



School Plan for Student Achievement (SPSA)

School Name		County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Wildomar School	Elementary	33-75176-6032064	May 14th, 2026	June 11th, 2026

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

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

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

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

This plan is being used by Wildomar Elementary School for meeting ESSA's planning requirements for in alignment with the LCAP and other federal, state, and local programs.

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

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Plan Description

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

In alignment with LEUSDs LCAP and district priorities, this schoolwide program plan was developed by Wildomar Elementary School's School Site Council (SSC) as a result of a comprehensive needs assessment, inclusive of collaboration with key educational partners including Wildomar Elementary School's English Language Acquisition Committee (ELAC), school leadership team, and parent base in order to meet the needs of students most at risk of not meeting standards.

Educational Partner Involvement

How, when, and with whom did your Wildomar Elementary School consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

The school collaborated with the following partners: English Learner Advisory Council (ELAC), School Site Council (SSC), Site Leadership team, Certificated Staff and the District Office and included survey data collected from parents and students.

WES School Site Council

4/24/2025- (Action) Review the 2025-2026 SPSA plan. Mr. Hoffman explained that the SPSA plan has been reviewed by the district and the actions remain the same as discussed at the previous meeting with the exception of the addition of description of effectiveness measures.

Input was shared at the previous meeting. Members communicated they were prepared to motion without further discussion. Motion to approve- SSC representative signature on plan. First- Mr. Hoffman, second- Mrs. Kusayanagi.

9/25/2025- Provided SPSA Training, elected officers, reviewed Universal Complaint Procedures. Reviewed SPSA Goals and Actions. Reviewed and Approved Bylaws. Provided SSC with SMART Coalition purposes and actions.

10/23/2026- Reviewed school involvement policy and Parent-Teacher-Student Compact. Evaluated progress in meeting the goals of the previous SPSA plan including explanation/navigation of California Dashboard. Wildomar is not identified as CSI, TSI, ATSI at this time. Reviewed SPSA Monitoring and Evaluation Tool/Expenditure Tracker. No Revisions taken.

11/21/2025- Reviewed Comprehensive School Safety Plan. Reviewed the updated California Dashboard Results. An area of identified need included ELPI progress and Special Education Achievement. Council reviewed Expenditure Tracker progress. Council took action on monetary changes to existing goals/actions.

02/26/2026- Levels of implementation shared using expenditure tracker, highlighted by EL tutoring to target ELPI progress. Annual Title I parent Survey results were shared (See Below). Council discussed validity of assessment for EL tutoring to track progress as well as impact of attendance on student progress. Council performed Comprehensive Needs Assessment including a review of i-Ready data, Dibels data, teacher goal setting for English Learners focusing on progress toward ELPI progress. Actions were taken to move funding among the current goals/actions. Introduced two possible position to fund from Title I, including a 6hr community liaison and 2 3hr classified support aides to support implementation of tier II early literacy support.

04/16/2026- Council continue monitoring of 25-26 SPSA and discussed 26-27 SPSA goals and actions. Council did not take action but collectively approved of the SPSA in its current form. Council to re-meet after any required changes are made following district review for purpose of approving plan.

05/21/2026-

Annual Title I Parent Survey-

1- Positive relationship between students and teachers: 25/27 rated excellent/good.

2- Homework appropriate to grade level: 21/27 rated excellent/good (poor-1).

3- Homework amount reasonable: 20/27 rated excellent/good.

4- Appropriate expectations for behavior: 25/27 rated excellent/good.

5- Safe and maintained physical environment: 26/27 rated excellent/good.

6- Communication between class and home: 21/27 rated excellent/good (below average-1).

7- Administration accessible: 24/27 rated excellent/good.

8- Admin action appropriate: 25/27 rated excellent/good.

9- Feel Welcomed by staff/admin. 25/27 rated excellent/good.

26 of 27 reported meeting with the teacher during the school year.

24 of 27 reported seeing improvement in child's writing.
 25 of 27 reported seeing improvement in child's reading.
 24 of 27 reported seeing improvement in child's math.
 25 of 27 reported sufficient opportunities to be involved.
 26 of 27 reported ample access to learning applications at home.
 27 of 27 reported having internet access at home. *
 27 of 27 reported using Parent Square to stay informed.*
 The most preferred choice of meeting/event times was 4:00-6:00 (14); after 6:00 received the second highest response (9).
 Among open ended suggestions:
 Provide English classes for adults.
 Request for less iPad time and more traditional reading and writing.
 Have students wash hand more often.
 *This survey was provided on-line via Parent Square and results may be impacted by this.

WES Leadership

08/19/2025- Reviewed SPSA Actions.
 09/16/2025- Reviewed expectations with 95% (early Literacy) and Amplify (Math). Discussed the purpose, schedule and scope of the SMART Coalition and Transformation Change Leadership Team (TCLT). Reviewed California Dashboard for 2024 and 2025. Introduced the ELPI teacher SMART goal for 25-26 (3 of 4 students increase by one level on ELPAC). Discussed the flow of Math Language Routine- Math bursts. (SPSA Action).
 11/18/2025- Review site Safety Plan. Discussed proposed SPSA goal/action changes related to After school tutoring and release time.
 12/16/2025- Discussed SPSA changes. Discuss preparation for ELPAC and CAASPP testing. Review Emergency preparedness plan.
 02/17/2026- Reviewed Annual Title I Parent Survey results. Discussion on SPSA plan for 2026-2027. Leadership recommendations: SMART focus on i-Ready improvement through goal setting. Strengthening implementation of 95% and installation of tier II intervention supports (Title I Aides).
 03/17/2026- Open House, CAASPP testing schedules, recommendations for SSC with SPSA plan for 2026-2027, including actions: funding 2 3hr classified staff members to support implementation of tier II 95% intervention program, continue to offer certificated tutoring, continue to offer classified tutoring, Seek alternate 3rd party in-school and after-school program to enrich family engagement (Hispanic theme?), Provide release time for Parent-Teacher conferences with goal of 100%, Fund a 6hr community liaison, continue to fund work of TCLT, Continue to fund coaching cycles and provide funding for classified coaching cycles.
 04/14/2026-
 05/19/2026-

WES Certificated Staff

08/07/25- Instruction priority identified as implementation of 95% and Amplify Math. Discussed Workplace Violence Prevention and provided a link to 'The List' of mandatory staff communications and trainings. Discuss schedules and provided staff development on Math Manipulatives.
 09/02/2025- Introduced 1st Math Language Routine (Math Burst). Discussed emergency protocols.
 10/07/2025- Discussed CAASPP Best practices; Introduced ELD PD days (mandatory) to address ELPI progress indicator (red). Introduced SMART Coalition's EL teacher goal. Introduced 'SPED Corner' as a regular function of staff meeting to strengthen instructional practice with Sped students (red)- Understanding speech and language delays.
 11/04/2025- Sped Corner-Inclusion survey. Reviewed EL Teacher goal including use of Accountability Partner to report progress and identify instructional strategies. Teacher shared SMART goal success. Math Language Routine 8 completed and routine 2 introduced.
 12/02/2025- Reviewed safety protocols/school incident command. Reviewed California dashboard highlighting ELPI Progress Indicator status/change. Sped Corned-following IEP services. Reviewed progress toward EL SMART goal with accountability partner. Completed Math Language Routine (MLR) 2 and introduce MLR 7.
 02/02/2026- Shared SMART Success. Check in on EL SMART Goal with accountability partner. MLR 7 completion. Introduced MLR 6 (final MLR)
 03/03/2026- SPED Corner emphasizing speech elements in 95%. CAASPP/ELPAC Tutoring. Review 25-26 SPSA progress and begin creating actions for 26-27. Review Title I Parent survey.
 04/17/2026- Complete Math Language Routine (Math Burst) for skill #6. Review SPSA proposed SPSA Goals/Actions- Request feedback, input and recommendations.
 05/05/2026-
 06/02/2026-

WES ELAC

10/22/2025- Community Liaison assisted facilitation- Discussed English Learner Funding with ELAC parents encouraged to attend, join or otherwise share input with School Site Council. SPSA specific goal/action funding shared with committee. Parent Involvement Policy Reviewed.

01/26/2026- Community Liaison assisted facilitation- English Learner progress reviewed utilizing California Dashboard. Action in SPSA discussed to address including SMART teach goal process for ELPI progress.

02/23/2026- Community Liaison assisted facilitation- SPSA progress discussed using expenditure tracker and SPSA monitoring document (Deferred to expenditure tracker and monitoring document difficult to view). Plan for 26-27 foreshadowed with Aide support for tier II implementation. ELAC recommended an after school program focused on improving test scores. Title I parent survey results discussed. ELAC parents requested QR codes placed outside of school to increase exposure and parent participation. Community Liaison offered support in front office in access and completion of survey.

03/23/2026- Community Liaison assisted facilitation- Updated progress on 25-26 SPSA and discussed proposed actions for 26-27. ELAC committee recommended one academic night and one cultural night program be brought to campus in 26-27 (Planetarium, hispanic heritage and paint and sip events were suggested)

District Office: the LEA supported the school during 3 improvement meetings on the following dates.

09/10/2025- System Set up, Introduction to Implementation Science.

12/09/2025 Comprehensive Needs Assessment and Partner Feedback/Influence.

03/03/2026- Comprehensive Needs Assessments, Annual Review, 2026-2027 Action Development (Evidence-Based Interventions)

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 only.

Wildomar Elementary School is not currently identified as eligible 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.

Goals Aligned with Local/State Priorities (CAASPP Update 11/18/2025)

Wildomar Elementary has identified several academic and engagement goals based on California Dashboard data.

Utilizing Public Tableau's goal setting table as a resource, we are setting our achievement goals to green on a 3-year timetable beginning with Dashboard score updated on 11/18/2025 with Spring 2025 CAASPP results. Year 1 goals to be measured with spring 2026 results.

Goal 1A – English Language Arts

Decrease the ELA Distance from Standard (DFS) for all students from –44.1 DFS to –26.1 by Spring 2026 (an increase in average student score of 18 points). By Spring 2027 to -8.1. By Spring 2028 to 10.0.

Goal 1B – Mathematics

Decrease the Math DFS for all students from –58.4 DFS to –38.9 by Spring 2026 (an increase in average student score of 19.5 points). by Spring 2027 to -19.4. By Spring 2028 to 0.0.

Goal 1C – ELA DFS for Student Groups

Improve ELA outcomes for the following groups by Spring 2026:

English Learners: -65.8 to -40.5 (gain of 25.3 points). By Spring 2027 -15.2. By Spring 2028 10.0.

Socioeconomically Disadvantaged: -49.8 to -29.9 (gain of 19.9 points). By Spring 2027 -10.0. By Spring 2028 0.0.

Hispanic Students: -52.8 to -31.9 (gain of 20.9 points). By Spring 2027 -11.0. By Spring 2028 0.0.

Students with Disabilities: -103.3 to -65.5 (gain of 37.8 points), By Spring 2027 -27.7. By Spring 2028 0.0.

Goal 1D – Math DFS for Student Groups

Improve Math DFS for:

English Learners: –88.4 to –58.9 (gain of 29.5 points). By Spring 2027 –29.4. By Spring 2028 0.0.

Homeless Youth: –55.8 to –37.2 (gain of 18.6 points). By Spring 2027 –18.6. By Spring 2028 0.0.

Socioeconomically Disadvantaged: –63.8 to –42.5 (gain of 21.3 points). By Spring 2027 –21.2. By Spring 2028 0.0.

Students with Disabilities: –124.8 to –83.2 (gain of 41.6 points). By Spring 2027 –41.6. By Spring 2028 0.0.

Hispanic Students: –65.9 to –43.9 (gain of 22 points). By Spring 2027 –21.9. By Spring 2028 0.0, English Learners: –69.3 to –54.5 (gain of 14.8 points)

Goal 1E- English Learner Progress

Improve percentage of English Learners increasing a level on the ELPAC examination:

English Learner progress rate of 41.2% (declined 11% from 2024).

By Spring 2026, Increase EL progress by 7.9 to 49.1%. By Spring 2027, by 7.9% to 57.0%. By Spring 2028 by 7.9% to 65.0% by Spring 2028

Goal 2A – Chronic Absenteeism.

Current rate of Chronic Absenteeism based on Infinite Campus as of 02/27/2025 is 15.9%. We have had 2 outbreaks Hand, Foot, and Mouth. In TK, the chronic Absenteeism rate is 41%. SWD in TK at 61.5%. SWD in grade K-5 is 21.0% Reduce overall chronic absenteeism from 15.9% to 14.6% by Spring 2026 and reduce chronic absenteeism for Students with Disabilities from 27.8% to 21.9% was goal from 2025-2026 SPSA Plan. This is not practical given our current status.

Our Adjusted goal for 2026-2027 will be to return to 16.9% from our current projected rate of 22.13%. For 2027-2028, based on a 3-year target to reach green status is to reduce by 2.0 to 13.9%. In 2028-2029, reduce 2.0 to 11.9.

Suspension Rate based on California Dashboard (Update 11/2025) is 1.1%. This is an increase of .9%. Our goal by Spring of 2026 is to reduce by .3% to .8%. By Spring 2027, by .3 to .5%, By Spring 2028 to maintain.

Goal 3 – Professional Capacity & Instructional Improvement

Increase teacher knowledge of essential standards in ELA and Mathematics, build capacity with research-based instructional strategies (McREL), and strengthen Teacher Collective Efficacy. There will be a particular focus on enhancing instructional practices in Mathematics.

Analysis of Current Data

Goal 1 – Academic Excellence

Key findings include:

ELA: –44.1 DFS (Change: –2.1; Orange)

Mathematics: –58.4 DFS (Change: –10; Orange)

English Language Performance Indicator (ELPI): 41.2% (Change: –11%; Red)

Science: 42.5 scale points (Change: –5.2; Orange)

i-Ready Growth Data shows that average student has achieved 60% of the typical growth target from Fall to Winter assessment for ELA. Preliminarily (165/568 students tested), shows average student has achieved 85% of typical growth fall to spring in ELA.

For English Learners- Average typical Growth in fall-winter window for each grade level is as follows: 1st- 44%, 2nd- 62%, 3rd- 50%, 4th- 79%, 5th- 40%.

i-Ready Growth Data shows average student has achieved 58% of the typical growth target from Fall to Winter assessment for ELA. Preliminarily (114/568 students tested), shows average student has achieved 86% of typical growth fall to spring in Math.

For English Learners- Average typical Growth in fall-winter window for each grade level is as follows: 1st- 64%, 2nd- 53%, 3rd- 56%, 4th- 75%, 5th- 35%.

Goal 2 – Student, Family, and Community Engagement

Suspension Rate: 1.1% (Change increased by 0.9%; Orange)

Chronic Absenteeism: 15.9% (Change decreased by 1%; Yellow)

Goal 3 – Professional Learning Participation

Math Language Routine coaching cycle participation

Participation in Amplify Math Launch, Lift, and Land professional development.

Enrollment in LETRS and N1MBRS programs

Strengths

Goal 1 Strengths

The SMART Coalition has prioritized English Learner growth, particularly aiming for 3 out of 4 EL students to increase an ELPI level. Staff meetings have kept this priority central. Professional development has emphasized Math Language Routines, which integrate ELD strategies like sentence frames, academic discourse, and strategy comparison. Teachers also received training in creating designated ELD lessons within the National Geographic ELA program.

Goal 2 Strengths

Family engagement was strengthened through a Math Festival Day/Evening, which received positive feedback from ELAC. Two festival events were scheduled for 2025–2026, with one already completed. Attendance is slightly improved compared to last year at this point (94.76% compared to 94.37%). The school is also utilizing after-school tutoring and Saturday School to support attendance recovery.

Goal 3 Strengths

The school has completed 3 out of 4 Math Language Routine coaching cycles. LETRS participation is strong: two administrators have completed the LETRS Admin cohort, two academic coaches and nine TK–5 teachers are enrolled, and two preschool teachers have finished LETRS.

Weaknesses

Goal 1 Weaknesses

Administration needs more time for walkthroughs to monitor designated and integrated ELD instruction, along with establishing consistent walkthrough criteria. Some long-standing instructional practices are misaligned with current research and ELD expectations. Additionally, parts of the ELA curriculum are outdated and missing.

Goal 2 Weaknesses

Effectiveness of engagement efforts lacks firm, measurable data, relying heavily on anecdotal ELAC feedback. Additionally, outbreaks of hand-foot-and-mouth disease have negatively impacted attendance.

Goal 3 Weaknesses

Teachers report that PD initiatives are too numerous and concurrent, leading to instructional time lost, PD overload, and lack of focus.

Questions and Wonderings

Goal 1 Questions

What structures are needed to ensure regular implementation of new strategies?

Should grade levels have time to create common ELD sentence frames and academic language support?

Should National Geographic's "Walk to Learn" ELD component be reordered?

Goal 2 Questions

How can we better measure the effectiveness of family engagement efforts?

What new events might be beneficial to explore?

Goal 3 Questions

How can PD be streamlined to improve collaboration, participation, and focus?

Can the site achieve more consensus around PD priorities?

Identified Resource Inequities

The school's ELA curriculum is outdated, and several teachers lack required components. There is a need to assess whether the "Walk to Learn" ELD component should be replaced.

Problem Statements

Goal 1 Problems: The school must ensure all teachers have access to ELD curriculum materials and that designated ELD instruction occurs consistently. Monitoring EL progress must be intentional and prioritized. Greater fidelity to 95% and Amplify Math is needed. Implementing tier II instruction for 95% and identifying math intervention opportunities is needed.

Goal 2 Problems: For 2026–2027, the school will survey ELAC to determine demand for continuing the Math Festival and solicit other engagement ideas. Efforts to improve attendance will remain ongoing. We need to provide additional opportunities for parental input of annual survey, including paper copies, liaison support and QR code access.

Goal 3 Problems: The school needs to better align PD offerings to reduce overload and increase clarity, coherence, and collaboration. SMART coalition will continue to support with goal setting. School to survey teachers for best way to provide PD (Extra Duty vs Release time).

Aim Statements

Goal 1 Aim- The school will continue its goal of ensuring 3 out of 4 students improve an ELPI level during 2026–2027.

Goal 2 Aim- The school will identify family engagement opportunities based on parent group feedback for 2026–2027.

Goal 3 Aim-The school will continue LETRS cohorts, complete site-wide Amplify “Land” training, increase fidelity to 95% instruction, and continue SMART goals aligned with i-Ready completion and student goal setting.

Evidence-Based Interventions (ESSA-Aligned)

The school will assign accountability partners to conduct check-ins and monitor progress, supporting Collective Teacher Efficacy and goal-setting practices.

School and Student Performance Data

Student Enrollment

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

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	23-24	24-25	25-26	23-24	24-25	25-26
American Indian	0.17%	0.16%	%	1	1	
African American	2.86%	2.10%	2.23%	17	13	14
Asian	0.50%	0.48%	0.48%	3	3	3
Filipino	0.17%	0.48%	0.16%	1	3	1
Hispanic/Latino	80.67%	80.97%	80.70%	480	502	506
White	15.13%	15.16%	14.67%	90	94	92
Multiple/No Response	0.50%	0.65%	1.75%	3	4	11
Total Enrollment				595	620	627

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	23-24	24-25	25-26
Transitional Kindergarten		49	69
Kindergarten	82	90	88
Grade 1	76	86	96
Grade 2	95	82	84
Grade3	107	91	83
Grade 4	106	111	100
Grade 5	91	111	107
Total Enrollment	595	620	627

Conclusions based on this data:

1. See Comprehensive Needs Assessment.
2. See Comprehensive Needs Assessment.
3. See Comprehensive Needs Assessment.

School and Student Performance Data

English Learner (EL) Enrollment

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

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	23-24	24-25	25-26	23-24	24-25	25-26
English Learners	168	154	129	26.2%	28.2%	20.6%
Fluent English Proficient (FEP)	53	48	56	8.0%	8.9%	8.9%

Conclusions based on this data:

1. See Comprehensive Needs Assessment.
2. See Comprehensive Needs Assessment.
3. See Comprehensive Needs Assessment.

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	103	109	89	102	108	89	102	108	89	99.0	99.1	100
Grade 4	93	108	108	89	108	108	89	108	108	95.7	100	100
Grade 5	89	91	111	88	91	110	88	91	110	98.9	100	99.1
All Grades	285	308	308	279	307	307	279	307	307	97.9	99.7	99.7

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	2376.	2384.	2384.	6.86	10.19	8.99	20.59	23.15	22.47	26.47	28.70	28.09	46.08	37.96	40.45
Grade 4	2424.	2418.	2434.	13.48	11.11	10.19	21.35	17.59	20.37	20.22	28.70	32.41	44.94	42.59	37.04
Grade 5	2467.	2464.	2453.	15.91	16.48	9.09	25.00	21.98	22.73	19.32	18.68	27.27	39.77	42.86	40.91
All Grades	N/A	N/A	N/A	11.83	12.38	9.45	22.22	20.85	21.82	22.22	25.73	29.32	43.73	41.04	39.41

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	5.88	10.19	11.24	57.84	62.96	58.43	36.27	26.85	30.34
Grade 4	11.24	5.56	9.26	62.92	63.89	69.44	25.84	30.56	21.30
Grade 5	10.23	13.19	7.27	62.50	58.24	61.82	27.27	28.57	30.91
All Grades	8.96	9.45	9.12	60.93	61.89	63.52	30.11	28.66	27.36

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	6.86	5.56	1.12	48.04	50.00	60.67	45.10	44.44	38.20
Grade 4	2.25	1.85	9.26	55.06	59.26	64.81	42.70	38.89	25.93
Grade 5	6.82	7.69	5.50	55.68	50.55	57.80	37.50	41.76	36.70
All Grades	5.38	4.89	5.56	52.69	53.42	61.11	41.94	41.69	33.33

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	9.80	12.96	6.74	74.51	70.37	71.91	15.69	16.67	21.35
Grade 4	6.74	11.11	5.56	73.03	72.22	72.22	20.22	16.67	22.22
Grade 5	12.50	9.89	8.18	71.59	71.43	70.91	15.91	18.68	20.91
All Grades	9.68	11.40	6.84	73.12	71.34	71.66	17.20	17.26	21.50

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	5.88	6.48	8.99	66.67	70.37	71.91	27.45	23.15	19.10
Grade 4	5.62	6.48	7.41	71.91	67.59	67.59	22.47	25.93	25.00
Grade 5	13.64	16.48	11.82	72.73	61.54	60.91	13.64	21.98	27.27
All Grades	8.24	9.45	9.45	70.25	66.78	66.45	21.51	23.78	24.10

Conclusions based on this data:

1. See Comprehensive Needs Assessment.
2. See Comprehensive Needs Assessment.
3. See Comprehensive Needs Assessment.

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	104	109	89	103	108	89	103	108	89	99.0	99.1	100
Grade 4	93	108	108	89	107	108	89	107	108	95.7	99.1	100
Grade 5	89	91	111	89	90	109	89	90	109	100.0	98.9	98.2
All Grades	286	308	308	281	305	306	281	305	306	98.3	99	99.4

* 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	2392.	2405.	2403.	3.88	8.33	12.36	27.18	25.93	20.22	31.07	30.56	30.34	37.86	35.19	37.08
Grade 4	2442.	2424.	2431.	4.49	8.41	7.41	26.97	12.15	16.67	33.71	40.19	36.11	34.83	39.25	39.81
Grade 5	2461.	2461.	2438.	12.36	7.78	6.42	10.11	18.89	9.17	30.34	25.56	28.44	47.19	47.78	55.96
Grade 11															
All Grades	N/A	N/A	N/A	6.76	8.20	8.50	21.71	19.02	15.03	31.67	32.46	31.70	39.86	40.33	44.77

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	9.71	8.33	14.61	55.34	62.04	51.69	34.95	29.63	33.71
Grade 4	7.87	8.41	9.26	50.56	40.19	48.15	41.57	51.40	42.59
Grade 5	7.87	7.78	5.50	50.56	45.56	37.61	41.57	46.67	56.88
Grade 11									
All Grades	8.54	8.20	9.48	52.31	49.51	45.42	39.15	42.30	45.10

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	12.62	14.81	13.48	45.63	50.00	48.31	41.75	35.19	38.20
Grade 4	7.87	10.28	11.11	60.67	40.19	50.00	31.46	49.53	38.89
Grade 5	11.24	7.78	1.83	42.70	47.78	48.62	46.07	44.44	49.54
All Grades	10.68	11.15	8.50	49.47	45.90	49.02	39.86	42.95	42.48

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	3.88	7.41	7.87	61.17	75.00	66.29	34.95	17.59	25.84
Grade 4	12.36	6.54	11.11	51.69	52.34	49.07	35.96	41.12	39.81
Grade 5	8.99	5.56	5.50	57.30	58.89	48.62	33.71	35.56	45.87
All Grades	8.19	6.56	8.17	56.94	62.30	53.92	34.88	31.15	37.91

Conclusions based on this data:

1. See Comprehensive Needs Assessment.
2. See Comprehensive Needs Assessment.
3. See Comprehensive Needs Assessment.

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	1408.4	1389.8	1414.4	1402.6	1403.0	1426.5	1421.7	1359.1	1386.2	39	47	30
1	1435.9	1449.3	1422.8	1431.2	1459.2	1426.0	1440.3	1438.8	1419.2	19	20	27
2	1469.8	1481.6	1463.6	1461.1	1483.7	1460.3	1478.1	1478.8	1466.4	21	20	18
3	1476.2	1480.2	1463.9	1480.0	1475.7	1464.3	1471.8	1484.0	1462.7	33	25	22
4	1495.1	1510.2	1528.3	1488.9	1517.8	1539.9	1500.8	1502.1	1516.0	24	32	24
5	1512.1	1504.4	1522.3	1519.4	1505.9	1526.4	1504.3	1502.3	1517.8	17	23	29
All Grades										153	167	150

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	15.38	6.38	23.33	28.21	38.30	26.67	35.90	23.40	30.00	20.51	31.91	20.00	39	47	30
1	5.26	5.00	3.70	42.11	60.00	33.33	26.32	20.00	44.44	26.32	15.00	18.52	19	20	27
2	0.00	5.00	5.56	52.38	60.00	50.00	33.33	30.00	33.33	14.29	5.00	11.11	21	20	18
3	6.06	0.00	0.00	30.30	44.00	36.36	51.52	40.00	40.91	12.12	16.00	22.73	33	25	22
4	16.67	6.25	33.33	37.50	68.75	33.33	25.00	21.88	25.00	20.83	3.13	8.33	24	32	24
5	17.65	8.70	20.69	41.18	39.13	48.28	23.53	30.43	20.69	17.65	21.74	10.34	17	23	29
All Grades	10.46	5.39	15.33	36.60	50.30	37.33	34.64	26.95	32.00	18.30	17.37	15.33	153	167	150

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	10.26	14.89	30.00	30.77	34.04	30.00	35.90	25.53	13.33	23.08	25.53	26.67	39	47	30
1	10.53	25.00	11.11	47.37	35.00	29.63	21.05	30.00	40.74	21.05	10.00	18.52	19	20	27
2	9.52	25.00	27.78	52.38	55.00	38.89	19.05	15.00	16.67	19.05	5.00	16.67	21	20	18
3	27.27	24.00	9.09	39.39	36.00	54.55	24.24	28.00	31.82	9.09	12.00	4.55	33	25	22
4	25.00	43.75	50.00	54.17	50.00	33.33	8.33	3.13	12.50	12.50	3.13	4.17	24	32	24
5	47.06	34.78	55.17	29.41	47.83	34.48	11.76	4.35	0.00	11.76	13.04	10.34	17	23	29
All Grades	20.26	26.95	31.33	41.18	41.92	36.00	22.22	17.96	18.67	16.34	13.17	14.00	153	167	150

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K		2.13	6.67		29.79	23.33		40.43	53.33		27.66	16.67		47	30
1		0.00	0.00		30.00	33.33		55.00	33.33		15.00	33.33		20	27
2		0.00	0.00		60.00	27.78		30.00	50.00		10.00	22.22		20	18
3		0.00	0.00		24.00	13.64		48.00	40.91		28.00	45.45		25	22
4		3.13	8.33		21.88	41.67		50.00	37.50		25.00	12.50		32	24
5		0.00	10.34		17.39	20.69		43.48	44.83		39.13	24.14		23	29
All Grades	7.84	1.20	4.67	25.49	29.34	26.67	37.91	44.31	43.33	28.76	25.15	25.33	153	167	150

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	25.64	14.89	20.00	53.85	59.57	60.00	20.51	25.53	20.00	39	47	30
1	26.32	45.00	29.63	57.89	50.00	55.56	15.79	5.00	14.81	19	20	27
2	19.05	35.00	33.33	71.43	60.00	55.56	9.52	5.00	11.11	21	20	18
3	12.12	16.00	4.55	75.76	68.00	63.64	12.12	16.00	31.82	33	25	22
4	41.67	53.13	62.50	45.83	43.75	33.33	12.50	3.13	4.17	24	32	24
5	41.18	21.74	27.59	47.06	73.91	65.52	11.76	4.35	6.90	17	23	29
All Grades	26.14	29.34	29.33	59.48	58.68	56.00	14.38	11.98	14.67	153	167	150

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	5.13	10.64	33.33	48.72	51.06	43.33	46.15	38.30	23.33	39	47	30
1	5.26	0.00	3.70	68.42	85.00	62.96	26.32	15.00	33.33	19	20	27
2	19.05	25.00	22.22	61.90	70.00	50.00	19.05	5.00	27.78	21	20	18
3	48.48	32.00	50.00	45.45	60.00	40.91	6.06	8.00	9.09	33	25	22
4	16.67	50.00	45.83	70.83	46.88	45.83	12.50	3.13	8.33	24	32	24
5	58.82	47.83	75.86	23.53	34.78	13.79	17.65	17.39	10.34	17	23	29
All Grades	24.18	26.95	39.33	52.94	55.69	42.00	22.88	17.37	18.67	153	167	150

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	17.95	2.13	3.33	69.23	65.96	73.33	12.82	31.91	23.33	39	47	30
1	0.00	10.00	11.11	68.42	70.00	33.33	31.58	20.00	55.56	19	20	27
2	9.52	0.00	11.11	71.43	85.00	61.11	19.05	15.00	27.78	21	20	18
3	0.00	0.00	0.00	36.36	56.00	45.45	63.64	44.00	54.55	33	25	22
4	8.33	3.13	8.33	41.67	65.63	75.00	50.00	31.25	16.67	24	32	24
5	5.88	0.00	17.24	47.06	47.83	55.17	47.06	52.17	27.59	17	23	29
All Grades	7.84	2.40	8.67	55.56	64.67	57.33	36.60	32.93	34.00	153	167	150

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	41.03	23.40	46.67	33.33	42.55	46.67	25.64	34.04	6.67	39	47	30
1	10.53	0.00	0.00	73.68	85.00	88.89	15.79	15.00	11.11	19	20	27
2	23.81	15.00	0.00	57.14	75.00	72.22	19.05	10.00	27.78	21	20	18
3	0.00	0.00	0.00	81.82	84.00	63.64	18.18	16.00	36.36	33	25	22
4	20.83	3.13	12.50	50.00	84.38	79.17	29.17	12.50	8.33	24	32	24
5	11.76	17.39	0.00	70.59	52.17	75.86	17.65	30.43	24.14	17	23	29
All Grades	19.61	11.38	11.33	58.82	67.07	70.67	21.57	21.56	18.00	153	167	150

Conclusions based on this data:

1. See Comprehensive Needs Assessment.
2. See Comprehensive Needs Assessment.
3. See Comprehensive Needs Assessment.

School and Student Performance Data

Student Population

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

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

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

2024-25 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
620	89.2%	24.8%	1.1%
Total Number of Students enrolled in Wildomar Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2024-25 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	154	24.8%
Foster Youth	7	1.1%
Homeless	90	14.5%
Socioeconomically Disadvantaged	553	89.2%
Students with Disabilities	92	14.8%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	13	2.1%
American Indian	1	0.2%
Asian	3	0.5%
Filipino	3	0.5%
Hispanic	502	81%
Two or More Races	4	0.6%
Pacific Islander	0	0.0%
White	94	15.2%

Conclusions based on this data:

1. See Comprehensive Needs Assessment.

2. See Comprehensive Needs Assessment.
3. See Comprehensive Needs Assessment.

School and Student Performance Data

Overall Performance

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

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

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



2025 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

- See Comprehensive Needs Assessment.
- See Comprehensive Needs Assessment.
- See Comprehensive Needs Assessment.

School and Student Performance Data

Academic Performance English Language Arts

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

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

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



This section provides number of student groups in each level.



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

2025 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students Orange 44.1 points below standard Maintained -2.1 points 300 Students	English Learners Yellow 65.8 points below standard Increased 6.9 points 89 Students	Long-Term English Learners
Foster Youth No Performance Color Fewer than 11 students - No Data for Privacy 3 Students	Homeless No Performance Color 41.5 points below standard Increased 35.7 points 22 Students	Socioeconomically Disadvantaged Orange 49.8 points below standard Maintained -1.4 points 269 Students

Students with Disabilities  Red 103.3 points below standard Declined 11.4 points 37 Students	African American  No Performance Color Fewer than 11 students - No Data for Privacy 5 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student
Asian  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Hispanic  Orange 52.8 points below standard Declined 6 points 243 Students
Two or More Races  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	Pacific Islander  No Performance Color 0 Students	White  Yellow 18 points below standard Increased 4.1 points 47 Students

Conclusions based on this data:

1. See Comprehensive Needs Assessment.
2. See Comprehensive Needs Assessment.
3. See Comprehensive Needs Assessment.

School and Student Performance Data

Academic Performance Mathematics

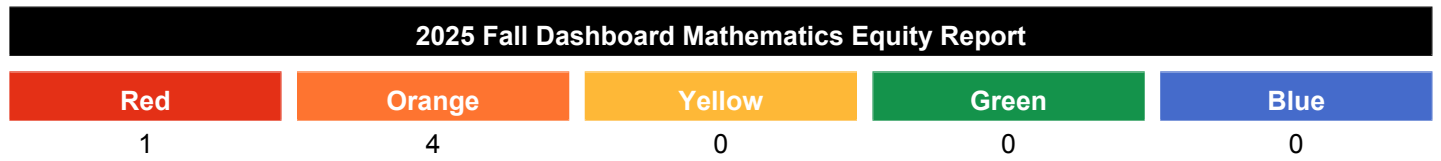
The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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



This section provides number of student groups in each level.



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

2025 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students  Orange 58.4 points below standard Declined 10 points 300 Students	English Learners  Orange 73 points below standard Declined 3.7 points 89 Students	Long-Term English Learners
Foster Youth  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students	Homeless  No Performance Color 55.8 points below standard Increased 5.4 points 22 Students	Socioeconomically Disadvantaged  Orange 63.8 points below standard Declined 9 points 269 Students

Students with Disabilities  Red 124.8 points below standard Declined 38.7 points 37 Students	African American  No Performance Color Fewer than 11 students - No Data for Privacy 5 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student
Asian  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Hispanic  Orange 65.9 points below standard Declined 12.2 points 243 Students
Two or More Races  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	Pacific Islander  No Performance Color 0 Students	White  Orange 28.6 points below standard Declined 6.3 points 47 Students

Conclusions based on this data:

1. See Comprehensive Needs Assessment.
2. See Comprehensive Needs Assessment.
3. See Comprehensive Needs Assessment.

School and Student Performance Data

Academic Performance Science

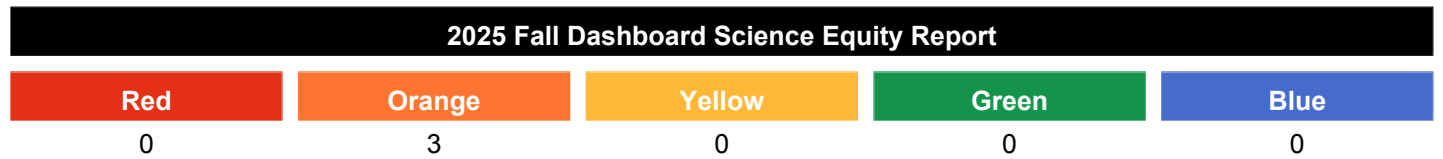
The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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



This section provides number of student groups in each level.



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

2025 Fall Dashboard Science Performance for All Students/Student Group		
All Students  Orange 42.5 science points Declined 5.2 points 106 Students	English Learners  Orange 37.5 science points Declined 2.8 points 33 Students	Long-Term English Learners  No Performance Color 0 Students
Foster Youth  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Homeless  No Performance Color Fewer than 11 students - No Data for Privacy 7 Students	Socioeconomically Disadvantaged  Orange 41 science points Declined 5 points 95 Students

Students with Disabilities  No Performance Color 33.4 science points Declined 8.9 points 15 Students	African American  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student
Asian  No Performance Color 0 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Hispanic  Orange 40.8 science points Declined 6.2 points 88 Students
Two or More Races  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Pacific Islander  No Performance Color 0 Students	White  No Performance Color 44.5 science points Declined 4.3 points 15 Students

Conclusions based on this data:

1.

School and Student Performance Data

Academic Performance English Learner Progress

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

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

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

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

2025 Fall Dashboard English Learner Progress Indicator	
English Learner Progress	Long-Term English Learner Progress
 Red	 No Performance Color
41.2 making progress.	making progress.
Number Students: 114 Students	Number Students: 0 Students

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

2025 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
24.8%	34.5%	0%	40.7%

Conclusions based on this data:

1. See Comprehensive Needs Assessment.
2. See Comprehensive Needs Assessment.
3. See Comprehensive Needs Assessment.

School and Student Performance Data

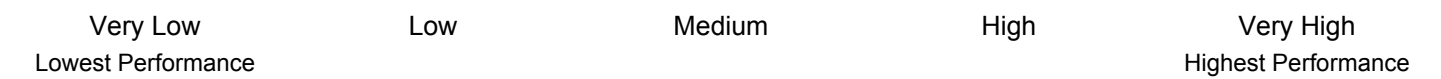
Academic Performance College/Career Report

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

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

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

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



This section provides number of student groups in each level.



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

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

Conclusions based on this data:

- 1.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

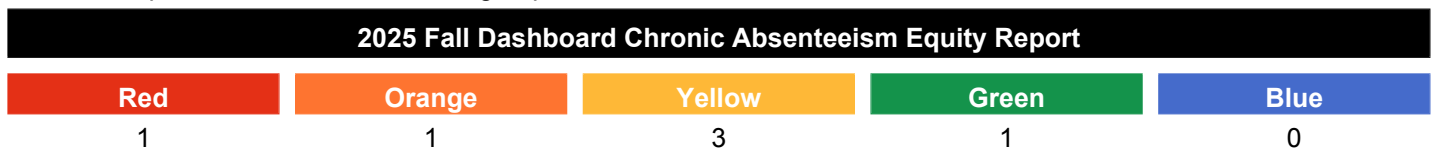
The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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



This section provides number of student groups in each level.



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

2025 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group		
All Students Yellow 15.9% Chronically Absent Declined 1 655 Students	English Learners Green 9.1% Chronically Absent Declined 2.6 164 Students	Long-Term English Learners
Foster Youth No Performance Color Fewer than 11 students - No Data for Privacy 10 Students	Homeless Red 24.2% Chronically Absent Increased 6.5 99 Students	Socioeconomically Disadvantaged Yellow 16.7% Chronically Absent Declined 0.8 586 Students

Students with Disabilities  Orange 21% Chronically Absent Declined 6.9 105 Students	African American  No Performance Color 14.3% Chronically Absent Declined 9.2 14 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student
Asian  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students	Hispanic  Yellow 15.7% Chronically Absent Declined 0.5 528 Students
Two or More Races  No Performance Color Fewer than 11 students - No Data for Privacy 8 Students	Pacific Islander  No Performance Color 0 Students	White  Yellow 14.3% Chronically Absent Declined 5.5 98 Students

Conclusions based on this data:

1. See Comprehensive Needs Assessment.
2. See Comprehensive Needs Assessment.
3. See Comprehensive Needs Assessment.

School and Student Performance Data

Academic Engagement Graduation Rate

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

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

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

Red Orange Yellow Green Blue
 Lowest Performance Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Graduation Rate Equity Report

Red

Orange

Yellow

Green

Blue

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

2025 Fall Dashboard Graduation Rate for All Students/Student Group

All Students

English Learners

Long-Term English Learners

Foster Youth

Homeless

Socioeconomically Disadvantaged

Students with Disabilities

African American

American Indian

Asian

Filipino

Hispanic

Two or More Races

Pacific Islander

White

Conclusions based on this data:

1.

School and Student Performance Data

Conditions & Climate Suspension Rate

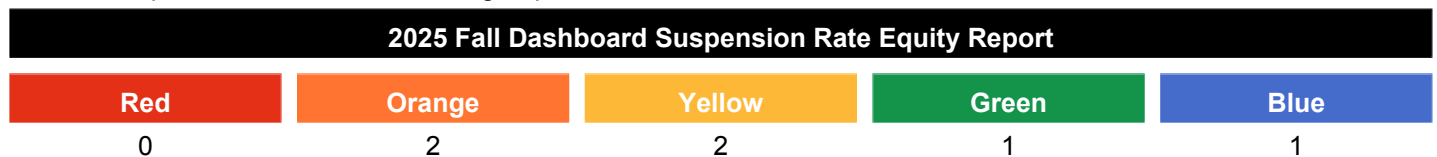
The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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



This section provides number of student groups in each level.



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

2025 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students Orange 1.1% suspended at least one day Increased 0.9% 663 Students	English Learners Blue 0% suspended at least one day Maintained 0% 166 Students	Long-Term English Learners
Foster Youth No Performance Color Fewer than 11 students - No Data for Privacy 10 Students	Homeless Green 1% suspended at least one day Maintained 0.2% 102 Students	Socioeconomically Disadvantaged Orange 1.2% suspended at least one day Increased 1% 594 Students

Students with Disabilities  Orange 1.9% suspended at least one day Increased 1.9% 106 Students	African American  No Performance Color 0% suspended at least one day Maintained 0% 14 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student
Asian  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students	Hispanic  Yellow 0.9% suspended at least one day Increased 0.7% 534 Students
Two or More Races  No Performance Color Fewer than 11 students - No Data for Privacy 10 Students	Pacific Islander  No Performance Color 0 Students	White  Yellow 1% suspended at least one day Increased 1% 98 Students

Conclusions based on this data:

1. See Comprehensive Needs Assessment.
2. See Comprehensive Needs Assessment.
3. See Comprehensive Needs Assessment.

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:

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
**Malika Qadr(P)				X	
**Brent Wigand (ST)		X			
*John Delcourt (ST)		X			
**Danielle Aguilar (P)				X	
*Aubrey Masters (P)				X	
*Alissa Goss-Israel (P)				X	
*Michele Flores (ST)		X			
**Shellie Davies (ST)		X			
**Michael Hoffman (ST)	X				
**Karen Kusayanagi (P)				X	
Numbers of members of each category:	1	4	0	5	0

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.

WES seeks to improve English Language Arts, Mathematics, and English Learner Progress (Indicator)

Goal 1A – English Language Arts: Decrease the ELA Distance from Standard (DFS) for all students from –44.1 DFS to –26.1 by Spring 2026 (an increase in average student score of 18 points). By Spring 2027 to -8.1. By Spring 2028 to 10.0.

Goal 1B – Mathematics: Decrease the Math DFS for all students from –58.4 DFS to –38.9 by Spring 2026 (an increase in average student score of 19.5 points). by Spring 2027 to -19.4. By Spring 2028 to 0.0.

Goal 1C – ELA DFS for Student Groups: English Learners: –91.9 to –57.4 (gain of 33.7 points). By Spring 2027 -23.7. By Spring 2028 0.0, Socioeconomically Disadvantaged: –49.8 to –29.9 (gain of 19.9 points). By Spring 2027 -10.0. By Spring 2028 0.0, Students with Disabilities: –103.3 to –65.5 (gain of 37.8 points), By Spring 2027 -27.7. By Spring 2028 0.0, Hispanic Students: –52.8 to –31.9 (gain of 20.9 points). By Spring 2027 -11.0. By Spring 2028 0.0.

Goal 1D – Math DFS for Student Groups: Mathematics for English Learners: –88.4 to –58.9 (gain of 29.5 points). By Spring 2027 -29.4. By Spring 2028 0.0, Socioeconomically Disadvantaged: –63.8 to –42.5 (gain of 21.3 points). By Spring 2027 -21.2. By Spring 2028 0.0, Students with Disabilities: –124.8 to –83.2 (gain of 41.6 points). By Spring 2027 -41.6. By Spring 2028 0.0, Hispanic Students: –65.9 to –43.9 (gain of 22 points). By Spring 2027 -21.9. By Spring 2028 0.0.

Goal 1E- English Learner Progress - Improve percentage of English Learners increasing a level on the ELPAC examination: English Learner progress rate of 41.2% (declined 11% from 2024). By Spring 2026, Increase EL progress by 7.9 to 49.1%. By Spring 2027, by 7.9% to 57.0%. By Spring 2028 by 7.9% to 65.0%

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

ACADEMIC EXCELLENCE

LEUSD will create opportunities for post-secondary success by promoting academic excellence for all students.

Identified Need

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

In this 2025-2026 school year, our primary focus was on first year implementation of 95% in with our focus on first year implementation of 95% in English Language Arts and Amplify Mathematics. For 2026-2027, we need to sharpen first best instruction of these two programs, alignment of schedules and pacing of instruction and sharpening our identification and implementation of tier II instructional supports for students with academic deficits. Additionally, we need to align our SMART goal setting efforts to individual student academic goal setting using the i-Ready assessment, including teacher-parent communication, standardizing assessment procedures, aligning effective student academic and behavioral standards to progress, monitor, adjust and achieve their academic growth goals. We need to continue classified support for tier II small group intervention and certificated tier II support in small group for ELA and Mathematics. Related to SMART goal implementation and parent communication for Spanish speaking families and to support with parent teacher conferences (Goal 2), we need a liaison to support family participation.

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
DFS/English Language Arts/Dashboard CAASPP	All Students -44.1	All Students -8.1 by Spring 2027.
DFS/Math/ CA Dashboard CAASPP	All Students -58.4	All Students -19.4 by Spring 2027.

Subgroups-DFS/English Language Arts/CA Dashboard CAASPP	English Learners are -91.9 Socioeconomically Disadvantaged -48.9 Students with Disabilities -103.3 Hispanic -52.8	English Learners -57.4 by Spring 2027. Socioeconomically Disadvantaged -29.9 by Spring 2027. Students with Disabilities -65.5 by Spring 2027. Hispanic -31.9 by Spring 2027.
Subgroups-DFS/Math/CA Dashboard CAASPP	English Learners -88.4 Socioeconomically Disadvantaged from -63.8 Students with Disabilities -124.8 Hispanic from -65.9	English Learners -58.9 by Spring 2027. Socioeconomically Disadvantaged -42.5 by Spring 2027. Students with Disabilities -83.2 by Spring 2027. Hispanic -43.9 by Spring 2027.
English Learner Progress Indicator/Dashboard CAASPP-ELPAC	English Learner Progress 41.2% (Down 11%)	English Learner Progress 49.1% (Increase 7.9%)

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	Provide two classified support staff (3 hours per day each) to support the implementation of evidence-based Tier II academic interventions, ensuring 95% fidelity of implementation. Rationale: Schoolwide and grade-level data (universal screening and ongoing progress-monitoring results) indicate a need for increased Tier II intervention capacity to support students performing below grade-level standards. Description: Classified support staff will support/deliver supplemental Tier II interventions in small groups, as designed by the adopted intervention program. Staff will support instructional delivery, student monitoring, and intervention logistics under the direction of credentialed teachers.	Students identified through data analysis as needing Tier II academic intervention.	42,000.00 Title I 2000-2999: Classified Personnel Salaries 2- 3hour classified staff @ \$21,000.00
1.2	Provide focused small-group certificated tutoring in Mathematics and English Language Arts, English Language Development and Science for Grades TK-5, based on identified student need. Rationale: Comprehensive needs assessment and progress-monitoring data indicate students, particularly English Learners and other at-risk subgroups, are performing below grade-level standards and require additional targeted instructional support beyond the core program. Description of Service: Certificated teachers will provide supplemental, small-group tutoring aligned to grade-level standards and intervention goals. Instruction will focus on priority skills identified through assessment data and will be adjusted based on student progress.	Students identified through assessment data as needing Tier II academic support.	9306.00 Title I 1140: Certificated Extra Duty 10 groups- 10 days each (target 4-6 students) ELPAC FIABs/ELA-Math FIABs/Dibels pre-post 100 hours X 93.06
1.3	Provide classified extra-duty staff to deliver small-group intervention tutoring, including ELPAC	Students identified through assessment data, including English	19,828.61 Title I 2X40: Classified Extra Duty

	preparation and extension of Tier II academic supports. Rationale: Assessment, progress-monitoring, and English Learner data indicate students require additional targeted instructional support beyond the instructional day to address skill gaps and improve language development and academic outcomes. Description of Service: Classified staff will provide supplemental small-group tutoring outside of regular instructional hours. Services may include reinforcement of Tier II intervention skills, ELPAC preparation activities, and targeted academic support aligned to teacher-identified student needs. Support will be provided under the direction of certificated staff.	Learners and students requiring continued Tier II support.	@\$35 per hour. 4 aides X 4 hours per week (1 hour per day) X 35 Weeks +6.5 hours to utilize all site allocation.
1.4	Provide a 3-hour per day Bilingual (Spanish-English) Community Liaison to support parent and family engagement activities aligned to academic achievement goals. Rationale: Schoolwide data and stakeholder input indicate that language barriers and limited access to academic information impact family participation, particularly among Spanish-speaking families. Increased bilingual outreach and communication are needed to strengthen family engagement and support student academic growth. Description of Service: The Bilingual Community Liaison will provide supplemental support to increase meaningful parent and family engagement by facilitating Spanish-English communication, coordinating outreach efforts, supporting academic workshops, and assisting families in understanding intervention programs, student progress, and school resources. Services will focus on reducing language barriers and increasing equitable access to information related to student learning.	Spanish-speaking families and families of students identified for academic intervention.	19,998.00 Title I 2000-2999: Classified Personnel Salaries 550.00 Title I 2X30: Classified Sub
1.5			

Annual Review

SPSA Year Reviewed: 2025-26

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

Analysis

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

Action 1.1 Targeted Small Group Tutoring for at-risk students: Students were identified using i-Ready; however, we need a more targeted assessment. Pre and Post assessment used was FIABs. Currently several groups are on-going, so results are encouraging, however incomplete. Average growth in 4 tutoring groups completed at time of review ranged from 34.5-87.125 average scaled score point increase. Currently 7 small groups are in progress. Data suggests this practice is positively impacting student achievement and we recommend continuing action as funds allow.

Action 1.2 Classified Staff Tutoring – Phonological Awareness & Phonics Instruction: Widely used, popular among certificated and classified staff. Results were mixed. Over 70 students, including 50+ English Learners were serviced individually and in small groups. Based on current i-Ready data: 1st grade (Fall to Spring Results)- 15 of 21 have made

100%+ typical growth (other 6 students range from 50%-89%), 2nd grade (Fall to Winter Results)- 13 of 28 made 100%+ typical growth, Kindergarten (Winter to Spring) 11 students have completed both assessments. 5 of 11 have made in excess of 50% typical growth. There are several students who do not show evidence of closing the achievement gap. Two possible outcomes have been identified, 1) The need for a more specific assessment and prescribed intervention curriculum, and 2) The lack of training and oversight of our classified staff (see Differences below).

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

Action 1.1 Targeted Small Group Tutoring for at-risk students: We increased funding as this results in direct services to students. However, we currently have \$24,700 in unspent funding for this goal action. Several tutoring groups are still in progress, but we anticipate unspent funding near \$13,000 due to the late change in the plan and lack of teacher available to facilitate. Funding came from less direct services, such as attendance at conferences.

Action 1.2 Classified Staff Tutoring – Phonological Awareness & Phonics Instruction: We pivoted away from a pair of actions to support classified tutoring Goal 3.7 and 3.8). We had a staff member who intended for this training and oversight, but the staff member was unable to meet the commitment. Tutoring is still on going, and we anticipate spending a majority of the remaining funds allocated to this goal action. As of 3/27, the balance was \$26,860. With ongoing tutoring and outstanding timesheets, we anticipate a balance around \$12,000-15,000.

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.

Action 1.1 Targeted Small Group Tutoring for at-risk students: We do need to refine identification practices for math deficits and effective instructional strategies to remedy.

Action 1.2 Classified Staff Tutoring – Phonological Awareness & Phonics Instruction: We do plan still to provide training with a site coach in the administration of MClass Dibels- PACI and PSI assessments and implementation of 95% tier II intervention programs for K-5. Additionally, we plan to employ 2 3hr aides plus extra duty tutoring funding for aide trained in MClass and 95% tier II intervention programs to provide a more targeted early literacy program.

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.

Wildomar Elementary School will decrease student Chronic Absenteeism 8.8% by Spring 2025.

Goal 2 – Chronic Absenteeism.

Given our current status, our goal by Spring of 2027, to return to 16.9% from our current projected rate of 22.13%. By Spring 2028, based on a 3-year target to reach green status is to reduce by 2.0 to 13.9%. For Students with Disabilities, our goal by Spring of 2027, to reduce CA by 5 to 21%. By Spring 2028, reduce by 3.7 to 17.3%.

Suspension- Suspension Rate based on California Dashboard (Update 11/2025) is 1.1%. This is an increase of .9%.

Our goal by Spring of 2026 is to reduce by .3% to .8%. By Spring 2027, by .3 to .5%, By Spring 2028 to maintain.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

STUDENT, FAMILY & COMMUNITY ENGAGEMENT

LEUSD will enhance student well-being by improving student, family, and community engagement.

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.

Current rate of Chronic Absenteeism as of 02/27/2025 is 22.13% based on Schoolytics. In TK, the chronic Absenteeism rate is 41%. Chronic Absenteeism in grades K-5 is currently 19.5%.

Chronic Absenteeism rate among students with disabilities is 26%, with SWD in TK at 61.5%. SWD in grade K-5 is 21.6%.

While the school has implemented restorative and engagement-focused practices, data indicate a need for more intensive, bilingual family outreach, improved accessibility to school communication and conferences, and culturally responsive engagement opportunities that strengthen trust and attendance. Family engagement is a leading indicator for improved attendance, behavior, and academic perseverance—especially when communication is accessible and relational. Expanded access (not just availability) to conferences improves family trust and follow-through. Student ownership increases attendance and reduces disciplinary issues when tied to clear goals and adult accountability. In terms of Suspension rate, we have pursued alternatives to suspension, have increased the facilitation of Restorative Circles and implemented class and small group lessons in social emotional learning topics. We need to leverage the support of aa community liaison to support families where English is not the primary language, to communicate attendance expectations, to connect families with community support, to engage families in school participation and support college and career pathways. ELAC expressed the need for cultural identification and increased STEM opportunities. As part of our SMART student goal setting focus, teachers need time to collaborate with parents regarding expectations, interpreting assessments and supporting student goal setting.

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
Percentage of Students/Chronic Absenteeism/California Dashboard	All Students 16.9%. Students with Disabilities 27.8%.	By Spring 2027, we wish to return to 16.9% for all populations and to reduce by 5% to 21% for Students with Disabilities.
Title I Parent Survey/Student Climate/Staff Climate/ELAC Feedback	Annual Title I Parent Survey-	By Spring 2027: We will increase parent accessibility to annual survey.

	1- Positive relationship between students and teachers: 25/27 rated excellent/good. 2- Homework appropriate to grade level: 21/27 rated excellent/good (poor-1). 3- Homework amount reasonable: 20/27 rated excellent/good. 4- Appropriate expectations for behavior: 25/27 rated excellent/good. 5- Safe and maintained physical environment: 26/27 rated excellent/good. 6- Communication between class and home: 21/27 rated excellent/good (below average-1). 7- Administration accessible: 24/27 rated excellent/good. 8- Admin action appropriate: 25/27 rated excellent/good. 9- Feel Welcomed by staff/admin. 25/27 rated excellent/good. 26 of 27 reported meeting with the teacher during the school year. 24 of 27 reported seeing improve in child's writing. 25 of 27 reported seeing improvement in child's reading. 24 of 27 reported seeing improvement in child's math. 25 of 27 reported sufficient opportunities to be involved. 26 of 27 reported ample access to learning applications at home. 27 of 27 reported having internet access at home.* 27 of 27 reported using Parent Square to stay informed.* The most preferred choice of meeting/event times was 4:00-6:00 (14); after 6:00 received the second highest response (9). Among open ended suggestions: Provide English classes for adults. Request for less iPad time and more traditional reading and writing. Have students wash hand more often. *This survey was provided on-line via Parent Square and results may be impacted by this.	Seek to provide more family engagement opportunities between the hours of 4:00-6:00, as well as after 6:00pm. We will provide or communicate opportunities for parents to access English Classes. We will seek two engagement nights, one curricular based and one theme to Hispanic Heritage (based on recommendation from ELAC).
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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	Fund additional hours for the Bilingual (Spanish-English) Community Liaison to expand capacity for family engagement, career awareness, and	All students and families, with emphasis on English Learners and	11,025.00 Title I 2X40: Classified Extra Duty

	community partnerships in support of student academic achievement. Rationale: Student achievement, English Learner performance data, and ELAC feedback indicate a need for increased family engagement, improved access to learning supports, and expanded exposure to college and career pathways. The current 3-hour allocation is insufficient to support these expanded responsibilities. Description of Service: Additional Community Liaison hours will be used to provide supplemental family and community engagement services, including: 1) Establishment and coordination of a Parent Volunteer Center to increase family participation in instructional support activities 2) Planning and coordination of a schoolwide Career Day to increase student awareness of postsecondary and career pathways 3) Outreach to local businesses and community organizations to develop partnerships that support student learning, mentorship, and enrichment 4) Expanded bilingual communication and family support, particularly for Spanish-speaking families All activities will support student academic engagement and are supplemental to the district's core instructional program.	underserved student groups.	Not to exceed 9 hours in any week (315). 315 X 35
2.2	Provide a third-party organization to facilitate a Hispanic cultural enrichment event to increase family engagement and school connectedness. Rationale: English Learner Advisory Council (ELAC) feedback and schoolwide engagement data indicate that families respond positively to culturally responsive events. Increased family participation is linked to improved attendance, engagement, and positive perceptions of school climate. Description of Service: A third-party provider will offer an evening, culturally responsive program highlighting Hispanic history, traditions, and contributions. The event will promote inclusive family participation, strengthen school-to-home connections, and encourage ongoing engagement in students' academic experiences.	All families, with an emphasis on English Learner and Spanish-speaking families.	1,440.00 Title I 5800: Professional/Consulting Services And Operating Expenditures Range is \$1,200.00-\$3,500.00. We wish to have ELAC participate in selecting provider. 2,056.00 Title I Part A: Parent Involvement 5800: Professional/Consulting Services And Operating Expenditures Range is \$1,200.00-\$3,500.00. We wish to have ELAC participate in selecting provider.
2.3	Provide two release days per teacher to conduct parent-teacher conferences, with the goal of holding a conference for 100% of the student population. Rationale: Family engagement data and stakeholder feedback indicate the need for increased, intentional communication between families and teachers to support student academic progress, attendance, and social-emotional development. Description of Service: Teachers will be provided release time to conduct individual parent-teacher conferences focused on reviewing student academic progress, assessment	All students and families.	11,967.76 Title I 1130: Certificated Sub 28 X 2 X 213.71

	data, and next steps for learning. Release time will allow for flexible scheduling to ensure all families, including working families and English Learner families, have equitable access to conferences.		
2.4	Provide supplemental family engagement supports for an evening academic STEM family event (portable planetarium) to increase family participation, attendance, and positive engagement outcomes. Rationale: English Learner Advisory Council (ELAC) feedback and schoolwide engagement data indicate that families demonstrate increased participation and positive school connection when academic learning opportunities are paired with accessible, culturally responsive family engagement supports. Description of Service: To support an evening, district-provided portable planetarium experience, the school will provide supplemental family engagement services that remove barriers to participation and extend academic learning beyond the event. Supports will include: Family engagement enhancements, such as light refreshments and sign-in/feedback materials, to increase attendance and participation Academic take-home extensions, including family science activities and bilingual learning guides aligned to the planetarium content Cultural and literacy connections, such as materials highlighting diverse scientific contributions and culturally relevant STEM resources Logistics and access supports, including bilingual communication, translation services, and event supervision as needed Title I funds will not be used to pay for the instructional planetarium program itself.	All families, with an emphasis on English Learner and Spanish-speaking families.	1,000.00 Title I 4000-4999: Books And Supplies Activities based materials: Such as Star Wheel, Star Gazing cards, Constellation Art Supplies, etc. 400.00 Title I 4000-4999: Books And Supplies Light Refreshments

Annual Review

SPSA Year Reviewed: 2025-26

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

Analysis

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

Goal 2.1 Math Festival- Family and Student Engagement in Mathematics: At time of analysis, we held the first of two Math festival events with the second calendared for May 20th. The first date had a day assembly for students to participate in class, followed by an evening of the same activities for students to repeat in the presence of their parents. Our attendance was less for the evening program as compared to similar Math Festival offering in the 2024-2025 school year, however, feedback was equally positive.

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

Goal 2.1 Math Festival- Family and Student Engagement in Mathematics: We increased the commitment with Math Festival to two nights based on the success and from positive feedback from our ELAC committee. We have executed this action as authored without adjustment.

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.

Goal 2.1 Math Festival- Family and Student Engagement in Mathematics: Based on a smaller turnout to the first evening and based on current feedback from our ELAC, we will be pivoting to target and evening program to include the theme of Hispanic heritage. We will also seek an academic offer, such as a planetarium.

Goals, Strategies, & Proposed Expenditures

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

Goal 3

Title and Description of School Goal

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

Improve Collective Teacher Efficacy in the areas of first best instruction, student progress monitoring and reteaching.

Aim Statement- To increase teacher implementation effectiveness with 95%, Amplify Math, i-Ready assessments, including student goal setting, progress monitoring, and parent communication.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

EDUCATIONAL ENVIRONMENT

LEUSD will ensure that all staff shall be equipped to provide an effective educational environment.

Identified Need

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

While Wildomar Elementary has invested heavily in professional learning—including LETRS, Amplify Math, Math Language Routines, and SMART Goal leadership—Dashboard data and staff feedback indicate that the impact of professional learning has been uneven across classrooms. Teachers report professional development overload, limited time to implement new practices, and a lack of consistent tools for monitoring instructional fidelity. Additionally, there is no fully implemented instructional pacing alignment, walkthrough system, or shared feedback cycle tied to student outcomes. To improve student achievement and sustain instructional improvement, the school must strengthen teacher collective efficacy by prioritizing coherence, implementation support, and shared accountability. The proposed actions extra duty and release time for the Transformational Change Leadership Team (Action 3.1) and SMART Coalition members (Action 3.4) establish a coordinated, schoolwide student goal-setting and accountability system that strengthens shared expectations and instructional focus. Release time for teachers and instructional coaches (Action 3.2) ensures that professional learning translates into consistent, data-informed classroom practice rather than isolated training. Participation in a PLC conference (Action 3.3) builds leadership capacity to align pacing, collaboration, and feedback cycles across grade levels.

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
3.1- PD agendas, student portfolios, Parent-Teacher conference documentation, i-Ready data. 3.2- Time certifications, coaching logs, surveys of completion. 3.3- PLC Collaborative Team Rubric	3.1- Currently, less than 30% of classes report system of individual student goal setting. 3.2- In 25-26, all teachers in grades K-5 engaged in MLR coaching cycles, 3.3- Progress will be measured through baseline, mid-year, and end-of-year administration of the PLC Collaborative Rubric, completed collaboratively by instructional teams and validated by school leadership.	3.1- Schoolwide implementation of the SMART student goal-setting process, with evidence of implementation in 100% of classrooms, as measured by SMART goal artifacts, progress-monitoring records, and TCLT monitoring logs. 3.2- 100% of grade levels and instructional teams participating in at least one documented data-informed coaching or collaboration cycle, as evidenced by instructional coaching logs, agendas, and teacher artifacts. 3.3- At least 80% of grade levels and instructional teams scoring at “Developing” or higher in all focus areas of the PLC Collaborative Rubric, with at least 50% of teams reaching “Proficient” in the areas of: Shared mission, vision, values, and goals Collaborative teams focused on learning Use of data to inform instruction and intervention Collective responsibility and accountability

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	Provide release time and/or extra-duty compensation for the Transformational Change Leadership Team (TCLT) to plan, organize, lead, and monitor the schoolwide SMART coalition student goal-setting process. Rationale: Schoolwide assessment and progress-monitoring data (i-Ready) indicate the need for a coordinated, consistent system to support student goal setting, accountability, and strong academic behaviors. Dedicated leadership time is required to ensure effective implementation and sustainability. Description of Service: TCLT members will use provided time to plan, prepare, and oversee the schoolwide student goal-setting process, including parent communication, assessment administration support, student goal setting, use of accountability partners, progress monitoring, and guidance on academic behaviors. While implementation will occur primarily during staff	All students.	4,017.5 Title I 1140: Certificated Extra Duty 1 hour per month, per member (5 members)= 10X 5 X 80.35

	meetings, the TCLT will lead, monitor, and adjust the process based on data.		
3.2	Provide release time and/or extra-duty compensation for teachers, grade-level teams, and instructional groups to meet with instructional coaches to strengthen data-informed implementation of current professional development initiatives. Rationale: Student assessment and progress-monitoring data indicate the need for consistent, effective implementation of adopted literacy, mathematics, and language development practices. Teachers participating in multi-year professional learning initiatives require structured time to analyze data, reflect on practice, and adjust instruction to improve student outcomes. Description of Service: Teachers will collaborate with instructional coaches during release time or extra duty to analyze student data (e.g., i-Ready, formative assessments, progress monitoring), connect findings to current professional development, and refine instructional practices. Coaching sessions will focus on using data to plan instruction, monitor effectiveness, and determine next instructional steps aligned to adopted programs and frameworks.	All students.	4,821.00 Title I 1140: Certificated Extra Duty 2 hours extra duty per teacher $30 = 60 \times 80.35$ 6,411.30 Title I 1130: Certificated Sub 1 release days per teacher X $30 = 30 \times 213.71$
3.3	Provide funding to support a school leadership and teacher team attending a Professional Learning Communities (PLC) Conference (Solution Tree), including registration, travel, lodging, a professional title and meal reimbursement, to strengthen schoolwide instructional systems. Rationale: Student achievement and implementation data indicate a need for improved collaboration, consistent use of data, and aligned instructional practices. Strengthening staff capacity to effectively implement PLC structures is necessary to support continuous improvement and student growth. Description of Service: A representative team will attend a multi-day PLC conference focused on data-driven instruction, collaboration, and collective responsibility for student learning. Participants will return with tools and strategies to strengthen PLC practices, support instructional decision-making, and guide implementation across grade levels and teams.	All students.	3278.91 Title I 1130: Certificated Sub 3 days x 4 teachers X 213.71+ (3 days X 1 SDC X 238.13) 14,690.88 Title I 5200: Conferences Based on 5 teachers and 1 admin attending- Conference Cost- $\\$799.00 \times 6 = \\$4,794.00$ Mileage- $\\$93.08 \times 6 = \\558.48 Hotel- $\\$350.00 \times 6 \times 3 \text{ (days)} = \\$6,300.00$ Meals- $\\$93.80 \times 6 \times 3 \text{ days} = \\$1,688.40$ Parking $\\$75.00 \times 6 \times 3 \text{ days} = \\$1,350.00$ 600.00 Title I 4000-4999: Books And Supplies Professional Resource $\\$100.00 \times 6$
3.4	Provide release time and/or extra-duty compensation for SMART Coalition members to participate in task-specific implementation work supporting the TCLT-led, schoolwide SMART student goal-setting initiative. Rationale: Schoolwide i-Ready and progress-monitoring data indicate that successful student goal setting and	All students.	We have not identified any specific tasks at this time. We will seek to fund as tasks are developed.

	academic behavior growth require consistent implementation, monitoring, and communication across classrooms. Task-focused coalition support is needed to ensure fidelity and sustainability of the process. Description of Service: SMART Coalition members will work in task-based groups, as assigned by the TCLT, to support implementation of the schoolwide SMART goals. Tasks may include developing materials, supporting rollout in staff meetings, monitoring progress systems, assisting with student accountability structures, and supporting communication with staff and families. Coalition members will not meet monthly as a full group, but will engage in assigned implementation projects as needed.		
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Annual Review

SPSA Year Reviewed: 2025-26

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

Analysis

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

Goal 3.1 - SMART Goals Coalition partnership with Strobel Education: Team met with Dr. Ennis 3 times during the school year. Her support was helpful in keeping the TCLT and larger coalition accountable to our long-range goals. We fully implemented this goal. Goal 3.2 - Transformational Change Leadership Team (TCLT): This goal was nearly fully implemented. Some members were unavailable to meet due to competing PD and related commitments. Goal 3.3 - SMART Goal Coalition: This goal was not fully implemented due to lack of availability of its members. To many other PD offerings pulled at the members. Goal 3.4 - Professional Learning Community Conference: This action would have required 18 additional missed instructional days. By November, an audit of teacher attendance determined we have 90.1% attendance (not including teachers pulled for SSTs and IEPs). Goal 3.5 - Math Bursts Math Language Routines (MLRs): We will have implemented this action fully, completing 4 MLR burst cycles. Our final recap of MLR 6- Three Reads is scheduled for our April 7th Certificated Staff Meeting. Goal 3.6 - Math Manipulative teacher Collaboration and Organization Effort: We did not implement this action. We held 1.5 hours of PD on this topic during our back-to-school staff meeting/development. Goal 3.7 - Targeted PD to support Phonological Awareness and Phonics (for classified): We have not fully implemented this action due to lack of staff to execute. The original intent was to provide training in Heggerty by a recently retired teacher (sub) to train and return to observe classified staff engaged in tutoring. Goal 3.8 - After School Coaching cycles for Reengagement: This action has been accessed but not to the level it was planned for. When implemented, it has been viewed as very positive and impactful.
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Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Goal 3.1 - SMART Goals Coalition partnership with Strobel Education: We understood with the competing initiatives, such as 1st year implementation of 95% and Amplify, the SMART coalition may by necessity curbed its efforts. We focused on a school wide English Learner achievement goal to introduce SMART goal elements to our certificated staff, such as regular check-ins, accountability partnering, and goal adjustment. We also began to form a school wide student goal setting plan for the 2026-2027 school year and will support this goal for 26-27. Goal 3.2 - Transformational Change Leadership Team (TCLT): The TCLT has been instrumental in shifting from theoretical to the development of a SMART goal action plan for 2026-2027. Some discontent with progress and partnership led this group to take ownership of our plans moving forward. We have a relatively small balance remaining that will allow TCLT members to further prepare materials for upcoming Certificated Staff PD.

Goal 3.3 - SMART Goal Coalition: This group lost some steam as members were spread thin by PD and obligations. Attendance, and as a result accountability, suffered. As a result, approximately \$3,000 in funding for extra duty will go unspent.

Goal 3.4 - Professional Learning Community Conference: Lack of sub availability and impact on instructional program fidelity caused us to eliminate this goal/action from our plan. Funding was swept and moved toward more direct services (Cert. and Class. tutoring).

Goal 3.5 - Math Bursts Math Language Routines (MLRs): We did need to change the scheduled pacing of this action due to lack of scheduling availability. Extra Duty funding was not utilized as follow up PD (Vertical Articulation) occurred in Cert. staff meetings.

Goal 3.6 - Math Manipulative teacher Collaboration and Organization Effort: We swept this funding as we were able to provide some training during a scheduled staff meeting, but also due to its importance tasking a backseat to other PD initiatives.

Goal 3.7 - Targeted PD to support Phonological Awareness and Phonics (for classified): We had a retired teacher in mind to provide the support, but her request for a sub credential, submitted in May was not process until February. We swept some funding and pivoted this goal by using our site coaches to implement training in Mclass- Dibels and its intervention pieces (PACI/ PSI). The coach will support with organizing program materials, prepping lessons and organizing groups.

Goal 3.8 - After School Coaching cycles for Reengagement: Why this action has not been implemented more fully is due to lack of communication of its existence. Also, when presented as release time, teachers prefer extra duty. When offered extra duty, teachers preferred to meet for coaching during the school day.

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.

Goal 3.1 - SMART Goals Coalition partnership with Strobel Education: We plan to not continue our partnership with Strobel Education. They were helpful in helping us to maintain a vision, but our focus is shifting from being led to collaborating, planning and implementing.

Goal 3.2 - Transformational Change Leadership Team (TCLT): This group is pivotal in continuing to move our students and staff with SMART goal setting, monitoring and building and needs to be continued in 2026-2027.

Goal 3.3 - SMART Goal Coalition: For 2026-2027, we believe the TCLT will continue to lead and our certificated staff meeting time can focus on teacher training. This should replace the need for monthly coalition meetings. We made need an action to afford SMART task forces to take on tasks to assist the site as needed with elements of our SMART goal.

Goal 3.4 - Professional Learning Community Conference: This goal was eliminated for 2025-2026.

Goal 3.5 - Math Bursts Math Language Routines (MLRs): Some difficulty with this action was availability of subs for all certificated staff to attend, timing/pacing of MLRs in the Amplify curriculum, lack of PD bandwidth among our teachers. MLR became one of many things instead of the main thing. We will continue to support this action through the action of Coaching Engagement Cycles as needed/requested for 26-27.

Goal 3.6 - Math Manipulative teacher Collaboration and Organization Effort: We do not plan to resume this action for 26-27. We can continue to support this action through Coaching Engagement Cycles as needed/requested for 26-27.

Goal 3.7 - Targeted PD to support Phonological Awareness and Phonics (for classified):

Goal 3.8 - After School Coaching cycles for Reengagement: This is a valuable action but needs sharpening. For 2026-2027, we plan to survey teachers for preference of extra duty vs release time. We plan to make its availability very transparent, and we plan to use this for existing initiatives and not make it complete with new initiatives. The purpose is to extend deeper into areas already professionally developed.

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	\$153,390.96
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$153,390.96
Total Federal Funds Provided to the School from the LEA for CSI	\$

Other Federal, State, and Local Funds

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

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

Federal Programs	Allocation (\$)
Title I	\$151,334.96
Title I Part A: Parent Involvement	\$2,056.00
rCalc_TotbyFSGrpFederal_50_FundSrc}	\$

Subtotal of additional federal funds included for this school: \$153,390.96

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 (\$)
rCalc_TotbyFSGrpStateLocal_50_FundSrc}	\$

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

Total of federal, state, and/or local funds for this school: \$153,390.96

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
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Expenditures by Funding Source

Funding Source	Amount
Title I	151,334.96
Title I Part A: Parent Involvement	2,056.00

Expenditures by Budget Reference

Budget Reference	Amount
1130: Certificated Sub	21,657.97
1140: Certificated Extra Duty	18,144.50
2000-2999: Classified Personnel Salaries	61,998.00
2X30: Classified Sub	550.00
2X40: Classified Extra Duty	30,853.61
4000-4999: Books And Supplies	2,000.00
5200: Conferences	14,690.88
5800: Professional/Consulting Services And Operating Expenditures	3,496.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1130: Certificated Sub	Title I	21,657.97
1140: Certificated Extra Duty	Title I	18,144.50
2000-2999: Classified Personnel Salaries	Title I	61,998.00
2X30: Classified Sub	Title I	550.00

2X40: Classified Extra Duty	Title I	30,853.61
4000-4999: Books And Supplies	Title I	2,000.00
5200: Conferences	Title I	14,690.88
5800: Professional/Consulting Services And Operating Expenditures	Title I	1,440.00
5800: Professional/Consulting Services And Operating Expenditures	Title I Part A: Parent Involvement	2,056.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	91,682.61
Goal 2	27,888.76
Goal 3	33,819.59

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

1. The SSC was correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Select from:	
State Compensatory Education Advisory Committee	
Special Education Advisory Committee	
Other: Site Leadership	
[Enter name of consulted group or committee]	[Signature of authorized person]
Wildomar Elementary Site Leadership	
Wildomar Special Education Team	

1. 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.
2. 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.
3. This SPSA was adopted by the SSC at a public meeting on:5/14/2026.

Attested:

<u>Michael Hoffman</u>	_____	_____
Typed name of school principal	Signature of school principal	Date
 <u>Danielle Aguilar</u>	 _____	 _____
Typed name of SSC chairperson	Signature of SSC chairperson	Date

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

**Wildomar Elementary School
School Site Council
Meeting #6
Agenda *
May 14th, 2026
2:10pm - Room 17**

Purpose: To evaluate the school's progress toward meeting goals to improve student outcomes, approve the final draft of the SPSA, and plan the next year's activities.

1. Welcome
 1. Roll Call (Sign-Up Sheet)
 2. Establish a quorum (a quorum, or more than half of the SSC members, must be present for the SSC to take action)
 3. Public Comments
2. (action) Approval of minutes from the last SSC meeting – April 16th, 2026
 - I. Review SSC Membership for the following year
 - a. Thank you Community Members completing 2nd year: Malika Qadr, Danielle Aguilar, and Karen Kusayanagi.
 - Parent Nominations (3 positions) in August.
 - b. Thank you Staff Member completing 2nd year: Brent Wigand, Shellie Davies.
 - Certificated Staff Nominations/Election held 5/5/26.
 - Classified Nominations/Election held 5/5- 5/15.
 - IV. (action) Review Final Draft of the SPSA
 - a. The SSC votes to recommend approval to the Governing Board.
 - b. The SSC Chairperson signs the Plan. (Prepare a hard copy for the meeting.)
 - V. Additional Item(s)
 - VI. Adjournment

*Post 72 hours before the date of the meeting.

**Escuela de Wildomar
Consejo de Sitios Escolares
Encuentro #6
Orden del día *
14 de mayo de 2026
14:10 - Habitación 17**

Propósito: Evaluar el progreso de la escuela hacia el cumplimiento de los objetivos para mejorar los resultados de los estudiantes, aprobar el borrador final de la SPSA y planificar las actividades del año siguiente.

3. Bienvenido
 1. Lista de Lista (Hoja de Inscripción)
 2. Establecer quórum (debe estar presente un quórum, o más de la mitad de los miembros del SSC, para que el SSC actúe)
 3. Comentarios públicos
4. Aprobación de actas de la última reunión del SSC – 16 de abril de 2026
 - II. Revisar la membresía del SSC para el año siguiente
 - a. Gracias a los miembros de la comunidad que están completando su segundo año: Malika Qadr, Danielle Aguilar y Karen Kusayanagi.
 - Nominaciones de padres (3 puestos) en agosto.
 - b. Gracias Miembro del personal que termina el segundo año: Brent Wigand, Shellie Davies.
 - Nominaciones/Elecciones certificadas del personal celebradas el 5/5/26.
 - Nominaciones/Elecciones clasificadas celebradas del 5/5 al 15/5.
- VII. Revisión del borrador final de la SPSA
 - a. El SSC vota para recomendar la aprobación a la Junta de Gobierno.
 - b. El presidente del SSC firma el Plan. (Prepara una copia impresa para la reunión.)
- VIII. Elemento(s) adicional(es)
- IX. Suspensión de la sesión

*Publicación 72 horas antes de la fecha de la reunión.



Sign in

Date: May 14th, 2026

40y/Day

www.leusd.k12.ca.us

Visitor

Gen Jackson

**Wildomar Elementary School
School Site Council
Meeting #6
Minutes
May 14th, 2026**

Meeting called to order at 2:04 pm

Members Welcomed

In Attendance: (Community) Malika Qadr, Danielle Aguilar, Karen Kusayanagi.
(School Staff) Michael Hoffman, Brent Wigand, John Delcourt. (Other) Jennifer Jackson.

Quorum Established

Public Comments- None.

Mr. Hoffman displayed and reviewed the minutes from meeting held April 16th, 2026

(Action) Motion to Approve Minutes- Karen Kusayanagi, Second- Michael Hoffman, All in Favor- Aye

Review SSC Membership for the following year

- Thank you gift to Community Members completing 2nd year: Malika Qadr, Danielle Aguilar, and Karen Kusayanagi.
- Thank you gift to Staff Members completing 2nd year: Brent Wigand and Shellie Davies (absent)
 - Parent Nominations (3 positions) in August.
 - Certificated Staff Nominations/Election held 5/5/26- Stephanie Sinni Munoz selected.
 - Classified Nominations/Election held 5/5- 5/15- Pending.

Review Final Draft of the SPSA- Mr. Hoffman reviewed the goals, actions and funding for each. Informed council that plan passed review by district, but is pending board approval.

Discussion- None

(Action) Motion to approve SPSA plan- Danielle Aguilar, Second- Brent Wigand, All in favor- Aye

Additional Item(s)- None

Council Meeting Adjourned at 2:29pm.

Adjournment

**Escuela Primaria Wildomar
Consejo de Sitios Escolares
Encuentro #6
Actas
14 de mayo de 2026**

Se inaugura la reunión a las 14:04

Miembros bienvenidos

Asistentes: (Comunidad) Malika Qadr, Danielle Aguilar, Karen Kusayanagi.
(Personal del colegio) Michael Hoffman, Brent Wigand, John Delcourt. (Otros)
Jennifer Jackson.

Establecimiento de Quorum

Comentarios públicos: ninguno.

El Sr. Hoffman mostró y revisó las actas de la reunión celebrada el 16 de abril de 2026
(Acción) Moción para Aprobar Actas - Karen Kusayanagi, Segunda - Michael Hoffman, Todos a favor - Sí

Revisar la membresía del SSC para el año siguiente

- Agradecimiento a los miembros de la comunidad que completan su segundo año:
Malika Qadr, Danielle Aguilar y Karen Kusayanagi.
- Regalo de agradecimiento a los miembros del personal que completan el segundo año:
Brent Wigand y Shellie Davies (ausentes)
 - Nominaciones de padres (3 puestos) en agosto.
 - Nominaciones/Elección certificada del personal celebrada el 5/5/26 - Stephanie Sinni Muñoz seleccionada.
 - Nominaciones/Elección clasificada celebrada del 5/5 al 15/5- Pendiente.

Revisión del borrador final de la SPSA: el Sr. Hoffman revisó los objetivos, acciones y financiación de cada uno. Informé al ayuntamiento de que el plan ha sido revisado por distrito, pero está pendiente de aprobación de la junta.

Discusión - Ninguna

(Acción) Moción para aprobar el plan SPSA - Danielle Aguilar, Segunda - Brent Wigand, Todos a favor - Sí

Elemento(s) adicional(es) - Ninguno

La reunión del consejo se levantó a las 14:29.

Suspensión de la sesión

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

1. The SSC was correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Select from:	
State Compensatory Education Advisory Committee	
Special Education Advisory Committee	
Other: Site Leadership	
[Enter name of consulted group or committee]	[Signature of authorized person]
Wildomar Elementary Site Leadership	
Wildomar Special Education Team	

1. 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.
2. 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.
3. This SPSA was adopted by the SSC at a public meeting on:5/14/2026.

Attested:

Michael Hoffman

Typed name of school principal



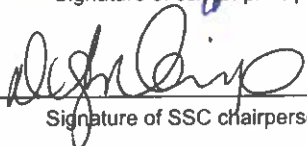
Signature of school principal

5/14/26

Date

Danielle Aguilar

Typed name of SSC chairperson



Signature of SSC chairperson

5/14/26

Date

SPSA Monitoring and Evaluation Template for 25-26

Copy from your SPSA

Create tabs per goal, priority area, or department

Goal and Action #	Actions	Budgeted Amount
Instructions -->	Action Title and Description	\$ allocated in SPSA
1.1	<u>Action: Targeted Small Group Tutoring for At-Risk Students</u> <u>Description:</u> Grade levels will identify academic goals based on PLC (Professional Learning Community) targets and use benchmark data (I-Ready) or common assessments (SVMII/Acadience) to identify students at risk, including those in identified subgroups on the CA Dashboard. Teachers will provide small group tutoring for groups of 4-8 students, focusing on addressing specific learning gaps. The tutoring will be structured over 8 one-hour sessions across a 2-4 week period, ensuring targeted support to improve student outcomes.	\$34,932.68
1.2	Action: Classified Staff Tutoring – Phonological Awareness & Phonics Instruction Description: Classified staff will provide small group tutoring in phonemic awareness and phonics for students identified as at risk in these areas. The tutoring will target students with specific needs in phonics and phonemic awareness, supporting early literacy development. The tutoring groups will consist of 2-6 students and will meet for 20-minute sessions, 5 days per week, over an 12-week period.	\$46,400.00

2.1	Action: Math Festival – Family and Student Engagement in Mathematics Description: Contract with Math Festival to bring interactive, standards-aligned math engagement experiences to campus. The festival will include two daytime event for students and two evening session for families, in response to a request from the English Learner Advisory Committee (ELAC). One daytime/evening event in fall and one in spring. These events are designed to promote positive attitudes toward mathematics, strengthen home-school connections, and provide families with tools to support learning at home. Light refreshments will be provided to encourage family participation and create a welcoming environment.	6059.00 2,001.00 34.00 308.64
3.1	Action: Provide two professional learning days for the SMART Goals Coalition in partnership with Strobel Education. Description: Contract with Strobel Education to facilitate two full-day PD sessions for the SMART Goals Coalition. These sessions will deepen members' understanding of student goal-setting practices and support the development of resources and a learning continuum for staff implementation.	\$5,128.32 \$12,000.00
3.2	Action: Continue the work of the Transformational Change Leadership Team to guide the SMART Goals Coalition and align efforts with sitewide instructional priorities. Description: A team of 5 staff members will meet monthly to synthesize input from the SMART Goals Coalition and PD sessions with Strobel Education. The team will provide direction, align resources, and ensure coherence in the implementation of SMART goals across the school.	\$4,411.50
3.3	Action: Develop and sustain a SMART Goals Coalition of 10 certificated and administrative staff members. Description: The coalition will meet 12 times throughout the year to build expertise in implementing SMART goals with students. Members will develop and share resources, support staff training, and create a continuum of practice to guide goal-setting schoolwide.	\$10,587.60
	Action: Attendance at a Professional Learning Community (PLC) Conference for 10 teachers and administrators.	

3.4	Conference for 10 teachers and administrators. Description: Participants will attend a PLC Conference to deepen collaborative practices, improve data-driven instruction, and bring back strategies to share with staff. Attendees will lead brief Training Bursts at staff meetings and PLCs to support schoolwide learning.	
3.5	Action: Math 'Bursts' Professional Development – Math Language Routines (MLRs) Description: Provide targeted professional development focused on the implementation of the five Math Language Routines (MLRs) to strengthen students' mathematical discourse, reasoning, and comprehension. District math coaches will lead structured release day sessions, modeling each MLR for grade-level teams and the inclusion/SPED teacher. This job-embedded PD will be followed by teacher collaboration time to reflect on implementation and deepen proficiency.	\$5,342.00 \$13,234.50
3.6	Action: Support understanding and use of math manipulatives through teacher collaboration and organization efforts. Description: Following a schoolwide half-day training (non-Title I funded), this action provides time for teachers to collaborate on the organization, storage, and regular use of math manipulatives. The goal is to ensure manipulatives are easily accessible and consistently integrated into instruction to support conceptual understanding.	
3.7	Action: Targeted Tutoring Professional Development Support for Phonological Awareness and Phonics Description: Provide professional development for classified staff to implement Heggerty Phonological Awareness strategies in small group settings. Classified staff will support Tier 2 and Tier 3 intervention by delivering targeted tutoring to students identified as at risk in the foundational literacy areas of phonemic awareness and phonics.	\$600.00 \$1,068.40

3.8	Action: Certificated Extra Duty – After-School Coaching Cycles for Reengagement Description: To strengthen teachers' knowledge of Amplify Math supports for reteaching and extension, after-school coaching cycles will be implemented. The purpose of these cycles is to enhance teachers' understanding of the instructional strategies, grouping methods, and scheduling of supports for students. Teachers will collaborate during these after-school sessions to share best practices, refine their approaches to differentiated instruction, and focus on effectively re-engaging students who need additional support.	\$10,587.60

	Select/develop metrics <i>with</i> those responsible for executing/implementing each action. Metrics and monitoring timelines must be determined prior to launching the action		
Funding Source	Metric(s) and Monitoring Timelines	Frequency of data collection	Responsible Party
Title 1	List the evidence that will be collected to monitor the implementation and effectiveness of each action. These metrics should be as close to the action as possible.	Include the timeline for data collection.	Who is responsible for collecting data?
Certificated Extra Duty	Implementation: small groups 4-8, after school, 6-10 sessions. Use of FIAB as pre-post to include student goal setting.	pre- post- data collection for each offering,	Teacher, admin.
	Effectiveness: Short term- FIAB, Long term-24-25 vs 25-26 CAASPP results for continuing testing cohorts. IReady for baseline of new and no testing cohorts. Funding increased to \$34,932.44 (11/21/25).		
Classified Extra Duty	Implementation: We currently have 6 paraeducators working small groups of 2-6. Identification is based on far below on the Iready assessment. We are also providing small group differentiation support to classes.	IReady Data is the current metric.	Admin, Teachers, Coaches
	Effectiveness: Progress Monitoring based on next Iready assessment. We are looking to refine our metrics moving forward. We have accessed over half of this funding allocation and increased funding by \$13,000.00 (11/21/25)		

Prof/Consult (5800) T1 ,PartA (5800) T1, Part A (4000) T1, Part A (4000)	Implementation: First event held on October 22nd. The second event is scheduled for May 20th.		
	Effectiveness: Last year attendance at evening program was a bit light due to lack of communication about the event.		
Cert Sub Prof/Consult (5800)	Implementation: First Professional Development day held on Monday, September 15th. Most coalition members are goal setting in class. Kinder has a grade level wide goal setting measure. Team is discussing expected outcomes for 26-27.	Timesheets from meetings. Year end Survey.	coalition leadership, admin, attendance/timesheets
	Effectiveness: Coalition is on the fence about the need for support from Stobel following this 2025-2026 school year. We will conduct a survey following the second planned PD day with Dr. Ennis.		
Cert Extra Duty	Implementation: Coalition leadership is forming site goals for this 25-26 school year as well and the following 26-27 school year. Group has met 2 times thus far.	Timesheets from meetings. Year end Survey of both TCLT and Coalition.	coalition leadership, admin, attendance/timesheets
	Effectiveness: Team has organized the agenda of the larger coalition and has assisted with prepping the coalition for the coaching days.		
Cert Extra Duty	Implementation: Larger coalition has met 2 times and spent a PD day with Dr. Ennis.	Meeting agendas, sign ins, timesheets. Year end survey of coalition.	coalition leadership, admin, attendance/timesheets
	Effectiveness: Team is looking through lens of professional goals, classwide student goals and grade level wide goals (Kinder). Looking to set expectation for 26-27.		
Cert. Sub	Implementation: A survey of interest found the same cohort that attended in 23-24 were interested.		

Conferences (5200) Books (4000) Conf. Expenses (5200)* Air Fare, Lodging, Food, Rental, Parking	Effectiveness: The implementation metrics of this group did not support continuing with same cohort. Current teacher attendance as a result of PD and personal absences lead recommendations from leadership, admin and coaches that this action be removed for 25-26.		
Cert Sub Cert. Extra Duty	Implementation: 5 roving subs, teacher rotation schedule (strategy introduction, modeling in classroom, post observation collaboration)	Monthly Grade Level rotation and attendance.	Math Coach, Secretary, Admin
	Effectiveness:		
Cert Extra Duty	Implementation: We provided half day staff development to address this goal action on the first cert. reported day. With multitude of competing PD and first year Amplify Math implementation, staff-leadership-coaches requested this goal be revisited after this year.		
	Effectiveness: Some benefit, but not a focus for 25-26. Goal and Action defunded.		
Class Extra Duty Cert. Sub	Implementation: Teacher to train classified staff in intervention curriculum and release time to periodically monitor and provide on demand coaching 1 to 1- 1 to 2 groups.	coaching day and coaching checkin schedule.	Teacher Coach
	Effectiveness: has not happened due to unavailability of teach coach.		

Cert Extra Duty	Implementation: Teachers were not aware of this offering, so it has not yet been implemented.		
	Effectiveness: 2/06- Not used to date.		

Update as evidence is collected	For SSC meetings and end of year estimated actuals	For use in evaluating effectiveness of actions for subsequent plan development
Monitoring What is/is not working and why?	Expenditures to Date 12/1/25	Evaluation Modification(s) based on monitoring results
Specific evidence of impact (or lack thereof) of this action. Data should be specific, accurate, and should clearly represent implementation and effectiveness .	From Financial System (Collaborate with fiscal team for expenditure data)	Based on implementation and impact data, should the action continue or discontinue? Any modifications?
Implementation: Leadership, coaches and Admin discussed leveraging funding to focus on small group afterschool tutoring groups for both ELA, Math and ELPI progress.	4/16 \$10,190.07 Based on timesheets turned in through March 27th, with 7 tutoring groups in progress.	4/16- 9 Offerings. 4 groups completed. 70 students serviced. For 26-27, we need to begin tutoring earlier and transfer funding if we anticipate unused funding. -Avg growth in Fraction Equivalence (5th) 87.125; ELPAC Reading (4th) 34.5; Number Sense (4th) 43.6; ELA Listen and Interpret (3rd) 98.3; Fluency, comprehension (1st) 13.17
Effectiveness: TBD		
Implementation: Two types of intervention are occurring. 1) Aide time to support small group tiered intervention in class. 2) Aides working with individual students 1 to 1 - 1 to 2 who are substantially below.	4/16 \$31,280 Based on timesheets submitted by 3/27	35 of 76 students, including 23 of 52 EL students made 67%+ typical growth from fall to winter. Spring results pending. There is great need, however, we need tighter identification metrics and progress monitoring moving forward. We have current plans to train classified in PACI/PSI administration and 95% tier II program to fill learning gaps in early literacy.
Effectiveness: Currently, 23 of 52 students in grades 1-5, that we have pre and post test data (iREADY), are on pace to exceed Stretch growth target. 15 are on pace to reach stretch growth targets. 14 are not on pace to reach stretch growth targets. Kindergarten students only have iREADY winter baseline data and we do not have effective progress monitoring data at this time (Perhaps, Dibels in a few weeks).		

Implementation: Held first day and evening offering.	4/16- \$8,060.00	There is positive demand to continue offering programs for parental engagement, however, ELAC has requested one academic and one cultural offering. For 26-27, we can seek a third party provider of the theme Hispanic Heritage and can use the district provided Planetarium, using Title I funding to support with costs associated with the event.
Effectiveness: Well attended with several positive feedback comments made by parents and staff.		
Implementation: Have held one of two coaching days. The second day is scheduled for February 9th.	4/16 \$3,418.88 as of 2/11.	We completed the two days, however, full participation did not occur due to lack of subs and competing professional development. Also, the SMART coalition/TCLT majority opinion is that Strobel has been a productive partner to this point, but is not needed moving forward.
Effectiveness: TCLT and coalition have expressed a lack of direction from coaching.		
Implementation: Have met 3 times.	4/16- \$2,140.38 as of 2/25.	The TCLT has landed on an action plan for 26-27 of schoolwide student SMART goal campaign utilizing i-Ready. Plan to include uniform testing procedures, school home communication, SMART goal setting, monitoring, etc. We will need to fund additional time for TCLY and, possibly SMART coalition for planning and prep time.
Effectiveness: A schoolwide goal has been established for 26-27 and much of the planning and logistics are scheduled for 2/09.		
Implementation: Coalition goals are evident in certificated staff meeting (SMART Cert. goal for EL achievement).	4/16 \$6,839.91 as of 3/11.	There is evidence of SMART goal use on a certificated staff level and in the increase in SMART goals being created, adjusted, etc. in grade level PLCs. Additionally, 5-5 teachers currently utilize SMART goals for student goal setting.
Effectiveness: Some staff subscribe to 'this too shall pass,' however SMART agenda items, goals and discourse continue to be agendaized and lead by coaches in PLCs.		
Implementation:		

Effectiveness:		
Implementation: 2/06- We have completed 3 of 4 cycles. Teachers have attempted MLRs and grade level PLCs have collaborated following implementation. Cert. staff meetings discussions on each have been facilitated by coaches.	4/16 \$4,807.80 as of 2/25.	Action has proven valuable though its impact is difficult to quantify. Staff, coaches and leadership to be surveyed. Continuation based on this feedback. If continued, we need to pair PD with strategies to increase the practical use of newly learned routines. For 26-27, we have a need for extra time with coaches, but will not implement more MLRs. The effectiveness was tempered by the lack of subs, competing PD, and resulting scheduling difficulties.
Effectiveness: While we do not have a specific walk through protocol, admin. has observed an increase in use of MLRs, sentence frames, and student discourse in math and other subjects.		
Implementation: Was not implemented beyond day one PD (not subject to compensation).		
Effectiveness: Goal eliminated as it does not align with the current school priority needs. Staff communicated current PD in T1 plan and based on district initiatives.		
Implementation: We hope to begin coaching strategy in January, or remove goal for 25-26.	4/16 \$0 as of 4/16.	This action required some pivot and is still pending, due to changes in the availability of trainers. We are pivoting from Heggerty to the tier II 95% program. Coaches have scheduled training with classified support staff in PACI/PSI administration, tier II implementation.
Effectiveness:		

Implementation: Coaches to support with identified coaching cycles and to schedule trainings with either grade levels, whole cert. staff or other grouping cohorts.	4/16- \$1,626.76 as of 4/14	We got a late start on this action due to lack of awareness it existed (fault admin). We have several teachers taking advantage now and we value continuing this in 26-27. We believe more awareness building and less competition for teacher PD, subs, loss instructional days will all result in increased effectiveness.
Effectiveness: pre- and post- survey administrered to participating staff.		