



## 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.

<b>School Name</b>	Tesoro del Valle Elementary School
<b>Address</b>	29171 North Bernardo Way Valencia, CA 91354
<b>County-District-School (CDS) Code</b>	19649980108597
<b>Principal</b>	Ernestina Aguilar
<b>District Name</b>	Saugus Union School District
<b>SPSA Revision Date</b>	5/31/23
<b>Schoolsite Council (SSC) Approval Date</b>	5/31/23
<b>Local Board Approval Date</b>	

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.

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# School Vision and Mission

## MISSION STATEMENT

Teachers, staff, students, and families of Tesoro del Valle Elementary promote respect, strengthen student ownership and ensure belonging for ALL students.

## VISION STATEMENT

It is our vision at Tesoro del Valle Elementary School to create a community of compassionate, lifelong learners who strive for academic excellence, personal responsibility, and value themselves and others.

# School Profile

Tesoro del Valle Elementary School was established in August 2005 in the Tesoro del Valle community. In 2012, Tesoro del Valle was recognized as a California Distinguished School. Enrollment is currently 511 students in grades K-6. This includes our Mild/Moderate SDC program that moved to Tesoro during the 2022-2023 school year. Demographics are as follows: 21% Hispanic, 16% Asian, 8% Filipino, 6% Black or African American, 7% two or more races, and 42% White. Tesoro is home to many diverse ethnic groups making it a culturally rich community of varied experiences. Tesoro has 17 general education classroom teachers, 3 special education teachers, 1 Resource teacher, one full time psychologist, a part time social worker, one administrator, and 26 support staff. The school's focus is on collaboration, innovation, and educating the whole child. Tesoro has an active PTA membership and parents continue to be important partners in fostering students' educational experiences.

# Educational Partner Involvement

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

## Involvement Process for the SPSA and Annual Review and Update

The SPSA was reviewed and input was solicited at staff meetings on 9/6/22, 10/18/22, 1/24/2023, 2/28/23, 4/25/23, 5/9/23

The SPSA was presented to the English Language Advisory Committee (ELAC) on 12/6/22, 3/15/23

Site Council has read, reviewed, and made suggestions for the SPSA 9/28/22, 10/19/22, 12/7/22, 1/11/2023, 2/15/23, 4/12/23, 5/16/23, 5/31/23

# School and Student Performance Data

## Student Enrollment Enrollment By Student Group

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Kindergarten	36	47	62
Grade 1	44	58	59
Grade 2	45	65	62
Grade3	57	76	80
Grade 4	63	77	73
Grade 5	63	82	82
Grade 6	65	81	93
<b>Total Enrollment</b>	<b>373</b>	<b>486</b>	<b>511</b>

### Conclusions based on this data:

1. Tesoro has a diverse population.
2. Tesoro acquired a mild/moderate special education program which increased the student enrollment at the school during the 2022-2023 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		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	25	32	28	6.70%	6.6%	5.5%
Fluent English Proficient (FEP)	36	72	77	9.70%	14.8%	15.1%
Reclassified Fluent English Proficient (RFEP)	13			52.0%		

### Conclusions based on this data:

1. English learners are a fairly consistent group of students with minimal change.
2. Students continue to be reclassified as they meet eligibility. Six students were recently Reclassified as Fluent English Proficient during the 2022-2023 school year. Reclassification criteria include the following: I-Ready data, writing sample, reading report card grade, and teacher recommendation.

# School and Student Performance Data

## CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	54	73		0	73		0	73		0.0	100.0	
Grade 4	63	78		0	78		0	78		0.0	100.0	
Grade 5	59	82		0	81		0	81		0.0	98.8	
Grade 6	72	82		0	81		0	81		0.0	98.8	
All Grades	248	315		0	313		0	313		0.0	99.4	

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2520.			67.12			17.81			12.33			2.74	
Grade 4		2509.			41.03			26.92			17.95			14.10	
Grade 5		2550.			37.04			35.80			17.28			9.88	
Grade 6		2587.			39.51			35.80			13.58			11.11	
All Grades	N/A	N/A	N/A		45.69			29.39			15.34			9.58	

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		50.68			49.32			0.00	
Grade 4		41.03			50.00			8.97	
Grade 5		32.10			64.20			3.70	
Grade 6		41.98			45.68			12.35	
All Grades		41.21			52.40			6.39	



Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		49.32			47.95			2.74	
Grade 4		21.79			64.10			14.10	
Grade 5		25.93			62.96			11.11	
Grade 6		34.57			53.09			12.35	
All Grades		32.59			57.19			10.22	

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		31.51			63.01			5.48	
Grade 4		20.51			71.79			7.69	
Grade 5		25.93			69.14			4.94	
Grade 6		24.69			69.14			6.17	
All Grades		25.56			68.37			6.07	

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		45.21			50.68			4.11	
Grade 4		23.08			70.51			6.41	
Grade 5		32.10			60.49			7.41	
Grade 6		37.04			59.26			3.70	
All Grades		34.19			60.38			5.43	

**Conclusions based on this data:**

1. 75% of all students in grades 3rd-6th met or exceeded standards in ELA.
2. 85% percent of 3rd-grade students met or exceeded ELA standards overall. 75% of 6th-grade students met or exceeded ELA standards overall.
3. Third grade scored above standard in all categories: Reading, writing, listening, and research. 14% of fourth grade students scored below grade level. 72% of fifth grade students were at or above grade level was 72%.

# School and Student Performance Data

## CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	54	73		0	73		0	73		0.0	100.0	
Grade 4	63	78		0	78		0	78		0.0	100.0	
Grade 5	59	82		0	82		0	82		0.0	100.0	
Grade 6	72	82		0	81		0	81		0.0	98.8	
All Grades	248	315		0	314		0	314		0.0	99.7	

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2519.			69.86			23.29			6.85			0.00	
Grade 4		2513.			33.33			35.90			21.79			8.97	
Grade 5		2534.			39.02			20.73			23.17			17.07	
Grade 6		2576.			37.04			22.22			27.16			13.58	
All Grades	N/A	N/A	N/A		44.27			25.48			20.06			10.19	

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		73.97			26.03			0.00	
Grade 4		41.03			47.44			11.54	
Grade 5		36.59			45.12			18.29	
Grade 6		40.74			41.98			17.28	
All Grades		47.45			40.45			12.10	

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		67.12			27.40			5.48	
Grade 4		33.33			60.26			6.41	
Grade 5		24.39			54.88			20.73	
Grade 6		25.93			59.26			14.81	
All Grades		36.94			50.96			12.10	

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		47.95			50.68			1.37	
Grade 4		29.49			62.82			7.69	
Grade 5		26.83			57.32			15.85	
Grade 6		32.10			50.62			17.28	
All Grades		33.76			55.41			10.83	

**Conclusions based on this data:**

1. 93% of 3rd graders met or exceeded Math standards. Fifth and sixth grade had 59% of students who met or exceeded math standards.
2. Fifth-grade students struggled with concepts and procedures 18% below standard, problem-solving 21% below standard, and communicating reasoning 16% below standard. These are areas of growth that will be addressed in this plan.
3. 69% of all students met or exceeded math standards.

# School and Student Performance Data

## ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*		*	*		*	*		*	4	
1	*	*		*	*		*	*		*	*	
2	*	*		*	*		*	*		4	6	
3	*	*		*	*		*	*		*	*	
4	*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		5	5	
6	*	*		*	*		*	*		5	9	
All Grades										25	29	

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*		*	*		*	*		*	*		*	*	
1	*	*		*	*		*	*		*	*		*	*	
2	*	*		*	*		*	*		*	*		*	*	
3	*	*		*	*		*	*		*	*		*	*	
4	*	*		*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*		*	*	
6	*	*		*	*		*	*		*	*		*	*	
All Grades	28.00	48.28		48.00	17.24		20.00	20.69		4.00	13.79		25	29	

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*		*	*		*	*		*	*		*	*	
1	*	*		*	*		*	*		*	*		*	*	
2	*	*		*	*		*	*		*	*		*	*	
3	*	*		*	*		*	*		*	*		*	*	
4	*	*		*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*		*	*	
6	*	*		*	*		*	*		*	*		*	*	
<b>All Grades</b>	40.00	51.72		44.00	17.24		12.00	20.69		4.00	10.34		25	29	

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*		*	*		*	*		*	*		*	*	
1	*	*		*	*		*	*		*	*		*	*	
2	*	*		*	*		*	*		*	*		*	*	
3	*	*		*	*		*	*		*	*		*	*	
4	*	*		*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*		*	*	
6	*	*		*	*		*	*		*	*		*	*	
<b>All Grades</b>	24.00	34.48		28.00	17.24		32.00	41.38		16.00	6.90		25	29	

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*		*	*		*	*		*	*	
1	*	*		*	*		*	*		*	*	
2	*	*		*	*		*	*		*	*	
3	*	*		*	*		*	*		*	*	
4	*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*	
6	*	*		*	*		*	*		*	*	
<b>All Grades</b>	40.00	48.28		56.00	44.83		4.00	6.90		25	29	

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*		*	*		*	*		*	*	
1	*	*		*	*		*	*		*	*	
2	*	*		*	*		*	*		*	*	
3	*	*		*	*		*	*		*	*	
4	*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*	
6	*	*		*	*		*	*		*	*	
All Grades	48.00	55.17		40.00	34.48		12.00	10.34		25	29	

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*		*	*		*	*		*	*	
1	*	*		*	*		*	*		*	*	
2	*	*		*	*		*	*		*	*	
3	*	*		*	*		*	*		*	*	
4	*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*	
6	*	*		*	*		*	*		*	*	
All Grades	28.00	31.03		48.00	58.62		24.00	10.34		25	29	

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*		*	*		*	*		*	*	
1	*	*		*	*		*	*		*	*	
2	*	*		*	*		*	*		*	*	
3	*	*		*	*		*	*		*	*	
4	*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*	
6	*	*		*	*		*	*		*	*	
All Grades	20.00	58.62		72.00	31.03		8.00	10.34		25	29	

**Conclusions based on this data:**

1. 65% of English learners are scored a Level 3 or 4 overall on the ELPAC assessment.
2. 59% of English learners scored in the somewhat/moderately developed in reading.
3. 51% of English learners scored a 3 or 4 in written language.

# School and Student Performance Data

## Student Population

For the past two years, many state and federal accountability requirements were waived or adjusted due to the impact of the COVID-19 pandemic on LEAs, schools, and students. Beginning with the 2021-22 school year, the requirements to hold schools and districts accountable for student outcomes has returned with the release of the 2022 California School Dashboard (Dashboard). The Every Student Succeeds Act is requiring all states to determine schools eligible for support. Similarly, under state law, Assembly Bill (AB) 130, which was signed into law in 2021, mandates the return of the Dashboard using only current year performance data to determine LEAs for support. Therefore, to meet this state requirement, only the 2021-22 school year data will be reported on the 2022 Dashboard for state indicators. (Data for Change [or the difference from prior year] and performance colors will not be reported.)

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

2021-22 Student Population			
<b>Total Enrollment</b>	<b>Socioeconomically Disadvantaged</b>	<b>English Learners</b>	<b>Foster Youth</b>
<b>486</b>	<b>17.7</b>	<b>6.6</b>	Students whose well being is the responsibility of a court.
Total Number of Students enrolled in Tesoro del Valle Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	

2021-22 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
<b>English Learners</b>	32	6.6
<b>Foster Youth</b>		
<b>Homeless</b>	2	0.4
<b>Socioeconomically Disadvantaged</b>	86	17.7
<b>Students with Disabilities</b>	37	7.6

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
<b>African American</b>	27	5.6
<b>American Indian</b>		
<b>Asian</b>	78	16.0
<b>Filipino</b>	37	7.6
<b>Hispanic</b>	102	21.0
<b>Two or More Races</b>	35	7.2
<b>Pacific Islander</b>	2	0.4
<b>White</b>	203	41.8



**Conclusions based on this data:**

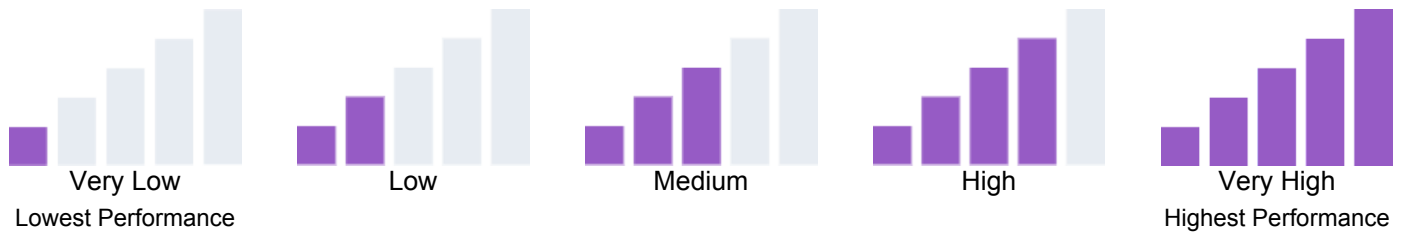
1. The percentage of our students that are considered Socioeconomically Disadvantaged is 17.3% which increased 3% since last year.
2. The percentage of our students that are considered English Learners is 6.6% which is a decrease of 5% since last year.
3. The percentage of our student population considered as Students with Disabilities is 7.6%.

# School and Student Performance Data

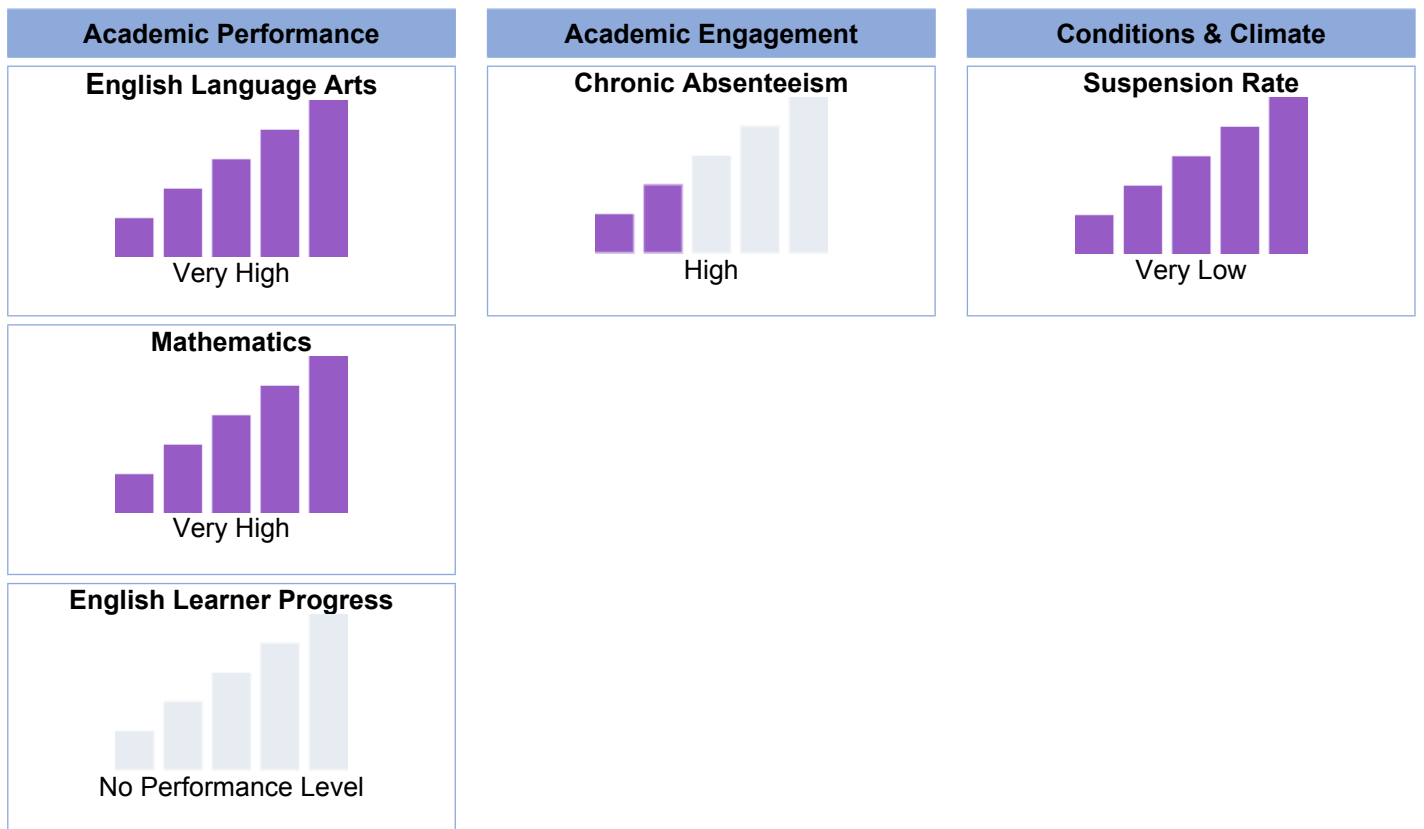
## Overall Performance

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



### 2022 Fall Dashboard Overall Performance for All Students



#### Conclusions based on this data:

1. Tesoro's overall performance in English Language Arts was VERY HIGH. Tesoro's overall performance in Mathematics was VERY HIGH.
2. Tesoro's overall performance for Chronic Absenteeism was HIGH. We will develop a plan to address chronic absenteeism to improve our attendance rate. Our current Chronic Absenteeism rate is 10.9%

- 
- 
3. Tesoro's overall performance for our Suspension Rate was VERY LOW.

# School and Student Performance Data

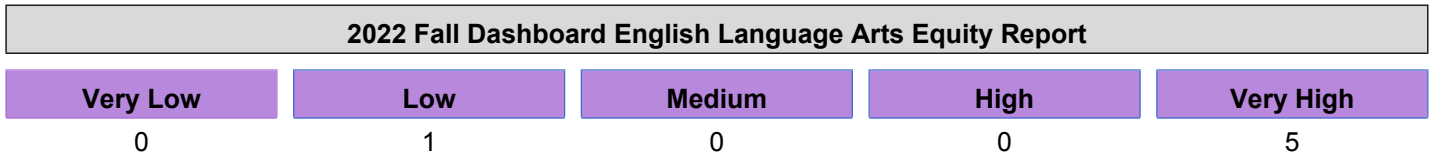
## Academic Performance English Language Arts

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

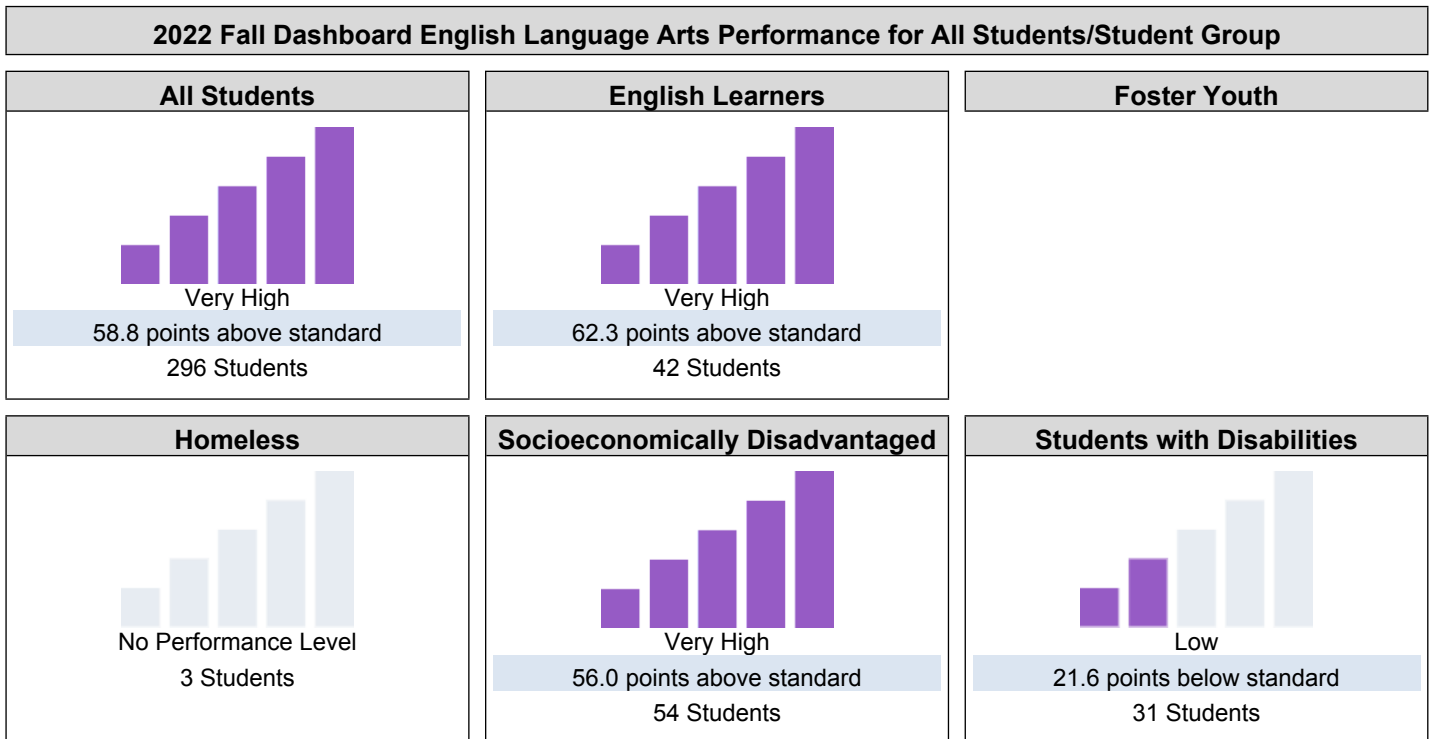
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



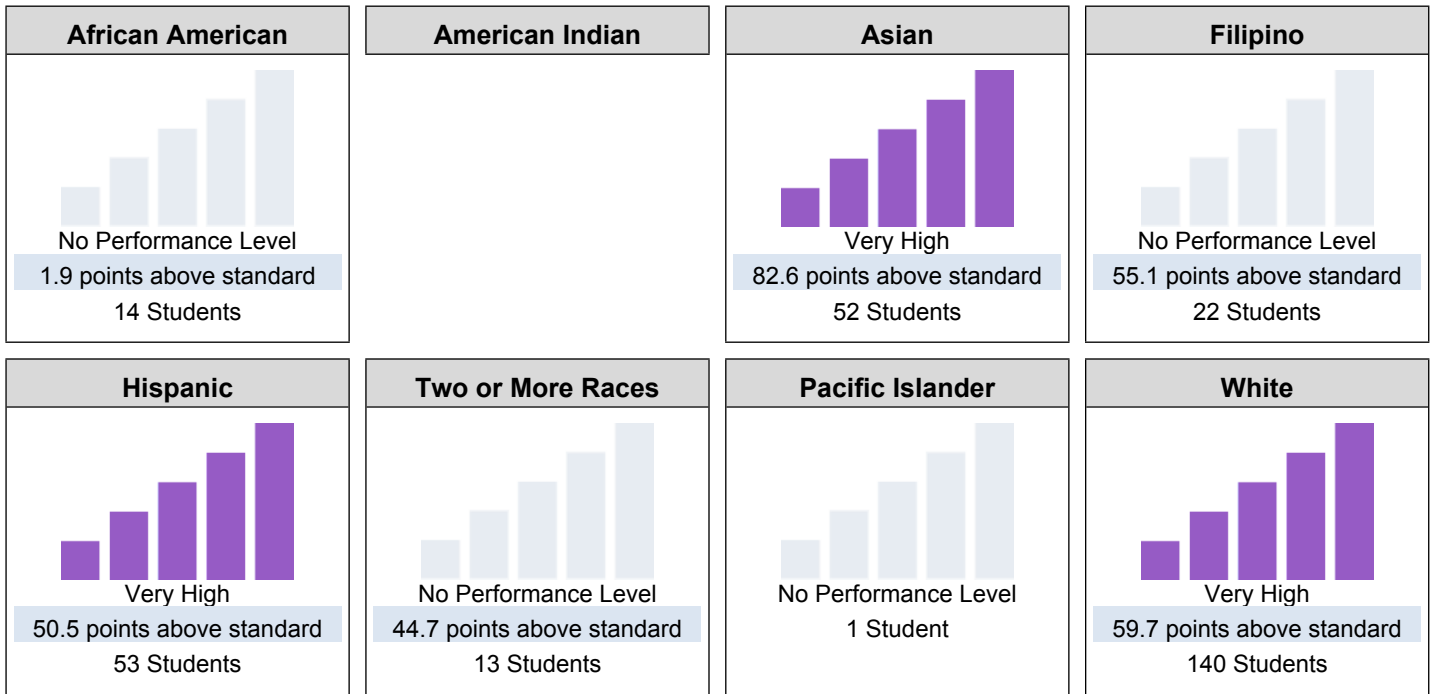
This section provides number of student groups in each level.



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



**2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity**



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

**2022 Fall Dashboard English Language Arts Data Comparisons for English Learners**

Current English Learner	Reclassified English Learners	English Only
5 Students	81.5 points above standard 37 Students	58.1 points above standard 230 Students

**Conclusions based on this data:**

- All students, English learners, Socioeconomically disadvantaged students scored VERY HIGH. Students with Disabilities was the only group that was below standards.
- Asian, Hispanic, and White were Race/Ethnicity groups that scored VERY HIGH.

# School and Student Performance Data

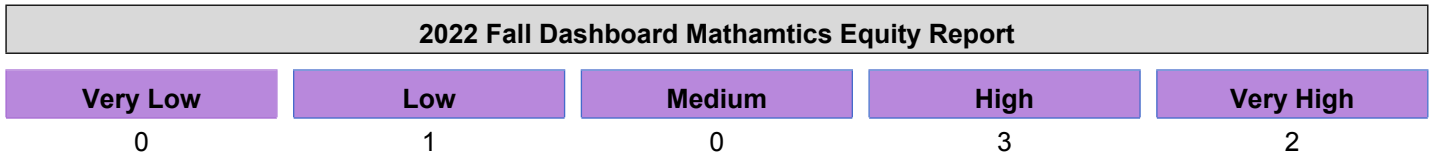
## Academic Performance Mathematics

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

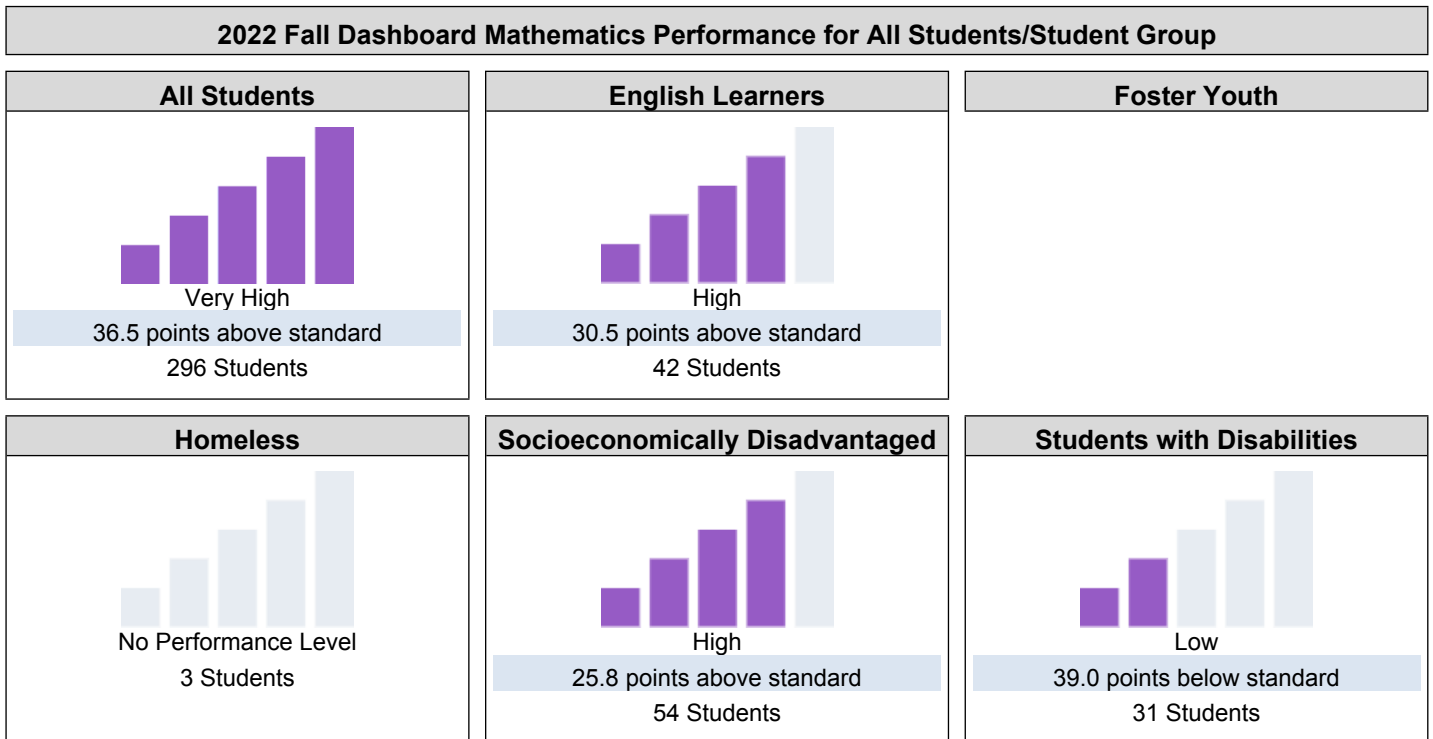
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



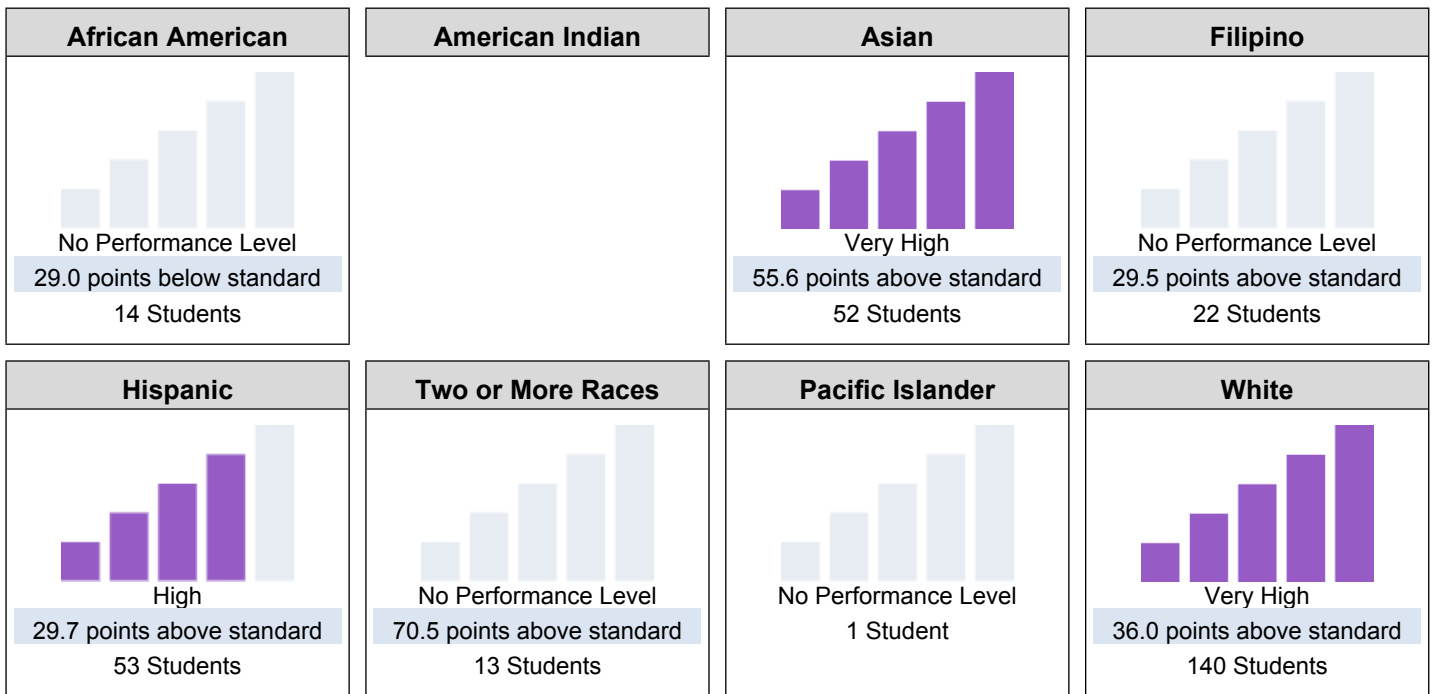
This section provides number of student groups in each level.



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



## 2022 Fall Dashboard Mathematics Performance by Race/Ethnicity



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

## 2022 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
5 Students	50.5 points above standard 37 Students	37.2 points above standard 230 Students

### Conclusions based on this data:

1. Math- English learners and socioeconomically disadvantage groups scored HIGH.
2. Math - Asian and White student groups scored in the VERY HIGH. Hispanic scored in the HIGH range.
3. Math- Students with disabilities scored in the LOW category.

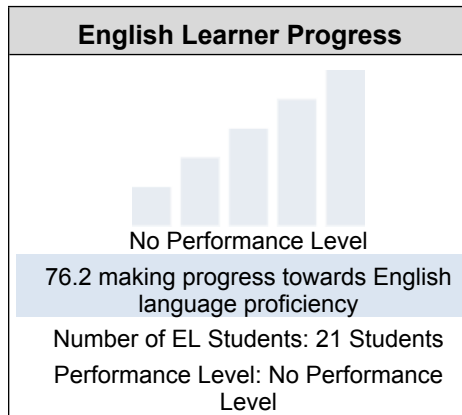
# School and Student Performance Data

## Academic Performance English Learner Progress

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

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

### 2022 Fall Dashboard English Learner Progress Indicator



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

### 2022 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
4.8%	19.0%	14.3%	61.9%

#### Conclusions based on this data:

1. ELPAC data shows that ELD students are making progress toward the goal of being redesignated (62% of students progressed at least one ELPI level).
2. We need to focus on our students who decreased and maintained in performance to keep them achieving toward the goal of language acquisition and reclassification. Five percent of students decreased one ELPI level.



# School and Student Performance Data

## Academic Performance College/Career Report

College/Career data provides information on whether high school students are prepared for success after graduation based on measures like graduation rate, performance on state tests, and college credit courses. College/Career data was not reported in 2022.

### Conclusions based on this data:

1. This section is not relevant to Tesoro.

# School and Student Performance Data

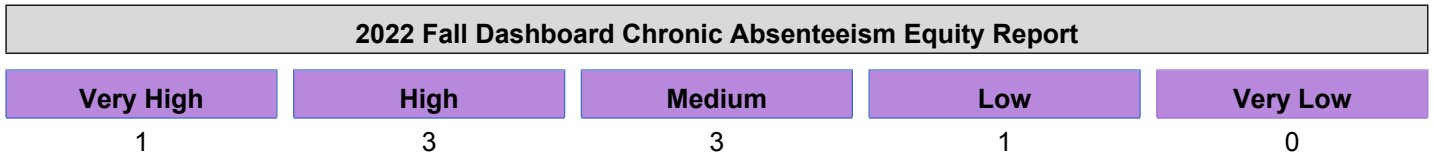
## Academic Engagement Chronic Absenteeism

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

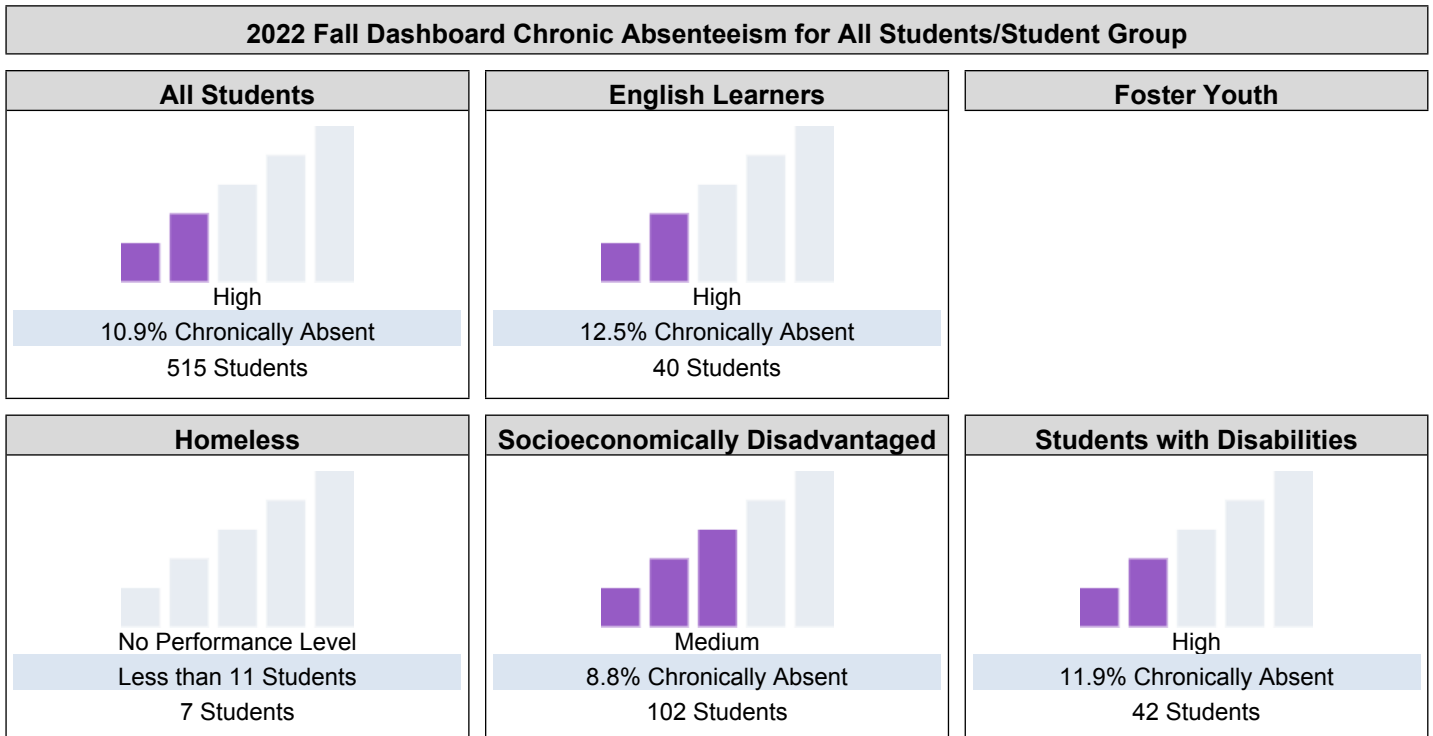
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



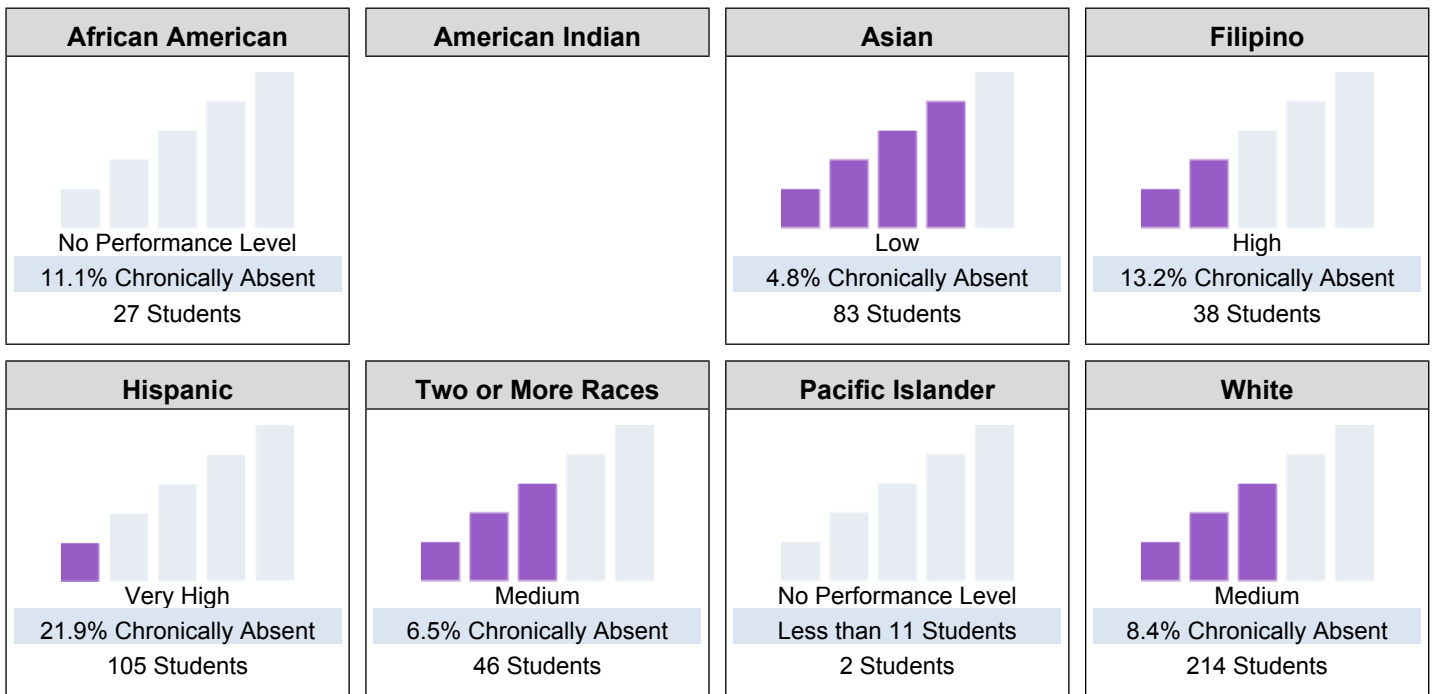
This section provides number of student groups in each level.



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



## 2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity



### Conclusions based on this data:

1. Tesoro's Chronic Absenteeism is 10.9%.
2. Tesoro's Chronic Absenteeism for our Asian student group is LOW (4.8%), Filipino is HIGH(13.2%) and White is Medium( 6.5%).
3. The highest student group impacted by chronic absenteeism is our Hispanic group which is VERY HIGH (21.9%).

# School and Student Performance Data

## Academic Engagement Graduation Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Very Low Lowest Performance	Low	Medium	High	Very High Highest Performance
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This section provides number of student groups in each level.

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

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

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

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

### Conclusions based on this data:

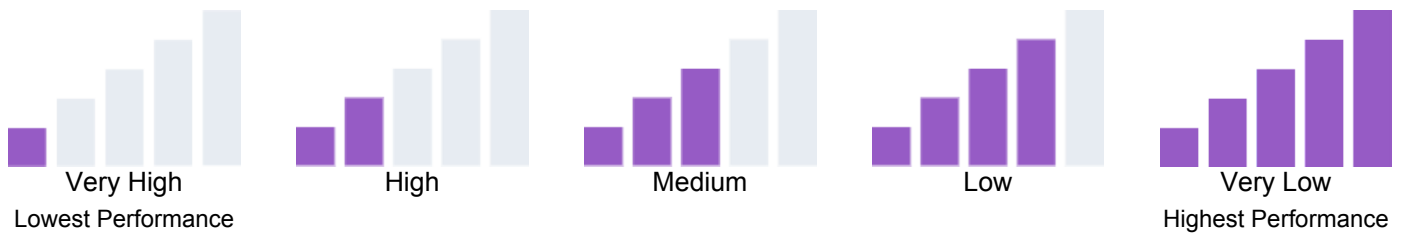
1. This section is not relevant to Tesoro.

# School and Student Performance Data

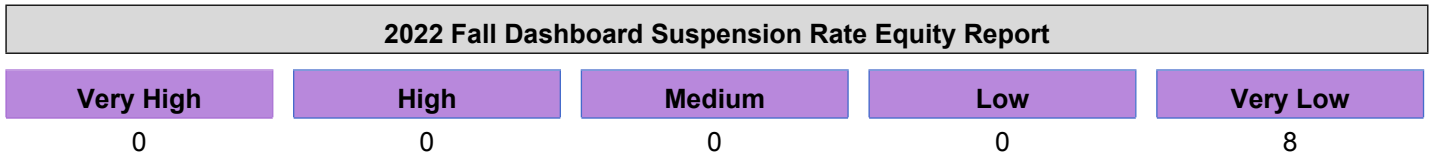
## Conditions & Climate Suspension Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

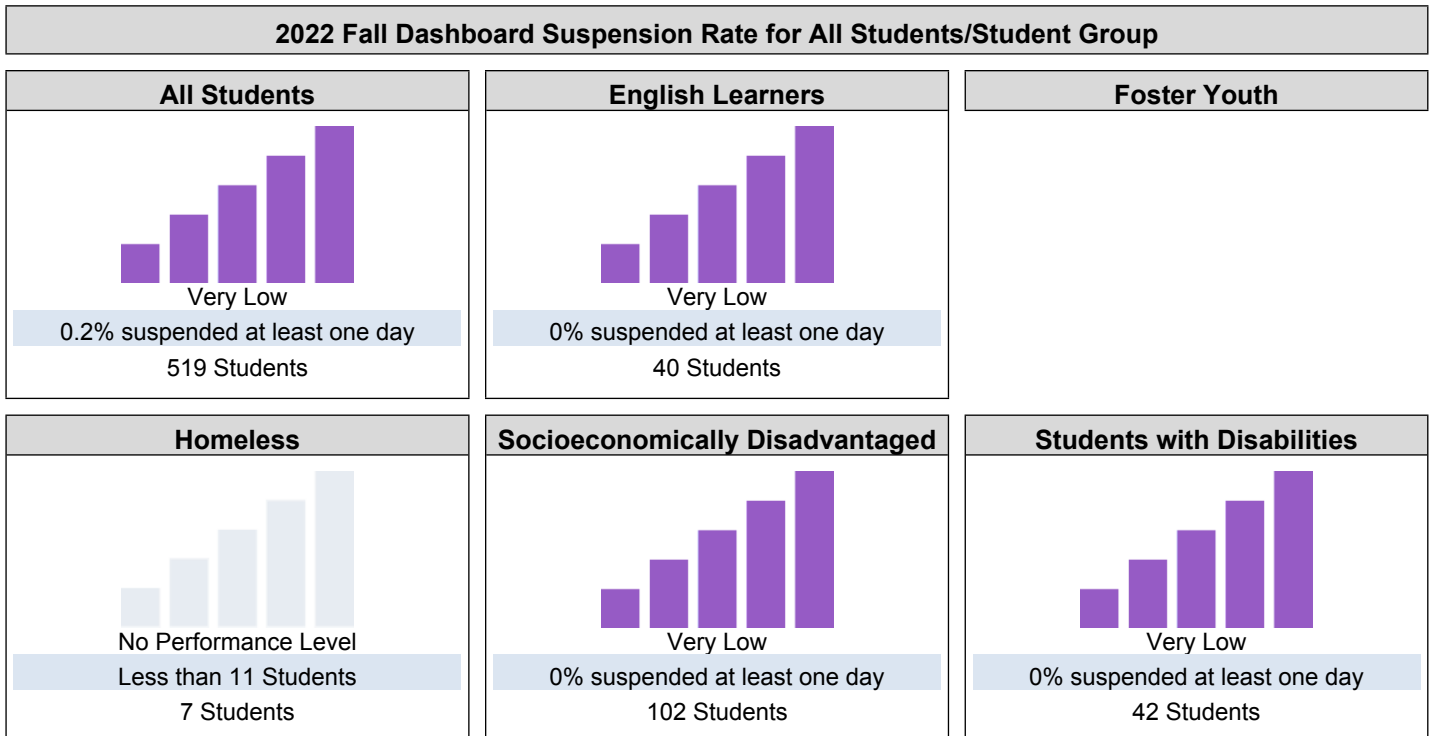
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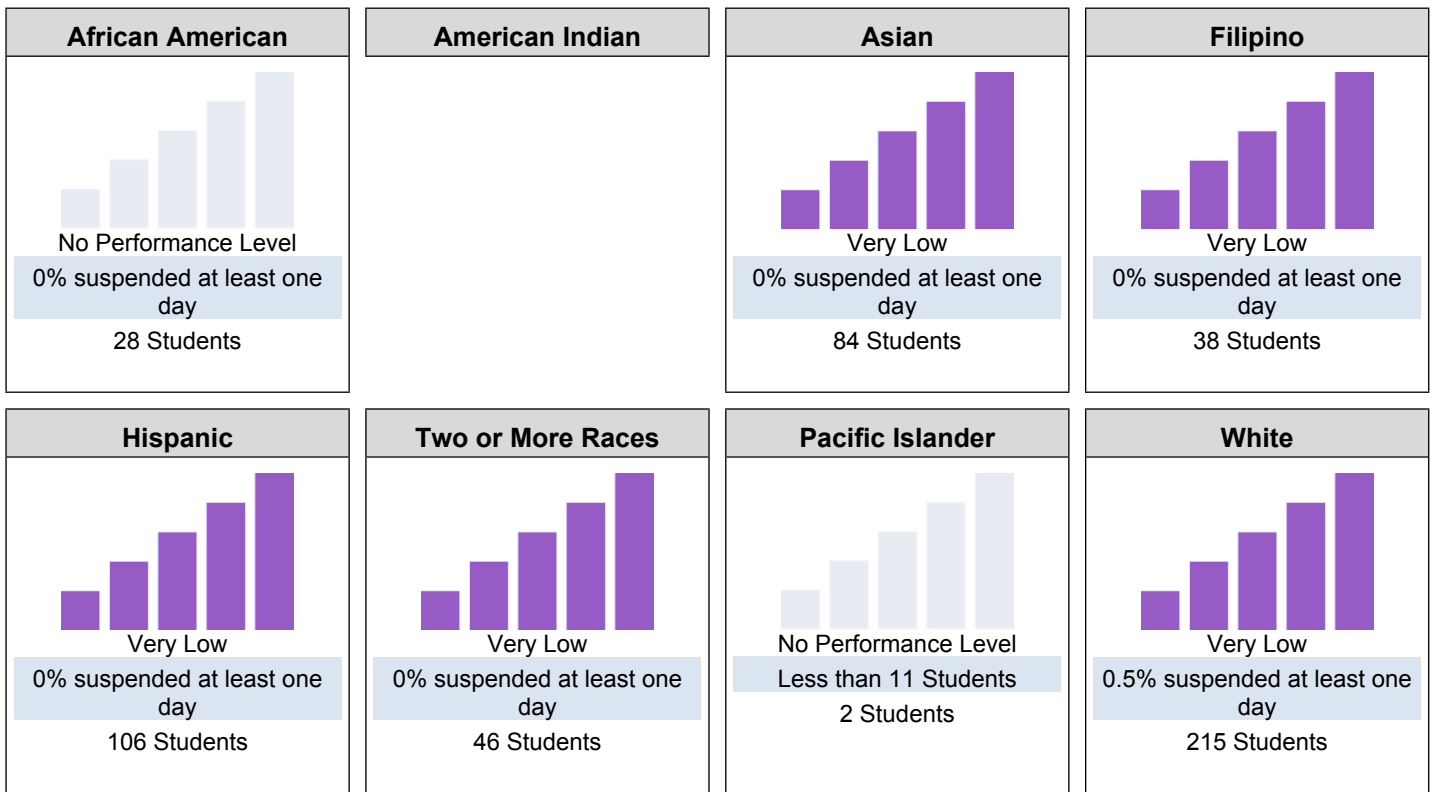
This section provides number of student groups in each level.



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



**2022 Fall Dashboard Suspension Rate by Race/Ethnicity**



**Conclusions based on this data:**

1. There was 0.5% suspension in the White student group.

# Goals, Strategies, & Proposed Expenditures

## Goal 1

### Subject

Increase student academic achievement levels in ELA and Math

### Goal Statement

By June 2024, K-2nd grade students will make at least 5% growth in their i-Ready proficiency level in reading. The number of students in specified groups at or above grade level (in green) will increase by at least 10%.

Student Groups: Students with Disabilities

By June 2024, 3rd-6th grade students will make at least 5% growth in their i-Ready proficiency level in math. The number of specified groups of students at or above grade level (in green) will increase by at least 10%.

Student Group:  
English Learners  
5th Grade

### LCAP Goal

Implement instructional programs and services that allow all students to achieve while closing the achievement Gap in the core academic areas English Language Arts (ELA), Mathematics, Science, Social Science.

### Basis for this Goal

In conducting a comprehensive needs assessment the goal was developed based on the following identified needs:

Reading in K-2nd continues to be a focus as there are foundational literacy skills that need to be developed in order to build fluency and comprehension in the later grades.

Math continues to be an area of focus for fifth-grade students and English learners. There are some gaps in instruction that need to be addressed. Teachers are working collaboratively to ensure that math content standards are met.

### Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Reading I-ready Diagnostic	Diagnostic 2 Data 71% of ALL students met or exceeded standard.  90% of Kindergarten students met or exceeded standard 65% of first grade students met or exceeded standard 71% of second grade students met or exceeded standard  30% of Special education students are at grade levels or above.	Based on the 2nd I-ready ELA Diagnostic: 76% of ALL students will meet or exceed ELA standards  95% of Kindergarten students will meet or exceed standards. 70% of first-grade students will meet or exceed standards 76% of 2nd-grade students will meet or exceed standards.

Metric/Indicator	Baseline	Expected Outcome
		40% of special education students will be at grade levels or above standards.
Math I-ready Diagnostic	<p>Diagnostic 2 Data</p> <p>62% of ALL students met or exceeded standards</p> <p>65% of 3rd grade students met or exceeded standards</p> <p>74% of 4th grade students met or exceeded standards.</p> <p>56% of fifth grade students met or exceeding standards</p> <p>74% of sixth grade students met or exceeded standards</p> <p>42% of English learners are at grade level or above in meeting or exceeding grade levels in math.</p>	<p>Based on 2nd diagnostic I-Ready Math Diagnostic</p> <p>67% of ALL students will meet or exceed Math standards</p> <p>70% of 3rd graders will meet or exceed math standards.</p> <p>79% of 4th graders will meet or exceed math standards</p> <p>66% of 5th graders will meet or exceed math standards</p> <p>79% of 6th graders will meet or exceed math standards</p> <p>52% of English learners will meet or exceed Math standards according to the end-of-year I-ready diagnostic.</p>

## Planned Strategies/Activities

### Strategy/Activity 1

Deepening implementation of professional learning community practices.

### Students to be Served by this Strategy/Activity

All Students

### Timeline

2023-2024 school year

### Person(s) Responsible

Administrator  
 Certificated Staff  
 Classified Staff

### Proposed Expenditures for this Strategy/Activity

Amount	2,000
Source	LCFF - Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Teachers on the instructional leadership team will attend PLC training. They will train and implement the work by working collaboratively with teams across grade levels. Teachers



interested in attending structured literacy training will have an opportunity to attend workshops. Teachers will collaborate with district math or literacy TOSAs for instructional coaching and support will have the opportunity to engage in work including planning for Number talks, building math fluency, phonics instructional strategies, and other instructional supports.

# Goals, Strategies, & Proposed Expenditures

## Goal 2

### Subject

Student Social Emotional Learning, Wellness, and Engagement

### Goal Statement

By June 2024 the chronic absenteeism percentage of ALL students will decrease by 5%. The Hispanic student group will decrease by 10%.

### LCAP Goal

Create school environments that are responsive to student and stakeholder Social Emotional Learning (SEL) needs to increase their engagement and connectedness to learning and school.

### Basis for this Goal

In conducting a comprehensive needs assessment the goal was developed based on the following identified needs: California Dashboard Data 2022 indicated that Tesoro had 10.9% Chronic absenteeism (HIGH) with Hispanic students at 21.9% (VERY HIGH).

The connectedness survey also indicated that only 53% of 4th-6th grade students look forward to coming to school. In addition, students feel that school rules and consequences are not equally enforced. Lastly, student responses indicate that bullying and disrespect are an area of concern.

### Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
LCAP student survey: Students look forward to coming to school.	53% of students agree. 31% neither agree or disagree. 16% disagree.31%.	Students who agree will increase by 10%. 63% of students will look forward to coming to school.
LCAP student survey: Our school rules and consequences are enforce equally for all students.	65% of students agree/strongly agree, 9% Disagree, 8 strongly disagree, 18% Neither agrees or disagrees.	Students who agree will increase by 10%. 75% of students will agree/strongly agree.
LCAP student survey: My school is a safe place where bullying and disrespect are not allowed	66% of students agree/strongly agree, 10% disagree, 24% neither agrees or disagrees.	Student responses who agree will increase 10%. 76% of students will agree or strongly agree.
Chronic absenteeism -CA Dashboard Data	We have a 10.9% of chronic absenteeism.  Hispanic student group is at 21.9%.	We will decrease chronic absenteeism by 5% to be 5.9% chronic absenteeism.  We will decrease Hispanic Chronic absenteeism by 10% for a total of 11.9% by June 2024.

### Planned Strategies/Activities

## Strategy/Activity 1

Continue Implementation of our PBIS Framework in all areas of the school.

Family professional development workshops to support academics and SEL.

### Students to be Served by this Strategy/Activity

All Students

### Timeline

2023-2024 School Year

### Person(s) Responsible

Administrator  
Certificated Staff  
Classified Staff  
Parents/Community

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	1000
<b>Source</b>	LCFF - Supplemental
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	Certificated personnel will assist in implementation of PBIS. They will attend trainings, lead discussions, and assist in developing resources for students, staff, and the community.
<b>Amount</b>	1500
<b>Source</b>	LCFF - Supplemental
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	These funds will go towards supplies to restock our student rewards, printing tickets, and signage as needed.

## Strategy/Activity 2

Provide professional development for our classified employees to implement PBIS with fidelity.

### Students to be Served by this Strategy/Activity

All Students

### Timeline

2023-2024

**Person(s) Responsible**

Administrators  
Teachers  
Classified Staff  
Parents/Guardians

**Proposed Expenditures for this Strategy/Activity**

<b>Amount</b>	500
<b>Source</b>	LCFF - Supplemental
<b>Budget Reference</b>	2000-2999: Classified Personnel Salaries
<b>Description</b>	These funds will be to train classified personnel on PBIS strategies.

# Goals, Strategies, & Proposed Expenditures

## Goal 3

### Subject

English Learner Academic Needs

### Goal Statement

By June 2024, the percentage of English learner students scoring proficient in reading will increase by 10% as measured by the i-Ready diagnostic.

### LCAP Goal

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

### Basis for this Goal

In conducting a comprehensive needs assessment the goal was developed based on the following identified needs:

Students acquiring a second language need additional practice and support in developing all language domains: reading, writing, speaking, and listening. English learners scored 50% met or exceeded on the reading diagnostic 2.

### Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
ELPI - CA Dashboard	2022 CA Dashboard shows 76.2% of English Learners made progress toward English language proficiency.	2023 CA Dashboard should show that 86.2% of English Learners will make progress toward English language proficiency.
I-Ready Reading Diagnostic	50% of EL students scored at or above grade level on the I-ready diagnostic 2. 19% was one grade level or below. 23% were three or more grade levels or below.	60% of EL students will score at or above grade level at the end of year diagnostic.

### Planned Strategies/Activities

#### Strategy/Activity 1

Offer Parent workshops for English Learners parents.

After-school support for literacy and preparation for ELPAC assessments for students.

Teacher goal setting with students every trimester.

### Students to be Served by this Strategy/Activity

All Students

### Timeline

2023-2024 School Year

### Person(s) Responsible

Teachers  
Classified staff  
Administrator  
Parents/Guardian

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	500
<b>Source</b>	LCFF - Supplemental
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	These funds will allow teachers who teach English learners opportunities to plan, collaborate, develop lessons, and receive support from the district EL TOSA.
<b>Amount</b>	13121
<b>Source</b>	LCFF - Supplemental
<b>Budget Reference</b>	2000-2999: Classified Personnel Salaries
<b>Description</b>	We will pay our ELD assistant additional hours to support our English learners.

# Goals, Strategies, & Proposed Expenditures

## Goal 4

### Subject

Diversity and Inclusion

### Goal Statement

By June 2024, The percentage of educational partners (parents, staff, parents) who feel that students see their family's culture represented in the school and the academic content taught will increase by 5% as measured by the LCAP Connectedness Survey.

### LCAP Goal

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

### Basis for this Goal

In conducting a comprehensive needs assessment the goal was developed based on the following identified needs: The connectedness survey indicated that students and parents did not see their families represented at their school.

### Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
LCAP student survey: I see my family's culture represented in the school and the things I learn.	48% of students agree/strongly agree, 14% Disagree, 7 strongly disagree, 31% Neither agrees/disagrees.	Students who agree will increase by 10%. 58% of students will agree.
LCAP parent survey: My child sees our family's culture represented in the school and academic content taught.	71% of parents agree/strongly agree, 7% Disagree, 3 strongly disagree, 19 Neither agree/disagree.	Parents who agree will increase by 10%. 81% of parents will agree.

### Planned Strategies/Activities

#### Strategy/Activity 1

Increased opportunities for parent decision-making.

Increased communication around diverse backgrounds of other people.

Increased opportunities in promoting diversity and cultural projects within social studies and language arts curricula.

#### Students to be Served by this Strategy/Activity

All Students

## Timeline

2023-2024

## Person(s) Responsible

Teachers  
Classified Staff  
Parents/ Guardian  
Administrators

## Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	500
<b>Source</b>	LCFF - Supplemental
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	Guest teachers for ELAC, IEP, 504, SST meetings to allow for teacher attendance as needed

## Strategy/Activity 2

Offer in person family engagement opportunities including Principal Chats, Book Clubs for parents, book clubs for students, Care club, and other opportunities that bring students and parents together.

## Students to be Served by this Strategy/Activity

All Students

## Timeline

2022-2023

## Person(s) Responsible

Teachers  
Classified staff  
Parents/families

## Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	500
<b>Source</b>	LCFF - Supplemental
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	This will allow us to purchase any necessary books for book clubs or supplies to run specific family engagement opportunities.



# Goals, Strategies, & Proposed Expenditures

## Goal 5

### Subject

Parent Engagement

### Goal Statement

By June 2024, the percentage of Educational Partners (parents, staff, students) who feel that our school promotes all Educational partners in decisions that impact programs offered at our school will increase by 5% as measured by the LCAP Connectedness Survey.

### LCAP Goal

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

### Basis for this Goal

In conducting a comprehensive needs assessment the goal was developed based on the following identified needs: The connectedness survey indicated that parents a group of parents neither agree or disagree about their engagement with the school community and decision making process.

### Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
LCAP Q15: My child's school promotes stakeholders (parents, employees,& students) in decisions that impact the programs offered at the school.	81% of families agree or strongly agree about promoting stakeholders in decision making according to the LCAP survey.	86% of families will agree or strongly agree about promoting stakeholders in decision making according to the LCAP survey.

### Planned Strategies/Activities

#### Strategy/Activity 1

Increase the number of ALL STAFF meetings which includes classified and certificated.  
Increase student leadership opportunities.  
Offer family engagement workshops for parents by teachers.

#### Students to be Served by this Strategy/Activity

All Students

#### Timeline

2023-2024

#### Person(s) Responsible

Admin

Teachers  
Parents  
Students

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	503
<b>Source</b>	LCFF - Supplemental
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	Extra duty for teachers who are able to conduct parent workshops after school.
<b>Amount</b>	200
<b>Source</b>	LCFF - Supplemental
<b>Budget Reference</b>	2000-2999: Classified Personnel Salaries
<b>Description</b>	Extra duty pay for classified personnel to attend and help facilitate/support parent engagement opportunities. Classified personnel will also help collect parent survey data as well.

# Goals, Strategies, & Proposed Expenditures

## Goal 6

### Subject

### Goal Statement

### LCAP Goal

### Basis for this Goal

### Expected Annual Measurable Outcomes

Metric/Indicator

Baseline

Expected Outcome

### Planned Strategies/Activities

#### Strategy/Activity 1

Students to be Served by this Strategy/Activity

Timeline

Person(s) Responsible

Proposed Expenditures for this Strategy/Activity

# Goals, Strategies, & Proposed Expenditures

## Goal 7

### Subject

### Goal Statement

### LCAP Goal

### Basis for this Goal

### Expected Annual Measurable Outcomes

Metric/Indicator

Baseline

Expected Outcome

### Planned Strategies/Activities

#### Strategy/Activity 1

Students to be Served by this Strategy/Activity

Timeline

Person(s) Responsible

Proposed Expenditures for this Strategy/Activity

# Goals, Strategies, & Proposed Expenditures

## Goal 8

### Subject

### Goal Statement

### LCAP Goal

### Basis for this Goal

### Expected Annual Measurable Outcomes

Metric/Indicator

Baseline

Expected Outcome

### Planned Strategies/Activities

#### Strategy/Activity 1

Students to be Served by this Strategy/Activity

Timeline

Person(s) Responsible

Proposed Expenditures for this Strategy/Activity

# Goals, Strategies, & Proposed Expenditures

## Goal 9

### Subject

### Goal Statement

### LCAP Goal

### Basis for this Goal

### Expected Annual Measurable Outcomes

Metric/Indicator

Baseline

Expected Outcome

### Planned Strategies/Activities

#### Strategy/Activity 1

Students to be Served by this Strategy/Activity

Timeline

Person(s) Responsible

Proposed Expenditures for this Strategy/Activity

# Goals, Strategies, & Proposed Expenditures

## Goal 10

### Subject

### Goal Statement

### LCAP Goal

### Basis for this Goal

### Expected Annual Measurable Outcomes

Metric/Indicator

Baseline

Expected Outcome

### Planned Strategies/Activities

#### Strategy/Activity 1

Students to be Served by this Strategy/Activity

Timeline

Person(s) Responsible

Proposed Expenditures for this Strategy/Activity

# Goals, Strategies, & Proposed Expenditures

## Goal 11

### Subject

### Goal Statement

### LCAP Goal

### Basis for this Goal

### Expected Annual Measurable Outcomes

Metric/Indicator

Baseline

Expected Outcome

### Planned Strategies/Activities

#### Strategy/Activity 1

Students to be Served by this Strategy/Activity

Timeline

Person(s) Responsible

Proposed Expenditures for this Strategy/Activity



# Goals, Strategies, & Proposed Expenditures

## Goal 12

### Subject

### Goal Statement

### LCAP Goal

### Basis for this Goal

### Expected Annual Measurable Outcomes

Metric/Indicator

Baseline

Expected Outcome

### Planned Strategies/Activities

#### Strategy/Activity 1

Students to be Served by this Strategy/Activity

Timeline

Person(s) Responsible

Proposed Expenditures for this Strategy/Activity

# Annual Review and Update

## SPSA Year Reviewed: 2022-23

### Goal 1

Students will meet grade-level expectations in their reading and early literacy skills K-2 and increase their mathematical skills in grades 3-6.

ELA K-2 Smart Goal:

By June 2023, 70% of students in K -2nd grade will score at grade level or above on the EOY iReady benchmark assessment in Phonics.

Math 3-6 Smart Goal 3-6th:

By June 2023, 70% of students in grades 3-6th grade will score at grade level or above on the EOY iReady benchmark assessment in two specific math domains: Number and operations (add EOY I-ready data)

### Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
I-ready Diagnostic 1st Grade	70% of 1st grade students will score on grade level or above in phonics by June 2023.	69% of 1st grade students met grade level or above in phonics on 2nd trimester I-ready diagnostic.
I-ready Diagnostic 2nd Grade	70% of 2nd grade students will score on grade level or above in phonics by June 2023.	59% of 2nd grade students met grade level or above in phonics on 2nd trimester I-ready diagnostic.
I-ready Diagnostic 3rd grade	70% of 3rd grade students will score on grade level or above in number and operations.	66% of 3rd graders scored on grade level or above in numbers and operations according to 2nd trimester I-ready diagnostic.
I-ready Diagnostic 4th grade	70% of 4th graders will score on grade level or above in number and operations	83% of 4th graders scored on grade level or above in numbers and operations according to 2nd trimester I-ready diagnostic.
I-ready Diagnostic 5th grade	70% of 5th grade students will score on grade level or above in number and operations.	65% of 5th graders scored on grade level or above in numbers and operations according to 2nd trimester I-ready diagnostic.
I-ready Diagnostic 6th grade	70% of 6th grade students will score on grade level or above in number and operations.	76% of 6th graders scored on grade level or above in numbers and operations according to 2nd trimester I-ready diagnostic.
I-ready Diagnostic Kindergarten	70% of Kindergarten students will meet on grade level or above in phonics by June 2023.	72% of Kindergarten students met grade level or above in phonics on 2nd trimester I-ready diagnostic.

### Strategies/Activities for Goal 1

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
* PD in evidenced-based reading foundational	* PD in evidenced-based reading foundational skills/early literacy	Teachers on the instructional leadership team will attend PLC	Extra duty pay was offered to teachers who were interested in

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>skills/early literacy strategies (i.e. planning time with TOSA, targeted time in staff meetings) This includes Orton-Gillingham training for interested teachers.</p> <p>* PD in mathematical strategies for upper-grade teachers (i.e. planning time with math TOSAs, staff meeting time focused on evidence-based practices, Number talks in every upper-grade classroom every day)</p> <p>* Professional development led by instructional leadership team around evidence-based practices and by our district TOSAs.</p> <p>K-2nd focus on foundation Literacy (phonemic awareness and phonics) Use Heggerty - Phonemic awareness I-ready - practice with individual paths WIN cycles of instruction based on I-ready diagnostics and CFAs. Use pretest and post-test to create flexible student groups based on CFAs. Focus on comprehension and vocabulary to promote fluency.</p> <p>Math Focus 3-6th Incorporate more models/manipulatives in lessons. Use I-ready lessons to support the additional practice of skills. WIN Cycles of instruction based on I-ready or NextGen diagnostics and CFAs. Use pretest and</p>	<p>strategies (i.e. planning time with TOSA, targeted time in staff meetings) This includes Orton-Gillingham training for interested teachers.</p> <p>* PD in mathematical strategies for upper-grade teachers (i.e. planning time with math TOSAs, staff meeting time focused on evidence-based practices)</p> <p>* Professional development led by by our district TOSAs for grades 3rd and 5th.</p> <p>K-2nd focus on foundation Literacy (phonemic awareness and phonics) Use Heggerty - Phonemic awareness I-ready - practice with individual paths WIN cycles of instruction based on I-ready diagnostics and CFAs. Use pretest and post-test to create flexible student groups based on CFAs. Focus on comprehension and vocabulary to promote fluency.</p> <p>Math Focus 3-6th Incorporate more models/manipulatives in lessons. Use I-ready lessons to support the additional practice of skills. WIN Cycles of instruction based on I-ready or NextGen diagnostics and CFAs. Use pretest and post-test to create flexible student groups based on CFAs. Number Talks- increase dialogue among students</p>	<p>training. They will train and implement the work by working collaboratively with teams across grade levels. Teachers interested in attending Orton-Gillingham training will have an opportunity to. Teachers willing to collaborate with district TOSAs for instructional coaching and support will have the opportunity to engage in work including planning for Number talks, building math fluency, phonics instructional strategies, and other instructional supports. 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 6,000</p>	<p>additional PLC planning with the team. Instructional leaders also received extra duty to be part of the guiding coalition. Teachers received extra duty pay for academic supports after school in math. 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 1500</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>post-test to create flexible student groups based on CFAs. Number Talks- increase dialogue among students</p> <p>Set measurable goals for students as part of SST meetings.</p>	<p>Set measurable goals for students as part of SST meetings.</p>		

## Analysis

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

PLC Implementation and Practices - all actions related to this strategy were implemented. Our 3rd and 5th teachers met in grade level teams to implement a Tier 2 intervention support system for their grade level. They collaborated with our district Math TOSAs to support their instructional strategies. Our guiding coalition met 4 times during the year to discuss next steps in supporting the PLC process.

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

The strategies were effective as evidenced by the student outcomes. For example, all teachers in grade K-2 used Heggerty with fidelity. There were 8 intervention cycles of instruction that were completed by all grade levels for tier 2.

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

We did not expend all our funding in salaries for certificate staff due to the time constraints and the unavailability of guest teachers.

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

This goal will be focused on specific student groups in the coming year. No other changes will be made to the goal.

# Annual Review and Update

## SPSA Year Reviewed: 2022-23

### Goal 2

Students at Tesoro Elementary will feel more connected to their school community as measured by the LCAP survey question "I look forward to coming to school."

### Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
LCAP Student Climate Survey participation	100% of 4th-6th grade students will participate in survey.	92% of 4th-6th graders participated in the survey.
LCAP student survey: Students look forward to coming to school.	Students who agree will increase by 10%.	53% of students agreed on the 2023 survey. 58% of students agreed during the 2022 LCAP survey. This was a 5% decrease of students. Goal was not met.
LCAP student survey: My school is a happy place where people (adults and students) are friendly, kind, and all people are part of the school events.	Students who agree will increase by 10%	64% of students agreed on the 2023 survey. 64% of students agreed during the 2022 LCAP survey. There was no change in response. This goal was not met.
LCAP student survey: My school uses Social Emotional Learning (SEL) activities to help me feel good about myself and help me to learn more.	Students who agree will increase by 10%.	76% of students agreed on the 2023 survey. 65% of students agreed during the 2022 LCAP survey. This was a 11% increase of students. This goal was met.
Attendance rate	We will increase by 3%. Goal is 98% attendance.	Currently we are at 95%. Goal was not met.
LCAP student survey: The staff (teachers, support staff, and administration) make our school a place where mental health and feeling good about yourself are as important as learning.	Students who agree will increase by 10%	76% of students agreed on the 2023 survey. 76% of students agreed during the 2022 LCAP survey. There was no change in the outcomes. Goal was not met.
LCAP student survey: I understand the meaning R.O.A.R. and how to meet classroom and schoolwide behavior expectations.	Students who agree will increase by 5%.	94% of students agreed on the 2023 survey. 92% of students agreed during the 2022 LCAP survey. This was a 2% increase of students. Goal was not met.

### Strategies/Activities for Goal 2

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
School Climate Offering additional incentives for behavior, academics, and attendance.	Offering additional incentives for behavior, academics, and attendance.	Certificated personnel will assist in implementation of PBIS. They will attend	Certificated personnel helped with implementation of PBIS. They attended trainings,

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>Assemblies * Monday Morning Announcements</p> <p>Special Programs * Positive Behavior Intervention and Supports (PBIS) * Implement school-wide PBIS Matrix * Develop classroom PBIS Matrices * Regular PBIS Team meetings * Tiger Tickets * PBIS materials * Kindness Wednesdays</p> <p>* Classroom Meetings (daily 15 minutes at the beginning of every day). Quick journal writes To increase participation - DOJO points, tiger ticket, Role-Playing Reinforcing Positive Behavior Tiger Tickets Additional psychologist support Add additional incentives- Free Recess Free spirit wear- increase school pride Add spirit day -Fridays to increase school spirit Classroom incentives - establish individual student social goals.</p> <p>Attendance : Agenda item on parent meeting agendas (Site Council, ELAC, PTA) School newsletter messages about the importance of students attending school Meet with parents of Chronically Absent Students</p>	<p>* Monday Morning Announcements</p> <p>Special Programs * Positive Behavior Intervention and Supports (PBIS) * Implement school-wide PBIS Matrix * Develop classroom PBIS Matrices * Regular PBIS Team meetings * Tiger Tickets * PBIS materials * Kindness Wednesdays</p> <p>* Classroom Meetings (daily 15 minutes at the beginning of every day). Reinforcing Positive Behavior Tiger Tickets Additional psychologist support Add additional incentives- Free Recess Add spirit day -Fridays to increase school spirit</p> <p>Attendance : Agenda item on parent meeting agendas (Site Council, ELAC, PTA) School newsletter messages about the importance of students attending school Meet with parents of Chronically Absent Students</p> <p>Conduct Attendance Meetings: SART DART Meetings with Individual Students about their attendance, connection to school, interests.</p>	<p>trainings, lead discussions, and assist in developing resources for students, staff, and the community. 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 1,000</p> <p>These funds will go towards supplies to restock our student rewards, printing tickets, and signage as needed. 4000-4999: Books And Supplies LCFF - Supplemental 1,000</p>	<p>lead discussions, and assisted in developing resources for students, staff, and the community. 1000-1999: Certificated Personnel Salaries 250</p> <p>These funds will go towards supplies to restock our student rewards, printing tickets, and signage as needed. 4000-4999: Books And Supplies LCFF - Supplemental 4,400</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Conduct Attendance Meetings: SART DART SARB Meetings with Individual Students about their attendance, connection to school, interests.			
Provide professional development for our classified employees to implement PBIS with fidelity.		These funds will be to train classified personnel on PBIS strategies. 2000-2999: Classified Personnel Salaries LCFF - Supplemental 500	These funds were used to fund our classified paraeducator in supporting student participation in meetings and learning. 2000-2999: Classified Personnel Salaries LCFF - Supplemental 5000

## Analysis

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

PBIS Implementation - Classified staff participated in additional meetings to develop strategies to support our PBIS initiatives. Certificated staff participated in additional PBIS training.  
 Attendance implementation- Classified staff assisted with monitoring of chronic absenteeism. Social worker assisted with developing attendance plans including incentives for improved attendance.

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

PBIS implementation was effective as evidenced by the 76% of students who responded positively when answering the question regarding using SEL activities in school to help them feel good about themselves.  
 Coming to school is still an area of concern that will be a goal we build on in the coming year as only 53% of students look forward to coming to school.

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

We overspent in our proposed expenditures for supplies due to the increased amount of PBIS incentives needed. We also overspent on the classified training. We found that there were many hours needed to reinforce expectations.

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 plan to find alternative funding to sustain the amount in supplies to support the PBIS incentives. We will also ensure that the extra duty for our classified is intentional and focused on supporting PBIS.

# Annual Review and Update

## SPSA Year Reviewed: 2022-23

### Goal 3

English learners will improve in their language proficiency in order to move closer to or meeting requirements for reclassification.

### Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Reclassification rate	Reclassification increase of 20%	21% of students qualified for reclassification (6 out of 29 EL students)
English Language Proficiency Assessment for California (ELPAC) Writing domain	increase the number of students who score well developed by 20%	According to 2022-2023 ELPAC results 31% of students scored developed (3) in the writing domain. goal not met. (6 out of 19 results)
English Language Proficiency Assessment for California (ELPAC) Reading Domain	increase the number of students who score well developed by 20%	According to 2022-2023 ELPAC results 11% of students scored developed (3) in the writing domain. Goal not met. (2 out of 19 results)

### Strategies/Activities for Goal 3

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>English Language Development</p> <p>Instruction</p> <ul style="list-style-type: none"> <li>* Engaging EL with opportunities to write daily for varied purposes. All English learners will have a daily journal.</li> <li>* Teachers will use sentence frames and graphic organizers across all academic areas.</li> <li>* Professional development for language acquisition (time for planning, working with EL district coach)</li> <li>* Use Wonders EL materials for Designated and Integrated EL Instruction</li> </ul>	<p>English Language Development</p> <p>Instruction</p> <ul style="list-style-type: none"> <li>* Teachers will use sentence frames and graphic organizers across all academic areas.</li> <li>* Use Wonders EL materials for Designated and Integrated EL Instruction</li> <li>* Provide authentic speaking opportunities</li> <li>* Monitor English Learners throughout the year.</li> </ul> <p>Modeling</p> <p>Vocabulary pictures</p> <p>Grammar and vocabulary skills.</p>	<p>These funds will allow teachers who teach English learners opportunities to plan, collaborate, develop lessons, and receive support from the district EL TOSA. 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 4,000</p>	<p>Teacher collaboration time with EL TOSA</p> <p>1000-1999: Certificated Personnel Salaries LCFF - Supplemental 0</p>



Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>* Use ELD standards to plan instruction</p> <p>* Provide authentic speaking opportunities</p> <p>* Utilize Constructing Meaning strategies</p> <p>* Monitor English Learners throughout the year.</p> <p>Rosetta Stone</p> <p>Constructing Meaning</p> <p>Weekly writing practice focusing on narrative writing</p> <p>Modeling</p> <p>Vocabulary pictures</p> <p>Grammar and vocabulary skills.</p> <p>Increase student discourse-</p> <p>Number Talks - increase on a weekly basis.</p> <p>LTEL meetings during the year.</p> <p>Designated and other areas.</p> <p>Considering some mentoring opportunities for students and parents.</p> <p>Reclassification:</p> <p>* Students are closely monitored to ensure that all students meeting the district criteria are reclassified according to the ELPAC assessment in the spring and/or the I-ready (CAASPP) assessments.</p>	<p>Considering some mentoring opportunities for students and parents.</p> <p>Reclassification:</p> <p>* Students are closely monitored to ensure that all students meeting the district criteria are reclassified according to the ELPAC assessment in the spring and/or the I-ready (CAASPP) assessments.</p>		

## Analysis

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

EL instruction during designated EL- this strategy was effective as teachers used the current Wonders curriculum to support EL instruction.

There was a lack of implementation in writing opportunities specific to English learners.

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

Using the Wonders curriculum was effective as teachers were able to build background knowledge during ELD and connect to the core curriculum.

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

We did not expend the funds as teachers did not use the EL TOSA to support in lesson planning or providing instructional strategies for our EL students.

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 plan to decrease the funds in this category and look at possibly funding classified opportunity to increase our English learner families in after school events to increase connection with the school community.

# Annual Review and Update

## SPSA Year Reviewed: 2022-23

### Goal 4

Increase the percentage of students and families who see their family's culture represented in the school and the academic content taught as measured by the end of the year survey data for students, parents, and staff.

### Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
District LCAP Parent Survey	Completion rate will increase by at least 10%	There were 179 family responses for 2022. There was 194 responses for 2023. There were 15 additional families who replied. This was an 8% increase. Goal was not met.
Student Survey question: My school is welcoming to all people from the community regardless of differences (e.g., language, race, gender, disability, and culture) and respects/values those differences.	Responses will increase in the percentage that agree by 5%.	91% of students agreed on the 2023 survey. 92% of students agreed during the 2022 LCAP survey. There was 1% change in the outcomes. Goal was not met.
Parent Survey data: My child sees our family's culture represented in the school and the academic content taught.	Responses will increase in the percentage that agree by 10%	71% of parents agreed on the 2023 survey. 68% of students agreed during the 2022 LCAP survey. There was 1 3% increase in the outcomes. Goal was not met.
Parent Survey: My child's school promotes parent participation in decision-making that affects school.	Responses will increase in the percentage that agree by 10%	81% of parents agreed on the 2023 survey. 71% of students agreed during the 2022 LCAP survey. There was a 10% increase. Goal was met.
Parent Survey: My child's school is a positive place where people (adults and students) are friendly, kind, and inclusive of every member of the school.	Responses will increase in the percentage that agree by 5%.	85% of parents agreed on the 2023 survey. 86% of students agreed during the 2022 LCAP survey. There was a 1% decrease in the outcomes. Goal was not met.

### Strategies/Activities for Goal 4

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Promote the ways cultural celebrations are recognized throughout the year. (newsletters, announcements, library, classroom discussions)  School/Home Communication:	Promote the ways cultural celebrations are recognized throughout the year. (newsletters, announcements, library, classroom discussions) School Newsletter - Tesoro Times ParentSquare- Positive	Substitutes for ELAC, IEP, 504, SST meetings to allow for teacher attendance as needed 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 1,500	Substitutes for ELAC, IEP, 504, SST meetings to allow for teacher attendance as needed 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 0

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>School Newsletter - Tiger Times</p> <p>ParentSquare- Positive messages include authors/speakers of diverse backgrounds. Use the marquee to promote diverse holidays or contributions of other people.</p> <ul style="list-style-type: none"> <li>Incorporating diversity and cultural projects within social studies and language arts curriculum.</li> </ul> <p>Parent engagement - increasing communication from parent to the teacher on learning tasks. This is an effort for families to feel included in the school community.</p> <p>Partner with PTA to rebuild volunteering opportunities through joined school events.</p>	<p>messages include authors/speakers of diverse backgrounds. Use the marquee to promote diverse holidays or contributions of other people.</p> <ul style="list-style-type: none"> <li>Incorporating diversity and cultural projects within social studies and language arts curriculum.</li> </ul> <p>Parent engagement - increasing communication from parent to the teacher on learning tasks. This is an effort for families to feel included in the school community.</p> <p>Partner with PTA to rebuild volunteering opportunities through joined school events.</p>		
<p>Offer in person family engagement opportunities including Principal Chats, Book Clubs for parents, book clubs for students, Care club, and other opportunities that bring students and parents together.</p>	<p>Offer in person family engagement opportunities including Principal Chats with opportunities for parent input.</p>	<p>This will allow us to purchase any necessary books for book clubs or supplies to run specific family engagement opportunities. 4000-4999: Books And Supplies LCFF - Supplemental 1500</p>	<p>Book purchases for staff book clubs. 4000-4999: Books And Supplies LCFF - Supplemental 550</p>

## Analysis

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

Principal Chats were offered monthly in person.  
 ParentSquare communication- This was implemented to communicate cultural events and important parent engagement opportunities offered by the district and the school site.  
 Teacher newsletters communicated through Parentsquare was also implement.

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

Principal chats were effective as they reached a big audience through email or texts. Parents attended and gave input. Parent engagement was effective as evidenced by the 81% of parents who agree that the school promotes parent participation and decision making.

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

We began the year with a shortage of guest teachers and therefore we did not expend all our funds. We were able to schedule parent meetings before or after school. We did not expend all our supplies funds as we had difficulty scheduling additional parent engagement opportunities due to scheduling conflicts.

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

This goal will have an emphasis on school culture and creating intentional opportunities for students, staff, and parents to see their family's culture represented in the school.

# Annual Review and Update

SPSA Year Reviewed: 2022-23

## Goal 5

### Annual Measurable Outcomes

Metric/Indicator

Expected Outcomes

Actual Outcomes

### Strategies/Activities for Goal 5

Planned  
Actions/Services

Actual  
Actions/Services

Proposed  
Expenditures

Estimated Actual  
Expenditures

## Analysis

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

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

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

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

# Annual Review and Update

SPSA Year Reviewed: 2022-23

## Goal 6

### Annual Measurable Outcomes

Metric/Indicator

Expected Outcomes

Actual Outcomes

### Strategies/Activities for Goal 6

Planned  
Actions/Services

Actual  
Actions/Services

Proposed  
Expenditures

Estimated Actual  
Expenditures

## Analysis

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

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

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

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

# Annual Review and Update

SPSA Year Reviewed: 2022-23

## Goal 7

## Annual Measurable Outcomes

Metric/Indicator

Expected Outcomes

Actual Outcomes

## Strategies/Activities for Goal 7

Planned  
Actions/Services

Actual  
Actions/Services

Proposed  
Expenditures

Estimated Actual  
Expenditures

## Analysis

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

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

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

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



# Annual Review and Update

SPSA Year Reviewed: 2022-23

## Goal 8

### Annual Measurable Outcomes

Metric/Indicator

Expected Outcomes

Actual Outcomes

### Strategies/Activities for Goal 8

Planned  
Actions/Services

Actual  
Actions/Services

Proposed  
Expenditures

Estimated Actual  
Expenditures

## Analysis

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

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

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

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

# Annual Review and Update

SPSA Year Reviewed: 2022-23

## Goal 9

### Annual Measurable Outcomes

Metric/Indicator

Expected Outcomes

Actual Outcomes

### Strategies/Activities for Goal 9

Planned  
Actions/Services

Actual  
Actions/Services

Proposed  
Expenditures

Estimated Actual  
Expenditures

## Analysis

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

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

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

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

# Annual Review and Update

SPSA Year Reviewed: 2022-23

## Goal 10

## Annual Measurable Outcomes

Metric/Indicator

Expected Outcomes

Actual Outcomes

## Strategies/Activities for Goal 10

Planned  
Actions/Services

Actual  
Actions/Services

Proposed  
Expenditures

Estimated Actual  
Expenditures

## Analysis

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

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

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

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

# Annual Review and Update

SPSA Year Reviewed: 2022-23

## Goal 11

### Annual Measurable Outcomes

Metric/Indicator

Expected Outcomes

Actual Outcomes

### Strategies/Activities for Goal 11

Planned  
Actions/Services

Actual  
Actions/Services

Proposed  
Expenditures

Estimated Actual  
Expenditures

## Analysis

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

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

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

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

# Annual Review and Update

SPSA Year Reviewed: 2022-23

## Goal 12

## Annual Measurable Outcomes

Metric/Indicator

Expected Outcomes

Actual Outcomes

## Strategies/Activities for Goal 12

Planned  
Actions/Services

Actual  
Actions/Services

Proposed  
Expenditures

Estimated Actual  
Expenditures

## Analysis

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

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

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

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

# Budget Summary and Consolidation

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

## Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	20,324.00

## Allocations by Funding Source

Funding Source	Amount	Balance
District Funded		
Site Formula Funds		
LCFF - Base		
LCFF - Supplemental	\$20,324	0.00
Parent-Teacher Association (PTA)		

# Expenditures by Funding Source

Funding Source	Amount
LCFF - Supplemental	20,324.00

# Expenditures by Budget Reference

<b>Budget Reference</b>	<b>Amount</b>
1000-1999: Certificated Personnel Salaries	4,503.00
2000-2999: Classified Personnel Salaries	13,821.00
4000-4999: Books And Supplies	2,000.00



## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	4,503.00
2000-2999: Classified Personnel Salaries	LCFF - Supplemental	13,821.00
4000-4999: Books And Supplies	LCFF - Supplemental	2,000.00

# School Site Council Membership

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

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

Name of Members	Role
Ernestina Aguilar	Principal
Dawn Fujino	Classroom Teacher
Dakota Dougherty	Classroom Teacher
Theresa Eichman	Classroom Teacher
Carrie Colgan	Parent or Community Member
Jonathan Lias	Parent or Community Member
Marianne O'Neill	Parent or Community Member
Matthew Davis	Parent or Community Member
Sherie Rotondi	Parent or Community Member
Barbara DeSantis	Other School Staff

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

# Recommendations and Assurances

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

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

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

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

**Signature**

**Committee or Advisory Group Name**



English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on May 31, 2023.

Attested:



Principal, Ernestina Aguilar on May 31, 2023



SSC Chairperson, Jonathan Lias on May 31, 2023

# Addendum

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

## Instructions: Linked Table of Contents

Educational Partner Involvement

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Annual Review and Update

Budget Summary and Consolidation

Appendix A: Plan Requirements for Schools Funded Through the ConApp

Appendix B: Select State and Federal Programs

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

## Educational Partner Involvement

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

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

Goals, Strategies, & Proposed Expenditures

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

## Goal

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

## Basis for this Goal

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

## Expected Annual Measurable Outcomes

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

## Planned Strategies/Activities

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

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

### **Students to be Served by this Strategy/Activity**

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

### **Proposed Expenditures for this Strategy/Activity**

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

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

### **Annual Review and Update**

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

#### **Annual Measurable Outcomes**

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

#### **Strategies/Activities**

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

### **Analysis**

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

- Describe the overall implementation of the strategies/activities to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.
- Explain any material differences between Proposed Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- Describe any changes that will be made to the goal, expected annual 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 Educational Partner Involvement and/or Strategies/Activities).
5. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
  - a. Ensure that those students' difficulties are identified on a timely basis; and
  - b. Provide sufficient information on which to base effective assistance to those students.
6. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
7. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

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



## **Appendix B: Select State and Federal Programs**

### **Federal Programs**

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

### **State or Local Programs**

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



# COMPREHENSIVE NEEDS ASSESSMENT SUMMARY TOOL

SCHOOL NAME: Tesoro Elementary

SCHOOL YEAR: 2022-2023

## EDUCATIONAL PARTNERS

*Describe who and how educational partners were involved in the comprehensive needs assessment process.*

The school involves our School Site Council, Parent Teacher Association (PTA), Leadership Team, guiding coalition, Positive Behavior Interventions and Support (PBIS) Team, English Language Advisory Council (ELAC), and staff (both certificated and classified) in the planning process and annual review and update of the SPSA. Data from iReady; staff, student, and parent connectedness surveys; intervention, attendance, etc. are shared with staff and families and other educational partners on a regular basis.

Regular meetings are held with our educational partners to discuss student progress and review current student data in order to inform our school plan and ensure our students are making academic and social/emotional growth.

Meetings were as follows:

Staff Meeting: 4/25/23- Certificated members were given specific opportunities to discuss and give input on School Plan.

Staff Meeting: 5/9/23- Classified & Certificated members were given specific opportunities to discuss implementation of PBIS and connectedness survey.

Guiding Coalition: 4/18/23 Met to gather input on effectiveness of best practices and interventions and supports currently in place.

SSC Input: 5/16/23 Parents were given specific opportunities throughout the year and on this date to provide input on the Connectedness survey.

ELAC: 3/15/23 Parents were given opportunities to give input on the ELD program and its effectiveness.

Monthly Coffee with the principal: There have been monthly Coffee with the Principal meetings since August. Data has been presented around I-ready scores, intervention, and PBIS data. Parent input has always been taken into consideration at these meetings. Parents were given opportunities to provide input on Connectedness survey on 5/10/23

PBIS Meeting: 5/25/23 Team members were given opportunities to reflect on results of Connectedness survey related to behavior and Social emotional well being of students.

The data and goals for the 23-24 School Plan for Student Achievement were developed by the English Language Advisory Council and School Site Council members based on the 21-22 California Dashboard, 21-22 English Learner data, 21-22 and 22-23 Attendance data, 21-22 and 22-23 Chronic Absenteeism data, 21-22 and 22-23 Suspension data, 21-22 and 22-23 LCAP Survey Data, School Wide Information System data on office referrals, 22-23 Tiered Fidelity Inventory, 21-22 and 22-23 i-Ready Diagnostic 1 and 2, and our Professional Learning Community Intervention data.





## COMPREHENSIVE NEEDS ASSESSMENT SUMMARY TOOL

*The comprehensive needs assessment must be developed with the participation of individuals who will carry out the schoolwide program plan. [34 C.F.R. §200.26(a)(2)]*

### DATA SOURCES

*Provide a description of the quantitative and qualitative data sources reviewed by educational partners (Ex: California Dashboard data, CAASPP data, local assessment data, ELPAC data, RFEP monitoring, graduation rate, A-G course enrollment & completion rates, attendance data, surveys, interviews, focus groups etc.)*

21-22 California Dashboard

21-22 English Learner data from ELlevation

- English Language Proficiency Assessment of California (ELPAC) Data

21-22 and 22-23 Attendance data

21-22 and 22-23 Chronic Absenteeism data

21-22 and 22-23 Suspension data

21-22 and 22-23 LCAP Survey Data

School Wide Information System (SWIS) data on office referrals

22-23 Tiered Fidelity Inventory

21-22 and 22-23 i-Ready Diagnostic 1 and 2

Professional Learning Community Intervention data: including Common Formative Assessments

California Assessment of Student Performance and Progress (CAASPP) data

Interim Assessment Block (IAB) Data

*The comprehensive needs assessment shall include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. EC 64001(g)(2)(A)*

### RESULTS

*Describe the findings of the data (just the facts; not opinions), including trends noticed over time in schoolwide, student group and/or grade level data.*

*Schoolwide:*





## COMPREHENSIVE NEEDS ASSESSMENT SUMMARY TOOL

### ***On the CA Dashboard for 2022:***

- Our chronic absenteeism was HIGH overall (10.9% of our students were chronically absent). As of 5/14/23, our chronic absenteeism rate is 5.02%.
- Our ELA performance was VERY HIGH overall at 58.8 points above standard.
- Our Math performance was VERY HIGH overall at 36.5 points above standard.

### *Student Groups:*

### ***On the CA Dashboard for 2022:***

- **Chronic Absenteeism:**
  - Hispanic: Very High: 21.9%
  - Filipino: High (13.2%)
  - English Learners: High (12.5%)
  - Students with Disabilities: High (11.9%).

### **ELA Performance**

- Students with disabilities performed in the low range. They were 21.6 points below standard.
- **Math Performance**
  - Students with disabilities performed in the low range. They were 36.6 points below standard.

### **On iReady Diagnostic 2:**

- Reading Overall
  - 71% of students at or above grade level
  - 20% one grade level below
  - 5% two grade levels below
  - 3% three or more grade levels below
- Math
  - 63% of students at or above grade level
  - 31% one grade level below
  - 4% two grade levels below
  - 3% three or more grade levels below





## COMPREHENSIVE NEEDS ASSESSMENT SUMMARY TOOL

### On iReady Diagnostic 2:

- Reading EL Students
  - 50% of students at or above grade level
  - 19% one grade level below
  - 8% two grade levels below
  - 23% three or more grade levels below
- Math EL Students
  - 42% of students at or above grade level
  - 38% one grade level below
  - 8% two grade levels below
  - 12% three or more grade levels below

### On iReady Diagnostic 2:

- Reading Socioeconomically Disadvantaged Students
  - 60% of students at or above grade level
  - 26% one grade level below
  - 11% two grade levels below
  - 3% three or more grade levels below
- Math Socioeconomically Disadvantaged Students
  - 50% of students at or above grade level
  - 40% one grade level below
  - 7% two grade levels below
  - 3% three or more grade levels below

### On iReady Diagnostic 2:

- Reading Students in Special Education
  - 32% of students at or above grade level
  - 28% One grade level or below
  - 39% 2 or more grade levels
- Math Students with Disabilities
  - 27% of students at or above grade level
  - 40% One grade level or below
  - 33% 2 or more grade levels.





# COMPREHENSIVE NEEDS ASSESSMENT SUMMARY TOOL

## LCAP Survey Data

Connectedness Survey results show strongly agree/agree in the following questions:

- STAFF Q7: Our school provides digital resources to support individual learning needs of students in reading and math **(97.7% strongly agree/agree)**. **STUDENTS (86.2% strongly agree/agree)**. **PARENTS 84.6% strongly agree/agree)**
- STAFF Q9: I know and understand the PBIS system of expectations and help our students to meet those expectations at school **(97.7% strongly agree/agree)**. **STUDENTS (94% strongly agree/agree)**. **PARENTS (81.4% strongly agree/agree)**
- STAFF Q15 Our school is a positive place where people are friendly kind and inclusive of every member of the school. **( 97.7% strongly agree/agree)**. **STUDENTS (64% Strongly agree/agree)(11% Strongly disagree/disagree)**. **PARENTS (85.4% strongly agree/agree)**.
- STAFF Q2 Our School provides appropriate social emotional learning activities that promote mental health and wellness for academic success **(95.3% strongly agree/agree)**. **STUDENTS (76.1% strongly agree/agree)**. **PARENTS (81.2% strongly agree/agree)**
- STAFF Q10: Adults and students at our school intervene when they witness bullying actions or when they are made aware that bullying has occurred. **(95.3% strongly agree/agree)**. **STUDENTS (61% strongly agree/agree) (12% disagree/strongly disagree)**. **PARENTS (62.9% strongly agree/agree)**.
- STAFF Q8 Our school is a safe place where bullying and disrespect are not tolerated and addressed appropriately. **(90.7% strongly agree/agree)**. **STUDENTS (65.7% strongly agree/agree) (10% disagree/strongly disagree)**. **PARENTS 68.1% strongly agree/agree**.
- STAFF Q14: I regularly look forward to attending school Work **(90.7% strongly agree/agree)**. **STUDENTS (53.4% Strongly agree/agree) (15.8% Disagree/strongly disagree)**. **PARENTS (81% agree/strongly agrees)**.

Connectedness Survey results indicate strongly disagree/disagree on the following:

- STAFF Q11 Our school rules and consequences are enforced equally for all students **(16.3% Disagree/strongly disagree)**. **STUDENTS 17% Disagree/strongly disagree)**. **PARENTS (69% Strongly agree/agree) (6% Strongly disagree/disagree)**.
- STAFF Q12 Our student see their family’s culture represented in the school and the academic content taught. **(20% Neither agree/disagree)**. **STUDENTS 21.5% Disagree/strongly disagree)**. **PARENTS (71% strongly agree/agree)(10% strongly disagree/disagree)**.

## CONCLUSIONS

*Describe the successes or strengths identified based on the data. Describe the challenges or concerns that were identified based on the data.*

### Successes:

- Our students overall are performing well in English language arts.
- EL students were 48% proficient on the Summative ELPAC from 21-22
- Our Reclassified English Learners are scoring above grade level standard.
- 94% of our 4-6 graders understand ROAR and how to meet schoolwide expectations.





# COMPREHENSIVE NEEDS ASSESSMENT SUMMARY TOOL

## Challenges:

- Our chronic absenteeism was very high for our Hispanic group of Students.
- Our students with disabilities scored low in math and English Language Arts.
- Math needs more growth for all student groups.
- 50% of our English Learners are making progress towards English proficiency
- Only 53% of students in grades 4-6 strongly agree or agree that they look forward to attending school each day.
- Students and Parents do not see their culture represented in school.
- Bullying and disrespect is something that parents and students feel that is not addressed appropriately at school (60%)
- Teachers and students don't feel like rules and consequences are not equally enforced.

## PRIORITIZED NEEDS

*Provide a description of the most critical needs based on the data. Describe which needs will have the greatest impact on student outcomes, if addressed.*

**Math** continues to be an area that increased achievement is needed for all students:

- ALL students: 31% of students are one grade level below
- English learners: 38% are one grade level below and 12% are three or more grade levels below
- Socioeconomically disadvantaged students: 40% are one grade level or below.

Students with disabilities need improvement in academic achievement in both math and ELA.

Students in grades 4-6 need to want to come to school only 53% look forward to coming to school.

Chronic absenteeism needs improvement for Hispanic families.

Students and parents don't see their culture reflected in the curriculum or school.

Rules and consequences are not enforced equally as viewed by students and parent groups.

Bullying and disrespect are concerns from students and parent groups.

*A need is a discrepancy or gap between the current state (what is) and the desired state (what should be). Through the needs assessment, it is likely that multiple needs or concerns will emerge. However, it is important to narrow the list of needs to a key set of priorities for action.*

## ROOT CAUSE ANALYSIS





## COMPREHENSIVE NEEDS ASSESSMENT SUMMARY TOOL

*Describe potential root causes of the prioritized needs or concerns.*

Math instruction needs to be evaluated. The math curriculum often addresses the standard at a level 1 DOK so supplemental instruction and application needs to be provided. Intervention cycles of instruction need to be planned by teachers during PLC time. Further use of iReady, Next Gen, performance tasks, and instruction in the mathematical practices will help increase student progress in math.

Special education and general education teachers need to continue to collaborate to ensure all students are learning the promise standards. Students with IEPs need to be provided access to Tier 1, Tier 2, and Tier 3 instruction with fidelity and data should be used to determine what to do when the interventions are not working.

Students have experienced challenges with other students' behaviors at school. Student listening chats need to be organized so that we can listen to student's reasons of why they do not want to come to school according to the Connectedness survey.

Work to find out why Hispanic families have high chronic absenteeism.

Find out more about how families and students interpret the words culture and bullying.

*A root cause analysis is intended to explain why a performance gap exists between actual outcomes and desired outcomes. Root cause analysis addresses the problem rather than the symptom.*

