

School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Charles Helmers Elementary School	19649986106876	5/14/26	June 2, 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 Charles Helmers Elementary School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

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

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Plan Description

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

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

Schoolwide Program

N/A

Educational Partner Involvement

How, when, and with whom did Charles Helmers 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

Teachers, support staff, and administration collaborated during staff meetings to give input for goals and actions related to the School Plan for Student Achievement.

Parents, teachers, support staff, and administration met and reviewed the SPSA goals and gave input at the ELAC and School Site Council meetings.

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.

N/A

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.

Chronic absenteeism for all students

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.

Students with Disabilities ELA and Math Achievement

Other Needs

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

Students with Disabilities Math and ELA distance from standard improvement. Although the student groups in Hispanic and SED categories remained in the green performance category, they both declined on the dashboard and i-Ready performance assessments.

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Charles Helmers 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%	0%	0.19%	0	0	1
African American	1.50%	2.29%	2.11%	7	12	11
Asian	7.08%	7.06%	7.49%	33	37	39
Filipino	3.86%	4.20%	4.99%	18	22	26
Hispanic/Latino	30.47%	34.73%	33.01%	142	182	172
Pacific Islander	0%	0%	%	0	0	
White	46.57%	41.03%	40.31%	217	215	210
Multiple/No Response	9.66%	9.35%	10.36%	45	49	54
Total Enrollment				466	524	521

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	23-24	24-25	25-26
Transitional Kindergarten		51	49
Kindergarten	58	89	62
Grade 1	63	62	86
Grade 2	56	65	61
Grade3	64	61	63
Grade 4	58	66	60
Grade 5	56	62	71
Grade 6	71	68	69
Total Enrollment	466	524	521

Conclusions based on this data:

1. Helmers' student enrollment is increasing.

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	16	16	15	4.0%	3.4%	2.9%
Fluent English Proficient (FEP)	44	45	39	8.8%	9.4%	7.5%
Reclassified Fluent English Proficient (RFEP)	5	3	3	5.5%	1.9%	0.6%

Conclusions based on this data:

1. Helmers' English Learner student enrollment has decreased.
2. Percentage of students reclassifying has declined.

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	60	62	59	60	61	59	60	61	59	100.0	98.4	100
Grade 4	52	58	65	51	58	64	51	58	64	98.1	100	98.5
Grade 5	72	53	62	72	53	62	72	53	62	100.0	100	100
Grade 6	60	72	66	57	72	66	57	72	66	95.0	100	100
All Grades	244	245	252	240	244	251	240	244	251	98.4	99.6	99.6

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	2486.	2522.	2486.	55.00	72.13	57.63	21.67	16.39	18.64	10.00	9.84	10.17	13.33	1.64	13.56
Grade 4	2521.	2536.	2552.	52.94	60.34	67.19	17.65	17.24	20.31	15.69	6.90	7.81	13.73	15.52	4.69
Grade 5	2570.	2571.	2575.	54.17	50.94	58.06	25.00	28.30	16.13	8.33	11.32	9.68	12.50	9.43	16.13
Grade 6	2593.	2591.	2585.	40.35	45.83	39.39	33.33	34.72	33.33	17.54	8.33	15.15	8.77	11.11	12.12
All Grades	N/A	N/A	N/A	50.83	56.97	55.38	24.58	24.59	22.31	12.50	9.02	10.76	12.08	9.43	11.55

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	35.00	57.38	44.07	55.00	40.98	49.15	10.00	1.64	6.78
Grade 4	37.25	50.00	45.31	52.94	36.21	53.13	9.80	13.79	1.56
Grade 5	38.89	45.28	48.39	48.61	47.17	40.32	12.50	7.55	11.29
Grade 6	35.09	48.61	43.94	50.88	40.28	43.94	14.04	11.11	12.12
All Grades	36.67	50.41	45.42	51.67	40.98	46.61	11.67	8.61	7.97

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	43.33	49.18	45.76	43.33	47.54	38.98	13.33	3.28	15.25
Grade 4	29.41	46.55	40.63	58.82	41.38	54.69	11.76	12.07	4.69
Grade 5	41.67	41.51	41.94	48.61	47.17	43.55	9.72	11.32	14.52
Grade 6	31.58	33.33	36.36	56.14	52.78	48.48	12.28	13.89	15.15
All Grades	37.08	42.21	41.04	51.25	47.54	46.61	11.67	10.25	12.35

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	18.33	27.87	30.51	75.00	65.57	55.93	6.67	6.56	13.56
Grade 4	27.45	22.41	29.69	64.71	65.52	59.38	7.84	12.07	10.94
Grade 5	27.78	20.75	17.74	63.89	73.58	77.42	8.33	5.66	4.84
Grade 6	36.84	19.44	24.24	63.16	73.61	68.18	0.00	6.94	7.58
All Grades	27.50	22.54	25.50	66.67	69.67	65.34	5.83	7.79	9.16

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	43.33	50.82	30.51	46.67	44.26	59.32	10.00	4.92	10.17
Grade 4	29.41	41.38	39.06	60.78	48.28	54.69	9.80	10.34	6.25
Grade 5	36.11	30.19	40.32	51.39	66.04	50.00	12.50	3.77	9.68
Grade 6	35.09	37.50	27.27	59.65	51.39	65.15	5.26	11.11	7.58
All Grades	36.25	40.16	34.26	54.17	52.05	57.37	9.58	7.79	8.37

Conclusions based on this data:

1. Student participation in testing has stayed the same.
2. Slight decrease in overall student performance.

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	60	62	59	60	61	59	60	61	59	100.0	98.4	100
Grade 4	52	58	65	51	58	64	51	58	64	98.1	100	98.5
Grade 5	72	53	62	72	53	62	72	53	61	100.0	100	100
Grade 6	60	72	66	58	72	66	58	72	66	96.7	100	100
All Grades	244	245	252	241	244	251	241	244	250	98.8	99.6	99.6

* 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	2465.	2498.	2471.	35.00	45.90	44.07	36.67	36.07	25.42	15.00	13.11	20.34	13.33	4.92	10.17
Grade 4	2537.	2523.	2545.	47.06	39.66	45.31	37.25	32.76	35.94	9.80	18.97	12.50	5.88	8.62	6.25
Grade 5	2540.	2552.	2547.	36.11	47.17	37.70	25.00	24.53	26.23	19.44	16.98	19.67	19.44	11.32	16.39
Grade 6	2587.	2584.	2578.	44.83	48.61	48.48	18.97	18.06	15.15	27.59	18.06	19.70	8.62	15.28	16.67
Grade 11															
All Grades	N/A	N/A	N/A	40.25	45.49	44.00	29.05	27.46	25.60	18.26	16.80	18.00	12.45	10.25	12.40

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	46.67	55.74	42.37	40.00	42.62	45.76	13.33	1.64	11.86
Grade 4	62.75	46.55	50.00	31.37	37.93	45.31	5.88	15.52	4.69
Grade 5	43.06	45.28	37.70	37.50	41.51	47.54	19.44	13.21	14.75
Grade 6	46.55	45.83	36.36	41.38	40.28	51.52	12.07	13.89	12.12
Grade 11									
All Grades	48.96	48.36	41.60	37.76	40.57	47.60	13.28	11.07	10.80

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	38.33	45.90	45.76	41.67	47.54	44.07	20.00	6.56	10.17
Grade 4	35.29	39.66	39.06	52.94	46.55	46.88	11.76	13.79	14.06
Grade 5	29.17	30.19	29.51	48.61	56.60	50.82	22.22	13.21	19.67
Grade 6	27.59	31.94	34.85	58.62	50.00	45.45	13.79	18.06	19.70
All Grades	32.37	36.89	37.20	50.21	50.00	46.80	17.43	13.11	16.00

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	41.67	50.82	44.07	50.00	42.62	49.15	8.33	6.56	6.78
Grade 4	47.06	37.93	51.56	41.18	50.00	45.31	11.76	12.07	3.13
Grade 5	20.83	35.85	31.15	66.67	54.72	54.10	12.50	9.43	14.75
Grade 6	34.48	40.28	39.39	56.90	43.06	34.85	8.62	16.67	25.76
All Grades	34.85	41.39	41.60	54.77	47.13	45.60	10.37	11.48	12.80

Conclusions based on this data:

1. The number of students participating in testing has maintained.
2. The number of students below standard overall has decreased.
3. The overall Math performance has decreased slightly.

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://elpac.org) 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	*	*	*	*	*	*	*	*	*	8	6	4
1		*	*		*	*		*	*		*	4
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	5	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*		*	*		*	*		*	*		*
6	*	*	*	*	*	*	*	*	*	*	*	*
All Grades										22	16	16

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
1		*	*		*	*		*	*		*	*		*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*		*	*		*	*		*	*		*	*		*
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	31.82	37.50	6.25	36.36	12.50	37.50	18.18	50.00	31.25	13.64	0.00	25.00	22	16	16

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
1		*	*		*	*		*	*		*	*		*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*		*	*		*	*		*	*		*	*		*
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	45.45	43.75	37.50	31.82	18.75	12.50	18.18	31.25	25.00	4.55	6.25	25.00	22	16	16

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K		*	*		*	*		*	*		*	*		*	*
1		*	*		*	*		*	*		*	*		*	*
2		*	*		*	*		*	*		*	*		*	*
3		*	*		*	*		*	*		*	*		*	*
4		*	*		*	*		*	*		*	*		*	*
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	22.73	31.25	6.25	27.27	12.50	12.50	27.27	43.75	43.75	22.73	12.50	37.50	22	16	16

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	*	*	*	*	*	*	*	*	*	*	*	*
1		*	*		*	*		*	*		*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*		*	*		*	*		*	*		*
6	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	45.45	43.75	31.25	40.91	56.25	37.50	13.64	0.00	31.25	22	16	16

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	*	*	*	*	*	*	*	*	*	*	*	*
1		*	*		*	*		*	*		*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*		*	*		*	*		*	*		*
6	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	31.82	25.00	31.25	63.64	56.25	56.25	4.55	18.75	12.50	22	16	16

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	*	*	*	*	*	*	*	*	*	*	*	*
1		*	*		*	*		*	*		*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*		*	*		*	*		*	*		*
6	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	27.27	37.50	12.50	45.45	50.00	37.50	27.27	12.50	50.00	22	16	16

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	*	*	*	*	*	*	*	*	*	*	*	*
1		*	*		*	*		*	*		*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*		*	*		*	*		*	*		*
6	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	31.82	12.50	6.25	54.55	81.25	62.50	13.64	6.25	31.25	22	16	16

Conclusions based on this data:

1. The number of EL students has slightly decreased.

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
524	21.6%	3.1%	0.4%
Total Number of Students enrolled in Charles Helmers 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	16	3.1%
Foster Youth	2	0.4%
Homeless	10	1.9%
Socioeconomically Disadvantaged	113	21.6%
Students with Disabilities	90	17.2%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	12	2.3%
American Indian	0	0.0%
Asian	37	7.1%
Filipino	22	4.2%
Hispanic	182	34.7%
Two or More Races	49	9.4%
Pacific Islander	0	0.0%
White	215	41%

Conclusions based on this data:

- 21.6% of the total enrollment is socioeconomically disadvantaged.

2. English learners comprise 3.1% of the total enrollment.

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.

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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.”



2025 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. Helmers' overall ELA Academic Performance on the CA Dashboard remains High.
2. Helmers' overall Math Academic Performance on the CA Dashboard is High.
3. Helmers' overall Chronic Absenteeism is in the orange range.

School and Student Performance Data

Academic Performance English Language Arts

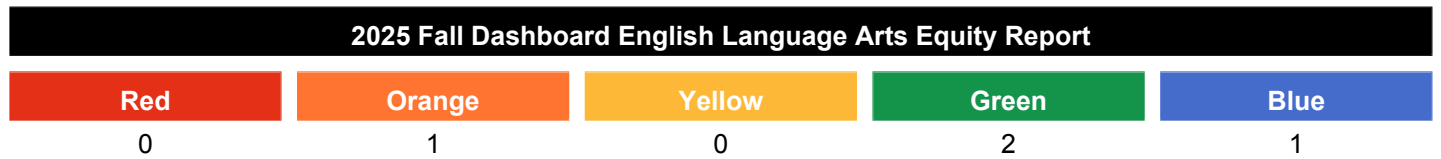
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This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the 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  Green 65.7 points above standard Declined 5 points 251 Students	English Learners  No Performance Color 11.6 points above standard Declined 39.3 points 22 Students	Long-Term English Learners  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student
Foster Youth  No Performance Color 0 Students	Homeless  No Performance Color Fewer than 11 students - No Data for Privacy 4 Students	Socioeconomically Disadvantaged  Green 36.8 points above standard Declined 20.3 points 57 Students

Students with Disabilities  Orange 51.2 points below standard Declined 11.7 points 45 Students	African American  No Performance Color Fewer than 11 students - No Data for Privacy 4 Students	American Indian  No Performance Color 0 Students
Asian  No Performance Color 57.9 points above standard Declined 20.1 points 18 Students	Filipino  No Performance Color 42.1 points above standard 15 Students	Hispanic  Green 38.9 points above standard Declined 21 points 86 Students
Two or More Races  No Performance Color 98.3 points above standard Increased 8.3 points 21 Students	Pacific Islander  No Performance Color 0 Students	White  Blue 88.8 points above standard Increased 10.9 points 106 Students

Conclusions based on this data:

1. Students with Disabilities and socioeconomically disadvantaged students decreased on academic performance in English Language Arts.
2. Overall Helmers' student academic performance scored high in English Language Arts.
3. Students with Disabilities has the highest area in need of growth.

School and Student Performance Data

Academic Performance Mathematics

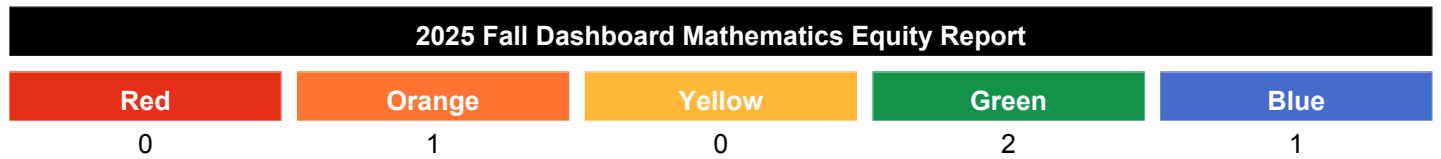
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This section provides number of student groups in each level.



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

2025 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students  Green 34.6 points above standard Declined 5.2 points 251 Students	English Learners  No Performance Color 5.2 points below standard Declined 35.2 points 22 Students	Long-Term English Learners  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student
Foster Youth  No Performance Color 0 Students	Homeless  No Performance Color Fewer than 11 students - No Data for Privacy 4 Students	Socioeconomically Disadvantaged  Green 12 points above standard Declined 9.1 points 57 Students

Students with Disabilities  Orange 62.1 points below standard Maintained 0.3 points 45 Students	African American  No Performance Color Fewer than 11 students - No Data for Privacy 4 Students	American Indian  No Performance Color 0 Students
Asian  No Performance Color 20.9 points above standard Declined 24.8 points 18 Students	Filipino  No Performance Color 33.1 points above standard 15 Students	Hispanic  Green 4.8 points above standard Declined 17.8 points 86 Students
Two or More Races  No Performance Color 65.8 points above standard Increased 5.3 points 21 Students	Pacific Islander  No Performance Color 0 Students	White  Blue 59.1 points above standard Increased 7.7 points 106 Students

Conclusions based on this data:

1. Helmers' mathematics academic performance level was high overall.
2. Hispanic students with and socioeconomically disadvantaged in mathematical academic performance.
3. Students with disabilities has the most growth area of need.

School and Student Performance Data

Academic Performance Science

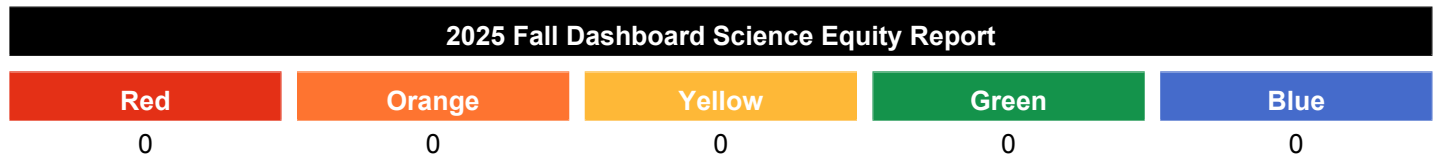
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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



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  Blue 67.7 science points Maintained -0.2 points 61 Students	English Learners  No Performance Color Fewer than 11 students - No Data for Privacy 4 Students	Long-Term English Learners  No Performance Color 0 Students
Foster Youth  No Performance Color 0 Students	Homeless  No Performance Color 0 Students	Socioeconomically Disadvantaged  No Performance Color 62.7 science points Maintained -1.3 points 15 Students

Students with Disabilities  No Performance Color Fewer than 11 students - No Data for Privacy 10 Students	African American  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students	American Indian  No Performance Color 0 Students
Asian  No Performance Color Fewer than 11 students - No Data for Privacy 4 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 5 Students	Hispanic  No Performance Color 57.5 science points Declined 12.7 points 19 Students
Two or More Races  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students	Pacific Islander  No Performance Color 0 Students	White  No Performance Color 76.4 science points Increased 9 points 27 Students

Conclusions based on this data:

1. Our academic performance in science maintained.

School and Student Performance Data

Academic Performance English Learner Progress

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

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

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

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

2025 Fall Dashboard English Learner Progress Indicator	
English Learner Progress	Long-Term English Learner Progress
 No Performance Color 41.7 making progress. Number Students: 12 Students	 No Performance Color making progress. Number Students: 1 Student

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

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
33.3%	25%	0%	41.7%

Conclusions based on this data:

1. 41.7% of English Learners progressed at least one ELPAC level.

School and Student Performance Data

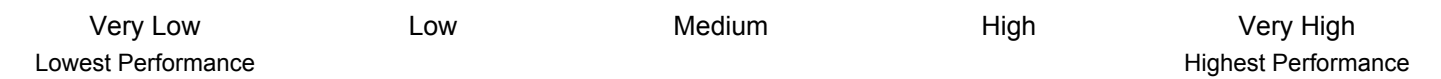
Academic Performance College/Career Report

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

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

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



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 Orange 5.4% Chronically Absent Increased 1.6 538 Students	English Learners No Performance Color 4.8% Chronically Absent Declined 5.8 21 Students	Long-Term English Learners No Performance Color Fewer than 11 students - No Data for Privacy 1 Student
Foster Youth No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	Homeless No Performance Color Fewer than 11 students - No Data for Privacy 10 Students	Socioeconomically Disadvantaged Orange 9.8% Chronically Absent Increased 2.3 132 Students

Students with Disabilities  Green 7.8% Chronically Absent Declined 0.9 103 Students	African American  No Performance Color 16.7% Chronically Absent 0 12 Students	American Indian  No Performance Color 0 Students
Asian  Blue 0% Chronically Absent Declined 2.8 41 Students	Filipino  No Performance Color 4.5% Chronically Absent Increased 4.5 22 Students	Hispanic  Yellow 7.4% Chronically Absent Maintained -0.1 189 Students
Two or More Races  Blue 0% Chronically Absent Declined 4 56 Students	Pacific Islander  No Performance Color 0 Students	White  Orange 5.5% Chronically Absent Increased 4.1 218 Students

Conclusions based on this data:

1. Overall Chronic Absenteeism at Helmers increased 1.6%.
2. Chronic Absenteeism increased 4.1 overall.

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
Lowest Performance

Orange

Yellow

Green

Blue
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. N/A

School and Student Performance Data

Conditions & Climate Suspension Rate

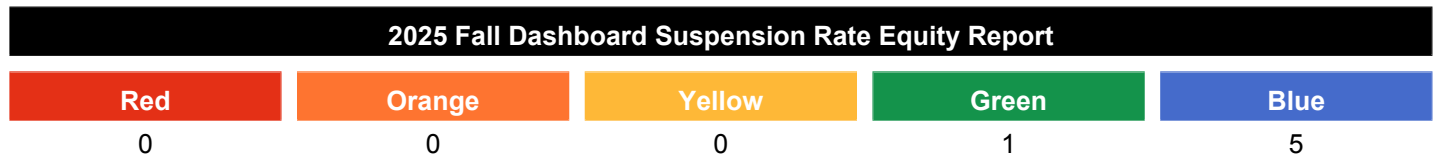
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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



This section provides number of student groups in each level.



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

2025 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students  Blue 0.4% suspended at least one day Declined 0.3% 545 Students	English Learners  No Performance Color 0% suspended at least one day Maintained 0% 21 Students	Long-Term English Learners  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student
Foster Youth  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	Homeless  No Performance Color Fewer than 11 students - No Data for Privacy 10 Students	Socioeconomically Disadvantaged  Green 0.7% suspended at least one day Maintained 0.1% 134 Students

Students with Disabilities  Blue 0% suspended at least one day Declined 2.2% 105 Students	African American  No Performance Color 0% suspended at least one day 12 Students	American Indian  No Performance Color 0 Students
Asian  Blue 0% suspended at least one day Maintained 0% 41 Students	Filipino  No Performance Color 4.5% suspended at least one day Increased 4.5% 22 Students	Hispanic  Blue 0% suspended at least one day Maintained 0% 193 Students
Two or More Races  Blue 0% suspended at least one day Declined 2% 56 Students	Pacific Islander  No Performance Color 0 Students	White  Blue 0.5% suspended at least one day Maintained 0% 221 Students

Conclusions based on this data:

1. Helmers' Overall Suspension Rate was 0.4%.

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.

Achievement Gap

This goal focuses on increasing academic achievement for all student groups while closing the achievement gap.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal #1: Implement instructional programs services that allow all student groups to achieve while closing the achievement gap in the core academic areas.

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.

Increase Math and ELA achievement for students with disabilities. Dashboard data indicates that our students with disabilities students are behind all students on their Math and ELA CAASPP assessment.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CA Dashboard- Math	2024-25 ALL students Green +34.6 DFS Students with disabilities - Orange -62.1 DFS	2025-26 ALL students Blue +38 DFS Students with disabilities -55.2 DFS
i-Ready Math (MID)	2025-2026 (MID) All students 31% reaching typical growth; 9% reaching stretch growth Students with disabilities 27% reaching typical growth; 10% reaching stretch growth	2026-27 All students 35% reaching typical growth; 13% reaching stretch growth Students with disabilities 35% reaching typical growth; 18% reaching stretch growth
CA Dashboard- ELA	2024-2025 ALL students Green +65.7 DFS Students with disabilities Orange -51.2 DFS	2025-26 ALL students Blue +69 DFS Students with disabilities -44.6 DFS
i-Ready ELA (MID)	2025-2026 (MID) All students 50% reaching typical growth; 29% reaching stretch growth Students with disabilities 44% reaching typical growth; 22% reaching stretch growth	2026-27 All students 55 % reaching typical growth; 34 % reaching stretch growth Students with disabilities 54% reaching typical growth; 32% reaching stretch growth
CAST	2024-2025 All students 67.7% meeting/exceeding grade level standards	2025-26 All students 71% meeting/exceeding grade level 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
1.1	Teacher release time to meet in Professional Learning Teams to review math and ELA data to monitor, plan, and implement interventions for students with disabilities. Special Education and General Education collaboration, planning, and data review to monitor, plan, and implement interventions for students with disabilities.	Students with disabilities All students TK-6	6,553 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries guest teacher costs
1.2	Teacher release time provide upper grade small group intervention.		5,500 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries guest teacher costs
1.3	Continue NGSS implementation with Stemsscopes staff development.- TOSAs	ALL	0 District Funded
1.7			

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.

Students' growth declined slightly on the CAASPP ELA and math, but increased and exceeded goals on the Reading and math i-Ready end of year diagnostic. We increased slightly on the CAST assessments. The teachers Professional Learning Time was utilized and proved effective to maintain high levels of achievement. We need to continue to utilize the district TOSAs to support teachers and students in science.

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

Expected funding was allocated to a different area of need at the beginning of the year and we removed some strategic strategies to support learners. The funds were then re-allocated towards the end of the year in which we used to support this goal by providing upper grade intervention time once a week.

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 are continuing to provide upper grade small group interventions to increase learning and positive academic outcomes.

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.

English Learner Achievement

This goal focuses on increasing academic achievement and language proficiency of our English learners.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal #2: Provide instructional opportunities necessary to ensure English Language academic achievement and their appropriate acquisition of English.

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.

English Learners declined in both language arts and math on the CAASPP and we need to continue to monitor their progress in language proficiency and academic achievement in ELA and Math with a specific focus on our LTELs.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CA Dashboard English Learner Progress Indicator (ELPI)	2024-2025 41.7% English learners showing progress of one level or more	50% English learners showing progress of one level or more
i-Ready ELA (MID)	2025-2026 (MID) All students 50% reaching typical growth; 29% reaching stretch growth English learners 36% reaching typical growth; 14% reaching stretch growth	All students 55 % reaching typical growth; 34 % reaching stretch growth English learners 46% reaching typical growth; 24% reaching stretch growth
i-Ready Math (MID)	2025-2026 (MID) All students 31% reaching typical growth; 9% reaching stretch growth English learners 36% reaching typical growth; 7% reaching stretch growth	All students 35% reaching typical growth; 13% reaching stretch growth English learners 44% reaching typical growth; 13% reaching stretch growth
CA Dashboard English Learner Progress Indicator (ELPI) Reducing the number of LTELs to zero	2024-2025 41.7 % progressed at least one level 33.3 % decreased a level. 0 LTELs	2024-2025 50 % progressed at least one level 0 % decreased a level. 0 LTELs
CAASPP ELA	2024-25 All Students +65.7 DFS English learners +11.6 DFS	2025-26 All Students +69 English learners +18 DFS

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	Professional development focused on ELD (ELD standard and planning instruction)	EL students in grades TK-6	0 District Funded Training during CIP time

2.2	Student goal setting with students 3 times a year with a focus on our long term English learners.	EL students in grades TK-6	0 teacher release time for student meetings- using Scoot sub
2.3	Teachers will provide an ELD boot camp at the beginning of the year as well as at the end of the year.		3,000 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries
2.4			

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.

English learners progressed by 41.7% but 33.3 % decreased on the ELPAC.

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

Expected funding was allocated to a different area of need at the beginning of the year and we removed some strategic strategies to support learners. The funds were then re-allocated towards the end of the year in which we used to support this goal by providing an ELPAC boot camp for our English Learners.

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 will work on improving instruction specific to EL and LTEL students this year and provide teachers release time to do so. We would like to do an ELPAC boot camp at the beginning and end of year.

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.

Student Engagement

This goal focuses on increasing engagement for students to feel connected at school and learning.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal #3: Creating school environments that are responsive to student and educational partner Social Emotional Learning (SEL) needs to increase their engagement and connectedness to learning and school.

Identified Need

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

Decrease Chronic Absenteeism for students with disabilities, socioeconomically disadvantaged students, and Hispanic Students. Dashboard data indicates these groups miss more school days than ALL students which negatively impacts their academic achievement.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CA Dashboard- Chronic Absenteeism	2024-2025 ALL students- Orange 5.4% Chronically Absent Hispanic- Yellow 7.4% Chronically Absent Socioeconomically Disadvantaged- Green 9.8% Chronically Absent Students with Disabilities- Green 7.8% Chronically Absent	ALL students- Blue 3.8% Chronically Absent maintaining Hispanic- Green 4.2% Chronically Absent or less Socioeconomically Disadvantaged- Blue 6.6% Chronically Absent or less Students with Disabilities- Green 4.6% Chronically Absent or less
LCAP Student Survey Question	2025-2026 ALL students- 66% students indicated they like school	ALL students- 71% students indicated they like school
LCAP Student Survey Question	2025-2026 ALL students- 71% students indicated that they feel they belong at school	ALL students- 76% students indicated that they feel they belong at school
LCAP Student Survey Question	2025-2026 All students- 59% students indicated they feel like they are an important part of the school community	ALL students- 64% students indicated they feel like they are an important part of the school community

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	Strengthen PBIS Implementation- Professional Development	ALL	0

			Continue professional development work during Staff Meetings
3.2	PBIS Tier 1, Tier 2, Tier 3 Meetings: Planning, Strategizing, Analyzing Data	ALL	962 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries
3.3	PBIS Store Incentives	ALL	3,000 Donations
3.4	Monthly fun days to increase attendance and connectedness	ALL	1,000 Donations
3.5	Student Service, Helping Hands, Circle of Friends, Junior coaches, grade level ambassadors	ALL	0

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.

PBIS implementation, training, and planning occurred as designed with additional campus supervisor training. We improved on the connected survey responses.

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

Additional incentives were not needed due to surplus items from previous year.

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

We will increase our student service activities to foster student engagement and belonging.

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.

Family Engagement

This goal focuses on increasing engagement for our families and ensuring they are part of the decision making process to support learning for their children.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal #4: Engage parents in the school community and decision-making process to create a core instructional program appropriate for the Basic Conditions of Learning necessary 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.

Families indicated that they do not all feel a sense of belonging or that they are not provided opportunities to be involved in their child's 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
LCAP Family Survey Question	2025-2026 91% of families indicated that they have been provided opportunities to be involved in their child's learning.	96% of families indicated that they have been provided opportunities to be involved in their child's learning.
LCAP Family Survey Question	2025-2026 91% of families indicated that they are welcome at their child's school.	96% of families indicated that they are welcome at their child's school.
LCAP Family Survey Question	2025-2026 93% of families indicated that the school staff is responsive when they communicate with them.	98% of families indicated that the school staff is responsive when they communicate with them.

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	Principal Chats	TK-6	
4.2	Caregiver workshops: Parent requests for parenting classes, round table discussion, behavior strategies, girl empowerment, and health and hygiene.	TK-6	0 District Funded
4.3	SDC Committee and Circle of Friends Expansion with Parent and Teacher Collaboration	TK-6	0

4.4	TOSA Parent night to show parents how to access resources in Clever. (i-Ready, NextGen, etc.)	k-8	0 District Funded
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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.

Families appreciated the parent education nights held this year.

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 spend supplemental money on food for the workshops.

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 had to cut down actions due to budget restraints.

Goals, Strategies, & Proposed Expenditures

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

Goal 5

Title and Description of School Goal

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

Inclusivity and Diversity

This goal focuses on increasing the opportunities for students to see themselves in their learning and represented within our schools and having a sense of belonging and value within our school community.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal #5: Provide opportunities for staff and students to see themselves represented in our schools, understand the contributions all people make to our world, and respect those differences when learning in school.

Identified Need

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

Families and students indicated that there is a need to increase a sense of belonging within our schools. Students with disabilities are struggling to increase academic achievement in math and ELA compared to the ALL student group.

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
LCAP Family Survey Question	2025-2026 91% families indicated that they are welcomed at their child's school	96% families indicated that they are welcomed at their child's school
LCAP Family Survey Question	2025-2026 83% families indicated that they feel their family is an important part of the school community	88% families indicated that they feel their family is an important part of the school community
LCAP Family Survey Question	2025-2026 71% families indicated that they see their family's culture represented in the school and academic content taught	76% families indicated that they see their family's culture represented in the school and academic content taught
LCAP Student Survey Question	2025-2026 71% of students indicate that they feel they belong at school	76% of students indicate that they feel they belong at school.
LCAP Student Survey Question	2025-2026 42% students indicated that they see their family's culture represented in the school and academic content taught	47% students indicated that they see their family's culture represented in the school and academic content taught

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
5.1	Multicultural events calendars for staff	ALL	0 None Specified

5.2	Additional Biliteracy Nights and Crafts	ALL	0 District Funded
5.3	Display monthly cultural books in Library	ALL	0 None Specified

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.

Staff, students, and families responded positively to the actions implemented.

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

No changes were made.

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 do not have enough funds to have meetings outside of our school day so we will incorporate our meetings within the scheduled work day.

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	\$20,015.00
Total Federal Funds Provided to the School from the LEA for CSI	\$

Other Federal, State, and Local Funds

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

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

Federal Programs	Allocation (\$)
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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
District Funded	\$0.00
Donations	\$4,000.00
LCFF - Supplemental	\$16,015.00
None Specified	\$0.00

Subtotal of state or local funds included for this school: \$20,015.00

Total of federal, state, and/or local funds for this school: \$20,015.00

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
LCFF - Supplemental	16,015.00	0.00

Expenditures by Funding Source

Funding Source	Amount
	0.00
District Funded	0.00
Donations	4,000.00
LCFF - Supplemental	16,015.00
None Specified	0.00

Expenditures by Budget Reference

Budget Reference	Amount
	4,000.00
1000-1999: Certificated Personnel Salaries	16,015.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		0.00
	District Funded	0.00
	Donations	4,000.00
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	16,015.00
	None Specified	0.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	12,053.00
Goal 2	3,000.00
Goal 3	4,962.00

Goal 4
Goal 5

0.00
0.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

- 1 School Principal
- 3 Classroom Teachers
- 1 Other School Staff
- 5 Parent or Community Members

Name of Members	Role
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At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

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

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature

Committee or Advisory Group Name



English Learner Advisory Committee

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on 5/14/26.

Attested:



Principal, Robin Deschamps on 5/14/26



SSC Chairperson, Alin Kazarian on 5/14/26