School Year: **2023-24**

School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

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 25, 2023	June 20, 2023

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

- Schoolwide Program
- Additional Targeted Support and Improvement

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan 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.

Table of Contents

SPSA Title Page 1
Purpose and Description....1
Table of Contents....2
Comprehensive Needs Assessment Components 4
Data Analysis 4
Surveys 4
Classroom Observations....5
Analysis of Current Instructional Program....6
Educational Partner Involvement 11
Resource Inequities 12
School and Student Performance Data 13
Student Enrollment....13
CAASPP Results....15
ELPAC Results 19
2022-23 Annual Review....23
Goal 1....23
Goal 2....25
Goal 3....27
Goal 4....29
2023-24 Goals, Strategies, & Proposed Expenditures 31
Goal 1....31
Goal 2....37
Goal 3....42
Goal 4....47
Budget Summary 53
Budget Summary 53
Other Federal, State, and Local Funds 53
Budgeted Funds and Expenditures in this Plan 54
Funds Budgeted to the School by Funding Source....54
Expenditures by Funding Source 54
Expenditures by Budget Reference 54
Expenditures by Budget Reference and Funding Source 54
Expenditures by Goal....55
School Site Council Membership 56
Recommendations and Assurances 57
Instructions....58

Instructions: Linked Table of Contents 58
Purpose and Description 59
Educational Partner Involvement 59
Resource Inequities 59
Goals, Strategies, Expenditures, & Annual Review 60
Annual Review 61
Budget Summary 62
Appendix A: Plan Requirements 64
Appendix B: 67
Appendix C: Select State and Federal Programs 69

Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

Our school's comprehensive needs assessment included the solicitation of input and feedback from our educational partners (parents, teachers, staff, etc.). Our 2022-23 Annual Parent Survey was distributed to gather data regarding the climate and safety of the school and to solicit input about the strengths and areas for growth of the many programs and services we offer. Data from these surveys is included throughout our 2023-24 SPSA.

Consultations and connections with our educational partners took place through in-person meetings, virtual Zoom meetings, online surveys, phone conversations, and student home visits (when possible) and allowed us to assess our educational program, academic interventions, social-emotional and behavioral supports, parent engagement, and school connectedness.

Surveys sent in preparation for or during the 2022-23 school year included (but were not limited to) topics such as :
Support for academic learning
School safety
Belonging in the school Community

Parent data indicated a desire for establishing high expectations for students, providing an environment in which parents feel welcome to participate and/or volunteer, parent voice and suggestions to be welcomed by school staff, student discipline that is fair, educating students about the behavioral expectations and discipline policies, provide more reading support for students who are English Learners, and enrichment activities for students to participate. Staff would like to learn more about Mentor Sentences as an instructional strategy for ELA. Several staff members are using the book, "Patterns of Wonder" and " Patterns of Power" to support their instruction and they would like to have some professional development around this topic. According to the LMSV Safety Work Group Survey that was completed by staff, data showed that 47% of staff stated that they would like more training related to crisis plans and responses and 47% requested training related to supporting positive student behavior and responding to inappropriate or unsafe student behavior.

The Extended School Services (ESS) program, which provides before and after school childcare in an academic and recreational setting, distributes annual parent surveys to participating families at all twenty-one (21) La Mesa-Spring Valley School District sites. The primary goal of the parent survey is to collect and understand parent opinions, perspectives, attitudes, and perceptions of the ESS team members, the services provided, and the general environment. Results are shared with all ESS employees and action plans are developed and put into place to assist in achieving improvement goals for continuous quality improvement.

This year's data revealed that 98% of the district families surveyed feel that ESS provides a safe and happy environment for children, that the program provides expanded learning opportunities that their students enjoy (ESSPN Sports League, cheer, dance, robotics, fine and performing art classes, etc.), and that the ESS staff communicate and interact positively with children. A highlight from this year's survey was the feedback on ESS staff and ESS parent communication. 99% percent of parents surveyed stated that they know that if they have a question or concern that they can speak

with an ESS staff member about it. Continued opportunities for growth include additional support for student homework completion.

Our school will continue to solicit input and feedback from our educational partners during the 2023-24 school year and utilize the data to improve the work that we are doing in support of our students, families, and staff.

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

District/Site Collaborative Walks:
To collect district or school-wide evidence of progress in the implementation of the SPSA and principal goals – to build coherence, identify strengths, areas for growth, and next steps for professional learning, student support, and teaching and learning across the system.

Principal Cohort Walks:
To build a common language and understanding of high quality teaching and learning through inquiry and to build a collaborative network that provides feedback and suggestions to the school on a focus area.

Formal Classroom Observations:
To evaluate a teacher's performance as outlined by the teacher evaluation document and association contract. These are observation cycles that include both formal and informal observations with feedback meetings.

Daily principal Observations:
To monitor daily instructional practices in order to coach teachers, provide targeted feedback and support, and collect evidence on the professional development needs of staff.

Peer Observations:
Ghost walks and peer-to-peer observations provide organized processes for viewing a school’s classrooms and/or halls to collect evidence about how well school improvement efforts are being implemented, emphasizing what we can learn from each other.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

Through Professional Learning Communities (PLCs), teachers analyze both state yearly assessments and district benchmark assessments taken at specific intervals throughout the year. Teachers work in grade level teams to create SMART goals based on iReady data and modify adopted curriculum and instruction to address students' needs in both classroom instruction and Response to Intervention (RTI) groupings and topics. Throughout the school year, grade level teams use iReady data to monitor and adjust their SMART goals.

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

Teachers use curriculum-embedded unit, weekly, and daily assessments to monitor student progress toward mastering grade level standards. Formative assessments lead to modifications in instruction to meet the needs of students.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

Staff at our school site meet the requirements for being highly qualified.

Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

All teachers and counselors at our school site are properly credentialed.

All teachers will participate in site-based staff development that takes place 1-2 times a month. We believe that building teacher capacity needs to be systematic and collaborative. Professional development is supported with daily interactions with and feedback from the principal. Individuals and collaborative teams identify areas of focus based on student need and site priorities which include: comprehension of grade level informational text, Close Reading, Social Emotional Learning, Core Curricular Instructional Strategies, iReady Student Data and Assessment, and Quality Indicators of a Positive Classroom Environment.

Additionally, teachers are required to attend four hours of professional learning outside of their work day (per an MOU with LMSVTA) that is offered through the district Content Leads, TOSAs, San Diego County Office of Education, and other outside agencies. The district Professional Learning Program has an extensive calendar of offerings that are provided online, face-to-face, and through a blended format. Professional development courses in 22-23 included:

Newcomer 101 (to support our newest English Learners)
Intro to Google Classrooms
Project Based Learning
Math Expressions: Getting Started
Environmental Literacy for Social Studies
Daily 5 Routine for Running Small Group Rotation
Amplify: Analyzing Student Work
High Leverage ELD Strategies
Number Talks and Dot Talks
Supporting Diverse Learners
Virtual Manipulatives in Math Instruction
Minimizing Math Anxiety
Redefining Classroom Management
Social Emotional Learning in PE
Informational Text in PE
Supporting students with foundational reading skills through SIPPS (Systematic Instruction in Phonological Awareness, Phonics and Sight Words) training

Regardless of the learning format, our educators are eager to engage in professional development, and the District is committed to providing them with many tools, strategies, and training to support all learning models.

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

Staff development is provided to teachers and other staff to address the identified needs of our students. It is aligned to California Core Content Standards and CASEL Social Emotional Learning (SEL) competencies as appropriate. Areas of need are identified by student achievement data, student SEL surveys, educational partners' input, and observed areas of need. Growth and improvement are measured through principal classroom walkthrough data and student performance. Needs assessments and feedback are elicited in conjunction with each professional growth offering. Based on the feedback, professional growth is adjusted to increase effectiveness. The District is intentional about providing a through line of professional learning that targets the professional growth of new teachers, developing teachers, teacher leaders, new administrators, and veteran administrators.

Staff development focuses on:

- Cultural proficiency and educational equity
- Use of local assessments to inform and modify instruction
- District wide targeted instructional area of comprehension of informational text
- Framework for Powerful Learning
- Data driven decision making
- Development of strong PLCs and Instructional Leadership Team
- Supporting the whole child in academics, behavior, social emotional learning and mental health

Site level professional development includes site learning day presentations and PLC work. Teachers work collaboratively to plan instruction based on essential standards, reflect on lessons, and analyze student work and assessment data, to improve their practice and increase student achievement. Staff development at our school site in the 2023-24 school year will focus on comprehension of grade level informational text, social emotional learning, and data and assessment, and core curricular strategies.

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

Site-based professional development, grade-level collaboration, principal observation, and feedback /coaching provide on-going assistance and capacity building for teachers. Response to Intervention support (Resource Teacher, Teachers on Special Assignment, and Special Education support staff) all support classroom instruction.

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

Each grade-level/department at our school has regularly scheduled meetings to collaborate on the analysis of data, lesson design, and the use of instructional strategies and best practices that work to improve student achievement and performance. Each meeting is designed in professional learning community (PLC) format where each member takes a leadership role and an expectation of reflective conversations around data analysis, program effectiveness, and "moving the needle" toward student success and achievement. Professional learning communities allow for an ongoing process in which educators work collaboratively in recurring cycles of collective inquiry and action research to achieve better results for the students they serve. Professional learning communities operate under the assumption that the key to improved learning for students is continuous job-embedded learning for educators.

Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

Following the state adoption cycles, the district-provided curriculum materials and instruction are in alignment with the California Content Standards.

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

Instructional minutes in all subject areas are monitored by the District. All teachers turn in their classroom schedule to school administration to ensure adherence to the District guidelines.

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

Essential Standards in math and language arts provide a framework for lesson pacing. All students have a copy of each textbook and/or workbook for core curriculum. Student daily schedules are modified to allow for intervention as needed.

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

Each classroom and student has easy access to adopted curriculum assigned to them in all content areas. The adoption of instructional materials process includes a preview to determine that they are appropriate for the student groups for whom they are purchased.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

All students have State Board of Education adopted materials for their courses, intervention materials (when needed), and access to standards-aligned core courses. Use of materials is monitored by school administration on a daily basis.

Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

All students receive Common Core standards-based instruction at their appropriate grade level. In classrooms, teachers provide additional access to the curriculum through small group instruction. In ELD classes, students are grouped by instructional level, and are assessed and regrouped appropriately. Teachers are required to examine student work samples and meet in subject specific and/or department-level meetings to ensure that students are mastering standards. They also determine student needs, adjust instruction, and plan re-instruction accordingly. Intervention action plans are developed when appropriate. The Student Study Team process is used to identify and monitor students at risk. Interventions are agreed upon and implemented by the classroom teacher in collaboration with the student’s family.

Evidence-based educational practices to raise student achievement

Information from state assessments (when available), I-Ready data in math and reading, CORE social emotional learning survey (grades 4-8), common assessments, benchmark assessments, needs assessments and surveys, and staff development provide the basis for School Site Council and administrative planning. The use of data to modify and drive instruction with effective evidence-based instructional strategies is our major focus to raise student achievement.

In 2023-24, the following evidence-based educational practices will be employed and focused on to increase and improve student achievement across the campus and across all disciplines:
Professional Learning Communities (PLC)
Positive Behavior Interventions and Supports (PBIS)
Multi-tiered Systems of Support (MTSS)
Second Step Curriculum for Social-Emotional Learning
i-Ready
Systematic Instruction in Phonological Awareness, Phonics, and Site Words (SIPPS)
Math Expressions

Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

Opportunities are provided throughout the year so that families can learn to support their children academically and behaviorally.
To support successful school and family interactions, the district is committed to engaging parents through:

- Parent education workshops provided by district staff and local community agencies
- The use of multiple methods of communication (flyers, phone calls, social media platforms (Instagram), district/school websites) to promote participation
- The continuance of School Site Councils and English Learner Advisory Committees at each site who send a representatives from each site to the district-level parent advisory committees, known as the District Parent Advisory Committee
- The distribution of a district-wide parent survey with disaggregated results for each site that can lead to improved results
- The maintenance of a district website with current resources available to parents to support them in working with their children's academic, social, and emotional needs
- Enhancing the awareness and skills of teachers, principals, and staff in reaching out to, communicating with, and working with parents as equal partners

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

All educational partners (parents, community members, teachers, and other school personnel) have an opportunity to give input on the use of federal funds (as applicable) and the implementation of programs. Specifically, at our school site, the members of the School Site Council (SSC) and the English Language Advisory Council (ELAC) meet to discuss these matters directly with each other. The District holds monthly educational partners' meetings with parents (DPAC District Parent Advisory Committee) where district programs are discussed. In addition, the District holds meetings throughout the year with other educational partners (classified staff, certificated staff, administrative staff) to obtain input about district programs.

Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

List positions/programs that you intend to provide through Title I funds in 2023-24 (if you receive those funds).

- Title I Parent Engagement funds will be used to offer additional family support (resources, education, counseling/community referrals) provided by a credentialed social worker.
- Parent Education (SEL, academic workshops, behavior strategies, resources).
- After school tutoring for at-risk students in the ares of math and ELA.
- Site substitute (small group instruction for math and ELA, teacher release time for collaboration and data analysis)

Fiscal support (EPC)

Our school receives Title I money based on the number of pupils in our school who qualify for free and reduced meals.

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

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 2023-24 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 30, 2023 at 8:00 a.m. and ELAC #4 Meeting, Date, Time; May 18, 2023 @ 8:00 a.m.
- SSC # 4 Meeting, Date, Time; March 30, 2023 at 2:30 p.m. and SSC #5 Meeting, Date, Time; May 25, 2023 @ 2:30 p.m.
- Staff Meetings where the 2023-24 SPSA goals and metrics were discussed: Dates, Time: May 9, 2023 @ 2:30 p.m.
- PTA Meeting: Date, Time: May 18, 2023 @ 5:00 p.m.
- Instructional Leadership Team - May 10, 2023 @ 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.

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:

- Casa de Oro was not able to plan for teacher release days due to a lack of availability in guest teachers. The purpose of the release days was for teachers to look in depth at iReady data and to work with the Instructional Data Support teacher to learn about and create instructional groupings and to create a process for teachers to conduct data chats and goal setting conferences with students.

- Although we held a parent education event regarding "Supporting Students At Home, School and In the Community," only 11 families attended. In reviewing parent survey data, it showed that 89% of parents feel welcome to participate in events at the school and 76% of parents believe that school staff welcomes their suggestions.

- Money was only spent on academic performance in the past year, while we have students struggling with attendance.

- Casa de Oro had five different teachers in one Special Day Class throughout the school year. This resulted in a lack of structure, routine and continuity of care for the students in the classroom.

- Casa de Oro had two different Instructional Data Support (IDS) Teachers during the year. This resulted in teachers not being able to participate in effective coaching cycles that focused on strengthening a teaching practice or strategy to help improve student achievement.

School and Student Performance Data

Student Enrollment
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
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

Student Enrollment
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

The conclusions based on this data

1. Hispanic/Latino students make up the largest percentage of student enrollment at Casa de Oro.
2. Kindergarten enrollment continued to be the highest of all grade levels over the course of the last three years.
3. The grade level with the fewest students enrolled over the last three years is 6th grade.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	73	84	83	20.70%	24.3%	23.1%
Fluent English Proficient (FEP)	19	24	26	5.40%	6.9%	7.2%
Reclassified Fluent English Proficient (RFEP)	1		6	1.4%		6.8%

The conclusions based on this data

1. The percentage of Fluent English Proficient speakers increased from 6.9% to 7.2% (24 to 26 students).
2. Over the duration of the last three years, the number of Fluent English Proficient speakers continued to increase.
3. The percentage of students Reclassified as a Fluent English Proficient speaker throughout the last three years increased from 1.4% to 6.8%.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	45	46		0	44		0	44		0.0	95.7	
Grade 4	38	44		0	44		0	44		0.0	100.0	
Grade 5	46	28		0	28		0	28		0.0	100.0	
Grade 6	24	48		0	48		0	48		0.0	100.0	
All Grades	153	166		0	164		0	164		0.0	98.8	

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.			20.45			18.18			20.45			40.91	
Grade 4		2466.			18.18			34.09			15.91			31.82	
Grade 5		2498.			14.29			42.86			21.43			21.43	
Grade 6		2517.			12.50			25.00			35.42			27.08	
All Grades	N/A	N/A	N/A		16.46			28.66			23.78			31.10	

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			56.82			25.00	
Grade 4		11.36			75.00			13.64	
Grade 5		*			*			*	
Grade 6		12.50			68.75			18.75	
All Grades		14.63			67.07			18.29	

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			40.91			40.91	
Grade 4		11.36			70.45			18.18	
Grade 5		*			*			*	
Grade 6		14.58			52.08			33.33	
All Grades		13.41			58.54			28.05	

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			68.18			27.27	
Grade 4		6.82			72.73			20.45	
Grade 5		*			*			*	
Grade 6		16.67			77.08			6.25	
All Grades		9.76			73.78			16.46	

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			56.82			29.55	
Grade 4		13.64			70.45			15.91	
Grade 5		*			*			*	
Grade 6		16.67			64.58			18.75	
All Grades		13.41			65.24			21.34	

The conclusions based on this data

1. Conclusions will be drawn when CAASPP results become available.
2. Conclusions will be drawn when CAASPP results become available.
3. Conclusions will be drawn when CAASPP results become available.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	45	46		0	45		0	45		0.0	97.8	
Grade 4	38	44		0	44		0	44		0.0	100.0	
Grade 5	46	28		0	28		0	28		0.0	100.0	
Grade 6	24	48		0	48		0	48		0.0	100.0	
All Grades	153	166		0	165		0	165		0.0	99.4	

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2406.			11.11			24.44			31.11			33.33	
Grade 4		2460.			18.18			15.91			38.64			27.27	
Grade 5		2479.			17.86			17.86			21.43			42.86	
Grade 6		2478.			6.25			12.50			35.42			45.83	
All Grades	N/A	N/A	N/A		12.73			17.58			32.73			36.97	

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			51.11			33.33	
Grade 4		18.18			45.45			36.36	
Grade 5		*			*			*	
Grade 6		6.25			37.50			56.25	
All Grades		14.55			42.42			43.03	

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			55.56			31.11	
Grade 4		20.45			45.45			34.09	
Grade 5		*			*			*	
Grade 6		6.25			50.00			43.75	
All Grades		13.33			50.91			35.76	

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			57.78			24.44	
Grade 4		25.00			45.45			29.55	
Grade 5		*			*			*	
Grade 6		6.25			64.58			29.17	
All Grades		16.36			55.76			27.88	

The conclusions based on this data

1. Conclusions will be drawn when CAASPP results become available.
2. Conclusions will be drawn when CAASPP results become available.
3. Conclusions will be drawn when CAASPP results become available.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	1385.0	1410.3		1402.9	1430.1		1343.4	1363.8		16	12	
1	1447.6	1419.8		1479.9	1434.2		1414.6	1404.8		15	13	
2	1487.5	1464.5		1482.3	1474.0		1492.3	1454.4		19	17	
3	1488.4	1516.9		1486.3	1534.3		1489.9	1498.9		19	18	
4	*	1518.3		*	1502.4		*	1533.6		9	15	
5	*	*		*	*		*	*		6	6	
6	*	*		*	*		*	*		8	5	
All Grades										92	86	

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		31.25	16.67		37.50	33.33		31.25	33.33		16	12	
1	0.00	7.69		50.00	15.38		35.71	15.38		14.29	61.54		14	13	
2	26.32	5.88		52.63	47.06		5.26	35.29		15.79	11.76		19	17	
3	26.32	33.33		36.84	33.33		21.05	16.67		15.79	16.67		19	18	
4	*	13.33		*	66.67		*	13.33		*	6.67		*	15	
5	*	*		*	*		*	*		*	*		*	*	
6	*	*		*	*		*	*		*	*		*	*	
All Grades	21.98	19.77		36.26	36.05		20.88	20.93		20.88	23.26		91	86	

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

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		6.25	16.67		56.25	41.67		37.50	41.67		16	12	
1	0.00	7.69		42.86	7.69		14.29	23.08		42.86	61.54		14	13	
2	10.53	5.88		68.42	35.29		5.26	35.29		15.79	23.53		19	17	
3	15.79	22.22		31.58	22.22		31.58	27.78		21.05	27.78		19	18	
4	*	0.00		*	66.67		*	20.00		*	13.33		*	15	
5	*	*		*	*		*	*		*	*		*	*	
6	*	*		*	*		*	*		*	*		*	*	
All Grades	7.69	10.47		37.36	30.23		26.37	29.07		28.57	30.23		91	86	

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		75.00	58.33		25.00	25.00		16	12	
1	42.86	7.69		42.86	76.92		14.29	15.38		14	13	
2	42.11	17.65		42.11	70.59		15.79	11.76		19	17	
3	47.37	55.56		31.58	33.33		21.05	11.11		19	18	
4	*	53.33		*	33.33		*	13.33		*	15	
5	*	*		*	*		*	*		*	*	
6	*	*		*	*		*	*		*	*	
All Grades	36.26	31.40		43.96	53.49		19.78	15.12		91	86	

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		56.25	41.67		37.50	33.33		16	12	
1	28.57	0.00		64.29	76.92		7.14	23.08		14	13	
2	55.56	35.29		27.78	52.94		16.67	11.76		18	17	
3	42.11	61.11		47.37	16.67		10.53	22.22		19	18	
4	*	26.67		*	60.00		*	13.33		*	15	
5	*	*		*	*		*	*		*	*	
6	*	*		*	*		*	*		*	*	
All Grades	40.45	37.21		40.45	44.19		19.10	18.60		89	86	

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		56.25	75.00		43.75	25.00		16	12	
1	0.00	7.69		53.85	23.08		46.15	69.23		13	13	
2	36.84	11.76		42.11	58.82		21.05	29.41		19	17	
3	15.79	22.22		63.16	38.89		21.05	38.89		19	18	
4	*	0.00		*	86.67		*	13.33		*	15	
5	*	*		*	*		*	*		*	*	
6	*	*		*	*		*	*		*	*	
All Grades	13.33	9.30		55.56	58.14		31.11	32.56		90	86	

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		37.50	50.00		56.25	41.67		16	12	
1	0.00	0.00		57.14	61.54		42.86	38.46		14	13	
2	5.26	11.76		84.21	76.47		10.53	11.76		19	17	
3	26.32	22.22		57.89	55.56		15.79	22.22		19	18	
4	*	33.33		*	60.00		*	6.67		*	15	
5	*	*		*	*		*	*		*	*	
6	*	*		*	*		*	*		*	*	
All Grades	10.99	19.77		61.54	58.14		27.47	22.09		91	86	

The conclusions based on this data

1. Conclusions will be drawn when ELPAC results become available.

2. Conclusions will be drawn when ELPAC results become available.

3. Conclusions will be drawn when ELPAC results become available.

2022-23 Annual Review

Goal Subject

English Language Arts

LEA/LCAP Goal

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)

Goal 1

Statewide Assessments:

The percentage of all students in Grades 3-6 meeting standard on SBAC (ELA) will increase from 45% to 48%.

The percentage of English Learners in Grades 3-6 meeting standard on SBAC (ELA) will increase from 33% to 40%.

The percentage of socioeconomically disadvantaged students in Grades 3-6 meeting standard on SBAC (ELA) will increase from 41% to 48%.

The percentage of students with disabilities in Grades 3-6 meeting standard on SBAC (ELA) will increase from 0% to 5%.

Local Assessments:

The percentage of all students in Grades K-6 scoring at or above grade level on i-Ready (ELA) will increase from 48% to 51%.

The percentage of English Learners in Grades K-6 scoring at or above grade level on i-Ready (ELA) will increase from 30% to 38%.

The percentage of socioeconomically disadvantaged students in Grades K-6 scoring at or above grade level on i-Ready (ELA) will increase from 45% to 57%.

The percentage of students with disabilities in Grades K-6 scoring at or above grade level on i-Ready (ELA) will increase from 14% to 22%.

Annual Review

SPSA Year Reviewed: 2022-23

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 deleted.

ANALYSIS

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

The Instructional Data Support (IDS) teacher independently engaged in and led 3-4 week instructional coaching cycles with all certificated staff and collaborated with teachers on instructional practices, assessment and analyzing data to inform instruction. The focus area of focus was determined by the classroom teacher and support/modeling/reflection was provided by the IDS teacher. Classroom teachers responded positively to the support and were able to refine teaching practices and also incorporate new strategies to support student learning. In addition, the IDS teacher helped to plan and provide professional development related to iReady. On the beginning of year iReady Reading diagnostic, overall school performance shows that 8% of students scored at or above grade level. Comparatively, 18% of students scored at or above grade level in the area of Reading on the trimester two iReady diagnostic. Secondly, teachers engaged in professional learning around the district focus area of Comprehension of Informational Text and incorporated the powerful practice of Close Reading into their classrooms. Using the Quality Indicators of Close Reading, staff engaged in conversations, classroom walkthroughs, peer observations, and collaborated in their grade level PLCs to strengthen their implementation of this practice within their classrooms. Six teachers received training in the SIPPS curriculum and they were able to help support student learning in the areas of phonological awareness, phonics and site words. Lastly, the implementation of Sage Garden continued to support teacher instruction of NGSS and Environmental Science Standards through vegetable gardening and culinary lessons and activities.

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

The majority of intended expenditures for this goal were completed as anticipated with only minor amounts of carryover expected.

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.

A site substitute was hired half-way through the year to help provide teacher release time and additional instruction to support student learning. For the 2023-24 school year, the site sub will be hired for the entire school year to help provide release time for teacher collaboration and targeted reading support for students requiring additional academic support. This will assist in addressing the individualized needs of our students in order to increase student achievement and engage students in their learning at school in the area of ELA.

During the 2023-24 school year, staff will analyze SBAC and iReady data, create common formal assessments and provide intervention/acceleration support to students to increase student achievement.

2022-23 Annual Review

Goal Subject

Math

LEA/LCAP Goal

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)

Goal 2

Statewide Assessments:

The percentage of all students in Grades 3-6 meeting standard on SBAC (Math) will increase from 30% to 33%.

The percentage of English Learners in Grades 3-6 meeting standard on SBAC (Math) will increase from 23% to 30%.

The percentage of socioeconomically disadvantaged students in Grades 3-6 meeting standard on SBAC (Math) will increase from 25% to 32%.

The percentage of students with disabilities in Grades 3-6 meeting standard on SBAC (Math) will increase from 0% to 5%.

Local Assessments:

The percentage of all students in Grades K-6 scoring at or above grade level on i-Ready (Math) will increase from 35% to 38%.

The percentage of English Learners in Grades K-6 scoring at or above grade level on i-Ready (Math) will increase from 21% to 29%.

The percentage of socioeconomically disadvantaged students in Grades K-6 scoring at or above grade level on i-Ready (Math)will increase from 31% to 39%.

The percentage of students with disabilities in Grades K-6 scoring at or above grade level on i-Ready (Math) will increase from 13% to 21%.

Annual Review

SPSA Year Reviewed: 2022-23

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 deleted.

ANALYSIS

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

The initial iReady math diagnostic showed that as a school, 4% of students scored at or above grade level. The trimester two iReady math diagnostic showed growth and reflected that 10% of students were at or above grade level. At various times throughout the school year, students engaged in project based learning within their classroom to apply mathematical concepts. In addition, students were provided math manipulatives to support their learning. The Instructional Data Support (IDS) teacher independently engaged in and led 3-4 week instructional coaching cycles with all certificated staff and collaborated with teachers on instructional practices, assessment and analyzing data to inform instruction. The focus area of focus was determined by the classroom teacher and support/modeling/reflection was provided by the IDS teacher. Classroom teachers responded positively to the support and were able to refine teaching practices and also incorporate new instructional strategies to support student learning.

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

The majority of intended expenditures for this goal were completed as anticipated with only minor amounts of carryover expected.

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

During the 2023-24 school year, staff will analyze SBAC and iReady data, create common formal assessments and provide intervention/acceleration support to students to increase student achievement. Furthermore, SBAC and iReady data will be analyzed to help identify professional development needs in the area of mathematics instruction.

2022-23 Annual Review

Goal Subject

Student Engagement

LEA/LCAP Goal

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)

Goal 3

The percentage of students who are chronically absent from school will decrease by 1% each year to 46.3%.

Annual Review

SPSA Year Reviewed: 2022-23

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 deleted.

ANALYSIS

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

The current percentage of overall Chronic Absenteeism at Casa de Oro is 32%. Our achievement data reveals that we have yet to meet the goal in the area of chronic absenteeism. During the 2022-23 school year, we held a parent education event entitled, "Supporting Students: At Home, School and In the Community." The purpose of this event was to educate parents on mental health services and how the Casa de Oro school community can come together to support students. Parents were very grateful for the event and were able to take home ready-made strategies to implement with their child. Additionally, parents were able to sign up to receive support from a variety of community agencies that were also present at the event. In order to monitor student attendance, the health office technician and school social worker documented and communicated with families throughout the school year. SART meetings were held at the school site to meet with and identify barriers preventing families struggling with school attendance. In order to help build a positive and caring school community, Classroom Circles and Restorative Practices were implemented schoolwide. Additionally, staff received professional development on Trauma Informed Care, Restorative Practices and Student Behavior. Title I funds were used to purchase flexible seating and sensory items to help increase student engagement and learning. A partnership was established with Spring Valley Kiwanis and through that, the K-Kids Student Leadership Club was created. The school social worker produced weekly "Cougar Life Skills" lessons that were shared with classroom teachers to implement during morning classroom circles. The Sanford Harmony curriculum was used by the social worker during small group lessons with students. Campus attendants received training in restorative practices in order to help establish a school climate with an understanding of trauma informed responses and a focus on positive behavior interventions and supports where consequences for behaviors were logical and natural and where there is accountability and opportunity to make amends and repair harm. Also this year, Casa de Oro implemented a character education program based on the book, "Inch and Miles: The

Journey to Success." On a monthly basis, students were recognized for displaying these traits during the "Cougars of the Month" ceremony. Lastly, "Cougar Rallies" were held on a monthly basis as well. This schoolwide event was created and implemented in order to foster a school community that focused on creating relationships with others, celebrating student achievement and having fun!

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

The majority of intended expenditures for this goal were completed as anticipated with only minor amounts of carryover expected.

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 continue to place an emphasis on Social Emotional Learning. For the 2023-24 school year, Casa de Oro will explore the possibility of implementing "Zones of Regulation" curriculum. Data from both parent and student surveys will be utilized to help determine additional areas of need for the school year. As a school, we will continue to use data regarding student attendance, suspensions and other referral data to help guide us in making decisions about best practices and how to reach positive outcomes for all students. For the 2023-24 school year, the following student subgroups were determined to be eligible for ATSI status in the area of chronic absenteeism. The chronic absenteeism rates for each student group are as follows: Students with disabilities 45%, African American: 24% and Two or More Races: 32%.

2022-23 Annual Review

Goal Subject

School Climate & Culture

LEA/LCAP Goal

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)

Goal 4

The percentage of students who respond favorably will increase to the following percentages in each domain:
Culture/Climate - 78%
Growth Mindset - 73%
Self-Management- 86%
Self-Efficacy- 53%
Social Awareness- 74%

The percentage of parents who respond favorably will increase to the following percentages in each domain:
Support for Academic Learning - 93%
Sense of Community - 93%
Sense of Safety - 91%

Casa de Oro will maintain a suspension rate below .5%

Annual Review

SPSA Year Reviewed: 2022-23

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 deleted.

ANALYSIS

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

The school social worker facilitated a parent education night entitled, "Supporting Students: At Home, School and In the Community" The purpose of this event was to educate parents on mental health services and how the Casa de Oro school community can come together to support students. Parents were very grateful for the event and were able to take home ready-made strategies to implement with their child. Additionally, parents were able to sign up to receive support from a variety of community agencies that were also present at the event. In order to support students with attendance concerns, the school social worker conducted home visits and organized SART meetings with the necessary school staff. In order to foster and strengthen school and family relationships and to increase the sense of community and belonging at Casa de Oro, a variety of events were held on school campus: family movie nights, Jurassic Trails (fall festival), parent education science night, Back-to-School Night, Open House, and the Cougar Choir performance.

We consistently used Blackboard Connect, Instagram and the school website to communicate information and showcase student learning and events to parents throughout the school year. In order to ensure that parents partner with Casa de Oro in their childs' education, parents were encouraged to attend ELAC and SSC meetings and to get involved with the PTA. A school needs assessment and survey was created in order to elicit input from parents about potential educational topics to be presented to Casa de Oro families.

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

The majority of intended expenditures for this goal were completed as anticipated with only minor amounts of carryover expected.

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 continue to invest time, energy and funding into furthering the positive, caring and nurturing community environment that is being established. It is critical that we partner with parents to provide the skills and supports necessary for the social, emotional, physical, and academic will being of our students. We will continue to use both student and parent survey results to determine topics of interest for parent education events. Our social worker will continue to serve the school community by offering parent engagement opportunities and activities.

2023-24 Goals, Strategies, & Proposed Expenditures

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

Goal Subject

English Language Arts

LEA/LCAP Goal

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)

Goal 1

Statewide Assessments:

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

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

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

The percentage of students with disabilities in Grades 3-6 meeting standard on SBAC (ELA) will increase from xx to xx (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).

Identified Need

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 2023, our students completed their final iReady 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 2023. This data will serve as our baseline, or starting point, which will guide our planning as we move forward into the 2023-2024 school year.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
SBAC ELA Assessment - % of students meeting standard (Grades 3-6)	ALL students, Grades 3-6 - XX% English Learners, Grades 3-6 - XX% Socioeconomically Disadvantaged Students, Grades 3-6 - XX% Students with Disabilities, Grades 3-6 - XX%	ALL students, Grades 3-6 - XX% English Learners, Grades 3-6 - XX% Socioeconomically Disadvantaged Students, Grades 3-6 - XX% Students with Disabilities, Grades 3-6 - XX%
i-Ready ELA Assessment - % of students at or above grade level (All grades)	ALL students - 19% English Learners - 9% Socioeconomically Disadvantaged Students - 16% Students with Disabilities - 3%	ALL students - 22% English Learners - 17% Socioeconomically Disadvantaged Students - 24% Students with Disabilities - 11%

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Casa de Oro will implement a school-wide system of differentiated instruction and interventions to meet the needs of all students:

- Grade-level teams will engage in lesson reflection and use of formative assessment data to monitor student progress and to plan re-teaching and Tier 2 interventions to ensure mastery of ELA essential standards.

- An Instruction and Data Support Teacher will continue to assist with data analysis, targeted instructional strategies and coaching.
- K-6 students will participate in daily small group reading instruction with the support of Site Substitute, Library Media Tech and/or paraprofessionals.
- Literably and iReady data will be used to monitor and measure student progress in reading and modify instruction to support student learning.
- EL students will receive 30 minutes of Designated English Language Instruction daily.
- Teachers will utilize 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.
- iReady 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 will help to identify and monitor students' in need of Tier 2 supports.

- Extend LLRT hours to help facilitate with small reading groups.
- 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

Proposed Expenditures for this Strategy/Activity
List the amount(s) and 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.

Amount(s)	Source(s)
49,135.62	Title I 1000-1999: Certificated Personnel Salaries Additional staff to support small group reading instruction
13,130.01	Title I 2000-2999: Classified Personnel Salaries Extend LLRT position to a 5 hour day in order to provide small reading group support to students

Strategy/Activity 2

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Our site will utilize the 5 Dimensions of Teaching and Learning 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.

- Establish 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).

- Create 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.

- Continue to utilize the Quality Indicators of Close Reading to support the Targeted Instructional Area of Comprehension of Informational Text.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and 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.

Amount(s) Source(s)

Strategy/Activity 3

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

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.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and 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.

Amount(s) Source(s)

Strategy/Activity 4

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

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 will use i-Ready and formative assessment data to monitor and/or modify for student achievement.
- Teachers will participate in and complete professional development hours around the district focus area and other topics of interest.
- Additional coaching or programs to 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.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and 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.

Amount(s)	Source(s)
10,000.00	Title I 1000-1999: Certificated Personnel Salaries Additional staff to provide teacher release for staff to participate in data dig days with principal and IDS teacher.

Strategy/Activity 5

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity
List the amount(s) and 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.

Amount(s)	Source(s)
5,000.00	Title I 4000-4999: Books And Supplies Mystery Science Classroom Kits

2023-24 Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Math

LEA/LCAP Goal

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)

Goal 2

Statewide Assessments:

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

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

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

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

Identified Need

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 2023, 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 2023. This data will serve as our baseline, or starting point, which will guide our planning as we move forward into the 2023-2024 school year.

Annual Measurable Outcomes

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

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

- 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.

- Teachers will use District developed resources to inform instructional decisions around assessment design and best instructional practice in alignment with LMSV Math Essential Standards.

- 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 unwrapping, defining grade-level
mastery of essential standards, and engaging in backwards planning.

- Grade-level teams will use standards unwrapping resources to identify targets, determine formative assessments, and plan instruction.

- Teachers will participate in professional development to build upon existing math content knowledge and increase instructional expertise.

- All teachers will deliver targeted mathematics instruction in small groups to all students and engage in regular progress monitoring.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and 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.

Amount(s) Source(s)

Strategy/Activity 2

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

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.

- iReady 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 will help to identify and monitor students' in need of Tier 2 supports.

- Teachers will participate in professional development with math TOSAs.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and 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.

Amount(s) Source(s)

	Title I 1000-1999: Certificated Personnel Salaries 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).

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)	Source(s)
	Title I 4000-4999: Books And Supplies Duplicated expense for goal #1.

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Language Learners and Special Education Students

Strategy/Activity

- Classroom teachers and paraprofessionals will receive math training to help support EL and Special Education students in the area of mathematics.

- Paraprofessionals will provide push-in support to students in the general education classroom during core content instruction in the area of mathematics.
- IDS teacher will engage in coaching cycles with teachers and model math lessons for them to help increase effectiveness of math instruction.
- Teachers will engage in peer observations of each other to observe effective math instructional practices.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and 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.

Amount(s)	Source(s)

2023-24 Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Student Engagement

LEA/LCAP Goal

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)

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%.

Identified Need

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. Our achievement data reveals high chronic absenteeism rates amongst three different student groups (Students with Disabilities, African American and Two or More Races) and determined them to be eligible for ATSI status 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, 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 amongst all student groups.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Rate of Chronic Absenteeism	In 2022-2023, Casa de Oro's rate of chronic absenteeism was 32%. The following student groups were determined to be eligible	In 2023-2024, Casa de Oro will reduce its rate of chronic absenteeism by 1% to 31%. In 2023-2024 Casa de Oro will reduce its rate of chronic absenteeism by 1% for each of

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	for ATSI status in the area of chronic absenteeism. The chronic absenteeism rates for each student group is as follows: Students with disabilities 45% (37 students), African American: 24% (11 students) and Two or More Races: 32% (10 students).	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%.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

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 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.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and 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.

Amount(s)	Source(s)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

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 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.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s) Source(s)

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

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 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.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and 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.

Amount(s)	Source(s)
15,000.00	Title I 5800: Professional/Consulting Services And Operating Expenditures Contract with person/organization to provide Restorative Practice professional development.

Strategy/Activity 4

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Subgroups Identified for ATSI Support: Students with Disabilities, African American and Two or More Races

Strategy/Activity

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 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.

- 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.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and 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.

Amount(s)	Source(s)

2023-24 Goals, Strategies, & Proposed Expenditures

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

Goal Subject

School Climate & Culture

LEA/LCAP Goal

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)

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%)

Identified Need

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.

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 2022-2023 school year, there have been numerous on-site events and parent engagement meetings. 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 2022-2023 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. 153 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:

This school provides high-quality instruction to my child: 94%
This school has high expectations for all students: 82%

- Overall Support for Academic Learning: 88%

I feel welcome to participate at this school: 92%
School staff treats me with respect: 96%
School staff takes my concerns seriously: 90%
School staff welcomes my suggestions: 86%
School staff responds to my needs in a timely manner: 93%
School staff is helpful: 97%
My child's background (race, primary language, religion, unique needs, economic status) is respected at this school: 94%
My child feels welcome at school: 95%

- Overall Sense of Community: 93%

This school clearly informs students what would happen if they break school rules: 90%
At this school, discipline is fair: 86%
My child is safe on school grounds: 95%

- Overall Sense of Safety: 90%

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) Establishing high expectations for all students, 2) School staff welcomes my suggestions and 3) Parents perception that discipline is fair.

Annual Measurable Outcomes

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 - 83% Growth Mindset - 68% Self-Management- 55% Self-Efficacy- 55% Social Awareness- 62%	The percentage of students who respond favorably will increase to the following percentages in each domain: Culture/Climate - 86% Growth Mindset - 71% Self-Management- 58% Self-Efficacy- 58% Social Awareness- 65%
Annual Parent Survey Results	The percentage of parents who responded favorably in the	The percentage of parents who respond favorably will increase

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	domains listed below are as follows: Support for Academic Learning - 88% Sense of Community - 93% Sense of Safety - 90%	to the following percentages in each domain: Support for Academic Learning - 91% Sense of Community - 96% Sense of Safety - 93%
Suspension Data	The suspension rate for Casa de Oro for the 2022-2023 school year is 1.86%.	The percentage of students suspended will decrease to 1.36% (minimum of .5% decrease)

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity
List the amount(s) and 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.

Amount(s) Source(s)

Strategy/Activity 2

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

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 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

Proposed Expenditures for this Strategy/Activity
List the amount(s) and 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.

Amount(s)	Source(s)
1452.93	Title I Part A: Parent Involvement 2000-2999: Classified Personnel Salaries Parent Liaison

Strategy/Activity 3

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

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 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.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and 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.

Amount(s)	Source(s)
1000.00	Title I 4000-4999: Books And Supplies Purchase incentives and rewards for student recognition.
5,000.00	Title I 1000-1999: Certificated Personnel Salaries Certificated staff release time
5,000.00	Title I 4000-4999: Books And Supplies Purchase culturally diverse & SEL related books for the school library

Strategy/Activity 4

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity
List the amount(s) and 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.

Amount(s)	Source(s)
1,000.00	Title I 4000-4999: Books And Supplies SafetyNet presentation through San Diego Police Foundation

Strategy/Activity 5

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

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.
- 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.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s) Source(s)

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

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.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s) Source(s)

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	$106,479.47
Total Federal Funds Provided to the School from the LEA for CSI	$--
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$105,718.56

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. 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	$104,265.63
Title I Part A: Parent Involvement	$1,452.93

Subtotal of additional federal funds included for this school: $105,718.56

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 ($)

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

Total of federal, state, and/or local funds for this school: $105,718.56

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	104,265.63
Title I Part A: Parent Involvement	1,452.93

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	64,135.62
2000-2999: Classified Personnel Salaries	14,582.94
4000-4999: Books And Supplies	12,000.00
5800: Professional/Consulting Services And Operating Expenditures	15,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	Title I	64,135.62
2000-2999: Classified Personnel Salaries	Title I	13,130.01
4000-4999: Books And Supplies	Title I	12,000.00
5800: Professional/Consulting Services And Operating Expenditures	Title I	15,000.00
2000-2999: Classified Personnel Salaries	Title I Part A: Parent Involvement	1,452.93

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	77,265.63
Goal 3	15,000.00
Goal 4	13,452.93

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:

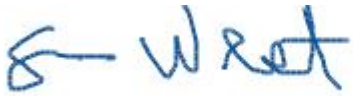
Signature	Committee or Advisory Group Name
	English Learner Advisory Committee

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 25, 2023.

Attested:

	Principal, Ryan Icenhower on May 25, 2023
	SSC Chairperson, Sharon West on May 25, 2023

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 process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

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 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 65001, 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: Linked Table of Contents

The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.

Educational Partner Involvement

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Annual Review and Update

Budget Summary

Appendix A: Plan Requirements for Title I Schoolwide Programs

Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements

Appendix C: Select State and Federal Programs

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

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

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

Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

Purpose

Briefly describe the purpose of this plan by selecting from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Description

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

Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. 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 Stakeholder 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.

[This section meets the requirements for TSI and ATSI.]

[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]

Resource Inequities

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

[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

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 one that 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.

[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]

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 California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

[Completing this section fully addresses all relevant federal 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.

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

[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school's identification.]

Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the "Strategy/Activity #" for ease of reference.

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

[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]

[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

[When completing this section for TSI and 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 TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. 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.

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 Education Code, 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.

[This section meets the requirements for CSI, TSI, and ATSI.]

[NOTE: Federal 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.]

Annual Review

In the following 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.

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. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

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

- Briefly describe any major differences between either/or the intended implementation or 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.

[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and 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 CSI, TSI, and 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 and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.
From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria 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.

Budget Summary

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

- Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.

- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving federal funds for CSI should complete the Budget Summary 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.

[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

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 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); and

         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; and

            ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and

            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 local educational agency (may include funds allocated via the ConApp, federal funds for CSI, 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: S 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 6400 et. seq.

Appendix B:

Plan Requirements for School to Meet Federal School Improvement 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 stakeholders (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 (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (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/policy/elsec/leg/essa/guidanceuseseinvestment.pdf);
3. Be based on a school-level needs assessment (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 (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.

Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Educational Partner Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned 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" https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf.)

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (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 Identified for School Improvement

Single school districts (SSDs) or charter schools that are identified 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.

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:
Programs included on the Consolidated Application: 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/

Developed by the California Department of Education, January 2019