School Year: **2025-26**

Schoolwide Plan Program (SWP)
School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Pico Canyon Elementary School	19648320108027	March 3, 2025	March 25, 2025

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

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

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

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

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

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

Plan Description

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

At Pico Canyon Elementary School, our unwavering commitment to educational excellence drives us to continually enhance the academic and social experiences of our students. Aligned with the Newhall District's Local Control and Accountability Plan (LCAP) and state priorities, we have developed a comprehensive School Plan for Student Achievement (SPSA) for the 2025-26 academic year. This plan outlines strategic goals aimed at fostering an inclusive learning environment, enhancing student engagement, strengthening partnerships with parents, and ensuring rigorous instruction across all content areas. Through these targeted initiatives, we strive to empower every student to achieve their highest potential.

Goal 1: Ensure all students demonstrate mastery of grade-level academic standards in language proficiency, mathematics, and science by fostering an inclusive learning environment. Our mission, "All students at Pico Canyon will learn at high levels," guides this objective. We will utilize classroom, site, district, and state assessments to monitor and support student learning, providing necessary resources to uphold Pico Canyon's high academic expectations.

Goal 2: Enhance student engagement and cultivate a positive school climate to ensure every student feels connected, supported, and motivated to participate actively in their education. We will regularly review our Positive Behavioral Interventions and Supports (PBIS) Tier 1 and Tier 2 data to assess program effectiveness, gaining insights into students' social, emotional, and behavioral support needs, as well as staff professional development requirements. Additionally, we will continue implementing Capturing Kids' Hearts strategies to maintain a positive school climate and address chronic attendance challenges.

Goal 3: Expand partnerships with parents in decision-making processes and school activities to create a collaborative and supportive environment that positively impacts student success. Progress will be measured by analyzing data from parent surveys on school effectiveness, tracking family attendance at school events, monitoring parent participation in student conferences, and assessing involvement in school committees. We will develop strategies to increase parent engagement based on these insights.

Goal 4: Ensure all students receive rigorous instruction aligned with academic standards across all content areas. This will be achieved by providing equitable access to basic services, implementing state standards diligently, and increasing accessibility to a diverse range of courses. Support will include offering professional development opportunities for staff and allocating dedicated time for teachers to reflect on current practices and collaborate on improvement strategies.

Throughout the 2025-26 school year, we will closely monitor and adjust strategies and activities to achieve these goals, optimizing funding and resources to ensure all students learn at high levels.

Educational Partner Involvement

How, when, and with whom did your Pico Canyon 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

Pico Canyon Elementary School developed its School Plan for Student Achievement (SPSA) through a collaborative process involving various educational partners, including the School Site Council, Instructional Leadership Team, Positive Behavior Interventions and Supports (PBIS) team, teachers, staff, and parents. To assess the school's needs and evaluate progress toward the 2024-25 SPSA goals, we utilized multiple metrics, such as state tests (CAASPP, CAA, and CAST), the California School Dashboard, Newhall School District assessments, PBIS data, and needs assessments conducted by our educational partners.

Throughout the 2024-25 school year, the School Site Council met regularly to provide feedback and support for the plan's implementation. Teachers and administrators engaged in ongoing data review and analysis during collaboration sessions, faculty meetings, and Instructional Leadership Team meetings to inform instructional decisions. Looking ahead to the 2025-26 school year, our educational partners have contributed ideas and input on strategies and activities to ensure continued progress in English Language Arts, mathematics, and science, as well as to enhance student engagement and foster a positive school climate and culture. We also aim to strengthen partnerships with families for collaborative involvement in school activities and educational decision-making, while ensuring appropriate rigor in the

delivery of academic standards through standards-aligned curriculum. Feedback from school staff and parent needs assessments has informed our plan for ongoing student improvement.

A draft of the SPSA was shared with the School Site Council on March 3, 2025, for final review and approval. The final draft will be presented to the Newhall School District Governing Board on March 25, 2025.

Comprehensive Needs Assessment Components

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

California School Dashboard (Dashboard) Indicators

Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the "Red" or "Orange" performance category.

In terms of suspension rates, Pico improved from Orange to Blue, reflecting a 0.7% decrease. Overall, 0.5% of students (4 out of 834) were suspended during the 2023-24 school year. No groups were rated below Green. Chronic absenteeism and suspension rates are addressed in Goal 2 of our school plan.

An area requiring additional support is our English Language Learners (ELLs). Although 10 students in grades 4-6 achieved reclassification, our performance on the California School Dashboard declined from Green to Orange, with 21.3% of our ELLs decreasing by one English Learner Progress Indicator (ELPI) level. To address this, we have allocated funding for Guided Language Acquisition Design (GLAD) training to equip our teachers with effective strategies to support our ELLs in achieving fluency.

Students with Disabilities are the only group rated Orange in Math only, with no groups rated Red. Activities and strategies to support the Students with Disabilities group will be outlined in Goals 1 and 4 of the school plan.

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the "all student" performance.

For chronic absenteeism, All Students were rated Yellow. Students with disabilities remain the only group rated Red, with a chronic absenteeism rate of 23.5%. This group includes students with moderate to severe disabilities, including medically fragile conditions, which contribute to higher rates of absenteeism. In the area of suspension, All Students were rated Blue, however, Students with Disabilities were rated Orange.

Students with Disabilities were rated Orange in math and Yellow in ELA, while all students were rated Blue in both subjects. In ELA, Students with Disabilities improved by 3.4 points but remained 29.4 points below standard. In math, they were 46 points below standard, a decrease of 10.5 points. Many of these 44 students receive speech or resource services, or both. All primary teachers, the education specialist (RSP), and one special day class teacher (SDC) have been trained in specific strategies to improve reading fluency. Several upper-grade teachers will be trained in specific strategies to improve reading comprehension by the end of the 2024-25 school year. These strategies will be incorporated into core learning as supplemental support, as well as in Tier 2 and Tier 3 interventions, in addition to the special academic instruction (SAI) minutes provided to students with individualized education plans (IEPs).

Other Needs

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

Teacher feedback from our needs assessment highlighted concerns about student behavior. In response, we launched the Pico Problem Solver program in March and April of 2024 and have continued to reinforce these strategies throughout the current school year. The program aims to empower students with tools to resolve minor peer conflicts. Additionally, our PBIS program has been implemented consistently and with fidelity. We have also utilized after-school detentions and a check-in/check-out system, both of which have yielded positive outcomes.

Students expressed some concern about the level of respect shown among peers, with 6th-grade students rating it 2.9 out of 5 and students in grades UPK-5th rating it 3.3 out of 5 on our Mid-Year Capturing Kids' Hearts Campus Survey.

Despite these concerns, our Office Discipline Referral (ODR) data shows that student behavior is within expected ranges. Specifically, 92.5% of students had 0-1 ODRs, 6.7% had 2-5 ODRs (Tier 2), and 2.6% had 6 or more ODRs (Tier 3). Pico exceeded the 80% goal for Tier 1. However, improvements in behavior documentation have made it difficult to compare year-to-year data accurately.

School and Student Performance Data

Student Population

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

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

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

2023-24 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
834	**33.7%**	**17%**	**0.2%**
Total Number of Students enrolled in Pico Canyon Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2023-24 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	142	17%
Foster Youth	2	0.2%
Homeless	14	1.7%
Socioeconomically Disadvantaged	281	33.7%
Students with Disabilities	96	11.5%

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	17	2%
American Indian	3	0.4%
Asian	189	22.7%
Filipino	54	6.5%
Hispanic	226	27.1%
Two or More Races	76	9.1%
Pacific Islander	3	0.4%
White	246	29.5%

School and Student Performance Data

Overall Performance

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

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

Red

Lowest Performance

Orange

Yellow

Green

Blue

Highest Performance

2024 Fall Dashboard Overall Performance for All Students

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

School and Student Performance Data

Academic Performance
English Language Arts

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

Red
Lowest Performance

Orange

Yellow

Green

Blue
Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard English Language Arts Equity Report

Red	Orange	Yellow	Green	Blue
0	0	1	1	5

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

2024 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
Blue	Blue	No Performance Color
67.7 points above standard	50.4 points above standard	Fewer than 11 students - data not displayed for privacy
Increased 7 points	Increased 8.8 points	5 Students
468 Students	78 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color	No Performance Color	Blue
Fewer than 11 students - data not displayed for privacy	Fewer than 11 students - data not displayed for privacy	40.5 points above standard
1 Student	4 Students	Increased 17.3 points
		148 Students

Students with Disabilities	African American	American Indian
Yellow	No Performance Color	No Performance Color
29.4 points below standard	Fewer than 11 students - data not displayed for privacy	Fewer than 11 students - data not displayed for privacy
Increased 3.4 points	10 Students	1 Student
43 Students		

Asian	Filipino	Hispanic
Blue	No Performance Color	Green
99.8 points above standard	77.9 points above standard	25.4 points above standard
Increased 15.1 points	Maintained -2.7 points	Maintained 0.2 points
110 Students	29 Students	123 Students

Two or More Races	Pacific Islander	White
Blue	No Performance Color	Blue
91.4 points above standard	Fewer than 11 students - data not displayed for privacy	74.7 points above standard
Increased 23.5 points	1 Student	Increased 4.4 points
46 Students		143 Students

School and Student Performance Data

Academic Performance
Mathematics

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

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

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

Red
Lowest Performance

Orange

Yellow

Green

Blue
Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard Mathematics Equity Report

Red	Orange	Yellow	Green	Blue
0	1	0	1	5

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

2024 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
Blue	Blue	No Performance Color
49.1 points above standard	46.6 points above standard	Fewer than 11 students - data not displayed for privacy
Increased 4.7 points	Increased 6.7 points	5 Students
471 Students	82 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color	No Performance Color	Blue
Fewer than 11 students - data not displayed for privacy	Fewer than 11 students - data not displayed for privacy	26.6 points above standard
1 Student	5 Students	Increased 18.3 points
		152 Students

Students with Disabilities	African American	American Indian
Orange	No Performance Color	No Performance Color
46 points below standard	Fewer than 11 students - data not displayed for privacy	Fewer than 11 students - data not displayed for privacy
Declined 10.5 points	10 Students	1 Student
44 Students		

Asian	Filipino	Hispanic
Blue	No Performance Color	Green
91.2 points above standard	64.9 points above standard	10.7 points above standard
Increased 8.6 points	Maintained 0.4 points	Increased 3.6 points
112 Students	29 Students	122 Students

Two or More Races	Pacific Islander	White
Blue	No Performance Color	Blue
59.3 points above standard	Fewer than 11 students - data not displayed for privacy	49.1 points above standard
Increased 10.7 points	1 Student	Maintained 1 points
46 Students		145 Students

School and Student Performance Data

Academic Performance
English Learner Progress

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

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

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

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

2024 Fall Dashboard English Learner Progress Indicator	
English Learner Progress	**Long-Term English Learner Progress**
Orange	No Performance Color
57.3% making progress.	making progress.
Number Students: 75 Students	Number Students: 3 Students

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

2024 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	**Maintained ELPI Level 1, 2L, 2H, 3L, or 3H**	**Maintained ELPI Level 4**	**Progressed At Least One ELPI Level**
21.3%	12%	30.7%	25.3%

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

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

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

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

Red

Lowest Performance

Orange

Yellow

Green

Blue

Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue

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

2024 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group		
All Students	**English Learners**	**Long-Term English Learners**
Yellow	Orange	No Performance Color
11% Chronically Absent	13.4% Chronically Absent	Fewer than 11 students - data not displayed for privacy
Declined 1	Increased 0.9	5 Students
861 Students	149 Students	
Foster Youth	**Homeless**	**Socioeconomically Disadvantaged**
No Performance Color	No Performance Color	Yellow
Fewer than 11 students - data not displayed for privacy	36.8% Chronically Absent	16.7% Chronically Absent
4 Students	0	Declined 1.7
	19 Students	300 Students

Students with Disabilities	African American	American Indian
Red	No Performance Color	No Performance Color
23.5% Chronically Absent	0% Chronically Absent	Fewer than 11 students - data not displayed for privacy
Increased 3.5	Declined 17.6	3 Students
115 Students	17 Students	

Asian	Filipino	Hispanic
Green	Yellow	Yellow
4.1% Chronically Absent	5.5% Chronically Absent	18.4% Chronically Absent
Declined 0.8	Maintained 0.3	Declined 3.1
195 Students	55 Students	239 Students

Two or More Races	Pacific Islander	White
Orange	No Performance Color	Orange
13.4% Chronically Absent	Fewer than 11 students - data not displayed for privacy	10.3% Chronically Absent
Increased 0.8	3 Students	Maintained 0.1
97 Students		252 Students

School and Student Performance Data

Conditions & Climate
Suspension Rate

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

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

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

Red

Lowest Performance

Orange

Yellow

Green

Blue

Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard Suspension Rate Equity Report

Red	Orange	Yellow	Green	Blue
0	1	0	2	5

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

2024 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Long-Term English Learners
Blue	Blue	No Performance Color
0.5% suspended at least one day	0% suspended at least one day	Fewer than 11 students - data not displayed for privacy
Declined 0.7%	Declined 1.5%	5 Students
871 Students	153 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color	No Performance Color	Green
Fewer than 11 students - data not displayed for privacy	0% suspended at least one day	0.6% suspended at least one day
5 Students	20 Students	Declined 0.8%
		308 Students

Students with Disabilities	African American	American Indian
Orange	No Performance Color	No Performance Color
1.7% suspended at least one day	0% suspended at least one day	Fewer than 11 students - data not displayed for privacy
Increased 0.7%	Maintained 0%	3 Students
118 Students	17 Students	

Asian	Filipino	Hispanic
Blue	Blue	Green
0.5% suspended at least one day	0% suspended at least one day	1.2% suspended at least one day
Declined 0.5%	Declined 1.7%	Declined 0.5%
196 Students	55 Students	246 Students

Two or More Races	Pacific Islander	White
Blue	No Performance Color	Blue
0% suspended at least one day	Fewer than 11 students - data not displayed for privacy	0% suspended at least one day
Maintained 0%	3 Students	Declined 1.2%
98 Students		253 Students

Goals, Strategies, & Proposed Expenditures

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

Goal 1

Title and Description of School Goal

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

Academic Achievement and Other Pupil Outcomes
All students will demonstrate mastery of grade level academic standards in language proficiency, math, and science.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

Identified Need

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

While overall Pico students have excelled in ELA and math, its progress in ensuring all students meet grade-level academic standards, as per CAASPP test results, has been relatively stagnant over the previous three years. For 2024, increases for several grade levels have moved our Dashboard rating from Green in both math and ELA to Blue for all students. Of particular note is 6th grade which increased 9% in ELA and 10% in math, and 4th grade with an increase of 7 points in math over the previous year. With the exception of Students with Disabilities rated Orange in math and Yellow in ELA, and the Hispanic student group rated Green in both math and ELA, all student groups are performing at the Blue indicator level on the California Dashboard. To aid struggling learners, all K-2 teachers received training in specific strategies to improve outcomes in reading fluency. These strategies have supplemented the core Benchmark curriculum to enhance Tier 2 and Tier 3 support for struggling students. By utilizing Dibles screeners, ELA District Cycle assessments, math unit tests, and teacher-developed common formative assessments, grade-level teams have facilitated structured daily WIN time to support student learning.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
California Dashboard Indicator for English Language Arts:	Overall color ranking: Blue Points from standard: 67.7 points above Change from the previous year: +7 points Student groups that performed below the overall school rating: Students with Disabilities: Yellow Hispanic Students: Green	The school will maintain a Blue rating Students with Disabilities: Increase to at least a Green rating Hispanic students will increase to a Blue rating
California Dashboard Indicator for Mathematics:	Overall color ranking: Blue Points from standard: 49.1 points above Change from previous year: +4.7 points Student groups that performed below the overall school rating: Students with Disabilities: Orange Hispanic Students: Green	The school will maintain a Blue rating Students with Disabilities: Increase to at least Yellow rating Hispanic students will increase to a Blue rating

California Dashboard Indicator for English Language Proficiency	Overall color ranking: Orange Percent of students who maintained a level 4 or increased one ELPI level: 62.7%	The school will increase to at least a Yellow rating. All students will increase one ELPI level, or maintain a level 4.
District English Language Arts Cycle Assessments (Kindergarten - 2nd Grade)	Percent Proficient by Cycle Kindergarten: Cycle 1: 77% Cycle 2: 71% Cycle 3: 84% Cycle 4: Not available at time of SPSA approval Cycle 5: Not available at time of SPSA approval First Grade:: Cycle 1: 75% Cycle 2: 70% Cycle 3: 86% Cycle 4: Not available at time of SPSA approval Cycle 5: Not available at time of SPSA approval Second Grade: Cycle 1: 88% Cycle 2: 79% Cycle 3: 91% Cycle 4: Not available at time of SPSA approval Cycle 5: Not available at time of SPSA approval	All students will score 85% or higher on ELA Cycle Assessments
District Mathematics Unit Assessments (Kindergarten-2nd Grade)	Percent Proficient by Unit Kindergarten Unit 1: N/A Unit 2: 92% in 2024-25 from 92.3% in 2003-24 Unit 3: 75% in 2024-25 from 82.1% in 2003-24 Unit 4: 88% in 2024-25 from 89.7% in 2003-24 Unit 5: 91.4 % in 2003-24 Unit 6: First Grade Unit 1: 89% in 2024-25 from 87.2% in 2003-24 Unit 2: 84% in 2024-25 from 92.1% in 2003-24 Unit 3: 86% in 2024-25 from 94.5% in 2003-24 Unit 4: 86% in 2024-25 from 80.5% in 2003-24 Unit 5: 96.4% in 2003-24 Unit 6: 83.3% in 2003-24 Second Grade	Each grade level to increase the number of students meeting or exceeding standards by 5 percentage points..

	Unit 1: 87% in 2024-25 from 78.8% in 2003-24 Unit 2: 66% in 2024-25 from 71.3% in 2003-24 Unit 3: 68% in 2024-25 from 75.8% in 2003-24 Unit 4: 62% in 2024-25 from 76% in 2003-24 Unit 5: 91.4% in 2003-24 Unit 6:	
California Science Assessment (CAST)	62% of 5th graders were proficient on the 2024 CAST, up from 59% on the 2023 CAST.	80% or more students to be proficient on the CAST.

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	Teachers will work in grade-level teams to re-examine our essential standards and identify what students should know and be able to do. They will develop CFAs and use district ELA and math assessments to evaluate progress on standards as they progress through units of study and develop their response to student learning needs.	All students	11,100 Supplemental Substitute Cost 1/2 planning for grade level teams for each ELA cycle. 2425 Supplemental Associated benefits 6000 Supplemental Start of year grade-level collaboration (4 hours per teacher) 1348 Supplemental Associated benefits 3000 Supplemental Teacher hourly for ILT members beyond district allocation (3 teachers) 225 Supplemental Associated benefits
1.2	Two curriculum specialists under the direction of our LST will support Tier 2 and Tier 3 supports for students in kindergarten through 2nd grade.	All students	42540 Supplemental 2 Curriculum Specialists
1.3	Teachers will deliver explicit and intentional reading instruction based on the Science of Reading, implementing strategies gained during Orton Gillingham & CORE reading professional development. This work will be supported by the Learning Support Teacher and Curriculum Specialist to ongoing professional learning opportunities and support. New teachers will be provided training and resources to build their capacity in the Science of Reading instruction.	K-3 Students	800 Supplemental Orton-Gillingham resources for primary teachers and Morpholgy Resources for upper grades

	Supplies to allow implementation of Morphology training for upper grades.		
1.4	Grade level teams, in addition to designing WIN cycles, will identify and meet with even smaller groups of students needing Tier II and Tier III support before and after school.	Identified Tier II and Tier III students	2600 Supplemental 52 hours of Teacher hourly for extended day for student intervention 584 Supplemental Associated benefits
1.5	After School Enrichment and extension, learning will provide students who have met standards to explore and deepen their understanding of grade-level standards to maintain engagement.	All Students	1900 Supplemental 30 hours of Teacher hourly for extended day enrichment
1.6	Materials and supplies to support all levels of instruction will be identified, this includes manipulatives, computer programs, and high-interest, leveled reading materials.	All Students	40000 Supplemental Supplemental Materials and supplies
1.7	Assessments - Grade-level teams will use the district ELA tests and teacher-created common formative assessments throughout the school year to identify areas of need and strengths. This data will be used to form flexible, targeted groups for instruction. On-going data will be collected for progress monitoring throughout the trimesters, and students will be moved between instructional groups based on their instructional needs.	All Students	0 LCFF/District Funded District provided
1.8	Dream Box (or other math supplemental program) - Students will be challenged to complete a minimum of 5 Dream Box lessons per week for individualized support in math. The assigned focus feature will allow teachers to align work with classroom instruction as needed.	All Students	0 LCFF/District Funded District funds
1.9	Annual Science Fair Sponsored by our PTA to support student exploration of scientific inquiry and application will reinforce and extend learning in the areas of science, math and ELA.	All Students	0 PTA Funded
1.10	Agreed-upon classroom teaching strategies and best practices will be used in whole-group and small-group instruction to improve student achievement in ELA, math, and science. Some of these strategies include student discourse, providing learning targets and success criteria for lessons, using sentence frames and anchor charts, Daily 5, student (buddy) assistance, multisensory approaches, teaching expository text structures, using visuals, providing exit tickets for common formative assessments (CFAs), using thinking maps, teaching vocabulary context clues, and utilizing Google Classroom for differentiated assignments.	All Students	35,000 Base Grant Supplies for classroom

Annual Review

SPSA Year Reviewed: 2024-25

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

Analysis

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

The primary focus for the school year was on aligning the ELA curriculum to the rigor of the CAASPP. 5 district cycle benchmark exams, centered around 5 standards each was implemented for each grade level. Pico teachers and administrators were highly engaged in this work both at the district level and site level. 18 Pico teachers representing all grade levels, along with the principal and assistant principal participated in test design at the start of summer 2024. At the time of this analysis, three cycles have been completed. To support our work, release time was allocated for grade-level teams in addition to PLC collaboration and DRS time.

In the area of math, 5th grade was provided monthly collaboration time in the form of half days to align their math instruction, create common formative assessments, review data, and plan for intervention. This was added to support the yearly decrease in math in the 5th grade that has been consistent over the past several years. It should be noted that this is not unique to Pico, but rather something seen across the state. Despite this, our 5th-grade team chose to address student achievement at Pico in the area of math with a plan to apply PLC principles that have been learned and reinforced during our CAPS training. As a result, we have seen an increase in achievement on unit tests for 5th grade: 7% for Unit 1, 3% for Unit 2, and 9 % for both Units 3 and 4 over 2023-24 results.

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

Due to the curriculum alignment and cycle assessments, we expanded out budgeted amount for additonal time for grade-level teams to collaborate around the identified cycle standards.

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

We have decided to budget for a half day of collaboration for each grade level K-6th to provide the necessary time for planning, reflections, and responding to students not meeting proficiency.

Goals, Strategies, & Proposed Expenditures

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

Goal 2

Title and Description of School Goal

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

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

Identified Need

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

Chronic absenteeism remains a concern for the upcoming 2025-26 school year. In the 2023-24 academic year, 11% of Pico Canyon students were chronically absent, marking a 1% decrease from the previous year and Pico Canyon up to the Yellow category on the California Dashboard. Three student groups fell into the Orange category (English learners, Two or More Races, and White), with one student group (Students with Disabilities) in the Red category. As of February 2025, the chronic absenteeism rate has improved by 31% compared to the same period in the previous school year. We attribute this improvement to various strategies, including family conferences to assess necessary support, daily recognition of perfect attendance, parent education on the importance of daily attendance, and the implementation of the PBIS Tier 2 check-in/check-out system for students facing severe attendance issues. Additionally, teachers trained in Capturing Kids' Hearts note that CKH strategies have enhanced their connections with students and increased overall school engagement.

Addressing on-campus behavior continues to be another priority area. Our suspension rating on the California Dashboard moved from an overall rating of Orange in 2023 to an overall rating of Blue for 2024. This represented a decrease of .7% with only .5% of our student population being suspended for 1 or more days during the 2023-24 school year. According to the 2024 California Healthy Kids Survey, administered to all 5th graders, 84% of our students feel safe at school. On our Capturing KIds' Hearts Mid Year survey, administered to all grade levels, student perception of how students treat one another was rated a 3.7 out of 5. We will continue to facilitate the building of positive peer-to-peer relationships as we continue our implementation of our Capturing KIds' Hearts training. We also had an assembly in January with a focus on how we treat one another as we kicked off our participation in the National Great Kindness Challenge.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
California Dashboard Suspension Indicator	Overall color rating: Blue Percent suspended at least one day: .05% Decline of: 0.7% Student groups that earned a color rating below the overall school color: Students with Disabilities: Orange Socioeconomically Disadvantaged and Hispanic: Green	The school will maintain a Blue rating All student groups will increase by at least one color rating. Students with Disabilities: Increase to at least Yellow Socioeconomically Disadvantaged: Increase to Blue Hispanic: Increase to Blue
California Dashboard Chronic Absenteeism Indicator	Overall color rating: Yellow Percent chronically absent: 11% Decline of: 1% Student groups that earned a color rating below the overall school color: Students with Disabilities: Red English Learners: Orange Two or More Races: Orange White: Orange	The school will increase by at least one color rating to at least Green. All student groups will increase by at least one color rating. Asian: Increase to at least Blue English Learners: Increase to at least Yellow Socioeconomically Disadvantaged: Increase to at least Green Filipino: Increase to at least Green Hispanic: Increase to at least Green White: Increase to at least Yellow Students with Disabilities: Increase to at least Orange
California Healthy Kids Survey	Percentage of students engaged based on key indicators: School connectedness: 2024-25 data not available at time of SPSA Academic motivation: 2024-25 data not available at time of SPSA Social and emotional learning supports: 2024-25 data not available at time of SPSA Feel safe at school: 2024-25 data not available at time of SPSA	Will score 90% or higher in each indicator.
PBIS Award	Earned the Gold Recognition award.	To earn the recognition award aligned with our current tier in the PBIS program.
Capturing Kids' Hearts Mid Year Survey	"I like going to school most days." 3.7 out of 5 "Students at this campus treat each other respectfully." 3.3 out of 5 "My teachers care about me." 4.6 out of 5 "My teachers treat me nicely." 4.7 out of 5 "My teachers encourage me to be the best student I can be." 4.6 out of 5 "My teachers celebrate when students do something good." 3.6 out of 5 "Students have opportunities to affirm and celebrate each other." 3.9 out of 5	To increase results under a 4 to 4 on a 5 point scale, and maintain scores over a 4.

Office Discipline Referrals (ODRs)	92.5% (772 students) 0-1 ODRs 6.7% (56 students) 2-5 ODRs 2.6% (22 students) 6+ ODRs	To increase the number of students receiving 0-1 ODRs to over 95% To decrease the number of students receiving 6+ ODRs to 12 students.

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	Capturing Kids' Hearts Premium - Online resources and training to support ongoing implementation of Capturing Kids' Hearts strategies and processes. The premium subscriptions provide staff with online resources and tools to enhance the implementation of the CKH processes to improve the school climate and culture, including mid-year and end-of-the-year surveys to assess the effectiveness of implementation.	All Students	4000 Supplemental Subscription to CKH Premium resources, Principal cohort meetings, and ongoing support for implementation.
2.2	Attendance incentive program elements that include messaging, class and student recognition. Support for reinforcement of improved attendance.	All Students	500 Supplemental Attendence incentives for students
2.3	Communication of school-wide behavior and engagement expectations with posters, signs, and other graphics. This will support the purchase of supplies and other media to facilitate communication of school-wide behavior and engagement expectations. Some examples may include posters, signs, pamphlets, and graphics.	All Students	1400 Supplemental Posters, signs, pamphlets, and graphics
2.4	Incentives to support PBIS Implementation which include themed activities, celebrations, awards, and pack-wide incentives per grade level class.	All Students	2000 LCFF/District Funded Behavior incentives for students
2.5	Behavior Task Force Meetings, includes team PBIS, Intervention Team, and other collaboration around behavior support.	All Students	3500 Supplemental 70 hours of extra hourly 786 Supplemental Associated benefits
2.6	Safety supervisor support for student supervision for restorative practices that require additional student support.	All students	649 Supplemental 30 hours of extra hourly pay 235 Supplemental Associated benefits

Annual Review

SPSA Year Reviewed: 2024-25

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

Analysis

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

Goal 2 of the 2023-24 School Plan for Student Achievement (SPSA) encompassed several key initiatives. In our first year of implementation, teachers embraced our Capturing Kids' Hearts (CKH) training. Our mid-year data from parent, student, and staff Capturing Kids' Hearts surveys, indicated remarkable outcomes in student engagement and school climate. Our school was nominated to be a Capturing Kids' Hearts Showcase School, with results expected in May 2025. Year two of our Positive Behavioral Interventions and Supports (PBIS) house system, has been well-received with high levels of engagement from students, staff, and families. Additionally, we continued the Tier 2 Check-in and Check-out system mid-year to provide extra support for students struggling with attendance and behavior.

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

We allocated too much money for attendance incentives. This plan reflects a reduction by half.

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.

In the 2025-26 academic year, we will prioritize providing professional development to both our teaching staff, classified staff, and safety supervisors to enhance their understanding of our students' social and emotional needs. We believe it's essential for all Pico Canyon staff to receive similar training to ensure consistency in their interactions with students.

Goals, Strategies, & Proposed Expenditures

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

Goal 3

Title and Description of School Goal

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

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

Identified Need

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

While Pico Canyon Elementary School boasts strong parent engagement, we recognize that these parent partnerships are a crucial factor in student success and thus a priority area of focus for our efforts. The 2024-25 academic year marked a continued and notable implementation of well-attended family events that foster community connections within our school, such as our Husky Harvest, International Night, Movie Night, and the Pico Variety Show. We aim to sustain this engagement through enjoyable, family-oriented gatherings, while also striving to boost participation in enrichment and support events allowing us to partner with parents in support of high levels of learning for ALL students. Engagement in our ELAC is an area where there is significant room for improvement.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Parent Survey	Percentage of parents who indicate that they are encouraged to participate in school activities: Data to be collected May 2025 Percentage of parents who indicate that the school communicates with parents: Data to be collected May 2025	To increase parent agreement that they are encouraged to participate in school activities to 98% or higher. To increase the parent agreement that the school communicates with parents to 94% or higher.
School activities that provide opportunities to participate	Average number of families that attend social events: Approximately 500 families attended one or more PTA events. Average number of families that attend learning/enrichment events: 30 Average number of parents that attend learning/support events: 15	To increase the average number of families that attend social events to 600 or more. To increase the average number of families that attend learning/enrichment events to 55 or more. To increase the average number of parents that attend learning/support events to 75 or more.
Parent and teacher conferences	Percentage of parents who attended fall parent conferences: 97%	To maintain or increase parent attendance.

Parent Committees	English Language Advisory Council (ELAC): Number of meetings: 4, Percentage of EL students represented: 10% School Site Council: Number of meetings 7, Average percentage of elected members who attend: 85% Parent Teacher Association: Number of meetings 9 Board Meetings/ 7 Association Meetings, average number who attend: 20	To increase representation at the ELAC to represent 35% of English learning students. To increase elected member attendance at SSC meetings to 95% or higher To increase parent participation at PTA meetings by 50.
Capturing Kids' Hearts Family Survey	2024-25 Mid-year Survey "I feel welcome at my child's school." 4.6 out of 5 "I feel heard when I bring a concern or an idea to my student's teacher or the school administration." 4.3 out of 5 "I feel like my student's school is partnering with me to encourage, motivate, and help my student be successful." 4.4 out of 5 "My student's school asks for feedback and seeks opportunities to improve." 4.5 out of 5	To increase survey responses to 4.4 or above on a 5 point scale or to maintain scores of 4.5 or higher.

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	Materials for parent meetings including SSC, ELAC, Parent Education Nights, IEPs, SSTs, Multicultural committee, and other parent gatherings at school	All	500 Supplemental Supplies for meetings and events
3.2	Parent Volunteer Recognition Yearly event to recognize parent contributions to Pico Canyon.	All	500 Supplemental Supplies for event
3.4	Parent Education Nights to support parents in the areas student learning, attendance, safety, and behavior.	All	750 Supplemental This allocates 20 hours of teacher extra duty pay in support of after school parent events. 315 Supplemental This allocated 10 hours for clasified support of parent events including childcare
3.5	PTA Sponsored Family Engagement Events PTA sponsors several family engagement events throughout the year including Husky Harvest, Family Movie Night, International Night, The Variety Show, Pajamarama Reading Night, and ComiCon. These events are highly attended and build community and connection.	All	0 PTA Funded

Annual Review

SPSA Year Reviewed: 2024-25

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

Analysis

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

With already high parent engagement at Pico, improvement is challenging. However, attendance at our ELAC meetings is an area for needed improvement.

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

We did not need to allocate as much funding due to support from our PTA.

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.

No changes were made.

Goals, Strategies, & Proposed Expenditures

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

Goal 4

Title and Description of School Goal

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

Basic Services, Implementation of State Standards, and Access to Courses
All students will be taught academic standards at a high level of rigor in all content areas, using instructional materials aligned with standards.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

Identified Need

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

For the 2024-25 school year, Pico Canyon teachers have identified Success Criteria on the 5D+ rubric as their primary professional learning focus. This aligns with the district's curriculum initiative for English Language Arts (ELA) and addresses key Professional Learning Community (PLC) questions: "What do we want students to learn?" and "How do we know they've learned it?"

All teachers—except for one new hire in January—and many staff members have been trained in Capturing Kids' Hearts. This professional learning initiative aims to strengthen student connections to school, reduce disruptive behaviors, improve attendance, and support students' social-emotional learning (SEL) needs.

Our Behavior Task Force launched the year with a strong start, collaborating to implement consistent classroom behavior plans across grade-level teams. The combination of this focused training and a school-wide implementation strategy has contributed to significant improvements in our California Dashboard indicators:

Chronic absenteeism improved from Orange to Yellow
Suspension rates improved from Orange to Blue

In early literacy, explicit strategies continue to be implemented consistently in grades K-2. To further enhance literacy skills, upper-grade teachers will receive training in strategies to improve outcomes in reading comprehension.

Additionally, members of our Instructional Leadership Team (ILT) attended Year Two of Solution Tree's CAPS training for PLC implementation. Our team is now working to transfer this training to staff, supporting both the NSD ELA Curriculum Alignment and site-based needs in Math. The team is looking forward to completing the three-year process in the 2025-26 school year.

These classroom- and school-wide strategies aim to improve student proficiency in ELA, math, and science, reinforcing our commitment to academic growth and student success.

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
Staff Development / Professional Development - All Teachers	Participation in Solution Tree's California Prinicipal's Network Cohort to build culture, equity, and effective systems of support in a professional learning community. The team members who attended the six days of training, have returned to train the other grade-level leaders and slowly roll out this learning in the way of shared reading, presentations, and collecting information from teams about their current reality.	Grade-level teams will implement targeted Tier 2 instruction 2 days a week as evidenced by observation and the master schedule.
Staff Development / Professional Development - Primary (K-2)	Orton Gillingham Training - All kindergarten through 2nd grade teachers attended Orton Gillingham training at different times during the school year starting in the summer of 2023. (LST previously trained.) Grade-level teams used this training to implement supplemental support for reading.	Using supplemental Orton Gillingham strategies in addition to the core Benchmark curriculum, all primary-grade students will be at grade level in reading based on district assessments, by the end of the school year.
Instructional Leadership Team Data Analysis and Outcomes	Grade-level PLC teams, led by the Instructional Leadership Team Lead will look at data from district assessments to identify which students did not learn to design a tiered response to learning needs. Teams will identify essential standards for each learning cycle and build SMART goals around these standards.	PLC teams will set SMART goals based on 2023-24 district assessment data with a minimum proficiency outcome of 80% meeting or exceeding essential standards.

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
4.1	Orton Gillingham training for new K-2 teachers	K-2 Students	3000 Supplemental Training Fees for 2 teachers ($1500 per teacher) 3000 Supplemental Substitute/Extra Hourly Pay for teachers (30 hours per teacher x 2) 674 Supplemental Benefits associated with extra hourly pay for teachers.
4.3	Morphology Plus Training for 3rd-5th grade teachers 1 teacher per grade level, plus LST to attend Morphology Plus training to support students who struggle with reading comprehension.	3rd-5th grade students	4500 Supplemental Training Fees for 3 teachers ($1500 per teacher) 4500 Supplemental

			Substitute/Extra Hourly Pay for teachers (30 hours per teacher) 1011 Supplemental Benefits associated with extra hourly pay for teachers.
4.4	Ongoing support for Capturing Kids' Hearts training after-school collaboration and professional learning	All Students	1500 Supplemental Extra-hourly 337 Supplemental Benefits associated with extra hourly pay for teachers.
4.5	Learning walks by teams of teachers to assess student learning and reflect on learning strategies at all grade levels	All Students	1520 Supplemental Cost of 4 1/2 day subs substitutes x4 days 340 Supplemental Benefits associated with substitutes
4.7	BeGlad Training to support our English Lanugage Learners	ELL Students	6000 Supplemental Extra Hourly for 4 teachers 1347 Supplemental Benefits associated with extra hourly pay for teachers.

Annual Review

SPSA Year Reviewed: 2024-25

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

Analysis

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

Our participation in Solution Tree's California Principal's Support Network (CAPs) cohort to enhance our Professional Learning Community implementation has supported professional learning during staff meetings. This initiative has equipped our grade-level teacher leaders with tools and knowledge to optimize collaboration time on Fridays and additional collaboration time funded through our supplemental budget. Teachers utilized PLC and grade-level pull-out time to analyze essential standards and define student learning objectives. They devised targeted Tier 2 supports to address gaps while advancing core instruction for all students.

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

As of the writing of this plan, our teachers have not taken advantage of the BeGlad training. Our newly hired 1st grade teacher was already trained in Orton Gillingham. We have not yet started our learning walks.

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

We chose not to continue into year three of the Solution Tree CAPs program as it will cover behavior, which our staff has already delved deeply into and is supported through our strong PBIS program and training in Capturing Kids' Hearts.

Budget Summary

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

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$190,386.00
Total Federal Funds Provided to the School from the LEA for CSI	$0

Other Federal, State, and Local Funds

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

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

Federal Programs	Allocation ($)

Subtotal of additional federal funds included for this school: $

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation ($)
	$0.00
Base Grant	$35,000.00
LCFF/District Funded	$2,000.00
Supplemental	$153,386.00

Subtotal of state or local funds included for this school: $190,386.00

Total of federal, state, and/or local funds for this school: $190,386.00