

School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Wildwood Elementary School	56 73759 6084933	8/26/2025	9/17/2025

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 Wildwood 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.

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Plan Description

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

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

Schoolwide Program

EC Section 64001 requires the development of the SPSA to include the following:

- A comprehensive needs assessment (pursuant to ESSA)
- Analysis of verifiable state data, consistent with state priorities, including state-determined long term goals
- May include local data
- An identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals

All schools within the CVUSD complete a Comprehensive Needs Assessment as part of the SPSA development process. Part of this needs assessment includes the analysis of California State Dashboard data as well as local assessment data including benchmark assessments, attendance data, survey data, and grade mark reports. In the spring of 2021, based on state guidelines, CVUSD elected to use local data to monitor student progress and inform SPSA plans and site goals. School sites will continue to include 2019-20 CAASPP data as an important reference, and they will also include the updated, local data from the 2020-21, 2021-22, 2022-23 and 2023-24 school years.

The Comprehensive Needs Assessment and SPSA goals are developed in collaboration with school site stakeholder groups, including the School Site Council, with the goal of improving student outcomes, including addressing the needs of all student groups. These goals are aligned to the CVUSD LCAP and are consistent with the 8 State Priorities. During the course of the year, School Site Councils and other site stakeholder groups evaluate and monitor the implementation of the SPSA and progress towards accomplishing the goals.

Educational Partner Involvement

How, when, and with whom did Wildwood 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

April 29, 2025: SSC reviewed school wide goals, previous data, and reviewed questions for school wide family survey

April 9, 2025: English Learners (EL) Monitoring meeting to review school goals and designated/integrated ELD instruction

May 27, 2025: SSC meeting and email collaboration with SSC members to review school wide survey results and any changes to goals

June 26, 2025: Principal and OM reviewed 2024-25 budget expenditures and final program balances

Aug 12, 2025: SSC reviewed Trimester 3 benchmarks, CAASPP results, and grade level targeted goals to provide additional feedback on goals and additional purchases needed

Aug 18, 2025: Staff reviewed Trimester 3 benchmarks, CAASPP results, and grade level targeted goals to provide feedback on progress, adjustments, and additional purchases needed

Aug 26, 2025: SSC presented and approved Single School Plan for Achievement

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.

Not applicable. Wildwood Elementary school is not identified for ATSI and/or 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.

No "Red" performance categories for Wildwood Elementary.
The only "Orange" performance category is Chronic Absenteeism for SWD students.
Chronic Absenteeism for SWD students increased 1.8% from 9.6% in the 23/24 school year to 11.4% in the 24/25 school year.
Chronic Absenteeism is no longer in the "Orange" for ALL students and decreased 3.7% from 9.9% in the 23/24 school year to 6.2% in the 24/25 school year.
Chronic Absenteeism is no longer in the "Red" or "Orange" for SED students and decreased 8.3% from 21% in the 23/24 school year to 12.7% in the 24/25 school 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.

None

Other Needs

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

None

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Wildwood 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		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	0.58%	0.52%	0.26%	2	2	1
African American	0.29%	1.56%	2.11%	1	6	8
Asian	7.87%	8.05%	7.39%	27	31	28
Filipino	0.87%	1.3%	0.79%	3	5	3
Hispanic/Latino	25.66%	27.53%	25.33%	88	106	96
Pacific Islander	0.29%	0.26%	%	1	1	
White	57.14%	52.99%	53.03%	196	204	201
Multiple/No Response	7.29%	7.79%	11.08%	25	30	42
Total Enrollment				343	385	379

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Transitional Kindergarten		24	22
Kindergarten	52	85	65
Grade 1	57	58	59
Grade 2	55	57	59
Grade 3	62	60	59
Grade 4	56	66	58
Grade 5	61	59	57
Total Enrollment	343	385	379

Conclusions based on this data:

1. Enrollment increased 11% in the 2022-2023 school year due to increased enrollment in Kindergarten, the addition of our first TK class, and a return to full time, in-person learning.
2. Enrollment for 2024-2025 school year increased due to the addition of a second TK class. All other grade level enrollment remained essentially the same as the 2023-24 school year with 3 full classes in each grade level Kindergarten-3rd grade, and 2 full classes in each grade level 4th-5th grade.

3. Projected enrollment for 2025-2026 school year is expected to increase due to the addition of a third TK class. All other grade level enrollment is expected to remain the same as the 2024-25 school year with 3 full classes in each grade level TK-3rd grade, and 2 full classes in each grade level 4th-5th grade.

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		
	21-22	22-23	23-24	21-22	22-23	23-24
English Learners	25	19	17	6.7%	7.3%	4.4%
Fluent English Proficient (FEP)	24	29	33	7.0%	7.0%	8.7%
Reclassified Fluent English Proficient (RFEP)				8.0%		

Conclusions based on this data:

1. English Learner enrollment has remained relatively stable over the past three years
2. Reclassification of EL increased over the past two school years since we increased site bilingual facilitation, initiated biweekly school-home progress reporting, and improved our designated/integrated ELD instruction.

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	61	59	62	61	59	65	61	59	65	100.0	100	100.0
Grade 4	64	59	54	63	59	54	63	59	54	98.4	100	100.0
Grade 5	58	55	57	57	55	57	57	55	57	98.3	100	100.0
All Grades	183	173	173	181	173	176	181	173	176	98.9	100.0	100.0

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	2491.	2499.		52.46	50.85	50.8	18.03	30.51	24.6	22.95	11.86	16.9	6.56	6.78	*
Grade 4	2519.	2537.		44.44	47.46	50.0	26.98	30.51	25.9	12.70	16.95	20.4*	15.87	5.08	*
Grade 5	2594.	2591.		59.65	60.00	47.4	21.05	29.09	33.3	12.28	10.91	15.8	7.02	0.00	*
All Grades	N/A	N/A	N/A	51.93	52.60	49.4	22.10	30.06	27.8	16.02	13.29	17.6	9.94	4.05	5.1

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	32.79	40.68		65.57	55.93		1.64	3.39		
Grade 4	38.10	38.98		49.21	57.63		12.70	3.39		
Grade 5	54.39	38.18		40.35	58.18		5.26	3.64		
All Grades	41.44	39.31		51.93	57.23		6.63	3.47		

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	37.70	38.98		49.18	47.46		13.11	13.56	
Grade 4	22.22	28.81		65.08	66.10		12.70	5.08	
Grade 5	45.61	50.91		47.37	45.45		7.02	3.64	
All Grades	34.81	39.31		54.14	53.18		11.05	7.51	

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	24.59	28.81		68.85	64.41		6.56	6.78	
Grade 4	22.22	23.73		76.19	72.88		1.59	3.39	
Grade 5	24.56	40.00		73.68	58.18		1.75	1.82	
All Grades	23.76	30.64		72.93	65.32		3.31	4.05	

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	29.51	40.68		70.49	50.85		0.00	8.47	
Grade 4	31.75	30.51		61.90	62.71		6.35	6.78	
Grade 5	50.88	36.36		40.35	61.82		8.77	1.82	
All Grades	37.02	35.84		58.01	58.38		4.97	5.78	

Conclusions based on this data:

1. Wildwood students meeting or exceeding the CAASPP ELA standard increased from 74.03% in the 22/23 school year to 82.66% in the 23/24 school year.
2. Grades 3-5 Listening performance is more of a bell curve than the other ELA disciplines. FIAB and IAB practice during the 25/26 school year should target this discipline for growth.
3. The number of students performing Below Standard in each ELA subcategory decreases from 3rd to 4th to 5th grade except in reading where the % Below Standard is low for each grade level. Curricular continuity and common academic language across grade levels are moving all learners towards greater proficiency.

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	61	59	62	61	59	65	61	59	65	100.0	100	100.0
Grade 4	64	59	54	63	59	54	63	59	54	98.4	100	100.0
Grade 5	58	55	57	58	55	57	58	55	57	100.0	100	100.0
All Grades	183	173	173	182	173	176	182	173	176	99.5	100	100.0

* 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	2489.	2493.		42.62	40.68	36.9	34.43	33.90	40.0	16.39	20.34	*	6.56	5.08	*
Grade 4	2520.	2530.		36.51	37.29	48.1	38.10	37.29	25.9	19.05	20.34	20.4	6.35	*	*
Grade 5	2555.	2548.		43.10	27.27	38.6	18.97	36.36	21.1	20.69	25.45	28.1	17.24	10.91	*
All Grades	N/A	N/A	N/A	40.66	35.26	40.9	30.77	35.84	29.5	18.68	21.97	19.9	9.89	6.94	9.7

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	50.82	52.54		44.26	42.37		4.92	5.08	
Grade 4	34.92	45.76		55.56	44.07		9.52	10.17	
Grade 5	43.10	34.55		46.55	49.09		10.34	16.36	
All Grades	42.86	44.51		48.90	45.09		8.24	10.40	

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	42.62	49.15		49.18	35.59		8.20	15.25	
Grade 4	23.81	27.12		65.08	57.63		11.11	15.25	
Grade 5	36.21	20.00		51.72	72.73		12.07	7.27	
All Grades	34.07	32.37		55.49	54.91		10.44	12.72	

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	49.18	40.68		47.54	55.93		3.28	3.39	
Grade 4	42.86	37.29		44.44	55.93		12.70	6.78	
Grade 5	34.48	25.45		51.72	61.82		13.79	12.73	
All Grades	42.31	34.68		47.80	57.80		9.89	7.51	

Conclusions based on this data:

1. 3rd grade math performance is 80% above or at standard
2. Problem Solving & Modeling/Data Analysis performance suggests the need for a schoolwide targeted improvement effort
3. 4th & 5th grade continue to need intervention support for below standard achievement

School and Student Performance Data

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

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

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	*	*	*	*	*	*	*	*	*	5	*	4
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	5	*	*
3	*	*	*	*	*	*	*	*	*	4	4	*
4	*	*	*	*	*	*	*	*	*	*	*	5
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades										20	15	17

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	30.00	13.33	29.41	50.00	66.67	47.06	20.00	6.67	17.65	0.00	13.33	5.88	20	15	17

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	35.00	53.33	47.06	45.00	13.33	41.18	20.00	26.67	5.88	0.00	6.67	5.88	20	15	17

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K		*	*		*	*		*	*		*	*		*	*
1		*	*		*	*		*	*		*	*		*	*
2		*	*		*	*		*	*		*	*		*	*
3		*	*		*	*		*	*		*	*		*	*
4		*	*		*	*		*	*		*	*		*	*
5		*	*		*	*		*	*		*	*		*	*
All Grades	20.00	13.33	13.33	50.00	40.00	40.00	25.00	40.00	40.00	5.00	6.67	6.67	20	15	15

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	45.00	26.67	58.82	50.00	60.00	35.29	5.00	13.33	5.88	20	15	17

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	30.00	40.00	35.29	60.00	46.67	58.82	10.00	13.33	5.88	20	15	17

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	30.00	33.33	23.53	60.00	53.33	47.06	10.00	13.33	29.41	20	15	17

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	40.00	20.00	47.06	55.00	66.67	35.29	5.00	13.33	17.65	20	15	17

Conclusions based on this data:

1. Scores are not currently used for Dashboard results.

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
379	18.2%	4.5%	0.0%
Total Number of Students enrolled in Wildwood 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.

2023-24 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	17	4.5%
Foster Youth	0	0.0%
Homeless	0	0.0%
Socioeconomically Disadvantaged	69	18.2%
Students with Disabilities	24	6.3%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	8	2.1%
American Indian	1	0.3%
Asian	28	7.4%
Filipino	3	0.8%
Hispanic	96	25.3%
Two or More Races	42	11.1%
Pacific Islander	0	0.0%
White	201	53%

Conclusions based on this data:

1. Enrollment maintains diversity as white student enrollment percentages decreased from 63% in the 2021-22 school year to 53% in the 2022-23 school year and maintained at 53% in the 2023-24 school year.

2. Special education enrollment is within the average range of 10% or less.

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.”



2024 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. Overall academic performance is proficient for all students.
2. Suspension rates are above standard. Restorative practices at Wildwood are improving self-control and relationship building.
3. EL Progress does not meet the minimum number of students to determine proficiency level.

School and Student Performance Data

Academic Performance English Language Arts

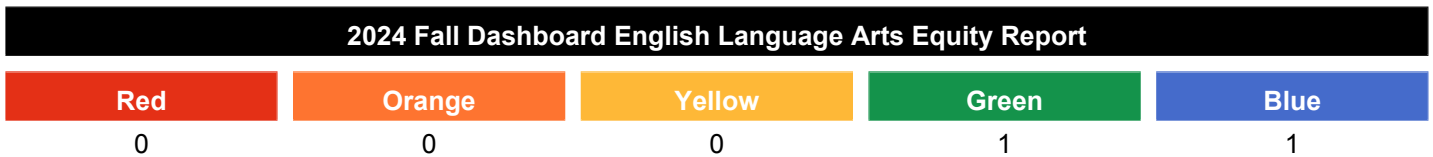
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial 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		
<p>All Students</p> <p> Blue</p> <p>73.9 points above standard</p> <p>Increased 6.7 points</p> <p>172 Students</p>	<p>English Learners</p> <p> No Performance Color</p> <p>42.9 points above standard</p> <p>Increased 11.6 points</p> <p>11 Students</p>	<p>Long-Term English Learners</p> <p> No Performance Color</p> <p>0 Students</p>
<p>Foster Youth</p> <p> No Performance Color</p> <p>0 Students</p>	<p>Homeless</p> <p> No Performance Color</p> <p>0 Students</p>	<p>Socioeconomically Disadvantaged</p> <p> No Performance Color</p> <p>61.0 points above standard</p> <p>Increased 22.6 points</p> <p>32 Students</p>

<p>Students with Disabilities</p>  <p>No Performance Color</p> <p>7.8 points below standard</p> <p>Increased 51.6 points</p> <p>17 Students</p>	<p>African American</p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>4 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>1 Student</p>
<p>Asian</p>  <p>No Performance Color</p> <p>105.8 points above standard</p> <p>Increased 18.5 points</p> <p>14 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>1 Student</p>	<p>Hispanic</p>  <p>Blue</p> <p>50.4 points above standard</p> <p>Increased 18.1 points</p> <p>45 Students</p>
<p>Two or More Races</p>  <p>No Performance Color</p> <p>105.2 points above standard</p> <p>Increased 68.5 points</p> <p>17 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>0 Students</p>	<p>White</p>  <p>Green</p> <p>75.7 points above standard</p> <p>Declined 8.0 points</p> <p>90 Students</p>

Conclusions based on this data:

1. Subgroups English Learners (EL), Hispanic (HI), and Socioeconomically Disadvantaged (SED) consistently perform above the state average.
2. Students with Disabilities (SWD) subgroup is a small group but needs close monitoring and supports to decrease the achievement gap. This group increased 51.6 points during the 2023-24 school year to just 7.8 points below the standard.
3. Asian Students and students with Two or More Races are small groups that perform well above standard, and their significant increase in performance this past year should be investigated to determine what contributing factors can be leveraged to raise performance of students in all underperforming student groups.

School and Student Performance Data

Academic Performance Mathematics

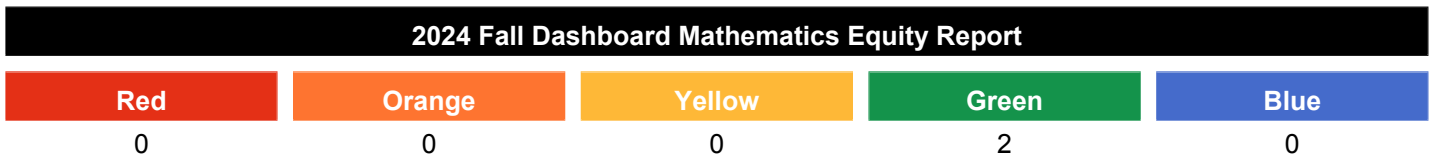
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This section provides number of student groups in each level.



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

2024 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p> <p>Blue</p> <p>40.8 points above standard</p> <p>Maintained 0.2 points</p> <p>172 Students</p>	<p>English Learners</p> <p>No Performance Color</p> <p>18.8 points above standard</p> <p>Increased 5.2 points</p> <p>11 Students</p>	<p>Long-Term English Learners</p> <p>No Performance Color</p> <p>0 Students</p>
<p>Foster Youth</p> <p>No Performance Color</p> <p>0 Students</p>	<p>Homeless</p> <p>No Performance Color</p> <p>0 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>No Performance Color</p> <p>24.4 points above standard</p> <p>Increased 12.4 points</p> <p>32 Students</p>

<p>Students with Disabilities</p>  <p>No Performance Color</p> <p>17.4 points below standard</p> <p>Increased 25.6 points</p> <p>17 Students</p>	<p>African American</p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>4 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>1 Student</p>
<p>Asian</p>  <p>No Performance Color</p> <p>75.5 points above standard</p> <p>Increased 7.2 points</p> <p>14 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>1 Student</p>	<p>Hispanic</p>  <p>Green</p> <p>15.5 points above standard</p> <p>Increased 8.4 points</p> <p>45 Students</p>
<p>Two or More Races</p>  <p>No Performance Color</p> <p>50.0 points above standard</p> <p>Increased 18.1 points</p> <p>17 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>0 Students</p>	<p>White</p>  <p>Green</p> <p>48.9 points above standard</p> <p>Declined 3.1 points</p> <p>90 Students</p>

Conclusions based on this data:

1. Subgroups English Learners (EL), SED and Hispanic (HI) consistently perform above the state average in math.
2. Subgroup Students with Disabilities (SWD) is a small group that significantly increased math performance during the 2023-24 school year. Our instructional and leadership teams should evaluate and determine what measures and targeted actions contributed to this recent improvement.
3. CVUSD's Subgroups Homeless and Long-Term English Learners (LTEL) significantly underperform in math compared to All Students, so we will carefully monitor math performance for any incoming Homeless Students or Long-Term English Learners at Wildwood Elementary.

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.

2024 Fall Dashboard English Learner Progress Indicator	
English Learner Progress  No Performance Color 58.3% making progress. Number Students: 12 Students	Long-Term English Learner Progress  No Performance Color making progress. Number Students: 0 Students

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

2024 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level 0%	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H 41.7%	Maintained ELPI Level 4 0%	Progressed At Least One ELPI Level 58.3%

Conclusions based on this data:

- Students are receiving regular designated and integrated ELD instruction and making adequate growth in language acquisition.
- 58.3% of Wildwood's EL subgroup progressed at least 1 ELPI level over the past school year since we increased site bilingual facilitation and initiated biweekly school-home progress reporting

School and Student Performance Data

Academic Engagement Chronic Absenteeism

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This section provides number of student groups in each level.



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

2024 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group		
<div style="text-align: center; background-color: #cccccc; padding: 5px;">All Students</div> <div style="text-align: center; margin-top: 10px;">  Green </div> <div style="text-align: center; background-color: #e6f2ff; padding: 5px; margin-top: 10px;"> 6.2% Chronically Absent </div> <div style="text-align: center; margin-top: 10px;"> Declined 3.7 </div> <div style="text-align: center; margin-top: 10px;"> 388 Students </div>	<div style="text-align: center; background-color: #cccccc; padding: 5px;">English Learners</div> <div style="text-align: center; margin-top: 10px;">  No Performance Color </div> <div style="text-align: center; background-color: #e6f2ff; padding: 5px; margin-top: 10px;"> 15.8% Chronically Absent </div> <div style="text-align: center; margin-top: 10px;"> Increased 10.8 </div> <div style="text-align: center; margin-top: 10px;"> 19 Students </div>	<div style="text-align: center; background-color: #cccccc; padding: 5px;">Long-Term English Learners</div> <div style="text-align: center; margin-top: 10px;">  No Performance Color </div> <div style="text-align: center; margin-top: 10px;"> 0 Students </div>
<div style="text-align: center; background-color: #cccccc; padding: 5px;">Foster Youth</div> <div style="text-align: center; margin-top: 10px;">  No Performance Color </div> <div style="text-align: center; margin-top: 10px;"> 0 Students </div>	<div style="text-align: center; background-color: #cccccc; padding: 5px;">Homeless</div> <div style="text-align: center; margin-top: 10px;">  No Performance Color </div> <div style="text-align: center; margin-top: 10px;"> Fewer than 11 students - data not displayed for privacy </div> <div style="text-align: center; margin-top: 10px;"> 1 Student </div>	<div style="text-align: center; background-color: #cccccc; padding: 5px;">Socioeconomically Disadvantaged</div> <div style="text-align: center; margin-top: 10px;">  Yellow </div> <div style="text-align: center; background-color: #e6f2ff; padding: 5px; margin-top: 10px;"> 12.7% Chronically Absent </div> <div style="text-align: center; margin-top: 10px;"> Declined 8.3 </div> <div style="text-align: center; margin-top: 10px;"> 79 Students </div>

<p>Students with Disabilities</p>  <p>Orange</p> <p>11.4% Chronically Absent</p> <p>Increased 1.8</p> <p>35 Students</p>	<p>African American</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>8 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>1 Student</p>
<p>Asian</p>  <p>Yellow</p> <p>3.3% Chronically Absent</p> <p>Increased 3.3</p> <p>30 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>3 Students</p>	<p>Hispanic</p>  <p>Green</p> <p>8% Chronically Absent</p> <p>Declined 8.7</p> <p>100 Students</p>
<p>Two or More Races</p>  <p>Orange</p> <p>9.3% Chronically Absent</p> <p>Increased 6.2</p> <p>43 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>0 Students</p>	<p>White</p>  <p>Green</p> <p>5.4% Chronically Absent</p> <p>Declined 3.8</p> <p>203 Students</p>

Conclusions based on this data:

1. Chronic Absenteeism has moved from "Orange" to "Green" for ALL students at 6.2%. SED students have moved from "Red" to "Yellow" at 12.7%. HI has moved from "Orange" to "Green" at 8%. WH has moved from "Orange" to "Green" at 5.4%. Two subgroups which have moved to the "Orange" are SWD at 11.4% and Two or More Races at 9.3% chronically absent.
2. 22.8% of CVUSD's Subgroup African Americans are chronically absent compared to All Students at 16.2%, so we will carefully monitor absenteeism for Wildwood Elementary's African American students.

School and Student Performance Data

Academic Engagement Graduation Rate

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Red Orange Yellow Green Blue
Lowest Performance Highest Performance

This section provides number of student groups in each level.



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

2024 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. This category is not applicable to elementary students.

School and Student Performance Data

Conditions & Climate Suspension Rate

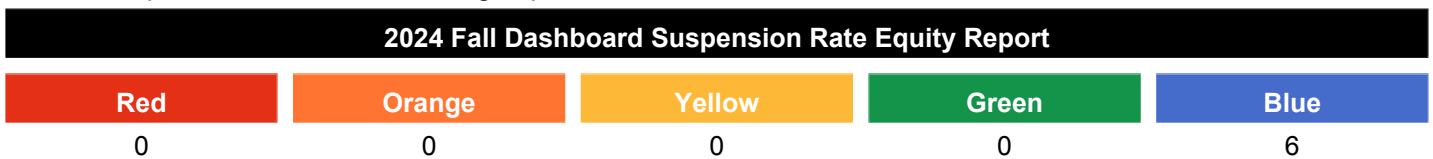
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial 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		
<p>All Students</p> <p> Blue</p> <p>0% suspended at least one day</p> <p>Maintained 0%</p> <p>391 Students</p>	<p>English Learners</p> <p> No Performance Color</p> <p>0% suspended at least one day</p> <p>Maintained 0%</p> <p>19 Students</p>	<p>Long-Term English Learners</p> <p> No Performance Color</p> <p>0 Students</p>
<p>Foster Youth</p> <p> No Performance Color</p> <p>0 Students</p>	<p>Homeless</p> <p> No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>1 Student</p>	<p>Socioeconomically Disadvantaged</p> <p> Blue</p> <p>0% suspended at least one day</p> <p>Maintained 0%</p> <p>80 Students</p>

<p>Students with Disabilities</p>  <p>Blue</p> <p>0% suspended at least one day</p> <p>Maintained 0%</p> <p>35 Students</p>	<p>African American</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>8 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>1 Student</p>
<p>Asian</p>  <p>Blue</p> <p>0% suspended at least one day</p> <p>Maintained 0%</p> <p>30 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>3 Students</p>	<p>Hispanic</p>  <p>Blue</p> <p>0% suspended at least one day</p> <p>Maintained 0%</p> <p>101 Students</p>
<p>Two or More Races</p>  <p>Blue</p> <p>0% suspended at least one day</p> <p>Maintained 0%</p> <p>43 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>0 Students</p>	<p>White</p>  <p>Blue</p> <p>0% suspended at least one day</p> <p>Maintained 0%</p> <p>205 Students</p>

Conclusions based on this data:

1. Overall suspension rates are Very Low at Wildwood Elementary.
2. All subgroups of students experience identical suspension rates at Wildwood Elementary.
3. 24.4% of CVUSD's Subgroup Foster Youth are suspended compared to All Students at 2.5%, so we will carefully monitor and provide proactive and preventative supports for any incoming Foster Youth Students at Wildwood Elementary.

Goals, Strategies, & Proposed Expenditures

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

Goal 1

Title and Description of School Goal

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

English Language Arts

Wildwood will optimize learning for all students using CA State Standards and strong instructional strategies that include Universal Design for Learning. All students will show proficient English Language Arts abilities with an average of 80% of students meeting or exceeding the standard on the 2026 ELA CAASPP exam as well as 82% of students demonstrating proficient, advanced, or 150 point Lexile gains by June, 2026. Additionally, grade level teams met together at the beginning of the 2025-2026 school year to review data and establish specific grade level ELA goals and strategies aimed at improving areas of relative weakness. Specific grade level goals, metrics, and outcomes are detailed below.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

- Goal 1: Implement targeted actions and services that support conditions for optimal learning, equitable access, and positive student outcomes. (Student focused)

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.

Based on the 2025 ELA CAASPP exam results, subgroup Students with Disabilities (SWD) made significant gains this past year but is still performing slightly below proficient in ELA. Targeted goals, strategies, and assessments are needed to continue to improve student outcomes.

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 ELA Results	76.7% of Wildwood's "All Students" subgroup met or exceeded the standard on the 2025 ELA CAASPP exam. This is a 6% decrease from the 2024 ELA CAASPP results.	80% of Wildwood's "All Students" subgroup will meet or exceed the standard on the 2026 ELA CAASPP exam.
LEXILE Measures: Literacy Pro	By June, 2024, 64% of 3rd-5th graders were proficient or advanced in reading Lexile levels. By June 2025, 80% of 3rd-5th grade students remained proficient, advanced, or achieved 150 points of Lexile Level gains.	By June, 2026, 82% of 2nd-5th graders will demonstrate proficient/advanced Lexile levels or make 150 points of Lexile Level Growth

<p>2025-2026 Grade Level Goals and Metrics:</p> <p>Kinder: High Frequency Words - Trimester Assessments ESGI</p> <p>1st Grade: Reading Fluency - Trimester Assessments ESGI</p> <p>2nd Grade: Reading Fluency - Trimester Assessments ESGI</p> <p>3rd Grade: 50 point Lexile growth per trimester for all students below proficient. All other students maintain or improve their proficiency level each trimester- Literacy Pro</p> <p>4th Grade: 50 point Lexile growth per trimester for all students below proficient. All other students maintain or improve their proficiency level each trimester- Literacy Pro</p> <p>5th Grade: 50 point Lexile growth per trimester for all students below proficient. All other students maintain or improve their proficiency level each trimester- Literacy Pro</p>	<p>2024-2025 Trimester 1, 2, and 3 Assessment Results Averages serve as the Baseline for K-2 Goals:</p> <p>Kinder High Frequency Words Average: 75.3%</p> <p>1st Grade Reading Fluency Average: 78%</p> <p>2nd Grade Reading Fluency Average: 91%</p> <p>3rd Grade: Beginning of the 2025-26 school year Lexile scores (August, 2025)</p> <p>4th Grade: Beginning of the 2025-26 school year Lexile scores (August, 2025)</p> <p>5th Grade: Beginning of the 2025-26 school year Lexile scores (August, 2025)</p>	<p>By June, 2026, ESGI and Literacy Pro Lexile Goals:</p> <p>Kinder: 80% of students will meet or exceed the High Frequency Word standard</p> <p>1st Grade Average: 80% of students will meet or exceed the Reading Fluency standard</p> <p>2nd Grade Average: 90% of students will meet or exceed the Reading Fluency standard</p> <p>3rd Grade: 150 point schoolyear Lexile growth for all students below proficient. All other students maintain or improve their proficiency levels.</p> <p>4th Grade: 150 point schoolyear Lexile growth for all students below proficient. All other students maintain or improve their proficiency levels.</p> <p>5th Grade Average: 150 point schoolyear Lexile growth for all students below proficient. All other students maintain or improve their proficiency levels.</p>
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Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	Professional development in UDL implementation and grade level collaboration.		<p>0 District Funded 1000-1999: Certificated Personnel Salaries Provide teachers with onsite training to support All learners, including SWD, ELD, SED with district technology TOSA. 600 0010 1000-1999: Certificated Personnel Salaries VCOE and district provided trainings on data analysis and collaborative teaming 0 District Funded 1000-1999: Certificated Personnel Salaries Onsite training with GATE TOSA to integrate Depth & Complexity in connection with UDL 3000 0010 1000-1999: Certificated Personnel Salaries</p>

			<p>Release teachers for grade level collaboration</p> <p>0</p> <p>District Funded</p> <p>5800: Professional/Consulting Services And Operating Expenditures</p> <p>District and site provided training on UDL to remove barriers that promote academic success for SWD, ELD, SED.</p> <p>0</p> <p>District Funded</p> <p>1000-1999: Certificated Personnel Salaries</p> <p>Teachers provided ongoing instructional training and supports in Canvas, Master Connect and other online curriculum support tools</p> <p>0</p> <p>District Funded</p> <p>1000-1999: Certificated Personnel Salaries</p> <p>Teachers visit colleagues in classrooms to conduct UDL walkthroughs.</p>
1.2	Supplemental instructional tools to enhance our MTSS model and provide quality Tier 1 instruction, Tier 2 interventions and monitor and improve ELA results of students, including EL, SWD, and SED.		<p>0</p> <p>District Funded</p> <p>1000-1999: Certificated Personnel Salaries</p> <p>Use district beginning of the year assessment tool for all students.</p> <p>2000</p> <p>0010</p> <p>4000-4999: Books And Supplies</p> <p>ELA programs (Lexia, Reading A-Z, Spelling City, Brain Pop, TPT, Scholastic News, etc.) to provide practice and monitor student ELA performance</p> <p>0</p> <p>OTRM</p> <p>1000-1999: Certificated Personnel Salaries</p> <p>Hire Reading specialist to provide assessments, practice and monitor ELA performance of at risk students including students with IEPs</p> <p>0</p> <p>Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)</p> <p>1000-1999: Certificated Personnel Salaries</p>

			<p>Hire 2nd Reading specialist to provide assessments, practice and monitor ELA performance of at risk students including students with IEPs 1000 0010 4000-4999: Books And Supplies Replace and update core literature texts to support ELA and DEI curriculum 1000 0010 5000-5999: Services And Other Operating Expenditures Additional supplemental supplies, copying cost and curriculum to support GATE, SWD, ELD and SED 0 EIA Funds 1000-1999: Certificated Personnel Salaries Teacher collaboration with Bilingual facilitator to monitor progress of students in ELD and access all content areas 0 District Funded 1000-1999: Certificated Personnel Salaries Work with behavior specialist to provide special education services in the general education setting to meet 95% LRE 0 District Funded 1000-1999: Certificated Personnel Salaries Schedule GATE TOSA and Technology TOSA to provide training to bolster our GATE technology programs. 4000 0010 2000-2999: Classified Personnel Salaries Hire Reading specialist to provide assessments, practice and monitor ELA performance of at risk students including students with IEPs</p>
1.3	Evaluate curriculum, instructional process and academic growth by teacher observations, conferences and planning meetings		<p>2000 0010 1000-1999: Certificated Personnel Salaries Provide conference/training funds and teacher release days to review teaching</p>

			practices and best practices for at risk students including SWD and ELD 0 None Specified None Specified Teachers review benchmark data, SRI scores and report card marks to identify areas of strength and concerns. Look specifically at results of SWD, ELD and SED, identify barriers and brainstorm strategies to improve.
1.4	Purchase any necessary instructional supplies and/or materials to support the goal of student improvement and making learning more accessible for all students with a specific focus on SED, EL, GATE, and SWD with consideration of DEI and SEL principles in an effort to improve student outcomes.		11000 0010 4000-4999: Books And Supplies Materials and Supplies
1.5	Increase the frequency of SBAC IAB (Interim Assessment Blocks) and FIAB (Focused Interim Assessment Blocks) ELA practice for 3rd-5th grade students to improve familiarity with CAASPP format and test tools, identify content areas that need reteaching and reinforcement, and reducing test anxiety.		0 None Specified None Specified Teachers and academic specialists collaborate to schedule, administer, and review IAB and FIAB ELA assessments.

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.

Supplemental tools to enhance our MTSS model and provide quality Tier 1 instruction and Tier 2 interventions, specifically Lexia and Reading A-Z, were effective in improving reading fluency, especially among 1st and 2nd grade students according to targeted grade level goals and measures.

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

All major budgeted actions planned for Goal 1 were implemented during the 2024-25 school year.

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.

For the 2025-26 school year, we will increase the frequency of SBAC IAB (Interim Assessment Blocks) and FIAB (Focused Interim Assessment Blocks) ELA practice for 3rd-5th grade students to improve familiarity with CAASPP format and test tools, identify content areas that need reteaching and reinforcement, and reduce test anxiety. These changes can be found in the newly added ELA strategy 1.5.

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.

Mathematics

Wildwood will optimize learning for all students using CA State Standards and strong instructional strategies that include Universal Design for Learning. All students will show proficient Math abilities with an average of 75% of students meeting or exceeding the standard on the 2026 Math CAASPP exam as well as 85% of students meeting or exceeding report card math standards by June, 2026. Additionally, grade level teams met together at the beginning of the 2025-2026 school year to review data and establish specific grade level Math goals and strategies aimed at improving areas of relative weakness. Specific grade level goals, metrics, and outcomes are detailed below.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

- Goal 1: Implement targeted actions and services that support conditions for optimal learning, equitable access, and positive student outcomes. (Student focused)
- Goal 2: Recruit, develop, and retain highly qualified, diverse, and effective staff. (Internal focused)

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.

Based on the 2025 Math CAASPP exam results, subgroups Students with Disabilities (SWD), English Learners (EL), and Socioeconomically Disadvantaged (SED) are performing below proficient in Math. Targeted goals, strategies, and assessments are needed to improve student outcomes.

This school year, we will investigate the performance disparity in these groups, giving greater attention to how we can make gains on local, site, and ultimately state assessments.

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 Mathematics Results	69.3% of Wildwood's "All Students" subgroup met or exceeded the standard on the 2025 MATH CAASPP exam. This is a 2% decrease from the 2024 MATH CAASPP results.	75% of Wildwood's "All Students" subgroup will meet or exceed the standard on the 2026 MATH CAASPP exam.
Report card benchmarks	By June, 2025, 84% of K-5 Math report card standards were met or exceeded	By June, 2026, 85% K-5 Math report card standards will be met or exceeded
2025-2026 Grade Level Goals and Metrics: Kinder: Recognizes Numbers - Trimester Assessments 1st Grade: Addition and Subtraction Fluency - Trimester Assessments 2nd Grade: Addition and Subtraction Fluency - Trimester Assessments 3rd Grade: Multiplication Fact Fluency	2024-2025 Trimester 3 Assessment Results will serve as the Baseline for 2025-26 K-5 Goals: Kinder Recognizes Numbers Average: 85% 1st Grade Addition and Subtraction Fluency Average: 81% 2nd Grade Addition and Subtraction Fluency Average: 91%	By June, 2026, Trimester Benchmark Assessment Goals: Kinder: 87% of students will meet or exceed the Recognizes Numbers standard 1st Grade Average: 83% of students will meet or exceed the Addition and Subtraction Fluency standard

4th Grade: Multiplication Fact Fluency 5th Grade: Multiplication Fact Fluency	3rd Grade Multiplication Fact Fluency Average: 72% 4th Grade Multiplication Fact Fluency Average: 86% 5th Grade Multiplication Fact Fluency Average: 95%	2nd Grade Average: 93% of students will meet or exceed the Addition and Subtraction Fluency standard 3rd Grade Average: 80% of students will meet the multiplication fact fluency standard for 0-9s at 6 seconds/fact 4th Grade Average: 88% of students will meet the multiplication fact fluency standard for 0-9s at 5 seconds/fact 5th Grade Average: 97% of students will meet the multiplication fact fluency standard for 0-9s at 4 seconds/fact
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Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
2.1	Implement and monitor district pacing guide and work in grade level teams to analyze student progress with the Go Math curriculum and improve teacher efficacy and pedagogy with "Building Thinking Classrooms" PLC training.		0 None Specified None Specified Teachers to conduct onsite PLC to review District benchmarks, pacing guides, and promote the teaching practice for enhanced learning as outlined in the guide "Building Thinking Classrooms" 500 0010 5000-5999: Services And Other Operating Expenditures Teachers to attend math workshops on how to implement UDL strategies 500 0010 1000-1999: Certificated Personnel Salaries Teacher sub coverage for when teachers plan and are at training 1800 0010 1000-1999: Certificated Personnel Salaries Release teachers to attend grade level collaboration to analyze subgroup data for SWD, SED, ELD
2.2	Supplemental instructional tools to enhance our MTSS model, provide strong Tier 1 instruction, Tier 2 interventions, monitor and improve Math results of students		0 District Funded 4000-4999: Books And Supplies Use district provided universal screening tool for students referred to intervention.

			<p>3000 OTRM 4000-4999: Books And Supplies Additional online math programs, IXL, Math Fact Lab, Xtra Math supplemental supplies, copying cost and curriculum to support GATE, SWD, ELD and SED 0 District Funded 1000-1999: Certificated Personnel Salaries Special education teacher providing supplemental math instruction and support for students with IEPs that meets 95% LRE 0 District Funded 1000-1999: Certificated Personnel Salaries Have special education teacher work with math teachers to provide UDL strategies for All students 0 District Funded 4000-4999: Books And Supplies Use of ELD Math materials to support newcomers in acquiring grade level math curriculum 0 0</p>
<p>2.3</p>	<p>Evaluate curriculum, instructional process and academic growth by teacher observations, conferences and planning meetings</p>		<p>1500 0010 4000-4999: Books And Supplies Use of online software and supplemental math curriculum to evaluate baseline data on student performance. 1000 0010 1000-1999: Certificated Personnel Salaries Provide teacher release days to review effective strategies for at risk students including SWD, ELD, and SED 0 District Funded</p>

			<p>1000-1999: Certificated Personnel Salaries Review trimester benchmark data, math baseline data and report card marks to identify areas of strength and concerns 0 District Funded 1000-1999: Certificated Personnel Salaries Identify specific learning gaps for SWD, ELD and SED and strategies to improve. 0</p> <p>0 District Funded 1000-1999: Certificated Personnel Salaries K-5th grade teachers assess students every math unit to identify at risk learners and provide small group instruction with differentiated learning strategies. SWD, ELD and SED students are included if they are at risk. 0 District Funded 1000-1999: Certificated Personnel Salaries Teachers review student assessment results weekly to identify instructional changes</p>
2.4	Purchase any necessary instructional supplies and/or materials to support the goal of student improvement and making learning more accessible for all students with a specific focus on SED, EL, GATE, and SWD with consideration of DEI and SEL principles in an effort to minimize learning loss.		<p>11000 0010 4000-4999: Books And Supplies Materials and Supplies</p>
2.5	Increase the frequency of SBAC IAB (Interim Assessment Blocks) and FIAB (Focused Interim Assessment Blocks) MATH practice for 3rd-5th grade students to improve familiarity with CAASPP format and test tools, identify content areas that need reteaching and reinforcement, and reducing test anxiety.		<p>0 None Specified None Specified Teachers and academic specialists collaborate to schedule, administer, and review IAB and FIAB MATH assessments.</p>

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.

Targeted grade level MATH fluency goals for the 2024-25 school year were effective in large part due to the administration of more frequent interim assessments and the use of the newly purchased online programs "Xtra Math" and "Math Fact Lab".

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

All major budgeted actions planned for Goal 2 were implemented during the 2024-25 school year.

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.

For the 2025-26 school year, we will increase the frequency of SBAC IAB (Interim Assessment Blocks) and FIAB (Focused Interim Assessment Blocks) MATH practice for 3rd-5th grade students to improve familiarity with CAASPP format and test tools, identify content areas that need reteaching and reinforcement, and reduce test anxiety. These changes can be found in the newly added MATH strategy 2.5.

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.

Targeted Support

Wildwood will improve targeted student performance through effective intervention and strong instructional strategies in the general education setting for students currently performing below grade level, including Students with disabilities (SWD), Socioeconomically Disadvantaged (SED), and English Learners (EL). Targeted students will show positive growth in their performance as measured by 5-10% growth on CA State Testing (CAASPP) and 2% growth on district benchmark assessments.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

- Goal 1: Implement targeted actions and services that support conditions for optimal learning, equitable access, and positive student outcomes. (Student focused)
- Goal 2: Recruit, develop, and retain highly qualified, diverse, and effective staff. (Internal focused)

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.

76.7% of Wildwood's "All Students" subgroup met or exceeded the standard in ELA and 69.3% of Wildwood's "All Students" subgroup met or exceeded the standard in MATH on the 2025 CAASPP exam, but our EL, SWD, and SED subgroups scored significantly lower on this statewide assessment. This school year, we will investigate the performance disparity in these groups, giving greater attention to how we can make gains on local and site assessments. Targeted goals, strategies, and assessments are needed to improve student outcomes.

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
State Testing ELA Results (CAASPP)	2025 ELA CA Assessment Results (CAASPP): All Students: 76.7% met or exceeded the standard EL: 57.1% met or exceeded the standard SWD: 60% met or exceeded the standard SED: 81.1% met or exceeded the standard	2026 ELA CA Assessment Results (CAASPP): All Students: 80% will meet or exceed the standard EL: 67.1% will meet or exceed the standard SWD: 70% will meet or exceed the standard SED: 86.1% will meet or exceed the standard
State Testing MATH Results (CAASPP)	2025 MATH CA Assessment Results (CAASPP): All Students: 69.3% met or exceeded the standard EL: 42.9% met or exceeded the standard SWD: 33.5% met or exceeded the standard	2026 MATH CA Assessment Results (CAASPP): All Students: 75% will meet or exceed the standard EL: 52.9% will meet or exceed the standard SWD: 43.5% will meet or exceed the standard

	SED: 62.5% met or exceeded the standard	SED: 67.5% will meet or exceed the standard
District ELA Benchmark Assessment	By June, 2025: 91% K-2nd SED students met or exceeded ELA standards 75% K-2nd EL students met or exceeded ELA standards 89% K-2nd SWD met or exceeded ELA standards	By June, 2026: 93% K-2nd SED students will meet or exceed ELA standards 77% K-2nd EL students will meet or exceed ELA standards 91% K-2nd SWD will meet or exceed ELA standards
District Math Benchmark Assessment	By June, 2025: 88% K-2nd SED students met or exceeded Math standards 81% K-2nd EL students met or exceeded Math standards 75% K-2nd SWD met or exceeded Math standards	By June, 2026: 90% K-2nd SED students will meet or exceed Math standards 83% K-2nd EL students will meet or exceed Math standards 77% K-2nd SWD will meet or exceed Math standards
Least Restrictive Environment (LRE)	95% of our SWD students currently maintain 80-100% General Education Participation rates	By June, 2026, 96% of our SWD students will maintain 80-100% General Education Participation rates

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	Supplemental instructional tools to enhance, monitor and improve academic results of students		1500 0010 5000-5999: Services And Other Operating Expenditures Supplemental supplies and curriculum for reading intervention 0 4000-4999: Books And Supplies Use Smarty Ants reading assessment for EL reading support as an alternative strategy for learning. 0 District Funded 1000-1999: Certificated Personnel Salaries Targeted SWD attend counseling with DIS counselors to identify barriers and review strategies to increase performance
3.2	Site based MTSS Target Time provided 4 days a week for targeted students including SWD, ELD, and SED		0 None Specified None Specified Teachers evaluate student performance using ESGI and assessments to identify lowest

		<p>performing in each grade level. 3300 0010 5000-5999: Services And Other Operating Expenditures Academic specialists use district provided monitoring system, LEXIA to collect baseline data and monitor student performance 8,340.00 OTRM 1000-1999: Certificated Personnel Salaries Students attend reading intervention with academic specialists and receive differentiated instruction during target time to increase student performance 6880 0010 1000-1999: Certificated Personnel Salaries Students attend reading intervention with academic specialists and receive differentiated instruction during target time to increase student performance 0 0010 1000-1999: Certificated Personnel Salaries Monitor student performance on trimester benchmarks and site assessments to show areas of growth and continued area of need for intervention supports</p>
<p>3.3</p>	<p>Increase use of online tools to decrease learning loss to all targeted students including SWD, ELD, and SED.</p>	<p>0 District Funded 4000-4999: Books And Supplies Instructional online use of Smarty Ants and Imagine learning for our at risk ELD students 0 None Specified 1000-1999: Certificated Personnel Salaries Provide additional academic teacher support for ELD students to attend learning sessions on Smarty Ants and Imagine Learning 0 District Funded</p>

			<p>1000-1999: Certificated Personnel Salaries Schedule district Technology TOSA to support monitoring reports and additional resources to use for at risk students.</p> <p>0 0010</p> <p>2000-2999: Classified Personnel Salaries Bilingual Facilitator sends bi-weekly Smarty Ants and Imagine Learning reports to EL families to communicate progress and engage support towards meeting weekly goals with these online learning platforms</p>
3.4	Targeted at risk students attend intervention support during school		<p>0 District Funded 1000-1999: Certificated Personnel Salaries Support teachers provide lessons in ELD, support completing Imagine Learning, Smarty Ants and direct ELD instruction. Bilingual facilitator will monitor and communicate bi-monthly progress to families.</p> <p>0 District Funded 1000-1999: Certificated Personnel Salaries Support students work completion and progress monitoring of student assessments</p>
3.5	Purchase any necessary instructional supplies and/or materials to support the goal of student improvement and making learning more accessible for all students with a specific focus on SED, EL, GATE, and SWD with consideration of DEI and SEL principles in an effort to minimize learning loss.		<p>1000 0010 4000-4999: Books And Supplies Materials and Supplies</p>
3.6	Teachers, academic specialists, and administration will secure, explicitly teach, and help students practice using CAASPP designated supports during the regularly administered FIAB and IAB assessments.		<p>0 None Specified None Specified Support students in understanding and using designated supports embedded in the CAASPP assessments.</p>

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.

Site based MTSS Target Time provided 4 days a week for targeted students including SWD, ELD, and SED improved student outcomes during the 2024-25 school year as measured by performance on the ELA and MATH CAASPP assessments, CVUSD district benchmark exams, and report card performance.

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

All major budgeted actions planned for Goal 3 were implemented during the 2024-25 school year.

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.

During the 2025-26 school year, CAASPP Designated supports will be secured, explicitly taught, and practiced by our SWD and EL learners during the regularly administered FIAB and IAB assessments. These changes can be found in the newly added strategy 3.6.

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.

Social/Emotional Well Being

Wildwood will provide opportunities to build Social/Emotional Learning skills with a focus on relationship-centered learning environments, making student connections with the use of CHAMPS, Restorative Practices, and SEL instruction school-wide to maintain a positive school culture and improve student outcomes as measured by school attendance, counseling referrals, discipline referrals, and suspension rates.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

- Goal 1: Implement targeted actions and services that support conditions for optimal learning, equitable access, and positive student outcomes. (Student focused)
- Goal 2: Recruit, develop, and retain highly qualified, diverse, and effective staff. (Internal focused)
- Goal 3: Provide two-way communication and targeted outreach that engages and informs the community of programs, policies, and opportunities, and also builds strong connections among families, community members, and CVUSD schools. (Community focused)
- Goal 4: Enhance the social, emotional, physical, and mental well-being for all students through targeted actions and services. (Student and school focused)

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.

Building systematic restorative practices that start in the classroom and are campus wide.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CA Dashboard and district results on attendance and suspensions	2024-25 School Year: 97.44% positive attendance (An increase of 1.22% from the prior school year) 1.97% chronic absences (an improvement of 4.23% from the prior school year) 0 suspensions (same as the prior school year)	2025-26 School Year: 96% or better positive attendance Under 4% chronic absences 0 suspensions
Behavioral referrals to administration	61 incidents requiring restorative practices and corrective action were elevated to the principal in the 2024-25 school year. (A 15% improvement from the previous school year)	Incidents elevated to the principal requiring restorative practices and corrective action will reduce by 5% in the 2025-26 school year.

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	Training and professional development for behavioral and social emotional supports		0 District Funded 5000-5999: Services And Other Operating Expenditures Counselors provide training on SEL core competencies and implementation of SEL lessons 500 0010 5000-5999: Services And Other Operating Expenditures Send teachers to VCOE provided trainings on SEL and trauma-informed practices 0 District Funded 5000-5999: Services And Other Operating Expenditures Provide teachers planning and collaboration time to implement Sanford Harmony practices and community circles 0 District Funded 1000-1999: Certificated Personnel Salaries Consultation with district behaviorist to provide support on visual schedules and behavior plans for SWD in the general education setting 0 District Funded 2000-2999: Classified Personnel Salaries Ongoing Campus Safety Assistant coaching and training to create support systems for students with high risk behaviors. 0 District Funded 1000-1999: Certificated Personnel Salaries Provide Diversity and Restorative Practices Training and review bullying, harassment, and discrimination policies with all teachers and support staff. 0 None Specified

			1000-1999: Certificated Personnel Salaries Allocate time for teachers to share SEL best practices in staff meetings.
4.2	Supplemental instructional tools to enhance, monitor, and improve social emotional, behavioral outcomes for students to prevent behavioral referrals to administration and suspensions.		0 District Funded 5000-5999: Services And Other Operating Expenditures Additional supplemental supplies, curriculum, books for SEL instruction 0 District Funded 1000-1999: Certificated Personnel Salaries Schoolwide presentations on kindness, inclusion, and diversity 0 Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.) 4000-4999: Books And Supplies Inclusive Schools Week campus wide activities to build school culture. 0 Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.) 2000-2999: Classified Personnel Salaries Hire additional Campus Safety Assistants to monitor recess and facilitate safe play. 0 District Funded 1000-1999: Certificated Personnel Salaries Use of MTSS behavior analysis to create classroom behavior plans and strategies. 0 District Funded 1000-1999: Certificated Personnel Salaries Collaboration between principal, special education teacher, and general education teachers to monitor student behavior, track data and implement rewards and/or corrective strategies 0 District Funded 1000-1999: Certificated Personnel Salaries

		<p>Weekly SEL videos/slide decks created by school counselors and taught by teachers during class time to facilitate building core competencies.</p> <p>300 0010 4000-4999: Books And Supplies Refresh Calming Corner Kits for each classroom to support student self-regulation strategies</p> <p>0 Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.) 4000-4999: Books And Supplies Wellness Week campus wide activities to promote all aspects of wellness: physical, mental, and social/emotional</p>
<p>4.3</p>	<p>Ongoing communication with families on parent training and community events for social emotional supports</p>	<p>0 District Funded 1000-1999: Certificated Personnel Salaries Email weekly newsletter that includes parent education and training opportunities</p> <p>0 Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.) 5000-5999: Services And Other Operating Expenditures PTA coordinated Parent education nights on peer conflict resolution and anxiety.</p> <p>0 District Funded 2000-2999: Classified Personnel Salaries Run monthly chronic absenteeism, SARB and excessive illness reports to identify families who require greater support</p> <p>0 District Funded 2000-2999: Classified Personnel Salaries Send out monthly mailings to families regarding attendance concerns and the importance of regular school attendance.</p> <p>0 District Funded</p>

			<p>1000-1999: Certificated Personnel Salaries Review the importance of attendance and attendance policies at ELAC, PTA, and SSC meetings. 0 District Funded 1000-1999: Certificated Personnel Salaries Meet with families and students at the SARB 2 level to identify barriers and implement supports 0 District Funded 1000-1999: Certificated Personnel Salaries Provide counseling guidance strategies and family support to all caregivers 0 District Funded 4000-4999: Books And Supplies Provide copies and lists of resources available to parents at Back to School Nights and in the wellness section of our weekly newsletter 0 General Fund 5000-5999: Services And Other Operating Expenditures Provide after school enrichment programs by CRPD, Band, Chorus, Art, to increase school connections 0 Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.) 2000-2999: Classified Personnel Salaries Hire specialists to provide art, pe, music, computer classes during the day to increase student interest and connections</p>
4.4	Purchase any necessary instructional supplies and/or materials to support the goal of student improvement and making learning more accessible for all students with a specific focus on SED, EL, GATE, and SWD with consideration of DEI and SEL principles in an effort to maximize well-being and safety.		<p>1000 0010 4000-4999: Books And Supplies Materials and Supplies</p>

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.

During the 2024-25 school year, attendance rates improved and behavioral referrals to administration were reduced due to improvements in communication with families and expanded Restorative Practices training with teachers, campus safety assistants, and support staff.

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

All major budgeted actions planned for Goal 4 were implemented during the 2024-25 school year.

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.

During the 2025-26 school year, staff meetings will include dedicated time to improve SEL competencies and access monthly observance slide decks in our effort to improve peer relationships and individual social/emotional well-being. These changes can be found in strategy 4.1.

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	\$66,720.00
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 (\$)

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

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 (\$)
	\$0.00
0010	\$55,380.00
OTRM	\$11,340.00
District Funded	\$0.00
EIA Funds	\$0.00
General Fund	\$0.00
None Specified	\$0.00
Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)	\$0.00

Subtotal of state or local funds included for this school: \$66,720.00

Total of federal, state, and/or local funds for this school: \$66,720.00

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
0010	55,380.00	0.00
OTRM	11,340.00	0.00

Expenditures by Funding Source

Funding Source	Amount
	0.00
0010	55,380.00
OTRM	11,340.00
District Funded	0.00
EIA Funds	0.00
General Fund	0.00
None Specified	0.00
Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)	0.00

Expenditures by Budget Reference

Budget Reference	Amount
	0.00
1000-1999: Certificated Personnel Salaries	24,120.00
2000-2999: Classified Personnel Salaries	4,000.00
4000-4999: Books And Supplies	31,800.00
5000-5999: Services And Other Operating Expenditures	6,800.00
5800: Professional/Consulting Services And Operating Expenditures	0.00
None Specified	0.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		0.00
4000-4999: Books And Supplies		0.00
1000-1999: Certificated Personnel Salaries	0010	15,780.00
2000-2999: Classified Personnel Salaries	0010	4,000.00
4000-4999: Books And Supplies	0010	28,800.00
5000-5999: Services And Other Operating Expenditures	0010	6,800.00
1000-1999: Certificated Personnel Salaries	OTRM	8,340.00
4000-4999: Books And Supplies	OTRM	3,000.00
1000-1999: Certificated Personnel Salaries	District Funded	0.00
2000-2999: Classified Personnel Salaries	District Funded	0.00
4000-4999: Books And Supplies	District Funded	0.00
5000-5999: Services And Other Operating Expenditures	District Funded	0.00
5800: Professional/Consulting Services And Operating Expenditures	District Funded	0.00
1000-1999: Certificated Personnel Salaries	EIA Funds	0.00
5000-5999: Services And Other Operating Expenditures	General Fund	0.00
1000-1999: Certificated Personnel Salaries	None Specified	0.00
None Specified	None Specified	0.00
1000-1999: Certificated Personnel Salaries	Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)	0.00
2000-2999: Classified Personnel Salaries	Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)	0.00
4000-4999: Books And Supplies	Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)	0.00
5000-5999: Services And Other Operating Expenditures	Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)	0.00

Expenditures by Goal

Goal Number
Goal 1
Goal 2
Goal 3
Goal 4

Total Expenditures
24,600.00
19,300.00
21,020.00
1,800.00

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
- 4 Parent or Community Members
- Secondary Students

Name of Members	Role
Kevin Lynch	Principal
Kim Fontanilla	Classroom Teacher
Rhett Swanson	Classroom Teacher
Morgan Allen	Classroom Teacher
Rachel Schneider	Other School Staff
Carly Adams	Parent or Community Member
Jessica DeBruin	Parent or Community Member
Kristina Martinez	Parent or Community Member
Naomi Lewis	Parent or Community Member
Jessie Hernandez	Parent or Community Member
Ana-Lisa Mullen	Parent or Community Member
Nadine Hade	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.

Advisory Council Recommendations

While some CVUSD advisory council representatives may not be voting members of SSC, individuals from advisory councils provide an important voice to reflect the diverse needs of all students in CVUSD and at the school site. The SSC sought and considered all recommendations from the following representatives before adopting this plan:

Signature	Committee or Advisory Group Name
	District Advisory Committee Representative
	English Learner Advisory Committee Representative
	Gifted and Talented Education Program Advisory Committee Representative
	School Site Representative
	Special Education Advisory Committee Representative
	African American District Advisory Council Representative
	Lesbian, Gay, Bisexual, Transgender and Queer or Questioning (LGBTQ+) Advisory Council Representative
	Other: Kim Fontanilla, Teacher Rhett Swanson, Teacher Morgan Allen, Teacher Rachel Schneider, Classified Jessica DeBruin, Parent Member Carly Adams, Parent Member Jessie Hernandez, Parent Member Ana-Lisa Mullen, Parent Member Nadine Hade, Parent Member Naomi Lewis, AADAC Representative

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 8/26/25.

Attested:



Principal, Kevin Lynch on 8/26/25



SSC Chairperson, Carly Adams on 8/26/25

Instructions

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

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

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

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

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

Instructions: Table of Contents

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

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

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

Plan Description

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Educational Partner Involvement

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

This section meets the requirements for ATSI.

Resource Inequities

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Comprehensive Needs Assessment

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

SWP Planning Requirements:

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

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

CSI Planning Requirements:

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

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

ATSI Planning Requirements:

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

Goals, Strategies/Activities, and Expenditures

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Goal

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

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

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

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

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

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Identified Need

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Strategies/Activities Table

Describe the strategies and activities being provided to meet the goal.

Complete the table as follows:

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

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

Additional CSI Planning Requirements:

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

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

Additional ATSI Planning Requirements:

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

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

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

Annual Review

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

Goal Analysis

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

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Budget Summary

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

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

Additional CSI Planning Requirements:

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

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

Additional ATSI Planning Requirements:

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

Budget Summary Table

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

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

Requirements for the Plan

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

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

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

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

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

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

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

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

CSI Resources

For additional CSI resources, please see the following links:

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

Additional Targeted Support and Improvement

A school eligible for ATSI shall:

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

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

ATSI Resources:

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

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

Appendix C: Select State and Federal Programs

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

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

Updated by the California Department of Education, October 2023