



Additional Targeted Support and Improvement (ATSI)

School Plan for Student Achievement (SPSA)

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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 Las Palmitas Elementary School for meeting ESSA's planning requirements for Additional Targeted Support and Improvement (ATSI) in alignment with the LCAP and other federal, state, and local programs.

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

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Plan Description

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

Coachella Valley Unified School District covers more than 1,200 square miles of mostly rural desert terrain, serving the communities of Coachella, Thermal, Mecca, Oasis, Indio, and the Salton Sea. The district currently operates fourteen elementary schools, three middle schools, three comprehensive high schools, one continuation high school, and one adult school. Las Palmitas Elementary School is located in a rural area surrounded by farmland. During the 2023-2024 school year, a total of 582 students were enrolled, composed of 96.6% socioeconomically disadvantaged (SED) students, 69.6% English Language (EL) Learners, 14.1% Migrant students and 12.9% students with disabilities (SWD). We provide comprehensive instruction for students in grades TK-6th in the areas of Language Arts, Math, English Language Development, Science, Social Studies, and Social Emotional Learning.

This School Plan is aligned with the District's Local Control and Accountability Plan through collaboration with the District in examining state and local data as part of a comprehensive needs assessment; developing goals, measurable outcomes, and strategies, actions and services that are aligned with those of the district; providing supplemental services that support improved performance for high-needs students including our English Learner (EL) students who are currently scoring significantly below grade level; and developing a system for monitoring and evaluating the efficacy of the plan in achieving its goals, including monitoring systems like iReady and district benchmarks to progress monitor the academic levels of our English Learner students.

During the 2022-2023 school year, 4.2% of all students were suspended at least once, resulting in an orange indicator on the CA School Dashboard. For our ATSI student group: 5.3% of EL students were suspended at least once (Red on the CA School Dashboard). Targeted action items have been created within the SPSA to address the needs of our English Learners student group, including but not limited to: enhancing school-wide culture and climate through assemblies, implementation of social emotional learning lessons, and small group community building and conflict resolution circles.

In the area of academic performance, our ATSI student group performed as follows: On the CAASPP ELA: EL Students were -101.9 points below standard met (Red), compared to All Students who were at - 90.6 points below standard met (Red). On the CAASPP MATH: EL Students were -117.2 points below standard met (Red), compared to All Students who were at - 109.6 points below standard met (Red). Academic support for these student groups have been delineated within the goals and action items in the SPSA, including but not limited to; implementation of a multi-tiered system of support for academics focusing on foundational skills and small group instruction; administrator led data review and action planning to support our students with the highest levels of academic need, and professional development opportunities to help implement a Multi-Tiered System of Support and Universal Design for Learning to best support our students as individuals.

As an ATSI identified school, we work to best support our English Learners. Through implementation of a Multi-Tiered System of Support in the area of academics we help our English Learners find success with academic content in the areas of English Language Arts, Math, Science, and Social Studies. We provide Tier I supports to all students, including foundational reading instruction, a gradual release of responsibility during instruction to ensure mastery of standards, and opportunities for student discourse throughout the day to enhance listening and speaking performance. Tier II and III supports to guide our English Learners include our Newcomer Academy, EL Mentors to guide individual 4th-6th grade students, and opportunities for parent involvement through parent workshops, and our ELAC and School Site Council committees.

We are growing our Dual Language Immersion program and currently offer the DL program in grades K-3 for the 2023-2024 school year, with an expansion to 4th grade in 2024-2025. Staff members have been trained in Transformational Learning and PBIS and work towards implementing our Transformational Model to ensure all children feel welcomed, valued, and appreciated. We provide daily social-emotional learning for all students, and implement community building circles. We have a full time counselor for students through the Latino Commission. We facilitate parent information workshops and trainings throughout the school year. In addition, we implement the AVID framework to help students build organizational skills which contribute positively to their learning. At Las Palmitas Elementary School, we commit to academic and social growth for every member of our community. Somos comunidad (we are community).

Educational Partner Involvement

How, when, and with whom did your Las Palmitas 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

Multiple meetings were held between January 2024 and March 2024 to garner educational partner input. School Site Council met on January 16 and conducted a review of the California School Dashboard Data, and an annual review of the 2023-2024 SPSA. Through this process, the committee reviewed current action items and expenditures to determine efficiency and effectiveness towards SPSA goals. ELAC met on February 8, 2024 to review the California School Dashboard Data for Las Palmitas and discuss areas of strength and areas of need for our students, and identify potential supports for EL students. Furthermore, site leadership teams and School Site Council spent time in February and March reviewing the Comprehensive Needs Assessment for each SPSA goal and determined the need to further focus on student daily attendance and more robust foundational reading opportunities. Additional surveys were administered to educational partners (teachers, support staff, families, and community members) during the months of February and March so all stakeholders could share accolades, needs, and identified areas for growth. Within the academic program, parents would like to see increased opportunities for instruction and learning in Spanish for interested students so students do not lose their first language.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

Through our needs assessment, the following resource inequities were revealed:

- English Learners (ATSI subgroup) are not meeting standards in Math and English Language Arts and are significantly lower than other student groups, as evidenced by CAASPP ELA and Math Summative assessments. An analysis revealed that teachers need support in teaching foundational reading skills and academic vocabulary for a variety of subjects; and students need practice with higher order thinking questions at DOK levels 2, 3, and 4 for both content areas.
- Students with Disabilities are not meeting the standard and showing regression in the area of Math as evidenced by the CAASPP Math Summative Assessment. An analysis revealed that students need support with foundational math operations, math academic vocabulary, and higher order thinking questions.
- The actions in the current SPSA are not content specific, nor do they highlight the need to focus on academic vocabulary or higher level thinking questions. Actions are generalized to overall academic support, and not targeted to support student groups who have a higher level of need.

2023 CAASPP Data

ELA:

All Students: 17.28%

English Learners: 4.30%

Hispanic: 16.62%

Socioeconomically Disadvantaged: 16.32%

Students with Disabilities: 2.33% (increased 4.5 points from previous year)

Math:

All Students: 7.32%

English Learners: 1.07%

Hispanic: 7.25%

Socioeconomically Disadvantaged: 6.97%

Students with Disabilities: 2.33%

Data indicates that English Learner (EL students) are scoring significantly lower in CAASPP ELA and Math, and Students with Disabilities are performing significantly lower in Math in comparison to the All Student group. These student groups are in need of additional instructional support. Additional support will be provided to this student group in the areas of language arts and math during and after school.

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.

Based on the California School Dashboard, areas that need significant improvement include English Language Arts (red), Mathematics (red), and the school-wide Suspension Rate (orange).

A root cause analysis conducted by teaching staff in January 2024 indicated that students need structured and systematic support with academic language in both content areas, along with exposure to and practice with higher level thinking skills in both content areas.

A review of school-wide suspension data for the 2022-2023 school year indicated that students struggled with peer relationships and dealing with conflict effectively. 5.3% of English Learners were suspended at least 1 day, an increase of 2.7% from the previous year.

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

Based on the California School Dashboard, there are no indicators where the student groups' performance level was two or more levels below the All students performance level.

Other Needs

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

Local data indicates that students are still struggling with chronic absenteeism. The California School Dashboard indicates that 43.5% of students were chronically absent during the 2022-2023 school year (a decrease of 4% from the previous year); however current school data on the student information system shows that 36.9% of students are still chronically absent during the 2023-2024 school year. While this is an improvement from the prior year, over 30% of students are chronically absent.

This School Plan describes a School-wide Program that includes strategies, actions, and services to serve our students. Our hard working staff are both skilled and dedicated to the success of all students. We are fortunate to have many experienced and knowledgeable teachers eager to make a difference for our students. We believe in a student-centered approach, which provides an atmosphere in which a child's social, emotional, and intellectual needs are equally important. Our goal in presenting you with this information is to keep our community, and the public in general, well informed.

Las Palmitas School has been identified as an ATSI school due to significant gaps in chronic absenteeism and academic performance for our English Learners, compared to all students.

During the 2022-2023 school year, 43.5% of students were chronically absent.
For our ATSI student group:
43% of EL students were chronically absent.

Targeted action items have been created within the SPSA to address the needs of the specific student group listed above, including but not limited to: enhancing school-wide culture and climate through assemblies, improved school appearance, a targeted attendance team to support students with the greatest levels of need, and parent engagement events and workshops focusing on the importance of daily school attendance.

In the area of academic performance, our ATSI student group performed as follows:

CAASPP ELA:

All Students: 15.66%

English Learners: 4.30%

CAASPP MATH:

All Students: 12.69%

English Learners: 1.07%

Academic support for this student group has been delineated within the goals and action items in the SPSA, including but not limited to; administrator led data review and action planning to support our students with the highest levels of academic need, and professional development opportunities to help implement a Multi-Tiered System of Support (MTSS) and Universal Design for Learning (UDL) to best support our students as individuals.

Successes:

School-wide reading level improvement according to iReady reading comparison from fall to winter administration: 6% increase in students at early grade level or above (green) & reduced by 12% students two or three grade levels below (red). Similarly in math, as measured by fall and winter comparison of math iReady data: 6% increase in students at early grade level or above (green) and reduced the number of students two or more grade levels below by 15% (red).

Las Palmitas Elementary School will continue to provide data driven first best instruction focused on literacy, intervention and tutoring in order to increase the number of students who are at or above grade level.

Needs:

2023 CAASPP:

ELA:

All Students: 90.6 points below standard (328 students)

English Learners: 101.9 points below standard (252 students)

Current English Learners: 131.1 points below standard (170)

Reclassified English Learners: 41.2 points below Standard (82)

Socioeconomically Disadvantaged: 92 points below standard (321 students)

Hispanic/Latino: 91.5 points below standard (319 students)

Students with disabilities: 152.4 points below standard (48 students)

MATH:

All Students: 109.6 points below standard (328 students)

English Learners: 117.2 points below standard (252 students)

Current English Language Learners: 132.3 points below standard (170 students)

Reclassified English Learners: 85.9 points below standard (82 studs)

Socioeconomically Disadvantaged: 110.3 points below standard (321 students)

Hispanic/Latino: 103.8 points below standard (265 students)

Students with Disabilities: 176.8 points below standard (48 students)

2023 ELPAC- 53% of students are making progress towards English Language (EL) Proficiency (334 students)

11.7% of ELs decreased at least one ELPI Level

35.3% of ELs maintained ELPI Levels 1-3

0% of ELs maintained ELPI Level 4

53% of ELS progressed at least one ELPI level

2022-2023 Chronic Absenteeism rate:

All Students:

Percentage: 43.5% (630 students)

Percentage change: -4%

English Learners: Percentage:

43% (453 students)

Percentage change: -3.1%

Socio-economically Disadvantaged:

Percentage: 42.7% (606 students)

Percentage change: -4.1%

Hispanic:

Percentage: 42.4% (615 students)

Percentage change: -3.9%

Students with Disabilities:

Percentage: 45.3% (86 students)

Percentage change: -8.2%

SBAC overall results for math and ELA show that over 50% of our students are scoring significantly below standard. Current ELs are scoring significantly lower than students who have been reclassified. Students with disabilities are also performing significantly lower than the rest of our student population in both areas.

Chronic Absenteeism increased in the 2021-22 school year and decreased by 4% for the 2022-23 school year. This attendance record can be significantly attributed to the pandemic isolation protocols.

Las Palmitas Elementary School believes in supporting the whole child, socio-emotionally, academically and behaviorally. We believe that students' entire wellbeing is directly tied to students' academic success and therefore Las Palmitas Elementary School is focused on creating a strong multi-tier system of support in order to improve academic results.

Academically, we are focusing on data driven instruction that uses AVID strategies but is centered on best first instruction. Behaviorally, we have established a behavior system at the Tier 1 level focused on positive reinforcement, intervention and support. Social-emotional, mental health support and transformational justice practices continue to be in place.

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.

Goal 1: Academic Opportunities to contribute to overall success in reading, math, and English language development

All students will be provided academic opportunities which will contribute to their overall academic success in the areas of reading, math, and English language development, evidenced through progress on Lexile and Quantile values within the iReady Reading and Math Benchmarks.

CAASPP ELA

Distance from Standard Met:

All Students will decrease distance from standard met from the baseline of RED on the 2023 Dashboard by 6.9 points annually as measured by the CA School Dashboard, to be YELLOW by 2026.

The stretch goal for All Students is to decrease 28.5 or more points annually as measured by the CA School Dashboard, to be GREEN by 2026.

English Learners will decrease distance from standard met from the baseline of RED on the 2023 Dashboard by 10.7 points annually as measured by the CA School Dashboard, to be YELLOW by 2026.

The stretch goal for All Students is to decrease 32.3 or more points annually as measured by the CA School Dashboard, to be GREEN by 2026.

Long Term English Learners - Data not available until the 2024 dashboard.

Homeless Students - Less than 11 students - data not displayed for privacy

Foster Students - Less than 11 students - data not displayed for privacy

Socioeconomically Disadvantaged Students will decrease distance from standard met from the baseline of RED on the 2023 Dashboard by 7.3 points annually as measured by the CA School Dashboard, to be YELLOW by 2026.

The stretch goal for Socioeconomically Disadvantaged Students is to decrease 29 or more points annually as measured by the CA School Dashboard, to be GREEN by 2026.

Students with Disabilities will decrease distance from standard met from the baseline of ORANGE on the 2023 Dashboard by 10 points annually as measured by the CA School Dashboard, to be ORANGE by 2026.

The stretch goal for Students with Disabilities is to decrease 27.5 or more points annually as measured by the CA School Dashboard, to be YELLOW by 2026.

CAASPP Math

Distance from Standard Met:

All Students will decrease distance from standard met from the baseline of RED on the 2023 Dashboard by 4.9 points annually as measured by the CA School Dashboard, to be YELLOW by 2026.

The stretch goal for All Students is to decrease 28.2 or more points annually as measured by the CA School Dashboard, to be GREEN by 2026.

English Learners will decrease distance from standard met from the baseline of RED on the 2023 Dashboard by 7.4 points annually as measured by the CA School Dashboard, to be YELLOW by 2026.

The stretch goal for All Students is to decrease 30.7 or more points annually as measured by the CA School Dashboard, to be GREEN by 2026.

Long Term English Learners - Data not available until the 2024 dashboard.

Homeless Students - Less than 11 students - data not displayed for privacy

Foster Students - Less than 11 students - data not displayed for privacy

Socioeconomically Disadvantaged Students will decrease distance from standard met from the baseline of RED on the 2023 Dashboard by 5.1 points annually as measured by the CA School Dashboard, to be YELLOW by 2026.

The stretch goal for Socioeconomically Disadvantaged Students is to decrease 28.4 or more points annually as measured by the CA School Dashboard, to be GREEN by 2026.

Students with Disabilities will decrease distance from standard met from the baseline of RED on the 2023 Dashboard by 3 points annually as measured by the CA School Dashboard, to be ORANGE by 2026.

The stretch goal for Students with Disabilities is to decrease 27.3 or more points annually as measured by the CA School Dashboard, to be YELLOW by 2026.

ELPAC:

Student performance on the ELPAC will increase:

from 8.10% to 12% of students scoring at Level 4 - Well Developed

from 30.24% to 34% of students scoring at Level 3 - Moderately Developed

from 33.33% to 33% of students scoring at Level 2 - Somewhat Developed

from 28.33% to 21% of students scoring at Level 1 - Minimally Developed

CAASPP ELA**All Students**

2023 Baseline: -90.6	Annual Growth Target	Dashboard Target	Dashboard Color
1 Year Growth	6.9	-83.7	Orange
3 Year Growth	20.7	-69.9	Yellow

English Learner

2023 Baseline: -101.9	Annual Growth Target	Dashboard Target	Dashboard Color
1 Year Growth	10.7	-91.2	Orange
3 Year Growth	32.1	-69.8	Yellow

Long Term English Learners

2023 Baseline: n/a	Annual Growth Target	Dashboard Target	Dashboard Color
1 Year Growth	n/a		
3 Year Growth	n/a		

Homeless Students

2023 Baseline: n/a	Annual Growth Target	Dashboard Target	Dashboard Color
1 Year Growth	n/a		
3 Year Growth	n/a		

Foster Students

2023 Baseline: n/a	Annual Growth Target	Dashboard Target	Dashboard Color
1 Year Growth	n/a		
3 Year Growth	n/a		

Socioeconomically Disadvantaged Students

2023 Baseline: -92	Annual Growth Target	Dashboard Target	Dashboard Color
1 Year Growth	7.3	-84.7	Orange
3 Year Growth	22	-70	Yellow

Students with Disabilities

2023 Baseline: -154.2	Annual Growth Target	Dashboard Target	Dashboard Color
1 Year Growth	6.7	147.5	Orange
3 Year Growth	20	134.3	Orange

CAASPP Math

All Students

2023 Baseline: -109.6	Annual Growth Target	Dashboard Target	Dashboard Color
1 Year Growth	4.8	104.8	Orange
3 Year Growth	14.6	95	Yellow

English Learner

2023 Baseline: -117.2	Annual Growth Target	Dashboard Target	Dashboard Color
1 Year Growth	7.4	-110	Orange
3 Year Growth	22.2	-95	Yellow

Long Term English Learners

2023 Baseline: n/a	Annual Growth Target	Dashboard Target	Dashboard Color
1 Year Growth	n/a		
3 Year Growth	n/a		

Homeless Students

2023 Baseline: n/a	Annual Growth Target	Dashboard Target	Dashboard Color
1 Year Growth	n/a		
3 Year Growth	n/a		

Foster Students

2023 Baseline: n/a	Annual Growth Target	Dashboard Target	Dashboard Color
1 Year Growth	n/a		
3 Year Growth	n/a		

Socioeconomically Disadvantaged Students

2023 Baseline: -110.3	Annual Growth Target	Dashboard Target	Dashboard Color
1 Year Growth	5.1	-105.2	Orange
3 Year Growth	15.3	-95	Yellow

Students with Disabilities

2023 Baseline: -176.8	Annual Growth Target	Dashboard Target	Dashboard Color
1 Year Growth	6.7	-170.1	Orange
3 Year Growth	20	-156.8	Orange

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goal 1: Create equitable access to educational opportunities that will lead to academic 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.

Identified Needs

Classroom Observations revealed that teachers would benefit from Professional Development (PD) on academic vocabulary and increasing rigor during ELA and Math instruction.

Local assessments revealed that 44% of K-2 students were 2 or more grade levels below in foundational skills on the iReady Reading assessment.

82.72% of 3rd - 6th grade students scored at "Below Standard" on the ELA CAASPP.

Goal 1 (aligned to LCAP Goal 1)

By June 2024, all students will meet their iReady Typical Growth in Reading.

Another area of need is our ATSI subgroup, English Learners.

On the 2023 CAASPP, or ELs scored:

Level 4 – Well Developed: 8.10%

Level 3: Moderately Developed: 30.24%

Level 2: Somewhat Developed: 33.33%

Level 1: Beginning to Develop: 28.33%

Our reclassification rate for the 2022-2023 school year was 9.9%

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP ELA (Priority 4) CA Dashboard 17.28% of students that met or exceeded the standard	CAASPP ELA – 2023 CA School Dashboard: 17.28% of students that met or exceeded the standard All: 17.28% or 90.6 points below standards met EL: 4.30% or 101.9 points below standards met LTEL: 4.35% HOM: N/A FY: N/A SED: 16.32% or 92 points below standards met SWD: 2.33% or 152.4 points below the standards met	CAASPP ELA – 2026 CA School Dashboard: 30% of students that met or exceeded the standard All: +20.6 points total growth in 3 years EL: +31.9 points total growth in 3 years LTEL: HOM: N/A FY: N/A SED: +22 points total growth in 3 years SWD: + 20 points total growth in 3 years
CAASPP Math (Priority 4) CA Dashboard 7.32% of students that met or exceeded the standard	CAASPP Math – 2023 CA School Dashboard: 7.32% of students that met or exceeded the standard All: 7.32% or 109.6 points below the standard EL: 1.07% or 117.2 points below the standard LTEL: 0.0% HOM: N/A FY: N/A SED: 6.97% or 110.3 points below the standard	CAASPP Math – 2026 CA School Dashboard: 25% of students that met or exceeded the standard All: +14.6 points total growth in 3 years EL: +22.2 points total growth in 3 years LTEL: HOM: N/A FY: N/A SED: +15.3 points total growth in 3 years SWD: +20 points total growth in 3 years

	SWD: 2.33% or 176.8 points below the standard	
English Learner Progress Indicator (ELPI) (Priority 4) CA Dashboard	ELPI 2023 CA School Dashboard: 53% of ELs progressed at least one ELPI level 36.5% of ELs maintained ELPI level 11.7% of ELs decreased at least one ELPI level	ELPI 2026 CA School Dashboard: 55% of ELs progressed at least one ELPI level 40% of ELs maintained ELPI level 5% of ELs decreased at least one ELPI level
ELPAC (Priority 4)	2023 ELPAC: Level 4 – Well Developed: 8.10% Level 3: Moderately Developed: 30.24% Level 2: Somewhat Developed: 33.33% Level 1: Beginning to Develop: 28.33%	2026 ELPAC: Level 4 – Well Developed: 12% Level 3: Moderately Developed: 34% Level 2: Somewhat Developed: 33% Level 1: Beginning to Develop: 21%
EL Reclassification Rate – DataQuest – when Available (Priority 4)	2022-23 Percent of Students Reclassified: 9.9%	2025-26 Percent of Students Reclassified: 15%
EL Reclassification Rate – local data (Priority 4)	EL Reclassification Rate – 37 students were reclassified during the 2023-2024 school year.	EL Reclassification Rate – Goal to increase number of students reclassified to an average of 50 students each year in 3 years
iReady (local Data)	i Ready ELA: All: 15% EL: 8% LTEL: N/A HOM: N/A FY: N/A SED: 15% SWD: NA	i Ready ELA: All: 30% EL: 16% LTEL: N/A HOM: N/A FY: N/A SED: 30% SWD: NA
iReady (local Data) Math	i Ready Math: All: 7% EL: 5% LTEL: N/A HOM: N/A FY: N/A SED: 7% SWD: NA	i Ready Math: All: 20% EL: 15% LTEL: N/A HOM: N/A FY: N/A SED: 21% SWD: NA
SEL - School Climate Survey (grades 4-6)	SEL - School Climate Survey (Spring 2024) (grades 4-6):	SEL - School Climate Survey (Spring 2027) My school sets high expectations for my academic achievement.

	My school sets high expectations for my academic achievement. Strongly Agree/Agree: 89%	Strongly Agree/Agree: 93%
SEL - School Climate Survey (grades 4-6)	SEL - School Climate Survey (Spring 2024) (grades 4-6) My teachers understand my learning needs and work to address them. Strongly Agree/Agree: 85%	SEL - School Climate Survey (Spring 2027) My teachers understand my learning needs and work to address them. Strongly Agree/Agree: 90%
SEL - School Climate Survey (grades 4-6)	SEL - School Climate Survey (Spring 2024) (grades 4-6) I regularly participate in hands-on learning activities or lessons that connect to the real-world. Strongly Agree/Agree: 75%	SEL - School Climate Survey (Spring 2027) I regularly participate in hands-on learning activities or lessons that connect to the real-world. Strongly Agree/Agree: 80%
SEL - School Climate Survey (grades 4-6)	SEL - School Climate Survey (Spring 2024)(grades 4-6) My teachers talk to me about my academic progress. Strongly Agree/Agree: 78%	SEL - School Climate Survey (Spring 2027) My teachers talk to me about my academic progress. Strongly Agree/Agree: 83%

Strategies/Activities

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

Strat egy/ Activi ty #	Title	Description	Students to be Served	Metric(s)	Proposed Expenditures
1.1	Supplemental Learning Experiences	Supplemental learning experiences for students to increase background knowledge OR provide culminating knowledge based on content standards and aligned with instruction. An example could be, but not limited to, in-school or	All students EL students SWD	Progress towards grade level standards for ELA and Math on student benchmarks, report cards,	4000 Title I 3010 5000-5999: Services And Other Operating Expenditures 1.1a

		<p>out-of-school learning experience with outside vendors or organizations.</p> <p>*As funds become available</p>		and standardized testing (CAASPP)	LCFF Supplemental/Concentration 0701 5000-5999: Services And Other Operating Expenditures 1.1b
1.2	MTSS Student Support Team	Extra Services for MTSS Student Support coordinator and MTSS Student Support team to hold and participate in meetings after school hours to work collaboratively with parents and teachers to identify and address academic, behavioral, or social emotional needs students may have.	All students EL students SWD	Progress towards grade level standards for ELA and Math on student benchmarks, report cards, and standardized testing for identified students (CAASPP)	2640 Title I 3010 1000-1999: Certificated Personnel Salaries 1.2a
1.3	Extra Services for Lead Teacher	Extra Services for lead teachers to support the History Day, Math Field Day, Authors Fair , GATE and Geometric Art Fair, EL Mentors, and serve on site MTSS Leadership team to guide and implement school mission and vision towards academic, behavioral, and social emotional success for all.	All students EL students SWD	Quantity of students participating in identified supplementary learning opportunities	1584 Title I 3010 1000-1999: Certificated Personnel Salaries 1.3a 2080 LCFF Supplemental/Concentration 0701 1000-1999: Certificated Personnel Salaries 1.3b
1.4	Supplemental instructional materials	Purchase supplemental instructional materials for ELA, Math, and ELD (including but not limited headphones, reproducibles, hands-on learning materials, materials and supplies to support AVID implementation TK-6, STEAM materials) to ensure all students have access to instruction and supplemental curriculum.	All students EL students SWD	Progress towards iReady ELA and Math SMART Goals, growth in Lexile and Quantile levels	1000 Title I 3010 4000-4999: Books And Supplies 1.4a 15000 LCFF Supplemental/Concentration 0701 4000-4999: Books And Supplies 1.4b
1.5	Purchase School and Classroom Library Books	Purchase books for the school library and classroom libraries, including DL classrooms; to support supplemental guided reading groups, book studies, and intervention reading groups.	All students EL students SWD	Progress towards iReady SLA/ELA and Math SMART Goals, growth in Lexile and Quantile levels	1000 Title I 3010 4000-4999: Books And Supplies 1.5a

1.6	Purchase LCD Projectors	Purchase LCD projectors to enhance whole group and small group instruction. Purchasing LCD projectors will support district and site SPSA goals in MTSS, AVID, VAPA, UCI Math, Reading, Intervention, and the Transformational Model	All students	Progress towards grade level standards for ELA and Math on student benchmarks, report cards, and standardized testing (CAASPP)	5000 LCFF Supplemental/Concentration 0701 4000-4999: Books And Supplies 1.6b
1.7	Academic Vocabulary and Literacy	Professional development opportunities centered around the science of reading for staff for intentional implementation of academic vocabulary and literacy in both oral and written form across content areas.	EL Students SWD	Progress towards iReady SLA/ELA and Math SMART Goals, growth in Lexile and Quantile levels Teacher created tests to measure academic vocabulary within the context of what students are learning.	1000 Title I 3010 1000-1999: Certificated Personnel Salaries 1.7a

Annual Review

SPSA Year Reviewed: 2023-24

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.

Throughout the school year, the staff and SSC members met and evaluated our SPSA plan and modified actions as needed.

*Academic goals and action items were Goal 2 in the 2023-2024 SPSA

2.1 - Yes, this action item enabled the team to provide focused data team meetings and vertical articulation for students in need of Tier 2 and Tier 3 academic supports

2.2 - Yes, this action item enabled multiple grade levels to participate in enriching and immersive field trips; including visits to college campuses, performing arts performances, and museums and zoos in alignment with science and social studies standards.

2.3 - Yes, this action item allowed for our MTSS student support team to collaborate around student needs for academic, behavioral, and social emotional support

2.4 - Yes, this action item allowed for our students to participate in events including the Spelling Bee, Science Fair, History Day Fair, and Math Field Day

2.5 - No, this action item was discontinued as the district provided funding for after school math tutoring.

2.6 - Yes, instructional materials were purchased for AVID, headphones for all students, and Dual Language supplemental SLA materials

2.7 - Yes, books were purchased to support our new 2nd and 3rd grade Dual Language classroom libraries

2.8 - Yes, projectors were purchased for 10 classrooms to supplement, augment, modify, and redefine classroom instruction using technology

2.9/2.10 - Yes, 2 teachers were able to attend the AVID Summer Institute, 1 DL teacher was able to attend the CAFE Institute, our VAPA teacher was able to attend a county PD for visual and performing arts, and six teachers attended AVID one day trainings through RCOE. *2.10 - substitute coverage for teachers attending PD

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

2.5 - allocated funds were not needed for this action item as the district facilitated a math tutoring program after school for all school sites. Funds were reallocated towards Professional Development Opportunities for Teachers.

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

As an ATSI school, action items will be targeted to support our EL student group as we work to improve their ELA and math scores.

In addition, specific action items will be targeted to support our SWD student group with math as we work to improve their math scores.

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.

Social Emotional and Academic Success

We at Las Palmitas will work collaboratively with parents, teachers, students, support staff and community members to implement the Transformational Model and provide a safe and welcoming learning environment to best meet the needs of all learners including ELs, low income students, SWD, foster youth, Hispanic students, and Migrant students.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goal 2: Provide equitable access to health and wellness to ensure social emotional and academic 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.

Based on chronic absenteeism data and an increase in 2022-2023 suspension data, there is a need for improved chronic absenteeism through a continued focus on school culture to increase student engagement and connections within the school site.

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
Chronic Absenteeism Rate TK – 8 (Priority 5)	Chronic Absenteeism 2023 CA School Dashboard All: 43.5% EL: 43% LTEL: NA HOM: NA FY: NA SED: 42.7% SWD: 45.3% 2023-24 Chronic Absenteeism (local measure) August 24, 2023 – March 1, 2024: 42.10%	Chronic Absenteeism 2026 CA School Dashboard All: 10 % EL: 10 % LTEL: NA HOM: NA FY: NA SED: 10% SWD: 12 % 2023-24 Chronic Absenteeism (local measure) August, 2026 – March 1, 2027: 10%
Suspension Rate (Priority 6)	2023 Suspension Rate CA School Dashboard All: 4.2% EL: 5.3% LTEL: NA HOM: NA FY: NA	2026 Suspension Rate CA School Dashboard All: 1 % EL: 2 % LTEL: NA HOM: NA FY: NA

	SED: 4.4% SWD: 3.5 %	SED: 1% SWD: 1%
Expulsion Rate (Priority 6)	2023 Expulsion Rate: DataQuest All: 0% EL: 0 % LTEL: NA HOM: NA FY: NA SED: 0% SWD: 0%	2026 Expulsion Rate: DataQuest All: 0% EL: 0 % LTEL: NA HOM: NA FY: NA SED: 0% SWD: 0%
Attendance Rate (local measure) (Priority 5)	2023-24 Attendance Rate August 24, 2023 – March 1, 2024 A. Regular Program School Attendance rate: 90.42% B. Special Education Program School Attendance rate: 92.30% C. Overall Average Attendance Rate: 91.36%	2026-27 Attendance Rate August, 2026 – March 1, 2027 A. Regular Program School Attendance rate: 92% B. Special Education Program School Attendance rate: 94% C. Overall Average Attendance Rate: 92%
SEL Survey (local measure) (Priority 6) Grades 4-6	SEL - School Climate Survey (Spring 2024) I feel respected, accepted and welcomed at school. Strongly Agree/Agree: 79%	SEL - School Climate Survey (Spring 2027) I feel respected, accepted and welcomed at school. Strongly Agree/Agree: 85%
SEL Survey (local measure) (Priority 6) Grades 4-6	SEL - School Climate Survey (Spring 2024) I feel I am valued at school. Strongly Agree/Agree: 76%	SEL - School Climate Survey (Spring 2027) I feel I am valued at school. Strongly Agree/Agree: 80%
SEL Survey (local measure) (Priority 6) Grades 4-6	SEL - School Climate Survey (Spring 2024) I feel safe at school. Strongly Agree/Agree: 57% **As a community, we are safe because we watch out for one another"	SEL - School Climate Survey (Spring 2027) I feel safe at school. Strongly Agree/Agree: 70%
SEL Survey (local measure) (Priority 6) Grades 4-6	SEL - School Climate Survey (Spring 2024) I have access to a safe place at school. Strongly Agree/Agree: 71%	SEL - School Climate Survey (Spring 2027) I have access to a safe place at school. Strongly Agree/Agree: 80%

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Strategies/Activities

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

Strategy/ Activity #	Title	Description	Students to be Served	Metric(s)	Proposed Expenditures
2.1	School Climate and Student Safety Materials and supplies	School Climate and Student Safety Materials and supplies to improve student health and wellness through structured physical activity; decrease conflict and confrontations; and provide opportunities for conflict resolution and positive interactions through structured physical activity during unstructured time. Continue to build a culture of safety through teaching students to look out for one another.	All students	Quantity of office referrals during unstructured time. Qualitative observation of student behavior during unstructured time.	1000 LCFF Supplemental/Concentration 0701 4000-4999: Books And Supplies 2.1b
2.2	Social Emotional Materials and Supplies	Supplies and materials to support student social-emotional needs within the school environment (including but not limited to fidgets, peaceful corner materials and supplies, technology apps and programs like GoZen, chair bands, standing desks and flexible seating, social emotional support curriculum and worksheets	All students EL students SWD	Quantity of lower level referrals and office referrals during instructional time. Administrative walkthroughs	1000 LCFF Supplemental/Concentration 0701 4000-4999: Books And Supplies 2.2b
2.3	Transformational Model Team	Support Transformational Model implementation through the work of the Transformational Model Lead Team and implementation of the behavior support framework to increase school climate and student safety.	All students EL students	Quantity of lower level referrals and office referrals during instructional time. Administrative walkthroughs	5000 LCFF Supplemental/Concentration 0701 1000-1999: Certificated Personnel Salaries 2.3b
2.4	Transformational Model Materials and Supplies	Based on attendance, suspension, and positive reinforcement data, provide good attendance and positive behavior incentives to students including but not limited to weekly prizes, trimester incentives, and end of the year incentives.	All students EL students Students with disabilities	Attendance review by student Student success criteria for recognition for TK-2, and 3rd-6th grade students	4625 LCFF Supplemental/Concentration 0701 4000-4999: Books And Supplies 2.4b

2.5	Engaging Schoolwide Culture Professional Services/Contracts	Provide engaging school wide culture through signage, assemblies, student led campus beautification project, and academically themed materials that engage students in the school setting *As funds become available	All students EL students Students with disabilities	Quantity of lower level referrals and office referrals Administrative walkthroughs	0 LCFF Supplemental/Concentration 0701 5000-5999: Services And Other Operating Expenditures 2.5b
2.6	Attendance Team:	Extra services for certificated and classified staff to: <ul style="list-style-type: none"> • Conduct home visits • Make phone calls home • Monitor attendance data • Participate in SART/SARB meetings • Check in with families 2 Certificated staff at 2 hours per month	All students EL students Students with disabilities	Attendance Review by Student	1400 LCFF Supplemental/Concentration 0701 1000-1999: Certificated Personnel Salaries 2.6b
2.7	Community Building Circles and SEL Extra services	Community Building Circles and SEL Extra services for certificated staff to prepare for and lead SEL lessons and community building circle groups after and during non-instructional time. NTE 15 hours per person for 4 individuals	All students EL students Students with disabilities	Quantity of lower level referrals and office referrals Administrative walkthroughs	4160 LCFF Supplemental/Concentration 0701 1000-1999: Certificated Personnel Salaries 2.7b

Annual Review

SPSA Year Reviewed: 2023-24

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.

Throughout the school year, the staff and SSC members met and evaluated our SPSA plan and modified actions as needed.

*Culture and climate goals and action items were Goal 1 in the 2023-2024 SPSA

1.1 - Yes, this action item provided sports equipment for students to use during non-structured time outside

1.2 - Yes, this action item provided SEL supports and manipulatives to help students adapt and focus during the instructional day

1.3 - Yes, this action item allowed for collaboration in support of the Transformational Model and for specific students

1.4 - Yes, this action item allowed for student incentives for positive behavior and attendance improvements

1.5 - No, money was reallocated for this action item as the intended purchases proved much more expensive than funds allocated

1.6 - Yes, the attendance team met throughout the school year and had a positive impact on student attendance.

1.7 - No, while the attendance team met throughout the school year, the funds were not needed due to meeting times.

1.8 - Yes, El Joven Noble and Xinachtli groups met weekly throughout the year, supporting multiple students in upper grades

1.9 - Yes, community building circles and supplemental SEL lessons provided supports for students in need of additional guidance, support, and community.

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

1.5 - money allocated was not spent for this action item due to a large discrepancy between funds allocated and cost of additional materials, money was reallocated
1.7 - money allocated was not spent for this action item due to timing of meetings scheduled. Unneeded funds were reallocated.

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.

Changes to this goal will be made in support of our ATSI subgroup - EL students, who also demonstrated a higher suspension rate during the 22-23 school year (5.3% compared to 4.2%).

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.

Las Palmitas School will increase Parent Engagement through multiple lines of communication, grade reports, parent workshops and meetings, school events, and through survey feedback.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goal 3: Strengthen parent and community partnerships through effective communication for 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.

In support of our ATSI student group, we need a stronger focus and organized outreach for our English Learner students and their families.

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
Attendance at Back to School Night	2023-24 Attendance at Back to School Night Approximately 50% of families attended Back to School Night	2026-27 Attendance at Back to School Night Goal: 80% of families in attendance
Attendance at Parent Liaison Workshops	2023-24 Attendance at Parent Liaison Workshops 8-15 parents attended each workshop	2026-27 Attendance at Parent Liaison Workshops Goal: 15-20 parents attending each workshop
Attendance at Coffee with the Principal	2023-24 Attendance at Coffee with the Principal 5-30 parents attended each Coffee with the Principal (fun/interactive events had more engagement than informational sessions)	2026-27 Attendance at Coffee with the Principal Goal: 20 parents consistently attending each session
Attendance at ELAC Meetings:	2023-24 Attendance at ELAC Meetings: 4-7 parents attended each ELAC meeting	2026-27 Attendance at ELAC Meetings: Goal: 6-10 parents attending each ELAC meeting
LCAP Family Survey	Spring 2024 LCAP Family Survey	Spring 2027 LCAP Family Survey

My student's teachers communicate their academic progress to their students and their families regularly.	My student's teachers communicate their academic progress to their students and their families regularly. Strongly Agree/Agree: 95%	My student's teachers communicate their academic progress to their students and their families regularly. Strongly Agree/Agree: 96%
LCAP Family Survey My culture, opinions, and input are valued at my student's school.	Spring 2024 LCAP Family Survey My culture, opinions, and input are valued at my student's school. Strongly Agree/Agree: 97%	Spring 2027 LCAP Family Survey My culture, opinions, and input are valued at my student's school. Strongly Agree/Agree: 98%
LCAP Family Survey I consistently receive information and updates from the school/district.	Spring 2024 LCAP Family Survey I consistently receive information and updates from the school/district. Strongly Agree/Agree: 96%	Spring 2027 LCAP Family Survey I consistently receive information and updates from the school/district. Strongly Agree/Agree: 97%
LCAP Family Survey The school/district provides opportunities for parent involvement and to provide input for decision-making.	Spring 2024 LCAP Family Survey The school/district provides opportunities for parent involvement and to provide input for decision-making. Strongly Agree/Agree: 95%	Spring 2027 LCAP Family Survey The school/district provides opportunities for parent involvement and to provide input for decision-making. Strongly Agree/Agree: 97%
LCAP Family Survey As a parent/guardian, I feel welcomed visiting my student's school.	Spring 2024 LCAP Family Survey As a parent/guardian, I feel welcomed visiting my student's school. Strongly Agree/Agree: 98%	Spring 2027 LCAP Family Survey As a parent/guardian, I feel welcomed visiting my student's school. Strongly Agree/Agree: 99 %
LCAP Family Survey I understand my legal rights and can advocate for my student and all students.	Spring 2024 LCAP Family Survey I understand my legal rights and can advocate for my student and all students. Strongly Agree/Agree: 96%	Spring 2027 LCAP Family Survey I understand my legal rights and can advocate for my student and all students. Strongly Agree/Agree: 97%

Strategies/Activities

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

Strat egy/ Activi ty #	Title	Description	Students to be Served	Metric(s)	Proposed Expenditures
3.1	Parent Workshop Facilitation	To provide extra services and stipends for certificated/classified staff: Extra services and stipends for certificated staff who provide monthly engaging and informative events on topics including but not limited to: academics, English Language development, SEL, and attendance.	All students EL students	Attendance at parent workshops	2640 Title I 3010 1000-1999: Certificated Personnel Salaries 3.1a 1000 LCFF Supplemental/Co ncentration 0701 1000-1999: Certificated Personnel Salaries 3.2b
3.2	Facilitate informative events for parents	To provide extra services and stipends for classified staff - to facilitate informative events for parents, families, and the community. Extra services for staff to support parents in areas including but not limited to workshops, translation services for conferences, meetings, and events, family/parent nights, academic support, enrollment, and childcare	All students EL students	Quantity of parent workshops held Quantity of parents attending workshops	1320 Title I 3010 2000-2999: Classified Personnel Salaries 3.2a 1000 LCFF Supplemental/Co ncentration 0701 2000-2999: Classified Personnel Salaries 3.2b
3.3a	Supplies and materials	Supplies and materials (including snacks for parents) for parent workshops, assemblies, events, and activities lead by FIT and parent liaison. Also including Rosetta Stone licenses for parents who want to improve their English speaking.	All students EL students	Quantity of parent workshops held Quantity of parents attending workshops	444 Title I 3010 4000-4999: Books And Supplies 3.3a

Annual Review

SPSA Year Reviewed: 2023-24

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.

Throughout the school year, the staff and SSC members met and evaluated our SPSA plan and modified actions as needed.

3.1 - No, funds were not utilized for FIT coordinators as we were unable to find individuals to fill the positions.

3.2 - Yes, allocated funds were utilized to provide fun and engaging parent workshops in the areas of reading, math, and science/social studies.

3.3 - Yes, allocated funds were utilized in support of parent workshops, translation services, and childcare at parent workshops.

3.4 - Yes, funds were utilized to purchase materials and supplies for parent workshops throughout the school year.

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

3.1 - funds were not utilized as allocated as we were unable to find individuals to serve as FIT coordinators.

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 support of our ATSI student group, we will increase the amount of parent engagement events for our students who are English Learners, and their families.

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.

LCAP Goal 4: Provide professional learning to build the capacity of all staff to enhance learning.

Las Palmitas will provide meaningful professional development opportunities for classified and certificated staff in order to facilitate a MultiTiered System of Support for students in the area of academics, behavior, and social emotional support.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goal 4: Provide professional learning to build the capacity of all staff to enhance learning.

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.

LCAP Survey from certificated staff identified the top 5 professional development needs: Supporting the learning needs and challenges of students (66%), managing student behaviors (47%), teaching strategies (38%), technology (31%), and academic standards and instructional materials (28%).

LCAP Survey from classified staff identified the top 5 professional development needs: deescalation tactics (53%), safety (47%), other (40%), conflict management (33%), and employee emotional needs (33%).

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
Attendance at professional development opportunities offered during the work day.	Currently, 85% of teachers regularly attend our Wednesday PDs.	By 2027, regular attendance at Wednesday PD will increase to 95%
Implementation of instructional strategies introduced during PD	Currently, approximately 75% of teachers are implementing instructional strategies introduced during PDs.	By 2027, implementation of agreed upon instructional strategies will increase to 95%
Attendance at supplemental professional development offered after the instructional day.	Currently 30% of teachers and staff attend supplemental PD outside of the instructional day.	By 2027, attendance at supplemental PDs will increase to 80%
Exit survey after professional development to determine the likelihood of teachers implementing learned strategies	No survey in place currently	By 2027, likelihood of teachers using learned strategies will be 80%

Strategies/Activities

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

Strategy/Activity #	Title	Description	Students to be Served	Metric(s)	Proposed Expenditures
4.1	Certificated subs to support classroom teachers	Certificated subs or classified personnel to support classroom teachers so that teachers may participate in Staff Development, MTSS meetings, data team meetings, focused ELA, ELD, Math lesson studies; support and coaching for small group intervention facilitation; and social emotional learning blocks during the instructional day to support students engagement and learning with all subject areas.	All students EL students SWD	Progress towards iReady ELA and Math SMART Goals, growth in Lexile and Quantile levels, progress towards standards on student report cards	2640 Title I 3010 1000-1999: Certificated Personnel Salaries 4.1a 2640 LCFF Supplemental/Concentration 0701 1000-1999: Certificated Personnel Salaries 4.1b
4.2	Classified personnel to support classroom teachers or classified staff	Classified personnel to support classroom teachers or classified staff so that staff may participate in Staff Development, MTSS meetings, data team meetings, focused ELA, ELD, Math lesson studies; and social emotional learning blocks during the instructional day to support students engagement and learning with all subject areas.	All students EL students SWD	Progress towards iReady ELA and Math SMART Goals, growth in Lexile and Quantile levels	1848 Title I 3010 2000-2999: Classified Personnel Salaries 4.2a 1320 LCFF Supplemental/Concentration 0701 2000-2999: Classified Personnel Salaries 4.2b
4.3	Travel/Conferences Opportunity for teachers/administrators	Opportunity for teachers/administrators to attend conferences throughout the school year (including but not limited to AVID, UDL, PBIS, etc...) for continued professional development with the goal of having all teachers in grades TK-6 utilizing best practices and implementing AVID, UDL, and PBIS strategies in the classroom; and substitute coverage for teachers attending conferences during the school year. Conference Registration/Travel (meals, mileage). As funds become available	All students EL students SWD	Progress towards iReady ELA and Math SMART Goals, growth in Lexile and Quantile levels, progress towards standards on student report cards	2084 Title I 3010 5000-5999: Services And Other Operating Expenditures 4.3a LCFF Supplemental/Concentration 0701 5000-5999: Services And Other Operating Expenditures 4.3b

4.4	Travel/Conferences Opportunity for classified staff	<p>Opportunity for classified staff to attend conferences throughout the school year (including but not limited to AVID, UDL, PBIS, etc...) for continued professional development with the goal of having all staff utilizing best practices and implementing AVID, MTSS, and PBIS strategies in the classroom; and substitute coverage for staff attending conferences during the school year.</p> <p>Conference Registration/Travel (meals, mileage).</p> <p>As funds become available</p>	All students EL students SWD	Progress towards iReady ELA and Math SMART Goals, growth in Lexile and Quantile levels, progress towards standards on student report cards	<p>Title I 3010 5000-5999: Services And Other Operating Expenditures 4.4a</p> <p>LCFF Supplemental/Concentration 0701 5000-5999: Services And Other Operating Expenditures 4.4b</p>
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Annual Review

SPSA Year Reviewed: 2023-24

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.

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

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

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	\$67,425.00
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 (\$)
rCalc_TotbyFSGrpFederal_50_FundSrc}	\$

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 (\$)
LCFF Supplemental/Concentration 0701	\$45,225.00
Title I 3010	\$22,200.00
rCalc_TotbyFSGrpStateLocal_50_FundSrc}	\$

Subtotal of state or local funds included for this school: \$67,425.00

Total of federal, state, and/or local funds for this school: \$67,425.00

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
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Expenditures by Funding Source

Funding Source	Amount
LCFF Supplemental/Concentration 0701	45,225.00
Title I 3010	22,200.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	26,784.00
2000-2999: Classified Personnel Salaries	5,488.00
4000-4999: Books And Supplies	29,069.00
5000-5999: Services And Other Operating Expenditures	6,084.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	LCFF Supplemental/Concentration 0701	16,280.00
2000-2999: Classified Personnel Salaries	LCFF Supplemental/Concentration 0701	2,320.00
4000-4999: Books And Supplies	LCFF Supplemental/Concentration 0701	26,625.00
5000-5999: Services And Other Operating Expenditures	LCFF Supplemental/Concentration 0701	0.00
1000-1999: Certificated Personnel Salaries	Title I 3010	10,504.00
2000-2999: Classified Personnel Salaries	Title I 3010	3,168.00
4000-4999: Books And Supplies	Title I 3010	2,444.00

5000-5999: Services And Other
Operating Expenditures

Title I 3010

6,084.00

Expenditures by Goal

Goal Number
Goal 1
Goal 2
Goal 3
Goal 4

Total Expenditures
33,304.00
17,185.00
6,404.00
10,532.00

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
Marjorie Paiyarat	Principal
Josifina MacTavish	Classroom Teacher
Kendra Baxter	Classroom Teacher
Leticia Campos	Classroom Teacher
Celia Santiago	Parent or Community Member
Alma Gutierrez	Parent or Community Member
Maria Godoy	Parent or Community Member
Rosa Andrade	Parent or Community Member
Denise Adame	Parent or Community Member
Magdalena Zacarias	Other School Staff

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
Alma Rosa Gutierrez	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 May 9, 2023.

Attested:

	Principal, Marjorie Paiyarat on April 16, 2024
	SSC Chairperson, Celia Santiago on April 16, 2024