



Schoolwide Plan Program (SWP)

School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Wiley Canyon Elementary	19 64832 6020812	March 6, 2025	April 22, 2025

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

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

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

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

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

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

Plan Description

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

The Educational Partners of Wiley Canyon Elementary conducted a comprehensive needs assessment using data from the California Dashboard and other district measurements to create our 2025-2026 Single Plan for Student Achievement. The plan includes four identified goals and strategies targeted to improve all student academic outcomes. Goal One ensures that all students demonstrate mastery of grade-level academic standards and language proficiency. Goal Two is focused on enhancing student engagement and fostering a positive school climate, ensuring that every student feels connected, supported, and motivated to actively participate in their education. Goal Three is focused on expanding our partnership with parents in decision-making processes and school activities, fostering a collaborative and supportive environment that positively impacts student success. Goal Four ensures that all students are taught academic standards at a high level of rigor in all content areas, using instructional materials aligned with standards. These goals are in alignment with Newhall School District's Local Control Accountability Plan and are monitored to ensure student growth.

Educational Partner Involvement

How, when, and with whom did your Wiley Canyon 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

Wiley Canyon Elementary's School Plan for Student Achievement (SPSA) was developed through a collaborative process involving the School Site Council, English Language Advisory Council (ELAC), Instructional Leadership Team, Positive Behavioral Interventions and Supports (PBIS) Team, teachers, staff, and parents. To evaluate school needs and measure progress toward the 2024-2025 SPSA goals, we reviewed several data sources, including state tests, district assessments, common formative assessments, PBIS data, Attendance data, and Stakeholder Survey data.

Throughout the 2024-2025 school year, the School Site Council met regularly to monitor the implementation of the school plan and provide feedback. Teachers and administrators reviewed data in cycle data review sessions, Professional Learning Community (PLC) meetings, faculty meetings, and Instructional Leadership Team meetings to guide instructional decisions. A draft of the SPSA was shared with the School Site Council on March 6, 2025, for review and approval. The final draft will be presented to the Newhall School District Governing Board on April 22, 2025.

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.

According to the 2024 California Dashboard, Wiley Canyon Elementary received a performance category of Orange in both English Language Progress and English Language Arts. While 45% of our English Learners demonstrated progress on the Summative ELPAC, this reflects an 11% decline from the previous year. In English Language Arts, overall student performance was 11.2 points below standard, maintaining the previous year's status with a slight decrease of 0.6 points. Additionally, chronic absenteeism received a performance category of Red, rising to 20.3%, marking a 2% increase from the previous year.

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.

According to the 2023-2024 California Dashboard, one student group was identified as performing two levels below the "All Students" performance rating.

In Math, Students with Disabilities received a performance rating of Red, compared to the school's overall rating of Yellow. To address this gap, all team members will closely review student learning goals, academic services, and identified needs to ensure that instruction and support are effectively tailored to promote student success.

Other Needs

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

Wiley Canyon Elementary uses multiple measures of student outcomes to identify specific needs and determine goals for our Single Plan for Student Achievement.

In English Language Arts, district cycle assessment data indicates a need for additional targeted support for all students in grades two through six, with a particular focus on improving outcomes for Students with Disabilities and English learners. As measured by District Cycle 3 Assessment data, Kinder through 2nd grade Students with Disabilities (SWD) scored an average of 43 percentage points below the overall school-wide proficiency rate of 70%. English Learners (ELs) in Kinder–2nd grade scored 19 percentage points below the overall school-wide proficiency rate of 70%. According to the 2024 CAASPP English Language Arts (ELA) Assessment, 3rd–6th grade SWD scored 43.75 percentage points below the overall proficiency rate of 50%, while ELs in the same grade span scored 29 percentage points below. On the 2024 CAASPP Math Assessment, 3rd–6th grade SWD scored 40.86 percentage points below the school-wide proficiency rate of 47.11%, and ELs in grades 3–6 scored 30.13 percentage points below.

Wiley Canyon Elementary has seen a 2% increase in chronic absenteeism, raising the rate to 20.3%. The following subgroups had chronic absenteeism rates that exceeded the school-wide data: Socioeconomically Disadvantaged -23.6 % and Students with Disabilities- 27.7%. This trend highlights the need for a proactive approach to improving attendance through stronger family engagement, early identification of at-risk students, and targeted interventions.

School and Student Performance Data

Student Population

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

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

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

2023-24 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
381	75.9%	36%	0.0%
Total Number of Students enrolled in Wiley Canyon 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.

2023-24 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	137	36%
Foster Youth	0	0.0%
Homeless	16	4.2%
Socioeconomically Disadvantaged	289	75.9%
Students with Disabilities	83	21.8%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	1	0.3%
American Indian	1	0.3%
Asian	11	2.9%
Filipino	10	2.6%
Hispanic	282	74%
Two or More Races	14	3.7%
Pacific Islander	1	0.3%
White	48	12.6%

School and Student Performance Data

Overall Performance






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

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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.”



2024 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<div>English Language Arts</div> <div></div> <div>Orange</div>	<div>Chronic Absenteeism</div> <div></div> <div>Red</div>	<div>Suspension Rate</div> <div></div> <div>Blue</div>
<div>Mathematics</div> <div></div> <div>Yellow</div>		
<div>English Learner Progress</div> <div></div> <div>Orange</div>		

School and Student Performance Data

Academic Performance English Language Arts

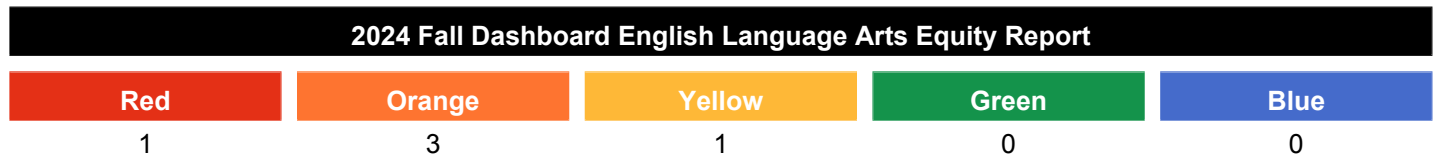
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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












This section provides number of student groups in each level.



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

2024 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<div>All Students</div> <div></div> <div>Orange</div> <div>11.2 points below standard</div> <div>Maintained 0.6 points</div> <div>223 Students</div>	<div>English Learners</div> <div></div> <div>Orange</div> <div>41.8 points below standard</div> <div>Declined 4.6 points</div> <div>80 Students</div>	<div>Long-Term English Learners</div> <div></div> <div>No Performance Color</div> <div>Less than 11 Students</div> <div>2 Students</div>
<div>Foster Youth</div> <div></div> <div>No Performance Color</div> <div>0 Students</div>	<div>Homeless</div> <div></div> <div>No Performance Color</div> <div>Less than 11 Students</div> <div>8 Students</div>	<div>Socioeconomically Disadvantaged</div> <div></div> <div>Orange</div> <div>20.8 points below standard</div> <div>Declined 3.3 points</div> <div>175 Students</div>

Students with Disabilities  Red 102.9 points below standard Declined 25.8 points 60 Students	African American  No Performance Color 0 Students	American Indian  No Performance Color 0 Students
Asian  No Performance Color Less than 11 Students 5 Students	Filipino  No Performance Color Less than 11 Students 3 Students	Hispanic  Orange 20.0 points below standard Maintained 2.9 points 171 Students
Two or More Races  No Performance Color Less than 11 Students 9 Students	Pacific Islander  No Performance Color 0 Students	White  Yellow 9.7 points above standard Declined 3.8 points 30 Students

School and Student Performance Data

Academic Performance Mathematics

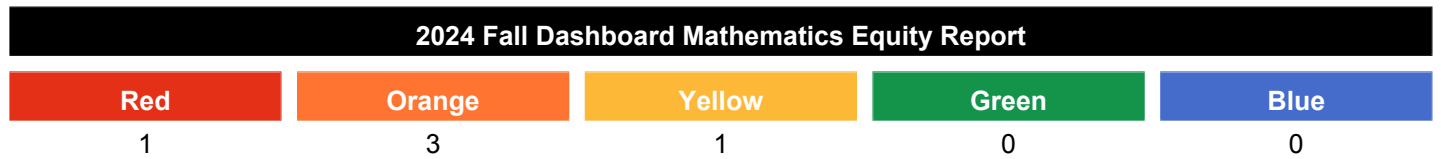
The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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







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












This section provides number of student groups in each level.



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

2024 Fall Dashboard Mathematics Performance for All Students/Student Group		
<div>All Students</div> <div> Yellow</div> <div>23.1 points below standard</div> <div>Declined 4.6 points</div> <div>223 Students</div>	<div>English Learners</div> <div> Orange</div> <div>54.8 points below standard</div> <div>Declined 17.6 points</div> <div>81 Students</div>	<div>Long-Term English Learners</div> <div> No Performance Color</div> <div>Less than 11 Students</div> <div>2 Students</div>
<div>Foster Youth</div> <div> No Performance Color</div> <div>0 Students</div>	<div>Homeless</div> <div> No Performance Color</div> <div>Less than 11 Students</div> <div>8 Students</div>	<div>Socioeconomically Disadvantaged</div> <div> Orange</div> <div>32.0 points below standard</div> <div>Declined 8.0 points</div> <div>175 Students</div>

Students with Disabilities  Red 110.2 points below standard Declined 9.3 points 59 Students	African American  No Performance Color 0 Students	American Indian  No Performance Color 0 Students
Asian  No Performance Color Less than 11 Students 5 Students	Filipino  No Performance Color Less than 11 Students 3 Students	Hispanic  Orange 30.5 points below standard Declined 7.2 points 171 Students
Two or More Races  No Performance Color Less than 11 Students 9 Students	Pacific Islander  No Performance Color 0 Students	White  Yellow 4.5 points below standard Maintained 2.0 points 30 Students

School and Student Performance Data



Academic Performance English Learner Progress

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

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

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

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

2024 Fall Dashboard English Learner Progress Indicator	
English Learner Progress	Long-Term English Learner Progress
 Orange	 No Performance Color
45.2% making progress.	making progress.
Number Students: 93 Students	Number Students: 1 Student

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.

2024 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
21.5%	33.3%	7.5%	37.6%

School and Student Performance Data

Academic Engagement Chronic Absenteeism

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

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







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












This section provides number of student groups in each level.



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

2024 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group		
<div>All Students</div> <div> Red</div> <div>20.3% Chronically Absent</div> <div>Increased 2</div> <div>390 Students</div>	<div>English Learners</div> <div> Orange</div> <div>18.7% Chronically Absent</div> <div>Increased 7</div> <div>139 Students</div>	<div>Long-Term English Learners</div> <div> No Performance Color</div> <div>Fewer than 11 students - data not displayed for privacy</div> <div>2 Students</div>
<div>Foster Youth</div> <div> No Performance Color</div> <div>0 Students</div>	<div>Homeless</div> <div> No Performance Color</div> <div>31.6% Chronically Absent</div> <div>Increased 19.1</div> <div>19 Students</div>	<div>Socioeconomically Disadvantaged</div> <div> Red</div> <div>23.6% Chronically Absent</div> <div>Increased 4.2</div> <div>301 Students</div>

Students with Disabilities  Red 27.7% Chronically Absent Increased 4.8 94 Students	African American  No Performance Color Fewer than 11 students - data not displayed for privacy 1 Student	American Indian  No Performance Color Fewer than 11 students - data not displayed for privacy 1 Student
Asian  No Performance Color 9.1% Chronically Absent 0 11 Students	Filipino  No Performance Color Fewer than 11 students - data not displayed for privacy 10 Students	Hispanic  Red 21.5% Chronically Absent Increased 3.5 289 Students
Two or More Races  No Performance Color 14.3% Chronically Absent Declined 1.5 28 Students	Pacific Islander  No Performance Color Fewer than 11 students - data not displayed for privacy 1 Student	White  Orange 18.4% Chronically Absent Increased 3.5 49 Students

School and Student Performance Data

Conditions & Climate Suspension Rate

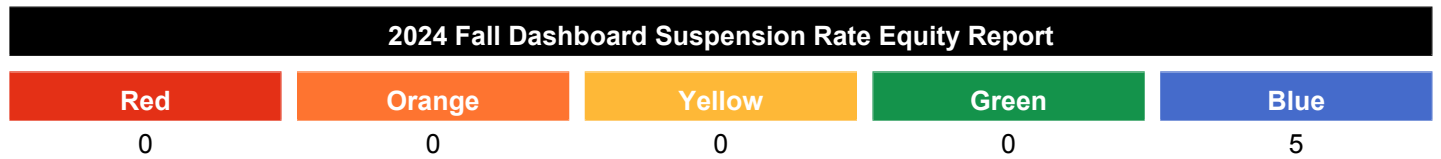
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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












This section provides number of student groups in each level.



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

2024 Fall Dashboard Suspension Rate for All Students/Student Group		
<div>All Students</div> <div></div> <div>Blue</div> <div>0.3% suspended at least one day</div> <div>Maintained 0.2%</div> <div>396 Students</div>	<div>English Learners</div> <div></div> <div>Blue</div> <div>0% suspended at least one day</div> <div>Declined 1.2%</div> <div>139 Students</div>	<div>Long-Term English Learners</div> <div></div> <div>No Performance Color</div> <div>Fewer than 11 students - data not displayed for privacy</div> <div>2 Students</div>
<div>Foster Youth</div> <div></div> <div>No Performance Color</div> <div>0 Students</div>	<div>Homeless</div> <div></div> <div>No Performance Color</div> <div>0% suspended at least one day</div> <div>Maintained 0%</div> <div>19 Students</div>	<div>Socioeconomically Disadvantaged</div> <div></div> <div>Blue</div> <div>0.3% suspended at least one day</div> <div>Declined 0.3%</div> <div>303 Students</div>

Students with Disabilities  <p>Blue</p> <p>0% suspended at least one day</p> <p>Maintained 0%</p> <p>95 Students</p>	African American  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>1 Student</p>	American Indian  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>1 Student</p>
Asian  <p>No Performance Color</p> <p>0% suspended at least one day</p> <p>Maintained 0%</p> <p>11 Students</p>	Filipino  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>10 Students</p>	Hispanic  <p>Blue</p> <p>0.3% suspended at least one day</p> <p>Declined 0.3%</p> <p>294 Students</p>
Two or More Races  <p>No Performance Color</p> <p>0% suspended at least one day</p> <p>Maintained 0%</p> <p>28 Students</p>	Pacific Islander  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>1 Student</p>	White  <p>Blue</p> <p>0% suspended at least one day</p> <p>Maintained 0%</p> <p>50 Students</p>

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 Achievement and Other Pupil Outcomes

The goal is for all students to demonstrate mastery of grade level academic standards and language proficiency.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal 1: To ensure that all students achieve academic success, fostering a positive and inclusive learning environment

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.

According to the 2024 English Language Arts (ELA) data from the California Assessment of Student Performance and Progress (CAASPP), 50% of students in grades 3 through 6 met or exceeded proficiency. The CA Dashboard rating of orange reflects a "maintained" status and an overall performance of 11.2 points below standard. A deeper analysis of student achievement revealed significant disparities among student groups, with Students with Disabilities receiving a red performance rating. District Cycle 3 ELA assessment results for primary grades (Kindergarten through 2nd grade) showed an average rate of 72% proficiency. However, proficiency rates varied among specific student groups, with English Learners averaging 50% proficiency and Students with Disabilities averaging 28% proficiency.

To promote long-term success, our staff will continue engaging in district-wide curriculum alignment efforts, ensuring students—particularly those with disabilities—are exposed to state assessment item specifications and question stems. This approach will help all students develop the academic vocabulary, problem-solving skills, and conceptual understanding required for success on the California Assessment of Student Performance and Progress (CAASPP). Teachers will design cycles of learning focused on essential standards, assess student progress at the end of each cycle, and collaborate in Professional Learning Community (PLC) meetings to refine Tier 1 instruction and intervention strategies. These collaborative efforts will allow for a second round of instruction for students requiring additional support while also providing extension opportunities for those ready to advance.

According to the 2024 Math CAASPP data, 47% of students in grades 3 through 6 met or exceeded proficiency, reflecting a slight increase of 4 percentage points from the previous year. The CA Dashboard rating of yellow reflects a decline in score and a performance of 23.1 points below standard. Further analysis revealed disparities in student achievement, with Students with Disabilities receiving a Red performance rating and English Language Learners receiving an Orange rating. These results highlight the need for targeted support and differentiated instruction to ensure all students have access to rigorous, standards-based math learning opportunities.

In Math, Students with Disabilities received a performance rating of Red, compared to the school's overall rating of Yellow. To address this gap, all team members will closely review student learning goals, academic services, and identified needs to ensure that instruction and support are effectively tailored to promote student success. We will strengthen teacher capacity to deliver systematic, explicit instruction that includes clear teacher modeling, sequenced levels of difficulty, and scaffolded learning. Lessons will provide frequent opportunities for guided practice, cumulative review, and immediate feedback to reinforce skill mastery. In addition to specialized services through Individualized Educational Programs (IEPs), these students will receive targeted intervention through participation in our "What I Need" (WIN) Cycles of Learning. These cycles will be guided by regular data analysis and will include small-group, skill-based instruction designed to meet individual learning needs. Additionally, teachers will integrate metacognitive strategies to support problem-solving, use anchor charts and structured discussions to enhance conceptual understanding, and provide explicit instruction in academic vocabulary. To further support accessibility, we will implement assistive technology tools and differentiated instructional materials that align with students' diverse learning profiles.

Although 38% of our English Learners progressed at least one English Language Proficiency level on the English Language Proficiency Assessment for California (ELPAC), 22% of our English Learners decreased at least one level,

and we received an overall rating of Orange. To improve English Learner (EL) progress on the ELPAC and reduce the percentage of students who regress, teachers will strengthen both Integrated and Designated ELD instruction focused on effective language scaffolding, structured student discourse, and explicit vocabulary instruction. Teachers will consistently implement designated ELD time with a focus on high-leverage strategies aligned with ELPAC task types.

According to the 2024 California Science Test (CAST) results, 41% of our students met or exceeded proficiency, reflecting a significant 12% increase from the previous year. Additionally, 46% of students nearly met proficiency, indicating that a large portion of our student population is approaching mastery but may require additional support to reach full proficiency. To build on this progress, our focus will be to strengthen inquiry-based learning, hands-on experimentation, and cross-curricular integration of science concepts. By enhancing student engagement through real-world applications and providing targeted instructional support, we aim to further increase the percentage of students meeting or exceeding proficiency while moving more students from the "nearly met" category into full mastery.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
California Dashboard Indicator for English Language Arts:	Overall color ranking: orange Points from standard: -11.2 points Change from previous year: -0.6 points Student groups that performed below the overall school rating: Students with Disabilities- red	The school will increase at least one color rating to yellow. All student groups not reaching the overall school rating will increase by at least one color rating. Students with Disabilities- Increase to at least orange
California Dashboard Indicator for Mathematics:	Overall color ranking: yellow Points from standard: -23.1 points Change from previous year: - 4.6 points Student groups that performed below the overall school rating: Students with Disabilities- red English Learners- orange Hispanic- orange Socioeconomically Disadvantaged- Orange	The school will increase at least one color rating to Green. All student groups not reaching the overall school rating will increase by at least one color rating. English Learners- Increase to at least yellow Students with Disabilities- Increase at least rating to orange Hispanic - Increase to at least yellow Socioeconomically Disadvantaged- Increase to at least yellow
California Dashboard Indicator for English Language Proficiency	Overall color ranking: orange Percent of students who maintained a level 4 or increased one ELPI level: 45.2%	The school will increase at least one color rating to Yellow. All students will increase one ELPI level, or maintain a level 4.
District English Language Arts Cycle Assessments (Kindergarten - 2nd Grade)	Percent Proficient by Cycle Kindergarten: Cycle 1: 65.6% Cycle 2: 44.1% Cycle 3: 65.7% Cycle 4: 67.6% Cycle 5: results pending First Grade:: Cycle 1: 90.3% Cycle 2: 71.1%	Each grade level to increase the percentage of students meeting or exceeding standards by 5 percentage points.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>Cycle 3: 81.6% Cycle 4: 76.9% Cycle 5: results pending</p> <p>Second Grade: Cycle 1: 65.2% Cycle 2: 56.6% Cycle 3: 66.7 % Cycle 4: 66.0% Cycle 5: results pending</p>	
District Mathematics Unit Assessments (Kindergarten-2nd Grade)	<p>Percent Proficient by Unit</p> <p>Kindergarten Unit 2: 85.7% Unit 3: 85.7% Unit 4: 74.3% Unit 5: 94.4% Unit 6: results pending</p> <p>First Grade Unit 1: 78.3% Unit 2: 63.2% Unit 3: 63.2% Unit 4: 68.4% Unit 5: 84.2% Unit 6: results pending</p> <p>Second Grade Unit 1: 69.2% Unit 2: 36% Unit 3: 41.5% Unit 4: 50% Unit 5: 60.4% Unit 6: results pending</p>	Each grade level to increase the percentage of students meeting or exceeding standards by 5 percentage points.
California Science Assessment (CAST)	41% of 5th graders were proficient on the 2024 CAST. This is an increase of 12 percent points from the previous year. 46% of 5th grade students were partially proficient on the 2024 CAST.	80% or more students to be proficient on the CAST.

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	Core Instruction time will be protected daily and include 20 minutes of WIN (WHAT I NEED) time for each group in Kindergarten, and 30 minutes in 1st-6th grades. Classroom teachers and the Learning Support Teacher, with the assistance of Curriculum Specialists, will provide opportunities and strategies for students to take ownership of their learning to maximize student engagement and increase proficiency. Staff will provide leveled, tiered support to meet the diverse needs of all students, including daily, targeted small-group instruction.	All Students	<p>65,000 Supplemental</p> <p>(3) Curriculum Specialist</p> <p>65,000 Title I (3) Curriculum Specialist</p>

1.2	Baseline assessments at the beginning, middle, and end of the year will measure students' proficiency in foundational reading skills and comprehension. This data will guide initial student groupings for targeted reading support.	All Students	2,000 Supplemental Teacher Release Time, Supplemental Materials
1.3	Teachers will plan strategically for ELA and Math to ensure that every academic minute is used effectively, prioritizing Tier 1 direct instruction, guided practice, and student engagement. Instruction will align with identified essential standards, integrating high-impact teaching strategies such as explicit modeling, structured academic discourse, and scaffolding to support diverse learners, including English Learners and Students with Disabilities.	All Students	5,000 Supplemental Teacher Release Time, Teacher Hourly, Materials
1.4	Teachers will provide 30 minutes of daily Designated ELD instruction tailored to English Learners' proficiency levels, using discipline-specific strategies to develop conceptual understanding and language mastery. Instructional materials and approaches will be thoughtfully selected in collaboration to support content learning and transferable skills. To embed language development throughout the day, teachers will integrate research-based strategies such as Be GLAD and SDAIE. Ongoing Be GLAD professional development will support effective language acquisition and literacy instruction in both English and Spanish. Additionally, GLAD units will be developed to address the needs of English Learners and Socioeconomically Disadvantaged students, ensuring structured and meaningful learning experiences.	English Language Learners	5,000 Supplemental PD, Teacher Hourly, Materials
1.5	Literacy Leaders will provide a leadership opportunity for students in 4th-6th grade while supporting K-3 students with sight word and fluency practice. We will offer a Sight Word incentive program to our Kindergarten through Second Grade students to promote mastery of district sight word standards.	All Students	5,000.00 Title I Intervention/Enrichment resources
1.6	We will continue to implement the district's curriculum alignment, focusing on planning lessons centered on the identified essential standards for ELA. Teachers will ensure that lessons and student assignments reflect appropriate levels of rigor, challenging students at varying levels of complexity. Cycle assessments will be used to measure student progress, with data from these assessments guiding instructional decisions. Teachers will participate in regular Data Review Sessions (DRS) to review student performance, identify trends, generate instructional practice agreements, and plan for the next cycle of learning.	All Students	11,000 Supplemental PD, materials, teacher hourly, Substitute costs for release time
1.7	Each trimester, focused Parent Workshops will provide parent-child engagement strategies and structures that support parents to continue learning at home. These strategies will facilitate participation and meaning-making when engaging in discipline-specific activities. Thematic Family Nights will also be offered for students to interact with their parents	All Students	3,000 Title I Materials/Teacher Extra Hourly

	in a fun, engaging way to reinforce ELA and Math academic concepts taught in the classroom and build academic vocabulary.		
1.8	Parent and Family Engagement opportunities will be intentionally designed to empower English Learner families by providing meaningful, culturally responsive sessions that build leadership capacity and strengthen their role in supporting student success. Workshops and interactive sessions will focus on navigating the educational system, understanding language development, and accessing academic resources to enhance learning at home.		2,000 Title I Materials, Family Resources
1.9	Teachers will implement NGSS-aligned instructional practices that emphasize hands-on inquiry, real-world problem-solving, and academic discourse to deepen students' understanding of scientific concepts. Formative and summative assessments, including performance tasks and benchmark assessments, will be used to monitor student progress and guide differentiated instruction. Grades 3, 4, and 5 will use the CAST IABs as teaching tools to increase student understanding of science concepts. These grades will meet to review data results of the IAB and identify the most important skills across the three grade levels that need to be targeted to support an increase in proficiency results on the CAST.		5,000 Supplemental Resource materials, teacher hourly, Teacher release time
1.10	All grades will implement district-adopted math materials, incorporating Pretests, Checkpoints, and Post-tests to systematically monitor student progress. Teachers will use assessment data to modify upcoming lessons, make real-time instructional adjustments, and provide targeted interventions that address individual student needs. Regular, standards-aligned feedback will be given to students to reinforce learning targets, promote a growth mindset, and guide goal setting. Additionally, collaborative data analysis during PLCs will ensure instructional consistency and support differentiated instruction to improve math proficiency across all grade levels.		2,000 Supplemental Materials, Teacher Hourly
1.11	Monthly Student Success Team (SST) meetings will be implemented to proactively identify and support students who are struggling academically, socially, or behaviorally. These meetings will bring together teachers, support staff, and administrators to review student progress, analyze data, and develop targeted intervention plans tailored to individual student needs. The SST process will focus on early identification, goal setting, and monitoring student growth through a collaborative, solution-oriented approach.		3,000 Title I Teacher hourly, substitute coverage, supplemental resources
1.12	Students will be motivated to complete a minimum of five DreamBox lessons per week to receive individualized math support tailored to their learning needs. Teachers will utilize the Focus Mode feature to assign lessons that align with current classroom instruction, reinforcing key concepts and addressing identified areas of need. To enhance engagement		4,000 Supplemental Materials, Incentives, teacher hourly pay

	and accountability, teachers will monitor student progress through DreamBox analytics, provide targeted feedback, and celebrate milestones through classroom incentives, student goal-setting, and peer recognition		
1.13	Targeted in-school math intervention groups will provide both reteaching and enrichment opportunities to support diverse student needs. Grade-level teams will engage in structured collaboration during release time to analyze student data, prioritize essential standards, and define proficiency levels to drive instruction. Teams will implement structured math intervention cycles within the school day, ensuring all students receive timely support to reinforce foundational skills or extend their learning through enrichment. Progress will be monitored through formative assessments, and instructional adjustments will be made to maximize student growth and achievement.		5,000 Supplemental Teacher hourly, release time, materials

Annual Review

SPSA Year Reviewed: 2024-25

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

Analysis

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

The primary academic focus for the school year has been aligning the ELA curriculum to appropriate grade-level rigor, ensuring that instruction and assessments reflect the depth of knowledge required for student success. To support this goal, we implemented our district's curriculum alignment plan, systematically identifying and teaching essential standards. This process involved developing a matrix of essential standards, delivering targeted instruction, assessing progress every five weeks, and conducting structured data review sessions to analyze trends, guide interventions, and prepare for the next instructional cycle. Assessments were intentionally designed with CAASPP-aligned question stems, reinforcing students' ability to engage with complex texts and respond to rigorous, standards-based questions.

To meet the diverse needs of all learners, classroom teachers, the Learning Support Teacher (LST), and Curriculum Specialists collaborated to provide differentiated instruction that addressed individual learning strengths and areas for growth. Literacy Leaders, composed of fourth through sixth grade students, supported kindergarten through third grade students with sight word recognition and fluency practice, fostering both leadership skills and foundational literacy development. Additionally, STEM lessons and enrichment opportunities were integrated to promote perseverance and academic engagement.

All teachers provided 30 minutes of Designated ELD instruction for English Language Learners based on their language proficiency levels. Grade-level teams engaged in collaborative discussions on best practices to promote structured student talk in both Designated and Integrated ELD instruction. Teachers implemented sensory, graphic, and interactive scaffolds to enhance student engagement and language development. To improve English Learner progress on the ELPAC and reduce regression, teachers are committed to strengthening both Integrated and Designated ELD instruction through effective language scaffolding, structured student discourse, and explicit vocabulary instruction. Designated ELD time needs to be intentionally structured around high-leverage strategies aligned with ELPAC task types to support language acquisition.

Our Instructional Leadership Team planned and delivered three professional development sessions during staff meetings, focusing on refining our Checking for Student Understanding practices. Teachers committed to implementing timely, specific, and informative strategies every five to ten minutes to elicit meaningful student responses and adjust instruction in real time. This intentional focus on formative assessment ensures that instruction remains responsive to student needs, ultimately driving academic growth.

The observed impact of these initiatives has been increased alignment between instruction, assessment, and grade-level standards, resulting in more rigorous and targeted teaching practices. Collaborative data analysis and regular progress monitoring have enabled timely interventions, particularly benefiting English Learners and students performing below grade level.

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

We were unable to hire two additional 0.47 FTE intervention teachers as planned. The year began with one curriculum specialist supporting the Learning Support Teacher (LST). However, to strengthen classroom support, three additional curriculum specialists were hired mid-year to assist K-6 classrooms.

Once again, we were unsuccessful in recruiting parents to participate in the CAFE Parent and Family Engagement Program. However, we provided academic resource support by reviewing ELPAC test practice materials and website resources with families attending our ELAC meetings. Additionally, we partnered with Dr. Gabby Ochoa to offer six parenting classes, which were well attended and focused on enhancing student academic engagement and social-emotional learning.

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.

As stated in Goal 1-Strategy 12, to enhance engagement and accountability toward Dreambox usage, teachers will monitor student progress through DreamBox analytics, provide targeted feedback, and celebrate milestones through classroom incentives, student goal-setting, and peer recognition.

As stated in Goal 1-Strategy 3, additional teacher release time has been budgeted for teachers to plan strategically in ELA and Math to prioritize Tier 1 instruction.

Six curriculum specialists will be hired in place of not being able to hire WIN Intervention teachers.

Goals, Strategies, & Proposed Expenditures

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

Goal 2

Title and Description of School Goal

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

Student Engagement and School Climate

All students will attend school daily, actively participate, and demonstrate a strong sense of connection and belonging.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal 2: To enhance student engagement and foster a positive school climate, ensuring that every student feels connected, supported, and motivated to actively participate in their educational journey

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 with chronic absenteeism face significant challenges in making academic progress due to missed learning opportunities. Our 2024 CA Dashboard indicator for chronic absenteeism is red, with 20.3% of students classified as chronically absent, reflecting a 2 percentage point increase from the previous year. This upward trend signals an urgent need for intervention.

To address this, staff will continue working closely with the Parent Teacher Association (PTA), School Site Council (SSC), English Language Advisory Committee (ELAC), and Student Council to raise awareness about the critical impact of attendance on academic success. We will reinforce communication with families to emphasize the importance of daily attendance and the long-term academic setbacks caused by preventable absences.

Home visits will remain a key strategy in building relationships with families and identifying barriers to attendance. Additionally, all classes will continue the "WC Scholars" incentive program, which rewards students with extra recess and special incentives for consistent attendance. We will also expand efforts to provide individualized support for students with persistent absenteeism, including personalized attendance contracts and check-ins with school staff.

Recognizing the connection between attendance and social-emotional well-being, we will analyze data from the California Healthy Kids Survey (CHKS) and Office Discipline Referral (ODR) records to identify and address factors contributing to student disengagement. Encouragingly, our CHKS results reflect positive trends, including a 6% increase in School Connectedness (now at 79%), a 91% rating for High Expectations of Adults, and a 7% improvement in students reporting access to Caring Adults (79%).

Annual Measurable Outcomes

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

Metric/Indicator			Baseline/Actual Outcome	Expected Outcome
California Indicator	Dashboard	Suspension	Overall color rating: Blue Percent suspended at least one day: 0.3% Decrease of -0.2 percentage points Student groups that earned a color rating below the overall school color: No student groups	The school and student groups will maintain our color rating of blue.

California Dashboard Chronic Absenteeism Indicator	Overall color rating: Red Percent chronically absent: 20.3% Increase of 2 percentage points Student groups that earned a color rating below the overall school color: None	The school will increase by at least one color rating to orange.
California Healthy Kids Survey	Percentage of students engaged based on key indicators: School connectedness: 79% Academic motivation: 82% Social and emotional learning supports: 87% Feel safe at school: 94%	Will score 90% or higher in each indicator.
PBIS Award	Earned the Silver Recognition award.	To continue to earn the recognition award aligned with our current tier in the PBIS program.

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	<p>We will support the social-emotional needs of our students by analyzing data from our Office Discipline Referrals (ODRs) to identify trends across grade levels. Students who require additional support will receive Tier 2 and Tier 3 interventions from our Counselor, Psychologist, and/or Administration. To further address students' needs, we will continue to offer Care Solace connections, SEL lessons, and Wellness Room breaks as necessary to promote emotional well-being and resilience.</p> <p>Teachers and Administrators will work closely with families through Student Success Team (SST) meetings to collaborate on strategies and interventions for students who are not making academic progress or who require behavioral support. By engaging families in these discussions, we aim to ensure that all students receive the targeted support they need to succeed both academically and socially-emotionally.</p>	All students	5,000 Supplemental Materials, Teacher hourly, Substitute coverage
2.2	The PBIS team will continue to use school-wide attendance incentives to ensure we continue to increase our Average Daily Attendance (ADA). Classes will continue to spell "WC Scholars" in their classroom for perfect attendance. Classrooms displaying all letters earn an additional recess and a treat. Students may earn experiences such as a movie and a popcorn party, pizza lunch or Field Game Day for improved attendance or perfect	All students	3,000 Supplemental materials, incentives, resources,

	attendance. The top three classes with the highest attendance earn the Wiley Wolf Pup for their classroom for the following month. Students with perfect attendance for the week will be entered into a weekly raffle for prizes.		
2.3	The PBIS Team will increase our use of the Check-in and Check-out accountability system learned through our LACOE partnership. Our site coordinator will connect students with their teacher and mentors. The teacher tracks the behavior throughout the day and the mentor starts by checking in with the student in the morning and again towards the end of the day. Once the mentor has established a solid relationship with their student, they begin to have the more challenging conversations regarding behavior and/or academics. We will conduct monthly meetings to analyze ODR data and offer solutions to patterned behavior concerns.	All students	1,000 Supplemental teacherly hourly, resources
2.4	The attendance team will work collaboratively to monitor attendance data regularly, follow up with families that are at risk of being chronically absent, and schedule attendance conferences. When a student accumulates at least 6 unexcused absences, a Student Attendance Review Team (SART) meeting is held to document concerns, outline clear expectations, and offer strategies and support to improve attendance. The team develops a strategic plan with parents that is designed to improve attendance outcomes. We will continue to offer incentives to promote good attendance. The attendance team will continue to monitor attendance and refer families to DART or SARB as appropriate.	Selected students	4,000 Supplemental attendance incentives, materials, resources
2.5	The YMCA recess program will operate separately from YMCA PE which will continue on Thursdays. This structured play time will provide organized sports/activities at morning and afternoon recess. This will continue to support our students' understanding and awareness of specific playground equipment, teach cooperation and problem-solving skills through structured play.	All students	0 LCFF/District Funded
2.6	PBIS signage continues to be displayed across campus, including classrooms, playground, MPR, bathrooms, etc. As revisions are made to our school-wide expectations and /or matrices, we will update our signage to ensure students have visual reminders of our Wolf Pack Pride expectations: Respect, Responsibility, Results. Additional signage around problem solving strategies (the "Wiley Wheel") have been placed in classrooms and around campus. Safety Supervisors have the Wiley Wheels reference cards to give to students who need assistance with problem solving strategies.	All students	3,000 Supplemental additional signage
2.7	Our school counselor and psychologist will continue to facilitate professional developments around restorative practices during staff meetings.	Selected Staff	1,000 Supplemental Materials, resources, training
2.8	We will continue to support student leadership through an active Student Council with dedicated teacher guidance. Student Council members will take an active role in planning and promoting school		2,000 Supplemental Teacher hourly, Site Council T-Shirts, materials, signage

	spirit days, community fundraisers, managing and supporting the student store, and encouraging positive behavior on campus through peer leadership and role modeling. Leadership meetings will provide opportunities for students to develop communication, collaboration, and decision-making skills while working on initiatives that enhance school culture. Teachers will mentor Student Council members, guiding them in leadership development and reinforcing the importance of responsibility, inclusivity, and school pride.		
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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.

As a staff, we have worked collaboratively to strengthen our understanding of restorative justice practices. This included actively teaching and encouraging students to use positive conflict resolution strategies to address and resolve issues. Through these efforts, we have been working to foster a school culture where students increase their ability to communicate effectively, take responsibility for their actions, and repair harm in a constructive manner. We recognize that a safe, inclusive, and respectful learning environment is essential for student success. By integrating restorative practices into our daily interactions and classroom management strategies, we have strengthened relationships among students and staff while reducing disciplinary incidents.

The wellness room has proven to be an effective space for students, whether to de-escalate or to celebrate positive, on-task behavior. This initiative has been enhanced by our check-in and check-out system, which supports the diverse needs of students. Collaboration with the school attendance team and our parent organizations remains ongoing and robust. While our attendance incentives have yielded mixed results, chronic absenteeism remains a significant concern that requires immediate attention. Meanwhile, Positive Behavior Interventions and Support (PBIS) continues to serve as the cornerstone of our efforts to foster positive behavior and cultivate a collaborative, supportive school climate.

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

We increased funding to support attendance incentives.

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

We recognize the importance of building on the strategies implemented during the 2024–2025 school year, especially those centered on Restorative Justice practices. The addition this year of the PBIS Tier 2 Check-In/Check-Out system has further strengthened our efforts by promoting a positive school culture and delivering targeted support for students’ social-emotional growth.

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.

Parental Involvement and Family Engagement

The goal is to increase parent involvement in school decision making and increase family participation at school events.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal 3: To expand partnership with parents in decision-making processes and school activities, fostering a collaborative and supportive environment that positively impacts student success

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.

Although consistent efforts are made to engage our English Learner (EL) parent community through regularly scheduled English Learner Advisory Committee (ELAC) meetings, attendance remains low, with a 12 % average participation rate. We need to increase the engagement of our EL parent group. This year, the administration worked with the California Association for Bilingual Education (CABE) to offer resource sessions. We sent surveys to identify the best time of the day and day of the week. We offered hybrid settings. Unfortunately, we were unsuccessful in signing up any parents. Our Community Outreach continues to serve as an incredibly valuable resource for our Spanish-speaking parent community. Our community outreach connects with our families in person or over the phone to support our efforts to increase their participation in parent education meetings that are being offered throughout the year. We will continue to work together to find additional ways to support the increase of EL parent participation.

We recognize the need to increase family participation in our learning and enrichment events. This past year, attendance averaged only 10% of our families, highlighting an opportunity to strengthen home-school partnerships and engagement.

We will continue to make efforts to reach ALL families when communicating about school events, meetings, and conferences, and continue to offer multiple methods of communication through Parent Square, flyers, marquee, school signage, and phone calls home.

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
Parent Survey	Percentage of parents who indicate that they are encouraged to participate in school activities: Data to be collected May 2025 Percentage of parents who indicate that the school communicates with parents: Data to be collected May 2025	To maintain parent agreement that they are encouraged to participate in school activities to 90% or higher. To maintain the parent agreement that the school communicates with parents to 90% or higher.
School activities that provide opportunities to participate	Average number of families that attend social events: 125	To increase the average number of families that attend social events to 200 or more.

	Average number of families that attend learning/enrichment events: 25 Average number of parents that attend learning/support events: 20	To increase the average number of families that attend learning / enrichment events to 50 or more. To increase the average number of parents that attend learning / support events to 40 or more.
Parent and teacher conferences	Percentage of parents who attended fall parent conferences: 100%	To maintain parent attendance to be 95% or higher.
Parent Committees	English Language Advisory Council (ELAC): Number of meetings: 3 Percentage of EL students represented: 12 % School Site Council: Number of meetings: 6 Average percentage of elected members who attend: 80% Parent Teacher Association: Number of meetings: 10 Average number who attend: 15	To increase representation at the ELAC to represent at least 25% English learning parents. To increase elected member attendance at SSC meetings to 9 or higher. To increase parent participation at PTA meetings to 35.

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	Push out a parent survey to gather data on parent workshops and informational nights at various times (e.g., morning, afternoon, and evening) to accommodate different work schedules. Provide childcare during events to make it easier for parents to attend without worrying about finding alternative care. Offering translation services during meetings or events will also ensure that EL families feel included and can participate fully in the school community.		2,000 Supplemental teacher hourly, resources, materials, child care, translation services
3.2	Offer incentives for parents to attend school events: raffle prizes, school resources, library books. Highlight the positive impact of parental involvement on student success in all outreach materials to motivate families to become more engaged.		1,000 Supplemental resources raffle items, materials
3.3	Leverage district support to host a community resource fair where EL families can learn about various resources available to them, such as housing, healthcare, language development, and more. Alongside these resources, provide information about school involvement, PTA membership, and ways to engage with the school.		0 LCFF/District Funded
3.4	Host workshops where students actively participate- "student and parent learning nights." Students can showcase their learning and projects, making it a hands-on experience for both parents and children.		2,000 Supplemental materials, resources, teacher hourly, incentive prizes
3.5	Continue to strengthen communication with parents by providing weekly updates that highlight student achievements and share important event information. In addition to regular email and Parent Square newsletters, we will utilize multiple channels to ensure messages reach families, including flyers,		1,000 Supplemental resources, signage

	marquee announcements, phone calls, and personalized invitations. Clear and visible signage will also be placed around the school to reinforce key messages and upcoming events, ensuring that all families have ample opportunities to stay informed and involved.		
3.6	Implement a system to collect feedback from parents after each event to continuously assess and improve our engagement efforts. This can be done through simple surveys, comment cards, or digital forms shared via Parent Square, the school website, or at the event itself. The feedback will focus on various aspects of the event, such as accessibility, relevance, effectiveness, and the level of parent involvement.		500 Supplemental materials, resources

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 efforts to increase parent engagement throughout the school year have yielded positive results. We continued to see strong family participation at PTA-sponsored events, such as the Fall Festival and Family Dances, which remained well-attended and reinforced our school's sense of community. Additionally, we successfully met our goal of achieving 95% or higher parent attendance at parent-teacher conferences, demonstrating a high level of family investment in student progress and academic success.

A notable improvement was observed in our most recent English Learner Advisory Committee (ELAC) meeting, where attendance increased by 10 participants. We attribute this growth to the intentional strategies we implemented, including more frequent and targeted communication about meeting dates, student incentives to encourage parent participation, and the introduction of raffle prizes in the form of home library books. These efforts created a more inviting and engaging atmosphere for families, reinforcing the value of their involvement in school decision-making.

While these successes indicate progress, we recognize the importance of sustaining and refining these strategies to further increase engagement, particularly among our English Learner families. Moving forward, we will continue to explore creative approaches to outreach, ensuring all families feel welcomed, valued, and empowered to participate in their child's education.

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

There were no 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.

As stated in action 3.4, we will improve upon our hosting workshops where students actively participate- "student and parent learning nights." Students can showcase their learning and projects, making it a hands-on experience for both parents and children. As a new action stated in 3.6, we will implement a system to collect feedback from parents after each event to continuously assess and improve our engagement efforts. This can be done through simple surveys, comment cards, or digital forms shared via Parent Square, the school website, or at the event itself. The feedback will focus on various aspects of the event, such as accessibility, relevance, effectiveness, and the level of parent involvement.

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.

Basic Services, Implementation of State Standards, and Access to Courses

The goal is to ensure that all students are taught academic standards at a high level of rigor in all content areas, using instructional materials aligned with standards.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal 4: To provide equitable access to basic services, rigorous implementation of state standards, and increased accessibility to a diverse range of courses for all students within the school district

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.

In Goal 1, data identified the need to focus on student academic progress. Our staff will continue engaging in professional development centered around the district-wide curriculum alignment efforts, ensuring students, particularly our Students with Disabilities and our English Language Learners, are exposed to state assessment item specifications and question stems. This approach will help all students develop the academic vocabulary and conceptual understanding required for success on the California Assessment of Student Performance and Progress (CAASPP). Teachers will design cycles of learning focused on essential standards, assess student progress at the end of each cycle, and collaborate in Professional Learning Community (PLC) meetings to refine Tier 1 instruction and intervention strategies. These collaborative efforts will allow for a second round of instruction for students requiring additional support while also providing extension opportunities for those ready to advance.

In Math, Students with Disabilities received a performance rating of Red, compared to the school's overall rating of Yellow. Through professional development offered by both the district and the school site, we will strengthen teacher capacity to deliver systematic, explicit instruction that includes clear teacher modeling, sequenced levels of difficulty, and scaffolded learning. Lessons will provide frequent opportunities for guided practice, cumulative review, and immediate feedback to reinforce skill mastery.

Although 38% of our English Learners progressed at least one English Language Proficiency level on the English Language Proficiency Assessment for California (ELPAC), 21% of our English Learners decreased one level, and we received an overall rating of Orange. To improve English Learner (EL) progress on the ELPAC and reduce the percentage of students who regress, teachers will be offered professional development to strengthen both Integrated and Designated ELD instruction focused on effective language scaffolding, structured student discourse, and explicit vocabulary instruction.

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
<p>Staff Development / Professional Development</p>	<p>Staff will engage in monthly staff meetings aligned with our school-wide goal of using formative assessments to guide instruction and improve our checking for student understanding which nests well with our district curriculum alignment work.</p> <p>We will continue to implement the district's curriculum alignment work, focusing on planning lessons centered on the identified essential standards for ELA. Teachers will ensure that lessons and student assignments reflect appropriate levels of rigor, challenging students at varying levels of complexity. Cycle assessments will be used to measure student progress, with data from these assessments guiding instructional decisions. Teachers will participate in regular Data Review Sessions (DRS) to review student performance, identify trends, generate instructional practice agreements, and plan for the next cycle of learning.</p> <p>To improve math proficiency outcomes for all students, we will implement professional discussions focused on maximizing the district math curriculum. Teachers will engage in ongoing planning to deepen their understanding of standards-based instruction, utilize Bridges and CPM resources effectively, and implement research-based strategies that promote conceptual understanding, problem-solving, and mathematical reasoning. Professional learning will also emphasize data-driven instruction, small-group differentiation, and intervention strategies to support diverse learners, including English Learners and students with disabilities.</p> <p>Additionally, teachers will have dedicated opportunities to collaborate in identifying essential math standards and developing explicit lessons designed to promote proficiency in these targeted areas. Through collaborative PLCs, educators will analyze student work, refine instructional practices, and ensure a cohesive approach to math instruction, ultimately strengthening student achievement.</p>	<p>Digital Folders will be created, and weekly agendas will be uploaded.</p> <p>The site will arrange and plan for BeGlad strategy training at two staff meetings. ILT will conduct Learning Walks three times throughout the year to collect evidence of BeGlad strategies in action.</p> <p>The Instructional goal for 25-26 will continue to focus on 5D indicator A4-teacher use of formative assessments to modify future lessons, make in-the-moment instructional adjustments based on student understanding, and give general feedback aligned to the learning target(s). This goal will nest with the work we are doing in collaboration with the district on curriculum alignment and the use of claims, targets, and standards, along with the SBAC item specifications to ensure consistency in rigor and quality of questioning. Common Formative Assessments will be generated at PLC meetings, uploaded along with agendas, and reviewed for appropriate levels of questions aligned to SBAC item specifications. Teachers will</p>

	Be GLAD professional development opportunities at staff meetings and teacher release time to attend district trainings.	
Instructional Leadership Team Data Analysis and Outcomes	<p>Monthly ILT meetings are used for data analysis, which is used to inform our next steps as a site and plan for targeted professional development. Our ILT will continue to deepen our understanding of best practices for checking for student understanding and support the work we are doing to build upon our district curriculum alignment focus.</p> <p>The Instructional Leadership Team will conduct learning walks throughout the 2025-26 school year. These walks will provide valuable opportunities to observe classroom environments, instructional delivery, and student engagement in real time. The insights gathered will be systematically analyzed to identify strengths, areas for growth, and emerging trends. This data-driven approach will directly shape the focus of future professional development, ensuring that training is intentional, relevant, and aligned with the practical needs of both teachers and students.</p>	<p>Digital Folders will be created, and monthly agendas will be uploaded.</p> <p>ILT will plan for professional development at three staff meetings to support increasing teacher capacity in using formative assessment data to modify lessons and respond in the moment to support individualized student learning.</p> <p>ILT will conduct Learning Walks throughout the year to collect evidence of A4 indicators in action as well as evidence of student work (both group work and independent seatwork) that aligns with appropriate rigor and grade-level standards. Data collection will be stored on file.</p>
Positive Behavior Interventions and Supports Professional Development	Professional Development was offered to promote restorative practices for conflict resolution. Our PBIS team will continue to focus on the development of our Tier 2 behavioral supports. Staff will need additional training and experience with our check-in check-out system before fully implementing school-wide. We were able to try out this practice with a few team members to gain a more solid understanding of the system.	<p>We will score 85% or higher on each indicator on the California Healthy Kids Survey.</p> <p>Our school will continue to earn the recognition awards aligned with our PBIS program.</p>
Professional Learning Communities	During PLC meetings, staff will collaboratively monitor student achievement data, develop targeted Tier I instructional cycles, and review the effectiveness of instructional strategies. Grade-level teams will work together to refine their practice, engaging in collaborative planning and data-driven decision-making. They will partner with the Learning Support Teacher and RSP Teacher to address the four critical PLC questions, ensuring a responsive approach to student learning needs.	PLC agenda minutes uploaded into digital folders.

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	We will continue to implement the district's curriculum alignment, focusing on planning lessons centered on the identified essential standards for ELA. Teachers will ensure that lessons and student assignments reflect appropriate levels of rigor, challenging students at varying levels of complexity. Cycle assessments will be used to measure student progress, with data from these assessments guiding instructional decisions. Teachers will participate in regular Data Review Sessions (DRS) to review student performance, identify trends, generate instructional practice agreements, and plan for the next cycle of learning.	All students	0 Supplemental funded under goal 1
4.2	With support from our district coach, professional development sessions will be offered to strengthen teachers' understanding of the connections between content and ELD standards, equipping them with effective instructional strategies and maximizing the use of resources available through the Ellevation platform. In addition, on-site training in BeGLAD (Guided Language Acquisition Design) strategies will empower teachers with research-based methodologies to enhance language development alongside content mastery.	All students, English Learners, Socioeconomically disadvantaged students	5000 Supplemental Teacher hourly or release time, resources , materials
4.3	We will continue to offer Orton Gilligam Training to new primary staff members.	All students	0 LCFF/District Funded district training
4.4	The Instructional Leadership Team will conduct structured learning walks throughout the 2025-26 school year. These walks will serve as a valuable opportunity to observe classroom environments, instructional practices, and student engagement in real time. By gathering qualitative insights and identifying instructional trends, the team will ensure that professional development remains targeted, relevant, and responsive to the evolving needs of teachers and students. The findings from these observations will drive meaningful discussions, inform instructional decision-making, and foster a culture of continuous improvement across the school.	All students	5,000 Supplemental teacher release time, materials
4.5	To improve math proficiency outcomes for all students, we will implement professional	All students	5,000 Supplemental

	<p>discussions focused on maximizing the district math curriculum. Teachers will engage in ongoing planning to deepen their understanding of standards-based instruction, utilize Bridges and CPM resources effectively, and implement research-based strategies that promote conceptual understanding, problem-solving, and mathematical reasoning. Professional learning will also emphasize data-driven instruction, small-group differentiation, and intervention strategies to support diverse learners, including English Learners and students with disabilities.</p> <p>Additionally, teachers will have dedicated opportunities to collaborate in identifying essential math standards and developing explicit lessons designed to promote proficiency in these targeted areas. Through collaborative PLCs, educators will analyze student work, refine instructional practices, and ensure a cohesive approach to math instruction, ultimately strengthening student achievement.</p>		Extra Hourly, resources, teacher release time
4.6	Behavior training facilitated by PBIS team and Student Support Services team to build expertise on Tier 2 supports, including our Check In-Check Out system, as well as Restorative Justice Practice and Student-led Conflict Resolution.	All students	2,000 Supplemental teacherly hourly, teacher release, materials
4.7	Establish a teacher resource library with current literature on best instructional practices for all learners	All students	5,000 Supplemental Materials

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 professional efforts this year focused on embracing the work directed by our district alignment work. Our teachers actively participated in planning for ELA cycles of learning and engaging in Data Review Sessions to analyze student performance data systematically, identify trends, and make informed instructional decisions. We will continue to implement the district's curriculum alignment, focusing on planning lessons centered on the identified essential standards for ELA. Teachers will ensure that lessons and student assignments reflect appropriate levels of rigor, challenging students at varying levels of complexity. Cycle assessments will be used to measure student progress, with data from these assessments guiding instructional decisions. Teachers will participate in regular Data Review Sessions (DRS) to review student performance, identify trends, generate instructional practice agreements, and plan for the next cycle of learning.

We worked collaboratively to strengthen our understanding of restorative justice practices. This included actively teaching and encouraging students to use positive conflict resolution strategies to address and resolve issues. Through

these efforts, we have been working to foster a school culture where students increase their ability to communicate effectively, take responsibility for their actions, and repair harm in a constructive manner.

Our ILT offered 3 professional development sessions on improving our teacher practice of checking for and responding to student understanding.

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

The money allocated for BeGlad training was not fully utilized. We were able to offer one BeGlad review session at a staff meeting. We did not have many teachers sign up for the district BeGlad sessions as expected.

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

As stated in # 4.2, a new action will be leveraging the support from our district coach to strengthen teachers' understanding of the connections between content and ELD standards, equipping them with effective instructional strategies and maximizing the use of resources available through the Ellevation platform. As stated in # 4.5, a new action will be to offer time for teachers to collaborate in identifying essential math standards and developing explicit lessons designed to promote proficiency in these targeted areas. As stated in # 4.4, a new action will include the Instructional Leadership Team conducting structured learning walks throughout the 2025-26 school year. These walks will serve as a valuable opportunity to observe classroom environments, instructional practices, and student engagement in real time. By gathering qualitative insights and identifying instructional trends, the team will ensure that professional development remains targeted, relevant, and responsive to the evolving needs of teachers and students. The findings from these observations will drive meaningful discussions, inform instructional decision-making, and foster a culture of continuous improvement across the school.

Budget Summary

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

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$229,500.00
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 (\$)
Title I	\$78,000.00

Subtotal of additional federal funds included for this school: \$78,000.00

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 (\$)
LCFF/District Funded	\$0.00
Supplemental	\$151,500.00

Subtotal of state or local funds included for this school: \$151,500.00

Total of federal, state, and/or local funds for this school: \$229,500.00