



School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Lone Tree School	58-72751-6056832	September 29, 2025	October 9, 2025

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 Lone Tree School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

➤ Schoolwide Program

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

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Plan Description

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

This plan is being used by Lone Tree School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

➤ Schoolwide Program

The site plan and expenditures within the site plan benefit the school-age students as a whole, therefore this is a School Wide Program (SWP). All students will be provided educational opportunities designed for academic progression and community connectivity to school. As part of California's Local Control Funding Formula (LCFF), as Local Education Agencies are required to prepare a Local Control Accountability Plan (LCAP) describing how the school intends to meet annual goals for students. This strategic plan addresses state and local priorities set forth by the California Department of Education (CDE). In addition, the LCAP must identify three years of annual goals for all students, as well as each district's Unduplicated Pupil population (Socio-economically Disadvantaged, English learners and foster youth). This Site plan includes annual actions that are aligned with the district's LCAP plan.

Educational Partner Involvement

How, when, and with whom did Lone Tree 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

Annual Site Council meetings, staff meetings, annual events for families, conversations with parents, staff review of data, district goals reviewed, district programs implemented and collaboration with area services.

Resource Inequities

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

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

There are programmatic and supplemental opportunities that we would like to expand, however, we have funding limitations. Our geographic location limits the travel to experiences and events. Please note that many of the budget items relate to all four goals and a large portion of the funding expenditure budget is listed in goal 1, but so many areas are crossover supports to goals 2 - 4.

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.

The CA Dashboard, as of September 11, 2025, does not indicate any area in red or orange for Lone Tree School.

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 CA Dashboard, as of September 11, 2025, does not indicate any performance area where a student group is two or more performance levels below the all student performance.

Other Needs

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

As a school wide intervention program, we are working towards increasing social emotional growth hand in hand with with reading and math skill confidence.

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Lone Tree 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		
	22-23	23-24	24-25	22-23	23-24	24-25
American Indian	0.85%	0.31%	0.66%	3	1	2
African American	6.25%	7.17%	8.85%	22	23	27
Asian	0.28%	0.62%	1.64%	1	2	5
Filipino	1.14%	1.87%	0.66%	4	6	2
Hispanic/Latino	25.28%	28.04%	28.52%	89	90	87
Pacific Islander	0%	%	%	0		
White	45.17%	44.24%	37.38%	159	142	114
Two or More Races	18.75%	15.58%	20.98%	66	50	64
Not Reported	2.27%	2.18%	1.31%	8	7	4
Total Enrollment				352	321	305

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	22-23	23-24	24-25
Transitional Kindergarten			26
Kindergarten	97	68	52
Grade 1	61	49	46
Grade 2	62	55	50
Grade 3	49	45	44
Grade 4	40	43	39
Grade 5	43	42	48
Total Enrollment	352	321	305

Conclusions based on this data:

- For 2023-2024, we have 32 new students in 1st - 5th and many who moved. As of 9/5/2023, our enrollment is 321, so a decrease over last year as we begin the school year.
- Students rolling over from K to 1st, 3rd to 4th and 4th to 5th do not always remain enrolled for consecutive years, due to military location and population of our school, therefore the ability to review longevity of progress is challenging

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		
	22-23	23-24	24-25	22-23	23-24	24-25
English Learners	10	7	4	2.8%	2.2%	1.3%
Fluent English Proficient (FEP)	8	12	13	2.3%	3.7%	4.3%

Conclusions based on this data:

1. Data will be reviewed from classroom performance and 2025/2026 ELPAC to determine reclassification for EL students.

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	39	51	46	39	49	46	39	49	46	100.0	96.1	100
Grade 4	48	38	44	47	37	43	47	37	43	97.9	97.4	97.7
Grade 5	50	46	40	47	44	39	47	44	39	94.0	95.7	97.5
All Grades	137	135	130	133	130	128	133	130	128	97.1	96.3	98.5

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2454.	2448.	2446.	38.46	28.57	28.26	28.21	32.65	41.30	15.38	18.37	13.04	17.95	20.41	17.39
Grade 4	2516.	2516.	2483.	42.55	45.95	27.91	31.91	27.03	25.58	17.02	13.51	27.91	8.51	13.51	18.60
Grade 5	2529.	2507.	2521.	25.53	13.64	35.90	31.91	40.91	15.38	27.66	27.27	30.77	14.89	18.18	17.95
All Grades	N/A	N/A	N/A	35.34	28.46	30.47	30.83	33.85	28.13	20.30	20.00	23.44	13.53	17.69	17.97

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	28.21	20.41	30.43	61.54	65.31	58.70	10.26	14.29	10.87
Grade 4	23.40	40.54	32.56	72.34	48.65	62.79	4.26	10.81	4.65
Grade 5	29.79	20.45	25.64	63.83	70.45	64.10	6.38	9.09	10.26
All Grades	27.07	26.15	29.69	66.17	62.31	61.72	6.77	11.54	8.59

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	17.95	20.41	13.04	66.67	61.22	60.87	15.38	18.37	26.09
Grade 4	27.66	21.62	18.60	61.70	70.27	67.44	10.64	8.11	13.95
Grade 5	14.89	11.36	15.38	74.47	65.91	58.97	10.64	22.73	25.64
All Grades	20.30	17.69	15.63	67.67	65.38	62.50	12.03	16.92	21.88

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	15.38	14.29	10.87	71.79	77.55	78.26	12.82	8.16	10.87
Grade 4	12.77	16.22	18.60	80.85	75.68	76.74	6.38	8.11	4.65
Grade 5	12.77	6.82	7.69	80.85	81.82	82.05	6.38	11.36	10.26
All Grades	13.53	12.31	12.50	78.20	78.46	78.91	8.27	9.23	8.59

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	28.21	16.33	26.09	58.97	73.47	67.39	12.82	10.20	6.52
Grade 4	21.28	32.43	9.30	70.21	62.16	83.72	8.51	5.41	6.98
Grade 5	25.53	15.91	17.95	59.57	70.45	74.36	14.89	13.64	7.69
All Grades	24.81	20.77	17.97	63.16	69.23	75.00	12.03	10.00	7.03

Conclusions based on this data:

1. 2024/2025 data is not yet released for the reporting dashboard as of the date this plan is due to be approved. Data will be updated in the plan when it is available.
2. For the three years shows on the data chart, all areas, except writing, have made progress in decreasing the number in % Below Standard. The target grades of 3rd and 5th for % Above Standard will be reviewed when the 2024/2025 dashboard data is released to see if there is improvement and determine areas for intensive target instruction, along with our continual Response to Intervention screener data.
3. The comparative data from year to year is not consistent, as many of our students due to military location do not stay long term.

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	39	51	46	39	49	46	39	49	46	100.0	96.1	100
Grade 4	48	38	44	47	37	43	47	37	43	97.9	97.4	97.7
Grade 5	50	46	40	48	44	39	48	44	39	96.0	95.7	97.5
All Grades	137	135	130	134	130	128	134	130	128	97.8	96.3	98.5

* 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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2442.	2431.	2427.	12.82	18.37	17.39	51.28	28.57	36.96	17.95	34.69	21.74	17.95	18.37	23.91
Grade 4	2502.	2502.	2471.	27.66	24.32	11.63	42.55	43.24	25.58	14.89	24.32	48.84	14.89	8.11	13.95
Grade 5	2499.	2504.	2496.	12.50	13.64	15.38	20.83	27.27	10.26	41.67	36.36	41.03	25.00	22.73	33.33
All Grades	N/A	N/A	N/A	17.91	18.46	14.84	37.31	32.31	25.00	25.37	32.31	36.72	19.40	16.92	23.44

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	25.64	16.33	15.22	48.72	65.31	56.52	25.64	18.37	28.26
Grade 4	29.79	27.03	11.63	55.32	62.16	62.79	14.89	10.81	25.58
Grade 5	12.50	20.45	15.38	62.50	52.27	61.54	25.00	27.27	23.08
All Grades	22.39	20.77	14.06	55.97	60.00	60.16	21.64	19.23	25.78

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	15.38	16.33	15.22	79.49	63.27	67.39	5.13	20.41	17.39
Grade 4	27.66	24.32	16.28	55.32	62.16	72.09	17.02	13.51	11.63
Grade 5	10.42	9.09	10.26	70.83	75.00	64.10	18.75	15.91	25.64
All Grades	17.91	16.15	14.06	67.91	66.92	67.97	14.18	16.92	17.97

Conclusions based on this data:

1. 2024/2025 data is not yet released for the reporting dashboard as of the date this plan is due to be approved. Data will be updated in the plan when it is available.
2. 2023/2024 dashboard data is representative of a decrease in student's meeting math standards. For 2025/2026, all grades have a scheduled math block to focus on skills that is reassessed six times per year, moving students to groups where their learning is scaffolded. Response to Intervention screeners continue to determine next steps for intervention.
3. The comparative data from year to year is not consistent, as many of our students due to military location do not stay long term.

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://elpac.org) website for more information about the ELPAC.

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	*	*	*	*	*	*	*	*	*	4	*	*
2	*		*	*		*	*		*	*		*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*		*	*		*	*		*	*	
5		*	*		*	*		*	*		*	*
All Grades										10	12	7

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*		*	*		*	*		*	*		*	*		*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*		*	*		*	*		*	*		*	*	
5		*	*		*	*		*	*		*	*		*	*
All Grades	*	25.00	*	*	41.67	*	*	16.67	*	*	16.67	*	*	12	*

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*		*	*		*	*		*	*		*	*		*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*		*	*		*	*		*	*		*	*	
5		*	*		*	*		*	*		*	*		*	*
All Grades	*	25.00	*	*	50.00	*	*	16.67	*	*	8.33	*	*	12	*

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*		*	*		*	*		*	*		*	*		*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*		*	*		*	*		*	*		*	*	
5		*	*		*	*		*	*		*	*		*	*
All Grades	*	16.67	*	*	25.00	*	*	41.67	*	*	16.67	*	*	12	*

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	*	*	*	*	*	*	*	*	*	*	*	*
2	*		*	*		*	*		*	*		*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*		*	*		*	*		*	*	
5		*	*		*	*		*	*		*	*
All Grades	*	33.33	*	*	58.33	*	*	8.33	*	*	12	*

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	*	*	*	*	*	*	*	*	*	*	*	*
2	*		*	*		*	*		*	*		*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*		*	*		*	*		*	*	
5		*	*		*	*		*	*		*	*
All Grades	*	33.33	*	*	58.33	*	*	8.33	*	*	12	*

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	*	*	*	*	*	*	*	*	*	*	*	*
2	*		*	*		*	*		*	*		*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*		*	*		*	*		*	*	
5		*	*		*	*		*	*		*	*
All Grades	*	25.00	*	*	41.67	*	*	33.33	*	*	12	*

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	*	*	*	*	*	*	*	*	*	*	*	*
2	*		*	*		*	*		*	*		*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*		*	*		*	*		*	*	
5		*	*		*	*		*	*		*	*
All Grades	*	33.33	*	*	58.33	*	*	8.33	*	*	12	*

Conclusions based on this data:

1. ELPAC is an annual assessment with results reviewed at school level as they are received. The Dashboard is not updated as of 9/17/2024 for the 2023/2024 data.
2. Less than 3% of our student population are English Learners.

School and Student Performance Data

Student Population

The 2024 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.

2023-24 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
321	51.7%	2.2%	0.3%
Total Number of Students enrolled in Lone Tree 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.

2023-24 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	7	2.2%
Foster Youth	1	0.3%
Homeless	1	0.3%
Socioeconomically Disadvantaged	166	51.7%
Students with Disabilities	48	15%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	23	7.2%
American Indian	1	0.3%
Asian	2	0.6%
Filipino	6	1.9%
Hispanic	90	28%
Two or More Races	50	15.6%
Pacific Islander	0	0.0%
White	142	44.2%

Conclusions based on this data:

1. Our enrollment fluctuates throughout the year with our military community assignment changes.

2. As we enter 2024/2025, our socioeconomic disadvantage rate is 50%,
3. Diversity of enrollment is generally consistent from one year to next, however, over the past two school years we have seen a large increase in socio-economic disadvantaged rates. We attribute this to all families now completing the survey as part of our Aeries Data Confirmation and current economic factors.

School and Student Performance Data

Overall Performance

The 2024 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.

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



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

2024 Fall Dashboard Overall Performance for All Students

Academic Performance

English Language Arts



Green

Academic Engagement

Chronic Absenteeism



Green

Conditions & Climate

Suspension Rate



Blue

Mathematics



Yellow

English Learner Progress



No Performance Color

Conclusions based on this data:

- 2024/2025 data is not yet released for the reporting dashboard as of the date this plan is due to be approved. Data will be updated in the plan when it is available.
- 2025/2026 we have revised our school schedule to reflect both reading and math skill groups. The intervention teacher continues to support specific, targeted intervention for both math and reading.

School and Student Performance Data

Academic Performance English Language Arts

The 2024 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.

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 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.

2024 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students  Green 19.2 points above standard Maintained 2.2 points 114 Students	English Learners  No Performance Color Less than 11 Students 3 Students	Long-Term English Learners  No Performance Color 0 Students
Foster Youth  No Performance Color Less than 11 Students 1 Student	Homeless  No Performance Color Less than 11 Students 0 Students	Socioeconomically Disadvantaged  Green 11.0 points above standard Declined 7.8 points 62 Students

Students with Disabilities  No Performance Color 57.5 points below standard Increased 3.6 points 24 Students	African American  No Performance Color Less than 11 Students 7 Students	American Indian  No Performance Color 0 Students
Asian  No Performance Color Less than 11 Students 0 Students	Filipino  No Performance Color 0 Students	Hispanic  No Performance Color 9.7 points above standard Increased 10.0 points 27 Students
Two or More Races  No Performance Color 32.2 points above standard Increased 24.0 points 21 Students	Pacific Islander  No Performance Color 0 Students	White  Green 21.8 points above standard Declined 9.0 points 58 Students

Conclusions based on this data:

1. All Students and Socioeconomically Disadvantaged are testing areas with 11 students or more and indicated positive overall performance.
2. 2024/2025 data is not yet released for the reporting dashboard as of the date this plan is due to be approved. Data will be reviewed when it is available.

School and Student Performance Data

Academic Performance Mathematics

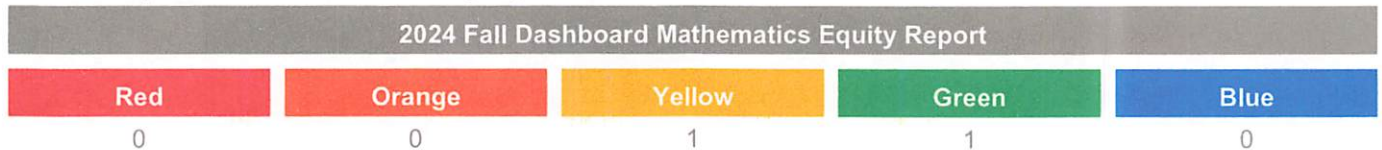
The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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.

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 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.

2024 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
 Yellow 11.4 points below standard Declined 7.2 points 114 Students	 No Performance Color Less than 11 Students 3 Students	 No Performance Color 0 Students
Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color Less than 11 Students 1 Student	 No Performance Color Less than 11 Students 0 Students	 Green 15.2 points below standard Increased 5.9 points 62 Students

Students with Disabilities  No Performance Color 85.7 points below standard Declined 17.6 points 24 Students	African American  No Performance Color Less than 11 Students 7 Students	American Indian  No Performance Color 0 Students
Asian  No Performance Color Less than 11 Students 0 Students	Filipino  No Performance Color 0 Students	Hispanic  No Performance Color 18.3 points below standard Increased 20.3 points 27 Students
Two or More Races  No Performance Color 21.1 points above standard Increased 40.5 points 21 Students	Pacific Islander  No Performance Color 0 Students	White  Yellow 11.3 points below standard Declined 25.2 points 58 Students

Conclusions based on this data:

1. All Students and Socioeconomically Disadvantaged are testing areas with 11 students or more and indicated average performance, however, math is an increased target area for our school day intervention as of 2025/2026 to include math skills blocks.
2. 2024/2025 data is not yet released for the reporting dashboard as of the date this plan is due to be approved. Data will be reviewed when it is available.

School and Student Performance Data

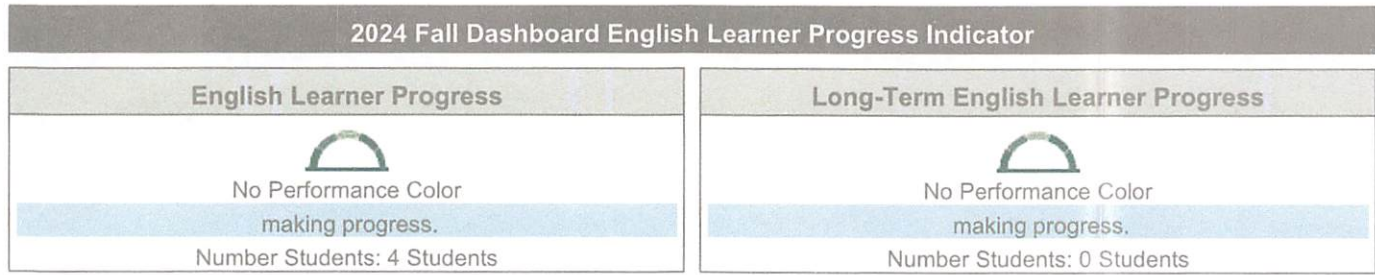
Academic Performance English Learner Progress

The 2024 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.

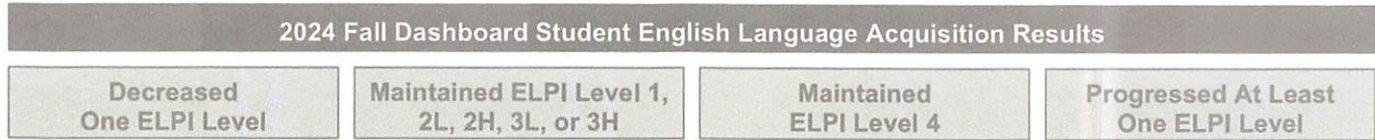
The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative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

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

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



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.



Conclusions based on this data:

1. The dashboard did not indicate results in this area perhaps because we had few EL students. Reference other pages in this plan regarding EL student progress.

School and Student Performance Data

Academic Performance College/Career Report

The 2024 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.

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



This section provides number of student groups in each level.



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

2024 Fall Dashboard College/Career Performance for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
Foster Youth	Homeless	Socioeconomically Disadvantaged
Students with Disabilities	African American	American Indian
Asian	Filipino	Hispanic
Two or More Races	Pacific Islander	White

Conclusions based on this data:

- Non-indicative report. We are a TK - 5th grade school.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

The 2024 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.

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



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard Chronic Absenteeism Equity Report

Red

Orange

Yellow

Green

Blue

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

2024 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group

All Students



Green

8.1% Chronically Absent

Declined 1.4

356 Students

English Learners



No Performance Color

Fewer than 11 students - data not
displayed for privacy

9 Students

Long-Term English Learners



No Performance Color

0 Students

Foster Youth



No Performance Color

Fewer than 11 students - data not
displayed for privacy

1 Student

Homeless



No Performance Color

Fewer than 11 students - data not
displayed for privacy

4 Students

Socioeconomically Disadvantaged



Green

9.8% Chronically Absent

Declined 2.5

173 Students

Students with Disabilities  Green 7.2% Chronically Absent Declined 4.8 69 Students	African American  No Performance Color 8% Chronically Absent Increased 8 25 Students	American Indian  No Performance Color Fewer than 11 students - data not displayed for privacy 2 Students
Asian  No Performance Color Fewer than 11 students - data not displayed for privacy 4 Students	Filipino  No Performance Color Fewer than 11 students - data not displayed for privacy 6 Students	Hispanic  Green 8.5% Chronically Absent Declined 2.6 94 Students
Two or More Races  Green 8.8% Chronically Absent Declined 6.6 68 Students	Pacific Islander  No Performance Color 0 Students	White  Green 7% Chronically Absent Declined 0.6 157 Students

Conclusions based on this data:

- 2024/2025 data is not yet released for the reporting dashboard as of the date this plan is due to be approved. Data will be reviewed when it is available.
- Our office makes phone calls to families who do not report absences, we meet with families who have a growing number of absences and we have an open door system of greeting students coming to school with our administrator, school counselor and school psychologist. Further, in 2024/2025 we implemented a districtwide School Attendance Review Team (SART) system to meet with families, teacher, admin, administrative assistant, health aide and parent when attendance is a concern. We have found positive improvement following SART meetings.
- Expanded school enrichment program to appeal to a broader range of 3rd - 5th grade students, student activities, counseling services and integrated MTSS supports may influence positive student attendance, as we'll be monitoring as we move forward through this school year.

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.

2024 Fall Dashboard Graduation Rate Equity Report

Orange

Green

All Students	English Learners	Long-Term English Learners
Foster Youth	Homeless	Socioeconomically Disadvantaged
Students with Disabilities	African American	American Indian
Asian	Filipino	Hispanic
Two or More Races	Pacific Islander	White

1. Non-indicative report. We are a TK - 5th grade school.

School and Student Performance Data

Conditions & Climate Suspension Rate

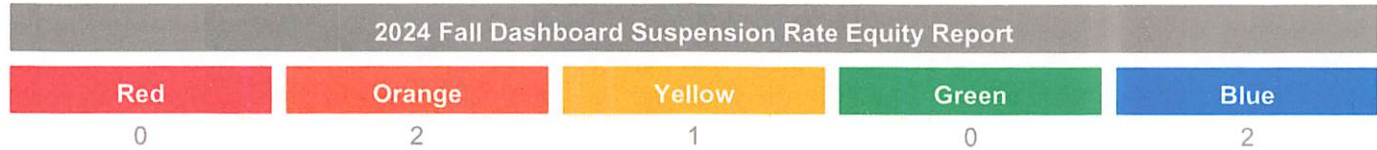
The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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.

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 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2024 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students  Blue 0.5% suspended at least one day Maintained 0% 366 Students	English Learners  No Performance Color Fewer than 11 students - data not displayed for privacy 9 Students	Long-Term English Learners  No Performance Color 0 Students
Foster Youth  No Performance Color Fewer than 11 students - data not displayed for privacy 1 Student	Homeless  No Performance Color Fewer than 11 students - data not displayed for privacy 4 Students	Socioeconomically Disadvantaged  Yellow 0.6% suspended at least one day Increased 0.6% 177 Students

Students with Disabilities  Orange 2.9% suspended at least one day Increased 2.9% 69 Students	African American  No Performance Color 0% suspended at least one day Maintained 0% 25 Students	American Indian  No Performance Color Fewer than 11 students - data not displayed for privacy 2 Students
Asian  No Performance Color Fewer than 11 students - data not displayed for privacy 4 Students	Filipino  No Performance Color Fewer than 11 students - data not displayed for privacy 6 Students	Hispanic  Blue 0% suspended at least one day Maintained 0% 96 Students
Two or More Races  Blue 0% suspended at least one day Declined 1.2% 69 Students	Pacific Islander  No Performance Color 0 Students	White  Orange 1.2% suspended at least one day Increased 0.7% 164 Students

Conclusions based on this data:

1. 2024/2025 data is not yet released for the reporting dashboard as of the date this plan is due to be approved. Data will be updated in the plan when it is available.
2. Communication between teachers, students, parents and admin is fluid to assist with positive student behavior. Expanded 3rd - 5th grade enrichment program, student activities, counseling services and integrated MTSS supports are in place to support positive student behavior.
3. Our school counselor, special education teachers and school psychologist coordinate together to provide collaborative behavioral interventions and skill based social emotional groups for 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 1

Title and Description of School Goal

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

Student Academic Achievement 75% of students are ready for next grade, or meet level 3 or above, for ELA and math.
--

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

WSD will improve student achievement for all students including special education, EL, economically disadvantaged and foster youth (LCAP 2024/2025 GOAL 1)
--

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.

Readiness for next grade level across school student body.
--

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
Student achievement growth on CAASPP assessments as measured by average scale score in math and ELA.	2024 Dashboard- Overall High for ELA (19.2 points above standard) and overall Medium for math (11.2 points below standard). The Dashboard ranges Very Low, Low, Medium, High, Very High	2025 Dashboard - Overall High for ELA and math. We did not meet this goal. The goal area continues for 2025/2026.
Percent of students advancing grade level on Accelerated Reader	2024/2025 entry Accelerated Reading STAR Assessment - 76% of 2nd - 5th grade students scored in the At or Above Grade Level	2024/2025 end of year Accelerated Reading STAR Assessment - 75% of 2nd - 5th grade students to score in the At or Above Grade Level. We met this goal. The 2025/2026 goal is 78% of 2nd - 5th grade students to score in the At or Above Grade Level.
Percent of students advancing grade level on IReady Reading	2024/2025 entry IReady Reading Diagnostics - 63% of 1st - 2nd grade students scored in the Early on Grade Level to Mid or Above Grade Level	2024/2025 end of year IReady Reading Diagnostics - 50% of 1st - 2nd grade students to score in the Early on Grade Level to Mid or Above Grade Level. We met this goal. The 2025/2026 goal is 65% of 1st - 2nd grade students to score in the Early on Grade Level to Mid or Above Grade Level.
Percent of students advancing grade level on IReady Math	2024/2025 entry IReady Math Diagnostics - 46% of 1st - 2nd grade students scored in the Early on Grade Level to Mid or Above Grade Level	2024/2025 end of year IReady Math Diagnostics - 50% of 1st - 2nd grade students to score in the Early on Grade Level to Mid or Above Grade Level. Although we made growth, we did not

meet this goal. The goal area continues for 2025/2026.

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	1. Provide differentiated instruction within the instructional day..	All Students	2,830 Lottery: Instructional Materials
1.2	2. Learning Center and Intervention services are available to tier 3 RTI students in addition to students with identified disabilities.	Students with classroom performance data indicating tier 3 RTI after in class intervention or identified disabilities.	Special Education District Salaries
1.3	3. Use technology programs to support academic development in areas of reading, math, vocabulary, spelling, reading fluency, reading comprehension, auditory processing, grammar and English language acquisition.	All Students	2,000 District Funded 800 Title I
1.4	4. Provide equal access to technology for students and staff.	All Students	1,000 General Education
1.5	5. District adopted core curriculum and materials, supplemental instructional materials and enrichment materials (i.e. materials for developing knowledge of the arts and academic language development) will be provided to each classroom.	All Students	5,490 Lottery: Instructional Materials
1.6	6. All teachers will use research based instructional skills to promote standards based learning in the classroom. Classroom materials and supplies.	All Students	4,000 General Education
1.7	7. Administrators will perform regular instructional walk-throughs throughout the school year and will provide input regarding the instructional effectiveness of lessons observed.	All Students	None Specified
1.8	8. Staff development efforts will target instructional efficacy and content mastery.	All Students	Title II Part A: Improving Teacher Quality District Funds
1.9	9. Each trimester, teachers will use student performance data to identify at risk students, evaluate growth and match students to interventions.	All Students	None Specified
1.10	10. Grade level planning meetings will occur each trimester to identify at-risk students and coordinate classroom instruction and targeted student interventions, including RTI monitoring.	All Students	None Specified

1.11	11. Academic achievement incentive programs will be in place and will be implemented consistently across each grade level.	All Students	2,000 Admin
1.12	12. Learning Center para-educators, Lifeskill para-educators and teachers are available to offer targeted academic support to English Language Learners and at-risk students.	EL Students	29,468.70 Title I Lifeskills staffing District Salaries
1.13	13. Use of web based software programs will be used in grades 1st -5th to enhance student achievement in ELA and Mathematics.	1st - 5th Grade Students	500.00 Title I 2,000 General Education
1.14	14. Expand available software to support remedial instruction.	All Students	None Specified
1.15	15. Maintain one to one electronic tablets for all 2nd-5th grade students.	2nd - 5th Grade Students	4,000.00 General Education 5,000.00 Lottery: Instructional Materials
1.16	16. Schedule interim CAASPP assessments and work with teachers to review data.	3rd - 5th grade students and 2nd grade students in spring	None Specified
1.17	17. Supplemental instructional lessons, activities and experiences tied to common core standards with direct student lessons. Intervention teacher on staff.	All Students	District Funded 450 Title I

Annual Review

SPSA Year Reviewed: 2024-25

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

Analysis

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

The goal updates are noted in the expected outcome. At the end of 2024/2025 with review of student assessments, we added a math skills block to our daily schedule for readiness skill grouping and targeted skills for math fluency.

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

No significant expenditure changes.

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

This goal will continue with updated data and reduced budget areas, due to financial allotment changes to the site.

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.

Student Attendance

Student attendance rates for all students.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Increase engagement of parents, students, and the larger community to boost trust and improve performance amongst all students (LCAP 2024/2025 #3)

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.

Increase student attendance

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
Student attendance rate for all students	2024/2025 rate of student attendance was 96.19%	2024/2025 rate of student attendance to be 97.04% This goal was not met. This goal area continues for 2025/2026.

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	1. Schoolwide Social Emotional Learning programs and school counseling.	All Students	500 Title I EIA Funds LEP 2,000 General Education

			District Funded
2.2	2. Learning Center services are available to at-risk students in addition to students with identified disabilities.	All students	None Specified District Salaries
2.3	3. Use technology programs to support academic development in areas of reading, math, vocabulary, spelling, reading fluency, reading comprehension, auditory processing, grammar, and English language acquisition.	All students	Technology (budget included in goal 1)
2.4	4. District adopted core curriculum and materials, supplemental instructional materials and enrichment materials (i.e. materials for developing knowledge of the arts and stimulating fine motor development) will be provided to each classroom.	All students	All budget noted in goal 1
2.5	5. All teachers will use research based instructional skills to promote standards based learning in the classroom.	All students	None Specified
2.6	6. Student achievement incentive programs will be in place and will be implemented consistently across each grade level.	All Students	1,000 Admin Academic Incentive Programs (budget included in goal 1)

Annual Review

SPSA Year Reviewed: 2024-25

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

Analysis

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

2023/2024 Average Daily Attendance was 96.04%. 2024/2025 Average Daily Attendance was 96.19%. We made growth, however, we will continue this goal area. Independent Study has been expanded to making up any day of absence up to a date in March of the school year. Our school day programs, enrichment supports, interventions and staff greetings to students on campus and throughout classroom door entrances has been increased to welcome students and families.

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

No significant expenditure changes.

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

This goal will continue with updated data and reduced budget areas, due to financial allotment changes to the site.

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.

Improve Student Engagement and Climate Outcomes

Staff will use behavior interventions and educational enrichment programs to maximize student learning, advancement with social emotional well-being and motivation in all academic subjects. This goal will continue.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Increase engagement of parents, students, and the larger community to boost trust and improve performance amongst all students (LCAP 2024/2025 #3)

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.

Student connectivity to school and performance with personal best.

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
Suspensions	2018/2019 = 6 2019/2020 = 2 (shortened onsite school year with COVID-19) 2020/2021 not applicable - we started with distance learning, moved to hybrid model and ended the year with a transitional full day schedule. This was not a consistent, daily, longitudinal school atmosphere or daily conditions in which to provide a measure or data. 2021/2022 = 1 2022/2023 = 2 2023/2024 = 5 2024/2025 = 4	3 or less. This goal was not met. This goal will continue for 2025/2026
Referrals	2018/2019 = 27 2019/2020 = 7 (shortened onsite school year with COVID-19) 2020/2021 not applicable - we started with distance learning, moved to hybrid model and ended the year with a transitional full day schedule. This was not a consistent, daily, longitudinal school atmosphere or daily conditions in which to provide a measure or data.	25 or less. Goal met. This goal will remain in place at 25 or less for 2025/2026 as it is reasonable that we will have some behavior referrals over the course of the school year.

	2021/2022 = 16 15 of the 16 earned back merit points through classroom restorative practices 2022/2023 = 25 24 of 25 earned back merit points through classroom restorative practices. 2023/2024 = 37 2024/2025 = 24	
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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	1. Anti-Bully, social-emotional learning, positive behavior and resilience curriculum (Lifeskills, DoDEA grant "Pals" & School Counseling) will continue to be in place in TK – 5th grades.	All Students	2,400 General Education DoDEA PALS Grant (Cycle of grant ends 2024/2025) 2,250 Lottery: Instructional Materials
3.2	2. A Life Skills para-ed and DoDEA grant "Pals" to support social-emotional learning strategies and skills for students.	All Students	Lifeskills (All budget listed in goal 1) and DoDEA Grant
3.3	3. School rules will be enforced consistently across the grade levels and by each teacher and para-educator.	All Students	
3.4	4. Trimester Renaissance assemblies (adjusted recognition program during distance learning) will honor all students who have positive attendance, have met academic goals, have high grades and show strong evidence of all-around effort and character with enhancement for academic and non-academic achievement.	All Students	5,000 Admin
3.5	5. A counselor is available 5 days a week on site.	All Students	District Salaries
3.6	6. Classroom furniture (i.e. student desks, horseshoe tables, computer tables, seating options, chairs, white boards, visual aides, computers etc.) will be updated as needed to maintain a safe, comfortable, efficient and attractive learning environment.	All Students	None Specified District Maintenance 6,000 General Education
3.7	7. Playgrounds will be maintained with activities to support physical development and organized games further developed for teambuilding and cooperative skills.	All Students	

			DoDEA PALS Grant (Cycle of grant ends 2024/2025) and District Maintenance
3.8	8. Incentives and activities, active engagement curriculum lessons, including family activities (i.e. STEAM) to encourage reading, academic achievement and strong character will continue to be in place coordinated by grade levels.	All Students	1,000 Admin All budget listed in goal 1 DoDEA Grant Team STEAM (Cycle of grant ends 2026/2027) and PALS (Cycle of grant ends 2024/2025)
3.9	9. Jet Blast positive behavior recognition notes will be sent home with students and accounted for in the office along with Jet Cash for students to earn "cash" for positive actions on site with a classroom community banking system for classroom redemption of cash for unified incentive.	All Students	1,000 Admin
3.10	10. Expanded communication booklet is provided to parents to describe Renaissance programs and associated supports.	All Students	200 Admin
3.11	11. Family engagement events are calendared and publicized for students and their families to come to school in the afternoons for scheduled events (i.e. harvest festival, student & parent dance, STEAM night)	All Students	Student Body and DoDEA Team STEAM Grant (Cycle of grant ends 2026/2027)
3.12	12. New student and exiting students will receive assistance with transition to new school and closure to leaving this school, as applicable, through school counseling and site events, such as new student social.	All Students	400 Admin
3.13			Other

Annual Review

SPSA Year Reviewed: 2024-25

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

Analysis

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

Our goal for 2024/2025 was 25 or less referrals and we had 24. This is a 36% decrease over referrals in 2023/2024. Our goal for 2024/2025 was 3 or less suspensions and we had 4. This was a 20% decrease over suspensions from 2023/2024. Many of the referrals and suspensions were duplicated students. All but 2 of the referrals were earned back by students through improved behaviors that were directly related to the reasons for referrals written. This was with support of staff, social emotional resource interventions, parent collaboration and consistent reinforcement. More

involved infractions/behaviors were addressed through parent and staff meetings, check in check out sheets and behavior plan implementation.

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

No significant expenditure changes.

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

This goal will continue with updated data and reduced budget areas, due to financial allotment changes to the site.

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.

Improve instructional practice through professional development and professional learning communities.

Staff will attend professional development and work collaboratively to further promote instructional development and become leaders within the community with peer to peer training. This goal will continue.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

WSD will improve student achievement for all students including special education, EL, economically disadvantaged and foster youth (LCAP 2024/2025 GOAL 1)

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.

Evolving and changing student needs. Technological advancements. Community health. Continued growth with providing lessons to involve and engage students.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Training and Implementation of Professional Learning	2019/2020 One Note training, however teachers did not find it useful for their applications to instructional outcomes for students. 2019/2020 Moby Max, LanSchool, Office 365 and ESGI. 2020/2021 expand training based on districtwide teacher survey conducted before school started. 2020/2021 Training from 2019/2020 carried over to classroom integration. Moby Max is utilized by all K - 5th. LanSchool has been replaced with a new program for which training was provided. Office 365 is utilized by all teachers. ESGI is a testing tool in use by TK - 1st grade. 2021/2022 Amplify, CATCH PE and Stop the Bleed 2022/2023 Amplify, Sonday, SiPPS, Stop the Bleed, Zones of Regulation, Second Steps 2023/2024 iReady, STEAM program, Enrichment courses, Moby Max, Classroom Behavior Interventions and Wayfinder 2024/2025 iReady, STEAM program, Enrichment courses, Moby Max, Classroom Behavior Interventions, Zones of Regulation, intervention tools within iReady software, review of screening assessments for validity and value to prepare for the 2025/2026 school year.	2024/2025 *iReady from the company and peer-to-peer *Artificial Intelligence programs *Behavior Interventions *Social Emotional Learning peer-to-peer *Staff Collaboration for Intervention Groups Goal continues for 2025/2026 with the addition of: *Math curriculum pilot (Reveal) by key teachers

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	1. Staff offers input on areas of need to carry out the technology and curriculum adoption plan developed by the district.	All Students	None Specified
4.2	2. Scheduled staff development days, staff meetings and trainings.	All Students	Title II Part A: Improving Teacher Quality
4.3	3. Communication to remain open with teachers and administration for peer-to-peer trainings/collaborative experiences.	All Students	None Specified

4.4	4. Stay current with updated technology programs in the district for student access, resource for teachers and to support instruction.	All Students	Title II Part A: Improving Teacher Quality
4.5	5. Equip classrooms with technology tools to improve educational experiences in the classroom.	All Students	7,700 General Education All budget listed in goal 1
4.6	6. Support supplemental curriculum and instruction needed to teach standards for students.	All Students	6,174 Lottery: Instructional Materials 3,000 General Education

Annual Review

SPSA Year Reviewed: 2024-25

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

Analysis

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

Goal met and we continue this into 2025/2026. This goal did not change, as we are invested in our current programs and are providing further training for staff.

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

No significant expenditure changes.

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

This goal will continue with updated data and reduced budget areas, due to financial allotment changes to the site.

Goals, Strategies, & Proposed Expenditures

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

Goal 5

Title and Description of School Goal

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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.

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

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

Annual Review

SPSA Year Reviewed: 2024-25

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

Analysis

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

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

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



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	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$98,162.70
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	\$31,718.70

Subtotal of additional federal funds included for this school: \$31,718.70

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 (\$)
Admin	\$10,600.00
District Funded	\$2,000.00
General Education	\$32,100.00
Lottery: Instructional Materials	\$21,744.00

Subtotal of state or local funds included for this school: \$66,444.00

Total of federal, state, and/or local funds for this school: \$98,162.70

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
General Education	32,100	0.00
Title I	31,718.70	0.00
Lottery: Instructional Materials	21,744	0.00
Admin	19,735.08	9,135.08

Expenditures by Funding Source

Funding Source	Amount
Admin	10,600.00
District Funded	2,000.00
General Education	32,100.00
Lottery: Instructional Materials	21,744.00
Title I	31,718.70

Expenditures by Budget Reference

Budget Reference	Amount
	450.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	Admin	10,600.00
	District Funded	2,000.00
	General Education	32,100.00
	Lottery: Instructional Materials	21,744.00
	Title I	31,718.70

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	59,538.70

Goal 2
Goal 3
Goal 4

3,500.00
18,250.00
16,874.00

School Site Council Membership

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

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

Name of Members	Role
Jodie Jacklett	Principal
Carrie Valdespino (25 - 27)	Classroom Teacher
Jackie Smith (25 - 27)	Classroom Teacher
Stephanie Dorman (24 - 26)	Classroom Teacher
Jennifer Walsh (24 - 26)	Classroom Teacher
Tammy Bocksberger (24 - 26)	Classroom Teacher
Ashley Sangenario (25 - 27)	Other School Staff
Genny Moore (25 - 27)	Parent or Community Member
Julian Logoai-Vairai (25 - 27)	Parent or Community Member
Kylee Robinson (25 - 27)	Parent or Community Member
Clarissa Pilapil (24 - 26)	Parent or Community Member
Stephanie Ellis (24 - 26)	Parent or Community Member
Phillip Julson (24 - 26) ALT	Parent or Community Member
Maria Barrera (24 - 26) ALT	Parent or Community Member
Brettney Elszasz (25 - 27) ALT	Parent or Community Member
James Gockel (25 - 27) ALT	Parent or Community Member
Rachel Perkins (24 - 26) ALT	Other School Staff
Melinda DiGiacomo (25 - 27) ALT	Classroom Teacher

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
DocuSigned by: <i>Shari Guzman</i> 12360775330348E...	English Learner Advisory Committee 9/29/2025

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 9/29/2025.

Attested:

Principal, Jodie Jacklett on 9/29/2025	DocuSigned by: <i>Jodie Jacklett, Principal</i> 205269D859CB48E...
SSC Chairperson, Chairperson	<i>[Signature]</i> on 9/29/2025