



School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Palma Ceia	01611926001093	04/11/2024	5/22/20224

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

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

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

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

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

Schoolwide Program
Schoolwide Program

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

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Plan Description

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

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

Schoolwide Program

Schoolwide Program

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

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

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

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

Educational Partner Involvement

How, when, and with whom did Palma Ceia 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 Educational Partners in the process of developing the goals in our SPSA plan, input was gathered from teachers, parents, and other staff members at various committees and school events including Instructional Leadership Teams, English Learner Advisory Committee, School Site Council, Site Based Decision Making, 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.

This section is required for all schools eligible for ATSI and CSI.

Comprehensive Needs Assessment Components

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

California School Dashboard (Dashboard) Indicators

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

Palma Ceia is in the Orange performance category for our suspension rate.

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

Performing within the orange indicator for our suspension rate are the following student groups: English Learners, Filipino, Hispanic, Socioeconomically Disadvantaged and Students with Disabilities. Performing within the red, yellow and green indicator are students with no student groups. Performing within the blue indicator are our Asian students. Lastly, students with no performance color include: African American, American Indian, Foster Youth, Homeless and Two or more races.

Other Needs

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

7/479 [1.3%] students were suspended in the 2022-2023 school year. 4/7 [57%] students progressed through various interventions ultimately resulting in the need for further tier III interventions to be successful in their educational setting.

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Palma Ceia. Annual enrollment consists of the number of students enrolled on Census Day (the first Wednesday in October). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

Enrollment By Student Group

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

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Kindergarten	68	58	67
Grade 1	75	71	71
Grade 2	69	73	71
Grade3	73	71	72
Grade 4	72	58	73
Grade 5	96	71	61
Grade 6	69	90	64
Total Enrollment	522	492	479

Conclusions based on this data:

- Palma Ceia's most significant populations are Hispanic/Latino, Filipino, and Asian.
- Palma Ceia's total enrollment has declined over the last 3 years.
- The following student groups showed a decline in enrollment over the last year: African American, Asian, Pacific Islander, White and multiple or no response. The following student groups showed an increase in enrollment over the last year: American Indian, Filipino, and Hispanic/LatinX.

School and Student Performance Data

English Learner (EL) Enrollment

This report displays the annual K-12 public school enrollment by English Language Acquisition Status (ELAS). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

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

Conclusions based on this data:

1. Palma Ceia's English Learner (EL) population makes up approximately 38% of the overall school's population and has remained consistent over the last three years.
2. There has been an increase in the percent of Fluent English Proficient (FEP) students over the last three years.
3. Twenty-six Palma Ceia students reclassified in the 2023-2024 school year. However, this is not yet reflected at the state level.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	73	72	73	0	68	69	0	68	69	0.0	94.4	94.5
Grade 4	75	57	74	0	56	72	0	56	72	0.0	98.2	97.3
Grade 5	96	70	62	0	66	60	0	66	60	0.0	94.3	96.8
Grade 6	70	90	62	0	87	61	0	87	61	0.0	96.7	98.4
All Grades	314	289	271	0	277	262	0	277	262	0.0	95.8	96.7

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2378.	2394.		10.29	15.94		11.76	21.74		32.35	17.39		45.59	44.93
Grade 4		2425.	2430.		19.64	16.67		10.71	19.44		28.57	13.89		41.07	50.00
Grade 5		2506.	2468.		30.30	13.33		25.76	23.33		16.67	28.33		27.27	35.00
Grade 6		2473.	2518.		3.45	11.48		26.44	36.07		28.74	26.23		41.38	26.23
All Grades	N/A	N/A	N/A		14.80	14.50		19.49	24.81		26.71	20.99		38.99	39.69

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Reading									
Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		8.82	15.94		60.29	53.62		30.88	30.43
Grade 4		16.07	12.50		51.79	55.56		32.14	31.94
Grade 5		27.27	10.00		50.00	65.00		22.73	25.00
Grade 6		8.05	14.75		60.92	55.74		31.03	29.51
All Grades		14.44	13.36		56.32	57.25		29.24	29.39

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Writing									
Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		8.82	7.25		44.12	53.62		47.06	39.13
Grade 4		7.14	13.89		62.50	48.61		30.36	37.50
Grade 5		21.21	18.33		59.09	55.00		19.70	26.67
Grade 6		4.60	11.48		52.87	68.85		42.53	19.67
All Grades		10.11	12.60		54.15	56.11		35.74	31.30

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Listening									
Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		7.35	11.59		76.47	71.01		16.18	17.39
Grade 4		10.71	4.17		64.29	73.61		25.00	22.22
Grade 5		15.15	0.00		68.18	76.67		16.67	23.33
Grade 6		4.60	18.03		70.11	70.49		25.29	11.48
All Grades		9.03	8.40		70.04	72.90		20.94	18.70

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Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		8.82	13.04		61.76	62.32		29.41	24.64
Grade 4		14.29	16.67		64.29	68.06		21.43	15.28
Grade 5		24.24	16.67		59.09	61.67		16.67	21.67
Grade 6		8.05	18.03		65.52	67.21		26.44	14.75
All Grades		13.36	16.03		62.82	64.89		23.83	19.08

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Conclusions based on this data:

1. Overall achievement: There was an increase of 5.02% of students who Met/Exceed standard.
2. Area of achievement - Students made the largest growth in the Research/Inquiry subsection for reading with an increase of 4.74% of students achieving within the "Above Standard" and "At or Near Standard" combined. Similarly, the next largest growth area was in the writing subsection with an increase of 4.45% of students achieving within the "Above Standard" and "At or Near Standard" combined. Listening was the third largest area of growth with an increase of 2.23% of students achieving within the "Above Standard" and "At or Near Standard" combined.
3. Area of improvement - Reading is an area of growth as there was a decrease of 0.15% of students achieving within the "Above Standard" and "At or Near Standard" combined.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	73	72	73	0	69	70	0	69	70	0.0	95.8	95.9
Grade 4	75	57	74	0	56	73	0	56	73	0.0	98.2	98.6
Grade 5	96	70	62	0	66	61	0	66	61	0.0	94.3	98.4
Grade 6	70	90	62	0	87	62	0	87	62	0.0	96.7	100.0
All Grades	314	289	271	0	278	266	0	278	266	0.0	96.2	98.2

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2373.	2380.		5.80	7.14		17.39	22.86		34.78	14.29		42.03	55.71
Grade 4		2424.	2431.		12.50	5.48		12.50	20.55		28.57	38.36		46.43	35.62
Grade 5		2466.	2458.		10.61	13.11		18.18	8.20		28.79	31.15		42.42	47.54
Grade 6		2452.	2483.		4.60	11.29		10.34	17.74		35.63	32.26		49.43	38.71
All Grades	N/A	N/A	N/A		7.91	9.02		14.39	17.67		32.37	28.95		45.32	44.36

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Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		4.35	7.14		46.38	41.43		49.28	51.43
Grade 4		16.07	10.96		30.36	52.05		53.57	36.99
Grade 5		7.58	11.48		54.55	31.15		37.88	57.38
Grade 6		4.60	8.06		43.68	46.77		51.72	45.16
All Grades		7.55	9.40		44.24	43.23		48.20	47.37

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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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		10.14	12.86		50.72	37.14		39.13	50.00
Grade 4		10.71	10.96		44.64	50.68		44.64	38.36
Grade 5		13.64	8.20		57.58	57.38		28.79	34.43
Grade 6		3.45	9.68		47.13	46.77		49.43	43.55
All Grades		8.99	10.53		50.00	47.74		41.01	41.73

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Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		4.35	8.57		59.42	55.71		36.23	35.71
Grade 4		7.14	12.33		57.14	52.05		35.71	35.62
Grade 5		9.09	14.75		60.61	52.46		30.30	32.79
Grade 6		5.75	8.06		50.57	67.74		43.68	24.19
All Grades		6.47	10.90		56.47	56.77		37.05	32.33

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Conclusions based on this data:

- Overall achievement - There was an increase of 4.39% of students who Met/Exceed standard.
- Area of achievement - Students made the largest growth in the Communicating Reasoning subsection for mathematics with an increase of 4.73% of students achieving within the "Above Standard" and "At or Near Standard" combined. The next area of growth, although very minimal, was the Concepts and Procedures subsection which had an increase of 0.84% of students achieving within the "Above Standard" and "At or Near Standard" combined.

3. Area of improvement - Problem Solving and Modeling/Data Analysis is an area of growth as there was a decrease of 0.72% of students achieving within the "Above Standard" and "At or Near Standard" combined.

School and Student Performance Data

The English Language Proficiency Assessments for California (ELPAC) system is used to determine and monitor the progress of the English language proficiency for students whose primary language is not English. The ELPAC is aligned with the 2012 California English Language Development Standards and assesses four domains: listening, speaking, reading, and writing.

Visit the California Department of Education's [English Language Proficiency Assessments for California \(ELPAC\)](http://English Language Proficiency Assessments for California (ELPAC) web page) web page or the ELPAC.org website for more information about the ELPAC.

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	1411.7	1430.4	*	1409.3	1435.9	*	1416.8	1417.5	4	32	34
1	1486.5	1431.1	1441.0	1497.1	1444.3	1441.0	1475.1	1417.4	1440.7	18	29	32
2	1480.2	1491.6	1465.1	1489.1	1492.2	1466.5	1470.9	1490.6	1463.2	30	38	28
3	1489.0	1495.0	1486.0	1501.3	1509.0	1486.5	1476.4	1480.7	1484.9	23	31	30
4	1513.1	1507.1	1506.9	1527.1	1510.5	1507.4	1498.6	1503.2	1506.1	20	21	33
5	1486.5	1524.9	1487.2	1481.8	1526.4	1488.1	1490.7	1522.8	1485.8	24	17	19
6	*	1510.0	*	*	1511.0	*	*	1508.4	*	11	32	9
All Grades										130	200	185

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	12.50	14.71	*	25.00	41.18	*	40.63	38.24	*	21.88	5.88	*	32	34
1	17.65	0.00	15.63	70.59	34.48	25.00	5.88	48.28	37.50	5.88	17.24	21.88	17	29	32
2	14.81	18.42	7.14	55.56	47.37	53.57	18.52	21.05	17.86	11.11	13.16	21.43	27	38	28
3	8.70	6.45	16.67	52.17	54.84	23.33	26.09	25.81	53.33	13.04	12.90	6.67	23	31	30
4	20.00	28.57	27.27	35.00	28.57	33.33	35.00	23.81	18.18	10.00	19.05	21.21	20	21	33
5	4.17	29.41	10.53	37.50	35.29	21.05	41.67	17.65	31.58	16.67	17.65	36.84	24	17	19
6	*	9.38	*	*	40.63	*	*	21.88	*	*	28.13	*	*	32	*
All Grades	12.00	13.50	15.68	48.00	39.00	34.59	26.40	29.00	32.43	13.60	18.50	17.30	125	200	185

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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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	18.75	20.59	*	15.63	32.35	*	40.63	38.24	*	25.00	8.82	*	32	34
1	47.06	6.90	15.63	35.29	48.28	31.25	11.76	34.48	18.75	5.88	10.34	34.38	17	29	32
2	44.44	47.37	25.00	33.33	23.68	42.86	11.11	21.05	14.29	11.11	7.89	17.86	27	38	28
3	43.48	51.61	30.00	43.48	29.03	36.67	8.70	9.68	23.33	4.35	9.68	10.00	23	31	30
4	45.00	47.62	54.55	45.00	19.05	27.27	0.00	19.05	0.00	10.00	14.29	18.18	20	21	33
5	25.00	58.82	26.32	50.00	23.53	31.58	12.50	5.88	15.79	12.50	11.76	26.32	24	17	19
6	*	37.50	*	*	25.00	*	*	15.63	*	*	21.88	*	*	32	*
All Grades	37.60	37.00	30.27	41.60	26.50	32.97	9.60	22.00	18.38	11.20	14.50	18.38	125	200	185

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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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	9.38	8.82	*	31.25	35.29	*	50.00	47.06	*	9.38	8.82	*	32	34
1	0.00	3.45	6.25	88.24	31.03	31.25	5.88	17.24	34.38	5.88	48.28	28.13	17	29	32
2	7.41	7.89	0.00	51.85	47.37	50.00	18.52	31.58	21.43	22.22	13.16	28.57	27	38	28
3	4.35	0.00	0.00	17.39	22.58	26.67	52.17	48.39	60.00	26.09	29.03	13.33	23	31	30
4	0.00	9.52	6.06	30.00	14.29	30.30	35.00	52.38	30.30	35.00	23.81	33.33	20	21	33
5	0.00	11.76	0.00	12.50	23.53	10.53	54.17	35.29	26.32	33.33	29.41	63.16	24	17	19
6	*	0.00	*	*	15.63	*	*	40.63	*	*	43.75	*	*	32	*
All Grades	2.40	5.50	4.32	33.60	28.00	31.89	38.40	39.00	37.30	25.60	27.50	26.49	125	200	185

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Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	12.50	23.53	*	75.00	73.53	*	12.50	2.94	*	32	34
1	76.47	10.34	25.00	23.53	79.31	59.38	0.00	10.34	15.63	17	29	32
2	18.52	23.68	7.14	66.67	60.53	78.57	14.81	15.79	14.29	27	38	28
3	21.74	38.71	23.33	65.22	45.16	46.67	13.04	16.13	30.00	23	31	30
4	25.00	47.62	30.30	60.00	23.81	48.48	15.00	28.57	21.21	20	21	33
5	0.00	5.88	15.79	75.00	76.47	47.37	25.00	17.65	36.84	24	17	19
6	*	6.25	*	*	68.75	*	*	25.00	*	*	32	*
All Grades	23.20	20.50	21.08	59.20	62.00	60.00	17.60	17.50	18.92	125	200	185

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Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	15.63	14.71	*	50.00	58.82	*	34.38	26.47	*	32	34
1	46.67	6.90	31.25	46.67	79.31	25.00	6.67	13.79	43.75	15	29	32
2	62.96	65.79	53.57	25.93	26.32	25.00	11.11	7.89	21.43	27	38	28
3	69.57	70.97	46.67	26.09	19.35	40.00	4.35	9.68	13.33	23	31	30
4	90.00	52.38	57.58	10.00	38.10	27.27	0.00	9.52	15.15	20	21	33
5	58.33	76.47	42.11	29.17	5.88	36.84	12.50	17.65	21.05	24	17	19
6	*	53.13	*	*	28.13	*	*	18.75	*	*	32	*
All Grades	63.41	47.50	41.62	26.83	36.50	35.14	9.76	16.00	23.24	123	200	185

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Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	12.50	8.82	*	68.75	82.35	*	18.75	8.82	*	32	34
1	35.29	13.79	18.75	58.82	27.59	59.38	5.88	58.62	21.88	17	29	32
2	18.52	15.79	7.14	59.26	76.32	67.86	22.22	7.89	25.00	27	38	28
3	4.35	3.23	0.00	47.83	51.61	56.67	47.83	45.16	43.33	23	31	30
4	0.00	14.29	6.06	65.00	52.38	57.58	35.00	33.33	36.36	20	21	33
5	4.17	5.88	0.00	62.50	58.82	36.84	33.33	35.29	63.16	24	17	19
6	*	0.00	*	*	34.38	*	*	65.63	*	*	32	*
All Grades	10.74	9.50	7.57	57.02	53.50	60.54	32.23	37.00	31.89	121	200	185

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Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	34.38	50.00	*	59.38	41.18	*	6.25	8.82	*	32	34
1	0.00	3.45	3.13	93.33	68.97	68.75	6.67	27.59	28.13	15	29	32
2	14.81	21.05	25.00	51.85	60.53	50.00	33.33	18.42	25.00	27	38	28
3	13.04	9.68	16.67	65.22	77.42	76.67	21.74	12.90	6.67	23	31	30
4	10.00	19.05	24.24	60.00	57.14	48.48	30.00	23.81	27.27	20	21	33
5	4.17	23.53	15.79	66.67	64.71	52.63	29.17	11.76	31.58	24	17	19
6	*	6.25	*	*	71.88	*	*	21.88	*	*	32	*
All Grades	8.13	16.50	25.41	65.85	66.00	55.14	26.02	17.50	19.46	123	200	185

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Conclusions based on this data:

1. The number of students that were assessed for the ELPAC assessment decreased from 200 students in the 21/22 SY to 185 students in the 22/23 SY. This is a total decrease of 15 students.
2. Overall achievement - Over the last three years there has been consistent growth of students within level 4. There was a 2.18% increase of students in level 4 from the 21/22 SY to the 22/23 SY.
3. Area of improvement - 63.24% of students scored a level 3 or 4 for Oral Language. However, 36.21% of students scored a level 3 or 4 for Written Language. This is a difference of 27.03% which demonstrates that Written Language is an area for improvement for our English Learners who are assessed using the ELPAC.

School and Student Performance Data

California School Dashboard Student Population

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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

2022-23 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
479	80.6	38.6	0.4
Total Number of Students enrolled in Palma Ceia.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2022-23 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	185	38.6
Foster Youth	2	0.4
Homeless	9	1.9
Socioeconomically Disadvantaged	386	80.6
Students with Disabilities	69	14.4

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	10	2.1
American Indian	2	0.4
Asian	47	9.8
Filipino	58	12.1
Hispanic	311	64.9
Two or More Races	18	3.8
Pacific Islander	12	2.5
White	16	3.3

Conclusions based on this data:

1. Palma Ceia's most significant ethnic subgroups are Hispanic, Filipino and Asian.
2. Palma Ceia's most significant student groups are Socioeconomically Disadvantaged, English Learners and Students with Disabilities.
3. Palma Ceia's percentage of Socioeconomically Disadvantaged families has substantially increased over the last year. For the 21/22 SY 58.4% of our students were Socioeconomically Disadvantaged and for the 22/23 SY it has increased by 22.2% for a total of 80.6%.

School and Student Performance Data

Overall Performance






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2023 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. Palma Ceia is rated in the yellow performance category for the following: English Language Arts, Mathematics, Chronic Absenteeism and English Learner Progress.
2. Palma Ceia is scoring in the orange performance category for the suspension rate.

School and Student Performance Data

Academic Performance English Language Arts

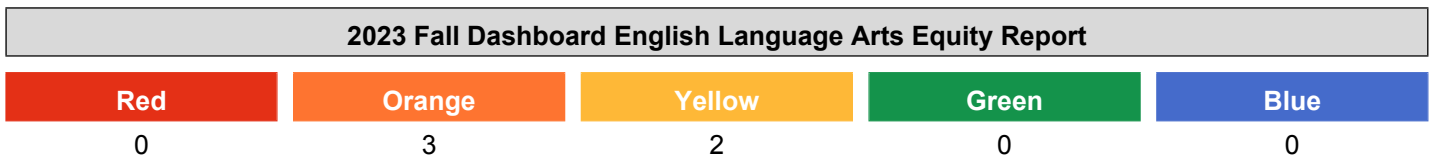
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This section provides number of student groups in each level.



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

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p> <p>Yellow</p> <p>29.2 points below standard</p> <p>Increased +10.8 points</p> <p>252 Students</p>	<p>English Learners</p> <p>Orange</p> <p>50 points below standard</p> <p>Maintained +1.6 points</p> <p>129 Students</p>	<p>Foster Youth</p> <p>No Performance Color</p> <p>0 Students</p>
<p>Homeless</p> <p>Less than 11 Students</p> <p>5 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Yellow</p> <p>35.6 points below standard</p> <p>Increased Significantly +23.3 points</p> <p>199 Students</p>	<p>Students with Disabilities</p> <p>Orange</p> <p>103.6 points below standard</p> <p>Increased +13.9 points</p> <p>50 Students</p>

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students 6 Students	Less than 11 Students 2 Students	1.3 points above standard Increased Significantly +32.8 points 25 Students	 Orange 6.8 points below standard Maintained +1.7 points 33 Students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 39.8 points below standard Increased +7.5 points 157 Students	7 points below standard Increased +14.6 points 13 Students	Less than 11 Students 7 Students	Less than 11 Students 8 Students

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

2023 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
94.2 points below standard Maintained +2.4 points 80 Students	22.3 points above standard Decreased -5.4 points 49 Students	20.8 points below standard Increased Significantly +25.1 points 94 Students

Conclusions based on this data:

- All student groups: Overall all students showed an increase of 10.8 points. Specifically, Socioeconomically Disadvantaged students showed a significant increase of 23.3 points. Students with disabilities showed an increase of 13.9 points and English Learners maintained at a 1.6 point increase.
- Race/Ethnicity: Asian students showed a significant increase of 32.8 points. Students with two or more races showed an increase of 14.6 points and Hispanic students showed an increase of 7.5 points. Filipino students maintained with an increase of 1.7 points.
- English Learners: Current English learners maintained with an increase of 2.4 points and reclassified English Learners showed a decrease of 5.4 points. In comparison English only students showed a significant increase of 25.1 points.

School and Student Performance Data

Academic Performance Mathematics

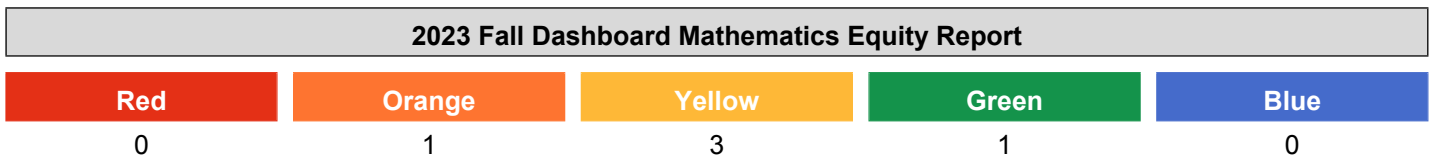
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This section provides number of student groups in each level.



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

2023 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students	English Learners	Foster Youth
 Yellow	 Yellow	 No Performance Color
57 points below standard Increased +14.8 points	65.3 points below standard Increased Significantly +17 points	0 Students
250 Students	127 Students	
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Less than 11 Students 5 Students	 Yellow	 Orange
	62 points below standard Increased Significantly +23.8 points	122.6 points below standard Increased Significantly +32.2 points
	198 Students	50 Students

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students 6 Students	Less than 11 Students 2 Students	26.1 points below standard Increased Significantly +41.8 points 25 Students	 Green 21.8 points below standard Increased Significantly +29.2 points 32 Students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 62.2 points below standard Increased +12.5 points 156 Students	83.1 points below standard Decreased Significantly - 22.9 points 14 Students	Less than 11 Students 7 Students	Less than 11 Students 8 Students

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

2023 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
93.2 points below standard Increased Significantly +23 points 78 Students	20.9 points below standard Increased +3.1 points 49 Students	57.8 points below standard Increased Significantly +23.4 points 94 Students

Conclusions based on this data:

- All student groups: Overall all students showed an increase of 14.8 points. Specifically, Students with disabilities showed a significant increase of 32.2 points, Socioeconomically Disadvantaged students showed a significant increase of 23.8 points and English learners showed a significant increase of 17 points.
- Race/Ethnicity: Asian students showed a significant increase of 41.8 points and Filipino students with a significant increase of 29.2 points. Hispanic students showed an increase of 12.5 points. Students with two or more races decreased significantly with a decrease of 22.9 points.
- English Learners: Current English learners significantly increase by 23 points and English only students by 23.4 points. Reclassified English Learners show an increase of 3.1 points.

School and Student Performance Data

Academic Performance English Learner Progress

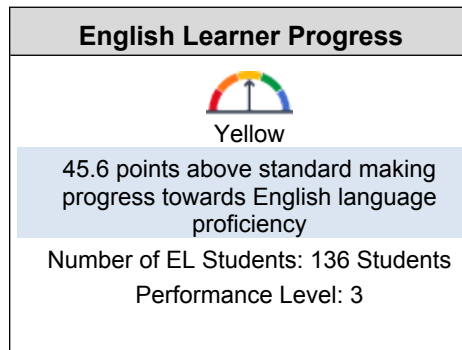
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This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2023 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.

2023 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
26	48	0	62

Conclusions based on this data:

1. Overall Achievement: 45.6% of our English Learners are making progress towards English Language Proficiency.
2. Area of achievement: 35.3% of our English Learners maintained their language level.
3. Area of growth: 19.1% of our English Learners decreased one ELPI Level.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

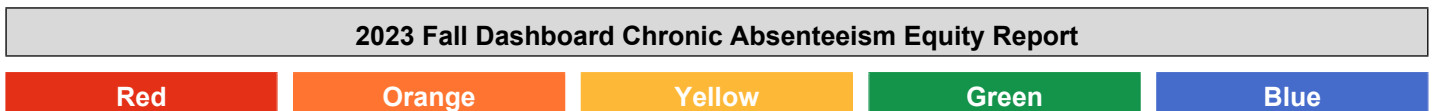
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This section provides number of student groups in each level.



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

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	English Learners	Foster Youth
 Yellow 44.5% Chronically Absent Declined Significantly -14 508 Students	 Yellow 46.2% Chronically Absent Declined Significantly -13.5 221 Students	Less than 11 Students 2 Students
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
41.2% Chronically Absent 0 17 Students	 Yellow 44.6% Chronically Absent Declined Significantly -16.8 417 Students	 Orange 60% Chronically Absent Declined -8.9 100 Students

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
58.3% Chronically Absent Declined -31.1 12 Students	Less than 11 Students 2 Students	 Yellow 15.7% Chronically Absent Declined -21.2 51 Students	 Orange 36.1% Chronically Absent Declined -5.9 61 Students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 49.7% Chronically Absent Declined Significantly -12.7 322 Students	35.7% Chronically Absent Declined -16.7 28 Students	50% Chronically Absent Declined -25 14 Students	61.1% Chronically Absent Declined -2 18 Students

Conclusions based on this data:

- Overall Achievement: Chronic absenteeism is very high regardless of race/ethnicity and subgroup.
- Area of growth: The following subgroups showed a significant decline in chronic absenteeism: English Learners, Socioeconomically Disadvantaged and Hispanic students.
- Area of growth: The following subgroups showed a decline in chronic absenteeism: Students with Disabilities, African American, Asian, Filipino, Two or More Races, Pacific Islander and White students.

School and Student Performance Data

Conditions & Climate Suspension Rate

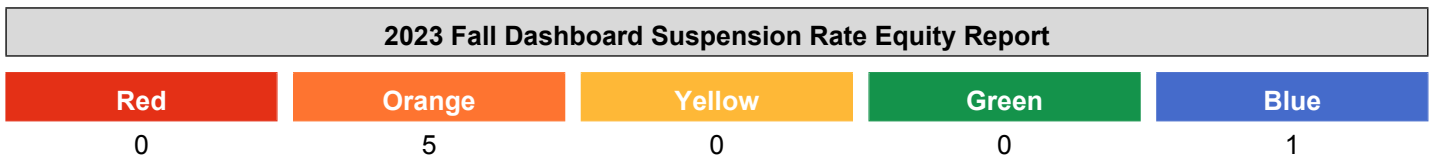
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This section provides number of student groups in each level.



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

2023 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p> <p>Orange</p> <p>1.3% suspended at least one day</p> <p>Increased 0.6 520 Students</p>	<p>English Learners</p> <p>Orange</p> <p>1.3% suspended at least one day</p> <p>Increased 0.9 225 Students</p>	<p>Foster Youth</p> <p>Less than 11 Students 2 Students</p>
<p>Homeless</p> <p>0% suspended at least one day</p> <p>18 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Orange</p> <p>1.6% suspended at least one day</p> <p>Increased 0.5 425 Students</p>	<p>Students with Disabilities</p> <p>Orange</p> <p>2% suspended at least one day</p> <p>Increased 0.9 101 Students</p>

2023 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
<p>0% suspended at least one day</p> <p>Declined -5.3 12 Students</p>	<p>Less than 11 Students 2 Students</p>	<p align="center"> Blue</p> <p>0% suspended at least one day</p> <p>Declined -3.4 51 Students</p>	<p align="center"> Orange</p> <p>1.6% suspended at least one day</p> <p>Increased 1.6 62 Students</p>
Hispanic	Two or More Races	Pacific Islander	White
<p align="center"> Orange</p> <p>1.2% suspended at least one day</p> <p>Increased 1.2 331 Students</p>	<p>3.6% suspended at least one day</p> <p>Increased 3.6 28 Students</p>	<p>0% suspended at least one day</p> <p>Declined -5 15 Students</p>	<p>5.3% suspended at least one day</p> <p>Increased 5.3 19 Students</p>

Conclusions based on this data:

- Overall Achievement: Palma Ceia's suspension rate is in the orange indicator at 1.3% for all students. This is an increase of 0.6% from the 21/22 SY.
- Area of achievement: The following subgroups showed a decrease in the suspension rate: African American, Asian and Pacific Islander.
- Area of growth: The following subgroups showed an increase in the suspension rate: White, Two or more Races, Hispanic, Filipino, Students with Disabilities, Socioeconomically Disadvantaged and English Learners.

Goals, Strategies, & Proposed Expenditures

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

Goal 1

Title and Description of School Goal

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

Deeper Learning -- Language and Literacy

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

Identified Need

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

Achievement in ELA reports a 5.02% increase in the percent of students "Exceeding/Meeting" grade level standard from the 2021-2022 school year and the 2022-2023 school year. The below data shows a need for additional support in ELA as a whole as only 39.31% of Palma Ceia students are meeting or exceeding the standards for ELA. The CA Dashboard reports the following achievement for the 2022-2023 school year:

Standard Exceeded - 14.5% of student
Standard Met - 24.81% of students
Standard Nearly Met - 20.99% if students
Standard Not Met - 39.69% of students

The year prior our identified need was in writing. The most recent data shows that writing had the most significant growth. Specifically looking at the areas of ELA, reading is the identified need as the data reports the following when comparing the 2021-2022 school year to the 2022-2023 school year:

Reading - a decrease of 0.15% for students "At/Near or Above" standard.
Writing - an increase of 4.45% for students "At/Near or Above" standard.
Listening - an increase of 2.23% for students "At/Near or Above" standard.
Research and Inquiry - an increase of 4.74% for students "At/Near or Above" standard.

Looking specifically at our significant subgroups and ELA as a whole, the identified need for additional support is for English learners who have been reclassified as the data reports the following when comparing the 2021-2022 school year to the 2022-2023 school year:

Increased significantly - Socioeconomically Disadvantaged, English Only and Asian students
Increased - All students, Students with Disabilities, Two or More Races and Hispanic students
Maintained - Filipino and English Learner students
Decreased - Reclassified English Learner students

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
State Assessment - CAASPP Data: English Language Arts 3rd-6th Grade	2022-2023 CAASPP ELA data reports 39.31% of students meet/exceed standards and 60.69% of students nearly/did not meet standard.	2023-2024 CAASPP ELA data expected outcome will be an overall increase of 10%. This will result in 49.31% of students meeting/exceeding standard on CAASPP for ELA and 50.69% of students nearly/not meeting standard.
Local Assessment - FASTBRIDGE: aReading Winter Screening - English 2nd-6th Grade	<p>2023 Winter Screening reports the following:</p> <p>Overall, students in 2nd-6th grade - 42% of students are low risk/on track 2nd grade - 54% of students are low risk/on track 3rd grade - 40% of students are low risk/on track 4th grade - 38% of students are low risk/on track 5th grade - 40% of students are low risk/on track 6th grade - 41% of students are low risk/on track</p>	<p>2024 Winter Screening reports expected outcome will be an increase of 10%. This will result in the following:</p> <p>Overall, students in 2nd-6th grade - 52% of students are low risk/on track 2nd grade - no baseline data 3rd grade - 64% of students are low risk/on track 4th grade - 50% of students are low risk/on track 5th grade - 48% of students are low risk/on track 6th grade - 50% of students are low risk/on track 7th grade - 51% of students are low risk/on track - Measured by middle school reporting</p>
Local Assessment - FASTBRIDGE: Autoreading Winter Screening - English 2nd-6th Grade	<p>2023 Winter Screening reports the following:</p> <p>Overall, students in 2nd-6th grade - 55% of students are low risk/on track 4th grade - 58% of students are low risk/on track 5th grade - 55% of students are low risk/on track 6th grade - 52% of students are low risk/on track</p>	<p>2024 Winter Screening reports expected outcome will be an increase of 10%. This will result in the following:</p> <p>Overall, students in 2nd-6th grade - 65% of students are low risk/on track 4th grade - no baseline data 5th grade - 68% of students are low risk/on track 6th grade - 65% of students are low risk/on track 7th grade - 62% of students are low risk/on track - Measured by middle school reporting</p>
Local Assessment - FASTBRIDGE: Early Reading - English Kindergarten	<p>2023 Winter Screening reports the following:</p> <p>Kindergarten - 13% of students are low risk/on track 1st grade - 39% of students are low risk/on track</p>	<p>2024 Winter Screening reports expected outcome will be an increase of 10%. This will result in the following:</p> <p>1st grade - 23% of students are low risk/on track 2nd grade - 49% of students are low risk/on track</p>
Local Assessment - FASTBRIDGE: Early Reading - Spanish Kindergarten	<p>2023 Winter Screening reports the following:</p> <p>Kindergarten - 52% of students are low risk/on track 1st grade - 33% of students are low risk/on track</p>	<p>2024 Winter Screening reports expected outcome will be an increase of 10%. This will result in the following:</p> <p>1st grade - 62% of students are low risk/on track</p>

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	<p>Tier I - Universal Level - 80-85% of students - The expectation is that 80-85% of Palma Ceia students will be able to succeed at the TIER I level. Palma Ceia will continue to focus on explicitly teaching foundational reading skills in all PK-6th grade classrooms. To monitor student progress and support instruction, Palma Ceia will continue to utilize a multi-tier approach for early identification of students with learning and behavioral needs. Teachers will begin with high-quality instruction that engages all students in Deeper Learning activities and a universal screening of all students. The following activities will occur to support this strategy:</p> <ol style="list-style-type: none"> Palma Ceia will maintain an Instructional Leadership Team (ILT) to collaborate and coordinate with administration, support staff and grade level teams. The ILT will meet regularly to review sitewide data relevant to Language and Literacy, discuss current needs of teachers and students in the classroom and plan next steps to address the site's instructional needs in a timely manner. This will include the planning of professional development, analysis of current materials and supplies, and the sharing/learning of best practices to support instruction. The ILT team will also conduct needs assessments at our monthly meeting directly related to addressing the needs of our staff and students to ensure we uphold AB/AR practices and support with materials to do so as needed. Palma Ceia will allocate funds to provide sub-release time for staff to administer benchmark and formative assessments. A diagnostic assessment for early identification of students needing additional support beyond classroom instruction will be utilized. This time will also be used to review/monitor student progress and plan next steps, including intervention/acceleration for students who would benefit from it, with a focus on equity for all students. Progress will be monitored every 8-10 weeks to analyze student growth. Additional support will be provided as necessary to accelerate student learning. Palma Ceia will allocate funds to provide professional development for all instructional staff to expand their knowledge of Common Core State 	All students will be served by the following strategies with a special focus on English Learners who have been reclassified, Filipino and English Learner students.	

	<p>Standards and deeper learning opportunities that promote mastery of early literacy skills. To support teachers with ensuring their practices align to research based and Culturally Relevant Teaching practices, Palma Ceia will use the text, "Cultivating Genius" as the foundation for our professional learning in Language and Literacy. The equity framework called Culturally and Historically Responsive Teaching has four layers: Pursuit of Identity, Pursuit of Skills, Pursuit of Intellect and Pursuit of Criticality. Additional learning opportunities will be offered as available [i.e. conferences, professional development].</p> <p>4. Bilingual Alternative classes will implement the use of transference across content areas for all grade levels.</p>		
<p>1.2</p>	<p>Tier II Targeted Interventions - 10-15% of Students - Tier II interventions are supplemental, small group instruction designed for approximately 10-15% of students not making adequate progress in Tier I. The interventions are designed to match the needs of students identified through screening and progress monitoring measures identified in Tier I. As needed, a referral is submitted to the Coordination of Services Team [COST] to review based on the identified need of the student. Students identified as needing Tier II interventions will be provided additional support either in or out of the classroom. After monitoring the students progress over a period of time, the student may be identified as needing Tier III support and/or interventions. The following activities will occur to support this strategy:</p> <ol style="list-style-type: none"> 1. Palma Ceia will continue to utilize the Fountas and Pinnell Benchmark Assessment as well as the CORE Phonics as a diagnostic assessment for early identification of students needing additional support beyond classroom instruction. Progress will be monitored at a minimum of two times a year to analyze student growth. Additional support will be provided as necessary to accelerate student learning. 2. Student Success Teams (SST) and English Learner (EL) Catch Up Plans will be developed for students whose progress does not meet grade level expectations in reading and writing. 3. Reading Intervention may be offered to those most at risk as identified by classroom teachers, the English Learner Specialist, or support staff in addition to the diagnostic assessment. 4. The English Learner Specialist position will provide additional support with professional development, monitoring, intervention, and community outreach. In addition the EL Specialist will assist teachers in the classroom with additional 	<p>All students will be served by the following strategies with a special focus on English Learners who have been reclassified, Filipino and English Learner students.</p>	<p>27852 Title I 1000-1999: Certificated Personnel Salaries EL Specialist .50 FTE 39795 LCFF Supplemental and Concentration Funds 1000-1999: Certificated Personnel Salaries Reading Intervention Teacher</p>

	<p>instructional support and/or provide small group instruction to those most at risk as identified by classroom teachers, the English Learner Specialist, or support staff in addition to the diagnostic assessment.</p> <ul style="list-style-type: none"> • -- <p>Tier III Intensive Interventions - 1-5% of Students - Tier III support[s] and instruction are targeted for students in need of intensive interventions. The goal of the interventions are to remediate existing academic, social, or emotional problems and implement strategies for prevention of more severe problems.</p> <ol style="list-style-type: none"> 1. The Coordination of Services Team - will continue to monitor the progress of students in Tier I, Tier II, and Tier III to analyze their need for additional support. 2. Individualized Education Plan (IEP) - Students in Special Day Classes will receive TIER III interventions according to their Individual Education Plan (IEP) which are implemented and monitored by the Special Day Class (SDC) teachers. Resource students' interventions will be planned and implemented according to their Individual Education Plan (IEP) and in consultation with their case managers in collaboration with their general education teacher. Student goals will be monitored and assessed regularly according to the students Individual Education Plan (IEP). 3. Paraeducators will support students with an Individual Education Plan (IEP) both in and out of the classroom. 		
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Annual Review

SPSA Year Reviewed: 2023-24

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

Analysis

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

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

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

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

For the 2023-2024 school year we intended to allocate funds for assessment. However, the district office allotted minimum days for administering the literacy screener. In addition, there were rollover funds from the 2022-2023 school year. Based on committee input from both staff, families and data reported from assessments, SSC voted unanimously to re-allocate funds for materials and supplies, an after school tutoring program and professional development and conferences for teachers. The use of these funds were integrated into a professional development plan focused on the foundations of the text, "Cultivating Genius".

Materials and Supplies - Teachers purchased ELA texts to update their libraries and other supplemental materials to build a more inclusive and culturally relevant classroom environment that promotes the pursuit of criticality and identity. Take-home books were purchased for students who are receiving tier II reading intervention for continued practice in the home setting.

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

After Interventions - The addition of the afterschool homework support program through the Hayward Public Library was implemented starting in the month of March. The program provides students with small group homework support, access to technology after school and community building activities. In addition, all students received a snack afterschool at no cost. In addition, teachers implemented 7 after school reading intervention classes that utilized the University of Florida Literacy Institute [UFLI] instructional materials and the Systematic Instruction in Phoneme Awareness, Phonics, and Sight Words [SIPPS] reading intervention programs. Progress was monitored using both the CORE phonics reading diagnostic and the SIPPS placement assessment. The program served just over 100 students from January through April in grades 1st - 6th. All students received a snack after school at no cost.

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.

Due to reduction in funding for the 24/25 school year changes have been made to this goal. Palma Ceia's overall budget was reduced for both Title I and LCFF. In addition, the EL specialist was reduced from 100% to 50%. Our reading intervention teacher's funding was reduced by \$25,000. To supplement the losses in budget and still maintain priorities set forth by all stakeholders the following changes were made:

Title I and LCFF funds will fund 50% of the EL specialist to maintain support for our English Learners through the monitoring of student progress on diagnostic and benchmark assessments as well as direct services to students needing tier II support. The EL specialist will also support tier I instruction by supporting teachers with monitoring and planning for instruction through collaboration.

Title I and LCFF funds will increase the funding for the reading intervention teacher to continue to support early literacy interventions and supports.

Title I and LCFF fund will no longer fund the Bilingual Paraeducator due to the lack of funding.

Rollover funds and funds from sources other than Title I and LCFF such as Community School Funding, Prop 28 Funding and ELOP Funding will enable us to supplement some of the loss in materials and supplies, technology and sub release days to support assessment and progress monitoring of students.

Goals, Strategies, & Proposed Expenditures

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

Goal 2

Title and Description of School Goal

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

Deeper Learning -- Mathematics

Deeper Learning -- Mathematics: All students will receive mathematics instruction that is tailored to their needs, through an equity lens, as measured on State (CAASPP Math) and local assessments. Overall, students will increase performance on CAASPP in Math by 10%.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

Identified Need

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

Achievement in Mathematics reports a 4.39% increase in the percent of students "Exceeding/Meeting" grade level standard from the 2021-2022 school year and the 2022-2023 school year. The below data shows a need for additional support in Mathematics as a whole as only 26.69% of Palma Ceia students are meeting or exceeding the standards for mathematics. The CA Dashboard reports the following achievement for the 2022-2023 school year:

Standard Exceeded - 9.02% of student
Standard Met - 17.67% of students
Standard Nearly Met - 32.37% of students
Standard Not Met - 45.32% of students

Specifically, looking at the areas of mathematics, Concepts and Procedures and Problem Solving and Modeling/Data Analysis is the identified need as the data reports the following when comparing the 2021-2022 school year to the 2022-2023 school year:

Concepts and Procedures - an increase of 0.84% for students "At/Near or Above" standard.
Problem Solving and Modeling/Data Analysis - a decrease of 0.72% for students "At/Near or Above" standard.
Demonstrating Ability to Support Mathematical Conclusions - an increase of 4.73% for students "At/Near or Above" standard

Specifically, looking at our significant subgroups and Mathematics as a whole, the identified need for additional support is for students who identify as two or more races as the data reports the following when comparing the 2021-2022 school year to the 2022-2023 school year:

Increased significantly - English Learners, Students with Disabilities, Socioeconomically Disadvantaged, Asian, Filipino, Current English Learners and English Only students
Increased - All students, Hispanic, Reclassified English Learners
Maintained - No students fell in this category within our significant subgroups.
Decreased Significantly - Two or more races

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
State Assessment - CAASPP Data: Mathematics 3rd-6th Grade	2022-2023 CAASPP Math data reports 26.69% of students meet/exceed standards and 73.31% of students nearly/did not meet standard.	2024-2025 CAASPP Math data expected outcome will be an overall increase of 10%. This will result in 36.69% of students meeting/exceeding standard on CAASPP for Math and 63.31% of students nearly/not meeting standard.

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
2.1	<p>Tier I - Universal Level - 80-85% of students - The expectation is that 80-85% of Palma Ceia students will be able to succeed at the TIER I level. Palma Ceia will continue to focus on explicitly teaching foundational mathematical skills in all K-6th grade classrooms. To monitor student progress and support instruction, Palma Ceia will continue to utilize a multi-tier approach for early identification of students with learning and behavioral needs. Teachers will begin with high-quality instruction that engages all students in Deeper Learning activities and a universal screening of all students. The following activities will occur to support this strategy:</p> <ol style="list-style-type: none"> Palma Ceia will maintain an Instructional Leadership Team (ILT) to collaborate and coordinate with administration, support staff and grade level teams. The ILT will meet regularly to review sitewide data relevant to Mathematics, discuss current needs of teachers and students in the classroom and plan next steps to address the site's instructional needs in a timely manner. This will include the planning of professional development, analysis of current materials and supplies, and the sharing/learning of best practices to support instruction. The ILT team will also conduct needs assessments at our monthly meeting directly related to addressing the needs of our staff and students to ensure we uphold AB/AR practices and support with materials to do so as needed. Palma Ceia will continue to utilize a diagnostic assessment for early identification of students needing additional support beyond classroom instruction. Progress will be monitored at a minimum of two times a year to analyze student growth. Additional support will be provided as necessary to accelerate student learning. Palma Ceia will provide professional development for all instructional staff to expand 	All students will be served by the following strategies with a special focus on students who identify as two or more races.	

	<p>their knowledge of Common Core State Standards and deeper learning opportunities that promote mastery of early literacy skills. This will result in students having access to engage with communicating reasoning and understanding what is being asked of them mathematically. To support teachers with ensuring their practices align to research based and Culturally Relevant Teaching practices, Palma Ceia will use the text, "Cultivating Genius" as the foundation for our professional learning in Language and Literacy. The equity framework called Culturally and Historically Responsive Teaching has four layers: Pursuit of Identity, Pursuit of Skills, Pursuit of Intellect and Pursuit of Criticality. Additional learning opportunities will be offered as available [i.e. conferences, professional development].</p>		
<p>2.2</p>	<p>Tier II Targeted Interventions - 10-15% of Students - Tier II interventions are supplemental, small group instruction designed for approximately 10-15% of students not making adequate progress in Tier I. The interventions are designed to match the needs of students identified through screening and progress monitoring measures identified in Tier I. As needed, a referral is submitted to the Coordination of Services Team [COST] to review based on the identified need of the student. Students identified as needing Tier II interventions will be provided additional support either in or out of the classroom. After monitoring the students progress over a period of time, the student may be identified as needing Tier III support and/or interventions. The following activities will occur to support this strategy:</p> <ol style="list-style-type: none"> 1. Palma Ceia will utilize the IXL diagnostic assessment and the district's K-2 and 6th grade Math Benchmark assessments for early identification of students needing additional support beyond classroom instruction. Progress will be monitored at a minimum of two times a year to analyze student growth. Additional support will be provided as necessary to accelerate student learning. 2. Student Success Teams (SST) and English Learner (EL) Catch Up Plans will be developed for students whose progress does not meet grade level expectations in mathematics. <p>Tier III Intensive Interventions - 1-5% of Students - Tier III support[s] and instruction are targeted for students in need of intensive interventions. The goal of the interventions are to remediate existing academic, social, or emotional problems and implement strategies for prevention of more severe problems.</p> <ol style="list-style-type: none"> 1. The Coordination of Services Team - will continue to monitor the progress of students in Tier 	<p>All students will be served by the following strategies with a special focus on students who identify as two or more races.</p>	

<p>I, Tier II, and Tier III to analyze their need for additional support.</p> <p>2. Individualized Education Plan (IEP) - Students in Special Day Classes will receive TIER III interventions according to their Individual Education Plan (IEP) which are implemented and monitored by the Special Day Class (SDC) teachers. Resource students' interventions will be planned and implemented according to their Individual Education Plan (IEP) and in consultation with their case managers in collaboration with their general education teacher. Student goals will be monitored and assessed regularly according to the students Individual Education Plan (IEP).</p> <p>3. Paraeducators designated by the SPED department will support students with an Individual Education Plan (IEP) both in and out of the classroom.</p>		
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Annual Review

SPSA Year Reviewed: 2023-24

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

Analysis

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

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

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

The online learning tool Nearpod showed higher than expected student/teacher engagement levels as a highly effective strategy to engage all learners with deeper learning activities. Teachers widely utilized the ability to purchase supplemental mathematical materials and supplies, so much so that funds were reallocated to support the need for such materials. Through data analysis completed at the beginning of the year for both state and local

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.

Due to reduction in funding for the 24/25 school year changes have been made to this goal. Palma Ceia's overall budget was reduced for both Title I and LCFF. In addition, the EL specialist was reduced from 100% to 50%. Our reading intervention teacher's funding was reduced by \$25,000. To supplement the losses in budget and still maintain priorities set forth by all stakeholders the following changes were made:

Title I and LCFF funds will fund 50% of the EL specialist to maintain support for our English Learners through the monitoring of student progress on diagnostic and benchmark assessments as well as direct services to students needing tier II support. The EL specialist will also support tier I instruction by supporting teachers with monitoring and planning for instruction through collaboration.

Title I and LCFF funds will increase the funding for the reading intervention teacher to continue to support early literacy interventions and supports.

Title I and LCFF fund will no longer fund the Bilingual Paraeducator due to the lack of funding.

Although the above changes are directly related to Language and Literacy this will inadvertently affect students achievement in mathematics as well. Rollover funds and funds from sources other than Title I and LCFF such as Community School Funding, Prop 28 Funding and ELOP Funding will enable us to supplement some of the loss in materials and supplies, sub release days to support assessment and progress monitoring of students and online learning resources such as Nearpod.

Goals, Strategies, & Proposed Expenditures

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

Goal 3

Title and Description of School Goal

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

Deeper Learning -- English Language Development

Deeper Learning -- English Language Development: English Learners will receive equity based instruction that targets English Learners will increase the number of students progressing at least 1 level on the English Language Proficiency Assessment for California (ELPAC) and the percentage of RFEP [Reclassified Fluent English Proficient] students by 10%, as measured by the English Learner Progress Indicator (ELPI) on the California School Dashboard.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

Identified Need

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

45.6% of our English Learners progressed at least one level, 19.1% decreased one level and 35.3% maintained their level. The data below shows a need for additional support for our English Learners as a whole as less than half are making at least one level of progress towards English proficiency.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
State Assessment - ELPAC Data: Students progressing at least one level on ELPAC	2022-2023 ELPAC data reports 45.6% of our English Learners progressed at least one level.	2024-2025 ELPAC data expected outcome will be an increase of 10%. This will result in 55.6% of English Learners progressing at least one level.
State Assessment - ELPAC Data: Percent of Reclassified Fluent English Proficient [RFEP] students	2023-2024 ELPAC data reports 26 out of 187 English Learners were classified as RFEP which is 13.9%.	2024-2025 ELPAC data expected outcome will be an increase of 10%. This will result in 23.9% of English Learners classifying as RFEP.

Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures

<p>3.1</p>	<p>All English Learners with a special focus on newcomers and students at risk of becoming a Long-Term English Learner in grades 4-6.</p> <p>Tier I - Universal Level - 80-85% of students - The expectation is that 80-85% of English Learners will be able to succeed at the Tier I level.</p> <p>English Learners make up approximately 40% of our student population. Our English Learner subgroup is highly diverse with varying needs. Our Bilingual Alternative program is a specialized program of instruction in both English and Spanish. The goal of the program is the acquisition of academic proficiency in two languages – English and Spanish – together with mastery of academic core content. Instruction occurs in English and Spanish.</p> <p>1. Palma Ceia will ensure the various components of our Bilingual Alternative Program including but not limited to:</p> <ul style="list-style-type: none"> • Daily English Language Development/Academic Language Development (ELD/ALD) at the assessed stage of English Language acquisition. • Full Spanish language arts component, comparable to English language arts. • English literacy component for all students, phased in over time. However, the Spanish component continues after the student has achieved reasonable English fluency. Students can continue in the program after attaining reasonable English fluency per parent choice. • Differentiated instruction in reading, writing, math, science and social science, delivered in Spanish or through Specially Designed Academic Instruction in English (SDAIE), utilizing state-approved, district adopted, standards-based materials. • Separation of languages by time and space. <p>2. The goal for ELs in the Structured English Immersion program is to develop academic proficiency in English. Instruction is overwhelmingly in English. However, special support options are provided for ELs as needed. Palma Ceia will ensure support to English Learners in our Structured English Immersion Program through the following strategies:</p> <ul style="list-style-type: none"> • Daily English Language Development/Academic Language Development (ELD/ALD) at the assessed stage of English Language acquisition. • Differentiated instruction in reading, writing, math, science and social science, delivered through Specially 	<p>All English Learners with a special focus on newcomers and students at risk of becoming a long-term English Learner in grades 4-6.</p>	
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	<p>Designed Academic Instruction in English (SDAIE) methodology, utilizing state-approved, district-adopted, standards-based materials.</p> <ul style="list-style-type: none"> Scaffolding a decrease in primary language support through the use of primary language support to clarify, direct, and explain. 		
3.2	<p>Tier II Targeted Interventions - 10-15% of Students - Tier II interventions are supplemental, small group instruction designed for approximately 10-15% of students not making adequate progress in Tier I. The interventions are designed to match the needs of students identified through screening and progress monitoring measures identified in Tier I. As needed, a referral is submitted to the Coordination of Services Team [COST] to review based on the identified need of the student. Students identified as needing Tier II interventions will be provided additional support either in or out of the classroom. After monitoring the students progress over a period of time, the student may be identified as needing Tier III support and/or interventions. The following activities will occur to support this strategy:</p> <p>3. Student Success Teams (SST) and English Learner (EL) Catch Up Plans will be developed for students whose progress does not meet grade level expectations in all academic areas.</p> <p>4. The English Learner Specialist and Reading Intervention Teacher positions will provide support with professional development, monitoring, intervention, and community outreach.</p> <p>5. Palma Ceia will allocate funds for a .50 FTE EL Specialist who will assist teachers in the classroom with additional instructional support and/or provide small group instruction to those most at risk as identified by classroom teachers or support staff in addition to the diagnostic assessment.</p>	<p>All English Learners with a special focus on newcomers and students at risk of becoming a Long-Term English Learner in grades 4-6.</p>	<p>27852 LCFF Supplemental and Concentration Funds 1000-1999: Certificated Personnel Salaries EL Specialist 2837 Title I 1000-1999: Certificated Personnel Salaries Reading Intervention Teacher</p>

Annual Review

SPSA Year Reviewed: 2023-24

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

Analysis

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

Palma Ceia had a Bilingual Paraeducator who supported teachers within the classroom as well as provided reading intervention in small groups for English Learners identified as needing additional support either in Spanish and/or English. Assessments were completed with students in English and/or Spanish to identify the need for a Tier II intervention. Our EL Specialist supported EL Learners through professional development and collaboration with classroom teachers. In addition the EL specialist monitored tier II interventions for EL students. Lastly, the state

reinstated the requirement that students meet grade level standards (according to CAASPP or F&P). This had been removed temporarily from 21-22 and 22-23 because of the difficulty of testing online during COVID.

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

There were no major differences between the intended implementation and/or the budgeted expenditures.

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.

Due to reduction in funding for the 24/25 school year changes have been made to this goal. Palma Ceia's overall budget was reduced for both Title I and LCFF. In addition, the EL specialist was reduced from 100% to 50%. Our reading intervention teacher's funding was reduced by \$25,000. To supplement the losses in budget and still maintain priorities set forth by all stakeholders the following changes were made:

Title I and LCFF funds will fund 50% of the EL specialist to maintain support for our English Learners through the monitoring of student progress on diagnostic and benchmark assessments as well as direct services to students needing tier II support. The EL specialist will also support tier I instruction by supporting teachers with monitoring and planning for instruction through collaboration.

Title I and LCFF funds will increase the funding for the reading intervention teacher to continue to support early literacy interventions and supports.

Title I and LCFF fund will no longer fund the Bilingual Paraeducator due to the lack of funding.

Goals, Strategies, & Proposed Expenditures

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

Goal 4

Title and Description of School Goal

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

Deeper Learning -- Visual and Performing Arts

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

Identified Need

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

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

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Local Data: The student performance frequency for the 2023-2024 school year	The student performance frequency for the 2023-2024 school year was once a trimester and included the following performances: Readers Theater Performance, Black History Month Performance, Million Father March musical performance, Cheza Nami Dance Group and Spelling Performances.	The student performance frequency for the 2024-2025 school year expected outcome will be an increase of 1 performance.
Local Data: The student showcase frequency for the 2023-2024 school year	The student showcase frequency for the 2023-2024 school year was once a trimester and included the following events: Art Night, Winter Concert, Spring Concert and the Talent Show	The student showcase frequency for the 2024-2025 school year expected outcome will be an increase of 1 event.

Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures

<p>4.1</p>	<p>Palma Ceia will promote arts integration by hosting performances, showcasing student work and providing teachers with arts integration professional development.</p> <ol style="list-style-type: none"> 1. Palma Ceia will offer the following VAPA programs on site: Music Class - 1st - 4th grade, Art Class- 1st - 6th grade, Choir - 5th - 6th grade, Instrumental - 5th - 6th grade 2. Palma Ceia will host the following VAPA events to showcase student work on site: Art night and the Winter and Spring Concert, student performance assemblies 3. Students will attend Visual and Performing Arts field trips as designated grade level 4. A VAPA plan will be created and implemented to include programs supported through Prop 28 funding. 	<p>All students will be served by the following strategies.</p>	
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Annual Review

SPSA Year Reviewed: 2023-24

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

Analysis

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

Palma Ceia attained our goal of increasing the amount of student performance and showcases available.

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

Through a grant from the city of Hayward, Palma Ceia hosted the Cheza Nami Dance group for a period of 10 weeks to work with 2nd graders. The Cheza Nami Dance group believe in a play blased approach to education. They taught our second grade cohort African culture through dance, play and movement. Classes included Capoeira, Maculele and lessons from Senegal in West Africa through song, dance, rhythm and exposure to the Portuguese language.

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.

Prop 28 will provide additional funding for the VAPA programs on campus. The grant provided from the City of Hayward which funded the Cheza Nami Dance group is not continuing for the 2024-2025 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 5

Title and Description of School Goal

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

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

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

Identified Need

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

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

Overall - 1.3% of ALL students were suspended at least 1 day.
 English Learners - 1.3% of students were suspended at least 1 day.
 Socioeconomically Disadvantaged - 1.6% of students were suspended at least 1 day.
 Students with Disabilities - 2% of students were suspended at least 1 day.
 Asian - 0% of students were suspended at least one day.
 Filipino - 1.6% of students were suspended at least one day.
 Hispanic - 1.2% of students were suspended at least one day.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CA Dashboard: Overall Suspension Rate	Fall 2023 CA Dashboard data reports that 1.3% of all students were suspended at least 1 day.	Fall 2024 CA Dashboard data expected outcome will be to maintain a suspension rate under 1.5%.
State Survey: California Healthy Kids Survey [CHKS] Grade 5 - Participation Rate	2023-2024 CHKS Survey data reported 59% of 5th graders participated in the survey.	2024-2025 CHKS Survey data expected outcome will be an increase of 5% for overall participation. This will result in 64% of 5th graders participating in the survey.
State Survey: California Healthy Kids Survey [CHKS] Grade 5 - School Connectedness	2023-2024 CHKS Survey data reported 73% of 5th graders reported school connectedness.	2024-2025 CHKS Survey data expected outcome will be an increase of 10% for school connectedness. This

will result in 83% of 5th graders reporting school connectedness.

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
5.1	<p>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.</p> <p>Palma Ceia will continue to focus on creating a safe and inclusive school climate by exclusively teaching students to regulate emotions and interacting with peers using SEL curriculum skills in all K-6th grade classrooms. To monitor student progress and support instruction, Palma Ceia will continue to utilize a multi-tier approach for early identification of students with behavioral needs.</p> <ol style="list-style-type: none"> Palma Ceia will use Toolbox as the SEL curriculum grades K-6. Teachers will be provided training, materials and a pacing guide for the school year for explicitly teaching tools for regulating emotions and navigating conflict. Palma Ceia will maintain a Positive Behavior Intervention and Supports (PBIS) Team to analyze, collaborate and coordinate with administration, teachers, and support staff. The PBIS team will meet regularly to review sitewide data relevant to school climate and behavior. The progressive discipline system named the "Ten rules" will be implemented via PBIS. The team will discuss current needs of teachers and students and plan next steps to address the site's climate needs in a timely manner. PBIS will oversee the establishment of Student Body Officers (SBO) within the Student Council for students to generate ideas, coordinate activities, and participate in some of the decision making processes at the school site. Palma Ceia School will promote and use positive reinforcement strategies. Such strategies include the positive incentives system of Panther Paws and the 5 point rubric for Student of the Month. Panther paws are distributed to students displaying expected behaviors and are used for weekly and earned incentives. The Student of the Month 5 point rubric promotes positive student behavior in the following areas: Excellent Behavior, 1-hour of Community Service, Perfect Attendance, 100% of the homework turned in on time, and Academic Excellence in at least one subject area. Palma Ceia will allocate funds for extra hours for staff to input and monitor data and to provide incentives for students. 		

	<p>4. Palma Ceia will utilize various restorative practices including community circles and conflict resolution/mediation. Social skills and competency are modeled and practiced. Interactions and instruction are intentionally planned and structured to develop a sense of community, self determination, trust, and democracy.</p> <p>5. Palma Ceia staff, students and community will foster a school environment to ensure each person's cultural/linguistic/sexual identity is respected, self esteem, self motivation, and learner autonomy are developed. Safe and Inclusive Schools information and resources will be shared with teachers at faculty meetings and through weekly staff communications.</p> <p>6. Students will continue to be provided adequate playground equipment to increase fitness and organized activities to reduce behavioral issues on the playground.</p> <p>7. Students will be offered enrichment activities to provide positive experiences outside the student's regular community, and to allow for students from underserved and disadvantaged communities to have equitable access to resources and knowledge including but not limited to: GATE, Lego Club and study trips.</p>		
<p>5.2</p>	<p>Tier II Targeted Interventions - 10-15% of Students - Tier II interventions are supplemental, small group instruction designed for approximately 10-15% of students not making adequate progress in Tier I. The interventions are designed to match the needs of students identified through screening and progress monitoring measures identified in Tier I. As needed, a referral is submitted to the Coordination of Services Team [COST] to review based on the identified need of the student. Students identified as needing Tier II interventions will be provided additional support either in or out of the classroom. After monitoring the students progress over a period of time, the student may be identified as needing Tier III support and/or interventions. The following activities will occur to support this strategy:</p> <p>1. Issues of bullying and harassment will be addressed immediately after they are reported by members of the community. Solutions Teams will be utilized to respond to reports of Bullying and harassment. An assembly that addresses bullying and harassment will be presented to all students.</p> <p>2. The Climate Committee will continue to address students receiving major referrals for behavior. The goal and purpose of the committee is to build relationships with families of students who are demonstrating difficulty with the tier I supports in place at the school site. Meetings are held in</p>	<p>All students will be served by the following strategies with special focus on English Learners, socio-economically disadvantaged and students with disabilities.</p>	

	<p>collaboration with families to discuss implementation of interventions and to prevent further discipline, such as suspension.</p> <p>3. The "Check-in/Check-out" Program will be implemented for students needing additional support for behavioral needs. Students will be matched with an adult on campus to check-in with when they arrive. Goal setting for the day and strategies to utilize will be discussed. The student will be provided with a behavior tracker for the student and homeroom teacher to complete throughout the day. The student will return to their matched adult at the end of the day to review student achievements for the day and discuss goals for the following day. The program will run for a 6-8 week period and student progress will be monitored by the SST team.</p> <p>4. SEL counselor will continue to support both Tier I and II supports and intervention through direct and indirect services.</p>		
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Annual Review

SPSA Year Reviewed: 2023-24

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

Analysis

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

- 1. Toolbox was not as widely used as it was the previous school year, especially in the upper grades.
- 2. PBIS continued to meet monthly. The SBO did not occur this year.
- 3. Panther paw incentives were utilized widely this school year and data shows an increase in usage for both staff and students. The student of the month awards were provided.
- 4-7 - strategies were implemented and have shown to be effective through student behavior data.

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

Funding has been eliminated for the clerk to track behavior incidents in PBIS data system SWIS. This is essential to monitoring student outcomes and will be infused into duties of administration and/or supplemented by other funding sources such as site discretionary or community schools funding.

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.

- 1. A Toolbox implementation calendar which was used the previous year will be reintroduced to teachers. This builds awareness amongst staff of the expectation for use and implementation across grade levels. The morning announcements will also include the tool for the week to ensure a consistent message is provided to students and awareness of the use of tools is publicized.
- 2. SBO will be introduced to students and staff through the PBIS committee.
- 3. A monthly recognition will occur for students receiving student of the month.
- 4-7 will continue to occur through the next 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 6

Title and Description of School Goal

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

Relationship-Centered Schools -- Parent Engagement

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

Identified Need

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

In the area of parent participation, we had a slight increase in the amount of parents attending meetings such as Coffee with the Principal and ELAC Committee. Our PTA has rebuilt itself after the returning to school in August of 2021. Our PTA has now held monthly meetings in addition to board meetings and completed fundraisers to support the school community.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Local Data: Meeting sign-in sheets	2023-2024 Meeting sign-in data reports that fewer than 10 parents participated in parent committee meetings [ELAC, PTA, SSC, etc.]	2024-2025 Meeting sign-in data expected outcome will be an overall increase of 20% of the number of parents participating in parent committee meetings [ELAC, PTO, SSC etc.]
Local Data: Number of in-person family events offered	2023-2024 calendars report that there were 9 in-person school-wide events for families.	2023-2024 calendar data expected outcome will be an overall increase of 5 school wide-events for families in person.

Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
6.1	Palma Ceia will provide additional options and opportunities for parents to participate in school activities by offering more flexible timing, translation for parents, and more emphasis on parent-requested topics of discussion.	All students will be served by the following strategies.	592 ESSA Title I , Part A , Basic Grants Low Income and Neglected

	<p>1. The Family Engagement Specialist [FES] will increase parent engagement through outreach and recruitment. The FES will update communication online on a regular basis. The school will communicate with parents by various means, including the school website, telephone, texts, and email to keep them informed about student learning.</p> <p>2. The Family Engagement specialist [FES] and Community Schools Specialist [CSS] will organize parent workshops throughout the year covering topics such as ELPAC Reclassification, Common Core Standards, and the importance of parent involvement in their children's education. The CSS and FES will implement a survey to families requesting topics the families would like covered at the workshops.</p> <p>3. Parent and staff membership in PTA will be encouraged. The PTA and administration will help to coordinate volunteer efforts at school.</p> <p>4. Palma Ceia's office staff, EL Specialist, FES and CSS will continue to work with CWA and the EL Department to have translation available when needed for families who speak a language other than English, especially languages other than Spanish.</p>		5000-5999: Services And Other Operating Expenditures Parent Engagement Title 1 - 1%
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Annual Review

SPSA Year Reviewed: 2023-24

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

Analysis

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

Families have continued to attend school-wide events on a consistent basis. This year Palma Ceia increased the amount of school-wide activities that were available to for families to engage with. There was an event per month on average for families to attend. The events included: Back to school Night, Open House, Winter Concert, Spring Concert, Million Father March Celebration, Halloween Parade, Ruby Bridges Walk to School Day, Read Across America Celebration, Literacy Night, Art Night, Talent Show, Science Night and Career Day.

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

MAA funds were utilized to supplement funding for various events for materials and supplies.

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.

Community Schools Funding will supplement Title I and LCFF funds to aid in meeting our annual outcomes.

Goals, Strategies, & Proposed Expenditures

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

Goal 7

Title and Description of School Goal

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

Relationship-Centered Schools -- Attendance and Chronic Absenteeism

Relationship-Centered Schools -- Attendance and Chronic Absenteeism: Palma Ceia will decrease chronic absenteeism by 10% in the 24-25 school year.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

Identified Need

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

When comparing the CA 2022 Fall Dashboard with the 2023 Fall Dashboard all students have significantly declined in our chronically absent rates. Overall there was a decrease of 14% for chronically absent students. However, the below data shows a need for additional support for Chronic Absenteeism as a whole as 44.5% of Palma Ceia students are chronically absent. Specifically, our significant subgroups which declined or significantly declined included the following:

Declined - Students with Disabilities, African American, Asian, Filipino, Two or more Races, Pacific Islander, White
Declined Significantly - All students, English Learners, Socioeconomically Disadvantaged, Hispanic

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
State Data: CA Dashboard - Chronic Absenteeism Data	CA 2023 Fall Dashboard data reports that 44.5% of all students were chronically absent in the 2023 school year.	CA 2024 Fall Dashboard data expected outcome will be an overall decrease of 10%. This will result in 34.5% of students chronically absent.
Local Data: Infinite Campus - Monthly Attendance Report	2023-2024 Infinite Campus - Monthly Attendance Reports students have attended school [August-February] at a rate of 92.49%.	2023-2024 Infinite Campus - Monthly Attendance Reports expected outcome will be an overall increase of students have attended school 5%. This will result in students attending school [August-February] at a rate of 93.63%.
Local Data: Infinite Campus - Monthly Attendance Report	2023-2024 Infinite Campus - Monthly Attendance Reports 62 students [12.4%] are tardy more than 30 minutes [August-February]	2024-2025 Infinite Campus - Monthly Attendance Reports expected outcome will be an overall decrease of students arriving tardy more than 30 minutes by 5%. This will result in 7.4% of students arriving tardy more than 30 minutes.

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
7.1	<p>Palma Ceia staff will collaborate with the district's Child Welfare and Attendance division to reduce families' barriers to attendance, including early intervention and COST services. An action plan is in place to address the needs and/or concerns of any groups of students who have been identified as consistently absent or tardy. Palma Ceia's expectation is that 97% of our students are present and on time to school every day. In order to monitor and motivate students and families to meet this expectation, the staff implements the following plan:</p> <ol style="list-style-type: none"> Palma Ceia will build awareness of the importance of attendance. The attendance clerk, family engagement specialist, community schools specialist and admins will provide presentations on attendance at least once during the year at parent meetings. An attendance brochure is given to families on the first day of school specifically stating attendance policies, procedures and contact information. Palma Ceia will acknowledge students with excellent attendance through various incentive programs including: weekly, monthly and trimester perfect attendance awards and recognition, certificate of recognition for the class with highest attendance per month, 100% attendance required [excused absences not included] for Students of the Month and Students of the Year. Attendance Clerk, Principal, COST, and CWA will monitor and offer support to families with chronic absent or late students. Support can include the following: home visits, parent teacher conferences, student success team (SST) meetings, giving students alarm clocks, a written reminder of the importance of arriving on time, truancy meetings with parents who received first and second truancy letters, a referral is made to the School Attendance Review Board [SARB] for families not showing improvement in attendance after tried interventions. Chronically tardy students are placed on a check-in/out program with the attendance clerk. 	All students will be served by the following strategies	

Annual Review

SPSA Year Reviewed: 2023-24

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

Analysis

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

This school year our efforts to make connections with families with a more intimate and in person method proved to be effective with some of our most at risk populations. Families were provided resources through Child Welfare and Attendance, our Family Engagement and Community Services Specialists. Meetings were held to better understand families difficulty with attending school regularly. Feedback from families were that of appreciation and gratefulness for the connections and resources made.

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

Check-in/out systems were implemented with students to build relationships with staff other than their homeroom teacher and incentives were provided for regular attendance. MAA funds helped to supplement these efforts.

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

No planned changed will occur to this goal at this time as it has proven an effective system.

Budget Summary

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

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$98,928.00
Total Federal Funds Provided to the School from the LEA for CSI	\$

Other Federal, State, and Local Funds

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

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

Federal Programs	Allocation (\$)
Title I	\$30,689.00

Subtotal of additional federal funds included for this school: \$30,689.00

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	\$592.00
LCFF Supplemental and Concentration Funds	\$67,647.00

Subtotal of state or local funds included for this school: \$68,239.00

Total of federal, state, and/or local funds for this school: \$98,928.00

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
LCFF Supplemental and Concentration Funds	39,795	-27,852.00
ESSA Title I , Part A , Basic Grants Low Income and Neglected	59,133	58,541.00

Expenditures by Funding Source

Funding Source	Amount
ESSA Title I , Part A , Basic Grants Low Income and Neglected	592.00
LCFF Supplemental and Concentration Funds	67,647.00
Title I	30,689.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	98,336.00
5000-5999: Services And Other Operating Expenditures	592.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
5000-5999: Services And Other Operating Expenditures	ESSA Title I , Part A , Basic Grants Low Income and Neglected	592.00
1000-1999: Certificated Personnel Salaries	LCFF Supplemental and Concentration Funds	67,647.00
1000-1999: Certificated Personnel Salaries	Title I	30,689.00

Expenditures by Goal

Goal Number	Total Expenditures
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Goal 1
Goal 3
Goal 6

67,647.00
30,689.00
592.00

School Site Council Membership

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

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

Name of Members	Role
Lora Colyer	Principal
Mary Ines	Classroom Teacher
Rene Ramirez	Classroom Teacher
Benjamin Hinchman	Classroom Teacher
Cynthia Veloz-Montes	Other School Staff
Luz Gomez - ELAC	Parent or Community Member
Gabiella Gallegos	Parent or Community Member
Lizzett Sandoval	Parent or Community Member
Karina Rodriguez	Parent or Community Member
Alejandra Agoleza	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

Gabriela Gallegos

English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on 04/11/24.

Attested:

Lora Colyer

Principal, Lora Colyer on 4/11/24

Luz G.

SSC Chairperson, Luz Esther Gomez on 4/11/24