

School Year: **2022-23**



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	04/07/2022	6/25/22

School Mission and Vision Statements

Vision Statement:

Students will be prepared, challenged, and motivated in a 21st Century learning environment that develops the physical, intellectual, and emotional SUCCESS of all learners.

Mission Statement:

Palma Ceia students thrive in a nurturing academic environment that encourages critical thinking, creativity, and a love of learning.

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)

Schoolwide Program

The purpose of this plan will allow Palma Ceia Elementary to continue to build on the work that it has been doing in supporting students with a literacy focus. Literacy is foundational to learning and we will continue to provide professional development and parent workshops to bridge the learning from school to home. In addition to continuing our focus on literacy we will continue to work as a professional learning community to identify and recognize the manifestations of racism, create culturally inclusive learning and working environments and dismantle and eliminate educational systems that directly perpetuate racism and privilege through teaching, policy, and practice.

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.

We will continue to use data to monitor student growth in all content areas in order to make strategic moves in our practice and to communicate with parents and further assist our students for academic growth. As literacy is our focus, we are viewing data through an equity lens by reviewing data at the subgroup level, coupled with social emotional learning. Student academic achievement is being approached through a whole child approach and by considering the needs of each individual child through an antiracist lens. To support staff we will provide research-based, professional learning and development on culturally and linguistically responsive instructional practices that lead to deeper learning. The professional learning experiences will create safe, brave space and time for reflection, refinement, and exploration of the practices developed, post training.

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Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

Palma Ceia Administration met with staff and parent groups regularly. In these meetings, overall school needs were always at the forefront of the agenda. There were many avenues in which parents and staff were able to express suggestions, concerns, or opinions regarding budget, programming and school foci. These regular meetings involving parents and staff included, but were not limited to (Coffee with the Principal, English Language Advisory Committee, School Site Council, Site Based Decision Making Team, Instructional Leadership Team, and Monthly Staff Meetings).

During every school-year HUSD conducts, at minimum, five surveys at every school site including Palma Ceia Elementary School. The first survey is the California Healthy Kids Survey which is administered to all 5th grade students to get a sense of student efficacy, student perception of safety and student perception of support services provided at the school. The second survey is a general parent survey that goes out to all parents in a paper form and electronically. This survey also measures how parents feel about the school in regards to support services, safety, communication, student academic progress, cleanliness/upkeep of facilities, food services, etc. The third survey is also disseminated Before and After school Program. A survey is sent to staff members to also rate the effectiveness and quality of the district's before and after-school programs. Finally, the district surveys the parents of English language learners each year to receive feedback regarding the district performance when it comes to support the learning of English learners.

Administration receives site specific and district level data from these surveys and share this data with all stakeholders within their community via the myriad of meetings we hold, our school website and school newsletters.

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

Palma Ceia's administration visit and observe classrooms on a daily basis. The administrative team coordinate to visit classrooms during different instructional content blocks, including but not limited to, Language Arts, Mathematics, English Language Development. Our Instructional Leadership Team, comprised of teacher leaders, is also instrumental in coordinating grade level teams to observe one another to learn and grow from their foci of study. There is also a formal observation process that is contractual and is part of the formal teacher evaluation process. These formal observations are conducted by the administrative team, and is collaboratively used to support teachers in their reflecting on their practice. These formal observations occur in the Fall and Spring.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

Palma Ceia uses state assessments such as CAASPP and ELPAC to monitor school progress and make modifications to the instructional practice of the school site.

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

Palma Ceia uses data from site and district benchmark assessments to gauge the effectiveness of their daily practice. Palma Ceia conducts common grade level assessments almost weekly among all grade levels. In addition, varying forms of assessment were implemented during distance learning as agreed upon by grade level teams. School-wide, the Fountas and Pinnell Reading Benchmark Assessment is administered every 9-10 weeks. Specific to grades K-2, the Basic Phonics Skills Test, district created writing tasks and math benchmarks are administered at the end of the trimester. Finally, for grades 3-6 HUSD requires students to take mid-term assessments in November and February which are comprised of selected SBAC Interim Assessment Block (IAB) assessments. In place of the IAB assessment, the INSPECT assessment was administered to students as a summative assessment via distance learning.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All HUSD teachers are required by contract to meet weekly for teacher-driven collaboration. This collaboration is typically by grade level or subject matter, but can be cross-grade levels or cross-curricular as well. HUSD teachers are also required to meet as a whole staff for 75 minutes once monthly. HUSD also has four professional development days throughout the school-year that provide opportunities for trainings. Each school also is allotted approximately 10 minimum days each year that may be used for site-based professional development.

As part of the Board Policy 0415 Race and Equity Palma Ceia ensures that our staff undergoes Culturally and Linguistically Responsive Teaching Practices, and Leadership to be inclusive of the following:

1. Provide district staff with ongoing, research based, professional learning and professional development on culturally and linguistically responsive instructional practices that lead to deeper learning.
2. Institute mandatory professional development on antiracist practices.
3. Prioritize learning opportunities for relevant, research-based, culturally courageous leadership training.
4. Create safe, brave space and time for reflection, refinement, and exploration of the practices developed, post training.
5. Embed trainings in the induction program and while onboarding new teachers and staff.

Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

HUSD has an Induction Program for first and second year teachers. HUSD strives to provide new teachers with the tools for success. First and second year teachers are assigned a mentor, who is on site and is available to answer questions and provide encouragement and mentor-ship when necessary. There are required monthly meeting hours for new teachers with their mentor teacher, site supervisor and program coordinator. The program is designed to support new teachers to mastery of the California Professional Standards of the Teaching Profession.

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

All staff development meetings are planned with the common goal of preparing our teachers to more effectively teach content standards, assess student performance and use data to inform and adjust instruction to meet the needs of the students. The Board of Education adopted the Anti-Bias/Anti-Racist Policy at the beginning of the 2020-2021 school year. As a site we embarked on professional development in relation to the policy. The year we focused on continuing to build an understanding of personal biases, both implicit and explicit as well as begin applying our work from the 2020-2021 school year to practice. We expanded our learning to include a common understanding of the White Supremacy Culture Tenants and the effects they have within our educational system through a larger lens as well as locally at the site level and even within the classroom. Our focus is to analyze our current systems in place to constantly improve them to meet the needs of our students both academically and culturally.

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

The Hayward Unified School District Teachers on Special Assignment (TOSA) serve as coaches and lead professional development trainings throughout the district. At Palma Ceia teachers are receiving support from an expert TOSA in the content area of Mathematics. Teachers receive support by the coach on an individual basis, as grade level teams, and also as a staff during our professional development sessions.

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

HUSD certificated staff are required to participate in weekly collaboration. At the elementary level (K–6) teachers are mandated to collaborate with their grade level or department for a minimum of 50 minutes per week. The district provides early release days for students on Wednesdays, to provide the time within the contractual workday for teachers to collaborate.

Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

In order to achieve the above standard goals, Palma Ceia Elementary School has set forth specific goals and related actions in our SPSA that include:

- Maximizing instructional time, by implementing community-building and positive behavior management programs (i.e. Restorative practices, Toolbox, Mindfulness, Peace Corners) that are research-based and culturally and linguistically responsive.
- Ensuring all lessons follow the Common Core Instructional Framework (clear objectives, student engagement, checking for understanding, culturally relevant practices, and lesson structure/gradual release of educational responsibility).
- Providing structured teacher collaboration time in the Cycle of Inquiry to analyze data and identify specific students/instructional strategies to move students to mastery of the Common Core Standards.
- Identifying struggling students and providing small group instruction for those students.
- Providing professional development for all teachers in best practices for teaching English Language Learners, to improve our percentage of EL students scoring Early Advance or better on the ELPAC.
- Improving student participation in after-school and extracurricular enrichment activities, by offering GATE classes, student clubs, student sport teams, intramural activities, and after-school intervention/homework help.
- Expanding student use of technology in the classes to enhance student learning.

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

HUSD requires a minimum of 150 minutes of ELA instruction and 90 minutes of Math instruction daily.

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

Lesson pacing is determined by students' instructional needs towards mastering grade level content and performance standards. In collaboration with coaches, specialists, and administrative staff, grade levels teams determine the lesson pace, interventions, and differentiated instruction. In addition, grades K-3 at our site will have staggered reading schedules to give students time with their teacher to provide differentiated instruction.

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

All HUSD school are held to the standards of the Williams Act (1968). Every student at Palma Ceia and within HUSD is provided the appropriate district-adopted, state approved textbooks for ELA, Math, Science and History/Social Science.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

HUSD and Palma Ceia Elementary School comply with federal and state regulations regarding the use of SBE-adopted and standards-aligned instructional materials.

Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

The Hayward Unified School District and Palma Ceia Elementary School receive state and federal funds designated to support underperforming students. At Palma Ceia these funds are used to hire intervention teachers, pay teachers extra hours to provide before and after-school tutoring and purchase appropriate materials for teaching intervention.

As part of the Board Policy 0415.1 Antiracism Palma Ceia ensures the following:

1. Ensure underserved students enroll in, participate in, and complete curricular and extracurricular courses, advanced college prep programs, and other student activities.
2. Develop and offer courses (i.e. ethnic studies) that provide an opportunity for students to learn about the rich cultural heritage of the students in our district.

Evidence-based educational practices to raise student achievement

Palma Ceia follows the Systems of Strategic Actions Balanced Literacy Approach to teaching English Language Arts. Palma Ceia implements the Writer's Workshop Instructional Model for writing instruction. Palma Ceia uses the Fountas and Pinnell Guided Reading and Leveled Literacy Curriculum for small group ELA instruction and intervention.

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1. Ensure underserved students enroll in, participate in, and complete curricular and extracurricular courses, advanced college prep programs, and other student activities.
2. Develop and offer courses (i.e. ethnic studies) that provide an opportunity for students to learn about the rich cultural heritage of the students in our district.

Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

Palma Ceia Elementary School will continue to receive support from the Student Services Department for the 2021-22 school year. In the fall of 2018, the Hayward Unified School District allocated district funding to support a Family Engagement, Outreach & Equity Specialist position, also known as the Family Engagement Specialist (FES), to work at least 15 hours at all 30 HUSD schools. Family Engagement Specialist encourages and coordinates parent education and involvement in various District and school programs and other activities to ensure equity of opportunity and access; perform liaison duties among staff, community resources and parents; refer families to local agencies or services as appropriate; utilize and update designated District communication and outreach portals and protocols.

As part of the Board Policy 0415.1 Antiracism Palma Ceia ensures the following:

1. Promote family engagement with an intentional focus on historically underserved groups such as the families of Black students, Latino students, English Learners, and students with different abilities.
2. Provide and collaborate with local agencies and community groups to ensure the availability of necessary support services for students and families.

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

The Hayward Unified School District and Palma Ceia Elementary School receive state and federal funds designated to support underperforming students. At Palma Ceia these funds are used to hire intervention teachers, pay teachers extra hours to provide before and after-school tutorials and purchase appropriate materials for teaching intervention.

Fiscal support (EPC)

The school's general and categorical funds are allocated to align with the EPCs in all content areas, Board Goals, district initiatives, and the school's School Plan for Student Achievement.

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

In order to include all stakeholders 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.

The School Site Council completed a needs assessment and observed that Palma Ceia's resource inequity is the support for tier II interventions. The School Site Council observed that funds that were allocated for the use of after school intervention were underutilized for 2018-2019 and 2019-2020 school years. In addition, the School Site Council analyzed the LLI and Soluciones data and observed that students were making growth in the intervention programs that were provided via zoom for the 2020-2021 school year during a global pandemic. Based on the needs assessment, the School Site Council allocated funds to provide an increase of resources to provide Tier II literacy intervention services during the student's instructional day.

Palma Ceia will continue to utilize the Fountas and Pinnell Reading system 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 Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	18-19	19-20	20-21
Kindergarten	65	71	68
Grade 1	74	74	75
Grade 2	76	75	69
Grade3	95	78	73
Grade 4	77	95	72
Grade 5	90	78	96
Grade 6	74	90	69
Total Enrollment	551	561	522

Conclusions based on this data:

1. Palma Ceia's most significant populations are Hispanic/Latino, Filipino, and Asian.
2. Palma Ceia's general education population has stayed consistent over the past three years.
3. The data trends show that student enrollment increases from the primary grades to intermediate grades. Several families throughout the district transfer to Palma Ceia for the Bilingual Alternative Program that is offered or for our Sheltered English Immersion Program.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
English Learners	212	218	198	38.5%	38.9%	37.9%
Fluent English Proficient (FEP)	139	129	93	25.2%	23.0%	17.8%
Reclassified Fluent English Proficient (RFEP)	34	24	1	14.6%	11.3%	0.5%

Conclusions based on this data:

1. As our overall student population continues to remain relatively constant so does our English Learner population.
2. Palma Ceia's EL population makes up approximately 38% of the overall school's population.
3. Palma Ceia was able to reclassify 22 students in 2020-21 academic school year, which is an increase of two from 20 students that were reclassified in the 2019-20. Our ability to reclassify more students during a global pandemic was not interrupted by the closing of schools.

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		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	71	91	73	66	86	0	66	86	0	93	94.5	0.0
Grade 4	83	74	75	80	73	0	80	73	0	96.4	98.6	0.0
Grade 5	70	85	96	67	84	0	67	84	0	95.7	98.8	0.0
Grade 6	91	75	70	88	75	0	87	75	0	96.7	100	0.0
All Grades	315	325	314	301	318	0	300	318	0	95.6	97.8	0.0

The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	2436.	2377.		30.30	11.63		24.24	16.28		21.21	26.74		24.24	45.35	
Grade 4	2494.	2442.		46.25	17.81		18.75	19.18		10.00	23.29		25.00	39.73	
Grade 5	2504.	2479.		25.37	10.71		25.37	38.10		22.39	13.10		26.87	38.10	
Grade 6	2501.	2512.		10.34	14.67		29.89	33.33		22.99	24.00		36.78	28.00	
All Grades	N/A	N/A	N/A	27.67	13.52		24.67	26.73		19.00	21.70		28.67	38.05	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	27.27	15.12		48.48	41.86		24.24	43.02	
Grade 4	32.50	10.96		45.00	53.42		22.50	35.62	
Grade 5	23.88	23.81		49.25	39.29		26.87	36.90	
Grade 6	13.79	22.67		40.23	41.33		45.98	36.00	
All Grades	24.00	18.24		45.33	43.71		30.67	38.05	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	25.76	13.95		53.03	44.19		21.21	41.86	
Grade 4	50.00	15.07		31.25	56.16		18.75	28.77	
Grade 5	41.79	25.00		38.81	51.19		19.40	23.81	
Grade 6	17.24	16.00		45.98	58.67		36.78	25.33	
All Grades	33.33	17.61		42.00	52.20		24.67	30.19	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	18.18	11.63		71.21	59.30		10.61	29.07	
Grade 4	28.75	13.70		50.00	61.64		21.25	24.66	
Grade 5	14.93	9.52		59.70	61.90		25.37	28.57	
Grade 6	14.94	8.00		55.17	62.67		29.89	29.33	
All Grades	19.33	10.69		58.33	61.32		22.33	27.99	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	31.82	12.79		45.45	39.53		22.73	47.67	
Grade 4	47.50	20.55		35.00	42.47		17.50	36.99	
Grade 5	26.87	14.29		44.78	50.00		28.36	35.71	
Grade 6	25.29	26.67		49.43	37.33		25.29	36.00	
All Grades	33.00	18.24		43.67	42.45		23.33	39.31	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

- Overall, students achieving above, at or near standard decreased from the 2017-18 to 2018-19 school year.
- For each ELA claim, there was a decrease ranging from 5.65 percent to 15.98 percent for students achieving, at or above standard. There was a decrease in research and inquiry of 15.98 percent for students performing above, at

or near standard. For reading there was a decrease of 7.38 percent for students performing above, at or near standard.

3. Overall, 40.25 percent of 3rd-6th graders met or exceeded standards in English Language Arts on the CAASPP. In addition our major subgroups performed as follows: 8.0 percent of English Language Learners and 35.92 percent of students identified as socio economically disadvantaged met or exceeded standard. Also, 35.78 percent of Latino students, 26.93 percent of African American students and 62.22 percent of Filipino students met or exceeded standard. Lastly, 1.92 percent of students with disabilities met or exceeded standard in English Language Arts.

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		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	70	91	73	70	88	0	70	88	0	100	96.7	0.0
Grade 4	83	73	75	83	73	0	83	73	0	100	100	0.0
Grade 5	70	85	96	68	84	0	68	84	0	97.1	98.8	0.0
Grade 6	91	75	70	89	75	0	89	75	0	97.8	100	0.0
All Grades	314	324	314	310	320	0	310	320	0	98.7	98.8	0.0

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	2417.	2382.		17.14	4.55		24.29	20.45		30.00	28.41		28.57	46.59	
Grade 4	2483.	2459.		25.30	16.44		31.33	23.29		22.89	35.62		20.48	24.66	
Grade 5	2452.	2450.		10.29	7.14		11.76	15.48		20.59	28.57		57.35	48.81	
Grade 6	2480.	2481.		6.74	13.33		19.10	12.00		25.84	30.67		48.31	44.00	
All Grades	N/A	N/A	N/A	14.84	10.00		21.94	17.81		24.84	30.63		38.39	41.56	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	24.29	10.23		38.57	34.09		37.14	55.68	
Grade 4	40.96	24.66		27.71	34.25		31.33	41.10	
Grade 5	7.35	10.71		25.00	27.38		67.65	61.90	
Grade 6	8.99	9.33		34.83	36.00		56.18	54.67	
All Grades	20.65	13.44		31.61	32.81		47.74	53.75	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	25.71	12.50		44.29	46.59		30.00	40.91	
Grade 4	26.51	13.70		49.40	58.90		24.10	27.40	
Grade 5	10.29	9.52		38.24	38.10		51.47	52.38	
Grade 6	6.74	17.33		39.33	32.00		53.93	50.67	
All Grades	17.10	13.13		42.90	43.75		40.00	43.13	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	27.14	12.50		47.14	42.05		25.71	45.45	
Grade 4	32.53	17.81		44.58	41.10		22.89	41.10	
Grade 5	8.82	7.14		38.24	41.67		52.94	51.19	
Grade 6	8.99	12.00		48.31	44.00		42.70	44.00	
All Grades	19.35	12.19		44.84	42.19		35.81	45.63	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

- Overall, 27.81 percent of 3rd-6th graders met or exceeded standards in Mathematics on the CAASPP.
- The percent of students achieving Above, At, or Near standard decreased for each Claim of the Math CAASPP Assessment. The breakdown is as follows for overall student progress:
 Concepts and Procedures - In 2017 - 2018, 52.26% of students achieved above, at, or near standard for the Concepts and Procedures claim. In 2018-2019 46.25% of students achieved above, at, or near standard, therefore there was a 6.01% decrease in overall achievement for the Concepts and Procedures claim.
 Problem Solving and Modeling/Data Analysis - In 2017 - 2018, 60.00% of students achieved above, at, or near standard for the Problem Solving and Modeling/Data Analysis claim. In 2018-2019, 56.88% of students achieved above, at, or near standard, therefore there was a 3.12% decrease in overall achievement for the Problem Solving and Modeling/Data Analysis claim.
 Communicating Reasoning - In 2017 - 2018, 64.19% of students achieved above, at, or near standard for the Communicating Reasoning claim. In 2018-2019, 54.38% of students achieved above, at, or near standard, therefore there was a 9.81% decrease in overall achievement for the Communicating Reasoning claim.
- Palma Ceia's major subgroups performed as follows: 7.84 percent of English Language Learners and 23.58 percent of students identified as socio economically disadvantaged met or exceeded standard. Also, 21.35 percent of Latino students, 11.54 percent of African American students and 53.33 percent of Filipino students met or exceeded standard. Lastly, 3.85 percent of students with disabilities met or exceeded standard in Mathematics.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	1420.8	1422.7	*	1430.4	1435.8	*	1398.2	1392.0	*	36	30	4
1	1459.6	1459.8	1486.5	1458.8	1457.5	1497.1	1459.8	1461.7	1475.1	47	34	18
2	1483.1	1502.3	1480.2	1485.2	1510.9	1489.1	1480.5	1493.3	1470.9	50	37	30
3	1464.0	1480.9	1489.0	1456.7	1476.5	1501.3	1470.8	1484.8	1476.4	24	38	23
4	1488.2	1512.0	1513.1	1478.4	1508.8	1527.1	1497.2	1514.7	1498.6	25	28	20
5	1482.6	1511.4	1486.5	1480.2	1509.4	1481.8	1484.6	1512.8	1490.7	17	25	24
6	1505.4	1502.9	*	1489.8	1494.5	*	1520.6	1510.8	*	27	16	11
All Grades										226	208	130

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	33.33	3.33	*	38.89	43.33	*	*	46.67	*	*	6.67	*	36	30	*
1	34.04	8.82	17.65	34.04	41.18	70.59	*	35.29	5.88	*	14.71	5.88	47	34	17
2	44.00	29.73	14.81	32.00	37.84	55.56	*	27.03	18.52	*	5.41	11.11	50	37	27
3		5.26	8.70	*	36.84	52.17	*	31.58	26.09	*	26.32	13.04	24	38	23
4	*	32.14	20.00	52.00	25.00	35.00	*	28.57	35.00	*	14.29	10.00	25	28	20
5	*	8.00	4.17	*	40.00	37.50	*	32.00	41.67	*	20.00	16.67	17	25	24
6	*	0.00	*	40.74	43.75	*	*	31.25	*	*	25.00	*	27	16	*
All Grades	25.66	13.46	12.00	36.73	37.98	48.00	19.47	33.17	26.40	18.14	15.38	13.60	226	208	125

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	50.00	10.00	*	*	56.67	*	*	26.67	*	*	6.67	*	36	30	*
1	46.81	14.71	47.06	*	44.12	35.29	*	32.35	11.76	*	8.82	5.88	47	34	17
2	58.00	43.24	44.44	24.00	43.24	33.33	*	10.81	11.11	*	2.70	11.11	50	37	27
3	*	23.68	43.48	*	31.58	43.48	*	23.68	8.70	*	21.05	4.35	24	38	23
4	*	46.43	45.00	*	21.43	45.00	*	17.86	0.00	*	14.29	10.00	25	28	20
5	*	32.00	25.00	*	36.00	50.00	*	32.00	12.50	*	0.00	12.50	17	25	24
6	*	12.50	*	59.26	62.50	*	*	6.25	*	*	18.75	*	27	16	*
All Grades	39.82	26.92	37.60	31.86	40.87	41.60	13.72	22.12	9.60	14.60	10.10	11.20	226	208	125

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	0.00	*	*	33.33	*	44.44	66.67	*	*	0.00	*	36	30	*
1	36.17	11.76	0.00	27.66	23.53	88.24	*	38.24	5.88	*	26.47	5.88	47	34	17
2	24.00	16.22	7.41	44.00	43.24	51.85	24.00	21.62	18.52	*	18.92	22.22	50	37	27
3		5.26	4.35	*	23.68	17.39	*	42.11	52.17	66.67	28.95	26.09	24	38	23
4	*	14.29	0.00	*	21.43	30.00	*	46.43	35.00	*	17.86	35.00	25	28	20
5	*	0.00	0.00	*	20.00	12.50	*	56.00	54.17	*	24.00	33.33	17	25	24
6	*	6.25	*	*	6.25	*	40.74	43.75	*	*	43.75	*	27	16	*
All Grades	18.58	8.17	2.40	27.88	26.44	33.60	28.76	43.75	38.40	24.78	21.63	25.60	226	208	125

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	55.56	6.67	*	36.11	86.67	*	*	6.67	*	36	30	*
1	61.70	58.82	76.47	29.79	38.24	23.53	*	2.94	0.00	47	34	17
2	56.00	37.84	18.52	36.00	51.35	66.67	*	10.81	14.81	50	37	27
3	*	15.79	21.74	54.17	55.26	65.22	*	28.95	13.04	24	38	23
4	*	28.57	25.00	56.00	46.43	60.00	*	25.00	15.00	25	28	20
5	*	8.00	0.00	*	64.00	75.00	*	28.00	25.00	17	25	24
6	*	12.50	*	77.78	50.00	*	*	37.50	*	27	16	*
All Grades	38.05	25.96	23.20	45.58	55.77	59.20	16.37	18.27	17.60	226	208	125

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	33.33	10.00	*	50.00	83.33	*	*	6.67	*	36	30	*
1	31.91	0.00	46.67	46.81	76.47	46.67	*	23.53	6.67	47	34	15
2	70.00	54.05	62.96	22.00	43.24	25.93	*	2.70	11.11	50	37	27
3	58.33	42.11	69.57	*	42.11	26.09	*	15.79	4.35	24	38	23
4	64.00	53.57	90.00	*	35.71	10.00	*	10.71	0.00	25	28	20
5	*	68.00	58.33	*	32.00	29.17	*	0.00	12.50	17	25	24
6	55.56	37.50	*	*	62.50	*	*	0.00	*	27	16	*
All Grades	50.88	37.02	63.41	34.51	53.37	26.83	14.60	9.62	9.76	226	208	123

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	0.00	*	75.00	93.33	*	*	6.67	*	36	30	*
1	51.06	20.59	35.29	29.79	55.88	58.82	*	23.53	5.88	47	34	17
2	40.00	8.11	18.52	48.00	75.68	59.26	*	16.22	22.22	50	37	27
3		5.26	4.35	*	44.74	47.83	66.67	50.00	47.83	24	38	23
4	*	14.29	0.00	60.00	46.43	65.00	*	39.29	35.00	25	28	20
5		4.00	4.17	76.47	68.00	62.50	*	28.00	33.33	17	25	24
6	*	0.00	*	*	18.75	*	70.37	81.25	*	27	16	*
All Grades	23.01	8.17	10.74	46.90	60.10	57.02	30.09	31.73	32.23	226	208	121

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	50.00	30.00	*	44.44	66.67	*	*	3.33	*	36	30	*
1	25.53	8.82	0.00	55.32	64.71	93.33	*	26.47	6.67	47	34	15
2	24.00	13.51	14.81	64.00	67.57	51.85	*	18.92	33.33	50	37	27
3	*	7.89	13.04	54.17	71.05	65.22	*	21.05	21.74	24	38	23
4	*	17.86	10.00	44.00	67.86	60.00	*	14.29	30.00	25	28	20
5	*	8.00	4.17	*	68.00	66.67	*	24.00	29.17	17	25	24
6	*	37.50	*	74.07	50.00	*	*	12.50	*	27	16	*
All Grades	25.22	15.87	8.13	56.64	66.35	65.85	18.14	17.79	26.02	226	208	123

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. The number of students that were assessed for the ELPAC assessment decreased from 208 students in the 2018-2019 school year to 123 students in the 2020-2021 school year. This is a total decrease of 85 students.
2. Approximately 25% of English Learners achieved level 3 or higher for overall language in the 2018-2019 school year. Approximately 48% of English Learners achieved level 3 or higher for overall language in the 2020-2021 school year. This is an increase of 23% from the 2018-2019 school year to the 2020-2021 school year.
3. For overall language, 1st grade students have the highest percentage of students in level 3 and 4 for the 2020-2021 school year.

School and Student Performance Data

Student Population

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

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

2020-21 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
522	58.4	37.9	0.2
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2019-20 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	198	37.9
Foster Youth	1	0.2
Homeless	6	1.1
Socioeconomically Disadvantaged	305	58.4
Students with Disabilities	75	14.4

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	22	4.2
American Indian or Alaska Native	1	0.2
Asian	53	10.2
Filipino	62	11.9
Hispanic	328	62.8
Two or More Races	25	4.8
Native Hawaiian or Pacific Islander	15	2.9
White	16	3.1

Conclusions based on this data:

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

2. Palma Ceia has a high percentage of Socioeconomically Disadvantaged families at 58.4%. Palma Ceia's EL population makes up 37.9% of the student population.
3. Palma Ceia's student population consists on 14.4% students with disabilities. Our percentage of students with disabilities is a bit higher than the district average of 11.3% and the state average of 11.7%





School and Student Performance Data

Overall Performance

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Orange	Chronic Absenteeism  Green	Suspension Rate  Orange
Mathematics  Orange		

Conclusions based on this data:

1. Palma Ceia rated at the Orange Performance Level for English-language arts, Math, and Suspension Rate.
2. Palma Ceia rated at the Green Performance Level for Chronic Absenteeism.

School and Student Performance Data

Academic Performance English Language Arts

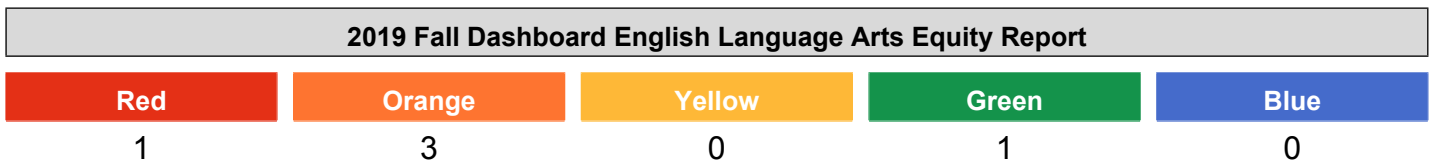
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To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p> Orange 30.7 points below standard Declined Significantly -30 points 311	<p>English Learners</p> Orange 60.1 points below standard Declined Significantly -27 points 167	<p>Foster Youth</p> No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
<p>Homeless</p> No Performance Color 53.9 points below standard Declined Significantly -45.5 points 19	<p>Socioeconomically Disadvantaged</p> Orange 40.8 points below standard Declined Significantly -23.5 points 242	<p>Students with Disabilities</p> Red 150 points below standard Declined Significantly -73.3 points 50

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 65.6 points below standard Declined Significantly -44.7 points 25	 No Performance Color 0 Students	 No Performance Color 7.1 points below standard Declined Significantly -41.7 points 23	 Green 29 points above standard Declined Significantly -29.7 points 45
Hispanic	Two or More Races	Pacific Islander	White
 Orange 43.5 points below standard Declined Significantly -27.7 points 185	 No Performance Color 13.4 points below standard 13	 No Performance Color 65 points below standard Declined Significantly -71 points 13	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
103.5 points below standard Declined -7.5 points 99	3 points above standard Declined Significantly -27.6 points 68	14.3 points below standard Declined Significantly -31.1 points 111

Conclusions based on this data:

1. Overall, Palma Ceia showed a decline in our mean scale score and performed at the Orange Performance Level on the English Language Arts section of the CAASPP.
2. Based upon the data above, all significant subgroups showed a decline in their mean scale score on the English Language Arts section of the CAASPP.
3. Of Palma Ceia's major subgroups, Hispanic students declined significantly by 27.7 points performed at the orange performance level.

School and Student Performance Data

Academic Performance Mathematics

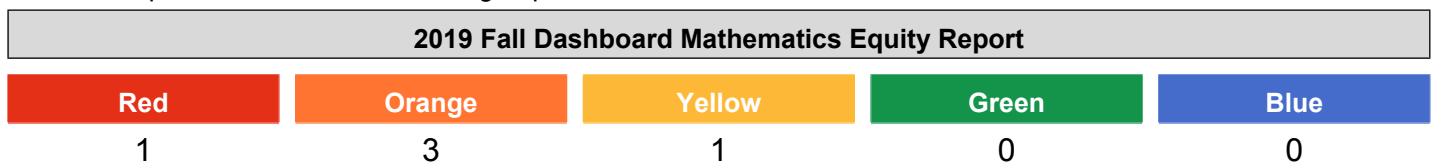
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To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p> Orange 56.1 points below standard Declined Significantly -17.4 points 311	<p>English Learners</p> Orange 75.8 points below standard Declined Significantly -16.9 points 167	<p>Foster Youth</p> No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
<p>Homeless</p> No Performance Color 88.3 points below standard Declined Significantly -35.6 points 19	<p>Socioeconomically Disadvantaged</p> Orange 68 points below standard Declined Significantly -15.2 points 242	<p>Students with Disabilities</p> Red 177.3 points below standard Declined Significantly -59.1 points 50

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 100.6 points below standard Declined Significantly -36.1 points 25	 No Performance Color 55 points below standard 13	 No Performance Color 17.7 points below standard Declined -5.5 points 23	 Yellow 2.7 points below standard Declined Significantly -23.3 points 45
Hispanic	Two or More Races	Pacific Islander	White
 Orange 66.5 points below standard Declined Significantly -15.9 points 185	 No Performance Color 55 points below standard 13	 No Performance Color 73 points below standard Declined Significantly -27.1 points 13	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
109.2 points below standard Maintained -2.1 points 99	27.2 points below standard Declined Significantly -17.2 points 68	45.1 points below standard Declined Significantly -17.2 points 111

Conclusions based on this data:

1. Overall, Palma Ceia showed a decline in our mean scale score and performed at the Orange Performance Level on the Mathematics section of the CAASPP.
2. Based upon the data above, all significant subgroups showed a decline in their mean scale score on the Mathematics section of the CAASPP.
3. Of Palma Ceia's major subgroups, Hispanic students declined significantly by 15.9 points and performed at the orange performance level. Filipino students also declined significantly by 23.3 points and performed at the yellow performance level.

School and Student Performance Data

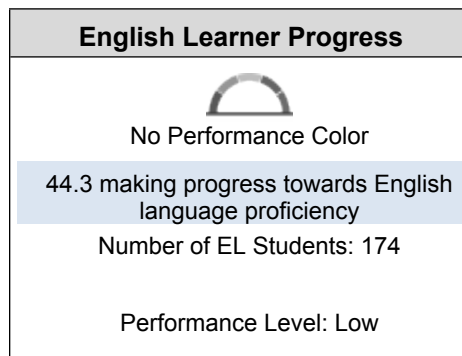
Academic Performance English Learner Progress

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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

2019 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.

2019 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
15.5	40.2	2.8	41.3

Conclusions based on this data:

1. Based upon the data, 15.5 students decreased one ELPI Level on ELPAC in 2019.
2. Based upon the data, 2.8 students remained at ELPI Level 4 in 2019.
3. Palma Ceia has 41.3 students that are making the one year annual growth necessary to maintain their ELPI Level.

School and Student Performance Data

Academic Performance College/Career Measures Only Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

Number and Percentage of Students in the Combined Graduation Rate and/or Dashboard Alternative School Status (DASS) Graduation Rate by Student Group		
Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

Advanced Placement Exams – Number and Percentage of Four-Year Graduation Rate Cohort Students

Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the four-year graduation rate cohort by student group who scored 3 or higher on at least two Advanced Placement exams.

International Baccalaureate Exams – Number and Percentage of Four-Year Graduation Rate Cohort

Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the four-year graduation rate cohort by student group who scored 4 or higher on at least two International Baccalaureate Exams.

Completed at Least One Career Technical Education (CTE) Pathway – Number and Percentage of All Students		
Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

Completed a-g Requirements – Number and Percentage of All Students		
Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the University of California (UC) or California State University (CSU) a-g criteria with a grade of C or better (or Pass).

Completed a-g Requirements AND at Least One CTE Pathway – Number and Percentage of All Students		
Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the UC or CSU a-g criteria with a grade of C or better (or Pass) AND completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

Completed College Credit Courses – Number and Percentage of All Student Students Completing One Semester, Two Quarters, or Two Trimesters of College Credit Courses		
Student Group	Number of Students	Percent of Students
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed Academic or CTE subject college credit courses with a grade of C- or better (or Pass).

**Completed College Credit Courses – Number and Percentage of All Student
Students Completing Two Semesters, Three Quarters, or Three Trimesters of College Credit Courses**

Student Group	Number of Students	Percent of Students
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed Academic or CTE subject college credit courses with a grade of C- or better (or Pass).

Earned the State Seal of Biliteracy – Number and Percentage of All Students

Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who earned the State Seal of Biliteracy.

Conclusions based on this data:

1.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.

2019 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue
1	1	2	3	0

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.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	English Learners	Foster Youth
 Green 9.6 Declined -0.5 565	 Green 9.1 Declined Significantly -3.2 241	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 No Performance Color 26.9 Increased +12.6 26	 Orange 11.4 Increased +0.7 438	 Yellow 15.5 Declined -1.2 84

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Red	 No Performance Color	 Green	 Green
30.6	Less than 11 Students - Data Not Displayed for Privacy	5.4	2.7
Increased +19.7	1	Declined -5.2	Declined -2.1
36		56	74
Hispanic	Two or More Races	Pacific Islander	White
 Yellow	 No Performance Color	 No Performance Color	 No Performance Color
10.2	3.7	11.5	0
Declined -0.9	Maintained +0.3	Declined -2.1	Declined -17.6
333	27	26	12

Conclusions based on this data:

1. Absenteeism declined for all students, including students with disabilities, Asian, Filipino, and Hispanic subgroups.
2. Absenteeism increased for socioeconomically disadvantaged students, and African American students.
3. English Learners absenteeism declined significantly.

School and Student Performance Data

Academic Engagement Graduation Rate Additional Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

2021 Graduation Rate by Student Group				
Student Group	Number of Students in the Graduation Rate	Number of Graduates	Number of Fifth Year Graduates	Graduation Rate
All Students				
English Learners				
Foster Youth				
Homeless				
Socioeconomically Disadvantaged				
Students with Disabilities				
African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic				
Native Hawaiian or Pacific Islander				
White				
Two or More Races				

Conclusions based on this data:

- 1.

School and Student Performance Data

Conditions & Climate Suspension Rate

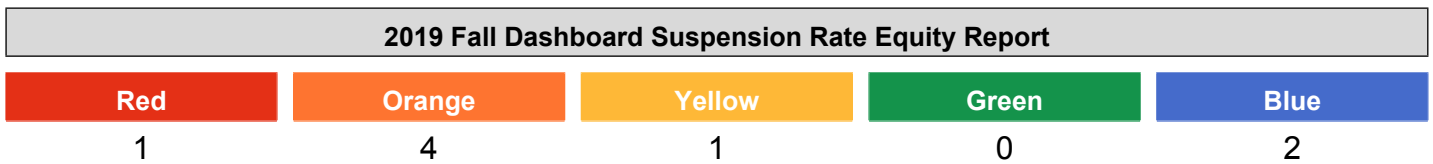
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:



This section provides number of student groups in each color.



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.

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p> <p>Orange</p> <p>1.5</p> <p>Increased +1.2</p> <p>582</p>	<p>English Learners</p> <p>Yellow</p> <p>0.8</p> <p>Increased +0.8</p> <p>247</p>	<p>Foster Youth</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not</p> <p>2</p>
<p>Homeless</p> <p>Red</p> <p>13.3</p> <p>Increased +10</p> <p>30</p>	<p>Socioeconomically Disadvantaged</p> <p>Orange</p> <p>1.8</p> <p>Increased +1.3</p> <p>452</p>	<p>Students with Disabilities</p> <p>Orange</p> <p>5.5</p> <p>Increased +5.5</p> <p>91</p>

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Orange 5 Increased +2.4 40	 No Performance Color Less than 11 Students - Data 2	 Blue 0 Maintained 0 56	 Blue 0 Maintained 0 75
Hispanic	Two or More Races	Pacific Islander	White
 Orange 1.2 Increased +1.2 341	 No Performance Color 3.7 Increased +0.6 27	 No Performance Color 7.7 Increased +7.7 26	 No Performance Color 0 Maintained 0 15

This section provides a view of the percentage of students who were suspended.

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	0.3	1.5

Conclusions based on this data:

1. Overall the suspension rate has increased for all students.
2. The suspension rate has increased for African American and Hispanic students.
3. Overall the suspension rate continues to be below 2 percent of the overall student population. This has been consistent for the past two school years.

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

Language Arts

LEA/LCAP Goal

21st Century Success in ELA : All students will master the Common Core Standards in Language Arts or demonstrate growth towards mastery.

All students master the Common Core State Standards as demonstrated on the new Smarter Balanced Assessment

Goal 1

Language Arts - Palma Ceia's goal for the 2022-23 school year is that all students will engage in Deeper Learning activities as part of their regular Language Arts instruction. Based on the analysis of CAASPP results, Deeper Learning in Language Arts will be reflected in growth toward standard in ELA with an expected growth from the orange performance level to the yellow performance level as measured by the California School Dashboard, by Spring 2023

Identified Need

To formulate this goal we used the results from the most recent CAASPP test from the 2018-2019 school year. Overall, 40.25 percent of 3rd-6th graders met or exceeded standards in English Language Arts on the CAASPP. In addition, 8.0 percent of English Language Learners and 35.92 percent of students identified as socio economically disadvantaged met or exceeded standard. Also, 35.78 percent of Latino students, 26.93 percent of African American students and 62.22 percent of Filipino students met or exceeded standard. Lastly, 1.92 percent of students with disabilities met or exceeded standard in English Language Arts.

The percent of students achieving Above, At, or Near standard decreased for each Claim of the ELA CAASPP Assessment. The breakdown is as follows for overall student progress:

- Reading - In 2017 - 2018, 69.33% of students achieved above, at, or near standard for the reading claim. In 2018-2019 61.95% of students achieved above, at, or near standard, therefore there was a 7.38% decrease in overall achievement for the reading claim.
- Writing - In 2017 - 2018, 75.33% of students achieved above, at, or near standard for the reading claim. In 2018-2019 69.18% of students achieved above, at, or near standard, therefore there was a 6.15% decrease in overall achievement for the reading claim.
- Listening - In 2017 - 2018, 77.66% of students achieved above, at, or near standard for the reading claim. In 2018-2019 72.01% of students achieved above, at, or near standard, therefore there was a 5.65% decrease in overall achievement for the reading claim.
- Research/Inquiry - In 2017 - 2018, 76.67% of students achieved above, at, or near standard for the reading claim. In 2018-2019 60.69% of students achieved above, at, or near standard, therefore there was a 15.98% decrease in overall achievement for the reading claim.

Group data to be collected to measure gains:

- Data that will be collected to measure gains include, but are not limited to CAASPP, District Benchmark Assessments, Fountas and Pinnell, and common assessments.

Groups participating in this goal (e.g., students, parents, teachers, administrators)

- All students at Palma Ceia are expected to reach proficiency in English Language Arts. Particular efforts are geared towards our significant subgroups, English Language Learners, Socio Economically Disadvantaged, Latino, and Filipino students to provide an equitable educational program for these students. Like efforts are also pursued for African American students and students in the Special Education Program.
- Teachers gather and evaluate data and participate in the cycle of inquiry to inform the planning of targeted instruction. They also monitor and respond to students' social and emotional needs to create a safe and inclusive classroom.
- Support staff that include, but are not limited to, Administration, English Learner Specialist, Bilingual Instructional Assistant, Family Engagement Specialist, and Coordination of Services Team Specialist provide direct services to students and families. They also participate in collaboration, planning, and analysis of data.
- The following site based groups include, but are not limited to: Grade Level Teams, the Positive Behavior Intervention and Supports Team, the Special Education Team, the Instructional Leadership team, and the Coordination of Services Team engage in collaborative planning and discussions to monitor progress. They adapt student goals based on the data to be responsive to the needs of the students.

Anticipated annual growth for each group

- Our goal for the 202-23 school year is that all students will engage in Deeper Learning activities as part of their regular Language Arts instruction. Based on the analysis of CAASPP results, Deeper Learning in Language Arts will be reflected in growth toward standard in ELA with an expected growth from the orange performance level to the yellow performance level as measured by the California School Dashboard, by Spring 2023.

Growth towards achievement in these standards will be monitored throughout the 2022-2023 school year using Benchmark Assessments and/or Fountas and Pinnell reading benchmark assessment system.

Means of evaluating progress toward this goal :

- English Language Proficiency Assessments for California (ELPAC)
- Common formative assessments
- District benchmark assessments
- Fountas and Pinnell Reading Benchmark Assessment for K-3, 4-6 (phase in for struggling readers)
- Interim Assessment Block (IAB's) - distinctively aligned to the Common Core State Standards will be collected twice in the school year.
- Writing tasks
- Basic Phonics Skills Test for K-2 (BPST)
- Assessments from online platforms - IXL
- Benchmark Advance/Adelante Assessment

How does this goal align to your Local Educational Agency Plan goals?

- This goal is included in the LEA Plan.

What did the analysis of the data reveal that led you to this goal?

- Our largest decrease was in the claim, Research and Inquiry at 15.98% from the 2017-2018 school year to the 2018-2019 school year. This is followed by the Reading claim at 7.38%, Writing claim at 6.15%, and Listening claim at 5.65%.

- The analysis revealed that our 2018-2019 ELA focus on guided reading will continue to be a focus. Palma Ceia will continue to utilize the research based Lexile Leveled Reading assessment and program; Fountas and Pinnell, to monitor progress.
- Additionally, a Balanced Literacy Approach would be the next steps to begin to encompass and include instruction that targets all four claims to be inclusive of Reading, Writing, Listening, and Research and inquiry.

Which stakeholders were involved in analyzing data and developing this goal?

- Faculty
- School Site Council
- Site Based Decision Making
- Instructional Leadership Team
- English Learner Advisory Committee

Actions to improve achievement to exit program improvement (if applicable).

- Not Applicable

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP data	Results from the most recent CAASPP test from the 2018-2019 school year were used to form this goal. Overall, students performed in the orange performance level from the 2017-2018 school year for English Language Arts.	Based on the analysis of CAASPP results, Deeper Learning in Language Arts will be reflected in growth from the orange performance level to the yellow performance level in ELA as measured by the California School Dashboard, by Spring 2023.

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 engage in Deeper Learning activities as part of their regular Language Arts instruction during the 22-23 school year.

Strategy/Activity

1. Instructors will use the Common Core Instructional Framework to develop lessons and measure student achievement. Strategies of doing so include, but are not limited to the following:

a. Maintain an Instructional Leadership Team (ILT) to collaborate and coordinate with Admin, support staff, and grade level teams regarding grade level instructional needs.

- ILT will meet on a bi-monthly basis

b. Maintain regularly scheduled grade level team meetings to analyze student data, share best

practices, and inform and modify curriculum. Teacher collaboration will focus on standard based instruction and school and district goals.

- Grade level teams will meet on a weekly basis.
- Formative and summative assessments will be administered on a routine basis.
- Instructor release time to administer assessments such as Fountas & Pinnell in both Spanish and English

c. Grade level teams will participate in cycles of inquiry to provide an ongoing method to improve instruction based on careful observation of students and their work.

- Grade level teams will be provided release time to review data and monitor progress to meet and/or achieve team goals

2. Professional development will be provided for all instructional staff to support and deepen their knowledge about the Common Core Student Standards and delivery of instruction in English Language Arts.

a. Instructors attend workshops and training provided by district and content area specialists, such as professional development on:

- Balanced literacy to encompass - read alouds, shared reading, guided reading, independent reading, word study
- Writing
- Classroom Management
- Socio-emotional learning
- Deeper Learning Practices
- Culturally Responsive Practices

3. The Bilingual Alternative classes will implement the use of transference across content areas for all grade levels. Teachers will be encouraged to enroll in language transference trainings offered by the district.

- -----

Measures:

- California Assessment of Student Performance and Progress (CAASPP)
- English Language Proficiency Assessments for California (ELPAC)
- Common formative assessments
- District benchmark assessments
- Fountas and Pinnell Reading Benchmark Assessment for K-3, 4-6 (phase in for struggling readers)
- IAB's (Interim Assessment Block) distinctively aligned to the Common Core State Standards will be collected twice in the school year.
- Writing tasks
- Basic Phonics Skills Test (BPST) for K-2
- Assessments from online platforms
- Benchmark Advance/Adelante Assessments

People Assigned:

- Principal
- Assistant Principal
- Instructional Leadership Team
- Instructional Staff
- Support Staff

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)
4,000.00	LCFF Supplemental and Concentration Funds 5000-5999: Services And Other Operating Expenditures Fountas & Pinnell Assessment Administration
3,537.00	LCFF Supplemental and Concentration Funds 5000-5999: Services And Other Operating Expenditures Technology Updates

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 engage in Deeper Learning activities as part of their regular Language Arts instruction during the 22-23 school year.

Strategy/Activity

Response to Intervention (RTI) - implementation of an intervention system that is a multi-tier approach to early identification and support for students with learning and behavior 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. As needed a referral is submitted to the Coordination of Services Team 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 supports and/or interventions.

1. Palma Ceia will continue to utilize the Fountas and Pinnell Reading system 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. Additional support will be provided as necessary to accelerate student learning.

a. 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.

- All students will receive instruction in the Common Core State Standards and engage in Deeper Learning activities at their Grade Level.
- Guided Reading will be utilized in K-2 classrooms to promote mastery of early literacy skills.
- Differentiation of core instruction to build identified deficient skills.
- Grade Level Teams will meet to analyze data of assessments and monitor student progress towards mastery of standards.

- All students will participate according to their English Learner, Reclassified as Fluent English Proficient, or English Only status in Leveled Systematic English Level Development or Leveled Making Meaning Academic Language Development.

b. TIER 2 TARGETED LEVEL 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.

- 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.
- The English Learner Specialist position will provide additional support with professional development, monitoring, intervention, and community outreach.
- The Bilingual Instructional Assistant will assist teachers in the classroom with additional instructional support.
- 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
- Behavioral interventions at TIER 2 will be targeted and individualized. TIER 2 behavior interventions could include but are not limited to:
- Referral to Coordination of Services Team (COST) - will continue to monitor the progress of students in Tier I and Tier II to analyze their need for additional support.
- Developing individual positive behavior plans
- Individual counseling or the assignment of an adult mentor
- Positive Behavior Intervention Supports (PBIS) such as: Climate Meetings, Check In Check Out (CICO), Solution Teams and Circle of Friends

c. TIER 3 INTENSIVE LEVEL 1-5% of Students - Tier 3 support[s] and instruction is 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.

- 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.
- Individualized Education Plan (IEP)
- Students in Special Day Classes will receive TIER 3 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.
- Paraeducators will support students with an Individual Education Plan (IEP) both in and out of the classroom.
- Student goals will be monitored and assessed regularly according to the students Individual Education Plan (IEP).
- Counseling will continue or a referral for outside services will be made.
- -----

Measures:

- Response to Intervention (RTI) requires that teaching staff gather data on specific student needs and submit a COST Referral to the Coordination of Services Team (COST). The COST Team reviews referrals, provides students with targeted support[s]. monitors progress and adjusts supports as needed.

- Tier 1 progress is measured by universal screening tools such as: benchmark data, common formative assessments, diagnostic assessment and/or specific classroom observations
- Tier 2 progress is measured by the students success with an intervention from the collected data. Various targeted pre/post assessment tools are utilized to analyze the students progress in

an intervention in combination with universal screening tools.

- Tier 3 progress is measured by the intensive monitoring of student success with an intervention. Progress is monitored by case managers and specialists.

People Assigned:

- Principal
- Assistant Principal
- Instructional Staff
- English Learner (EL) Specialist
- Bilingual Para Educator
- Special Education Staff
- Coordination of Services Team Members

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)
9,298.00	ESSA Title I , Part A , Basic Grants Low Income and Neglected 5000-5999: Services And Other Operating Expenditures Reading Intervention and Supports
17,202.00	LCFF Supplemental and Concentration Funds 5000-5999: Services And Other Operating Expenditures Reading Intervention and Supports

Annual Review

SPSA Year Reviewed: 2021-22

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 spent the 2021-22 school year making strategic changes in our planned SPSA for this academic school year as it continued to be impacted by the global pandemic and school closures.

All school site based committees worked closely together to inform decisions and changes that needed to be made to support the transition to in-person learning. The committees that were used to gather data and make recommendations to these changes are including the following, but not limited to: ILT (Instructional Leadership Team), SBDM (Site Based Decision Making), PBIS (Positive Behavior Intervention Systems), COST (Coordination of Services Team), ELAC (English Learner Advisory Committee).

Palma Ceia was focussed on K-3 literacy instruction and support as the students in these grades have been impacted three consecutive school years in a row due to the global pandemic and school closures in their foundational years of literacy instruction. Through the use of minimum days, collaboration, and staff meeting time, teachers designed their instruction and focus 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 1 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 Fountas & Pinnell data that was collected is evidence of strong and successful literacy instruction during the 2021-22 school year.

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.

The SSC team reviewed the 2021-22 SPSA as the plans were impacted by the global pandemic and noted that some of the budgeted expenditures would not be possible due to the unique circumstances this school year and the continued effects of the COVID-19 Pandemic. SSC was only able to review Fountas & Pinnell data. SSC reviewed the Tier II reading intervention data (F&P) and noted the positive growth in student reading levels. The SSC unanimously wanted all efforts to be made to support student literacy across all 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.

A change to this goal is the increased allocation of funds to support literacy intervention within the student's instructional days as the data showed positive literacy growth for K-2 grade students as well as an increase to update technology as we see the need returning to in-person learning.

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

Mathematics

LEA/LCAP Goal

21st Century Success in Math: All students will master the Common Core Standards in Math or demonstrate growth towards mastery

All students master the Common Core State Standards as demonstrated on the new Smarter Balanced Assessment

Goal 2

Palma Ceia's goal for the 2022-23 school year is that all students will engage in Deeper Learning activities as part of their regular Mathematics instruction. Based on the analysis of CAASPP results, Deeper Learning in Mathematics will be reflected in growth toward standard with an expected growth from the orange performance level to the yellow performance level as measured by the California School Dashboard, by Spring 2023.

Identified Need

What data did you use to form this goal (findings from data analysis)?

- Results from the most recent CAASPP test from the 2018-2019 school year were used to form this goal. Overall, 27.81 percent of 3rd-6th graders met or exceeded standards in Mathematics on the CAASPP. In addition, 7.84 percent of English Language Learners and 23.58 percent of students identified as socio economically disadvantaged met or exceeded standard. Also, 21.35 percent of Latino students, 11.54 percent of African American students and 53.33 percent of Filipino students met or exceeded standard. Lastly, 3.85 percent of students with disabilities met or exceeded standard in Mathematics.

The percent of students achieving Above, At, or Near standard decreased for each Claim of the Math CAASPP Assessment. The breakdown is as follows for overall student progress:

- Concepts and Procedures - In 2017 - 2018, 52.26% of students achieved above, at, or near standard for the Concepts and Procedures claim. In 2018-2019 46.25% of students achieved above, at, or near standard, therefore there was a 6.01% decrease in overall achievement for the Concepts and Procedures claim.
- Problem Solving and Modeling/Data Analysis - In 2017 - 2018, 60.00% of students achieved above, at, or near standard for the Problem Solving and Modeling/Data Analysis claim. In 2018-2019, 56.88% of students achieved above, at, or near standard, therefore there was a 3.12% decrease in overall achievement for the Problem Solving and Modeling/Data Analysis claim.
- Communicating Reasoning - In 2017 - 2018, 64.19% of students achieved above, at, or near standard for the Communicating Reasoning claim. In 2018-2019, 54.38% of students achieved above, at, or near standard, therefore there was a 9.81% decrease in overall achievement for the Communicating Reasoning claim.

Group data to be collected to measure gains:

- Data that will be collected to measure gains include, but are not limited to CAASPP, District Benchmark Assessments and Common assessments.

Groups participating in this goal (e.g., students, parents, teachers, administrators):

- All students at Palma Ceia are expected to reach proficiency in Mathematics. Particular efforts are geared towards our significant subgroups, English Language Learners, Socio Economically Disadvantaged, Latino, and Filipino students so as to provide an equitable educational program for these students. Like efforts are also pursued for African American students and students in the Special Education Program.
- Teachers gather and evaluate data and participate in the cycle of inquiry to inform the planning of targeted instruction. They also monitor and respond to students' social and emotional needs to create a safe and inclusive classroom.
- Support staff that include, but are not limited to, Administration, English Learner Specialist, Bilingual Instructional Assistant, Family Engagement Specialist, and Coordination of Services Team Specialist provide direct services to students and families. They also participate in collaboration, planning, and analysis of data.
- The following site based groups that include, but are not limited to, Grade Level Teams, the Positive Behavior Intervention and Supports Team, the Special Education Team, the Instructional Leadership team, and the Coordination of Services Team engage in collaborative planning and discussions to monitor progress. They adapt student goals based on the data to be responsive to the needs of the students.

Anticipated annual growth for each group:

- Our goal for the 2022-23 school year is that all students will engage in Deeper Learning activities as part of their regular Mathematics instruction. Based on the analysis of CAASPP results, Deeper Learning in Mathematics will be reflected in growth toward standard in Math with an expected growth from the orange performance level to the yellow performance level as measured by the California School Dashboard, by Spring 2023.
- Growth towards achievement in these standards will be monitored throughout the 2022-2023 school year using Benchmark Assessments and/or Fountas and Pinnell reading benchmark assessment system.

Means of evaluating progress toward this goal:

- English Language Proficiency Assessments for California (ELPAC)
- Common formative assessments
- District benchmark assessments
- Fountas and Pinnell Reading Benchmark Assessment for K-3, 4-6 (phase in for struggling readers)
- Interim Assessment Block (IAB) distinctively aligned to the Common Core State Standards will be collected twice in the school year.
- Writing tasks
- Basic Phonics Skills Test for K-2 (BPST)
- Assessments from online platforms
- Benchmark Advance/Adelante Assessment

How does this goal align to your Local Educational Agency Plan goals?:

- The LEA plan has the same goal in this area.

What did the analysis of the data reveal that led you to this goal?

- Our largest decrease was in the claim, Communicating and Reasoning at 9.81% from the 2017-2018 school year to the 2018-2019 school year. This is followed by the Concepts and Procedures claim at 6.01%, and Problem Solving and Modeling/Data Analysis claim at 3.12%.

- The analysis revealed that our 2018-2019 ELA focus on guided reading will continue to be a focus. Palma Ceia will continue to utilize the research based Lexile Leveled Reading assessment and program; Fountas and Pinnell, to monitor progress. This reading progress is essential for students to communicate their mathematical reasoning.

Which stakeholders were involved in analyzing data and developing this goal?

- Faculty
- School Site Council
- Site Based Decision Making
- Instructional Leadership Team
- English Learner Advisory Committee

Actions to improve achievement to exit program improvement (if applicable).

- Not Applicable

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP Data	Results from the most recent CAASPP test from the 2018-2019 school year were used to form this goal. Overall, students performed in the orange performance level.	Based on the analysis of CAASPP results, Deeper Learning in Language Arts will be reflected in growth toward standard in Math with an expected growth from the orange performance level to the yellow performance level as measured by the California School Dashboard, by Spring 2023.

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 engage in Deeper Learning activities as part of their regular Mathematics instruction during the 22-23 school year.

Strategy/Activity

1. Instructors will use the Common Core Instructional Framework to develop lessons and measure student achievement. Strategies of doing so include, but are not limited to the following:

a. Maintain an Instructional Leadership Team (ILT) to collaborate and coordinate with administration, support staff, and grade level teams regarding grade level instructional needs.

- ILT will meet on a bi-monthly basis

b. Maintain regularly scheduled grade level team meetings to analyze student data, share best

practices, and inform and modify curriculum. Teacher collaboration will focus on standard based instruction and school and district goals.

- Grade level teams will meet on a weekly basis.
- Formative and summative assessments will be administered on a routine basis.

c. Grade level teams will participate in cycles of inquiry to provide an ongoing method to improve instruction based on careful observation of students and their work.

- Grade level teams will be provided release time to review data and monitor progress to meet and/or achieve team goals
- Grade level teams will be provided an opportunity to collaborate with District Mathematical Coaches.

2. Professional development will be provided for all instructional staff to support and deepen their knowledge about the Common Core Student Standards and delivery of instruction in mathematics.

a. Instructors attend workshops and training provided by district and content area specialists, such as professional development on:

- Mathematical Practices:
 - Make sense of problems and persevere in solving them .
 - Reason abstractly and quantitatively .
 - Construct viable arguments and critique the reasoning of others.
 - Model with mathematics.
 - Use appropriate tools strategically.
 - Attend to precision.
 - Look for and make use of structure.
 - Look for and express regularity in repeated reasoning
 - Writing to communicate reasoning.
- Classroom Management
- Socio-emotional learning
- Deeper Learning Practices
- Culturally Responsive Practices
- -----

Measures:

- California Assessment of Student Performance and Progress 2022-2023 (CAASPP)
- English Language Proficiency Assessments for California (ELPAC)
- Common formative assessments
- District benchmark assessments
- Interim Assessment Block (IAB) distinctively aligned to the Common Core State Standards will be collected twice in the school year.
- Writing tasks
- Basic Phonics Skills Test (BPST) for K-2
- Assessments from online platforms
- Benchmark Advance/Adelante Assessment

People Assigned:

- Principal
- Assistant Principal
- Instructional Leadership Team
- Instructional Staff
- Support Staff

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)
1,500.00	LCFF Supplemental and Concentration Funds 4000-4999: Books And Supplies Supplemental Materials - Manipulatives
1,500.00	LCFF Supplemental and Concentration Funds 4000-4999: Books And Supplies CAASPP Support for Grades 3rd - 6th

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 engage in Deeper Learning activities as part of their regular Mathematics instruction during the 22-23 school year.

Strategy/Activity

Response to Intervention (RTI) - implementation of an intervention system that is a multi-tier approach to early identification and support for students with learning and behavior 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. As needed a referral is submitted to the Coordination of Services Team 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 supports and/or interventions.

1. Palma Ceia will continue to utilize the Fountas and Pinnell Reading system 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. Additional support will be provided as necessary to accelerate student learning.

a. 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.

- All students will receive instruction in the Common Core State Standards and engage in Deeper Learning activities at their Grade Level.
- Guided Reading will be utilized in K-2 classrooms to promote mastery of early literacy skills.
- Differentiation of core instruction to build identified deficient skills.
- Grade Level Teams will meet to analyze data of assessments and monitor student progress towards mastery of standards.
- All students will participate according to their English Learner, Reclassified as Fluent English Proficient, or English Only status in Leveled Systematic English Level Development or Leveled Making Meaning Academic Language Development.

b. TIER 2 TARGETED LEVEL 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.

- 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.
- The English Learner Specialist position will provide additional support with professional development, monitoring, intervention, and community outreach.
- The Bilingual Instructional Assistant will assist teachers in the classroom with additional instructional support.
- 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
- Behavioral interventions at TIER 2 will be targeted and individualized. TIER 2 behavior interventions could include but are not limited to:
- Referral to Coordination of Services Team (COST) - will continue to monitor the progress of students in Tier I and Tier II to analyze their need for additional support.
- Developing individual positive behavior plans
- Individual counseling or the assignment of an adult mentor
- Positive Behavior Intervention Supports (PBIS) such as: Climate Meetings, Check In Check Out (CICO), Solution Teams and Circle of Friends

c. TIER 3 INTENSIVE LEVEL 1-5% of Students - Tier 3 support[s] and instruction is 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.

- 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.
- Individualized Education Plan (IEP)
- Students in Special Day Classes will receive TIER 3 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.
- Paraeducators will support students with an Individual Education Plan (IEP) both in and out of the classroom.
- Student goals will be monitored and assessed regularly according to the students Individual Education Plan (IEP).
- Counseling will continue or a referral for outside services will be made.
- -----

Measures:

- Response to Intervention (RTI) requires that teaching staff gather data on specific student needs and submit a COST Referral to the Coordination of Services Team (COST). The COST Team reviews referrals, provides students with targeted support[s], monitors progress and adjusts supports as needed.
- Tier 1 progress is measured by universal screening tools such as: benchmark data, common formative assessments, diagnostic assessment and/or specific classroom observations

- Tier 2 progress is measured by the students success with an intervention from the collected data. Various targeted pre/post assessment tools are utilized to analyze the students progress in an intervention in combination with universal screening tools.
 - Tier 3 progress is measured by the intensive monitoring of student success with an intervention. Progress is monitored by case managers and specialists.
- People Assigned:
- Principal
 - Assistant Principal
 - Instructional Staff
 - English Learner (EL) Specialist
 - Bilingual Para Educator
 - Special Education Staff
 - Coordination of Services Team Members

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)
2,000.00	LCFF Supplemental and Concentration Funds 5000-5999: Services And Other Operating Expenditures Math Online Programs

Annual Review

SPSA Year Reviewed: 2021-22

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.

One of our priorities for the 2021-2022 school year was to shift from a heavy Language Arts focus to a more balanced approach for L.A. and Mathematics. Our 4th and 5th grade team engaged in two cycles of inquiry this year facilitated by our district math coach each 8 weeks in length. At the completion of each cycle teachers were provided with release time for math lesson studies guided by the mathematics instructional coach followed by planning and collaboration time for next steps. Funding was allocated to support teachers with manipulatives and Ready Common Core curriculum to enhance their lessons specific to Mathematics and support students for the upcoming state assessments.

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

Funds were reallocated to support the teachers request for sub release to participate in lesson studies and observations 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.

The goal for the 2022-2023 school year is to continue to have a balanced and equitable approach to spending to support the streamlining of mathematics instruction. Teachers will receive support from an instructional coach to achieve the intended goal.

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

English Language Development

LEA/LCAP Goal

21st Century Success for English Learners An increasing number of English learners will make annual progress towards demonstrating proficiency in English and mastering the Common Core Standards or demonstrate growth towards mastery.

All students master the Common Core State Standards as demonstrated on the new Smarter Balanced Assessment

Goal 3

Increase the Reclassification Rate for LTELs and students at risk of becoming LTEL by 15%.

Identified Need

Identified Need

What data did you use to form this goal (findings from data analysis)?

Data from the current DataQuest website which indicates that in the 2020-21 school year, Palma Ceia had 198 English Learners that made up 39.5% of the overall student population. The total number of Ever-ELs, current English learners and reclassified English learners, is 256 students, which is 51.1 percent of the overall population. Palma Ceia has 5.9% of our English Learners are Long Term English Learners. 27% of our English Learners are At-Risk for becoming Long Term English Learners.

An additional support that Palma Ceia offers to our Spanish speaking English language learners is the Bilingual Alternative Program. Research has shown that English Learners that participate in a bilingual program reach and surpass the performance of English-only students in all subject areas after only four to seven years. At Palma Ceia, our English Learners in the Spanish Bilingual Alternative program make-up 149 students out of 503 Palma Ceia students, making up 30 percent of the total population. In 2018-2019, Palma Ceia's English Learners were at the orange performance level in both ELA and Math, performing at the same level as all Palma Ceia students.

Group data to be collected to measure gains:

Data that will be collected to measure gains include, but are not limited to the English Language Proficiency Assessment for California (ELPAC), CAASPP, District Benchmark Assessments, Fountas and Pinnell, ELD Report Card and monitoring form, and Common assessments.

Groups participating in this goal (e.g., students, parents, teachers, administrators):

Teachers gather and evaluate data and participate in the cycle of inquiry to inform the planning of targeted and differentiated instruction. They also monitor and respond to students' English Learner needs to create a safe and inclusive classroom as outlined in the California ELA/ELD Framework provided by the California Department of Education.

Support staff that include, but are not limited to, Administration, English Learner Specialist, Bilingual Instructional Assistant, Family Engagement Specialist, and Coordination of Services Team

Specialist provide direct services to students and families. They also participate in collaboration, planning, and analysis of data.

The following site based groups that include, but are not limited to, Grade Level Teams, Language Review Team, the Positive Behavior Intervention and Supports Team, the Special Education Team, the Instructional Leadership team, and the Coordination of Services Team engage in collaborative planning and discussions to monitor progress. They adapt student goals based on the data to be responsive to the needs of the students.

Anticipated annual growth for each group :

Increase the Reclassification Rate for LTELs and students at risk of becoming LTEL by 15%.

Means of evaluating progress toward this goal:

CAASPP (California Assessment of Student Performance and Progress]

ELPAC (English Language Proficiency Assessments for California)

Report Cards and EL Monitoring Forms/ Catch-up plans

ELA District benchmark assessments

Fountas and Pinnell Reading Benchmark Assessment for K-3, 4-6 (phase in for struggling readers)

IAB's (Interim Assessment Block) distinctively aligned to the Common Core State Standards will be collected twice in the school year.

Writing tasks

BPST (K-2)

How does this goal align to your Local Educational Agency Plan goals?:

The goal is included in the LEA plan.

What did the analysis of the data reveal that led you to this goal?

Although the school as a whole showed a decline in performance in ELA as measured by the CAASPP, English Learners at Palma Ceia are making progress in reaching full English proficiency and increasing their performance on the CAASPP for English Language Arts. In addition, Our percent of LTELs is significantly lower than the percent of LTELs for HUSD [9.8% lower], Alameda County [8.9% lower], and the state [11.2% lower].

Which stakeholders were involved in analyzing data and developing this goal?

- Faculty
- School Site Council
- Site Based Decision Making
- Instructional Leadership Team
- English Learner Advisory Committee
- Parents

Actions to improve achievement to exit program improvement (if applicable).

Not Applicable

Annual Measurable Outcomes

Metric/Indicator

Baseline/Actual Outcome

Expected Outcome

LTEL and At-Risk for LTEL

There was a 1% decrease in the total number of students reclassified from the 2018-

Increase the Reclassification Rate for LTELs and students at risk of becoming LTEL by 15%.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>2019 school year and the 2019-2020 school year.</p> <p>For the 2019-2020 school year there was a total of 59 English Learners classified as LTELs and potential LTELs. For the 2020-2021 school year there was 84 English Learners classified as LTELs and potential LTELs. There was an increase of 25 English Learners classified as LTELs and potential LTELs from the 2019-2020 school year and the 2020-2021 school year.</p>	

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

Strategy/Activity

Instructors will use the Common Core Instructional Framework in all subject areas in alignment with the CA ELA/ELD Framework. Instructors will develop lessons and measure student achievement in order to deliver instruction based on English proficiency levels of students. Support for students to access content includes, but is not limited to:

Integrate English Language Development and SDAIE strategies in every area taught.

Use visuals, projections from the computer, realia

Synonyms, paraphrasing and examples, explanations of idioms

Graphic organizers that support lessons.

Frequent checking for understanding

Adequate wait/response time

Identify, teach, and post key academic vocabulary

Use gradual release of responsibility

Increase EL students English language production and peer interaction.

Build on ELs' background and prior knowledge to increase comprehension

Explicitly teach elements of English (e.g., vocabulary, syntax, grammar, functions, and conventions).

The Bilingual Para educator will provide support to English Learners across all content areas through push in and pull out services.

Leveled English Language Development with ELD standards based instruction and materials will begin on the 15th day of the school year for a daily period of 45 minutes in grades 1-6th (30 minutes in Kindergarten)

During ELD teachers will emphasize all four domains of language listening, speaking, reading and writing.

Maintain regularly scheduled grade level team meetings to analyze student data, share best practices, and inform and modify curriculum. Teacher collaboration will focus on standard based instruction and school and district goals.

Collaborate to design targeted instruction to support ELs during integrated and designated ELD according to their English language proficiency level.

Grade level teams will meet on a weekly basis.

Formative and summative assessments will be administered on a routine basis.

Instructor release time to administer assessments, such as Fountas & Pinnell in both Spanish and English

The Bilingual Alternative classes will study the use of transference across content areas for all grade levels Teachers will be encouraged to enroll in language transference trainings offered by the district and collaborate as a bilingual team.

Professional development will be provided for all instructional staff to support and deepen their knowledge about the Common Core Student Standards and delivery of instruction in English Language Arts.

Instructors attend workshops and training provided by district and content area specialists, such as professional development on:

Balanced literacy to encompass - read alouds, shared reading, guided reading, independent reading, word study

Writing

Classroom Management

Socio-emotional learning

Deeper Learning Practices

The English Learner Specialist position will continue to be a 100% FTE for the 2021-22 academic school year. This will allow for additional support with professional development, monitoring, intervention, and community outreach. The EL Specialist will:

Work with all teachers to ensure that ELPAC tests are administered.

Assist teachers in the placement of students in appropriately leveled ELD groups. Some students who score Early Advanced and Advanced in the ELPAC and RFEP student will be placed in Academic Language Development (ALD) to further enhance their English skills.

Assist teachers in monitoring all English Learners at least twice a year and provide support in identifying goals and creating a plan for students that are not demonstrating progress.

Coordinate intervention in Spanish and English by an intervention teacher and/or support staff.

Continue to plan and coordinate the English Learner Advisory Committee meetings to gather input from the community.

The Family Engagement Specialist will continue to provide resources and workshops relevant to the needs of our community, including but not limited to supporting our English Learner Advisory Committee (ELAC).

The Family Engagement Specialist will increase parent engagement through outreach and recruitment. This will include soliciting input from parents regarding school goals and initiatives.

The Family Engagement Specialist will continue to support the EL Specialist and the Attendance clerk to improve English Learner's attendance.

Measures:

ELPAC Data

ELD Rosters

Language Development Rosters
Language Review Team Documents

People Assigned:

Principal

Assistant Principal

Instructional Staff

EL Specialist

Para educator

Family Engagement Specialist

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)

68,500.00

Source(s)

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

Annual Review

SPSA Year Reviewed: 2021-22

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.

During the 2021-2022 school year Palma Ceia provided a designated ELD time daily. Due to the continuing impact of the Global Pandemic, COVID-19 classes remained self contained rather than leveled by language level. During this time, teachers aligned their instruction to meet the varying language levels within their classrooms.

In addition, Palma Ceia has a Bilingual Paraeducator who supports teachers within the classroom as well as provides reading intervention in small groups for EL students identified as needing additional support either in Spanish and/or English. As needed, assessments were completed with students in English and/or Spanish as needed to support with identifying students in need of tier II interventions.

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 EL students 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.

We will continue to fund our Bilingual Paraeducator in this area, as this position will be heavily supporting our ELL students and families.

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.

If restrictions change, ELD will not be self-contained for the 22/23 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

School Climate/Parent Engagement

LEA/LCAP Goal

21st Century in School Climate HUSD schools will ensure an appropriate and safe climate for all students

Increase by 10% the number of students reporting feeling safe and reporting a caring relationship with an adult at school

Goal 4

All of our students will feel safe and supported at school every day, and will attend and engage in classes daily, as a result of our staff's continued efforts to create a supportive and welcoming environment. Our School's Suspension Rate will continue to maintain below the rate of 2% as measured by the California School Dashboard by Spring 2023.

Identified Need

What data did you use to form this goal (findings from data analysis)?

- Suspension/expulsion rates were used to analyze the school climate and teaming environment.
- Results from the California Dashboard Suspension Rate data from the 2018-2019 school year were used to form this goal. Overall, Palma Ceia was at the orange performance level for the 2018-2019 school year. This is a change of two performance levels from the 2017-2018 school year, from blue to orange performance level.

Group data to be collected to measure gains:

- School Wide Information System (SWIS) data
- Suspension/expulsion data
- Coordination Of Services Team (COST) data
- California Healthy Kids Survey
- English Learner Advisory Committee (ELAC) survey

Groups participating in this goal (e.g., students, parents, teachers, administrators):

- All Palma Ceia students are the focus students. Particular attention will be geared towards students repeatedly demonstrating behaviors resulting in negative consequences such as detention or suspensions.
- Teachers gather and evaluate data and participate in the cycle of inquiry to inform the planning of targeted instruction. They also monitor and respond to students' social and emotional needs to create a safe and inclusive classroom.
- Support staff that include, but are not limited to, Administration, English Learner Specialist, Bilingual Instructional Assistant, Family Engagement Specialist, and Coordination of Services Team Specialist provide direct services to students and families. They also participate in collaboration, planning, and analysis of data.
- The following site based groups that include, but are not limited to, Grade Level Teams, the Positive Behavior Intervention and Supports Team, the Special Education Team, the Instructional Leadership team, and the Coordination of Services Team engage in collaborative planning and discussions to monitor progress. They adapt student goals based on the data to be responsive to the needs of the students.

Anticipated annual growth for each group:

- The school will reduce the number of suspensions by 25%, detentions by 30%, and increase the satisfactory rate by 25% on the student and parent climate surveys.
- Based on the analysis of data, Palma Ceia expects to improve overall Suspension Rate in order to improve from the orange performance level to the yellow performance level as measured by the California School Dashboard. Specifically, we expect to decrease suspension rate for all sub groups by at least one performance level.

How does this goal align to your Local Educational Agency Plan goals?:

- The LEA plan has the same goal In this subject area.

What did the analysis of the data reveal that led you to this goal?

- Below shows where each sub-group is at on the performance levels for the 2017-2018 school year to the 2018-2019 school year as measured by the California Dashboard.
- Asian students and Filipino students maintained at the blue performance level.
- English Learners went from the blue performance level to the yellow performance level.
- African American students moved from the green performance level to the orange performance level.
- Hispanic students, Socio and economically disadvantaged students, and students with disabilities went from the blue performance level to the orange performance level.
- Homeless students were at the red performance level for the 2018-2019 school year. No performance color is represented for the 2017-2018 school year.

Which stakeholders were involved in analyzing data and developing this goal?

- PBIS Tier 1 and Tier 2 Teams
- Climate Committee
- Coordination of Services Team
- Faculty
- School Site Council
- Site Based Decision Making
- Instructional Leadership Team
- English Learner Advisory Committee
- Parents

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Suspension Rates as measured by the California School Dashboard	Results from the California Dashboard Suspension Rate data from the 2018-2019 school year were used to form this goal. Overall, Palma Ceia was at the orange performance level for the 2018-2019 school year. This is a change of two performance levels from the 2017-2018 school year, from	Based on the analysis of data, Palma Ceia expects to improve overall Suspension Rate in order to improve from the orange performance level to the yellow performance level as measured by the California School Dashboard.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	blue to orange performance level.	
California Healthy Kids Survey	Suspension/expulsion rates were used to analyze the school climate and teaming environment.	Palma Ceia will increase the satisfactory rate by 25% on the student and parent climate surveys.

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)

What data did you use to form this goal (findings from data analysis)?

Suspension/expulsion rates were used to analyze the school climate and teaming environment.

Results from the California Dashboard Suspension Rate data from the 2018-2019 school year were used to form this goal. Overall, Palma Ceia was at the orange performance level for the 2018-2019 school year. This is a change of two performance levels from the 2017-2018 school year, from blue to orange performance level.

Group data to be collected to measure gains:

- School Wide Information System (SWIS) data
- Suspension/expulsion data
- Coordination Of Services Team (COST) data
- California Healthy Kids Survey
- English Learner Advisory Committee (ELAC) survey

Groups participating in this goal (e.g., students, parents, teachers, administrators):

All Palma Ceia students are the focus students. Particular attention will be geared towards students repeatedly demonstrating behaviors resulting in negative consequences such as detention or suspensions.

Teachers gather and evaluate data and participate in the cycle of inquiry to inform the planning of targeted instruction. They also monitor and respond to students' social and emotional needs to create a safe and inclusive classroom.

Support staff that include, but are not limited to, Administration, English Learner Specialist, Bilingual Instructional Assistant, Family Engagement Specialist, and Coordination of Services Team Specialist provide direct services to students and families. They also participate in collaboration, planning, and analysis of data.

The following site based groups that include, but are not limited to, Grade Level Teams, the Positive Behavior Intervention and Supports Team, the Special Education Team, the Instructional Leadership team, and the Coordination of Services Team engage in collaborative planning and discussions to monitor progress. They adapt student goals based on the data to be responsive to the needs of the students.

Anticipated annual growth for each group:

The school will reduce the number of suspensions by 25%, detentions by 30%, and increase the satisfactory rate by 25% on the student and parent climate surveys.

Based on the analysis of data, Palma Ceia expects to improve overall Suspension Rate in order to improve from the orange performance level to the yellow performance level as measured by the California School Dashboard. Specifically, we expect to decrease suspension rate for all sub groups by at least one performance level.

How does this goal align to your Local Educational Agency Plan goals?:

The LEA plan has the same goal In this subject area.

What did the analysis of the data reveal that led you to this goal?

Below shows where each sub-group is at on the performance levels for the 2017-2018 school year to the 2018-2019 school year as measured by the California Dashboard.

Asian students and Filipino students maintained at the blue performance level.

English Learners went from the blue performance level to the yellow performance level.

African American students moved from the green performance level to the orange performance level.

Hispanic students, Socio and economically disadvantaged students, and students with disabilities went from the blue performance level to the orange performance level.

Homeless students were at the red performance level for the 2018-2019 school year. No performance color is represented for the 2017-2018 school year.

Which stakeholders were involved in analyzing data and developing this goal?

- PBIS Tier 1 and Tier 2 Teams
- Climate Committee
- Coordination of Services Team
- Faculty
- School Site Council
- Site Based Decision Making
- Instructional Leadership Team
- English Learner Advisory Committee
- Parents

Strategy/Activity

Improving Behavior Outcomes

Task:

Staff, students and community will create environments where:

Each person's cultural/linguistic/sexual identity is respected

Self esteem, self motivation, and learner autonomy are developed

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.

Issues of bullying and harassment will be addressed immediately after they are reported by members of the community.

Bullying and harassment will be addressed through Solution Teams, its participation in No Name Calling week, providing an assembly that addresses bullying and harassment and developing a

student centered policy on bullying and harassing behavior.

The ten rules and consequences will be implemented via PBIS.

We will implement Positive Behavior Intervention and Supports (PBIS) to maintain the 2019 Gold Level of Distinction Award as presented by the state of California.

The Student of the Month's 5 point rubric consisting of "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" will encourage and reward students to do their part in maintaining a positive school climate.

Palma Ceia School will continue to promote and use positive reinforcement strategies such as Panther Paws and Students of the Month to promote and reinforce positive behavior.

Safe and Inclusive Schools information and resources will be shared with teachers at faculty meetings

Students will continue to be provided adequate playground equipment to increase fitness and organized activities to reduce behavioral issues on the playground.

Students will be offered enrichment classes including GATE.

The Safety committee works to improve emergency protocols, safety inspections, and ensure there are adequate emergency supplies on hand at all times.

The Climate Committee will continue to function as a tier II intervention. 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, to prevent further discipline, such as suspension.

The PTA and the school will help support school sports teams.

Study trips will be used as a method to enrich learning, provide positive experiences outside the student's regular community, and to allow for those students from underserved and disadvantaged communities to have equitable access to resources and knowledge

Palma Ceia Student Body Officers (SBO), will establish a Student Council where students will generate ideas, coordinate activities, and participate in some of the decision making processes at the school site

Measures:

1. Review of academic data

Coordination Of Services Team (COST) data

2. Review of behavioral data

School Wide Information System (SWIS) data

Suspension/expulsion data

3. Review of Surveys

California Healthy Kids Survey

English Learner Advisory Committee (ELAC) survey

People Assigned:

- PBIS Tier 1 and Tier 2 Teams
- Positive Climate Committee
- Coordination of Services Team
- Faculty
- School Site Council
- Site Based Decision Making
- Instructional Leadership Team
- English Learner Advisory Committee
- Parents

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)

2,000.00

Source(s)

LCFF
2000-2999: Classified Personnel Salaries
Clerk to Track Behavior Incidents in PBIS data system

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Improving Parent Engagement

Task :

The Family Engagement Specialist will increase parent engagement through outreach and recruitment.

Parent workshops will be held throughout the year covering topics such as ELPAC Reclassification, Common Core Standards, and the importance of parent involvement in their children's education. 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. The Family Engagement Specialist will continue to provide resources and workshops relevant to the needs of our community.

School website coordinator will update communication online on a regular basis

The school will communicate with parents by various means, including school website, telephone, texts, and email to keep them informed about student learning

Support Parent Ambassador, Student Ambassador and Student Council in conducting surveys of students and families to find out what issues are important to the community.

Measures:

1. Review of engagement data

Sign in sheets for all meetings

Agendas and minutes for SSC, SBDM, AASAI, and ELAC committees

PTA participation

2. Review of behavioral data

School Wide Information System (SWIS) data

Suspension/expulsion data

Coordination Of Services Team (COST) data

3. Review of Surveys

California Healthy Kids Survey

English Learner Advisory Committee (ELAC) survey

People Assigned:

- PBIS Tier 1 and Tier 2 Teams

- Positive Climate Committee
- Coordination of Services Team
- Faculty
- School Site Council
- Site Based Decision Making
- Instructional Leadership Team
- English Learner Advisory Committee
- Parents
- AASAI

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)
\$866.00	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: 2021-22

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.

School Climate and Parent Engagement was an area of focus for the 2021-2022 school year as we returned to in-person learning. Palma Ceia Teachers participated in professional development and collaboration sessions to focus specifically on building community in the classroom with students and families at the beginning of the year. In addition, professional development was provided specifically related to SEL strategies and supported by our full-time counselor.

Our PBIS team met 2x/month to organize, plan and implement school-wide events that promote community building. The team also reviewed and updated the student and staff handbook in preparation for the 22-23 school year 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 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.

This year our allocation for FES increased from a 50% to 100% position. The FES was essential in implementing schoolwide activities that promoted building community. In addition, a walk-a-thon was held to fundraise for equipment and educational experiences and highly supported by the FES. In addition, our school counselor increased from a 50% to 100% position. This has been essential to building and maintaining a positive school climate. The counselor provided both tier I and tier II intervention/supports including group counseling sessions, restorative circles, and support for the implementation of restorative practices.

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 supports for encouraging and acknowledging students positive behavior through discretionary 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

Attendance

LEA/LCAP Goal

21st Century Success for Attendance : HUSD will maintain 97% attendance at all sites

Increase average daily attendance by 1%

Goal 5

The staff, parents, and students at Palma Ceia Elementary will work to maintain attendance so that 97% of the students are attending school each day.

Identified Need

IDENTIFIED NEED

What data did you use to form this goal (findings from data analysis)?

The goal was formulated using the California Dashboard Chronic Absenteeism data and daily attendance reports from Infinite Campus.

Results from the California Dashboard Chronic Absenteeism data from the 2018-2019 school year were used to form this goal. Overall, 9.6 % of Palma Ceia students are chronically absent. This is a decline of 0.5% moving the performance level on the California School Dashboard from the orange performance level to the green performance level.

In addition, the following sub-groups improved their chronically absent rate from the 2017-2018 to the 2018-2019 school year. English Language Learners made the largest growth, moving from the red performance level to the green performance level. Filipino students improved from the yellow performance level to the green performance level. Also, Asian students improved from the orange performance level to the green performance level. Both Hispanic students and Students with disabilities improved one performance level, moving from the orange performance level to the yellow performance level. Students identified as socio economically disadvantaged maintained at the orange performance level. African American students moved from the orange performance level to the red performance level.

Group data to be collected to measure gains:

Palma Ceia teachers, Attendance Clerk, and Principal will use the district adopted accounting program to compile, monitor and evaluate attendance data. Parents will be informed of excessive absences by the district adopted Attention 2 Attendance program.

Anticipated annual growth for each group:

Based on the analysis of data, Palma Ceia expects to improve overall attendance in order to maintain or improve their green performance level in Academic Engagement as measured by the California School Dashboard. Specifically, we expect to decrease chronic absenteeism for African American students and students identified as socio economically disadvantaged and improve attendance for both groups by at least one performance level.

Means of evaluating progress toward this goal:

- Daily, weekly, monthly attendance and truancy data

How does this goal align to your Local Educational Agency Plan goals?:

The HUSD LEA plan has the same goal in this subject area.

What did the analysis of the data reveal that led you to this goal?

The attendance for the 2018-19 grew slightly by 0.08% from the previous academic school year to 95.78%.

Which stakeholders were involved in analyzing data and developing this goal?

- Attendance Clerk
- Faculty
- Family Engagement Specialist
- Coordination of Services Team Specialist
- School Site Council
- Site Based Decision Making
- Instructional Leadership Team
- English Learner Advisory Committee
- Parents

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CA School Dashboard	Overall, 9.6% of Palma Ceia students are chronically absent. This is a decline of 0.5% moving the performance level on the California School Dashboard from the orange performance level to the green performance level.	The staff, parents, and students at Palma Ceia Elementary will work to maintain attendance so that 97% of the students are attending school each day.

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

Strategy/Activity

Improving Attendance

Task:

1. 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:

Attendance is taken two times on a daily basis: at 8:30 AM during ELD/ALD and at 9:15 AM in the homeroom class.

Attendance Clerk, Principal, COST, and CWA will monitor and offer support to families with chronic absent or late students.

Home visits

Principal parent teacher conferences

Student Success Team (SST) meetings

Giving students alarm clocks

Students/parents who arrive late are given a written reminder of the importance of arriving on time.

Presentations on attendance at least once during the year at ELAC, SSC and PTA meetings

Monthly Perfect Attendance awards

Certificate of Recognition for the class with highest attendance per month

100% attendance required for Students of the Month/Students of the Year

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.

Efforts will focus on creating equity to improve attendance with our two lowest performing subgroups, students identified as socio economically disadvantaged and African American students. Attendance awards will be highlighted and special rewards and incentives will be created to encourage improvement in attendance on a monthly basis. Input from parent and community groups will be used in order to help create incentives and awards that will motivate students to improve attendance.

Measures:

Daily

Master Absence Report

Daily phone calls to parents of absent students

Weekly

Excessive Absence

Truancy letters automatically generated by A2A

Truancy conference scheduled with parent, CWA and Admin

Monthly Absence

CWA Referrals as needed

Reports provided from Infinite Campus and A2A, including consecutive days absence reports, medically excused absence report, report of letters sent home

Monthly Perfect Attendance Report

People Assigned:

- Attendance Clerk
- Faculty
- Family Engagement Specialist
- Coordination of Services Team Specialist
- School Site Council
- Site Based Decision Making
- Instructional Leadership Team
- English Learner Advisory Committee
- Parents

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: 2021-22

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 2021-2022 school year. We continued efforts to intervene early with students showing signs of truant attendance. 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 multiples 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 supports 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	\$110,403.00

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	\$78,664.00
LCFF	\$2,000.00
LCFF Supplemental and Concentration Funds	\$29,739.00

Subtotal of state or local funds included for this school: \$110,403.00

Total of federal, state, and/or local funds for this school: \$110,403.00

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	38,264.00
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	78,664.00
LCFF	2,000.00
LCFF Supplemental and Concentration Funds	29,739.00

Expenditures by Budget Reference

Budget Reference	Amount
2000-2999: Classified Personnel Salaries	70,500.00
4000-4999: Books And Supplies	3,000.00
5000-5999: Services And Other Operating Expenditures	36,903.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
2000-2999: Classified Personnel Salaries	ESSA Title I , Part A , Basic Grants Low Income and Neglected	68,500.00
5000-5999: Services And Other Operating Expenditures	ESSA Title I , Part A , Basic Grants Low Income and Neglected	10,164.00
2000-2999: Classified Personnel Salaries	LCFF	2,000.00
4000-4999: Books And Supplies	LCFF Supplemental and Concentration Funds	3,000.00
5000-5999: Services And Other Operating Expenditures	LCFF Supplemental and Concentration Funds	26,739.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	34,037.00
Goal 2	5,000.00
Goal 3	68,500.00
Goal 4	2,866.00

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
Suzanne Lundy	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
Arnette Lucero	Classroom Teacher
Lizzett Sandoval	Parent or Community Member
Ana Garcia	Other School Staff
	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

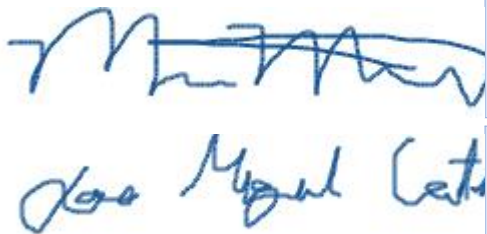
Committee or Advisory Group Name

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 04/15/21.

Attested:



Principal, Lora Colyer on 06/13/21

SSC Chairperson, Jose M. Castillo on 06/13/21