

School Year: **2023-24**



# School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Palma Ceia Elementary School	01611926001093	03/29/2023	5/24/2023

## Mission and Vision Statements

HUSD Vision: Every student realizes their innate potential, becoming a lifelong learner and having a positive impact on their community.

HUSD Mission: We draw from our community's rich diversity in order to create an engaging and equitable educational experience, delivered in a safe and supportive environment.

## Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

The purpose of a SWP is to improve academic achievement throughout a school so that all students, particularly the lowest-achieving students, demonstrate proficiency on the State's academic standards (34 Code of Federal Regulations [CFR] 200.25[a][1]). The improved achievement is to result from improving the entire educational program of the school (34 CFR 200.25[a][2]).

School planning and LEA assistance for each school that meets the criteria for CSI will be incorporated into the Local Control and Accountability Plan (LCAP) and school planning processes. [Assembly Bill 716](#), signed by the Governor on September 18, 2018, and codified in the California Education Code sections 64001–65001, streamlines and aligns state and federal planning processes. Effective January 1, 2019, this law renames the Single Plan for Student Achievement to the School Plan for Student Achievement (SPSA). Additionally, the law contains the following key provision:

Allows the SPSA to meet ESSA requirements for comprehensive or targeted support and improvement planning

Upon notification by the LEA, **the school** is required to collaborate with educational partners to:

- Develop and implement a school-level plan to improve student outcomes

The school plan must:

- be based on indicators in the statewide accountability system and informed by all indicators, including student performance against long-term goals; and
- identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the school improvement plan.

For this section, all schools will select “Schoolwide Program.” In addition, if your school is in [CSI](#), [TSI](#), or [ATSI](#), you will need to also select those boxes as applicable.

Schoolwide Program

Additional Targeted Support and Improvement

Schoolwide Program

The purpose of a SWP is to improve academic achievement throughout a school so that all students, particularly the lowest-achieving students, demonstrate proficiency on the State's academic standards (34 Code of Federal Regulations [CFR] 200.25[a][1]). The improved achievement is to result from improving the entire educational program of the school (34 CFR 200.25[a][2]).

ATSI: There are 22 schools in the district which have been identified for Additional Targeted Support and Improvement (ATSI). Per the CA Dashboard Technical Guide, “Schools are eligible for ATSI if one or more student groups meet one of the following criteria:· All indicators at the lowest status level; or· All indicators at the lowest status level but one indicator at another status level”Our site is one of the sites that was identified as ATSI.

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

Palma Ceia ES developed this plan in conjunction with HUSD's LCAP and Strategic Plans, which both center around the following 4 goals:

1. Deeper Learning -- HUSD will increase students' deeper learning experiences, particularly for our underserved students, by building staff capacity to teach and interact with students in culturally responsive ways.
2. Relationship-Centered Schools -- HUSD will work collaboratively with families, community partners, and staff to increase student access to the social emotional supports they need, particularly through positive relationships, trauma informed care, and a focus on equity.
3. Service Excellence -- HUSD will create a welcoming environment and positive experiences and outcomes for our diverse community by recruiting and retaining highly qualified staff and providing training and support on achieving service excellence.
4. Operational Sustainability -- HUSD will create and implement comprehensive facilities, safety, and technology plans that ensure equitable and sustainable upgrades.

These 4 goals align to the State's LCFF goals, which are: Basic Services, Implementation of State Standards, Parent Involvement, Pupil Achievement, Pupil Engagement, School Climate, Course Access, and Other Pupil Outcomes.

Therefore, all of the goals listed in this Plan are developed to meet State and ESSA requirements, as measured by both local and state metrics.

# Table of Contents

- SPSA Title Page ..... 1
- Mission and Vision Statements ..... 1
- Purpose and Description ..... 2
- Table of Contents ..... 4
- Educational Partner Involvement ..... 6
- Resource Inequities ..... 6
- School and Student Performance Data ..... 7
  - Student Enrollment ..... 7
  - CAASPP Results ..... 9
  - Student Population ..... 13
  - Overall Performance ..... 15
  - Academic Performance ..... 16
  - Academic Engagement ..... 22
  - Conditions & Climate ..... 25
- Goals, Strategies, & Proposed Expenditures ..... 27
  - Goal 1 ..... 27
  - Goal 2 ..... 34
  - Goal 3 ..... 39
  - Goal 4 ..... 43
  - Goal 5 ..... 45
  - Goal 6 ..... 50
  - Goal 7 ..... 53
  - Goal 8 ..... 56
- Budget Summary ..... 57
  - Budget Summary ..... 57
  - Other Federal, State, and Local Funds ..... 57
- Budgeted Funds and Expenditures in this Plan ..... 58
  - Funds Budgeted to the School by Funding Source ..... 58
  - Expenditures by Funding Source ..... 58
  - Expenditures by Budget Reference ..... 58
  - Expenditures by Budget Reference and Funding Source ..... 58
  - Expenditures by Goal ..... 59
- School Site Council Membership ..... 60
- Recommendations and Assurances ..... 61
- Instructions ..... 62
  - Instructions: Linked Table of Contents ..... 62

Purpose and Description .....63  
Educational Partner Involvement .....63  
Resource Inequities .....63  
Goals, Strategies, Expenditures, & Annual Review .....64  
Annual Review .....65  
Budget Summary .....66  
Appendix A: Plan Requirements .....68  
Appendix B: .....71  
Appendix C: Select State and Federal Programs .....73

# Educational Partner Involvement

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

NOTE: ELAC and SSC are required educational partner groups. Suggested groups include AASAI and other parent groups at your site, staff meetings, ILT, and/or possibly a needs assessment sent to parents.

## Involvement Process for the SPSA and Annual Review and Update

In order to include all Educational Partners in the process of developing the goals in our SPSA plan, input was gathered from teachers, parents, and other staff members at various committees and school events including ILT, ELAC, SSC, SBDM, Coffee with the Principal, and staff meetings. The current SPSA was presented and discussed in each group with an opportunity to provide feedback, comments, and suggestions to make any updates for the upcoming year.

## Resource Inequities

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

Palma Ceia staff and families completed a needs assessment for the 2023-2024 school year. The needs assessment reported that staff and families desire Tier II interventions followed by in class support. Based on the needs assessment, the School Site Council allocated funds to provide Tier II literacy intervention services during the student's instructional day.

Palma Ceia will continue to utilize the Fastbridge Screener as a universal screening assessment for early identification of students needing additional support beyond classroom instruction. Progress will be monitored at a minimum of two times a year to analyze student growth.

# School and Student Performance Data

## Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	0.2%	0.41%	0.42%	1	2	2
African American	4.2%	3.25%	2.09%	22	16	10
Asian	10.2%	10.98%	9.81%	53	54	47
Filipino	11.9%	11.38%	12.11%	62	56	58
Hispanic/Latino	62.8%	61.79%	64.93%	328	304	311
Pacific Islander	2.9%	4.07%	2.51%	15	20	12
White	3.1%	3.66%	3.34%	16	18	16
Multiple/No Response	4.8%	4.07%	3.76%	25	20	18
	<b>Total Enrollment</b>			522	492	479

### Conclusions based on this data:

Palma Ceia's most significant populations are Hispanic/Latino, Filipino, and Asian.

# School and Student Performance Data

## Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	198	195	185	37.90%	39.6%	38.6%
Fluent English Proficient (FEP)	93	93	96	17.80%	18.9%	20.0%
Reclassified Fluent English Proficient (RFEP)	1			0.5%		

### Conclusions based on this data:

As our overall student population continues to remain relatively constant so does our English Learner population. There was a significant decrease in Reclassified Fluent English Proficient students in 20-21.



# School and Student Performance Data

## CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	73	72		0	68		0	68		0.0	94.4	
Grade 4	75	57		0	56		0	56		0.0	98.2	
Grade 5	96	70		0	66		0	66		0.0	94.3	
Grade 6	70	90		0	87		0	87		0.0	96.7	
All Grades	314	289		0	277		0	277		0.0	95.8	

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			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2378.			10.29			11.76			32.35			45.59	
Grade 4		2425.			19.64			10.71			28.57			41.07	
Grade 5		2506.			30.30			25.76			16.67			27.27	
Grade 6		2473.			3.45			26.44			28.74			41.38	
All Grades	N/A	N/A	N/A		14.80			19.49			26.71			38.99	

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		8.82			60.29			30.88	
Grade 4		16.07			51.79			32.14	
Grade 5		27.27			50.00			22.73	
Grade 6		8.05			60.92			31.03	
All Grades		14.44			56.32			29.24	

<b>Writing</b>									
<b>Producing clear and purposeful writing</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>
<b>Grade 3</b>		8.82			44.12			47.06	
<b>Grade 4</b>		7.14			62.50			30.36	
<b>Grade 5</b>		21.21			59.09			19.70	
<b>Grade 6</b>		4.60			52.87			42.53	
<b>All Grades</b>		10.11			54.15			35.74	

<b>Listening</b>									
<b>Demonstrating effective communication skills</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>
<b>Grade 3</b>		7.35			76.47			16.18	
<b>Grade 4</b>		10.71			64.29			25.00	
<b>Grade 5</b>		15.15			68.18			16.67	
<b>Grade 6</b>		4.60			70.11			25.29	
<b>All Grades</b>		9.03			70.04			20.94	

<b>Research/Inquiry</b>									
<b>Investigating, analyzing, and presenting information</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>
<b>Grade 3</b>		8.82			61.76			29.41	
<b>Grade 4</b>		14.29			64.29			21.43	
<b>Grade 5</b>		24.24			59.09			16.67	
<b>Grade 6</b>		8.05			65.52			26.44	
<b>All Grades</b>		13.36			62.82			23.83	

**Conclusions based on this data:**

40.25% of students were at or above standard in the 2018-2019 school year. 34.29% of students were at or above standard in the 2021-2022 school year. This is a decrease of 5.96% with two school years and a global pandemic between testing years. However, there is approximately 60-65% of students not meeting standard.

# School and Student Performance Data

## CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	73	72		0	69		0	69		0.0	95.8	
Grade 4	75	57		0	56		0	56		0.0	98.2	
Grade 5	96	70		0	66		0	66		0.0	94.3	
Grade 6	70	90		0	87		0	87		0.0	96.7	
All Grades	314	289		0	278		0	278		0.0	96.2	

\* 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			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2373.			5.80			17.39			34.78			42.03	
Grade 4		2424.			12.50			12.50			28.57			46.43	
Grade 5		2466.			10.61			18.18			28.79			42.42	
Grade 6		2452.			4.60			10.34			35.63			49.43	
All Grades	N/A	N/A	N/A		7.91			14.39			32.37			45.32	

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		4.35			46.38			49.28	
Grade 4		16.07			30.36			53.57	
Grade 5		7.58			54.55			37.88	
Grade 6		4.60			43.68			51.72	
All Grades		7.55			44.24			48.20	

<b>Problem Solving &amp; Modeling/Data Analysis</b>									
<b>Using appropriate tools and strategies to solve real world and mathematical problems</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>
<b>Grade 3</b>		10.14			50.72			39.13	
<b>Grade 4</b>		10.71			44.64			44.64	
<b>Grade 5</b>		13.64			57.58			28.79	
<b>Grade 6</b>		3.45			47.13			49.43	
<b>All Grades</b>		8.99			50.00			41.01	

<b>Communicating Reasoning</b>									
<b>Demonstrating ability to support mathematical conclusions</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>
<b>Grade 3</b>		4.35			59.42			36.23	
<b>Grade 4</b>		7.14			57.14			35.71	
<b>Grade 5</b>		9.09			60.61			30.30	
<b>Grade 6</b>		5.75			50.57			43.68	
<b>All Grades</b>		6.47			56.47			37.05	

**Conclusions based on this data:**

Overall, 27.81 percent of 3rd-6th graders met or exceeded standards in Mathematics on the CAASPP in 2018-2019. Overall, 22.3 percent of 3rd-6th graders met or exceeded standards in Mathematics on the CAASPP in 2021-2022. This is a decrease of 5.51% with two school years and a global pandemic between testing years. However, there is approximately 72-78% of students not meeting standard.

# School and Student Performance Data

## Student Population

For the past two years, many state and federal accountability requirements were waived or adjusted due to the impact of the COVID-19 pandemic on LEAs, schools, and students. Beginning with the 2021-22 school year, the requirements to hold schools and districts accountable for student outcomes has returned with the release of the 2022 California School Dashboard (Dashboard). The Every Student Succeeds Act is requiring all states to determine schools eligible for support. Similarly, under state law, Assembly Bill (AB) 130, which was signed into law in 2021, mandates the return of the Dashboard using only current year performance data to determine LEAs for support. Therefore, to meet this state requirement, only the 2021-22 school year data will be reported on the 2022 Dashboard for state indicators. (Data for Change [or the difference from prior year] and performance colors will not be reported.)

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

2021-22 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
<b>492</b>	<b>58.7</b>	<b>39.6</b>	<b>0.2</b>
Total Number of Students enrolled in Palma Ceia 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.

2021-22 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	195	39.6
Foster Youth	1	0.2
Homeless	1	0.2
Socioeconomically Disadvantaged	289	58.7
Students with Disabilities	71	14.4

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	16	3.3
American Indian	2	0.4
Asian	54	11.0
Filipino	56	11.4
Hispanic	304	61.8
Two or More Races	20	4.1
Pacific Islander	20	4.1
White	18	3.7

**Conclusions based on this data:**

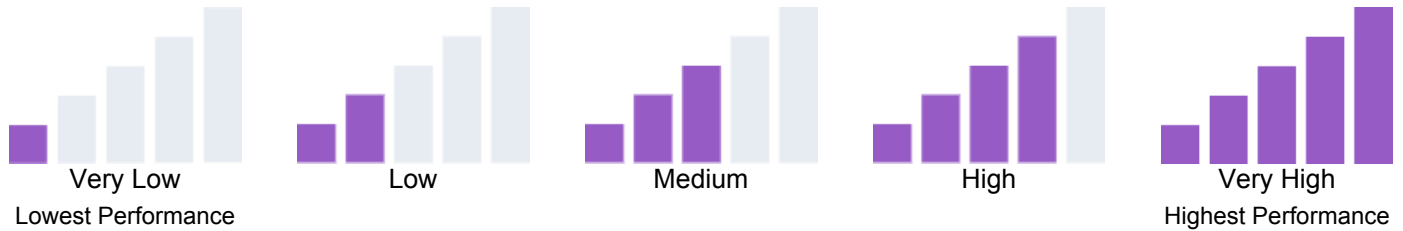
Palma Ceia's most significant ethnic subgroups are Hispanic and Filipino.

# School and Student Performance Data

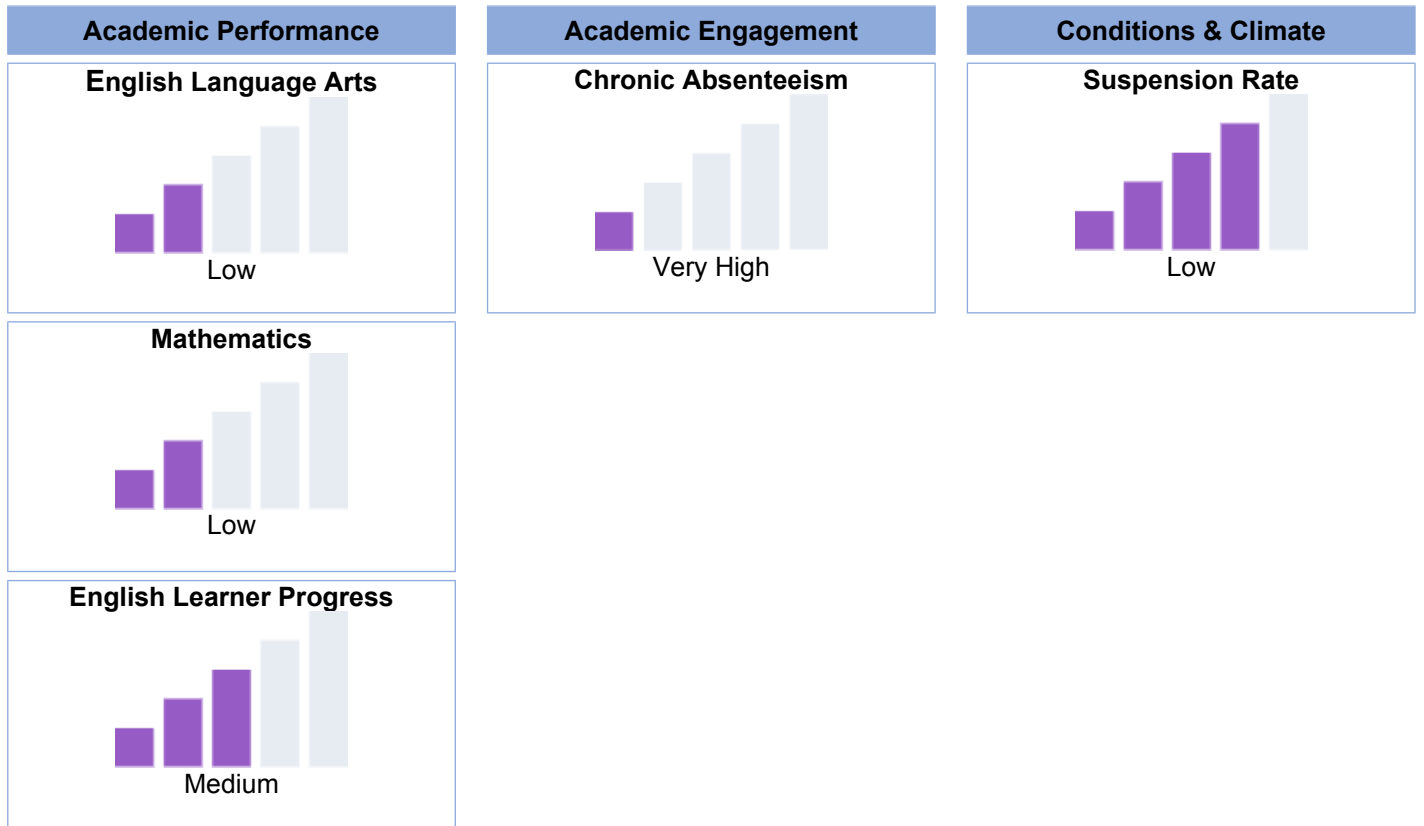
## Overall Performance

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



### 2022 Fall Dashboard Overall Performance for All Students



#### Conclusions based on this data:

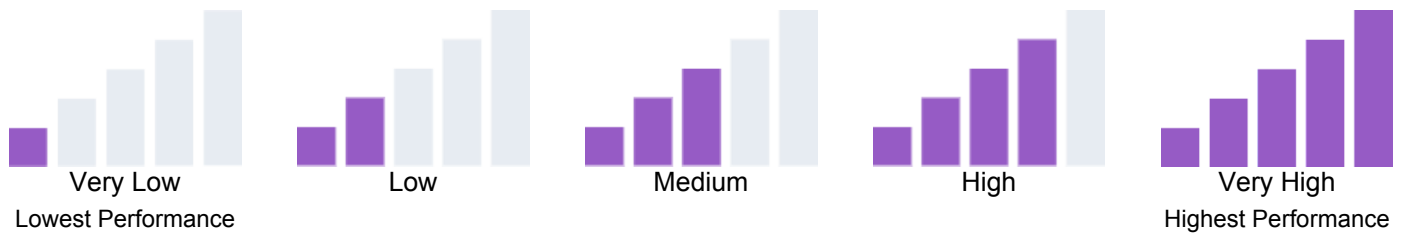
Palma Ceia overall is performing low in English Language Arts and Mathematics. Our English Learner's are performing in the Medium Range above our overall performance. We continue to have a very high rate of Chronic Absenteeism. Our Suspension Rate is Low.

# School and Student Performance Data

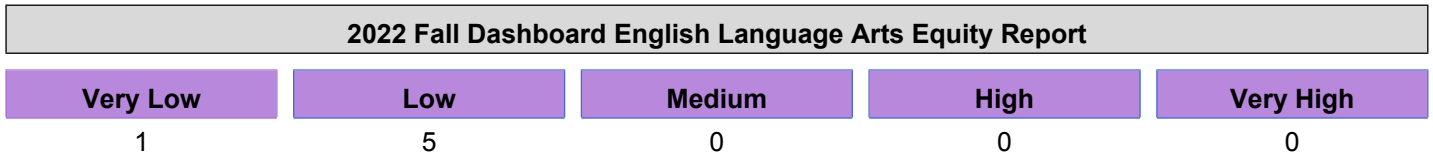
## Academic Performance English Language Arts

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

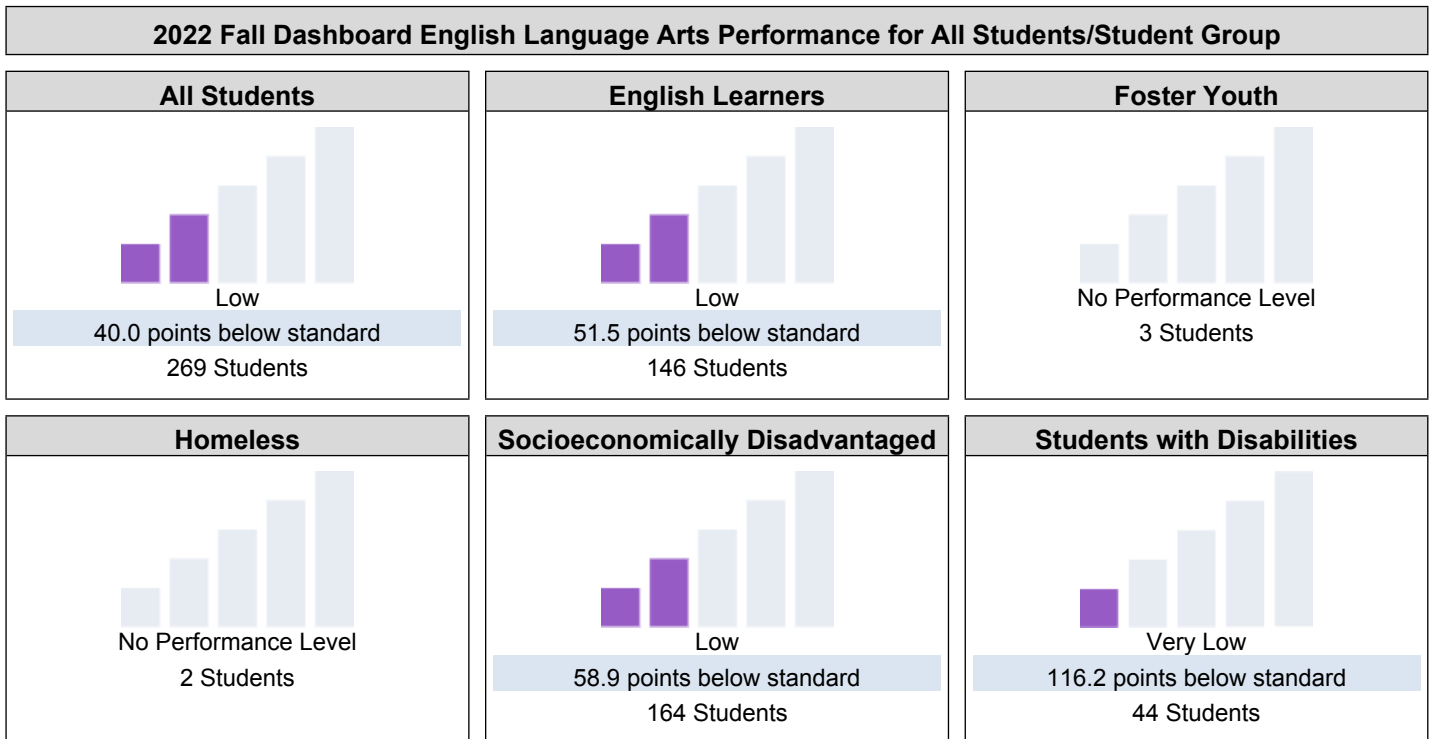
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



This section provides number of student groups in each level.

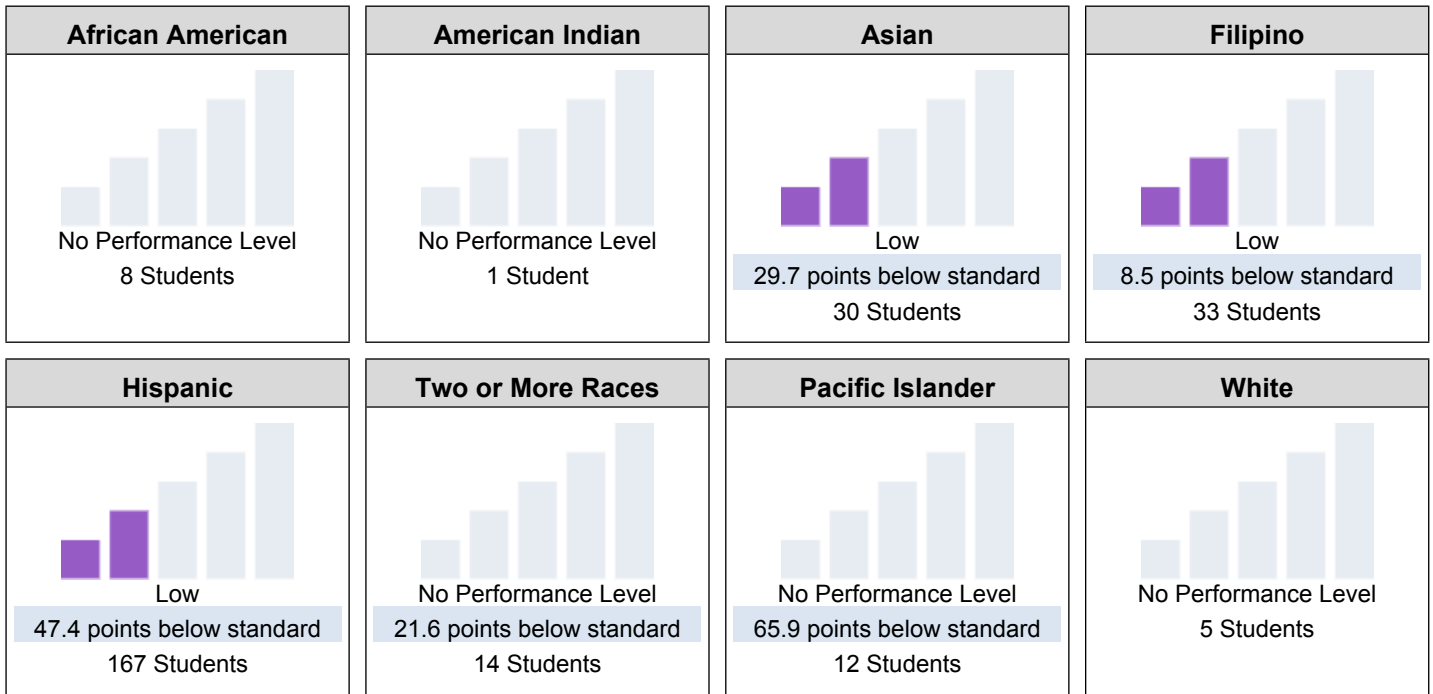


This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in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





### 2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity



This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

### 2022 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
96.7 points below standard 93 Students	27.7 points above standard 53 Students	44.8 points below standard 96 Students

#### Conclusions based on this data:

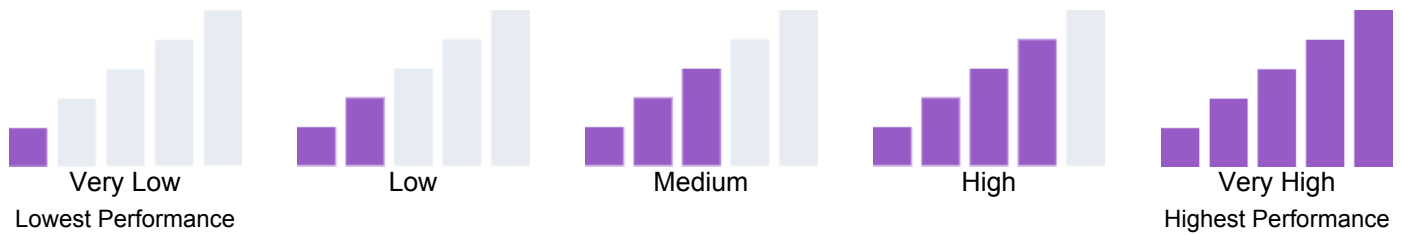
Overall, our students are performing in the low range for English Language Arts regardless of Race/Ethnicity and subgroup. Our students with disabilities are performing in the very low range.

# School and Student Performance Data

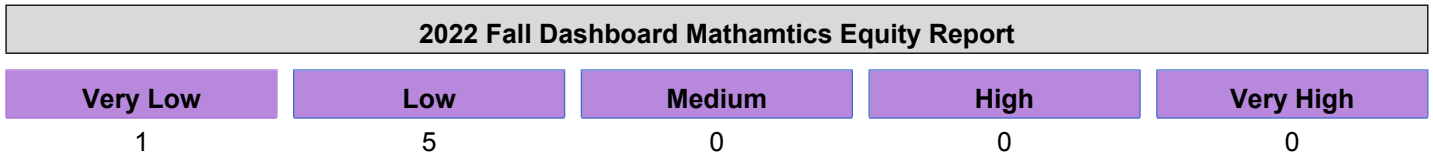
## Academic Performance Mathematics

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

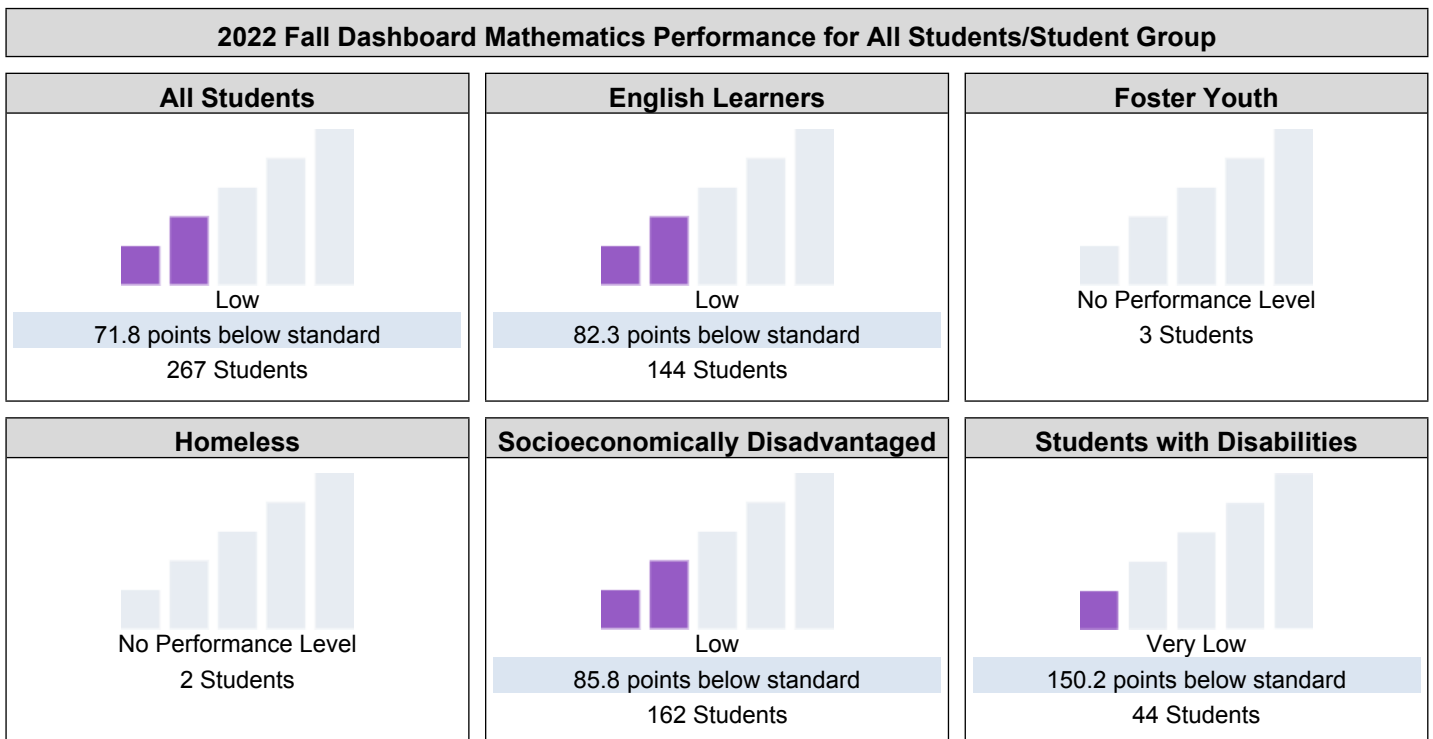
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



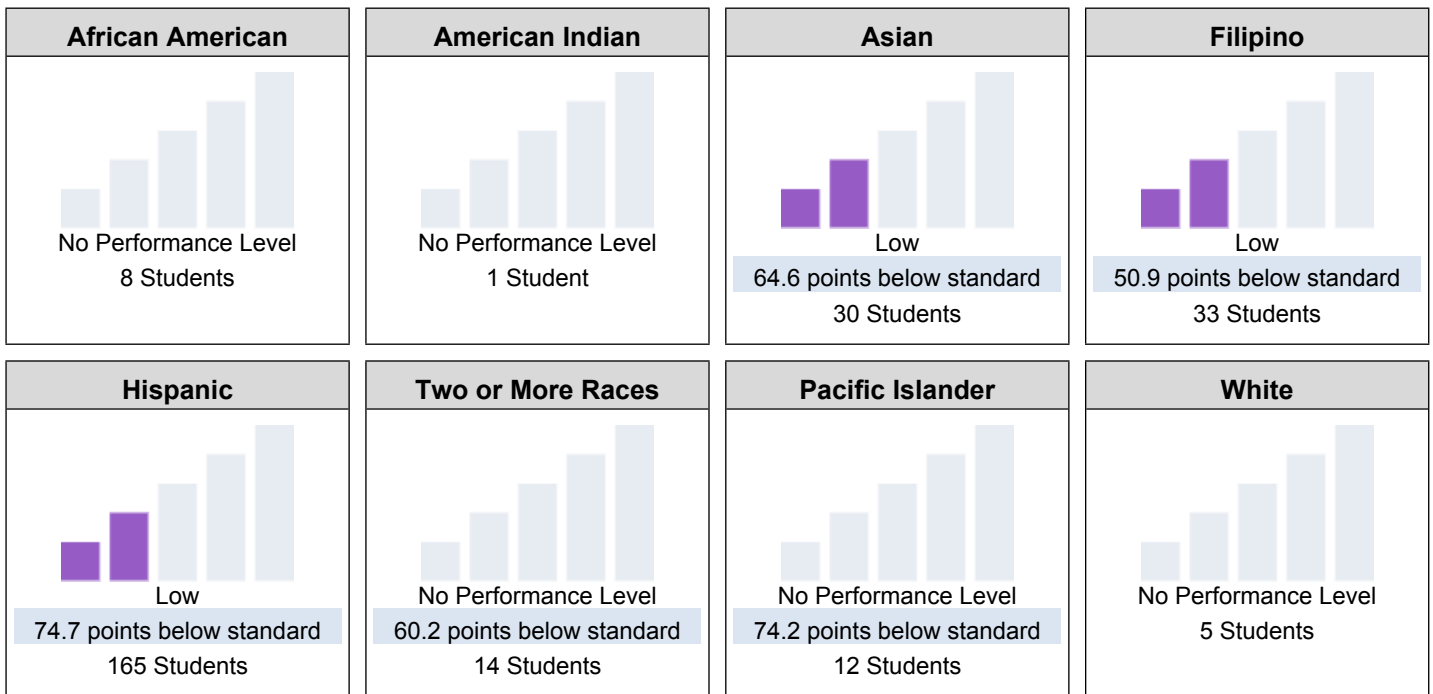
This section provides number of student groups in each level.



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.



### 2022 Fall Dashboard Mathematics Performance by Race/Ethnicity



This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

### 2022 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
116.3 points below standard 91 Students	24.0 points below standard 53 Students	79.0 points below standard 96 Students

#### Conclusions based on this data:

Overall, our students are performing in the low range for Mathematics regardless of Race/Ethnicity and subgroup. Our students with disabilities are performing in the very low range.

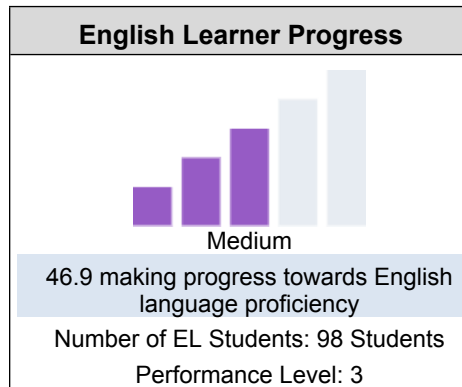
# School and Student Performance Data

## Academic Performance English Learner Progress

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

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

### 2022 Fall Dashboard English Learner Progress Indicator



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.

### 2022 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
16.3%	36.7%	1.0%	45.9%

#### Conclusions based on this data:

45.9% of our English Learners are making progress towards English Language Proficiency and 36.7% maintained their language level. However, 16.3% of our English Learners decreased one ELPI Level.

# School and Student Performance Data

## Academic Performance College/Career Report

College/Career data provides information on whether high school students are prepared for success after graduation based on measures like graduation rate, performance on state tests, and college credit courses. College/Career data was not reported in 2022.

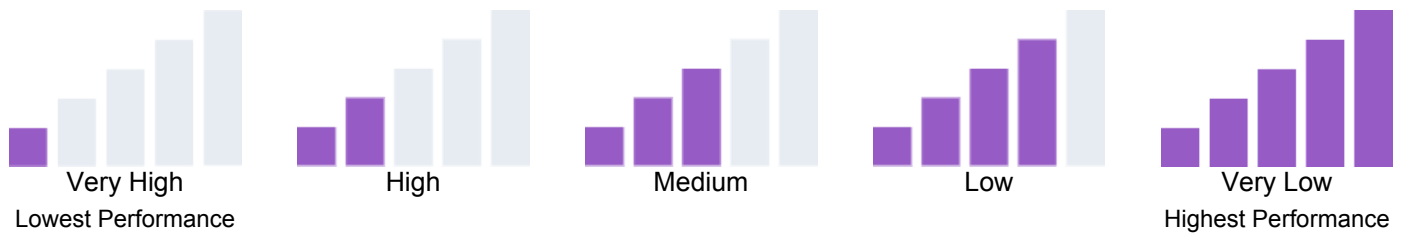
**Conclusions based on this data:**

# School and Student Performance Data

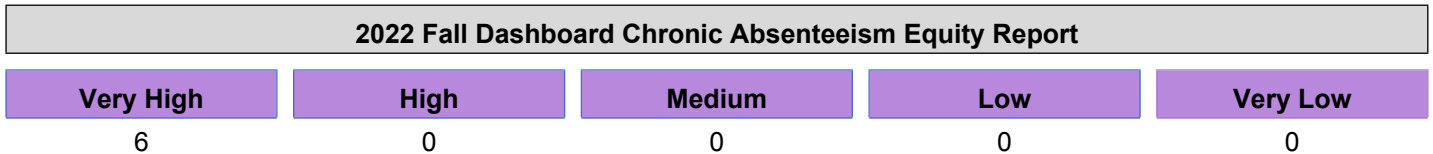
## Academic Engagement Chronic Absenteeism

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

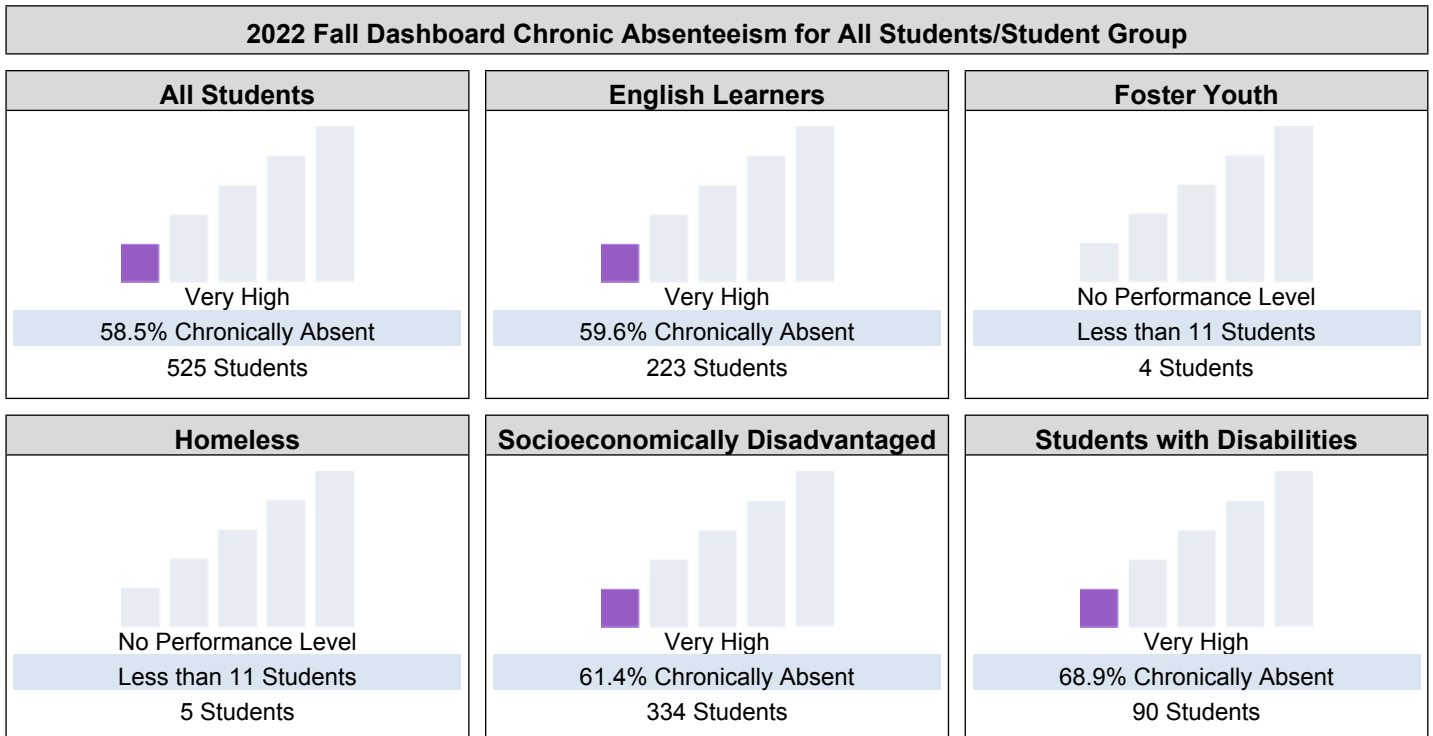
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



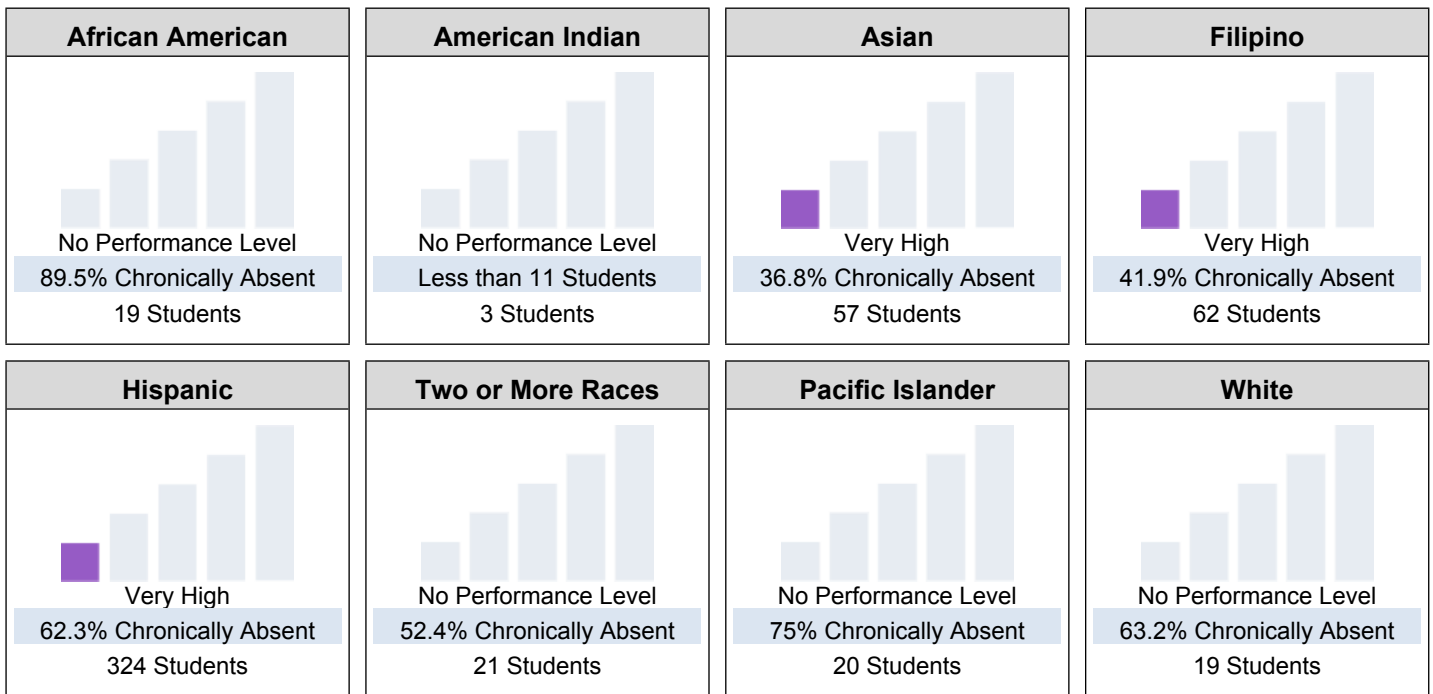
This section provides number of student groups in each level.



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.



**2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity**



**Conclusions based on this data:**

Overall, chronic absenteeism is very high regardless of Race/Ethnicity and subgroup.



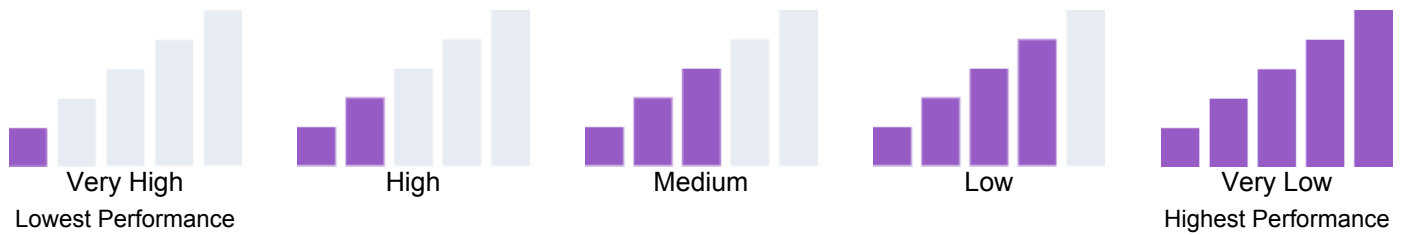


# School and Student Performance Data

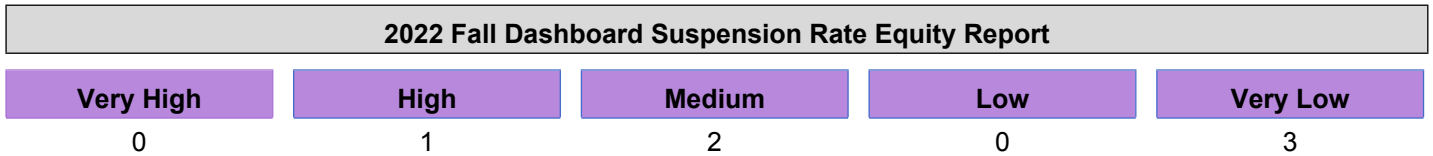
## Conditions & Climate Suspension Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

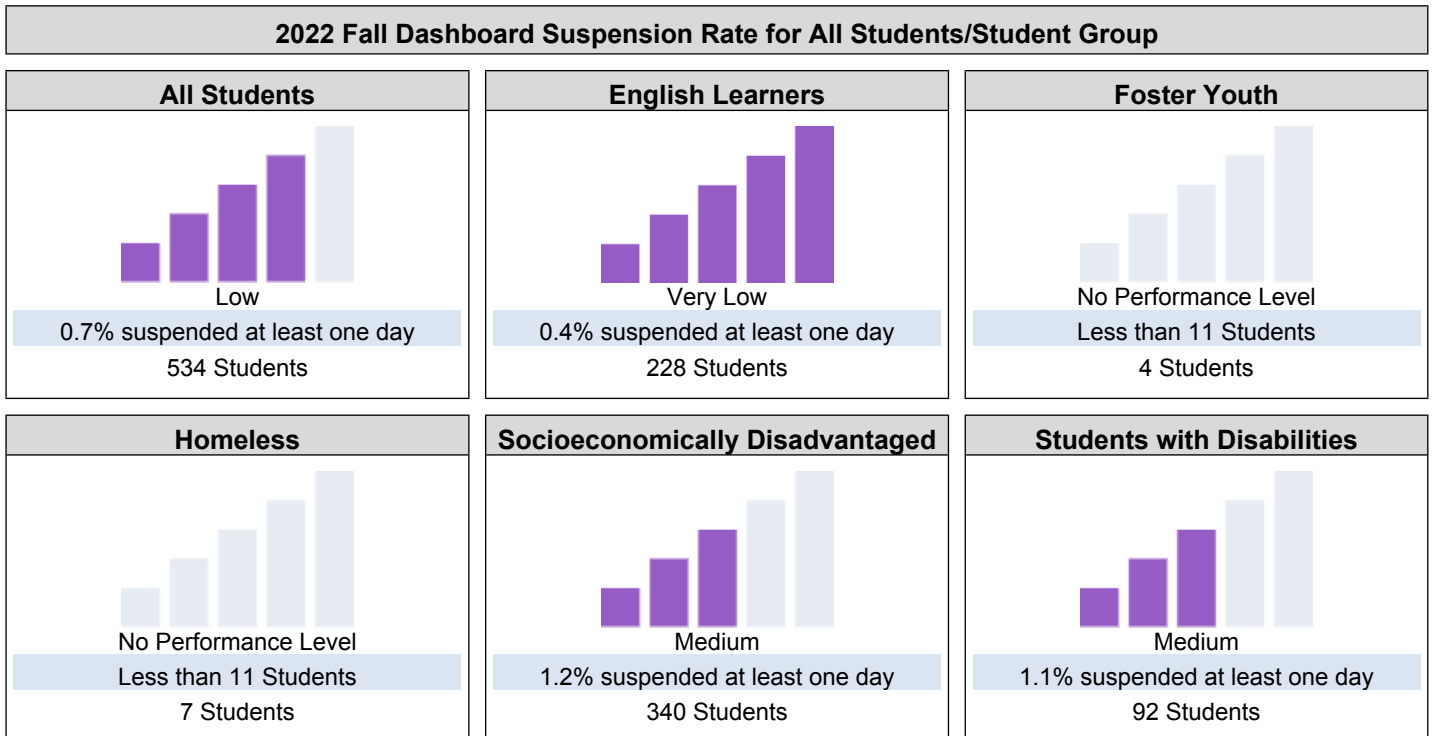
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



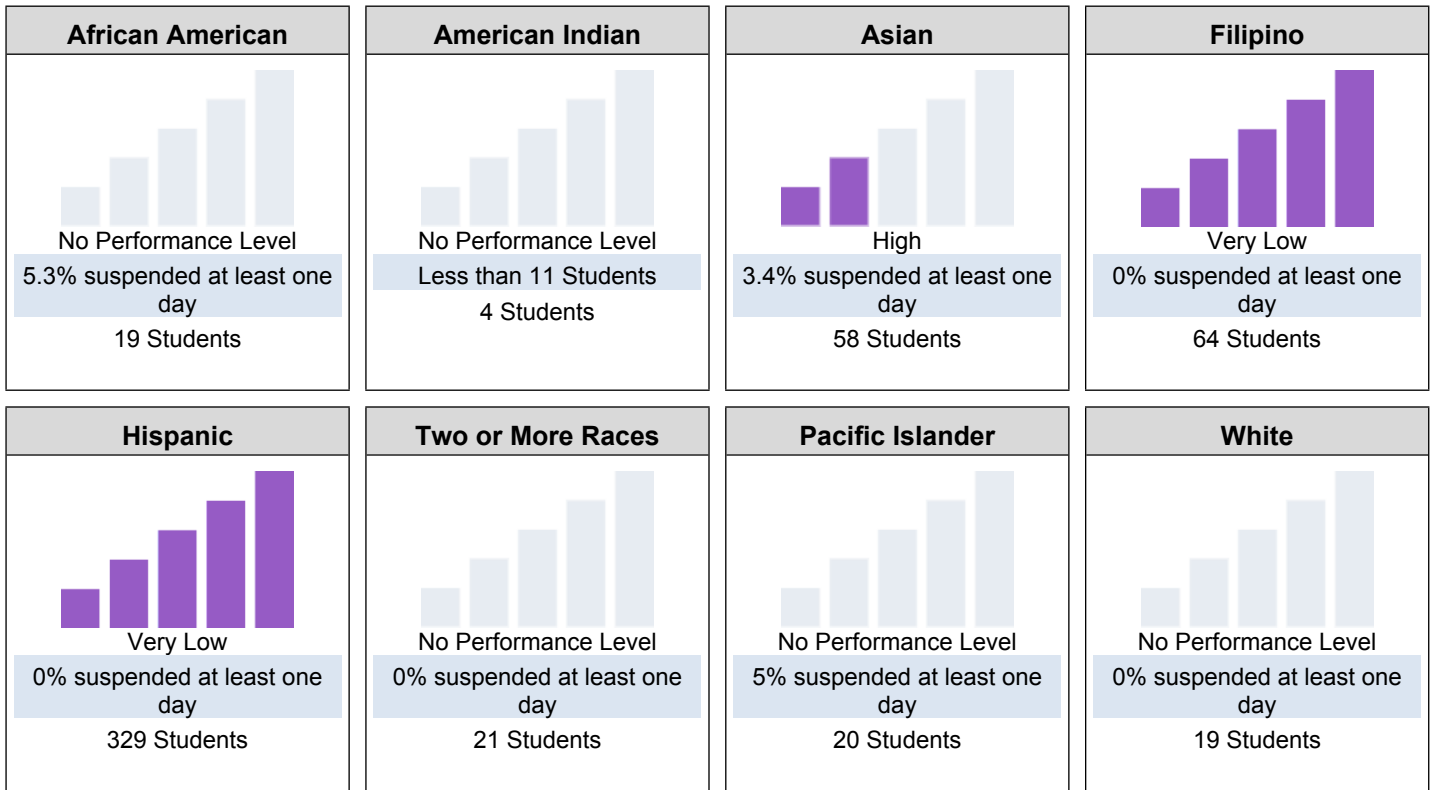
This section provides number of student groups in each level.



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.



**2022 Fall Dashboard Suspension Rate by Race/Ethnicity**



**Conclusions based on this data:**

Overall, Palma Ceia's suspension rates are low. However, our Socioeconomically Disadvantaged and Students with Disabilities were suspended at a slightly higher rate than English Learners. Our highest population of students suspended were our Asian students.

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

Deeper Learning -- Language and Literacy

## LEA/LCAP Goal

Hayward Unified School District believes that literacy is a civil right, and that literacy instruction takes place across all grade levels. Literacy and Anti-Bias/Anti-Racism are tightly interwoven, as students must feel safe and valued in order to learn and become proficient readers and writers. To this end, the district is emphasizing the importance of early literacy, promoting multilingualism through its dual language programs, and providing professional development for teachers supporting students in secondary grades.

## Goal 1

Deeper Learning -- Language and Literacy: All students will receive literacy instruction that is tailored to their needs, through an equity lens, as measured on State (CAASPP ELA) and local assessments. Overall, students will increase performance on CAASPP ELA and FASTBRIDGE Screener by 10%. In addition to English language arts, bilingual students at Palma Ceia will increase proficiency in their program's target language (Spanish) by 10% as measured by the local assessment STAR Reading in Spanish.

## Identified Need

Overall achievement in ELA reports a 6% decrease in the percent of students "Exceeding/Meeting" grade level standard from the 2018-2019 school year [pre-pandemic] and the 2021-2022 school year [post-pandemic]. When looking specifically at the areas of ELA the data reports the following when comparing the 2021-2022 school year to the 2018-2019 school year:

Reading - an increase of 9% for students "At/Near or Above" standard.

Writing - a decrease of 6% for students "At/Near or Above" standard.

Listening - an increase of 7% for students "At/Near or Above" standard.

Research and Inquiry - an increase of 15% for students "At/Near or Above" standard.

The above shows a need for additional support specifically with writing. All students in our significant subgroups scored in the low range and students with disabilities scored in the very low range. Therefore, all students are in need of continued support with English Language Arts as a whole.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
State Assessment - CAASPP Data: English Language Arts 3rd-6th Grade	2021-2022 CAASPP ELA data reports 34% of students meet/exceed standards and 66% of students nearly/did not meet standard.	2023-2024 CAASPP ELA data expected outcome will be an overall increase of 10%. This will result in 44% of students meeting/exceeding standard on CAASPP for ELA and 56% of students nearly/not meeting standard.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Local Assessment - FASTBRIDGE: aReading Winter Screening - English 2nd-6th Grade	<p>2022 Winter Screening reports the following:</p> <p>Overall, students in 2nd-6th grade - 49% of students are low risk/on track            2nd grade - 37% of students are low risk/on track            3rd grade - 43% of students are low risk/on track            4th grade - 40% of students are low risk/on track            5th grade - 31% of students are low risk/on track            6th grade - 38% of students are low risk/on track</p>	<p>2023 Winter Screening reports expected outcome will be an increase of 10%. This will result in the following:</p> <p>Overall, students in 2nd-6th grade - 59% of students are low risk/on track            2nd grade - no baseline data            3rd grade - 47% of students are low risk/on track            4th grade - 53% of students are low risk/on track            5th grade - 50% of students are low risk/on track            6th grade - 41% of students are low risk/on track</p>
Local Assessment - FASTBRIDGE: Autoreading Winter Screening - English 2nd-6th Grade	<p>2022 Winter Screening reports the following:</p> <p>Overall, students in 2nd-6th grade - 50% of students are low risk/on track            2nd grade - 40% of students are low risk/on track            3rd grade - 45% of students are low risk/on track            4th grade - 49% of students are low risk/on track            5th grade - 44% of students are low risk/on track            6th grade - 51% of students are low risk/on track</p>	<p>2023 Winter Screening reports expected outcome will be an increase of 10%. This will result in the following:</p> <p>Overall, students in 2nd-6th grade - 60% of students are low risk/on track            2nd grade - no baseline data            3rd grade - 50% of students are low risk/on track            4th grade - 55% of students are low risk/on track            5th grade - 59% of students are low risk/on track            6th grade - 54% of students are low risk/on track</p>
Local Assessment - FASTBRIDGE: Early Reading - English Kindergarten	<p>2022 Winter Screening reports the following:            Kindergarten - 28% of students are low risk/on track</p>	<p>2023 Winter Screening reports expected outcome will be an increase of 10%. This will result in the 1st grade - 38% of students are low risk/on track</p>
Local Assessment - FASTBRIDGE: Early Reading - Spanish Kindergarten	<p>2022 Winter Screening reports the following:            Kindergarten - 47% of students are low risk/on track</p>	<p>2023 Winter Screening reports expected outcome will be an increase of 10%. This will result in the 1st grade - 57% of students are low risk/on track</p>
Local Assessment - STAR: Reading - Spanish	<p>2022 Winter Screening reports the following:</p>	<p>2023 Winter Screening reports expected outcome will be an</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Bilingual Alternative Program	38.2% of students - At/Above Benchmark 14.7% of students - On Watch 23.5% of students - Intervention 23.5% of students - Urgent Intervention	increase of 10%. This will result in the following  48.2% of students - At/Above Benchmark 24.7% of students - On Watch 13.5% of students - Intervention 13.5% of students - Urgent Intervention

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

### Strategy/Activity 1

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students will be served by the following strategies with a special focus on English Learners, African American students, Socioeconomically Disadvantaged and Students with Disabilities.

#### Strategy/Activity

Tier I - Universal Level - 80-85% of students - The expectation is that 80-85% of Palma Ceia students will be able to succeed at the TIER I level. Palma Ceia will continue to focus on explicitly teaching foundational reading skills in all K-6th grade classrooms. To monitor student progress and support instruction, Palma Ceia will continue to utilize a multi-tier approach for early identification of students with learning and behavioral needs. Teachers will begin with high-quality instruction that engages all students in Deeper Learning activities and a universal screening of all students in the general education classroom. The following activities will occur to support this strategy:

1. Palma Ceia will maintain an Instructional Leadership Team (ILT) to collaborate and coordinate with administration, support staff and grade level teams. The ILT will meet regularly to review sitewide data relevant to Language and Literacy, discuss current needs of teachers and students in the classroom and plan next steps to address the site's instructional needs in a timely manner. This will include the planning of professional development, analysis of current materials and supplies, and the sharing/learning of best practices to support instruction. The ILT team will also conduct needs assessments at our monthly meeting directly related to addressing the needs of our staff and students to ensure we uphold AB/AR practices and support with materials to do so as needed.
2. Palma Ceia will allocate funds to provide sub-release time for staff to administer benchmark and formative assessments. A diagnostic assessment for early identification of students needing additional support beyond classroom instruction will be utilized. This time will also be used to review/monitor student progress and plan next steps, including intervention/acceleration for students who would benefit from it, with a focus on equity for all students. Progress will be monitored every 8-10 weeks to analyze student growth. Additional support will be provided as necessary to accelerate student learning.

3. Palma Ceia will allocate funds to provide professional development for all instructional staff to expand their knowledge of Common Core State Standards and deeper learning opportunities that promote mastery of early literacy skills. To support teachers with ensuring their practices align to research based and Culturally Relevant Teaching practices, Palma Ceia will use the text, "Cultivating Genius" as the foundation for our professional learning in Language and Literacy. The equity framework called Culturally and Historically Responsive Teaching has four layers: Pursuit of Identity, Pursuit of Skills, Pursuit of Intellect and Pursuit of Criticality. Additional learning opportunities will be offered as available [i.e. conferences, professional development].
4. Bilingual Alternative classes will implement the use of transference across content areas for all grade levels.
5. Palma Ceia will allocate funds to purchase a site license for Nearpod to be utilized in the classroom as a supplemental material for teachers to have real-time insights into student understanding through interactive lessons, interactive videos, gamification, and activities.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1625	LCFF Supplemental and Concentration Funds 5000-5999: Services And Other Operating Expenditures Sub release days to administer assessments - 5 days total
1950	LCFF Supplemental and Concentration Funds 5000-5999: Services And Other Operating Expenditures Sub release days for monitoring student progress - 6 days total
1245	LCFF Supplemental and Concentration Funds 5800: Professional/Consulting Services And Operating Expenditures Professional Development/Conferences
621	LCFF Supplemental and Concentration Funds 4000-4999: Books And Supplies Materials and Supplies

### Strategy/Activity 2

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students will be served by the following strategies with special focus on English Learners, socioeconomically disadvantaged and students with disabilities.

Strategy/Activity

Tier II Targeted Interventions - 10-15% of Students - Tier II interventions are supplemental, small group instruction designed for approximately 10-15% of students not making adequate progress in Tier I. The interventions are designed to match the needs of students identified through screening and progress monitoring measures identified in Tier I. As needed, a referral is submitted to the Coordination of Services Team [COST] to review based on the identified need of the student. Students identified as needing Tier II interventions will be provided additional support either in or out of the classroom. After monitoring the students progress over a period of time, the student may be identified as needing Tier III support and/or interventions. The following activities will occur to support this strategy:

1. Palma Ceia will continue to utilize the Fountas and Pinnell Benchmark Assessment as a diagnostic assessment for early identification of students needing additional support beyond classroom instruction. Progress will be monitored at a minimum of two times a year to analyze student growth. Additional support will be provided as necessary to accelerate student learning.
2. Student Success Teams (SST) and English Learner (EL) Catch Up Plans will be developed for students whose progress does not meet grade level expectations in reading and writing.
3. Fountas and Pinnell Leveled Literacy Intervention (LLI) may be offered to those most at risk as identified by classroom teachers, the English Learner Specialist, or support staff in addition to the diagnostic assessment.
4. The English Learner Specialist position will provide additional support with professional development, monitoring, intervention, and community outreach.
5. The Bilingual Instructional Assistant will assist teachers in the classroom with additional instructional support and/or provide small group instruction to those most at risk as identified by classroom teachers, the English Learner Specialist, or support staff in addition to the diagnostic assessment.

- --

Tier III Intensive Interventions - 1-5% of Students - Tier III support[s] and instruction are targeted for students in need of intensive interventions. The goal of the interventions are to remediate existing academic, social, or emotional problems and implement strategies for prevention of more severe problems.

1. The Coordination of Services Team - will continue to monitor the progress of students in Tier I, Tier II, and Tier III to analyze their need for additional support.
2. Individualized Education Plan (IEP) - Students in Special Day Classes will receive TIER III interventions according to their Individual Education Plan (IEP) which are implemented and monitored by the Special Day Class (SDC) teachers. Resource students' interventions will be planned and implemented according to their Individual Education Plan (IEP) and in consultation with their case managers in collaboration with their general education teacher. Student goals will be monitored and assessed regularly according to the students Individual Education Plan (IEP).
3. Paraeducators will support students with an Individual Education Plan (IEP) both in and out of the classroom.

## Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
34144	LCFF Supplemental and Concentration Funds 1000-1999: Certificated Personnel Salaries Reading Intervention Teacher
20856	ESSA Title I , Part A , Basic Grants Low Income and Neglected 1000-1999: Certificated Personnel Salaries Reading Intervention Teacher

## Annual Review

### SPSA Year Reviewed: 2022-23

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 deleted.

## ANALYSIS

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

Palma Ceia was focussed on K-3 literacy instruction and support as these are their foundational years of literacy instruction. Through the use of minimum days, collaboration, and staff meeting time, teachers designed their instruction and focused around priority ELA and mathematics standards. Teachers also collaborated and discussed data that would be collected to appropriately monitor and evaluate student academic performance. Teachers implemented strong Tier I instruction and progress monitoring.

In addition, students referred to Tier II supports were also monitored by COST. The Leveled Literacy Intervention system was used to provide and support students needing remedial literacy intervention. The CAASPP data that was collected is evidence of strong and successful literacy instruction during the 2022-23 school year. Lastly, students' socio-emotional health was also heavily discussed and considered. There was monitoring by the COST team to make sure that parents were involved in the amount of interventions their child received considering all instruction and interventions.

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

For the 2022-2023 school year we intended to allocate funds for assessment. However, the district office allotted minimum days for administering the literacy screener. In addition, there were rollover funds from the 2021-2022 school year. Based on committee input from both staff, families and data reported from assessments, SSC voted unanimously to re-allocate funds for materials and supplies, technology and professional development and conferences for teachers. The use of these funds were integrated into a professional development focused on the pursuit of criticality. Teachers purchased ELA texts to update their libraries to be inclusive and culturally relevant texts



that promote the pursuit of criticality. Technology devices were also purchased to provide continual visual access to instruction within the classroom. Lastly, based on current research related to literacy and its connection to the brain, teachers were provided an opportunity to register for a professional development called "Getting Reading Right". This PD is framed around helping teachers understand the Simple View of Reading and offers drill downs focused on the strands of Scarborough's Reading Rope so they can provide quality Tier I and Tier II, evidence-based instruction. In addition, The PD provides an opportunity for filling in the reading gaps for secondary classrooms [grades 4-12]. Lastly, differentiated professional development options were given as it related to literacy and learning for all three tiers.

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

For the 2023-2024 school year, Palma Ceia will be using the Fastbridge Screener assessment in addition to the Fountas and Pinnell Assessment to monitor student progress [Annual Measurable Outcomes]. As we returned from distance learning Palma Ceia has been working to improve our system for monitoring student progress in a more timely and effective manner at all Tiered levels of support. [Strategy One #2]. A challenge we have been faced with over the 2021-2023 school years is the flexibility and ability to schedule meetings with parents in timely manners. The ability to schedule meetings to meet with families to discuss their students progress through sub release will be essential to improving our response time for student's academic monitoring. Lastly, the change to include allocations for professional development/conference opportunities to teachers and support staff going into the 2023-2024 school year will benefit student instruction earlier in the school year to be made available to staff at the beginning of the school year rather than through the use of rollover funds.

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

Deeper Learning -- Mathematics

## LEA/LCAP Goal

Hayward Unified School District emphasizes the importance of comprehensible mathematics instruction across all grade levels. Mathematics and Anti-Bias/Anti-Racism are tightly interwoven, as students must feel safe and valued in order to learn and become proficient in numeracy, algebraic concepts and thinking, and higher level math including trigonometry and calculus.

## Goal 2

Deeper Learning -- Mathematics: All students will receive mathematics instruction that is tailored to their needs, through an equity lens, as measured on State (CAASPP Math) and local assessments. Overall, students will increase performance on CAASPP Math by 5%.

## Identified Need

Overall achievement in Mathematics reports a 5% decrease in the percent of students "Exceeding/Meeting" grade level standards from the 2018-2019 school year (pre-pandemic) and the 2021-2022 school year (post-pandemic). When looking specifically at the areas of Mathematics the data reports the following when comparing the 2021-2022 school year to the 2018-2019 school year:

Overall - an increase of 4% of students for "Standard Not Met"

Concepts and Procedures - an increase of 6% for students "At/Near or Above" standard.

Problem Solving and Modeling/Data Analysis - an increase of 2% for students "At/Near or Above" standard.

Demonstrating Ability to Support Mathematical Conclusions - an increase of 9% for students "At/Near or Above" standard

The above shows a need for additional support in Mathematics. All students in our significant subgroups scored in the low range and our students with disabilities scored in the very low range. Therefore, all students are in need of continued support with Mathematics as a whole.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
State Assessment - CAASPP Data: Mathematics 3rd-6th Grade	2021-2022 CAASPP Math data reports 23% of students meet/exceed standards and 77% of students nearly/did not meet standard.	2023-2024 CAASPP Math data expected outcome will be an overall increase of 5%. This will result in 28% of students meeting/exceeding standard on CAASPP for Math and 72% of students nearly/not meeting standard.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

## **Strategy/Activity 1**

### **Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All students will be served by the following strategies with a special focus on English Learners, African American students, Socioeconomically Disadvantaged and Students with Disabilities.

### **Strategy/Activity**

Tier I - Universal Level - 80-85% of students - The expectation is that 80-85% of Palma Ceia students will be able to succeed at the TIER I level. Palma Ceia will continue to focus on explicitly teaching foundational mathematical skills in all K-6th grade classrooms. To monitor student progress and support instruction, Palma Ceia will continue to utilize a multi-tier approach for early identification of students with learning and behavioral needs. Teachers will begin with high-quality instruction that engages all students in Deeper Learning activities and a universal screening of all students in the general education classroom. The following activities will occur to support this strategy:

1. Palma Ceia will maintain an Instructional Leadership Team (ILT) to collaborate and coordinate with administration, support staff and grade level teams. The ILT will meet regularly to review sitewide data relevant to Mathematics, discuss current needs of teachers and students in the classroom and plan next steps to address the site's instructional needs in a timely manner. This will include the planning of professional development, analysis of current materials and supplies, and the sharing/learning of best practices to support instruction. The ILT team will also conduct needs assessments at our monthly meeting directly related to addressing the needs of our staff and students to ensure we uphold AB/AR practices and support with materials to do so as needed.
2. Palma Ceia will allocate funds to provide sub-release time for staff to administer benchmark and formative assessments. A diagnostic assessment for early identification of students needing additional support beyond classroom instruction will be utilized. This time will also be used to review/monitor student progress and plan next steps, including intervention/acceleration for students who would benefit from it, with a focus on equity for all students. Progress will be monitored every 8-10 weeks to analyze student growth. Additional support will be provided as necessary to accelerate student learning.
3. Palma Ceia will allocate funds to provide professional development for all instructional staff to expand their knowledge of Common Core State Standards and deeper learning opportunities that promote mastery of early literacy skills. To support teachers with ensuring their practices align to research based and Culturally Relevant Teaching practices, Palma Ceia will use the text, "Cultivating Genius" as the foundation for our professional learning in Language and Literacy. The equity framework called Culturally and Historically Responsive Teaching has four layers: Pursuit of Identity, Pursuit of Skills, Pursuit of Intellect and Pursuit of Criticality. Additional learning opportunities will be offered as available [i.e. conferences, professional development].
4. Palma Ceia will allocate funds to purchase a site license for Nearpod to be utilized in the classroom as a supplemental material for teachers to have real-time insights into student understanding through interactive lessons, interactive videos, gamification, and activities.

## Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
2200	LCFF Supplemental and Concentration Funds 5000-5999: Services And Other Operating Expenditures Nearpod
623	LCFF Supplemental and Concentration Funds 4000-4999: Books And Supplies Materials and Supplies

## Strategy/Activity 2

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students will be served by the following strategies with special focus on English Learners, socioeconomically disadvantaged and students with disabilities.

### Strategy/Activity

Tier II Targeted Interventions - 10-15% of Students - Tier II interventions are supplemental, small group instruction designed for approximately 10-15% of students not making adequate progress in Tier I. The interventions are designed to match the needs of students identified through screening and progress monitoring measures identified in Tier I. As needed, a referral is submitted to the Coordination of Services Team [COST] to review based on the identified need of the student. Students identified as needing Tier II interventions will be provided additional support either in or out of the classroom. After monitoring the students progress over a period of time, the student may be identified as needing Tier III support and/or interventions. The following activities will occur to support this strategy:

1. Palma Ceia will utilize the IXL diagnostic assessment and the district's K-2 Math Benchmark assessments for early identification of students needing additional support beyond classroom instruction. Progress will be monitored at a minimum of two times a year to analyze student growth. Additional support will be provided as necessary to accelerate student learning.
2. Student Success Teams (SST) and English Learner (EL) Catch Up Plans will be developed for students whose progress does not meet grade level expectations in mathematics.

Tier III Intensive Interventions - 1-5% of Students - Tier III support[s] and instruction are targeted for students in need of intensive interventions. The goal of the interventions are to remediate existing academic, social, or emotional problems and implement strategies for prevention of more severe problems.

1. The Coordination of Services Team - will continue to monitor the progress of students in Tier I, Tier II, and Tier III to analyze their need for additional support.
2. Individualized Education Plan (IEP) - Students in Special Day Classes will receive TIER III interventions according to their Individual Education Plan (IEP) which are implemented and monitored by the Special Day Class (SDC) teachers. Resource students' interventions will be

planned and implemented according to their Individual Education Plan (IEP) and in consultation with their case managers in collaboration with their general education teacher. Student goals will be monitored and assessed regularly according to the students Individual Education Plan (IEP).

3. Paraeducators will support students with an Individual Education Plan (IEP) both in and out of the classroom.

### **Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

## **Annual Review**

### **SPSA Year Reviewed: 2022-23**

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 deleted.

## **ANALYSIS**

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

Palma Ceia was focused on K-3 literacy instruction and support as these are their foundational years of literacy instruction. Students' reading abilities directly affect their ability to perform in Mathematics at high levels. Through the use of minimum days, collaboration, and staff meeting time, teachers designed their instruction and focused around priority ELA and mathematics standards. Teachers also collaborated and discussed data that would be collected to appropriately monitor and evaluate student academic performance. Teachers implemented strong Tier I instruction and progress monitoring.

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

All funds set aside for Mathematics were geared toward materials and supplies and CAASPP prep. However, once we assessed and offered resources to teachers, we quickly found there was not a need. The need for intervention was identified and funds were reallocated for a math intervention to take place from February-May for the 3rd grade. This opportunity was offered to all grade levels however, the availability and/or desire was not expressed by other grade levels.

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.

The goal for the 2023-2024 school year is to allocate funds into the resources identified by teachers as a necessity for mathematics instruction and supplemental materials. In addition, all local math assessments were optional in HUSD. This has made analyzing mathematical data challenging. Our ILT has identified the need for an assessment to be given across the K-6 level and the expectation

will be in place for the 2023-2024 school year. Teachers will receive support from an instructional coach as desired and needed.

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

Deeper Learning -- English Language Development

## LEA/LCAP Goal

The Hayward Unified School District has provided all comprehensive school sites with an allocation for a credentialed site English Learner Specialist, along with two recently adopted core English Language Arts curricula, both of which have built-in support for English Learners. The district offered professional development to all ELA teachers as part of its rollout of these adoptions, and continues to offer follow-up support, including Constructing Meaning training for secondary teachers of ELs, and BE GLAD training for elementary teachers of ELs. Alongside these adoptions and professional development, the district is revising its EL Master Plan to more accurately reflect the needs of our EL students and community.

## Goal 3

Deeper Learning -- English Language Development: English Learners will receive equity based instruction that targets English Learners will increase the number of students progressing at least 1 level on the English Language Proficiency Assessment for California (ELPAC) and the percentage of RFEP [Reclassified Fluent English Proficient] students by 5%, as measured by the English Learner Progress Indicator (ELPI) on the California School Dashboard.

## Identified Need

45.9% of our English Learners progress at least one level, 16.3% decreased one level and 36.7% maintained their level. Our English Learners continue to outperform our English Only population each year on the CAASPP.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
State Assessment - ELPAC Data: Students progressing at least one level on ELPAC	2021-2022 ELPAC data reports 45.9% of our English Learners progressed at least one level.	2023-2024 ELPAC data expected outcome will be an increase of 5%. This will result in 50.9% of English Learners progressing at least one level.
State Assessment - ELPAC Data: Percent of Reclassified Fluent English Proficient [RFEP] students	2021-2022 ELPAC data reports 21.7% of English Learners were classified as RFEP.	2023-2024 ELPAC data expected outcome will be an increase of 5%. This will result in 26.7% of English Learners classifying as RFEP.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

## Strategy/Activity 1

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All English Learners with a special focus on newcomers and students at risk of becoming a long-term English Learner in grades 4-6.

### Strategy/Activity

All English Learners with a special focus on newcomers and students at risk of becoming a Long-Term English Learner in grades 4-6.

Tier I - Universal Level - 80-85% of students - The expectation is that 80-85% of English Learners will be able to succeed at the Tier I level.

English Learners make up approximately 40% of our student population. Our English Learner subgroup is highly diverse with varying needs. Our Bilingual Alternative program is a specialized program of instruction in both English and Spanish. The goal of the program is the acquisition of academic proficiency in two languages – English and Spanish – together with mastery of academic core content. Instruction occurs in English and Spanish.

1. Palma Ceia will ensure the various components of our Bilingual Alternative Program including but not limited to:

- Daily English Language Development/Academic Language Development (ELD/ALD) at the assessed stage of English Language acquisition.
- Full Spanish language arts component, comparable to English language arts.
- English literacy component for all students, phased in over time. However, the Spanish component continues after the student has achieved reasonable English fluency. Students can continue in the program after attaining reasonable English fluency per parent choice.
- Differentiated instruction in reading, writing, math, science and social science, delivered in Spanish or through Specially Designed Academic Instruction in English (SDAIE), utilizing state-approved, district adopted, standards-based materials.
- Separation of languages by time and space.

2. The goal for ELs in the Structured English Immersion program is to develop academic proficiency in English. Instruction is overwhelmingly in English. However, special support options are provided for ELs as needed. Palma Ceia will ensure support to English Learners in our Structured English Immersion Program through the following strategies:

- Daily English Language Development/Academic Language Development (ELD/ALD) at the assessed stage of English Language acquisition.
- Differentiated instruction in reading, writing, math, science and social science, delivered through Specially Designed Academic Instruction in English (SDAIE) methodology, utilizing state-approved, district-adopted, standards-based materials.
- Scaffolding a decrease in primary language support through the use of primary language support to clarify, direct, and explain.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

91776

Source(s)

ESSA Title I , Part A , Basic Grants Low Income and Neglected  
2000-2999: Classified Personnel Salaries



## Strategy/Activity 2

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All English Learners with a special focus on newcomers and students at risk of becoming a Long-Term English Learner in grades 4-6.

### Strategy/Activity

Tier II Targeted Interventions - 10-15% of Students - Tier II interventions are supplemental, small group instruction designed for approximately 10-15% of students not making adequate progress in Tier I. The interventions are designed to match the needs of students identified through screening and progress monitoring measures identified in Tier I. As needed, a referral is submitted to the Coordination of Services Team [COST] to review based on the identified need of the student. Students identified as needing Tier II interventions will be provided additional support either in or out of the classroom. After monitoring the students progress over a period of time, the student may be identified as needing Tier III support and/or interventions. The following activities will occur to support this strategy:

3. Student Success Teams (SST) and English Learner (EL) Catch Up Plans will be developed for students whose progress does not meet grade level expectations in all academic areas.
4. The English Learner Specialist position will provide additional support with professional development, monitoring, intervention, and community outreach.
5. Palma Ceia will allocate funds for a Bilingual Instructional Assistant who will assist teachers in the classroom with additional instructional support and/or provide small group instruction to those most at risk as identified by classroom teachers, the English Learner Specialist, or support staff in addition to the diagnostic assessment.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

70000

Source(s)

ESSA Title I , Part A , Basic Grants Low Income and Neglected  
2000-2999: Classified Personnel Salaries  
Bilingual Paraeducator

## Annual Review

### SPSA Year Reviewed: 2022-23

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 deleted.

## ANALYSIS

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

Palma Ceia had a Bilingual Paraeducator who supported teachers within the classroom as well as provided reading intervention in small groups for English Learners identified as needing additional support either in Spanish and/or English. Assessments were completed with students in English and/or Spanish to identify the need for a Tier II intervention. A shift occurred this school year to primarily have our Bilingual Paraeducator provide targeted small group instruction in English and Spanish based on the identified need of the classroom rather than primarily supporting the classroom teacher as needed.

Our EL Specialist provided support this year to classroom teachers by providing teachers with student reports for their language levels, F&P reading assessment data and supported with monitoring progress for students language levels. In addition, the EL specialist provided resources to teachers and support for preparing our English Learners to take the ELPAC assessment. The ELPAC testing for our EL students was completed by the EL specialist. ELAC was planned and organized to meet and discuss topics relevant to our EL families every other month.

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

A shift occurred this school year to better inform decisions made for English Learners needing support/intervention. For the 2021-2022 school year our Bilingual Paraeducator primarily provided push-in support for our Bilingual Alternative Program. For the 2022-2023 school year our Bilingual Paraeducator provided targeted small group instruction in English and Spanish based on the identified need of the classroom rather than primarily supporting the classroom teacher as needed.

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.

At the end of the 2022-2023 school year data for English Learners will be reviewed to inform the decision of how the Bilingual Paraeducator will best support our English Learners and the effectiveness of the small group interventions in comparison to push-in support for the 2023-2024 school 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 Subject

Deeper Learning -- Visual and Performing Arts

## LEA/LCAP Goal

The Hayward Unified School District continues to implement its Visual and Performing Arts (VAPA) Master Plan, which focuses on providing all students with equitable access to VAPA programming at all school sites. The district has placed particular emphasis on expanding its instrumental and music programs for students.

## Goal 4

Deeper Learning -- Visual and Performing Arts: Elementary teachers will implement VAPA activities (integrated or stand alone) on a weekly basis using a variety of discourse techniques.

## Identified Need

Currently Palma Ceia offers programs to students through prep period classes and afterschool programs. These classes are not offered to students in kindergarten and are accessed through our master schedule of courses or by opting into afterschool programming. Students benefit from VAPA programs both academically in addition to the benefits to social emotional well being.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Local Data: The student performance frequency for the 2022-2023 school year	The student performance frequency for the 2022-2023 school year was once a trimester and included the following performances: Readers Theater Performance, Black History Month Performance and Spelling Performances.	The student performance frequency for the 2023-2024 school year expected outcome will be an increase of 1 performance.
Local Data: The student showcase frequency for the 2022-2023 school year	The student showcase frequency for the 2022-2023 school year was once a trimester and included the following events: Art Night, Winter Concert and Spring Concert	The student showcase frequency for the 2023-2024 school year expected outcome will be an increase of 1 event.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

## Strategy/Activity 1

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students will be served by the following strategies.

**Strategy/Activity**

Palma Ceia will promote arts integration by hosting performances, showcasing student work and providing teachers with arts integration professional development.

1. Palma Ceia will offer the following VAPA programs on site: Music Class - 1st - 4th grade, Art Class- 1st - 6th grade, Choir - 5th - 6th grade, Instrumental - 5th - 6th grade
2. Palma Ceia will host the following VAPA events to showcase student work on site: Art night and the Winter and Spring Concert, student performance assemblies
3. Students will attend Visual and Performing Arts field trips as designated grade level

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

Relationship-Centered Schools -- School Climate and Social Emotional Learning

## LEA/LCAP Goal

RCS: The Hayward Unified School District provides district-level support for Social Emotional Learning, including professional development, communication, and staffing. In addition, it is in the process of creating a Strategic Plan for Social-Emotional Learning, which will include curriculum and capacity building for school staff.

## Goal 5

Relationship-Centered Schools -- School Climate and Social-Emotional Learning (SEL): All students will have access to a safe and welcoming school environment. The school will promote a focus on the whole child by ensuring that all students have access to SEL-related strategies on a daily basis, either through standalone SEL curriculum or culture/climate initiatives. All 5th grade students will report a 5% increase in feelings of school connectedness on the California Healthy Kids Survey (CHKS). The school will determine how to measure student growth in SEL based on the SEL-related strategies the site implements.

## Identified Need

School climate and social-emotional learning became a clear focus when we returned to in-person learning in 2021 and continues to be. Students need direct instruction on regulating emotions, responding to peers, and creating an inclusive environment. Based on the CA Dashboard the data reports the following related to suspension rates:

Overall - 0.7% of ALL students were suspended at least 1 day.  
 English Learners - 0.4% of students were suspended at least 1 day.  
 Socioeconomically Disadvantaged - 1.2% of students were suspended at least 1 day.  
 Students with Disabilities - 1.1% of students were suspended at least 1 day.  
 Asian - 3.4% of students were suspended at least one day.  
 Filipino - 0% of students were suspended at least one day.  
 Hispanic - 0% of students were suspended at least one day.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CA Dashboard: Overall Suspension Rate	Fall 2022 CA Dashboard data reports that 0.7% of all students were suspended at least 1 day.	Fall 2023 CA Dashboard data expected outcome will be to maintain a suspension rate under 1%.
State Survey: California Healthy Kids Survey [CHKS] Grade 5 - Participation Rate	2021-2022 CHKS Survey data reported 54% of 5th graders participated in the survey.	2022-2023 CHKS Survey data expected outcome will be an increase of 10% for overall participation. This will result in

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
		64% of 5th graders participating in the survey.
State Survey: California Healthy Kids Survey [CHKS] Grade 5 - School Connectedness	2021-2022 CHKS Survey data reported 81% of 5th graders reported school connectedness.	2021-2022 CHKS Survey data expected outcome will be an increase of 5% for school connectedness. This will result in 86% of 5th graders reporting school connectedness.

Complete a copy of the Strategy/Activity table for each of the school’s strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

## Strategy/Activity 1

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students will be served by the following strategies with special focus on English Learners, African American students, Socio-economically Disadvantaged and students with Disabilities.

### Strategy/Activity

Tier I - Universal Level - 80-85% of students - The expectation is that 80-85% of Palma Ceia students will be able to succeed at the TIER I level.

Palma Ceia will continue to focus on creating a safe and inclusive school climate by exclusively teaching students to regulate emotions and interacting with peers using SEL curriculum skills in all K-6th grade classrooms. To monitor student progress and support instruction, Palma Ceia will continue to utilize a multi-tier approach for early identification of students with behavioral needs.

1. Palma Ceia will use Toolbox as the SEL curriculum grades K-6. Teachers will be provided training, materials and a pacing guide for the school year for explicitly teaching tool for regulating emotions and navigating conflict.
2. Palma Ceia will maintain a Positive Behavior Intervention and Supports (PBIS) Team to analyze, collaborate and coordinate with administration, teachers, and support staff. The PBIS team will meet regularly to review sitewide data relevant to school climate and behavior. The progressive discipline system named the "Ten rules" will be implemented via PBIS. The team will discuss current needs of teachers and students and plan next steps to address the site's climate needs in a timely manner. PBIS will oversee the establishment of Student Body Officers (SBO) within the Student Council for students to generate ideas, coordinate activities, and participate in some of the decision making processes at the school site.
3. Palma Ceia School will promote and use positive reinforcement strategies. Such strategies include the positive incentives system of Panther Paws and the 5 point rubric for Student of the Month. Panther paws are distributed to students displaying expected behaviors and are used for weekly and earned incentives. The Student of the Month 5 point rubric promotes positive student behavior in the following areas: Excellent Behavior, 1-hour of Community Service, Perfect Attendance, 100% of the homework turned in on time, and Academic Excellence in at least one subject area. Palma Ceia will allocate funds for extra hours for staff to input and monitor data and to provide incentives for students.

4. Palma Ceia will utilize various restorative practices including community circles and conflict resolution/mediation. Social skills and competency are modeled and practiced. Interactions and instruction are intentionally planned and structured to develop a sense of community, self determination, trust, and democracy.
5. Palma Ceia staff, students and community will foster a school environment to ensure each person's cultural/linguistic/sexual identity is respected, self esteem, self motivation, and learner autonomy are developed. Safe and Inclusive Schools information and resources will be shared with teachers at faculty meetings and through weekly staff communications.
6. Students will continue to be provided adequate playground equipment to increase fitness and organized activities to reduce behavioral issues on the playground.
7. Students will be offered enrichment activities to provide positive experiences outside the student's regular community, and to allow for students from underserved and disadvantaged communities to have equitable access to resources and knowledge including but not limited to: GATE, Lego Club and study trips.

### **Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

2500

Source(s)

LCFF Supplemental and Concentration Funds  
2000-2999: Classified Personnel Salaries  
Clerk to track behavior incidents in PBIS data system SWIS

### **Strategy/Activity 2**

#### **Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All students will be served by the following strategies with special focus on English Learners, socio-economically disadvantaged and students with disabilities.

#### Strategy/Activity

Tier II Targeted Interventions - 10-15% of Students - Tier II interventions are supplemental, small group instruction designed for approximately 10-15% of students not making adequate progress in Tier I. The interventions are designed to match the needs of students identified through screening and progress monitoring measures identified in Tier I. As needed, a referral is submitted to the Coordination of Services Team [COST] to review based on the identified need of the student. Students identified as needing Tier II interventions will be provided additional support either in or out of the classroom. After monitoring the students progress over a period of time, the student may be identified as needing Tier III support and/or interventions. The following activities will occur to support this strategy:

1. Issues of bullying and harassment will be addressed immediately after they are reported by members of the community. Solutions Teams will be utilized to respond to reports of Bullying and harassment. An assembly that addresses bullying and harassment will be presented to all students.

2. The Climate Committee will continue to address students receiving major referrals for behavior. The goal and purpose of the committee is to build relationships with families of students who are demonstrating difficulty with the tier I supports in place at the school site. Meetings are held in collaboration with families to discuss implementation of interventions and to prevent further discipline, such as suspension.

3. The "Check-in/Check-out" Program will be implemented for students needing additional support for behavioral needs. Students will be matched with an adult on campus to check-in with when they arrive. Goal setting for the day and strategies to utilize will be discussed. The student will be provided with a behavior tracker for the student and homeroom teacher to complete throughout the day. The student will return to their matched adult at the end of the day to review student achievements for the day and discuss goals for the following day. The program will run for a 6-8 week period and student progress will be monitored by the SST team.

4. SEL counselor will continue to support both Tier I and II supports and intervention through direct and indirect services.

### **Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

## **Annual Review**

### **SPSA Year Reviewed: 2022-23**

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 deleted.

## **ANALYSIS**

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

Palma Ceia continues to be focused on Tier I support for students. This focus was highly emphasized at the beginning of the school year as we observed referral data at a high rate in September. In response to the observation, PBIS planned a "walk-a-bout" with an increased frequency for the school year to ensure students were explicitly taught the behavior expectations in a student focused and presented method. In addition, weekly videos were captured that aligned with the Toolbox focus for the week emphasizing areas of improvement around campus and the expected behavior. Students participated in the videos and planned the scripts provided a designated objective. Our SEL counselor has addressed the needs of our Tier II students as determined by COST on a frequent and consistent basis. SWIS behavioral report data shows a decline in the frequency of major and minor referrals for some of our highest need students within the Tier II realm.



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

All allocations were utilized, however, the plan to have student body officers did not occur this school year due to staffing changes on campus.

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.

PBIS will be taking over the implementation for student body officers for the 2023-2024 school 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 Subject

Relationship-Centered Schools -- Parent Engagement

## LEA/LCAP Goal

The Hayward Unified School District provides district-level support for parent engagement at the school site level. This includes providing centralized funding for Family Engagement Outreach and Equity Specialists, who work directly with parents to facilitate the connection and communication between families and school.

## Goal 6

Relationship-Centered Schools -- Parent Engagement: Palma Ceia will increase the number of parents participating in school activities, including parent advocacy groups and Coffee with the Principal, by 10%.

## Identified Need

Parent participation for the 2021-2022 school year was extremely low as COVID restrictions and precautions were taken for the safety of the community. For the 2022-2023 school year parent participation in online meetings has become fewer as the year has progressed. As a result, meetings have shifted to a hybrid of in person and zoom to accommodate parents and as a result, participation has increased since the shift. This shows a need for hybrid meetings to continue.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Local Data: Meeting sign-in sheets	2021-2022 Meeting sign-in data reports that fewer than 10 parents participated in parent committee meetings [ELAC, PTA, SSC, etc.]	2023-2024 Meeting sign-in data expected outcome will be an overall increase of 50% of the number of parents participating in parent committee meetings [ELAC, PTO, SSC etc.]
Local Data: Number of in-person family events offered	2021-2022 calendars report that there were 0 in-person school-wide events for families.	2023-2024 calendar data expected outcome will be an overall increase of 10 school wide-events for families in person.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

## Strategy/Activity 1

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students will be served by the following strategies.

## Strategy/Activity

Palma Ceia will provide additional options and opportunities for parents to participate in school activities by offering more flexible timing, translation for parents, and more emphasis on parent-requested topics of discussion.

1. The Family Engagement Specialist [FES] will increase parent engagement through outreach and recruitment. The FES will update communication online on a regular basis. The school will communicate with parents by various means, including the school website, telephone, texts, and email to keep them informed about student learning.
2. The Family Engagement specialist [FES] and Community Schools Specialist [CSS] will organize parent workshops throughout the year covering topics such as ELPAC Reclassification, Common Core Standards, and the importance of parent involvement in their children's education. The CSS and FES will implement a survey to families requesting topics the families would like covered at the workshops.
3. Parent and staff membership in PTA will be encouraged. The PTA and administration will help to coordinate volunteer efforts at school. Fingerprinting fees will be partially paid by the school and PTA for parents wishing to volunteer.
4. Palma Ceia's office staff, EL Specialist, FES and CSS will continue to work with CWA and the EL Department to have translation available when needed for families who speak a language other than English, especially languages other than Spanish.

## Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

920

Source(s)

ESSA Title I , Part A , Basic Grants Low Income and Neglected  
5000-5999: Services And Other Operating Expenditures  
Parent Engagement Title 1 - 1%

## Annual Review

### SPSA Year Reviewed: 2022-23

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 deleted.

## ANALYSIS

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

As COVID-19 restrictions have lessened we have increased parent engagement on campus in person. Open House was our first in-person activity and it was a large turnout with positive parent feedback. All of our events on campus this school year have had great attendance. Events such as Back to School Night, Reading Night, music concerts, Art Showcase and more to come the remainder of the year such as Open house and math night. We invited food trucks to our Back to School Night event which had great reviews from families as often attending events and eating dinner can be challenging. The events which followed we have tried to include food trucks to assist families with attending and eating dinner. In return, this has strengthened our community as many spend time conversing during their meals and getting to know one another.

In preparation for the 23-24 school year our PBIS team reviewed and updated the student and staff handbook to provide families with relevant information. Our Family Engagement Specialist has provided outreach to our families as needed for resources as well as promoting the various surveys distributed by both the site and the district office. These surveys are essential to us getting parent feedback to continually improve our site.

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

Our plan for the 22-23 school year was to provide all in person parent meetings. However, we quickly found that in person parent meetings had lower than expected attendance. In an effort to meet the needs of more parents we began offering hybrid meetings to include both in person and online. This has increased our parent engagement.

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 plan to support funding for fingerprinting and family events through PTA and MAA funding.

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

Relationship-Centered Schools -- Attendance and Chronic Absenteeism

## LEA/LCAP Goal

The Hayward Unified School District provides centralized attendance support for school sites through its Child Welfare and Attendance (CWA) department, with a specific focus on students who are chronically absent. This work is done in collaboration with individual school sites in order to increase overall student attendance.

## Goal 7

Relationship-Centered Schools -- Attendance and Chronic Absenteeism: Palma Ceia will decrease chronic absenteeism by 10% in the 23-24 school year.

## Identified Need

All students and all significant subgroups had very high rates of chronic absenteeism. The only significant subgroup with a less than 50% chronic absenteeism rate were Asian students at 36.8% and Filipino students at 42%. Students with disabilities were the subgroup with the highest rate at 69%.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
State Data: CA Dashboard - Chronic Absenteeism Data	2021-2022 CA Dashboard data reports that 59% of all students were chronically absent in the 2021-2022 school year.	2022-2023 CA Dashboard data expected outcome will be an overall decrease of 10%. This will result in 49% of students chronically absent.
Local Data: Infinite Campus - Monthly Attendance Report	2022-2023 Infinite Campus - Monthly Attendance Reports students have attended school [August-February] at a rate of 88.63%.	2023-2024 Infinite Campus - Monthly Attendance Reports expected outcome will be an overall increase of students have attended school 5%. This will result in students attending school [August-February] at a rate of 93.63%.
Local Data: Infinite Campus - Monthly Attendance Report	2022-2023 Infinite Campus - Monthly Attendance Reports 111 students [22.8%] are tardy more than 30 minutes [August-February]	2023-2024 Infinite Campus - Monthly Attendance Reports expected outcome will be an overall decrease of students arriving tardy more than 30 minutes by 10%. This will result in 12.8% of students arriving tardy more than 30 minutes.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

## Strategy/Activity 1

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students will be served by the following strategies with a special focus on English Learners, African American students, Socioeconomically Disadvantaged and Students with Disabilities.

### Strategy/Activity

Palma Ceia staff will collaborate with the district's Child Welfare and Attendance division to reduce families' barriers to attendance, including early intervention and COST services. An action plan is in place to address the needs and/or concerns of any groups of students who have been identified as consistently absent or tardy. Palma Ceia's expectation is that 97% of our students are present and on time to school every day. In order to monitor and motivate students and families to meet this expectation, the staff implements the following plan:

1. Palma Ceia will build awareness of the importance of attendance. The attendance clerk, family engagement specialist, community schools specialist and admins will provide presentations on attendance at least once during the year at parent meetings. An attendance brochure is given to families on the first day of school specifically stating attendance policies, procedures and contact information.
2. Palma Ceia will acknowledge students with excellent attendance through various incentive programs including: weekly, monthly and trimester perfect attendance awards and recognition, certificate of recognition for the class with highest attendance per month, 100% attendance required [excused absences not included] for Students of the Month and Students of the Year.
3. Attendance Clerk, Principal, COST, and CWA will monitor and offer support to families with chronic absent or late students. Support can include the following: home visits, parent teacher conferences, student success team (SST) meetings, giving students alarm clocks, a written reminder of the importance of arriving on time, truancy meetings with parents who received first and second truancy letters, a referral is made to the School Attendance Review Board [SARB] for families not showing improvement in attendance after tried interventions. Chronically tardy students are placed on a check-in/out program with the attendance clerk.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

## Annual Review

SPSA Year Reviewed: 2022-23

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 deleted.

## ANALYSIS

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

The Global Pandemic Covid-19 has continued to impact school attendance for the 2022-2023 school year. We continued efforts to intervene early with students showing signs of truant attendance, however, COVID protocols made this highly challenging. Attendance notices and letters were sent electronically and through U.S. mail to families to inform them of the concern for their students attendance and possible next steps. Zoom meetings were scheduled for students needing additional support from the school to arrive on time and prepared daily. We worked with families to create a plan of action to support both the students and the family. Referrals to the School Attendance Review Board were made as needed.

Incentives and acknowledgement of students attending daily and on time continued to be a primary support for students. Weekly and monthly awards and incentives were provided. Announcements acknowledging students with good attendance were completed weekly.

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

Although we attempted multiple methods of communication with families to support with attending daily, chronic absenteeism was affected due to parent engagement with the process.

In addition, students and families were highly affected by the COVID-19 procedures in place when students showed symptoms identified as COVID-19 symptoms. Due to the procedures in place, students were excessively absent when opting out of testing due to symptoms. The procedure lended itself to families utilizing the excused absence for unconfirmed medical symptoms therefore extending the period of time not in class.

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 plan to support funding for incentives and support for encouraging and acknowledging students' daily attendance through discretionary funds.

# Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

## Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$228,460.00

## Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. 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 (\$)
ESSA Title I , Part A , Basic Grants Low Income and Neglected	\$183,552.00
LCFF Supplemental and Concentration Funds	\$44,908.00

Subtotal of state or local funds included for this school: \$228,460.00

Total of federal, state, and/or local funds for this school: \$228,460.00



# 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	40,264.00	40,264.00
Title I	64,602.00	64,602.00

## Expenditures by Funding Source

Funding Source	Amount
ESSA Title I , Part A , Basic Grants Low Income and Neglected	183,552.00
LCFF Supplemental and Concentration Funds	44,908.00

## Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	55,000.00
2000-2999: Classified Personnel Salaries	164,276.00
4000-4999: Books And Supplies	1,244.00
5000-5999: Services And Other Operating Expenditures	6,695.00
5800: Professional/Consulting Services And Operating Expenditures	1,245.00

## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	ESSA Title I , Part A , Basic Grants Low Income and Neglected	20,856.00
2000-2999: Classified Personnel Salaries	ESSA Title I , Part A , Basic Grants Low Income and Neglected	161,776.00
5000-5999: Services And Other Operating Expenditures	ESSA Title I , Part A , Basic Grants Low Income and Neglected	920.00
1000-1999: Certificated Personnel Salaries	LCFF Supplemental and Concentration Funds	34,144.00

2000-2999: Classified Personnel Salaries	LCFF Supplemental and Concentration Funds	2,500.00
4000-4999: Books And Supplies	LCFF Supplemental and Concentration Funds	1,244.00
5000-5999: Services And Other Operating Expenditures	LCFF Supplemental and Concentration Funds	5,775.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF Supplemental and Concentration Funds	1,245.00

## Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	60,441.00
Goal 2	2,823.00
Goal 3	161,776.00
Goal 5	2,500.00
Goal 6	920.00

# 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
Lora Colyer	Principal
Mary Ines	Classroom Teacher
Maria Contreras	Parent or Community Member
Rene Ramirez	Classroom Teacher
Karina Rodriguez	Parent or Community Member
Maria Magdaleno - ELAC	Parent or Community Member
Rosa Borrayo Vargas	Classroom Teacher
Lizzett Sandoval	Parent or Community Member
Cynthia Veloz Montes	Other School Staff
Luz Gomez	Parent or Community Member

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

# 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**

Maria Magallon

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 03/29/23.

Attested:

Lora Colyer

Principal, Lora Colyer on 5/1/23

Maria C

SSC Chairperson, Maria Contreras on 5/1/23

# **Title I School-Level Parent and Family Engagement Policy**

## **Palma Ceia Elementary School**

### **September 2023**

With approval from the local governing board, Palma Ceia Elementary School has developed a written Title I parent and family engagement policy with input from parents and family members of participating children. The school works with the School Site Council (SSC) and other parent committees (e.g. English Learners Advisory Committee) to review and update the policy. The school has distributed the policy to parents and family members of children served under Title I, Part A. The school distributes the policy through its Parent Handbook. *EC Section 11503; 20 United States Code [U.S.C.] Section [§] 6318[b][1-4]*

### **Involvement of Parents in the Title I Program**

To involve parents and family members in the Title I program at Palma Ceia Elementary School, the following practices have been established:

- a) Each year, Palma Ceia Elementary presents its Title I status at its annual Back To School Night. The presentation is to inform parents of Title I students about Title I requirements and about the right of parents to be involved in the Title I program. Parents are informed of these requirements and rights at SSC, ELAC, and at a Title I Parent Meeting.
- b) The school offers a flexible number of meetings for Title I parents, such as meetings in the morning or evening. These meetings include, but may not be limited to, Coffee with the Principal, English Learner Advisory Committee (ELACs), School Site Council (SSC), Parent-Teacher Association (PTA), and African American Student Achievement Initiative (AASAI). Parents are informed of these meetings in our monthly school newsletter, flyers that are sent home, and through phone messages.
- c) Palma Ceia Elementary has developed a written Title I parental involvement policy with input from Title I parents. Input is taken at SSC (School Site Council) and at ELAC (English Language Advisory Committee) meetings. In addition, there is an ELAC representative on the SSC. The school sends the policy home with students and is also included in the Palma Ceia Elementary Student Handbook.
- d) The school provides parents of participating children with the following:
  1. The school provides parents of Title I students with timely information about Title I programs. Parents are informed of these programs in our monthly school newsletter, flyers that are sent home, and through phone messages.

2. The school provides parents of Title I students with an explanation of the curriculum used at the school, the assessments used to measure student progress, and the proficiency levels students are expected to meet. Parents are informed at Back to School Night, brochures, and at teacher-parent conferences of curriculum, assessment, and proficiency requirements. This information also includes English Language Proficiency Assessments for California (ELPAC) performance data, and benchmark English Language Arts and Mathematics. This information is also included in the Student Handbook, which is available on the website.
  3. If requested by parents of Title I students, the school provides opportunities for regular meetings that allow parents to participate in decisions relating to the education of their children. Parents can meet with school personnel at teacher-parent-conference, SSC and ELAC meetings, or at any given time when parents wish to meet to discuss their student's progress.
- e) The School Site Council (SSC) and an English Learner Advisory Committee (ELAC) Representative work together to conduct an Annual Review of the SPSA. Their comments are published in the SPSA under each section's Annual Review, and are made available to the Governing Board. In addition, the SSC and the ELAC representative collaborate to update the SPSA each year.

### **Building Capacity for Involvement (Parent and Family Engagement Policy Continued)**

To ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, each school and local educational agency assisted with Title I, Part A funds establishing the practices listed below. (20 U.S.C. § 6318[e])

- a) Our school provides families with the opportunity to learn about the standards, assessments, Title I, and how best to monitor and support their children through the annual Back to School Night event, monthly Coffee with the Principal meetings, and regular English Learner Advisory Committee (ELAC) meetings, African American Student Achievement Initiative (AASAI) meetings, Parent-Teacher Association (PTA) meetings, and School Site Council (SSC) meetings.
- b) Family Engagement Specialists provide support and meetings for parents around advocacy and academic standards to best support their students at home. Materials are also provided through Coffee with the Principal, ELACs, AASAI, PTA, and SSC meetings.
- c) Professional Development for staff occurs regularly through monthly staff meetings, site-level PD offered annually, and SSC training. In addition, ELAC provides information for teachers and the school for how to support their English Learner children.

- d) We have a Family Engagement Specialist, and whenever possible they are housed at the Parent Center, on site. The FES focuses on academics, advocacy, and social-emotional support and information. For English Learner parents, we provide information on the regulations to support English Learners, the implementation of programs at the district level through our DELAC, and we also offer district-wide Town Hall meetings for Special Education parents, and for all parents, around the needs of their students. Town Halls are always provided in both English and Spanish.
- e) Overall 15%+ of our population is Spanish speaking, and all information is sent home in both English and Spanish.
- f) The school will provide additional support as requested by parents.

### **Accessibility**

Palma Ceia Elementary School, to the extent practicable, provides opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children) including providing information and school reports required under section 1111 of the ESEA (20 U.S.C. § 6311), as amended by ESSA, in a format and, to the extent practicable, in a language such parents understand. (20 U.S.C. § 6318[f])

Communication with all groups goes through Coffee with the Principal, and all materials are shared in both English and Spanish. Our Family Engagement Specialist is on site and work directly with parents, typically the Parent Center. Webpage for the school site provides comprehensive information, in English and in Spanish, in its Student Handbook. EL Specialists and Principals have meetings with parents of ELs through ELACs. Principals convene with School Site Councils. Principals also attend AASAI meetings.

## School-Parent Compact

### Palma Ceia Elementary School Student/Parent/Family/Teacher School Compact

Name \_\_\_\_\_ Room # \_\_\_\_\_

#### Student Pledge:

I realize that my education is important to me. It helps me develop tools I need to become a happy and productive person. I also understand my parents and teachers want to help me do my very best in school. I know I am the one responsible for my success, and that I must work hard to achieve it. Therefore, I agree to carry out the following responsibilities to the best of my ability.

- Return completed homework on time
- Return corrected work to my parents
- Be responsible for my own behavior
- Come to school on time ready to learn and work hard
- Bring necessary materials, and completed assignments on time
- Know and follow school and class rules
- Ask for help when I need it
- Communicate regularly with my parents and teachers about school experiences so that they can help me be successful in school
- Limit my technology use and instead study or read every day after school
- Respect the school, classmates, staff and families
- Incorporate physical activity into my daily activities

Student's Signature

\_\_\_\_\_ Date \_\_\_\_\_

#### Parent/ Family/Pledge:

I realize that my child's years are very important, and I understand that my participation in my child's education will help his or her achievement and attitude. Therefore, to help my child meet or exceed the state's high academic standards, I agree to carry out the following responsibilities to the best of my ability:

- Require that my child completes his/her homework
- Attend Back to School Night, Parent Conferences, and Open House, Coffee with the Principal, School Site Council, and ELAC
- Read and agree to the Palma Ceia Elementary Code of Conduct
- Communicate the importance of education and learning to my child
- Provide a quiet time and place for homework
- Monitor and limit my child's technology use



- Read to my child and encourage my child to read every day (20 minutes for grades TK -3, and 30 minutes for grades 4-6)
- Communicate with the teacher or the school when I have a question, comment or concern
- Ensure that my child arrives on time and attends school every day, gets adequate sleep, and regular medical attention and proper nutrition
- Consistently monitor my child's progress in school
- Participate in activities at school, such as school decision making, volunteering and/or attending parent-teacher conferences, Back to School Night, Open House, Coffee with the Principal, School Site Council, and ELAC
- Communicate the importance of education and learning to my child
- Respect the school, staff, students, and families (no bullying)

Parent's Signature

\_\_\_\_\_ Date \_\_\_\_\_

**Staff Pledge:**

I understand the importance of the school experience to every student and my role as a teacher and model. Therefore, I agree to carry out the following responsibilities to the best of my ability:

- Provide high-quality curriculum and instruction including HUSD's 3 R's i.e. rigor, responsibility, results for 21<sup>st</sup> century success
- Communicate regularly with families about student progress through conferences, parent-teacher meetings, progress reports, and other available means
- Provide reasonable opportunities for parents to volunteer and participate in their child's class, and to observe classroom activities
- Endeavor to motivate my students to learn
- Maintain high expectations and help every child develop a love of learning and be aware of specific individual needs
- Provide a warm, safe, and caring learning environment
- Provide meaningful, daily homework assignments to reinforce and extend learning (30 minutes for grades TK, K-3 and 60 minutes for grades 4-6)
- Participate in professional development activities that improve teaching and learning and that support the formation of partnerships with families and the community
- Participate actively in collaborative decision making
- Work consistently with families and my school colleagues to make the school an accessible and welcoming place for families
- Respect the school, students, staff and families

Teacher's Signature

\_\_\_\_\_ Date \_\_\_\_\_