Additional Targeted Support and Improvement (ATSI)
School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Casa de Oro Elementary School	37 68197 6038434	May 23, 2024	June 25, 2024

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

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

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

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

This plan is being used by Casa de Oro Elementary School for meeting ESSA's planning requirements for Additional Targeted Support and Improvement (ATSI) in alignment with the LCAP and other federal, state, and local programs.

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

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Plan Description

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

Our School Plan for Student Achievement (SPSA) aligns with the District's Local Control Accountability Plan (LCAP) as each goal (and its associated strategy(ies)/activity(ies) can be referenced in the current LCAP. The district's LCAP is the foundation for all expenditures incurred by the District. Based on the needs assessment and goals found in the LCAP, the school will utilize federal funds, when applicable, to supplement base funding in accordance with the purpose and goals of each specific goal. Federal funds, if received, will be used as outlined in the School Plan for Student Achievement to purchase supplemental materials not part of the adopted standards aligned curriculum and core base programs.

Educational Partner Involvement

How, when, and with whom did your Casa de Oro Elementary School consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

Feedback and input from key educational partner groups are critical for the ongoing success of our students. As part of the planning process for the 2024-25 School Plan for Student Achievement (SPSA), school leadership met with the School Site Council (SSC) and the English Learner Advisory Committee (ELAC). Achievement data (local and state, if available) was shared with these groups and analyzed for trends and patterns of under-performance. That analysis is summarized in the SPSA as the Annual Review for each goal.

School educational partner involvement meeting dates were as follows:
- ELAC #3 Meeting, Date, Time March 21, 2024 at 8:00 a.m. and ELAC #4 Meeting, Date, Time; May 10, 2024 @ 8:00 a.m.
- SSC # 4 Meeting, Date, Time; April 11, 2024 at 2:30 p.m. and SSC #5 Meeting, Date, Time; May 23, 2024 @ 2:30 p.m.
- Staff Meetings where the 2024-25 SPSA goals and metrics were discussed: Date, Time: May 21, 2024 @ 2:30 p.m.
- PTA Meeting: Date, Time: May 16, 2024 @ 5:00 p.m.
- Instructional Leadership Team - May 8, 2024 @ 2:40 p.m.

Feedback from these meetings resulted in the development of goals to be included in the SPSA (Planned Improvement Goals). The district Local Control Accountability Plan (LCAP) was also reviewed to ensure that the Planned Improvement goals of the SPSA aligned with the goals outlined in the district's LCAP.

Resource Inequities

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

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

Our needs assessment involved a review of our SBAC and dashboard data (where available) as well as our current academic data, parent survey results, chronic attendance rates, and student survey results. When we look at our data compared to our actions and services, we noted the following resource inequities:

- The school social worker was brand new to a school setting and started with Casa de Oro at the beginning of the school year. Her focus was to build relationships with students and staff and become familiar with the school culture and systems and structures. She then focused her time creating Tier 1 SEL classroom lessons that teachers could use with their students. As a result, she was not able to dedicate a significant amount of time to help implement Tier 2 interventions to support student behavior.

- Although Casa de Oro created a PBIS team, they were inconsistent in meeting throughout the year.

- Our current Chronic Absenteeism rate for the 2023-2024 school year is 31.48%. The current Chronic Absenteeism rate for African American students is 25.71%. Throughout the school year, the social worker

conducted 5 home visits and 3 attendance meetings to help support families with attendance concerns. For the 2024-2025 school year, the social worker will increase the number of home visits and attendance meetings in order to better support families with attendance concerns. In addition, staff will engage in and complete empathy interviews with our African American subgroup so that we can better support them within the school setting.

Comprehensive Needs Assessment Components

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

California School Dashboard (Dashboard) Indicators

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

Casa de Oro recognizes that "All Students" are performing in the Orange performance level in the area of English Language Arts. This is a 6.8% decline in student achievement. As a staff, we need to focus on professional learning of the English Language Arts standards and best instructional practices that increases student achievement. The IDS coach will also support teachers through 1:1 or grade level coaching cycles based on an identified area of need.

Casa de Oro also recognizes that "All Students" are performing in the Orange performance level in the area of Mathematics. Although students performed 40.7 points below the standard, students maintained achievement at .5%. As a staff we need to focus on professional learning of the mathematics standards and best instructional practices that increases student achievement. The IDS coach will also support teachers through 1:1 or grade level coaching cycles based on an identified area of need.

In addition, Casa de Oro recognizes that 43.8% of our Multilingual Learners are making progress towards English language proficiency, which is a 14.5% decline for this group of students. As a staff we need to continue with professional learning for our teachers regarding multilingual learners.

According to the California dashboard, 43.8% of our English Learners are making progress towards English language proficiency. Students receive 30 minutes of daily English Language Development instruction within the classroom. In addition, 16 of our English Learners receive small group instruction from the Extended Learning Opportunities (ELOP) teacher that focuses on phonics, site words, reading fluency. In addition, staff engaged in two days of professional development from district personnel to learn and additional instructional strategies to support English Learners within the classroom.

Lastly, Casa de Oro recognizes that 2.5% of our students were suspended for at least one day, which is an increase of 2.2%. As a staff we will implement weekly Social Emotional Learning lessons to create stronger relationships between staff and students and engage in professional learning around restorative practices.

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

Although Casa de Oro has sub groups performing in the orange and red performance levels, there are no sub groups performing 2 or more performance levels below the All Student performance.

Other Needs

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

Students at Casa de Oro take the iReady Diagnostic three times throughout the year. Overall, student achievement has increased from diagnostic 1 (Beginning of year 2023) to diagnostic 2 (Middle of year 2023). In the area of Reading, overall student achievement has increased from 7% to 18% of students performing at Mid or Above grade level. In the area of Mathematics, overall student achievement has increased from 3% to 10% of students performing at Mid or Above grade level.

School and Student Performance Data

Student Enrollment

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

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	%	%	0%		0	0
African American	11.4%	10.12%	10%	40	35	36
Asian	1.1%	0.87%	1.67%	4	3	6
Filipino	1.4%	1.16%	1.67%	5	4	6
Hispanic/Latino	58.0%	57.80%	60.83%	204	200	219
Pacific Islander	1.4%	1.16%	0.28%	5	4	1
White	18.5%	21.10%	18.33%	65	73	66
Multiple/No Response	8.2%	7.80%	7.22%	29	27	26
			Total Enrollment	352	346	360

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Kindergarten	70	69	83
Grade 1	59	47	56
Grade 2	57	57	51
Grade3	49	48	55
Grade 4	40	45	47
Grade 5	49	32	43
Grade 6	28	48	25
Total Enrollment	352	346	360

Conclusions based on this data:

1. Throughout the last three years, the Hispanic/Latino student subgroup has had the highest percentage of enrollment at Casa de Oro.

2. Although enrollment has remained fairly consistent over the last three years, we expect to see a decline next year as 6th grade moves to the middle school.

3. Throughout the last three years, Kindergarten has been the grade level with the highest enrollment.

School and Student Performance Data

English Learner (EL) Enrollment

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

English Learner (EL) Enrollment						
Student Group	**Number of Students**			**Percent of Students**		
	20-21	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**
English Learners (EL)	73	84	83	20.7%	24.3%	23.1%
Fluent English Proficient (FEP)	19	24	26	5.4%	6.9%	7.2%
Reclassified Fluent English Proficient (RFEP)	1		6	1.4%		6.8%

Conclusions based on this data:

1. The percentage of Fluent English Proficient speaking students has steadily increased throughout the last three years from 5.4% to 7.2%.

2. The number of students who were Reclassified as Fluent English Proficient speakers increased from 1 in 2020-21 to 6 in 2022-23.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

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

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

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

Visit the California Department of Education's Smarter Balanced Assessment System web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% 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	45	46	51	0	44	49	0	44	49	0.0	95.7	96.1
Grade 4	38	44	45	0	44	44	0	44	44	0.0	100.0	97.8
Grade 5	46	28	43	0	28	43	0	28	43	0.0	100.0	100.0
Grade 6	24	48	23	0	48	23	0	48	23	0.0	100.0	100.0
All Grades	153	166	162	0	164	159	0	164	159	0.0	98.8	98.1

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		2403.	2391.		20.45	6.12		18.18	24.49		20.45	30.61		40.91	38.78
Grade 4		2466.	2470.		18.18	29.55		34.09	25.00		15.91	22.73		31.82	22.73
Grade 5		2498.	2472.		14.29	11.63		42.86	25.58		21.43	18.60		21.43	44.19
Grade 6		2517.	2521.		12.50	8.70		25.00	34.78		35.42	34.78		27.08	21.74
All Grades	N/A	N/A	N/A		16.46	14.47		28.66	26.42		23.78	25.79		31.10	33.33

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		18.18	6.12		56.82	73.47		25.00	20.41
Grade 4		11.36	18.18		75.00	59.09		13.64	22.73
Grade 5		*	11.63		*	67.44		*	20.93
Grade 6		12.50	*		68.75	*		18.75	*
All Grades		14.63	12.58		67.07	66.04		18.29	21.38

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		18.18	10.20		40.91	51.02		40.91	38.78
Grade 4		11.36	13.64		70.45	61.36		18.18	25.00
Grade 5		*	9.30		*	51.16		*	39.53
Grade 6		14.58	*		52.08	*		33.33	*
All Grades		13.41	10.06		58.54	55.35		28.05	34.59

Listening Demonstrating effective communication skills								
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		4.55	6.12		68.18	73.47		27.27	20.41
Grade 4		6.82	9.09		72.73	79.55		20.45	11.36
Grade 5		*	6.98		*	72.09		*	20.93
Grade 6		16.67	*		77.08	*		6.25	*
All Grades		9.76	8.81		73.78	74.84		16.46	16.35

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		13.64	12.24		56.82	65.31		29.55	22.45
Grade 4		13.64	15.91		70.45	70.45		15.91	13.64
Grade 5		*	11.63		*	60.47		*	27.91
Grade 6		16.67	*		64.58	*		18.75	*
All Grades		13.41	13.21		65.24	67.30		21.34	19.50

Conclusions based on this data:

1. When looking at the overall achievement for students in the area of ELA, only 4th grade students demonstrated an increase in the percentage of students who exceeded the standard from 18:18% in 2021-22 to 29.55% in 2022-23.

2. When looking at the overall achievement for students in the area of ELA, 6th grade demonstrated the lowest percentage of students who exceeded the standard from 12.5% in 2021-22 to 8.7% in 2022-23.

3. In the area of writing, the percentage of students in all grades who performed at or near standard was 58.54% in 2021-22 and 55.35% in 2022-23. This reflects a large population of students who would benefit from targeted support/instruction in the area of writing in order to perform above standard.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

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

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

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

Visit the California Department of Education's Smarter Balanced Assessment System web page for more information.

Overall Participation for All Students											
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% 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	45	46	51	0	45	49	0	45	49	0.0	97.8	96.1
Grade 4	38	44	45	0	44	45	0	44	45	0.0	100.0	100.0
Grade 5	46	28	42	0	28	41	0	28	41	0.0	100.0	97.6
Grade 6	24	48	23	0	48	23	0	48	23	0.0	100.0	100.0
All Grades	153	166	161	0	165	158	0	165	158	0.0	99.4	98.1

* 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		2406.	2399.		11.11	6.12		24.44	22.45		31.11	36.73		33.33	34.69
Grade 4		2460.	2473.		18.18	22.22		15.91	22.22		38.64	35.56		27.27	20.00
Grade 5		2479.	2452.		17.86	12.20		17.86	14.63		21.43	21.95		42.86	51.22
Grade 6		2478.	2471.		6.25	8.70		12.50	8.70		35.42	43.48		45.83	39.13
All Grades	N/A	N/A	N/A		12.73	12.66		17.58	18.35		32.73	33.54		36.97	35.44

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		15.56	12.24		51.11	53.06		33.33	34.69
Grade 4		18.18	31.11		45.45	46.67		36.36	22.22
Grade 5		*	17.07		*	36.59		*	46.34
Grade 6		6.25	*		37.50	*		56.25	*
All Grades		14.55	17.72		42.42	46.84		43.03	35.44

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		13.33	6.12		55.56	63.27		31.11	30.61
Grade 4		20.45	22.22		45.45	44.44		34.09	33.33
Grade 5		*	9.76		*	36.59		*	53.66
Grade 6		6.25	*		50.00	*		43.75	*
All Grades		13.33	11.39		50.91	48.73		35.76	39.87

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		17.78	10.20		57.78	63.27		24.44	26.53
Grade 4		25.00	15.56		45.45	66.67		29.55	17.78
Grade 5		*	7.32		*	56.10		*	36.59
Grade 6		6.25	*		64.58	*		29.17	*
All Grades		16.36	10.76		55.76	62.66		27.88	26.58

Conclusions based on this data:

1. When looking at the overall achievement for students in the area of mathematics, 6th grade demonstrated the lowest percentage of students who met/exceeded the standard at 18.75% in 2021-22 and 17.4% in 2022-23.

2. 6th grade students demonstrated an overall increase in achievement of 8.06% in the proficiency level of standard nearly met between the years of 2021-22 and 2022-23.

3. In the domain of Communicating Reasoning, the overall percentage of student achievement At or Near Standard increased from 55.76% in 2021-22 to 62.66% in 2022-23.

School and Student Performance Data

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

Visit the California Department of Education's English Language Proficiency Assessments for California (ELPAC) web page or the ELPAC.org website for more information about the ELPAC.

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	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	1385.0	1410.3	1394.1	1402.9	1430.1	1403.8	1343.4	1363.8	1371.3	16	12	16
1	1447.6	1419.8	*	1479.9	1434.2	*	1414.6	1404.8	*	15	13	7
2	1487.5	1464.5	1451.0	1482.3	1474.0	1458.1	1492.3	1454.4	1443.5	19	17	13
3	1488.4	1516.9	1488.3	1486.3	1534.3	1485.7	1489.9	1498.9	1490.3	19	18	15
4	*	1518.3	1511.0	*	1502.4	1497.5	*	1533.6	1523.8	9	15	13
5	*	*	1540.6	*	*	1536.3	*	*	1544.5	6	6	11
6	*	*	*	*	*	*	*	*	*	8	5	5
All Grades										92	86	80

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	0.00	16.67	25.00	31.25	16.67	18.75	37.50	33.33	12.50	31.25	33.33	43.75	16	12	16
1	0.00	7.69	*	50.00	15.38	*	35.71	15.38	*	14.29	61.54	*	14	13	*
2	26.32	5.88	16.67	52.63	47.06	16.67	5.26	35.29	33.33	15.79	11.76	33.33	19	17	12
3	26.32	33.33	20.00	36.84	33.33	33.33	21.05	16.67	33.33	15.79	16.67	13.33	19	18	15
4	*	13.33	30.77	*	66.67	38.46	*	13.33	7.69	*	6.67	23.08	*	15	13
5	*	*	45.45	*	*	18.18	*	*	36.36	*	*	0.00	*	*	11
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	21.98	19.77	25.32	36.26	36.05	27.85	20.88	20.93	22.78	20.88	23.26	24.05	91	86	79

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	0.00	25.00	31.25	43.75	33.33	12.50	31.25	16.67	12.50	25.00	25.00	43.75	16	12	16
1	50.00	7.69	*	35.71	15.38	*	7.14	53.85	*	7.14	23.08	*	14	13	*
2	57.89	23.53	16.67	15.79	41.18	33.33	10.53	23.53	33.33	15.79	11.76	16.67	19	17	12
3	36.84	55.56	33.33	42.11	22.22	26.67	5.26	0.00	20.00	15.79	22.22	20.00	19	18	15
4	*	26.67	53.85	*	53.33	15.38	*	6.67	7.69	*	13.33	23.08	*	15	13
5	*	*	45.45	*	*	45.45	*	*	9.09	*	*	0.00	*	*	11
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	41.76	33.72	35.44	29.67	30.23	25.32	10.99	18.60	16.46	17.58	17.44	22.78	91	86	79

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	0.00	0.00	0.00	6.25	16.67	25.00	56.25	41.67	43.75	37.50	41.67	31.25	16	12	16
1	0.00	7.69	*	42.86	7.69	*	14.29	23.08	*	42.86	61.54	*	14	13	*
2	10.53	5.88	0.00	68.42	35.29	33.33	5.26	35.29	8.33	15.79	23.53	58.33	19	17	12
3	15.79	22.22	6.67	31.58	22.22	20.00	31.58	27.78	53.33	21.05	27.78	20.00	19	18	15
4	*	0.00	23.08	*	66.67	15.38	*	20.00	38.46	*	13.33	23.08	*	15	13
5	*	*	9.09	*	*	36.36	*	*	45.45	*	*	9.09	*	*	11
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	7.69	10.47	8.86	37.36	30.23	24.05	26.37	29.07	40.51	28.57	30.23	26.58	91	86	79

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	0.00	16.67	25.00	75.00	58.33	37.50	25.00	25.00	37.50	16	12	16
1	42.86	7.69	*	42.86	76.92	*	14.29	15.38	*	14	13	*
2	42.11	17.65	16.67	42.11	70.59	75.00	15.79	11.76	8.33	19	17	12
3	47.37	55.56	13.33	31.58	33.33	66.67	21.05	11.11	20.00	19	18	15
4	*	53.33	46.15	*	33.33	38.46	*	13.33	15.38	*	15	13
5	*	*	27.27	*	*	72.73	*	*	0.00	*	*	11
6	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	36.26	31.40	25.32	43.96	53.49	55.70	19.78	15.12	18.99	91	86	79

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	6.25	25.00	25.00	56.25	41.67	31.25	37.50	33.33	43.75	16	12	16
1	28.57	0.00	*	64.29	76.92	*	7.14	23.08	*	14	13	*
2	55.56	35.29	33.33	27.78	52.94	58.33	16.67	11.76	8.33	18	17	12
3	42.11	61.11	40.00	47.37	16.67	40.00	10.53	22.22	20.00	19	18	15
4	*	26.67	46.15	*	60.00	30.77	*	13.33	23.08	*	15	13
5	*	*	90.91	*	*	0.00	*	*	9.09	*	*	11
6	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	40.45	37.21	44.30	40.45	44.19	34.18	19.10	18.60	21.52	89	86	79

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	0.00	0.00	0.00	56.25	75.00	75.00	43.75	25.00	25.00	16	12	16
1	0.00	7.69	*	53.85	23.08	*	46.15	69.23	*	13	13	*
2	36.84	11.76	16.67	42.11	58.82	25.00	21.05	29.41	58.33	19	17	12
3	15.79	22.22	13.33	63.16	38.89	26.67	21.05	38.89	60.00	19	18	15
4	*	0.00	23.08	*	86.67	53.85	*	13.33	23.08	*	15	13
5	*	*	9.09	*	*	63.64	*	*	27.27	*	*	11
6	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	13.33	9.30	12.66	55.56	58.14	49.37	31.11	32.56	37.97	90	86	79

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	6.25	8.33	25.00	37.50	50.00	43.75	56.25	41.67	31.25	16	12	16
1	0.00	0.00	*	57.14	61.54	*	42.86	38.46	*	14	13	*
2	5.26	11.76	16.67	84.21	76.47	58.33	10.53	11.76	25.00	19	17	12
3	26.32	22.22	13.33	57.89	55.56	80.00	15.79	22.22	6.67	19	18	15
4	*	33.33	30.77	*	60.00	46.15	*	6.67	23.08	*	15	13
5	*	*	27.27	*	*	72.73	*	*	0.00	*	*	11
6	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	10.99	19.77	20.25	61.54	58.14	60.76	27.47	22.09	18.99	91	86	79

Conclusions based on this data:

1. When looking at the level 4 overall language proficiency, 13.33% of 4th graders increased proficiency to 45.45% in 5th grade. This increased the potential for students to RFEP during the 2022-23 school year.

2. When comparing 2021-22 and 2022-23, growth in the Well Developed level of proficiency, three out of four domains (writing, reading and speaking) demonstrated growth amongst all EL students in K-6th grades combined. There was a 6.08% decrease in student achievement in the Listening domain.

3. In the Reading domain, there was a 3.36% increase in student achievement within the Well Developed level of proficiency between 2021-22 and 2022-23. This can be linked to the powerful practice of Close Reading.

School and Student Performance Data

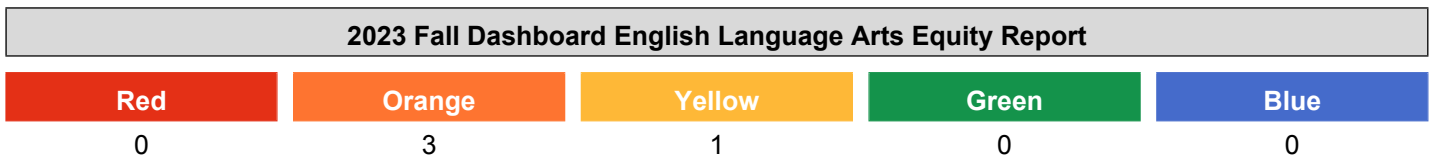## California School Dashboard
Student Population

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

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

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

2022-23 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
360	**80**	**23.1**	**0.3**
Total Number of Students enrolled in Casa de Oro Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2022-23 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	83	23.1
Foster Youth	1	0.3
Homeless	24	6.7
Socioeconomically Disadvantaged	288	80
Students with Disabilities	75	20.8

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	36	10
Asian	6	1.7
Filipino	6	1.7
Hispanic	219	60.8
Two or More Races	26	7.2
Pacific Islander	1	0.3
White	66	18.3

Conclusions based on this data:

1. 80% of students are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.

2. 23.1% of our school population are English Learners who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.

3. African American students comprise 10% of our total student population (36 students), with a suspension rate of 7.69%.

School and Student Performance Data

Overall Performance

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

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

2023 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Orange	**Chronic Absenteeism** Yellow	**Suspension Rate** Orange
Mathematics Orange		
English Learner Progress Red		

Conclusions based on this data:

1. In looking at the 2023 Fall Dashboard, our English Learners had the lowest performance.

2. The Chronic Absenteeism rate decreased 13.3% when comparing 2022 (46.9%) to 2023 (33.3%)

3. Both English and Mathematics fall into the orange category and will continue to be an area of focus at Casa de Oro. Professional Development and best practices will be implemented to support student learning.

School and Student Performance Data

Academic Performance
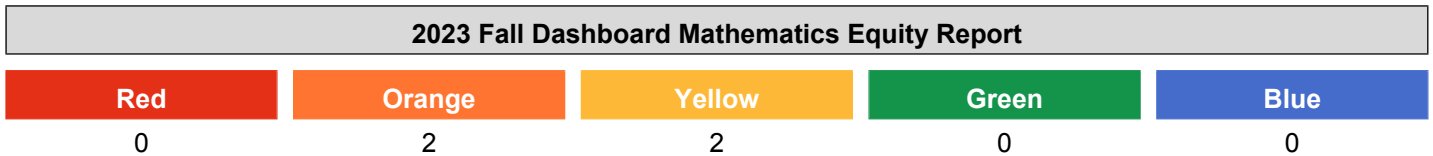### English Language Arts

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Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard English Language Arts Equity Report

Red	Orange	Yellow	Green	Blue
0	3	1	0	0

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

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Orange	Orange	Less than 11 Students
21.3 points below standard	28.2 points below standard	
Decreased -6.8 points	Decreased -6.9 points	1 Student
158 Students	53 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
112.1 points below standard	Orange	90.5 points below standard
18 Students	28.8 points below standard	Maintained +2.8 points
	Decreased -4.8 points	27 Students
	135 Students	

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
61.3 points below standard Decreased Significantly - 33.7 points 18 Students	No Performance Color 0 Students	Less than 11 Students 2 Students	Less than 11 Students 2 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange 28 points below standard Decreased -5.7 points 93 Students	Less than 11 Students 10 Students	Less than 11 Students 1 Student	Yellow 4 points above standard Maintained -0.7 points 32 Students

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

2023 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
54.3 points below standard Decreased -14.3 points 41 Students	60.8 points above standard Increased Significantly +19.8 points 12 Students	21 points below standard Decreased -7 points 97 Students

Conclusions based on this data:

1. The 2023 Fall Dashboard indicates that Reclassified English Learners increased by 19.8 points in English Language Arts.

2. The 2023 Fall Dashboard indicates that African American students declined by 33.7 points in English Language Arts.

3. The 2023 Fall Dashboard indicates that All Students declined by 6.8 points in English Language Arts.

School and Student Performance Data

Academic Performance
Mathematics

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

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

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

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

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

2023 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Orange	Orange	Less than 11 Students
40.7 points below standard	48 points below standard	
Maintained +0.5 points	Decreased Significantly -19.9 points	1 Student
156 Students	52 Students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
126.3 points below standard	Orange	114.2 points below standard
17 Students	50.3 points below standard	Decreased -14.7 points
	Maintained -2.6 points	27 Students
	133 Students	

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
90.7 points below standard	No Performance Color	Less than 11 Students	Less than 11 Students
Decreased Significantly - 22.6 points	0 Students	2 Students	2 Students
18 Students			
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Yellow	Less than 11 Students	Less than 11 Students	Yellow
47.7 points below standard	10 Students	1 Student	3.4 points below standard
Increased +6.5 points			Maintained -0.7 points
91 Students			32 Students

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

2023 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
72.9 points below standard	34.8 points above standard	42 points below standard
Decreased Significantly -27.6 points	Increased +5.9 points	Increased +7.8 points
40 Students	12 Students	96 Students

Conclusions based on this data:

1. The 2023 Fall Dashboard indicates that Hispanic students increased by 6.5 points in the area of mathematics.

2. The 2023 Fall Dashboard indicates that African American students decreased by 22.6 points in the area of mathematics.

3. The 2023 Fall Dashboard indicates that All Students students maintained academic achievement by a .5 point increase in the area of mathematics.

School and Student Performance Data

Academic Performance
English Learner Progress

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

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

2023 Fall Dashboard English Learner Progress Indicator

English Learner Progress
Red
43.8% making progress towards English language proficiency
Number of EL Students: 64 Students
Performance Level: 2
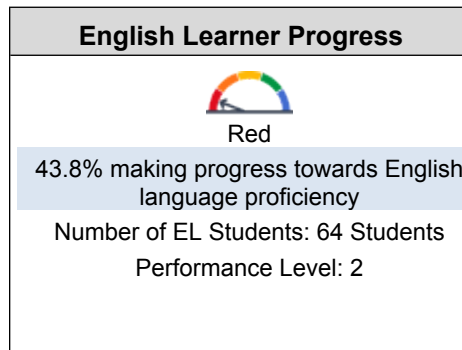
This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2023 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**
15	20	5	22

Conclusions based on this data:

1. Although English Learner Progress continues to be "red," students performed 43.8 points above standard, making progress towards English language proficiency.

2. The average performance level amongst the 64 English Language students is a level 2 (somewhat developed).

3. According to the 2023 Dashboard, 22 students progressed at least one ELPI level.

School and Student Performance Data

Academic Engagement
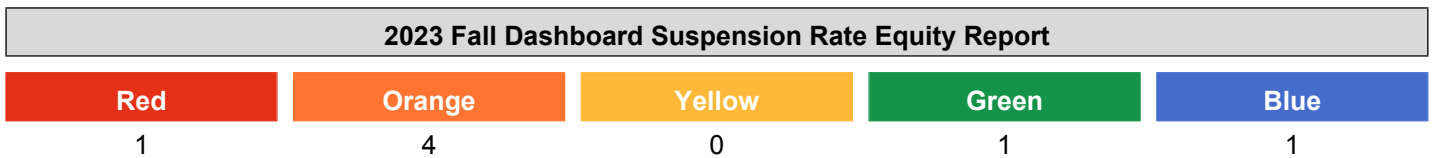### Chronic Absenteeism

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

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

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Chronic Absenteeism Equity Report

Red	Orange	Yellow	Green	Blue

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

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students	English Learners	Foster Youth
Yellow	Orange	Less than 11 Students
33.3% Chronically Absent	32.4% Chronically Absent	
Declined Significantly -13.6	Declined -7.4	2 Students
390 Students	102 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
44.1% Chronically Absent	Yellow	Orange
Increased 10.8	35.4% Chronically Absent	48.9% Chronically Absent
34 Students	Declined Significantly -13.5	Declined -4.7
	311 Students	90 Students

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
Orange	No Performance Color	Less than 11 Students	Less than 11 Students
26.1% Chronically Absent	0 Students	6 Students	6 Students
Declined -30.7			
46 Students			

Hispanic	Two or More Races	Pacific Islander	White
Yellow	25.9% Chronically Absent	Less than 11 Students	Orange
38.1% Chronically Absent	Declined -22.5	1 Student	26.5% Chronically Absent
Declined Significantly -12.8	27 Students		Declined -2.3
236 Students			68 Students

Conclusions based on this data:

1. The 2023 Fall Dashboard indicates a significant decline of -13.6 points in chronic absenteeism for all students. 33.3% of All Students are Chronically Absent.

2. The 2023 Fall Dashboard indicates a decline of -30.7 points in chronic absenteeism for African American students. 26.1% of African American students are Chronically Absent.

3. The 2023 Fall Dashboard indicates a decline of -7.4 points in chronic absenteeism for English Learners. 32.4% of English Learners are Chronically Absent.

School and Student Performance Data

Conditions & Climate
Suspension Rate

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

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

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Suspension Rate Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
1	4	0	1	1

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

2023 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Orange	Green	Less than 11 Students
2.5% suspended at least one day	1% suspended at least one day	2 Students
Increased Significantly 2.2	Maintained -0.1	
404 Students	105 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
2.7% suspended at least one day	Orange	Orange
Increased 2.7	2.5% suspended at least one day	4.3% suspended at least one day
37 Students	Increased Significantly 2.2	Increased 2.9
	319 Students	94 Students

2023 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Red	No Performance Color	Less than 11 Students	Less than 11 Students
8.5% suspended at least one day	0 Students	6 Students	6 Students
Increased 8.5			
47 Students			
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange	Blue	Less than 11 Students	Orange
1.6% suspended at least one day	0% suspended at least one day	1 Student	2.9% suspended at least one day
Increased 1.2	Maintained 0		Increased 2.9
245 Students	30 Students		69 Students

Conclusions based on this data:

1. The 2023 Fall Dashboard indicates a significant increase of 2.2% in the suspension rate for All Students. As a result, 2.5% of All Students were suspended at least one day.

2. The 2023 Fall Dashboard indicates an 8.5% increase in the suspension rate for African American students. As a result, 8.5% of African American students were suspended at least one day.

3. The 2023 Fall Dashboard indicates a 2.9% increase in the suspension rate for White students. As a result, 2.9% of White students were suspended at least one day.

SPSA Monitoring and Evaluation 2023-24

Goal #1

Statewide Assessments:

The percentage of all students in Grades 3-6 meeting standard on SBAC (ELA) will increase from 41% to 44% (minimum of 3% increase).

The percentage of English Learners in Grades 3-6 meeting standard on SBAC (ELA) will increase from 6% to 14% (minimum of 8% increase).

The percentage of socioeconomically disadvantaged students in Grades 3-6 meeting standard on SBAC (ELA) will increase from 41% to 49% (minimum of 8% increase).

The percentage of students with disabilities in Grades 3-6 meeting standard on SBAC (ELA) will increase from 5% to 13% (minimum of 8% increase).

Local Assessments:

The percentage of all students in Grades K-6 scoring at or above grade level on i-Ready (ELA) will increase from 19% to 22% (minimum of 3% increase).

The percentage of English Learners in Grades K-6 scoring at or above grade level on i-Ready (ELA) will increase from 9% to 17% (minimum of 8% increase).

The percentage of socioeconomically disadvantaged students in Grades K-6 scoring at or above grade level on i-Ready (ELA) will increase from 16% to 24% (minimum of 8% increase).

The percentage of students with disabilities in Grades K-6 scoring at or above grade level on i-Ready (ELA) will increase from 3% to 11% (minimum of 8% increase).

Copied from your SPSA		Develop with those responsible for executing/implementing each action, prior to launching the action	Update as evidence is collected	Complete in the spring with the SSC when developing the next SPSA
Budgeted Amount	**Actions**	**Metric(s)/Data**	**"Monitoring What is/is not working and why? Effective indicators and/or Ineffective indicators"**	**"Evaluation Modification(s) based on monitoring results"**
Additional staff to support small group reading instruction 1000-1999: Certificated Personnel Salaries Title I 49,135.62 Extend LLRT position to a 5 hour day in order to provide small reading group support to students 2000-2999: Classified Personnel Salaries Title I 13,130.01	• Casa de Oro will implemented a school-wide system of differentiated instruction and interventions to meet the needs of all students: • Grade-level teams engaged in lesson reflection and use of formative assessment data to monitor student progress and to plan re-teaching and Tier 2	• Casa de Oro has an intervention team that meets weekly to discuss teacher concerns as it relates to students. 30 day goals are created and implemented. Data is collected on the specific goal and the team meets again, 6-8 weeks later to look at the data and determine next steps. This year, the intervention team	• Intervention team meetings were helpful and became a critical part of our RTI model. • Teachers were able to each other and provide feedback to improve teaching practice. Teachers need to	Continue • Intervention team will continue at Casa de Oro so that we can provide interventions on a tiered system. • Casa de Oro will continue

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	interventions to ensure mastery of ELA essential standards. • An Instruction and Data Support Teacher will continued to assist teachers with data analysis, targeted instructional strategies and coaching. • K-6 students participated in daily small group reading instruction with the support of Site Substitute, Library Media Tech and/or paraprofessionals. • Literably and i-Ready data was used to monitor and measure student progress in reading and modify instruction to support student learning. • EL students received 30 minutes of Designated English Language Instruction daily. • Teachers utilized strategies and resources to ensure centers and/or independent work during small-group reading rotations is rigorous, standards-aligned, and appropriately differentiated to ensure meaningful engagement.	met to discuss interventions for 15 students. • Teachers engaged in peer visits on two occasions throughout the year. Teachers were the observer and/or observee and met after the class visit to discuss the lesson and provide feedback. Each visit focused on a specific quality indicator around collaborative conversations or short constructed responses. • IDS teacher analyzes iReady data after each diagnostic. In addition, the IDS teacher monitors student usage and progress as well. She engages in coaching cycles with classroom teachers based on an identified area of need. • A site substitute helps to provide reading intervention and ELD support to 38 students. This is done in a small group setting. • Teachers administer Literably reading assessments to monitor fluency and comprehension.	have time built into the day in order for them to have the reflection conversation. • Coaching cycles are resulting in improved teacher practice. Data is collected during cycles based on the area of need. • IDS teacher will analyze data after each iReady diagnostic after each diagnostic. • The site substitute will support teacher and provide small group support to students who are 2-3 grade levels behind. • Teachers administer Literably reading assessments to help monitor student progress with reading fluency and comprehension.	with the implementation of peer visits. • IDS teacher will continue with coaching cycles to support teacher growth. • Modify-Data days will be scheduled in order for teachers to collaborate with the IDS teacher and principal to look at student iReady results. • Modify-Due to a decrease in Title I funds, the site substitute will work two fewer days. • Literably assessments will continue to take place during

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	• i-Ready diagnostic results were analyzed after the fall diagnostic window to create initial instructional groupings in order to provide immediate intervention support for students working 1 or more grade levels below. Ongoing assessments helped to identify and monitor students' in need of Tier 2 supports. • Extended LLRT hours were to help facilitate with small reading groups. • Casa de Oro partnered with Oasis Tutors, who provided weekly reading intervention support to students identified by the classroom teacher as reading one or more grade levels below.	• English Learners receive 30 minutes of Designated English Language instruction on a daily basis. • Teachers facilitate small group instruction to students based on a targeted area of need. Small groups are not incorporated into every classroom. This can be an area of growth for Casa de Oro. • Data from iReady diagnostics is used to create instructional groupings so that teachers can provide instructional support in a small group. • The LLRT facilitates reading groups with 12 different students in two classes. The focus is book discussions, vocabulary, reading comprehension, character development, and written responses. • Currently, 5 students receive support from Oasis tutors.		each trimester.
	• Our staff utilized the 5 Dimensions of Teaching and Learning	• Casa de Oro has not done a lot of work or professional	•Grade level teams will utilize the quality indicators for collaborative conversations and short	Continue •Collaborative conversations and short constructed

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	Instructional Framework, Framework for Powerful Learning and Cycles of Professional Learning to develop a common language and shared vision for high-quality teaching and learning. • We established a shared understanding and common language for high quality teaching and learning using the Framework for the Five Dimensions of High Quality Teaching and Learning (5Ds). • We created an environment of safe practices in which certificated staff engage in peer observations to observe teaching practices, provide and receive feedback and analyze and calibrate evidence of high quality teaching and learning. • Staff utilized the Quality Indicators of Close Reading to support the Targeted Instructional Area of Comprehension of Informational Text.	development around the 5 Dimensions of Teaching and Learning. During this school year, we have focused on the Framework for Powerful Learning and Cycles of Professional Development to help develop a common language for high quality teaching and learning. • Throughout the year, staff has engaged in peer observations to observe teaching practices that are focused around collaborative conversations and short constructed responses. • Through cycles of professional learning, grade level teams focus on collaborative conversations or short constructed responses to support student learning around the targeted instructional area of Comprehension of Informational Text.	constructed responses to help monitor the implementation of these powerful practices.	responses will continue to be an instructional practice that is implemented and observed by colleagues and school administration.
	Staff used the NCUST report findings and recommendations of Professional Development in	•Casa de Oro staff needs to engage in additional professional development	Next year, CDO will utilize staff meetings to review the three	Modify

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	the areas of strategic classroom schedules that utilize the valuable morning core instructional time. This core content instructional time will have a clear connection to Common Core State Standards. Educators will ensure that lesson concepts are culturally, socially and personally relevant to students. Educators will ensure that more lesson concepts are presented to students in ways they are likely able to relate to the content being taught.	around the NCUST findings so that lessons are more rigorous and aligned to standards.	domains in the NCUST report. A domain will be identified, staff will review recommendations and select 1-2 strategies to implement	Staff meetings throughout the year will be dedicated to engaging in professional learning around the NCUST report and recommendations.
Additional staff to provide teacher release for staff to participate in data dig days with principal and IDS teacher. 1000-1999: Certificated Personnel Salaries Title I 10,000.00	Develop strong Professional Learning Communities (PLCs). Our PLC is a group of educators that meet regularly to review student achievement data, share best practices and work collaboratively to improve the overall achievement of all students. At Casa de Oro, we have grade-level PLCs, job-alike PLCs and we collaborate with other school sites. • Staff meetings, site learning days, PLC collaboration time, and data release days. • Teachers used i-Ready and formative assessment data to monitor and/or modify for student achievement. • Teachers participated in and complete professional development hours around the district focus area and other topics of interest. • Additional coaching or programs to	• Two days of iReady professional development was held throughout the year. The purpose of the professional development was to look at teacher data, create instructional groupings and identify ways in which these students can be supported to reach both their typical and stretch growth. • Staff meetings and site learning days focused on the Framework for Powerful Learning and the powerful practices of collaborative conversations and short constructed responses. We also learned about the Looking At Student Work protocol that grade level teams can utilize.	• Release days will be created so that teachers can look at iReady student achievement data after each diagnostic. • Staff meetings and SLD's will continue to be dedicated to the district focus area. • TOSA support will continue to be provided to staff based on any identified areas throughout the year. A survey will be sent to staff to solicit input for professional	Modify • Other than the two days of iReady professional development, release days were not provided to teachers throughout the year to look at student data. • SLDs will include time for teachers to collaborate and plan with each other. • Staff will have the opportunity to

Budgeted Amount	Actions	Metric(s)/Data	"Monitoring What is/is not working and why? Effective indicators and/or Ineffective indicators"	"Evaluation Modification(s) based on monitoring results"
	supplement instruction. • Grade-level PLCs will deepen their understanding of effective use of assessment data through collective cycles of inquiry to drive instruction and re-teaching. • The Instruction and Data Support Teacher will work alongside the principal to plan for professional development, collect and analyze data and facilitate coaching cycles with certificated staff.	• Teachers completed the district required professional development hours around a variety of topics based on their interest. • Teachers engaged in professional development with a district TOSA regarding ELD instruction. • The IDS teacher and principal collaborated to plan professional development for monthly Site Learning Days.	development. • The IDS teacher and principal will meet weekly to collaborate and plan for professional learning and SLDs.	share their input regarding content for professional learning. • IDS teacher and principal will continue to meet weekly.
Mystery Science Classroom Kits 4000-4999: Books And Supplies Title I 5,000.00	Environmental Literacy: The staff at CDO is dedicated to teaching NGSS and Environmental Science Standards. This will increase achievement for all of our students while decreasing performance gaps and educational inequities while allowing students to think critically and problem solve through hands-on experiences. • Vegetable Gardening • Science journaling • Cross-curricular connections • Natural Habitats • Health and Nutrition • Farm to Table • Culinary Science • Robotics-LEGO Spike Prime and LEGO WeDo 2.0 • Mystery Science	Teachers implemented the new science curriculum this year.	A garden/culinary instructor will be hired and meet with classes on a monthly basis for garden and culinary classes.	Continue A garden/culinary will be hired at the start of the year. Discontinued-Robotics and Mystery Science will not be a focus.

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Budgeted Amount	**Actions**	**Metric(s)/Data**	**"Monitoring What is/is not working and why? Effective indicators and/or Ineffective indicators"**	**"Evaluation Modification(s) based on monitoring results"**
Incentives for student achievement on iReady 4000-4999: Books And Supplies Title I 400.00	• A research-based program, such as i-Ready, will provide students with a diagnostic assessment that will be given each trimester and used to track student competencies in the areas of reading. Increase engagement and achievement with student usage on iReady in the area of reading.	•Students completed the iReady diagnostic three times throughout the school year. Data obtained was used to measure student progress and provide intervention and small group support where needed.	Teachers will review data at the end of each diagnostic. Instructional groupings will be created and teachers will monitor student progress on the individual pathways.	Modify Data days will be created so that teachers can review student progress.

Annual Review

SPSA Year Reviewed: 2023-24

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

Analysis

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

Money was allocated for teacher release days so that they could participate in data dig days with the principal and IDS teacher. This did not occur because the school site used district funded site subs to cover teacher classrooms so that they could attend data dig days.

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.

Additional time will be spent looking at student work and data in order to monitor progress. Next year, money will be allocated to secure substitutes to cover classes on data release days.

Goal #2

Statewide Assessments:

The percentage of all students in Grades 3-6 meeting standard on SBAC (Math) will increase from 32% to 35% (minimum of 3% increase).

The percentage of English Learners in Grades 3-6 meeting standard on SBAC (Math) will increase from 16% to 24% (minimum of 8% increase).

The percentage of socioeconomically disadvantaged students in Grades 3-6 meeting standard on SBAC (Math) will increase from 31% to 39% (minimum of 8% increase).

The percentage of students with disabilities in Grades 3-6 meeting standard on SBAC (Math) will increase from 0% to 8% (minimum of 8% increase).

Local Assessments:

The percentage of all students in Grades K-6 scoring at or above grade level on i-Ready (Math) will increase from 10% to 13% (minimum of 3% increase).

The percentage of English Learners in Grades K-6 scoring at or above grade level on i-Ready (Math) will increase from 3% to 11% (minimum of 8% increase).

The percentage of socioeconomically disadvantaged students in Grades K-6 scoring at or above grade level on i-Ready (Math) will increase from 8% to 16% (minimum of 8% increase).

The percentage of students with disabilities in Grades K-6 scoring at or above grade level on i-Ready (Math) will increase from 0% to 8% (minimum of 8% increase).

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Budgeted Amount	**Actions**	**Metric(s)/Data**	**"Monitoring What is/is not working and why? Effective indicators and/or Ineffective indicators"**	**"Evaluation Modification(s) based on monitoring results"**
	• A research-based program, such as i-Ready, provided students with a diagnostic assessment that was given each trimester and used to track student competencies in the areas of mathematics. • Teachers used District developed resources to inform instructional decisions around assessment design and best instructional practice in	• Students completed the iReady diagnostic at the end of each trimester. Students were expected to meet their typical growth target and continue to word towards closing the gap by reaching their stretch goal. • Data release days were not provided throughout the school year.	• Data was collected at the end of each diagnostic to monitor student achievement	Continue • Students completed the iReady diagnostic at the end of each trimester and data will be collected and reviewed to monitor student progress.

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Budgeted Amount	**Actions**	**Metric(s)/Data**	**"Monitoring What is/is not working and why? Effective indicators and/or Ineffective indicators"**	**"Evaluation Modification(s) based on monitoring results"**
	alignment with LMSV Math Essential Standards. • Staff meetings, site learning days, grade-level meetings, and release days were used to support teachers in deepening their understanding of Math essential standards through standards unwrapping, defining grade-level mastery of essential standards, and engaging in backwards planning. • Grade-level teams used standards unwrapping resources to identify targets, determine formative assessments, and plan instruction. • Teachers participated in professional development to build upon their existing math content knowledge and increase instructional expertise. • All teachers delivered targeted mathematics instruction in small groups to all students and engage in regular progress monitoring.			• Modify- data release days were not provided for teachers to review iReady diagnostic data. • Professional development was not scheduled to help support teachers with small group math instruction.

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Budgeted Amount	Actions	Metric(s)/Data	"Monitoring What is/is not working and why? Effective indicators and/or Ineffective indicators"	"Evaluation Modification(s) based on monitoring results"
Additional staff to provide teacher release for staff to participate in data dig days with principal and IDS teacher. (duplicate cost found in goal 1). 1000-1999: Certificated Personnel Salaries Title I	The Instruction and Data Support Teacher collaborated with teachers on mathematical instructional practices, assessment, and analyzing data to inform instruction. • i-Ready diagnostic results were analyzed after the fall diagnostic window to create initial instructional groupings in order to provide immediate intervention support for students working 1 or more grade levels below. Ongoing assessments were used to help identify and monitor students' in need of Tier 2 supports. • Teachers participated in professional development with math TOSAs.	• Teachers engaged in an instructional coaching cycle with the IDS teacher based on an identified area of need. • Time during staff meetings and Site Learning Days was given to look at student work samples to determine levels of student proficiency.	During grade level PLCs and Site Learning Days staff looked at student work to determine levels of proficiency and student achievement.	Continue Teachers continued to engage in instructional coaching cycles based on an identified area of need. The purpose is to refine teaching practices to increase student achievement.
Duplicated expense for goal #1. 4000-4999: Books And Supplies Title I	Environmental Literacy: The staff at CDO is dedicated to teaching NGSS and Environmental Science Standards. This increased achievement for all of our students while decreasing performance gaps and educational inequities while allowing students to think critically and problem solve through hands-on experiences. • Vegetable Gardening • Science journaling • Cross-curricular connections • Natural Habitats • Health and Nutrition • Farm to Table	Students engaged in monthly gardening and culinary classes. Students engaged in hands-on experiences that aligned with NGSS stands and the environmental sciences.	A garden/culinary instructor was hired to conduct monthly garden and culinary classes.	Continue •NGSS and Environmental science standards were implemented through the strategies that have been identified.

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Budgeted Amount	**Actions**	**Metric(s)/Data**	**"Monitoring What is/is not working and why? Effective indicators and/or Ineffective indicators"**	**"Evaluation Modification(s) based on monitoring results"**
	• Culinary Science • Robotics-LEGO Spike Prime and LEGO WeDo 2.0 • Mystery Science			
	• Classroom teachers and paraprofessionals eceived math training to help support EL and Special Education students in the area of mathematics. • Paraprofessionals provided push-in support to students in the general education classroom during core content instruction in the area of mathematics. • IDS teacher engaged in coaching cycles with teachers and modeled math lessons for them to help increase effectiveness of math instruction. • Teachers engaged in peer observations of each other and observed effective math instructional practices.	• Teachers engaged in an instructional coaching cycle with the IDS teacher based on an identified area of need. • Teachers engaged in peer observations to observe instructional practices and provided feedback on these practices.	•Teachers shared that peer observations were helpful and that they were able to make adjustments to their instruction based on the feedback that was provided.	Continue •Teachers engaged in peer observations at least once during the school year.
Duplicated expense for goal #1. 4000-4999: Books And Supplies Title I	• A research-based program, such as i-Ready, provided students with a diagnostic assessment that was given each trimester and used to track student competencies in the areas of mathematics. Increase engagement and	•Students took the iReady diagnostic at the end of each trimester to demonstrate their achievement in the various math domains.	•Teachers engaged in iReady professional development to dig into their class data and create instructional groupings that would lend to small group instruction.	Modify Students took the iReady diagnostic at the end of each trimester. Staff had the opportunity to meet with the IDS

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	achievement with student usage on iReady in the area of math.			teacher and principal to review the diagnostic information and to identify interventions to provide students.

Annual Review

SPSA Year Reviewed: 2023-24

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

Analysis

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

Money was allocated for teacher release days so that they could participate in data dig days with the principal and IDS teacher. This did not occur because the school site used district funded site subs to cover teacher classrooms so that they could attend data dig days.

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.

Teacher release days will be provided during each trimester so that teachers can look at student iReady data and to collaborate about instructional practices. This can be found in the planned improvements goal #2.

Goal #3

The percentage of students who are chronically absent from school will decrease by 1% each year.

In 2022-2023, Casa de Oro's rate of chronic absenteeism was 32%. The following student groups were determined to be eligible for ATSI status in the area of chronic absenteeism. The chronic absenteeism rates for each student group is as follows: Students with disabilities 45%, African American: 24% and Two or More Races: 32%.

In 2023-2024, Casa de Oro will reduce its rate of chronic absenteeism by 1% for each of the following student groups. Students with disabilities will reduce by 1% to 44%, African American by 1% to 23% and Two or More Races by 1% to 31%.

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Budgeted Amount	Actions	Metric(s)/Data	"Monitoring What is/is not working and why? Effective indicators and/or Ineffective indicators"	"Evaluation Modification(s) based on monitoring results"
	While we have lower attendance for all students, the following sub-groups have been determined to be eligible for ATSI status in the area of chronic absenteeism: Students with Disabilities, African American and two or More races. • Provide students and parents with a positive, nurturing and welcoming school environment that emphasizes the importance of home to school relationships. • Monitor attendance and respond in a tiered approach to intervention (i.e., Students missing 5-9%, students missing 10-19%, and students missing 20% or more). • Site based social worker and school administration will provide early intervening services that are personalized, caring and constructive to families with attendance concerns. Casa de	• For the 2023-2024 school year, the Chronic Absenteeism rates for the following subgroups are as follow: Students with disabilities 43.27%, African American 25.71%, Two or More Races 26.67%. • School social worker began learning about attendance procedures as it relates to SART and SARB meeting. In addition, she completed 2 SST meetings as it relates to student attendance.	• Casa de Oro had a new school social worker during the 2023-24 school year. As a result, she was learning new systems and structures, which includes ways to support student attendance. • Attendance meetings were held with families, which resulted in a slight improvement for some. The school social worker became more familiar with the systems and structures of supporting	Modify • We will take a multi-tiered approach to support student attendance. We will be more strategic and proactive in identifying students with poor attendance and come alongside the family to support them.

		Develop with those responsible for executing/implementing each action, prior to launching the action	Update as evidence is collected	Complete in the spring with the SSC when developing the next SPSA
Copied from your SPSA		**Metric(s)/Data**	**"Monitoring What is/is not working and why? Effective indicators and/or Ineffective indicators"**	**"Evaluation Modification(s) based on monitoring results"**
Budgeted Amount	**Actions**			
	Oro staff will look for and identify barriers to attendance and help to provide solutions to improve attendance. • Conduct parent meetings for foster students within 30 days of enrollment to collect information, identify student needs, determine educational rights, and ensure access to interventions in a timely manner. Casa de Oro will use an SST format for this purpose.		student attendance.	
	Restorative Practices • Establish positive relationships between staff and students and among students with strategies such as Classroom Circles, 10 & 2, Cougar Life Skills, etc. • Casa de Oro staff will establish a school climate with an understanding of trauma informed responses and a focus on positive behavior interventions and supports where consequences for behaviors are logical and natural and where there is accountability and opportunity to make amends and repair harm. • In order to understand student needs and to foster	• Classroom circles, morning meetings are held to promote positive relationships staff and students. • Restorative conversations are implemented following a discipline incident so that students can repair the harm that has been done.	• Inconsistency in the frequency of classroom circles has been observed. • Professional development in the area of restorative practices will be ongoing throughout the year. • Casa de Oro will increase the implementation of PBIS throughout the campus so that students and staff develop and common language of	Modify • Cougar Life Skills will not be continued as part of the Restorative Practices. • CDO staff, both certificated and classified, will engage in professional development on restorative practices in order to create

Budgeted Amount	Actions	Metric(s)/Data	"Monitoring What is/is not working and why? Effective indicators and/or Ineffective indicators"	"Evaluation Modification(s) based on monitoring results"
	positive relationships with students, Campus Attendants and Paraprofessionals will receive training on Trauma Informed Care and Restorative Practices. • The site based Social Worker will support students via whole class lessons and small groups using the Sanford Harmony curriculum.		school wide expectations .	school wide expectations and a common language to use with students. • The social worker will not use the Sanford Harmony curriculum when supporting students in whole group/small group lessons. Instead, the Second Step curriculum will be used.
Contract with person/organization to provide Restorative Practice professional development. 5800: Professional/Consulting Services And Operating Expenditures Title I 15,000.00	Student Behavior • Investigate and implement alternatives to students being sent out of class for negative behavior. • School staff will partner with District Support Providers to gain skills and strategies focused on Positive Behavior Intervention Strategies (PBIS) that will help address chronic	• Throughout the year, 6th grade students have attended 4 days of diversion as a means to help support behavior and reduce the overall number of suspensions.	•Second Step SEL curriculum has been implemented on an inconsistent basis throughout the year. School wide, only 13% of lessons of the total lessons were completed during the school year.	Modify • CDO will not pursue the implementation of Zones of Regulation. • CDO staff will increase the implementation of the Second

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	and/or extreme negative behaviors. • Participate in Professional Development in Restorative Practices and Trauma-Informed Care to gain strategies to proactively address student behaviors and increase on-task behavior and student time in class. • CDO will explore the principles of Zones of Regulation to see how it can help to support students behaviors and to teach students to become more self-aware of their behaviors, emotions and feelings.			Step curriculum. School social worker and administration will
	Strategies to support targeted ATSI subgroups: • Early Warning Intervention and Monitoring System (EWIMS): Monthly truancy letters are produced and mailed to families. The Social Worker and Health Technician are notified monthly with a list of students with excessive truancies. Casa de Oro uses the data to both identify the at-risk students and provide targeted support.	• The health technician and social worker collaborate monthly to discuss student absences. Attendance letters are sent to families who have accumulated 3 or more unexcused absences. In addition, the social worker contacts families to help identify barriers that lead to excessive absences and to help alleviate them as well.	On a monthly basis, collaboration will take place between the social worker, health technician and principal to identify students who are struggling with attendance. • SST meetings regarding attendance will be scheduled with families on a more consistent basis. A spreadsheet will be created and	Modify • Collaboration between the health technician and social worker will take place more frequently to identify students struggling with

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Budgeted Amount	**Actions**	**Metric(s)/Data**	**"Monitoring What is/is not working and why? Effective indicators and/or Ineffective indicators"**	**"Evaluation Modification(s) based on monitoring results"**
	• The Social Worker makes phone contact with families after 6+ truancies to identify root causes and offer support. • Positive Action attendance is designed to help improve school climate and Social Emotional Learning skills. This is done through Cougar Life Skills lessons , Parent & Student Surveys, Class Lessons, Classroom Circles. • Future Forward Literacy is implemented through 1:1 tutoring and instruction that is provided through a site based substitute, Extended Learning Opportunities (ELOP) Teacher. • Home Visits are conducted by the social worker in order to make contact with the family and to help identify barriers that are preventing the student from attending school on a daily basis. Appropriate supports are provided to the family based on their individual need.	• The social worker created 1 letter on school attendance to communicate the importance of daily school attendance. • Home visits will be conducted by the school social worker in the event that the school cannot make contact with the family. • Casa de Oro did not provide awards to classrooms with the highest average of monthly attendance.	utilized to document and monitor the interventions put into place to support families.	attendance. • Casa de Oro will increase communication to parents about the importance of school attendance. This will be done through social worker newsletters, social media posts and Blackboard messages. • Casa de Oro will put a reward system in place to recognize classrooms, grade levels, individual students for their positive school attendance.

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	• Community-based court approach: This approach helps to eliminate the social and economic barriers related to court attendance and connects families with community resources to help reduce absenteeism. The social worker offers families a SchooLink referral based on their area of need • During the 2023-24 school year, Casa de Oro will recognize classrooms with the highest monthly attendance and individual student improvement awards for monthly attendance.			

Annual Review

SPSA Year Reviewed: 2023-24

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

Analysis

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

There were no major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

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

Casa de Oro will be more proactive in identifying and supporting families who have poor school attendance. These changes and updates can be found in the planned improvements #3 for the 2024-2025 school year.

Goal #4

Student survey results will demonstrate an increase in the students who respond positively in each of these five domains:
Culture/Climate
Growth Mindset
Self-Management
Self-Efficacy
Social Awareness

Parent survey results will demonstrate an increase of parents who respond positively in these areas:
Support for Academic Learning
Sense of Community
Sense of Safety

The number of students suspended will decrease from 1.86% to 1.36% (minimum of .5%) (Or will maintain a suspension rate below .5%)

Copied from your SPSA		Develop with those responsible for executing/implementing each action, prior to launching the action	Update as evidence is collected	Complete in the spring with the SSC when developing the next SPSA
Budgeted Amount	**Actions**	**Metric(s)/Data**	**"Monitoring What is/is not working and why? Effective indicators and/or Ineffective indicators"**	**"Evaluation Modification(s) based on monitoring results"**
	A credentialed social worker will provide community outreach to engage parents as partners and to connect community resources for at-risk families through: • Parent education events/trainings • Home visits • Monitoring student attendance • Creating and maintaining school and parent relationships	•The school social worker did not facilitate parent education events/trainings. However, she did meet with families individually and submitted 12 School Link referrals and made 5 home visits.	•The school social worker is new to Casa de Oro and is in her first year in working at a school site. She has created positive relationships with families and has gained the trust of students and staff. The social worker participated in professional development workshops and 1:1 training to help build confidence in her role.	Continue •Collaborate with the coordinator and mental health and wellness at the district office to provide ongoing training to support the growth and development of the school social worker.
Parent Liaison 2000-2999: Classified Personnel Salaries Title I Part A: Parent Involvement 1452.93	Hire parent liaisons to empower parents to support their child/children's education and increase parent engagement and involvement within the school and the district by: • Planning and organizing meetings and educational training classes for parents and students, especially our non-English speaking parents and students • Coordinating without outside	•Casa de Oro utilized the support of the district counselor, student supports and district translators to increase school to home communication, support families and increase their engagement at the school site.	• The district counselor, student support staff member helped to provide resources to families such as transportation so they could come to school. • District translators provided services to families so	Continue •Casa de Oro will continue to ask for assistance from district office personnel to help support our families so that they are a part of the school community.

Copied from your SPSA		Develop with those responsible for executing/implementing each action, prior to launching the action	Update as evidence is collected	Complete in the spring with the SSC when developing the next SPSA
Budgeted Amount	**Actions**	**Metric(s)/Data**	**"Monitoring What is/is not working and why? Effective indicators and/or Ineffective indicators"**	**"Evaluation Modification(s) based on monitoring results"**
	organizations and assist parents in utilizing community service and other resources • Serving as a contact between non-English speaking students, parents, families and the school and/or district to increase parent confidence and connection with the school		that they could attend IEP meetings and Parent/Teacher conferences,	
Purchase incentives and rewards for student recognition. 4000-4999: Books And Supplies Title I 1000.00 Certificated staff release time 1000-1999: Certificated Personnel Salaries Title I 5,000.00 Purchase culturally diverse & SEL related books for the school library 4000-4999: Books And Supplies Title I 5,000.00	Character Education & Social Emotional Learning • Implement anti-bullying programs and Sanford Harmony Social Emotional Learning Curriculum and Second Step curriculum for small group lessons that will be facilitated by the school social worker and classroom teachers. • Character Traits will stem from John Wooden's book, Inch and Miles The Journey to Success. Students will be recognized for displaying these character traits at monthly Cougars of the Month ceremonies. • In order to help create a school culture of belonging and connectedness, Cougar Rallies will	• CDO held monthly Cougar Awards assemblies to recognize 1-2 students from each classroom who demonstrated the monthly character traits. • Cougar Rallies were held on a monthly basis. Students and staff engaged in team building activities. In addition, students were were recognized by their classroom teachers for the academic progress and demonstrating character traits through the use of Cougar All-Star tickets. • 6 staff members, the principal and 35 students engaged in the year long anti-bullying program known as Safe School	• Students are selected by the classroom teacher for demonstrated the monthly character trait. • Students who engaged in the Safe School Ambassador program learned strategies to implement in order to help peers solve interpersonal conflicts and reduce bullying on campus.	Modify Safe School Ambassadors engaged in a reflection activity at the end of the year to identify successes, challenges and next steps regarding the program implementation. We will take the recommendations and make adjustments where necessary for the following school year.

Copied from your SPSA		Develop with those responsible for executing/implementing each action, prior to launching the action	Update as evidence is collected	Complete in the spring with the SSC when developing the next SPSA
Budgeted Amount	**Actions**	**Metric(s)/Data**	**"Monitoring What is/is not working and why? Effective indicators and/or Ineffective indicators"**	**"Evaluation Modification(s) based on monitoring results"**
	be held on a monthly basis. The purpose of the Cougar Rally will be to celebrate student achievement, recognize students for displaying character traits by drawing Cougar All-Star tickets and having students and staff engage in activities the promote teamwork and allow students to have fun! • The social worker will conduct classroom lessons that focus on the various components of the CORE SEL student survey so that students have a better understanding of following domains: Culture/Climate, Growth Mindset, Self-Management, Self-Efficacy, and Social Awareness. • Casa de Oro will participate in Safe School Ambassador program next school year. This will involve two teachers, a social worker and principal in facilitating small groups throughout the school year to address school culture & climate and to problem solve issues effecting students on campus.	Ambassadors. We met monthly to learn about strategies to help support students who were having interpersonal conflicts or were being bullied.		

	Copied from your SPSA	Develop with those responsible for executing/implementing each action, prior to launching the action	Update as evidence is collected	Complete in the spring with the SSC when developing the next SPSA
Budgeted Amount	**Actions**	**Metric(s)/Data**	**"Monitoring What is/is not working and why? Effective indicators and/or Ineffective indicators"**	**"Evaluation Modification(s) based on monitoring results"**
SafetyNet presentation through San Diego Police Foundation 4000-4999: Books And Supplies Title I 1,000.00	A credentialed social worker will provide community outreach to engage parents as partners and to connect community resources for at-risk families through: • Parent education events/trainings: SafetyNet presentation by San Diego Police Foundation. This presentation will focus on social media use and internet safety. • Home visits • Monitoring student attendance • Creating and maintaining school and parent relationships • Use social media platforms such as Instagram for outreach purposes	• The school social worker conducted 5 home visits and 3 attendance meetings during the school year. • The SafetyNet presentation was provided to all students during the school day. In addition, 4 families attended the parent education event.	• This is the first year that the social worker has worked in a school setting and is learning how to navigate processes and procedures learning about her role in supporting students, families and the school community. • The SafetyNet presentation resulted in students engaging in conversations about the appropriate use of social media and learning how to remain safe while online.	Modify •The school social worker will collaborate with other community agencies to provide outreach and education to our families.
	To insure our parents are partners, parent education and training will be offered throughout the school year. • Casa de Oro will hold a variety of parent events that establish relationships with school staff. • Work with District staff to provide training for ELAC and SSC based on any areas of need.	•Three parent education events were offered to Casa de Oro families.	•Family attendance at the parent education events was small. The events were hosted on various days of the week and times as well. Allowing families to bring their children to the event resulted in a slight increase in attendance.	Modify •A parent survey was sent out to families to seek input on parent education and training that can be offered to families.

Budgeted Amount	Actions	Metric(s)/Data	"Monitoring What is/is not working and why? Effective indicators and/or Ineffective indicators"	"Evaluation Modification(s) based on monitoring results"
	Copied from your SPSA	**Develop with those responsible for executing/implementing each action, prior to launching the action**	**Update as evidence is collected**	**Complete in the spring with the SSC when developing the next SPSA**
	- Work with District staff to determine and implement best practices in parent education. - Place parent education on agendas for SSC, PTA, and ELAC meeting dates in early Fall of the new school year. - Work with ELAC and SSC to create a needs assessment and survey parents to elicit input on parent education topics, time, place, and method of presentation.			
	Community engagement Establish, maintain, and utilize website updates, Twitter feed, and other social media platforms such as Instagram to foster communication with parents and families specifically, and the community at large.	•Casa de Oro communicates with the school community on a monthly basis by publishing and posting information to the school community about upcoming school events and student activities.	•There has been an increase in the number and comments from Casa de Oro families about the promotion and publication of school events and photos on Instagram. Instagram is the most commonly used platform at Casa de Oro.	Modify •Casa de Oro will continue to utilize social media accounts and other media platforms to communicate and promote events with the school community. Casa de Oro will not be using the Twitter social media platform.
Title I funds will be allocated for the instructor's salary 1000-1999: Certificated Personnel Salaries Title I 25,000.00 Title I funds will be allocated to purchase materials for the gardening/culinar	Casa de Oro Community Garden A garden/culinary instructor will provide two classes per month (one garden class and one culinary class) for each classroom teacher. The garden/culinary classes have become a part of the Casa de Oro	•All students attend monthly garden/culinary classes	•Students will continue to engage in hands-on, standards based lessons as they grow, prepare and share nourishing food. Students and parents engage in garden/culinary activities during Back to School Night and Open House events.	Continue •Casa de Oro will continue to fund a garden/culinary instructor and all classes will continue to receive monthly garden/culinary classes

Copied from your SPSA		Develop with those responsible for executing/implementing each action, prior to launching the action	Update as evidence is collected	Complete in the spring with the SSC when developing the next SPSA
Budgeted Amount	**Actions**	**Metric(s)/Data**	**"Monitoring** **What is/is not working and why?** **Effective indicators and/or Ineffective indicators"**	**"Evaluation Modification(s) based on monitoring results"**
y classes 4000-4999: Books And Supplies Title I 5,000.00	school community. Students engage in hands-on, standards-based lessons as they grow, prepare, and share nourishing food.			
Title I funds used to pay for 3 staff members to attend the Restorative Practices conference. 5800: Professional/Consulting Services And Operating Expenditures Title I 8,250.00	Restorative Practices: Practicing Caring Classroom Discipline Certification Conference • Staff will receive professional development regarding restorative practices and will bring back strategies to implement to create a restorative culture at Casa de Oro.	•Two certificated staff members and the principal attended a two day professional development about Restorative Practices.	•At the professional development, staff engaged in activities that allowed them to reflect on the current implementation of restorative practices and identify potential next steps. The school staff will engage in professional development around restorative practices during the next school year. We will monitor and adjust what we are doing based on areas of need.	Modify •Casa de Oro will continue to implement restorative practices and make adjustments school wide following professional development.

Annual Review

SPSA Year Reviewed: 2023-24

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

Analysis

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

There were no major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

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

Casa de Oro will use Title I funds to provide professional development in the area of restorative practices to staff for the next school year. This change can be found on the planned improvement: goal #4 section. We will create and monitor a metric for our African American suspension rates (ATSI).

Goals, Strategies, & Proposed Expenditures

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

Goal 1

Title and Description of School Goal
Broad statement that describes the desired result to which all strategies/activities are directed.

English Language Arts
Statewide Assessments:

The percentage of all students of testing age meeting standard on SBAC (ELA) will increase from 41% to 44%.

The percentage of English Learners of testing age meeting standard on SBAC (ELA) will increase from 6% to 14%.

The percentage of socioeconomically disadvantaged students of testing age meeting standard on SBAC (ELA) will increase from 41% to 49%.

The percentage of students with disabilities of testing age meeting standard on SBAC (ELA) will increase from 5% to 13%.

Local Assessments:

The percentage of all students scoring at or above grade level on i-Ready #2 Diagnostic (ELA) will increase from 18% to 21%.

The percentage of English Learners scoring at or above grade level on i-Ready (ELA) will increase from 6% to 9%.

The percentage of socioeconomically disadvantaged students scoring at or above grade level on i-Ready (ELA) will increase from 15% to 18%.

The percentage of students with disabilities scoring at or above grade level on i-Ready (ELA) will increase from 2% to 5%.

LCAP Goal to which this School Goal is Aligned
LCAP goal to which this school goal is aligned.

Goal 1 - ACHIEVE - We will increase achievement for all of our students while decreasing performance gaps and educational inequities. (State Priority 4-Pupil Achievement, 8-Other Pupil Outcomes)

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

Students in all grades (including target groups: English Learners, Socioeconomically Disadvantaged, Students with Disabilities) will demonstrate increased proficiency on state and district benchmark assessments in English Language Arts. Casa de Oro is committed to providing high quality instruction and maximizing student achievement. Therefore, we will remain focused on continuous improvement of teaching and learning so that all students, including our student groups, can achieve. This goal is a result of what our achievement data reveals about our students and how we intend on addressing them. During the Spring of 2024, our students completed their final i-Ready diagnostic in the area of Reading. The data from this diagnostic allows us to reflect on student growth throughout the school year and helps us support students in meeting the expected outcomes listed below. Our students also took the English Language Arts SBAC assessment during the Spring of 2024. This data will serve as our baseline, or starting point, which will guide our planning as we move forward into the 2024-2025 school year.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
SBAC ELA Assessment - % of students meeting standard (of testing age)	ALL students, Grades 3-6 - 41% English Learners, Grades 3-6 - 6% Socioeconomically Disadvantaged Students, Grades 3-6 - 41% Students with Disabilities, Grades 3-6 - 5%	ALL students, of testing age 44% English Learners, of testing age - 14% Socioeconomically Disadvantaged Students, of testing age - 49% Students with Disabilities, of testing age - 13%
i-Ready ELA Assessment - % of students at or above grade level (All grades)	ALL students - 18% English Learners - 6% Socioeconomically Disadvantaged Students - 15% Students with Disabilities - 2%	ALL students - 21% English Learners - 9% Socioeconomically Disadvantaged Students - 18% Students with Disabilities - 5%

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	• An Instruction and Data Support Teacher will continue to assist the principal and classroom teachers with data analysis and targeted instructional strategies. • Classroom teachers will engage in instructional coaching cycles with the Instruction and Data Support Teacher based on an identified area of need. • Litererally, i-Ready and Wonders progress monitoring data will be used to monitor and measure student progress in reading and modify instruction to support student learning. • i-Ready diagnostic results will be analyzed after the fall diagnostic window to create initial instructional groupings in order to provide immediate intervention support for students working 1 or more grade levels below. • Litererally, i-Ready and Wonders progress monitoring assessments will help to	All Students	43,716 Title I 1000-1999: Certificated Personnel Salaries Additional staff to support small group reading instruction

		identify and monitor students' in need of Tier 2 supports.		
		• Casa de Oro will partner with Oasis Tutors, who will provide weekly reading intervention support to students identified by the classroom teacher as reading one or more grade levels below.		
1.2		• Casa de Oro will follow the Framework for Powerful Learning and Cycles of Professional Learning to develop a common language and shared vision for high-quality teaching and learning.	All Students	
		• Create an environment in which certificated staff engage in peer observations to observe teaching practices, provide and receive feedback and analyze and calibrate evidence of high quality teaching and learning.		
		• Continue to utilize the Quality Indicators of Close Reading and Collaborative Conversations to support the Targeted Instructional Area of Comprehension of Informational Text.		
1.3		•Staff will use the NCUST report findings and recommendations of Professional Development in the areas of strategic classroom schedules that utilize the valuable morning core instructional time. This core content instructional time will have a clear connection to Common Core State Standards. Educators will ensure that lesson concepts are culturally, socially and personally relevant to students. Educators will ensure that more lesson concepts are presented to students in ways they are likely able to relate to the content being taught.	All Students	
1.4		• Develop strong Professional Learning Communities (PLCs). Our PLC is a group of educators that meet regularly to review student achievement data, share best practices and work collaboratively to improve the overall achievement of all students. At Casa de Oro, we have grade-level PLCs, job-alike PLCs and we collaborate with other school sites.	All Students	5,000.00 Title I 1000-1999: Certificated Personnel Salaries Fund guest teachers in order to release staff to participate in data dig days with principal and IDS teacher.
		• Staff meetings, site learning days, PLC collaboration time, and data release days will be used for professional development to support student learning and student achievement.		
		• Grade-level PLCs will deepen their understanding of effective use of assessment data through collective		

		cycles of inquiry to drive instruction and re-teaching. In addition, teachers will engage in the Looking At Student Work (LASW) protocol to analyze student work, which will result in intervention strategies that will be provided to students and the refinement of instructional practices.		
1.5		Environmental Literacy: The staff at CDO is dedicated to teaching NGSS and Environmental Science Standards. This will increase achievement for all of our students while decreasing performance gaps and educational inequities while allowing students to think critically and problem solve through hands-on experiences. A site sub will facilitate monthly garden and culinary classes so that students can engage in hands-on learning experiences. • Vegetable Gardening • Science journaling • Cross-curricular connections • Natural Habitats • Health and Nutrition • Farm to Table • Culinary Classes	All Students	
1.6		• A research-based program, such as i-Ready, will provide students with a diagnostic assessment that will be given each trimester and used to track student competencies in the area of reading. Casa de Oro will increase engagement and achievement with student usage on iReady in the area of reading.	All Students	500.00 Title I 4000-4999: Books And Supplies Incentives for student achievement on iReady
1.7		• EL students will receive 30 minutes of Designated English Language Instruction daily.	English Learners	
1.8		• Casa de Oro will implement a school-wide system of differentiated instruction and interventions to meet the needs of students.	Students with disabilities	

Goals, Strategies, & Proposed Expenditures

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

Goal 2

Title and Description of School Goal
Broad statement that describes the desired result to which all strategies/activities are directed.

Math
Statewide Assessments:

The percentage of all students of testing age meeting standard on SBAC (Math) will increase from 32% to 35%.

The percentage of English Learners of testing age meeting standard on SBAC (Math) will increase from 16% to 24%.

The percentage of socioeconomically disadvantaged students of testing age meeting standard on SBAC (Math) will increase from 31% to 39%.

The percentage of students with disabilities of testing age meeting standard on SBAC (Math) will increase from 0% to 8%.

Local Assessments:

The percentage of all students \scoring at or above grade level on i-Ready Diagnostic #2 (Math) will increase from 10% to 13%.

The percentage of English Learners scoring at or above grade level on i-Ready Diagnostic #2 (Math) will increase from 2% to 5%.

The percentage of socioeconomically disadvantaged students scoring at or above grade level on i-Ready Diagnostic #2 (Math) will increase from 8% to 11%.

The percentage of students with disabilities scoring at or above grade level on i-Ready Diagnostic #2 (Math) will increase from 0% to 5%.

LCAP Goal to which this School Goal is Aligned
LCAP goal to which this school goal is aligned.

Goal 1 - ACHIEVE - We will increase achievement for all of our students while decreasing performance gaps and educational inequities. (State Priority 4-Pupil Achievement, 8-Other Pupil Outcomes)

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

Students in all grades (including target groups: English Learners, Socioeconomically Disadvantaged, Students with Disabilities) will demonstrate increased proficiency on state and district benchmark assessments in Mathematics. Casa de Oro is committed to providing high quality instruction and maximizing student achievement. Therefore, we will remain focused on continuous improvement of teaching and learning so that all students, including our student groups, can achieve. This goal is a result of what our achievement data reveals about our students and how we intend on addressing them. During the Spring of 2024, our students completed their final iReady diagnostic in the area of Mathematics. The data from this diagnostic allows us to reflect on student growth throughout the school year and helps us support students in meeting the expected outcomes listed below. Our students also took the Mathematics SBAC assessment during the Spring of 2024. This data will serve as our baseline, or starting point, which will guide our planning as we move forward into the 2024-2025 school year.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
SBAC Math Assessment - % of students meeting standard (of testing age)	ALL students, Grades 3-6 - 32%% English Learners, Grades 3-6 - 16% Socioeconomically Disadvantaged Students, Grades 3-6 - 31% Students with Disabilities, Grades 3-6 - 0%	ALL students of testing age, 35% English Learners, of testing age - 24% Socioeconomically Disadvantaged Students of testing age- 39% Students with Disabilities of testing age - 8%
i-Ready Math Assessment - % of students at or above grade level (ALL grades)	ALL students - 10% English Learners - 2% Socioeconomically Disadvantaged Students - 8% Students with Disabilities - 0%	ALL students of testing age - 13% English Learners - 5% Socioeconomically Disadvantaged Students - 11% Students with Disabilities - 5%

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
2.1	• A research-based program, such as i-Ready, will provide students with a diagnostic assessment that will be given each trimester and used to track student competencies in the areas of mathematics. • Staff meetings, site learning days, grade-level meetings, and release days will be used to support teachers in deepening their understanding of Math essential standards through standards	All Students	

	unwrapping, defining grade-level mastery of essential standards, and engaging in backwards planning. • Teachers will participate in professional development to build upon existing math content knowledge and increase instructional expertise. • Teachers will engage in peer observations of each other to observe effective math instructional practices			
2.3	The Instruction and Data Support Teacher will continue to collaborate with teachers on mathematical instructional practices, assessment, and analyzing data to inform instruction. • Staff meetings, site learning days, PLC, and data release days will be utilized to support teacher instruction in the area of mathematics, looking at student work and professional development in the area of mathematics. • i-Ready diagnostic results will be analyzed after the fall diagnostic window to create initial instructional groupings in order to provide immediate intervention support for students working 1 or more grade levels below. Ongoing assessments with both iReady and Math Expressions will help to identify and monitor students' in need of Tier 2 supports.	All Students		Title I 1000-1999: Certificated Personnel Salaries Duplicated expense for goal #1. (Fund guest teachers in order to release staff to participate in data dig days with principal and IDS teacher.)
2.4				
2.5	• All teachers will deliver targeted mathematics instruction in small groups to all students and engage in regular progress monitoring .	English Language Learners		
2.6	• A research-based program, such as i-Ready, will provide students with a diagnostic assessment that will be given each trimester and used to track student competencies in the areas of mathematics. Increase engagement and achievement with student usage on iReady in the area of math.	All Students		
2.7	Equals math curriculum to support teacher instruction for students with disabilities.	Students with Disabilities	3,759.49 Title I 4000-4999: Books And Supplies Equals math curriculum for SDC class	

Goals, Strategies, & Proposed Expenditures

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

Goal 3

Title and Description of School Goal
Broad statement that describes the desired result to which all strategies/activities are directed.

Student Engagement
The percentage of students who are chronically absent from school will decrease by 1% each year.

LCAP Goal to which this School Goal is Aligned
LCAP goal to which this school goal is aligned.

Goal 2 - ENGAGE - We will engage our students and the learning community in order to ensure the skills and supports necessary for social, emotional, and physical well-being. (State Priority 3-Parent Involvement, 5-Pupil Engagement, 6-School Climate)

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

Establishing a climate of respect, belonging, connectedness and safety for our students is critical to their success and their overall wellness. Consistent, supported attendance at school is the first step in ensuring student engagement. This goal is a result of the fact that our achievement data reveals we have yet to meet the goal in the area of chronic absenteeism. The staff at Casa de Oro is committed to closing this achievement gap. We want our students to feel a sense of connection to their peers, teachers and school. This will be done by continuing to place an emphasis on building relationships with students and their families, increasing student attendance, establishing our positive behavior intervention plan, and providing alternatives to suspension. In addition, our social worker will continue her focus on chronic absenteeism. As a result of doing this, we hope to build that sense of connection so that attendance rates increase school wide.

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Rate of Chronic Absenteeism	In 2023-24, our rate of chronic absenteeism was 31.48%.	In 2024-2025, we will reduce the rate of chronic absenteeism by 1% to 30.48%.

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
3.1	• Provide students and parents with a positive, nurturing and welcoming school environment that emphasizes the	All Students	

	importance of home to school relationships. • Monitor attendance and respond in a tiered approach to intervention (i.e., Students missing 5-9%, students missing 10-19%, and students missing 20% or more). • Site based social worker and school administration will provide early intervening services that are personalized, caring and constructive to families with attendance concerns. Casa de Oro staff will look for and identify barriers to attendance and help to provide solutions to improve attendance. • Conduct parent meetings for foster students within 30 days of enrollment to collect information, identify student needs, determine educational rights, and ensure access to interventions in a timely manner. Casa de Oro will use an SST format for this purpose.			
3.2	Restorative Practices • Establish positive relationships between staff and students and among students with strategies such as Classroom Circles, 10 & 2, SEL Second Step curriculum, etc. • Casa de Oro staff will establish a school climate with an understanding of trauma informed responses and a focus on positive behavior interventions and supports where consequences for behaviors are logical and natural and where there is accountability and opportunity to make amends and repair harm.	All Students		
3.4	Strategies to support student attendance • Early Warning Intervention and Monitoring System (EWIMS): Monthly truancy letters are produced and mailed to families. The Social Worker and Health Technician are notified monthly with a list of students with excessive truancies. Casa de Oro uses the data to both identify the at-risk students and provide targeted support. • Home Visits are conducted by the social worker in order to make contact with the family and to help identify barriers that are preventing the student from attending school on a daily basis. Appropriate supports are provided to the family based on their individual need.	All Students	600.000 Title I 4000-4999: Books And Supplies Materials/incentives for attendance.	

	• Community-based approach: This approach helps to eliminate the social and economic barriers related to court attendance and connects families with community resources to help reduce absenteeism. The social worker offers families a SchooLink referral based on their area of need • During the 2024-25 school year, Casa de Oro will recognize grade levels/classrooms with the highest monthly attendance and individual student improvement awards for monthly attendance. • Materials and incentives to promote positiver school attendance.		

Goals, Strategies, & Proposed Expenditures

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

Goal 4

Title and Description of School Goal
Broad statement that describes the desired result to which all strategies/activities are directed.

School Climate & Culture
Student survey results will demonstrate an increase in the students who respond positively in each of these five domains:
Culture/Climate 80%%
Growth Mindset 70%
Self-Management 69%
Self-Efficacy 62%%
Social Awareness 68%

Parent survey results will demonstrate an increase of parents who respond positively in these areas:
Support for Academic Learning 91%
School Safety 86%
Belonging in our School Community 90%

The number of students suspended will decrease from 1.71%.

LCAP Goal to which this School Goal is Aligned
LCAP goal to which this school goal is aligned.

Goal 2 - ENGAGE - We will engage our students and the learning community in order to ensure the skills and supports necessary for social, emotional, and physical well-being. (State Priority 3-Parent Involvement, 5-Pupil Engagement, 6-School Climate)

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

Establishing a climate of respect, belonging, connectedness and safety for our students is critical to their success and their overall wellness. We are committed to prioritizing our students' social-emotional and mental health as well as their academic success.

Engagement of our parents is valued and critical to our school's success. The school has broadened its approach to inform parents and involve them in school events via Twitter, Blackboard Connect, school marquee, email messages, and printed materials. During the 2023-2024 school year, there have been numerous on-site events and parent engagement meetings based on the feedback that we received from parents. The engagement of our parents and establishing/maintaining meaningful partnerships with them are essential to our students' success. It takes the commitment of both school and home to foster a positive, happy and collaborative school environment. Casa de Oro will continue to identify and implement effective strategies to increase parent participation.

Our school annually distributes a parent survey to determine parent perspectives and to obtain valuable input to guide our funding priorities for the coming year. In the Spring of the 2023-2024 school year, parents were invited to take a survey to help La Mesa-Spring Valley Schools gather information across three different areas: Support for Academic Learning, School Safety and Belonging in our School Communities. 148 parents responded to the survey, which was delivered via email and text message. The results showing the percentage of parents who agree with each of the following statements are listed below:

- Overall Support for Academic Learning: 91%

This school provides high-quality instruction to my child: 93%
This school has high expectations for all students: 89%

- Overall School Safety: 86%

This school clearly informs students what would happen if they break school rules: 86%
At this school, discipline is fair: 79%
My child is safe on school grounds: 93%

- Overall Belonging in our School Community: 90%

I feel welcome to participate at this school: 89%
School staff treats me with respect: 95%
School staff takes my concerns seriously: 91%
School staff welcomes my suggestions: 79%
School staff responds to my needs in a timely manner: 91%
School staff is helpful: 97%
My child's background (race, primary language, religion, unique needs, economic status) is respected at this school: 86%
My child feels welcome at school: 92%

A review of data indicates that our efforts in these areas have been successful. While we celebrate this growth, we will continue to put great emphasis on building and maintaining these partnerships. Based on the data, I would like to focus on the areas that could benefit from the most growth: 1) In the domain of Overall School Safety: 79% of respondents stated that student discipline is fair and 2) In the domain of Overall Belonging in our School Community: 79% of respondents stated that the school staff welcomes parent suggestions.

In addition, for the 2024-25 school year, Casa de Oro is designated as an Additional Targeted Support and Improvement (ATSI) school based on the 2023 CA Dashboard. Casa de Oro was determined to be eligible in the following categories and student groups: Suspension Rates - African American students.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
SEL Student Survey Results (4th, 5th, 6th grade)	The percentage of students who responded favorably in the domains listed below are as follows: Culture/Climate - 80% Growth Mindset - 70% Self-Management- 69% Self-Efficacy- 62% Social Awareness- 68%	The percentage of students who respond favorably will increase to the following percentages in each domain: Culture/Climate - 85% Growth Mindset - 75% Self-Management- 74% Self-Efficacy- 67% Social Awareness- 73%
Annual Parent Survey Results	The percentage of parents who responded favorably in the domains listed below are as follows: Support for Academic Learning - 91% Sense of Safety - 86% Sense of Community - 90%	The percentage of parents who respond favorably will increase to the following percentages in each domain: Support for Academic Learning - 94% Sense of Community -89% Sense of Safety - 93%
Suspension Data	Our school's overall suspension rate for the 2023-24 school year is 1.71%.	The percentage of students suspended will decrease to .75%
Suspension Data	Our school's suspension rate for African American students during the 2023-2024 school year is 7.69%.	The percentage of students suspended will decrease to 4%

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
4.1	A credentialed social worker will provide community outreach to engage parents as partners and to connect community resources for at-risk families through: • Parent education events/trainings • Home visits • Monitoring student attendance • Creating and maintaining school and parent relationships	All Students	
4.2	Hire parent liaisons to empower parents to support their child/children's education and increase parent engagement and involvement within the school and the district by: • Planning and organizing meetings and educational training classes for parents and students, especially our non-English speaking parents and students • Coordinating with outside organizations and assist parents in utilizing community service and other resources • Serving as a contact between non-English speaking students, parents,	All Students	1339.90 Title I Part A: Parent Involvement 2000-2999: Classified Personnel Salaries Parent Liaison

		families and the school and/or district to increase parent confidence and connection with the school		
4.3		Character Education & Social Emotional Learning • Implement anti-bullying programs such as Safe School Ambassadors. Casa de Oro will participate in Safe School Ambassador program for the second year. This will involve 2-3 teachers, a social worker and principal in facilitating small groups throughout the school year to address school culture & climate and to problem solve issues effecting students on campus. This program will equip students with strategies to help intervene and support their peers when conflicts arise. • Classroom teachers will incorporate the Second Step Social Emotional Learning Curriculum into their classrooms. • In order to help create a school culture of belonging and connectedness, Cougar Rallies will be held on a monthly basis. The purpose of the Cougar Rally will be to celebrate student achievement, recognize students for displaying character traits by drawing Cougar All-Star tickets and having students and staff engage in activities the promote teamwork and allow students to have fun! • The school social worker will conduct classroom lessons that focus on the various components of the CORE SEL student survey so that students have a better understanding of following domains: Culture/Climate, Growth Mindset, Self-Management, Self-Efficacy, and Social Awareness.	All Students	537.51 Title I 4000-4999: Books And Supplies Purchase incentives and rewards for student recognition. 600.00 Title I 4000-4999: Books And Supplies Purchase culturally diverse & SEL related books for the school library
4.4				
4.5		To insure our parents are partners, parent education and training will be offered throughout the school year. • Parent education events/trainings: SafetyNet presentation by San Diego Police Foundation. This presentation will focus on social media use and internet safety. • Casa de Oro will hold a variety of school events that promote and establish relationships within the school community.	All Students	1,000.00 Title I 5800: Professional/Consulting Services And Operating Expenditures SafetyNet presentation through San Diego Police Foundation

	• Work with ELAC to create a needs assessment and survey parents to elicit input on parent education topics, time, place, and method of presentation.		
4.6	Community engagement • Establish, maintain, and utilize website updates, and social media platforms such as Instagram to foster communication with the school community.	All Students	
4.7	Casa de Oro Community Garden • A garden/culinary instructor will provide two classes per month (one garden class and one culinary class) for each classroom teacher. The garden/culinary classes have become a part of the Casa de Oro school community. Students engage in hands-on, standards-based lessons as they grow, prepare, and share nourishing food.	All Students	21,858.00 Title I 1000-1999: Certificated Personnel Salaries Title I funds will be allocated for the instructor's salary 2,000.00 Title I 4000-4999: Books And Supplies Title I funds will be allocated to purchase materials for the gardening/culinary classes
4.8	Cougar Choir Club • To increase student engagement and belonging, Casa de Oro will offer an after school choir club.	All Students	3,500.00 Title I Funds to choral director.
4.9	Suspensions: African American Subgroup • Conduct empathy interviews with African American students to help uncover some unacknowledged needs and elicit stories and feelings about specific experiences. • Staff will engage in professional development on restorative practices and how they can be implemented to help resolve conflicts, build relationships and reduce suspensions.	African American	15,000 Title I 5800: Professional/Consulting Services And Operating Expenditures Restorative Practices PD with Dominique Smith
4.10			

Budget Summary

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

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	$99,410.90
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$99,410.90
Total Federal Funds Provided to the School from the LEA for CSI	$--

Other Federal, State, and Local Funds

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

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

Federal Programs	Allocation ($)
Title I	$98,071.00
Title I Part A: Parent Involvement	$1,339.90
rCalc_TotbyFSGrpFederal_50_FundSrc}	$

Subtotal of additional federal funds included for this school: $99,410.90

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

State or Local Programs	Allocation ($)
rCalc_TotbyFSGrpStateLocal_50_FundSrc}	$

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

Total of federal, state, and/or local funds for this school: $99,410.90

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
Title I		
Title I Part A: Parent Involvement		

Expenditures by Funding Source

Funding Source	Amount
Title I	98,071.00
Title I Part A: Parent Involvement	1,339.90

Expenditures by Budget Reference

Budget Reference	Amount
	3,500.00
1000-1999: Certificated Personnel Salaries	70,574.00
2000-2999: Classified Personnel Salaries	1,339.90
4000-4999: Books And Supplies	7,997.00
5800: Professional/Consulting Services And Operating Expenditures	16,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	Title I	3,500.00
1000-1999: Certificated Personnel Salaries	Title I	70,574.00
4000-4999: Books And Supplies	Title I	7,997.00
5800: Professional/Consulting Services And Operating Expenditures	Title I	16,000.00
2000-2999: Classified Personnel Salaries	Title I Part A: Parent Involvement	1,339.90

Expenditures by Goal

Goal Number		Total Expenditures
Goal 1		49,216.00
Goal 2		3,759.49
Goal 3		600.00
Goal 4		45,835.41

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

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:
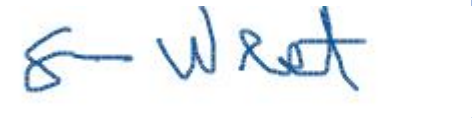
Signature	Committee or Advisory Group Name
	English Learner Advisory Committee

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 23, 2024.

Attested:

Signature	
	Principal, Ryan Icenhower on May 23, 2024
	SSC Chairperson, Sharon West on May 23, 2024

Instructions

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

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

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

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

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

Instructions: Table of Contents

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

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

Plan Description

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Educational Partner Involvement

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

This section meets the requirements for ATSI.

Resource Inequities

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

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

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

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

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

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

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

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

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

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

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

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

Goal

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

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

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

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

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

Additional CSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Identified Need

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

Additional CSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of

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

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

Additional ATSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Strategies/Activities Table
Describe the strategies and activities being provided to meet the goal.
Complete the table as follows:

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

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

Additional CSI Planning Requirements:
- When completing this section for CSI, this plan must include evidence-based interventions and align to the goals, actions, and services in the LEA's LCAP.
- When completing this section for CSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.
Note: Federal school improvement funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.

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

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

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

Annual Review

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

Goal Analysis

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

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

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

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

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

Budget Summary

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

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

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

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

Additional ATSI Planning Requirements:
Note: Federal funds for CSI shall not be used in schools eligible for ATSI.

Budget Summary Table

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

A school receiving funds from its LEA for CSI should complete the Budget Summary Table as follows:
- **Total Federal Funds Provided to the School from the LEA for CSI:** This amount is the total amount of funding provided to the school from the LEA for the purpose of developing and implementing the CSI plan for the school year set forth in the CSI LEA Application for which funds were received.

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

Requirements for the Plan

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

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will:
   a. Provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
   b. Use methods and instructional strategies that:
      i. Strengthen the academic program in the school,
      ii. Increase the amount and quality of learning time, and
      iii. Provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
   c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
      i. Strategies to improve students' skills outside the academic subject areas;
      ii. Preparation for and awareness of opportunities for postsecondary education and the workforce;
      iii. Implementation of a schoolwide tiered model to prevent and address problem behavior;
      iv. Professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
      v. Strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.

C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the LEA (may include funds allocated via the ConApp, federal funds, and any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.

D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
   1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
   2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
   3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).

F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to:
  1. Ensure that those students' difficulties are identified on a timely basis; and
  2. Provide sufficient information on which to base effective assistance to those students.

G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.

H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

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

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

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

Comprehensive Support and Improvement

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

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (S*ections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*);

2. Include evidence-based interventions (*Sections: Strategies/Activities, Annual Review and Update, as applicable*) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at https://www2.ed.gov/fund/grant/about/discretionary/2023-non-regulatory-guidance-evidence.pdf);

   Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

3. Be based on a school-level needs assessment (S*ections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*); and

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

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

CSI Resources

For additional CSI resources, please see the following links:

- **CSI Planning Requirements** (see Planning Requirements tab): https://www.cde.ca.gov/sp/sw/t1/csi.asp

- **CSI Webinars**: https://www.cde.ca.gov/sp/sw/t1/csiwebinars.asp

- **CSI Planning Summary for Charters and Single-school Districts**: https://www.cde.ca.gov/sp/sw/t1/csiplansummary.asp

Additional Targeted Support and Improvement

A school eligible for ATSI shall:

> 5. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable*).

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

ATSI Resources:

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

- ATSI Planning Requirements (see Planning Requirements tab): https://www.cde.ca.gov/sp/sw/t1/tsi.asp

- ATSI Planning and Support Webinar: https://www.cde.ca.gov/sp/sw/t1/documents/atsiplanningwebinar22.pdf

- ATSI Planning Summary for Charters and Single-school Districts: https://www.cde.ca.gov/sp/sw/t1/atsiplansummary.asp

Appendix C: Select State and Federal Programs

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

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

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