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	10/9/2024
Local Board Approval Date	December 17, 2024

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.

Table of Contents

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 600 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 first, second, and third-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 that is in alignment 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. Technology integration across all content areas
5. STEAM elective for all TK-5 grade students once a week

Parent and Community partnerships:
1. Increased parent and community volunteers
2. Increase daily student attendance
3. Strong home-to-school connections

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

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 and STAR, 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)

X Schoolwide Program

X Additional Targeted Support and Improvement

Della Lindley is an ATSI school as a result of the chronic absenteeism data from the 22-23 school year for our white, homeless, and students with disabilities groups.

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

SSC Election Dates and Results:

On August 25, 2023, we sent a paper and digital nomination form home to families to inform them that nominations were being accepted for the 23-24 School Site Council.

On September 19, 2023, we sent out online ballots via ParentSquare for SSC voting. Voting closed on September 25, 2023 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:
Maribel Botello
D'Ris Turner
Ismene Diaz
Esmeralda Ramirez
Brenda Ragland
Colette Renker
Marissa Blau

Nadia Tovar
Mandy Gonzales

SSC Meeting Dates and Topics:

We held our SSC training on Wednesday, September 20, 2023, to review the duties and responsibilities of the SSC. This training was offered on Zoom.

We held our first meeting on September 29, 2023 to present the newly elected members, review the bylaws, review the SPSA and budget for the 23-24 school year, review the Title I compact, and give the dates for all other meetings. This meeting was offered in person and on Zoom.

Our second meeting was held on November 3, 2023. We reviewed our school-wide data for attendance, BOY STAR, and the Summative ELPAC data from the Spring of 2023. We also voted to approve spending the additional $32,908 of Title I money we received on Goal 1, Strategy 4, and the additional $327 on Parent Participation. Additionally, we reviewed upcoming events at the school.

Our third meeting was on February 28, 2024. We opened the floor to input for the 24-25 SPSA, reviewed our ATSI attendance data (performing in the very high levels for chronic absenteeism for our white, SWD, and homeless student groups, the Comprehensive Safe School Plan, and shared our upcoming school events. We asked SSC members for input on how to improve our areas of weakness based on our ATSI data.

Our fourth meeting was held on May 2, 2024. We discussed upcoming Family Engagement Opportunities, reviewed SPSA input from stakeholders, including ELAC, and voted on budget allocations for the 24/25 SPSA which were approved.

ELAC Meeting Dates and Topics:

On August 25, 2023, we sent a paper and digital nomination form home to families to inform them that nominations were being accepted for the 23-24 ELAC.

On September 19, 2023, we sent out online ballots via ParentSquare for ELAC voting. Voting closed on September 25, 2023 at 5:00 pm.

We held our ELAC meetings this year on the following dates both on Zoom and in person.

Our ELAC members are: Ricardo Flores, Nancy Recendez Recendez, Alejandra Sanchez, Juliana Fernandes Myotin, and Lariena C. Knight.

Here are the dates of the meetings:

Meeting 1: October 26th, 2023
Meeting 2: December 11th, 2023
Meeting 3: March 1st, 2024
Meeting 4: March 21st, 2024
Meeting 5: May 3rd, 2024
Meeting 6: May 15th, 2024

The following are the topics from our ELAC meetings:

Meeting 1 Topics: 10/26/23
Discussed rationale for establishing an ELAC, roles, and responsibilities. Discussed UCP procedures. Training and responsibilities of ELAC Members. Discussed ELAC elections and future meeting dates.

Meeting 2 Topics: 12/11/23
Discussed recap of DELAC by school representative, Title I funds, upcoming school events, and Family engagement.

Meeting 3 Topics: 3/1/24
Discussed recap of DELAC by Mrs. Sanchez, upcoming school events, school attendance, ATSI, and SPSA input. Thoughts on CogAt and ELPAC assessments and parent notification.

Meeting 4 Topics: 3/21/24

Discussed ideas for recognizing ELL students, rewards, and incentives at the school site. Discussed Strategies for recruiting ELAC members for the next academic year.

Meeting 5 Topics: 5/2/24
Discussed recruiting at DSL Cinco de Mayo celebration for next year's ELAC. Foods, tables, literature, and member responsibilities at the recruitment table.

Meeting 6 Topics: 5/15/24
Discussed school-wide needs assessment, attendance procedures, and additional opportunity for SPSA input to SSC

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 23-24 school year we met on the following dates and discussed:

August 15, 2023
Suspension guidance, Bullying Prevention Strategic Plan, Inclement Weather Plan, DSL Committees, Admin Designees, Crisis Response Team, after-school Drone Program, Mental Health Support, Social Worker Support,

August 29, 2023
Math Action Plans for the year, Staff PD, Awards Assembly, Speech Schedules, RSP Schedules, SST requests, Restorative Practices poster implementation, Field trips

September 12, 2023
Dot Day, Williams UCP, Designated ELD Plan, Educational Services Site Visit, Emergency Lesson Plans

September 26, 2023
Vertical teaming for math, facilities remodeling update, International Walk to School Day, School Site Visit, Recess needs, ADA percentage

October 17, 2023
School site visit update, Ultra Fun Run, Halloween helpers, Fall Festival, Great Shakeout, updated Evacuation Map

November 7, 2023
School Site Visit, Short cycle assessments, SSC updates, Toy Drive

December 5, 2023
Equity coach, Data Analysis Protocol, Black History Month and Walking History Museum

January 16, 2024
New wall from construction, Taste of Soul Awards recipient, Do The Right Thing Awards, College Day, CogAT testing, AR Awards celebration, Perfect and Improved Attendance, Kindness Week

February 13, 2024
Saturday School to boost attendance, Family Math and Food Truck day, MOY STAR data

February 27, 2024
ATSI status, Saturday School to boost attendance, Inclusion during SEL time, School safety during recess, Read Across America Activities

April 16, 2024
Core values at DSL, Staff feedback from the Panorama Survey, Behavior Support Plans, 24-25 Budget and SPSA input, ELPAC testing, elevator update

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.

2. Continue to host family nights that bring the community together and increase parent involvement.

3. Provide targeted interventions to any student in need during and after school, prioritizing SWD and EL student groups.

4. Provide monthly meetings with the principal.

5. Continue offering so many opportunities for students after school.

6. Maintain and enhance positive attendance incentives.

Updated Stakeholder Involvement, Fall 2024

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 19, 2024, we sent out online ballots via ParentSquare for SSC voting. Voting closed on September 17 2024 at 5:00 pm. .

Our ballots resulted in the following SSC elected members:
Rachelle Rasha
Ismene Diaz
Maribel Botello
Delia Escobar Diaz
Sarah Frisbie
Marisela Duran
Brenda Ragland
Mark Escobedo
Elizabeth Coats
Mandy Gonzales

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.

ELAC Election Dates and Results

On Wednesday, October 23, 2024, we sent a ballot out for ELAC committee member voting. Our ballots resulted in the following ELAC members being elected:
Nancy Recendez
Anabel Recedez
Rosa Reyes Ocaranza
Juliana Myotin
Alejandra Sanchez

ELAC Meeting Dates and Topics:

November 15, 2024- UCP, ELAC responsibilities, Title I School-Parent Compact, SPSA and Title I overview and input, DELAC report

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.
December 15, 2024
January 23, 2025
February 21, 2025

Resource Inequities

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

Through our needs assessment, we identified the following resource inequities:

According to our 23-24 CA Dashboard data, our white students (45.6% very high (red) with an increase of 11.6% from the prior year), our homeless students (47.9% (red) very high with an increase of 17.6% from the prior year), and our students with disabilities (47.4% (red) very high with an increase of 15.4% from the prior year) fall into the "very high" category for chronic absenteeism. The desired outcome is a low chronic absenteeism rate which means a low percentage from the current school year and a decline from the previous school year. As a result of this data, Della Lindley qualifies for additional targeted support and improvement (ATSI).

According to our 23-24 CA Dashboard data, our ELPI data shows that 42.5% (red) of English learners are making progress. However, this is a decrease of 12.1% from the 22-23 school year and is 6.2% below the state proficiency level. This means that our English learner students did not make enough progress towards English language proficiency during the 22-23 school year. The desired outcome is an increase from the prior school year to the medium, high, or very high level while maintaining, increasing, or significantly increasing.

According to our 23/24 ELPAC data, the following resource inequities exist when looking at overall summative scores:

26% of students decreased at least one ELPI level.
Overall Summative scores for first graders dropped 5.47% at Level 4 and 19.93% at Level 3 when compared to their performance in Kindergarten.
Overall Summative scores for second graders dropped 2.32% at Level 4 when compared to their performance in first grade.
Overall Summative scores for third graders dropped 3.68% at Level 4 and 8.46% at Level 3 when compared to their performance in second grade.
Overall Summative scores for fifth graders dropped 13.28% at Level 4 when compared to their performance in fourth grade.

Through our needs assessment we identified a resource inequity within our English Learner student group based on 2023 CA School Dashboard results for ELPI in first, second, third, and fifth grade primarily with students at Level 4. Using the data for STAR Reading and STAR Math, we also know that a resource inequity exists between our English Only students and our English Language Learner students with 15.5% of English Learner students scoring at the "at or above level" on STAR Reading while 47.5% of English Only students are scoring at the "at or above level" and then 23.3% of English Learner students scoring at the "at or above level" on STAR Math while 48.7% of English Only students are scoring at the "at or above level".

We will address these inequities in the following ways:
1. We will address this during Designated ELD by focusing on the use of precise language and extended collaborative conversations with academic discourse. These areas will be supported by our Instructional Coach during planning time and through modeled lessons.

2. We will address this 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 and the Language Development resources from the Wonders ELD components.

3. We will address this by committing to the district's goal of refocusing on Designated ELD in grades 3-5 by incorporating the Summit K12 program as a Designated ELD supplement. The purpose and goal of bringing this program into our practice is to provide students with an opportunity to practice all 27 ELPAC task types throughout the year during Designated ELD in tandem with our base Wonders ELD Curriculum. Third-fifth grade teachers will be required to administer a pre-test for each ELPAC domain using Summit K12 while also administering IABs for each domain within each assessment window.

4. We will address this during Integrated ELD by committing to the use of the Kagan strategy Think, Write, Pair, Share and the use of the KWL charting.

According to our middle-of-the-year STAR Early Literacy Assessment data, the following resource inequity exists:

1. In STAR Early Literacy, the middle of the year data for first grade showed that overall students dropped from 32.5% to 25.8% at the "at or above level" according to the district minimum benchmark proficiency level. This means that first grade fell back 6.7% from where they began at the beginning of the school year.

We will address this inequity in the following ways:
1. We will address this during our guided reading block using the UFLI Foundations reading materials to support students at the red and yellow levels on STAR Early Literacy. Teachers and paraprofessionals will use these materials during small groups. Teachers will be trained on the UFLI materials by our Reading Intervention and Instructional Coach. UFLI Foundations, are an explicit and systematic program that teaches students the foundational skills necessary for proficient reading. It follows a carefully developed scope and sequence designed to ensure that students systematically acquire each skill needed and learn to apply each skill with automaticity and confidence. The program is designed to be used for core instruction in the primary grades or for intervention with struggling students in any grade.

2. We will address this during Tier 1 Phonics and Phonemic Awareness instruction by committing to the use of Heggerty, Wonders, and Kids Lips. This implementation with fidelity will be supported by our Literacy Coach and Instructional Coach and then monitored by the principal and assistant principal.

According to our middle-of-the-year STAR Math Assessment data, the following resource inequity exists:

1. In STAR Math, the middle of the year data for fourth grade showed that overall students dropped from 46.9% to 41.2% at the "at or above level" according to the district minimum benchmark proficiency level. This means that fourth grade fell back 5.7% from where they began at the beginning of the school year.

We will address this inequity in the following ways:
1. We will address this during our math instructional block by taking a portion of the instructional block to reteach and enrich with homogenous groups so that individual student needs can be met while still remaining on track with grade-level standards.

2. We will address this through the use of an online app called Frax which addresses mastering fractions through a personalized experience for each student. This will be used during independent work time.

According to our attendance data from the 22/23 school year, Della Lindley is an ATSI school as a result of the chronic absenteeism data for our white, homeless, and students with disabilities groups.

Chronic Absenteeism for all students increased by 2.5% from 21/22 to 22/23.

Chronic Absenteeism for students with disabilities increased by 15.4% from 21/22 to 22/23.

Chronic Absenteeism for white students increased by 11.6% from 21/22 to 22/23.

Chronic Absenteeism for homeless students increased by 17.6% from 21/22 to 22/23.

We will address this inequity in the following ways:
1. We will address this inequity by focusing more attention on transportation to and from school for families.

2. We will address this inequity by increasing the number of home visits we complete on a monthly basis.

3. We will address this inequity by supporting families with resources for medical care when their students are sick.

4. We will address this inequity by offering more Saturday Academy opportunities so that students with absences can make days up.

5, We will address this inequity by connecting families to Think Together for part-time attendance.

6, We will address this inequity by offering Independent Studies to families that will be out for extended periods of time.

7. We will address this inequity by continuing with our Perfect and Improved Attendance parties each month.

8. We will address this inequity by increasing the feeling of school connectedness amongst students not feeling connected to school by having weekly check-ins with our school counselor and a peer buddy.

All of our staff members participated in the Winter 2024 Staff Climate Survey. Our resource inequities exist in the area of Safety. We dropped 1% from the prior year to an overall 76% of staff members that feel favorably about safety at Della Lindley. While this is still 12% higher than the district average, we still dropped in 2 out of the 5 areas pertaining to safety. Our highest inequity can be seen in the question: How much of a problem AT SCHOOL is disruptive student behavior? 37 staff members feel that disruptive behavior is moderate to severe problem. We met in grade level teams to discuss this inequity further and found that 3 out of 42 staff members feel that students needed to receive more consequences for poor behavior.

We will address this inequity in the following ways:
1. We will address this inequity by continuing to focus more attention on Tier 2 and Tier 3 behavior interventions.

2. We will address this inequity through Goal 1 of our SPSA with the addition of a Behavior Paraprofessional.

3. We will address this inequity through Goal 3 of our SPSA by continuing with additional staffing hours for our supervision staff.

4. We will address this inequity by continuing with our PBIS rewards points and PBIS school store.

5. We will address this inequity by continuing with Professional Development in the areas of student mental health, de-escalation strategies, calming techniques, and restorative practices provided by our Site Equity Lead and district Student Support Services.

272 students in grades 3, 4, and 5 participated in the Winter 2024 Student Climate Survey. Our resource inequities exist in the area of Safety. We dropped 5% from the prior year to an overall 66% of students that feel favorably about safety at Della Lindley. While this is still 7% higher than the district average, we still dropped in 4 out of the 5 areas about safety. Our highest inequity can be seen in the question: Do other kids at school spread mean rumors or lies about you? 42 students feel that spreading rumors and/or lies is an issue most or all of the time.

We will address this inequity in the following ways:
1. We will address this inequity by adding additional Tier 1 lessons specifically about spreading rumors and lies in grades three, four, and five. These will be presented to students by our School Counselor.

2. We will address this inequity by continuing to teach about the Pyramid of Success during the Morning Message and in classrooms.

3. We will address this inequity by engaging in more Restorative Conversations with students that are part of rumors and/or lies.

Additional resource inequities exist for families at Della Lindley based on feedback from families and home visits in terms of access to reliable home internet, food at home, 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. Begin a partnership with Nutrition Services for the Fresh Fruit and Vegetable Program which will be hosted during the school day 3 times a week after lunches.

Fall 2024 Updates based on SSC review of data:

Based on our Beginning of the Year STAR Early Literacy and STAR Reading data along with our Beginning of the Year CB data, we agreed that additional funding should be allocated to Goal 1, Strategy 4.

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 22/23 school year brought fantastic growth in many areas at Della Lindley Elementary School.

We are most proud of the following progress on the CA Dashboard Data:

1. The 22/23 Dashboard data for all students in ELA shows an increase of 4.3 points.

2. The 22/23 Dashboard data for our Hispanic student group in ELA shows an increase of 4.9 points.

3. The 22/23 Dashboard data for our socioeconomically disadvantaged student group in ELA shows an increase of 4 points.

4. The 22/23 Dashboard data for all students in Math shows an increase of 2.4 points.

5. The 22/23 Dashboard data for our Hispanic student group in Math shows an increase of 4.1 points.

6. The 22/23 Dashboard data for our socioeconomically disadvantaged student group in Math shows an increase of 2.7 points.

7. The 22/23 Dashboard data for suspensions shows that we are 1.9% lower than the state, had a decline of 2.2% for our white students, and a 2% decline for our students with disabilities.

8. 3rd grade ELA data increased in percentage for Standard Exceeded, Standard Met, and Standard Nearly Met and decreased in percentage for Standard Not Met.

9. 3rd grade Math data increased in percentage for Standard Exceeded and decreased in percentage for Standard Not Met.

10. 4th grade ELA data increased in percentage for Standard Met and decreased in percentage for Standard Nearly Met and Standard Not Met.

11. 4th grade Math data increased in percentage for Standard Exceeded, Standard Met, and Standard Nearly Met and decreased in percentage for Standard Not Met.

12. 5th grade ELA data increased in percentage for Standard Exceeded and Standard Met and decreased in percentage for Standard Not Met.

Although we are in ATSI for chronic absenteeism, the 23/24 data shows that we have currently improved in comparison to last year. Here is the data we are proud of:

1. Our white student group has increased their average days present by 2.4% when compared to last year while also decreasing their chronic absenteeism rate to 33% from 46.5%.

2. Our homeless student group has increased their average days present by 3.6% when compared to last year while also decreasing their chronic absenteeism rate to 39% from 47.9%

3. Our students with disabilities student group has increased their average days present by 2.6% when compared to last year while also decreasing their chronic absenteeism rate to 38.98% from 47.4%.

4. Our overall average daily attendance has increased by 1.4% in comparison to last year.

We are most proud of the following progress with STAR Early Literacy data from Fall to Winter:

1. Overall students in grades TK-2 have improved their proficiency rate by 10.6% since the beginning of the school year. Our TK students have increased their proficiency rate by 50.7%. Our Kindergarten students have increased their proficiency rate by 10.8%. Our second-grade students have increased their proficiency rate by 9.9%. Our English Language Learners have increased their proficiency rate by 9.9%. We attribute this success largely to our school-wide, common grade-level guided reading time provided daily by classroom teachers to students in grades 1-5. Additionally, 102 of our students in grades 1-5

grade have received Tier 2 reading intervention this school year using the UFLI supplemental reading materials. The increase in our STAR scores is also due to this additional support time that students have been receiving.

We are most proud of the following progress with STAR Reading data from Fall to Winter:

1. Overall students in grades 2-5 have improved their proficiency rate by 7.4% since the beginning of the school year. Our second-grade students have increased their proficiency rate by 14.8%. Our third-grade students have increased their proficiency rate by 4.6%. Our fourth-grade students have increased their proficiency rate by 4.2%. Our fifth-grade students have increased their proficiency rate by 9.8% Our English Language Learners have increased their proficiency rate by 7.2%. Students in grades 2, 3, 4, and 5, have taken and passed 9,429 AR quizzes this school year. We attribute this success largely to our school-wide, common grade-level guided reading time provided daily by classroom teachers to students in grades 1-5. Additionally, 102 of our students in grades 1-5 grade have received Tier 2 reading intervention this school year using the UFLI supplemental reading materials. The increase in our STAR scores is also due to this additional support time that students have been receiving.

We are most proud of the following progress with STAR Math data from Fall to Winter:

1. Overall students in grades 1-5 have improved their proficiency rate by 3.6% since the beginning of the school year. Our first-grade students have increased their proficiency rate by 6.8%. Our second-grade students have increased their proficiency rate by 15.1%. Our third-grade students have increased their proficiency rate by 1.1%. Our fifth-grade students have increased their proficiency rate by 3.8%. Our English Language Learners have increased their proficiency rate by 6.5%.

We are most proud of the following data on the CA Dashboard Data for ELPI:

51.06% of our English Learner students in Kindergarten grade scored at Level 3 or Level 4.
66.67% of our English Learner students in 4th grade scored at Level 3 or Level 4.
68.19% of our English Learner students in 5th grade scored at Level 3 or Level 4.

At DSL to meet the needs of our youth in foster care we have been successful in providing comprehensive services to improve attendance, educational achievement, and socio-emotional well-being.

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

1. After-school enrichment programs in art, cooking, basketball, Ballet Folklorico, drones, Robotics, KDSL News have helped to decrease behavior incidents in grades 2-5 by 38% and have also helped to increase the percentage of students that feel connected to school by 1% of students in grades 3-5 for a total of 79% on the Winter Student Climate Survey.

2. School-wide SEL lessons are provided each morning by classroom teachers for all students using the 1-2-3 Wellness Program. This has provided our students with a calm and predictable routine each morning which we believe has attributed to the positive data we have from the 23-24 Winter Student Climate Survey. This data shows 90% of students that feel favorable about the climate of support for academic learning, 90% of students that feel favorable about knowledge and fairness of discipline, rules, and norms, and 81% of students that feel favorable about school connectedness.

Additionally, we are proud of the progress we have made with family engagement. For the second year in a row, Della Lindley had the most Famly Climate and LCAP Surveys returned. 416 families responded to the survey. This was more than any other school in the district. We attribute this success to our monthly Principal's Forum, daily ParentSquare messages, personal phone calls home from the principal and assistant principal, and the wide variety of after-school events that we provide.

We plan to maintain this success, in the following ways:
1. Monthly Staff Collaboration Meetings
2. 2-1-2 collaboration sessions for each grade level
3. Tier II and Tier III interventions for academics and behavior supports.
4. District provided Professional Development in the following areas:
a. UDL, Universal Design for Learning
b. Designated ELD
c. Early Literacy Skills
5. Guided Reading across all grade levels
6. Daily Morning Message
7. Harper for Kids, Pyramid of Success
8. Use of UFLI materials across all grade levels for students scoring in the red on STAR Early Literacy or STAR Reading

We plan to continue building upon our successes by:
1. Diving deeper into the activities we are using during common grade-level guided reading times within our regular school day schedule..
2. Layering more into our schoolwide writing focus through writing scoring, student writing portfolios, and the addition of narrative writing and short constructed responses.
3. Vertical Teaming for Math and Writing
4. PBIS rewards points and store

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?

Reflections: Identified Need

Della Lindley is in ATSI for the following student groups in the area of chronic absenteeism- homeless students, white students, and students with disabilities.
According to our 22-23 CA Dashboard data, our white students (46.5% very high, red), our homeless students (47.9% very high, red), and our students with disabilities (47.4% very high, red) fall into the "very high" category for chronic absenteeism. The desired outcome is a low chronic absenteeism rate which means a low percentage from the current school year and a decline from the previous school year. As a result of this data, Della Lindley qualifies for additional targeted support and improvement (ATSI) for the following student groups- homeless students, white students, and students with disabilities.

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, red. 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:
English learners, 225 students at 30.2% or very high
Hispanic students, 533 students at 34% or very high
Homeless students, 96 students at 47.9% or very high
Socioeconomically disadvantaged students, 587 students at 35.4% or very high
Students with disabilities, 57 students at 47.4%, or very high
White students, 43 students at 46.5% or very high

Although we are in ATSI for chronic absenteeism, the current 23/24 data as of April 2024, shows that we have currently improved in comparison to last year. The data shows:

1. Our white student group has increased their average days present by 2.4% when compared to last year while also decreasing their chronic absenteeism rate to 33% from 46.5%.

2. Our homeless student group has increased their average days present by 3.6% when compared to last year while also decreasing their chronic absenteeism rate to 39% from 47.9%

3. Our students with disabilities student group has increased their average days present by 2.6% when compared to last year while also decreasing their chronic absenteeism rate to 38.98% from 47.4%.

4. Our overall average daily attendance has increased by 1.4% in comparison to last year.

Della Lindley plans to address this performance for the following student groups- homeless students, white students, and students with disabilities in these ways:

1. Focus more attention on transportation to and from school for families.

2. Increase the number of home visits we complete on a monthly basis.

3. Support families with resources for medical care when their students are sick.

4. Offer more Saturday Academy opportunities so that students with absences can make days up.

5, Connect families to Think Together for part-time attendance.

6. Offer Independent Studies to families that will be out for extended periods of time.

7. Continue with our Perfect and Improved Attendance parties each month.

8. Increase the feeling of school connectedness amongst students not feeling connected to school by having weekly check-ins with our school counselor and a peer buddy.

Additionally, our counselor will continue to support the SEL/Behavior component of the MTSS framework that we use to build our tiered supports. The counselor will maintain teaching SEL lessons monthly to all students, providing small group and individual counseling support to students in need, and supporting multiple school-wide culture/climate initiatives to improve students' experiences on campus. The counselor will monitor students during daily check-ins, continue to support on the playground for students who need support and maintain frequent communication with parents, administration, and teachers to help students make SEL/Behavior growth. We also continue to require behavior support for general education students. We believe that adding additional
support can help us reduce suspensions and support students with disruptive behavior that interferes with their academic needs.

In the area of English Language Arts, from the 22/23 California School Dashboard Data, out of 279 students, Della Lindley is performing at the low level, 38 points below standard, on the English Language Arts assessment. We did increase overall by 4.3 points from the 21-22 school year.

This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–5. The following student groups fall into these categories:

English learners, 122 students are 54.2 points below standard which is the low-performance level, but higher than the state and 22.3 points below English Only students.
Hispanic students, 248 students are 39.7 points below standard which is the low-performance level but higher than the state.
Socioeconomically disadvantaged students, 278 students are 37.8 points below standard which is the low-performance level but higher than the state.
AA- Less than 11 students - data not displayed for privacy.
SWD- 114.4 points below standard, with no performance level given due to less than 30 students overall.
Homeless- 63.7 points below standard, with no performance level given due to less than 30 students overall but with an increase of 26.8 points from the 21-22 school year.
White- 31.2 points below standard, with no performance level given due to less than 30 students overall.

Language Arts (SBAC ELA) Results
All Students (ALL)- 32.73%

Academic Indicator for Science
All- 12.37% met or exceeded standard
EL- We did not have any English learner students meet or exceed the standard.
Hispanic- 11.76% met or exceeded standard
AA- Fewer than 11 students were tested
SED- 12.50% met or exceeded standard, we did not meet our expected outcome in this area
SWD- We did not have any students with disabilities meet or exceed the standard.

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

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

2. Personalized instruction during Designated ELD for English learner students and instructional level support based on STAR Early Literacy and STAR Reading results for English-only students that are students with disabilities, Hispanic students, and Socioeconomically disadvantaged students during this same time but within the EO group.

3. 4-5 times a week of guided reading instruction for English learner students, Hispanic students and Socioeconomically disadvantaged students as opposed to other student groups that might only meet 2 times a week with the teacher.

4. The Reading Intervention Program will continue to be funded for the 2024-2025 school year to address students who have significant achievement gaps in reading foundations. Priority will be given for additional spots in our LLI reading intervention for English learner students, Hispanic students, and Socioeconomically disadvantaged students.

5. Priority will be given to English learner students, Hispanic students, and Socioeconomically disadvantaged students for Tier 3 guided reading intervention support.

In the area of Math, from the 22/23 California School Dashboard Data, out of 278 students, Della Lindley is performing at the low level, 68.5 points below standard, which is at the low level, orange, on the Mathematics assessment.

This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–5. This is 19.4 points higher than the state level. The following student groups fall into these categories:

English learners, 121 students are 75.6 points below standard and 11.5 points below English Only students, which is the low-performance level, orange, but higher than the state.
Hispanic students, 247 students are 69.1 points below standard, which is the low-performance level but higher than the state.
Socioeconomically disadvantaged students, 277 students are 68.2 points below standard, which is the low-performance level but higher than the state.
AA- Less than 11 students - data not displayed for privacy.
SWD- 148.8 points below standard, with no performance level given due to less than 30 students overall.
Homeless- 79.8 points below standard, with no performance level given due to less than 30 students overall but with an increase of 54.5 points from the 22-23 school year.
White- 79.4 points below standard, with no performance level given due to less than 30 students overall.

Math (SBAC ELA) Results
All Students (ALL)- 31.82%

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

1. Additional after-school intervention with priority given to English learner students, Hispanic students, students with disabilities, and Socioeconomically disadvantaged students.

2. LES lesson sequences twice a month per grade level 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. At the end, there is an after section, which is called the summary portion of the lesson.

3. Math Facts practice twice a week for all grade levels

4. Consistent math routines and agreed-upon models across all grade levels supported and modeled by our Instructional Coach.

5. Priority will be given to English learner students, Hispanic students, and Socioeconomically disadvantaged students for Tier 3 math intervention support.

In the area of English Learner Progress, from the 22/23 California School Dashboard Data, out of 200 students, Della Lindley is performing at the very low level, with 42.5% of students making progress toward English Language proficiency on the Summative ELPAC assessment. This assessment is taken annually by students in grades TK–5. ELs take the ELPAC exam to measure progress toward English language proficiency. The ELPAC has 4 levels. The 4 ELPAC levels were divided into 6 ELPI levels to determine whether ELs made progress toward English language proficiency. Here are the where percentages of current EL students fall on the Summative ELPAC from the 21/22 school year:

40.4% of ELs progressed at least one level
26% of ELs decreased at least one ELPI level
31.5% of ELs maintained ELPI levels

We will address these inequities in the following ways:
1. We will address this during Designated ELD by focusing on the use of precise language and extended collaborative conversations with academic discourse. These areas will be supported by our Instructional Coach during planning time and through modeled lessons.

2. We will address this 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 and the Language Development resources from the Wonders ELD components.

3. We will address this by committing to the district's goal of refocusing on Designated ELD in grades 3-5 by incorporating the Summit K12 program as a Designated ELD supplement. The purpose and goal of bringing this program into our practice is to provide students with an opportunity to practice all 27 ELPAC task types throughout the year during Designated ELD in tandem with our base Wonders ELD Curriculum. Third-fifth grade teachers will be required to administer a pre-test for each ELPAC domain using SUmmit K12 while also administering IABs for each domain within each assessment window.

4. We will address this during Integrated ELD by committing to the use of the Kagan strategy Think, Write, Pair, Share and the use of the KWL charting.

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.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

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 by Subgroup

Student Enrollment
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

Student Enrollment by Grade Level

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

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

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

2022-23 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
584	**96.1**	**37.3**	**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.

2022-23 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	218	37.3
Foster Youth	3	0.5
Homeless	67	11.5
Socioeconomically Disadvantaged	561	96.1
Students with Disabilities	42	7.2

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	9	1.5
American Indian	1	0.2
Asian	2	0.3
Filipino	3	0.5
Hispanic	512	87.7
Two or More Races	14	2.4
Pacific Islander	1	0.2
White	42	7.2

Conclusions based on this data:

1.

School and Student Performance Data
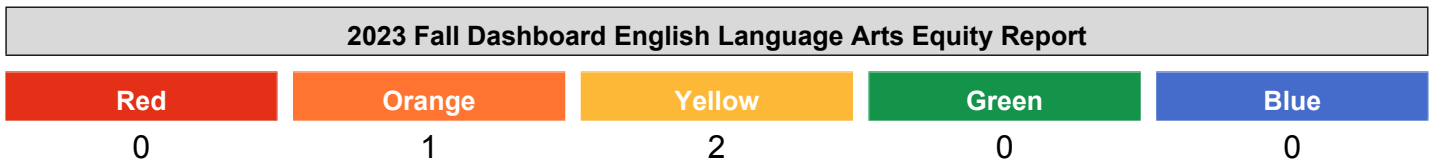
Overall Performance

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

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

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

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

2023 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. Priority will be given to EL students for Tier 2 intervention support and after school intervention.

2. Our instructional focus will include agreements during Integrated and Designated ELD. During Integrated ELD we will commit to the use of the Kagan strategy Think, Write, Pair, Share and the use of the KWL charting. During Designated ELD we will focus on the use of precise language and extended collaborative conversations with

academic discourse. 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

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

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

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

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard English Language Arts Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	1	2	0	0

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

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Yellow	Orange	Less than 11 Students
38 points below standard	54.2 points below standard	
Increased +4.3 points	Maintained -2.7 points	1 Student
279 Students	122 Students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
63.7 points below standard	Yellow	Red
Increased Significantly +26.8 points	37.8 points below standard	114.4 points below standard
26 Students	Increased +4 points	Decreased -3.9 points
	278 Students	26 Students

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Less than 11 Students	Less than 11 Students	Less than 11 Students	Less than 11 Students
4 Students	1 Student	1 Student	1 Student
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Yellow	Less than 11 Students	No Performance Color	31.2 points below standard
39.7 points below standard	8 Students	0 Students	Maintained -1.6 points
Increased +4.9 points			16 Students
248 Students			

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

2023 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
75.1 points below standard	4.7 points above standard	31.9 points below standard
Increased +4.7 points	Increased +11.9 points	Increased +8.4 points
90 Students	32 Students	125 Students

Conclusions based on this data:

1. Based on this data our conclusions are that there is a need to give priority to EL students for guided reading intervention support.

2. The Guided Reading Intervention Program will continue to be funded for the 2023-23 school year to address students who have significant achievement gaps in reading foundations. This support will prioritize English Language Learners when targeting students for additional support.

3. Our instructional coach will continue to be provided by the district to continue to support the ongoing implementation, planning, and data analysis of newly learned strategies and foundational literacy routines.

School and Student Performance Data
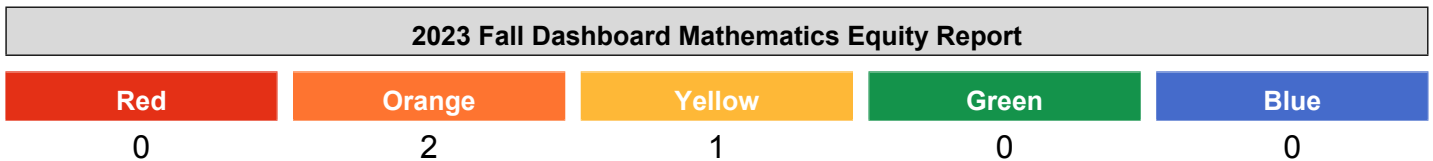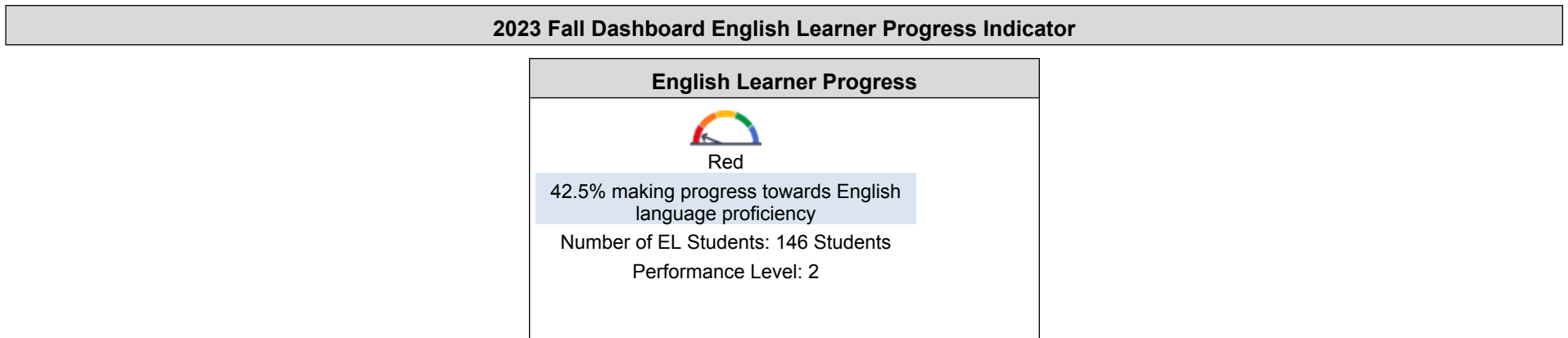
Academic Performance
Mathematics

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

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

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

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Mathematics Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	2	1	0	0

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

2023 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Orange	Orange	Less than 11 Students
68.5 points below standard	75.6 points below standard	1 Student
Maintained +2.4 points	Maintained +0.8 points	
278 Students	121 Students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
79.8 points below standard	Orange	Red
Increased Significantly +54.5 points	68.2 points below standard	148.8 points below standard
26 Students	Maintained +2.7 points	Decreased -9.9 points
	277 Students	26 Students

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students	Less than 11 Students	Less than 11 Students	Less than 11 Students
4 Students	1 Student	1 Student	1 Student

Hispanic	Two or More Races	Pacific Islander	White
Yellow	Less than 11 Students	No Performance Color	79.4 points below standard
69.1 points below standard	8 Students	0 Students	Decreased -12.8 points
Increased +4.1 points			16 Students
247 Students			

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

2023 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
91.3 points below standard	29.8 points below standard	64.1 points below standard
Increased +7.3 points	Increased +11.6 points	Increased +5.9 points
90 Students	31 Students	125 Students

Conclusions based on this data:

1. Based on this data our conclusions are that there is a need to provide more conceptual mathematics instruction strategies will continue along with twice monthly LES lessons for all grade levels.

2. Grade level commitments for math models and strategies.

3. After school intervention with a math focus prioritizing English Language Learners, students with disabilities, and Socioeconomically Disadvantaged students.

School and Student Performance Data

Academic Performance
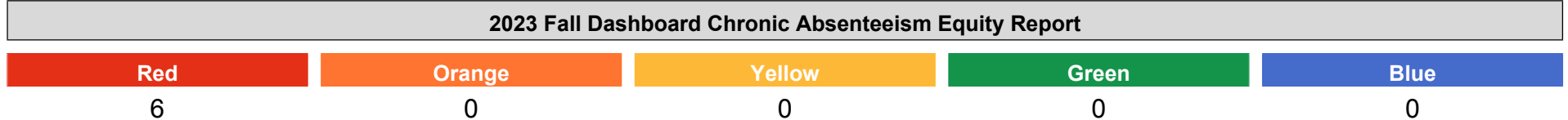## English Learner Progress

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

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

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.

2023 Fall Dashboard English Learner Progress Indicator

English Learner Progress
Red
42.5% making progress towards English language proficiency
Number of EL Students: 146 Students
Performance Level: 2

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

2023 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
38	46	3	59

Conclusions based on this data:

1. Based on this data our conclusions are that there is a need to address the inequity of students that decreased by one level during Designated ELD by personalizing instruction based on student levels.

2. We will address the inequity of students that decreased by one level during Designated ELD by using the Vocabulary resources found within our Wonders Tier 2 and the Language Development resources from the Wonders ELD components.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

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

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

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

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Chronic Absenteeism Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
6	0	0	0	0

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

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students	English Learners	Foster Youth
Red	Red	Less than 11 Students
34.8% chronically absent	30.2% Chronically Absent	
Increased 2.5%	Maintained 0.2	10 Students
609 Students	225 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Red	Red	Red
47.9% Chronically Absent	35.4% Chronically Absent	47.4% Chronically Absent
Increased 17.6	Increased 3.1	Increased 15.4
96 Students	587 Students	57 Students

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
33.3% Chronically Absent 0 12 Students	Less than 11 Students 1 Student	Less than 11 Students 2 Students	Less than 11 Students 3 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Red 34% Chronically Absent Increased 1.2 533 Students	50% Chronically Absent Increased 26.9 14 Students	Less than 11 Students 1 Student	Red 46.5% Chronically Absent Increased 11.6 43 Students

Conclusions based on this data:

1. Based on this data our conclusions are that there is a need to address this low performance in the following ways:
Home visits

2. 2. Family and student education about the importance of regular attendance and how attendance works.

3. 3. Attendance incentives, rewards, and recognition for weekly and monthly improvements

School and Student Performance Data

Conditions & Climate
Suspension Rate

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

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

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

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Suspension Rate Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	4	0	0	2

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

2023 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	**English Learners**	**Foster Youth**
Orange	Orange	0% suspended at least one day
1.6% suspended at least one day	1.3% suspended at least one day	
Increased 0.6	Increased 1.3	11 Students
622 Students	230 Students	

Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
Orange	Orange	Blue
2.9% suspended at least one day	1.5% suspended at least one day	0% suspended at least one day
Increased 2.9	Increased 0.7	Declined -2
104 Students	597 Students	60 Students

2023 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
0% suspended at least one day 12 Students	Less than 11 Students 1 Student	Less than 11 Students 2 Students	Less than 11 Students 3 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange 1.7% suspended at least one day Increased 0.7 545 Students	7.1% suspended at least one day Increased 7.1 14 Students	Less than 11 Students 1 Student	Blue 0% suspended at least one day Declined -2.2 44 Students

Conclusions based on this data:

1. Based on this data our conclusions are that there is a need to continue to focus more attention on Tier 2 and Tier 3 behavior interventions. We will address this inequity in Goals 2 and 3 of our SPSA through the support of additional staffing hours, PBIS rewards, and the continuation of our High Hopes staff team.

2. Based on this data our conclusions are that more professional development in the area of trauma informed practices and restorative practices would be beneficial to all Della Lindley staff.

Annual Review and Update

SPSA Year Reviewed: 2023-24

Goal 1 – Increased Academic Achievement

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

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes

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	39.3 points below standard	-3 points
EL	Yellow	48.5 points below standard	-3 points
Hisp	Yellow	41.6 points below standard	-3 points
AA	No Performance Level		
SED	Yellow	38.9 points below standard	-3 points
SWD	Orange	100.5 points below standard	-10 points

Actual Outcomes:

St. Group	Color	DFS/Percentage	Change
All	Yellow	38 points below standard	Increased +4.3 points
EL	Orange	54.2 points below standard	Maintained -2.7 points
Hisp	Yellow	39.7 points below standard	Increased +4.9 points
AA			Less than 11 Students
SED	Yellow	37.8 points below standard	Increased +4 points
SWD	Red	114.4 points below standard	Decreased -3.9 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)

Expected Outcomes:

St. Group	Color	DFS/Percentage	Change
All	Yellow	67.8 points below standard	-3 points
EL	Yellow	73.4 points below standard	-3 points
Hisp	Yellow	70.2 points below standard	-3 points
AA	No Performance Level		

Actual Outcomes:

St. Group	Color	DFS/Percentage	Change
All	Orange	68.5 points below standard	Maintained +2.4 points
EL	Orange	75.6 points below standard	Maintained +0.8 points
Hisp	Yellow	69.1 points below standard	Increased +4.1 points
AA			Less than 11 Students

Metric/Indicator	Expected Outcomes	Actual Outcomes

SED	Yellow	67.9 points below standard	-3 points
SWD	Orange	135.9 points below standard	-3 points

SED		68.2 points below standard	Maintained +2.7 points
	Orange		
SWD		148.8 points below standard	Decreased -9.9 points
	Red		

Metric/Indicator	Expected Outcomes	Actual Outcomes
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: 31.86%

| California School Dashboard – English Learner Progress Indicator (ELPI) | | | |

Expected Outcomes:

	Color	DFS/Percentage	Change
English Learner Progress Indicator			

Actual Outcomes:

	Color	DFS/Percentage	Change
English Learner Progress Indicator	Red	42.5%	Decreased -12.1 points

Metric/Indicator	Expected Outcomes	Actual Outcomes
English Learner Redesignated Fluent English Proficient (RFEP) Reclassification Rate	40 students	42 students
3rd Grade Smarter Balanced Assessment Consortium English Language Arts (SBAC ELA) Results All Students (ALL)	Language Arts (SBAC ELA) Results All Students (ALL)- 37%	Language Arts (SBAC ELA) Results All Students (ALL)- 32.73%
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

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Della Lindley will provide academic and behavioral supports for students beyond the regular school day, before school, after school, Saturdays and during school breaks to support instruction designed with the goal of enhancing learning for students identified at each grade level that need additional support. Priority will be given to SED and EL student groups.	We provided academic and behavioral support for students beyond the regular school day, after school, and on Saturdays to support instruction designed to enhance learning for students identified at each grade level that need additional support. Priority was given to SED, SWD, and EL student groups.

First, second, third, and fourth grade provided intervention for math and reading after school throughout the school year for students performing at the urgent intervention and on-watch level based on the STAR Early Literacy, STAR Reading, and STAR Math assessments.
We offered Saturday School on August 26, September 30, February 24, March 16, April 27, and May 18. | Classified extra duty for academic and behavioral supports. 2000-2999: Classified Personnel Salaries Title I 5000 | Classified extra duty for academic and behavioral supports. 2000-2999: Classified Personnel Salaries Title I 4237 |
		Certificated extra duty for academic and behavioral supports. 1000-1999: Certificated Personnel Salaries Title I 5000	Certificated extra duty for academic and behavioral supports. 1000-1999: Certificated Personnel Salaries Title I 6200
		Classified extra duty fringes. 3000-3999: Employee Benefits Title I 2000	Classified extra duty fringes. 3000-3999: Employee Benefits Title I 4650
		Certificated extra duty fringes. 3000-3999: Employee Benefits Title I 1000	Certificated extra duty fringes. 3000-3999: Employee Benefits Title I 2325
		Certificated extra duty for academic and behavioral supports. 1000-1999: Certificated Personnel Salaries LCFF 14000	Certificated extra duty for academic and behavioral supports. 1000-1999: Certificated Personnel Salaries LCFF 4144
		Certificated extra duty fringes. 3000-3999: Employee Benefits LCFF 2000	Certificated extra duty fringes. 3000-3999: Employee Benefits LCFF 1000
		Classified extra duty for academic and behavioral supports. 2000-2999: Classified Personnel Salaries	Classified extra duty for academic and behavioral supports. 2000-2999: Classified Personnel Salaries

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		LCFF 8500	LCFF 31
		Classified extra duty fringes. 3000-3999: Employee Benefits LCFF 2000	Classified extra duty fringes. 3000-3999: Employee Benefits LCFF 32
Certificated extra duty for collaboration and planning.	Certificated personnel were provided extra duty for collaboration and planning throughout the school year.	Teacher extra duty for collaboration and planning. 1000-1999: Certificated Personnel Salaries Title I 6000	Teacher extra duty for collaboration and planning. 1000-1999: Certificated Personnel Salaries Title I 6200
		Certificated extra duty fringes. 3000-3999: Employee Benefits Title I 1500	Certificated extra duty fringes. 3000-3999: Employee Benefits Title I 2325
Technology programs and site licenses will be purchased and utilized by students, with priority given to SED, SWD, and EL student groups, and staff to provide access to and support instruction across content areas.	Technology programs and site licenses were purchased and utilized by students, with priority given to SED, SWD, and EL student groups, and staff to provide access to and support instruction across content areas. Accelerated Reader (Renaissance Learning) helps our school assess and determine student progress on CA Common Core Standards. Having that Accelerated Reader has helped us look for trends in data across the STAR assessment systems. Read LIVE was purchased to support small group intervention	Site technology licenses 4000-4999: Books And Supplies LCFF 12,000.00	Site technology licenses 4000-4999: Books And Supplies LCFF 9000

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
	during Tier 1 guide reading time for second and third grade.		
1 Paraprofessional, the Library Technician and a SOSA will Implement Tier II and Tier III Intervention Programs to support English learner students and students performing at the urgent intervention and on watch level based on the STAR Early Literacy, Reading and Math assessments.	The services of 1 Paraprofessional, the Library Technician, and a SOSA were provided to implement Tier II and Tier III Intervention Programs to support English learner students and students performing at the urgent intervention and on-watch level based on the STAR Early Literacy, STAR Reading, and STAR Math assessments. Additionally, 2 hours were added to help fund more Paraprofessional II time during the school day to provide more academic support for students in grades 1-5 at the urgent and on-watch intervention levels based on the STAR Early Literacy, STAR Reading, and STAR Math assessments.	2 hour Paraprofessional 2000-2999: Classified Personnel Salaries Title I 9936	2 hour Paraprofessional 2000-2999: Classified Personnel Salaries Title I 10000
		2 hour Paraprofessional 3000-3999: Employee Benefits Title I 8436	2 hour Paraprofessional 3000-3999: Employee Benefits Title I 8000
		2 hour Library Tech-Salary 2000-2999: Classified Personnel Salaries Title I 14232	2 hour Library Tech-Salary 2000-2999: Classified Personnel Salaries Title I 15000
		2 hour Library Tech-Fringes 3000-3999: Employee Benefits Title I 9769	2 hour Library Tech-Fringes 3000-3999: Employee Benefits Title I 10000
		9 weeks of Tier 3 intervention for 2-4 grade students at the red level (urgent intervention level). 1000-1999: Certificated Personnel Salaries Title I 21569	9 weeks of Tier 3 intervention for 2-4 grade students at the red level (urgent intervention level). 1000-1999: Certificated Personnel Salaries Title I 14800
		Additional academic support for 2 hours per day, 5 days a week for students in grades 1-5 at the yellow and red levels based on STAR data. 1000-1999: Certificated Personnel Salaries Title I	Additional academic support for 2 hours per day, 5 days a week for students in grades 1-5 at the yellow and red levels based on STAR data. 1000-1999: Certificated Personnel Salaries Title I

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		7985.00	9600
		2 hour Para II fringes 3000-3999: Employee Benefits Title I 21810.26	2 hour Para II fringes 3000-3999: Employee Benefits Title I 2100
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.	Technology was maintained, replaced, and purchased for teachers and students to provide access to and in support of the instructional program.	Supplemental instructional technology, materials, and supplies. 4000-4999: Books And Supplies LCFF 2,000.00	Supplemental instructional technology, materials, and supplies. 4000-4999: Books And Supplies LCFF 4000
Staff will attend professional conferences or on site professional development that supports implementation of standards, increased rigor, and addressing the needs of all students through restorative practices, trauma informed practices, and PBIS rewards.	Staff did attend professional conferences or on-site professional development supporting the implementation of standards, increased rigor, restorative practices, trauma-informed practices, and PBIS rewards. Additionally, our new counselor attended Professional Development provided by RCOE for new counselors.	Conference fees, travel expenses, hotel costs. 5000-5999: Services And Other Operating Expenditures Title I 6888	Conference fees, travel expenses, hotel costs. 5000-5999: Services And Other Operating Expenditures Title I 0
		Extra Duty for Collaboration or Professional Development 1000-1999: Certificated Personnel Salaries Title I 4112.74	Extra Duty for Collaboration or Professional Development 1000-1999: Certificated Personnel Salaries Title I 3800
		Teacher extra duty -fringes 1000-1999: Certificated Personnel Salaries Title I 306	Teacher extra duty -fringes 1000-1999: Certificated Personnel Salaries Title I 272
Guest teachers to be provided for PreSST, SST, or other onsite meetings during the day in order to release teachers during their work day with the goal of improving student academic and behavior	Guest teachers were provided to teachers so they could attend and participate in the SST process, 504 meetings, IEPs, Behavior Support Plan meetings, and other onsite meetings during the day to release	Pay for Guest Teachers 1000-1999: Certificated Personnel Salaries LCFF 2500	Pay for Guest Teachers 1000-1999: Certificated Personnel Salaries LCFF 8600

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
outcomes. There will be a specific focus on the reduction of suspensions for our white students and students with disabilities to ensure that the performance level for suspensions within these two student groups moves to the low or very low level. This will be addressed during these meetings when focusing on the behavior outcomes.	teachers during their workday to improve student academic and behavior outcomes. There was a specific focus on the reduction of suspensions for our white students and students with disabilities to ensure that the performance level for suspensions within these two student groups moves to the low or very low level. This was addressed during these meetings when focusing on the behavior outcomes.		
Materials, supplies, and field trips to be purchased to support the implementation of instructional strategies to support academic and behavioral success.	Materials, supplies, and field trips were purchased to support the implementation of instructional strategies to support academic and behavioral success throughout the school year. Materials such as Learning Dynamics were purchased and utilized with students to support their reading needs over the course of the 23-24 school year. Materials/books were shared with students to support their reading needs at their instructional reading level, such as UFLI manuals, to support students in becoming proficient readers. We know that interactive classrooms support opportunities for EL students to interact with peers and practice language more	Materials and Supplies 4000-4999: Books And Supplies LCFF 49800	Materials and Supplies 4000-4999: Books And Supplies LCFF 42000

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
	frequently than in traditional classroom settings therefore a multitude of materials, supplies, and field trips such as Living Desert and Sea World, took place and were used over the course of the 22-23school year to support the implementation of instructional strategies such as Thinking Maps and Write from the Beginning.		

Analysis

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

Due to the commitment and support of many staff members, our counselor, site Instructional Coach, Reading Intervention teacher, Reading Intervention Paraprofessional, SOSA, Mental Health Therapist, and additional classroom Paraprofessionals, we have been able to address learning gaps during the 23-24 school year by providing additional Tier 1, Tier 2, and Tier 3 support through fluid and targeted interventions. Using the CBM data and STAR data, we have organized these interventions during and after the school day. For example, our Reading Intervention Teacher has developed daily interventions with a team of Paraprofessionals for students in grades 1-5 who are at the urgent and on-watch intervention levels based on the STAR Early Literacy and STAR Reading. Throughout this year, this intervention has supported 36 first-graders, 39 second-graders, 21 third-graders, 24 fourth-graders, and 21 fifth-graders. In first grade, the BOY data compared to the MOY data for phoneme segmentation showed a decrease of 27% for the intervention group, an increase of 16% for the on-watch group, and an increase of 11% for the at-or-above benchmark group. In second grade, the BOY data compared to the MOY data for Oral Reading Fluency showed that out of 39 students, 11 moved out of the intervention group and into the on-watch group. In third grade, the BOY data compared to the MOY data for Oral Reading Fluency showed that out of 21 students, 100% of those who were in the intervention at the BOY, 10% of that group moved into the at or above benchmark group for the MOY.

Students in grades TK-2 have improved their proficiency rate by 10.6% since the beginning of the school year. Our TK students have increased their proficiency rate by 50.7%. Our Kindergarten students have increased their proficiency rate by 10.8%. Our second-grade students have increased their proficiency rate by 3.8%. Our English Language Learners have increased their proficiency rate by 9.9%. We attribute this success largely to our school-wide, common grade-level guided reading time provided daily by classroom teachers to students in grades 1-5. Additionally, 102 of our students in grades 1-5 grade have received Tier 2 reading intervention this school year using the UFLI supplemental reading materials. The increase in our STAR scores is also due to this additional support time that students have been receiving from the support of the staff members listed above.

Students in grades 2-5 have improved their proficiency rate by 7.4% since the beginning of the school year. Our second-grade students have increased their proficiency rate by 14.8%. Our third-grade students have increased their proficiency rate by 4.6%.
Our fourth-grade students have increased their proficiency rate by 4.2%. Our fifth-grade students have increased their proficiency rate by 9.8% Our English Language Learners have increased their proficiency rate by 6.5%. Students in grades 2, 3, 4, and 5, have taken and passed 9,429 AR quizzes this school year. We attribute this success largely to our school-wide, common grade-level guided reading time provided daily by classroom teachers to students in grades 1-5. Additionally, 102 of our students in grades 1-5 grade have received Tier 2 reading intervention this school year using the UFLI supplemental reading materials. The increase in our STAR scores is also due to this additional support time that students have been receiving from the support of the staff members listed above.

Students in grades 1-5 have improved their proficiency rate by 3.6% since the beginning of the school year. Our first-grade students have increased their proficiency rate by 6.8%. Our second-grade students have increased their proficiency rate by 15.1%.
Our third-grade students have increased their proficiency rate by 1.1%. Our fifth-grade students have increased their proficiency rate by 9.9% Our English Language Learners have increased their proficiency rate by 6.5%.

Additionally, our Instructional Coach worked and collaborated with 4th and 5th-grade teachers on the implementation of Problem Strings for the entire school year. We saw tremendous growth with our fifth-grade students from the BOY STAR Math to the MOY Star Math. Out of 86 fifth graders, 79 increased their MOY scores by at least 10 points.

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 staffing budget estimates exceeded the allocated amount due to a pay increase for both certificated and classified staff, which was negotiated during collective bargaining. Additionally, some staff budget estimates were lower than actual expenses because staff members were hired partway through the school year, or the estimates were based on prior staff rates that differed from the current staff occupying those positions.

The Expanded Learning Department was able to provide funding for the line item initially planned to be funded through the School Plan for Student Achievement (SPSA). SPSA action item #1 aimed to offer academic intervention for students beyond the regular school day in order to enhance instruction. The additional funding from the PSUSD Expanded Learning Department allowed the site budget to allocate some of these resources elsewhere while still effectively supporting the academic intervention program for these targeted student groups.

We underestimated the number of substitutes and the associated costs for all the activities planned in the SPSA action items #2, #6, and #7 this year, resulting in a budget discrepancy.

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

Budget estimates and proposed expenditures will be made more accurate and more specific wherever possible.

The 22-23 ELPI results revealed that our English learner performance was significantly below standard. Despite our work with Designated ELD and the Star Reading and Math assessment results showing progress, the impact of distance learning during the COVID-19 pandemic necessitates a greater emphasis on Integrated and Designated ELD instruction to support students in achieving language proficiency. This will be accomplished through coaching and professional development in Integrated and Designated ELD while also focusing on strategies for EL students while integrating Universal Design for Learning to better cater to all learners. We will address this need for change by committing to the district's goal of refocusing on Designated ELD in grades 3-5 by incorporating the Summit K12 program as a Designated ELD supplement. The purpose and goal of bringing this program into our practice is to provide students with an opportunity to practice all 27 ELPAC task types throughout the year during Designated ELD in tandem with our base Wonders ELD Curriculum. Third-fifth grade teachers will be required to administer a pre-test for each ELPAC domain using Summit K12 while also administering IABs for each domain within each assessment window. These improvements will be found under Goal 1 of our SPSA.

We will continue to turn the dial on refining our tiered-response MTSS framework for academics and behaviors to facilitate ongoing growth in our school systems that support each student's unique learning needs. Refinement is essential for addressing the individual needs of every student while ensuring their progress and success at school.

Annual Review and Update

SPSA Year Reviewed: 2023-24

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 Educational Partner Input Processes	Parent Participation in Educational Partner Input Processes - 450 surveys	Parent Participation in Educational Partner Input Processes - 416 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) - 98% Hispanic (Hisp) - 98% African American (AA) -98%
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

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Additional classified office hours to support parent involvement especially for the families of white, homeless, and students with disabilities to ensure a more favorable outcome for our ATSI status.	Additional classified office hours to support parent involvement especially for the families of white, homeless, and students with disabilities to ensure a more favorable outcome for our ATSI status.	Classified extra duty to support parent involvement 2000-2999: Classified Personnel Salaries LCFF 2000	Classified extra duty to support parent involvement 2000-2999: Classified Personnel Salaries LCFF 1000
		Classified benefits and fringes 3000-3999: Employee Benefits LCFF 500	Classified benefits and fringes 3000-3999: Employee Benefits LCFF 200
Della Lindley will promote community and family participation by involving stakeholders in school activities and events.	Della Lindley will promote community and family participation by involving educational partners in school activities and events.	Materials and Supplies for community and family events. 4000-4999: Books And Supplies Title I Part A: Parent Involvement 2645	Materials and Supplies for community and family events. 4000-4999: Books And Supplies Title I Part A: Parent Involvement 1600
		Certificated Extra Duty for community and family events. 1000-1999: Certificated Personnel Salaries Title I 2500	Certificated Extra Duty for community and family events. 1000-1999: Certificated Personnel Salaries Title I 1700
		Certificated benefits and fringes for community and family events. 3000-3999: Employee Benefits Title I 500	Certificated benefits and fringes for community and family events. 3000-3999: Employee Benefits Title I 373
		Classified Extra Duty for community and family events. 2000-2999: Classified Personnel Salaries Title I 1500	Classified Extra Duty for community and family events. 2000-2999: Classified Personnel Salaries Title I 2000
		Classified benefits and fringes for community and family events. 3000-3999: Employee Benefits	Classified benefits and fringes for community and family events. 3000-3999: Employee Benefits

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		Title I 500	Title I 289

Analysis

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

We have held a variety of family events throughout the school year to build partnerships with our community and support learning beyond the school day.

On August 2, we held our first-ever Welcome to Kindergarten Sessions. These two sessions offered families time to meet our staff and get to know their teachers for the new school year. We had 52 families join us. On August 8, we held our annual Back to School Night and Title One Meeting with over 400 families in attendance. On August 16, we held our Principal's Forum in the morning with about 20 families and Family Game Night with about 30 families. FIND Food Bank was on site on August 23 after school to bring food to our community. On September 15th Big Smiles was on campus to support students and families with dental needs and assistance. On September 20, we held another Principal's Forum with guest speaker Lisa Todd. We had 5 families in attendance. We held another Game Night on September 26 with about 25 families in attendance. FIND Food Bank returned on September 27 to distribute more food to the community. Also, on September 27 ASB students and their families participated in the CCHS Homecoming parade and community celebration. We held our Awards Assembly on September 30 for grades TK-5 and all families of award recipients were invited. We held our first Talent Show of the year on October 5th for our school community. We held a school fundraiser on October 10th for all families and staff at Panera restaurant. Our final Game Night for the year was held on October 29th with 20 families in attendance. FIND Food Bank came back on October 25 to distribute food after school. The Lights On event with Think Together took place after school on October 26 for families. November 1st brought our fourth Awards Assembly for the year with all of the families of award winners present. We held our annual Fall Festival on November 16th in the evening with about 300 families present. The week of November 13th was a minimum day week for Parent/Teacher conferences. Teachers met with families and we had over 350 families meet for academic conferences regarding student progress from Trimester 1. Thanks to the Expanded Learning Program, our school basketball team played their first game of the year on November 17th against CVC. Many families and staff members were able to join us for this event. We held our monthly Awards Assembly on December 6th for all grade levels and their families. On December 7th we held an after-school performance for our families to showcase our second-fifth grade Ballet Folklorico dancers. Our Winter Concert was held on Friday, December 15th with two showtimes so that we would be able to accommodate all of our families. On January 24 FIND Food Bank returned for community food distribution. January 31 was our monthly Awards Assembly with all grade levels and families. FIND Food Bank returned on February 28 for the school community. Our DSL choir performed for the community and our families on March 2 at the Stardust Festival held at CCHS. March 3-8 brought our Parent Teacher Conferences for Trimester 2. We had over 400 families join us for the conferences. Our choir was able to perform the National Anthem at the Firebirds Hockey Game on May 9th. Our school community purchased over 200 tickets to join us at the game. On March 16 we went back to CCHS for the Ballet Folklorcio Valley Clinic and our students were able to perform for their families. Before we left for Spring Break, we held a Math Game Day and Food Truck Festival in the front of our school for our families. We had over 200 families join us and make math games to play during the two week vacation. Our basketball team played against CVC on March 21 after school with many family members and staff cheering them on. When we returned from Spring Break we hosted a fundraiser night at Chuck E. Cheese with almost 200 families in attendance. FIND Food Bank returned on April 24 to feed the community. We held our second to the last Awards Assembly on April 30 for all grade levels and their families. We kicked May off with a Cinco de Mayo celebration on May 3 with performances by our Ballet Folklorico groups. Our final Talent Show of the 23-24 school year was held on May 15 in the evening for our families to enjoy. FIND Food Bank returned for food distribution on May 22. We held our final Choir Concert for the year on May 23 in the evening for our school families.

We were also able to make 67 home visits this school year to the homes of families with students chronically absent. We were able to find out about situations that were keeping students from school and at other times we were able to provide resources and services to families truly experiencing severe hardships.

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 noted differences between intended and implemented expenditures.

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

Changes made to Goal 2 will be in the area of attendance. There will not be direct costs associated with these changes. These changes can be found in SPSA within the Review of Performance section under the Identified Needs. Here are the changes we will be making:

1. Focus more attention on transportation to and from school for families.

2. Increase the number of home visits we complete on a monthly basis.

3. Support families with resources for medical care when their students are sick.

4. Offer more Saturday Academy opportunities so that students with absences can make days up.

5, Connect families to Think Together for part-time attendance.

6. Offer Independent Studies to families that will be out for extended periods of time.

7. Continue with our Perfect and Improved Attendance parties each month.

8. Increase the feeling of school connectedness amongst students not feeling connected to school by having weekly check-ins with our school counselor and a peer buddy.

Annual Review and Update

SPSA Year Reviewed: 2023-24

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 supporting their mental health along with the importance of daily attendance.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes

Student Attendance Rates
All Students (ALL)

Student Attendance Rates 96%
All Students (ALL) - 94%

Student Attendance Rates 96%
All Students (ALL) - 91.5%

Chronic Absenteeism Rates
All Students (ALL))
English Learner (EL)
Hispanic (Hisp)
African American (AA)
Socioeconomically Disadvantaged (SED)
Students with Disabilities (SWD)

St. Group	Color	DFS/Percentage	Change
All	Very High	32.3%	-5%
EL	Very High	30%	-5%
Hisp	Very High	32.7%	-5%
AA	No Performance Level	No %	
SED	Very High	32.4%	-5%
SWD	Very High	32%	-5%

St. Group	Color	DFS/Percentage	Change
All	Red	34.8% chronically absent	Increased 2.5%
EL	Red	30.2% Chronically Absent	Maintained 0.2
Hisp	Red	34% Chronically Absent	Increased 1.2
AA		33.3% Chronically Absent	0
SED	Red	35.4% Chronically Absent	Increased 3.1
SWD	Red	47.4% Chronically Absent	Increased 15.4

Suspension Rates:
All Students (ALL)
English Learner (EL)
Hispanic (Hisp)
African American (AA)

St. Group	Color	DFS/Percentage	Change
All	Low	1%	No change
EL	Very Low	0%	No change

St. Group	Color	DFS/Percentage	Change
All	Orange	1.6% suspended at least one day	Increased 0.6

Metric/Indicator	Expected Outcomes				Actual Outcomes			

Metric/Indicator

Socioeconomically Disadvantaged (SED)
Students with Disabilities (SWD)

Expected Outcomes

Hisp	Low	0.9%	No change
AA	No Performance Level	No %	
SED	Low	0.8%	No Change
SWD	Medium	2%	-1%

Actual Outcomes

EL	Orange	1.3% suspended at least one day	Increased 1.3
Hisp	Orange	1.7% suspended at least one day	Increased 0.7
AA		0% suspended at least one day	
SED	Orange	1.5% suspended at least one day	Increased 0.7
SWD	Blue	0% suspended at least one day	Declined -2

Metric/Indicator

Expulsion Rates
All Students (ALL)
English Learner (EL)
Hispanic (Hisp)
African American (AA)

Expected Outcomes

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%

Actual Outcomes

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%

Metric/Indicator

Panorama Survey – Sense of Belonging/School Connectedness
All Students (ALL)
English Learner (EL)
Hispanic (Hisp)
African American (AA)

Expected Outcomes

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%

Actual Outcomes

Panorama Survey - Sense of Belonging/School Connectedness
All Students (ALL) - 81%
English Learner (EL)
Level 1- 89%
Level 2- 83%
level 3- 88%
Level 4- 80%
Hispanic (Hisp) - 81%
African American (AA) - 82%

Metric/Indicator

Panorama Survey – School Safety
All Students (ALL)
English Learner (EL)
Hispanic (Hisp)
African American (AA)

Expected Outcomes

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%

Actual Outcomes

Panorama Survey – School Safety
All Students (ALL) - 66%
English Learner (EL)
Level 1- 64%
Level 2- 62%
Level 3- 76%
Level 4- 63%
Hispanic (Hisp) - 67%
African American (AA) - 62%

Metric/Indicator	Expected Outcomes	Actual Outcomes
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 will facilitate activities during AM, 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. There will be an additional focus on the reduction of suspensions for our white students and students with disabilities to ensure that the performance level for suspensions within these two student groups moves to the low or very low level.	Provide adequate supervision support for students before, during and after school to ensure safety and welfare. Supervision Aides will facilitate activities during AM, 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. There will be an additional focus on the reduction of suspensions for our white students and students with disabilities to ensure that the performance level for suspensions within these two student groups moves to the low or very low level.	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 70562	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 61000
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.	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.	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	Classified extra duty to support chronic absenteeism, attendance rates and home visits. 2000-2999: Classified Personnel Salaries LCFF 1000 Classified benefits and fringes 3000-3999: Employee Benefits LCFF

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		500	137
One additional Mental Health day per week provided by Jewish Family services.	We did not pay for an additional mental health day per week from Jewish Family Services because we were provided with an extra day of support by the district.	One additional Mental Health day per week provided by Jewish Family services. 5800: Professional/Consulting Services And Operating Expenditures Title I 18000	This action did not happen. 0
Provide awards and incentives for students to promote positive attendance and behavior. 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 white students and students with disabilities to ensure that the performance level for suspensions within these two student groups moves to the low or very low level.	Provide awards and incentives for students to promote positive attendance and behavior. 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 white students and students with disabilities to ensure that the performance level for suspensions within these two student groups moves to the low or very low level.	Student incentives for positive attendance and behavior 4000-4999: Books And Supplies LCFF 10000	Student incentives for positive attendance and behavior 4000-4999: Books And Supplies LCFF 6000
Safe and positive learning environment activities	Safe and positive learning environment activities included monthly activities for Perfect or Improved Attendance.	Classified Salaries 2000-2999: Classified Personnel Salaries LCFF 32883	Classified Salaries 2000-2999: Classified Personnel Salaries LCFF 21000

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
	We also honor classes with Perfect Attendance on the Morning Message each day. Classrooms with Perfect Attendance can also place a Perfect Attendance magnet on the outside of their door each day that they have Perfect Attendance. Positive behavior incentives have been purchased to support the PBIS rewards program, Pyramid of Success monthly award winners, and AR points prizes as well.	Classified benefits and fringes 3000-3999: Employee Benefits LCFF 3000	Classified benefits and fringes 3000-3999: Employee Benefits LCFF 2000

Analysis

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

We will continue to refine attendance incentives to target students that need support getting to school in hopes of also improving our dashboard and ATSI results.

The additional hours we allotted for supervision is extremely effective in supporting student SEL needs and PBIS rewards expectations. Supervision aides have been provided accounts on PBIS Rewards application as well so that they can reward points to students that are following school/playground expectations. Our goal was met with this support. Support was given on the playground during recesses and in classrooms - the main goal is to give students the behavior support they need so instructional time is not missed. Although support was given to all students, there were 15 students that needed daily support which included recess check-in and out, during lunch, classroom visits, behavior support plans, token reward boards, and first/then incentives.

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

Both certificated and classified salary increases occurred during the 2022-23 school year that were not reflected in the original budgeted amounts.

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.

Changes made to Goal 3 will be in the area of attendance. There will not be direct costs associated with these changes. These changes can be found in SPSA within the Review of Performance section under the Identified Needs. Here are the changes we will be making:

1. Focus more attention on transportation to and from school for families.

2. Increase the number of home visits we complete on a monthly basis.

3. Support families with resources for medical care when their students are sick.

4. Offer more Saturday Academy opportunities so that students with absences can make days up.

5, Connect families to Think Together for part-time attendance.

6. Offer Independent Studies to families that will be out for extended periods of time.

7. Continue with our Perfect and Improved Attendance parties each month.

8. Increase the feeling of school connectedness amongst students not feeling connected to school by having weekly check-ins with our school counselor and a peer buddy.

Goals, Strategies, & Proposed Expenditures

Goal 1

Increase Academic Achievement

Goal Statement

Della S. Lindley will increase academic achievement through best first instruction and academic 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 22/23 California School Dashboard Data, out of 279 students, Della Lindley is performing at the low level, 38 points below standard, on the English Language Arts assessment. We did increase overall by 4.3 points from the 21-22 school year.

This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–5. The following student groups fall into these categories:

English learners, 122 students are 54.2 points below standard which is the low-performance level, but higher than the state and 22.3 points below English Only students.
Hispanic students, 248 students are 39.7 points below standard which is the low-performance level but higher than the state.
Socioeconomically disadvantaged students, 278 students are 37.8 points below standard which is the low-performance level but higher than the state.
AA- Less than 11 students - data not displayed for privacy.
SWD- 114.4 points below standard, with no performance level given due to less than 30 students overall.
Homeless- 63.7 points below standard, with no performance level given due to less than 30 students overall but with an increase of 26.8 points from the 21-22 school year.
White- 31.2 points below standard, with no performance level given due to less than 30 students overall.

In the area of Math, from the 22/23 California School Dashboard Data, out of 278 students, Della Lindley is performing at the low level, 68.5 points below standard, which is at the low level on the Mathematics assessment.

This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–5. This is 19.4 points higher than the state level. The following student groups fall into these categories:

English learners, 121 students are 75.6 points below standard and 11.5 points below English Only students, which is the low-performance level but higher than the state.

Hispanic students, 247 students are 69.1 points below standard, which is the low-performance level but higher than the state.
Socioeconomically disadvantaged students, 277 students are 68.2 points below standard, which is the low-performance level but higher than the state.
AA- Less than 11 students - data not displayed for privacy.
SWD- 148.8 points below standard, with no performance level given due to less than 30 students overall.
Homeless- 79.8 points below standard, with no performance level given due to less than 30 students overall but with an increase of 54.5 points from the 21-22 school year.
White- 79.4 points below standard, with no performance level given due to less than 30 students overall.

Language Arts (SBAC ELA) Results
All Students (ALL)- 32.73%

Math (SBAC ELA) Results
All Students (ALL)- 31.82%

Academic Indicator for Science
All- 12.37% met or exceeded standard
EL- We did not have any English learner students meet or exceed the standard.
Hispanic- 11.76% met or exceeded standard
AA- Fewer than 11 students were tested
SED- 12.50% met or exceeded standard, we did not meet our expected outcome in this area
SWD- We did not have any students with disabilities meet or exceed the standard.

In the area of English Learner Progress, from the 22/23 California School Dashboard Data, out of 200 students, Della Lindley is performing at the very low level, with 42.5% of students making progress toward English Language proficiency on the Summative ELPAC assessment. This assessment is taken annually by students in grades TK–5. ELs take the ELPAC exam to measure progress toward English language proficiency. The ELPAC has 4 levels. The 4 ELPAC levels were divided into 6 ELPI levels to determine whether ELs made progress toward English language proficiency. Here are the where percentages of current EL students fall on the Summative ELPAC from the 21/22 school year:

40.4% of ELs progressed at least one level
26% of ELs decreased at least one ELPI level
31.5% of ELs maintained ELPI levels

Fall 2024 Updates based on SSC review of data:

Based on our Beginning of the Year STAR Early Literacy and STAR Reading data along with our Beginning of the Year CB data, we agreed that additional funding should be allocated to Goal 1, Strategy 4.

Measuring and Reporting Results

Metric/Indicator	Baseline				Expected Outcome			

Metric/Indicator	St. Group	Color	DFS/Percentage	Change	St. Group	Color	DFS/Percentage	Change
California School Dashboard - Academic Indicator for English Language Arts All Students (ALL)	All	Yellow	38 points below standard	Increased +4.3 points	All	Yellow	34 points below standard	Increased + 4 points

Metric/Indicator	Baseline				Expected Outcome			

English Learners (EL)
Hispanic (Hisp)
African American (AA)
Socioeconomically Disadvantaged (SED)
Students with Disabilities (SWD)

Baseline:

		DFS	Change
EL	Orange	54.2 points below standard	Maintained - 2.7 points
Hisp	Yellow	39.7 points below standard	Increased +4.9 points
AA			Less than 11 Students
SED	Yellow	37.8 points below standard	Increased +4 points
SWD	Red	114.4 points below standard	Decreased - 3.9 points

Expected Outcome:

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

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)

Baseline:

St. Group	Color	DFS/Percentage	Change
All	Orange	68.5 points below standard	Maintained +2.4 points
EL	Orange	75.6 points below standard	Maintained +0.8 points
Hisp	Yellow	69.1 points below standard	Increased +4.1 points
AA			Less than 11 Students
SED	Orange	68.2 points below standard	Maintained +2.7 points
SWD	Red	148.8 points below standard	Decreased - 9.9 points

Expected Outcome:

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
SED	Orange	64.2 points below standard	Increased + 4 points
SWD	Orange	64 points below	Increased + 84.8 points

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

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

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

California School Dashboard – English Learner Progress Indicator (ELPI)

Baseline:

	Color	DFS/Percentage	Change
English Learner Progress Indicator	Red	42.5%	Decreased - 12.1 points

Expected Outcome:

	Color	DFS/Percentage	Change
English Learner Progress Indicator	Orange	82.5 points above standard	Increased +40 points

Metric/Indicator	Baseline	Expected Outcome
English Learner Redesignated Fluent English Proficient (RFEP) Reclassification Rate	42 students	50 students
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 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 with the intention of being exited out of intervention or moved into the SST process.

Students to be Served by this Strategy/Activity

X	Foster Youth
X	All
X	Specific Student Groups: SED, SWD and EL student groups

Timeline

7/1/24- 6/30/25

Person(s) Responsible

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

Proposed Expenditures for this Strategy/Activity

Amount	4000
Source	LCFF
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Classified extra duty for academic and behavioral supports.

Amount	9000
Source	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Certificated extra duty for academic and behavioral supports.

Amount	1000
Source	LCFF
Budget Reference	3000-3999: Employee Benefits
Description	Classified extra duty fringes.

Amount	1000
Source	LCFF
Budget Reference	3000-3999: Employee Benefits
Description	Certificated extra duty fringes.

Strategy/Activity 2

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 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.

Students to be Served by this Strategy/Activity

X	Foster Youth
X	All
X	Specific Student Groups: SED, SWD and EL student groups

Timeline

7/1/24- 6/30/25

Person(s) Responsible

Principal, Assistant Principal and Teachers

Proposed Expenditures for this Strategy/Activity

Amount	7000
Source	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Teacher extra duty for collaboration and planning.

Amount	2000
Source	LCFF
Budget Reference	3000-3999: Employee Benefits
Description	Certificated extra duty fringes.

Strategy/Activity 3

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.

Students to be Served by this Strategy/Activity

X	English Learner
X	Foster Youth
X	Low Income

X	Students with Disabilities
X	All

Timeline

7/1/24- 6/30/25

Person(s) Responsible

Principal, Assistant Principal, Teachers, and Classified Staff

Proposed Expenditures for this Strategy/Activity

Amount	10533
Source	LCFF
Budget Reference	4000-4999: Books And Supplies
Description	Site technology licenses

Strategy/Activity 4

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.

Students to be Served by this Strategy/Activity

X	Foster Youth
X	All
X	Specific Student Groups: SED, SWD and EL student groups

Timeline

7/1/24- 6/30/25

Person(s) Responsible

Principal, Assistant Principal, Paraprofessional, and Paraprofessional II

Proposed Expenditures for this Strategy/Activity

Amount	2000
Source	Title I
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Extra Duty
Amount	700
Source	Title I
Budget Reference	3000-3999: Employee Benefits
Description	Extra Duty
Amount	9936
Source	Title I
Budget Reference	2000-2999: Classified Personnel Salaries
Description	2 additional hours Paraprofessional I
Amount	8759
Source	Title I
Budget Reference	3000-3999: Employee Benefits
Description	2 additional hours Paraprofessional I
Amount	15178
Source	Title I
Budget Reference	2000-2999: Classified Personnel Salaries
Description	2 additional hours Paraprofessional II
Amount	6108
Source	Title I

Budget Reference	3000-3999: Employee Benefits
Description	2 additional hours Paraprofessional II
Amount	6200
Source	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Extra Duty
Amount	1094
Source	Title I
Budget Reference	3000-3999: Employee Benefits
Description	Extra Duty

Strategy/Activity 5

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 well as with ELPAC Summative data.

Students to be Served by this Strategy/Activity

- X English Learner
- X Foster Youth
- X Low Income
- X Students with Disabilities
- X All

Timeline

7/1/24- 6/30/25

Person(s) Responsible

Principal, Assistant Principal and Teachers

Proposed Expenditures for this Strategy/Activity

Amount	8000
Source	LCFF
Budget Reference	4000-4999: Books And Supplies
Description	Supplemental instructional technology, materials, and supplies.

Strategy/Activity 6

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.

Students to be Served by this Strategy/Activity

X	English Learner
X	Foster Youth
X	Low Income
X	Students with Disabilities
X	All
X	Specific Student Groups: SED, SWD and EL student groups

Timeline

7/1/23-6/30/24

Person(s) Responsible

Principal, Assistant Principal, Counselor, and Behavior Paraprofessional

Proposed Expenditures for this Strategy/Activity

Amount	33000.00
Source	Title I
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Behavior Paraprofessional

Amount	32046.27
Source	Title I
Budget Reference	3000-3999: Employee Benefits
Description	Behavior Paraprofessional

Strategy/Activity 7

Funds will be set aside to cover the costs of substitute teachers in order to release teachers during their work day. This will allow teachers to observe one another, work with the Instructional Coaches, or to 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 behavior 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.

Students to be Served by this Strategy/Activity

X	Foster Youth
X	All
X	Specific Student Groups: SED, SWD, and EL student groups

Timeline

7/1/23-6/30/24

Person(s) Responsible

Principal, Assistant Principal and Teachers

Proposed Expenditures for this Strategy/Activity

Amount	10000
Source	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Pay for Guest Teachers

Strategy/Activity 8

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.

Students to be Served by this Strategy/Activity

X   English Learner

X   Foster Youth

X   Low Income

X   Students with Disabilities

X   All

Timeline

7/1/23-6/30/24

Person(s) Responsible

Principal, Assistant Principal and Teachers

Proposed Expenditures for this Strategy/Activity

Amount	33671
Source	LCFF
Budget Reference	4000-4999: Books And Supplies
Description	Enrichment experiences via contracts, field trips, materials, and supplies

Strategy/Activity 9

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.

Students to be Served by this Strategy/Activity

X   English Learner

X   Foster Youth

X   Low Income

X   Students with Disabilities

X	All
X	Specific Student Groups: SED, SWD, and EL student groups

Timeline

7/1/24-6/30/25

Person(s) Responsible

Principal, Assistant Principal, and Classroom teachers

Proposed Expenditures for this Strategy/Activity

Amount	10,000
Source	Title I
Budget Reference	4000-4999: Books And Supplies
Description	Materials and supplies for guided reading.

Strategy/Activity 10

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.

Students to be Served by this Strategy/Activity

X	English Learner
X	Foster Youth
X	Low Income
X	Students with Disabilities
X	All
X	Specific Student Groups: Priority will be given to SED, SWD, and EL student groups.

Timeline

| 7/1/24-6/30/25 |

Person(s) Responsible

Principal, Assistant Principal, Certificated, and Classified Staff

Proposed Expenditures for this Strategy/Activity

Amount	3276.73
Source	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Intervention for students during school breaks.

Amount	1000.00
Source	Title I
Budget Reference	3000-3999: Employee Benefits
Description	Fringes for staff supporting intervention for students during school breaks.

Amount	800.00
Source	Title I
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Intervention for students during school breaks.

Amount	200.00
Source	Title I
Budget Reference	3000-3999: Employee Benefits
Description	Fringes for staff supporting intervention for students during school breaks.

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.

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

416 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 and Family Game Nights.

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 - 500 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) - 100% Hispanic (Hisp) - 99% African American (AA) -100%
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) - 98% Hispanic (Hisp) - 98%

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 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.

Students to be Served by this Strategy/Activity

X	English Learner
X	Foster Youth
X	Low Income
X	Students with Disabilities
X	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	2558
Source	Title I Part A: Parent Involvement
Budget Reference	4000-4999: Books And Supplies
Description	Resources to support family engagement such as books and supplies.

Goals, Strategies, & Proposed Expenditures

Goal 3

Maintain Healthy and Safe Learning Environment

Goal Statement

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.

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

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:
English learners, 225 students at 30.2% or very high
Hispanic students, 533 students at 34% or very high
Homeless students, 96 students at 47.9% or very high
Socioeconomically disadvantaged students, 587 students at 35.4% or very high
Students with disabilities, 57 students at 47.4%, or very high
White students, 43 students at 46.5% or very high

Although we are in ATSI for chronic absenteeism, the current 23/24 data as of April 2024, shows that we have currently improved in comparison to last year. The data shows:

1. Our white student group has increased their average days present by 2.4% when compared to last year while also decreasing their chronic absenteeism rate to 33% from 46.5%.

2. Our homeless student group has increased their average days present by 3.6% when compared to last year while also decreasing their chronic absenteeism rate to 39% from 47.9%

3. Our students with disabilities student group has increased their average days present by 2.6% when compared to last year while also decreasing their chronic absenteeism rate to 38.98% from 47.4%.

4. Our overall average daily attendance has increased by 1.4% in comparison to last year.

Identified needs were also found in the Winter 2023 Staff Climate Survey. Our needs exist in the area of Safety. We dropped 1% from the prior year to an overall 76% of staff members that feel favorably about safety at Della Lindley. While this is still 13% higher than the district average, we still dropped in 2 out of the 5 areas pertaining to safety. Here is the breakdown by each area:

Question 1: How much of a problem AT THIS SCHOOL is harassment or bullying among students? 21% of the staff members surveyed feel that this is a severe to moderate problem at Della Lindley. Additionally, this is a 3% drop from the 21/22 school year.

Question 3: How much of a problem AT THIS SCHOOL is disruptive student behavior? 37% of the staff members surveyed feel that this is a severe to moderate problem at Della Lindley.

As we analyze this data, we know that there is a need to focus more attention on additional staffing hours, PBIS rewards, the revamp of our High Hopes staff team, the addition of Professional Development in the areas of student mental health, de-escalation strategies, calming techniques, and restorative practices, and the addition of a Behavior Support Paraprofessional.

416 out of 548 families participated in the Winter 2023 Family Climate Survey. The data from the surveys is positive. We scored above 95% in all five areas. We are very satisfied with the family climate survey data.

We know that there is a need to focus even more attention on the importance of consistent attendance at school. A refocus and celebration for student attendance improvement will occur in 24-25. 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 96% All Students (ALL) -

Chronic Absenteeism Rates
All Students (ALL))
English Learner (EL)
Hispanic (Hisp)
African American (AA)
Socioeconomically Disadvantaged (SED)
Students with Disabilities (SWD)

Baseline:

St. Group	Color	DFS/Percentage	Change
All	Red	34.8% chronically absent	Increased 2.5%
EL	Red	30.2% Chronically Absent	Maintained 0.2
Hisp	Red	34% Chronically Absent	Increased 1.2
AA		33.3% Chronically Absent	0
SED	Red	35.4% Chronically Absent	Increased 3.1

Expected Outcome:

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%

Metric/Indicator	Baseline	Expected Outcome

	SWD · Red · 47.4% Chronically Absent · Increased 15.4	

Suspension Rates:
All Students (ALL)
English Learner (EL)
Hispanic (Hisp)
African American (AA)
Socioeconomically Disadvantaged (SED)
Students with Disabilities (SWD)

Baseline:

St. Group	Color	DFS/Percentage	Change
All	Orange	1.6% suspended at least one day	Increased 0.6
EL	Orange	1.3% suspended at least one day	Increased 1.3
Hisp	Orange	1.7% suspended at least one day	Increased 0.7
AA		0% suspended at least one day	
SED	Orange	1.5% suspended at least one day	Increased 0.7
SWD	Blue	0% suspended at least one day	Declined -2

Expected Outcome:

St. Group	Color	DFS/Percentage	Change
All	Yellow	0.6%	Declined 1.0%
EL	Yellow	1.0%	Declined 0.3%
Hisp	Yellow	1.0%	Declined 0.7%
SED	Yellow	1.0%	Declined 0.5%
SWD	Blue	0% suspended at least one day	Maintain 0%

Expulsion Rates
All Students (ALL)
English Learner (EL)
Hispanic (Hisp)
African American (AA)

Baseline:
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%

Expected Outcome:
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)

Baseline:
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%

Expected Outcome:
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)

Baseline:
Panorama Survey – School Safety
All Students (ALL) - 71%
English Learner (EL)
Level 1- 54%
Level 2- 68%
Level 3- 73%
Level 4- 85%

Expected Outcome:
Panorama Survey – School Safety
All Students (ALL) - 80%
English Learner (EL)
Level 1- 60%
Level 2- 75%
Level 3- 80%
Level 4- 90%

Metric/Indicator	Baseline	Expected Outcome
	Hispanic (Hisp) - 72% African American (AA) - 70%	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

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.

Students to be Served by this Strategy/Activity

X   English Learner

X   Foster Youth

X   Low Income

X   Students with Disabilities

X   All

X   Specific Student Groups:
White students, homeless students and students with disabilities

Timeline

7/1/24-6/30/25

Person(s) Responsible

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

Proposed Expenditures for this Strategy/Activity

Amount	50635
Source	LCFF
Budget Reference	2000-2999: Classified Personnel Salaries
Description	2 Supervision Staff will work 5.75 hours each day and 1 will work an additional 3.5 hours each day.

Amount	20438
Source	LCFF
Budget Reference	3000-3999: Employee Benefits
Description	Fringes for 2 Supervision Staff that work 5.75 hours each day and 1 that will work an additional 3.5 hours each day.

Amount	14520
Source	LCFF
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Library Media/Tech will work an additional 2 hours per day.

Amount	10223
Source	LCFF
Budget Reference	3000-3999: Employee Benefits
Description	Fringes for library Media/Tech will work an additional 2 hours per day.

Strategy/Activity 2

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 reports and Panorama Survey data to evaluate effectiveness.

Students to be Served by this Strategy/Activity

X   English Learner

	X	Foster Youth
	X	Low Income
	X	Students with Disabilities
	X	All
	X	Specific Student Groups: White students, homeless students and students with disabilities

Timeline

7/1/24-6/30/25

Person(s) Responsible

Principal, Assistant Principal, Classified Staff and IEP Specialist

Proposed Expenditures for this Strategy/Activity

Amount	2000
Source	LCFF
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Classified extra duty to support chronic absenteeism, attendance rates and home visits.

Amount	500
Source	LCFF
Budget Reference	3000-3999: Employee Benefits
Description	Classified benefits and fringes

Strategy/Activity 3

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.

Students to be Served by this Strategy/Activity

X	English Learner
X	Foster Youth
X	Low Income
X	Students with Disabilities
X	All
X	Specific Student Groups: White students, SED, EL, homeless students and students with disabilities.

Timeline

7/1/24-6/30/25

Person(s) Responsible

Principal, Assistant Principal, Certificated and Classified Staff

Proposed Expenditures for this Strategy/Activity

Amount	8300
Source	LCFF
Budget Reference	4000-4999: Books And Supplies
Description	Awards and incentives for students

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, 2024 - June 30, 2025	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, 2024 - June 30, 2025	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, 2024 - June 30, 2025	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, 2024 - June 30, 2025	Parenting Classes on effective strategies and structures. Parent/community engagement events	1,851	LCFF

School Goal #3: Maintain Healthy and Safe Learning Environment				
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)**
Conscious Education Professional Development	July 1, 2024 - June 30, 2025	Training, substitutes and accompanying books and materials	3,703	Title I
Youth Mental Health First Aid Training	July 1, 2024 - June 30, 2025	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	$132,856
Total Federal Funds Provided to the School from the LEA for CSI	$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$325,676.00

Allocations by Funding Source

Funding Source	Amount	Balance
Title I	130,298	0.00
Title I Part A: Parent Involvement	2,558	0.00
LCFF	192,820	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	$130,298.00
Title I Part A: Parent Involvement	$2,558.00

Subtotal of additional federal funds included for this school: $132,856.00

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	$192,820.00

Subtotal of state or local funds included for this school: $192,820.00

Total of federal, state, and/or local funds for this school: $325,676.00

Expenditures by Funding Source

Funding Source	Amount
LCFF	192,820.00
Title I	130,298.00
Title I Part A: Parent Involvement	2,558.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	35,476.73
2000-2999: Classified Personnel Salaries	132,069.00
3000-3999: Employee Benefits	85,068.27
4000-4999: Books And Supplies	73,062.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	LCFF	26,000.00
2000-2999: Classified Personnel Salaries	LCFF	71,155.00
3000-3999: Employee Benefits	LCFF	35,161.00
4000-4999: Books And Supplies	LCFF	60,504.00
1000-1999: Certificated Personnel Salaries	Title I	9,476.73
2000-2999: Classified Personnel Salaries	Title I	60,914.00
3000-3999: Employee Benefits	Title I	49,907.27
4000-4999: Books And Supplies	Title I	10,000.00
4000-4999: Books And Supplies	Title I Part A: Parent Involvement	2,558.00

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	
Delia Escobar Diaz				X	
Sarah Frisbee				X	
Ismene Diaz				X	
Maribel Botello				X	
Brenda Ragland		X			
Marisela Duran		X			
Mark Escobedo		X			
Elizabeth Coats		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**

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 10/9/2024.

Attested:

[signature]	Principal, Amanda Gonzales on 11/15/24
[signature]	SSC Chairperson, Maribel Botello on 11/15/24

Title I and LCFF Funded Program Evaluation

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

Actions/ Activities (Strategies)	What is working and why? (Effective indicators) *Specific evidence/indicators of success/effectiveness in implementing this activity or strategy, including:*	What is not working and why? (Ineffective indicators) *Specific evidence/indicators showing that this activity or strategy is not working, including:*	Modification(s) based on evaluation results *Continue or discontinue and why?*
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 with the intention of being exited out of intervention or moved into the SST process.			
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 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.			
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.			
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 well as with ELPAC Summative data.			
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.			
Funds will be set aside to cover the costs of substitute teachers in order to release teachers during their work day. This will allow teachers to observe one another, work with the Instructional Coaches, or to 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 behavior 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.			
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.			
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.			

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.

Actions/ Activities (Strategies)	What is working and why? (Effective indicators) *Specific evidence/indicators of success/effectiveness in implementing this activity or strategy, including:*	What is not working and why? (Ineffective indicators) *Specific evidence/indicators showing that this activity or strategy is not working, including:*	Modification(s) based on evaluation results *Continue or discontinue and why?*
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.			

Goal #3:			
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.			

Actions/ Activities (Strategies)	What is working and why? (Effective indicators) *Specific evidence/indicators of success/effectiveness in implementing this activity or strategy, including:*	What is not working and why? (Ineffective indicators) *Specific evidence/indicators showing that this activity or strategy is not working, including:*	Modification(s) based on evaluation results *Continue or discontinue and why?*
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.			
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 reports and Panorama Survey data to evaluate effectiveness.			
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.			

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.

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 the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-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/guidanceuseseinvestment.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/guidanceuseseinvestment.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