Palermo UNION ELEMENTARY SCHOOL DISTRICT
"Building the Foundation for Success"

7390 Bulldog Way
Palermo, CA 95968-9700
(530) 533-4842
Fax (530) 532-1047

Helen Wilcox School
5737 Autrey Lane
Oroville, CA 95966
(530) 533-7626
Fax (530) 533-6949
Heather Scott, Principal

Honcut School
68 School Street
Oroville, CA 95966
(530) 742-5284
Fax (530) 742-2955
Heather Scott, Principal

Palermo Middle School
7350 Bulldog Way
Palermo, CA 95968
(530) 533-4708
Fax (530) 532-7801
Kimberly Solano, Principal

Golden Hills School
2400 Via Canela
Oroville, CA 95966
(530) 532-6000
Fax (530) 534-7982
Kristi Napoli, Principal

REGULAR BOARD MEETING AGENDA
February 11, 2026
District Office Boardroom
7390 Bulldog Way, Palermo, CA 95968
5:00 pm

[Note: The Board of Trustees may take action on any item posted on this Agenda. Members of the public may directly address the Board concerning any item on this Agenda prior to or during the Board consideration of that item, as determined by the Board President. In compliance with the Americans with Disabilities Act, if you need special assistance to participate in these meetings, please contact the Superintendent's Office (530) 533-4842, ext. 7. Notification 48 hours prior to the meeting will enable the District to make reasonable arrangements to ensure accessibility to these meetings. This Agenda and all supporting documents are available for public review at the District Office, 7390 Bulldog Way, Palermo, CA. Documents that have been distributed to the Board less than 72 hours before the meeting are available for public inspection at the District Office, 7390 Bulldog Way, Palermo, CA 95968.]

INTRODUCTION

1. **Call to Order** (Time_____)

2. **Flag Salute**

3. **Roll Call**

4. **Approval of Agenda**

   ACTION_____MOTION_____SECOND_____VOTE_____

5. **Audience with the Board**

Non-Agenda Items:

At this time, the Board President will invite anyone in the audience wishing to address the Board on a matter not listed on the agenda to stand, state your name for the record and make your presentation. Presentations may be limited to five (5) minutes. The Brown Act, however, does not allow the Governing Board to discuss or take action on any item that is not on the posted agenda. The item may, by Board direction, be placed on a later Board Meeting Agenda for discussion and/or action. The Board may direct the Superintendent to investigate the subject and present a follow-up report at a future Board Meeting.

6. **Audience with the Board**

Agenda Items:

This is the time the Board President will invite anyone in the audience wishing to address the Board on a matter that is on the agenda to state your name and the agenda item on which you wish to speak. When that item comes up on the agenda you will be asked to stand and repeat your name for the record, and make your presentation [five (5) minutes time limit per person].

7. **Tell Me Something Good | Site & Student Recognition**

Helen Wilcox

Helen Wilcox has been a flurry of mid-year excitement! We celebrated our 100th day with the most adorable little old people you've ever seen! Mrs. Friberg & Ms. Valadez have been assessing the reading skills of all our students. Thank you ladies and well done - that's a huge undertaking!! Theresa Owens was on campus to start looking into all that data and our Acadiance assessments. It's a lot of work, and robust conversations about language development ensued with Mrs. Butcher, Mrs. Madison, Mrs. Gutierrez (TK), Mrs. Neville & Mrs. Scott. Thank you - it all helps move our students forward! Our students eagerly embraced the Great Kindness Challenge week. It's amazing what 600 students can do when they put their hearts into it! A few of our students were invited to the BCOE Adaptive PE event at the Terrain Park in Chico. Thank you Mrs. Wing - the students had a fantastic day climbing, crawling and just having a ball! Thank you too, to Orovilles' Museum Educator / Historian Quinn Neves & Docent Julia Clay for previewing the Chinese Temple's history for our third graders. They can hardly wait to go at the end of the month now! Finally, we thank the Districts' Math Curriculum Task Force. They diligently searched through curriculums, asked tough questions, analyzed lessons, language & layouts, and held open & honest vertical alignment discussions - Thank you & way to be Wildcats!

8. **Consent Agenda**

The consent agenda will be approved by a single motion and vote unless items are removed by a Board Member and placed on the regular agenda for discussion and action.

Action Items

a. Minutes of January 28, 2026 Regular Board Meeting.

b. Warrants of January 1, 2026 through January 31, 2026, 00109-00598, for the amount of $1,269,924.87 01, 12, 13, 40

Reports

a. Events Calendar

REFERENCE #1

b. Staff Development Report | January 2026

REFERENCE #2

c. Donation of dodge balls from Natalie Deakins to Helen Wilcox Elementary School.

d. Donation of pants, lip balm, and hair brushes from Domonick Robbins to Helen Wilcox Elementary School.

e. Surplus & Obsolete Requests

Request for approval to declare the listed equipment and District property as surplus/obsolete and direct the Superintendent to dispose of these items in accordance with the appropriate methods outlined in Education Code Sections 60500-01, 60510-11, 60520-21, 60530, and Board Policy 3270. Disposal methods may include discarding items at the local dump or donating them to a charitable organization, as the value of the property does not justify the cost of sale. All items listed are valued at less than $2,500.

Note: Paperwork on this item is available for review at the District Office.

- Pioneer Laser Disc Player SN# LA3925413

CONSENT AGENDA APPROVAL

ACTION_____MOTION_____SECOND_____VOTE_____

9. **ITEMS REMOVED FROM CONSENT AGENDA**

a. ACTION_____MOTION_____SECOND_____VOTE_____

b. ACTION_____MOTION_____SECOND_____VOTE___

10. **Staff Reports/Business Items**

a. It is recommended the 2024-2025 Audit Report of Palermo Union Elementary School District be approved.

Available for Review on the District Website

ACTION_____MOTION_____SECOND_____VOTE_____

b. Discussion regarding enrollment projections and staffing recommendations.

c. It is recommended that the contract between PowerSchool and Palermo Union Elementary School District from March 28, 2026 through December 31, 2026, be approved.

ACTION_____MOTION_____SECOND_____ VOTE________

REFERENCE #3

d. It is recommended that the contract between KinderSystems, Inc and Palermo Union Elementary School District for child care management systems effective February 22, 2026 through February 21, 2027, be approved.

ACTION_____MOTION_____SECOND_____ VOTE________

REFERENCE #4

e. It is recommended that the 2025/2026 School Plan for Student Achievement (SPSA) be approved: Helen Wilcox.

REFERENCE #5

ACTION_____MOTION_____SECOND_____VOTE_____

f. It is recommended that the 2025/2026 School Plan for Student Achievement (SPSA) be approved: Honcut.

REFERENCE #6

ACTION_____MOTION_____SECOND_____VOTE_____

g. It is recommended that Board Resolution No. 26-02, Board Member Compensation for Missed Meetings, allowing Cody Nissen to receive Board Member Compensation for January 28, 2026 be approved.

REFERENCE #7

ACTION_____MOTION_____SECOND_____VOTE_____

h. It is recommended the Palermo Union Elementary School District Comprehensive School Safety and Continuity Plan for the 2025-2026 academic year be approved.

Available for Review on the District Website

ACTION_____MOTION_____SECOND_____VOTE_____

i. It is recommended the Memorandum of Understanding between Palermo Union Elementary School District and the Butte County Office of Education Tobacco-Use Prevention and Youth Engagement (TPYE) be approved.

REFERENCE #8

ACTION_____MOTION_____SECOND_____VOTE_____

j. It is recommended the Memorandum of Understanding between Palermo Union Elementary School District and the Palermo Teachers Association (PTA) regarding Expanded Learning Opportunities (ELOP) be approved.

REFERENCE #9

ACTION_____MOTION_____SECOND_____VOTE_____

k. California School Employees Association, Bargaining Unit 336. Comments from CSEA, if any, to the Governing Board.

l. Palermo Teachers Association, Bargaining Unit (PTA/CTA/NEA). Comments from PTA, if any, to the Governing Board.

11. **Board Policies & Administrative Regulations**

The following Board Policies and Administrative Regulations are presented to the Board for second and final reading.

Please Note: All Board Policies and Administrative Regulations listed below are available for review at the District Office.

a. Board Policy 0410 – Nondiscrimination in District Programs and activities is presented to the Board for first, second and final reading.

ACTION_____MOTION_____SECOND_____VOTE_____

b. Board Policy 0440 – District Technology Plan is presented to the Board for first, second and final reading.

ACTION_____MOTION_____SECOND_____VOTE_____

c. Board Policy 0441 – Artificial Intelligence is presented to the Board for first, second and final reading.

ACTION_____MOTION_____SECOND_____VOTE_____

d. Board Policy 1000 – Concepts and Roles is presented to the Board for first, second and final reading.

ACTION_____MOTION_____SECOND_____VOTE_____

e. Board Policy 1114 – District Sponsored Social Media is presented to the Board for first, second and final reading.

ACTION_____MOTION_____SECOND_____VOTE_____

f. Administrative Regulation 1114 – District Sponsored Social Media is presented to the Board for first, second and final reading.

ACTION_____MOTION_____SECOND_____VOTE_____

g. Board Policy 1445 – Response to Immigration Enforcement is presented to the Board for first, second and final reading.

ACTION_____MOTION_____SECOND_____VOTE_____

h. Administrative Regulation 1445 – Response to Immigration Enforcement is presented to the Board for first, second and final reading.

ACTION_____MOTION_____SECOND_____VOTE_____

i. Board Policy 2120 – Superintendent Recruitment and Selection is presented to the Board for first, second and final reading.

ACTION_____MOTION_____SECOND_____VOTE_____

j. Board Policy 7000 – Concepts and Roles is presented to the Board for first, second and final reading.

ACTION_____MOTION_____SECOND_____VOTE_____

k. Board Policy 7131 – Relations with Local Agencies is presented to the Board for first, second and final reading.

ACTION_____MOTION_____SECOND_____VOTE_____

l. Board Bylaw 9250 – Remuneration, Reimbursement, and Other Benefits is presented to the Board for first, second and final reading.

ACTION_____MOTION_____SECOND_____VOTE_____

m. Board Bylaw 9310 – Board Policies is presented to the Board for first, second and final reading.

ACTION_____MOTION_____SECOND_____VOTE_____

n. Board Bylaw 9321 – Closed Session is presented to the Board for first, second and final reading.

ACTION_____MOTION_____SECOND_____VOTE_____

o. Exhibit 9321 (1) – Closed Session is presented to the Board for first, second and final reading.

ACTION_____MOTION_____SECOND_____VOTE_____

p. Exhibit 9321 (2) – Closed Session is presented to the Board for first, second and final reading.

ACTION_____MOTION_____SECOND_____VOTE_____

The following Board Policy and Administrative Regulation are presented to the Board for consideration of removal.

Please Note: All Board Policies and Administrative Regulations listed below are available for review at the District Office.

q. Board Policy 5145.13 – Response to Immigration Enforcement is presented to the Board for consideration of removal.

ACTION_____MOTION_____SECOND_____VOTE_____

r. Administrative Regulation 5145.13 – Response to Immigration Enforcement is presented to the Board for consideration of removal.

ACTION_____MOTION_____SECOND_____VOTE_____

12. **Superintendent's Reports**

13. **Board Items**

CLOSED SESSION (Time_____)

1. Closed session for the purpose of discussing student matters/discipline, in accordance with Education Code Sections 48918 and 35146.

2. Closed session regarding matters of personnel/employment all in accordance with Government Code Section 54957.

3. Closed session regarding matters of negotiation with the Palermo Teachers Association (PTA/CTA/NEA) and Classified School Employees Association (CSEA), Bargaining Unit 336. In accordance with Government Code Section 54957.6, with designated representative Gary Rogers, Superintendent; and matters of negotiations with unrepresented groups, certificated management and classified management/confidential, in accordance with Government Code Section 54957.6, with designated representative Gary Rogers, Superintendent.

OPEN SESSION (Time_____)

14. **Personnel | Recommendation: Approval** (Pending successful completion of pre-employment requirements.)

Certificated

a. Michelle Mattern, Certificated Substitute, Districtwide, add to certificated substitute list, effective January 29, 2026.

b. Alma Kara-Pierce, Certificated Substitute, Districtwide, add to certificated substitute list, effective January 28, 2026.

c. Jennifer Credit, Certificated Substitute, Districtwide, add to certificated substitute list, effective January 29, 2026.

d. Melissa Cunningham, Certificated Substitute, Districtwide, add to certificated substitute list, effective February 3, 2026.

e. Alma Kara-Pierce, Stipend – 5th Grade Soccer, Golden Hills School, request to be added to District stipend list, effective 2025/2026 school year.

Classified

f. Latoya Miller, Substitute Cafeteria Helper, Districtwide, add to classified substitute list, effective January 26, 2026.

g. Heather Peterson, Library Technician, Helen Wilcox School, add AA stipend, effective February 1, 2026.

h. Omar Topete, Van Driver, Transportation, Class 12, Step 3, 4.0 hours per day, request to hire as a Van Driver effective February 12, 2026.

ADJOURNMENT (Time_____)

Palermo Union Elementary School District
Regular Board Meeting Minutes
January 28, 2026
District Office Boardroom
7390 Bulldog Way, Palermo, CA 95968

INTRODUCTION

1. Board President Debbie Hoffman called the meeting to order at 5:01 PM, and welcomed those in attendance.

2. Board President Debbie Hoffman led those in attendance in the flag salute.

3. Members of the Governing Board in attendance were: Debbie Hoffman, Justin Younger, and Mark McClarren.

   Others present were: Gary Rogers, Ruthie Anaya, and Jessica Coon.

4. A motion was made by Justin Younger, seconded by Mark McClarren, recommending the agenda be approved. Debbie Hoffman, Justin Younger, and Mark McClarren voted aye. Motion unanimously carried.

5. **Audience with the Board**

   Non-Agenda Items:

   No one had business to bring before the Board.

6. **Audience with the Board**

   Agenda Items:

   No one had business to bring before the Board.

7. **Tell Me Something Good | Site & Student Recognition**

   Preschool

   On Friday Dec 12. Palermo preschool hosted a family night/ Christmas program. We had 41 families, (approx. 136 people) join us. Families brought a dish that represented their family and Mrs. Rodriguez's son cooked tri tip. The children sang and enjoyed sharing their school friends with their families. We had 3 special guests that came and performed for us. These guests are all former preschool and Palermo students. One is a current 8 grader and a PWE student, and one is the daughter of our preschool staff member.

Helen Wilcox

Finishing 2025 was a fantastic blur at Helen Wilcox! First, a big thank you to teachers, students, and staff for all their hard work putting together the best ever Christmas program - that's what their loved ones said! Our attendance for the 2025 portion of our school year ended at 93.7%. Our second graders had a wonderful day at the Oroville Visitors Center. The weather was perfect for a small hike and learning how water flows through Lake Oroville and the surrounding areas. Mrs. Brothers and Mrs. Wright took their students to River Bend Park to learn about salmon. They really enjoy this field trip as it is outdoors, well organized, and very hands on. This week Oroville Museum Educator / Historian Quinn Neves and Chinese Temple Docent Julia Clay, taught third graders about the Chinese Temple and the influence the Chinese people had on our area. They brought old Oroville photos and some beautiful dresses. This is just an appetizer for the third grade trip to the Chinese Temple in February. Construction is booming right along. We have a roof, sheetrock, and they started putting stucco on - we are very excited to see the progress! Way to be Wildcats!!

Palermo Middle School

Palermo ended 2025 on a high note and entered into the New Year with the same energy! In December, our FFA chapter started their first toy drive and donated the gifts to Helen Wilcox for them to bless students at their site. To end 2025 with strong attendance, our Advisory classes competed in the Biggest Flurry challenge. The goal? To cover our Christmas tree with snowflakes…make a flurrrrrrrry! Snowflakes were hung on the tree for each day an Advisory class had 100% attendance. Mrs. Maynard’s class had the largest flurry with 12 days of 100% attendance in the short month of December! Mr.Grigoruk’s band was grooving all the way to the end of 2025! Our annual Winter Concert showcased the talents of our beginning and advanced band students, and they proudly represented Palermo in the Parade of Lights. Our staff and students are bringing in 2026 with the same energy from 2025! Over 300 FFA members participated in our FFA chapter’s 4th Annual Buckle Bonanza. Mrs. Maynard and our students did an amazing job hosting this event for chapters near and far to compete in speaking contests. A big THANK YOU to our community that supported this event by volunteering their time to judge the multiple speaking events. Mr. J McCoy also filled our campus with students and families when our chess team hosted a tournament earlier this month. 185 competitors participated in the K12 tournament, but it was our Bulldogs that brought home the 1st place trophy! Ms. Woodbury and the 6th grade team successfully hosted our annual Tomb Night for our 6th grade students and families. The line was long to enter the dark “tombs” to witness the amazing project of our Bulldogs! Here’s to ending 2025 strong, and the energy and passion from our team to have a great start into 2026.

8. **Consent Agenda**

A motion was made by Justin Younger, seconded by Mark McClarren, recommending the following Consent Agenda items be approved. Debbie Hoffman, Justin Younger, and Mark McClarren voted aye. Motion unanimously carried.

Action Items

a. Minutes of December 17, 2025 Regular Board Meeting.

b. Warrants of December 1, 2025 through December 31, 2025, 340283-342809, for the amount of $1,186354.81Funds 01, 12, 13, 35, 40

c. Surplus & Obsolete Requests

Request for approval to declare the listed equipment and District property as surplus/obsolete and direct the Superintendent to dispose of these items in accordance with the appropriate methods outlined in Education Code Sections 60500-01, 60510-11, 60520-21, 60530, and Board Policy 3270. Disposal methods may include discarding items at the local dump or donating them to a charitable organization, as the value of the property does not justify the cost of sale. All items listed are valued at less than $2,500.

Note: Paperwork on this item is available for review at the District Office.

- 5' Table #3800823

Reports

a. Events Calendar

b. Palermo Account Ledger | November 1, 2025 – November 28, 2025

c. Palermo Account Ledger | December 1, 2025 – December 31, 2025

d. Staff Development Report | December 2025

e. Districtwide Discipline Report | November 2025

f. Districtwide Discipline Report | November 2025

g. Quarterly Report on Williams Uniform Complaints [Education Code Section 35186(d)] is presented for information. No complaints were filed with any school in the District during the quarter indicated.

h. Enrollment Report | Month Four

9. **Items Removed from the Consent Agenda**

There were no items removed from the Consent Agenda.

10. **Staff Reports/Business Items**

a. A motion was made by Justin Younger, seconded by Mark McClarren, recommending that the 2024-2025 School Accountability Report Card (SARC) for the below schools be approved.

- Honcut Elementary School
- Helen Wilcox Elementary School
- Golden Hills Elementary School
- Palermo Middle School
- Palermo Community Day School

Debbie Hoffman, Justin Younger, and Mark McClarren voted aye. Motion unanimously carried.

b. A motion was made by Justin Younger, seconded by Mark McClarren, recommending that the contract between California State University, Chico and Palermo Union Elementary School District to provide Paid Internship Services from January 13, 2026 to January 12, 2031, be approved. Debbie Hoffman, Justin Younger, and Mark McClarren voted aye. Motion unanimously carried.

c. A motion was made by Justin Younger, seconded by Mark McClarren, recommending that the 2026-2027 Academic Calendar for Palermo Union Elementary School District, be approved. Debbie Hoffman, Justin Younger, and Mark McClarren voted aye. Motion unanimously carried.

d. A motion was made by Justin Younger, seconded by Mark McClarren, recommending that the 2026-2027 Administrative Calendar for Palermo Union Elementary School District, be approved. Debbie Hoffman, Justin Younger, and Mark McClarren voted aye. Motion unanimously carried.

e. A motion was made by Justin Younger, seconded by Mark McClarren, recommending that the Memorandum of Understanding between Palermo Union Elementary School District and the California School Employees Association and its Palermo Chapter #336 (CSEA) regarding the revision of the Student Information Systems Specialist job description, be approved. Debbie Hoffman, Justin Younger, and Mark McClarren voted aye. Motion unanimously carried.

f. A motion was made by Justin Younger, seconded by Mark McClarren, recommending that the revision of the Student Information Systems Specialist job description, be approved. Debbie Hoffman, Justin Younger, and Mark McClarren voted aye. Motion unanimously carried.

g. A motion was made by Justin Younger, seconded by Mark McClarren, recommending that the grant from North Valley Community Foundation in the amount of $800.00 for the Palermo Union Food Bank, be approved. Debbie Hoffman, Justin Younger, and Mark McClarren voted aye. Motion unanimously carried.

h. A motion was made by Justin Younger, seconded by Mark McClarren, recommending that the Memorandum of Understanding between Palermo Union Elementary School District and the Butte County Office of Education regarding district Wellness Coaches for the 2026-2027 school year, be approved. Debbie Hoffman, Justin Younger, and Mark McClarren voted aye. Motion unanimously carried.

i. A motion was made by Justin Younger, seconded by Mark McClarren, recommending that board member compensation be increased from $240.00 per month to $625.00 per month for board members who attend all meetings (EC35120), be approved. Debbie Hoffman, Justin Younger, and Mark McClarren voted aye. Motion unanimously carried.

j. A motion was made by Justin Younger, seconded by Mark McClarren, recommending that Board Resolution No. 26-01, Board Member Compensation Increase, allowing board members to receive monthly compensation of $625.00 effective February 1, 2026, be approved. Debbie Hoffman, Justin Younger, and Mark McClarren voted aye. Motion unanimously carried.

k. There were no comments from the California School Employees Association, Bargaining Unit 366.

l. There were no comments from the Palermo Teachers Association Bargaining Unit (PTA/CTA/NEA).

11. **Board Policies & Administrative Regulations**

The following Board Policies and Administrative Regulations were presented to the Board for first reading.

Please Note: All Board Policies and Administrative Regulations listed below are available for review at the District Office.

a. Board Policy 0410 – Nondiscrimination in District Programs and activities

b. Board Policy 0440 – District Technology Plan

c. Board Policy 0441 – Artificial Intelligence

d. Board Policy 1000 – Concepts and Roles

e. Board Policy 1114 – District Sponsored Social Media

f. Administrative Regulation 1114 – District Sponsored Social Media

g. Board Policy 1445 – Response to Immigration Enforcement

h. Administrative Regulation 1445 – Response to Immigration Enforcement

i. Board Policy 2120 – Superintendent Recruitment and Selection

j. Board Policy 7000 – Concepts and Roles

k. Board Policy 7131 – Relations with Local Agencies

l. Board Bylaw 9250 – Remuneration, Reimbursement, and Other Benefits

m. Board Bylaw 9310 – Board Policies

n. Board Bylaw 9321 – Closed Session

o. Exhibit 9321 (1) – Closed Session

p. Exhibit 9321 (2) – Closed Session

The following Board Policy and Administrative Regulation are presented to the Board for consideration of removal.

Please Note: All Board Policies and Administrative Regulations listed below are available for review at the District Office.

q. Board Policy 5145.13 – Response to Immigration Enforcement

r. Administrative Regulation 5145.13 – Response to Immigration Enforcement

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12. **Correspondence**

a. BCOE Notice of Differentiated Assistance Under LCFF

13. **Superintendent's Reports**

Superintendent Gary Rogers provided an update on initiatives and activities occurring across district school sites. He shared that the Transformative Reading Group has been coaching administrators on literacy practices and supporting the analysis of student data.

Mr. Rogers reported that DELT will meet next week and will begin transitioning from learning about structured systems to facilitating team meetings and addressing districtwide issues related to academics, behavior, and attendance.

The District will provide *Capturing Kids' Hearts* training for both certificated and classified staff this summer prior to the start of the school year funded with the Community Schools Grant. Representatives from Butte, Glenn, and Trinity Counties visited Golden Hills to observe the district's Community Schools and MTSS program structure. Superintendent Rogers acknowledged Caitlin Webb for her work with each site to strengthen systems of support through the Community Schools Grant.

The Math Task Force spent two days at the Butte County Office of Education reviewing new math curriculum options. With input from K–8 teachers, the group reviewed materials from 64 publishers and narrowed the list for potential future adoption. Next steps include contacting publishers for presentations and pilots, followed by decisions regarding the adoption and rollout process.

Mr. Rogers also shared that Palermo Union School District has been identified for Differentiated Assistance (DA) under the Local Control Funding Formula (LCFF) based on results from the Fall 2025 California School Dashboard. The identified student group is "Two or More Races," with suspension rates and chronic absenteeism causing the need for differentiated assistance.

Differentiated Assistance is a support process rather than a penalty. The Butte County Office of Education will partner with the district to examine contributing factors, strengthen systems, and support continuous improvement.

Finally, Superintendent Rogers discussed enrollment projections for the 2026–27 school year. Projections indicate a decrease in enrollment, and the denial of inter district transfer releases by other districts presents an additional concern. To address these challenges, the district plans to reduce middle school staffing by 1.0 FTE and increase class sizes to 28 students.

14. **Board Items**

None.

CLOSED SESSION

The Board recessed into Closed Session at 5:40 p.m. to discuss the following:

1. Closed session for the purpose of discussing student matters/discipline, in accordance with Education Code Sections 48918 and 35146.

2. Closed session regarding matters of personnel/employment all in accordance with Government Code Section 54957.

3. Closed session regarding matters of negotiation with the Palermo Teachers Association (PTA/CTA/NEA) and Classified School Employees Association (CSEA), Bargaining Unit 336. In accordance with Government Code Section 54957.6, with designated representative Gary Rogers, Superintendent; and matters of negotiations with unrepresented groups, certificated management and classified management/confidential, in accordance with Government Code Section 54957.6, with designated representative Gary Rogers, Superintendent.

OPEN SESSION

The Board reconvened into Open Session at 6:16 p.m.

ACTION ITEMS

None.

18. **Personnel | Recommendation: Approval** (Pending successful completion of pre-employment requirements.)

A motion was made by Justin Younger, seconded by Justin Mark McClarren, recommending the following personnel items be approved. Debbie Hoffman, Justin Younger, and Mark McClarren voted aye. Motion unanimously carried.

Certificated

a. Molly Sasek, Substitute Site Supervisor, District Wide, add to substitute list, effective January 1, 2026.

b. Lynnette Jensen, Teacher, Helen Wilcox, leave of absence, effective January 2, 2026 through June 30, 2026.

c. Bryan Thao, Certificated Substitute, Districtwide, add to certificated substitute list, effective January 12, 2026.

d. Marissa Matteucci, Certificated Substitute, Districtwide, add to certificated substitute list, effective January 23, 2026.

e. Allison York, Certificated Substitute, Districtwide, add to certificated substitute list, effective January 22, 2026.

f. Brittny Elam, Certificated Substitute, Districtwide, add to certificated substitute list, effective January 23, 2026.

g. Sophia Cardoza, Certificated Substitute, Districtwide, add to certificated substitute list, effective January 23, 2026.

Classified

h. Bianca Rodriguez, Instructional Aide, Helen Wilcox School, extend unpaid leave from January 16, 2026 through February 6, 2026.

i. Sedona Haymond, Instructional Aide, Helen Wilcox School, change stipend received from AA to BA effective January 16, 2026.

Resignation/Retirement

j. Frank Maturino, Certificated Teacher, Palermo Middle School, retirement effective July 1, 2026.

ADJOURNMENT

Board President Debbie Hoffman declared the meeting adjourned at 6:17 p.m.

Respectfully submitted,

Gary Rogers
Secretary of the Governing Board

Includes Purchase Orders dated 01/01/2026 - 01/31/2026

PO Number	Vendor Name	Loc	Description	Fund Object	Account Amount
BPO26-00109	COLLECTIVE IMPACT SOLUTIONS	05	01/01/26-0/30/26 CONSULTING	01-5800	95,175.00
BPO26-00110	FLEET EFORCE	05	25/26 OPEN PO FOR BUS REPAIRS	01-5800	15,000.00
BPO26-00111	PAPE KENWORTH	05	25/26 OPEN PO	01-5800	1,000.00
BPO26-00112	UNITED BUILDING CONTRACTORS	05	HONCUT WELL CONSTRUCTION	40-6125	1,070,000.00
BPO26-00113	RODRIGUEZ PORTABLES DAVID RODR IGUEZ	05	25/26 OPEN PO	01-5600	1,000.00
PO25-00858	NV5	05	HONCUT WELL CONSTRUCTION	40-6280	24,196.00
PO26-00537	CHRISTOPHER WOODWARD MECHANIC WORKS	05	25/26 BUS SMOGS	01-4335	950.00
PO26-00552	WILLYGOAT	05	Preschool Music Metallophone Drums	01-4400	8,595.49
PO26-00554	SIERRA PLAY PARTNERS	05	Playground Equipment Installation	01-5800	8,118.75
PO26-00555	AMAZON FULLFILLMENT SERVICES	05	SUPPLIES	01-4300	54.28
PO26-00556	OFFICE DEPOT	05	TONER & SUPPLIES	01-4300	407.34
PO26-00557	AMAZON FULLFILLMENT SERVICES	04	MORNING CLUB SUPPLIES	01-4300	108.19
PO26-00558	AMAZON FULLFILLMENT SERVICES	05	Student Book Area Supplies	12-4315	21.64
				12-4320	8.65
				12-4333	70.35
PO26-00559	OFFICE DEPOT	01	CLASSROOM SUPPLIES	01-4300	213.65
PO26-00560	AMAZON FULLFILLMENT SERVICES	02	ASSESSING READING	01-4300	186.70
PO26-00561	AMAZON FULLFILLMENT SERVICES	02	PBIS REWARDS	01-4300	357.22
PO26-00562	AMAZON FULLFILLMENT SERVICES	04	POCKET TALKER	01-4300	530.16
PO26-00563	AMAZON FULLFILLMENT SERVICES	02	PAPER MACHE MASKS	01-4300	23.64
PO26-00564	MAC GILL DISCOUNT	04	NURSE SUPPLIES	01-4300	175.13
PO26-00565	AMAZON FULLFILLMENT SERVICES	03	Keyboard	12-4320	48.70
PO26-00566	AMAZON FULLFILLMENT SERVICES	01	Classroom Supplies	12-4300	707.87
PO26-00567	AMAZON FULLFILLMENT SERVICES	05	Program Office Supplies	12-4320	115.60
PO26-00568	AMAZON FULLFILLMENT SERVICES	01	Classroom Supplies	12-4300	484.36
PO26-00569	CDW GOVERNMENT	03	Speaker Cord	12-4300	53.53
PO26-00570	AMAZON FULLFILLMENT SERVICES	05	IPAD CASE	01-4300	33.93
PO26-00571	AMAZON FULLFILLMENT SERVICES	02	CLASSROOM MATERIALS KUBECKI	01-4300	293.67
PO26-00572	BULKBOOKSTORE	02	THUNDER HEAR MY CRY	01-4300	382.56

The preceding Purchase Orders have been issued in accordance with the District's Purchasing Policy and authorization of the Board of Trustees. It is recommended that the preceding Purchase Orders be approved and that payment be authorized upon delivery and acceptance of the items ordered.

Includes Purchase Orders dated 01/01/2026 - 01/31/2026

PO Number	Vendor Name	Loc	Description	Fund Object	Account Amount
PO26-00573	AMAZON FULLFILLMENT SERVICES	02	BUTCHER PAPER	01-4300	213.96
PO26-00574	OFFICE DEPOT	02	COPY PAPER	01-4300	1,688.70
PO26-00575	OFFICE DEPOT	02	TONER	01-4300	172.62
PO26-00576	OFFICE DEPOT	01	STAPLES, CRAYONS, SCISSORS	01-4300	202.82
PO26-00577	AMAZON FULLFILLMENT SERVICES	01	DRY ERASE MARKERS, PENCILS	01-4300	74.75
PO26-00578	FAIRBANKS PAVING	05	ASPHALT REPAIR @ HW	01-5800	950.00
PO26-00579	WALMART COMMUNITY GECRB	03	Water and Papertowels	01-4300	33.22
				12-4333	60.93
PO26-00580	Discount School Supply	01	Storytelling Tree	12-4400	4,039.86
PO26-00581	AMAZON FULLFILLMENT SERVICES	03	Classroom Supplies	12-4300	508.60
PO26-00582	AMAZON FULLFILLMENT SERVICES	01	ELOP HOLIDAY ARTS & CRAFTS	01-4300	90.62
PO26-00583	AMAZON FULLFILLMENT SERVICES	04	KINDNESS CHALLENGE SUPPLIES	01-4300	179.98
PO26-00584	MAC GILL DISCOUNT	01	NURSE SUPPLIES	01-4300	507.07
PO26-00585	OFFICE DEPOT	01	OFFICE SUPPLIES	01-4300	484.87
PO26-00586	COMERS PRINT SHOP	01	3 PART REFERRALS	01-4300	361.43
PO26-00587	AMAZON FULLFILLMENT SERVICES	04	CLASSROOM SUPPLIES RUSSELL	01-4300	359.81
PO26-00588	VOLTAGE SPECIALISTS	05	OUTDOORS SPEAKERS @ GH	01-4400	2,350.00
PO26-00589	AMAZON FULLFILLMENT SERVICES	01	NURSE SUPPLIES	01-4300	62.84
PO26-00590	AMAZON FULLFILLMENT SERVICES	01	CLASSROOM MATERIALS ADAMS	01-4300	407.07
PO26-00591	AMAZON FULLFILLMENT SERVICES	01	CAFE OFFICE CABINET	13-4300	300.92
PO26-00592	AMAZON FULLFILLMENT SERVICES	02	CLASSROOM MATERIALS COTTER	01-4300	356.80
PO26-00593	AMAZON FULLFILLMENT SERVICES	02	SOCCER EQUIPMENT	01-4300	800.86
PO26-00594	AMAZON FULLFILLMENT SERVICES	03	Classroom Supplies	12-4315	281.11
				12-4320	42.41
				12-4333	3.45
				12-4353	264.09
PO26-00595	POWERSCHOOL GROUP LLC	05	26/27 ONLINE ENROLL, SIS MAINT	01-5854	19,269.26
PO26-00596	MANZANITA MUSTANG BASKETBALL	02	7/8 GIRLS BASKETBALL TOURNEY	01-5800	125.00
PO26-00597	SCHOLASTIC TEACHER EDUCATION	01	SCHOLASTIC STORYWORKS	01-4300	206.94
PO26-00598	SOUTHEASTERN EQUIPMENT	05	FLOOR MACHINE	01-4400	7,212.47
		Total Number of POs	53	Total	**1,269,924.87**

The preceding Purchase Orders have been issued in accordance with the District's Purchasing Policy and authorization of the Board of Trustees. It is recommended that the preceding Purchase Orders be approved and that payment be authorized upon delivery and acceptance of the items ordered.

Includes Purchase Orders dated 01/01/2026 - 01/31/2026

Fund Recap

Fund	Description	PO Count	Amount
01	GeneralFund	41	168,716.80
12	ChildDevelopmentFund	10	6,711.15
13	CafeteriaSpecialRevenueFund	1	300.92
40	SpecResCapitalOutlayFund	2	1,094,196.00
		Total	**1,269,924.87**

The preceding Purchase Orders have been issued in accordance with the District's Purchasing Policy and authorization of the Board of Trustees. It is recommended that the preceding Purchase Orders be approved and that payment be authorized upon delivery and acceptance of the items ordered.

EVENTS CALENDAR

PALERMO UNION ELEMENTARY SCHOOL DISTRICT

Date	Event	Location	Time
February 11, 2026	Regular Board Meeting	District Boardroom	5:00 PM
February 13-20, 2026	Intersession (No students, teachers or 10-month employees)		
February 12, 2026	Lincoln's Birthday (No students, teachers or staff)		
February 16, 2026	President's Day (No students, teachers or staff)		
February 25, 2026	Regular Board Meeting	District Boardroom	5:00 PM
March 11, 2026	Regular Board Meeting	District Boardroom	5:00 PM
March 25, 2026	Regular Board Meeting	District Boardroom	5:00 PM
April 6-10, 2026	Easter Break (No students, teachers or 10-month employees)		
April 16, 2026	Open House	Palermo Middle School	5:30 PM
April 22, 2026	Regular Board Meeting	District Boardroom	5:00 PM
May 13, 2026	Regular Board Meeting	District Boardroom	5:00 PM
May 14, 2026	Spring Band Concert	Palermo Middle School	6:00 PM
May 25, 2026	Memorial Day (No students, teachers or staff)		
May 27, 2026	Regular Board Meeting	District Boardroom	5:00 PM
June 4, 2026	8th Grade Graduation	Palermo Middle School	9:00 AM
June 10, 2026	Regular Board Meeting	District Boardroom	5:00 PM
June 19, 2026	Juneteenth (No students, teachers or staff)		
June 17, 2026	Regular Board Meeting	District Boardroom	5:00 PM
June 24, 2026	Regular Board Meeting	District Boardroom	5:00 PM
July 8, 2026	Regular Board Meeting	District Boardroom	5:00 PM
July 22, 2026	Regular Board Meeting	District Boardroom	5:00 PM
August 12, 2026	Regular Board Meeting	District Boardroom	5:00 PM
August 26, 2026	Regular Board Meeting	District Boardroom	5:00 PM
September 9, 2026	Regular Board Meeting	District Boardroom	5:00 PM

September 23, 2026	Regular Board Meeting	District Boardroom	5:00 PM
October 14, 2026	Regular Board Meeting	District Boardroom	5:00 PM
October 28, 2026	Regular Board Meeting	District Boardroom	5:00 PM
November 11, 2026	Veteran's Day (No students, teachers or staff)		
November 18, 2026	Regular Board Meeting	District Boardroom	5:00 PM
December 16, 2026	Annual Organizational Meeting	District Boardroom	5:00 PM

STAFF DEVELOPMENT REPORT
January 2026
All totals are approximates.

Independent Study Compliance and Best Practices
Anaya, Rogers
Webinar
02/17/26
Fund: 0550 $205.00

Employee Leaves
Anaya, Metcalf, Bowles
Webinar
02/03/26
Fund: 0552 $290.00

CTA Good Teaching North
M Fox, Barcelos, Gomez
Burlingame
01/30/26-02/01/26
Fund: 4035 $2815.05

PowerSchool

Sales Quote - This Is Not An Invoice

PowerSchool Group LLC
150 Parkshore Dr.
Folsom CA 95630

Quote #: Q-224758-1

Prepared By:	Abdul Patel	Customer Contact:	Linda Davis
Customer Name:	Palermo Union Elementary School District	Title:	CALPADS & Accounts Payable
		Address:	7390 Bulldog Way
Contract Term:	9 Months	City:	Palermo
Billing Frequency:	Annually		
Start Date:	March 28, 2026	State/Province:	California
End Date:	December 31, 2026	Zip Code:	95968
Payment Terms:	Net 30	Phone #	(530) 533-4842
Pricing Vehicle:		Pricing Vehicle Contract #:	

Contract Term : March 28, 2026 to December 31, 2026

Quote Summary

License and Subscription Period(s)	License and Subscription	Total
Subscription Period 1: March 28, 2026 to December 31, 2026	USD 19,269.26	USD 19,269.26
Total Contract : March 28, 2026 to December 31, 2026	USD 19,269.26	USD 19,269.26

License and Subscription Fees

Subscription Period 1 License and Subscription Fees

Product Description	Quantity	Unit	Price
PowerSchool Enrollment Registration	1,469.00	Students	USD 9,398.95
PowerSchool Enrollment Additional Language - Spanish	1.00	Each	USD 1,171.83
PowerSchool SIS Maintenance and Support	1,469.00	Students	USD 8,698.48
Subscription Period 1 License and Subscription Fees TOTAL:			USD 19,269.26
Total License and Subscription Fees :			**USD 19,269.26**

Subscription Start and End Dates shall be as set forth above. On-Going PowerSchool Subscription/Maintenance and Support Fees are invoiced at the then-current rates and enrollment per existing terms of the executed agreement between Customer and PowerSchool. Any applicable sales or other tax has not been added to this quote. If this quote includes promotional pricing, such promotional pricing may not be valid for the entire duration of this quote.

All purchase orders must include the exact quote number of this quote. Customer agrees that purchase orders are for administrative purposes only and do not impact the terms or conditions of this quote or any agreement executed between the parties. Any credit provided by PowerSchool is nonrefundable and must be used within 12 months of issuance. Unused credits will expire after 12 months.

This quote incorporates any statement of work attached hereto. This quote is subject to and incorporate the terms and conditions found at www.powerschool.com/MSA_2024/.

By either (i) executing this quote or (ii) accessing the services described on this quote, Customer agrees that after the contract term end date, the subscription for such services will continue for successive twelve (12) month subscription periods on the same terms and conditions as set forth herein, subject to a standard annual price uplift and excluding any promotional pricing, unless Customer provides PowerSchool with a written notice of its intent not to renew at least sixty (60) days prior to the end of the applicable current contract term.

THE PARTIES BELOW ACKNOWLEDGE THAT THEY HAVE READ THE AGREEMENT, UNDERSTAND IT AND AGREE TO BE BOUND BY ITS TERMS.

POWERSCHOOL GROUP LLC	Palermo Union Elementary School District
Signature:	Signature: Signed by: Ruth Anaya 3DA8818771A2491...
Printed Name: Jon Scrimshaw	Printed Name: Ruth Anaya
Title: Chief Accounting Officer	Title: Assistant Superintendent, Business
Date: 21-JAN-2026	Date: 27-Jan-2026

PO Number: ___________________________

KinderSystems

CenterTrack, KinderSign, KinderSmart CARE Renewal Proposal

For over 30 years, KinderSystems has delivered reliable, secure, and comprehensive software solutions to child care administrators throughout the United States and its territories.

Prepared for:

Palermo Union School District

7390 Bulldog Way

Palermo, CA 95968

Proposal Number: 3022

Date Issued: January 21, 2026

30 years of excellence

Christi Davis

KinderSystems | www.kindersystems.com | (800) 991-6120

REFERENCE #4

Contents

CARE

Executive Summary

KinderSystems' track record with child care management systems is extensive. Since 1997, KinderSystems has served early education, child care subsidy, and human services agencies in many states, including California, New York, Massachusetts, Iowa, Ohio, Washington, Missouri, Louisiana, Arizona, and Texas.

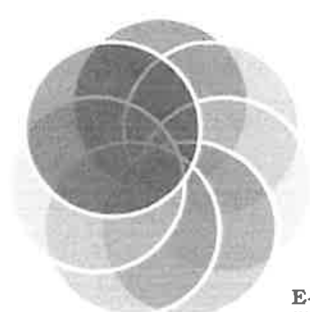
KinderSystems provides reliable and comprehensive solutions to child care administrators seeking more efficient methods of administrating child care subsidy programs. Our software modules offer proven technology for managing caseloads, tracking attendance, maintaining eligibility, and waiting lists, conducting resource and referral activities as well as providing online self-service portals.

For California Alternative Payment and Center-Based agency solutions, KinderSystems provides the CARE family of products, a suite of solutions proven over decades used by California's very largest Alternative Payment agencies.

Using our time-tested software in conjunction with our proven development and deployment strategy will increase your operational efficiency. KinderSystems delivers reliable and sustainable software solutions by focusing on software design excellence and modularity, and on extraordinary and unmatched customer support.

Product Overview

The CARE solution suite is designed to manage California Alternative Payment programs as well as Center-Based programs, all in one solution. The system allows agencies to manage their child care programs from any computer with Internet access. Users log into to a secured website where they can manage a family file, track child care attendance, issue fee and tuition invoices and generate state forms and reports.



CARE is our flagship Alternative Payment and Center-Based solution, administering general subsidy management tasks, including tracking of families, providers, and payment information. A host of forms and reports streamline agency management, including the standard California Notice of Action, the ELCD-9600, immunization reports, meal benefits forms, and the monthly California CDD-801a, 801b and 9400 reports. It also generates the Quarterly CPARIS and PLIS reports.

Check out these CARE add-on solutions to streamline all of your agency's offerings:

Family Portal

The KinderSystems Family Portal is a web-based portal that is fully integrated with our CARE product. Families can access the Portal via the internet using a smartphone, tablet, or any other device.

Being fully integrated with CARE, the Family Portal eliminates the need to print and mail documents to families by allowing CARE users to generate forms and documents in CARE, which then become available for access in the Portal instantaneously. Not only do families have on demand access to important documents such as family fee statements, NOAs and more, but the Portal also allows families to experience the convenience of paying their tuition and family fees online, with payments being immediately submitted to CARE for posting.

Here's a list of some of the convenient, cost saving, time saving features that the KinderSystems Family Portal includes:

- Send & sign the ELCD-9600 electronically
- Send & sign Notices of Action (NOA) electronically
- Upload & sign documents electronically
- Pay family fees plus access to invoices and statements
- And more!

E-List (short for Eligibility List)

Developed from the ground up in cooperation with California's top child care professionals, the KinderSystems E-List is a web based, easy to use and powerful means of managing your waiting list of families in need of child care and child care subsidy services.

The online module integrates into your existing website allowing families to apply for services online from anywhere, at any time.

E-List is completely customizable, allowing users to customize program eligibility types, priorities for enrollment, family preferences and more.

We also offer E-List integration with the KinderSystems CARE subsidy management database to eliminate redundant data entry.

Here is a list of features available in the KinderSystems E-List software:

- Import eligible families into CARE
- Simplified data entry forms
- Customize priorities for enrollment
- Customize child care preferences
- Detailed eligibility search
- Compliance with state data standards
- Comprehensive reporting
- Apply for services online 24/7
- And more!

Texting

The KinderSystems Texting tool is integrated with CARE to communicate time-critical information such as event updates, emergency alerts, and more, via SMS text messages.

> *97% of SMS are read in 5 minutes or less, which compared to other mediums puts it at the absolute top for time critical notifications.*

Here is a partial list of the many benefits you'll get from Texting in CARE.

- Send Text messages to groups or individual including providers and families
- Providers and families can respond to your texts
- Dedicated toll-free 800 number
- Easy to use and cost effective
- Send announcements, notices, emergency alerts, and more!

CENTERTRACK

Executive Summary

KinderSystems' track record with child care management systems is extensive. Since 1997, KinderSystems has served early education, child care subsidy, and human services agencies in many states, including California, New York, Massachusetts, Iowa, Ohio, Washington, Missouri, Louisiana, Arizona, and Texas.

KinderSystems provides reliable and comprehensive solutions to child care administrators seeking more efficient methods of administrating child care subsidy programs. Our software modules offer proven technology for managing caseloads, tracking attendance, maintaining eligibility, and waiting lists, conducting resource and referral activities as well as providing online self-service portals.

For child care center management, KinderSystems provides CenterTrack, a system proven over decades used by some of California's largest school districts, offices of education and many private non-profit organizations that often operate dozens or even hundreds of centers and classrooms.

Using our time-tested software in conjunction with our proven development and deployment strategy will increase your operational efficiency. KinderSystems delivers reliable and sustainable software solutions by focusing on software design excellence and modularity, and on extraordinary and unmatched customer support.

Product Overview

CenterTrack is an Internet-based child care management software system that allows agencies to manage their child care programs from any computer with Internet access. Users log into to a secured website where they can manage a family file, track child care attendance, issue fee and tuition invoices and generate state forms and reports.

Enrollment/Family Records

- Supports unlimited number of programs and parent fee rate types
- Automatically determines eligibility for multiple programs
- Calculates parent income information and saves in history
- Powerful alerts notify staff when action is required such as family recertification
- Records family and child case notes
- Tracks required documents
- Scans documents and stores images for later recall
- And more!

Attendance/Invoice

- Generates sign-in sheets and class rosters by center or classroom
- Provides a complete history of record changes for audit purposes
- Generates invoices for subsidized and full cost families
- Automatically loads attendance by center, classroom, child, or day of week
- Records attendance and allows supervisors to record adjustments
- Interfaces seamlessly with our KinderConnect time and attendance suite of products, allowing attendance tracking via parent smartphones and tablets installed at providers
- And more!

Forms & Reports

- Generates Notice of Actions (NOA) and the ELCD-9600 in English or Spanish
- Generates the California Immunization Report and annual 8018
- Automates meal benefit forms
- Generates the monthly California CDD-801A for electronic submission, 801B, and 9400
- Generates the quarterly CPARIS and PLIS reports
- And more!

CenterTrack is designed to accommodate the largest school districts, operating hundreds of centers with thousands of children, as well as small agencies operating a few centers with dozens of children.

TIME & ATTENDANCE

Executive Summary

KinderSystems' track record with child care management systems is extensive. Since 1997, KinderSystems has served early education, childcare subsidy, and human services agencies in many states, including California, New York, Massachusetts, Iowa, Ohio, Washington, Missouri, Louisiana, Arizona, and Texas.

For time and attendance tracking, KinderSystems provides several modules, all based on KinderConnect, our web-based hosted system for all attendance-related activities.

For California Alternative Payment and Center-Based agencies, KinderConnect seamlessly interfaces with our CenterTrack and CARE subsidy management systems to provide world-class child care attendance tracking capabilities.

Using our time-tested software in conjunction with our proven development and deployment strategy will increase your operational efficiency. KinderSystems delivers reliable and sustainable software solutions by focusing on software design excellence and modularity, and on extraordinary and unmatched customer support.

Product Overview

The KinderSystems solution for time and attendance is comprised of three major components:

1. KinderConnect® is our time and attendance module. It interfaces with your existing subsidy management system, and implements provider-facing capabilities, including a portal for reports and forms, as well as attendance tracking and submission. It also serves as the host to our time and attendance modules KinderSign and KinderSmart.

2. KinderSign® is a tablet application that allows parents to check children in and out of care. The app verifies the authority of the person, shows the list of children in care, and allows the authorized person to log absences or attendance. The geographic location of the transaction is captured. Collecting the parent's signature and photograph are customer selectable. KinderSign also displays information about children's cases, allows parents to view and approve attendance transactions, and allows parents to view messages from providers and the Agency. KinderSign can be installed on Android or Apple tablets. We can furnish the tablet devices and manage them for you remotely using a mobile device management (MDM) system. The product supports English, Spanish and Vietnamese languages.

3. KinderSmart® is a smartphone application that runs on Android and iPhones that allows parents to check their children in and out of care using their own devices. KinderSmart also displays information about children's cases, allows parents to view and approve attendance transactions, and allows parents to view messages from providers and the Agency. KinderSmart also supports English, Spanish and Vietnamese.

Our time and attendance solution allows providers to track attendance not just for subsidized children, but also full-cost children.

HOSTING

The system will be hosted on the Azure Cloud in the US-West region located in California. The disaster recovery infrastructure is hosted in the US-East region in Virginia. The facility has multiple redundant circuits for its Internet service. The facility is PCI and FedRAMP Moderate compliant. Azure provides a physically secure (access list, check-in/check-out list, and photo ID required), climate-controlled facility (N+1) with conditioned and redundant power (2N), which provides emergency failover to protect all systems. Azure has backup power by diesel generators in the event of a complete blackout of the local power grid.

SECURITY, ACCESSIBILITY, UPDATES & PATCHES

Our products are all designed using proprietary role-based security operations. Administrators can set up user profiles and user groups with unique security credentials based on the tasks performed within our software modules. KinderSystems maintains all its hosted systems. Firewall, Intrusion Detection System, and Intrusion Protection System (IDS/IPS), and Security Incident and Event Management System (SIEM) are used to protect and monitor all of KinderSystems' web and database servers and internal networks. Operating systems are monitored continuously and patched at monthly intervals. Access to workstations and servers enforce multifactor authentication.

All of KinderSystems' hosted systems force HTTPS for web traffic with support for TLS 1.2. KinderSystems provides the digital certificate if the agency site is published under the KinderSystems provided domain name. If an agency requires a different domain name, then a unique digital certificate and domain will need to be purchased, which will be billed to the agency, as an annual recurring fee.

KinderSystems reserves the right to migrate, upgrade, improve or modify environments and policies to fulfill business needs if the same level of security compliance is retained.

TECHNOLOGY

Backups

Our data backup strategy includes backing up twice a day for four months. All data is securely transferred offsite in addition to the ongoing system backup strategy.

KinderSystems' systems are self-monitoring. Whenever a failure is detected, an engineer is alerted via a telephone call to either deal with the emergency directly or call the responsible person. This monitoring takes place continuously.

KinderSystems provides 24/7/365 coverage for critical infrastructure issues.

Encryption

All data is encrypted both in transit using TLS 1.2 and at rest using industry standard encryption, AES-256.

Data Handling

All KinderSystems staff undergo background checks prior to hiring and participate in data handling, privacy, and security trainings both during onboarding and on annual basis.

Uptime

KinderSystems has an uptime of 99.995% for the last four years.

Security

Security is based on NIST 800-53 Rev. 5 / FISMA and FERPA (Family Educational Rights and Privacy Act) framework. Annual security assessments and penetration tests are performed by an independent third-party company. KinderSystems also performs internal and external audits of our applications and organizational controls.

KinderSystems also employs a fulltime Security Program team.

OWNERSHIP OF DATA

All data in the database is entered and owned by the Agency. KinderSystems never makes changes to the data unless specifically requested in writing by the Agency and only during normal support operations.

While our products are equipped to automate several different assessment instruments, KinderSystems shall not be responsible for copyright issues or to seek any necessary permits or licenses in connection with the use by the Agency of any such instrument, tool, or any other educational or other material or information which the Agency may elect to use in relation to its use of our solutions.

TECHNICAL REQUIREMENTS

The KinderSystems products are designed to be device independent. That means our software will work on most computers, tablets, and mobile devices. The only requirement of our hosted solution is that your agency has a computer with high-speed Internet access to connect to your KinderSystems databases. All our solutions are cloud-based and require no servers or in-house maintenance. They are accessed through standard Internet browsers (Firefox, Chrome, Edge, Safari).

TRAINING & TRANSITION SUPPORT

We offer remote training, where attendees connect via a virtual meeting tool such as Microsoft Teams or Zoom. Remote training requires a high-speed Internet connection at your location, in addition to phone access or a computer microphone and speakers for audio.

IMPLEMENTATION DEPLOYMENT PLAN

KinderSystems delivers production-proven products and successful implementations in private and subsidized child care programs throughout United States. This means that KinderSystems' highly configurable products may be deployed immediately in their current form. The software will be configured to match your operational requirements.

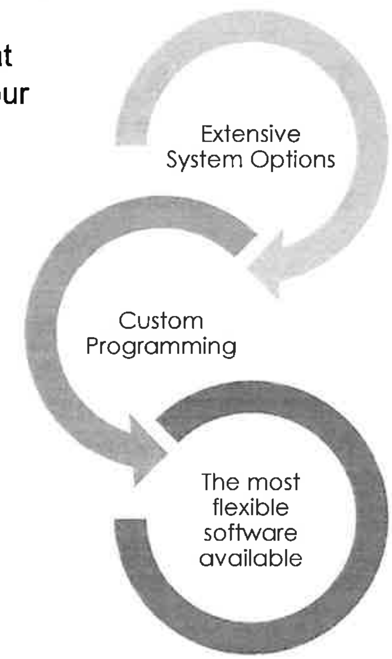
Because of KinderSystems' extensive configuration features, we can deliver a fully customized system with minimal or no programming effort.

To facilitate the deployment, a project coordinator will lead the project with the support of our technical team and subject matter experts. The entire team has excellent working relationships with key staff throughout the nation, from IT to program managers, fiscal managers, and executive directors. The KinderSystems team will be available for education, training, and process guidance throughout the entire software transition process.

CUSTOM PROGRAMMING

KinderSystems offers custom programming services, which give you the opportunity to tailor the software to meet your specific needs. For example, if you have a particular form or report that you rely on, we can build and include that form or report into our software to meet the needs of your program. Perhaps you would like KinderSystems to design a new interface or utility for your program. Here are some examples of custom programming services we have provided:

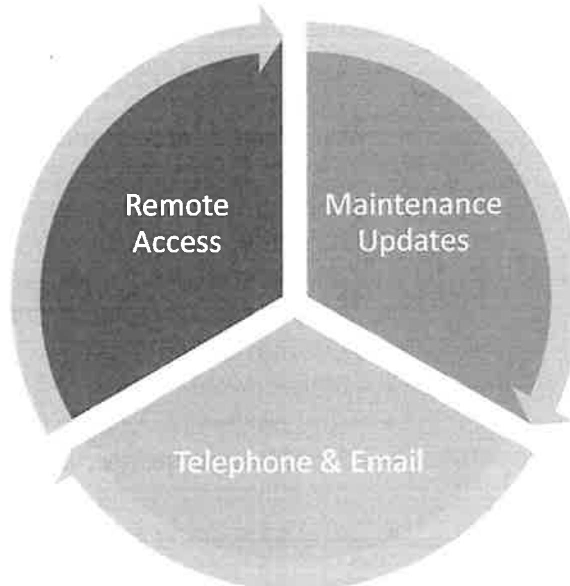
- Custom attendance sheets
- Custom family fee statements
- New reports
- Custom data export files
- Integration with student ID software
- Integration with financial software
- Track new data elements.



Upon receipt of a request for custom programming, we will produce a detailed quotation specifying deliverables as well as associated costs.

SUPPORT SERVICES

The KinderSystems annual maintenance and support plan offers the following benefits:



Maintenance Updates

KinderSystems provides regular maintenance updates throughout the year. The updates are performed after hours, with minimal down time. The updates include maintaining product compliance with regulations, standard programming, and custom programming enhancements.

Telephone & Email Support

KinderSystems' technical support staff are available for questions pertaining to the operation of all KinderSystems' products. If a user has a problem with an operational or technical feature of the software, KinderSystems' technical support specialists will answer questions via telephone, or email.

If support issues require KinderSystems engineering staff to perform custom programming or database repair services due to user error or inaccurate data entry, we may charge for such services at our prevailing engineering rates. This occurs very rarely, and in all cases such work would be defined in writing and authorized in writing in advance.

Remote Access Support

Using remote access software, KinderSystems' technical support specialists can address and resolve operational and technical problems that cannot be resolved by telephone or email. This service requires users to have access to a computer system running the KinderSystems products on-site that is equipped with an Internet connection. Remote access support may not be available due to the security permissions of the user's network.

Support is available between 8:00 AM – 5:00 PM PST, Monday through Friday.

PERMITTED USES OF THE PRODUCT

KinderSystems is used by your agency to administer your child care programs, either under a Head Start program, an alternative payment program, or a center-based program, or both. Your users are employees or contractors who work for your agency. We do not allow sharing of access to our systems to third parties or other agencies who are not licensed. We strongly encourage that all users have unique login credentials and no password sharing occurs. This facilitates security best practices as well as staff accountability.

EXCLUSIONS

The following items are not included in this proposal and if required, must be obtained by your agency:

- Local telephone charges to the agency. Our support team uses online meetings and webinars to train, troubleshoot and sometimes configure and install. The call-in numbers for online support and webinars may be, in some circumstances, long-distance numbers for local agencies. KinderSystems tries to use 800 numbers, when possible, to support such calls, but may not always be able to do so. Under no circumstances can KinderSystems be responsible for any telephone charges to local agencies by their phone companies. We advise our agencies to check their long-distance plans carefully before participating in online meetings or webinars.
- Internet connections
- Network cabling
- Any hardware, unless it is explicitly identified in this proposal
- Software support or license fees charged by any third-party vendors that interface with the KinderSystems solutions
- Any third-party software

INVESTMENT SUMMARY

Annual Subscription Fees

Product	Annual Fees
CenterTrack Annual Subscription	$1,997.04
KinderSign Annual Subscription	$1,133.74
KinderSmart Annual Subscription	$566.87
CARE Annual Subscription – WAIVED for 2026	$0.00
Total Annual SaaS	**$3,697.65**

Multi-Year Subscription Fees – Price Guarantee

To lock in our fees and streamline your budgeting efforts, your agency has the option to sign a multi-year contract, if interested. If you do not wish to sign the multi-year contract, you are subject to renewing your subscription at the going subscription rate, not to exceed 10% year over year.

Annual Subscription	Annual Fees
Year 1 - Includes SaaS & One-Time Services	**$3,697.65**
Year 2	$3,808.58
Year 3	$3,922.84
Year 4	$4,040.52
Year 5	$4,161.74

Optional Fees – Training & Custom Programming

On-line remote training is $325/hour and custom programming/engineering is $495/hour.

VALIDITY

This proposal is valid until February 22nd , 2026.

Initial: REA Date: 2/1/26

IN CONCLUSION

KinderSystems has been doing business with subsidized child care and Head Start agencies for over 30 years nationwide, and is the most reliable, time-tested software company in the subsidized child care industry. We are proud to offer our solutions for your consideration. We thank you again for your interest in our software and look forward to working with you and your team for many years to come.

1. Initial Term of the Subscription: February 22nd, 2026 through February 21st, 202_
2. Address Information:
   7390 Bulldog Way
   Palermo, CA 95968

   Address Type:
   ☑ Physical Address
   ☑ Mailing Address

Note: If this is not correct, please provide the correct address(es) below. If your physical and mailing address are not the same, please make sure to provide both addresses.

Correct Physical Address: ____________________

Correct Mailing Address: ____________________

3. Multi-Year Pricing: ☒No ☐Yes, number of years: _ Initial here REA
4. If you have a Purchase Order (PO), please provide the PO Number and include a copy of the PO with this paperwork. ____________________

Initial: REA Date: 2/1/26

FULL LEGAL NAME OF CUSTOMER: Palermo Union School District

PRODUCTS AND SERVICES ORDER FORM

This Products and Services Order Form ("Order Form") by and between KinderSystems, Inc. ("Company") and the Customer named above ("Customer") is entered into as of February 22nd, 2026 (the "Effective Date"), and details the terms of Customer's use of the products and services set forth. This Order Form shall be governed by, and subject to, the terms of the Master License and Services Agreement located at www.kindersystems.com/agreement (the "Master Agreement"). This Order Form shall become effective on the Effective Date. This Order Form, together with the Master Agreement and any subsequent Change Order(s) entered into pursuant to the Master Agreement form the entire agreement between the parties with respect to the products and services set forth. Notwithstanding anything to the contrary in any purchase order or other document provided by Customer, any product or service provided by Company to Customer in connection with a purchase order related to this Order Form is conditioned upon Customer's acceptance of this Order Form and the Master Agreement. Any additional, conflicting, or different terms proffered by Customer in a purchase order or otherwise shall be deemed null and void. Each of the individuals executing this Order Form represents and warrants that he or she is authorized to execute the Agreement on behalf of Customer or Company, as applicable.

Customer Name & Address:
Palermo Union School District
7390 Bulldog Way
Palermo, CA 95968

Company Name & Address:
KinderSystems, Inc.
101 State Place, Suite Q
Escondido, CA 92029

Primary Contact Name & Email:

IN WITNESS WHEREOF, the parties, intending to be legally bound, have caused this Order Form to be executed by their duly authorized officers as of the Effective Date.

Customer: Palermo Union School District

RE Anaya
Signature

Ruthie Anaya
Printed Name

Assistant Superintendent Business
Title

2/1/26
Date

Company: KinderSystems, Inc

Signature

Lara Oerter
Printed Name

President & CEO
Title

Date

School Year: **2025-26**

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	1/22/26	

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.

REFERENCE #5

Table of Contents

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

Helen M Wilcox School Plan aligns with the district's Local Control Accountability Plan (LCAP). LCAP goals are referenced to the LCAP's intent. Plan was developed based on using a comprehensive needs assessement 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.

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 Palermo Union School District team DELT and SSLT meets monthly to analyze data for the district's LCAP. Also, DELAC/ELAC meets twice a year (and more as needed) to review data for the School Plan for Student Achievement and the teaching staff at Helen Wilcox meets twice a month and as grade levels, for PLC (professional collaboration) and GLTs (grade level) to review data and goals. The School Site Council meets regularly to analyze data to determine strengths and areas of growth. Attendance district team meets weekly during the year to discuss and plan action for chronic absent students.

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.

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.

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.

Other Needs

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

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for 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**		
	22-23	**23-24**	**24-25**	**22-23**	**23-24**	**24-25**
American Indian	2.91%	2.30%	2.03%	15	13	12
African American	0%	0.53%	1.01%	0	3	6
Asian	3.49%	3.71%	3.55%	18	21	21
Filipino	0.58%	0.53%	0.17%	3	3	1
Hispanic/Latino	38.76%	36.75%	38.85%	200	208	230
Pacific Islander	0.19%	0.35%	0.34%	1	2	2
White	40.31%	39.93%	37.33%	208	226	221
Two or More Races	12.79%	15.90%	15.88%	66	90	94
Not Reported	0.97%	%	0.84%	5		5
			Total Enrollment	516	566	592

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	**Number of Students**		
	22-23	**23-24**	**24-25**
Transitional Kindergarten			63
Kindergarten	161	134	128
Grade 1	118	127	138
Grade 2	127	129	127
Grade3	110	127	136
Total Enrollment	516	566	592

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 give 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 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		
	22-23	23-24	24-25	22-23	23-24	24-25
English Learners	79	76	75	15.3%	13.4%	12.7%
Fluent English Proficient (FEP)	10	16	19	1.9%	2.8%	3.2%
Reclassified Fluent English Proficient (RFEP)	12	7	12	14.8%	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:

1. 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.
2. 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) 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 84.1%% identified as socioeconomically disadvantaged.

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

School and Student Performance Data

Overall Performance

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

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

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.

School and Student Performance Data

Academic Performance
English Language Arts

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Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard English Language Arts Equity Report

Red	Orange	Yellow	Green	Blue
0	2	1	0	0

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

2025 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
Orange	No Performance Color	
32.3 points below standard	27.7 points below standard	
Maintained -0.6 points	Increased 3.7 points	
126 Students	20 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color	No Performance Color	Orange
Fewer than 11 students - No Data for Privacy	37.8 points below standard	36.6 points below standard
1 Student	12 Students	Maintained -1 points
		109 Students

Students with Disabilities	African American	American Indian
No Performance Color	No Performance Color	No Performance Color
67.5 points below standard	Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy
Increased 26.4 points	1 Student	1 Student
29 Students		

Asian	Filipino	Hispanic
No Performance Color	No Performance Color	Orange
Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy	32.8 points below standard
5 Students	1 Student	Declined 7 points
		53 Students

Two or More Races	Pacific Islander	White
No Performance Color	No Performance Color	Yellow
29.7 points below standard	Fewer than 11 students - No Data for Privacy	35.3 points below standard
21 Students	1 Student	Increased 5.9 points
		43 Students

Conclusions based on this data:

1. The three major groups

School and Student Performance Data

Academic Performance
Mathematics

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Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Mathematics Equity Report

Red	Orange	Yellow	Green	Blue
0	2	1	0	0

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

2025 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
Yellow	No Performance Color	
22.7 points below standard	11.7 points below standard	
Maintained -1.2 points	Increased 27.4 points	
126 Students	20 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color	No Performance Color	Orange
Fewer than 11 students - No Data for Privacy	17.8 points below standard	25.2 points below standard
1 Student	12 Students	Declined 4 points
		109 Students

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

Conclusions based on this data:

1. Current English Learner is 29 points below standards and English Only are 53.8 points below standard.

School and Student Performance Data

Academic Performance
Science

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

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Science Equity Report				
Red	Orange	Yellow	Green	Blue

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

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

2025 Fall Dashboard English Learner Progress Indicator

English Learner Progress	Long-Term English Learner Progress
Blue	No Performance Color
59.2 making progress.	making progress.
Number Students: 49 Students	Number Students: 0 Students

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

2025 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
16.3%	24.5%	0%	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 Performance
College/Career Report

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

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

Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard College/Career Equity Report				
Red	Orange	Yellow	Green	Blue

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

2025 Fall Dashboard College/Career Performance for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
Foster Youth	Homeless	Socioeconomically Disadvantaged
Students with Disabilities	African American	American Indian
Asian	Filipino	Hispanic
Two or More Races	Pacific Islander	White

Conclusions based on this data:

1. We have no data for this category.

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

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Chronic Absenteeism Equity Report

Red	Orange	Yellow	Green	Blue
2	2	3	0	0

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

2025 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
Yellow	Yellow	
24.7% Chronically Absent	15.2% Chronically Absent	
Declined 3	Declined 12.5	
628 Students	79 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color	Orange	Yellow
Fewer than 11 students - No Data for Privacy	33.3% Chronically Absent	27.6% Chronically Absent
10 Students	Declined 2.9	Declined 3.3
	60 Students	547 Students

Students with Disabilities	African American	American Indian
Red	No Performance Color	No Performance Color
28.9% Chronically Absent	Fewer than 11 students - No Data for Privacy	41.7% Chronically Absent
Increased 3.9		Increased 1.7
121 Students	6 Students	12 Students

Asian	Filipino	Hispanic
No Performance Color	No Performance Color	Orange
9.1% Chronically Absent	Fewer than 11 students - No Data for Privacy	23.8% Chronically Absent
Declined 4.5		Declined 2.5
22 Students	1 Student	240 Students

Two or More Races	Pacific Islander	White
Red	No Performance Color	Yellow
29.4% Chronically Absent	Fewer than 11 students - No Data for Privacy	24.6% Chronically Absent
Increased 1.9		Declined 5
109 Students	2 Students	236 Students

Conclusions based on this data:

1. All groups that decreased in chronic absenteeism are: All Students 5.4%, Homeless 5.3%, Socioeconomic Disadvantaged 5.9%, Students with Disabilities 16.9%, American Indian 13.3%, Two or more Races 3.1% and White 2.8%.
2. Hispanic families increased by 5.5%.
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

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

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Graduation Rate Equity Report				
Red	Orange	Yellow	Green	Blue

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

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

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Suspension Rate Equity Report

Red	Orange	Yellow	Green	Blue
0	3	0	2	2

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

2025 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Long-Term English Learners
Yellow	Orange	
0.6% suspended at least one day	1.2% suspended at least one day	
Increased 0.5%	Increased 1.2%	
643 Students	82 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color	Blue	Green
0% suspended at least one day	0% suspended at least one day	0.5% suspended at least one day
Maintained 0%	Maintained 0%	Increased 0.3%
11 Students	62 Students	559 Students

Students with Disabilities

Orange

1.6% suspended at least one day

Increased 1.6%

123 Students

African American

No Performance Color

Fewer than 11 students - No Data for Privacy

6 Students

American Indian

No Performance Color

0% suspended at least one day

Maintained 0%

12 Students

Asian

No Performance Color

0% suspended at least one day

Maintained 0%

23 Students

Filipino

No Performance Color

Fewer than 11 students - No Data for Privacy

1 Student

Hispanic

Green

0.4% suspended at least one day

Increased 0.4%

244 Students

Two or More Races

Orange

2.7% suspended at least one day

Increased 2.7%

110 Students

Pacific Islander

No Performance Color

Fewer than 11 students - No Data for Privacy

2 Students

White

Blue

0% suspended at least one day

Declined 0.4%

245 Students

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 #1Develop 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	All Students	15,500 Title I

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	essential learnings. Teachers meet through out the year in PLC to determine essential standards ELA and Math, develop high quality lessons, and focus on formative and summative results. 2. All students are provided with core instructional materials aligned to the new Common Core standards. 3. Continue use of adopted ELA program, National Geographic Reach for Reading.		1000-1999: Certificated Personnel Salaries Substitute teachers
1.3	1. Identify struggling readers through the DIBELs NEXT assessment during the first two weeks of the new school year. 2. RI teacher will use benchmarks to put students in grouping to teach lessons from the BARTON System. 3. RI team will monitor growth three times a year BOY, MOY and EOY. 4. RI teacher will share results with grade level teams and at staff meetings throughout the year/admin will share with parent advisory groups. 5. Planning, implementing and evaluating the reading intervention program 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. 8. FUNHUB-to reach all students-FUNHUB is another tool that incorporates technology part of the Wilson Fundations program 9. Reading Pals-fluency and comprehension. Twice a week 30 minutes student will read with a volunteer in the Reading Success room.	Students not meeting standards in English Language Arts	17,000 LCFF - Supplemental 4000-4999: Books And Supplies Wilson Fundation curriculum 275,566 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Reading Intervention Program 2 K-3 teachers 85,359 LCFF - Supplemental 2000-2999: Classified Personnel Salaries classified instructional assistants Tier 2 intervention 2,445 LCFF - Supplemental 5800: Professional/Consulting Services And Operating Expenditures Fun Hub
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	69,403 Title I 2000-2999: Classified Personnel Salaries work with students developing reading fluency; supervision of students 120,127 LCFF - Supplemental 2000-2999: Classified Personnel Salaries work with students developing reading fluency; supervision of students

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
			33,237 Other 2000-2999: Classified Personnel Salaries 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 FUNDATIONS 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	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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.12	ELD teacher will work with students identified by the ELCAP Levels 1 and 2 ELD teacher will work with staff to develop additional strategies/lessons to intervene with our EL students.	EL students	110,731 LCFF - Supplemental 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	All students	17,000 LCFF - Supplemental 4000-4999: Books And Supplies

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	program. This will help with their fluency. Small group reading.		books

Annual Review

SPSA Year Reviewed: 2024-25

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

Analysis

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

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 asessment	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 My Math 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	

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
2.3	Weekly PLC meetings Develop and implement pacing guides for delivering My Math program 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.	All students	
2.4	All 2nd and 3rd grade students as needed will participate in the EXTRA MATH program to determine math fluency growth.	All second and third grade students not meeting grade level standards	500 LCFF - Supplemental 4000-4999: Books And Supplies 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	Simple Solutions-grade level-spiral review of California State Standards-bell work-direct instruction review curriculum	1st through 3nd grade students	9,460 LCFF - Supplemental 4000-4999: Books And Supplies
2.7	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: 2024-25

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

Analysis

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

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.

We added Simple Solutions to our daily instruction in grades First, Second and Third.

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 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	2024-2025 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 (PBIS) 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	

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
		monitored by Director of Engagement and Family 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 5,774 Unrestricted 4000-4999: Books And Supplies curriculum Bouncy (Kelvin)
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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
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 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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
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 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

Annual Review

SPSA Year Reviewed: 2024-25

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

Analysis

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

Our 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 ELCAP levels 2 and 3	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 2 and 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: 2024-25

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

Analysis

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

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

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures

Annual Review

SPSA Year Reviewed: 2024-25

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

Analysis

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

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

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

Budget Summary

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

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	$143,848
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$2,541,180.43
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 ($)
Extended Learning Opportunity	$261,106.00
In Kind	$10,000.00
LCFF - Supplemental	$1,463,869.00
Lottery: Instructional Materials	$2,637.43
Other	$300,259.00
Special Education	$209,286.00
Unrestricted	$8,774.00

Subtotal of state or local funds included for this school: $2,255,931.43

Total of federal, state, and/or local funds for this school: $2,541,180.43

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	0.00
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
Extended Learning Opportunity	261,106.00
In Kind	10,000.00
LCFF - Supplemental	1,463,869.00
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	8,774.00

Expenditures by Budget Reference

Budget Reference	Amount

0000: Unrestricted	12,000.00
1000-1999: Certificated Personnel Salaries	1,504,002.00
2000-2999: Classified Personnel Salaries	898,904.00
4000-4999: Books And Supplies	100,305.43
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
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
0000: Unrestricted	LCFF - Supplemental	12,000.00
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	74,140.00
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	6,274.00
5800: Professional/Consulting Services And Operating Expenditures	Unrestricted	2,500.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	1,382,292.43
Goal 2	19,550.00
Goal 3	1,004,410.00
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:

H Scott	Principal, Heather Scott on 1/22/26
Aimee Maynard	SSC Chairperson, Chandler McCauley on 1/22/26

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

For additional questions or technical assistance related to LEA and school planning, please contact the CDE's Local Agency Systems Support Office, at LCFF@cde.ca.gov.
For programmatic or policy questions regarding Title I schoolwide planning, please contact the LEA, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

Plan Description

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

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

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

Educational Partner Involvement

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

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

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

Additional ATSI Planning Requirements:
This section meets the requirements for ATSI.

Resource Inequities

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Comprehensive Needs Assessment

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

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

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

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

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

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

Goals, Strategies/Activities, and Expenditures

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

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

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

Goal

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

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

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

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

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

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

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

Identified Need

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

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

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

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

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

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

Strategies/Activities Table

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

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

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

Additional CSI Planning Requirements:

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

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

Additional ATSI Planning Requirements:

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

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

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

Annual Review

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

Goal Analysis

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

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Budget Summary

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

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

Additional CSI Planning Requirements:

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

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

Additional ATSI Planning Requirements:

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

Budget Summary Table

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

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

Requirements for the Plan

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

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

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

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

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

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

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

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

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

   Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

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

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

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

CSI Resources

For additional CSI resources, please see the following links:

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

Additional Targeted Support and Improvement

A school eligible for ATSI shall:

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

School Year: **2025-26**

School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Honcut Elementary	04-61523-6003289	1/2/26	

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 Honcut Elementary 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.

REFERENCE #6

Table of Contents

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 Honcut Elementary for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

- Schoolwide Program

Honcut School Plan aligns with the district's Local Control Accountability Plan (LCAP). LCAP goals are referenced to the LCAP's intent. Plan was developed based on using a comprehensive needs assessement 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.

Educational Partner Involvement

How, when, and with whom did Honcut Elementary 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 Palermo Union School District team (DLT) meets monthly to analyze data for the district's LCAP. Also, DELAC/ELAC meets twice a year (and more as needed) to review data for the School Plan for Student Achievement and the teaching staff at Helen Wilcox meets twice a month (Honcut-is monitored and joins in at meetings when necessary) and as grade levels, for PLC and GLTs to review data and goals. The School Site Council meets regularly to analyze data to determine strengths and areas of growth. Attendance district team met multiple times during the year to discuss and plan action for chronic absent students.

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.

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.

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.

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

School and Student Performance Data

Student Enrollment

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

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	**Percent of Enrollment**			**Number of Students**		
	22-23	**23-24**	**24-25**	**22-23**	**23-24**	**24-25**
American Indian	0%	%	7.14%	0		1
African American	0%	%	%	0		
Asian	0%	%	%	0		
Filipino	0%	%	%	0		
Hispanic/Latino	35.29%	44.44%	64.29%	6	8	9
Pacific Islander	0%	%	%	0		
White	64.71%	50.00%	21.43%	11	9	3
Two or More Races	0%	5.56%	7.14%	0	1	1
Not Reported	0%	%	%	0		
			Total Enrollment	17	18	14

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	**Number of Students**		
	22-23	**23-24**	**24-25**
Kindergarten	4	6	2
Grade 1	1	4	6
Grade 2	6	1	5
Grade3	6	7	2
Total Enrollment	17	18	15

Conclusions based on this data:

1. This is a one room school house with four grades; kindergarten through third grade.
2. Enrollment decreased.

School and Student Performance Data

English Learner (EL) Enrollment

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

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	22-23	23-24	24-25	22-23	23-24	24-25
English Learners	4	5	5	23.5%	27.8%	35.7%
Fluent English Proficient (FEP)	0	0	1	0.0%	0.0%	7.1%

Conclusions based on this data:

1. Number of EL students is very limited. The enrollment is low at the Honcut site.
2. There is four English Learners and one Fluent English proficient student.
3. We have added a literacy coach/reading intervention teacher to assist with reading.

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	5	7		0	7		0	7		0.0	100	
All Grades	5	7		0	7		0	7		0.0	100	

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		*			*			*			*			*	
All Grades	N/A	N/A	N/A		*			*			*			*	

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		*			*			*	

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		*			*			*	

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		*			*			*	

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		*			*			*	

Conclusions based on this data:

1. Due to our small student population group data is not reported, however, district-wide data reveals that a significant number of our 3rd graders are not meeting the ELA standards.

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	5	7		0	7		0	7		0.0	100	
All Grades	5	7		0	7		0	7		0.0	100	

* 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		*			*			*			*			*	
Grade 11															
All Grades	N/A	N/A	N/A		*			*			*			*	

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		*			*			*	
Grade 11									
All Grades		*			*			*	

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		*			*			*	

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		*			*			*	

Conclusions based on this data:

1. Due to our small student population group data is not reported, however, district-wide data reveals that a significant number of our 3rd graders are not meeting the Math standards.

School and Student Performance Data

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

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

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K		*	*		*	*		*	*	0	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*		*	*		*	*		*	*	
All Grades										6	5	5

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		*	*		*	*		*	*		*	*		*	*
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*		*	*		*	*		*	*		*	*	
All Grades	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*

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		*	*		*	*		*	*		*	*		*	*
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*		*	*		*	*		*	*		*	*	
All Grades	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*

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	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*

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		*	*		*	*		*	*		*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*		*	*		*	*		*	*	
All Grades	*	*	*	*	*	*	*	*	*	*	*	*

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		*	*		*	*		*	*		*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*		*	*		*	*		*	*	
All Grades	*	*	*	*	*	*	*	*	*	*	*	*

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		*	*		*	*		*	*		*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*		*	*		*	*		*	*	
All Grades	*	*	*	*	*	*	*	*	*	*	*	*

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		*	*		*	*		*	*		*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*		*	*		*	*		*	*	
All Grades	*	*	*	*	*	*	*	*	*	*	*	*

Conclusions based on this data:

1. Due to the population, there is not enough data to report.

School and Student Performance Data

Student Population

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

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

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

2024-25 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
14	**78.6%**	**35.7%**	**0.0%**
Total Number of Students enrolled in Honcut Elementary.	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	5	35.7%
Foster Youth	0	0.0%
Homeless	0	0.0%
Socioeconomically Disadvantaged	11	78.6%
Students with Disabilities	4	28.6%

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	0	0.0%
American Indian	1	7.1%
Asian	0	0.0%
Filipino	0	0.0%
Hispanic	9	64.3%
Two or More Races	1	7.1%
Pacific Islander	0	0.0%
White	3	21.4%

Conclusions based on this data:

1. 83.3% of the students are designated as 'Socioeconomically Disadvantaged' this is a decrease from prior year.

2. 27.8% are English Learners.
3. There is NOT 5 students with disabilities.

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.

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

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

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

2025 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts No Performance Color	**Chronic Absenteeism** No Performance Color	**Suspension Rate** No Performance Color
Mathematics No Performance Color		
English Learner Progress No Performance Color		

Conclusions based on this data:

1. Not enough data due to the low population for Overall Performance for all Student at Honcut.

School and Student Performance Data

Academic Performance
English Language Arts

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

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

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

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard English Language Arts Equity Report

Red	Orange	Yellow	Green	Blue

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

2025 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
No Performance Color Fewer than 11 students - No Data for Privacy 3 Students	No Performance Color 0 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color 0 Students	No Performance Color 0 Students	No Performance Color 0 Students

Students with Disabilities	African American	American Indian
No Performance Color 0 Students	No Performance Color 0 Students	No Performance Color 0 Students

Asian	Filipino	Hispanic
No Performance Color 0 Students	No Performance Color 0 Students	No Performance Color 0 Students

Two or More Races	Pacific Islander	White
No Performance Color 0 Students	No Performance Color 0 Students	No Performance Color 0 Students

Conclusions based on this data:

1. Due to the population, no data was collected because there were less than 11 students per sub group.

School and Student Performance Data

Academic Performance
Mathematics

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

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

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

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue

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		
All Students	**English Learners**	**Long-Term English Learners**
No Performance Color Fewer than 11 students - No Data for Privacy 3 Students	No Performance Color 0 Students	
Foster Youth	**Homeless**	**Socioeconomically Disadvantaged**
No Performance Color 0 Students	No Performance Color 0 Students	No Performance Color 0 Students

Students with Disabilities	African American	American Indian
No Performance Color 0 Students	No Performance Color 0 Students	No Performance Color 0 Students

Asian	Filipino	Hispanic
No Performance Color 0 Students	No Performance Color 0 Students	No Performance Color 0 Students

Two or More Races	Pacific Islander	White
No Performance Color 0 Students	No Performance Color 0 Students	No Performance Color 0 Students

Conclusions based on this data:

1. Due to the size of the school the population is low for students taking assessment. Less than 11 students took the assessment.

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.

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

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

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Science Equity Report				
Red	Orange	Yellow	Green	Blue

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

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

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

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

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

2025 Fall Dashboard English Learner Progress Indicator

English Learner Progress	Long-Term English Learner Progress
	
No Performance Color	No Performance Color
making progress.	making progress.
Number Students: 2 Students	Number Students: 0 Students

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

2025 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level

Conclusions based on this data:

1. Not enough data.

School and Student Performance Data

Academic Performance
College/Career Report

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

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

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

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

Very Low Lowest Performance	Low	Medium	High	Very High Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard College/Career Equity Report				
Red	Orange	Yellow	Green	Blue

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

2025 Fall Dashboard College/Career Performance for All Students/Student Group		
All Students	**English Learners**	**Long-Term English Learners**
Foster Youth	**Homeless**	**Socioeconomically Disadvantaged**
Students with Disabilities	**African American**	**American Indian**
Asian	**Filipino**	**Hispanic**
Two or More Races	**Pacific Islander**	**White**

Conclusions based on this data:

1.

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.

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

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

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	0	0	0

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

2025 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group		
All Students	**English Learners**	**Long-Term English Learners**
No Performance Color 14.3% Chronically Absent Declined 17.3 14 Students	No Performance Color Fewer than 11 students - No Data for Privacy 5 Students	
Foster Youth	**Homeless**	**Socioeconomically Disadvantaged**
No Performance Color 0 Students	No Performance Color 0 Students	No Performance Color 18.2% Chronically Absent Declined 19.3 11 Students

Students with Disabilities	African American	American Indian
No Performance Color Fewer than 11 students - No Data for Privacy 4 Students	No Performance Color 0 Students	No Performance Color Fewer than 11 students - No Data for Privacy 1 Student

Asian	Filipino	Hispanic
No Performance Color 0 Students	No Performance Color 0 Students	No Performance Color Fewer than 11 students - No Data for Privacy 9 Students

Two or More Races	Pacific Islander	White
No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	No Performance Color 0 Students	No Performance Color Fewer than 11 students - No Data for Privacy 3 Students

Conclusions based on this data:

1. District wide Chronic Absenteeism is a problem. As a district we are investigating ways to encourage our families to come to school.
2. 14.3% chronically absent-this is a decline.

School and Student Performance Data

Academic Engagement
Graduation Rate

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

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

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

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Graduation Rate Equity Report				
Red	Orange	Yellow	Green	Blue

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

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

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

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

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Suspension Rate Equity Report

Red	Orange	Yellow	Green	Blue
0	0	0	0	0

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

2025 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Long-Term English Learners
No Performance Color 0% suspended at least one day Maintained 0% 17 Students	No Performance Color Fewer than 11 students - No Data for Privacy 6 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color 0 Students	No Performance Color 0 Students	No Performance Color 0% suspended at least one day Maintained 0% 13 Students

Students with Disabilities	African American	American Indian
No Performance Color Fewer than 11 students - No Data for Privacy 4 Students	No Performance Color 0 Students	No Performance Color Fewer than 11 students - No Data for Privacy 1 Student
Asian	**Filipino**	**Hispanic**
No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	No Performance Color 0 Students	No Performance Color Fewer than 11 students - No Data for Privacy 10 Students
Two or More Races	**Pacific Islander**	**White**
No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	No Performance Color 0 Students	No Performance Color Fewer than 11 students - No Data for Privacy 3 Students

Conclusions based on this data:

1.

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 Proficiency
For the 2025-26 school year, the school-wide (third grade)percentage of students scoring met or exceeded on the CAASPP/Smarter Balanced assessment at the end of the year will increase 2% (Helen Wilcox as a comparison) in ELA. 29.41% met or exceeded on the CaASPP assessment. I-Ready beginning of the school year (August 2022 will increase from

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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.

Students developing the academic schools so when they get to high school are able to meet the rigours and academic challenges.

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
I-Ready reading diagnostic	Met or exceeded standard for I-Ready based on assessment August, 2025 46%	Met or exceed standard will increase by two percent school wide in Language arts.

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. Instruction and local assessments will stress mastery of essential standards. Identify student reading scores and select an appropriate intervention for student (Lexia Core 5; Fountas and Pinnell, Wilson Fundation program). Collect and analyze summative and formative assessments from district data for the 2024-2025school year.	all students	
1.2	Monitor progress of Reach for Reading (National Geographic), an ELA/ELD state adopted curriculum.	all students	
1.3	Implement the use of Lexia Core 5.	all students	4,865 LCFF - Supplemental 4000-4999: Books And Supplies

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.4	Wilson Fundation's program	all students	750 LCFF - Supplemental 4000-4999: Books And Supplies
1.5	School Site Council will monitor and evaluate reading program goals and objectives; determine if goals and objectives are being met.	all students	
1.6	Honcut uses the I-Ready Reading Modules. Teachers will monitor daily use time requirement and also provide intervention as necessary.	All students	822 LCFF - Supplemental 4000-4999: Books And Supplies
1.7	Continue to train Literacy Coach. Training in Orton-Gillingham. Literacy coach will work in synch with the teacher teaching Wilson Fundations,	All students	97,439 Other 1000-1999: Certificated Personnel Salaries Literacy Grant 4,395 Other 4000-4999: Books And Supplies Literacy Grant

Annual Review

SPSA Year Reviewed: 2024-25

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

Analysis

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

This is our THIRD year with the LCRSET grant. We hired a literacy coach in 2023. First literacy coach resigned due to family move. We hired another literacy coach. She works with small groups and gives explicit direct instruction. She uses Fundations, Orton Gillingham and UFLI strategies.

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

The LCRSET grant allowed us to hire a literacy coach.

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.

Gen ed teacher uses Fundations also. Students are getting a lot of quality literacy instruction.

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.

Physically, Emotionally Safe Environment
Chronic absenteeism will decline by two percent in the 2 percent.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Create a physically and emotionally safe environment for all students that encourages parental involvement.

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.

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
district data dashboard chronic absenteeism	In comparison to HW 14.7% chronic absenteeism has declined	decrease by two percent:

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	School Site council acts as a site safety planning committee along with the district maintenance staff. They also review attendance rates and develop strategies for improving attendance.	all students; chronic absentee from all sub groups	
2.2	Positive Behavior Intervention System (PBIS) trainings. Monitoring PBIS data to inform best interventions for all students. Provide positive incentives as needed. Determine interventions for academic, behavior and social emotional behaviors.	all students	500 LCFF - Supplemental 4000-4999: Books And Supplies incentives
2.3	Analyze chronic absenteeism list from previous to intervene early for the students on the list, meet with the student and parent to develop a plan to decrease absences.	all students, chronic absent students from the previous year	
2.4	Attendance Improvement program: develop attendance improvement strategies, improve parent communication, and create student incentives and assemblies Classroom attendance program with popcorn party	all students	500 LCFF - Supplemental 4000-4999: Books And Supplies

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	Truancy phone calls home Parent nights		
2.5	Counselor to support students with attendance, emotional and behavioral issues as needed	all students	144,287 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Counselor
2.6	Implement a school-wide Social Emotional learning curriculum Character Strong	all students	500 LCFF - Supplemental 4000-4999: Books And Supplies curriculum
2.7	Director of Special Programs will monitor attendance issues district wide.	All Students	59,700 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Director of Student Services 39,800 Title I 1000-1999: Certificated Personnel Salaries Director of Student Services 59,700 Rural Education Achievement Program (REAP) 1000-1999: Certificated Personnel Salaries Director of Student Services 39,800 Extended Learning Opportunity 1000-1999: Certificated Personnel Salaries Director of Student Services

Annual Review

SPSA Year Reviewed: 2024-25

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

Analysis

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

2024-25 14.7% decline in chronic absenteeism. This is good news.

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.

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.

Math
For the 2025-26 school year, the schoolwide percentage fo student scoring met or exceeded on the CAASPP at the end of the year will increase by two percent comparison to Helen Wilcox at 35%

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LEA Goal 1: Develop a rigours, and challenging academic program that prepares students for high school, college, and/or career success while incorporating 21st Century skills and technologies.

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 per the Helen Wilcox and Palermo District state scores.

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
i-Ready assessments	Math 23%	I-Ready 0% met or exceeded; 20% will meet or exceed on I-Ready

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	Identify student math scores and select an appropriate class placement for each student; the teacher will use differentiated instruction, My Math curriculum	All students	None
3.2	Monitor the implementation of My Math adoption with fidelity, focusing on embedded academic language strategies, differentiated instruction and best first teaching practices (EDI).	all students	
3.3	I-Ready Math intervention modules. Teacher will monitor daily use requirement and provide intervention to small group or 1:1 intervention. Students will work through individualized math modules to determine practice, retention and enrichment of standards.	all students	800 LCFF - Supplemental 4000-4999: Books And Supplies computer assisted math program

Annual Review

SPSA Year Reviewed: 2024-25

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

Analysis

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

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

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

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.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Identified Need

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

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures

Annual Review

SPSA Year Reviewed: 2024-25

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

Analysis

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

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

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

Goals, Strategies, & Proposed Expenditures

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

Goal 5

Title and Description of School Goal

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Identified Need

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

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures

Annual Review

SPSA Year Reviewed: 2024-25

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

Analysis

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

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

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

Budget Summary

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

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	$2,645
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$453,858.00
Total Federal Funds Provided to the School from the LEA for CSI	$

Other Federal, State, and Local Funds

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

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

Federal Programs	Allocation ($)
Rural Education Achievement Program (REAP)	$59,700.00
Title I	$39,800.00

Subtotal of additional federal funds included for this school: $99,500.00

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 ($)
Extended Learning Opportunity	$39,800.00
LCFF - Supplemental	$212,724.00
Other	$101,834.00

Subtotal of state or local funds included for this school: $354,358.00

Total of federal, state, and/or local funds for this school: $453,858.00

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

Expenditures by Funding Source

Funding Source	Amount
Extended Learning Opportunity	39,800.00
LCFF - Supplemental	212,724.00
Other	101,834.00
Rural Education Achievement Program (REAP)	59,700.00
Title I	39,800.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	440,726.00
4000-4999: Books And Supplies	13,132.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	Extended Learning Opportunity	39,800.00
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	203,987.00
4000-4999: Books And Supplies	LCFF - Supplemental	8,737.00
1000-1999: Certificated Personnel Salaries	Other	97,439.00
4000-4999: Books And Supplies	Other	4,395.00
1000-1999: Certificated Personnel Salaries	Rural Education Achievement Program (REAP)	59,700.00
1000-1999: Certificated Personnel Salaries	Title I	39,800.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	108,271.00

Goal 2	344,787.00
Goal 3	800.00

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
Kris Fisher	Classroom Teacher
Maria Tello	Other School Staff
Jeannee Neville	Classroom Teacher
Jennifer Robles	Parent or Community Member
Jamie Chapman	Parent or Community Member
Miriam Reynoso	Parent or Community Member
Aimee Maynard	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:

HScott	Principal, Heather Scott on 1/22/26
A Maynard	SSC Chairperson, Aimee Maynard on 1/22/26

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

For additional questions or technical assistance related to LEA and school planning, please contact the CDE's Local Agency Systems Support Office, at LCFF@cde.ca.gov.
For programmatic or policy questions regarding Title I schoolwide planning, please contact the LEA, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

Plan Description

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

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

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

Educational Partner Involvement

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

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

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

Additional ATSI Planning Requirements:
This section meets the requirements for ATSI.

Resource Inequities

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Comprehensive Needs Assessment

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

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

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

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

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

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

Goals, Strategies/Activities, and Expenditures

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

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

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

Goal

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

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

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

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

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

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

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

Identified Need

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

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

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

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

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

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

Strategies/Activities Table

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

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

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

Additional CSI Planning Requirements:

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

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

Additional ATSI Planning Requirements:

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

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

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

Annual Review

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

Goal Analysis

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

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Budget Summary

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

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

Additional CSI Planning Requirements:

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

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

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

Budget Summary Table

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

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

Requirements for the Plan

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

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

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

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

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

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

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

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

Comprehensive Support and Improvement

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

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (*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

Palermo
UNION ELEMENTARY SCHOOL DISTRICT
"Building the Foundation for Success"

7390 Bulldog Way
Palermo, CA 95968
(530) 533-4842
(530) 532-1047 fax

Resolution No. 26-02

Resolution on Board Compensation for Missed Meetings

On the Motion of Member ____, Seconded by Member ____, the following resolution is adopted:

WHEREAS, the Governing Board of the Palermo Union Elementary School District appreciates the services provided by members of the Board and provides compensation for meeting attendance in accordance with Education Code 35120 and Board Bylaw 9250; and

WHEREAS, Education Code 35120 provides that the monthly compensation provided to Board Members shall commensurate with the percentage of meetings attended during the month unless otherwise authorized by Board Resolution; and

WHEREAS, Education Code 35120 specifies limited circumstances under which the Board is authorized to compensate a Board Member for meetings he/she missed; and

WHEREAS, the Board finds that Cody Nissen did not attend the Board Meeting on January 28, 2026, for the following reason:

☐ Performance of other designated duties for the District during the time of the meeting.

☒ Illness or jury duty.

☐ Hardship deemed acceptable by the Board.

NOW, THEREFORE, BE IT RESOLVED that the Governing Board hereby authorizes full compensation of the Board Member for the Month of January 2026 in accordance with Education Code 35120 and Board Bylaw 9250.

PASSED AND ADOPTED by the Governing Board of the Palermo Union Elementary School District of Butte County, in the State of California, on February 11, 2026 by the following vote:

AYES:

NOES:

ABSTENTIONS:

ABSENCES:

I, Gary Rogers, Secretary of the Governing Board, do hereby certify that the foregoing is a full, true and correct copy of a resolution duly passed and adopted by said Board at a regularly called and conducted meeting held on said date.

____

Secretary of the Governing Board

Butte County Office of Education
"Where Students Come First"

Mary Sakuma
Superintendent
msakuma@bcoe.org

Student Programs and Educational Support

Michelle Zevely
Deputy Superintendent
mzevely@bcoe.org

School Ties and Prevention Services
1859 Bird Street
Oroville, CA 95965
http://www.bcoe.org

Meagan Meloy
Senior Advisor
mmeloy@bcoe.org
(530) 879-3781

Josh Indar
Assistant Director
jindar@bcoe.org
530-879-3780

Memorandum of Understanding
Between
Butte County Office of Education's School Ties and Prevention Services (BCOE)
And
Butte Countywide Tobacco-Use Prevention and Youth Engagement (TPYE)
Consortium Districts (LEAs)
July 1, 2026, through June 30, 2029

This Memorandum of Understanding (MOU) is for the purpose of establishing a partnership between Butte County Office of Education's School Ties and Prevention Services **(BCOE)** and Butte Countywide TPYE Consortium Districts **(LEAs)** to implement tobacco use prevention education activities for schools in our county. The two parties agree that by working together, they can accomplish the goal of implementing proven prevention, intervention and cessation strategies. BCOE and the LEAs agree that this Memorandum of Understanding is contingent upon the CDE awarding funding for the TPYE Grant Program.

1. To fulfill its obligation under this agreement, BCOE will:
    - Lead a TPYE Program, consisting of a Prevention Programs Coordinator and a CSU, Chico, Health Education Department Intern.
    - Deliver Student Services, including but not limited to:
        - Tobacco-use prevention education using a TPYE-approved curriculum.
        - One youth engagement service; to develop a countywide campaign to de-glamorize and de-normalize vaping.
        - Coordinate interagency partnerships.

2. In order to fulfill its obligations under this agreement, LEAs will:
    - Appoint a representative to act as the TPYE Consortium point of contact.
    - Collaborate on the development of a parental consent form for all students upon enrollment.
    - Agree to collaborate on scheduling and coordination of classroom lessons, interventions, and anti-vaping prevention activities on participating middle and high school campuses.
    - Maintain Tobacco-Free Certification.

BIGGS UNIFIED SCHOOL DISTRICT

____

Authorized Signature

____

Name

____

Title

____

Date

BUTTE COUNTY OFFICE OF EDUCATION

____

Authorized Signature

____

Name

____

Title

____

Date

CHICO UNIFIED SCHOOL DISTRICT

____

Authorized Signature

____

Name

____

Title

____

Date

CORE BUTTE CHARTER

____

Authorized Signature

____

Name

____

Title

____

Date

DURHAM UNIFIED SCHOOL DISTRICT

Authorized Signature

Name

Title

Date

GOLDEN FEATHER UNION ELEMENTARY SCHOOL DISTRICT

Authorized Signature

Name

Title

Date

GRIDLEY UNIFIED SCHOOL DISTRICT

Authorized Signature

Name

Title

Date

MANZANITA ELEMENTARY SCHOOL DISTRICT

Authorized Signature

Name

Title

Date

OROVILLE CITY ELEMENTARY SCHOOL DISTRICT

Authorized Signature

Name

Title

Date

OROVILLE UNION HIGH SCHOOL DISTRICT

Authorized Signature

Name

Title

Date

PALERMO UNION ELEMENTARY SCHOOL DISTRICT

Authorized Signature

Name

Title

Date

PARADISE UNIFIED SCHOOL DISTRICT

Authorized Signature

Name

Title

Date

PIONEER UNION ELEMENTARY SCHOOL DISTRICT

____

Authorized Signature

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Name

____

Title

____

Date

THERMALITO UNION ELEMENTARY SCHOOL DISTRICT

____

Authorized Signature

____

Name

____

Title

____

Date

Memorandum of Understanding
Between
Palermo Union Elementary School District
And
Palermo Teachers Association
Expanded Learning Opportunities (ELOP)

Both parties recognize the importance of providing expanded learning opportunities to students either before or after school and outside the regular school calendar. The purpose of this MOU is to enable the district to recruit high quality, well trained staff to provide engaging learning and enrichment opportunities and to provide student supervision within the educational environment in addition to providing fair compensation for employees who provide these services outside of their contract day and/or contract year.

Both parties agree to the following terms and conditions effective January 26, 2026:

1. A consistent application process will be developed in order to outline goals of the activity and provide specific starting and ending dates.

2. The application process will include a budget component so that necessary materials and supplies may be purchased.

3. The minimum length of ELOP classes provided during the school year will be 4 weeks, at least twice per week, for 45 minutes per session, unless otherwise approved.

4. Teachers will be compensated at their step and column on the ELOP salary schedule.

5. Teachers may timecard up to 1 hour/week for ELOP planning time during the school year, if necessary, and be compensated at their hourly rate on the ELOP salary schedule.

6. Summer/intercession teachers may timecard up to 1 hour/day for prep time if necessary.

In the event that ELOP funding is eliminated and/or reduced, this MOU and its provisions will sunset unless otherwise mutually agreed upon.

________________________ 1/29/26
Gary Rogers — Date
Palermo Union Elementary School District

________________________ 1/29/26
Andy McCoy, Negotiations Chair — Date
Palermo Teachers Association