



Schoolwide Plan Program (SWP) School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Casa de Oro Elementary School	37 68197 6038434	May 28, 2026	June 16, 2026

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

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

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

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

This plan is being used by Casa de Oro Elementary School for meeting ESSA's planning requirements for Schoolwide Plan Program (SWP) in alignment with the LCAP and other federal, state, and local programs.

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

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Plan Description

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

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

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

Feedback and input from key educational partner groups are critical for the ongoing success of our students. As part of the planning process for the 2026-27 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:

- *SSC #1 (9/15)
- *SSC #2 (11/4)
- *SSC #3 (1/22)
- *SSC #4 (4/14)
- *SSC #5 (5/28)

- *ELAC #1 (9/16)
- *ELAC #2 (11/4)
- *ELAC #3 (1/22)
- *ELAC #4 (4/14)

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.

Comprehensive Needs Assessment Components

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

California School Dashboard (Dashboard) Indicators

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

Casa de Oro recognizes that "All Students" are performing in the Orange performance level in the area of English Language Arts. This is a 2.4 point increase in student achievement from 2025 school year. As a staff, we will continue to focus on professional learning of the English Language Arts standards and best instructional practices to increase

student achievement. The Instructional Data Support teacher will also support teachers through 1:1 or grade level coaching cycles based on an identified area of need.

Casa de Oro also recognizes that "All Students" are performing in the Orange performance level in the area of Mathematics. There was a 1.8 point increase in student achievement from 2025 school year. As a staff we need to focus on professional learning of the mathematics standards and best instructional practices to increase student achievement. The Instructional Data Support teacher will also support teachers through 1:1 or grade level coaching cycles based on an identified area of need.

In addition, Casa de Oro recognizes that 23.3% of our Multilingual Learners are making progress towards English language proficiency, which is a 16.7% decline for this group of students. As a staff we need to continue with professional learning for our teachers regarding multilingual learners.

According to the California dashboard, 23.3% of our English Learners in the Red are making progress towards English language proficiency, which was a decline of 16.7%. Students receive 30 minutes of daily English Language Development instruction within the classroom. In addition, 16 of our English Learners receive small group instruction from the Extended Learning Opportunities (ELOP) teacher that focuses on phonics, site words, reading fluency. In addition, staff has engaged in professional development opportunities from district personnel to learn about and implement additional instructional strategies to support English Learners within the classroom. Our staff also consistently monitors our English Learners progress using the Ellevation platform that tracks student's individual data from various state and local assessments.

Lastly, Casa de Oro recognizes that .8% of our students were suspended for at least one day, which is an decrease of 1.2%. As a staff we will implement weekly Social Emotional Learning lessons to create stronger relationships between staff and students and engage in professional learning around restorative practices. We will also continue to implement daily AM messaging school in announcements school-wide focusing on positive character traits that are expected at Casa de Oro. Behavior chats will continue after each break to all students. Messaging will also be shared with families and ESS supporting a consistent expectations for all students.

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

The 2025 Fall Dashboard indicates that the suspension rate for African American students declined by 5.0%. As a result, 3.6% of African American students were suspended at least one day.

Other Needs

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

School and Student Performance Data

Student Enrollment

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

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	23-24	24-25	25-26	23-24	24-25	25-26
American Indian	%	%	0.33%			1
African American	9.83%	8.13%	4.35%	34	26	13
Asian	1.45%	1.56%	0.67%	5	5	2
Filipino	2.02%	1.88%	1.67%	7	6	5
Hispanic/Latino	59.25%	63.75%	68.56%	205	204	205
Pacific Islander	0.29%	%	%	1		
White	18.79%	15.94%	16.05%	65	51	48
Multiple/No Response	8.09%	8.44%	7.69%	28	27	23
Total Enrollment				346	320	299

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	23-24	24-25	25-26
Transitional Kindergarten		27	25
Kindergarten	42	48	42
Grade 1	49	45	50
Grade 2	46	47	42
Grade 3	46	44	44
Grade 4	62	49	51
Grade 5	42	60	45
Grade 6	41		
Total Enrollment	346	320	299

Conclusions based on this data:

- Over the last three years, Hispanic/Latino students have been the student subgroup with the highest percentage of student enrollment.
- Over the last three years, the enrollment numbers for the African American student subgroup has remained very consistent.

3. Over the last three years overall student enrollment has declined each year.

School and Student Performance Data

English Learner (EL) Enrollment

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

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	23-24	24-25	25-26	23-24	24-25	25-26
English Learners	71	73	73	23.1%	20.5%	24.4%
Fluent English Proficient (FEP)	27	18	18	7.2%	7.8%	6.0%
Reclassified Fluent English Proficient (RFEP)	11	10		6.8%	9%	

Conclusions based on this data:

1. Over the last three years, English Learner enrollment at Casa de Oro has decreased.
2. Over the last three years, the total number of Fluent English Proficient speakers has decreased from 7.8% to 5.6%.
3. Based on the data table, 2022-2023 was the only year in which Casa de Oro had students reclassified as Fluent English Proficient speakers.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

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

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

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

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	51	41	39	49	40	37	49	40	37	96.1	97.6	94.9
Grade 4	45	55	49	44	54	46	44	54	46	97.8	98.2	93.9
Grade 5	43	41	50	43	41	49	43	41	49	100.0	100	98
Grade 6	23	37		23	36		23	36		100.0	97.3	
All	162	174	138	159	171	132	159	171	132	98.1	98.3	95.7

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	2391.	2382.	2405.	6.12	12.50	18.92	24.49	12.50	21.62	30.61	22.50	18.92	38.78	52.50	40.54
Grade 4	2470.	2430.	2438.	29.55	12.96	19.57	25.00	14.81	17.39	22.73	31.48	26.09	22.73	40.74	36.96
Grade 5	2472.	2466.	2439.	11.63	12.20	10.20	25.58	26.83	10.20	18.60	24.39	30.61	44.19	36.59	48.98
Grade 6	2521.	2500.		8.70	8.33		34.78	27.78		34.78	33.33		21.74	30.56	
All Grades	N/A	N/A	N/A	14.47	11.70	15.91	26.42	19.88	15.91	25.79	28.07	25.76	33.33	40.35	42.42

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25

Grade 3	6.12	12.50	21.62	73.47	60.00	48.65	20.41	27.50	29.73
Grade 4	18.18	9.26	15.22	59.09	75.93	65.22	22.73	14.81	19.57
Grade 5	11.63	14.63	10.20	67.44	63.41	59.18	20.93	21.95	30.61
Grade 6	*	11.11		*	61.11		*	27.78	
All Grades	12.58	11.70	15.15	66.04	66.08	58.33	21.38	22.22	26.52

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	10.20	10.00	13.51	51.02	40.00	59.46	38.78	50.00	27.03
Grade 4	13.64	1.85	17.39	61.36	61.11	41.30	25.00	37.04	41.30
Grade 5	9.30	17.07	6.12	51.16	41.46	48.98	39.53	41.46	44.90
Grade 6	*	13.89		*	47.22		*	38.89	
All Grades	10.06	9.94	12.12	55.35	48.54	49.24	34.59	41.52	38.64

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	6.12	10.00	5.41	73.47	70.00	67.57	20.41	20.00	27.03
Grade 4	9.09	16.67	8.70	79.55	64.81	69.57	11.36	18.52	21.74
Grade 5	6.98	9.76	6.12	72.09	68.29	71.43	20.93	21.95	22.45
Grade 6	*	5.56		*	83.33		*	11.11	
All Grades	8.81	11.11	6.82	74.84	70.76	69.70	16.35	18.13	23.48

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	12.24	12.50	5.41	65.31	50.00	67.57	22.45	37.50	27.03
Grade 4	15.91	9.26	19.57	70.45	75.93	52.17	13.64	14.81	28.26
Grade 5	11.63	9.76	4.08	60.47	60.98	61.22	27.91	29.27	34.69
Grade 6	*	22.22		*	63.89		*	13.89	
All Grades	13.21	12.87	9.85	67.30	63.74	59.85	19.50	23.39	30.30

Conclusions based on this data:

1. Over the past three years the number of students not meeting grade level standards in English Language Arts has increased. For example: 22-23 (33.33%), 23-24 (40.35%), and 24-25 (42.42%).
2. The percentage of students meeting standards has increased from 23-24 school year (11.70%) to 24-25 school year (15.91%) despite the increase in declining enrollment.
3. Over the past three years students in 3rd grade have shown the percentage of students above standard increase.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

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

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

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

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	51	41	39	49	40	38	49	40	38	96.1	97.6	97.4
Grade 4	45	54	49	45	54	49	45	54	49	100.0	100	100
Grade 5	42	41	50	41	41	49	41	41	49	97.6	100	98
Grade 6	23	37		23	37		23	37		100.0	100	
All	161	173	138	158	172	136	158	172	136	98.1	99.4	98.6

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	2399.	2397.	2407.	6.12	17.50	13.16	22.45	17.50	21.05	36.73	12.50	28.95	34.69	52.50	36.84
Grade 4	2473.	2430.	2441.	22.22	3.70	12.24	22.22	22.22	16.33	35.56	27.78	32.65	20.00	46.30	38.78
Grade 5	2452.	2438.	2422.	12.20	2.44	0.00	14.63	12.20	10.20	21.95	34.15	26.53	51.22	51.22	63.27
Grade 6	2471.	2468.		8.70	16.22		8.70	8.11		43.48	16.22		39.13	59.46	
Grade 11															
All Grades	N/A	N/A	N/A	12.66	9.30	8.09	18.35	15.70	15.44	33.54	23.26	29.41	35.44	51.74	47.06

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25

Grade 3	12.24	20.00	21.05	53.06	37.50	50.00	34.69	42.50	28.95
Grade 4	31.11	5.56	12.24	46.67	51.85	34.69	22.22	42.59	53.06
Grade 5	17.07	4.88	4.08	36.59	36.59	36.73	46.34	58.54	59.18
Grade 6	*	13.51		*	35.14		*	51.35	
Grade 11									
All Grades	17.72	10.47	11.76	46.84	41.28	39.71	35.44	48.26	48.53

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	6.12	20.00	13.16	63.27	35.00	50.00	30.61	45.00	36.84
Grade 4	22.22	5.56	12.24	44.44	48.15	51.02	33.33	46.30	36.73
Grade 5	9.76	2.44	0.00	36.59	46.34	48.98	53.66	51.22	51.02
Grade 6	*	13.51		*	27.03		*	59.46	
All Grades	11.39	9.88	8.09	48.73	40.12	50.00	39.87	50.00	41.91

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	10.20	15.00	18.42	63.27	50.00	57.89	26.53	35.00	23.68
Grade 4	15.56	5.56	12.24	66.67	61.11	55.10	17.78	33.33	32.65
Grade 5	7.32	7.32	2.04	56.10	56.10	48.98	36.59	36.59	48.98
Grade 6	*	10.81		*	51.35		*	37.84	
All Grades	10.76	9.30	10.29	62.66	55.23	53.68	26.58	35.47	36.03

Conclusions based on this data:

1. The overall percentage of students exceeding or meeting standards has decreased over the past three years. This could be a reflection of the increased declining enrollment.
2. Over the past three years the overall number of students that has tested has decreased. The greatest decline is seen from 2023-2024 being 172 who tested to 2024-2025 having 136 students who tested.
3. The overall percentage of students in 5th grade for the past three years that have met or exceeded grade level standards has decreased.

School and Student Performance Data

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

Visit the California Department of Education's [English Language Proficiency Assessments for California \(ELPAC\)](https://www.cde.ca.gov/ta/tg/eng/elpac/) web page or the [ELPAC.org](https://www.cde.ca.gov/ta/tg/eng/elpac/) website for more information about the ELPAC.

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	1394.1	1416.8	1374.8	1403.8	1430.3	1382.7	1371.3	1384.9	1356.3	16	15	13
1	*	*	1434.7	*	*	1450.4	*	*	1418.7	7	8	11
2	1451.0	*	*	1458.1	*	*	1443.5	*	*	13	7	8
3	1488.3	1470.8	*	1485.7	1482.1	*	1490.3	1459.3	*	15	12	9
4	1511.0	1496.7	1462.2	1497.5	1495.6	1452.9	1523.8	1497.1	1470.8	13	14	12
5	1540.6	1535.7	1529.4	1536.3	1533.6	1541.6	1544.5	1537.4	1516.6	11	11	12
6	*	*		*	*		*	*		5	6	
All										80	73	65

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	25.00	13.33	15.38	18.75	26.67	23.08	12.50	53.33	15.38	43.75	6.67	46.15	16	15	13
1	*	*	0.00	*	*	54.55	*	*	18.18	*	*	27.27	*	*	11
2	16.67	*	*	16.67	*	*	33.33	*	*	33.33	*	*	12	*	*
3	20.00	8.33	*	33.33	33.33	*	33.33	25.00	*	13.33	33.33	*	15	12	*
4	30.77	0.00	0.00	38.46	71.43	8.33	7.69	7.14	50.00	23.08	21.43	41.67	13	14	12
5	45.45	36.36	8.33	18.18	27.27	66.67	36.36	27.27	16.67	0.00	9.09	8.33	11	11	12
6	*	*		*	*		*	*		*	*		*	*	
All	25.32	13.70	6.15	27.85	36.99	29.23	22.78	26.03	23.08	24.05	23.29	41.54	79	73	65

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25

K	31.25	20.00	15.38	12.50	20.00	30.77	12.50	46.67	15.38	43.75	13.33	38.46	16	15	13
1	*	*	27.27	*	*	18.18	*	*	45.45	*	*	9.09	*	*	11
2	16.67	*	*	33.33	*	*	33.33	*	*	16.67	*	*	12	*	*
3	33.33	25.00	*	26.67	25.00	*	20.00	41.67	*	20.00	8.33	*	15	12	*
4	53.85	35.71	16.67	15.38	42.86	16.67	7.69	7.14	25.00	23.08	14.29	41.67	13	14	12
5	45.45	54.55	58.33	45.45	27.27	33.33	9.09	18.18	0.00	0.00	0.00	8.33	11	11	12
6	*	*		*	*		*	*		*	*		*	*	
All	35.44	31.51	24.62	25.32	27.40	23.08	16.46	26.03	24.62	22.78	15.07	27.69	79	73	65

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K		13.33	7.69		13.33	23.08		66.67	23.08		6.67	46.15		15	13
1		*	0.00		*	27.27		*	54.55		*	18.18		*	11
2		*	*		*	*		*	*		*	*		*	*
3		8.33	*		8.33	*		25.00	*		58.33	*		12	*
4		0.00	0.00		28.57	8.33		42.86	16.67		28.57	75.00		14	12
5		18.18	0.00		9.09	16.67		54.55	66.67		18.18	16.67		11	12
6	*	*		*	*		*	*		*	*		*	*	
All	8.86	10.96	1.54	24.05	17.81	15.38	40.51	39.73	33.85	26.58	31.51	49.23	79	73	65

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	25.00	13.33	23.08	37.50	73.33	46.15	37.50	13.33	30.77	16	15	13
1	*	*	45.45	*	*	45.45	*	*	9.09	*	*	11
2	16.67	*	*	75.00	*	*	8.33	*	*	12	*	*
3	13.33	16.67	*	66.67	66.67	*	20.00	16.67	*	15	12	*
4	46.15	28.57	25.00	38.46	50.00	41.67	15.38	21.43	33.33	13	14	12
5	27.27	45.45	8.33	72.73	45.45	83.33	0.00	9.09	8.33	11	11	12
6	*	*		*	*		*	*		*	*	
All	25.32	23.29	20.00	55.70	61.64	49.23	18.99	15.07	30.77	79	73	65

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25

K	25.00	40.00	23.08	31.25	46.67	23.08	43.75	13.33	53.85	16	15	13
1	*	*	0.00	*	*	81.82	*	*	18.18	*	*	11
2	33.33	*	*	58.33	*	*	8.33	*	*	12	*	*
3	40.00	33.33	*	40.00	50.00	*	20.00	16.67	*	15	12	*
4	46.15	50.00	8.33	30.77	35.71	50.00	23.08	14.29	41.67	13	14	12
5	90.91	72.73	83.33	0.00	18.18	8.33	9.09	9.09	8.33	11	11	12
6	*	*		*	*		*	*		*	*	
All	44.30	41.10	24.62	34.18	41.10	43.08	21.52	17.81	32.31	79	73	65

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	0.00	6.67	7.69	75.00	73.33	53.85	25.00	20.00	38.46	16	15	13
1	*	*	0.00	*	*	45.45	*	*	54.55	*	*	11
2	16.67	*	*	25.00	*	*	58.33	*	*	12	*	*
3	13.33	0.00	*	26.67	25.00	*	60.00	75.00	*	15	12	*
4	23.08	0.00	0.00	53.85	57.14	16.67	23.08	42.86	83.33	13	14	12
5	9.09	27.27	16.67	63.64	45.45	41.67	27.27	27.27	41.67	11	11	12
6	*	*		*	*		*	*		*	*	
All	12.66	9.59	6.15	49.37	45.21	32.31	37.97	45.21	61.54	79	73	65

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	25.00	33.33	15.38	43.75	46.67	38.46	31.25	20.00	46.15	16	15	13
1	*	*	0.00	*	*	81.82	*	*	18.18	*	*	11
2	16.67	*	*	58.33	*	*	25.00	*	*	12	*	*
3	13.33	0.00	*	80.00	50.00	*	6.67	50.00	*	15	12	*
4	30.77	0.00	0.00	46.15	85.71	66.67	23.08	14.29	33.33	13	14	12
5	27.27	36.36	0.00	72.73	27.27	100.00	0.00	36.36	0.00	11	11	12
6	*	*		*	*		*	*		*	*	
All	20.25	15.07	3.08	60.76	54.79	64.62	18.99	30.14	32.31	79	73	65

Conclusions based on this data:

1. Over the past three years the overall total percentage of students tested has declined each year: 80, 73, 65.
2. In Kinder the overall written language score for students at Level 3 has significantly increased, rising from 13.3% to 23.08%
3. The overall Level 2 students in grade 4 increased significantly from 2022-2023 (7.14%) to 2023-2024 (50%).

School and Student Performance Data

Student Population

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

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

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

2024-25 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
320	74.4%	22.8%	0.3%
Total Number of Students enrolled in Casa de Oro Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2024-25 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	73	22.8%
Foster Youth	1	0.3%
Homeless	37	11.6%
Socioeconomically Disadvantaged	238	74.4%
Students with Disabilities	84	26.3%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	26	8.1%
American Indian	0	0.0%
Asian	5	1.6%
Filipino	6	1.9%
Hispanic	204	63.8%
Two or More Races	27	8.4%
Pacific Islander	0	0.0%
White	51	15.9%

Conclusions based on this data:

1. A significant majority (74.4%) of Casa de Oro students are identified as socioeconomically disadvantaged, indicating a need for additional support and resources to address financial and educational challenges.
2. Hispanic students make up the majority of the student population at 63.8%, followed by White students at 15.9% and students with Two or More Races at 8.4%.
3. Nearly a quarter (26.3%) of Casa de Oro students have disabilities, and 22.8% are English learners, highlighting the need for specialized educational support and language development programs.

School and Student Performance Data

Overall Performance

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



2025 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. The suspension rate is marked as "Blue," indicating that disciplinary actions are minimal, which suggests a positive school climate and effective behavior management strategies.
2. With a rating of "Red," chronic absenteeism remains a concern, meaning that a significant number of students are frequently absent. This may impact overall academic performance and engagement.

3. The "Red" rating for chronic absenteeism may be contributing to the "Red" ratings in English Language Arts and the "Orange" ratings in Mathematics, and English Learner Progress, as students who frequently miss school may struggle to keep up with coursework.

School and Student Performance Data

Academic Performance English Language Arts

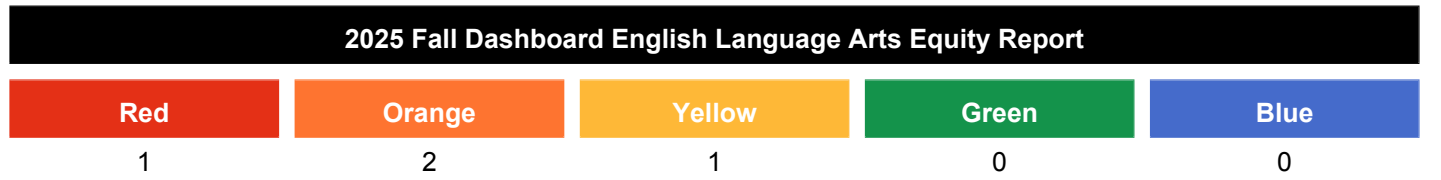
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This section provides number of student groups in each level.



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

2025 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
 Orange 38.7 points below standard Maintained 2.4 points 134 Students	 Red 76.4 points below standard Declined 31.5 points 36 Students	

Foster Youth  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Homeless  No Performance Color 99.6 points below standard Increased 16.4 points 14 Students	Socioeconomically Disadvantaged  Yellow 44.3 points below standard Increased 5.6 points 107 Students
Students with Disabilities  Orange 105.5 points below standard Increased 57.4 points 41 Students	African American  No Performance Color 95.7 points below standard Declined 13.1 points 12 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 0 Students
Asian  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Hispanic  Orange 52.8 points below standard Declined 9.4 points 81 Students
Two or More Races  No Performance Color 0.8 points below standard Increased 76.9 points 14 Students	Pacific Islander  No Performance Color 0 Students	White  No Performance Color 14.1 points below standard Increased 12.6 points 26 Students

Conclusions based on this data:

- English Learners are performing 76.4 % points below the standard, with a 16.7% - decline, suggesting that additional support is needed to improve literacy skills for this group.
- Both Hispanic and African American student groups are below standard – Both groups have declined African American student group showing 13.1% decline and Hispanic student group showing a 9.4% decline.
- Socioeconomically Disadvantaged students struggle the most. This group has the largest deficit among the student groups, performing 44.3, but showed a 5.6 % points increase. Although there are continued barriers it will be important to continue the supports set in place in the next year for this student group.

School and Student Performance Data

Academic Performance Mathematics

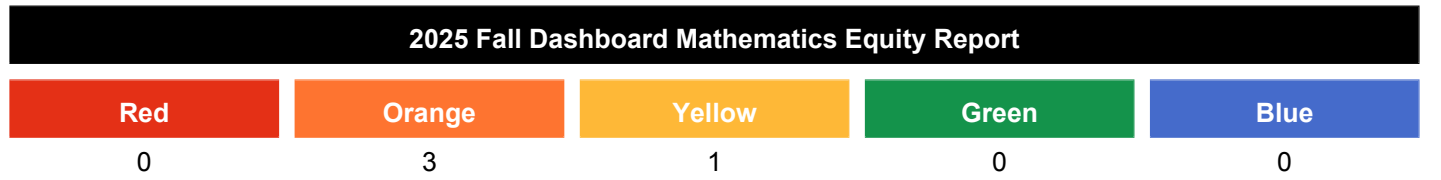
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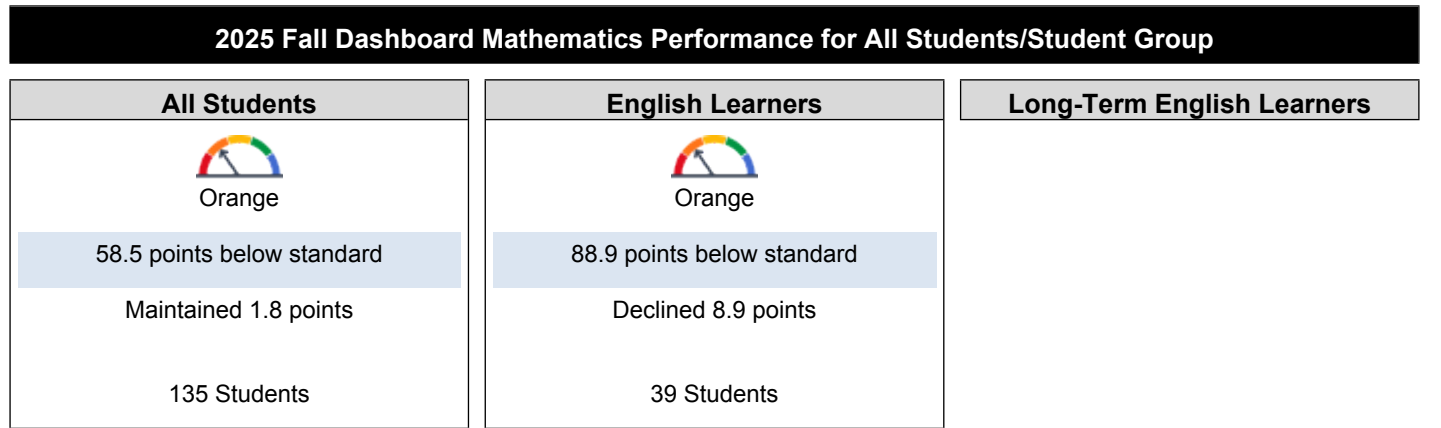
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This section provides number of student groups in each level.



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



Foster Youth  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Homeless  No Performance Color 122.7 points below standard Increased 30.4 points 15 Students	Socioeconomically Disadvantaged  Yellow 67.3 points below standard Increased 5.5 points 109 Students
Students with Disabilities  Orange 126.6 points below standard Increased 22.7 points 40 Students	African American  No Performance Color 102.6 points below standard Increased 26.6 points 12 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 0 Students
Asian  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Hispanic  Orange 74.3 points below standard Declined 3.2 points 83 Students
Two or More Races  No Performance Color 28.7 points below standard Increased 16.7 points 13 Students	Pacific Islander  No Performance Color 0 Students	White  No Performance Color 21.7 points below standard Increased 10.2 points 26 Students

Conclusions based on this data:

1. The overall math performance for all students is below standard – For all students, math performance is rated Orange, meaning they are significantly below grade level. Students are 58.5 points below standard but performance did maintain 1.8 points.
2. English Learners have the largest deficit – English learners are 88.9 points below standard, with a decline of 8.9 points, indicating they struggle significantly more in mathematics compared to the overall student population.
3. Hispanic students are struggling more in math compared to White students - Hispanic students are 74.3 points below standard, whereas White students are 21.7 points below standard,

School and Student Performance Data

Academic Performance Science

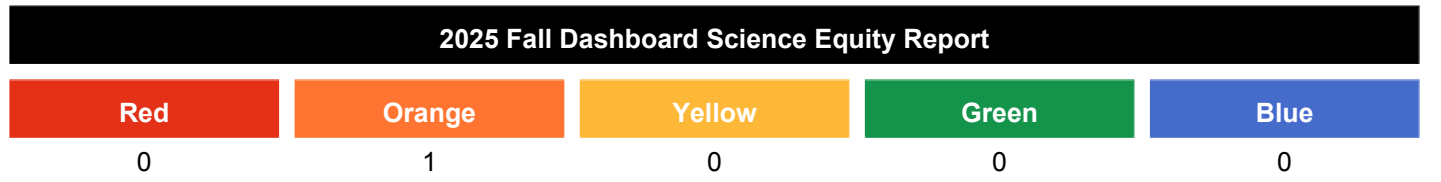
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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



This section provides number of student groups in each level.



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

2025 Fall Dashboard Science Performance for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
 Orange	 No Performance Color	 No Performance Color
40 science points	38.2 science points	0 Students
Declined 4.8 points	Declined 10.8 points	
55 Students	18 Students	

Foster Youth  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Homeless  No Performance Color Fewer than 11 students - No Data for Privacy 8 Students	Socioeconomically Disadvantaged  Orange 39.3 science points Maintained -0.7 points 49 Students
Students with Disabilities  No Performance Color 31.6 science points 15 Students	African American  No Performance Color Fewer than 11 students - No Data for Privacy 7 Students	American Indian  No Performance Color 0 Students
Asian  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Hispanic  No Performance Color 38.7 science points Declined 5.3 points 31 Students
Two or More Races  No Performance Color Fewer than 11 students - No Data for Privacy 6 Students	Pacific Islander  No Performance Color 0 Students	White  No Performance Color Fewer than 11 students - No Data for Privacy 8 Students

Conclusions based on this data:

1. A total of 55 students took the Academic performance Science.
2. There was an overall decline in Academic Science Performance performing in the "Orange" with a 4.8 point decline.
3. Socioeconomic students maintained "Orange" scoring 39.3 science points.

School and Student Performance Data

Academic Performance English Learner Progress

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

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

2025 Fall Dashboard English Learner Progress Indicator	
English Learner Progress	Long-Term English Learner Progress
 Red 23.3 making progress. Number Students: 43 Students	 No Performance Color making progress. Number Students: 0 Students

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

2025 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
26.2%	50%	0%	23.8%

Conclusions based on this data:

1. There is limited progress among Multilingual English Learners – Only 23.3% of Multilingual English Learners are making progress, earning an Red rating on the California Dashboard.
2. 23.8 of Multilingual English Learners progressed at least one ELPI level.
3. A significant portion of Multilingual English Learners are stagnant or declining – A combined 50% of EL students either maintained a lower ELPI level (50%) or decreased a level (26.2%)

School and Student Performance Data

Academic Engagement Chronic Absenteeism

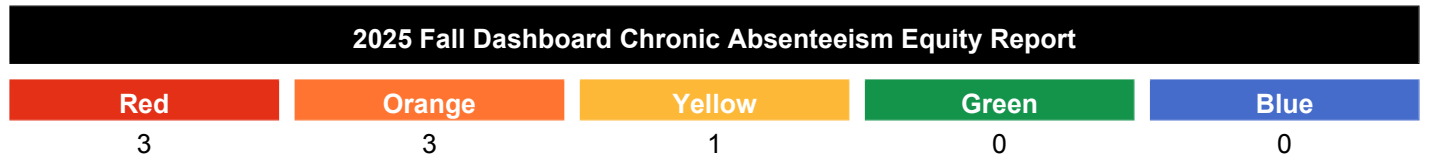
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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



This section provides number of student groups in each level.



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

2025 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group		
All Students  Red 30.8% Chronically Absent Increased 0.8 338 Students	English Learners  Red 38.8% Chronically Absent Increased 12.2 80 Students	Long-Term English Learners
Foster Youth  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Homeless  Orange 37.2% Chronically Absent Declined 5.2 43 Students	Socioeconomically Disadvantaged  Red 35.4% Chronically Absent Increased 2.1 268 Students

Students with Disabilities  Orange 39.4% Chronically Absent Declined 0.6 104 Students	African American  No Performance Color 19.2% Chronically Absent Declined 3.6 26 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student
Asian  No Performance Color Fewer than 11 students - No Data for Privacy 5 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 7 Students	Hispanic  Red 39.5% Chronically Absent Increased 3.1 215 Students
Two or More Races  Orange 22.6% Chronically Absent Declined 4.1 31 Students	Pacific Islander  No Performance Color 0 Students	White  Yellow 13.2% Chronically Absent Declined 1.7 53 Students

Conclusions based on this data:

1. There is a high chronic absenteeism rate across all students - Nearly 30.8% of all students are chronically absent, earning a Yellow indicator on the Dashboard, indicating that absenteeism is a significant issue.
2. English Learners and African American students also struggle – English learners have a 56% chronic absenteeism rate, while African American students have a 22.9% chronic absenteeism rate.
3. Socioeconomic disadvantages correlate with higher absenteeism rates – 35.4% of socioeconomically disadvantaged students are chronically absent, showing a clear link between economic hardship and attendance issues.

School and Student Performance Data

Conditions & Climate Suspension Rate

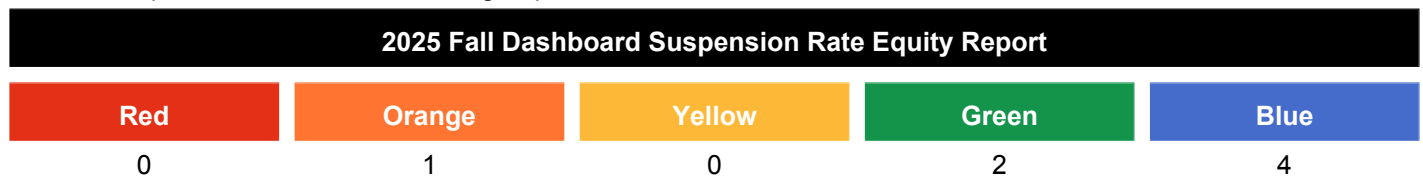
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This section provides number of student groups in each level.



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

2025 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students Blue 0.8% suspended at least one day Declined 1.2% 355 Students	English Learners Blue 0% suspended at least one day Maintained 0% 88 Students	Long-Term English Learners
Foster Youth No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Homeless Blue 0% suspended at least one day Declined 2.9% 43 Students	Socioeconomically Disadvantaged Green 1.1% suspended at least one day Declined 1.6% 278 Students

Students with Disabilities  Green 0.9% suspended at least one day Declined 1.9% 109 Students	African American  No Performance Color 3.6% suspended at least one day Declined 5% 28 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student
Asian  No Performance Color Fewer than 11 students - No Data for Privacy 5 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 8 Students	Hispanic  Blue 0.4% suspended at least one day Declined 1.3% 226 Students
Two or More Races  Orange 3.1% suspended at least one day Increased 3.1% 32 Students	Pacific Islander  No Performance Color 0 Students	White  Blue 0% suspended at least one day Declined 1.4% 55 Students

Conclusions based on this data:

1. The 2025 Fall Dashboard indicates a decrease of 0.8% in the suspension rate for All Students. As a result, there was an overall decrease in suspension rate by 1.2%.
2. The 2025 Fall Dashboard indicates that the suspension rate for African American students maintained declined 5%. As a result, 3.6% of African American students were suspended at least one day.
3. The 2025 Fall Dashboard indicates a 1.4% decrease in the suspension rate for White students. As a result, 0 of White students were suspended at least one day.

Goals, Strategies, & Proposed Expenditures

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

Goal 1

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

English Language Arts

By June 2027, all students, including English Learners and socioeconomically disadvantaged students, will achieve or surpass the expected outcomes outlined in the Annual Measurable Outcomes section below, as measured by CAASPP ELA (grades 3–5) and the i-Ready ELA Diagnostic in English Language Arts.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

Identified Need

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

Students in all grades (including target groups: English Learners, Socioeconomically Disadvantaged, Students with Disabilities) will demonstrate increased proficiency on state and district benchmark assessments in English Language Arts. Casa de Oro is committed to providing high quality instruction and maximizing student achievement. Therefore, we will remain focused on continuous improvement of teaching and learning so that all students, including our student groups, can achieve. This goal is a result of what our achievement data reveals about our students and how we intend on addressing them. During the Spring of 2025, our students completed their final i-Ready diagnostic in the area of Reading. The data from this diagnostic allows us to reflect on student growth throughout the school year and helps us support students in meeting the expected outcomes listed below. Our students also took the English Language Arts SBAC assessment during the Spring of 2025. This data from these assessments will serve as our baseline, or starting point, which will guide our planning as we move forward into the 2025-2026 school year.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
SBAC ELA Assessment - 32% of students meeting standard (of testing age)	CAASPP 2024-2025 All students, Grades 3-5 - 32% English Learners, Grades 3-5 - 7% Socioeconomically Disadvantaged Students, Grades 3-6 - 29% Students with Disabilities, Grades 3-6 - 7%	CAASPP 2025-2026: All students, grades 3-5 - 37% English Learners, of testing age - 12% Socioeconomically Disadvantaged Students, of testing age - 34% Students with Disabilities, of testing age - 10%
i-Ready ELA Assessment - 31% of students at or above grade level (All grades)	2025-2026 i-Ready Diagnostic 2 - 31% English Learners - 10% Socioeconomically Disadvantaged Students - 28%	2026-2027 i-Ready Diagnostic 2: All students - 35% English Learners - 15%

	Students with Disabilities - 21%	Socioeconomically Disadvantaged Students - 35%
		Students with Disabilities - 25%

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	Teachers will analyze i-Ready Reading Diagnostic trimester data to inform instruction and implement evidence-based Tier 1 practices, including explicit, standards-aligned instruction; differentiated small-group instruction; and ongoing formative assessment through feedback and conferencing. Release time will be provided for collaborative data analysis and instructional planning to support students in meeting typical and stretch growth goals.	All Students MEL Students	400 Title I 4000-4999: Books And Supplies UFLI Materials 1323.8 Title I 1000-1999: Certificated Personnel Salaries UFLI Release Time Planning
1.2	Students performing one or more grade levels below will receive targeted Tier 2 intervention using evidence-based practices, including explicit, systematic instruction, increased instructional time, and skill-based small-group support. Instruction will be guided by diagnostic data and ongoing progress monitoring to adjust supports and accelerate student learning.	MEL Students, students approaching grade level	43,657.00 Title I 1000-1999: Certificated Personnel Salaries Additional staff to support small group reading instruction 10,800 Title I 1000-1999: Certificated Personnel Salaries Release Time Planning
1.3	Teachers will provide targeted, small-group Tier 3 literacy instruction based on identified student needs, including ongoing individualized feedback and conferencing to monitor reading and writing progress. To further support students performing below grade level, as identified by local assessment reading data, the site will fund a substitute teacher four days per week to deliver supplemental intervention. The intervention will utilize SIPPS and i-Ready focused lessons to support struggling readers, including Multilingual English Learners (MELs) and Newcomers in grades K-5.	All Students MEL Students	9,439.20 Title I 2000-2999: Classified Personnel Salaries Extra support for students to continue to embrace a community of readers, more time accessing books, and reading. Supporting comprehension of informational text and vocabulary in language arts. 43,657 Title I 1000-1999: Certificated Personnel Salaries Additional staff to support small group instruction
1.4	Teachers will engage in and collaborate with grade level colleagues during monthly Professional Learning Communities (PLCs) to focus on the four questions of PLC. During this collaboration time, teachers will review student data and share instructional best practices to improve the overall achievement of all students.	All Students MEL Students	

	Grade-level PLCs will deepen their understanding of effective use of assessment data through collective cycles of inquiry to drive instruction and re-teaching. In addition, teachers will engage in the Looking At Student Work (LASW) protocol to analyze student work, which will result in intervention strategies that will be provided to students and the refinement of instructional practices. Casa de Oro will follow the Framework for Powerful Learning and Cycles of Professional Learning to create a common language and shared vision for high-quality teaching and learning.		
1.5	Teachers will engage in peer observations with colleagues that is centered around the co-created quality indicators of the powerful practices that support that Targeted Instructional Area of Comprehension of Informational Text. Feedback will be given to the host teacher based on the identified focus area of the peer visit.	All students MEL Students	

Goals, Strategies, & Proposed Expenditures

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

Goal 2

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Math

By June 2027, all students, specifically [call out student groups that demonstrate inequities in data or ATSI/TSI groups] will achieve or surpass the expected outcomes outlined in the Annual Measurable Outcomes section below, as measured by CAASPP Math (grades 3–5) and the i-Ready ELA Diagnostic in Math.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

Identified Need

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

Students in all grades (including target groups: English Learners, Socioeconomically Disadvantaged, Students with Disabilities) will demonstrate increased proficiency on state and district benchmark assessments in Mathematics. Casa de Oro is committed to providing high quality instruction and maximizing student achievement. Therefore, we will remain focused on continuous improvement of teaching and learning so that all students, including our student groups, can achieve. This goal is a result of what our achievement data reveals about our students and how we intend on addressing them. During the Spring of 2025, 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 2025. This data will serve as our baseline, or starting point, which will guide our planning as we move forward into the 2025-2026 school year.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
SBAC Math Assessment - 24% of students meeting standard (of testing age)	2024-2025 SBAC Math, Grades 3-5: All students- 24% English Learners, Grades 3-6 - 6% Socioeconomically Disadvantaged Students, Grades 3-6 - 21% Students with Disabilities, Grades 3-6 - 4%	2025-2026 SBAC Math, Grades 3-5: All students - 28% English Learners, of testing age - 10% Socioeconomically Disadvantaged Students of testing age- 26% Students with Disabilities of testing age - 8%
i-Ready Math Assessment - 22% of students at or above grade level (ALL grades)	2025-2026 i-Ready Diagnostic 2: All Students - 22% English Learners - 8%	2026-2027 i-Ready Diagnostic 2: All Students - 25% English Learners - 10%

	Socioeconomically Disadvantaged Students - 18%	Socioeconomically Disadvantaged Students - 20%
	Students with Disabilities - 6%	Students with Disabilities - 8%

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
2.1	All students will complete the i-Ready Mathematics Diagnostic each trimester. Teachers will analyze data to inform instruction, form flexible instructional groupings, and deliver standards-aligned, differentiated instruction in small groups. Teachers will engage in ongoing progress monitoring and provide targeted feedback to support student learning. Students will use i-Ready personalized learning pathways to support achievement of typical and stretch growth goals. Staff will participate in professional learning aligned to the California Mathematics Framework to strengthen Tier 1 instructional practices.	All Students English Learners Students with Disabilities	
2.2	Students performing one or more grade levels below, as identified by i-Ready data, will receive targeted Tier 2 intervention through explicit, systematic, small-group instruction focused on identified skill gaps. Teachers will provide targeted mathematics instruction in small groups and use frequent progress monitoring to adjust instruction and accelerate student growth.	All Students English Learners Students with Disabilities	
2.3	During PLCs, staff meetings, and Staff Learning Days (SLDs), teachers will collaboratively implement lessons from the newly adopted math curriculum. Using the California Mathematics Framework, teachers will deepen their understanding of math instruction to support conceptual understanding, problem-solving skills, collaboration, and increase student engagement.	All Students English Learners Students with Disabilities	
2.4	Release time will be provided for structured and collaborative planning time for teachers to strengthen instruction. This will support additional planning opportunities, so teachers will be able to analyze student data, align instructional strategies, and develop targeted lessons that address diverse learner needs. This dedicated planning time will lead to improved instructional practices and measurable growth in student achievement.	All Students English Learners Students with Disabilities	Title I 1000-1999: Certificated Personnel Salaries Duplicate Cost 1.2: Release Time Planning

Goals, Strategies, & Proposed Expenditures

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

Goal 3

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Student Engagement

By June 2027, the school will decrease chronic absenteeism school-wide by XX%, and for each specified student group in the Annual Measurable Outcome section, as measured by end of year chronic absenteeism rates, by addressing the barriers through the strategies listed below.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

Identified Need

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

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

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
California Dashboard Rate of Chronic Absenteeism	At the end of 24-25 school year, our rate of chronic absenteeism was 30.8. Hispanic/Latino: 39.5% Socioeconomically Disadvantaged: 35.4%	In 2025-2026, our rate of chronic absenteeism will be 25% Hispanic/Latino: 30% Socioeconomically Disadvantaged: 30%

Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
3.1	The attendance team will monitor student attendance data and implement a tiered	All Students Hispanic/Latino	500 Community Schools Grant

	intervention system for chronic absenteeism (5–9%, 10–19%, and 20%+). The team will provide early, personalized outreach to families to identify and address barriers to attendance and connect them with resources. The attendance team will conduct home visits to support relationship-building, barrier identification, and student re-engagement. The school will also implement grade-level and individual attendance incentives to promote positive attendance and improve overall attendance rates.	Socioeconomically Disadvantaged:	4000-4999: Books And Supplies Attendance Incentives
3.2	Provide students and parents with a positive, nurturing and welcoming school environment that emphasizes the importance of home to school relationships.	All students	

Goals, Strategies, & Proposed Expenditures

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

Goal 4

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

School Climate & Culture

By June 2027, the school will improve overall school climate by reducing suspension rates, increasing student and parent perceptions of safety, belonging, and school satisfaction, and strengthening parent engagement and partnership in school decision-making and activities, as measured by the indicators in the Annual Measurable Outcomes section below.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

Identified Need

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

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

Engagement of our parents is valued and critical to our school's success. The school has broadened its approach to inform parents and involve them in school events via Instagram, Blackboard Connect, school marquee, email messages, and printed materials. During the 2024-2025 school year, there were numerous on-site events and parent engagement meetings based on the feedback that we received from parents. The engagement of our parents and establishing/maintaining meaningful partnerships with them are essential to our students' success. It takes the commitment of both school and home to foster a positive, happy and collaborative school environment. Casa de Oro will continue to identify and implement effective strategies to increase parent participation.

Our school annually distributes a parent survey to determine parent perspectives and to obtain valuable input to guide our funding priorities for the coming year. In the Spring of the 2024-2025, 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. 101 parents responded to the survey, which was delivered via email and text message. The results showing the percentage of parents who agree positively with each of the following statements are listed below:

* Overall Support for Academic Learning: 91%

This school provides high-quality instruction to my child: 91%
This school has high expectations for all students: 90%

* Overall School Safety: 84%

This school clearly informs students what would happen if they break school rules: 81%
At this school, discipline is fair: 80%
My child is safe on school grounds: 90%

* Overall Belonging in our School Community: 91%

I feel welcome to participate at this school: 93%
School staff treats me with respect: 96%
School staff takes my concerns seriously: 89%
School staff welcomes my suggestions: 82%
School staff responds to my needs in a timely manner: 93%
School staff is helpful: 92%
My child's background (race, primary language, religion, unique needs, economic status) is respected at this school: 93%
My child feels welcome at school: 93%

A review of data indicates that our efforts in these areas have been successful. While we celebrate this growth, we will continue to put great emphasis on building and maintaining these partnerships. Based on the data, I would like to focus on the areas that could benefit from the most growth: 1) In the domain of Overall School Safety: 80% of respondents stated that student discipline is fair at Casa de Oro and 2) In the domain of Overall Belonging in our School Community: 82% of respondents stated that the school staff welcomes parent suggestions.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Annual Spring Panorama Survey (3-5th grades only)	The percentage of students who responded favorably in the 2026 Winter Panorama domains listed below are as follows: Emotional Regulation 46% Grit 53% Growth Mindset 54% School Climate 62% School Safety 57% Self-Efficacy 45% Self-Management 64% Sense of Belonging 63% Social Awareness 67% Supportive Relationships 85%	The percentage of students who will respond favorably in the 2027 Spring Panorama Survey will increase to the following percentages are as follows: Emotional Regulation 50% Grit 55% Growth Mindset 55% School Climate 65% School Safety 60% Self-Efficacy 50% Self-Management 66% Sense of Belonging 65% Social Awareness 70% Supportive Relationships 90%
La-Mesa Spring Valley Annual Spring Parent Survey Results	The percentage of parents who responded favorably in the 2026 Spring domains listed below are as follows: Support for Academic Learning - 90% Sense of Community - 91% Sense of Safety - 85%	The percentage of parents who respond favorably in the Spring 2027 survey will increase to the following percentages in each domain: Support for Academic Learning - 95% Sense of Community - 95% Sense of Safety - 90%
California Dashboard Suspension Data	Based on the California Dashboard, our school's 2024-2025 suspension rate is .8%. African American: 3.6%	Based on the California Dashboard, our school's 2025-2026 percentage of students suspended will maintain at 1% or less. African American: 2%

Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
4.1	Suspensions: African American Subgroup Conduct empathy interviews with African American students to help uncover some unacknowledged needs and elicit stories and feelings about specific experiences.	African American Students	
4.2	An additional day will be allocated for a mental health provider to support students' social-emotional learning and address the specific needs of families through targeted counseling, relationship-building, and coordinated support services.	All Students African American Students	16776.2 Community Schools Grant 1000-1999: Certificated Personnel Salaries .2 Mental Health Provider (Split Funded) 15806.8 Title I 1000-1999: Certificated Personnel Salaries .2 Mental Health Provider (Split Funded)
4.4	The school will implement tiered social-emotional and behavioral supports through Positive Behavior Intervention and Supports (PBIS). To build a	All Students African American Students	6000 Community Schools Grant

	culture of belonging and connectedness, the following are implemented: Weekly Cougar Rallies, monthly awards ceremonies, implementation of restorative practices, universal SEL lessons (Second Step and Dino Schools), additional recess attendant, and campus attendant meetings. The Behavior Leadership Team will review behavior data to identify trends and provide targeted interventions that promote positive behavior, strengthen relationships, and support student needs. We will have a monthly character trait focus of the month, Cougar Way. Additionally, the administrator conducts regular school-wide behavior chats.		2000-2999: Classified Personnel Salaries PBIS ESS Campus Attendant
4.5	The school will implement targeted, culturally responsive family engagement strategies to increase participation of underrepresented families through flexible meeting times, language access, and multiple opportunities for involvement in student learning. In partnership with the Community Schools Facilitator, the school will develop and distribute a parent survey to identify family needs and inform parent education and training opportunities throughout the year. A variety of school events will be offered to strengthen relationships and build a connected school community.	All Students	400 Title I Part A: Parent Involvement 2000-2999: Classified Personnel Salaries childcare 957.23 Title I Part A: Parent Involvement 5000-5999: Services And Other Operating Expenditures Parent Meeting Materials
4.6	Casa de Oro Community Garden A garden/culinary instructor will provide two classes per month (one garden class and one culinary class) for each classroom teacher. The garden/culinary classes have become a part of the Casa de Oro school community. Students engage in hands-on, standards-based lessons as they grow, prepare, and share nourishing food.	All Students	24471.2 Title I 2000-2999: Classified Personnel Salaries CDO Garden Teacher (Split Funded) 1723.8 Community Schools Grant 2000-2999: Classified Personnel Salaries CDO Garden Teacher (Split Funded)
4.7	Students will participate in field-trips, as they provide hands-on learning experiences, expose students to real-world applications of classroom concepts, and enhance engagement by making lessons more interactive and memorable.	All Students	

Budget Summary

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

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$TBD
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$175,912.23
Total Federal Funds Provided to the School from the LEA for CSI	\$--

Other Federal, State, and Local Funds

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

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

Federal Programs	Allocation (\$)
Title I	\$149,555.00
Title I Part A: Parent Involvement	\$1,357.23

Subtotal of additional federal funds included for this school: \$150,912.23

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 (\$)
Community Schools Grant	\$25,000.00

Subtotal of state or local funds included for this school: \$25,000.00

Total of federal, state, and/or local funds for this school: \$175,912.23

Budgeted Funds and Expenditures in this Plan

Budget Allocations

- Budget allocations will be added to this document.
- Totals will auto-populate from expenses entered in the SPSA.
 - Do not adjust numbers on this page.**

If total expenses exceed available funds, revise your **funding sources** in the SPSA.

For **duplicate costs** (e.g., an intervention teacher supporting ELA and Math)

- List the funding source twice
- Enter the cost only once; leave the second entry as duplicate (no dollar amount).

Funding Notes:

All Title I and CSI funds must be fully budgeted

Other funding sources may be used but do not require SSC approval.

Community Schools: Document Community Schools grant-funded expenses in the SPSA

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	105, 898.49	
Title I Part A: Parent Involvement	1357.23	0.00
Community Schools Grant	15,000	-10,000.00
Title 1 Carryover	16,420	16,420.00
Community Schools Grant Rollover	10,000	10,000.00

Expenditures by Funding Source

Funding Source	Amount
Community Schools Grant	25,000.00
Title I	149,555.00
Title I Part A: Parent Involvement	1,357.23

Expenditures by Budget Reference

Budget Reference	Amount
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1000-1999: Certificated Personnel Salaries	132,020.80
2000-2999: Classified Personnel Salaries	42,034.20
4000-4999: Books And Supplies	900.00
5000-5999: Services And Other Operating Expenditures	957.23

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	Community Schools Grant	16,776.20
2000-2999: Classified Personnel Salaries	Community Schools Grant	7,723.80
4000-4999: Books And Supplies	Community Schools Grant	500.00
1000-1999: Certificated Personnel Salaries	Title I	115,244.60
2000-2999: Classified Personnel Salaries	Title I	33,910.40
4000-4999: Books And Supplies	Title I	400.00
2000-2999: Classified Personnel Salaries	Title I Part A: Parent Involvement	400.00
5000-5999: Services And Other Operating Expenditures	Title I Part A: Parent Involvement	957.23

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	109,277.00
Goal 3	500.00
Goal 4	66,135.23

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
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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 28, 2026.

Attested:



Principal, Carrie Faulk on May 22, 2026



SSC Chairperson, Rebecca Cole on May 28, 2026

Instructions

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

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

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

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

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

Instructions: Table of Contents

- [Plan Description](#)
- [Educational Partner Involvement](#)
- [Comprehensive Needs Assessment](#)
- [Goals, Strategies/Activities, and Expenditures](#)
- [Annual Review](#)
- [Budget Summary](#)
- [Appendix A: Plan Requirements for Title I Schoolwide Programs](#)
- [Appendix B: Select State and Federal Programs](#)

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

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

Plan Description

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Educational Partner Involvement

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

This section meets the requirements for ATSI.

Resource Inequities

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Comprehensive Needs Assessment

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

SWP Planning Requirements:

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

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

CSI Planning Requirements:

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

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

ATSI Planning Requirements:

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

Goals, Strategies/Activities, and Expenditures

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Goal

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

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

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

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

- Specific,
- Measurable,
- Achievable,
- Realistic, and
- Time-bound.

A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the "Goal #" for ease of reference.

Additional CSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Identified Need

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

Additional CSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Annual Measurable Outcomes

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Strategies/Activities Table

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

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

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

Additional CSI Planning Requirements:

- When completing this section for CSI, this plan must include evidence-based interventions and align to the goals, actions, and services in the LEA's LCAP.
- When completing this section for CSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.

Note: Federal school improvement funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.

Additional ATSI Planning Requirements:

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

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

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

Annual Review

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

Goal Analysis

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

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Budget Summary

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

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

Additional CSI Planning Requirements:

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

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

Additional ATSI Planning Requirements:

Note: *Federal funds for CSI shall not be used in schools eligible for ATSI.*

Budget Summary Table

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

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

A school receiving funds from its LEA for CSI should complete the Budget Summary Table as follows:

- **Total Federal Funds Provided to the School from the LEA for CSI:** This amount is the total amount of funding provided to the school from the LEA for the purpose of developing and implementing the CSI plan for the school year set forth in the CSI LEA Application for which funds were received.

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

Requirements for the Plan

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

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will:
 - a. Provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
 - b. Use methods and instructional strategies that:
 - i. Strengthen the academic program in the school,
 - ii. Increase the amount and quality of learning time, and
 - iii. Provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
 - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
 - i. Strategies to improve students' skills outside the academic subject areas;
 - ii. Preparation for and awareness of opportunities for postsecondary education and the workforce;
 - iii. Implementation of a schoolwide tiered model to prevent and address problem behavior;
 - iv. Professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
 - v. Strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the LEA (may include funds allocated via the ConApp, federal funds, and any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
 1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
 2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
 3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to:
 - 1. Ensure that those students' difficulties are identified on a timely basis; and
 - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

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

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

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

Comprehensive Support and Improvement

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

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*);
2. Include evidence-based interventions (*Sections: Strategies/Activities, Annual Review and Update, as applicable*) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/fund/grant/about/discretionary/2023-non-regulatory-guidance-evidence.pdf>);

Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

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

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

CSI Resources

For additional CSI resources, please see the following links:

- **CSI Planning Requirements** (see Planning Requirements tab):
<https://www.cde.ca.gov/sp/sw/t1/csi.asp>
- **CSI Webinars:** <https://www.cde.ca.gov/sp/sw/t1/csiwebinars.asp>
- **CSI Planning Summary for Charters and Single-school Districts:**
<https://www.cde.ca.gov/sp/sw/t1/csiplansummary.asp>

Additional Targeted Support and Improvement

A school eligible for ATSI shall:

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

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

ATSI Resources:

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

- ATSI Planning Requirements (see Planning Requirements tab):
<https://www.cde.ca.gov/sp/sw/t1/tsi.asp>
- ATSI Planning and Support Webinar:
<https://www.cde.ca.gov/sp/sw/t1/documents/atsiplanningwebinar22.pdf>
- ATSI Planning Summary for Charters and Single-school Districts:
<https://www.cde.ca.gov/sp/sw/t1/atsiplansummary.asp>

Appendix C: Select State and Federal Programs

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

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

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