



## School Plan for Student Achievement (SPSA)

The instructions and requirements for completing the School Plan for Student Achievement (SPSA) follow the template in the SPSA Template instructions.

### CSI Instruction:

The instructions and requirements for completing the School Plan for Student Achievement (SPSA) and Comprehensive Support and Improvement (CSI) planning requirements follow the template in the SPSA Template instructions.

### ATSI Instruction:

The instructions and requirements for completing the School Plan for Student Achievement (SPSA) and Additional Targeted Support and Improvement (ATSI) planning requirements follow the template in the SPSA Template instructions.

| School Name          | County-District-School (CDS) Code | Schoolsite Council (SSC) Approval Date | Local Board Approval Date |
|----------------------|-----------------------------------|----------------------------------------|---------------------------|
| La Mirada Elementary | 37683796089007                    | 05/27/2026                             | 06/18/2026                |

## Plan Description

Briefly describe your school's plan for effectively meeting the ESSA requirements (For CSI and/or ATSI, if applicable) in alignment with the Local Control and Accountability Plan (LCAP) and other federal, state, and local programs.

La Mirada's plan meets ESSA requirements through Goal 1 (Academic Achievement), Goal 2 (School Culture & Climate), and Goal 3 (Parent Engagement). Evidence-based strategies improve ELA/Math/ELP performance and close subgroup gaps, while SEL, attendance, and behavior systems enhance school climate. Parent engagement initiatives increase committee participation and decision-making roles.

These efforts align with LCAP Priorities, Title I, Title III, and district initiatives to ensure equitable access, family engagement, and compliance with federal, state, and local accountability requirements.

## Educational Partner Involvement

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

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

To ensure inclusive and representative input, our school conducted a comprehensive consultation process during Spring 2026 to develop and refine this SPSA:

- **SSC and ELAC Collaboration:** We held multiple dedicated meetings with the School Site Council (SSC) and English Learner Advisory Committee (ELAC). During these sessions, members reviewed the draft SPSA goals and action steps, discussed alignment with student needs and district priorities, and provided detailed feedback on resource allocation and implementation strategies. SSC formally voted to approve the final plan, ensuring parent, staff, and community perspectives were integrated.
- **Parent Needs Assessment Survey:** We administered a comprehensive survey to all families and staff to gather input on school programs, services, and parent engagement opportunities. The survey collected feedback on academic priorities and barriers. Results were analyzed to identify trends, gaps, and priorities, which directly informed the SPSA's focus areas and action steps.
- **Feedback Integration:** All input from SSC, ELAC, and the Parent Needs Assessment Survey was reviewed by the leadership team, synthesized into actionable recommendations, and incorporated into the final SPSA document. This process ensured the plan addresses the diverse needs of our school community and aligns with our commitment to equity and continuous improvement.

# Comprehensive Needs Assessment Process

## Comprehensive Needs Assessment Process Summary

A review of the California Dashboard and local assessment data reveals the following areas requiring targeted improvement:

### Low Performance Indicators:

- Academic Achievement: ELA: Orange, Mathematics: Orange, English Learner Progress (ELP): Orange
- School Climate: Chronic Absenteeism (38.4%, Orange), SEL: 28.87% Tier 2/3

### Significant Performance Gaps:

- English Learners: Slower reclassification progress and lower ELA/Math proficiency vs. peers
- Students with Disabilities: Persistent achievement gaps in ELA/Math
- Socioeconomically Disadvantaged: Lower performance across areas, with attendance challenges
- Parent Engagement: Strong event attendance but limited participation in decision-making committees

### Steps to Address These Areas:

Goal 1 (Academic Achievement): 3–5% CAASPP improvement via differentiated instruction, ELD, and targeted interventions (Action Steps 1.1–1.8)

Goal 2 (School Culture & Climate): Reduce absenteeism to Yellow; achieve 70% Tier 1 SEL via attendance monitoring, SWISS, and mental health support (Action Steps 2.1–2.8)

Goal 3 (Parent Engagement): Increase committee participation through targeted recruitment and flexible meeting options

# Staffing and Professional Development

## Staffing and Professional Development Summary

La Mirada's staffing includes teachers, aides, and specialists delivering standards-aligned instruction and targeted supports, with professional development focused on PLCs, data analysis, and CCSS training. District support through resource teachers, common assessments, and learning walks ensures alignment, while digital platforms enable personalized learning.

## Staffing and Professional Development Strengths

- Highly qualified staff delivering standards-aligned instruction with targeted supports
- Collaborative culture through PLCs and data-driven decision making
- Ongoing professional development in CCSS, ELD, and intervention strategies
- District partnership providing resource teachers, common assessments, and learning walks
- Technology integration with digital platforms supporting personalized learning
- Strategic aide deployment to maximize small-group and intervention support

## Needs Statements Identifying Staffing and Professional Development Needs

**Needs Statement 1 (Prioritized):** Additional instructional staff (instructional aides/intervention specialists) to provide more targeted small-group support Expanded professional development in ELD strategies, interventions, and data-driven instruction Enhanced technology training to maximize the impact of digital platforms  
**Root Cause/Why:** Additional instructional staff: High student needs require more individualized support than current staffing allows Expanded PD: Evolving standards and persistent subgroup gaps demand deeper expertise Enhanced tech training: Lack of familiarity with new platforms and varying proficiency limits the impact

**Needs Statement 2 (Prioritized):** Teachers need ongoing professional development and coaching to strengthen small group instruction and differentiated strategies in both ELA and math.

**Root Cause/Why:** There are students who still need to catch up to their grade level in reading and math.

**Needs Statement 3 (Prioritized):** Staff require continued professional development to improve integrated and designated ELD instruction, with emphasis on vocabulary development, student discourse, and academic writing.

**Root Cause/Why:** To meet the diverse language needs of English Learners.

**Needs Statement 4 (Prioritized):** La Mirada teachers need access to instructional planning time, using assessment data analysis and instructional strategies that are relevant to the needs of our student population.

**Root Cause/Why:** Students benefit most when teachers use collaborative planning time to analyze assessment results and design responsive instruction.

# Teaching and Learning

## Teaching and Learning Summary

La Mirada provides standards-aligned instruction with targeted supports for all students. ELA, Math, and ELP are Orange on the Dashboard, with gaps for English learners and students with disabilities.

### Key Strategies:

- Differentiated instruction via learning centers and flexible grouping
- Standards-based materials and data-driven interventions
- Strengthened Designated/Integrated ELD and reclassified student monitoring
- Technology integration (Renaissance, Achieve, Imagine Learning) for personalized learning
- District support through resource teachers, common assessments, and learning walks

These efforts align with **Goal 1** (Academic Achievement) to ensure equitable access to grade-level standards.

## Teaching and Learning Strengths

- Standards-aligned instruction with targeted supports for all students
- Differentiated instruction through learning centers and flexible grouping
- ELD implementation (Designated/Integrated) with reclassified student monitoring
- Data-driven interventions using standards-based materials
- Effective technology integration (Renaissance, iReady)
- District partnership providing resource teachers, common assessments, and learning walks
- Collaborative culture through PLCs and teacher collaboration
- Ongoing professional development in CCSS, ELD, and intervention strategies

## Needs Statements Identifying Teaching and Learning Needs

**Needs Statement 1 (Prioritized):** Academic Performance: ELA, Math, and ELP remain Orange on the Dashboard ELD Enhancement: Requires deeper ELD implementation to improve reclassification rates and content mastery Instructional Support: Need to strengthen differentiated instruction and targeted interventions to accelerate progress

**Root Cause/Why:** Academic Performance: High student needs require more intensive support than current resources provide ELD Enhancement: Limited dedicated time and professional development for ELD implementation create inconsistencies in language acquisition support Instructional Support: Limited time, staffing, and resources constrain the depth and consistency of differentiated instruction and interventions

**Needs Statement 2 (Prioritized):** Local assessment data, California Dashboard indicators, and educational partner feedback indicate a continued need to strengthen student achievement in English Language Arts and Mathematics while improving the district's ability to identify learning gaps, monitor student progress, and provide timely interventions.

**Root Cause/Why:** A comprehensive assessment and instructional platform is needed to provide educators with actionable data, support data-driven decision-making, strengthen MTSS implementation, and improve outcomes for all students, particularly those identified in the district's accountability and improvement efforts.

**Needs Statement 3 (Prioritized):** Students identified as performing below benchmark on district Common Core-aligned assessments and i-Ready diagnostics need targeted interventions in Math and ELA.

**Root Cause/Why:** Language-rich assessments and complex academic tasks require students to apply higher-order thinking and academic vocabulary, which necessitates explicit instruction and scaffolded practice.

# Parental Engagement

## Parental Engagement Summary

La Mirada enjoys strong parent participation in school events, such as awards ceremonies, demonstrating a committed school community. However, committee involvement remains low, indicating an opportunity to deepen parent engagement in decision-making processes. With a small student population, targeted efforts can effectively boost participation in governance and planning committees.

## Parental Engagement Strengths

- Strong parent participation in school events and celebrations
- Committed school community with high visibility at awards ceremonies and student performances
- Small student population enables personalized family connections

## Needs Statements Identifying Parental Engagement Needs

**Needs Statement 1 (Prioritized):** Limited parent participation in school committees and decision-making bodies Need to expand engagement beyond events to include governance and planning roles  
**Root Cause/Why:** Parents may not fully understand the importance and impact of committee participation Work schedules and time constraints create barriers to attendance

**Needs Statement 2 (Prioritized):** Increase parent involvement and engagement to support their children's academic progress.  
**Root Cause/Why:** The school is responsible for providing parents with supportive and effective opportunities to assist their children's learning and make them a key component to their student's successes.

**Needs Statement 3:** Families need greater access to resources and training that support social-emotional learning and student well-being at home.  
**Root Cause/Why:** Survey data and stakeholder feedback indicate that parents want more tools to support their children's emotional regulation, behavior, and mental health, especially as SEL remains a critical area of focus post-pandemic.

**Needs Statement 4 (Prioritized):** Families need improved access to timely and user-friendly communication about student progress, school programs, and engagement opportunities.  
**Root Cause/Why:** We recognize that increasing parent engagement means continuing to strengthen communication systems and ensuring all families have access to information in ways that are clear, inclusive, and easy to navigate, especially for those who may benefit from support with digital tools or language access.

# School Culture and Climate

## School Culture and Climate Summary

As of the 2024-25 academic year, La Mirada School maintains a positive school climate, earning a Green rating on the California Dashboard for its low suspension rate. However, chronic absenteeism remains a challenge at 38.4% (Orange category), showing a 1.8 percentage point improvement from the prior year. The school aims to reduce this rate by 0.5 to 2.9 percentage points in 2025-26, targeting a Yellow performance level.

Social-emotional learning data from mySAEBRS (2025-26) indicates 67.73% of students are at low risk (Tier 1), 28.87% at some risk (Tier 2), and 3.47% at high risk (Tier 3), reflecting improvement from the previous year (65%, 29%, 6%). The goal is to reach 70% Tier 1, 25% Tier 2, and 3% Tier 3 by June 2027.

Additionally, the school's facilities received a "Good" rating in the 2025-26 Williams Inspection, with plans to maintain or improve this standard.

## School Culture and Climate Strengths

- Positive behavior climate (Green CA Dashboard suspension rating)
- Strong SEL outcomes (67.73% Tier 1 on mySAEBRS)
- Proactive behavior support (PBIS and SWISS implementation)
- Mental health & well-being (social worker services, trauma-sensitive practices, community partnerships)
- Character development & recognition (Peace Builders, ACE Awards, Eagle Scholars)
- Peer mentoring (Reading Buddies program)
- Well-maintained facilities (Good Williams Inspection rating)

## Needs Statements Identifying School Culture and Climate Needs

**Needs Statement 1 (Prioritized):** Chronic absenteeism at 38.4% (Orange category) requires targeted intervention to reduce rates by 0.5-2.9 percentage points and achieve Yellow status SEL Tier 2 and Tier 3 students (28.87% and 3.47%) need additional support to reach the goal of 25% Tier 2 and 3% Tier 3 by June 2027  
**Root Cause/Why:**

Chronic Absenteeism: Barriers such as transportation, health issues, lack of engagement, and families with complex commuting needs and non-traditional work schedules contribute to high absenteeism rates SEL Needs: Trauma, social-emotional skill gaps, and community stressors impact student well-being and risk levels

**Needs Statement 2 (Prioritized):** La Mirada needs to expand access to mental health and wellness supports for students, based on survey results, behavioral referrals, and stakeholder feedback.

**Root Cause/Why:** Students require support in developing self-awareness, self-management, social awareness, and emotional regulation to thrive academically and socially.

**Needs Statement 3:** There is a need for consistent monitoring and refinement of PBIS and restorative practices to guide next steps in behavior support systems.  
**Root Cause/Why:** Ongoing review is necessary to improve student behavior, sense of belonging, and school connectedness, particularly for students with repeated behavioral challenges.

**Needs Statement 4 (Prioritized):** The school needs Outreach Consultant (and the District's Full Community Services Coordinator) to provide a multi-tiered system of support to families who have students who struggle with attendance or school connectedness, which may include the following resources: uniforms, shoes, nutrition and health services (mobile clinic).  
**Root Cause/Why:** Some families struggle with student attendance, which can affect student learning and socioemotional well being.

**Needs Statement 5 (Prioritized):** La Mirada needs to expand opportunities for student voice, leadership, and culturally inclusive practices that reflect and affirm the identities of all students.  
**Root Cause/Why:** When students feel seen, heard, and valued--particularly in a diverse, multilingual community--school connectedness and engagement improve, contributing to a more positive and inclusive school climate.

# Goals, Strategies/Activities, and Expenditures

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

## Goal 1.1

| Goal #   | Description                                                                                                                                                                                                                                                                                         |
|----------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Goal 1.1 | All students will have equitable access to standards-aligned instruction and targeted supports, with English learners demonstrating annual expected progress on ELPAC and achieving reclassification within five years, and students with disabilities making measurable progress toward IEP goals. |

## 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.

Additional instructional staff (instructional aides/intervention specialists) to provide more targeted small-group support Expanded professional development in ELD strategies, interventions, and data-driven instruction Enhanced technology training to maximize the impact of digital platforms

Academic Performance: ELA, Math, and ELP remain Orange on the Dashboard ELD Enhancement: Requires deeper ELD implementation to improve reclassification rates and content mastery Instructional Support: Need to strengthen differentiated instruction and targeted interventions to accelerate progress

Local assessment data, California Dashboard indicators, and educational partner feedback indicate a continued need to strengthen student achievement in English Language Arts and Mathematics while improving the district's ability to identify learning gaps, monitor student progress, and provide timely interventions.

## 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                                                          |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------|
| English Language Progress Indicator (ELPI)<br>Data: Students making adequate progress towards English language proficiency or maintaining the highest level on the ELPAC. | 37% making annual expected progress toward English proficiency.                                                                                                                                  | By June 2027, the ELPI will indicate an increase of 3-5 progress pts.     |
| District Unit Assessment Data                                                                                                                                             | District Unit Assessments 2025-26 ELA: GR K-2 ALL: 60% EL: 45% SWD: 39% GR 3-6 ALL: 45% EL: 22% SWD: 27% LTEL- MATH: GR K-2 ALL: 77% EL: 87% SWD: 77% GR 3-6 ALL: 53% EL: 23% SWD: 30% LTEL: 25% | By June 2027 students who meet or exceed standards will increase by 3-5%. |

|  |                                                                                                                                                                                                                                                                                                                                                                                                               |
|--|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  | <div data-bbox="181 1360 357 2001">CAASPP California Dashboard</div> <div data-bbox="181 730 357 1360">CA Dashboard for ELA 59.7 points below standard. CA Dashboard for Math 85.1 points below standard.</div> <div data-bbox="181 98 357 730">By June 2026, ELA and Math will indicate 3-5 points less below standard. ELA 56.7 points or less below standard Math 82.1 points or less below standard</div> |
|--|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

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

### Strategies/Activities Table

| Strategy/<br>Activity # | Description                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Students to be Served | Proposed Expenditures | Funding Source(s)                                                                 |
|-------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------|-----------------------|-----------------------------------------------------------------------------------|
| 1.1.1                   | Action Step 1.1 Standards-based materials: Ensure every student in every classroom has access to standards-aligned core instructional materials for ELA and math, including grade-level library books and technology tools, with targeted supports for English Learners and Students with Disabilities.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | All Students          | \$4,700               | Title I Regular Account Code: 5000-5999 Services and Other Operating Expenditures |
| 1.1.2                   | Action Step 1.2: Student Intervention and Support <ul style="list-style-type: none"> <li>- Intervention/Enrichment: Implement after-school, before-school, and expanded learning programs with standards-based materials to support Newcomer, at-risk, and struggling students.</li> <li>- Attendance Recovery: Provide structured support to help students recover lost instructional time due to absences.</li> <li>- Targeted Support: Deliver additional support for English Learners, Students with Disabilities (aligning daily instruction with IEP goals in collaboration with case managers and general education teachers), foster youth, and students experiencing homelessness.</li> <li>- Parent Training: Conduct training for parents/guardians to support student learning at home.</li> </ul> | All Students          |                       | Title I Regular                                                                   |
| 1.1.3                   | Action Step 1.3 Teacher Collaboration <ul style="list-style-type: none"> <li>- Facilitate collaboration time for general and special education teachers to plan CCSS-aligned instruction and strengthen ELA and Mathematics teaching practices.</li> <li>- Unpack ELPAC and CAASPP (SBAC) assessment data during PLC meetings to inform instructional strategies.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                   | All Students          |                       | District Funded                                                                   |

|       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |              |          |                      |  |
|-------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------|----------|----------------------|--|
|       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |              |          |                      |  |
| 1.1.4 | <p>Action Step 1.4: Professional Development</p> <ul style="list-style-type: none"> <li>- Provide targeted professional development to reinforce CCSS and SEL instruction, increasing student achievement.</li> <li>- Offer opportunities for teachers to attend conferences and specialized training sessions.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                           | All Students |          | District Funded      |  |
| 1.1.5 | <p>Action Step 1.5: Leverage District Support for School Improvement</p> <ul style="list-style-type: none"> <li>- Collaborate with District Resource Teachers to implement digital core curriculum and supplemental platforms (Renaissance, Achieve, Imagine Learning) with fidelity.</li> <li>- Work with District Resource Teachers to use district common assessments and data protocols to monitor student achievement and inform instruction.</li> <li>- Participate in learning walks with the District to calibrate instructional practices.</li> <li>- Coordinate with District Student and Family Services to support homeless, foster, and economically disadvantaged students.</li> </ul> | All Students |          | District Funded      |  |
| 1.1.6 | <p>Action Step 1.6: Instructional Supplies and Technology Needs</p> <ul style="list-style-type: none"> <li>- Purchase CCSS-aligned instructional materials and classroom supplies to support core curriculum delivery.</li> <li>- Provide necessary technology resources, including devices and digital platforms, to enable effective instruction and student access.</li> </ul>                                                                                                                                                                                                                                                                                                                    | All Students |          | ESSA CSI<br>ESSA CSI |  |
| 1.1.7 | <p>Action Step 1.7: Instructional Aide Deployment</p> <ul style="list-style-type: none"> <li>- Utilize instructional aides to provide push-in support in ELA and Mathematics under teacher direction to enhance small-group and individualized instruction for all students, including those with diverse learning needs.</li> <li>- Implement structured protocols for instructional aides to support targeted student learning, classroom management, and teacher effectiveness in core subjects.</li> </ul>                                                                                                                                                                                       | All Students | \$54,000 | Title I Regular      |  |
| 1.1.8 | <p>Action Step 1.8: District i-Ready Program Implementation</p> <ul style="list-style-type: none"> <li>- Implement i-Ready diagnostic assessments in ELA and Mathematics to identify student learning needs.</li> <li>- Use i-Ready data to inform instructional decisions and target interventions.</li> <li>- Monitor student progress through i-Ready reports and adjust instruction accordingly.</li> </ul>                                                                                                                                                                                                                                                                                      | All Students |          | District Funded      |  |

## Annual Review

**SPSA Year Reviewed: 2025-2026**

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**

An Analysis of how this goal was carried out in the previous year.

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 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.

## Goal 2.1

| Goal #   | Description                                                                                                                                                                                                                             |
|----------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Goal 2.1 | Establish a positive, safe, and drug-free school climate by reducing chronic absenteeism, fully implementing SWISS and PBIS with fidelity, and ensuring all students receive SEL instruction to build resilience and positive behavior. |

### 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.

Chronic absenteeism at 38.4% (Orange category) requires targeted intervention to reduce rates by 0.5-2.9 percentage points and achieve Yellow status SEL Tier 2 and Tier 3 students (28.87% and 3.47%) need additional support to reach the goal of 25% Tier 2 and 3% Tier 3 by June 2027

### 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                                                                                                                                   |
|----------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------|
| California Dashboard Fall 2025 Suspension Rates    | Suspension School indicators for La Mirada School for 2025 indicate the following: Increase of 0.5% - Green                                                                               | Expected outcome for June 2027 from the 2026 California Dashboard suspension rate will go back to BLUE or stay at Green                            |
| California Dashboard Fall 2025 Chronic Absenteeism | Chronic Absenteeism for La Mirada School for 2025 indicate the following: 38.4% of students are chronically absent There was a decline from last year of 1.8% We moved from Red to Orange | Expected outcome for June 2027 from the 2026 California Dashboard Chronic Absenteeism will decline 0.5 to 2.9 points - ORANGE or move us to Yellow |
| mySAEBRS 25-26                                     | 25-26 Average: Tier 1 Low Risk - 67.73% Tier 2 Some Risk - 28.87% Tier 3 High Risk - 3.47%                                                                                                | By June 2027: Tier 1 Low Risk - 70% Tier 2 Some Risk - 25% Tier 3 High Risk - 3%                                                                   |
| School Facilities Report- Williams Inspection      | 2025-26 Fit Report "Good"                                                                                                                                                                 | Expected Outcome - Improve the 2026-27 Fit Report as per the 2025-26 Fit Report.                                                                   |

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

### Strategies/Activities Table

| Strategy/<br>Activity # | Description                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Students to be<br>Served | Proposed<br>Expenditures | Funding Source(s) |
|-------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|--------------------------|-------------------|
| 2.1.1                   | <p>Action Step 2.1: Attendance Monitoring and Intervention</p> <ul style="list-style-type: none"> <li>- Monitor daily attendance data to identify students at risk of chronic absenteeism.</li> <li>- Implement targeted interventions, including family outreach and support services, for students with attendance concerns.</li> <li>- Analyze attendance data disaggregated by subgroup to address equity gaps and track progress toward reducing chronic absenteeism.</li> </ul>                                                                                                                                                                                                                                                                                          | All Students             |                          |                   |
| 2.1.2                   | <p>Action Step 2.2: SWISS Implementation and Behavior Support</p> <ul style="list-style-type: none"> <li>- Implement the School-Wide Information System (SWISS) to track student behavior data and manage school-wide expectations.</li> <li>- Train all staff on SWISS protocols to ensure consistent application of behavior expectations.</li> <li>- Provide appropriate resources and interventions to support positive student behavior and equitable outcomes.</li> </ul>                                                                                                                                                                                                                                                                                                | All Students             |                          |                   |
| 2.1.3                   | <p>Action Step 2.3: School Social Worker Support for Mental Health, SEL, PBIS, and Character Education</p> <ul style="list-style-type: none"> <li>- Provide mental health support and deliver classroom presentations on mental health topics.</li> <li>- Organize and facilitate clubs to support Social Emotional Learning.</li> <li>- Support MTSS implementation by building capacity for Tier I mental health interventions.</li> <li>- Support PBIS implementation to reinforce positive behavior expectations school-wide.</li> <li>- Promote and integrate schoolwide character traits into SEL and PBIS frameworks.</li> <li>- Engage students needing additional support in small group and/or 1:1 services to address social-emotional well-being needs.</li> </ul> | All Students             |                          | District Funded   |
| 2.1.4                   | <p>Action Step 2.4: Reading Buddies Program</p> <ul style="list-style-type: none"> <li>- Implement a peer mentoring program pairing older students with younger readers.</li> <li>- Provide younger readers with fluent peer models to improve reading skills and acquire positive role models.</li> <li>- Develop older students' social-emotional skills, including patience and empathy, through mentoring relationships.</li> </ul>                                                                                                                                                                                                                                                                                                                                        | All Students             |                          |                   |

|       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |              |  |                 |
|-------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------|--|-----------------|
| 2.1.5 | <p><b>Action Step 2.5: Trauma-Sensitive Practices and Community Mental Health Partnerships</b></p> <ul style="list-style-type: none"> <li>- School Social Worker provides staff training on trauma-sensitive practices and classroom strategies.</li> <li>- Integrate the Second Steps curriculum into daily SEL instruction.</li> <li>- Partner with community mental health resources (SBCS School Link) to expand support services.</li> <li>- Coordinate with Campus Security to maintain a safe, welcoming school environment.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | All Students |  | District Funded |
| 2.1.6 | <p><b>Action Step 2.6: Curriculum Enrichment Through Experiential Learning</b></p> <ul style="list-style-type: none"> <li>- Provide 6th Grade Camp as an experiential learning opportunity.</li> <li>- Expand educational field trips and learning activities outside the school, including community-based projects and outdoor education.</li> <li>- Integrate off-campus experiences with classroom curriculum to enhance engagement and real-world connections.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | All Students |  | District Funded |
| 2.1.7 | <p><b>Action Step 2.7: Pupil and Family Engagement and Outreach</b></p> <ul style="list-style-type: none"> <li>- Implement Outreach Consultant as liaison between parents, district, and community services.</li> <li>- Establish a three-tier system to support students at risk of learning loss:             <ul style="list-style-type: none"> <li>— Tier I: Automated call program for unexcused absences; Student Attendance Concern Referral form for teachers to identify disengaged students, sent to Outreach Consultant for follow-up.</li> <li>— Tier II: Attendance Student Success Team meetings for chronically absent students (3+ consecutive days) to evaluate concerns, identify family needs, and provide support (referrals, home visits).</li> <li>— Tier III: Consultation with internal support (McKinney Vento, Special Education), daily contact attempts, Child Find Process (if applicable), community-based outreach, and SARB Meetings.</li> </ul> </li> <li>- Conduct all strategies using a caring, trauma-informed approach.</li> </ul> | All Students |  |                 |
| 2.1.8 | <p><b>Action Step 2.8: Recognition and Community Building Assemblies</b></p> <ul style="list-style-type: none"> <li>- Conduct weekly virtual assemblies with student announcers, flag salute, Peace Builders pledge, announcements, birthday shoutouts, and recognition of A.R. top readers, good behavior, and Eagle Scholars.</li> <li>- Hold trimester ACE awards ceremonies in-person with parent invitations to recognize academic achievement as well as character traits.</li> <li>- Facilitate character trait kick-off assemblies every 6-8 weeks to introduce and promote school-wide character traits.</li> <li>- Align all recognition with PBIS and character education frameworks.</li> </ul>                                                                                                                                                                                                                                                                                                                                                              | All Students |  |                 |

# Annual Review

**SPSA Year Reviewed: 2025-2026**

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

An Analysis of how this goal was carried out in the previous year.

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 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.

## Goal 3.1

| Goal #   | Description                                                                                                                                                                                        |
|----------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Goal 3.1 | Strengthen family partnerships by: increasing participation in school events and committees, ensuring accessibility, and achieving high satisfaction on the annual Parent Needs Assessment Survey. |

## 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.

Limited parent participation in school committees and decision-making bodies Need to expand engagement beyond events to include governance and planning roles

## 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                                          |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------|
| Participation records for the various parent meetings such as SSC, ELAC, Coffee with he principal, parent- teacher conferences, Back to School and Open House, Special events, tea with the Social Worker | In 2025-26 Parent attendance: Back to school night - 201 Parent Conferences -Winter - 247 - Spring - 192 Open House - 165 Parent Workshops Coffee with the Principal ELAC SSC | By June 2027 parent participation will increase by 3 -5%. |

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

## Strategies/Activities Table

| Strategy/Activity # | Description                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Students to be Served | Proposed Expenditures | Funding Source(s)          |
|---------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------|-----------------------|----------------------------|
| 3.1.1               | Action Step 3.1: Parent Support and Education Meetings<br>- Conduct monthly parent education meetings focused on navigating the educational system and parenting strategies.<br>- Host monthly "Coffee with the Principal" for school updates and parent Q&A.<br>- Host monthly "Tea with the Social Worker" for social-emotional support and resource connection.<br>- Include interactive components and offer meetings at various times/in multiple languages. | All Students          | \$1,050               | Title I Parent Involvement |

|       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |              |  |
|-------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------|--|
|       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |              |  |
| 3.1.2 | <p>Action Step 3.2: Parent Leadership and Advisory Committees</p> <ul style="list-style-type: none"> <li>- Create structured volunteer opportunities (events, committees).</li> <li>- SSC: Review, monitor, and provide feedback on the SPSA.</li> <li>- ELAC/DLAC: Oversee and provide input on the English Learner section of the SPSA.</li> <li>- Provide leadership training and support for parent leaders, including committee members.</li> <li>- Ensure all committees meet regularly and have meaningful parent representation.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                     | All Students |  |
| 3.1.3 | <p>Action Step 3.3: Title I Parent and Staff Meeting</p> <ul style="list-style-type: none"> <li>- Conduct annual Title I meeting for parents and staff.</li> <li>- Present Title I program information, school-parent compact, and parent/family engagement policy.</li> <li>- Gather parent input on Title I services and programs.</li> <li>- Ensure meeting is accessible (multiple languages).</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | All Students |  |
| 3.1.4 | <p>Action Step 3.4: Pupil and Family Engagement &amp; Outreach</p> <ul style="list-style-type: none"> <li>- Provide Online Registration Support to assist families with enrollment processes.</li> <li>- Host Back to School Night, parent conferences, and Open House to build school-home connections.</li> <li>- Host monthly Family Art Night with Casa Familiar artists in the afternoons, providing hands-on art activities and snacks.</li> <li>- Partner with SYSD and SY Community Organizations to offer Food Pantries and resource access.</li> <li>- Coordinate with SY Health Center Mobile Clinic for on-site health services.</li> <li>- Distribute Student Supplies throughout the year to support learning.</li> <li>- Utilize Outreach Consultants to connect families with resources and monitor attendance.</li> <li>- Implement School, Parent, and Family Engagement Policy and School Parent Compact.</li> </ul> | All Students |  |
| 3.1.5 | <p>Action Step 3.5: Parent Needs Assessment Survey</p> <ul style="list-style-type: none"> <li>- Administer annual Parent Needs Assessment Survey to gather feedback on school programs, services, and parent engagement opportunities.</li> <li>- Analyze survey results to identify parent needs, concerns, and priorities.</li> <li>- Use feedback to inform school decisions, program improvements, and resource allocation.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | All Students |  |

# Annual Review

## SPSA Year Reviewed: 2025-2026

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

An Analysis of how this goal was carried out in the previous year.

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 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 Table

| Description                                                       | Amount      |
|-------------------------------------------------------------------|-------------|
| Total Funds Provided to the School Through the ConApp             |             |
| Total Federal Funds Provided to the School from the LEA for CSI   |             |
| Total Funds Budgeted for Strategies to Meet the Goals in the SPSA | \$59,750.00 |

### 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 (\$) |
|----------------------------------------------------|-----------------|
| There are no federal funds indicated in this plan. |                 |

Subtotal of additional federal funds included for this school:

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

| State or Local Programs                                   | Allocation (\$) |
|-----------------------------------------------------------|-----------------|
| There are no state or local funds indicated in this plan. |                 |

Subtotal of state or local funds included for this school:

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

## 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   |
|-------------------|------------------------------------|
| Victoria Gonzalez | Victoria Gonzalez - ELAC President |

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 05/27/2026.

Attested:

Principal, Cynthia Mosqueda on 05/27/2026

SSC Chairperson, Caroline Cothem on 05/27/2026