



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	04/22/2026	May 27, 2026

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 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 and English Learner Progress.

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 performance of students with disabilities on the 24-25 ELA CAASPP was two levels below the overall student performance. The distance below standard was 111.5 points, a decline of 17.9 points from the previous school year. The performance of students with disabilities on the 24-25 Math CAASPP was two levels below the overall student performance. The distance below standard was 132.4 points, a decline of 11.4 points from the previous school year.

Other Needs

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

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		
	23-24	24-25	25-26	23-24	24-25	25-26
American Indian	0.42%	0.21%	%	2	1	
African American	2.96%	2.89%	1.84%	14	14	9
Asian	9.30%	9.30%	10.84%	44	45	53
Filipino	11.21%	10.12%	9.61%	53	49	47
Hispanic/Latino	66.38%	69.01%	67.69%	314	334	331
Pacific Islander	2.11%	2.48%	4.70%	10	12	23
White	3.17%	1.86%	1.43%	15	9	7
Multiple/No Response	3.59%	3.31%	3.48%	17	16	17
Total Enrollment				473	484	489

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	23-24	24-25	25-26
Transitional Kindergarten		22	24
Kindergarten	55	51	56
Grade 1	64	59	55
Grade 2	75	63	61
Grade 3	71	77	68
Grade 4	73	72	75
Grade 5	74	76	72
Grade 6	61	64	78
Total Enrollment	473	484	489

Conclusions based on this data:

- High-need student population: With 78.1% socioeconomically disadvantaged and 38.6% English Learners, the school serves a significantly high-need population, indicating that Tier I instruction must consistently integrate language development and scaffolds across all content areas.
- instructional and support implications: The combination of high poverty and large EL population (nearly 4 in 10 students) suggests that academic outcomes will be highly dependent on strong I-ELD implementation, intervention

systems, and family engagement structures, as these demographics are likely primary drivers of current performance trends.

3.

The following student groups showed a decline in enrollment over the last year: American Indian, African American, Filipino, Pacific Islander, White, Two or More Races and Not Reported.

The following student groups showed an increase in enrollment over the last year: Hispanic/LatinX and Pacific Islander

The following student groups maintained enrollment over the last year: Asian

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		
	23-24	24-25	25-26	23-24	24-25	25-26
English Learners	179	187	186	38.6%	37.8%	38.0%
Fluent English Proficient (FEP)	91	91	82	20.0%	19.2%	16.8%
Reclassified Fluent English Proficient (RFEP)				11.7%		

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.
3. Sixteen Palma Ceia students reclassified in the 2025-2026 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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	73	74	75	69	69	71	69	69	71	94.5	93.2	94.7
Grade 4	74	78	73	72	73	70	72	73	70	97.3	93.6	95.9
Grade 5	62	77	76	60	74	73	60	74	73	96.8	96.1	96.1
Grade 6	62	66	64	61	62	63	61	62	63	98.4	93.9	98.4
All Grades	271	295	288	262	278	277	262	278	277	96.7	94.2	96.2

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	2394.	2376.	2395.	15.94	11.59	16.90	21.74	21.74	26.76	17.39	21.74	18.31	44.93	44.93	38.03
Grade 4	2430.	2445.	2434.	16.67	20.55	17.14	19.44	28.77	20.00	13.89	13.70	25.71	50.00	36.99	37.14
Grade 5	2468.	2482.	2488.	13.33	14.86	23.29	23.33	25.68	19.18	28.33	27.03	21.92	35.00	32.43	35.62
Grade 6	2518.	2479.	2509.	11.48	11.29	11.11	36.07	25.81	26.98	26.23	16.13	31.75	26.23	46.77	30.16
All Grades	N/A	N/A	N/A	14.50	14.75	17.33	24.81	25.54	23.10	20.99	19.78	24.19	39.69	39.93	35.38

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	15.94	1.45	7.04	53.62	72.46	64.79	30.43	26.09	28.17
Grade 4	12.50	21.92	10.00	55.56	57.53	62.86	31.94	20.55	27.14
Grade 5	10.00	12.16	16.44	65.00	67.57	46.58	25.00	20.27	36.99
Grade 6	14.75	14.52	6.35	55.74	45.16	52.38	29.51	40.32	41.27
All Grades	13.36	12.59	10.11	57.25	61.15	56.68	29.39	26.26	33.21

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	7.25	13.04	16.90	53.62	37.68	47.89	39.13	49.28	35.21
Grade 4	13.89	10.96	5.71	48.61	57.53	67.14	37.50	31.51	27.14
Grade 5	18.33	12.16	21.92	55.00	62.16	54.79	26.67	25.68	23.29
Grade 6	11.48	9.68	22.22	68.85	43.55	49.21	19.67	46.77	28.57
All Grades	12.60	11.51	16.61	56.11	50.72	54.87	31.30	37.77	28.52

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	11.59	2.90	4.23	71.01	63.77	70.42	17.39	33.33	25.35
Grade 4	4.17	8.22	5.71	73.61	63.01	67.14	22.22	28.77	27.14
Grade 5	0.00	12.16	12.33	76.67	70.27	68.49	23.33	17.57	19.18
Grade 6	18.03	6.45	9.52	70.49	59.68	65.08	11.48	33.87	25.40
All Grades	8.40	7.55	7.94	72.90	64.39	67.87	18.70	28.06	24.19

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	13.04	11.59	12.68	62.32	53.62	56.34	24.64	34.78	30.99
Grade 4	16.67	17.81	18.57	68.06	60.27	61.43	15.28	21.92	20.00
Grade 5	16.67	10.81	21.92	61.67	63.51	54.79	21.67	25.68	23.29
Grade 6	18.03	11.29	15.87	67.21	61.29	63.49	14.75	27.42	20.63
All Grades	16.03	12.95	17.33	64.89	59.71	58.84	19.08	27.34	23.83

Conclusions based on this data:

1. Overall achievement - There was an increase of approximately 10% of students who Met/Exceed standard in the 24-25 school year in comparison to the 23-24 school year.
2. Area of achievement - Students made the largest growth in the writing subsection with an increase of 9.25% of students achieving within the "Above Standard" and "At or Near Standard" combined.

3. Area of improvement - Reading is an area needing improvement as there was a decrease of 6.95% of students achieving within the "Above Standard" and "At or Near Standard" combined.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

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

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

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

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	73	74	75	70	73	74	70	73	74	95.9	98.6	98.7
Grade 4	74	78	73	73	76	72	73	76	72	98.6	97.4	98.6
Grade 5	62	77	76	61	76	74	61	76	74	98.4	98.7	97.4
Grade 6	62	66	64	62	65	63	62	65	63	100.0	98.5	98.4
All Grades	271	295	288	266	290	283	266	290	283	98.2	98.3	98.3

* 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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	2380.	2368.	2386.	7.14	8.22	8.11	22.86	19.18	18.92	14.29	19.18	21.62	55.71	53.42	51.35
Grade 4	2431.	2436.	2435.	5.48	6.58	6.94	20.55	26.32	25.00	38.36	30.26	36.11	35.62	36.84	31.94
Grade 5	2458.	2459.	2455.	13.11	7.89	16.22	8.20	13.16	13.51	31.15	32.89	16.22	47.54	46.05	54.05
Grade 6	2483.	2444.	2471.	11.29	10.77	6.35	17.74	12.31	19.05	32.26	16.92	28.57	38.71	60.00	46.03
Grade 11															
All Grades	N/A	N/A	N/A	9.02	8.28	9.54	17.67	17.93	19.08	28.95	25.17	25.44	44.36	48.62	45.94

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	7.14	6.85	9.46	41.43	35.62	41.89	51.43	57.53	48.65
Grade 4	10.96	10.53	11.11	52.05	43.42	51.39	36.99	46.05	37.50
Grade 5	11.48	6.58	14.86	31.15	46.05	32.43	57.38	47.37	52.70
Grade 6	8.06	9.23	4.76	46.77	26.15	46.03	45.16	64.62	49.21
Grade 11									
All Grades	9.40	8.28	10.25	43.23	38.28	42.76	47.37	53.45	47.00

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	12.86	13.70	14.86	37.14	42.47	43.24	50.00	43.84	41.89
Grade 4	10.96	10.53	8.33	50.68	48.68	50.00	38.36	40.79	41.67
Grade 5	8.20	6.58	16.22	57.38	56.58	39.19	34.43	36.84	44.59
Grade 6	9.68	12.31	6.35	46.77	32.31	55.56	43.55	55.38	38.10
All Grades	10.53	10.69	11.66	47.74	45.52	46.64	41.73	43.79	41.70

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	8.57	8.22	10.81	55.71	61.64	59.46	35.71	30.14	29.73
Grade 4	12.33	6.58	9.72	52.05	68.42	63.89	35.62	25.00	26.39
Grade 5	14.75	6.58	12.16	52.46	67.11	45.95	32.79	26.32	41.89
Grade 6	8.06	9.23	6.35	67.74	49.23	68.25	24.19	41.54	25.40
All Grades	10.90	7.59	9.89	56.77	62.07	59.01	32.33	30.34	31.10

Conclusions based on this data:

1. Overall achievement - There was an increase of 2.41% of students who Met/Exceed standard.
2. Area of achievement - Students made the largest growth in the Concepts and Procedures subsection for mathematics with an increase of 6.45% of students achieving within the "Above Standard" and "At or Near Standard" combined.
3. Area of improvement - Communicating Reasoning is an area of improvement as there was a decrease of 0.76% of students achieving within the "Above Standard" and "At or Near Standard" combined.

School and Student Performance Data

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

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

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	1430.4	1399.9	1379.3	1435.9	1408.8	1388.3	1417.5	1379.0	1358.4	34	38	26
1	1441.0	1420.7	1410.9	1441.0	1430.4	1417.8	1440.7	1410.6	1403.8	32	32	33
2	1465.1	1463.2	1410.4	1466.5	1468.8	1408.2	1463.2	1457.0	1412.2	28	30	32
3	1486.0	1447.7	1464.4	1486.5	1442.6	1461.8	1484.9	1452.2	1466.6	30	31	28
4	1506.9	1481.4	1487.2	1507.4	1476.9	1479.3	1506.1	1485.5	1494.6	33	33	32
5	1487.2	1499.2	1513.5	1488.1	1495.3	1510.7	1485.8	1502.9	1515.8	19	23	32
6	*	1461.3	1501.3	*	1452.6	1502.1	*	1469.5	1499.9	9	23	16
All Grades										185	210	199

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	14.71	10.53	3.85	41.18	26.32	30.77	38.24	31.58	19.23	5.88	31.58	46.15	34	38	26
1	15.63	18.75	3.03	25.00	21.88	24.24	37.50	25.00	21.21	21.88	34.38	51.52	32	32	33
2	7.14	6.67	6.25	53.57	46.67	28.13	17.86	30.00	18.75	21.43	16.67	46.88	28	30	32
3	16.67	3.23	10.71	23.33	38.71	17.86	53.33	19.35	39.29	6.67	38.71	32.14	30	31	28
4	27.27	12.12	15.63	33.33	42.42	21.88	18.18	24.24	34.38	21.21	21.21	28.13	33	33	32
5	10.53	26.09	15.63	21.05	21.74	43.75	31.58	30.43	25.00	36.84	21.74	15.63	19	23	32
6	*	4.35	12.50	*	26.09	31.25	*	17.39	25.00	*	52.17	31.25	*	23	16
All Grades	15.68	11.43	9.55	34.59	32.38	28.14	32.43	25.71	26.13	17.30	30.48	36.18	185	210	199

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	20.59	15.79	7.69	32.35	26.32	23.08	38.24	26.32	23.08	8.82	31.58	46.15	34	38	26
1	15.63	31.25	15.15	31.25	15.63	21.21	18.75	28.13	24.24	34.38	25.00	39.39	32	32	33
2	25.00	33.33	21.88	42.86	23.33	21.88	14.29	26.67	18.75	17.86	16.67	37.50	28	30	32
3	30.00	25.81	25.00	36.67	35.48	28.57	23.33	6.45	21.43	10.00	32.26	25.00	30	31	28
4	54.55	42.42	25.00	27.27	27.27	37.50	0.00	12.12	12.50	18.18	18.18	25.00	33	33	32
5	26.32	34.78	46.88	31.58	34.78	31.25	15.79	13.04	9.38	26.32	17.39	12.50	19	23	32
6	*	13.04	31.25	*	39.13	37.50	*	8.70	12.50	*	39.13	18.75	*	23	16
All Grades	30.27	28.10	24.62	32.97	28.10	28.14	18.38	18.10	17.59	18.38	25.71	29.65	185	210	199

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K		7.89	0.00		7.89	26.92		63.16	34.62		21.05	38.46		38	26
1		0.00	3.03		31.25	15.15		18.75	24.24		50.00	57.58		32	33
2		6.67	0.00		30.00	21.88		40.00	25.00		23.33	53.13		30	32
3		0.00	0.00		12.90	14.29		41.94	50.00		45.16	35.71		31	28
4		6.06	0.00		15.15	31.25		48.48	25.00		30.30	43.75		33	32
5		8.70	9.38		17.39	12.50		47.83	53.13		26.09	25.00		23	32
6	*	0.00	0.00	*	8.70	6.25	*	30.43	43.75	*	60.87	50.00	*	23	16
All Grades	4.32	4.29	2.01	31.89	17.62	19.10	37.30	42.38	35.68	26.49	35.71	43.22	185	210	199

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	23.53	15.79	23.08	73.53	57.89	46.15	2.94	26.32	30.77	34	38	26
1	25.00	34.38	15.15	59.38	40.63	51.52	15.63	25.00	33.33	32	32	33
2	7.14	23.33	6.25	78.57	63.33	50.00	14.29	13.33	43.75	28	30	32
3	23.33	6.45	10.71	46.67	61.29	42.86	30.00	32.26	46.43	30	31	28
4	30.30	36.36	18.75	48.48	42.42	50.00	21.21	21.21	31.25	33	33	32
5	15.79	21.74	12.50	47.37	56.52	71.88	36.84	21.74	15.63	19	23	32
6	*	4.35	18.75	*	52.17	62.50	*	43.48	18.75	*	23	16
All Grades	21.08	20.95	14.57	60.00	53.33	53.27	18.92	25.71	32.16	185	210	199

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	14.71	23.68	7.69	58.82	42.11	34.62	26.47	34.21	57.69	34	38	26
1	31.25	25.00	21.21	25.00	37.50	36.36	43.75	37.50	42.42	32	32	33
2	53.57	33.33	34.38	25.00	53.33	21.88	21.43	13.33	43.75	28	30	32
3	46.67	32.26	28.57	40.00	35.48	46.43	13.33	32.26	25.00	30	31	28
4	57.58	45.45	34.38	27.27	36.36	40.63	15.15	18.18	25.00	33	33	32
5	42.11	56.52	78.13	36.84	26.09	6.25	21.05	17.39	15.63	19	23	32
6	*	26.09	56.25	*	34.78	18.75	*	39.13	25.00	*	23	16
All Grades	41.62	33.81	36.68	35.14	38.57	29.65	23.24	27.62	33.67	185	210	199

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	8.82	7.89	0.00	82.35	73.68	61.54	8.82	18.42	38.46	34	38	26
1	18.75	25.00	6.06	59.38	37.50	33.33	21.88	37.50	60.61	32	32	33
2	7.14	0.00	0.00	67.86	76.67	50.00	25.00	23.33	50.00	28	30	32
3	0.00	0.00	0.00	56.67	41.94	39.29	43.33	58.06	60.71	30	31	28
4	6.06	6.06	3.13	57.58	54.55	50.00	36.36	39.39	46.88	33	33	32
5	0.00	13.04	9.38	36.84	43.48	53.13	63.16	43.48	37.50	19	23	32
6	*	0.00	0.00	*	21.74	18.75	*	78.26	81.25	*	23	16
All Grades	7.57	7.62	3.02	60.54	51.90	45.23	31.89	40.48	51.76	185	210	199

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	50.00	7.89	23.08	41.18	60.53	38.46	8.82	31.58	38.46	34	38	26
1	3.13	0.00	0.00	68.75	50.00	51.52	28.13	50.00	48.48	32	32	33
2	25.00	10.34	0.00	50.00	62.07	37.50	25.00	27.59	62.50	28	29	32
3	16.67	0.00	3.57	76.67	74.19	64.29	6.67	25.81	32.14	30	31	28
4	24.24	12.12	9.38	48.48	66.67	65.63	27.27	21.21	25.00	33	33	32
5	15.79	8.70	6.25	52.63	69.57	75.00	31.58	21.74	18.75	19	23	32
6	*	8.70	6.25	*	69.57	75.00	*	21.74	18.75	*	23	16
All Grades	25.41	6.70	6.53	55.14	64.11	57.29	19.46	29.19	36.18	185	209	199

Conclusions based on this data:

1. Palma Ceia's majority subgroups are socioeconomically disadvantaged (78%) and Latinx (69%).

2. Approximately 4 out of 10 Palma Ceia students are English Learners.
3. Asians comprise nearly 10% and Filipinos make up just over 10% of the student population.

School and Student Performance Data

Student Population

The 2025 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.

2024-25 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
484	78.1%	38.6%	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.

2024-25 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	187	38.6%
Foster Youth	0	0.0%
Homeless	3	0.6%
Socioeconomically Disadvantaged	378	78.1%
Students with Disabilities	77	15.9%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	14	2.9%
American Indian	1	0.2%
Asian	45	9.3%
Filipino	49	10.1%
Hispanic	334	69%
Two or More Races	16	3.3%
Pacific Islander	12	2.5%
White	9	1.9%

Conclusions based on this data:

- 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 slightly decreased.

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.”



2025 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

- Palma Ceia is rated in the yellow performance category for English Language Arts, Mathematics and Chronic Absenteeism.
- Palma Ceia is scoring in the orange performance category for the Suspension Rate and English Learner Progress.

School and Student Performance Data

Academic Performance English Language Arts

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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 number of student groups in each level.



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

2025 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p> <p>Yellow</p> <p>26.2 points below standard</p> <p>Increased 9.8 points</p> <p>267 Students</p>	<p>English Learners</p> <p>Yellow</p> <p>56.3 points below standard</p> <p>Increased 7.3 points</p> <p>136 Students</p>	<p>Long-Term English Learners</p> <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>7 Students</p>
<p>Foster Youth</p> <p>No Performance Color</p> <p>0 Students</p>	<p>Homeless</p> <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>2 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Yellow</p> <p>33.4 points below standard</p> <p>Increased 3.5 points</p> <p>217 Students</p>

<p>Students with Disabilities</p>  <p>Red</p> <p>111.5 points below standard</p> <p>Declined 17.9 points</p> <p>55 Students</p>	<p>African American</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>9 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>1 Student</p>
<p>Asian</p>  <p>No Performance Color</p> <p>15.1 points above standard</p> <p>Increased 21.2 points</p> <p>24 Students</p>	<p>Filipino</p>  <p>Green</p> <p>24.2 points above standard</p> <p>Maintained 2.4 points</p> <p>33 Students</p>	<p>Hispanic</p>  <p>Yellow</p> <p>44.1 points below standard</p> <p>Increased 6 points</p> <p>175 Students</p>
<p>Two or More Races</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>10 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>8 Students</p>	<p>White</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>6 Students</p>

Conclusions based on this data:

1. Increased - Overall, all students showed an increase of 9.8 points. Specifically, English Learners, Socioeconomically Disadvantaged, Asia, Hispanic,
2. Maintained - Filipino students maintained their points of 2.4 points.
3. Declined - Students with disabilities declined by 17.9 points.

School and Student Performance Data

Academic Performance Mathematics

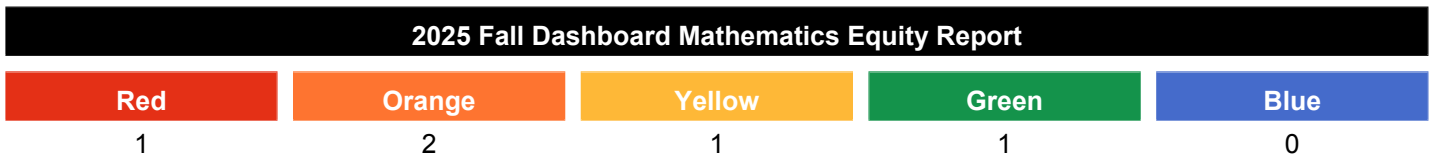
The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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This section provides number of student groups in each level.



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

2025 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p> <p>Yellow</p> <p>60 points below standard</p> <p>Increased 6.2 points</p> <p>271 Students</p>	<p>English Learners</p> <p>Yellow</p> <p>82.1 points below standard</p> <p>Increased 7.2 points</p> <p>140 Students</p>	<p>Long-Term English Learners</p> <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>7 Students</p>
<p>Foster Youth</p> <p>No Performance Color</p> <p>0 Students</p>	<p>Homeless</p> <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>2 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Orange</p> <p>64.6 points below standard</p> <p>Maintained 2.1 points</p> <p>220 Students</p>

<p>Students with Disabilities</p>  <p>Red</p> <p>132.4 points below standard</p> <p>Declined 11.4 points</p> <p>55 Students</p>	<p>African American</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>9 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>1 Student</p>
<p>Asian</p>  <p>No Performance Color</p> <p>11.3 points below standard</p> <p>Increased 21.3 points</p> <p>24 Students</p>	<p>Filipino</p>  <p>Green</p> <p>12.8 points below standard</p> <p>Increased 8.3 points</p> <p>34 Students</p>	<p>Hispanic</p>  <p>Orange</p> <p>72.6 points below standard</p> <p>Maintained 2.4 points</p> <p>178 Students</p>
<p>Two or More Races</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>10 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>8 Students</p>	<p>White</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>6 Students</p>

Conclusions based on this data:

1. Increased - All students increased by 6.2 points. Also showing increases are English Learners, Asian and Filipino students.
2. Maintained - Socioeconomically Disadvantaged and Hispanic students maintained their points.
3. Declined - Students with Disabilities declined by 11.4 points.

School and Student Performance Data

Academic Performance Science

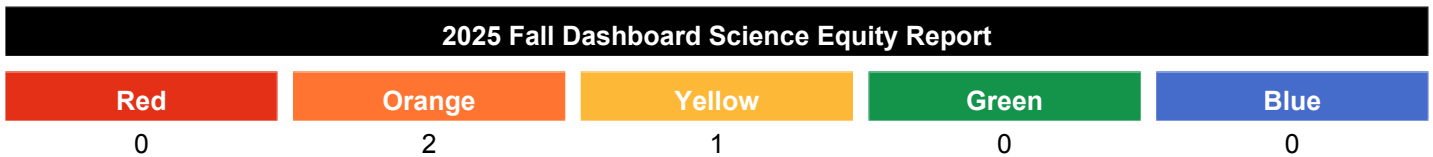
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This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the Science 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.

2025 Fall Dashboard Science Performance for All Students/Student Group		
<p>All Students</p> <p>Yellow</p> <p>48.4 science points</p> <p>Maintained -0.5 points</p> <p>73 Students</p>	<p>English Learners</p> <p>Orange</p> <p>42.3 science points</p> <p>Declined 2.9 points</p> <p>44 Students</p>	<p>Long-Term English Learners</p> <p>No Performance Color</p> <p>0 Students</p>
<p>Foster Youth</p> <p>No Performance Color</p> <p>0 Students</p>	<p>Homeless</p> <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>1 Student</p>	<p>Socioeconomically Disadvantaged</p> <p>Yellow</p> <p>45.7 science points</p> <p>Declined 2.1 points</p> <p>60 Students</p>

<p>Students with Disabilities</p> <p> No Performance Color</p> <p>34.3 science points</p> <p>Maintained -1.7 points</p> <p>17 Students</p>	<p>African American</p> <p> No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>2 Students</p>	<p>American Indian</p> <p> No Performance Color</p> <p>0 Students</p>
<p>Asian</p> <p> No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>7 Students</p>	<p>Filipino</p> <p> No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>8 Students</p>	<p>Hispanic</p> <p> Orange</p> <p>43.9 science points</p> <p>Declined 2.9 points</p> <p>50 Students</p>
<p>Two or More Races</p> <p> No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>3 Students</p>	<p>Pacific Islander</p> <p> No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>2 Students</p>	<p>White</p> <p> No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>2 Students</p>

Conclusions based on this data:

1. Increased - No student groups showed an increase in points.
2. Maintained - All students along with Students with Disabilities maintained their points.
3. Declined - English Learners, Socioeconomically Disadvantaged and Hispanic students showed a decline in points.

School and Student Performance Data



Academic Performance English Learner Progress

The 2025 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 provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2025 Fall Dashboard English Learner Progress Indicator	
English Learner Progress  Orange 35.7 making progress. Number Students: 154 Students	Long-Term English Learner Progress  No Performance Color making progress. Number Students: 3 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.

2025 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
22.7%	41.6%	0%	35.7%

Conclusions based on this data:

1. Overall Achievement: 35.7% of our English Learners are making progress towards English Language Proficiency.
2. Area of achievement: 35.7% of English Learners progressed at least one ELPI level.
3. Area of growth: 22.7% of our English Learners decreased one ELPI Level.

School and Student Performance Data

Academic Performance College/Career Report

The 2025 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
Lowest Performance
Low
Medium
High
Very High
Highest Performance

This section provides number of student groups in each level.



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

2025 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 2025 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 provides number of student groups in each level.



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

2025 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group		
<p>All Students</p>  <p>Yellow</p> <p>20.7% Chronically Absent</p> <p>Declined 4.4</p> <p>517 Students</p>	<p>English Learners</p>  <p>Yellow</p> <p>19.6% Chronically Absent</p> <p>Declined 7</p> <p>230 Students</p>	<p>Long-Term English Learners</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>7 Students</p>
<p>Foster Youth</p>  <p>No Performance Color</p> <p>0 Students</p>	<p>Homeless</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>9 Students</p>	<p>Socioeconomically Disadvantaged</p>  <p>Yellow</p> <p>20.1% Chronically Absent</p> <p>Declined 7</p> <p>418 Students</p>

<p>Students with Disabilities</p>  <p>Orange</p> <p>28.4% Chronically Absent</p> <p>Declined 5.5</p> <p>102 Students</p>	<p>African American</p>  <p>No Performance Color</p> <p>35.7% Chronically Absent</p> <p>Maintained 0</p> <p>14 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>1 Student</p>
<p>Asian</p>  <p>Orange</p> <p>10% Chronically Absent</p> <p>Increased 1.1</p> <p>50 Students</p>	<p>Filipino</p>  <p>Yellow</p> <p>11.5% Chronically Absent</p> <p>Declined 1</p> <p>52 Students</p>	<p>Hispanic</p>  <p>Yellow</p> <p>22.2% Chronically Absent</p> <p>Declined 4.7</p> <p>356 Students</p>
<p>Two or More Races</p>  <p>No Performance Color</p> <p>10% Chronically Absent</p> <p>Increased 5.2</p> <p>20 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>40% Chronically Absent</p> <p>Declined 1.7</p> <p>15 Students</p>	<p>White</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>9 Students</p>

Conclusions based on this data:

1. Overall Achievement: Chronic absenteeism declined.
2. Area of achievement: The following subgroups showed a decline in chronic absenteeism: English Learners, Socioeconomically Disadvantaged, Students with Disabilities, Filipino, Hispanic and Pacific Islander students.
3. Area of growth: The following subgroups showed an increase in chronic absenteeism: Asian, and Two or More Races

School and Student Performance Data

Academic Engagement Graduation Rate

The 2025 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.



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

2025 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

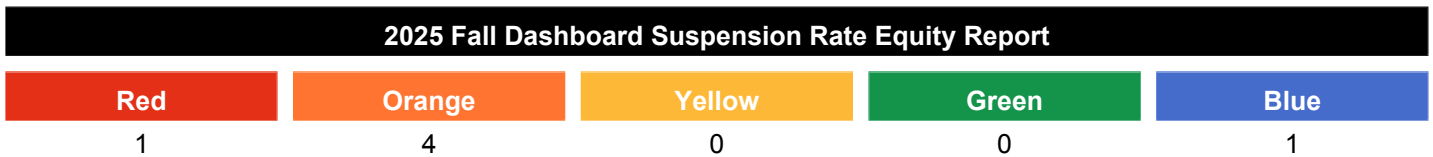
The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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.”












This section provides number of student groups in each level.



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

2025 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p> <p>Orange</p> <p>3.2% suspended at least one day</p> <p>Increased 1.5%</p> <p>530 Students</p>	<p>English Learners</p> <p>Red</p> <p>3.4% suspended at least one day</p> <p>Increased 2.2%</p> <p>237 Students</p>	<p>Long-Term English Learners</p> <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>7 Students</p>
<p>Foster Youth</p> <p>No Performance Color</p> <p>0 Students</p>	<p>Homeless</p> <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>9 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Orange</p> <p>3.3% suspended at least one day</p> <p>Increased 1.2%</p> <p>428 Students</p>

<p>Students with Disabilities</p>  <p>Orange</p> <p>3.8% suspended at least one day</p> <p>Maintained -0.1%</p> <p>105 Students</p>	<p>African American</p>  <p>No Performance Color</p> <p>14.3% suspended at least one day</p> <p>Increased 14.3%</p> <p>14 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>1 Student</p>
<p>Asian</p>  <p>Orange</p> <p>2% suspended at least one day</p> <p>Increased 2%</p> <p>51 Students</p>	<p>Filipino</p>  <p>Blue</p> <p>0% suspended at least one day</p> <p>Maintained 0%</p> <p>56 Students</p>	<p>Hispanic</p>  <p>Orange</p> <p>3.3% suspended at least one day</p> <p>Increased 1.6%</p> <p>364 Students</p>
<p>Two or More Races</p>  <p>No Performance Color</p> <p>5% suspended at least one day</p> <p>Increased 5%</p> <p>20 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>0% suspended at least one day</p> <p>Maintained 0%</p> <p>15 Students</p>	<p>White</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>9 Students</p>

Conclusions based on this data:

1. Overall Achievement: Palma Ceia's suspension rate is in the orange indicator at 3.2% for all students.
2. Area of growth: The following subgroups showed an increase in the suspension rate: English Learners, Socioeconomically Disadvantaged, African American, Asian, Hispanic, Two or More Races
3. The following subgroups maintained for suspension rate: Pacific Islander, Filipino and Students with Disabilities.

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 by 10 points and maintain within the yellow indicator.

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.

Currently our students are performing -26.2 points below standard. Our target growth for this school year is an increase of 10 points which would be an increase to -16.2 points below standard. Our students are currently in the yellow indicator for Language Arts. Our ultimate goal will be to move to the green indicator for Language Arts.

For the 24/25 SY Overall, all students showed an increase of 9.8 points. The student groups performance is shown below:

When examining student performance across significant subgroups, the following trends emerged:

- Increased performance: All students [9.8 pts.], English Learners [7.3 pts.], Socioeconomically Disadvantaged [3.5 pts.], Asian [21.2 pts.] and Hispanic students [6 pts.].
- Maintained performance: Filipino students [2.4 pts.]
- Decreased performance: Students with disabilities [17.9 pts.]

This data underscores the importance of continuing to provide comprehensive ELA support for all students, with particular attention to Filipino students and students with disabilities.

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	2024-2025 CAASPP ELA data reports our students are performing -26.2 points below standard.	2026-2027 CAASPP ELA data expected outcome will be an overall increase 10 points which would be an increase to -16.2 points from 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
1.1	<p>Tier I – Universal Level (80–85% of Students)</p> <p>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:</p> <p>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.</p> <p>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.</p> <p>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.</p>	All students will be supported through the following strategies, with targeted focus on students with disabilities and Filipino students.	<p>4747.5 LCFF Supplemental and Concentration Funds 4000-4999: Books And Supplies Supplemental Instructional Materials 3000 LCFF Supplemental and Concentration Funds 5000-5999: Services And Other Operating Expenditures Technology Materials</p>
1.2	<p>Tier II – Targeted Interventions (10–15% of Students)</p> <p>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.</p> <p>The following strategies will be implemented to support Tier II interventions:</p>	All students will be supported through the following strategies, with targeted focus on students with disabilities and Filipino students.	<p>50000 Title I 1000-1999: Certificated Personnel Salaries Reading Intervention Staff 5000 Title I Certificated Hourly Language Arts Intervention</p>

	<p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p>		
<p>1.3</p>	<p>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.</p> <p>The following supports will be provided at the Tier III level:</p> <p>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.</p> <p>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.</p> <p>3. Paraeducator Support Paraeducators will provide instructional and behavioral support to students with IEPs, both</p>	<p>All students will be supported through the following strategies, with targeted focus on students with disabilities and Filipino students.</p>	

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

SPSA Year Reviewed: 2025-26

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 2025–2026 school year, funds were spent as intended. The only change was increase in funding for materials and supplies as a result of the Title I reallocation process.

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

As a result of a budget reduction for supplies and materials in discretionary funds teachers will need more support with materials and supplies to directly impact ELA instruction. Therefore the amount has increased significantly from the 2025/26 SY to the 26/27 SY. In addition, certificated extra hours have also been included to begin interventions to support students needing tier II and III support.

Goals, Strategies, & Proposed Expenditures

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

Goal 2

Title and Description of School Goal

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

Deeper Learning -- Mathematics

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

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.

Currently our students are performing -60 points below standard. Our target growth for this school year is an increase of 10 points which would be an increase to -50 points below standard. Our students are currently in the yellow indicator for Mathematics. Our ultimate goal will be to move to the green indicator for Mathematics.

For the 24/25 SY Overall, all students showed an increase of 6.2 points. The student groups performance is shown below:

When examining student performance across significant subgroups, the following trends emerged:

- Increased performance: All students [6.2 pts.], English Learners [7.2 pts.], Asian [21.3 pts.], Filipino students [8.3 pts.]
- Maintained performance: Socioeconomically Disadvantaged [2.1 pts.], Hispanic students [2.4 pts.]
- Decreased performance: Students with disabilities [11.4 pts.]

This data underscores the importance of continuing to provide comprehensive Mathematics support for all students, with particular attention to students with disabilities. Despite the increase in points overall, only 28.62% of Palma Ceia students are currently meeting or exceeding Mathematics standards, highlighting an urgent need for targeted academic support.

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	2024-2025 CAASPP Math data reports our students are performing -60 points below standard.	2026-2027 CAASPP Math data expected outcome will be an overall increase 10 points which would be an increase to -50 points from standard.

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
2.1	<p>Tier I – Universal Level (80–85% of Students)</p> <p>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:</p> <p>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.</p> <p>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.</p> <p>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.</p>	All students will be supported through the following strategies, with targeted focus on students with disabilities.	<p>4747.50 LCFF Supplemental and Concentration Funds 4000-4999: Books And Supplies Supplemental Instructional Materials 3000 LCFF Supplemental and Concentration Funds 5000-5999: Services And Other Operating Expenditures Technology Materials</p>
2.2	<p>Tier II – Targeted Interventions (10–15% of Students)</p> <p>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.</p> <p>The following strategies will be implemented to support Tier II interventions:</p>	All students will be supported through the following strategies, with targeted focus on students with disabilities.	<p>5000 Title I Certificated Hourly Mathematics Intervention</p>

	<p>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.</p> <p>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.</p>		
<p>2.3</p>	<p>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.</p> <p>The following supports will be provided at the Tier III level:</p> <p>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.</p> <p>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</p> <p>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.</p>	<p>All students will be supported through the following strategies, with targeted focus on students with disabilities.</p>	

Annual Review

SPSA Year Reviewed: 2025-26

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 2025–2026 school year, funds were spent as intended. The only change was increase in funding for materials and supplies as a result of the Title I reallocation process.

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

As a result of a budget reduction for supplies and materials staff will need more support with materials and supplies to directly impact Mathematics instruction. Therefore, the amount has increased significantly from the 2025/26 SY to the 26/27 SY. In addition, certificated extra hours have also been included to begin interventions to support students needing tier II and III support.

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.

35.7% of English Learners progressed at least one proficiency level, reflecting a 6.4% 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	2024-2025 ELPAC data reports 35.7% of our English Learners progressed at least one level.	2026 ELPAC expected outcome: 45.7% of English Learners will progress at least one level. (45.7 is 10 points higher, not 10% higher than 35.7%)
State Assessment - ELPAC Data: Percent of Reclassified Fluent English Proficient [RFEP] students	2024-2025 ELPAC data reports 16 out of 154 English Learners were classified as RFEP which is 10%.	2026 ELPAC expected outcome: 20% if English Learners will qualify to be reclassified as fluent English proficient. (20% is 10 points higher, not 10% higher than 10%)

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)	All English Learners with a special focus on	2734.79 Title I

	<p>English Learners (ELs) comprise approximately 40% of Palma Ceia’s student population, 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.</p> <p>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:</p> <ol style="list-style-type: none"> 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 <p>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:</p> <ol style="list-style-type: none"> 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 <p>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.</p>	<p>newcomers and students at risk of becoming a long-term English Learner in grades 4-6.</p>	<p>4000-4999: Books And Supplies Supplemental Instructional Materials</p>
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<p>3.2</p>	<p>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.</p> <p>The following strategies will be implemented to support Tier II interventions:</p> <ol style="list-style-type: none"> 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. 	<p>All English Learners with a special focus on newcomers and students at risk of becoming a Long-Term English Learner in grades 4–6.</p>	<p>6383 Title I 1000-1999: Certificated Personnel Salaries Reading Intervention Staff</p>
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Annual Review

SPSA Year Reviewed: 2025-26

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.

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 2025–2026 school year, funds were spent as intended.

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

A continued focus on prioritizing direct instructional support for students will remain in place and the reading intervention teacher will see students who are working towards language proficiency as a tier II intervention.

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. Palma Ceia will utilize other funding sources to continue highlighting VAPA performances such as: The talent show, school play performance, winter and spring concerts. As opportunities or funds arise we will seek enrichment and intervention courses related to VAPA programming.

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 2025-2026 school year	The student performance frequency for the 2025-2026 school year was once a trimester and included the following performances: Readers Theater Performance, Talent Show, Spelling Performance, Winter and Spring Musical Concerts and the School Play Production.	The student performance frequency for the 2025-2026 school year expected outcome will be to enhance the programs already in place.
Local Data: Student enrollment in extracurricular VAPA classes	20% of students enrolled in extracurricular VAPA classes	Our goal is to increase student participation by 5%.

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.	

	<ol style="list-style-type: none"> 1. Palma Ceia will offer the following VAPA programs on site: Music Class - 1st - 4th grade, Art Class- 1st - 6th grade, Choir - 5th - 6th grade, Instrumental - 5th - 6th grade 2. Palma Ceia will host the following VAPA events to showcase student work on site: Winter and Spring Concert, School Play Productions and student performance assemblies 3. Students will attend Visual and Performing Arts field trips as designated grade level 		
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Annual Review

SPSA Year Reviewed: 2025-26

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 to a total of 6 performances.

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 2025–2026 school year, funds were spent as intended. The only change was the increase in performances such as the school play production.

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 2026–2027 school year until further notice and the current plan remains ready for implementation.

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 is a clear focus. 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 - 3.2% of ALL students were suspended at least 1 day.
 English Learners - 3.4% of students were suspended at least 1 day.
 Socioeconomically Disadvantaged - 3.3% of students were suspended at least 1 day.
 Students with Disabilities - 3.8% of students were suspended at least 1 day.
 Asian - 2% of students were suspended at least one day.
 Filipino - 0% of students were suspended at least one day.
 Hispanic - 3.3% 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 2025 CA Dashboard data reports that 3.2% of all students were suspended at least 1 day.	Fall 2026 CA Dashboard data expected outcome will be to maintain a suspension rate under 2%.
State Survey: California Healthy Kids Survey [CHKS] Grade 5 - Participation Rate	2025-2026 CHKS Survey data reported 85% of 5th graders participated in the survey.	26-27 CHKS participation rate expected outcome: 90% of 5th grade students will complete the 26-27 survey.
State Survey: California Healthy Kids Survey [CHKS] Grade 5 - School Connectedness	2025-2026 CHKS Survey data reported 85% of 5th graders reported school connectedness.	26-27 CHKS reported school connectedness expected outcome: 90% of 5th grade students will report feeling connected to Palma Ceia.

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
5.1	<p>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:</p> <ol style="list-style-type: none"> 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: <ul style="list-style-type: none"> • 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. 7. Playground Engagement - Students will have access to adequate playground equipment and organized activities to promote physical fitness and reduce playground-related behavioral issues. 	All students will benefit from the following strategies, with targeted support for English Learners, Hispanic students, socioeconomically disadvantaged students, and students with disabilities.	800 LCFF Supplemental and Concentration Funds 5000-5999: Services And Other Operating Expenditures Materials and supplies

	<p>8. The Social-Emotional Counselor will continue to support the implementation of the initiatives outlined above.</p>		
<p>5.2</p>	<p>Tier II – Targeted Interventions (10–15% of Students)</p> <p>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:</p> <ol style="list-style-type: none"> 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: <ul style="list-style-type: none"> • 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). 4. Social-Emotional Counselor Support - The Social-Emotional Counselor will continue to provide both Tier I and Tier II supports, offering direct and 	<p>All students will benefit from the following strategies, with targeted support for English Learners, Hispanic students, socioeconomically disadvantaged students, and students with disabilities.</p>	

	indirect services to address student behavioral and emotional needs.		
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Annual Review

SPSA Year Reviewed: 2025-26

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 team maintained our monthly awards and character assemblies, which served as an approach to promoting social-emotional learning and positive behavior in response to the sitewide data.

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.

For the 2025–2026 school year, funds were spent as intended.

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.

Associated expenditures will need to be strategically reallocated through alternative funding sources such as our Community Engagement Grant and Community Schools funding.

Goals, Strategies, & Proposed Expenditures

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

Goal 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	2025-2026 Meeting sign-in data reports that 10-15 parents participated in parent committee meetings [ELAC, PTA, SSC, etc.]	2026-2027 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	2025-2026 calendars report that there were 14 in-person school-wide events for families.	2026-2027 calendar data expected outcome will be to maintain 14 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.	1203.21 Title I 5000-5999: Services And Other Operating Expenditures Parent Engagement Title 1 - 1%

	<p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p>		
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Annual Review

SPSA Year Reviewed: 2025-26

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 just over 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, Spring Dance, Talent Show, Movie Nights, 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.

Events were increased by 2 events overall.

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 2024 Fall Dashboard with the 2025 Fall Dashboard all students have declined in our chronically absent rates. Overall there was a decrease of 4.4% for chronically absent students. As a whole as 20.7% of Palma Ceia students are chronically absent. Specifically, our significant subgroups which declined included the following:

Declined - Students with Disabilities, English Learners, Filipino, Hispanic, Socioeconomically Disadvantaged
Increased - Asian

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 2025 Fall Dashboard data reports that 20.7% of all students were chronically absent in the 2025 school year.	CA 2026 Fall Dashboard data expected outcome will be an overall decrease of 5%. This will result in 15% of students chronically absent.
Local Data: Infinite Campus - Monthly Attendance Report	2025-2026 Infinite Campus - Monthly Attendance Reports students have attended school [August-March] at a rate of 92.57%.	2026-2027 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-March] at a rate of 97.57%.
Local Data: Infinite Campus - Monthly Attendance Report	2024-2025 Infinite Campus - Monthly Attendance Reports 57 students [8.67%] are tardy more than 30 minutes [August-March]	2026-2027 Infinite Campus - Monthly Attendance Reports expected outcome will be an overall decrease of students arriving tardy more than 30 minutes by 5%. This will result in 3.67% of students arriving tardy more than 30 minutes.

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
7.1	<p>Palma Ceia staff will 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:</p> <p>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.</p> <p>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.</p> <p>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 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.</p>	All students will be served by the following strategies	

Annual Review

SPSA Year Reviewed: 2025-26

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.

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 2025–2026 school year, funds were spent as intended.

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.

Goals, Strategies, & Proposed Expenditures

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

Goal 8

Title and Description of School Goal

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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.

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
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Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
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Annual Review

SPSA Year Reviewed: 2025-26

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

Analysis

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

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

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

Goals, Strategies, & Proposed Expenditures

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

Goal 9

Title and Description of School Goal

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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.

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
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Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
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Annual Review

SPSA Year Reviewed: 2025-26

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

Analysis

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

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

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

Goals, Strategies, & Proposed Expenditures

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

Goal 10

Title and Description of School Goal

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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.

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
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Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
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Annual Review

SPSA Year Reviewed: 2025-26

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

Analysis

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

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

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

Budget Summary

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

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$86,616.00
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	\$70,321.00

Subtotal of additional federal funds included for this school: \$70,321.00

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	\$16,295.00

Subtotal of state or local funds included for this school: \$16,295.00

Total of federal, state, and/or local funds for this school: \$86,616.00

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	16,295	0.00
Title I	70,321	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF Supplemental and Concentration Funds	16,295.00
Title I	70,321.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	56,383.00
4000-4999: Books And Supplies	12,229.79
5000-5999: Services And Other Operating Expenditures	8,003.21
Certificated Hourly	10,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
4000-4999: Books And Supplies	LCFF Supplemental and Concentration Funds	9,495.00
5000-5999: Services And Other Operating Expenditures	LCFF Supplemental and Concentration Funds	6,800.00
1000-1999: Certificated Personnel Salaries	Title I	56,383.00
4000-4999: Books And Supplies	Title I	2,734.79
5000-5999: Services And Other Operating Expenditures	Title I	1,203.21
Certificated Hourly	Title I	10,000.00

Expenditures by Goal

Goal Number
Goal 1
Goal 2
Goal 3
Goal 5
Goal 6

Total Expenditures
62,747.50
12,747.50
9,117.79
800.00
1,203.21

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
Brittany Akemon	Classroom Teacher
Kiana Pineda	Classroom Teacher
Jonathan Kael	Other School Staff
Alejandra Agoleza	Parent or Community Member
Milagros Burgos	Parent or Community Member
Erica Ortega	Parent or Community Member
Leah Martinez	Parent or Community Member
Gabiella 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 04/21/26.

Attested:



Principal, Lora Colyer on 4/22/26



SSC Chairperson, Alejandra Agoleza on 4/22/26



ELAC Representative, Gabriella Gallegos on 4/22/26

Instructions

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) 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.

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.

For questions related to specific sections of the template, please see instructions below.

Instructions: Table of Contents

- Plan Description
- Educational Partner Involvement
- Comprehensive Needs Assessment
- Goals, Strategies/Activities, and Expenditures
- Annual Review
- Budget Summary
- Appendix A: Plan Requirements for Title I Schoolwide Programs
- Appendix B: Select State and Federal Programs

For additional questions or technical assistance related to LEA and school planning, please contact the CDE's Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the LEA, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

Plan Description

Briefly describe the school's plan to effectively meet the ESSA requirements in alignment with the LCAP and other federal, state, and local programs.

Additional CSI Planning Requirements:

Schools eligible for CSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal CSI planning requirements.

Additional ATSI Planning Requirements:

Schools eligible for ATSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal ATSI planning requirements.

Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Within California, these stakeholders are referred to as educational partners. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Educational Partner Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

Additional CSI Planning Requirements:

When completing this section for CSI, the LEA must partner with the school and its educational partners in the development and implementation of this plan.

Additional ATSI Planning Requirements:

This section meets the requirements for ATSI.

Resource Inequities

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

Additional CSI Planning Requirements:

- Schools eligible for CSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required school-level needs assessment.
- Identified resource inequities must be addressed through implementation of the CSI plan.
- Briefly identify and describe any resource inequities identified as a result of the required school-level needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

Additional ATSI Planning Requirements:

- Schools eligible for ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required school-level needs assessment.
- Identified resource inequities must be addressed through implementation of the ATSI plan.
- Briefly identify and describe any resource inequities identified as a result of the required school-level needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

Comprehensive Needs Assessment

Referring to the California School Dashboard (Dashboard), identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

SWP Planning Requirements:

When completing this section for SWP, the school shall describe the steps it is planning to take to address these areas of low performance and performance gaps to improve student outcomes.

Completing this section fully addresses all SWP relevant federal planning requirements.

CSI Planning Requirements:

When completing this section for CSI, the LEA shall describe the steps the LEA will take to address the areas of low performance, low graduation rate, and/or performance gaps for the school to improve student outcomes.

Completing this section fully addresses all relevant federal planning requirements for CSI.

ATSI Planning Requirements:

Completing this section fully addresses all relevant federal planning requirements for ATSI.

Goals, Strategies/Activities, and Expenditures

In this section, a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Additional CSI Planning Requirements:

When completing this section to meet federal planning requirements for CSI, improvement goals must also align with the goals, actions, and services in the LEA’s LCAP.

Additional ATSI Planning Requirements:

When completing this section to meet federal planning requirements for ATSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

Goal

Well-developed goals will clearly communicate to educational partners what the school plans to accomplish, what the school plans to do in order to accomplish the goal, and how the school will know when it has accomplished the goal. A goal should be specific enough to be measurable in either quantitative or qualitative terms. Schools should assess the performance of their student groups when developing goals and the related strategies/activities to achieve such goals. SPSA goals should align to the goals and actions in the LEA's LCAP.

A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach.

A S.M.A.R.T. goal is:

- **Specific,**
- **Measurable,**
- **Achievable,**
- **Realistic, and**
- **Time-bound.**

A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the "Goal #" for ease of reference.

Additional CSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the Dashboard and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

Additional CSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the

baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

Additional CSI Planning Requirements:

When completing this section for CSI, the school must include school-level metrics related to the metrics that led to the school's eligibility for CSI.

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Strategies/Activities Table

Describe the strategies and activities being provided to meet the goal.

Complete the table as follows:

- Strategy/Activity #: Number the strategy/activity using the "Strategy/Activity #" for ease of reference.
- Description: Describe the strategy/activity.
- Students to be Served: Identify in the Strategy/Activity Table either All Students or one or more specific student groups that will benefit from the strategies and activities. ESSA Section 1111(c)(2) requires the schoolwide plan to identify either "All Students" or one or more specific student groups, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners.
- Proposed Expenditures: List the amount(s) for the proposed expenditures. Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to EC Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.
- Funding Sources: List the funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Planned strategies/activities address the findings of the comprehensive needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

Additional CSI Planning Requirements:

- When completing this section for CSI, this plan must include evidence-based interventions and align to the goals, actions, and services in the LEA's LCAP.
- When completing this section for CSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.

Note: Federal school improvement funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.

Additional ATSI Planning Requirements:

- When completing this section for ATSI, this plan must include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

- When completing this section for ATSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.
- When completing this section for ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the ATSI designation.

Note: Federal school improvement funds for CSI shall not be used in schools identified for ATSI. Schools eligible for ATSI do not receive funding but are required to include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

Annual Review

In the following Goal Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Goal Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal.

- Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between the intended implementation and/or material difference between the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

Note: *If the school is in the first year of implementing the goal, the Annual Review section is not required and this section may be left blank and completed at the end of the year after the plan has been executed.*

Additional CSI Planning Requirements:

- When completing this section for CSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal CSI planning requirements.
- CSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI planning requirements.

Additional ATSI Planning Requirements:

- When completing this section for ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal ATSI planning requirements.
- ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for ATSI planning requirements.

Budget Summary

In this section, a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp.

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

Additional CSI Planning Requirements:

- From its total allocation for CSI, the LEA may distribute funds across its schools that are eligible for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Note: *CSI funds may not be expended at or on behalf of schools not eligible for CSI.*

Additional ATSI Planning Requirements:

Note: *Federal funds for CSI shall not be used in schools eligible for ATSI.*

Budget Summary Table

A school receiving funds allocated through the ConApp should complete the Budget Summary Table as follows:

- **Total Funds Provided to the School Through the ConApp:** This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- **Total Funds Budgeted for Strategies to Meet the Goals in the SPSA:** This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving funds from its LEA for CSI should complete the Budget Summary Table as follows:

- **Total Federal Funds Provided to the School from the LEA for CSI:** This amount is the total amount of funding provided to the school from the LEA for the purpose of developing and implementing the CSI plan for the school year set forth in the CSI LEA Application for which funds were received.

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the Schoolsite Council (SSC). The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
 - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
 1. The comprehensive needs assessment of the entire school shall:
 - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need).
 - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to:
 - i. Help the school understand the subjects and skills for which teaching and learning need to be improved.
 - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards.
 - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
 - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
 - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
 - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

- II. The SPSA shall include the following:
 - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.
 - B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will:
 - a. Provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
 - b. Use methods and instructional strategies that:
 - i. Strengthen the academic program in the school,
 - ii. Increase the amount and quality of learning time, and
 - iii. Provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
 - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
 - i. Strategies to improve students' skills outside the academic subject areas;
 - ii. Preparation for and awareness of opportunities for postsecondary education and the workforce;
 - iii. Implementation of a schoolwide tiered model to prevent and address problem behavior;
 - iv. Professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
 - v. Strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the LEA (may include funds allocated via the ConApp, federal funds, and any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
 1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
 2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
 3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to:
 - 1. Ensure that those students' difficulties are identified on a timely basis; and
 - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: Title 34 of the *Code of Federal Regulations (34 CFR)*, sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. *EC* sections 64001 et. seq.

Appendix B: Plan Requirements for School to CSI/ATSI Planning Requirements

For questions or technical assistance related to meeting federal school improvement planning requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with educational partners (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Educational Partner Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*);
2. Include evidence-based interventions (*Sections: Strategies/Activities, Annual Review and Update, as applicable*) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/fund/grant/about/discretionary/2023-non-regulatory-guidance-evidence.pdf>);

Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

3. Be based on a school-level needs assessment (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable*).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Single School Districts and Charter Schools Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (*EC Section 64001[a]* as amended by Assembly Bill 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the LCAP and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (*EC Section 52062[a]* as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: *EC* sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

CSI Resources

For additional CSI resources, please see the following links:

- **CSI Planning Requirements** (see Planning Requirements tab):
<https://www.cde.ca.gov/sp/sw/t1/csi.asp>
- **CSI Webinars:** <https://www.cde.ca.gov/sp/sw/t1/csiwebinars.asp>
- **CSI Planning Summary for Charters and Single-school Districts:**
<https://www.cde.ca.gov/sp/sw/t1/csiplansummary.asp>

Additional Targeted Support and Improvement

A school eligible for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable*).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (*EC Section 64001[a]* as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (*EC Section 52062[a]* as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: *EC* sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

ATSI Resources:

For additional ATSI resources, please see the following CDE links:

- ATSI Planning Requirements (see Planning Requirements tab):
<https://www.cde.ca.gov/sp/sw/t1/tsi.asp>
- ATSI Planning and Support Webinar:
<https://www.cde.ca.gov/sp/sw/t1/documents/atsiplanningwebinar22.pdf>
- ATSI Planning Summary for Charters and Single-school Districts:
<https://www.cde.ca.gov/sp/sw/t1/atsiplansummary.asp>

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:

- Programs included on the ConApp: <https://www.cde.ca.gov/fg/aa/co/>
- ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>
- Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

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