



School Plan for Student Achievement (SPSA) Template

The School Plan for Student Achievement (SPSA) is meant to consolidate all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), pursuant to the California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA).

The purpose of the SPSA is to increase the overall effectiveness of the school program by crafting a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement.

The School Site Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications in the plan to reflect changing needs and priorities, as applicable, pursuant to EC 52853(b) and 52855.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. The SPSA provides schools with the opportunity 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 LEA that are being realized under the state's Local Control Funding Formula (LCFF).

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.

School Name	Della S. Lindley Elementary
Address	31-495 Robert Rd. Thousand Palms, CA 92276-3343
County-District-School (CDS) Code	33-67173-6106207
Principal	Amanda Gonzales
District Name	Palm Springs Unified School District
SPSA Revision Date	7/1/2024-6/30/2025
Schoolsite Council (SSC) Approval Date	October 1, 2025
Local Board Approval Date	November 18, 2025

X This certifies that updates to my SPSA are completed

In the pages that follow, please describe the school's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs.

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School Vision and Mission

The mission of Della S. Lindley Elementary School is to maintain high expectations and promote excellence for all students. We will create, support, and maintain a school environment in which all children and adults feel welcomed, respected, trusted, safe, and part of our school community. We will create a space where we can learn together and meet the individual needs of each other. We are on the right track to be the best version of ourselves.

Our vision is to build a strong school community both inside the school and within our community to ensure the success of everyone.

School Profile

Della S. Lindley Elementary School is located eight miles east of Palm Springs, California. Thousand Palms is a rapidly growing community with many families that have lived here for several generations. As one of 28 schools in the Palm Springs Unified School District, Della S. Lindley Elementary School serves approximately 580 students in grades Transitional Kindergarten through fifth grade. We also have two preschool programs on our campus from PSUSDs Early Childhood Education Program and 1 second, third, and fourth-grade SDC program.

Della S. Lindley is dedicated to providing and maintaining a safe and enriching environment for our diverse population of students, our highly qualified staff, and wonderful families. Della S. Lindley staff, students, parents, and community members are all working together to ensure that each child reaches their maximum potential and becomes a productive member of society.

Della S. Lindley provides high-quality instruction and curriculum aligned with district and state guidelines and requirements. There are opportunities at Della Lindley for any student to receive additional support in the form of enrichment and interventions during and after school.

Della S. Lindley's School Plan for Student Achievement (SPSA) is aligned with the Palm Springs Unified School District's Local Control Accountability Plan (LCAP). The LCAP describes how the district intends to meet annual goals for all pupils, with specific activities to address state and locally identified priorities. The areas of focus in the SPSA will include:

1. Academic Achievement
2. Parent and Community Partnerships
3. Safe and Secure Environments

Della S. Lindley will address these areas of focus in the following ways:

Academic Achievement:

1. Standards-based instruction
2. Ongoing assessment to identify areas of need in literacy and math progress toward mastery of content standards
3. Language-rich lessons during both Integrated and Designated ELD
4. Daily, small group instruction
5. Grade-level plans for reading, writing, and math

Parent and Community partnerships:

1. Increased parent and community volunteers
2. Increased daily student attendance
3. Strong home-to-school communication

Safe and Secure Environments:

1. Counselor to support social-emotional learning and mental health for all students.
2. Pyramid of Success lessons taught by teachers and counselor
3. Game-On structured recess program with Recess Coach
4. Supervision inside and outside the school to ensure safety for all students
5. PBIS rewards points to encourage good decision-making
6. Mental Health support for student mental health needs
7. Daily SEL time across all grade levels
8. Wellness Coach to support the needs of students in our Wellness Center

The Della Lindley Site Council (SSC) meets regularly during the school year to review and update the school plan, including proposed expenditures for Title I and LCFF funds. Revisions to our SPSA and subsequent Board approval will occur if there are substantial budget and/or material changes during the school year. Our school goals are based on a comprehensive needs assessment that includes an analysis of verifiable state data, including information displayed on the CA School Dashboard. Other district and school data, including common formative assessments such as CBM, STAR, and the LETRS Phonics Screener, are utilized to further measure and monitor achievement throughout the school year. CBM builds upon traditional CBM assessments by incorporating advanced technology, adaptive testing, and detailed reports. It offers a more efficient and precise assessment experience, allowing educators to gain insights into students' progress at a granular level. Star CBM allows you to accurately assess students' development so that you can better target instruction and intervention to each learner's specific needs. Our school goals are aligned with the PSUSD LCAP goals and include the same metrics/indicators. Input and advice are solicited from school advisory committees, including the SSC, ELAC, Principal's Forum, and the School Leadership team. The Della Lindley School Plan addresses how LCFF and Title I funds will be used to improve the academic and behavioral performance of all students, including English learners, students with disabilities, and homeless and foster students, as we work daily to close student group achievement gaps.

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

☒ Schoolwide Program

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

Della S. Lindley School Site Council (SSC) meets regularly during the school year to review and update the school plan including proposed expenditures of Title I and LCFF funds. School goals are based upon the comprehensive needs assessment that includes the analysis of verifiable state data, including information displayed on the CA School Dashboard and CDE Dataquest, along with ATSI targeted support goals. Other district and school data, including interim and common formative assessment results, such as Panorama Education data, STAR Assessment data, and CBM assessment data are utilized to further measure and monitor achievement throughout the school year. School goals are aligned with the PSUSD LCAP goals and include the same metrics/indicators. Input and advice are solicited from school advisory committees including the ELAC, the DSL School Leadership team, the Principal's Forum, and our School Site Council (SSC). The Della S. Lindley School Plan addresses how LCFF and Title I funds will be used to improve the academic performance of all students, including English learners, students with disabilities, and homeless and foster students while taking students from where they are and moving them forward both academically and socially.

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

New Information from September 2025

SSC Election Dates and Results:

On August 5, 2025, we sent a paper and digital nomination form home to families to inform them that nominations were being accepted for the 25-26 School Site Council.

On September 11, 2025, we sent out online ballots via ParentSquare for SSC voting. Voting closed on September 17, 2025, at 5:00 pm. DSL staff were also asked to vote on 4 new staff members for SSC during this time frame.

Our ballots resulted in the following SSC elected members:

Rachelle Rasha- parent

Lesly Ochoa- parent

Maribel Botello- parent

Delanie Loera- parent
Tabitha Davies- parent
Nadia Tovar- other staff member
Brenda Ragland- teacher
Christi Swafford- teacher
Elizabeth Coats- teacher
Mandy Gonzales- principal

We held our SSC training on Monday, September 29, 2025, but had to reschedule the meeting since we did not have a quorum. We met again on October 1, 2025, to review the duties and responsibilities of the SSC. This training was offered on Zoom and in person.

We held our first official meeting on Wednesday, October 1, 2025, to present the newly elected members, review the bylaws, review and discuss the SPSA actions and budget allocations for the 25-26 school year based on BOY STAR data, review the Title I compact, and give the dates for all other meetings. This meeting was offered in person and on Zoom. We discussed the additional Title I funding that we were given of \$8141.00 and how this should be allocated to support additional school-wide interventions to support our English learner students at each grade level for additional targeted support and improvement.

Our future SSC dates are scheduled for November 17, January 26, and March 2.

ELAC Election Dates and Results

On August 5, 2025, we sent a paper and digital nomination form home to families to inform them that nominations were being accepted for the 25-26 ELAC.

On September 30, 2025, we sent a paper and digital ballot form home to families to inform them that voting was open for the 25-26 ELAC.

Our ballots resulted in the following ELAC elected members:

Heidy Cardona
Araceli Marquez
Alejandra Sanchez
Juliana Araujo Myotin
Nancy Recendez
Irma Recendez
Anabel Recendez

We held our first meeting on Wednesday, October 16, 2025, to present the newly elected members for ELAC and DELAC, review the bylaws, conduct the ELAC training, and conduct a school needs study.

Our future ELAC dates are scheduled for November 6, December 6, and January 22.

Leadership Team Meetings:

The DSL Leadership team consists of the school site principal, our Assistant Principal, 1 teacher from each grade level, one teacher from the Special Education Department, the school counselor, and our Wellness Coach.

We meet 1-2 times monthly. We have continued to implement a restorative circle into each one of our meetings to model what we want done with students during the school day.

During the 25-26 school year, we met on the following dates and discussed:

August 18, 2025

7 Habits of a Highly Effective Leader, Preliminary Assessment Data, Equity updates, Designated ELD updates, Williams UCP, and construction updates

September 2, 2025

ELA and Math Action Plans for the year and planning day plan, Speech Schedules, RSP Schedules, SST requests, Construction updates, a KINDness wall, Tier 2 interventions, and FEV afternoon snack overview

September 16, 2025

International Walk to School Day, Site Visits for UDL and Cabinet, Phase 3 furniture delivery, Saturday School, Designated ELD Plan, Emergency Lesson Plans, and homework passes for events

September 30, 2025

Facilities remodeling update, setting student goals, story tests for Wonders, focus students, Class Dojo update, Variety Bike for 4th grade, Puberty Talks for 5th grade, SSC members, Read With Me, Day Break Mental Health Screener, and Speech schedule

Previous Information from Spring of 2025

SSC Meeting Dates and Topics:

SSC Election Dates and Results:

On August 6, 2024, we sent a paper and digital nomination form home to families to inform them that nominations were being accepted for the 24-25 School Site Council.

On August 12, 2024, we sent out online ballots via ParentSquare for SSC voting. Voting closed on August 16, 2024, at 5:00 pm. DSL staff was also asked to vote on 3 new staff members for SSC during this time frame.

Our ballots resulted in the following SSC elected members:

Rachelle Rasha- parent

Ismene Diaz- parent

Maribel Botello- parent

Delia Escobar Diaz- parent

Sarah Frisbie- parent

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Marisela Duran- other staff member

Brenda Ragland- teacher

Mark Escobedo- teacher

Elizabeth Coats- teacher

Mandy Gonzales- principal

SSC Meeting Dates and Topics:

We held our SSC training on Wednesday, October 9, 2024, to review the duties and responsibilities of the SSC. This training was offered on Zoom and in person. We held our first meeting on Wednesday, October 9, 2024, to present the newly elected members, review the bylaws, review and discuss the SPSA actions and budget for the 24-25 school year, review the Title I compact, and give the dates for all other meetings. This meeting was offered in person and on Zoom. We discussed the additional Title I funding that we were given of \$9,994.00 and how this should be allocated to support additional school-wide interventions to support our English learner students at each grade level for additional targeted support and improvement.

Our second meeting on February 24, 2025, focused on reviewing school-wide attendance data, MOY STAR results, and the current SPSA. Based on the current SPSA, we discussed next year's needs and approved reallocating funds from an unfilled behavior paraprofessional position for this school year, which will not be funded moving forward. During the meeting, the SSC was surveyed for input regarding next year's plan, and members agreed to maintain current action items, with no new suggestions except a request for a full-time school safety officer. We decided to seek broader school community input on this, which was collected. ELAC recommendations from their 2-18-25 meeting to improve attendance were also considered.

Our third meeting was held on May 12, 2025. We reviewed our Comprehensive School Safety Plan. Then we reviewed the proposed actions for the 25-26 SPSA, looking at the corrections that needed to be made, along with ensuring that we had taken all input from ELAC and SSC feedback into account. We also reviewed all upcoming end-of-year dates for this school year.

Our fourth meeting will be held on May 23 to review end-of-year activities, EOY data from STAR, and the 25-26 school calendar.

ELAC meetings were held on the following dates: 11/15/24, 1/31/25, 2/18/25, and 3/20/25

The following are the topics from our ELAC meetings:

Meeting 1 Topics: 11/15/24

Discussed Robert's Rules for Order, procedure, and formalities in a meeting.

Discussed rationale for establishing an ELAC, roles, and responsibilities. Discussed UCP procedures, forms, and where to access them. Training and Responsibilities of ELAC Members. Discussed ELAC elections and future meeting dates.

Meeting 2 Topics: 1/31/25 (Rescheduled to 2/6/25. No members able to attend)

Discussed recap of DELAC by school representative (DELAC representative or alternate was not able to attend).

Discussed the importance of regular school attendance and ideas for improving school attendance. Discussed Legal Elements of ELAC. Discussed SPSA. Discuss the plan for supporting ELL achievement, designated ELD, and activities. Discussed the SSC report. Discussed the recap of DELAC by the school representative. (DELAC representative or alternate was not able to attend).

Meeting 3 Topics: 2/18/25

Discussed a recap of the introduction of ELAC ideas for improving attendance with the principal. Discussed supports for parents to improve student attendance. Discussed the video for improving student attendance. Discussed the report of the SSC meeting. Discussed the recap of DELAC by the school representative. (DELAC representative or alternate was not able to attend.)

Meeting 4 Topics: 3/20/25

Discussed school-wide needs assessment, attendance procedures, and additional opportunity for SPSA input to SSC. Discussed performance of ELAC evaluation: ELAC being beneficial, and the input it allows for parents and awareness of ELL programs and activities. Discussed ideas for more parent involvement for next year. Discussed goals for next year: More parents, how to better support ELL students, and continue plans for improving student attendance. Discussed the recap of DELAC by the school representative. (DELAC representative or alternate was not able to attend.) Discussed new DELAC representation for next year.

Leadership Team Meetings:

The DSL Leadership team consists of the school site principal, our Assistant Principal, 1 teacher from each grade level, one teacher from the Special Education Department, the school counselor, and our Administrative Assistant.

We meet 1-2 times monthly. We implemented a restorative circle into each one of our meetings this year to model what we want done with students during the school day.

During the 24-25 school year, we met on the following dates and discussed:

August 19, 2024

7 Habits of a Highly Effective Leader, Preliminary Assessment Data, Data Protocol Sheet, FACES introduction, suspension guidance, bullying prevention strategic plan, inclement weather plan, crisis response team

September 10, 2024

7 Habits of a Highly Effective Leader, ELA and Math Action Plans for the year, Speech Schedules, RSP Schedules, SST requests, Construction updates, and FEV afternoon snack overview

October 1, 2024

International Walk to School Day, Williams UCP, Designated ELD Plan, Family Reading Night, PBIS rewards app, Emergency Lesson Plans, Digital Citizenship lessons, DSL Literacy Plan, Vertical Team plan, Variety Bike Giveaway

October 15, 2024

Facilities remodeling update, School Site Visit, Recess needs, ADA percentage, Mental Health Therapy

November 12, 2024

Fall Festival, Great Shakeout, updated Evacuation Map, Behavior Para position, SSTs, and Site Visit

December 3, 2024

Dashboard data updates, Behavior Para interviews, remodeling and moving update, microphones for assessments, Kid Lips and Sound Wall application training, UDL plan update

January 21, 2025

Outdoor restrooms, 25/26 budget, first-grade small groups, 100th day of school, grade level supplies, need for campus safety officer for 25/26 school year

February 25, 2025

State testing schedule, Hate Speech pledge, conference week scheduling, Read Across America, Certificated and Classified LCAP input forum, UDL site visit and plan, Family Math Day, Moxie Art

March 11, 2025

2nd grade small group needs, Track Meet, Stardust, State testing schedule, ELPAC speaking discussion, 4/5 grade Family Dance, Opera in the Schools, School Site Visit

April 29, 2025

Materials order for next school year, ABC countdown, 25/26 bell schedule, School Lunch Hero Day, SPSA input, Cinco de Mayo Family Event

Based on the evaluation of the implementation and effectiveness of the SPSA actions and the review of the California School Dashboard data, STAR data, and Panorama Survey data, the SSC recommended the following revisions to the SPSA:

1. Maintain additional allocations for supervision support staff to continue to improve student safety and school climate through constant monitoring and supervision by all staff members. In addition, feedback from staff and our school community has requested that we hire a school security officer.
2. Continue to host family nights that bring the community together and increase parent involvement.
3. Provide targeted interventions in the areas of foundational literacy and math to any student in need during and after school, prioritizing SWD and EL student groups.
4. Provide monthly meetings with the principal where families can give feedback and make suggestions.
5. Continue offering opportunities for enrichment for students after school.
6. Maintain and enhance positive attendance incentives.
7. Enhance writing instruction across all grade levels through Tier 1 instruction.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

During our October 1 SSC meeting, a new resource inequity was identified based on our BOY STAR Data. Due to the data, we voted to approve more funding out of Title One to support interventions during small group times and after school for students scoring in the yellow in grades 1-5.

In reviewing our academic data, we identified the following resource inequities:

Our Fall STAR Reading data shows that 52% of our third-grade students are scoring in the red/urgent intervention level. 47% of our fourth-grade students are scoring in the red/urgent intervention level. 52% of our fifth-grade students are scoring in the red/urgent intervention level.

Our Fall STAR Reading data for English Learner students shows that 68% of our third-grade students are scoring in the red/urgent intervention level. 72% of our fourth-grade students are scoring in the red/urgent intervention level. 84% of our fifth-grade students are scoring in the red/urgent intervention level.

Our Fall STAR Math data shows that 56% of our third-grade students are scoring in the red/urgent intervention level. 41% of our fourth-grade students are scoring in the red/urgent intervention level. 63% of our fifth-grade students are scoring in the red/urgent intervention level.

Our Fall STAR Math data for English Learner students shows that 69% of our third-grade students are scoring in the red/urgent intervention level. 52% of our fourth-grade students are scoring in the red/urgent intervention level. 92% of our fifth-grade students are scoring in the red/urgent intervention level.

Our Fall Attendance data shows that we have 58 students who are borderline chronically absent.

Our Interim ELPAC Listening exam showed that 24% of our third-grade students are at the beginning to develop level.

We will address these inequities in the following ways:

1. Allotted times during the year to plan for reading, writing, and math across all grade levels with the goals of:

Grade-level plans for each of the above-listed areas

Grade-level goals for each of the above-listed areas that will be monitored throughout the year

Vertical teaming throughout the year to share best practices and common language

Common strategies across all grade levels to address areas of need and standards where students struggle

2. Within Goal 1 of our SPSA, through the support of intervention both during and after school, using:

the vocabulary resources found within our Wonders Tier 2 materials

the Language Development resources from the Wonders ELD components

UFLI materials for small reading groups

refocusing Designated ELD by incorporating Summit K12 in grades 3-5 and having a schoolwide common Designated ELD time

3. The use of an online application called Frax in grades 3-5.

4. Use of Thinking Maps across all grade levels and subject areas.

5. Use of Kagan Strategies across all grade levels and subject areas.

6. Collaboration, planning, and communication with our district Instructional Coach, site Literacy Coach, and site Reading Intervention teacher.

7. Additional paraprofessional time during each school day to support students scoring in the urgent intervention levels across all grade levels.

8. Tier 2 intervention times will be added to the daily schedule to support differentiated instruction for students during small-group time to include English learner students and SWD students.

9. Tier 2 time will be held simultaneously with grade-level small group time so that students are not missing core instruction.

Resource Inequities from Spring 2025

All students

In English Language Arts on the CAASPP, all students declined by 4.1 points. English learners declined by 8.8 points. Hispanic students declined by 6.4 points. Socioeconomically disadvantaged students declined by 4.4 points. In reviewing the detailed test results, the composite areas of reading and listening were most difficult for our current fourth-grade students, with 40.24% of students scoring in the below standard performance level. In reviewing the detailed test results, the composite areas of writing and research were most difficult for our current fourth-grade students, with 50.00% of students scoring in the below standard performance level. In grades 3-5, the weakest area in English Language Arts was in writing, with 43.90%, 41.90%, and 41.86% of students scoring in the below standard performance level, respectively.

On the STAR Early Literacy assessment, first-grade students decreased by 9.6% of students scoring at or above the minimum district benchmark proficiency level since the Fall of 2024. Additionally, SPED students taking the STAR Early Literacy assessment decreased by 26.6% of students scoring at or above the minimum district benchmark proficiency level since the Fall of 2024

On the STAR Reading assessment, the following grades decreased in the percentage of students scoring at the minimum district benchmark proficiency level from the Fall to the Winter:

Second-grade students decreased by 4.9%

Third-grade students decreased by 6.2%
Fourth-grade students decreased by 14.8%
Fifth-grade students decreased by 21.5%

In Mathematics on the CAASPP, the highest percentage of all students scored at the standard not met level, or Level 1, except for our current fifth-grade students. In reviewing the detailed test results, the composite areas of concepts and procedures were the most difficult, with the majority of students scoring the below standard performance level. 59.30% of our previous fifth-grade students scored in the below standard level for mathematical practices.

On the STAR Math assessment, the following grades decreased in the percentage of students scoring at the minimum district benchmark proficiency level from the Fall to the Winter:

Third-grade students decreased by 0.8%
Fourth-grade students decreased by 5.6%

English Learners

In English Language Arts on the CAASPP, current English learner students in grades 3-5 declined 11.3 points. In mathematics on the CAASPP, current English learner students in grades 3-5 from the 23-24 school year declined 3.7 points. 15.3% of our English learner students decreased at least one level on ELPI. In reviewing the detailed test results, students in grades K-5 need more support in the area of written language performance. Current second graders, especially, struggle in the area of written language performance. In the area of reading, current third, fourth, and fifth graders needed the most support to move from the somewhat/moderately domain performance level to the well-developed performance level. In the area of writing, current third, fourth, and fifth graders also needed the most support to move from the somewhat/moderately domain performance level to the well-developed performance level. Current second graders need more support in writing in order to move from the beginning to develop domain performance level and into the somewhat/moderately domain performance level.

Reclassification

Our current reclassification rate for English learner students is 16.1%, which is 28.4% lower than the county. A sustained focus on supporting English learner students is essential to help more of our students become eligible for reclassification.

We will address these inequities in the following ways:

1. Allotted times during the year to plan for reading, writing, and math across all grade levels with the goals of:
Grade-level plans for each of the above-listed areas
Grade-level goals for each of the above-listed areas that will be monitored throughout the year
Vertical teaming throughout the year to share best practices and a common language
Common strategies across all grade levels to address areas of need and standards where students struggle

2. Within Goal 1 of our SPSA, through the support of intervention both during and after school, using:
the vocabulary resources found within our Wonders Tier 2 materials
the Language Development resources from the Wonders ELD components
UFLI materials for small reading groups
refocusing Designated ELD by incorporating Summit K12 in grades 3-5

3. The use of an online application called Frax in grades 3-5.

4. Use of Thinking Maps across all grade levels and subject areas.

5. Use of Kagan Strategies across all grade levels and subject areas.

6. Collaboration, planning, and communication with our district Instructional Coach, site Literacy Coach, and site Reading Intervention teacher.

7. Additional paraprofessional time during each school day to support students scoring in the urgent intervention levels across all grade levels.

8. Tier 2 intervention times will be added to the daily schedule to support differentiated instruction for students during small-group time to include English learner students and SWD students.

In reviewing our student climate survey data, we identified the following resource inequities:

277 students in grades 3, 4, and 5 participated in the Winter 2025 Student Climate Survey. Our resource inequities exist in the areas of knowledge and fairness of discipline, rules, and norms, and the climate of support for academic learning. In the area of knowledge and fairness of discipline, rules, and norms, we dropped 5% from the prior year to an overall 85% of students who feel favorably about the rules and expectations at Della Lindley. In the area of climate of support for academic learning, we dropped 6% from the prior year to an overall 84% of students who feel favorably about the academic learning climate. This tells us that we need to encourage students to work hard and help more with their schoolwork. Additionally, this data shows us that students want more opportunities to take part in classroom discussions and activities.

We will address these inequities in the following ways:

1. We will address the inequity in the area of knowledge and fairness of discipline, rules, and norms by adding additional Tier 1 lessons specifically about school rules and expectations in grades three, four, and five. Our school counselor will present these to students.
2. We will address this inequity in the area of knowledge and fairness of discipline, rules, and norms by continuing to teach about the Pyramid of Success during the Morning Message and in classrooms.
3. We will address the inequity in the area of climate of support for academic learning by engaging in more Restorative Conversations with students and teachers.

Additional resource inequities exist for families at Della Lindley based on feedback from families and home visits in the areas of access to reliable home internet, food at home, affordable housing, and transportation to and from school. We will continue to address these inequities in the following ways:

1. Continue to partner with the district technology department for hot spots and routers.
2. Continue to partner with the TriPalms Women's Club for free books for our students.
3. Continue to partner with FIND Food Bank to offer the food bank once a month at Della Lindley.
4. Continue to provide second-chance breakfast during AM recess for all students.
5. Continue our partnership with Nutrition Services for the Fresh Fruit and Vegetable Program, which will be hosted during the school day, 3 times a week after lunch.
6. Continue our partnership with Read With Me to support students during the school day in small groups.

Needs Assessment – Review of Performance

Based on a review of performance on the state indicators and local performance indicators included in the California School Dashboard, progress toward SPSA goals, local self-assessment tools, stakeholder input, or other information, what progress is the school proudest of, and how does the school plan to maintain or build upon that success? This may include identifying any specific examples of how past increases or improvements in services for student groups, including low-income students, English learners, and foster youth have led to improved performance for these students.

Reflections: Success

The Fall 2024 CA School Dashboard brought fantastic growth in the following areas:

English Language Arts:

Homeless students increased by 27.6 points
Students with Disabilities increased by 9.3 points
White students increased by 8.5 points
Reclassified English learner students increased by 8.1 points

Mathematics:

Overall, there was an increase of 7.8 points
English learners increased by 4.5 points
Hispanic students increased by 5.4 points
Socioeconomically disadvantaged students increased by 7.2 points
Homeless students increased by 21 points
Students with Disabilities increased by 9.5 points
White students increased by 35 points
Reclassified English learner students increased by 36.9 points
English-only students increased by 11.8 points

Chronic Absenteeism

Overall, there was a decline of 2.5%, which dropped from 34.8% to 32.3%
English learners declined by 2.3%
Hispanic students declined by 2.8%
Socioeconomically disadvantaged students declined by 2.8%
Homeless students declined by 8.2%
Students with Disabilities declined by 9.7%
White students declined by 7.5%

Suspension Rate

We maintained our suspension rate from the year prior.
English learner rates declined by 0.9%
Homeless rates declined by 1.3%

English Learner Progress

We increased 6.2% from the year prior, which is also 3% higher than the state.
48.7% of students progress at least one ELPI level.
36% of students maintained their ELPI level.

STAR Data 24-25

Early Literacy

Overall increase of 3.5% of students scoring at or above the minimum district benchmark proficiency level since the Fall of 2024.
Kindergarten students increased by 6.9% of students scoring at or above the minimum district benchmark proficiency level since the Fall of 2024.
Second grade students increased by 6.5% of students scoring at or above the minimum district benchmark proficiency level since the Fall of 2024
English learner students increased by 1.9% of students scoring at or above the minimum district benchmark proficiency level since the Fall of 2024

STAR Reading

Overall increase of 12.3% of students scoring at or above the minimum district benchmark proficiency level since the Fall of 2024.
First grade students increased by 9% of students scoring at or above the minimum district benchmark proficiency level since the Fall of 2024.
Second grade students increased by 3.1% of students scoring at or above the minimum district benchmark proficiency level since the Fall of 2024
Fifth grade students increased by 5.3% of students scoring at or above the minimum district benchmark proficiency level since the Fall of 2024

SPED students increased by 2.9% of students scoring at or above the minimum district benchmark proficiency level since the Fall of 2024

STAR Math

Overall increase of 17.4% of students scoring at or above the minimum district benchmark proficiency level since the Fall of 2024.

Second grade students increased by 27.1% of students scoring at or above the minimum district benchmark proficiency level since the Fall of 2024

Third-grade students increased by 0.6% of students scoring at or above the minimum district benchmark proficiency level since the Fall of 2024.

Fifth grade students increased by 1.5% of students scoring at or above the minimum district benchmark proficiency level since the Fall of 2024

English learner students increased by 7.7% of students scoring at or above the minimum district benchmark proficiency level since the Fall of 2024

Additionally, we are proud of our progress with family engagement. For the third year in a row, Della Lindley had the most Family Climate and LCAP Surveys returned in the entire district. 422 families responded to the survey. This was more than any other school in the district. We attribute this success to our Principal's Forums, daily ParentSquare messages, personal phone calls home from the principal and assistant principal, and the wide variety of after-school events that we provide. 99% of families feel that Della Lindley provides high-quality instruction and has high expectations for all students. 99% of families also feel welcome to participate in this school. 100% of those surveyed feel that the school staff treats them with respect and is helpful. 99% of families also feel that their child's background is valued at this school.

The following are the other school programs and activities that we have found success with:

After-school enrichment programs in art, cooking, basketball, Ballet Folklorico, drones, Robotics, KDSL News, digital music composition, volleyball, cheerleading, flag football, Changels through Adopt the Arts, and soccer have helped to decrease behavior incidents in grades 2-5 by 43% and have also helped to increase the percentage of students that feel connected to school by 5% for students in grades 3-5 for a total of 84% on the Winter Student Climate Survey.

School-wide SEL lessons are provided each morning by classroom teachers for all students using the Morning Message, Inner Explorer, and Second Step. This has provided our students with a calm and predictable routine each morning, which we believe has contributed to the positive data we have from the 247-25 Winter Student Climate Survey. This data shows 84% of students feel favorable about the climate of support for academic learning, 85% of students feel favorable about the knowledge and fairness of discipline, rules, and norms, and 81% of students feel favorable about school connectedness.

Additionally, student safety on campus had the greatest favorable increase, showing that 80% of students feel safe when they are at school. This percentage is the highest rate ever at Della Lindley since 2017, and also 16% higher than the district average.

Family engagement nights strengthened our school community this year:

Family Game Nights

Family Literacy Night

Fall Festival

Trunk or Treat

Family Reading activities during both parent conference weeks

Fall and Spring Talent Shows

Winter Concert

Stardust Festival

Ballet Folklorico Festival

Changels

Cinco de Mayo Cultural Festival

Monthly Awards Assemblies

Open House

Big Smiles

Vision to Learn

We plan to maintain this success in the following ways:

Monthly Staff Collaboration Meetings

2-1-2 collaboration sessions for each grade level

Vertical team meetings every 6 weeks

Tier II and Tier III interventions for academics and behavior supports

District provided Professional Development in the following areas:

UDL, Universal Design for Learning

Designated ELD

Early Literacy Skills via LETRS and the Science of Reading

Guided Reading across all grade levels

Use of UFLI materials across all grade levels during this time for students scoring in the red on STAR

Early Literacy or STAR Reading

Use of Lexia
 Progress monitoring with STAR and STAR CBM
 Daily Morning Message
 Harper for Kids, Pyramid of Success
 PBIS points and store for good behavior
 Use of our Wellness Center
 Self-referrals for breaks
 Wellness Wednesdays
 Coloring before school
 Conflict mediation
 Social Skills lessons
 Weekly social skills support for our SDC students
 Short-term independent studies for students absent for less than 14 days a year

We plan to continue building upon our successes by:
 Diving deeper into the activities we are using during common grade-level guided reading times within our regular school day schedule.
 Layering more into our schoolwide writing focus by scoring writing, creating student writing portfolios, and a common strategy for short constructed responses.
 Tracking grade-level goals for reading, writing, and math
 Revising our progress monitoring of students to incorporate the LETRS phonics screener

Referring to the California School Dashboard, identify: (a) any state indicator or local performance indicator for which overall performance was in the “Red” or “Orange” performance category or any areas that the school has determined need significant improvement based on review of state indicators, local performance indicators or other local indicators AND (b) identify any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the school planning to take to address these areas of low performance and performance gaps?

Referring to the California School Dashboard, the following areas are identified with an overall performance in the “red” or “orange” performance level category:

All students in the area of English Language Arts on the CAASPP declined by 4.1 points, with a color performance level of orange. English learners declined by 8.8 points, with a color performance level of orange. Hispanic students declined by 6.4 points, with a color performance level of orange. Socioeconomically disadvantaged students declined by 4.4 points. In reviewing the detailed test results, the composite areas of reading and listening were most difficult for our current fourth-grade students, with 40.24% of students scoring in below the standard performance level. In reviewing the detailed test results, the composite areas of writing and research were most difficult for our current fourth-grade students, with 50.00% of students scoring in below the standard performance level. In grades 3-5, the weakest area in English Language Arts was in writing, with 43.90%, 41.90%, and 41.86% of students scoring in the below standard performance level, respectively.

All students in the area of Chronic Absenteeism are still in the orange performance category, although the percentage did decrease by 2.5% from the year prior. There was a decline of 2.5%, which dropped from 34.8% to 32.3%. All groups are also in the orange performance category:
 English learners declined by 2.3%, with a color performance level of orange
 Hispanic students declined by 2.8%, with a color performance level of orange
 Socioeconomically disadvantaged students declined by 2.8%, with a color performance level of orange
 Homeless students declined by 8.2%, with a color performance level of orange
 Students with Disabilities declined by 9.7%, with a color performance level of orange
 White students declined by 7.5%, with a color performance level of orange

Our school site has determined the following areas as needing significant improvement based on review of local performance indicators, because they fall below the “all student” performance level:

On the STAR Early Literacy assessment, first-grade students decreased by 9.6% of students scoring at or above the minimum district benchmark proficiency level since the Fall of 2024. Additionally, SPED students taking the STAR Early Literacy assessment decreased by 26.6% of students scoring at or above the minimum district benchmark proficiency level since the Fall of 2024

On the STAR Reading assessment, the following grades decreased in the percentage of students scoring at the minimum district benchmark proficiency level from the Fall to the Winter:

Second-grade students decreased by 4.9%
 Third-grade students decreased by 6.2%

Reflections: Identified Need

Fourth-grade students decreased by 14.8%
Fifth-grade students decreased by 21.5%
English learner students decreased by 1.8%

On the STAR Math assessment, the following grades decreased in the percentage of students scoring at the minimum district benchmark proficiency level from the Fall to the Winter:

Third-grade students decreased by 0.8%
Fourth-grade students decreased by 5.6%
SPED students decreased by 0.4%

277 students in grades 3, 4, and 5 participated in the Winter 2025 Student Climate Survey. Our resource inequities exist in the areas of knowledge and fairness of discipline, rules, and norms, and the climate of support for academic learning. In the area of knowledge and fairness of discipline, rules, and norms, we dropped 5% from the prior year to an overall 85% of students who feel favorably about the rules and expectations at Della Lindley. In the area of climate of support for academic learning, we dropped 6% from the prior year to an overall 84% of students who feel favorably about the academic learning climate. This tells us that we need to encourage students to work hard and help more with their schoolwork. Additionally, this data shows us that students want more opportunities to take part in classroom discussions and activities.

Della Lindley plans to address this low performance in the following ways:

Additional after-school intervention for English learner students, students with disabilities, Hispanic students, and socioeconomically disadvantaged students.

Personalized instruction during Designated ELD for English learner students using Summit K12

Instructional level support based on STAR Early Literacy results for first graders and SPED students

Instructional level support based on STAR Reading results for 2-5 grade students and English learner students

4-5 times a week of guided reading instruction for English learner students, as opposed to other student groups that might only meet 2 times a week with the teacher

The Reading Intervention Program will continue to be funded for the 2025-2026 school year to address students who have significant achievement gaps in reading foundations using the ULFI material. Priority will be given for additional spots in our Tier II reading intervention for English learner students and SPED students.

LES lesson sequences in grades 1-5 with Vertical Teaming 5 times a year.

An LES is a three-phase lesson with a before section, known as the launch, then there is a during section, known as the explore time, and at the end, there is an after section, which is called the summary portion of the lesson.

We will continue to leverage the district's Instructional Coach and Literacy Coach to continue supporting the ongoing implementation, planning, and data analysis of newly learned strategies and routines.

The Instructional Coach will focus on assisting special education teachers, as identified through our needs assessment/program evaluation. The Instructional Coach will place additional emphasis on implementing Universal Design for Learning (UDL) strategies to eliminate barriers and offer more flexible learning opportunities, supporting students in achieving significant academic gains.

Our Literacy Coach will help our teachers target ELs through all coaching interactions. The coach will also support our work in improving students' skills in writing narrative, informational, and opinion texts in grades TK-5.

Our Instructional Coach, with the support of our Literacy Coach, will provide our staff with more support to ensure that our Tier 1 instruction is aligned with the science of reading.

Targeted professional development for staff will be provided, and student performance data will be used to continuously refine our approach.

To address chronic absenteeism, our attendance team, including the school counselor, will further develop its focus on improving the attendance of chronically absent students. We will target all subgroups performing in the "orange" performance band in addition to working on reducing chronic absenteeism for all students.

We will use the PBIS Rewards store to motivate students to attend school. Students attending school will earn points, allowing them to purchase items from the store, participate in experiences with staff/teachers, and enter school-wide raffles. Additional incentives will be developed to support improving overall attendance, individual attendance, and reducing chronic absenteeism.

We must continue exploring ways to offer intervention during the school day in the areas of reading, writing, and math, with priority given to our English learner students and students with disabilities.

Updates Identified Needs from Fall 2025

During our October 1 SSC meeting, a new identified need came up based on our BOY STAR Data. Due to the data, we voted to approve more funding out of Title One to support interventions during small group times and after school for students scoring in the yellow in grades 1-5. Additional funds will be allocated to support additional small group time for students by compensating staff to work with students at the urgent intervention level, specifically low-income students, English learners, Special Education students, and foster youth.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	0.17%	0.17%	0.35%	1	1	2
African American	1.05%	1.54%	1.57%	6	9	9
Asian	0.35%	0.34%	0.52%	2	2	3
Filipino	0.35%	0.51%	1.04%	2	3	6
Hispanic/Latino	88.64%	87.67%	88.00%	507	512	506
Pacific Islander	0.35%	0.17%	0.17%	2	1	1
White	6.82%	7.19%	6.61%	39	42	38
Multiple/No Response	2.27%	2.4%	1.74%	13	14	10
Total Enrollment				572	584	575

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Kindergarten	111	116	74
Grade 1	77	98	96
Grade 2	106	81	99
Grade3	86	109	83
Grade 4	92	85	102
Grade 5	100	95	88
Total Enrollment	572	584	575

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
English Learners	210	218	208	31.50%	36.7%	36.2%
Fluent English Proficient (FEP)	75	65	62	16.90%	13.1%	10.8%
Reclassified Fluent English Proficient (RFEP)	49	42		14.4%	8.6%	

School and Student Performance Data

Student Population

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

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

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

2023-24 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
575	92.9%	36.2%	0.5%
Total Number of Students enrolled in Della S. Lindley Elementary.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2023-24 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	208	36.2%
Foster Youth	3	0.5%
Homeless	112	19.5%
Socioeconomically Disadvantaged	534	92.9%
Students with Disabilities	55	9.6%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	9	1.6%
American Indian	2	0.3%
Asian	3	0.5%
Filipino	6	1%
Hispanic	506	88%
Two or More Races	10	1.7%
Pacific Islander	1	0.2%
White	38	6.6%

Conclusions based on this data:

- The enrollment at Della Lindley hovers around 575 students coming from the community of Thousand Palms and Sky Valley.

2. 92.9% of our students are socioeconomically disadvantaged which means our services must be targeted to meet the needs of this student group.

School and Student Performance Data

Overall Performance

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

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



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

2024 Fall Dashboard Overall Performance for All Students

Academic Performance

English Language Arts



Orange

Mathematics



Yellow

English Learner Progress



Green

College/Career

Academic Engagement

Graduation Rate

Chronic Absenteeism



Orange

Conditions & Climate

Suspension Rate



Yellow

Conclusions based on this data:

1. Della Lindley does not have any dashboard performance levels in the red so we conclude that we are moving in the right direction.
2. Our instructional focus will include agreements during Integrated and Designated ELD. During Integrated ELD we will commit to the use of the Kagan strategies and Thinking Maps. These areas will be supported by our Instructional Coach during planning time and through modeled lessons.
3. Priority will be given to students with severe to moderate chronic absenteeism for home visits and Saturday Academy.

School and Student Performance Data

Academic Performance English Language Arts

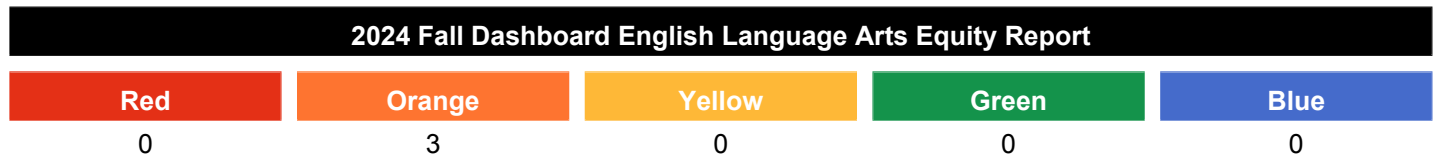
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial 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.

2024 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students  Orange 42.1 points below standard Declined 4.1 points 264 Students	English Learners  Orange 63.0 points below standard Declined 8.8 points 110 Students	Long-Term English Learners  No Performance Color 0 Students
Foster Youth  No Performance Color Less than 11 Students 3 Students	Homeless  No Performance Color 36.0 points below standard Increased 27.6 points 44 Students	Socioeconomically Disadvantaged  Orange 42.3 points below standard Declined 4.4 points 261 Students

Students with Disabilities  No Performance Color 105.1 points below standard Increased 9.3 points 24 Students	African American  No Performance Color Less than 11 Students 5 Students	American Indian  No Performance Color Less than 11 Students 1 Student
Asian  No Performance Color Less than 11 Students 2 Students	Filipino  No Performance Color Less than 11 Students 1 Student	Hispanic  Orange 46.2 points below standard Declined 6.4 points 230 Students
Two or More Races  No Performance Color Less than 11 Students 6 Students	Pacific Islander  No Performance Color 0 Students	White  No Performance Color 22.7 points below standard Increased 8.5 points 19 Students

Conclusions based on this data:

1. Based on this data, we conclude that we must give priority to EL students, Hispanic students, and socioeconomically disadvantaged students during guided reading, after-school intervention, and use of best first instruction targeted to meet the needs of these student groups.
2. The Tier II Reading Intervention Program will continue to be funded for the 2025-2026 school year to address the needs of students with significant achievement gaps in reading foundations. This support will prioritize English Language Learners, Hispanic students, and socioeconomically disadvantaged students when developing groups of students for additional support.
3. Our instructional coach will continue to be provided by the district and will continue to support the ongoing implementation, planning, and data analysis of newly learned strategies, foundational literacy routines, UDL, and our site-developed writing plan.

School and Student Performance Data

Academic Performance Mathematics

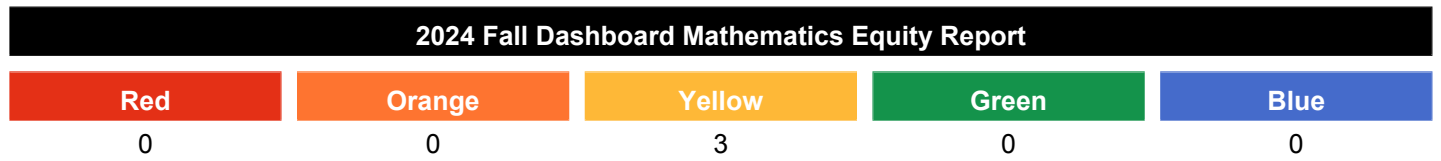
The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

2024 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students  Yellow 60.7 points below standard Increased 7.8 points 265 Students	English Learners  Yellow 71.1 points below standard Increased 4.5 points 111 Students	Long-Term English Learners  No Performance Color 0 Students
Foster Youth  No Performance Color Less than 11 Students 3 Students	Homeless  No Performance Color 58.8 points below standard Increased 21.0 points 44 Students	Socioeconomically Disadvantaged  Yellow 61.0 points below standard Increased 7.2 points 262 Students

Students with Disabilities  No Performance Color 139.3 points below standard Increased 9.5 points 24 Students	African American  No Performance Color Less than 11 Students 5 Students	American Indian  No Performance Color Less than 11 Students 1 Student
Asian  No Performance Color Less than 11 Students 2 Students	Filipino  No Performance Color Less than 11 Students 1 Student	Hispanic  Yellow 63.7 points below standard Increased 5.4 points 231 Students
Two or More Races  No Performance Color Less than 11 Students 6 Students	Pacific Islander  No Performance Color 0 Students	White  No Performance Color 44.4 points below standard Increased 35.0 points 19 Students

Conclusions based on this data:

1. Grade-level commitments and plans to reflect math strategies to further the gains we are seeing across all grade levels.
2. Continued use of the Frax application in grades 3-5 to support the conceptual understanding of fractions.
3. Continued use of the LES lesson sequence to support conceptual mathematics instruction and strategies along with the framework for UDL guidelines.

School and Student Performance Data

Academic Performance English Learner Progress

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

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

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

2024 Fall Dashboard English Learner Progress Indicator	
English Learner Progress	Long-Term English Learner Progress
 Green	 No Performance Color
48.7% making progress.	making progress.
Number Students: 150 Students	Number Students: 0 Students

This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2024 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
15.3%	36%	0%	48.7%

Conclusions based on this data:

- Continued focus on Wonders Tier II vocabulary resources during Designated ELD.
- Continued focus on Designated ELD rotations based on student needs and levels.
- Continued language development instruction connected to core content during Designated ELD.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

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

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 8 who are absent 10 percent or more of the instructional days they were enrolled.

2024 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group		
All Students  Orange 32.3% Chronically Absent Declined 2.5 604 Students	English Learners  Orange 27.9% Chronically Absent Declined 2.3 233 Students	Long-Term English Learners  No Performance Color 0 Students
Foster Youth  No Performance Color Fewer than 11 students - data not displayed for privacy 8 Students	Homeless  Orange 39.7% Chronically Absent Declined 8.2 121 Students	Socioeconomically Disadvantaged  Orange 32.6% Chronically Absent Declined 2.8 561 Students

Students with Disabilities  Orange 37.7% Chronically Absent Declined 9.7 69 Students	African American  No Performance Color Fewer than 11 students - data not displayed for privacy 10 Students	American Indian  No Performance Color Fewer than 11 students - data not displayed for privacy 2 Students
Asian  No Performance Color Fewer than 11 students - data not displayed for privacy 3 Students	Filipino  No Performance Color Fewer than 11 students - data not displayed for privacy 6 Students	Hispanic  Orange 31.1% Chronically Absent Declined 2.8 530 Students
Two or More Races  No Performance Color 72.7% Chronically Absent Increased 22.7 11 Students	Pacific Islander  No Performance Color Fewer than 11 students - data not displayed for privacy 1 Student	White  Orange 39% Chronically Absent Declined 7.5 41 Students

Conclusions based on this data:

1. Continued focus on family and student education about the importance of coming to school regularly.
2. Attendance incentives, rewards, and recognition for weekly and monthly improvements.
3. Offering Saturday School and Short Term Independent Studies for students with absences.

School and Student Performance Data

Conditions & Climate Suspension Rate

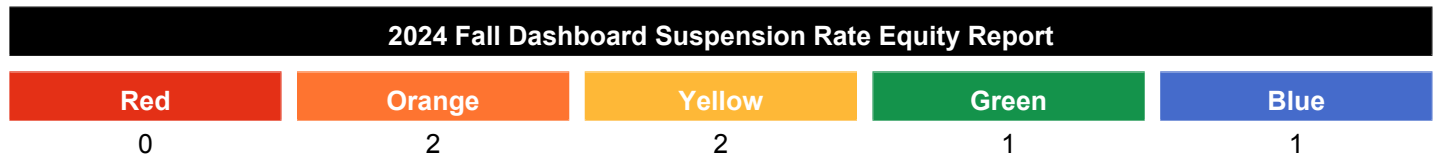
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial 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 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2024 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students  Yellow 1.6% suspended at least one day Maintained 0% 617 Students	English Learners  Blue 0.4% suspended at least one day Declined 0.9% 239 Students	Long-Term English Learners  No Performance Color 0 Students
Foster Youth  No Performance Color Fewer than 11 students - data not displayed for privacy 8 Students	Homeless  Green 1.6% suspended at least one day Declined 1.3% 123 Students	Socioeconomically Disadvantaged  Yellow 1.6% suspended at least one day Maintained 0.1% 571 Students

Students with Disabilities  Orange 1.4% suspended at least one day Increased 1.4% 72 Students	African American  No Performance Color Fewer than 11 students - data not displayed for privacy 10 Students	American Indian  No Performance Color Fewer than 11 students - data not displayed for privacy 2 Students
Asian  No Performance Color Fewer than 11 students - data not displayed for privacy 3 Students	Filipino  No Performance Color Fewer than 11 students - data not displayed for privacy 6 Students	Hispanic  Yellow 1.5% suspended at least one day Maintained 0.2% 543 Students
Two or More Races  No Performance Color 9.1% suspended at least one day Increased 1.9% 11 Students	Pacific Islander  No Performance Color Fewer than 11 students - data not displayed for privacy 1 Student	White  Orange 2.4% suspended at least one day Increased 2.4% 41 Students

Conclusions based on this data:

1. PBIS rewards points and the school store will be utilized to support students with following the school rules.
2. Morning Message to support the delivery and understanding of school rules and expectations.
3. Daily use of the Wellness Center to support students with social skill strategies and calming skills to decrease behavior incidents on the playground.

Annual Review and Update

SPSA Year Reviewed: 2024-25

Goal 1 – Increased Academic Achievement

Della S. Lindley will increase academic achievement through best first instruction and academic interventions.

Annual Measurable Outcomes

Metric/Indicator

California School Dashboard -
Academic Indicator for English
Language Arts
All Students (ALL)
English Learners (EL)
Hispanic (Hisp)
African American (AA)
Socioeconomically Disadvantaged
(SED)
Students with Disabilities (SWD)

)

Expected Outcomes

St. Group	Color	DFS/Percentage	Change
All	Yellow	34 points below standard	Increased + 4 points
EL	Orange	50 points below standard	Increased + 4 points
Hisp	Yellow	35 points below	Increased + 4 points
AA			Less than 11 Students
SED	Yellow	33 points below standard	Increased + 4 points
SWD	Orange	64 points below	Increased + 51 points

Actual Outcomes

St. Group	Color	DFS/Percentage	Change
All	 Orange	42.1 points below standard	Declined 4.1 points
EL	 Orange	63.0 points below standard	Declined 8.8 points
Hisp	 Orange	46.2 points below standard	Declined 6.4 points
AA	 No Performance Color		Less than 11 Students
SED	 Orange	42.3 points below standard	Declined 4.4 points
SWD	 No Performance Color	105.1 points below standard	Increased 9.3 points

California School Dashboard -
Academic Indicator for
Mathematics All Students (ALL)
English Learners (EL)
Hispanic (Hisp)
African American (AA)
Socioeconomically Disadvantaged
(SED)
Students with Disabilities (SWD)

St. Group	Color	DFS/Percentage	Change
All	Orange	64.5 points below standard	Increased + 4 points
EL	Orange	71.6 points below standard	Increased + 4 points
Hisp	Yellow	65.1 points below standard	Increased + 4 points
AA			Less than 11 Students

St. Group	Color	DFS/Percentage	Change
All	 Yellow	60.7 points below standard	Increased 7.8 points
EL	 Yellow	71.1 points below standard	Increased 4.5 points
Hisp	 Yellow	63.7 points below standard	Increased 5.4 points

Metric/Indicator	Expected Outcomes				Actual Outcomes			
	SED	Orange	64.2 points below standard	Increased + 4 points	AA	 No Performance Color		Less than 11 Students
	SWD	Orange	64 points below	Increased + 84.8 points	SED	 Yellow	61.0 points below standard	Increased 7.2 points
					SWD	 No Performance Color	139.3 points below standard	Increased 9.5 points
California Science Test - Percent of Students Who Meet or Exceed Standard Grade 5	California Science Test - Percent of Students Who Meet or Exceed Standard Grade 5: 24.80%				California Science Test - Percent of Students Who Meet or Exceed Standard Grade 5: 12.79%			
California School Dashboard – English Learner Progress Indicator (ELPI)		Color	DFS/Percentage	Change		Color	DFS/Percentage	Change
	English Learner Progress Indicator	Orange	82.5 points above standard	Increased +40 points	English Learner Progress Indicator	 Green	48.7%	4 6.2
English Learner Redesignated Fluent English Proficient (RFEP) Reclassification Rate	50 students				40 students or 16.1%			
3rd Grade Smarter Balanced Assessment Consortium English Language Arts (SBAC ELA) Results All Students (ALL)	Language Arts (SBAC ELA) Results All Students (ALL)- 40% Math (SBAC ELA) Results All Students (ALL)- 38				Language Arts (SBAC ELA) Results All Students (ALL)- 28.05%			
Williams Textbook/Materials Compliance	Williams Textbook/Materials Compliance - 100%				Williams Textbook/Materials Compliance - 100%			

Strategies/Activities for Goal 1

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Della Lindley will provide academic and behavioral supports and interventions for students beyond the regular school day, after school, on Saturdays, and during school breaks with the goal of enhancing learning for identified students at each grade level based on data such as STAR Early Literacy, STAR Reading, STAR Math, and STAR CBM. Priority will be given to SED, SWD, and EL student groups. Students who attend interventions will be closely monitored through data from STAR Early Literacy, STAR Reading, STAR Math, CBM Fluency, and CBM Phoneme Segmentation for first and second grade as we study student progress and growth to be exited out of intervention or moved into the SST process.	This action was carried out as planned. We provided academic and behavioral supports and interventions for students beyond the regular school day, after school, on Saturdays, and during school breaks. Students attending interventions were monitored through data from STAR Early Literacy, STAR Reading, STAR Math, CBM Fluency, and CBM Phoneme Segmentation, and the LETRS Phonics Screener. We also used this information for our SST and IEP meetings.	Classified extra duty for academic and behavioral supports. 2000-2999: Classified Personnel Salaries LCFF 4000	Classified extra duty for academic and behavioral supports. 2000-2999: Classified Personnel Salaries LCFF 5100
		Certificated extra duty for academic and behavioral supports. 1000-1999: Certificated Personnel Salaries LCFF 9000	Certificated extra duty for academic and behavioral supports. 1000-1999: Certificated Personnel Salaries LCFF 17182
		Classified extra duty fringes. 3000-3999: Employee Benefits LCFF 1000	Classified extra duty fringes. 3000-3999: Employee Benefits LCFF 1100
		Certificated extra duty fringes. 3000-3999: Employee Benefits LCFF 1000	Certificated extra duty fringes. 3000-3999: Employee Benefits LCFF 1217
Certificated extra duty for collaboration and planning to support identified students at each grade level based on data such as STAR Early Literacy, STAR Reading, STAR Math, and STAR CBM. The focus of collaboration and planning will be on to SED, SWD, and EL student groups. The effectiveness of Certificated extra duty for collaboration and planning	This action was carried out as planned. Teachers collaborated and planned so that they could support students during the year who were in the red and yellow levels based on STAR Early Literacy, STAR Reading, STAR Math, CBM Fluency, and CBM Phoneme Segmentation.	Teacher extra duty for collaboration and planning. 1000-1999: Certificated Personnel Salaries LCFF 7000	Teacher extra duty for collaboration and planning. 1000-1999: Certificated Personnel Salaries LCFF 12134
		Certificated extra duty fringes. 3000-3999: Employee Benefits LCFF 2000	Certificated extra duty fringes. 3000-3999: Employee Benefits LCFF 1878

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
will be assessed through the following measures: the attendance of teachers at collaboration and planning days, the creation and application of lessons and common assessments by teachers within PLCs, and the analysis of STAR benchmark data to monitor proficiency progress towards the on watch or at/above benchmark levels.			
Technology programs and site licenses will be purchased for use of specific software that will support teacher delivery, student access, and design of lessons for TK through 5th grade, to support academic achievement TK through 5th while also enhancing student engagement. This effectiveness of this strategy will be monitored through CAASPP ELA, Math and Science scores as well as with ELPAC Summative data.	This action was carried out as planned. FRAX, Brain Pop, Accelerated Reader, Scholastic News, and PBIS Rewards were purchased to support teacher delivery and lesson design. We have seen that all of these programs enhance student engagement.	Site technology licenses 4000-4999: Books And Supplies LCFF 10533	Site technology licenses 4000-4999: Books And Supplies LCFF 11789
2 additional hours and extra duty for a Paraprofessional I and a Paraprofessional II to Implement Tier II Intervention Programs to support students performing at the urgent intervention and on watch level based on the STAR Early Literacy, Reading and Math assessments with priority given to SED, SWD, and EL student groups. The effectiveness of this strategy will be measured by STAR ELA and Math data of students receiving these direct services.	This action was carried out as planned. Our Paraprofessional I supported small group instruction for first graders. Our Paraprofessional II supported small group and 1-1 instruction for SWD, EL, and SED students	Extra Duty 2000-2999: Classified Personnel Salaries Title I 2000 Extra Duty 3000-3999: Employee Benefits Title I 700 2 additional hours Paraprofessional I 2000-2999: Classified Personnel Salaries	Extra Duty 2000-2999: Classified Personnel Salaries Title I 981 Extra Duty 3000-3999: Employee Benefits Title I 213 2 additional hours Paraprofessional I 2000-2999: Classified Personnel Salaries

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		Title I 9936	Title I 10385
		2 additional hours Paraprofessional I 3000-3999: Employee Benefits Title I 8759	2 additional hours Paraprofessional I 3000-3999: Employee Benefits Title I 9124
		2 additional hours Paraprofessional II 2000-2999: Classified Personnel Salaries Title I 15178	2 additional hours Paraprofessional II 2000-2999: Classified Personnel Salaries Title I 16657
		2 additional hours Paraprofessional II 3000-3999: Employee Benefits Title I 6108	2 additional hours Paraprofessional II 3000-3999: Employee Benefits Title I 15918
		Extra Duty 1000-1999: Certificated Personnel Salaries Title I 6200	Extra Duty 1000-1999: Certificated Personnel Salaries Title I 3254
		Extra Duty 3000-3999: Employee Benefits Title I 1094	Extra Duty 3000-3999: Employee Benefits Title I 741
Technology will be maintained, replaced, and purchased to be utilized by teachers and students to provide access to and in support of the instructional program. This effectiveness of this strategy will be monitored through CAASPP ELA, Math and Science scores as	This action was carried out as planned. Technology was maintained by replacing chargers, batteries, and cameras as necessary. Technology was replaced as computers and/or printers stopped working. We also purchased additional laptops for staff use in order to provide more	Supplemental instructional technology, materials, and supplies. 4000-4999: Books And Supplies LCFF 8000	Supplemental instructional technology, materials, and supplies 4000-4999: Books And Supplies LCFF 12578

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
well as with ELPAC Summative data.	access throughout the school day to needed resources.		
Provide additional academic and behavioral support through a 7 hour Paraprofessional Behavior. This person will continue the work with our social-emotional curriculum by providing individual and group support while also giving in-class behavior support so that students do not miss academic instruction. This person will work with students to prevent behaviors so that students do not miss academic instruction. The effectiveness of this strategy will be measured by the STAR ELA and Math data of students receiving these direct services along with monitoring data for daily attendance and suspensions.	This strategy was not filled. We were not able to find a high qualified candidate for this position.	Behavior Paraprofessional 2000-2999: Classified Personnel Salaries Title I 33000.00	Behavior Paraprofessional 2000-2999: Classified Personnel Salaries Title I 0
		Behavior Paraprofessional 3000-3999: Employee Benefits Title I 32046.27	Behavior Paraprofessional 3000-3999: Employee Benefits Title I 0
Funds will be set aside to cover the costs of substitute teachers in order to release teachers during their workday. This will allow teachers to observe one another, work with the Instructional Coaches, or assess students. Teachers needing to be released for SSTs, IEPs, 504 meetings, Behavior Support Plan meetings, or other on-site meetings during the day will be covered. All expenditures in this area will be related to improving student outcomes to meet our goals in this area for improving student academic and behavioral	This action was carried out as planned. We used guest teachers throughout the school year to allow teachers to observe one another, work with the Instructional Coaches, or to assess students. Guest teachers also supported classroom teachers needing to be released for SSTs, IEPs, 504 meetings, Behavior Support Plan meetings, or other on-site meetings during the school days.	Pay for Guest Teachers 1000-1999: Certificated Personnel Salaries LCFF 10000	Pay for Guest Teachers 1000-1999: Certificated Personnel Salaries LCFF 24356

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
outcomes. There will be a specific focus on SED, SWD, and EL student groups. The effectiveness of this strategy will be measured by the STAR ELA and Math data of students discussed during these meetings, along with monitoring data for daily attendance and suspensions.			
Provide enrichment experiences for all students. Experiences include contracting with outside agencies to enhance language, curricular-based field trips for TK-5, and materials and supplies to support academic and behavioral success. The effectiveness of this strategy will be measured by the STAR ELA and Math data of students receiving these experiences along with monitoring data for daily attendance and suspensions.	The planned action was successfully implemented as intended. Throughout the year, we offered students a rich and diverse range of educational experiences designed to enhance learning beyond the classroom and deepen their engagement with real-world environments. These included memorable field trips and enrichment activities such as: The Living Desert Zoo and Gardens, where students explored desert ecosystems and wildlife conservation efforts; SeaWorld, which provided hands-on marine science learning and awareness of ocean conservation; The Historic Mission at San Juan Capistrano, enriching students' understanding of California history and early mission life; The Palm Springs Aerial Tramway, offering a unique perspective on geography, climate zones, and local natural history;	Enrichment experiences via contracts, field trips, materials, and supplies 4000-4999: Books And Supplies LCFF 33671	Enrichment experiences via contracts, field trips, materials, and supplies 4000-4999: Books And Supplies LCFF 31257

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
	Joshua Tree National Park, where students experienced desert biodiversity and geology firsthand; Performances at the McCallum Theatre, exposing students to the performing arts and cultural expression; Empathy Quest Mental Health Assemblies, aimed at promoting social-emotional learning and mental wellness among students. In addition to these experiences, we invested in classroom materials and supplies to support differentiated instruction during small-group and independent work sessions. These resources enabled students across various grade levels to engage meaningfully with grade-appropriate skills and standards, thereby reinforcing academic growth in a supportive and structured environment.		
Materials and supplies will be purchased to support guided reading groups in grades TK-5 within the classroom. The effectiveness of this strategy will be measured by the STAR ELA and Math data of students receiving these materials along with monitoring data for daily attendance and suspensions.	This action was carried out as planned. Here is how we implemented more support for guided reading: Planning and Purchasing: At the start of the school year, school staff, including the principal, literacy coaches, and grade-level	Materials and supplies for guided reading. 4000-4999: Books And Supplies Title I 10,000	Materials and supplies for guided reading. 4000-4999: Books And Supplies Title I 7142

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
	teachers, identified specific materials and supplies needed to support guided reading (e.g., leveled readers, comprehension tools, whiteboards, manipulatives). Distribution and Use: Materials were distributed to classrooms across grades TK–5. Teachers used these supplies during small-group guided reading sessions, tailoring instruction to students’ reading levels and needs. Instruction was differentiated to address both foundational skills and comprehension strategies. Progress Monitoring and Data Collection: Teachers assessed student growth using the STAR ELA and Math assessments periodically (e.g., beginning, middle, and end of year). Data from these assessments helped determine whether students receiving targeted instruction and materials showed improved performance. Additional data was collected on daily attendance and suspension rates to monitor overall student engagement and behavior. Adjustments to reading group compositions or strategies were		

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
	made based on student progress or changing needs.		
Provide intervention to extend the school day during school breaks to support students in the red and yellow according to STAR Early Literacy, STAR Reading, and STAR Math. Students who attend intervention during school breaks will be closely monitored through data from STAR Early Literacy, STAR Reading, STAR Math, CBM Fluency, and CBM Phoneme Segmentation for first and second grade as we study student progress and growth with the intention of being exited out of intervention or moved into the SST process.	This action was carried out as planned, although there was less of a demand due to the Expanded Learning Enrichment opportunities. Teachers across grade levels provided after-school support to students identified based on STAR data needs.	Intervention for students during school breaks. 1000-1999: Certificated Personnel Salaries Title I 3276.73	Intervention for students during school breaks. 1000-1999: Certificated Personnel Salaries Title I 2789
		Fringes for staff supporting intervention for students during school breaks. 3000-3999: Employee Benefits Title I 1000.00	Fringes for staff supporting intervention for students during school breaks. 3000-3999: Employee Benefits Title I 784
		Intervention for students during school breaks. 2000-2999: Classified Personnel Salaries Title I 800.00	Intervention for students during school breaks. 2000-2999: Classified Personnel Salaries Title I 798
		Fringes for staff supporting intervention for students during school breaks. 3000-3999: Employee Benefits Title I 200.00	Fringes for staff supporting intervention for students during school breaks. 3000-3999: Employee Benefits Title I 87

Analysis

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

The overall implementation of the outlined actions, ranging from extended learning opportunities and guided reading support to increased collaboration time, and targeted interventions—reflects a comprehensive and data-driven approach to improving academic achievement through best first instruction and layered academic support. These strategies work cohesively to create a well-structured learning environment where instruction is tailored, student needs are proactively addressed, and barriers to learning are minimized. By prioritizing high-quality initial teaching, supported by evidence-based intervention programs and meaningful professional collaboration, we are working to ensure that all students, particularly those performing below grade level, receive timely and effective support. The

integration of technology and consistent monitoring through tools like STAR assessments further enhances the precision and responsiveness of instruction. Collectively, these efforts have proven effective in raising student achievement, improving engagement, and fostering a positive school culture that supports continuous learning and growth.

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

The major difference between the intended implementation and the budgeted expenditures to implement actions was that we did not hire a behavior paraprofessional.

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

The only change being made to this goal for the 25-26 school year will be the removal of the behavior paraprofessional position. All other action items will remain the same. We will continue to develop our ELA, Math, and Writing plans at each grade level to support increased gains on the CA dashboard so that our performance level colors move to the green and blue colors.

Annual Review and Update

SPSA Year Reviewed: 2024-25

Goal 2 – Parent Engagement

Della Lindley Elementary will provide opportunities for the community and families to build a partnership with the school resulting in an increase of student daily attendance to 94% and an increase in student academic proficiency rates.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Parent Participation in Stakeholder Input Processes	Parent Participation in Stakeholder Input Processes - 500 surveys	Parent Participation in Stakeholder Input Processes - 422 surveys
Family School Connectedness via Panorama Family Climate Survey All Students (ALL) Hispanic (Hisp) African American (AA)	Family School Connectedness via Panorama Family Climate Survey All Students (ALL) - 100% Hispanic (Hisp) - 99% African American (AA) -100%	Family School Connectedness via Panorama Family Climate Survey All Students (ALL) - 99% Hispanic (Hisp) - 99% African American (AA) -100%
Climate of Support for Academic Learning via Panorama Family Climate Survey All Students (ALL) Hispanic (Hisp) African American (AA)	Climate of Support for Academic Learning via Panorama Family Climate Survey All Students (ALL) - 98% Hispanic (Hisp) - 98% African American (AA) -100%	Climate of Support for Academic Learning via Panorama Family Climate Survey All Students (ALL) - 99% Hispanic (Hisp) - 99% African American (AA) -100%

Strategies/Activities for Goal 2

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
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Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Della Lindley will promote community and family participation by involving educational partners in school activities and events. We will monitor the effectiveness of these activities and events using our Winter 2025 Panorama Survey Data from from families.	This action was carried out as planned. We held the following family participation events this school year: - Back to School Night - Title One Meeting - Adopt the Arts Open House - Principal's Forums - Changels Parent Meeting - Panda Express School Fundraiser - Family Game Nights - School Site Council Meetings - ELAC Meetings - Chuck E. Cheese School Fundraiser - Monthly Awards Assemblies - International Walk to School Day - Family Literacy Night - CCHS Homecoming Parade - Red Robin School Fundraiser - Trunk or Treat - Reading Tips for Families during conference weeks - Texas Roadhouse Fundraiser - Turkey Trot - Fall and Spring Talent Shows - Festival of Lights Parade - Winter Concert - Basketball Tournament - Robotics Tournament - Drone Soccer Tournament - Track Meet - Open House - Stardust - Ballet Folklorico Day - Cinco de Mayo Festival 5th grade Promotion	Resources to support family engagement such as books and supplies. 4000-4999: Books And Supplies Title I Part A: Parent Involvement 2558	Resources to support family engagement such as books and supplies. 4000-4999: Books And Supplies Title I 2312

Analysis

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

The overall implementation of strategies and activities aimed at fostering strong partnerships between the school, families, and the broader community has proven effective in promoting increased student daily attendance. By creating consistent opportunities for engagement—such as family events, educational workshops, home visits, and open communication channels—we have built trust and collaboration with parents and caregivers. These partnerships help families feel valued and informed, empowering them to take an active role in their children's education. Additionally, community involvement reinforces the importance of regular school attendance and provides supportive networks that address external barriers such as transportation, childcare, or health concerns. As a result of these inclusive and relationship-centered efforts, we have seen improved attendance rates, greater family participation, and stronger connections that contribute to students' academic and social success. This is evident in our chronic absentee CA dashboard data and being moved out of ATSI. Additionally, we had 422 Panorama surveys completed by families showing a 99% satisfaction rate with our school.

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

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

There will not be any changes made to this goal. We will only be enhancing the services and connects we provide for families and their students.

Annual Review and Update

SPSA Year Reviewed: 2024-25

Goal 3 – Safe and Healthy Learning Environment

Della Lindley students will be provided a positive, safe, and healthy learning environment. All staff will work with students on SEL by supporting their mental health along with school connectedness to improve daily attendance.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes																																																				
Student Attendance Rates All Students (ALL)	Student Attendance Rates 96% All Students (ALL) - 96%	Student Attendance Rates 91.47% All Students (ALL) - 91.47%																																																				
Chronic Absenteeism Rates All Students (ALL)) English Learner (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)	<table><tr><th>St. Group</th><th>Color</th><th>DFS/Percentage</th><th>Change</th></tr><tr><td>All</td><td>Orange</td><td>32.8%</td><td>Declined 2.0%</td></tr><tr><td>EL</td><td>Orange</td><td>28.8%</td><td>Declined 2.0%</td></tr><tr><td>Hisp</td><td>Orange</td><td>32%</td><td>Declined 2.0%</td></tr><tr><td>SED</td><td>Orange</td><td>33.4%</td><td>Declined 2.0%</td></tr><tr><td>SWD</td><td>Orange</td><td>45.4%</td><td>Declined 2.0%</td></tr></table>	St. Group	Color	DFS/Percentage	Change	All	Orange	32.8%	Declined 2.0%	EL	Orange	28.8%	Declined 2.0%	Hisp	Orange	32%	Declined 2.0%	SED	Orange	33.4%	Declined 2.0%	SWD	Orange	45.4%	Declined 2.0%	<table><tr><th>St. Group</th><th>Color</th><th>DFS/Percentage</th><th>Change</th></tr><tr><td>All</td><td> Orange</td><td>32.3% Chronically Absent</td><td>Declined 2.5</td></tr><tr><td>EL</td><td> Orange</td><td>27.9% Chronically Absent</td><td>Declined 2.3</td></tr><tr><td>Hisp</td><td> Orange</td><td>31.1% Chronically Absent</td><td>Declined 2.8</td></tr><tr><td>AA</td><td> No Performance Color</td><td></td><td>Fewer than 11 students - data not displayed for privacy</td></tr><tr><td>SED</td><td> Orange</td><td>32.6% Chronically Absent</td><td>Declined 2.8</td></tr><tr><td>SWD</td><td> Orange</td><td>37.7% Chronically Absent</td><td>Declined 9.7</td></tr></table>	St. Group	Color	DFS/Percentage	Change	All	 Orange	32.3% Chronically Absent	Declined 2.5	EL	 Orange	27.9% Chronically Absent	Declined 2.3	Hisp	 Orange	31.1% Chronically Absent	Declined 2.8	AA	 No Performance Color		Fewer than 11 students - data not displayed for privacy	SED	 Orange	32.6% Chronically Absent	Declined 2.8	SWD	 Orange	37.7% Chronically Absent	Declined 9.7
St. Group	Color	DFS/Percentage	Change																																																			
All	Orange	32.8%	Declined 2.0%																																																			
EL	Orange	28.8%	Declined 2.0%																																																			
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SED	 Orange	32.6% Chronically Absent	Declined 2.8																																																			
SWD	 Orange	37.7% Chronically Absent	Declined 9.7																																																			
Suspension Rates: All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA)	<table><tr><th>St. Group</th><th>Color</th><th>DFS/Percentage</th><th>Change</th></tr><tr><td>All</td><td>Yellow</td><td>0.6%</td><td>Declined 1.0%</td></tr></table>	St. Group	Color	DFS/Percentage	Change	All	Yellow	0.6%	Declined 1.0%	<table><tr><th>St. Group</th><th>Color</th><th>DFS/Percentage</th><th>Change</th></tr><tr><td>All</td><td>Yellow</td><td>1.6% suspended at least one day</td><td>Maintained 0%</td></tr></table>	St. Group	Color	DFS/Percentage	Change	All	Yellow	1.6% suspended at least one day	Maintained 0%																																				
St. Group	Color	DFS/Percentage	Change																																																			
All	Yellow	0.6%	Declined 1.0%																																																			
St. Group	Color	DFS/Percentage	Change																																																			
All	Yellow	1.6% suspended at least one day	Maintained 0%																																																			

Metric/Indicator	Expected Outcomes				Actual Outcomes			
Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)	EL	Yellow	1.0%	Declined 0.3%	EL	Blue	0.4% suspended at least one day	Declined 0.9%
	Hisp	Yellow	1.0%	Declined 0.7%	Hisp	Yellow	1.5% suspended at least one day	Maintained 0.2%
	SED	Yellow	1.0%	Declined 0.5%	AA	No Performance Color		Fewer than 11 students - data not displayed for privacy
	SWD	Blue	0% suspended at least one day	Maintain 0%	SED	Yellow	1.6% suspended at least one day	Maintained 0.1%
					SWD	Orange	1.4% suspended at least one day	Increased 1.4%
Expulsion Rates All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA)	Expulsion Rates 0% All Students (ALL) 0% English Learner (EL) 0% Hispanic (Hisp) 0% African American (AA) 0% Socioeconomically Disadvantaged (SED) 0% Students with Disabilities (SWD) 0%				Expulsion Rates 0% All Students (ALL) 0% English Learner (EL) 0% Hispanic (Hisp) 0% African American (AA) 0% Socioeconomically Disadvantaged (SED) 0% Students with Disabilities (SWD) 0%			
Panorama Survey – Sense of Belonging/School Connectedness All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA)	Panorama Survey - Sense of Belonging/School Connectedness All Students (ALL) - 90% English Learner (EL) Level 1- 70% Level 2- 85% level 3- 90% Level 4- 85% Hispanic (Hisp) - 85% African American (AA) - 90%				Panorama Survey - Sense of Belonging/School Connectedness All Students (ALL) - 81% English Learner (EL) Level 1- 88% Level 2- 83% level 3- 87% Level 4- 92% Hispanic (Hisp) - 81% African American (AA) - 68%			
Panorama Survey – School Safety All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA)	Panorama Survey – School Safety All Students (ALL) - 80% English Learner (EL) Level 1- 60% Level 2- 75% Level 3- 80% Level 4- 90% Hispanic (Hisp) - 80% African American (AA) - 90%				Panorama Survey – School Safety All Students (ALL) - 72% English Learner (EL) Level 1- 63% Level 2- 74% Level 3- 83% Level 4- 75% Hispanic (Hisp) - 72% African American (AA) - 86%			
Williams Facilities Inspection Results	Williams Facilities Inspection Results - Met				Williams Facilities Inspection Results - Met			

Strategies/Activities for Goal 3

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Provide adequate supervision support for students before, during and after school to ensure safety and welfare. Supervision Aides and our Library Media/Tech will facilitate activities before school, during AM recess, lunch, and PM recess along with safety and welfare support. This will allow students to be more actively monitored allowing for fewer disruptions during class time and recess to support higher academic and behavior progress in the classroom. There will be an additional focus on the reduction of suspensions for our SED student group and our EL student group to ensure that the performance level for suspensions within these two student groups moves to the low or very low level. We will use referral and suspension data as well as our Winter Climate Survey data to monitor the impact of this strategy.	This action was carried out as planned. Adequate supervision and support for students before, during, and after school were provided to ensure the safety and welfare for several key reasons: Preventing Accidents and Injuries: Supervision helped monitor student behavior and identify potentially dangerous situations, such as unsafe play, inappropriate language, or unsafe traffic patterns. Deterring Bullying and Misconduct: The presence of responsible adults discourages negative behaviors like bullying, fighting, and peer pressure. Early intervention by supervisors resolves conflicts before they escalate. Supporting Emotional Well-being: Supervisors can recognize signs of emotional distress or mental health concerns in students and take appropriate steps, such as notifying counselors or offering immediate support. Additionally, we opened our Wellness Center in February with a full-time Wellness Coach at no additional cost to our	2 Supervision Staff will work 5.75 hours each day and 1 will work an additional 3.5 hours each day.	2 Supervision Staff will work 5.75 hours each day and 1 will work an additional 3.5 hours each day. 2000-2999: Classified Personnel Salaries LCFF 52921
		2000-2999: Classified Personnel Salaries LCFF 50635	
		Fringes for 2 Supervision Staff that work 5.75 hours each day and 1 that will work an additional 3.5 hours each day. 3000-3999: Employee Benefits LCFF 20438	Fringes for 2 Supervision Staff that work 5.75 hours each day and 1 that will work an additional 3.5 hours each day. 3000-3999: Employee Benefits LCFF 21336
		Library Media/Tech will work an additional 2 hours per day. 2000-2999: Classified Personnel Salaries LCFF 14520	Library Media/Tech will work an additional 2 hours per day. 2000-2999: Classified Personnel Salaries LCFF 15181
		Fringes for library Media/Tech will work an additional 2 hours per day. 3000-3999: Employee Benefits LCFF 10223	Fringes for library Media/Tech will work an additional 2 hours per day. 3000-3999: Employee Benefits LCFF 10631

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
	school site, allowing supervision staff to refer students to the center. Enhancing Accountability: Knowing that supervision is in place fosters a sense of responsibility among students, helping them adhere to school rules and expectations more consistently and be rewarded with PBIS rewards. Providing Help in Emergencies: Supervisors can quickly respond to medical emergencies and other urgent situations, ensuring timely and appropriate action. Safe Transitions: Supervision during arrival and departure ensures students safely navigate areas like drop-off zones, sidewalks, and bus stops, reducing the risk of traffic-related incidents.		
Additional classified office hours to support chronic absenteeism, attendance rates and home visits. The emphasis will be on improving our school's ATSI status for chronic absenteeism with our white students, our homeless students, and our students with disabilities so that we move out of the "very high" performance level category and into the medium or low performance level categories. This will be monitored through the data from weekly and monthly absentee	This action was carried out as planned and our school was moved out of ATSI status. Our office staff played a crucial role in supporting student attendance and addressing chronic absenteeism when given additional time to do so. By strategically utilizing additional classified office hours, we were able to effectively tackle attendance challenges and implement preventive and responsive strategies, including home visits. Our staff developed rapport with families, understood	Classified extra duty to support chronic absenteeism, attendance rates and home visits. 2000-2999: Classified Personnel Salaries LCFF 2000 Classified benefits and fringes 3000-3999: Employee Benefits LCFF 500	Classified extra duty to support chronic absenteeism, attendance rates and home visits. 2000-2999: Classified Personnel Salaries LCFF 1718 Classified benefits and fringes 3000-3999: Employee Benefits LCFF 143

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
reports and Panorama Survey data to evaluate effectiveness.	their unique barriers (e.g., transportation, illness, housing instability), and tailored supports accordingly.		
Provide awards and incentives for students to promote positive attendance, positive behavior, and a safe learning environment. The emphasis will be on improving our school's ATSI status for chronic absenteeism with our white students, our homeless students, and our students with disabilities so that we move out of the "very high" performance level category and into the medium or low performance level categories. Additionally, the behavior incentives will focus on supporting the reduction of suspensions for our SED and EL student groups to ensure that the performance level for suspensions within these two student groups moves to the low or very low level. We will monitor the effectiveness of these awards and incentives using the data from suspensions, behavior referrals, daily attendance data, and Panorama Survey data.	Awards and incentives were used throughout the year to contribute to a proactive approach to student engagement and discipline, helping our school build a positive and structured environment where students can thrive. When students know they will be recognized for consistent attendance—through certificates, rewards, or public acknowledgment—we found that they are more likely to prioritize being present. This encourages responsibility and builds a routine, which supports academic achievement and engagement. Incentives for good behavior—such as showing respect, cooperation, and effort—help establish clear expectations and reinforce school values. Recognition helps students associate positive behavior with tangible outcomes, promoting a more respectful and cooperative school culture.	Awards and incentives for students 4000-4999: Books And Supplies LCFF 8300	Awards and incentives for students 4000-4999: Books And Supplies LCFF 6127

Analysis

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

The overall implementation of strategies and activities designed to provide a positive, safe, and healthy learning environment have been highly effective in supporting student well-being and academic success at Della Lindley. Initiatives such as increased supervision before, during, and after school, the use of behavior support plans, and the recognition of positive behavior through awards and incentives contribute to a school climate where students feel secure, respected, and motivated. These efforts are further supported by the integration of social-emotional learning practices and the availability of resources that

address both academic and behavioral needs. By prioritizing student safety and emotional wellness, we foster an environment where students can focus on learning without distraction or fear. The consistent application of these strategies has led to decreased behavioral incidents, improved student engagement, and stronger relationships between students and staff, all of which are essential for creating a thriving, inclusive educational setting.

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

There are no 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.

The only change to this goal will be the addition of a School Security Officer position for the coming school year. These changes will be found under the planned improvements section for Goal 3.

Goals, Strategies, & Proposed Expenditures

Goal 1

Increase Academic Achievement

Goal Statement

Della S. Lindley will increase academic achievement through best first instruction coupled with academic and behavioral interventions.

LCAP Goal

All Palm Springs Unified School District students will demonstrate mastery of grade level content and will graduate high school prepared with the academic and technical skills necessary for college and career success.

Identified Need

In the area of English Language Arts, from the 23/24 California School Dashboard Data, out of 273 students, Della Lindley is performing at the low level, 42.1 points below standard, or with a color performance level of orange on the English Language Arts assessment.

We are at the same level as the state, with a color performance level of orange.

This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–5.

In English Language Arts on the CAASPP, all students declined by 4.1 points, with a color performance level of orange. English learners declined by 8.8 points with a color performance level of orange. Hispanic students declined by 6.4 points with a color performance level of orange. Socioeconomically disadvantaged students declined by 4.4 points with a color performance level of orange. In reviewing the detailed test results, the composite areas of reading and listening were most difficult for our current fourth-grade students, with 40.24% of students scoring in the below standard performance level. In reviewing the detailed test results, the composite areas of writing and research were most difficult for our current fourth-grade students, with 50.00% of students scoring in the below standard performance level. In grades 3-5, the weakest area in English Language Arts was in writing, with 43.90%, 41.90%, and 41.86% of students scoring in the below standard performance level, respectively.

On the STAR Early Literacy assessment, first-grade students decreased by 9.6% of students scoring at or above the minimum district benchmark proficiency level since the Fall of 2024. Additionally, SPED students taking the STAR Early Literacy assessment decreased by 26.6% of students scoring at or above the minimum district benchmark proficiency level since the Fall of 2024

On the STAR Reading assessment, the following grades decreased in the percentage of students scoring at the minimum district benchmark proficiency level from the Fall to the Winter:

Second-grade students decreased by 4.9%

Third-grade students decreased by 6.2%

Fourth-grade students decreased by 14.8%

Fifth-grade students decreased by 21.5%

In reviewing the detailed test results for the Mathematics section of the CAASPP, the composite areas of concepts and procedures were the most difficult, with the majority of students scoring below the standard performance level. 59.30% of our previous fifth-grade students scored below the standard level for mathematical practices.

On the STAR Math assessment, the following grades decreased in the percentage of students scoring at the minimum district benchmark proficiency level from the Fall to the Winter:

Third-grade students decreased by 0.8%

Fourth-grade students decreased by 5.6%

English Learners

In English Language Arts on the CAASPP, current English learner students in grades 3-5 declined 11.3 points, with a color performance level of orange. In mathematics on the CAASPP, current English learner students in grades 3-5 from the 23-24 school year declined 3.7 points. 15.3% of our English learner students decreased at least one level on ELPI. In reviewing the detailed test results, students in grades K-5 need more support in the area of written language performance. Current second graders, especially, struggle in the area of written language performance. In the area of reading, current third, fourth, and fifth graders needed the most support to move from the somewhat/moderately domain performance level to the well-developed performance level. In the area of writing, current third, fourth, and fifth graders also needed the most support to move from the somewhat/moderately domain performance level to the well-developed performance level. Current second graders need more support in writing in order to move from the beginning to develop domain performance level and into the somewhat/moderately domain performance level.

Reclassification

Our current reclassification rate for English learner students is 16.1%, which is 28.4% lower than the county. A sustained focus on supporting English learner students is essential to help more of our students become eligible for reclassification.

Measuring and Reporting Results

Metric/Indicator

California School Dashboard -
Academic Indicator for English
Language Arts
All Students (ALL)
English Learners (EL)
Hispanic (Hisp)
African American (AA)
Socioeconomically Disadvantaged
(SED)
Students with Disabilities (SWD)

Baseline

St. Group	Color	DFS/Percentage	Change
All	 Orange	42.1 points below standard	Declined 4.1 points
EL	 Orange	63.0 points below standard	Declined 8.8 points
Hisp	 Orange	46.2 points below standard	Declined 6.4 points
AA			Less than 11 Students

Expected Outcome

St. Group	Color	DFS/Percentage	Change
All	Yellow	39.1 points below standard	Increased 3.0 points
EL	Yellow	60.0 points below standard	Increased 3.0 points
Hisp	Yellow	43.2 points below standard	Increased 3.0 points
AA	No Performance Color		Less than 11 Students
SED	Yellow	39.3 points below standard	Increased 3.0 points
SWD	No Performance Color	97.1 points below standard	Increased 8.0 points

Metric/Indicator
Baseline
Expected Outcome

--

	No Performance Color		
SED	 Orange	42.3 points below standard	Declined 4.4 points
SWD	 No Performance Color	105.1 points below standard	Increased 9.3 points

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California School Dashboard - Academic Indicator for Mathematics All Students (ALL) English Learners (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)

St. Group	Color	DFS/Percentage	Change
All	 Yellow	60.7 points below standard	Increased 7.8 points
EL	 Yellow	71.1 points below standard	Increased 4.5 points
Hisp	 Yellow	63.7 points below standard	Increased 5.4 points
AA	 No Performance Color		Less than 11 Students
SED	 Yellow	61.0 points below standard	Increased 7.2 points
SWD	 No Performance Color	139.3 points below standard	Increased 9.5 points

St. Group	Color	DFS/Percentage	Change
All	Green	55.7 points below standard	Increased 5 points
EL	Yellow	68.1 points below standard	Increased 3 points
Hisp	Yellow	60.7 points below standard	Increased 3 points
AA	No Performance Color		Less than 11 Students
SED	Yellow	56.0 points below standard	Increased 5 points
SWD	No Performance Color	137.3 points below standard	Increased 8.0 points

California Science Test - Percent of Students Who Meet or Exceed Standard Grade 5

California Science Test - Percent of Students Who Meet or Exceed Standard Grade 5: 19.80%

California Science Test - Percent of Students Who Meet or Exceed Standard Grade 5: 24.80%

California School Dashboard – English Learner Progress Indicator (ELPI)

	Color	DFS/Percentage	Change
English Learner Progress Indicator	 Green	48.7%	4 6.2

	Color	DFS/Percentage	Change
English Learner Progress Indicator	Green	51.7%	Increased 3 points

English Learner Redesignated Fluent English Proficient (RFEP)

42 students

50 students

Metric/Indicator	Baseline	Expected Outcome
Reclassification Rate		
3rd Grade Smarter Balanced Assessment Consortium English Language Arts (SBAC ELA) Results All Students (ALL)	Language Arts (SBAC ELA) Results All Students (ALL)- 32.73% Math (SBAC ELA) Results All Students (ALL)- 31.82%	Language Arts (SBAC ELA) Results All Students (ALL)- 40% Math (SBAC ELA) Results All Students (ALL)- 38%
Williams Textbook/Materials Compliance	Williams Textbook/Materials Compliance 100%	Williams Textbook/Materials Compliance - 100%

Planned Strategies/Activities

Strategy/Activity 1

Della Lindley will offer academic and behavioral support beyond the regular school day—after school and on Saturdays—to enhance learning for students identified through data such as STAR Early Literacy, STAR Reading, STAR Math, and STAR CBM. Priority will be given to students who are socioeconomically disadvantaged (SED), students with disabilities (SWD), and English learners (EL). Students participating in interventions will be closely monitored using assessment data, including CBM Fluency and CBM Phoneme Segmentation (for grades 1 and 2), to track progress and growth. Based on this data, students may either exit interventions or be referred to the Student Support Team (SST) process.

Students to be Served by this Strategy/Activity

X All

Timeline

7/1/25- 6/30/26

Person(s) Responsible

Principal, Assistant Principal, Teachers, School Counselor and Classified Staff

Proposed Expenditures for this Strategy/Activity

Amount

5000

Source	Title I
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Classified extra duty for academic and behavioral support beyond the regular school day—after school and on Saturdays—to enhance learning for students identified through data such as STAR Early Literacy, STAR Reading, STAR Math, and STAR CBM. An additional 1000.00 of this amount is Title One carryover funds.
Amount	30698
Source	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Certificated extra duty for academic and behavioral support beyond the regular school day—after school and on Saturdays—to enhance learning for students identified through data such as STAR Early Literacy, STAR Reading, STAR Math, and STAR CBM. An additional 6141.00 of this amount is Title One carryover funds.
Amount	1400
Source	Title I
Budget Reference	3000-3999: Employee Benefits
Description	Classified extra duty fringes. An additional 400.00 of this amount is Title One carryover funds.
Amount	2600
Source	Title I
Budget Reference	3000-3999: Employee Benefits
Description	Certificated extra duty fringes. An additional 600.00 of this amount is Title One carryover funds.

Strategy/Activity 2

Della Lindley will provide certificated extra duty for teacher collaboration and planning aimed at supporting students identified through data sources such as STAR Early Literacy, STAR Reading, STAR Math, and STAR CBM. The primary focus will be on addressing the needs of SED (socioeconomically disadvantaged), SWD (students with disabilities), and EL (English learners) student groups. The effectiveness of this collaboration will be evaluated based on teacher attendance at planning sessions, the development and implementation of lessons and common assessments within PLCs, and the use of STAR benchmark data to track student progress toward “On Watch” or “At/Above Benchmark” levels.

Students to be Served by this Strategy/Activity

X All

Timeline

7/1/25- 6/30/26

Person(s) Responsible

Principal, Assistant Principal and Teachers

Proposed Expenditures for this Strategy/Activity

Amount	1000
Source	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Teacher collaboration and planning aimed at supporting students identified through data sources such as STAR Early Literacy, STAR Reading, STAR Math, and STAR CBM
Amount	100
Source	LCFF
Budget Reference	3000-3999: Employee Benefits
Description	Teacher collaboration and planning aimed at supporting students identified through data sources such as STAR Early Literacy, STAR Reading, STAR Math, and STAR CBM

Strategy/Activity 3

Della Lindley will purchase site licenses and technology programs to provide access to specific software that supports lesson design, instructional delivery, and student learning for grades TK–5. This initiative aims to enhance academic achievement and student engagement. The effectiveness of this strategy will be measured using CAASPP scores in ELA, Math, and Science, along with ELPAC Summative data.

Students to be Served by this Strategy/Activity

X All

Timeline

7/1/25- 6/30/26

Person(s) Responsible

Principal, Assistant Principal, Teachers, and Classified Staff

Proposed Expenditures for this Strategy/Activity

Amount	4112.00
Source	LCFF
Budget Reference	4000-4999: Books And Supplies
Description	Site licenses and technology programs will be purchased to provide access to specific software that supports lesson design, instructional delivery, and student learning for grades TK–5.

Strategy/Activity 4

Della Lindley will provide 1 additional hour for a Paraprofessional I and 1.5 additional hours for a Paraprofessional II to implement Tier II intervention programs targeting students identified as Urgent Intervention or On Watch based on STAR Early Literacy, Reading, and Math assessments under the guidance of a certificated teacher. Priority will be given to students in the SED (Socioeconomically Disadvantaged) and SWD (Students with Disabilities) groups. The effectiveness of this strategy will be evaluated using STAR ELA and Math data for students receiving these targeted services.

Students to be Served by this Strategy/Activity

X All

Timeline

7/1/25- 6/30/26

Person(s) Responsible

Principal, Assistant Principal, Paraprofessional I, and Paraprofessional II

Proposed Expenditures for this Strategy/Activity

Amount	5192.50
Source	Title I

Budget Reference	2000-2999: Classified Personnel Salaries
Description	1 additional hour Paraprofessional I to implement Tier II intervention programs targeting students identified as Urgent Intervention or On Watch based on STAR Early Literacy, Reading, and Math assessments under the guidance of a certificated teacher.
Amount	16657
Source	Title I
Budget Reference	3000-3999: Employee Benefits
Description	2 additional hours Paraprofessional II to implement Tier II intervention programs targeting students identified as Urgent Intervention or On Watch based on STAR Early Literacy, Reading, and Math assessments under the guidance of a certificated teacher.
Amount	4562
Source	Title I
Budget Reference	3000-3999: Employee Benefits
Description	1 additional hour Paraprofessional I to implement Tier II intervention programs targeting students identified as Urgent Intervention or On Watch based on STAR Early Literacy, Reading, and Math assessments under the guidance of a certificated teacher.
Amount	15918
Source	Title I
Budget Reference	3000-3999: Employee Benefits
Description	2 additional hours Paraprofessional II to implement Tier II intervention programs targeting students identified as Urgent Intervention or On Watch based on STAR Early Literacy, Reading, and Math assessments under the guidance of a certificated teacher.

Strategy/Activity 5

Della Lindley will provide 1 additional hour for a Paraprofessional I to implement Tier II intervention programs for English learner students in the Urgent Intervention or On Watch levels based on STAR Early Literacy, Reading, and/or Math assessments under the guidance of a certificated teacher. The effectiveness of this strategy will be evaluated using ELPI data for students in K-5 and additionally, CAASPP ELA results for students in grades 3-5 that receive these targeted services.

Students to be Served by this Strategy/Activity

☒ English Learner

Timeline

7/1/25- 6/30/26

Person(s) Responsible

Principal, Assistant Principal, and Paraprofessional I

Proposed Expenditures for this Strategy/Activity

Amount	5192.50
Source	Title I
Budget Reference	2000-2999: Classified Personnel Salaries
Description	1 additional hour Paraprofessional I to implement Tier II intervention programs for English learner students in the Urgent Intervention or On Watch levels based on STAR Early Literacy, Reading, and/or Math assessments under the guidance of a certificated teacher.
Amount	4562
Source	Title I
Budget Reference	3000-3999: Employee Benefits
Description	1 additional hour Paraprofessional I to implement Tier II intervention programs for English learner students in the Urgent Intervention or On Watch levels based on STAR Early Literacy, Reading, and/or Math assessments under the guidance of a certificated teacher.

Strategy/Activity 6

Della Lindley technology will be maintained, upgraded, and acquired to support teachers and students in accessing and enhancing the instructional program. The effectiveness of this strategy will be evaluated using CAASPP scores in ELA, Math, and Science, along with ELPAC Summative data.

Students to be Served by this Strategy/Activity

☒ All

Timeline

7/1/25- 6/30/26

Person(s) Responsible

Principal, Assistant Principal and Teachers

Proposed Expenditures for this Strategy/Activity

Amount	1000
Source	LCFF
Budget Reference	4000-4999: Books And Supplies
Description	The effectiveness of this strategy will be evaluated using CAASPP scores in ELA, Math, and Science, along with ELPAC Summative data.

Strategy/Activity 7

Della Lindley will allocate funds to cover the cost of substitute teachers, allowing classroom teachers to be released during the school day. This release time will be used for peer observations, collaboration with Instructional Coaches, and student assessments. Substitute coverage will also be provided for teachers attending SSTs, IEPs, 504 meetings, Behavior Support Plan meetings, and other on-site meetings aimed at increasing support for students. All expenditures in this area will be aimed at supporting improved academic and behavioral outcomes for students, with a targeted focus on SED, SWD, and EL populations. The effectiveness of this strategy will be evaluated using STAR ELA and Math data, as well as attendance and suspension monitoring data for students discussed during these sessions.

Students to be Served by this Strategy/Activity

☒ All

Timeline

7/1/25- 6/30/26

Person(s) Responsible

Principal, Assistant Principal and Teachers

Proposed Expenditures for this Strategy/Activity

Amount	3500
Source	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Della Lindley will allocate funds to cover the cost of substitute teachers, allowing classroom teachers to be released during the school day with the goal of increasing supports for students.

Strategy/Activity 8

Della Lindley will offer enriching opportunities to all students, including partnerships with external organizations to support language development, curriculum-aligned field trips for TK–5 students, and the provision of materials and supplies that promote academic and behavioral success. The impact of this strategy will be evaluated using STAR ELA and Math assessment data for participating students, as well as through tracking daily attendance, improvement in chronic absenteeism, and suspension rates.

Students to be Served by this Strategy/Activity

☒ All

Timeline

7/1/25- 6/30/26

Person(s) Responsible

Principal, Assistant Principal and Teachers

Proposed Expenditures for this Strategy/Activity

Amount	4243
Source	LCFF
Budget Reference	4000-4999: Books And Supplies
Description	Della Lindley will offer enriching opportunities to all students, including partnerships with external organizations to support language development, curriculum-aligned field trips for TK–5 students, and the provision of materials and supplies that promote academic and behavioral success.

Strategy/Activity 9

Della Lindley will purchase instructional materials and supplies to supplement and enhance guided reading groups for students in grades K-5. Guided reading materials, including books such as but not limited to the Scholastic Multicultural Diversity collection by grade level, leveled texts such as but not limited to Learning Dynamics, and related resources such as but not limited to the UFLI Foundations Toolbox. The impact of this strategy will be evaluated using STAR Early Literacy, CBM Letters and Sounds Fluency, CBM Phoneme Segmentation, CBM Fluency, total number of AR minutes, AR quiz proficiency percentage, STAR ELA and Math assessment data for participating students, along with ongoing monitoring of daily attendance and suspension rates.

Students to be Served by this Strategy/Activity

☒ All

Timeline

7/1/25- 6/30/26

Person(s) Responsible

Principal, Assistant Principal, Certificated Teachers, and Paraprofessionals

Proposed Expenditures for this Strategy/Activity

Amount	30,000
Source	Title I
Budget Reference	4000-4999: Books And Supplies
Description	Della Lindley will purchase instructional materials and supplies to supplement and enhance guided reading groups for students in grades K-5. Guided reading materials, including books such as but not limited to the Scholastic Multicultural Diversity collection by grade level, leveled texts such as but not limited to Learning Dynamics, and related resources such as but not limited to the UFLI Foundations Toolbox.

Goals, Strategies, & Proposed Expenditures

Goal 2

Increase Parent and Community Partnerships

Goal Statement

Della Lindley Elementary will provide opportunities for the community and families to build a partnership with the school resulting in an increase of student daily attendance to 94% and an increase in student academic proficiency rates. Our goal is to maintain high levels of parent engagement in all activities.

LCAP Goal

Palm Springs Unified School District will collaborate with families and our local communities to develop and maintain positive parent, student, and community involvement and engagement to promote and support student success.

Identified Need

422 out of 582 families participated in the Winter 2024 Family Climate Survey. We would like to see this number at 500 for the next school year. We know though that home-to-school connections are essential for building a positive school culture and to ensure that all families feel connected. Therefore would like to increase our attendance at Back to School Night, Parent Teacher Conferences, Family Game Nights, and Open House for the 25-26 school year.

Measuring and Reporting Results

Metric/Indicator	Baseline	Expected Outcome
Parent Participation in Stakeholder Input Processes	Parent Participation in Stakeholder Input Processes - 416 surveys	Parent Participation in Stakeholder Input Processes - 422 surveys
Family School Connectedness via Panorama Family Climate Survey All Students (ALL) Hispanic (Hisp) African American (AA)	Family School Connectedness via Panorama Family Climate Survey All Students (ALL) - 99% Hispanic (Hisp) - 98% African American (AA) -100%	Family School Connectedness via Panorama Family Climate Survey All Students (ALL) - 99% Hispanic (Hisp) - 99% African American (AA) -88%
Climate of Support for Academic Learning via Panorama Family Climate Survey All Students (ALL)	Climate of Support for Academic Learning via Panorama Family Climate Survey All Students (ALL) - 97% Hispanic (Hisp) - 97%	Climate of Support for Academic Learning via Panorama Family Climate Survey All Students (ALL) - 99% Hispanic (Hisp) - 99%

Metric/Indicator	Baseline	Expected Outcome
Hispanic (Hisp) African American (AA)	African American (AA) -100%	African American (AA) -100%

Planned Strategies/Activities

Strategy/Activity 1

Della Lindley Elementary School is committed to fostering a strong sense of community and encouraging meaningful family engagement by actively involving a diverse range of educational partners in a variety of school-based activities and events throughout the academic year. In order to assess the impact and overall effectiveness of these engagement efforts, we will systematically collect and analyze feedback using data obtained from our Winter 2025 Panorama Survey, which will specifically reflect the perspectives and experiences of our families.

Students to be Served by this Strategy/Activity

X All

Timeline

7/1/25-6/30/26

Person(s) Responsible

Principal, Assistant Principal, Certificated and Classified Staff

Proposed Expenditures for this Strategy/Activity

Amount	2394
Source	Title I Part A: Parent Involvement
Budget Reference	4000-4999: Books And Supplies
Description	Della Lindley will purchase resources such as books and supplies to fostering a strong sense of community and encouraging meaningful family engagement. An additional 59.00 of this amount is Title One carryover funds.

Goals, Strategies, & Proposed Expenditures

Goal 3

Maintain Healthy and Safe Learning Environment

Goal Statement

At Della Lindley, all students will be offered a supportive, nurturing, and inclusive educational environment that prioritizes their overall well-being. The school is committed to maintaining a positive, safe, and health-conscious atmosphere where students feel valued, respected, and encouraged to grow academically, socially, and emotionally. Every member of the staff will actively engage with students in the implementation of Social and Emotional Learning (SEL) practices. These efforts will focus on promoting mental health awareness, fostering meaningful relationships, and strengthening each student's sense of connection to the school community. Through these supportive strategies, the goal is to enhance student engagement and motivation, which in turn will contribute to improving daily school attendance and overall student success.

LCAP Goal

Palm Springs Unified School District will provide healthy and physically and emotionally safe learning environments that foster and support all students.

Identified Need

277 students in grades 3, 4, and 5 participated in the Winter 2025 Student Climate Survey. Our resource inequities exist in the areas of knowledge and fairness of discipline, rules, and norms, and the climate of support for academic learning. In the area of knowledge and fairness of discipline, rules, and norms, we dropped 5% from the prior year to an overall 85% of students who feel favorably about the rules and expectations at Della Lindley. In the area of climate of support for academic learning, we dropped 6% from the prior year to an overall 84% of students who feel favorably about the academic learning climate. This tells us that we need to encourage students to work hard and help more with their schoolwork. Additionally, this data shows us that students want more opportunities to take part in classroom discussions and activities.

In the area of chronic absenteeism, from the 22/23 California School Dashboard Data, out of 609 students, Della Lindley is performing at a very high level. 34.8% of all students are chronically absent. This is 10.5% higher than the state level. The following subgroups fall into the very high category:

Chronic Absenteeism

Overall, there was a decline of 2.5%, which dropped from 34.8% to 32.3%

English learners declined by 2.3%

Hispanic students declined by 2.8%

Socioeconomically disadvantaged students declined by 2.8%

Homeless students declined by 8.2%

Students with Disabilities declined by 9.7%

White students declined by 7.5%

We know that there is always a need to focus even more on the importance of consistent attendance at school. A refocus and celebration for student attendance improvement will continue for the 25-26 school year. We are hoping to reach a 94% average attendance rate overall.

Measuring and Reporting Results

Metric/Indicator	Baseline	Expected Outcome																																																								
Student Attendance Rates All Students (ALL)	Student Attendance Rates 95.44% All Students (ALL)	Student Attendance Rates 91.4% All Students (ALL) - 91.4%																																																								
Chronic Absenteeism Rates All Students (ALL)) English Learner (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)	<table><tr><th>St. Group</th><th>Color</th><th>DFS/Percentage</th><th>Change</th></tr><tr><td>All</td><td>Orange</td><td>32.3% Chronically Absent</td><td>Declined 2.5</td></tr><tr><td>EL</td><td>Orange</td><td>27.9% Chronically Absent</td><td>Declined 2.3</td></tr><tr><td>Hisp</td><td>Orange</td><td>31.1% Chronically Absent</td><td>Declined 2.8</td></tr><tr><td>AA</td><td>No Performance Color</td><td></td><td>Fewer than 11 students - data not displayed for privacy</td></tr><tr><td>SED</td><td>Orange</td><td>32.6% Chronically Absent</td><td>Declined 2.8</td></tr><tr><td>SWD</td><td>Orange</td><td>37.7% Chronically Absent</td><td>Declined 9.7</td></tr></table>	St. Group	Color	DFS/Percentage	Change	All	Orange	32.3% Chronically Absent	Declined 2.5	EL	Orange	27.9% Chronically Absent	Declined 2.3	Hisp	Orange	31.1% Chronically Absent	Declined 2.8	AA	No Performance Color		Fewer than 11 students - data not displayed for privacy	SED	Orange	32.6% Chronically Absent	Declined 2.8	SWD	Orange	37.7% Chronically Absent	Declined 9.7	<table><tr><th>St. Group</th><th>Color</th><th>DFS/Percentage</th><th>Change</th></tr><tr><td>All</td><td>Yellow</td><td>31.3%</td><td>Declined 2 points</td></tr><tr><td>EL</td><td>Yellow</td><td>25.9%</td><td>Declined 2 points</td></tr><tr><td>Hisp</td><td>Yellow</td><td>29.1%</td><td>Declined 2 points</td></tr><tr><td>AA</td><td>No Performance Color</td><td>Fewer than 11 students - data not displayed for privacy</td><td>Fewer than 11 students - data not displayed for privacy</td></tr><tr><td>SED</td><td>Yellow</td><td>30.6%</td><td>Declined 2 points</td></tr><tr><td>SWD</td><td>Yellow</td><td>32.7%</td><td>Declined 5 points</td></tr></table>	St. Group	Color	DFS/Percentage	Change	All	Yellow	31.3%	Declined 2 points	EL	Yellow	25.9%	Declined 2 points	Hisp	Yellow	29.1%	Declined 2 points	AA	No Performance Color	Fewer than 11 students - data not displayed for privacy	Fewer than 11 students - data not displayed for privacy	SED	Yellow	30.6%	Declined 2 points	SWD	Yellow	32.7%	Declined 5 points
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Suspension Rates: All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)	<table><tr><th>St. Group</th><th>Color</th><th>DFS/Percentage</th><th>Change</th></tr><tr><td>All</td><td>Yellow</td><td>1.6% suspended at least one day</td><td>Maintained 0%</td></tr><tr><td>EL</td><td>Blue</td><td>0.4% suspended at least one day</td><td>Declined 0.9%</td></tr><tr><td>Hisp</td><td>Yellow</td><td>1.5% suspended at least one day</td><td>Maintained 0.2%</td></tr><tr><td>AA</td><td>No Performance Color</td><td></td><td>Fewer than 11 students - data not displayed for privacy</td></tr><tr><td>SED</td><td>Yellow</td><td>1.6% suspended at least one day</td><td>Maintained 0.1%</td></tr><tr><td>SWD</td><td>Orange</td><td>1.4% suspended at least one day</td><td>Increased 1.4%</td></tr></table>	St. Group	Color	DFS/Percentage	Change	All	Yellow	1.6% suspended at least one day	Maintained 0%	EL	Blue	0.4% suspended at least one day	Declined 0.9%	Hisp	Yellow	1.5% suspended at least one day	Maintained 0.2%	AA	No Performance Color		Fewer than 11 students - data not displayed for privacy	SED	Yellow	1.6% suspended at least one day	Maintained 0.1%	SWD	Orange	1.4% suspended at least one day	Increased 1.4%	<table><tr><th>St. Group</th><th>Color</th><th>DFS/Percentage</th><th>Change</th></tr><tr><td>All</td><td>Yellow</td><td>0.97% suspended at least one day</td><td>Maintained 0%</td></tr><tr><td>EL</td><td>Blue</td><td>0% suspended for at least one day</td><td>Maintained 0%</td></tr><tr><td>Hisp</td><td>Green</td><td>0.4% suspended at least one day</td><td>Decreased 1.1%</td></tr><tr><td>AA</td><td>No Performance Color</td><td>Fewer than 11 students - data not displayed for privacy</td><td>Fewer than 11 students - data not displayed for privacy</td></tr><tr><td>SED</td><td>Yellow</td><td>0.97% suspended at least one day</td><td>Maintained 0%</td></tr><tr><td>SWD</td><td>Blue</td><td>0% suspended at least one day</td><td>Decreased 1.4%</td></tr></table>	St. Group	Color	DFS/Percentage	Change	All	Yellow	0.97% suspended at least one day	Maintained 0%	EL	Blue	0% suspended for at least one day	Maintained 0%	Hisp	Green	0.4% suspended at least one day	Decreased 1.1%	AA	No Performance Color	Fewer than 11 students - data not displayed for privacy	Fewer than 11 students - data not displayed for privacy	SED	Yellow	0.97% suspended at least one day	Maintained 0%	SWD	Blue	0% suspended at least one day	Decreased 1.4%
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Metric/Indicator	Baseline	Expected Outcome
Expulsion Rates All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA)	Expulsion Rates 0% All Students (ALL) 0% English Learner (EL) 0% Hispanic (Hisp) 0% African American (AA) 0% Socioeconomically Disadvantaged (SED) 0% Students with Disabilities (SWD) 0%	Expulsion Rates 0% All Students (ALL) 0% English Learner (EL) 0% Hispanic (Hisp) 0% African American (AA) 0% Socioeconomically Disadvantaged (SED) 0% Students with Disabilities (SWD) 0%
Panorama Survey – Sense of Belonging/School Connectedness All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA)	Panorama Survey - Sense of Belonging/School Connectedness All Students (ALL) - 80% English Learner (EL) Level 1- 64% Level 2- 80% level 3- 83% Level 4- 82% Hispanic (Hisp) - 79% African American (AA) - 85%	Panorama Survey - Sense of Belonging/School Connectedness All Students (ALL) - 90% English Learner (EL) Level 1- 70% Level 2- 85% level 3- 90% Level 4- 85% Hispanic (Hisp) - 85% African American (AA) - 90%
Panorama Survey – School Safety All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA)	Panorama Survey – School Safety All Students (ALL) - 71% English Learner (EL) Level 1- 54% Level 2- 68% Level 3- 73% Level 4- 85% Hispanic (Hisp) - 72% African American (AA) - 70%	Panorama Survey – School Safety All Students (ALL) - 80% English Learner (EL) Level 1- 60% Level 2- 75% Level 3- 80% Level 4- 90% Hispanic (Hisp) - 80% African American (AA) - 90%
Williams Facilities Inspection Results	Williams Facilities Inspection Results - Met	Williams Facilities Inspection Results - Met

Planned Strategies/Activities

Strategy/Activity 1

To ensure the safety and overall welfare of all students, Della Lindley will implement structured and intentional supervision and support throughout the school day, including before school, during AM and PM recess, lunch periods, and after school. Supervision Aides, along with our Library Media/Tech staff, will actively facilitate student engagement and monitoring during these critical times. This strategy is designed to foster a more positive and focused learning environment by

minimizing behavioral disruptions and maximizing student readiness for classroom instruction. To evaluate the effectiveness of these efforts, we will analyze student referral and suspension records in conjunction with data gathered from our Winter Climate Survey.

Students to be Served by this Strategy/Activity

☒ All

Timeline

7/1/25-6/30/26

Person(s) Responsible

Principal, Assistant Principal, PE Paraprofessional, Supervision Staff, and Library Media/Tech

Proposed Expenditures for this Strategy/Activity

Amount	68102
Source	LCFF
Budget Reference	2000-2999: Classified Personnel Salaries
Description	2 Supervision Staff will work 5.75 hours each day, and 1 Supervision Staff will work an additional 3.5 hours each day, and the Library/media technician will work 2 additional hours each day to ensure the safety and overall welfare of all students by implementing structured and intentional supervision and support throughout the school day, including before school, during AM and PM recess, lunch periods, and after school.
Amount	31967
Source	LCFF
Budget Reference	3000-3999: Employee Benefits
Description	Fringes for 2 Supervision Staff, and 1 Supervision Staff, and the Library/media technician to ensure the safety and overall welfare of all students by implementing structured and intentional supervision and support throughout the school day, including before school, during AM and PM recess, lunch periods, and after school.

Strategy/Activity 2

To address chronic absenteeism and improve overall attendance rates, additional classified office hours will be allocated to provide targeted support for students and families. These extended hours will be utilized for conducting home visits, engaging in direct communication with families, and offering personalized interventions aimed at removing barriers to regular school attendance. The effectiveness of these efforts will be systematically monitored using data collected from weekly and monthly absenteeism reports, as well as insights gathered through the Panorama Survey. This data will be analyzed to assess progress, identify trends, and inform any necessary adjustments to the support strategies in place.

Students to be Served by this Strategy/Activity

☒ All

Timeline

7/1/25-6/30/26

Person(s) Responsible

Principal, Assistant Principal, Office Support Staff, and IEP Specialist

Proposed Expenditures for this Strategy/Activity

Amount	1000
Source	LCFF
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Office staff and IEP specialist will monitor and support families with chronic absenteeism and attendance outside of the regular school day offering personalized interventions aimed at removing barriers to regular school attendance.
Amount	80
Source	LCFF
Budget Reference	3000-3999: Employee Benefits
Description	Office staff and IEP specialist will monitor and support families with chronic absenteeism and attendance outside of the regular school day offering personalized interventions aimed at removing barriers to regular school attendance.

Strategy/Activity 3

Della Lindley will foster a positive school culture and support academic success by continuing to implement a comprehensive system of awards and incentives designed to encourage consistent student attendance, promote positive behavior, and maintain a safe and inclusive learning environment. These incentives will be thoughtfully structured to address and reduce disciplinary issues, with a particular emphasis on decreasing suspension rates among our Socioeconomically Disadvantaged (SED) and Hispanic student populations.. The goal is to move the suspension performance levels for these student groups to the "Low" or "Very Low" category as defined by the state dashboard. Our incentive program will include both individual and group recognitions—such as certificates, recognition events, and tangible rewards, tailored to motivate and celebrate students who demonstrate growth in behavior, regular attendance, and contributions to a safe school climate. To ensure accountability and effectiveness, we will regularly evaluate the impact of these initiatives through a multi-faceted data review process. This includes analyzing trends in suspension rates, behavior referrals, and daily attendance records, as well as reviewing feedback from the Panorama Survey to gain insight into student perceptions of school climate and safety.

Students to be Served by this Strategy/Activity

☒ All

Timeline

7/1/24-6/30/25

Person(s) Responsible

Principal, Assistant Principal, Certificated and Classified Staff

Proposed Expenditures for this Strategy/Activity

Amount	3000
Source	LCFF
Budget Reference	4000-4999: Books And Supplies
Description	Awards and incentives will be purchased for students to motivate and celebrate students who demonstrate growth in behavior, regular attendance, and contributions to a safe school climate.

Strategy/Activity 4

To enhance student safety and well-being, Della Lindley will have a dedicated School Safety Officer to oversee and support students before school, during AM and PM recesses, lunch periods, and after school. The primary role of the School Safety Officer will be to provide consistent supervision, facilitate structured and positive student engagement during non-instructional times, and ensure a safe and orderly school environment throughout the day. By actively monitoring student behavior during transitional and unstructured periods, the School Safety Officer will be able to address potential issues proactively, thereby reducing disruptions that may carry over into the classroom. This increased supervision and support will contribute to a safer and more supportive school climate, fostering an environment where students can focus more effectively on academic and social-emotional development. Ultimately, the presence of a School Safety Officer is expected to lead to improved classroom behavior, fewer disciplinary incidents, and enhanced academic outcomes by minimizing conflict and promoting responsible student conduct throughout the school day.

Students to be Served by this Strategy/Activity

☒ All

Timeline

7/1/24-6/30/25

Person(s) Responsible

Principal, Assistant Principal, and School Safety Officer

Proposed Expenditures for this Strategy/Activity

Amount	39679
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Source	LCFF
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Provide a school safety officer for students before, during and after school to ensure safety and welfare. The school safety officer will facilitate activities before school, during AM recess, lunch, and PM recess along with safety and welfare support. This will allow students to be more actively monitored allowing for fewer disruptions during class time and recess to support higher academic and behavior progress in the classroom.
Amount	34244
Source	LCFF
Budget Reference	3000-3999: Employee Benefits
Description	Provide a school safety officer for students before, during and after school to ensure safety and welfare. The school safety officer will facilitate activities before school, during AM recess, lunch, and PM recess along with safety and welfare support. This will allow students to be more actively monitored allowing for fewer disruptions during class time and recess to support higher academic and behavior progress in the classroom.

Centralized Services for Planned Improvements in Student Performance

The following actions and related expenditures support this site program's goals and will be performed as a centralized services. Note: the total amount of each categorical program must be aligned with the Consolidated Application.

School Goal #1: Increase Academic Achievement				
Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g. , Teaching & Learning, Staffing, & Professional development	Start Date Completion Date	Proposed Expenditure	Estimated Cost	Funding Source (itemize for each source)
Math Collaboration and Professional Development	July 1, 2025 - June 30, 2026	Collaboration time for continued professional development and collaborative planning to support the implementation of math routines and strategies for the development of conceptual understanding	6,667	Title I
Primary Reading Intervention Program	July 1, 2025 - June 30, 2026	Provide a dedicated Reading Intervention Teacher, an instructional aide, and intervention instructional materials to support student skill development in reading across grades TK-2 funded via the Learning Recovery Emergency Block Grant	205,062	None Specified
Technology Teacher on Assignment (TOSA)	July 1, 2025 - June 30, 2026	Support students and staff with the integration of technology into instruction.	6,083	Title II

School Goal #2: Increase Parent and Community Partnerships				
Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g. , Teaching & Learning, Staffing, & Professional development	Start Date Completion Date	Proposed Expenditure	Estimated Cost	Funding Source (itemize for each source)
Family engagement events and classes	July 1, 2025 - June 30, 2026	Parenting Classes on effective strategies and structures. Parent/community engagement events	1,500	LCFF

School Goal #3: Maintain Healthy and Safe Learning Environment				
Actions to be Taken to Reach This Goal	Start Date Completion Date	Proposed Expenditure	Estimated Cost	Funding Source (itemize for each source)
Consider all appropriate dimensions (e.g. , Teaching & Learning, Staffing, & Professional development				
Youth Mental Health First Aid Training	July 1, 2025 - June 30, 2026	Training and accompanying books and materials	2,962	Title IV

Note: Centralized services may include the following direct services:

- *Evidence-based instructional strategies, curriculum development, school climate, and data disaggregation for instructional staff*
- *District-wide staff providing specific services to schools, e.g., English Language Development Coordinator, Teachers on Special Assignment, Instructional Coaches*
- *After-school and Summer School programs funded by categorical programs*
- *Data analysis services, software, and training for assessment of student progress*

Centralized Services do not include administrative costs.

Budget Summary and Consolidation

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$115,976
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$316,203.00

Allocations by Funding Source

Funding Source	Amount	Balance
Title I	121,782	0.00
Title I Part A: Parent Involvement	2,394	0.00
LCFF	192,027	0.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
Title I	\$121,782.00
Title I Part A: Parent Involvement	\$2,394.00

Subtotal of additional federal funds included for this school: \$124,176.00

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	\$192,027.00

Subtotal of state or local funds included for this school: \$192,027.00

Total of federal, state, and/or local funds for this school: \$316,203.00

Expenditures by Funding Source

Funding Source	Amount
LCFF	192,027.00
Title I	121,782.00
Title I Part A: Parent Involvement	2,394.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	35,198.00
2000-2999: Classified Personnel Salaries	124,166.00
3000-3999: Employee Benefits	112,090.00
4000-4999: Books And Supplies	44,749.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	LCFF	4,500.00
2000-2999: Classified Personnel Salaries	LCFF	108,781.00
3000-3999: Employee Benefits	LCFF	66,391.00
4000-4999: Books And Supplies	LCFF	12,355.00
1000-1999: Certificated Personnel Salaries	Title I	30,698.00
2000-2999: Classified Personnel Salaries	Title I	15,385.00
3000-3999: Employee Benefits	Title I	45,699.00
4000-4999: Books And Supplies	Title I	30,000.00
4000-4999: Books And Supplies	Title I Part A: Parent Involvement	2,394.00

School Site Council Membership

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

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

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Mandy Gonzales	X				
Rachelle Rasha				X	
Lesly Ochoa				X	
Tabitha Davies				X	
Delanie Loera				X	
Maribel Botello				X	
Brenda Ragland		X			
Elizabeth Coats		X			
Christi Swafford		X			
Nadia Tovar			X		
Numbers of members of each category:	1	3	1	5	

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
	English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on October 1, 2025.

Attested:

	Principal, Amanda Gonzales on 10-16-2025
	SSC Chairperson, Delanie Loera on 10-17-25

Title I and LCFF Funded Program Evaluation

Goal #1:
Della S. Lindley will increase academic achievement through best first instruction coupled with academic and behavioral interventions.

Actions/ Activities (Strategies)	What is working and why? (Effective indicators) <i>Specific evidence/indicators of success/effectiveness in implementing this activity or strategy, including:</i>	What is not working and why? (Ineffective indicators) <i>Specific evidence/indicators showing that this activity or strategy is not working, including:</i>	Modification(s) based on evaluation results <i>Continue or discontinue and why?</i>
Della Lindley will offer academic and behavioral support beyond the regular school day—after school and on Saturdays—to enhance learning for students identified through data such as STAR Early Literacy, STAR Reading, STAR Math, and STAR CBM. Priority will be given to students who are socioeconomically disadvantaged (SED), students with disabilities (SWD), and English learners (EL). Students participating in interventions will be closely monitored using assessment data, including CBM Fluency and CBM Phoneme Segmentation (for grades 1 and 2), to track progress and growth. Based on this data, students may either exit interventions or be referred to the Student Support Team (SST) process.			
Della Lindley will provide certificated extra duty for teacher collaboration and planning aimed at supporting students identified through data sources such as STAR Early Literacy, STAR Reading, STAR Math, and STAR CBM. The primary focus will be on addressing the needs of SED (socioeconomically disadvantaged), SWD (students with disabilities), and EL (English learners) student groups. The effectiveness of this collaboration will be evaluated based on teacher attendance at planning sessions, the development and implementation of lessons and common assessments within PLCs, and the use of STAR benchmark data to track student progress toward “On Watch” or “At/Above Benchmark” levels.			

Della Lindley will purchase site licenses and technology programs to provide access to specific software that supports lesson design, instructional delivery, and student learning for grades TK–5. This initiative aims to enhance academic achievement and student engagement. The effectiveness of this strategy will be measured using CAASPP scores in ELA, Math, and Science, along with ELPAC Summative data.			
Della Lindley will provide 1 additional hour for a Paraprofessional I and 1.5 additional hours for a Paraprofessional II to implement Tier II intervention programs targeting students identified as Urgent Intervention or On Watch based on STAR Early Literacy, Reading, and Math assessments under the guidance of a certificated teacher. Priority will be given to students in the SED (Socioeconomically Disadvantaged) and SWD (Students with Disabilities) groups. The effectiveness of this strategy will be evaluated using STAR ELA and Math data for students receiving these targeted services.			
Della Lindley will provide 1 additional hour for a Paraprofessional I to implement Tier II intervention programs for English learner students in the Urgent Intervention or On Watch levels based on STAR Early Literacy, Reading, and/or Math assessments under the guidance of a certificated teacher. The effectiveness of this strategy will be evaluated using ELPI data for students in K-5 and additionally, CAASPP ELA results for students in grades 3-5 that receive these targeted services.			
Della Lindley technology will be maintained, upgraded, and acquired to support teachers and students in accessing and enhancing the instructional program. The effectiveness of this strategy will be evaluated using CAASPP scores in ELA, Math, and Science, along with ELPAC Summative data.			
Della Lindley will allocate funds to cover the cost of substitute teachers, allowing classroom teachers to be released during the school day. This release time will be used for peer			

observations, collaboration with Instructional Coaches, and student assessments. Substitute coverage will also be provided for teachers attending SSTs, IEPs, 504 meetings, Behavior Support Plan meetings, and other on-site meetings aimed at increasing support for students. All expenditures in this area will be aimed at supporting improved academic and behavioral outcomes for students, with a targeted focus on SED, SWD, and EL populations. The effectiveness of this strategy will be evaluated using STAR ELA and Math data, as well as attendance and suspension monitoring data for students discussed during these sessions.			
Della Lindley will offer enriching opportunities to all students, including partnerships with external organizations to support language development, curriculum-aligned field trips for TK–5 students, and the provision of materials and supplies that promote academic and behavioral success. The impact of this strategy will be evaluated using STAR ELA and Math assessment data for participating students, as well as through tracking daily attendance, improvement in chronic absenteeism, and suspension rates.			
Della Lindley will purchase instructional materials and supplies to supplement and enhance guided reading groups for students in grades K-5. Guided reading materials, including books such as but not limited to the Scholastic Multicultural Diversity collection by grade level, leveled texts such as but not limited to Learning Dynamics, and related resources such as but not limited to the UFLI Foundations Toolbox. The impact of this strategy will be evaluated using STAR Early Literacy, CBM Letters and Sounds Fluency, CBM Phoneme Segmentation, CBM Fluency, total number of AR minutes, AR quiz proficiency percentage, STAR ELA and Math assessment data for participating students, along with ongoing monitoring of daily attendance and suspension rates.			

Goal #2:

Della Lindley Elementary will provide opportunities for the community and families to build a partnership with the school resulting in an increase of student daily attendance to 94% and an increase in student academic proficiency rates. Our goal is to maintain high levels of parent engagement in all activities.

Actions/ Activities (Strategies)	What is working and why? (Effective indicators) <i>Specific evidence/indicators of success/effectiveness in implementing this activity or strategy, including:</i>	What is not working and why? (Ineffective indicators) <i>Specific evidence/indicators showing that this activity or strategy is not working, including:</i>	Modification(s) based on evaluation results <i>Continue or discontinue and why?</i>
Della Lindley Elementary School is committed to fostering a strong sense of community and encouraging meaningful family engagement by actively involving a diverse range of educational partners in a variety of school-based activities and events throughout the academic year. In order to assess the impact and overall effectiveness of these engagement efforts, we will systematically collect and analyze feedback using data obtained from our Winter 2025 Panorama Survey, which will specifically reflect the perspectives and experiences of our families.			

Goal #3:

At Della Lindley, all students will be offered a supportive, nurturing, and inclusive educational environment that prioritizes their overall well-being. The school is committed to maintaining a positive, safe, and health-conscious atmosphere where students feel valued, respected, and encouraged to grow academically, socially, and emotionally. Every member of the staff will actively engage with students in the implementation of Social and Emotional Learning (SEL) practices. These efforts will focus on promoting mental health awareness, fostering meaningful relationships, and strengthening each student's sense of connection to the school community. Through these supportive strategies, the goal is to enhance student engagement and motivation, which in turn will contribute to improving daily school attendance and overall student success.

Actions/ Activities (Strategies)	What is working and why? (Effective indicators) <i>Specific evidence/indicators of success/effectiveness in implementing this activity or strategy, including:</i>	What is not working and why? (Ineffective indicators) <i>Specific evidence/indicators showing that this activity or strategy is not working, including:</i>	Modification(s) based on evaluation results <i>Continue or discontinue and why?</i>
To ensure the safety and overall welfare of all students, Della Lindley will implement structured and intentional supervision and support throughout the school day, including before school, during AM and PM recess, lunch periods, and after school. Supervision Aides, along			

with our Library Media/Tech staff, will actively facilitate student engagement and monitoring during these critical times. This strategy is designed to foster a more positive and focused learning environment by minimizing behavioral disruptions and maximizing student readiness for classroom instruction. To evaluate the effectiveness of these efforts, we will analyze student referral and suspension records in conjunction with data gathered from our Winter Climate Survey.			
To address chronic absenteeism and improve overall attendance rates, additional classified office hours will be allocated to provide targeted support for students and families. These extended hours will be utilized for conducting home visits, engaging in direct communication with families, and offering personalized interventions aimed at removing barriers to regular school attendance. The effectiveness of these efforts will be systematically monitored using data collected from weekly and monthly absenteeism reports, as well as insights gathered through the Panorama Survey. This data will be analyzed to assess progress, identify trends, and inform any necessary adjustments to the support strategies in place.			
Della Lindley will foster a positive school culture and support academic success by continuing to implement a comprehensive system of awards and incentives designed to encourage consistent student attendance, promote positive behavior, and maintain a safe and inclusive learning environment. These incentives will be thoughtfully structured to address and reduce disciplinary issues, with a particular emphasis on decreasing suspension rates among our Socioeconomically Disadvantaged (SED) and Hispanic student populations.. The goal is to move the suspension performance levels for these student groups to the "Low" or "Very Low" category as defined by the state dashboard. Our incentive program will include both individual and group recognitions—such as certificates, recognition events, and tangible rewards, tailored to motivate and celebrate			

students who demonstrate growth in behavior, regular attendance, and contributions to a safe school climate. To ensure accountability and effectiveness, we will regularly evaluate the impact of these initiatives through a multi-faceted data review process. This includes analyzing trends in suspension rates, behavior referrals, and daily attendance records, as well as reviewing feedback from the Panorama Survey to gain insight into student perceptions of school climate and safety.			
To enhance student safety and well-being, Della Lindley will have a dedicated School Safety Officer to oversee and support students before school, during AM and PM recesses, lunch periods, and after school. The primary role of the School Safety Officer will be to provide consistent supervision, facilitate structured and positive student engagement during non-instructional times, and ensure a safe and orderly school environment throughout the day. By actively monitoring student behavior during transitional and unstructured periods, the School Safety Officer will be able to address potential issues proactively, thereby reducing disruptions that may carry over into the classroom. This increased supervision and support will contribute to a safer and more supportive school climate, fostering an environment where students can focus more effectively on academic and social-emotional development. Ultimately, the presence of a School Safety Officer is expected to lead to improved classroom behavior, fewer disciplinary incidents, and enhanced academic outcomes by minimizing conflict and promoting responsible student conduct throughout the school day.			

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 process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64004 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

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 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 65004, 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: Linked Table of Contents

The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.

[Educational Partner Involvement](#)

[Goals, Strategies, & Proposed Expenditures](#)

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

[Appendix A: Plan Requirements for Title I Schoolwide Programs](#)

[Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements](#)

[Appendix C: Select State and Federal Programs](#)

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

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

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

Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

Purpose

Briefly describe the purpose of this plan by selecting from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Description

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

Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. 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 Stakeholder 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.

[This section meets the requirements for TSI and ATSI.]

[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]

Resource Inequities

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

[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]

Goals, Strategies, Expenditures, & Annual Review

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.

Goal

State the goal. 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 one that 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.

[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]

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 California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

[Completing this section fully addresses all relevant federal 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.

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

[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school's identification.]

Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the "Strategy/Activity #" for ease of reference.

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

[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]

[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating "All Students" or listing one or more specific student group(s) to be served.

[This section meets the requirements for CSI.]

[When completing this section for TSI and 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 TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. 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.

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 Education Code, Section 64004(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.

[This section meets the requirements for CSI, TSI, and ATSI.]

[NOTE: Federal 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.]

Annual Review

In the following 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.

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. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between either/or the intended implementation or 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.

[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and 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 CSI, TSI, and 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 and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria 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.

Budget Summary

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

- **Total Funds Provided to the School Through the Consolidated Application:** 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 federal funds for CSI should complete the Budget Summary 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.

[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

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 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); and
 - 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; and
 - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and
 - 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 local educational agency (may include funds allocated via the ConApp, federal funds for CSI, 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: S 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 6400 et. seq.

Appendix B:

Plan Requirements for School to Meet Federal School Improvement 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 stakeholders (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 (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (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/policy/elsec/leg/essa/guidanceuseininvestment.pdf>);
3. Be based on a school-level needs assessment (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 (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.

Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Educational Partner Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned 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" <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseininvestment.pdf>.)

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

Additional Targeted Support and Improvement

A school identified 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 (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 Identified for School Improvement

Single school districts (SSDs) or charter schools that are identified for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64004[a] as amended by Assembly Bill [AB] 716, effective January 1, 2049).

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, 2049).

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 64004(a), both as amended by AB 716, effective January 1, 2049.

Appendix C: Select State and Federal Programs

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

Programs included on the Consolidated Application: <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/>

Developed by the California Department of Education, January 2049
