

School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Helen M. Wilcox Elementary School	04 61523 6003289	JUNE 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 Helen M. Wilcox Elementary 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.

Table of Contents

SPSA Title Page	1
Table of Contents.....	2
Plan Description.....	4
Educational Partner Involvement.....	5
Resource Inequities	5
Comprehensive Needs Assessment Components	5
California School Dashboard (Dashboard) Indicators.....	5
Other Needs.....	6
School and Student Performance Data	7
Student Enrollment.....	7
CAASPP Results.....	9
ELPAC Results	13
Student Population.....	16
Overall Performance	18
Academic Performance.....	20
Academic Engagement.....	27
Conditions & Climate.....	30
Goals, Strategies, & Proposed Expenditures.....	32
Goal 1.....	32
Goal 2.....	37
Goal 3.....	39
Goal 4.....	43
Goal 5.....	45
Budget Summary	46
Budget Summary	46
Other Federal, State, and Local Funds	46
Budgeted Funds and Expenditures in this Plan.....	47
Funds Budgeted to the School by Funding Source.....	47
Expenditures by Funding Source	47
Expenditures by Budget Reference	48
Expenditures by Budget Reference and Funding Source	48
Expenditures by Goal.....	49
School Site Council Membership	50
Recommendations and Assurances	51
Instructions.....	52
Appendix A: Plan Requirements	59

Appendix B: Plan Requirements for School to CSI/ATSI Planning Requirements62
Appendix C: Select State and Federal Programs65

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 Helen M. Wilcox Elementary School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

This plan is being used by Helen M Wilcox School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state and local programs: Plan was developed based on using a comprehensive needs assessment that included analysis of the data from the California School Dashboard. The plan addresses the need to improve in the following areas: academic achievement in English Language Arts and Math and reduction in chronic absenteeism.

Schoolwide program:

Our Mission:

At Helen Wilcox Elementary, we inspire every student to think deeply, learn purposefully, achieve their goals, create with imagination, and care thoughtfully for themselves and others.

Our Vision:

We will work for every child to thrive; grow confidence, learn to lead and succeed in a diverse and changing world.

Our Literacy Vision: We are committed to providing clear guidance, practical resources, and aligned systems grounded in the Science of Reading so that you can focus on what matters most—teaching students to read with confidence and understanding. Through collective responsibility and shared expertise, we will ensure every student receives strong Tier 1 instruction, targeted support when needed, and the opportunity to succeed as a reader. Together, we are creating a culture where literacy thrives—and where teachers feel empowered, supported, and valued in this critical work.

Wilcox's school-wide plan was developed to support the needs of our students as identified through the comprehensive needs assessments: Theses include:

Strategies that we are implementing to address student needs by providing opportunities for all students to meet the challenging state academic standards.

The use of engaging methods and Explicit and direct instructional strategies that strengthen the academic program at Helen Wilcox.

We are engaged in the Science of Reading and equipping our teachers with knowledge to transform our literacy practices.

The staff of Helen Wilcox works hard to ensure all students learn. We offer a comprehensive support system through the Title 1 program. We provide small group instruction in collaboration with grade-level teachers and our Reading Intervention team. The school has a wide ethnic diversity in its student population. We have approximately 25% of our students are English Language Learners. We utilize two EL teachers and a bilingual liaison. Our Reading Intervention teams works with students in small groups providing UFLI instruction. Our general education teachers provide strong literacy lessons using Heggerty and Wilson Foundation curriculum as well as Nat Geo Reach for Reading. We also provide I-Ready, and Lexia Core 5. Our Library para professional provides weekly read alouds to classrooms. We have an Art teachers and two PE teachers to provide a well rounded education.

Helen Wilcox offers after school care through Butte County Office of Education. The program is called Expanded Learning Program. Our teachers also provide targeted instructional clubs as well as enrichment clubs for our students before and after school.

We are a PBIS school. Our MTSS teams meet to discuss, academics, behavior, attendance. The team consists of administration, grade level teachers TK-3, Community Advocate, paraprofessionals, counselors and parents. The team analyzes schoolwide data, and develop school behavior lesson plans. We have received Platinum recognition from the state of California numerous times. This recognition showcases our commitment to foster a positive and supportive and safe environment at Helen Wilcox.

To support students socially and emotionally we have a Wellness team; consisting of two counselors, wellness coach, a support paraprofessional and assistant principal and MTSS representatives. This group meets with the MTSS team to

analyze data and plan for students who have been identified with a universal screener. Discussion around individual student wellness and needing extra support as a school wide place to foster a positive school environment.

Educational Partner Involvement

How, when, and with whom did Helen M. Wilcox 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

The School Plan for Student Achievement is overseen by the School Site Council. The SSC is comprised of teachers, staff, and parents. All members of the SSC were elected by the school community. Each position is a two-year commitment. The SSC meets as necessary—at least four times a year. During these meetings student achievement data is analyzed, goals within the SPSA are discussed and participation in a needs assessment process and develops and approves the annual SPSA.

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.

N/A

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.

While all students score at the 32.3 points below standard in English Language Arts, the majority of student subgroups maintained. The two groups that score in the orange were Hispanic 32.8 points below standard and declined by 7 points (53 students) and Socioeconomically Disadvantaged 36.6 points below standards and maintained for the year before (109 students). Helen Wilcox scored orange in Chronic Absenteeism in the following student groups: English learners, Homeless, Students with Disabilities and Two or More races. Also, Helen Wilcox scored orange in Math Academic in the following student groups: SED and Hispanic.

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.

There is a discrepancy with Chronic Absenteeism with the subgroups Two or More Races and Students with Disabilities. All students grouping was 24.7% chronically absent with a decline of 3% (628 students). Two or More Races 29.4% with an increase of 1.9% (109 students) and Students with Disabilities 28.9% an increase of 3.9% (121 students). Since 2022 our percentage for Chronic Absenteeism has declined 46.1% (2022) to 24.7% (2025). This is a good thing. We want our students coming to school!

Other Needs

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

In the Palermo District, Math is lacking. We have developed a District Task Force. Grade level representatives to District leadership meet monthly to discuss and learn from local experts, including our County office of Education. We are spending this year reviewing new curriculum for our district. One main goal is to have a vertically aligned curriculum. We will possibly be piloting next year.

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Helen M. Wilcox 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	2.30%	2.03%	1.85%	13	12	11
African American	0.53%	1.01%	1.18%	3	6	7
Asian	3.71%	3.55%	4.03%	21	21	24
Filipino	0.53%	0.17%	%	3	1	
Hispanic/Latino	36.75%	38.85%	39.16%	208	230	233
Pacific Islander	0.35%	0.34%	%	2	2	
White	39.93%	37.33%	38.15%	226	221	227
Two or More Races	15.90%	15.88%	13.95%	90	94	83
Not Reported	%	0.84%	1.68%		5	10
Total Enrollment				566	592	595

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	23-24	24-25	25-26
Transitional Kindergarten		63	72
Kindergarten	134	128	129
Grade 1	127	138	130
Grade 2	129	127	136
Grade3	127	136	128
Total Enrollment	566	592	595

Conclusions based on this data:

1. With the changes with the age criteria for TK, we have seen an slight increase with students. The PUESD district does have preschool classes at Honcut, Helen Wilcox and Palermo sites. This gives parents a choice for those students at meet both criteria for Preschool and TK programs.
2. We have been planning on opening a fourth TK classroom and are building 6 new classrooms for TK/K programs.
3. Since the school year 2024-2025 we have seen an increase in population. Our numbers for the 2025-26 school year are now over 600.

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	76	75	85	13.4%	12.7%	14.3%
Fluent English Proficient (FEP)	16	19	27	2.8%	3.2%	4.5%
Reclassified Fluent English Proficient (RFEP)	7	12		9%	16%	

Conclusions based on this data:

1. Number of English Learners remains steadfast.
2. Students show a increase in testing with the ELPAC of Fluent English Proficient students.
3. Reclassified: 12 students 24-25 school year.

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	113	128	139	111	124	135	111	124	135	98.2	96.9	97.1
Grade 4	*			0			0					
All Grades	114	128	139	111	124	135	111	124	135	97.4	96.9	97.1

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard 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	2384.	2396.	2397.	14.41	19.35	14.81	12.61	18.55	19.26	32.43	21.77	24.44	40.54	40.32	41.48
All Grades	N/A	N/A	N/A	14.41	19.35	14.81	12.61	18.55	19.26	32.43	21.77	24.44	40.54	40.32	41.48

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	9.01	13.71	8.15	61.26	61.29	70.37	29.73	25.00	21.48
All Grades	9.01	13.71	8.15	61.26	61.29	70.37	29.73	25.00	21.48

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	9.01	10.48	11.85	45.95	49.19	51.85	45.05	40.32	36.30
All Grades	9.01	10.48	11.85	45.95	49.19	51.85	45.05	40.32	36.30

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	9.91	5.65	5.93	72.07	76.61	75.56	18.02	17.74	18.52
All Grades	9.91	5.65	5.93	72.07	76.61	75.56	18.02	17.74	18.52

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	7.21	12.90	7.41	66.67	68.55	66.67	26.13	18.55	25.93
All Grades	7.21	12.90	7.41	66.67	68.55	66.67	26.13	18.55	25.93

Conclusions based on this data:

- 2024 Overall achievement for third grade taking the ELA portion of the assessment is 34.07%. The assessment is challenging and reflects the shift in focus from learning of information to the application of information. The teachers continue to implement technology standards in the classroom and work to prepare students for this language intensive computerized exam.
- 2024 78% percent of third grade students at Wilcox taking the Reading portion of the assessment scored near, at or above standards. 63.70 percent of students scored near, at or above in writing. While below standards percentage scores decrease in reading and writing. We did see a slight negative shift with Listening and Research/Inquiry. Differentiation of instruction on a Tier 1 level must be more effectively implemented to focus more effort on the students whose performance is near standard. They have the potential for the greatest growth and achievement.

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	113	128	139	111	127	135	111	127	135	98.2	99.2	97.1
Grade 4	*			0			0					
All Grades	114	128	139	111	127	135	111	127	135	97.4	99.2	97.1

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard 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	2389.	2412.	2412.	4.50	8.66	10.37	22.52	25.98	24.44	35.14	29.92	35.56	37.84	35.43	29.63
Grade 11															
All Grades	N/A	N/A	N/A	4.50	8.66	10.37	22.52	25.98	24.44	35.14	29.92	35.56	37.84	35.43	29.63

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	6.31	13.39	15.56	56.76	58.27	50.37	36.94	28.35	34.07
Grade 11									
All Grades	6.31	13.39	15.56	56.76	58.27	50.37	36.94	28.35	34.07

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	9.01	11.02	18.52	53.15	60.63	54.81	37.84	28.35	26.67
All Grades	9.01	11.02	18.52	53.15	60.63	54.81	37.84	28.35	26.67

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	5.41	14.96	11.85	66.67	60.63	68.89	27.93	24.41	19.26
All Grades	5.41	14.96	11.85	66.67	60.63	68.89	27.93	24.41	19.26

Conclusions based on this data:

1. 34.81 percent of Wilcox third graders taking this assessment met or exceeded math standards. Helen Wilcox will spend time looking at instructional strategies related to math concepts, procedures, problem solving and communicating reasoning. We will seek ongoing professional development.
2. Separating the math claims out, Concepts & Procedures show an increase from 48% to 57% third graders taking this portion of the assessment score above or at/near standard range. Fifty-five and thirty-four percent of third graders taking the Problem Solving and Modeling/Data Analysis portion of the assessment scored near the standard range. Fifty-nine and twenty two percent of third graders taking the Communicating Reasoning portion of the assessment scored near the standard range.
3. The percentage of students falling in the below standard range is 29% percent. The Wilcox staff will continue to monitor and further develop instructional practices aligned to the targeted skills. The assessment is challenging and reflects the shift in focus from learning of information to the application of information. The teachers continue to implement technology standards in the classroom and work to prepare students for this language intensive computerized exam. Also, comparing our grade level to other school's third-grade scores are comparable. We have implemented a district wide Math Task Force.

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 \(ELPAC\)](http://English Language Proficiency Assessments for California (ELPAC)) web page or the ELPAC.org website for more information about the ELPAC.

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	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	1411.0	1386.2	1400.8	1421.2	1399.5	1409.0	1386.7	1354.8	1381.3	33	25	28
1	1444.5	1438.6	1421.9	1448.5	1456.6	1436.9	1439.8	1420.2	1406.4	13	19	18
2	1476.5	1442.4	1520.5	1462.8	1442.1	1538.5	1489.6	1442.1	1502.1	17	16	17
3	1498.2	1487.2	1501.4	1512.9	1483.3	1507.0	1482.8	1490.4	1495.4	17	18	16
All Grades										80	78	79

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	15.15	8.00	7.14	27.27	16.00	39.29	33.33	44.00	32.14	24.24	32.00	21.43	33	25	28
1	7.69	5.26	0.00	38.46	26.32	22.22	46.15	57.89	38.89	7.69	10.53	38.89	13	19	18
2	11.76	6.25	35.29	52.94	43.75	47.06	29.41	37.50	17.65	5.88	12.50	0.00	17	16	17
3	23.53	16.67	25.00	35.29	50.00	37.50	29.41	5.56	25.00	11.76	27.78	12.50	17	18	16
All Grades	15.00	8.97	15.19	36.25	32.05	36.71	33.75	37.18	29.11	15.00	21.79	18.99	80	78	79

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	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	12.12	0.00	10.71	36.36	36.00	39.29	33.33	36.00	28.57	18.18	28.00	21.43	33	25	28
1	7.69	5.26	11.11	53.85	52.63	22.22	30.77	36.84	38.89	7.69	5.26	27.78	13	19	18
2	0.00	12.50	52.94	47.06	43.75	41.18	52.94	31.25	5.88	0.00	12.50	0.00	17	16	17
3	52.94	44.44	43.75	29.41	27.78	43.75	11.76	5.56	0.00	5.88	22.22	12.50	17	18	16
All Grades	17.50	14.10	26.58	40.00	39.74	36.71	32.50	28.21	20.25	10.00	17.95	16.46	80	78	79

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	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	5.00	8.00	0.00	20.00	4.00	28.57	55.00	52.00	57.14	20.00	36.00	14.29	20	25	28
1	5.00	0.00	0.00	15.00	5.26	5.56	45.00	57.89	38.89	35.00	36.84	55.56	20	19	18
2	3.85	6.25	17.65	34.62	37.50	47.06	42.31	25.00	23.53	19.23	31.25	11.76	26	16	17
3	0.00	5.56	6.25	0.00	27.78	37.50	43.75	38.89	31.25	56.25	27.78	25.00	16	18	16
All Grades	7.50	5.13	5.06	27.50	16.67	29.11	35.00	44.87	40.51	30.00	33.33	25.32	80	78	79

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	24.24	0.00	14.29	57.58	80.00	67.86	18.18	20.00	17.86	33	25	28
1	46.15	26.32	22.22	46.15	68.42	72.22	7.69	5.26	5.56	13	19	18
2	23.53	25.00	47.06	76.47	62.50	52.94	0.00	12.50	0.00	17	16	17
3	29.41	16.67	6.25	47.06	55.56	68.75	23.53	27.78	25.00	17	18	16
All Grades	28.75	15.38	21.52	57.50	67.95	65.82	13.75	16.67	12.66	80	78	79

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	9.09	0.00	11.11	63.64	76.00	55.56	27.27	24.00	33.33	33	25	27
1	0.00	10.53	0.00	84.62	73.68	61.11	15.38	15.79	38.89	13	19	18
2	0.00	6.25	64.71	100.00	81.25	35.29	0.00	12.50	0.00	17	16	17
3	76.47	61.11	87.50	23.53	16.67	0.00	0.00	22.22	12.50	17	18	16
All Grades	20.00	17.95	35.90	66.25	62.82	41.03	13.75	19.23	23.08	80	78	78

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	6.06	8.00	0.00	69.70	56.00	85.71	24.24	36.00	14.29	33	25	28
1	7.69	0.00	0.00	53.85	63.16	44.44	38.46	36.84	55.56	13	19	18
2	29.41	6.25	29.41	47.06	62.50	58.82	23.53	31.25	11.76	17	16	17
3	5.88	5.56	6.25	47.06	61.11	50.00	47.06	33.33	43.75	17	18	16
All Grades	11.25	5.13	7.59	57.50	60.26	63.29	31.25	34.62	29.11	80	78	79

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	33.33	8.00	48.15	33.33	52.00	40.74	33.33	40.00	11.11	33	25	27
1	7.69	0.00	0.00	69.23	84.21	44.44	23.08	15.79	55.56	13	19	18
2	17.65	6.25	23.53	64.71	75.00	70.59	17.65	18.75	5.88	17	16	17
3	17.65	22.22	18.75	64.71	55.56	68.75	17.65	22.22	12.50	17	18	16
All Grades	22.50	8.97	25.64	52.50	65.38	53.85	25.00	25.64	20.51	80	78	78

Conclusions based on this data:

1. Present data indicates 42.5% of EL students scored a level 3 or higher overall.
2. 2023 In all domain areas (Writing, Reading, Speaking and Listening) there is an overall increase in Well Developed.

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.

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

2024-25 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
592	85.6%	12.7%	1%
Total Number of Students enrolled in Helen M. Wilcox 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	75	12.7%
Foster Youth	6	1%
Homeless	46	7.8%
Socioeconomically Disadvantaged	507	85.6%
Students with Disabilities	91	15.4%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	6	1%
American Indian	12	2%
Asian	21	3.5%
Filipino	1	0.2%
Hispanic	230	38.9%
Two or More Races	94	15.9%
Pacific Islander	2	0.3%
White	221	37.3%

Conclusions based on this data:

1. Our district and school sites have a high number of Socioeconomically disadvantaged students. Helen Wilcox has 85.6% identified as socioeconomically disadvantaged. This is an increase.

2. Our Hispanic and White populations are significantly larger than other populations.

School and Student Performance Data

Overall Performance

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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2025 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. Conditions and Climate data shows we scored positively. Overall, our two counselors, implementation of PBIS and our SEL curriculum support our students behavior needs.
2. Due to COVID, the state's chronic absenteeism skyrocketed. Since then, the state, PUESD District and our site has decreased the percentage.

-
-
3. Mathematics shows growth on the California Dashboard. As well as our English Learner Progress.

School and Student Performance Data

Academic Performance English Language Arts

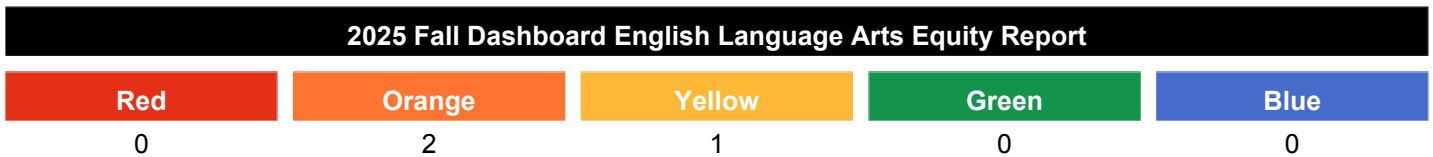
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This section provides number of student groups in each level.



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		
<p>All Students</p> <p>Orange</p> <p>32.3 points below standard</p> <p>Maintained -0.6 points</p> <p>126 Students</p>	<p>English Learners</p> <p>No Performance Color</p> <p>27.7 points below standard</p> <p>Increased 3.7 points</p> <p>20 Students</p>	<p>Long-Term English Learners</p>
<p>Foster Youth</p> <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>1 Student</p>	<p>Homeless</p> <p>No Performance Color</p> <p>37.8 points below standard</p> <p>12 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Orange</p> <p>36.6 points below standard</p> <p>Maintained -1 points</p> <p>109 Students</p>

<p>Students with Disabilities</p>  <p>No Performance Color</p> <p>67.5 points below standard</p> <p>Increased 26.4 points</p> <p>29 Students</p>	<p>African American</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>1 Student</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>1 Student</p>
<p>Asian</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>5 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>1 Student</p>	<p>Hispanic</p>  <p>Orange</p> <p>32.8 points below standard</p> <p>Declined 7 points</p> <p>53 Students</p>
<p>Two or More Races</p>  <p>No Performance Color</p> <p>29.7 points below standard</p> <p>21 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>1 Student</p>	<p>White</p>  <p>Yellow</p> <p>35.3 points below standard</p> <p>Increased 5.9 points</p> <p>43 Students</p>

Conclusions based on this data:

1. All students maintained -students are 32.3 below standard.
2. Hispanic group declined by seven points. They are very similar to All Students 32.8 points below standard.
3. Our White group increase by 5.9 points and are 35.3 points below standard.

School and Student Performance Data

Academic Performance Mathematics

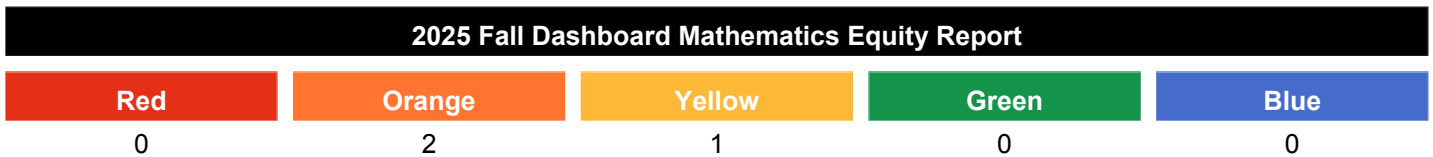
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This section provides number of student groups in each level.



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.

2025 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p> <p>Yellow</p> <p>22.7 points below standard</p> <p>Maintained -1.2 points</p> <p>126 Students</p>	<p>English Learners</p> <p>No Performance Color</p> <p>11.7 points below standard</p> <p>Increased 27.4 points</p> <p>20 Students</p>	<p>Long-Term English Learners</p>
<p>Foster Youth</p> <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>1 Student</p>	<p>Homeless</p> <p>No Performance Color</p> <p>17.8 points below standard</p> <p>12 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Orange</p> <p>25.2 points below standard</p> <p>Declined 4 points</p> <p>109 Students</p>

<p>Students with Disabilities</p>  <p>No Performance Color</p> <p>75.9 points below standard</p> <p>Declined 11.6 points</p> <p>29 Students</p>	<p>African American</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>1 Student</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>1 Student</p>
<p>Asian</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>5 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>1 Student</p>	<p>Hispanic</p>  <p>Yellow</p> <p>24.3 points below standard</p> <p>Declined 5 points</p> <p>53 Students</p>
<p>Two or More Races</p>  <p>No Performance Color</p> <p>17.4 points below standard</p> <p>21 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>1 Student</p>	<p>White</p>  <p>Orange</p> <p>28.7 points below standard</p> <p>Declined 3.6 points</p> <p>43 Students</p>

Conclusions based on this data:

1. All Students maintained and are 22.7 points below standard.
2. Three subgroups Hispanic, White and Socioeconomically Disadvantaged all declined 5 or less points.

School and Student Performance Data

Academic Performance Science

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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Red Orange Yellow Green Blue
Lowest Performance Highest Performance

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
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:

- 1.

School and Student Performance Data



Academic Performance English Learner Progress

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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  Blue 59.2 making progress. Number Students: 49 Students	Long-Term English Learner Progress  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 16.3%	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H 24.5%	Maintained ELPI Level 4 0%	Progressed At Least One ELPI Level 59.2%

Conclusions based on this data:

1. Of the 49 students that took the ELPAC, 16.3% decreased at least one ELPI level.
2. While of the 49 students, 59.2% progressed at least one ELPI level.
3. This data shows progress-minimal but progress.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

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 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		
<p>All Students</p>  Yellow <p>24.7% Chronically Absent</p> <p>Declined 3</p> <p>628 Students</p>	<p>English Learners</p>  Yellow <p>15.2% Chronically Absent</p> <p>Declined 12.5</p> <p>79 Students</p>	<p>Long-Term English Learners</p>
<p>Foster Youth</p>  No Performance Color <p>Fewer than 11 students - No Data for Privacy</p> <p>10 Students</p>	<p>Homeless</p>  Orange <p>33.3% Chronically Absent</p> <p>Declined 2.9</p> <p>60 Students</p>	<p>Socioeconomically Disadvantaged</p>  Yellow <p>27.6% Chronically Absent</p> <p>Declined 3.3</p> <p>547 Students</p>

<p>Students with Disabilities</p>  <p>Red</p> <p>28.9% Chronically Absent</p> <p>Increased 3.9</p> <p>121 Students</p>	<p>African American</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>6 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>41.7% Chronically Absent</p> <p>Increased 1.7</p> <p>12 Students</p>
<p>Asian</p>  <p>No Performance Color</p> <p>9.1% Chronically Absent</p> <p>Declined 4.5</p> <p>22 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>1 Student</p>	<p>Hispanic</p>  <p>Orange</p> <p>23.8% Chronically Absent</p> <p>Declined 2.5</p> <p>240 Students</p>
<p>Two or More Races</p>  <p>Red</p> <p>29.4% Chronically Absent</p> <p>Increased 1.9</p> <p>109 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>2 Students</p>	<p>White</p>  <p>Yellow</p> <p>24.6% Chronically Absent</p> <p>Declined 5</p> <p>236 Students</p>

Conclusions based on this data:

1. All groups that decreased in chronic absenteeism are: All Students 3 points, Homeless 2.9 points, Socioeconomic Disadvantaged 3.3 points, Asian 4.5 points, Hispanic 2.5 points, White 5 points.
2. Students with Disabilities 3.9 points increase, Two or More races increase 1.9 points increase, and American Indian 1.7 point increase.
3. One sub group increased-many of our Hispanic families attend the holidays in Mexico. We need to continue to advocate for families to request a Independent Study packet and return the completed packet when students return to school.

School and Student Performance Data

Academic Engagement Graduation Rate

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Red Orange Yellow Green Blue
Lowest Performance Highest Performance

This section provides number of student groups in each level.



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

2025 Fall Dashboard Graduation Rate 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:

- 1.

School and Student Performance Data

Conditions & Climate Suspension Rate

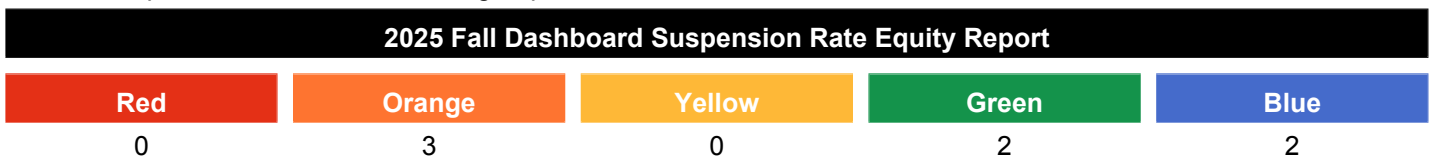
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This section provides number of student groups in each level.



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		
<p>All Students</p> <p>Yellow</p> <p>0.6% suspended at least one day</p> <p>Increased 0.5%</p> <p>643 Students</p>	<p>English Learners</p> <p>Orange</p> <p>1.2% suspended at least one day</p> <p>Increased 1.2%</p> <p>82 Students</p>	<p>Long-Term English Learners</p>
<p>Foster Youth</p> <p>No Performance Color</p> <p>0% suspended at least one day</p> <p>Maintained 0%</p> <p>11 Students</p>	<p>Homeless</p> <p>Blue</p> <p>0% suspended at least one day</p> <p>Maintained 0%</p> <p>62 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Green</p> <p>0.5% suspended at least one day</p> <p>Increased 0.3%</p> <p>559 Students</p>

<p>Students with Disabilities</p>  <p>Orange</p> <p>1.6% suspended at least one day</p> <p>Increased 1.6%</p> <p>123 Students</p>	<p>African American</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>6 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>0% suspended at least one day</p> <p>Maintained 0%</p> <p>12 Students</p>
<p>Asian</p>  <p>No Performance Color</p> <p>0% suspended at least one day</p> <p>Maintained 0%</p> <p>23 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>1 Student</p>	<p>Hispanic</p>  <p>Green</p> <p>0.4% suspended at least one day</p> <p>Increased 0.4%</p> <p>244 Students</p>
<p>Two or More Races</p>  <p>Orange</p> <p>2.7% suspended at least one day</p> <p>Increased 2.7%</p> <p>110 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>2 Students</p>	<p>White</p>  <p>Blue</p> <p>0% suspended at least one day</p> <p>Declined 0.4%</p> <p>245 Students</p>

Conclusions based on this data:

1. We have added an alternative educational/calm down room where we have a counselor who will work with students. Now we have two counselors on our staff. Our second counselor started late in the year. Counselors have implemented check in and check out, teachers implement Character Strong in their classrooms.
2. We have changed our SEL program to Character Strong.

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.

Academic Performance

The CAASPP Smarter Balance Assessment 2025-26 school-wide percentage of students scoring met or exceeded at the end of the year will increase by 5% in the "met or exceeded" in ELA. Language Arts section.

I-Ready beginning of the school year-August 2025 will increase by 20% in reading (at the end of the school year) schoolwide.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

In alignment with Palermo Union School District's Board and LCAP Goal #1 Develop a rigorous and challenging academic program that prepares students for high school, college, and or career success while incorporating 21st century skills and technologies. All students will continue to show progress towards meeting grade level standards by the use of effective instructional strategies, interventions, and enrichment while supporting the loss of learning due to the COVID pandemic and mandated school closures.

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.

CAASPP scores and i-Ready scores both show the need for continued support for all students to increase student achievement. We will continue to work on targeting essential standards, develop quality first teaching and increase high level teacher collaboration.

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
CAASPP Test/i-Ready reading diagnostic	met or exceeded standard for spring 2025 34 % school-wide percentage in Language Arts section; 60% i-Ready reading based on assessment end of year, 2025 (3rd grade).	Met or exceeded standard will increase to five percent school wide in Language Arts for third grade.

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. Monitor the implementation of National Geographic Reach for Reading adoption with fidelity, focusing on embedded academic language strategies, vocabulary, comprehension, differentiation of instruction, and best first teaching practices (EDI).	All Students	
1.2	1. Sites will use a PLC collaborative model to ensure that students are mastering grade level essential learnings. Teachers meet through out the	All Students	15,500 Title I

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	<p>year in PLC to determine essential standards ELA and Math, develop high quality lessons, and focus on formative and summative results.</p> <p>2. All students are provided with core instructional materials aligned to the new Common Core standards.</p> <p>3. Continue use of adopted ELA program, National Geographic Reach for Reading.</p>		<p>1000-1999: Certificated Personnel Salaries Substitute teachers</p>
1.3	<p>1. Identify struggling readers through the DIBELS NEXT assessment during the first two weeks of the new school year.</p> <p>2. RI teacher will use benchmarks to put students in grouping to teach lessons from the UFLI.</p> <p>3. RI team will monitor growth three times a year BOY, MOY and EOY.</p> <p>4. RI teacher will share results with grade level teams and at staff meetings throughout the year/admin will share with parent advisory groups.</p> <p>5. Planning, implementing and evaluating the reading intervention program</p> <p>7. Wilson FUNDation program will be used by all grade level teachers. It is a 30-minute daily program. Incorporates the science of reading and writing-program is supplemental and systematic. Addresses: Foundational skills, print concepts, phonological awareness, phonics and word study, fluency and spelling, vocabulary, comprehension, and writing.</p>	Students not meeting standards in English Language Arts	<p>17,000 LCFF - Supplemental 4000-4999: Books And Supplies Wilson Foundation curriculum</p> <p>275,566 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Reading Intervention Program 2 K-3 teachers</p> <p>85,359 LCFF - Supplemental 2000-2999: Classified Personnel Salaries classified instructional assistants Tier 2 intervention</p> <p>2,445 LCFF - Supplemental 5800: Professional/Consulting Services And Operating Expenditures Fun Hub</p>
1.4	Reading Pals using community volunteers to read with students working on fluency, vocabulary and comprehension twice a week second and third grades.	All students	
1.5	Practice fluency in grades 2 and 3 (daily practice)	All Students	<p>69,403 Title I 2000-2999: Classified Personnel Salaries work with students developing reading fluency; supervision of students</p> <p>120,127 LCFF - Supplemental 2000-2999: Classified Personnel Salaries work with students developing reading fluency; supervision of students</p> <p>33,237 Other 2000-2999: Classified Personnel Salaries</p>

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
			Art & Music Block Grant
1.6	Heggerty-materials for TK-3 teachers-auditory phonemic awareness	All Students	LCFF - Supplemental 4000-4999: Books And Supplies 90 min Literacy program
1.7	Grade 1-3 will use Geode reading program by WILSON for students needing decodable reading to practice along with the FOUNDATIONS phonics program. This will help with their fluency. Small group reading.	Grade 1-3 will use Geode reading program for students	LCFF - Supplemental 4000-4999: Books And Supplies Geode purchased in a prior fiscal year
1.8	Extended Day tutoring three days a week (before and or afterschool) tutoring through targeted tutoring, enrichment clubs and high interest clubs.	All Students	107,026 Extended Learning Opportunity 1000-1999: Certificated Personnel Salaries Staffing Costs 3,627 Extended Learning Opportunity 4000-4999: Books And Supplies materials
1.9	<ol style="list-style-type: none"> 1. Monitor program and analyze student data at the end of each trimester 2. Monthly professional development in EL best practices 3. Grade level teams will conduct week collaboration meetings to analyze student performance data, analyze and set student growth targets. 4. Paraprofessional will assist teachers in reading instruction 5. Reading Intervention parapro will work with Indian Education students 6. Purchase supplemental resources as needed 	Students not meeting standard in ELA with a focus on the students with disabilities, English Learners, and Hispanic students.	5,601 Title III 2000-2999: Classified Personnel Salaries paraprofessionals 6,846 LCFF - Supplemental 2000-2999: Classified Personnel Salaries paraprofessional 104,643 Special Education 2000-2999: Classified Personnel Salaries paraprofessionals
1.10	Use I-Ready diagnostic data to place students monitor students and prepare teachers for targeted instruction. Local assessment data and I-Ready will be used. Data will be reported by admin/grade level to monitor student progress and drive instructional decisions throughout the year.	All students	9,090 LCFF - Supplemental 4000-4999: Books And Supplies i-Ready computer assisted diagnostic program
1.11	Reading engagement-Vocabulary and comprehension integrating social studies and sciences with grade level literature Scholastic News	All students TK and First through Third grades	2637.43 Lottery: Instructional Materials 4000-4999: Books And Supplies
1.12	ELD teacher will work with students identified by the ELCAP Levels 1 and 2	EL students	110,731 LCFF - Supplemental

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	ELD teacher will work with staff to develop additional strategies/lessons to intervene with our EL students.		1000-1999: Certificated Personnel Salaries 1.3 teacher
1.13	Auxiliary services for students and parents: a, paraprofessionals will assist teachers in the classroom to provide differentiated instruction and enhance student support. b. Bilingual paraprofessional will assist EL students and families. c. library paraprofessional will continue to work with the goal reading is important. d. Indian Ed. paraprofessional will assist our Native American students in the reading room and enhance their culture through lessons and activities.	All students	126,973 LCFF - Supplemental 2000-2999: Classified Personnel Salaries classified salaries 69,403 Title I 2000-2999: Classified Personnel Salaries classified salaries 42,197 LCFF - Supplemental 2000-2999: Classified Personnel Salaries library paraprofessional 5,601 Title III 2000-2999: Classified Personnel Salaries bilingual aide district wide 104,643 Special Education 2000-2999: Classified Personnel Salaries classified salaries 33,237 Other 2000-2999: Classified Personnel Salaries Art & Music Block Grant
1.14	Library/learning Hub for students and community. This area is to facilitate more reading space and areas for students and staff to provide smaller academic support for students.	All students	0 Title I 4000-4999: Books And Supplies learning hub and space
1.15	Lexia Core 5 computer assisted reading program. Compliments the grade level phonics, phonemic awareness, reading fluency 40 minutes a week.	All Students	14,400 LCFF - Supplemental 5800: Professional/Consulting Services And Operating Expenditures computer assisted program
1.16	Grade K-2 will use FUNDATIONS decodable by WILSON for students needing decodable reading to practice along with the FUNDATIONS phonics program. This will help with their fluency. Small group reading.	All students	17,000 LCFF - Supplemental 4000-4999: Books And Supplies books
1.17	LETRs Training through BCOE		10,000

Annual Review

SPSA Year Reviewed: 2025-26

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.

Implementation of our PLC strategy-giving time for teachers to discuss and analyze data has been a struggle. Teachers use their Friday grade level team meetings and SBIT times to do just this. We have struggled to find substitutes for daily grade level meetings. We would like to be able to increase to a day a trimester to identify student needs and increase efficiency to analyze data through interventions used to best support our students.

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

PLC discussion times were limited for grade level teams. They found time to meet at lunch and Fridays. This was not enough time which limited good quality discussion surrounding our students' needs and growth.

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.

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

For the 2025-2026 school year, the schoolwide percentage of students scoring Met or Exceeded in the CAASPP at the end of the year will increase by 2% in Mathematics. Our i-Ready goal is to increase from 9% to 40% of students scoring met/exceeded standard in Math.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LEA Goal: All students will continue to show progress towards meeting grade level standards by the use of effective instructional strategies, interventions, and enrichment.

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.

Math scores are well below the average of the CAASPP. This is the first year we are implementing a math intervention with i-Ready math instructional modules. We will use targeted essential standards, develop good first instruction and monitor through out the year and use i-Ready computer assisted diagnostic assessment.

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
CAASPP assessment/i-Ready assessment	34% met or exceeded Math Standard in 2025	students will meet or exceed Math Standard in 2025-2026 by 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
2.1	Identify student math scores and prepare teachers to teach differentiated instruction in classroom. Identify essential standards and pacing guide for the year, use common formative assessments, meeting timely to discuss next steps.	All students	500 Unrestricted 4000-4999: Books And Supplies resources
2.2	Monitor progress of instruction in the Eureka Curriculum instructional materials aligned to the Common Core State Standards. Observe to see that core instructional materials are being used effectively. Schedule additional training, if needed, for instructional staff. Monitor program implementation and analyze student data at the end of each trimester.	All students	
2.3	Weekly PLC meetings	All students	

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	Develop and implement pacing guides for delivering Eureka program (PILOT PROGRAM 2026-27) with fidelity. Grade-level teams will conduct weekly collaboration meetings to analyze student performance data, analyze and set student growth targets, and create action plans based on performance outcomes.		
2.4	All 2nd and 3rd grade students as needed will participate in the REFLEX program to determine math fluency growth.	All second and third grade students not meeting grade level standards	500 LCFF - Supplemental district
2.5	All students as needed will participate in the I-Ready individualized math modules to determine practice and retention of standards	All students not meeting grade level standards	9,090 LCFF - Supplemental 4000-4999: Books And Supplies computer assisted math program
2.6	District Leadership Team form a Math Task force to discuss and implement actions for each site-We are exploring ideas with fluency and retention skills-Math Task Force is researching the new curriculum.	TK-8 district wide students	None Specified 3000-3999: Employee Benefits

Annual Review

SPSA Year Reviewed: 2025-26

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.

Math scores from the CASSPP have remained flat. In 2025 the District Leadership team working with BCOE's Differentiated Assistance team have decided to focus professional learning around Math and big math strands.

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.

We will be piloting 2026-2027 school year Eureka Math. We will continue to meet with staff members at each grade level to during our Math Task Force monthly meetings.

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.

Physically, emotionally, safe environment to encourage parental involvement and increasing attendance.
Reduce chronic absenteeism by 2 %, incorporate Positive Behavior Intervention strategies.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Create a physically, emotionally safe environment for all students that support students' social and emotional needs and encourages parental involvement, student learning and coming to school.

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.

California School Dashboard reveals that chronic absenteeism is a priority area for the school-COVID continues to disrupt learning and social emotional health is impacted.

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
Data Dashboard Chronic Absenteeism	2025-2026 Chronic Absenteeism 24.7% (decline was 3%)	Increase student engagement and attending school decrease by 3%

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	School Site Council act as a site safety planning committee and review attendance rates and develop strategies for improving attendance, planning family nights, such as meet and greet, back to school night, Kindergarten round up.	All students; chronic absentee from all sub groups	1,789 Title I Part A: Parent Involvement 2000-2999: Classified Personnel Salaries extra help salaries
3.2	Positive Behavior Intervention System (MTSS-DELT) Trainings and Meetings; Monitor PBIS data to inform best practices/interventions for all students Provide incentives as needed; such as: Assemblies: attendance and behavior; Three B's paw days, 100th day Perfect attendance, Trimester award assemblies, Character education monthly assemblies	All students	12,000 LCFF - Supplemental 0000: Unrestricted LCAP
3.3	Reduce chronic absenteeism by 3-5 percent	All students identified as chronically absent from last year will be monitored by Director of Engagement and Family	

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
		Support and school administration (phone calls and meetings)	
3.4	Provide CATAPULT (emergency and disaster preparedness) procedures	All Students	2,500 Unrestricted 5800: Professional/Consulting Services And Operating Expenditures Catapult platform
3.5	Implement a School-wide Social Emotional Learning Curriculum Character Strong (KELVIN) strategies, PBIS strategies, and additional SEL curriculum with School Counselor, school administration and PBIS team 2 and team 3.	All Students	10,000 In Kind 4000-4999: Books And Supplies curriculum Character Strong 2,000 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries salaries
3.6	2.0 Counselors to support students with attendance, emotional and behavior issues, support SEL	all students as needed	144,287 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries counselor 115,607 Other 1000-1999: Certificated Personnel Salaries Community Schools Grant
3.7	Calm down room	All Students	
3.8	PBIS team will continue to monitor PBIS program at HW guidance provided by Butte County office of Education	All Students	2,000 LCFF - Supplemental 4000-4999: Books And Supplies materials/incentives
3.9	PE activities with PE Coach; twice a week 30 minutes.	all students	232,600 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries 1.5 PE teachers
3.10	Indian Ed Enrichment	American Indian students	7,250 Title VII Part A: Indian Education 2000-2999: Classified Personnel Salaries Indian Ed program
3.11	Bilingual Instructional Assistant family liaison	Hispanic and English Learners	5,601 Title III 2000-2999: Classified Personnel Salaries instructional assistant (Title III) 6,846

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
			LCFF - Supplemental 2000-2999: Classified Personnel Salaries Instructional assistant
3.12	Director of Family Engagement will help monitor attendance and student engagement	All Students	39,800 Extended Learning Opportunity 1000-1999: Certificated Personnel Salaries 59,700 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries 59,700 Rural Education Achievement Program (REAP) 1000-1999: Certificated Personnel Salaries Title V 39,800 Title I 1000-1999: Certificated Personnel Salaries
3.13	Extended learning time: Before and after school targeted tutoring for students based on standard/intervention; Before and after school High Interest Clubs for all students	All students	107,026 Extended Learning Opportunity 1000-1999: Certificated Personnel Salaries Expanded Learning Opportunity Grant 3,627 Extended Learning Opportunity 4000-4999: Books And Supplies Expanded Learning Opportunity Grant
3.14	Communication through site website, social media platforms, and Parent Square.	All students	6,624 LCFF - Supplemental 5000-5999: Services And Other Operating Expenditures Parent Square
3.15	Establish a working relationship with CLOVERLEAF. A networking group to support Butte County especially South County. Meetings are monthly. Plan events to provide services for families to network with community services. (Partner with CloverLeaf to plan event during Meet and Greet).	All Students	
3.16	Art teacher-provide art lessons to K-3 students. This will support student engagement.	all students	98,178 Other

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
			1000-1999: Certificated Personnel Salaries Prop 28
3.17	Wellness coach-provides play therapy and small group social learning lessons.	All Students	In Kind 2000-2999: Classified Personnel Salaries personnel salaries
3.18	Attendance committee (Community district liaison, family engagement director, admin, attendance clerk and counselors) meets weekly to go over individual students	all students	
3.19	Alternative Education room-a room with counselor and IA supervise students to calm down, quiet place to work, think about behavior, talk, use sensory items, etc so that they are able to report back to their room.	all students	41,701 LCFF - Supplemental 2000-2999: Classified Personnel Salaries salary
3.20	Provide incentives for near perfect attendance (monthly). Will be developed during the beginning of year with MTSS team. (Water balloon the principal)	all students	4,000 LCFF - Supplemental 0000: Unrestricted

Annual Review

SPSA Year Reviewed: 2025-26

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 district has decreased in chronic absenteeism. While our goal is to have daily attendance of 95% We are just under at 93%. Our staff are fully committed to providing social-emotional learning, supports and interventions to promote healthier student attitudes about themselves and others. The PBIS team meets monthly and is broken into Tier 1 and then Tier 2 and 3. We have a team of teacher representatives, admin, counselors, classified and parents. Teachers provided a weekly SEL lesson. The school counselors meet the students where they are and assist in those needs. Counselors work in large groups, small groups, 1:1 and with families to bring about a positive change.

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

Chronic absenteeism is steadily decreasing.

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.

Adding a second counselor has been a benefit for our students and family.

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.

Academic Performance English Language Learners

English Learners will show growth of at least one ELPI level as measured by the ELPAC.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Develop a rigorous and challenging academic program that prepares students for high school, college, and/or career success while incorporating 21st century skills and technologies, while supporting the loss of learning due to the impact of distance learning through the COVID pandemic.

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.

26% of EL students increased their oral language score by 1 point.

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
Percent of EL students to move to RFEP status	7/80 of EL students were reclassified as fluent English proficient	5% each year will be reclassified RFEP 2025-8.75%
Percent of EL students who progressed at least one ELPI level.	59.2% of EL students increased at least one ELPI level	We will maintain a 10% growth of at least one ELPI level

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	1.0 ELD teacher will work with students identified by the Language levels 1 and 2 based on	EL students grades K-2	48,948 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries 1.0 FTE teacher
4.2	Teachers will participate in UDL training by BCOE to effect change in lesson delivery to meet the needs of all students	EL students	20,000 Other 1000-1999: Certificated Personnel Salaries Butte County Office of Education UDL professional development Educator Effectiveness Grant
4.3	paraprofessional for students to provide differentiated instruction to enhance student support. Bilingual paraprofessional will assist EL students and families.	EL students grades TK-K	5,601 Title III 2000-2999: Classified Personnel Salaries

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
			salary 6,846 LCFF - Supplemental 2000-2999: Classified Personnel Salaries bilingual aide
4.4	ELD teacher will share ELD strategies during teacher meetings.	All students	
4.5	MOU signed with Butte College to offer ELD classes for adult learners (parents/grandparents), supervision on campus for families. Classes are held Monday and Wednesday; Tuesday and Thursday. We have 40 + adult students attending classes.	EL students	16,000 LCFF - Supplemental 2000-2999: Classified Personnel Salaries salary
4.6	1.0 ELD teacher will work with students identified by the ELCAP levels 3 to be shared with Golden Hills	EL students grade 3	27,533 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries .3 FTE teacher
4.7	Purchase ELD curriculum for our ELD teachers that aligns with the ELD frameworks/standards	EL students	10,000 LCFF - Supplemental 4000-4999: Books And Supplies ELD curriculum

Annual Review

SPSA Year Reviewed: 2025-26

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.

Teachers have subjectively observed English Learners speaking more/responding to teachers verbally with more confidence.

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

We met our expenditures in this area.

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.

Our focus will be on support our Long Term English Learners or those at risk of becoming Long-term English Learners-EL teacher and gen ed teachers will monitor and meet regularly to review data and meet the needs of our students.

The BCOE MOU took a long time to reach a signed agreement.

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
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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
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Annual Review

SPSA Year Reviewed: 2025-26

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	\$143,848
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$2,539,946.43
Total Federal Funds Provided to the School from the LEA for CSI	\$0

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 (\$)
Rural Education Achievement Program (REAP)	\$59,700.00
Title I	\$194,106.00
Title I Part A: Parent Involvement	\$1,789.00
Title III	\$22,404.00
Title VII Part A: Indian Education	\$7,250.00

Subtotal of additional federal funds included for this school: \$285,249.00

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 (\$)
	\$10,000.00
Extended Learning Opportunity	\$261,106.00
In Kind	\$10,000.00
LCFF - Supplemental	\$1,458,409.00
Lottery: Instructional Materials	\$2,637.43
Other	\$300,259.00
Special Education	\$209,286.00
Unrestricted	\$3,000.00

Subtotal of state or local funds included for this school: \$2,254,697.43

Total of federal, state, and/or local funds for this school: \$2,539,946.43

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
Title I	194,106	0.00
Extended Learning Opportunity	261,106	0.00
In Kind	10,000	0.00
LCFF - Supplemental	1,463,869	5,460.00
Lottery: Instructional Materials	2637.43	0.00
Other	300,259	0.00
Rural Education Achievement Program (REAP)	59,700	0.00
Special Education	209,286	0.00
Title I Part A: Parent Involvement	1,789	0.00
Title III	22,404	0.00

Expenditures by Funding Source

Funding Source	Amount
	10,000.00
Extended Learning Opportunity	261,106.00
In Kind	10,000.00
LCFF - Supplemental	1,458,409.00
Lottery: Instructional Materials	2,637.43
Other	300,259.00
Rural Education Achievement Program (REAP)	59,700.00
Special Education	209,286.00
Title I	194,106.00
Title I Part A: Parent Involvement	1,789.00
Title III	22,404.00
Title VII Part A: Indian Education	7,250.00
Unrestricted	3,000.00

Expenditures by Budget Reference

Budget Reference	Amount
	500.00
0000: Unrestricted	16,000.00
1000-1999: Certificated Personnel Salaries	1,504,002.00
2000-2999: Classified Personnel Salaries	898,904.00
4000-4999: Books And Supplies	84,571.43
5000-5999: Services And Other Operating Expenditures	6,624.00
5800: Professional/Consulting Services And Operating Expenditures	19,345.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		10,000.00
1000-1999: Certificated Personnel Salaries	Extended Learning Opportunity	253,852.00
4000-4999: Books And Supplies	Extended Learning Opportunity	7,254.00
4000-4999: Books And Supplies	In Kind	10,000.00
	LCFF - Supplemental	500.00
0000: Unrestricted	LCFF - Supplemental	16,000.00
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	901,365.00
2000-2999: Classified Personnel Salaries	LCFF - Supplemental	452,895.00
4000-4999: Books And Supplies	LCFF - Supplemental	64,180.00
5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental	6,624.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF - Supplemental	16,845.00
4000-4999: Books And Supplies	Lottery: Instructional Materials	2,637.43
1000-1999: Certificated Personnel Salaries	Other	233,785.00
2000-2999: Classified Personnel Salaries	Other	66,474.00
1000-1999: Certificated Personnel Salaries	Rural Education Achievement Program (REAP)	59,700.00
2000-2999: Classified Personnel Salaries	Special Education	209,286.00

1000-1999: Certificated Personnel Salaries	Title I	55,300.00
2000-2999: Classified Personnel Salaries	Title I	138,806.00
4000-4999: Books And Supplies	Title I	0.00
2000-2999: Classified Personnel Salaries	Title I Part A: Parent Involvement	1,789.00
2000-2999: Classified Personnel Salaries	Title III	22,404.00
2000-2999: Classified Personnel Salaries	Title VII Part A: Indian Education	7,250.00
4000-4999: Books And Supplies	Unrestricted	500.00
5800: Professional/Consulting Services And Operating Expenditures	Unrestricted	2,500.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	1,392,292.43
Goal 2	10,090.00
Goal 3	1,002,636.00
Goal 4	134,928.00

School Site Council Membership

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

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

Name of Members	Role
Heather Scott	Principal
Heidi Butler	Classroom Teacher
Jeannee Neville	Classroom Teacher
Kristine Fisher	Classroom Teacher
Maria De Tello	Other School Staff
Meriam Reynoso	Parent or Community Member
Jamie Chapman	Parent or Community Member
Amiee Mayard	Classroom Teacher
Jennifer Rojas	Parent or Community Member
Adriana Acosta	Parent or Community Member

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

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 .

Attested:



Principal, Heather Scott on 5/28/26



SSC Chairperson, Aimee Maynard on 5/28/26

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:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (*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/>

Updated by the California Department of Education, October 2023