School Year: **2025-26**

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	04/17/2025	June 11, 2025

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

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

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, English Learner Progress, English Language Arts, and Mathematics.

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.

The following student groups are performing within the blue indicator for suspension rates: Asian and Filipino students. Student groups performing within the orange indicator include: Hispanic, Socioeconomically Disadvantaged, and Students with Disabilities. English Learners are performing within the yellow indicator. Students not identified within a specific student group are performing within the red and green indicators. Lastly, the following student groups do not have an assigned performance color: African American, American Indian, Homeless, Long-Term English Learners, Two or More Races, Pacific Islander, and White students.

Other Needs

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

8/500 [1.6%] students were suspended in the 2023-2024 school year. 4/8 [50%] 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		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	0.41%	0.42%	0.42%	2	2	2
African American	3.25%	2.09%	2.96%	16	10	14
Asian	10.98%	9.81%	9.30%	54	47	44
Filipino	11.38%	12.11%	11.21%	56	58	53
Hispanic/Latino	61.79%	64.93%	66.38%	304	311	314
Pacific Islander	4.07%	2.51%	2.11%	20	12	10
White	3.66%	3.34%	3.17%	18	16	15
Two or More Races	4.07%	3.76%	3.59%	20	18	17
Not Reported	0.41%	1.04%	0.85%	2	5	
			Total Enrollment	492	479	473

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Kindergarten	58	67	55
Grade 1	71	71	64
Grade 2	73	71	75
Grade3	71	72	71
Grade 4	58	73	73
Grade 5	71	61	74
Grade 6	90	64	61
Total Enrollment	492	479	473

Conclusions based on this data:

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

2. Palma Ceia's total enrollment has declined over the last 3 years.

3. The following student groups showed a decline in enrollment over the last year: Asian, Filipino, Pacific Islander, White and Two or more races. The following student groups showed an increase in enrollment over the last year: African American, 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**		
	21-22	**22-23**	**23-24**	**21-22**	**22-23**	**23-24**
English Learners	195	185	179	39.6%	38.6%	37.8%
Fluent English Proficient (FEP)	93	96	91	18.9%	20.0%	19.2%
Reclassified Fluent English Proficient (RFEP)	54	56	57	11.0%	11.7%	12.1%

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 was a slight decrease in the percent of Fluent English Proficient (FEP) students last year. This is a slight change from the last two years.

3. Twenty-two Palma Ceia students reclassified in the 2024-2025 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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	72	73	74	68	69	69	68	69	69	94.4	94.5	93.2
Grade 4	57	74	78	56	72	73	56	72	73	98.2	97.3	93.6
Grade 5	70	62	77	66	60	74	66	60	74	94.3	96.8	96.1
Grade 6	90	62	66	87	61	62	87	61	62	96.7	98.4	93.9
All Grades	289	271	295	277	262	278	277	262	278	95.8	96.7	94.2

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2378.	2394.	2376.	10.29	15.94	11.59	11.76	21.74	21.74	32.35	17.39	21.74	45.59	44.93	44.93
Grade 4	2425.	2430.	2445.	19.64	16.67	20.55	10.71	19.44	28.77	28.57	13.89	13.70	41.07	50.00	36.99
Grade 5	2506.	2468.	2482.	30.30	13.33	14.86	25.76	23.33	25.68	16.67	28.33	27.03	27.27	35.00	32.43
Grade 6	2473.	2518.	2479.	3.45	11.48	11.29	26.44	36.07	25.81	28.74	26.23	16.13	41.38	26.23	46.77
All Grades	N/A	N/A	N/A	14.80	14.50	14.75	19.49	24.81	25.54	26.71	20.99	19.78	38.99	39.69	39.93

Reading Demonstrating understanding of literary and non-fictional texts								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	21-22	**22-23**	**23-24**	**21-22**	**22-23**	**23-24**	**21-22**	**22-23**	**23-24**
Grade 3	8.82	15.94	1.45	60.29	53.62	72.46	30.88	30.43	26.09
Grade 4	16.07	12.50	21.92	51.79	55.56	57.53	32.14	31.94	20.55
Grade 5	27.27	10.00	12.16	50.00	65.00	67.57	22.73	25.00	20.27
Grade 6	8.05	14.75	14.52	60.92	55.74	45.16	31.03	29.51	40.32
All Grades	14.44	13.36	12.59	56.32	57.25	61.15	29.24	29.39	26.26

Writing Producing clear and purposeful writing								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	21-22	**22-23**	**23-24**	**21-22**	**22-23**	**23-24**	**21-22**	**22-23**	**23-24**
Grade 3	8.82	7.25	13.04	44.12	53.62	37.68	47.06	39.13	49.28
Grade 4	7.14	13.89	10.96	62.50	48.61	57.53	30.36	37.50	31.51
Grade 5	21.21	18.33	12.16	59.09	55.00	62.16	19.70	26.67	25.68
Grade 6	4.60	11.48	9.68	52.87	68.85	43.55	42.53	19.67	46.77
All Grades	10.11	12.60	11.51	54.15	56.11	50.72	35.74	31.30	37.77

Listening Demonstrating effective communication skills								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	21-22	**22-23**	**23-24**	**21-22**	**22-23**	**23-24**	**21-22**	**22-23**	**23-24**
Grade 3	7.35	11.59	2.90	76.47	71.01	63.77	16.18	17.39	33.33
Grade 4	10.71	4.17	8.22	64.29	73.61	63.01	25.00	22.22	28.77
Grade 5	15.15	0.00	12.16	68.18	76.67	70.27	16.67	23.33	17.57
Grade 6	4.60	18.03	6.45	70.11	70.49	59.68	25.29	11.48	33.87
All Grades	9.03	8.40	7.55	70.04	72.90	64.39	20.94	18.70	28.06

Research/Inquiry Investigating, analyzing, and presenting information								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	21-22	**22-23**	**23-24**	**21-22**	**22-23**	**23-24**	**21-22**	**22-23**	**23-24**
Grade 3	8.82	13.04	11.59	61.76	62.32	53.62	29.41	24.64	34.78
Grade 4	14.29	16.67	17.81	64.29	68.06	60.27	21.43	15.28	21.92
Grade 5	24.24	16.67	10.81	59.09	61.67	63.51	16.67	21.67	25.68
Grade 6	8.05	18.03	11.29	65.52	67.21	61.29	26.44	14.75	27.42
All Grades	13.36	16.03	12.95	62.82	64.89	59.71	23.83	19.08	27.34

Conclusions based on this data:

1. Overall achievement: There was an increase of approximately 1% of students who Met/Exceed standard.

2. Area of achievement - Students made the largest growth in the reading subsection with an increase of 3.13% of students achieving within the "Above Standard" and "At or Near Standard" combined.

3. Area of improvement - Writing is an area needing improvement as there was a decrease of 6.48% of students achieving within the "Above Standard" and "At or Near Standard" combined. This is similiar with Listening showing a decrease of 9.36% and Research/Inquiry showing a decrease of 8.26%.

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.

Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	72	73	74	69	70	73	69	70	73	95.8	95.9	98.6
Grade 4	57	74	78	56	73	76	56	73	76	98.2	98.6	97.4
Grade 5	70	62	77	66	61	76	66	61	76	94.3	98.4	98.7
Grade 6	90	62	66	87	62	65	87	62	65	96.7	100.0	98.5
All Grades	289	271	295	278	266	290	278	266	290	96.2	98.2	98.3

Overall Participation for All Students

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

Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2373.	2380.	2368.	5.80	7.14	8.22	17.39	22.86	19.18	34.78	14.29	19.18	42.03	55.71	53.42
Grade 4	2424.	2431.	2436.	12.50	5.48	6.58	12.50	20.55	26.32	28.57	38.36	30.26	46.43	35.62	36.84
Grade 5	2466.	2458.	2459.	10.61	13.11	7.89	18.18	8.20	13.16	28.79	31.15	32.89	42.42	47.54	46.05
Grade 6	2452.	2483.	2444.	4.60	11.29	10.77	10.34	17.74	12.31	35.63	32.26	16.92	49.43	38.71	60.00
Grade 11															
All Grades	N/A	N/A	N/A	7.91	9.02	8.28	14.39	17.67	17.93	32.37	28.95	25.17	45.32	44.36	48.62

Overall Achievement for All Students

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	21-22	**22-23**	**23-24**	**21-22**	**22-23**	**23-24**	**21-22**	**22-23**	**23-24**
Grade 3	4.35	7.14	6.85	46.38	41.43	35.62	49.28	51.43	57.53
Grade 4	16.07	10.96	10.53	30.36	52.05	43.42	53.57	36.99	46.05
Grade 5	7.58	11.48	6.58	54.55	31.15	46.05	37.88	57.38	47.37
Grade 6	4.60	8.06	9.23	43.68	46.77	26.15	51.72	45.16	64.62
Grade 11									
All Grades	7.55	9.40	8.28	44.24	43.23	38.28	48.20	47.37	53.45

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**		
	21-22	**22-23**	**23-24**	**21-22**	**22-23**	**23-24**	**21-22**	**22-23**	**23-24**
Grade 3	10.14	12.86	13.70	50.72	37.14	42.47	39.13	50.00	43.84
Grade 4	10.71	10.96	10.53	44.64	50.68	48.68	44.64	38.36	40.79
Grade 5	13.64	8.20	6.58	57.58	57.38	56.58	28.79	34.43	36.84
Grade 6	3.45	9.68	12.31	47.13	46.77	32.31	49.43	43.55	55.38
All Grades	8.99	10.53	10.69	50.00	47.74	45.52	41.01	41.73	43.79

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	21-22	**22-23**	**23-24**	**21-22**	**22-23**	**23-24**	**21-22**	**22-23**	**23-24**
Grade 3	4.35	8.57	8.22	59.42	55.71	61.64	36.23	35.71	30.14
Grade 4	7.14	12.33	6.58	57.14	52.05	68.42	35.71	35.62	25.00
Grade 5	9.09	14.75	6.58	60.61	52.46	67.11	30.30	32.79	26.32
Grade 6	5.75	8.06	9.23	50.57	67.74	49.23	43.68	24.19	41.54
All Grades	6.47	10.90	7.59	56.47	56.77	62.07	37.05	32.33	30.34

Conclusions based on this data:

1. Overall achievement - There was decrease of 0.48% of students who Met/Exceed standard.

2. Area of achievement - Students made the largest growth in the Communicating Reasoning subsection for mathematics with an increase of 1.99% 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 improvement as there was a decrease of 2.06% of students achieving within the "Above Standard" and "At or Near Standard" combined. Similarly, there was a decrease of 6.07% for Concepts and Procedures.

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) web page or the ELPAC.org website for more information about the ELPAC.

ELPAC Results

Grade Level	ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students											
	Overall			Oral Language			Written Language			Number of Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	1411.7	1430.4	1399.9	1409.3	1435.9	1408.8	1416.8	1417.5	1379.0	32	34	38
1	1431.1	1441.0	1420.7	1444.3	1441.0	1430.4	1417.4	1440.7	1410.6	29	32	32
2	1491.6	1465.1	1463.2	1492.2	1466.5	1468.8	1490.6	1463.2	1457.0	38	28	30
3	1495.0	1486.0	1447.7	1509.0	1486.5	1442.6	1480.7	1484.9	1452.2	31	30	31
4	1507.1	1506.9	1481.4	1510.5	1507.4	1476.9	1503.2	1506.1	1485.5	21	33	33
5	1524.9	1487.2	1499.2	1526.4	1488.1	1495.3	1522.8	1485.8	1502.9	17	19	23
6	1510.0	*	1461.3	1511.0	*	1452.6	1508.4	*	1469.5	32	9	23
All Grades										200	185	210

Grade Level	Overall Language Percentage of Students at Each Performance Level for All Students											
	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	12.50	14.71	10.53	25.00	41.18	26.32	40.63	38.24	31.58	21.88	5.88	31.58	32	34	38
1	0.00	15.63	18.75	34.48	25.00	21.88	48.28	37.50	25.00	17.24	21.88	34.38	29	32	32
2	18.42	7.14	6.67	47.37	53.57	46.67	21.05	17.86	30.00	13.16	21.43	16.67	38	28	30
3	6.45	16.67	3.23	54.84	23.33	38.71	25.81	53.33	19.35	12.90	6.67	38.71	31	30	31
4	28.57	27.27	12.12	28.57	33.33	42.42	23.81	18.18	24.24	19.05	21.21	21.21	21	33	33
5	29.41	10.53	26.09	35.29	21.05	21.74	17.65	31.58	30.43	17.65	36.84	21.74	17	19	23
6	9.38	*	4.35	40.63	*	26.09	21.88	*	17.39	28.13	*	52.17	32	*	23
All Grades	13.50	15.68	11.43	39.00	34.59	32.38	29.00	32.43	25.71	18.50	17.30	30.48	200	185	210

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	18.75	20.59	15.79	15.63	32.35	26.32	40.63	38.24	26.32	25.00	8.82	31.58	32	34	38
1	6.90	15.63	31.25	48.28	31.25	15.63	34.48	18.75	28.13	10.34	34.38	25.00	29	32	32
2	47.37	25.00	33.33	23.68	42.86	23.33	21.05	14.29	26.67	7.89	17.86	16.67	38	28	30
3	51.61	30.00	25.81	29.03	36.67	35.48	9.68	23.33	6.45	9.68	10.00	32.26	31	30	31
4	47.62	54.55	42.42	19.05	27.27	27.27	19.05	0.00	12.12	14.29	18.18	18.18	21	33	33
5	58.82	26.32	34.78	23.53	31.58	34.78	5.88	15.79	13.04	11.76	26.32	17.39	17	19	23
6	37.50	*	13.04	25.00	*	39.13	15.63	*	8.70	21.88	*	39.13	32	*	23
All Grades	37.00	30.27	28.10	26.50	32.97	28.10	22.00	18.38	18.10	14.50	18.38	25.71	200	185	210

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	*	8.82	7.89	*	35.29	7.89	*	47.06	63.16	*	8.82	21.05	*	34	38
1	0.00	6.25	0.00	88.24	31.25	31.25	5.88	34.38	18.75	5.88	28.13	50.00	17	32	32
2	7.41	0.00	6.67	51.85	50.00	30.00	18.52	21.43	40.00	22.22	28.57	23.33	27	28	30
3	4.35	0.00	0.00	17.39	26.67	12.90	52.17	60.00	41.94	26.09	13.33	45.16	23	30	31
4	0.00	6.06	6.06	30.00	30.30	15.15	35.00	30.30	48.48	35.00	33.33	30.30	20	33	33
5	0.00	0.00	8.70	12.50	10.53	17.39	54.17	26.32	47.83	33.33	63.16	26.09	24	19	23
6	0.00	*	0.00	15.63	*	8.70	40.63	*	30.43	43.75	*	60.87	32	*	23
All Grades	5.50	4.32	4.29	28.00	31.89	17.62	39.00	37.30	42.38	27.50	26.49	35.71	200	185	210

Listening Domain
Percentage of Students by Domain Performance Level for All Students

Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	12.50	23.53	15.79	75.00	73.53	57.89	12.50	2.94	26.32	32	34	38
1	10.34	25.00	34.38	79.31	59.38	40.63	10.34	15.63	25.00	29	32	32
2	23.68	7.14	23.33	60.53	78.57	63.33	15.79	14.29	13.33	38	28	30
3	38.71	23.33	6.45	45.16	46.67	61.29	16.13	30.00	32.26	31	30	31
4	47.62	30.30	36.36	23.81	48.48	42.42	28.57	21.21	21.21	21	33	33
5	5.88	15.79	21.74	76.47	47.37	56.52	17.65	36.84	21.74	17	19	23
6	6.25	*	4.35	68.75	*	52.17	25.00	*	43.48	32	*	23
All Grades	20.50	21.08	20.95	62.00	60.00	53.33	17.50	18.92	25.71	200	185	210

Speaking Domain
Percentage of Students by Domain Performance Level for All Students

Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	15.63	14.71	23.68	50.00	58.82	42.11	34.38	26.47	34.21	32	34	38
1	6.90	31.25	25.00	79.31	25.00	37.50	13.79	43.75	37.50	29	32	32
2	65.79	53.57	33.33	26.32	25.00	53.33	7.89	21.43	13.33	38	28	30
3	70.97	46.67	32.26	19.35	40.00	35.48	9.68	13.33	32.26	31	30	31
4	52.38	57.58	45.45	38.10	27.27	36.36	9.52	15.15	18.18	21	33	33
5	76.47	42.11	56.52	5.88	36.84	26.09	17.65	21.05	17.39	17	19	23
6	53.13	*	26.09	28.13	*	34.78	18.75	*	39.13	32	*	23
All Grades	47.50	41.62	33.81	36.50	35.14	38.57	16.00	23.24	27.62	200	185	210

Reading Domain
Percentage of Students by Domain Performance Level for All Students

Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	12.50	8.82	7.89	68.75	82.35	73.68	18.75	8.82	18.42	32	34	38
1	13.79	18.75	25.00	27.59	59.38	37.50	58.62	21.88	37.50	29	32	32
2	15.79	7.14	0.00	76.32	67.86	76.67	7.89	25.00	23.33	38	28	30
3	3.23	0.00	0.00	51.61	56.67	41.94	45.16	43.33	58.06	31	30	31
4	14.29	6.06	6.06	52.38	57.58	54.55	33.33	36.36	39.39	21	33	33
5	5.88	0.00	13.04	58.82	36.84	43.48	35.29	63.16	43.48	17	19	23
6	0.00	*	0.00	34.38	*	21.74	65.63	*	78.26	32	*	23
All Grades	9.50	7.57	7.62	53.50	60.54	51.90	37.00	31.89	40.48	200	185	210

Writing Domain
Percentage of Students by Domain Performance Level for All Students

Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	34.38	50.00	7.89	59.38	41.18	60.53	6.25	8.82	31.58	32	34	38
1	3.45	3.13	0.00	68.97	68.75	50.00	27.59	28.13	50.00	29	32	32
2	21.05	25.00	10.34	60.53	50.00	62.07	18.42	25.00	27.59	38	28	29
3	9.68	16.67	0.00	77.42	76.67	74.19	12.90	6.67	25.81	31	30	31
4	19.05	24.24	12.12	57.14	48.48	66.67	23.81	27.27	21.21	21	33	33
5	23.53	15.79	8.70	64.71	52.63	69.57	11.76	31.58	21.74	17	19	23
6	6.25	*	8.70	71.88	*	69.57	21.88	*	21.74	32	*	23
All Grades	16.50	25.41	6.70	66.00	55.14	64.11	17.50	19.46	29.19	200	185	209

Conclusions based on this data:

1. The number of students that were assessed for the ELPAC assessment increased from 185 students in the 22/23 SY to 210 students in the 23/24 SY. This is a total increase of 25 students.

2. Area of improvement - The reading domain is our highest percent of students in the beginning level at 40.48%.

3. Overall, Our English Learners had an increase in population and a decrease in achievement.

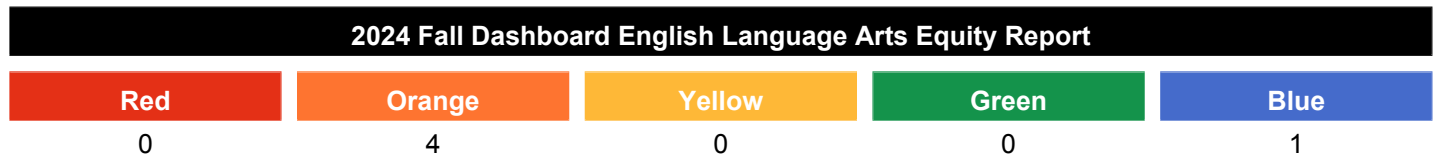# School and Student Performance Data

Student Population

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

2023-24 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
473	**81.8%**	**37.8%**	**0.0%**
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.

2023-24 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	179	37.8%
Foster Youth	0	0.0%
Homeless	15	3.2%
Socioeconomically Disadvantaged	387	81.8%
Students with Disabilities	82	17.3%

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	14	3%
American Indian	2	0.4%
Asian	44	9.3%
Filipino	53	11.2%
Hispanic	314	66.4%
Two or More Races	17	3.6%
Pacific Islander	10	2.1%
White	15	3.2%

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%. We continue to increase in the 23/24 SY by 1.2%

School and Student Performance Data

Overall Performance

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

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

2024 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. Palma Ceia is rated in the yellow performance category for Chronic Absenteeism.

2. Palma Ceia is scoring in the orange performance category for the suspension rate, English Language Arts, Mathematics, and English Learner Progress.

School and Student Performance Data

Academic Performance
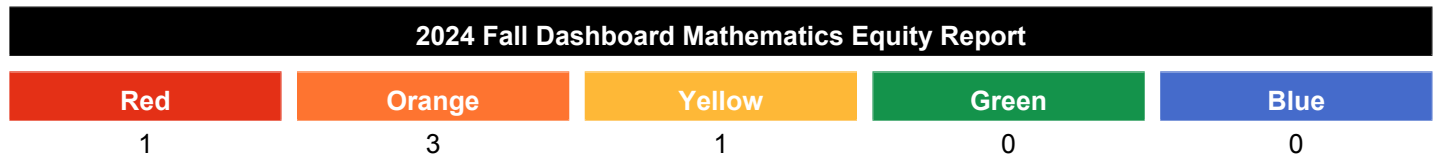## English Language Arts

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard English Language Arts Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	4	0	0	1

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.

2024 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	**English Learners**	**Long-Term English Learners**
Orange	Orange	No Performance Color
35.9 points below standard	63.6 points below standard	Less than 11 Students
Declined 6.7 points	Declined 13.7 points	
265 Students	125 Students	10 Students
Foster Youth	**Homeless**	**Socioeconomically Disadvantaged**
No Performance Color	No Performance Color	Orange
0 Students	Less than 11 Students	36.9 points below standard
		Maintained 1.2 points
	7 Students	219 Students

Students with Disabilities	African American	American Indian
Orange	No Performance Color	No Performance Color
93.6 points below standard	Less than 11 Students	Less than 11 Students
Increased 10.0 points		
59 Students	10 Students	2 Students

Asian	Filipino	Hispanic
No Performance Color	Blue	Orange
6.1 points below standard	21.7 points above standard	50.1 points below standard
Declined 7.4 points	Increased 28.5 points	Declined 10.2 points
21 Students	31 Students	173 Students

Two or More Races	Pacific Islander	White
No Performance Color	No Performance Color	No Performance Color
17.1 points below standard	Less than 11 Students	Less than 11 Students
Declined 10.1 points		
14 Students	7 Students	7 Students

Conclusions based on this data:

1. All Student Groups: Overall, all students showed a decrease of 6.7 points. Specifically, English Learners declined by 13.7 points, Hispanic students by10.2 points, Asian students by 7.4 points, and students identifying as two or more races by 10.1 points.

2. Race/Ethnicity: Filipino students showed a significant increase of 28.5 points. Students with disabilities increased by 10 points. Socioeconomically disadvantaged students maintained their performance. In contrast, English Learners declined by 13.7 points, Hispanic students by 10.2 points, Asian students by 7.4 points, and students identifying as two or more races by 10.1 points.

3. The performance of English Learners declined by 13.7 points.

School and Student Performance Data

Academic Performance
Mathematics

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard Mathematics Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
1	3	1	0	0

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.

2024 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students	**English Learners**	**Long-Term English Learners**
Orange	Orange	No Performance Color
66.2 points below standard	89.3 points below standard	Less than 11 Students
Declined 9.2 points	Declined 24.0 points	
270 Students	130 Students	10 Students
Foster Youth	**Homeless**	**Socioeconomically Disadvantaged**
No Performance Color	No Performance Color	Orange
0 Students	Less than 11 Students	66.6 points below standard
		Declined 4.6 points
	7 Students	223 Students

Students with Disabilities	African American	American Indian
Red	No Performance Color	No Performance Color
121.0 points below standard	Less than 11 Students	Less than 11 Students
Maintained 1.6 points		
60 Students	10 Students	2 Students

Asian	Filipino	Hispanic
No Performance Color	Yellow	Orange
32.7 points below standard	21.1 points below standard	74.9 points below standard
Declined 6.5 points	Maintained 0.7 points	Declined 12.7 points
21 Students	31 Students	178 Students

Two or More Races	Pacific Islander	White
No Performance Color	No Performance Color	No Performance Color
80.0 points below standard	Less than 11 Students	Less than 11 Students
Increased 3.1 points		
14 Students	7 Students	7 Students

Conclusions based on this data:

1. All student groups: Overall all students showed a decrease of 9.2 points. Specifically, English Learners declined 24 pts., Asian students declined 6.5 pts., Socioeconomically Disadvantaged and Hispanic students declined 4.6 pts..

2. Race/Ethnicity: Students with 2+ races increased 3.1 pts., Filipino students maintained, Hispanic students declined 12.7 pts.

3. English Learners: Current English learners declined by 24 pts.

School and Student Performance Data

Academic Performance
English Learner Progress

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

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

2024 Fall Dashboard English Learner Progress Indicator	
English Learner Progress	**Long-Term English Learner Progress**
Orange	No Performance Color
42.8% making progress.	45.5% making progress.
Number Students: 145 Students	Number Students: 11 Students

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.

2024 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	**Maintained ELPI Level 1, 2L, 2H, 3L, or 3H**	**Maintained ELPI Level 4**	**Progressed At Least One ELPI Level**
15.2%	42.1%	0.7%	42.1%

Conclusions based on this data:

1. Overall Achievement: 42.8% of our English Learners are making progress towards English Language Proficiency.

2. Area of achievement: 42.1% of English Learners progressed at least one ELPI level.

3. Area of growth: 15.2% of our English Learners decreased one ELPI Level.

School and Student Performance Data

Academic Performance
College/Career Report

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.
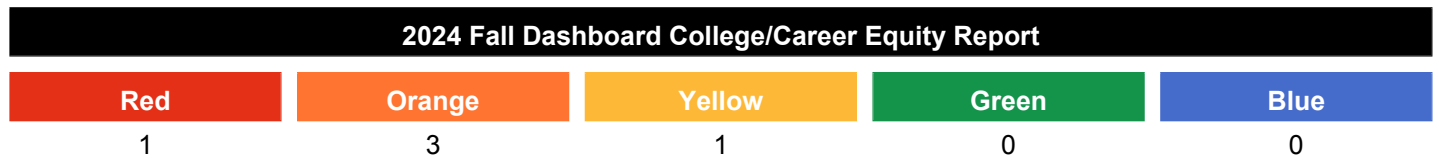
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."

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

Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard College/Career Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
1	3	1	0	0

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

2024 Fall Dashboard College/Career Performance for All Students/Student Group		
All Students	**English Learners**	**Long-Term English Learners**
Foster Youth	**Homeless**	**Socioeconomically Disadvantaged**
Students with Disabilities	**African American**	**American Indian**
Asian	**Filipino**	**Hispanic**
Two or More Races	**Pacific Islander**	**White**

Conclusions based on this data:

1. N/A

2. N/A

3. N/A

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard Chronic Absenteeism Equity Report

Red	Orange	Yellow	Green	Blue

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.

2024 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
Yellow	Yellow	No Performance Color
25% Chronically Absent	26.6% Chronically Absent	33.3% Chronically Absent
Declined 19.4	Declined 19.5	0
519 Students	248 Students	12 Students

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color	No Performance Color	Yellow
0 Students	52.4% Chronically Absent	27.1% Chronically Absent
	Increased 11.2	Declined 17.5
	21 Students	432 Students

Students with Disabilities	African American	American Indian
Orange	No Performance Color	No Performance Color
34% Chronically Absent	35.7% Chronically Absent	Fewer than 11 students - data not displayed for privacy
Declined 26	Declined 22.6	
		2 Students
103 Students	14 Students	

Asian	Filipino	Hispanic
Green	Yellow	Yellow
8.9% Chronically Absent	12.5% Chronically Absent	26.9% Chronically Absent
Declined 6.8	Declined 23.6	Declined 22.8
45 Students	56 Students	349 Students

Two or More Races	Pacific Islander	White
No Performance Color	No Performance Color	No Performance Color
4.8% Chronically Absent	41.7% Chronically Absent	65% Chronically Absent
Declined 31	Declined 8.3	Increased 3.9
21 Students	12 Students	20 Students

Conclusions based on this data:

1. Overall Achievement: Chronic absenteeism significantly declined.

2. Area of achievement: The following subgroups showed a decline in chronic absenteeism: English Learners, Socioeconomically Disadvantaged, Students with Disabilities, African American, Asian, Filipino, Hispanic, 2+ races, and Pacific Islander students.

3. Area of growth: The following subgroups showed an increase in chronic absenteeism: Homeless and white students.
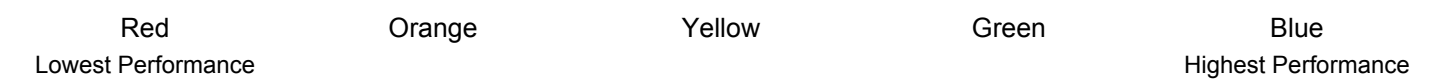
School and Student Performance Data

Academic Engagement
Graduation Rate

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard Graduation Rate Equity Report

Red	Orange	Yellow	Green	Blue

This section provides information about students completing high school, which includes students who receive a standard high school diploma.

2024 Fall Dashboard Graduation Rate for All Students/Student Group

All Students	English Learners	Long-Term English Learners
Foster Youth	Homeless	Socioeconomically Disadvantaged
Students with Disabilities	African American	American Indian
Asian	Filipino	Hispanic
Two or More Races	Pacific Islander	White

Conclusions based on this data:

1.

School and Student Performance Data

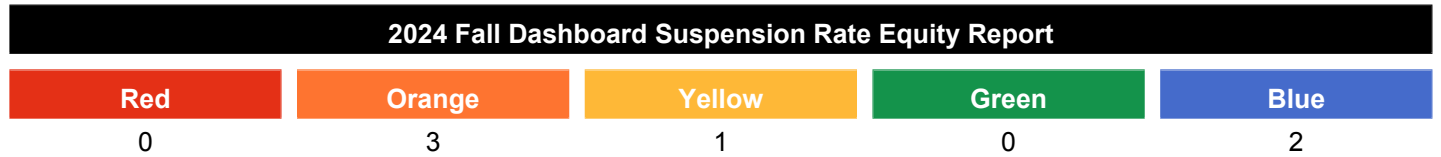## Conditions & Climate
Suspension Rate

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard Suspension Rate Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	3	1	0	2

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.

2024 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students	**English Learners**	**Long-Term English Learners**
Orange	Yellow	No Performance Color
1.7% suspended at least one day	1.2% suspended at least one day	0% suspended at least one day
Increased 0.4%	Maintained 0.1%	12 Students
527 Students	251 Students	
Foster Youth	**Homeless**	**Socioeconomically Disadvantaged**
No Performance Color	No Performance Color	Orange
0 Students	9.5% suspended at least one day	2.1% suspended at least one day
	Increased 9.5%	Increased 0.4%
	21 Students	436 Students

Students with Disabilities	African American	American Indian
Orange	No Performance Color	No Performance Color
3.9% suspended at least one day	0% suspended at least one day	Fewer than 11 students - data not displayed for privacy
Increased 1.9%	Maintained 0%	
103 Students	14 Students	2 Students

Asian	Filipino	Hispanic
Blue	Blue	Orange
0% suspended at least one day	0% suspended at least one day	1.7% suspended at least one day
Maintained 0%	Declined 1.6%	Increased 0.5%
45 Students	56 Students	357 Students

Two or More Races	Pacific Islander	White
No Performance Color	No Performance Color	No Performance Color
0% suspended at least one day	0% suspended at least one day	15% suspended at least one day
Declined 3.6%	Maintained 0%	Increased 9.7%
21 Students	12 Students	20 Students

Conclusions based on this data:

1. Overall Achievement: Palma Ceia's suspension rate is in the orange indicator at 1.7% for all students.

2. Area of achievement: The following subgroups showed a decrease in the suspension rate: Filipino and students who identify as 2+ races,

3. Area of growth: The following subgroups showed an increase in the suspension rate: White, Hispanic, Students with Disabilities, Homeless, 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 5%. In addition to English language arts, bilingual students at Palma Ceia will increase proficiency in their program's target language (Spanish) by 5% 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.

ELA achievement data reflects a 0.98% increase in the percentage of students Meeting or Exceeding grade-level standards from the 2022–2023 to the 2023–2024 school year. Despite this modest improvement, only 40.29% of Palma Ceia students are currently meeting or exceeding ELA standards, highlighting an urgent need for targeted academic support.

According to the 2023–2024 California Dashboard, ELA performance is distributed as follows:
*   Standard Exceeded: 14.75%
*   Standard Met: 25.54%
*   Standard Nearly Met: 19.78%
*   Standard Not Met: 39.93%

In the previous year, reading was identified as a key area of need. Encouragingly, it was the only subcategory to show improvement this year. An analysis of ELA sub-claims reveals the following changes in the percentage of students scoring At/Near or Above Standard:
*   Reading: +3.13%
*   Writing: -6.48%
*   Listening: -9.36%
*   Research/Inquiry: -8.26%

These results indicate that while progress has been made in reading, additional instructional focus is needed in Writing, Listening, and Research/Inquiry.
When examining student performance across significant subgroups, the following trends emerged:
*   Increased performance: Students with Disabilities, Filipino students
*   Maintained performance: Socioeconomically Disadvantaged students
*   Decreased performance: All students, English Learners, Hispanic students, students identifying as Two or More Races, and Asian students

This data underscores the importance of continuing to provide comprehensive ELA support for all students, with particular attention to English Learners, Hispanic students, students of Two or More Races, and Asian 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	2023-2024 CAASPP ELA data reports 40.29% of students meet/exceed standards and 59.71% of students nearly/did not meet standard.	2024-2025 CAASPP ELA data expected outcome will be an overall increase of 5%. This will result in 45.29% of students meeting/exceeding standard on CAASPP for ELA and 54.71% of students nearly/not meeting standard.
Local Assessment - FASTBRIDGE: aReading Winter Screening - English 2nd-6th Grade	2024 Winter Screening reports the following: Overall, students in 2nd-6th grade - 44% of students are low risk/on track 2nd grade - 37% of students are low risk/on track 3rd grade - 35% of students are low risk/on track 4th grade - 33% of students are low risk/on track 5th grade - 33% of students are low risk/on track 6th grade - 39% of students are low risk/on track	2025 Winter Screening reports expected outcome will be an increase of 5%. This will result in the following: Overall, students in 2nd-6th grade - 49% of students are low risk/on track 2nd grade - no baseline data 3rd grade - 42% of students are low risk/on track 4th grade - 40% of students are low risk/on track 5th grade - 38% of students are low risk/on track 6th grade - 38% of students are low risk/on track 7th grade - 44% of students are low risk/on track - Measured by middle school reporting
Local Assessment - FASTBRIDGE: Autoreading Winter Screening - English 2nd-6th Grade	2024 Winter Screening reports the following: Overall, students in 2nd-6th grade - 62% of students are low risk/on track 4th grade - 53% of students are low risk/on track 5th grade - 52% of students are low risk/on track 6th grade - 58% of students are low risk/on track	2025 Winter Screening reports expected outcome will be an increase of 5%. This will result in the following: Overall, students in 2nd-6th grade - 67% of students are low risk/on track 4th grade - no baseline data 5th grade - 58% of students are low risk/on track 6th grade - 57% of students are low risk/on track 7th grade - 63% of students are low risk/on track - Measured by middle school reporting
Local Assessment - FASTBRIDGE: Early Reading - English Kindergarten	2024 Winter Screening reports the following: Kindergarten - 27% of students are low risk/on track 1st grade - 37% of students are low risk/on track	2025 Winter Screening reports expected outcome will be an increase of 5%. This will result in the following: 1st grade - 32% of students are low risk/on track 2nd grade - 42% of students are low risk/on track
Local Assessment - FASTBRIDGE: Early Reading - Spanish Kindergarten	2024 Winter Screening reports the following: Kindergarten - 46% of students are low risk/on track	2025 Winter Screening reports expected outcome will be an increase of 5%. This will result in the following: 1st grade - 51% of students are low risk/on track

	1st grade - 51% of students are low risk/on track	2nd grade - 56% of students are low risk/on track

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	Tier I – Universal Level (80–85% of Students) At the Tier I level, the expectation is that 80–85% of Palma Ceia students will achieve success through high-quality core instruction. The following actions will be implemented to support this goal: Foundational Reading Instruction and Universal Screening Palma Ceia will maintain a strong focus on explicit instruction of foundational reading skills across all PK–6th grade classrooms. A multi-tiered system of support (MTSS) will be used to ensure early identification of both academic and behavioral needs. Instruction will be grounded in high-quality, engaging practices that promote Deeper Learning. All students will undergo universal screening to guide instructional planning and intervention. Assessment, Monitoring, and Planning Staff will administer benchmark and formative assessments, including diagnostic tools for early identification of students requiring additional support beyond Tier I instruction. Collaboration will also be used to analyze data, monitor progress, and plan next steps, with a focus on equity and student-centered decision-making. Progress monitoring will occur every 8–10 weeks, with interventions and acceleration provided as needed and available to promote student growth. Bilingual Alternative Program In Bilingual Alternative classrooms, there will be a continued emphasis on cross-linguistic transference strategies across all content areas and grade levels to support biliteracy development and content mastery.	All students will be supported through the following strategies, with targeted focus on English Learners, Hispanic students, students identifying as Two or More Races, and Asian students.	3137.5 LCFF Supplemental and Concentration Funds 4000-4999: Books And Supplies ELA Supplemental Materials and Supplies 2500 LCFF Supplemental and Concentration Funds 5000-5999: Services And Other Operating Expenditures Technology Materials
1.2	Tier II – Targeted Interventions (10–15% of Students) Tier II interventions are targeted, supplemental small-group supports designed for approximately 10–15% of students who are not making adequate progress with Tier I instruction. These interventions are tailored to address specific student needs identified through universal screening and progress monitoring. When appropriate, students may be referred to the Coordination of Services Team (COST) for additional review. Tier II support may occur within or outside of the classroom. Based on	All students will be supported through the following strategies, with targeted focus on English Learners, Hispanic students, students identifying as Two or More Races, and Asian students.	48232 Title I 1000-1999: Certificated Personnel Salaries Reading Intervention Staff

	ongoing progress monitoring, students may be further evaluated for Tier III interventions. The following strategies will be implemented to support Tier II interventions: 1. Diagnostic Assessment and Progress Monitoring Palma Ceia will continue to use the CORE Phonics Survey as a diagnostic tool to identify students requiring additional support beyond core instruction. Student progress will be monitored at least twice annually, with data used to inform and adjust instruction. Additional supports will be provided as needed to accelerate learning. 2. Student Support Planning Student Success Teams (SSTs) and English Learner (EL) Catch-Up Plans will be developed for students who do not demonstrate adequate progress toward grade-level expectations in reading and writing. 3.Targeted Reading Intervention Reading interventions will be provided for students identified as most at risk by classroom teachers, the English Learner Specialist, or support staff, in conjunction with diagnostic assessment results. 4. Support from the English Learner Specialist The EL Specialist will assist in monitoring student progress, delivering interventions, and engaging in community outreach. They will also provide classroom-based instructional support and small-group intervention for at-risk students.			
1.3	Tier III – Intensive Interventions (1–5% of Students) Tier III interventions are designed for the 1–5% of students requiring intensive, individualized support to address significant academic, social, or emotional needs. The goal is to remediate existing challenges and implement strategies to prevent the development of more severe issues. The following supports will be provided at the Tier III level: 1. Coordination of Services Team (COST) The COST will continue to monitor the progress of students across all tiers (I, II, and III) to assess ongoing needs and ensure timely and appropriate support. 2. Individualized Education Plans (IEPs) 2a. Special Day Class (SDC) students will receive Tier III support aligned with their IEPs, implemented and monitored by SDC teachers. 2b. Resource program students will receive interventions collaboratively designed and delivered by general education teachers and case managers, based on their IEP goals.	All students will be supported through the following strategies, with targeted focus on English Learners, Hispanic students, students identifying as Two or More Races, and Asian students.		

	2c. Student progress will be assessed regularly and documented in accordance with IEP requirements. 3. Paraeducator Support Paraeducators will provide instructional and behavioral support to students with IEPs, both within the general education setting and in specialized instructional environments, as needed.		

Annual Review

SPSA Year Reviewed: 2024-25

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 prioritized literacy instruction and support in grades K–3, recognizing these years as foundational for students' reading development. Through the strategic use of minimum days, collaboration time, and staff meetings, teachers designed instruction aligned to priority ELA and mathematics standards. Collaborative planning sessions also included data discussions to establish systems for monitoring and evaluating academic performance. Teachers delivered high-quality Tier I instruction and engaged in consistent progress monitoring to support student growth.

Students identified for Tier II supports were additionally monitored by the Coordination of Services Team (COST). The University of Florida Literacy Institute [UFLI] intervention program was implemented during the school day to provide targeted, remedial literacy instruction for students requiring additional support. Beyond the school day, over 100 students participated in after-school intervention and enrichment programs, extending opportunities for both academic improvement and enrichment.

In alignment with a whole-child approach, students' social-emotional well-being was also a key focus. The COST team regularly monitored student needs and ensured that families were engaged in conversations regarding the scope and intensity of academic and behavioral interventions provided.

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 2024–2025 school year, funds were originally intended to support the English Learner (EL) Specialist position. However, this position was fully funded by the District Office in collaboration with HEA. As a result, the planned allocation, along with rollover funds from the 2023–2024 school year, became available for reallocation. Based on input from committees, staff, families, and assessment data, the School Site Council (SSC) voted unanimously to reallocate funds to support the following areas:
1. A Bilingual Paraeducator
2. Staffing for data entry
3. Substitute release days for student monitoring and collaboration cycles
4. Professional development and conference participation
5. Technology and supplemental material enhancements

Following the reallocation of funds, the following actions were implemented:
1. A Bilingual Paraeducator was hired in February
2. All behavioral referrals were entered into the SWIS data system to support monitoring by the Climate Committee and COST, enabling targeted interventions for students in need.
3. Teachers were provided release time to administer diagnostic assessments regularly, which informed targeted instruction during intervention periods. Additionally, teachers in grades 1–3 engaged in five inquiry cycles with a CORE Coach, with a focus on strengthening foundational reading instruction.
4. Professional development and conference funds were utilized minimally

5. Teachers purchased ELA texts and supplemental materials to create more inclusive and culturally relevant learning environments that foster critical thinking and identity development in partnership with updated technology as needed.

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

Palma Ceia experienced an overall budget reduction of $33,165 across Title I and LCFF funding. In an effort to preserve core priorities identified by all educational partner input, the following actions will remain in place:
1. Title I and LCFF funds will continue to support staffing for the reading intervention program, ensuring the delivery of early literacy interventions.
2. Supplemental instructional materials will continue to be provided to support classroom teaching.
3. Technology upgrades will be maintained as needed to support instructional delivery.

Due to budget constraints, the following will no longer be funded:
1. Bilingual Paraeducator position
2. All extracurricular programs, including academic intervention and enrichment
3. Professional development opportunities
4. Substitute release days for student progress monitoring
5. Staff support for behavioral data entry

The above adjustments represent a strategic realignment of resources, with a continued focus on prioritizing direct instructional support for students. Lastly, the universal assessment used for progress monitoring will be updated for the 2025–2026 school year. This change will be reflected in the metrics section of the 2026–2027 SPSA.

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 5%.

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.

Mathematics achievement data reflects a 0.48% decrease in the percentage of students Meeting or Exceeding grade-level standards from the 2022–2023 to the 2023–2024 school year. Despite this modest decline, only 26.21% of Palma Ceia students are currently meeting or exceeding Mathematics standards, highlighting an urgent need for targeted academic support.

According to the 2023–2024 California Dashboard, Mathematics performance is distributed as follows:
- Standard Exceeded: 8.28%
- Standard Met: 17.93%
- Standard Nearly Met: 25.17%
- Standard Not Met: 48.62%

In the previous year, Concepts and Procedures and Problem Solving and Modeling/Data Analysis were identified as a key areas of need. An analysis of Mathematics sub-claims reveals the following changes in the percentage of students scoring At/Near or Above Standard:
- Concepts and Procedures: -6.07%
- Problem Solving and Modeling/Data Analysis: -2.06%
- Communicating Reasoning: +1.99%

These results indicate that while minimal progress has been made in Communicating Reasoning, additional instructional focus is needed in Concepts and Procedures and Problem Solving and Modeling/Data Analysis. When examining student performance across significant subgroups, the following trends emerged:
- Increased performance: Students identifying as Two or More Races
- Maintained performance: Students with Disabilities, Filipino students
- Decreased performance: All students, English Learners, Socioeconomically Disadvantaged Hispanic students, and Asian students

This data underscores the importance of continuing to provide comprehensive Mathematics support for all students, with particular attention to English Learners, Socioeconomically Disadvantaged Hispanic students, and Asian 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: Mathematics 3rd-6th Grade	2023-2024 CAASPP Math data reports 26.21% of students meet/exceed standards and 73.79% of students nearly/did not meet standard.	2025-2026 CAASPP Math data expected outcome will be an overall increase of 5%. This will result in 31.21% of students meeting/exceeding standard on CAASPP for Math and 68.79% 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	Tier I – Universal Level (80–85% of Students) At the Tier I level, the expectation is that 80–85% of Palma Ceia students will achieve success through high-quality core instruction. The following actions will be implemented to support this goal: Foundational Reading Instruction and Universal Screening Palma Ceia will maintain a strong focus on explicit instruction of foundational math skills across all PK–6th grade classrooms. A multi-tiered system of support (MTSS) will be used to ensure early identification of both academic and behavioral needs. Instruction will be grounded in high-quality, engaging practices that promote Deeper Learning. All students will undergo universal screening to guide instructional planning and intervention. Assessment, Monitoring, and Planning Staff will administer benchmark and formative assessments, including diagnostic tools for early identification of students requiring additional support beyond Tier I instruction. Collaboration will also be used to analyze data, monitor progress, and plan next steps, with a focus on equity and student-centered decision-making. Progress monitoring will occur every 8–10 weeks, with interventions and acceleration provided as needed and available to promote student growth. Bilingual Alternative Program In Bilingual Alternative classrooms, there will be a continued emphasis on cross-linguistic transference strategies across all content areas and grade levels to support biliteracy development and content mastery.	All students will be supported through the following strategies, with targeted focus on English Learners, Socioeconomically Disadvantaged Hispanic students, and Asian students	3137.5 LCFF Supplemental and Concentration Funds 4000-4999: Books And Supplies Math Supplemental Materials and Supplies
2.2	Tier II – Targeted Interventions (10–15% of Students) Tier II interventions are targeted, supplemental small-group supports designed for approximately 10–15% of students who are not making adequate progress with Tier I instruction. These interventions are tailored to address specific student needs	All students will be supported through the following strategies, with targeted focus on English Learners, Socioeconomically Disadvantaged Hispanic	

	identified through universal screening and progress monitoring. When appropriate, students may be referred to the Coordination of Services Team (COST) for additional review. Tier II support may occur within or outside of the classroom. Based on ongoing progress monitoring, students may be further evaluated for Tier III interventions. The following strategies will be implemented to support Tier II interventions: 1. Diagnostic Assessment and Progress Monitoring Palma Ceia will utilize the IXL diagnostic assessment along with the district's K–2 and 6th grade math benchmark assessments to identify students requiring additional support beyond core instruction. Student progress will be monitored at least twice per year, and additional support will be provided as needed to accelerate learning outcomes. 2. Student Support Planning Student Success Teams (SSTs) and English Learner (EL) Catch-Up Plans will be developed for students whose academic performance in mathematics does not meet grade-level expectations.	students, and Asian students	
2.3	Tier III – Intensive Interventions (1–5% of Students) Tier III interventions are designed for the 1–5% of students requiring intensive, individualized support to address significant academic, social, or emotional needs. The goal is to remediate existing challenges and implement strategies to prevent the development of more severe issues. The following supports will be provided at the Tier III level: 1. Coordination of Services Team (COST) The COST will continue to monitor student progress across Tiers I, II, and III to ensure appropriate supports are in place and that interventions are responsive to student needs. 2. Individualized Education Plans (IEPs) 2a. Special Day Class (SDC) students will receive Tier III support aligned with their IEPs, implemented and monitored by SDC teachers. 2b. Resource program students will receive interventions collaboratively designed and delivered by general education teachers and case managers, based on their IEP goals. 2c. Student progress will be assessed regularly and documented in accordance with IEP requirements 3. Paraeducator Support Paraeducators will provide instructional and behavioral support to students with IEPs, both	All students will be supported through the following strategies, with targeted focus on English Learners, Socioeconomically Disadvantaged Hispanic students, and Asian students	

	within the general education setting and in specialized instructional environments, as needed.		

Annual Review

SPSA Year Reviewed: 2024-25

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 prioritized literacy instruction and support in grades K–3, recognizing these years as foundational for reading development. A strong foundation in literacy is critical, as reading proficiency directly impacts students' ability to engage in high-level mathematical thinking.

To support this focus, teachers utilized minimum days, collaboration time, and staff meetings to design instruction aligned to priority ELA and mathematics standards. Collaborative efforts also included data discussions to establish effective systems for monitoring and evaluating student academic performance. Teachers delivered high-quality Tier I instruction and consistently implemented progress monitoring practices to support student growth.

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 2024–2025 school year, funds were originally intended to support the English Learner (EL) Specialist position. However, this position was fully funded by the District Office in collaboration with HEA. As a result, the planned allocation, along with rollover funds from the 2023–2024 school year, became available for reallocation. Based on input from committees, staff, families, and assessment data, the School Site Council (SSC) voted unanimously to reallocate funds to support the following areas:
1. A Bilingual Paraeducator
2. Staffing for data entry
3. Substitute release days for student monitoring and collaboration cycles
4. Professional development and conference participation
5. Technology and supplemental material enhancements

Following the reallocation of funds, the following actions were implemented:
1. A Bilingual Paraeducator was hired in February
2. All behavioral referrals were entered into the SWIS data system to support monitoring by the Climate Committee and COST, enabling targeted interventions for students in need.
3. Teachers were provided release time to administer diagnostic assessments regularly, which informed targeted instruction during intervention periods. Additionally, teachers in grades 1–3 engaged in five inquiry cycles with a CORE Coach, with a focus on strengthening foundational reading instruction.
4. Professional development and conference funds were utilized minimally
5. Teachers purchased supplemental materials to create more inclusive and culturally relevant learning environments that foster critical thinking and identity development in partnership with updated technology as needed.

We strategically supplemented our state and federal funds through the use of ELOP funds to provide after school interventions to our 3rd-6th graders specifically targeting math instruction in response to the decline in progress.

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.

Palma Ceia experienced an overall budget reduction of $33,165 across Title I and LCFF funding. In an effort to preserve core priorities identified by all educational partners input, the following actions will remain in place:
1. Title I and LCFF funds will continue to support staffing for the reading intervention program, ensuring the delivery of early literacy interventions to promote success in mathematics.
2. Supplemental instructional materials will continue to be provided to support classroom teaching.
3. Technology upgrades will be maintained as needed to support instructional delivery.

Due to budget constraints, the following will no longer be funded:
1. Bilingual Paraeducator position
2. All extracurricular programs, including academic intervention and enrichment
3. Professional development opportunities
4. Substitute release days for student progress monitoring
5. Staff support for behavioral data entry

The above adjustments represent a strategic realignment of resources, with a continued focus on prioritizing direct instructional support for 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 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.

42.1% of English Learners progressed at least one proficiency level, reflecting a 3.5% decrease from the previous year. Additionally, 15.2% regressed by one level (a 3.9% decrease), while 42.1% maintained their level, marking a 6.8% increase. This data highlights a continued need for increased support for English Learners, as fewer than half are demonstrating growth toward 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	2023-2024 ELPAC data reports 42.1% of our English Learners progressed at least one level.	2025-2026 ELPAC data expected outcome will be an increase of 5%. This will result in 47.1% of English Learners progressing at least one level.
State Assessment - ELPAC Data: Percent of Reclassified Fluent English Proficient [RFEP] students	2024-2025 ELPAC data reports 22 out of 210 English Learners were classified as RFEP which is 10.5%.	2025-2026 ELPAC data expected outcome will be an increase of 5%. This will result in 25.5% 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
3.1	Tier I – Universal Level (80–85% of Students) English Learners (ELs) comprise approximately 40% of Palma Ceia's student population,	All English Learners with a special focus on newcomers and	

representing a highly diverse subgroup with a wide range of needs. At the Tier I level, it is expected that 80–85% of students will succeed through high-quality, core instruction. To meet this goal, the following supports will be implemented, with a strong emphasis on the Bilingual Alternative Program and the Structured English Immersion Program. Bilingual Alternative Program Palma Ceia will continue to implement a robust Bilingual Alternative Program designed to promote academic proficiency in both English and Spanish, alongside mastery of core academic content. Instruction occurs in both languages, and the program will include the following key components: 1. Daily English Language Development (ELD)/Academic Language Development (ALD) aligned with students' assessed levels of English language proficiency 2. A comprehensive Spanish Language Arts program, equivalent to the English Language Arts curriculum 3. An English literacy component introduced progressively, while maintaining Spanish instruction even after students achieve reasonable English fluency (based on parent choice) 4. Differentiated instruction in reading, writing, math, science, and social studies, delivered either in Spanish or through Specially Designed Academic Instruction in English (SDAIE), using state-approved, district-adopted, standards-based materials 5. Clear separation of languages by time and space to support language acquisition and prevent language interference Structured English Immersion (SEI) Program The goal of the SEI Program is to develop academic proficiency in English, with instruction delivered primarily in English while providing targeted support for English Learners. Support strategies include: 1. Daily ELD/ALD instruction aligned with students' proficiency levels 2. Differentiated instruction across content areas (reading, writing, math, science, and social studies) using SDAIE methodologies and standards-aligned materials 3. Scaffolded primary language support, used strategically to clarify, direct, and explain concepts, with gradual reduction as students become more proficient in English These Tier I supports reflect Palma Ceia's commitment to equity, access, and academic success for all students, with intentional design to meet the unique needs of our English Learners.	students at risk of becoming a long-term English Learner in grades 4-6.	

| 3.2 | Tier II – Targeted Interventions (10–15% of Students)
Tier II interventions are targeted, supplemental small-group supports designed for approximately 10–15% of students who are not making adequate progress with Tier I instruction. These interventions are tailored to address specific student needs identified through universal screening and progress monitoring. When appropriate, students may be referred to the Coordination of Services Team (COST) for additional review. Tier II support may occur within or outside of the classroom. Based on ongoing progress monitoring, students may be further evaluated for Tier III interventions.

The following strategies will be implemented to support Tier II interventions:
1. Diagnostic Assessment and Progress Monitoring
Palma Ceia will continue to use the CORE Phonics Survey as a diagnostic tool to identify students requiring additional support beyond core instruction. Student progress will be monitored at least twice annually, with data used to inform and adjust instruction. Additional supports will be provided as needed to accelerate learning.

2. Student Support Planning
Student Success Teams (SSTs) and English Learner (EL) Catch-Up Plans will be developed for students who do not demonstrate adequate progress toward grade-level expectations in reading and writing.

3.Targeted Reading Intervention
Reading interventions will be provided for students identified as most at risk by classroom teachers, the English Learner Specialist, or support staff, in conjunction with diagnostic assessment results.

4. Support from the English Learner Specialist
The EL Specialist will assist in monitoring student progress, delivering interventions, and engaging in community outreach. They will also provide classroom-based instructional support and small-group intervention for at-risk students. | All English Learners with a special focus on newcomers and students at risk of becoming a Long-Term English Learner in grades 4-6. | 8268
LCFF Supplemental and Concentration Funds
1000-1999: Certificated Personnel Salaries
Reading Intervention Staff |

Annual Review

SPSA Year Reviewed: 2024-25

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.

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 2024–2025 school year, funds were originally intended to support the English Learner (EL) Specialist position. However, this position was fully funded by the District Office in collaboration with HEA. As a result, the planned allocation, along with rollover funds from the 2023–2024 school year, became available for reallocation. Based on input from committees, staff, families, and assessment data, the School Site Council (SSC) voted unanimously to reallocate funds to support the following areas:
1. A Bilingual Paraeducator
2. Staffing for data entry
3. Substitute release days for student monitoring and collaboration cycles
4. Professional development and conference participation
5. Technology and supplemental material enhancements

Following the reallocation of funds, the following actions were implemented:
1. A Bilingual Paraeducator was hired in February
2. All behavioral referrals were entered into the SWIS data system to support monitoring by the Climate Committee and COST, enabling targeted interventions for students in need.
3. Teachers were provided release time to administer diagnostic assessments regularly, which informed targeted instruction during intervention periods. Additionally, teachers in grades 1–3 engaged in five inquiry cycles with a CORE Coach, with a focus on strengthening foundational reading instruction.
4. Professional development and conference funds were utilized minimally
5. Teachers purchased ELA texts and supplemental materials to create more inclusive and culturally relevant learning environments that foster critical thinking and identity development in partnership with updated technology as needed.

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

Palma Ceia experienced an overall budget reduction of $33,165 across Title I and LCFF funding. In an effort to preserve core priorities identified by all educational partner input, the following actions will remain in place:
1. Title I and LCFF funds will continue to support staffing for the reading intervention program, ensuring the delivery of early literacy interventions.
2. Supplemental instructional materials will continue to be provided to support classroom teaching.
3. Technology upgrades will be maintained as needed to support instructional delivery.

Due to budget constraints, the following will no longer be funded:
1. Bilingual Paraeducator position
2. All extracurricular programs, including academic intervention and enrichment
3. Professional development opportunities
4. Substitute release days for student progress monitoring
5. Staff support for behavioral data entry

The above adjustments represent a strategic realignment of resources, with a continued focus on prioritizing direct instructional support for students. Lastly, the universal assessment used for progress monitoring will be updated for the 2025–2026 school year. This change will be reflected in the metrics section of the 2026–2027 SPSA.

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 2024-2025 school year	The student performance frequency for the 2024-2025 school year was once a trimester and included the following performances: Readers Theater Performance, Cheza Nami Dance Group, Talent Show, and Spelling Performance.	The student performance frequency for the 2025-2026 school year expected outcome will be an increase of 1 performance.
Local Data: The student showcase frequency for the 2024-2025 school year	The student showcase frequency for the 2024-2025 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 2025-2026 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
4.1	Palma Ceia will promote arts integration by hosting performances, showcasing student work and providing teachers with arts integration professional development.	All students will be served by the following strategies.	

	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		

Annual Review

SPSA Year Reviewed: 2024-25

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 successfully met its goal of increasing opportunities for student performance and showcases.

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

Palma Ceia partnered with the Cheza Nami Dance Group for a 10-week residency, funded through reallocated resources from the 2023–2024 school year. The program engaged 2nd grade students in a play-based learning approach, introducing them to African culture through dance, movement, and rhythm. Instruction included Capoeira, Maculelê, and cultural lessons from Senegal and other West African regions, incorporating song, dance, and exposure to the Portuguese language.

Filling the Prop 28 position proved challenging, as the role was limited to one day per week, impacting the pool of available candidates.

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 funds have been stalled for the 2025–2026 school year until further notice. While the plan remains ready for implementation, the Cheza Nami Dance program will not continue next year due to budget constraints.

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 - 1.7% of ALL students were suspended at least 1 day.
English Learners - 1.2% of students were suspended at least 1 day.
Socioeconomically Disadvantaged - 2.1% of students were suspended at least 1 day.
Students with Disabilities - 3.9% of students were suspended at least 1 day.
Asian - 0% of students were suspended at least one day.
Filipino - 0% of students were suspended at least one day.
Hispanic - 1.7% 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 2024 CA Dashboard data reports that 1.7% of all students were suspended at least 1 day.	Fall 2025 CA Dashboard data expected outcome will be to maintain a suspension rate under 1.7%.
State Survey: California Healthy Kids Survey [CHKS] Grade 5 - Participation Rate	2024-2025 CHKS Survey data reported 43% of 5th graders participated in the survey.	2025-2026 CHKS Survey data expected outcome will be an increase of 5% for overall participation. This will result in 48% of 5th graders participating in the survey.
State Survey: California Healthy Kids Survey [CHKS] Grade 5 - School Connectedness	2024-2025 CHKS Survey data reported 68% of 5th graders reported school connectedness.	2025-2026 CHKS Survey data expected outcome will be an increase of 5% for school connectedness. This

		will result in 73% 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	At the Tier I level, it is expected that 80–85% of Palma Ceia students will succeed through high-quality core instruction and a positive, inclusive school climate. The following actions will support this goal: 1. Social-Emotional Learning (SEL) and Behavioral Support - Palma Ceia will continue to implement SEL curriculum across K–6 classrooms, focusing on emotional regulation and positive peer interactions. A multi-tiered system of support will guide the early identification of students with behavioral needs. 2. School Climate Team - A dedicated School Climate Team will meet regularly to analyze sitewide behavioral data and collaborate with administration, teachers, and support staff. The team will guide the implementation of the school's progressive discipline framework, "The Ten Rules," and respond to emerging school climate needs. 3. Positive Reinforcement Systems - The school will promote positive behavior through incentive programs, including Panther Paws and a Student of the Month 5-point rubric, which recognizes students for: • Positive behavior • One hour of community service • Perfect attendance • Timely homework completion • Academic excellence in at least one subject 4. Funds will be allocated through community schools for additional hours for staff to monitor behavior data and to support student incentive programs. 5. Restorative Practices - Community circles, mediation, and conflict resolution will be used to build student social skills and foster a sense of community, self-determination, trust, and inclusion. 6. Culturally Inclusive Environment - Staff, students, and families will work together to ensure a school culture where cultural, linguistic, and gender identities are respected. Resources and information promoting Safe and Inclusive Schools will be shared during faculty meetings and weekly communications.	All students will benefit from the following strategies, with targeted support for English Learners, Hispanic students, socioeconomically disadvantaged students, and students with disabilities.	

	7. Playground Engagement - Students will have access to adequate playground equipment and organized activities to promote physical fitness and reduce playground-related behavioral issues. 8. The Social-Emotional Counselor will continue to support the implementation of the initiatives outlined above.		
5.2	Tier II – Targeted Interventions (10–15% of Students) Tier II interventions are targeted, supplemental small-group supports designed for approximately 10–15% of students who are not making adequate progress with Tier I instruction. These interventions are tailored to address specific student needs identified through universal screening and progress monitoring. When appropriate, students may be referred to the Coordination of Services Team (COST) for additional review. Tier II support may occur within or outside of the classroom. Based on ongoing progress monitoring, students may be further evaluated for Tier III interventions. The following strategies will be implemented to support Tier II interventions: 1. Bullying and Harassment Prevention and Response - Reports of bullying and harassment will be addressed immediately upon notification. Solutions Teams will be activated to respond to these reports with a focus on resolution and support. Additionally, an anti-bullying assembly will be presented to all students to promote awareness and prevention. 2. Climate Committee and Family Engagement - The Climate Committee will continue to review major behavioral referrals, with the primary goal of building relationships with families of students struggling with Tier I supports. The committee will collaborate with families to develop and implement individualized intervention plans aimed at reducing disciplinary actions such as suspension. 3. Check-In/Check-Out Program - The Check-In/Check-Out (CICO) Program will provide targeted support for students with ongoing behavioral challenges. Each participating student will be paired with a staff member to: • Check in each morning to set goals and review strategies • Use a daily behavior tracker completed in collaboration with the homeroom teacher • Check out at the end of the day to reflect on progress and set goals for the next day • The program will run for 6–8 weeks, with progress monitored by the Student Success Team (SST).	All students will benefit from the following strategies, with targeted support for English Learners, Hispanic students, socioeconomically disadvantaged students, and students with disabilities.	

	4. Social-Emotional Counselor Support - The Social-Emotional Counselor will continue to provide both Tier I and Tier II supports, offering direct and indirect services to address student behavioral and emotional needs.		

Annual Review

SPSA Year Reviewed: 2024-25

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.

The Climate Committee maintained regular monthly meetings to support schoolwide behavioral and climate initiatives. The Toolbox curriculum was not implemented with the same consistency or fidelity as in previous years and was not fully adopted across all grade levels. In its place, the team launched monthly awards and character assemblies, which served as an alternative approach to promoting social-emotional learning and positive behavior. The Site-Based Outreach (SBO) program was not implemented this year.

Panther Paw incentives were widely utilized throughout the school year, with data indicating an increase in participation by both staff and students. Additionally, Student of the Month awards were consistently provided to recognize positive student behavior and academic achievement.

All other Tier I strategies were successfully implemented and, according to behavior data, have proven effective in supporting a positive school climate.

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

Rollover funds were reallocated to support a clerk position responsible for tracking behavior incidents in the SWIS data system, a critical component for monitoring student outcomes.

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

The Toolbox curriculum will no longer be implemented; instead, monthly character assemblies will serve as the primary Tier I SEL support. Associated expenditures will need to be strategically reallocated through alternative funding sources.

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 5%.

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.

Parent participation has shown a modest increase, with more families attending events such as Coffee with the Principal and ELAC Committee meetings. Our PTA is actively working to strengthen its membership and engagement, holding regular monthly meetings in addition to board sessions, and successfully completing several fundraisers in support of our 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	2024-2025 Meeting sign-in data reports that 10-15 parents participated in parent committee meetings [ELAC, PTA, SSC, etc.]	2025-2026 Meeting sign-in data expected outcome will be an overall increase of 10% of the number of parents participating in parent committee meetings [ELAC, PTO, SSC etc.]
Local Data: Number of in-person family events offered	2024-2025 calendars report that there were 12 in-person school-wide events for families.	2025-2026 calendar data expected outcome will be to maintain 12 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 is committed to increasing parent participation by offering more flexible scheduling for events, providing translation services, and focusing on topics of interest identified by parents. 1. The Family Engagement Specialist (FES) will enhance parent engagement through proactive outreach and recruitment efforts. The FES will regularly update online communication platforms.	All students will be served by the following strategies.	488 Title I 5000-5999: Services And Other Operating Expenditures Parent Engagement Title 1 - 1%

	The school will utilize multiple methods of communication—including the website, phone calls, text messages, and emails—to keep families informed about student learning and school activities. 2. The FES and Community Schools Specialist (CSS) will coordinate parent workshops throughout the year on topics such as ELPAC Reclassification, Common Core Standards, and the importance of parental involvement in education. A survey will be distributed to families to gather input on topics they would like to see addressed in future workshops. 3. Staff and parent membership in the PTA will be actively encouraged. The PTA, in collaboration with school administration, will support and coordinate volunteer efforts on campus. 4. Palma Ceia's office staff, EL Specialist, FES, and CSS will continue working closely with Child Welfare and Attendance (CWA) and the EL Department to ensure translation services are available for families who speak languages other than English, with particular attention to languages beyond Spanish.		

Annual Review

SPSA Year Reviewed: 2024-25

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 consistently participated in school-wide events throughout the year. Palma Ceia expanded the number of family engagement opportunities, averaging one event per month. These events included Back to School Night, Open House, Winter and Spring Concerts, the Million Father March Celebration, Halloween Parade, Ruby Bridges Walk to School Day, Black History Month Read-In, Valentine's Dance, Art Night, Talent Show, Movie Night, and the Walk-a-Thon.

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 the Community Schools Grant 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 resources to support the achievement of annual outcomes. MAA funds have been frozen through the 2026–27 school year and will not be available as a funding source next 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 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 5% 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 2023 Fall Dashboard with the 2024 Fall Dashboard all students have significantly declined in our chronically absent rates. Overall there was a decrease of 19.4% for chronically absent students. As a whole as 25% of Palma Ceia students are chronically absent. Specifically, our significant subgroups which declined or significantly declined included the following:

Declined - English Learners, Socioeconomically Disadvantaged, Students with Disabilities, African American, Asian, Filipino, Hispanic, 2+ races, and Pacific Islander 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 Data: CA Dashboard - Chronic Absenteeism Data	CA 2024 Fall Dashboard data reports that 25% of all students were chronically absent in the 2024 school year.	CA 2025 Fall Dashboard data expected outcome will be an overall decrease of 5%. This will result in 20% of students chronically absent.
Local Data: Infinite Campus - Monthly Attendance Report	2024-2025 Infinite Campus - Monthly Attendance Reports students have attended school [August-February] at a rate of 92.87%.	2024-2025 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 97.87%.
Local Data: Infinite Campus - Monthly Attendance Report	2024-2025 Infinite Campus - Monthly Attendance Reports 86 students [17.48%] are tardy more than 30 minutes [August-February]	2025-2026 Infinite Campus - Monthly Attendance Reports expected outcome will be an overall decrease of students arriving tardy more than 30 minutes by 10%. This will result in 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	Palma Ceia staff will continue to partner with the district's Child Welfare and Attendance (CWA) division to address and reduce barriers to regular school attendance. This includes early intervention efforts and coordination of services through the Coordination of Services Team (COST). A targeted action plan is in place to support students who have been identified as chronically absent or frequently tardy. Palma Ceia maintains the expectation that 97% of students are present and on time each day. To monitor progress and encourage improved attendance, the following strategies are implemented: Promoting Attendance Awareness - The attendance clerk, Family Engagement Specialist (FES), Community Schools Specialist (CSS), and administration will deliver at least one annual presentation on the importance of regular attendance during parent meetings. Additionally, an attendance brochure outlining school policies, procedures, and key contact information is distributed to all families on the first day of school. Recognition and Incentives - Palma Ceia will acknowledge and reward students with strong attendance through a variety of incentive programs. These include weekly, monthly, and trimester-based perfect attendance recognitions, certificates for the class with the highest monthly attendance, and a requirement of 100% attendance (excluding excused absences) for eligibility for Student of the Month and Student of the Year awards. Monitoring and Intervention - The Attendance Clerk, Principal, COST team, and CWA will closely monitor students with chronic absences or frequent tardiness. Support strategies may include home visits, parent-teacher conferences, Student Success Team (SST) meetings, alarm clocks for students, written reminders, and truancy intervention meetings. For families who continue to show limited improvement despite interventions, referrals may be made to the School Attendance Review Board (SARB). Additionally, chronically tardy students may be placed on a daily check-in/check-out system with the attendance clerk to promote accountability.	All students will be served by the following strategies	

Annual Review

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 build more personal, in-person connections with families—particularly those from our most at-risk populations—proved effective. Families received support and resources through partnerships with Child Welfare and Attendance, as well as our Family Engagement and Community Schools Specialists. Meetings were held to better understand the challenges impacting regular school attendance. Feedback from families reflected appreciation and gratitude for the meaningful connections and support provided.

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 and Community Schools 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 changes are planned for this goal at this time, as the current system has proven effective. However, strategic realignment of resources will be necessary to ensure continued funding for some of the programs outlined above.

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	$65,763.00
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	$48,720.00

Subtotal of additional federal funds included for this school: $48,720.00

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 ($)
LCFF Supplemental and Concentration Funds	$17,043.00

Subtotal of state or local funds included for this school: $17,043.00

Total of federal, state, and/or local funds for this school: $65,763.00

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	17,043	0.00
Title I	48,720	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF Supplemental and Concentration Funds	17,043.00
Title I	48,720.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	56,500.00
4000-4999: Books And Supplies	6,275.00
5000-5999: Services And Other Operating Expenditures	2,988.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	LCFF Supplemental and Concentration Funds	8,268.00
4000-4999: Books And Supplies	LCFF Supplemental and Concentration Funds	6,275.00
5000-5999: Services And Other Operating Expenditures	LCFF Supplemental and Concentration Funds	2,500.00
1000-1999: Certificated Personnel Salaries	Title I	48,232.00
5000-5999: Services And Other Operating Expenditures	Title I	488.00

Expenditures by Goal

Goal Number	Total Expenditures

Goal 1	53,869.50
Goal 2	3,137.50
Goal 3	8,268.00
Goal 6	488.00

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
Lidia Aguilera	Classroom Teacher
Rene Ramirez	Classroom Teacher
Kiana Pineda	Classroom Teacher
Wendy Takata	Other School Staff
Alejandra Agoleza	Parent or Community Member
Milagros Burgos	Parent or Community Member
Erica Ortega	Parent or Community Member
Karla Medina	Parent or Community Member
Gabriella Gallegos - ELAC	Parent or Community Member

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

Recommendations and Assurances

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

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

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

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

Signature	Committee or Advisory Group Name

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

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

This SPSA was adopted by the SSC at a public meeting on 04/17/25.

Attested:

Lora Colyer	Principal, Lora Colyer on 4/17/25
(signature)	SSC Chairperson, Alejandra Agoleza on 4/18/25
Gabriela Gallegos	ELAC Representative, Gabriella Gallegos on 4/17/25