person(s) Responsible

Administrator
Certificated Staff
Classified Staff
Parents/Community
District Personnel

Proposed Expenditures for this Strategy/Activity

Amount	1500
Source	District Funded
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	California Streaming Technology resources

Strategy/Activity 8

Gifted and Talented Education (GATE)

GATE Identification

* Provide universal GATE screening for all 3rd grade students as well as other students in 4th-6th grades by parent or teacher request

GATE Strategies

* Teachers continue to implement differentiated instruction using depth and complexity icons

* Teachers attend GATE workshops

* GATE Debate Club

Materials and Supplies

* Purchase materials and supplies to support differentiated instruction in the classroom

Students to be Served by this Strategy/Activity

Identified GATE Students

Timeline

2019-20

Person(s) Responsible

Administrator

Certificated Staff

District Personnel

Proposed Expenditures for this Strategy/Activity

Amount	1200
Source	Local Categorical
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	GATE Debate saleries
Amount	275
Source	Local Categorical
Budget Reference	2000-2999: Classified Personnel Salaries
Description	GATE Subs

Goals, Strategies, & Proposed Expenditures

Goal 2

Subject

Purposeful student, teacher, and parent engagement

Goal Statement

1. Parent Involvement

- * Increase parent involvement
- * Continue meaningful communication with all stakeholders
- * Continue to seek parent input in decision making

2. Pupil Engagement

- * Decrease Chronic Absenteeism Rate to 3% (17-18 Rate = 3.2%)
- * Maintain 17-18 Suspension Rate = 0
- * Increase Attendance Rate to 97%
- * Decrease Truancy Rate by 2% to 13.5% in 2019-20

3. School Climate

- * Increase student and teacher sense of safety and school connectedness (Baseline Data)
- * Continue to maintain less than 0.4% suspension rate for the 2018-2019 school year (District average)
- * Continue to maintain 0.0 expulsions for the 2019-20 school year (District average)
- * Increase students' sense of safety and school connectedness.
- * Develop Leadership in the following areas: Yearbook (Already Established), PACE Patrol, Student Council, 7 Habits Hero
- * PBIS

LCAP Goal

Increase meaningful and purposeful student and parent engagement.

Basis for this Goal

1. Parent Involvement (Include Parent Engagement opportunities)

- * Parent responses on Site Council Parent Survey
- * Parent attendance at Site Council Meetings
- * Parent attendance at PTA Meetings
- * Parent attendance at school events (i.e. Fall Festival, Family Nights, Special Events)
- * Parent attendance at ELAC meetings
- * PTA volunteer minutes
- * Parent attendance at Parent Conferences

2. Pupil Engagement

- * Data Analysis
- * Student Chronic Absenteeism Rate = 3.2%

3. School Climate

- * Student Information System
- * Responses on Site Council Survey
- * Responses on Teacher Survey
- * Responses on Student Survey

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Student Chronic Absenteeism Rate	2017-18 = 3.2%	Decrease to 3%
Attendance Rate	17-18 = 96.2%	Increase to 97%
>18 Excused Absences	2017-18 = 31	Decrease to 25
Student Suspension Rate	2017-18 = 0%	Maintain at 0%

Planned Strategies/Activities

Strategy/Activity 1

Parent Involvement

Schedule and conduct parent meetings:

- * GATE
- * ELAC
- * Site Council
- * PTA

Provide Translation as needed

- * Parent conferences
- * ELAC meetings
- * IEP Meetings
- * SST Meetings
- * 504s

Other Parent Opportunities:

- * Volunteerism (Classroom Helper & Room Parent)
- * Open House
- * Back To School Night
- * Volunteer Recognition Tea
- * Mother/Son, Mother/Daughter, Father/Son & Father/Daughter Events
- * Grade Level Performances
- * Fall Festival
- * 100 Day T-Shirts
- * Award Assemblies
- * Restaurant Nights
- * Grandparent Letters
- * Reflections
- * Patriot Day
- * Back to School Breakfast
- * Book Fairs

School/Teacher Communication:

- * Tuesday Folders
- * School Newsletter - Tiger Times
- * Constant Contact/Infinite Campus/Parent Square
- * Classroom/Teacher Newsletters/Emails
- * Class Websites
- * Room Parents

Students to be Served by this Strategy/Activity

All Students

Timeline

2019-20 School Year

Person(s) Responsible

Administrator and Staff

Proposed Expenditures for this Strategy/Activity

Amount	200
Source	Site Formula Funds
Budget Reference	4000-4999: Books And Supplies
Description	Awards

Strategy/Activity 2

Pupil Engagement

Provide Reminders

- * Monday Morning Assemblies
- * School newsletter reminders about tardies and regular attendance
- * Notify parents regularly of sub-standard student attendance
- * ELAC Meetings
- * PTA Meetings
- * Site Council Meetings

Attendance Meetings

- * SART
- * DART
- * SARB

Incentives

- * Tiger Tickets (PBIS)
- * Apples at Lunch (PBIS)
- * Student Council Spirit Days
- * Awards Assemblies
- * DOJO

Students to be Served by this Strategy/Activity

All Students

Timeline

2019-20

Person(s) Responsible

Administrator
Certificated Staff
Classified Staff Parents/Community

Proposed Expenditures for this Strategy/Activity

Amount	50
Source	Site Formula Funds

Budget Reference	4000-4999: Books And Supplies
Description	Paper for Tiger Tickets

Strategy/Activity 3

School Climate

Implement school-wide PBIS programs

- * Tiger Tickets
- * PBIS materials

Assemblies

- * Promote character building
- * Promote anti-bullying education
- * Monday Morning Assemblies

Special Programs

- * Positive Behavior Intervention and Supports (PBIS)

Other

- * Student Council & Spirit Events
- * Class Buddies
- * Classroom Meetings
- * Student Developed School Yearbook

Safety

- * Emergency Safety Supplies
- * Monthly Fire & Lockdown Drills
- * Raptor
- * Automatic Door Locks
- * Student Valet
- * Single Point Entry

Students to be Served by this Strategy/Activity

All Students

Timeline

2019-20 School Year

Person(s) Responsible

Administrator
 Certificated Staff
 Classified Staff
 Parents/Guardians

Proposed Expenditures for this Strategy/Activity

Amount	1800
Source	Site Formula Funds
Budget Reference	4000-4999: Books And Supplies
Description	Emergency Supplies

Annual Review and Update

SPSA Year Reviewed: 2018-19

Goal 1

Increase student achievement in:

1. English Language Arts and Math

* ELA

- Goal 2018-2019: Maintain the State Academic Indicator of "Blue" (See State Academic Indicator Chart)

* Math

* Goal 2018-2019: Achieve the State Academic Indicator of "Blue" (See State Academic Indicator Chart)

To reach "Blue" Performance Level: Raise 5th Grade scores (team teaching)

2. English Language Development

Goal RFEP: 20% of English Language Learners will be reclassified from LEP to RFEP

3. Science

Goal: All teachers will begin to implement NGSS aligned standards using State approved curriculum and STEMscopes as a supplement

4. Physical Fitness

Goal: 62% of our students will meet 6 of 6 standards

5. Visual And Performing Arts (VAPA)

Goal: All students will continue to receive increased arts instruction as measured by teacher lesson plans

6. Technology

Goal: 100% participation in Typing Without Tears (grades 1-6); Scholastic Reading Inventory (SRI; grades 1-6); Increase teacher use of technologically interactive and collaborative teaching based on observation

7. Social Studies

Goal: Students will master all expected California social studies standards as demonstrated by first and second reporting period report card scores

8. Special Education Students

Goal: Students will meet IEP goals based on Common Core standards as measured by annual IEP reports

9. Gifted And Talented Education Education (GATE) Students

Goal: Parent surveys will demonstrate an 80% satisfaction with the level of differentiated instruction the students receive

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
CAASPP ELA	Maintain status or decrease by no more than three points in Exceeded or Met	Increase of 4.1%
CAASPP Math	Increased Significantly by 12 points or more in Exceeded or Met	Increase of 0.7 Points
Science	100% of teachers to implement NGSS standards	100% of teachers implement NGSS standards
VAPA	All students will continue to receive increased arts instruction	All students attended art classes taught by Susan Blake. Students continued to receive classroom arts instruction
Technology	100% participation in District typing program	Teachers continue to assign class work and home work for Typing Without Tears
Social Studies	Students will master all expected California social studies	Students received Standards Based instruction in Social Studies
Special Education Students	Students will work toward IEP goals based on Common Core standards as measured by annual IEP reports	Students received instruction based on IEP goals. Goals were reviewed at IEP meetings.
Physical Education	55% meet 6 of 6 standards	58.9% met 6 of 6 standards in 2018

Strategies/Activities for Goal 1

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>English Language Arts (ELA) & Mathematics</p> <p>Continue to implementation of Common Core Standards</p> <p>Use of FAST Framework lesson design</p> <p>Conduct one Learning Walk/Instructional Round per teacher</p> <p>Collaborative Instructional Planning (CIP)</p> <ul style="list-style-type: none"> * Plan Common Core State Standards (CCSS) Lessons * Design Lessons to promote higher DOK * Design activities that include rigor and complexity * Develop pacing guides 	<p>Teachers continue to teach standards based lessons in ELA and math. For initial procedural lessons many use the components of the FAST Framework.</p> <p>Teachers were provided the opportunity to participate in a grade-level learning walk. Teachers selected the focus of their learning walk and discussed and reflected on effective instructional practices</p> <p>Teachers were also provided three full-day collegial planning days to plan lessons and look at assessments.</p>	<p>Collaborative Instructional Planning (CIP) for lessons and activities 1000-1999: Certificated Personnel Salaries LCFF - Base 9405</p>	
		<p>Teacher Planning for English Learners 1000-1999: Certificated Personnel Salaries District Funded 855</p>	
		<p>Learning Walks/Instructional Rounds 1000-1999: Certificated Personnel Salaries District Funded 1716</p>	
		<p>Art Programs 2000-2999: Classified Personnel Salaries Parent-Teacher Association (PTA) 5000</p>	

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>* Teacher-created assessments</p> <p>Other Strategies: Utilize IABs to support students in:</p> <ul style="list-style-type: none"> * Subject matter content presented in the CAASPP format * Testing strategies * Testing structures (i.e. using embedded accommodations) * Clearly defined steps for guided and independent practice for Procedural Lessons * Use of manipulatives, graphic organizers, and visual aides to support student learning (Declarative Lessons) * Use of technology (Flat Panels, document cameras, etc.) to promote student engagement and interaction * Depth and Complexity Icons * Differentiated instruction <p>Assessments:</p> <ul style="list-style-type: none"> * Pre and post test using: * District Benchmarks * Teacher created assessments * Publisher created assessments * IABs * Scholastic Reading Counts Quizzes/points * Common grade level performance-based assessments <p>RTI:</p> <ul style="list-style-type: none"> * Small group targeted intervention * Purchase materials and supplies to support intervention focus 	<p>Every Wednesday is a shortened school day in order to give teachers additional planning time.</p> <p>Teachers were encouraged to use the "Thinking Smarter" questions from their math curriculum. They also gave at least four IABs which were directed by the District.</p> <p>Teachers use a variety of teaching strategies when teaching lessons. These strategies promote high student engagement. Some of these strategies include:</p> <ul style="list-style-type: none"> *Modeling *Gradual release *Closure *Independent practice *Checking for understanding - use of floppy white boards *Providing a clear objective *Student pair share opportunities *Management by walking around *Use of visuals (i.e. anchor charts) *Kinesthetic/TPR opportunities *Integration of technology (chrome books, IFP) *Use of graphic organizers *Behavior management routines and procedures (i.e. whole brain techniques) *Positive reinforcement (Class Dojo) *Differentiated instruction <p>Assessments vary by teacher. However some include:</p> <ul style="list-style-type: none"> * District Benchmarks 	<p>Literature, and Art Supplies, basic student supplies 4000-4999: Books And Supplies LCFF - Base 26000</p> <p>TK/K Instructional Assistants 2000-2999: Classified Personnel Salaries District Funded 8000</p> <p>Instructional Assistants 2000-2999: Classified Personnel Salaries LCFF - Base 4235</p> <p>Teacher Planning - GATE 1000-1999: Certificated Personnel Salaries Site Formula Funds 1423</p> <p>GATE Materials 4000-4999: Books And Supplies Site Formula Funds 200</p> <p>Copier Costs 5000-5999: Services And Other Operating Expenditures LCFF - Base 10998</p>	

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>* Purchase technology for targeted intervention</p>	<p>* Teacher created assessments * Publisher created assessments * IABs * Scholastic Reading Counts Quizzes/points * Common grade level performance-based assessments</p> <p>RTI is provided at each grade level to target students' needs during Language Development.</p> <p>Teachers used and would like to continue to use the following programs: * BrainPop * Moby Max * Read Naturally * Great Leaps * Wonder Works * Digital Handwriting Without Tears</p> <p>Ready Common Core is no longer needed with the adoption of a new ELA program</p>		
<p>English Language Development Instruction</p> <p>* Provide systematic ELD lessons for all ELs during daily 30-minute block * Place students in classrooms by EL level * Use EL Achieve materials for Designated and Integrated EL Instruction * Use ELD standards to plan instruction * Incorporate research based strategies that support EL learners (i.e. modeling, SDAIE techniques, total-physical response, graphic organizers, front-loading)</p>	<p>Tesoro provides systematic ELD lessons for all ELs. During the 30 minutes, EO students receive speaking and listening instruction while the EL's receive their designated EL instruction using EL Achieve materials. Instructional strategies include Constructing Meaning strategies, use of sentence frames, visual aides, realia, modeling, SDAIE techniques, total-physical response, graphic organizers, and front-loading. Instructional Assistants are used to help provide small group</p>	<p>Intervention Materials 4000-4999: Books And Supplies District Funded 1100</p>	

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<ul style="list-style-type: none"> * Use sentence frames, visual aides, and realia * Provide authentic speaking opportunities * Utilize Constructing Meaning strategies <p>Professional Development</p> <ul style="list-style-type: none"> * Use District ELD Coaches and ELD TOSA for professional development. * Train staff on Constructing Meaning strategies <p>Assessments to monitor progress:</p> <ul style="list-style-type: none"> * CAASPP ELA * ADEPT * ELPAC * Teacher created assessments * EL Achieve assessments to modify instruction as needed <p>Purchase Materials and Supplies</p> <ul style="list-style-type: none"> * Systematic ELD kits and other resources to support EL learners * Translators as needed Improve Parent Participation * Conduct regular ELAC meetings * Include parent education topics (basic overview of Systematic ELD program, legality of EL program, how teachers assist EL learners with understanding content areas, overview of Common Core standards, technology resources.) * Provide overview of community and school resources * After school enrichment 	<p>support in Kindergarten classrooms.</p> <p>When determining classroom placements in late May, special attention is given to cluster EL students by their EL proficiency levels.</p> <p>Teachers access professional development from District ELD Coaches.</p> <p>Tesoro uses the following assessments to monitor progress: CAASPP ELA, ADEPT, ELPAC, teacher created assessments, and EL Achieve assessments.</p> <p>Tesoro is still having difficulty attracting parents to ELAC meetings (four meetings were held during the school year). The most attended meeting was when students received reclassification awards. Meeting topics included: parent education topics, basic overview of Systematic ELD program, legality of EL program, how teachers assist EL learners with understanding content areas, overview of Common Core standards, technology resources, community and school resources.</p>	<p>NGSS Training 1000-1999: Certificated</p>	
<p>Science</p>	<p>Tesoro teachers continued to implement</p>		

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>Next Generation Science Standards (NGSS) * STEMscopes * Mystery Science</p> <p>Professional Development * NGSS Implementation (Using the 5E model)</p> <p>Collaborative Instructional Planning (CIP) * Plan NGSS Lessons (Using the 5E model) * Design Lessons to promote higher DOK levels * Design activities that include rigor and complexity * Develop pacing guides * Teacher-created assessments</p> <p>Other Curriculum Integration * Music (Through class plays and performances) * In Class Field Trips (Placerita Nature Center, Captain Carl Science, JPL)</p> <p>Resources * California Science Framework</p> <p>Technology Resources * Interactive Flat Panel * Document Cameras * Tablets * Video Equipment * Hand-held Digital Microscope</p>	<p>Next Generation Science Standards (NGSS). Use of STEMscopes over the past year in 6th grade has provided teachers with a curriculum aligned with NGSS.</p> <p>Tesoro teachers participated in three District directed professional development opportunities. For two of the three sessions Collaborative Instructional Planning (CIP) time has been provided to plan NGSS Lessons (using the 5E model).</p>	<p>Personnel Salaries LCFF - Base 1500</p> <p>STEM scopes 4000-4999: Books And Supplies Site Formula Funds 1999</p> <p>Mystery Science 4000-4999: Books And Supplies Site Formula Funds 1499</p>	
<p>Physical Education</p> <p>Regular exercise * 200 minutes/10 days * SPARK curriculum * Go Noodle</p> <p>Equipment</p>	<p>Students participated in 200 minutes of PE, including the SPARK curriculum and Go Noodle.</p> <p>New equipment aligned with SPARK curriculum</p>	<p>Purchase/Replace PE equipment 4000-4999: Books And Supplies Site Formula Funds 1000</p>	

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>* Purchase new equipment that aligns with SPARK curriculum</p> <p>* Purchase replacement equipment</p> <p>PTA Sponsored Fun Run</p>	<p>was purchased as well as needed replacement equipment.</p> <p>Students who were interested participated in a Wednesday Running Club. For the 2017/18 year, students participated in the APEX Fun Run; for the 2018/ 19 year, students participated in an Fun Run</p> <p>Tesoro students in the 5th grade participate in the California Physical Fitness Test and have excellent scores for aerobic capacity and flexibility.</p>		
<p>Visual and Performing Arts (VAPA)</p> <p>* Art Instruction through Susan Blake</p> <p>* Kennedy Arts Training</p> <p>* Kennedy-trained teachers continue to create lessons and activities integrating VAPA standards and Common Core to be used by all teachers</p> <p>* Kennedy-trained teachers provide professional development for interested teachers for integrating arts in the classroom</p> <p>* Dramatic Performances (i.e. Bad Wolf Press)</p> <p>* Meet the Masters</p> <p>* Direct drawing lessons focusing on lines, curves, shapes</p> <p>* Implement directed art lessons on video (California Streaming)</p>	<p>For Visual and Performing Arts (VAPA), students participated in structured art lessons with Susan Blake.</p> <p>Kennedy-trained teachers continue to create lessons and activities integrating VAPA standards and Common Core to be used by all teachers.</p> <p>Kennedy-trained teachers provide professional development for interested teachers for integrating arts in the classroom.</p> <p>Students participated in Dramatic Performances (i.e. Bad Wolf Press), Meet the Masters, direct drawing lessons focusing on lines, curves, shapes,</p> <p>Fundamentals of Music (notes, vocabulary/language of the discipline terms).</p>	<p>PTA sponsored art instruction None Specified Parent-Teacher Association (PTA) 5000</p> <p>Art Supplies 4000-4999: Books And Supplies Site Formula Funds 2500</p>	

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>Social Studies Curriculum</p> <ul style="list-style-type: none"> * Purchase supplies and materials to support learning <p>Other Resources</p> <ul style="list-style-type: none"> * Music * Field Trips * Scholastic News (Digital) * Grant Writing - Keeping History Alive <p>Technology Resources</p> <ul style="list-style-type: none"> * Interactive Flat Panel * Individual Chrome Books and/or Computer Lab <p>Collaborative Instructional Planning (CIP)</p> <ul style="list-style-type: none"> * Design Lessons to promote higher DOK levels * Professional Development - New SS Framework <p>Assessments:</p> <ul style="list-style-type: none"> * Pre and post test * Teacher created assessments * Publisher created assessment * Report Cards 	<p>Teachers continue to teach social studies standards using District curriculum.</p> <p>Other resources to support social studies include field trips, scholastic news (Digital), and grants (i.e. Keeping History Alive)</p> <p>During Collaborative Instructional Planning (CIP) teachers work together to design standards based social studies lessons.</p> <p>Teachers assess student understanding of social studies using pre and post test, teacher created assessments, and publisher created assessments.</p>	<p>State Approved Materials 4000-4999: Books And Supplies LCFF - Base 2000</p>	
<p>Special Education Professional Development Planning</p> <ul style="list-style-type: none"> * Provide planning time to create lessons <p>Materials</p> <ul style="list-style-type: none"> * Purchase materials and supplies- Incorporate Structured Teaching with individual work stations 	<p>All teachers who have students with IEPs in their room meet with the RSP & LAS teachers at the beginning of the year to review goals</p> <p>Teachers have participated in professional development opportunities to help implement strategies and/or curriculum to help with</p>	<p>Sub for IEP Meeting 1000-1999: Certificated Personnel Salaries Site Formula Funds 143</p>	

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
	<p>students with IEPs in classrooms.</p> <p>Additional supplies and materials have been purchased to further help develop structured teaching opportunities through work systems and work stations.</p>		
<p>Gifted and Talented Education (GATE)</p> <p>GATE Identification * Provide universal GATE screening for all 3rd grade students as well as other students by parent or teacher request</p> <p>GATE Strategies * Teachers continue to implement differentiated instruction using depth and complexity icons * GATE Debate</p>	<p>GATE Identification - Tesoro provides universal GATE screening for all 3rd grade students as well as other students by parent or teacher request.</p> <p>GATE Strategies - Teachers continue to implement differentiated instruction using depth and complexity icons.</p>		

Analysis

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

Teachers used research based instructional strategies in order to achieve the articulated goal. Standards based aligned curriculum was used as a resource to teach effective lessons. RTI is provided at each grade level according to students' needs. CORE ELD time provided EL students structured EL instruction 30 minutes each day. Teachers began to implement IABs which align to the CAASPP.

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

Overall, Tesoro's CAASPP scores were strong (E/LA - Blue, Math - Green) with increases over the previous year. There are many variables to consider when looking at student achievement in ELA and Math. When analyzing the data, more students scored in "Exceeding" in both ELA and Math from 16-17 to 17-18. There was a decrease in standards "Not Met" from 16-17 to 17-18.

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

There were no major differences in budgeted and spent.

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

*We will look at restructuring some classes offered during Language Development to better meet the needs of students who are struggling.

*Continue to research programs that will support students in comprehension and fluency

Annual Review and Update

SPSA Year Reviewed: 2018-19

Goal 2

1. Parent Involvement
 - * Increase parent involvement
 - * Continue meaningful communication with all stakeholders
 - * Continue to seek parent input in decision making

2. Pupil Engagement
 - * Decrease Chronic Absenteeism Rate to 3% (17-18 Rate = 3.2%)
 - * Maintain 17-18 Suspension Rate = 0
 - * Increase Attendance Rate to 97%
 - * Decrease Truancy Rate by 2%

3. School Climate
 - * Increase student and teacher sense of safety and school connectedness (Baseline Data)
 - * Continue to maintain less than 0.4% suspension rate for the 2018-2019 school year (District average)
 - * Continue to maintain 0.0 expulsions for the 2019-20 school year (District average) Increase students' sense of safety and school connectedness.
 - * Develop Leadership in the following areas: Yearbook (Already Established), PACE Patrol, Student Council, 7 Habits Hero

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Increase parent volunteerism	Increase parent volunteerism (baseline Data from Raptor)	Baseline Data from Raptor (2018-19)
Continue meaningful communication with all stakeholders	Weekly newsletter to parents	Weekly newsletter to parents
Continue to seek parent input in decision making	Standing agenda item for Site Council and ELAC	Standing agenda item for Site Council and ELAC
Attendance Rate	Greater than 96.7%	97.2%
Truancy Rate	14 or less students with 3 or more unexcused absences	
Chronic Excused Absences	Less than 3.2%	currently 2.9%
Suspension Rate	Maintain at 0	0 students

Strategies/Activities for Goal 2

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Parent Involvement Schedule and conduct parent meetings: * ELAC * Site Council * PTA	Parent Involvement: Tesoro still lacks attendance at ELAC meetings. We have surveyed parents and they prefer the times that	Assemblies 5800: Professional/Consulting Services And Operating Expenditures Parent-Teacher Association (PTA) 3800	

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>Provide Translation as needed</p> <ul style="list-style-type: none"> *Parent conferences *ELAC meetings *IEP Meetings *SST Meetings *504s <p>Other Parent Opportunities:</p> <ul style="list-style-type: none"> * Volunteer * Open House * Back To School Night * Reflections * Volunteer Tea * Mother/Son, Mother/Daughter, Father/Son, Father/Daughter Events * Grade Level Performances * Fall Festival * Award Assemblies <p>School/Teacher Communication:</p> <ul style="list-style-type: none"> * Tuesday Folders * School Newsletter - Tiger Times * Constant Contact * Classroom Newsletters/Emails * Class Websites 	<p>Tesoro holds its four meetings.</p> <p>Tesoro held nine Site Council Meetings. An agenda item was added to increase parent input.</p> <p>PTA meetings were held monthly. Attendance varied at each meeting.</p> <p>Translation was provided at all ELAC meetings and at parent conferences that required parent translation. When organizing parent conferences, translation families are given priority. Translation was also provided at IEP meetings, SST meetings and at 504 meetings as needed.</p> <p>Parents had the opportunity to take advantage of many volunteer and engagement opportunities. These included:</p> <ul style="list-style-type: none"> * Classroom and event volunteer * Open House * Back To School Night * Reflections * Volunteer Tea * Mother/Son, Mother/Daughter, Father/Son, Father/Daughter Events * Grade Level Performances * Fall Festival * Award Assemblies <p>Home/school communication is very important. School and teacher communication was promoted through various avenues. These include:</p>	<p>Awards, PBIS Banner 4000-4999: Books And Supplies Parent-Teacher Association (PTA) 1000</p>	

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
	<ul style="list-style-type: none"> * Tuesday Folders * School Newsletter - Tiger Times * Constant Contact * Classroom Newsletters/Emails * Class Websites 		
<p>Pupil Engagement</p> <p>Provide Reminders</p> <ul style="list-style-type: none"> * Monday Morning Assemblies * School newsletter about tardies and regular attendance * Notify parents regularly of sub-standard student attendance * ELAC Meetings * PTA Meetings * Site Council Meetings <p>Attendance Meetings</p> <ul style="list-style-type: none"> * SART * DART * SARB <p>Incentives</p> <ul style="list-style-type: none"> * Tiger Tickets * 12 Apples Free Recess 	<p>Pupil Engagement</p> <p>Student attendance is important. The school provides reminders about attendance during Monday Morning Assemblies</p> <p>When the District was providing information about weekly attendance we included that in our weekly newsletter to the parents.</p> <p>For parents with students who demonstrate chronic absenteeism, the site administrator will hold a SART meeting with the family to see how the attendance issue can be corrected.</p>	<p>Student Planners 4000-4999: Books And Supplies Site Formula Funds 1200</p> <p>Paper for Parent Communication 4000-4999: Books And Supplies Site Formula Funds 300</p>	
<p>School Climate</p> <p>Implement school-wide PBIS programs</p> <ul style="list-style-type: none"> * Tiger Tickets * Red Apples * PBIS materials <p>Assemblies</p> <ul style="list-style-type: none"> * Promote character building * Promote anti-bullying education * Monday Morning Assemblies <p>Special Programs</p> <ul style="list-style-type: none"> * Positive Behavior Intervention and Supports (PBIS) 	<p>PTA secured an Anti-bullying assembly to reinforce that bullying is not tolerated at Tesoro. Character is reinforced during Monday Morning Assemblies as well as Random Acts of Kindness.</p> <p>Programs that were implemented include PBIS.</p> <p>Tesoro is in its third year of implementing Positive Behaviors Intervention and Supports (PBIS). Along with incentives to earn Tiger tickets and Red Apples teachers</p>	<p>Supplies 4000-4999: Books And Supplies Parent-Teacher Association (PTA) 100</p>	

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>Other</p> <ul style="list-style-type: none"> * Student Council & Spirit Events * Class Buddies * Classroom Meetings <p>Safety</p> <ul style="list-style-type: none"> * Emergency Safety Supplies * Raptor * Automatic Door Locks * Student Valet * Single Point Entry 	<p>provide explicit instruction for expected behaviors across the campus. Using SWIS, the school can track Behavior referrals and determine when behaviors most likely happen on campus.</p> <p>Students engage in activities at school some of these include:</p> <ul style="list-style-type: none"> * Student Council & Spirit Events * Class Buddies * Classroom Meetings <p>Safety is the top priority for staff and students. A system is in place "Raptor" where visitors must check in at the front desk (single point of entry when construction is completed). Their ID is checked against the Megan's list before they are provided a visitor pass.</p> <p>Automatic door locks have been installed on permanent classroom and building doors in the event there is a lock down. A button has been installed to allow administration or office staff to lock all doors with a single push of a button. The MPR can also be locked down with a push of a button.</p> <p>Tesoro has implemented a student valet to promote safe ingress during morning drop off. Tesoro continues to communicate with sheriff, CHIP, city planners, and district representation to determine best practices to ensure student safety and flow of traffic.</p>		

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
	<p>In the event of an emergency, Tesoro has a well stocked emergency bin with emergency safety supplies. Tesoro regularly practices fire, lock down, and drop cover, hold drills monthly</p>		

Analysis

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

Our commitment to student engagement continues to grow as our students actively participate in various school and PTA sponsored events as well as student leadership and service opportunities. The school-wide Positive Behavior and Intervention Support (PBIS) has been implemented to promote positive adult to student and student to student engagement and interaction.

Efforts have been made to improve student attendance and to reduce truancy and chronic absenteeism. They include attendance letters, SART and DART meetings.

Tesoro remains committed to developing a climate where parents feel welcome and encouraged to participate in their child's education. Parents actively participate in school and PTA sponsored events and parent engagement workshops. In addition to PTA, ELAC, and Site Council meetings, two parent engagement opportunities (Coffee With The Principal and Internet Safety) are held to support and engage the parent community.

We feel that lack of communication creates a disconnect between the home and school. As a result, parents are informed of school and PTA information through the weekly newsletter (Tiger Times), Constant Contact, Infinite Campus emails and texts.

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

Students demonstrate great pride in their school. Monday morning assemblies give the students the opportunity to come together as a whole school to hear a common message about school expectations, upcoming events, and A Random Act of Kindness. Assembly times are also used to recognize student success, pull Tiger Tickets supporting PBIS, say the Pledge of Allegiance. These activities in addition to various school and PTA sponsored events, which include but not are limited to assemblies, Family Nights, Father/son, mother/daughter, mother/son and father/daughter events, field trips, after school enrichment, buddy classes, restaurant nights, etc.

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

There was no major differences between the proposed expenditures and the estimated actual expenditures to achieve this goal.

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.

Tesoro will begin Tier II of PBIS in the upcoming school year. Tesoro did apply for PBIS recognition.

Tesoro will continue to monitor student attendance.. Tesoro will continue to hold SART and DART meetings with parents to discuss student attendance. We hope that these meetings will allow parents to see the negative impact poor attendance can have on student success at school.

We will continue to promote a culture where parents feel welcome and have opportunities to participate in various school and PTA activities and engage in a meaning decision making process.

Budget Summary and Consolidation

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

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	78,156.00

Allocations by Funding Source

Funding Source	Amount	Balance
District Funded	22121	4,221.00
Site Formula Funds	3750	1,700.00
LCFF - Base	43500	-3,241.00
LCFF - Supplemental	17224	12,234.00
Parent-Teacher Association (PTA)	15500	15,500.00

Expenditures by Funding Source

Funding Source	Amount
District Funded	17,900.00
LCFF - Base	46,741.00
LCFF - Supplemental	4,990.00
Local Categorical	1,475.00
Parent Teacher Association/Parent Faculty Club (PTA/PFC)	5,000.00
Site Formula Funds	2,050.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	9,485.00
2000-2999: Classified Personnel Salaries	20,781.00
4000-4999: Books And Supplies	34,950.00
5000-5999: Services And Other Operating Expenditures	11,940.00
5800: Professional/Consulting Services And Operating Expenditures	1,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	District Funded	5,150.00
2000-2999: Classified Personnel Salaries	District Funded	8,000.00
4000-4999: Books And Supplies	District Funded	2,250.00
5000-5999: Services And Other Operating Expenditures	District Funded	1,500.00
5800: Professional/Consulting Services And Operating Expenditures	District Funded	1,000.00
1000-1999: Certificated Personnel Salaries	LCFF - Base	1,995.00
2000-2999: Classified Personnel Salaries	LCFF - Base	3,656.00
4000-4999: Books And Supplies	LCFF - Base	30,650.00
5000-5999: Services And Other Operating Expenditures	LCFF - Base	10,440.00
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	1,140.00
2000-2999: Classified Personnel Salaries	LCFF - Supplemental	3,850.00
1000-1999: Certificated Personnel Salaries	Local Categorical	1,200.00
2000-2999: Classified Personnel Salaries	Local Categorical	275.00
2000-2999: Classified Personnel Salaries	Parent Teacher Association/Parent Faculty Club (PTA/PFC)	5,000.00
4000-4999: Books And Supplies	Site Formula Funds	2,050.00

School Site Council Membership

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

- 1 School Principal
- 2 Classroom Teachers
- 1 Other School Staff
- 5 Parent or Community Members

Name of Members	Role
Paul C Martinsen	Principal
Julie Palomino	Classroom Teacher
Lori Turner	Classroom Teacher
Sharon Sushinsky	Other School Staff
Jessica Eisenbraun	Parent or Community Member
DiNora Edwards	Parent or Community Member
Diana Kado	Parent or Community Member
Leslie Babikan	Parent or Community Member
Carrie Colgan	Parent or Community Member

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

Addendum

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

Instructions: Linked Table of Contents

Stakeholder Involvement

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Annual Review and Update

Budget Summary and Consolidation

Appendix A: Plan Requirements for Schools Funded Through the ConApp

Appendix B: Select State and Federal Programs

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

Stakeholder Involvement

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

Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

Goals, Strategies, & Proposed Expenditures

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

Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve? A school may number the goals using the "Goal #" for ease of reference.

Basis for this Goal

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

Expected Annual Measurable Outcomes

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

Planned Strategies/Activities

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

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

Students to be Served by this Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA.

Annual Review and Update

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

Annual Measurable Outcomes

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

Strategies/Activities

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

Analysis

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

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

Budget Summary and Consolidation

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

Budget Summary

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

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

A school may include additional information or more detail.

Consolidation of Funds

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

Appendix A: Plan Requirements for Schools Funded Through the ConApp

Basic Plan Requirements

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

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

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

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

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

Schoolwide Program Requirements

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

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will
 - a. provide opportunities for all students, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners, to meet the challenging state academic standards.
 - b. use effective methods and instructional strategies based on scientifically based research that
 - i. strengthen the core academic program in the school;
 - ii. provide an enriched and accelerated curriculum;
 - iii. increase the amount and quality of learning time;
 - iv. include strategies for meeting the educational needs of historically underserved populations;
 - v. help provide an enriched and accelerated curriculum; and
 - vi. are consistent with, and are designed to implement, state and local improvement plans, if any.
 - c. address the needs of all students in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards, through activities which may include the following:
 - i. strategies to improve students' skills outside the academic subject areas;
 - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
 - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
 - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
 - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
2. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
3. A description of how the school will ensure instruction by highly qualified teachers and provide ongoing professional development, including
 - a. strategies to attract highly qualified teachers;
 - b. providing high-quality and ongoing professional development that is aligned with the state's academic standards for teachers, principals, paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff, to enable all students in the school to meet the state's academic standards;
 - c. the devotion of sufficient resources to effectively carry out professional development activities; and
 - d. the inclusion of teachers in professional development activities regarding the use of academic assessments to enable them to provide information on, and to improve, the achievement of individual students and the overall instructional program.
4. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).
5. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
 - a. Ensure that those students' difficulties are identified on a timely basis; and
 - b. Provide sufficient information on which to base effective assistance to those students.
6. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
7. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

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

Appendix B: Select State and Federal Programs

Federal Programs

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

State or Local Programs

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

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 April 29, 2019.

Attested:

Principal, Paul C Martinsen on April 29, 2019

SSC Chairperson, DiNora Edwards on APRIL 29, 2019

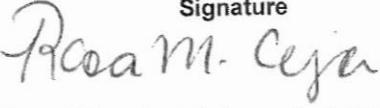
Recommendations and Assurances

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:

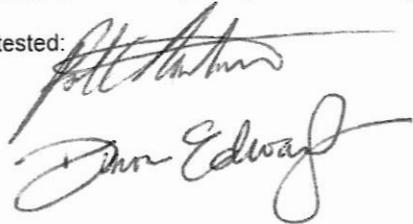
Signature	Committee or Advisory Group Name
	English Learner Advisory Committee

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 April 29, 2019.

Attested:



Principal, Paul C Martinsen on April 29, 2019

SSC Chairperson, DiNora Edwards on APRIL 29, 2019