



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	7/1/2023-6/30/2024
Schoolsite Council (SSC) Approval Date	11/3/23
Local Board Approval Date	December 12, 2023

X This certifies that updates to my SPSA are completed

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

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School Vision and Mission

The mission of Della S. Lindley Elementary School is to maintain high expectations and promote excellence for all students. We will create, support, and maintain a school environment in which all children and adults feel welcomed, respected, trusted, safe, and part of our school community. We will create a space where we can learn together and support 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 in order 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.

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 our 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 supports in the form of enrichment and interventions before, during and after school. Each teacher in grades TK through 5 utilizes technology to enhance instruction for students and provide access to content. This can be seen in every classroom through the use of ViewSonics and 1-1 chrome books for students.

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
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
5. Behavior Paraprofessional to support student mental health needs both in and out of the classroom

The Della Lindley 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 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, are utilized to further measure and monitor achievement throughout the school year. School goals are aligned with PSUSD LCAP goals and include the same metrics/indicators. Input and advice are solicited from school advisory committees including the SSC, ELAC, and the School Leadership team. The Della Lindley School Plan addresses how LCFF and Title I funds will be used to improve the academic performance of all students and close student group achievement gaps.

Purpose and Description

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

- Schoolwide Program
- Additional Targeted Support and Improvement

Della Lindley is an ATSI school as a result of the chronic absenteeism data from the 21-22 school year within 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 along with ATSI targeted support goals. Other district and school data, including Panorama Education data, LLI data, STAR Assessment data, and Schoolzilla 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, 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 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 15, 2022, we sent a paper copy nomination form to let families know that nominations were being accepted for School Site Council. On August 20, 2022, we sent both paper and online ballots home for SSC voting. Voting was also shared on Class Dojo. Voting closed on August 31 at 5:00 pm. DSL staff was also asked to vote on 3 new staff members for SSC during this time frame as well.

Our ballots resulted in the following SSC elected members:

Griselda Castro
Lourdes Baltazar
Reina Serrano
Brenda Ragland
Collette Renker
Ricardo Flores

SSC Meeting Dates and Topics:

We held our SSC training on September 14, 2022, to review the duties and responsibilities of the SSC. This training was offered on Zoom.

We held our first meeting on September 15th to present the newly elected members, review the bylaws, review the SPSA and budget for the 21-22 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 October 19, 2022. We reviewed our school-wide data for attendance, BOY STAR, Summative ELPAC data from the Spring of 2022, and CAST data from the Spring of 2022. We also voted to approve spending the additional \$14,220 of Title I money we received on Goal 1, Strategy 4, and the additional \$175 on Parent Participation. Additionally, we reviewed upcoming parent events at the school.

Our third meeting was on March 23, 2023. We reviewed our site attendance data, and the Comprehensive Safe School Plan, shared the Family Engagement opportunities that were coming up, and reviewed the student data from the 21-22 school year that resulted in DSL becoming part of the ATSI process. We asked SSC members for input on how to improve our areas of weakness. We also requested input from SSC for our upcoming 23/24 SPSA needs.

Our fourth meeting was on May 4, 2023. We discussed upcoming Family Engagement Opportunities, ATSI, and voted on budget allocations for the 23/24 SPSA which were approved.

ELAC Meeting Dates and Topics:

We opened up nominations for ELAC the week of October 3, 2022, and closed nominations on October 10th at 2:30 pm.

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

Meeting 1: October 12, 2022

Meeting 2: December 8, 2022

Meeting 3: April 19, 2023

Meeting 4: May 17, 2023

Our ELAC members are Mandy Gonzales, Nadia Tovar, Paulina Ochoa, Helen Gaxiola, Yessennia Ibanez and Reina Serrano.

The following are the topics from our ELAC meetings:

Meeting 1 Topics: October 12, 2022

Share and Discuss the ELAC Bylaws, Share and Discuss the Review UCP Procedures, Provide the ELAC training, Share and Discuss the SPSA overview for 22/23 school year, DELAC updates, and Public Comments.

Meeting 2 Topics: December 8, 2022

Review the Bylaws, share opportunities for tutoring services, share and discuss School Attendance, share and discuss the additional funding given to DSL and the budget plan and DELAC updates and Public Comments.

Meeting 3 Topics: April 19, 2023

Family Engagement opportunities, ATSI implications, request suggestions for the SPSA for the 22/23 school year, DELAC updates and Public Comments.

Meeting 4 Topics: May 17, 2023

Family Engagement opportunities, SPSA and Budget Review and approvals for 23/24 school year, DELAC updates and Public Comments.

Leadership Team Meetings:

The DSL Leadership team consists of the school site 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. During the 22-23 school year we met on the following dates and discussed:

August 16, 2022

1-1 meetings, second chance breakfast, PM recess plan, student cell phones at school. grade level expectations, schedules, Dojo communication, PLC reboot, DSL resource page, and folders in storage.

August 30, 2022

BOE site visit, perfect attendance magnets, Saturday School. parking lot suggestions, first-grade testing support, evacuation plan and emergency cards.

September 14, 2022

Saturday School. emergency sub plans, classwork make-up time one recess a week, lockdown drill feedback, speech observation referrals, SST procedures and forms, indoor recess schedule, supplies, and laminating.

September 27, 2022

Social Committee, Math yearlong plan, school-wide fundraiser, Walk to School Day, and Super Dads.

October 10, 2022

HR mandatory agenda items, Movie Night, and Fall Festival.

October 25, 2022

High Impact Math, Saturday School, Halloween Parade, volunteers on campus, jog-a-thon, attendance, and school family fundraiser nights.

November 8, 2022

High Impact Math action plan, LES lessons, Family Science Meeting, Spelling Bee, Every Student Succeeding nomination, Fall Festival, Canned Food Drive, and positive behavior incentive event.

November 29, 2022

Informal walkthroughs, SEL teacher survey, families on campus, opinion writing, volunteers on campus, Winter Concert, Saturday School, Imagine Learning Math check-in, and Footsteps2brilliance app.

February 13, 2023

CA Dashboard data, ATSI, after-school programs, PBIS rewards, staffing updates, and staffing assignments for the 23/24 school year

March 28, 2023

Upcoming remodel for DSL, IEPs during Spring Break, input on SPSA 23/24, district technology programs for the next school year, and staffing updates

May 2, 2023

Remodeling updates, SPSA review, bell schedule for next school year, and suggestions for next year.

Based on the evaluation of the implementation and effectiveness of the SPSA actions (see Annual Evaluation and Needs Assessment section) 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 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 before, during, and after school, prioritizing SWD and EL student subgroups.
4. Provide monthly meetings with the principal.
5. Continue offering so many opportunities for students after school.

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 21-22 CA Dashboard data, our white students (34.9% very high), our homeless students (30.3% very high), and our students with disabilities (32% very high) 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 middle-of-the-year STAR Assessment data, the following resource inequities exist:

1. In STAR Early Literacy, the middle of the year data for first grade showed that overall students dropped from 42.6% to 40.2% at the "at or above level" according to the district minimum benchmark proficiency level. This means that first grade fell back 2.4% from where they began at the beginning of the school year.
2. In STAR Math, as a whole, grades 1-5 dropped from 51% "at or above level" according to the district minimum benchmark proficiency level to 41.2%. This was a 9.8% drop from where we began at the beginning of the school year. A deeper dive showed us that the third grade dropped from 64.3% to 57.5% and that the fifth grade dropped from 52.9% to 50%.
3. In STAR Reading, from Fall to Winter, our English learner students increased by 10% at the "at or above level" according to the district minimum benchmark proficiency level however, 46.6% of our English learners are at the "urgent intervention level" which is 19.5% higher than our non-English learner students.
4. In STAR Reading, from Fall to Winter, our students with disabilities increased by 11.1% at the "at or above level" according to the district minimum benchmark proficiency level however, 65.4% of our students with disabilities are at the "urgent intervention level" which is 38.9% higher than our students without disabilities.
5. In STAR Math, from Fall to Winter, our English learner students increased by 3.5% at the "at or above level" according to the district minimum benchmark proficiency level however, 31.9% of our English learners are at the "urgent intervention level" which is 18.6% higher than our non-English learner students.
6. In STAR Math, from Fall to Winter, our students with disabilities increased by 3.3% at the "at or above level" according to the district minimum benchmark proficiency level however, 50% of our students with disabilities are at the "urgent intervention level" which is 29.5% higher than our students without disabilities.

We will address these inequities within Goal 1 of our SPSA in the following ways:

1. Through the support of intervention both during and after school using the Bridges Intervention resources intended to complement the regular math instruction with a focus on our African American and Latinx students.
 2. Through the support of intervention both during and after school using the Phonics, Phonemic Awareness, Blending, and Comprehension routines found within our Wonders Tier 2 Intervention resources.
 3. Through the support of our LLI reading intervention program.
- When analyzing all of our STAR data, our current second and third-grade students as a whole, need the most support. We believe that the interruption of schooling during the COVID-19 shutdown, for these grade levels, is where the majority of our learning recovery efforts via best first instruction and intervention, need to be focused.

According to our 21/22 ELPAC data, the following resource inequities exist when looking at overall summative scores:

- 20.8% of students decreased at least one ELPI level.
- There was a 22% decrease at Level 3 with first graders from the 21/22 school year.
- There was a 5.6% decrease at Level 3 and a 10% increase at Level 2 with third graders from the 21/22 school year.
- There was a 2% decrease at Level 3 and a 7% increase at Level 2 with fourth graders from the 21/22 school year.
- There was a 2% decrease at Level 4 and a 6% increase at Level 2 with fifth graders from the 21/22 school year.

We will address these inequities during Designated ELD by focusing on the use of precise language and extended collaborative conversations with academic discourse. Additionally, this will be addressed 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 and the Language Development resources from the Wonders ELD components.

According to our attendance data for the 22/23 school year, out of 584 students, the following resource inequity exists: Chronic Absenteeism for students with disabilities increased by 3.4% from the previous school year. We will address this inequity by focusing more attention on the importance of consistent attendance at school through Goals 2 and 3 of our SPSA with the support of additional staffing hours.

All of our staff members participated in the Winter 2023 Staff Climate Survey. Our resource inequities exist in the area of Safety. We dropped 4% from the prior year to an overall 77% of staff members that feel favorably about safety at Della Lindley. While this is still 11% higher than the district average, we still dropped in 3 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 disruptive student behavior? 18% of the staff members surveyed feel that this is a moderate problem at Della Lindley. Additionally, this is a 9% drop from the 21/22 school year.

Question 3: How much of a problem AT THIS SCHOOL is harassment or bullying among students? 43% of the staff members surveyed feel that this is a moderate problem and 23% of the staff members surveyed feel that this is a severe problem at Della Lindley. Additionally, this is a 7% drop from the 21/22 school year.

Question 5: How much of a problem AT THIS SCHOOL is the lack of respect for staff by students? 20% of the staff members surveyed feel that this is a moderate problem and 5% of the staff members surveyed feel that this is a severe problem at Della Lindley. Additionally, this is a 8% drop from the 21/22 school year.

As we analyze this data, we know 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, the continuation of our High Hopes staff team, one additional Mental Health Counselor once a week through Jewish Family Services, and the addition of Professional Development in the areas of student mental health, de-escalation strategies, calming techniques, and restorative practices.

346 out of 548 families participated in the Winter 2023 Family Climate Survey. Our resource inequities exist in the area of Safety and Knowledge and Fairness of Discipline, Rules and Norms. We dropped 1% from the prior year to an overall 97% of families that feel favorably about safety at Della Lindley. While this is still 5% higher than the district average, we still dropped in 1 area pertaining to safety. Here is the breakdown:

Statement 2: My child is safe on school grounds. 4% of families disagreed with this statement which is a 2% drop from the 21/22 school year.

We dropped 2% from the prior year to an overall 96% of families that feel favorably about Safety and Knowledge and Fairness of Discipline, Rules and Norms at Della Lindley. While this is still 4% higher than the district average, we still dropped in both areas pertaining to Safety and Knowledge and Fairness of Discipline, Rules and Norms. Here is the breakdown:

Statement 1: This school clearly informs students what would happen if they break the school rules. 2% of families disagreed with this statement and 1% of families strongly disagreed with this statement. This is a 1% drop from the 21/22 school year.

Statement 2: At this school, discipline is fair. 3% of families disagreed with this statement and 2% of families strongly disagreed with this statement. This is a 2% drop from the 21/22 school year.

As we analyze this data, we know that there is a need to continue to focus more attention on safety. We will address this inequity in Goal 3 of our SPSA through the support of additional staffing hours, PBIS rewards and clearer communication in regards to school safety practices on campus.

Additional resource inequities exist for families at Della Lindley based on parent feedback and home visits in terms of access to reliable home internet, books in the home, learning supplies in the home, and food at home. We will continue to address these inequities in the following ways:

1. Reach out to the district technology department for hot spots and routers.
2. Partnering with the TriPalms Womens Club for free books for our students.
3. Garnering donations from local businesses to provide free school supplies for students.
4. Partnering with FIND Food Bank to offer the food bank once a month at Della Lindley.
5. Providing second chance breakfast during AM recess for all students.

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.

The 22/23 school year brought fantastic growth in many areas here at Della Lindley Elementary School. We are most proud of the following progress:

The 22/23 school year at DSL comes with the following success stories:

1. English learners scored the third highest in the district on the Summative ELPAC assessment from the Spring of 2022 with 13% of students scoring at a Level 4 and 35% of students scoring at a Level 3. Additionally, from the 21/22 California School Dashboard Data, out of 154 students, Della Lindley is performing at the medium level, with 54.5% of students making progress toward English Language proficiency on the Summative ELPAC assessment. This assessment is taken annually by students in grades TK–5. Della Lindley is performing higher than the state level by 4.2%. Designated ELD rotations played a significant role in this progress for our English learner students.

2. Our average daily attendance rate is 90.3% which is 0.6% higher than PSUSDs average daily attendance rate. Our daily attendance rate has seen a 4.1% increase since the 21/22 school year. Students with disabilities have increased their daily attendance rate by 1% from last year to this year. White students have increased their daily attendance rate by 2.1% from last year to this year. English learner students have increased their daily attendance rate by 2.4% from last year to this year. Our chronic absentee percentage is currently 42.5% which is a 7.6% decrease since the 21/22 school year. English learner students have decreased their chronic absentee rate by 12.2% from last year to this year. Our white students have decreased their chronic absentee rate by 2.1% from last year to this year. Home visits, contracts with 4th and 5th-grade students to attend all week, and phone calls have played a significant factor in this progress.

3. Students in grades 1-5 have taken and passed with 75% or higher, 12,493 Accelerated Reader (AR) quizzes. Talking about AR every day in our Morning Message announcements and having our site coach work with teachers on how to incorporate AR into Independent Work Time has played a significant role in this progress.

4. In the Fall, 87 of our K-2 students scored proficient on the STAR Early Literacy assessment. This jumped up by 22 more students for the Winter of 23. Our students with disabilities increased by 11.4% on the STAR Early Literacy assessment from Fall to Winter. Our English learner students increased by 7.9% on the STAR Early Literacy assessment from Fall to Winter. The areas assessed on this test are: Alphabetic Principle, Concept of Word, Visual Discrimination, Phonemic Awareness, Phonics, Structural Analysis, Vocabulary, Sentence-level Comprehension, Paragraph-Level Comprehension, and Early Numeracy. We attribute this progress to guided reading groups and additional paraprofessional support during guided reading.

5. In the Fall, 101 of our 2-5 students scored proficient on the STAR Reading assessment. This jumped up by 34 more students for the Winter of 23. The areas assessed on this test are: Word Knowledge and Skills, Comprehension Strategies and Constructing Meaning, Analyzing Literary Text, Understanding Author's Craft, and Analyzing Argument and Evaluating Text. Our African American students were the highest-performing sub-group on the STAR Reading assessment for the Winter in the at/above benchmark range. Additionally, this subgroup grew by 21.4% in the at/above benchmark range from the Fall to the Winter. Our students with disabilities increased by 7.6% in the at/above benchmark range from the Fall to the Winter. Our reclassified students outperformed all other language subgroups on the STAR Reading assessment for the Winter in the at/above benchmark range. Our English learner students grew by 9.1% in the at/above benchmark range from the Fall to the Winter. We attribute this success to common guided reading time across each grade level to support students at their instructional reading levels.

6. In the Fall, 176 of our 1-5 grade students scored proficient on the STAR Math assessment. This jumped up by 23 more students for the Winter of 23. Our students with disabilities increased by 4.2% on the STAR Math assessment from Fall to Winter. Our English learner students increased by 4.2% on the STAR Math assessment from Fall to Winter. The areas assessed on this test are: Numbers and Operations, Algebra, Geometry and Measurement, Data Analysis, Statistics, and Probability. We attribute this success to the development of a yearlong plan in math for each grade level and the implementation of the LES lesson cycle twice a month in grades 2-5.

7. 78 students in grades 1, 2, 3, and 4 participated in the Tier 2 reading intervention program called, LLI. The Fountas & Pinnell Leveled Literacy Intervention is a powerful, short-term intervention, that provides daily, intensive, small-group instruction, which supplements classroom literacy teaching. LLI turns struggling readers into successful readers with engaging leveled books and fast-paced, systematically

Reflections: Success

designed lessons. Every student that participated made at least half a year's growth as a result of the intervention.

8. School-wide SEL lessons are provided each morning by classroom teachers for all students.

9. Tier 1 SEL lessons have been provided by the school counselor each month for all grade levels.

10. School-wide, common grade-level guided reading time is provided daily by classroom teachers to students in grades 1-5.

11. 287 students in grades 3-5 participated in our Winter Panorama Student Climate Survey. The results were favorable in all areas. We attribute this positivity to school-wide SEL each morning, Tier 1 lessons for all classrooms from our school counselor, PBIS rewards, and additional supervision support throughout the school day. Here is the breakdown of the information:

- There was a 12% increase from last year on the topic of: Knowledge and Fairness of Discipline, Rules and Norms leaving us with 94% favorable in this area which means that respondents selected a favorable answer choice for this question. Our students responded 16% higher than the district as a whole in this area.
- There was a 9% increase from last year on the topic of: Climate of Support for Academic Learning leaving us with 91% favorable in this area which means that respondents selected a favorable answer choice for this question. Our students responded 9% higher than the district as a whole in this area.
- There was a 1% increase from last year on the topic of: Sense of Belonging (School Connectedness) leaving us with 80% favorable in this area which means that respondents selected a favorable answer choice for this question. Our students responded 7% higher than the district as a whole in this area.
- There was a 10% increase from last year on the topic of: Safety leaving us with 71% favorable in this area which means that respondents selected a favorable answer choice for this question. Our students responded 11% higher than the district as a whole in this area.

12. 289 students in grades 3-5 participated in our Winter Panorama Student SEL Survey. The results were favorable in all areas. We attribute this positivity to school-wide SEL each morning, Tier 1 lessons for all classrooms from our school counselor, PBIS rewards, and additional supervision support throughout the school day. Here is the breakdown of the information:

- There was a 13% increase from last year on the topic of: Growth Mindset leaving us with 78% favorable in this area which means that respondents selected a favorable answer choice for this question. Our students responded 14% higher than the district as a whole in this area.
- There was a 7% increase from last year on the topic of: Social Awareness leaving us with 75% favorable in this area which means that respondents selected a favorable answer choice for this question. Our students responded 12% higher than the district as a whole in this area.
- There was a 7% increase from last year on the topic of: Grit leaving us with 70% favorable in this area which means that respondents selected a favorable answer choice for this question. Our students responded 11% higher than the district as a whole in this area.
- There was a 9% increase from last year on the topic of: Self-Management leaving us with 72% favorable in this area which means that respondents selected a favorable answer choice for this question. Our students responded 11% higher than the district as a whole in this area.
- There was a 12% increase from last year on the topic of: Self-Efficacy leaving us with 64% favorable in this area which means that respondents selected a favorable answer choice for this question. Our students responded 11% higher than the district as a whole in this area.

13. 95 students in fifth grade participated in our Winter 2023 Youth At Risk Behavior Survey. The results were favorable which means that respondents selected favorable answer choices for the questions. Overall, 89% of students selected favorable answer choices for these questions which is up 6% from the 21/22 school year and also 5% higher than the district as a whole. We attribute this positivity to school-wide SEL each morning, Tier 1 lessons for all classrooms from our school counselor, PBIS rewards, and additional supervision support throughout the school day.

14. 56 staff members or 100% of the Della Lindley staff participated in our Winter 2023 Staff Climate

Survey. The results were favorable in the following areas. Here is the breakdown of the information:

- There was a 3% increase from last year on the topic of: Climate of Support for Academic Learning leaving us with a 100% favorable in this area which means that respondents selected a favorable answer choice for this question. Our staff responded 10% higher than the district as a whole in this area.
- There was no change from last year on the topic of: School Leadership leaving us with a 95% favorable in this area which means that respondents selected a favorable answer choice for this question. Our staff responded 30% higher than the district as a whole in this area.
- There was no change from last year on the topic of: Knowledge and Fairness of Discipline, Rules, and Norms leaving us with a 94% favorable in this area which means that respondents selected a favorable answer choice for this question. Our staff responded 14% higher than the district as a whole in this area.

15. 346 Della Lindley families participated in our Winter 2023 Family Climate and LCAP Survey. We had the highest amount of family surveys completed with all of PSUSD. We attribute this success to daily updates on ClassDojo, messaging on our school marquee, personal phone calls to families, and the creation of a prize drawing for all families that participated. The results were favorable in the following areas. Here is the breakdown of the information:

- There was a 3% increase from last year on the topic of: Sense of Belonging (School Connectedness) leaving us with 99% favorable in this area which means that respondents selected a favorable answer choice for this question. Our families responded 5% higher than the district as a whole in this area.
- There was no change from last year on the topic of: Climate of Support for Academic Learning leaving us with 97% favorable in this area which means that respondents selected a favorable answer choice for this question. Our families responded 2% higher than the district as a whole in this area.
- There was no change from last year on the topic of: LCAP leaving us with 97% favorable in this area which means that respondents selected a favorable answer choice for this question. Our families responded 4% higher than the district as a whole in this area.

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 both academics and behavior supports.
4. District provided Professional Development in the following areas:
 - a. UDL, Universal Design for Learning
5. Reading A-Z time and AR during library preps and guided reading
6. Daily Morning Message
7. Harper for Kids, Pyramid of Success

We plan to continue building upon our successes by:

1. Diving deeper into what activities we are using during common grade-level guided reading times within our regular school day schedule.
2. Adding additional staff to support students before, during, and after school hours.
3. Adding more teachers into our Culturally and Linguistically Responsive Teaching PD and Coaching Cycles.
4. Layering more into our schoolwide writing focus through writing scoring, student writing portfolios, and the addition of narrative writing and short constructed responses.
5. Adding virtual PBIS rewards and a Student Shop into our school day.
6. District provided Professional Development in the following areas:
 - a. Restorative Practices
 - b. Conscious Education
7. Volunteer Readers
8. 1 additional mental health support day
9. PBIS rewards points and store
10. Grade-level common planning days throughout the school year

Updated Success as of 11/3/23:

Our attendance has improved since last year at this time:
August 91.6% which is a 1.1% improvement from last year.

September 92.6% which is a 1.7% improvement from last year.
October 92% which is a 1% improvement from last year.

Our chronic absenteeism has improved since last year at this time:
August 30.8% which is a 3.9% decrease from last year.
September 24.6% which is an 11.8% decrease from last year.
October 27.7% which is an 11.5% decrease from last year.

Our suspension rate has improved as well:
August 0% which is a 0.2% improvement from last year.
September 0.5% which is a 0.3% improvement from last year.
October 0.8% which is a 0.4% improvement from last year.

Our overall STAR Early Literacy proficiency rate was 58.4% which was up 1.2% from the previous year. In Kindergarten, 47.8% of students scored at or above benchmark which is 29.6% more than Kindergarten students from the previous year. In first grade, 32.1% of students scored at or above benchmark which is 1.2% more than first grade students from the previous year.

Our overall STAR Math proficiency rate was 60.4% which was up 8.9% from the previous year. In third grade, 42.3% of students scored at or above benchmark which is 30.4% more than third-grade students from the previous year. In fourth grade, 38.1% of students scored at or above benchmark which is 7.2% more than fourth grade students from the previous year.

Our overall STAR Reading proficiency rate was 32.8% which was up 4.1% from the previous year. In third grade, 16.2% of students scored at or above benchmark which is 3.7% more than third-grade students from the previous year.

Our CAASPP ELA data improved in the following areas:

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

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

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

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

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

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?

Della Lindley is in ATSI for the following student groups- homeless students, white students, and students with disabilities.

According to our 21-22 CA Dashboard data, our white students (34.9% very high), our homeless students (30.3% very high), and our students with disabilities (32% very high) 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 21/22 California School Dashboard Data, out of 606 students, Della Lindley is performing at a very high level. 32.3% of all students are chronically absent. This is 2.3% higher than the state level. The following subgroups fall into the very high category:

English learners, 230 students at 30% or very high

Hispanic students, 535 students at 32.7% or very high

Homeless students, 66 students at 30.3% or very high

Socioeconomically disadvantaged students, 578 students at 32.4% or very high

Students with disabilities, 50 students at 32%, or very high

White students, 43 students at 34.9% or very high

At the time of the SPSA development, our students with disabilities have increased their chronic absenteeism rate by 2.7% from last year at this time to this year at the same time.

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

Reflections: Identified Need

1. Home visits
2. Family and student education about the importance of regular attendance and how attendance works.
3. Attendance incentives, rewards, and recognition for weekly and monthly improvements

In the area of English Language Arts, from the 21/22 California School Dashboard Data, out of 272 students, Della Lindley is performing at the low level, 42.3 points below standard, which is at the low level for meeting grade-level standards on the English Language Arts 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 30.1 points higher than the state level. The following subgroups fall into these categories:

English learners, 136 students are 51.5 points below standard which is the low level and 39.6 points below English Only students

Hispanic students, 246 students are 44.6 points below standard which is the low level

Socioeconomically disadvantaged students, 270 students are 41.9 points below standard which is the low level

Homeless students, 13 students are 90.5 points below standard with no performance level given due to there being less than 30 students in this student group

Students with disabilities, 29 students are 110.5 points below standard with no performance level given due to there being less than 30 students in this student group

White students, 15 students are 29.6 points below standard with no performance level given due to there being less than 30 students in this student group

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 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 Guided Reading Intervention Program (LLI) will continue to be funded for the 2023-23 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 21/22 California School Dashboard Data, out of 272 students, Della Lindley is performing at the low level, 70.8 points below standard, which is at the low level for meeting grade-level standards 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 19.1 points higher than the state level. The following subgroups fall into these categories:

English learners, 136 students are 76.4 points below standard and 6.3 points below English Only students

Hispanic students, 246 students are 73.2 points below standard

Socioeconomically disadvantaged students, 270 students are 70.9 points below standard

Homeless students, 13 students are 132.4 points below standard with no performance level given due to there being less than 30 students in this student group

Students with disabilities, 29 students are 138.9 points below standard with no performance level given due to there being less than 30 students in this student group

White students, 15 students are 66.6 points below standard with no performance level given due to there being less than 30 students in this student group

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.
3. Math Facts practice twice a week for all grade levels
4. Consistent math routines and agreed-upon models across all grade levels.
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 21/22 California School Dashboard Data, out of 154 students, Della Lindley is performing at the medium level, 54.5% of students making progress toward English Language proficiency on the Summative ELPAC assessment. This assessment is taken annually by students in grades TK–5. Della Lindley is performing higher than the state level by 4.2%. 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:

20.8% of ELs decreased at least one ELPI level
24.7% of ELs maintained ELPI levels

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

1. Additional after-school intervention for English learner students
2. Personalized instruction during Designated ELD for English learner students
3. Priority will be given to EL students for guided reading intervention support.

Through our needs assessment, we identified the following needs as well based on local performance indicators:

According to our middle-of-the-year STAR Assessment data, the following resource inequities exist:

1. In STAR Early Literacy, the middle of the year data for first grade showed that overall students dropped from 42.6% to 40.2% at the "at or above level" according to the district minimum benchmark proficiency level. This means that first grade fell back 2.4% from where they began at the beginning of the school year.
2. In STAR Math, as a whole, grades 1-5 dropped from 51% "at or above level" according to the district minimum benchmark proficiency level to 41.2%. This was a 9.8% drop from where we began at the beginning of the school year. A deeper dive showed us that the third grade dropped from 64.3% to 57.5% and that the fifth grade dropped from 52.9% to 50%.
3. In STAR Reading, from Fall to Winter, our English learner students increased by 10% at the "at or above level" according to the district minimum benchmark proficiency level however, 46.6% of our English learners are at the "urgent intervention level" which is 19.5% higher than our non-English learner students.
4. In STAR Reading, from Fall to Winter, our students with disabilities increased by 11.1% at the "at or above level" according to the district minimum benchmark proficiency level however, 65.4% of our students with disabilities are at the "urgent intervention level" which is 38.9% higher than our students without disabilities.
5. In STAR Math, from Fall to Winter, our English learner students increased by 3.5% at the "at or above level" according to the district minimum benchmark proficiency level however, 31.9% of our English learners are at the "urgent intervention level" which is 18.6% higher than our non-English learner students.
6. In STAR Math, from Fall to Winter, our students with disabilities increased by 3.3% at the "at or above level" according to the district minimum benchmark proficiency level however, 50% of our students with disabilities are at the "urgent intervention level" which is 29.5% higher than our students without disabilities.

We will address these inequities within Goal 1 of our SPSA in the following ways:

1. Through the support of intervention both during and after school using the Bridges Intervention resources intended to complement the regular math instruction with a focus on our African American and Latinx students.
2. Through the support of intervention both during and after school using the Phonics, Phonemic Awareness, Blending, and Comprehension routines found within our Wonders Tier 2 Intervention resources.
3. Through the support of our LLI reading intervention program.

When analyzing all of our STAR data, our current second and third-grade students as a whole, need the most support. We believe that the interruption of schooling during the COVID-19 shutdown, for these grade levels, is where the majority of our learning recovery efforts via best first instruction and intervention, need to be focused.

According to our 21/22 ELPAC data, the following resource inequities exist when looking at overall summative scores:

20.8% of students decreased at least one ELPI level.
There was a 22% decrease at Level 3 with first graders from the 21/22 school year.
There was a 5.6% decrease at Level 3 and a 10% increase at Level 2 with third graders from the 21/22 school year.
There was a 2% decrease at Level 3 and a 7% increase at Level 2 with fourth graders from the 21/22 school year.

There was a 2% decrease at Level 4 and a 6% increase at Level 2 with fifth graders from the 21/22 school year.

We will address these inequities during Designated ELD by focusing on the use of precise language and extended collaborative conversations with academic discourse. Additionally, this will be addressed 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 and the Language Development resources from the Wonders ELD components.

According to our attendance data for the 22/23 school year, out of 584 students, the following resource inequity exists:

Chronic Absenteeism for students with disabilities increased by 3.4% from the previous school year. We will address this inequity by focusing more attention on the importance of consistent attendance at school through Goals 2 and 3 of our SPSA with the support of additional staffing hours.

All of our staff members participated in the Winter 2023 Staff Climate Survey. Our resource inequities exist in the area of Safety. We dropped 4% from the prior year to an overall 77% of staff members that feel favorably about safety at Della Lindley. While this is still 11% higher than the district average, we still dropped in 3 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 disruptive student behavior? 18% of the staff members surveyed feel that this is a moderate problem at Della Lindley. Additionally, this is a 9% drop from the 21/22 school year.

Question 3: How much of a problem AT THIS SCHOOL is harassment or bullying among students? 43% of the staff members surveyed feel that this is a moderate problem and 23% of the staff members surveyed feel that this is a severe problem at Della Lindley. Additionally, this is a 7% drop from the 21/22 school year.

Question 5: How much of a problem AT THIS SCHOOL is the lack of respect for staff by students? 20% of the staff members surveyed feel that this is a moderate problem and 5% of the staff members surveyed feel that this is a severe problem at Della Lindley. Additionally, this is a 8% drop from the 21/22 school year.

As we analyze this data, we know 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, the continuation of our High Hopes staff team, one additional Mental Health Counselor once a week through Jewish Family Services, and the addition of Professional Development in the areas of student mental health, de-escalation strategies, calming techniques, and restorative practices.

346 out of 584 families participated in the Winter 2023 Family Climate Survey. Our resource inequities exist in the area of Safety and Knowledge and Fairness of Discipline, Rules and Norms. We dropped 1% from the prior year to an overall 97% of families that feel favorably about safety at Della Lindley. While this is still 5% higher than the district average, we still dropped in 1 area pertaining to safety. Here is the breakdown:

Statement 2: My child is safe on school grounds. 4% of families disagreed with this statement which is a 2% drop from the 21/22 school year.

We dropped 2% from the prior year to an overall 96% of families that feel favorably about Safety and Knowledge and Fairness of Discipline, Rules and Norms at Della Lindley. While this is still 4% higher than the district average, we still dropped in both areas pertaining to Safety and Knowledge and Fairness of Discipline, Rules and Norms. Here is the breakdown:

Statement 1: This school clearly informs students what would happen if they break the school rules. 2% of families disagreed with this statement and 1% of families strongly disagreed with this statement. This is a 1% drop from the 21/22 school year.

Statement 2: At this school, discipline is fair. 3% of families disagreed with this statement and 2% of families strongly disagreed with this statement. This is a 2% drop from the 21/22 school year.

As we analyze this data, we know that there is a need to continue to focus more attention on safety. We will address this inequity in Goal 3 of our SPSA through the support of additional staffing hours, PBIS rewards and clearer communication in regards to school safety practices on campus.

As we analyze this data, we know that there is a need to focus more attention on the importance of consistent attendance at school. We will address this inequity in Goals 2 and 3 of our SPSA through the support of additional staffing hours.

All of our staff members participated in the Winter 2022 Staff Climate Survey. Our resource inequities exist in the following area:

Safety 81%. This is a 7% decrease from the Winter of 2020. Although we are above the district average by 11%, we scored at the 41% level for the question that stated: "How much of a problem AT THIS SCHOOL is disruptive students behavior?" 39% of staff feel this is a moderate problem, 20% of staff feel this is a severe problem.

As we analyze this data, we know 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.

Additional resource inequities exist for families at Della Lindley based on parent feedback and home visits in terms of access to reliable home internet, books in the home, learning supplies in the home, and food at home.

Updated Identified Needs as of 11/3/23:

Our STAR Reading proficiency rate in second grade was 75% last year and this year we only began with 12.2% of students at or above benchmark.

Our CAASPP ELA data needs improvement in the following areas:

3rd grade ELA data decreased in percentage for Standard Met and increased in percentage for Standard Nearly Met.

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

5th grade ELA data increased in percentage for Standard Nearly Met.

5th grade Math data decreased in percentage for Standard Exceeded and Standard Met.

5th grade Math data increased in percentage for Standard Nearly Met and Standard Not Met.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	0.2%	0.17%	0.17%	1	1	1
African American	1.9%	1.05%	1.54%	11	6	9
Asian	0.5%	0.35%	0.34%	3	2	2
Filipino	0.2%	0.35%	0.51%	1	2	3
Hispanic/Latino	88.5%	88.64%	87.67%	525	507	512
Pacific Islander	0.2%	0.35%	0.17%	1	2	1
White	6.8%	6.82%	7.19%	40	39	42
Multiple/No Response	1.9%	2.27%	2.4%	11	13	14
Total Enrollment				593	572	584

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Kindergarten	92	111	116
Grade 1	107	77	98
Grade 2	93	106	81
Grade 3	103	86	109
Grade 4	107	92	85
Grade 5	91	100	95
Total Enrollment	593	572	584

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
English Learners	267	240	187	44.9%	40.0%	31.50%
Fluent English Proficient (FEP)	81	103	100	13.6%	17.2%	16.90%
Reclassified Fluent English Proficient (RFEP)	58	45	27	19.5%	16.9%	14.4%

School and Student Performance Data

Student Population

For the past two years, many state and federal accountability requirements were waived or adjusted due to the impact of the COVID-19 pandemic on LEAs, schools, and students. Beginning with the 2021-22 school year, the requirements to hold schools and districts accountable for student outcomes has returned with the release of the 2022 California School Dashboard (Dashboard). The Every Student Succeeds Act is requiring all states to determine schools eligible for support. Similarly, under state law, Assembly Bill (AB) 130, which was signed into law in 2021, mandates the return of the Dashboard using only current year performance data to determine LEAs for support. Therefore, to meet this state requirement, only the 2021-22 school year data will be reported on the 2022 Dashboard for state indicators. (Data for Change [or the difference from prior year] and performance colors will not be reported.)

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

2021-22 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
572	95.1	36.7	0.3
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.

2021-22 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	210	36.7
Foster Youth	2	0.3
Homeless	43	7.5
Socioeconomically Disadvantaged	544	95.1
Students with Disabilities	36	6.3

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	6	1.0
American Indian	1	0.2
Asian	2	0.3
Filipino	2	0.3
Hispanic	507	88.6
Two or More Races	13	2.3
Pacific Islander	2	0.3
White	39	6.8

Conclusions based on this data:

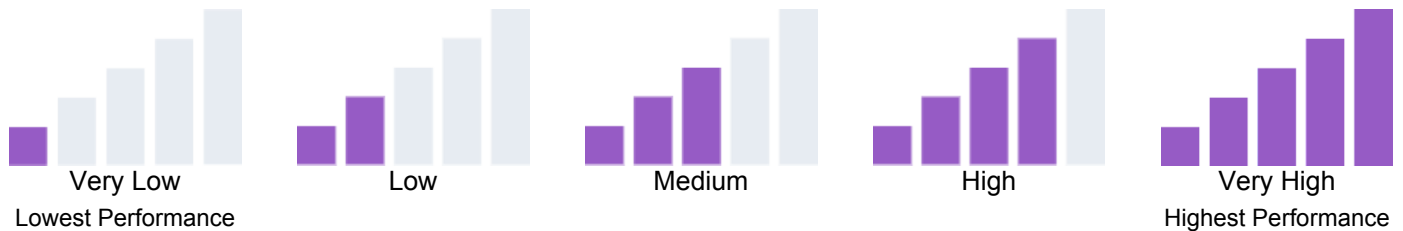
1.

School and Student Performance Data

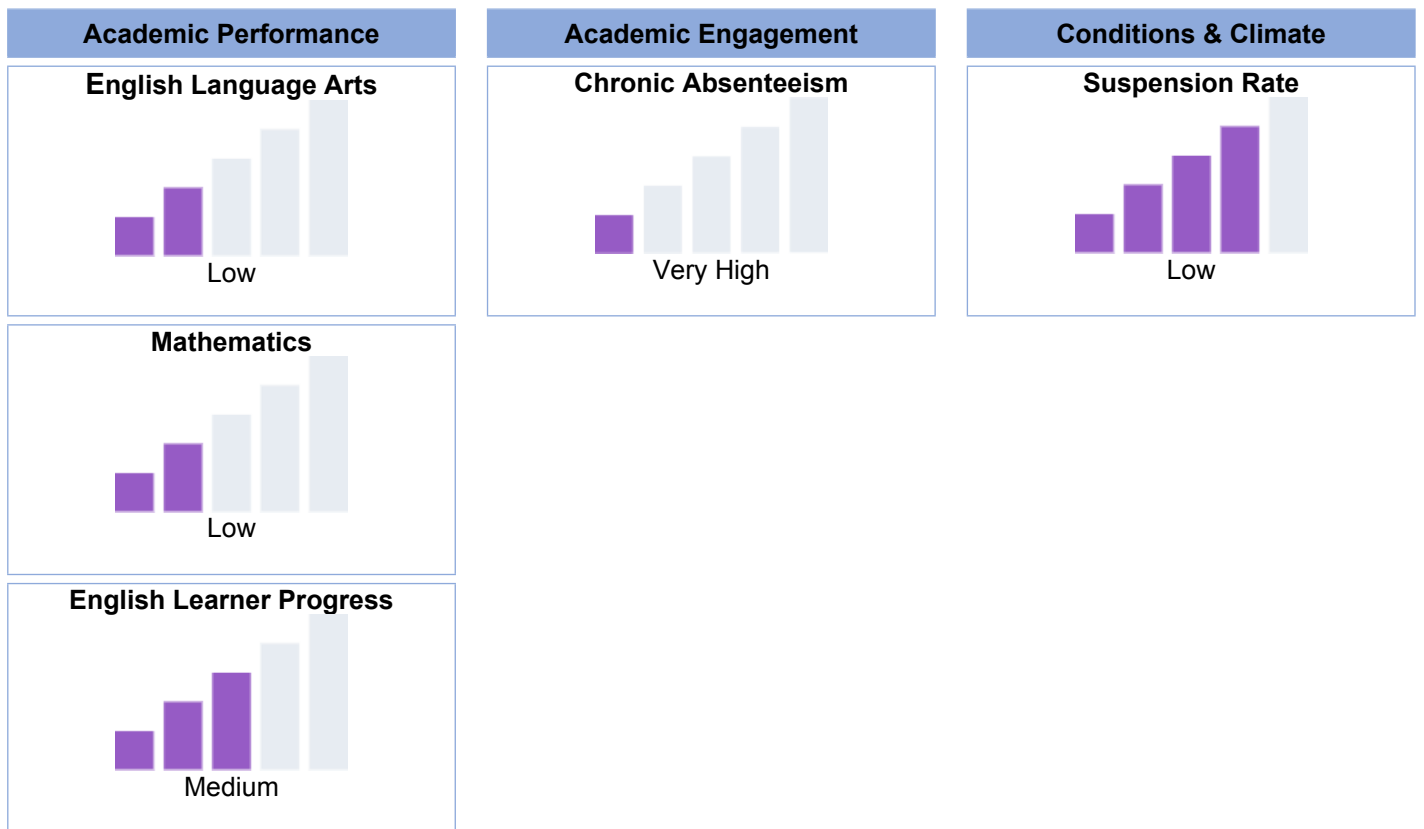
Overall Performance

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



2022 Fall Dashboard Overall Performance for All Students



Conclusions based on this data:

1. Priority will be given to EL students for guided reading intervention support.
2. Additional paid collaboration time and follow-up coaching will have a specific focus on strategies for EL and SWD groups.

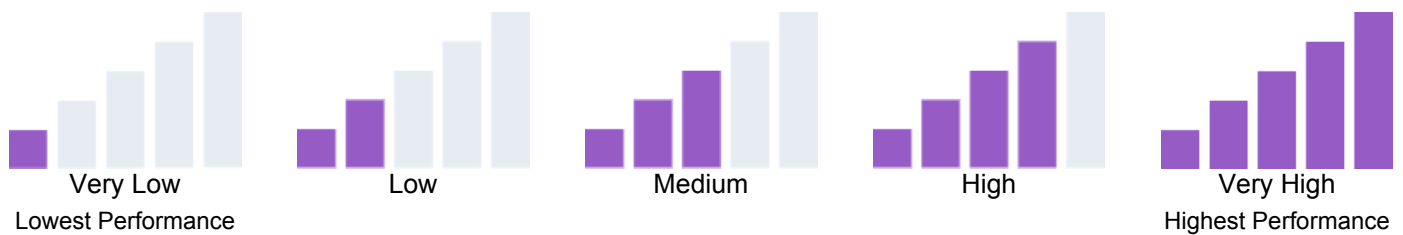
3. Conceptual mathematics instruction strategies will continue along with twice monthly LES lessons for all grade levels.

School and Student Performance Data

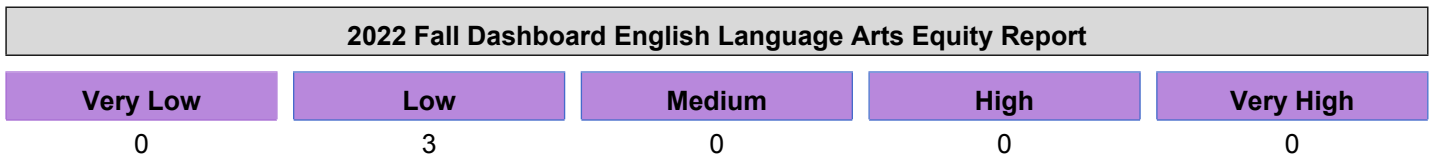
Academic Performance English Language Arts

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

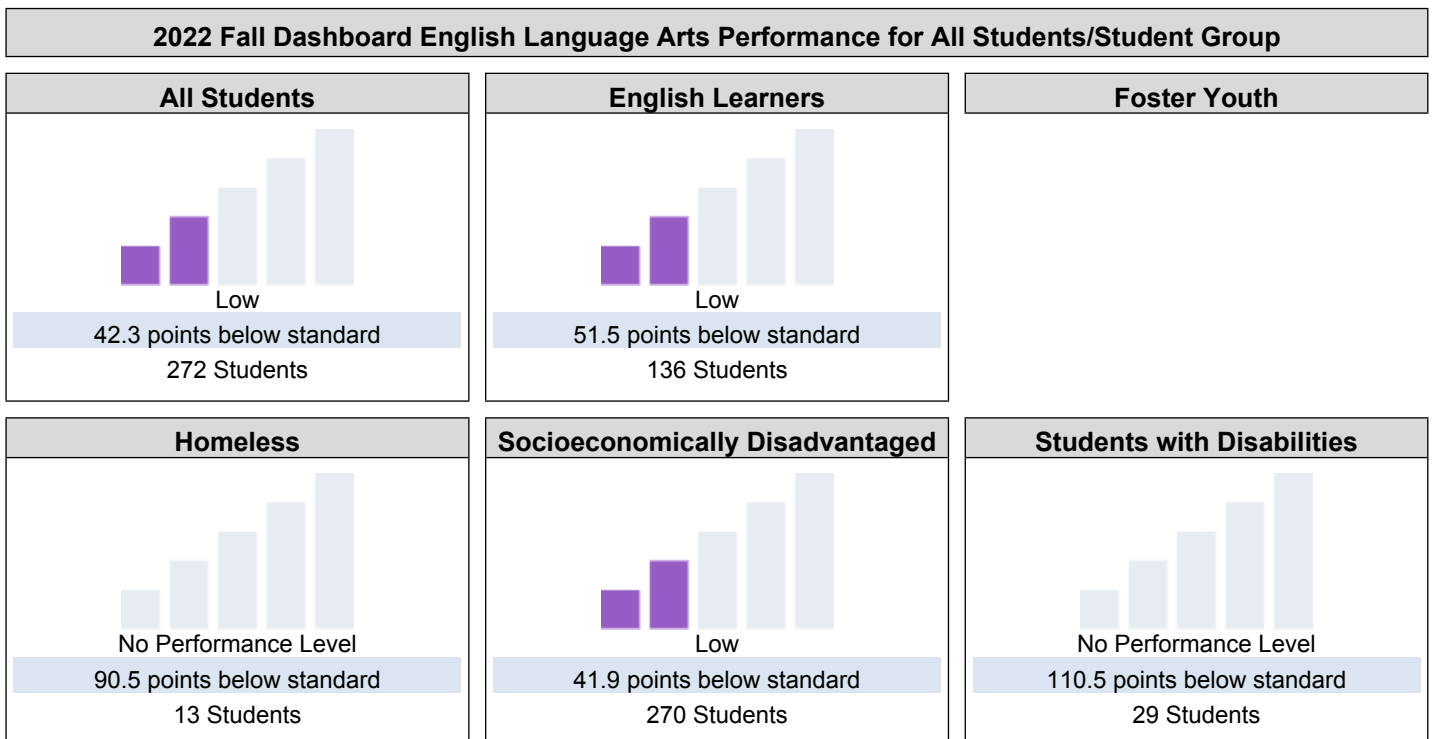
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



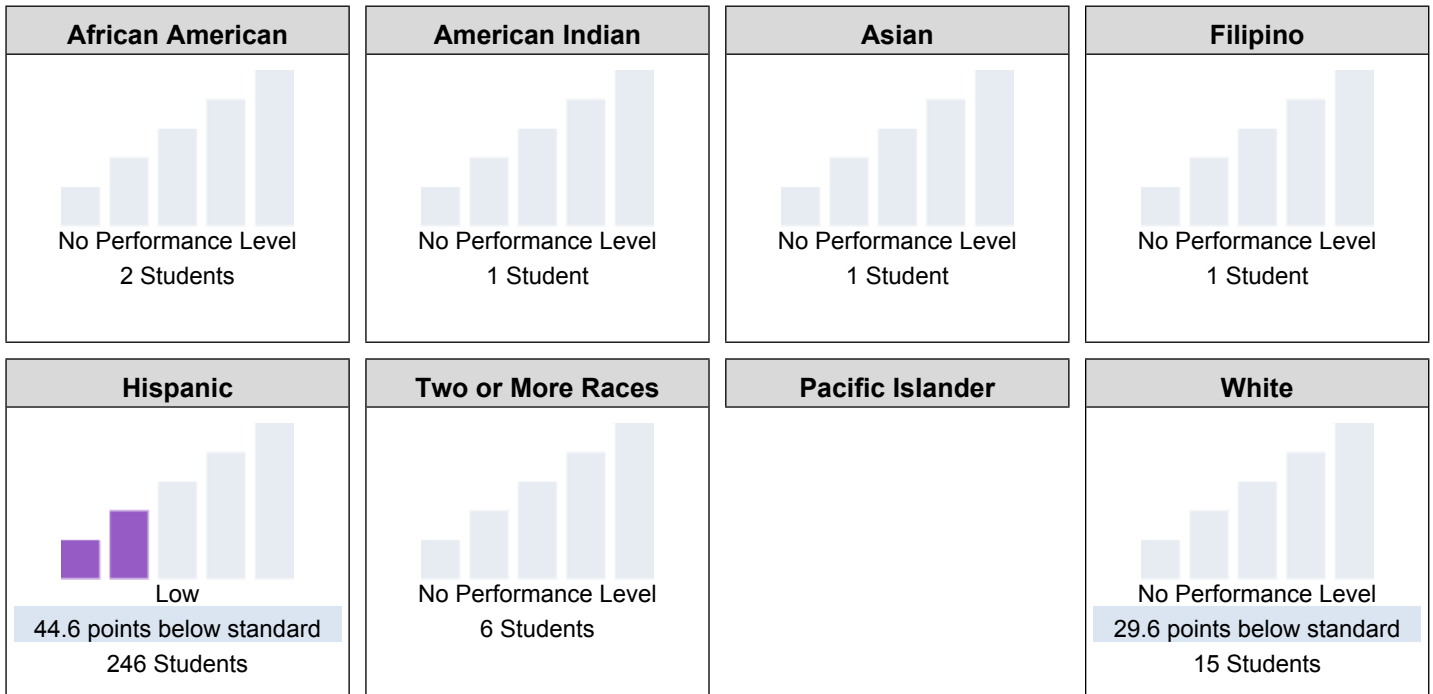
This section provides number of student groups in each level.



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



2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity



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.

2022 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
79.8 points below standard	7.2 points below standard	40.2 points below standard
83 Students	53 Students	123 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

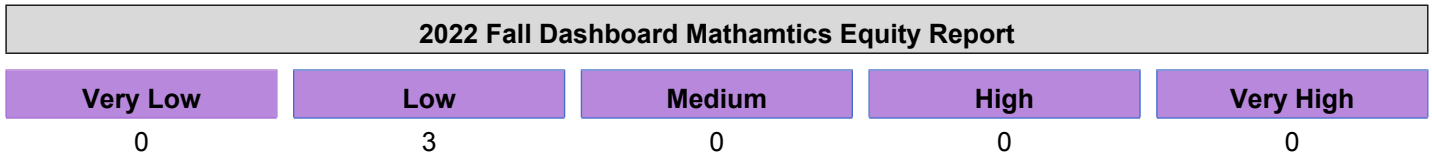
Academic Performance Mathematics

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

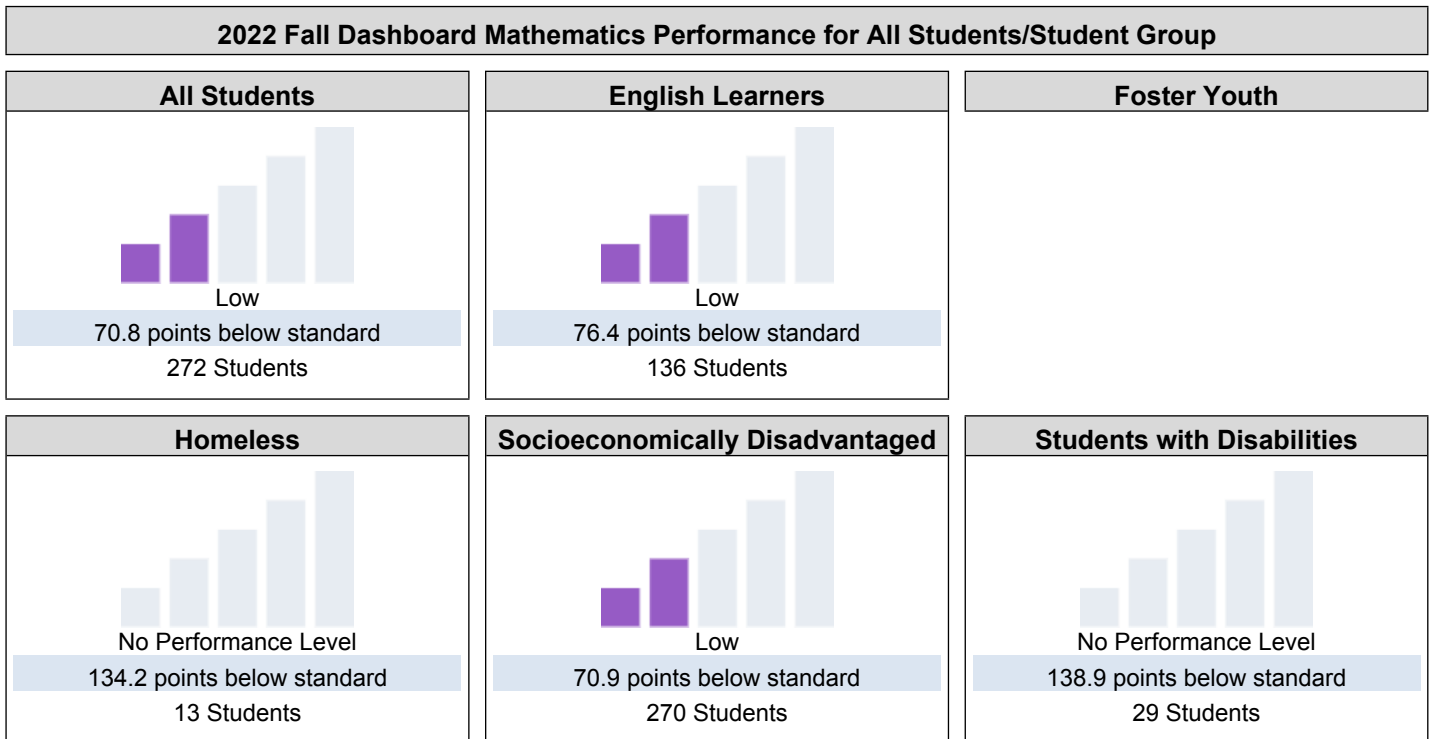
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



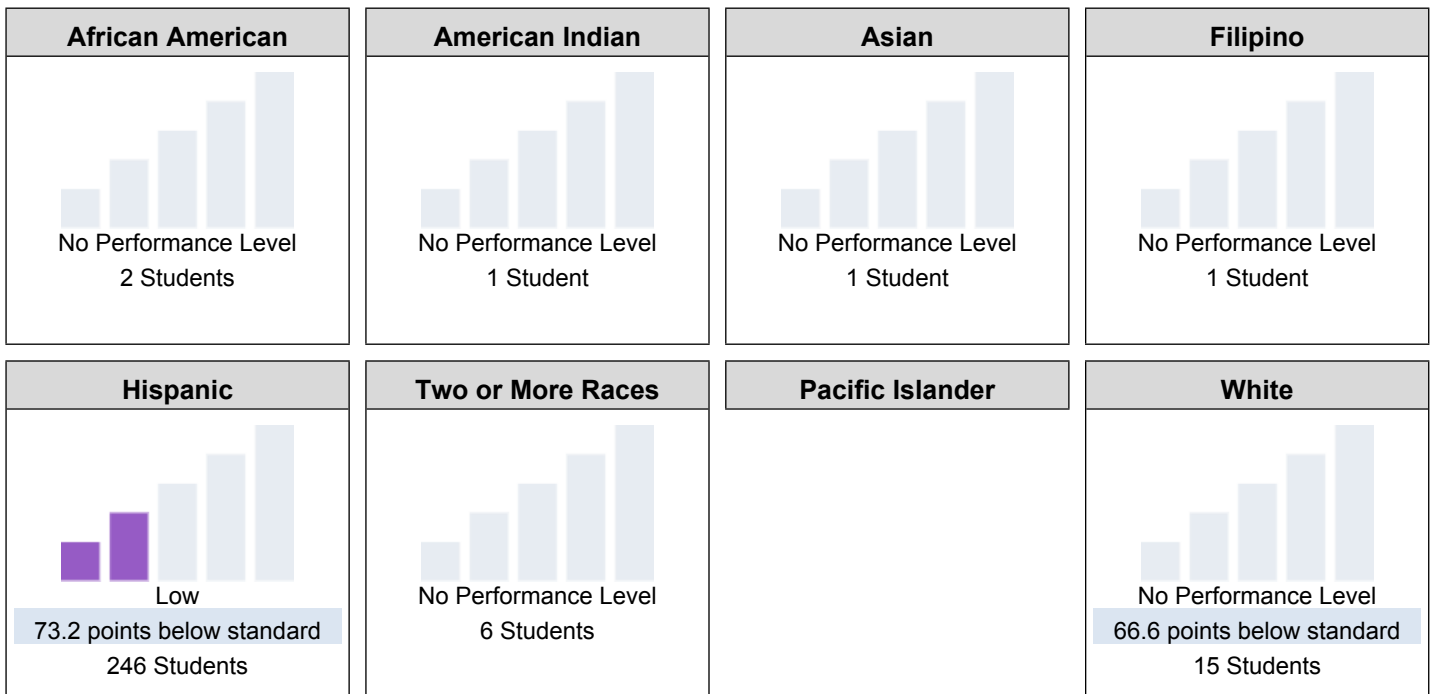
This section provides number of student groups in each level.



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



2022 Fall Dashboard Mathematics Performance by Race/Ethnicity



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

2022 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
98.7 points below standard 83 Students	41.4 points below standard 53 Students	70.1 points below standard 123 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.

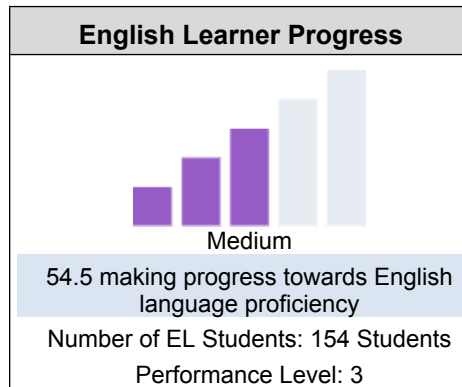
School and Student Performance Data

Academic Performance English Learner Progress

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

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

2022 Fall Dashboard English Learner Progress Indicator



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.

2022 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
20.8%	24.7%	0.6%	53.9%

Conclusions based on this data:

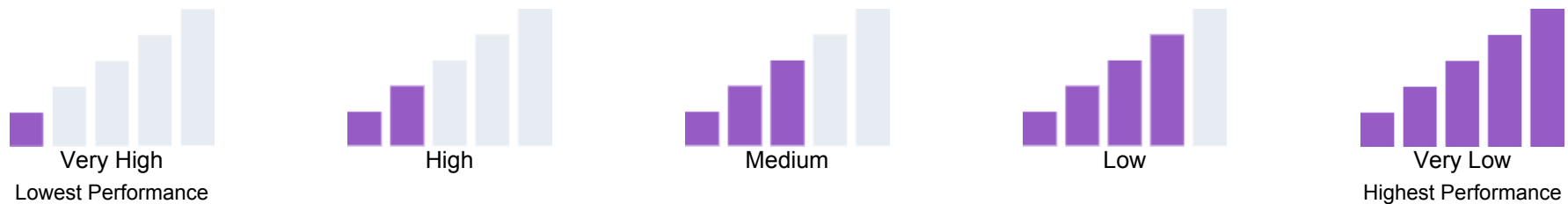
1. Based on this data our conclusions are that there is a need to address the inequity of students that decreased by one level during Designated ELD by personalizing instruction based on student levels.
2. We will address the inequity of students that decreased by one level during Designated ELD by using the Vocabulary resources found within our Wonders Tier 2 and the Language Development resources from the Wonders ELD components.

School and Student Performance Data

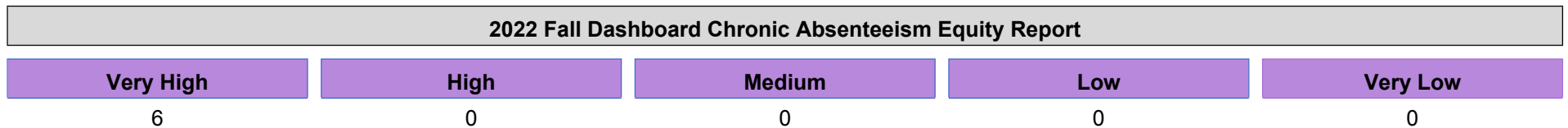
Academic Engagement Chronic Absenteeism

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

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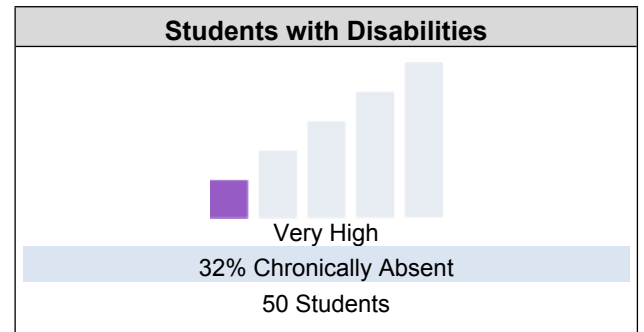
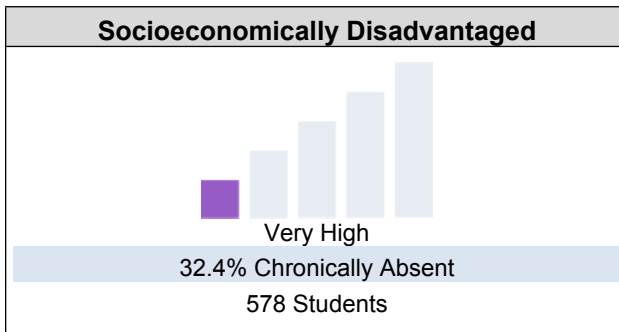
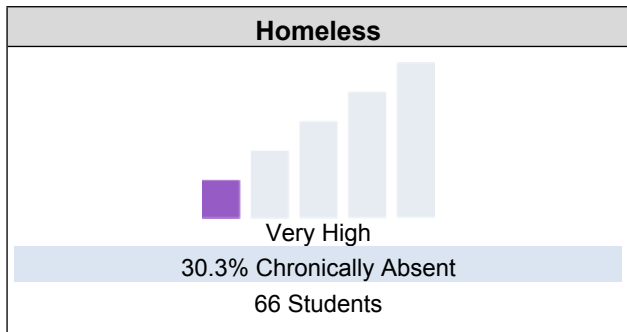
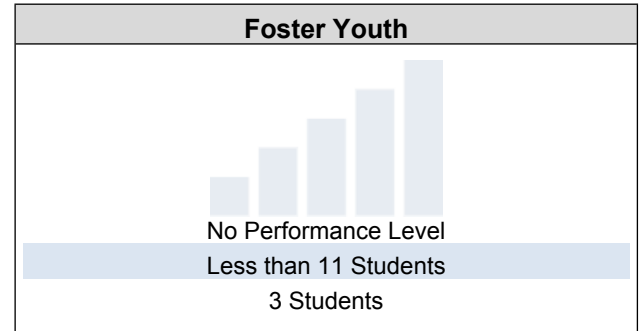
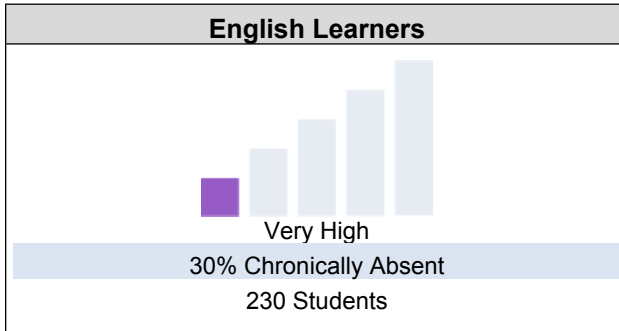
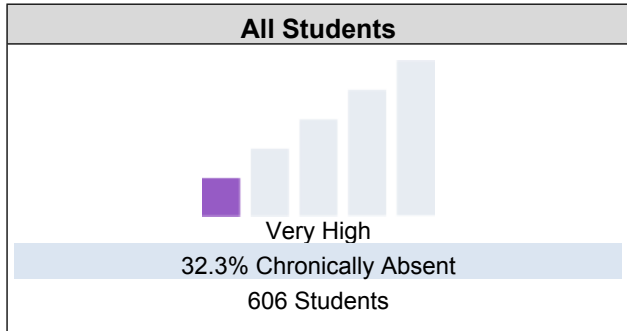


This section provides number of student groups in each level.

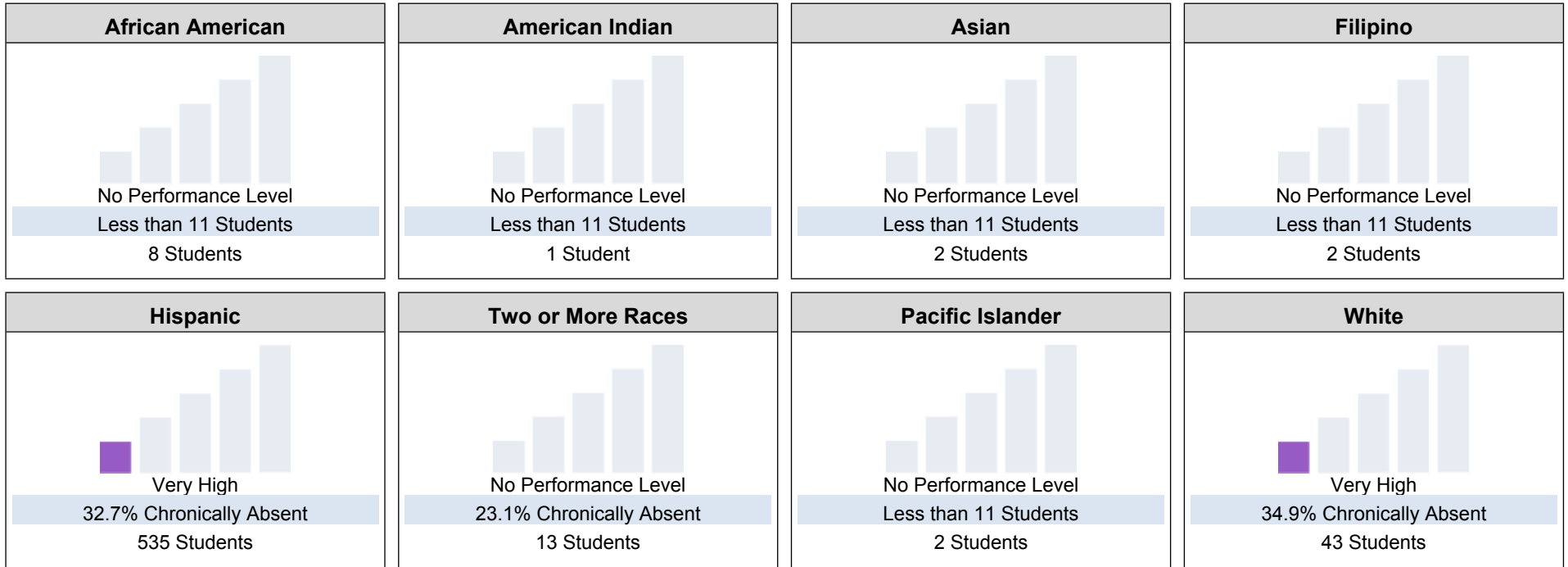


This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2022 Fall Dashboard Chronic Absenteeism for All Students/Student Group



2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity



Conclusions based on this data:

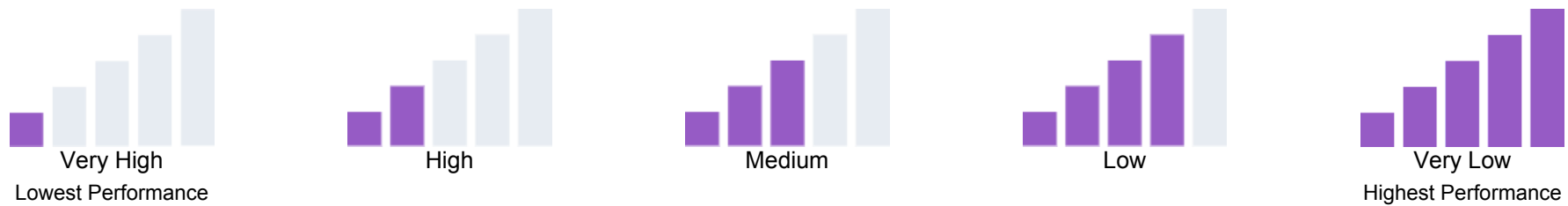
1. Based on this data our conclusions are that there is a need to address this low performance in the following ways:
Home visits
2. Family and student education about the importance of regular attendance and how attendance works.
3. Attendance incentives, rewards, and recognition for weekly and monthly improvements

School and Student Performance Data

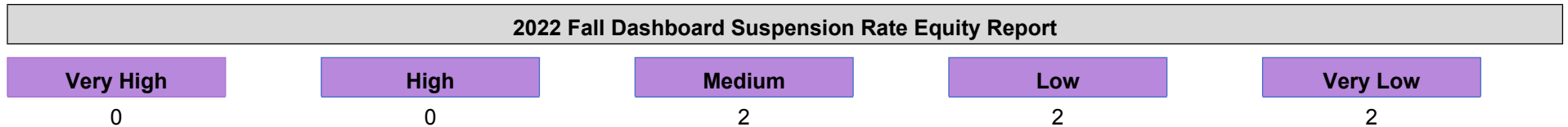
Conditions & Climate Suspension Rate

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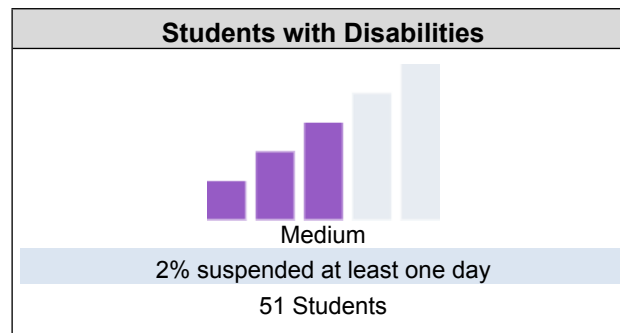
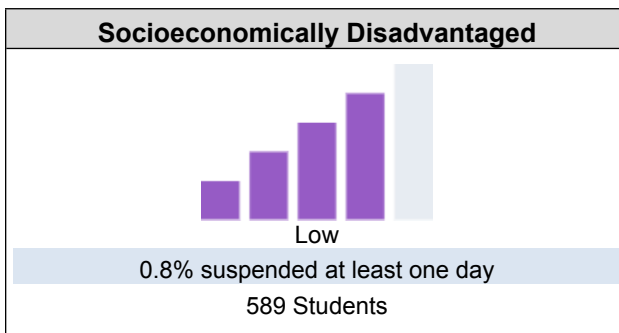
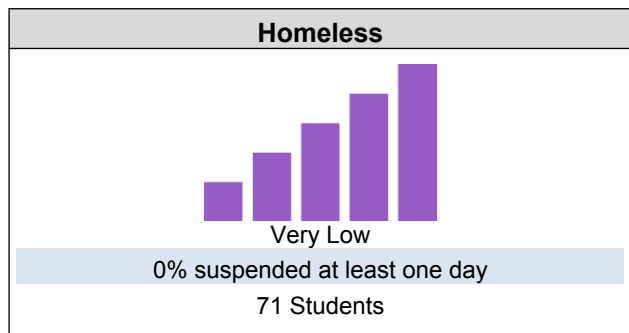
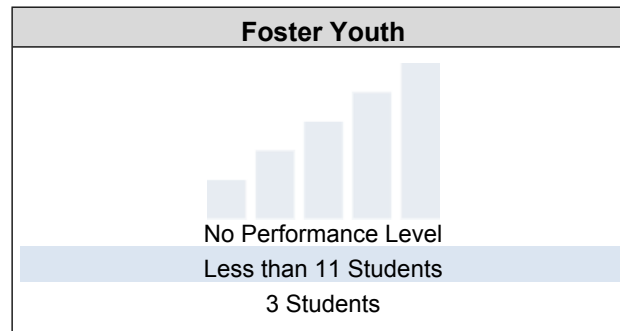
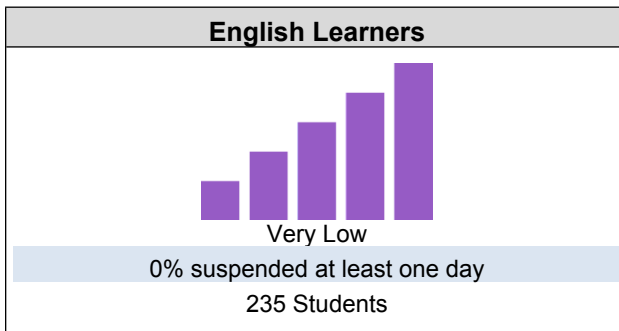
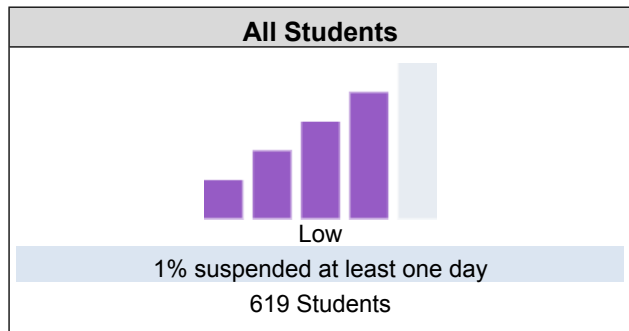


This section provides number of student groups in each level.

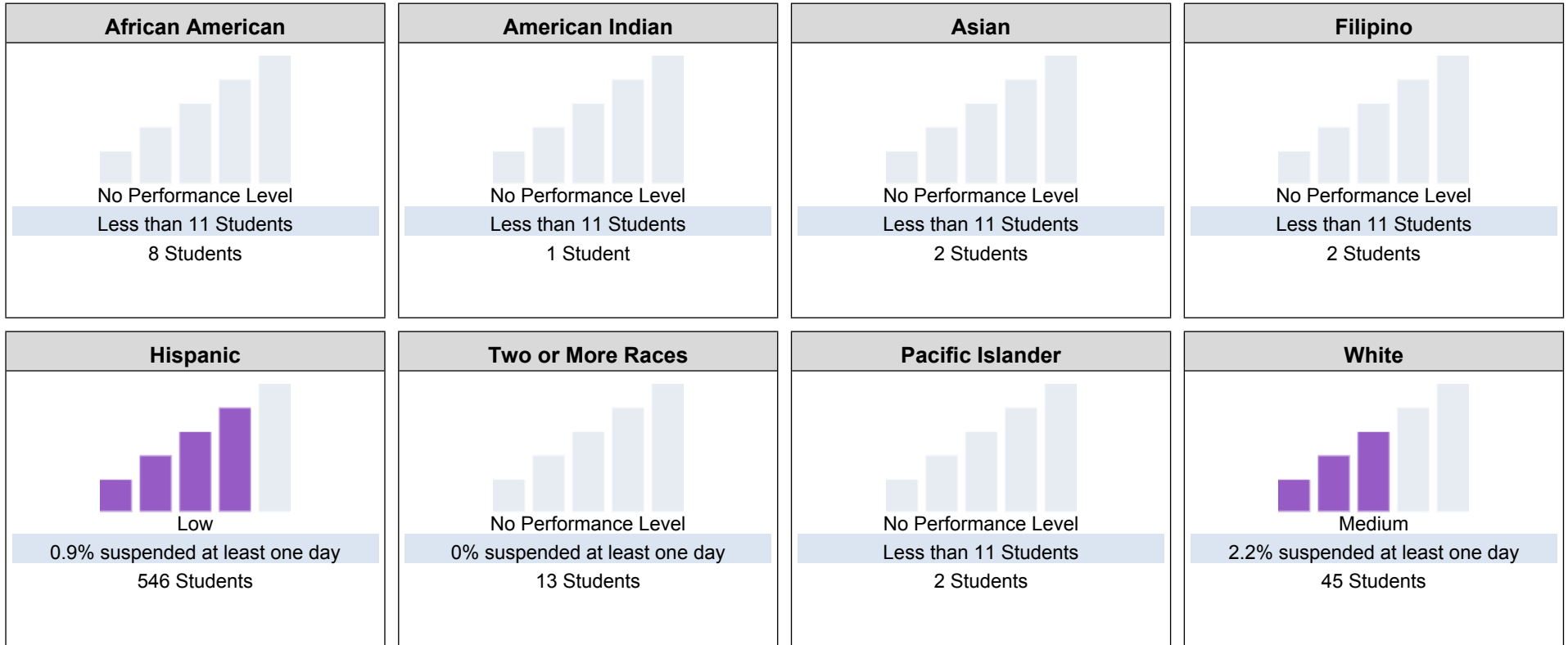


This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2022 Fall Dashboard Suspension Rate for All Students/Student Group



2022 Fall Dashboard Suspension Rate by Race/Ethnicity



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: 2022-23

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																												
<p>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)</p>	<table border="1"> <thead> <tr> <th>St. Group</th> <th>Color</th> <th>DFS/Percentage</th> <th>Change</th> </tr> </thead> <tbody> <tr> <td>All</td> <td>Yellow</td> <td>21.7 points below standard</td> <td>Maintain +3.0 points</td> </tr> <tr> <td>EL</td> <td>Yellow</td> <td>29.4 points below standard</td> <td>Increase +5.0 points</td> </tr> <tr> <td>Hisp</td> <td>Yellow</td> <td>21 points below standard</td> <td>Maintain +3.0</td> </tr> <tr> <td>AA</td> <td>No Performance Color</td> <td></td> <td>Less than 11 Students</td> </tr> <tr> <td>SED</td> <td>Yellow</td> <td>23.8 points below standard</td> <td>Maintain +3.0</td> </tr> <tr> <td>SWD</td> <td>No Performance Color</td> <td>138.7 points below standard</td> <td>Maintain +3.0</td> </tr> </tbody> </table>	St. Group	Color	DFS/Percentage	Change	All	Yellow	21.7 points below standard	Maintain +3.0 points	EL	Yellow	29.4 points below standard	Increase +5.0 points	Hisp	Yellow	21 points below standard	Maintain +3.0	AA	No Performance Color		Less than 11 Students	SED	Yellow	23.8 points below standard	Maintain +3.0	SWD	No Performance Color	138.7 points below standard	Maintain +3.0	<p>California School Dashboard - Academic Indicator for English Language Arts All- 42.3 points below standard which is the low-performance level, we did not meet our expected outcome in this area. EL- 51.5 points below standard, which is the low-performance level, we did not meet our expected outcome in this area. Hispanic- 44.6 points below standard, which is the low-performance level, we did not meet our expected outcome in this area. AA- Less than 11 students - data not displayed for privacy SED- 41.9 points below standard, which is the low-performance level, we did not meet our expected outcome in this area. SWD- 110.5 points below standard, with no performance level given due to less than 30 students overall. However, we did meet our expected outcome in this area and increased by 28.3 points</p>
St. Group	Color	DFS/Percentage	Change																											
All	Yellow	21.7 points below standard	Maintain +3.0 points																											
EL	Yellow	29.4 points below standard	Increase +5.0 points																											
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SWD	No Performance Color	138.7 points below standard	Maintain +3.0																											
<p>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)</p>	<table border="1"> <thead> <tr> <th>St. Group</th> <th>Color</th> <th>DFS/Percentage</th> <th>Change</th> </tr> </thead> <tbody> <tr> <td>All</td> <td>Yellow</td> <td>37.8 points below standard</td> <td>Increase +3.0</td> </tr> <tr> <td>EL</td> <td>Yellow</td> <td>39.1 points below standard</td> <td>Increase +3.0</td> </tr> <tr> <td>Hisp</td> <td>Yellow</td> <td>36.7 points below standard</td> <td>Maintain +2.0</td> </tr> <tr> <td>AA</td> <td>No Performance Color</td> <td></td> <td>Less than 11 students</td> </tr> <tr> <td>SED</td> <td>Yellow</td> <td>41.9 points below standard</td> <td>Maintain +2.0</td> </tr> </tbody> </table>	St. Group	Color	DFS/Percentage	Change	All	Yellow	37.8 points below standard	Increase +3.0	EL	Yellow	39.1 points below standard	Increase +3.0	Hisp	Yellow	36.7 points below standard	Maintain +2.0	AA	No Performance Color		Less than 11 students	SED	Yellow	41.9 points below standard	Maintain +2.0	<p>California School Dashboard - Academic Indicator for Math All- 70.8 points below standard, which is the low-performance level, we did not meet our expected outcome in this area. EL- 76.4 points below standard, which is the low-performance level, we did not meet our expected outcome in this area. Hispanic- 73.2 points below standard, which is the low-performance level, we did not meet our expected outcome in this area. AA- Less than 11 students - data not displayed for privacy SED- 70.9 points below standard, which is the low-performance level, we did not meet our expected outcome in this area. SWD- 138.9 points below standard, with no performance level given due to less than 30 students overall. However, we did</p>				
St. Group	Color	DFS/Percentage	Change																											
All	Yellow	37.8 points below standard	Increase +3.0																											
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SED	Yellow	41.9 points below standard	Maintain +2.0																											

Metric/Indicator	Expected Outcomes	Actual Outcomes				
	<table border="1"> <tr> <td data-bbox="558 162 726 256">SWD</td> <td data-bbox="730 162 898 256">No Performance Color</td> <td data-bbox="903 162 1058 256">162.2 points below standard</td> <td data-bbox="1062 162 1201 256">Increase +3.0</td> </tr> </table>	SWD	No Performance Color	162.2 points below standard	Increase +3.0	meet our expected outcome in this area and increased by 23.3 points
SWD	No Performance Color	162.2 points below standard	Increase +3.0			
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: 25.77%	California School Dashboard - Academic Indicator for Science All- 19.8% met or exceeded standard, we did not meet our expected outcome in this area EL- We did not have any English learner students meet or exceed the standard. Hispanic- 1.8% met or exceeded standard, we did not meet our expected outcome in this area AA- We did not have any AA students take the assessment. SED- 2% 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.				
California School Dashboard – English Learner Progress Indicator (ELPI)	California School Dashboard - English Learner Progress Indicator (ELPI)ELPAC Baseline Results: Dashboard Status and Percentage – 35.0 Points below standard, +5.0 Increase.	California School Dashboard - English Learner Progress Indicator (ELPI) Overall 54.5% of English learners are making progress towards English language proficiency. We did meet the expected outcome in this area and exceeded it by 19.5%. 20.8% of students decreased 1 ELPI level 24.7% of students maintained their ELPI level 0.6% of students are at an ELPI level of 4 53.9% of students increased 1 ELPI level				
English Learner Redesignated Fluent English Proficient (RFEP) Reclassification Rate	English Learner Redesignated Fluent English Proficient (RFEP) Reclassification Rate - 25.5%, Increase +5%	CDE had not yet released 21-22 RFEP rates at the time of plan writing.				
3rd Grade Smarter Balanced Assessment Consortium English Language Arts (SBAC ELA) Results All Students (ALL)	3rd Grade Smarter Balanced Assessment Consortium English Language Arts (SBAC ELA) Results. (Percent of Students who Met or Exceeded Standard) All Students (ALL) ELA - 45.17% Increase by 3%.	Language Arts (SBAC ELA) Results All Students (ALL)- 33.81% We did not meet our expected outcome in this area. Math (SBAC ELA) Results All Students (ALL)- 21.00% We did not meet our expected outcome in this area.				

Metric/Indicator	Expected Outcomes	Actual Outcomes
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
<p>Della Lindley will provide academic and behavioral interventions for students beyond the regular school day, before school, after school, Saturdays and during school breaks to support instruction. Priority will be giving to SWD and EL student groups.</p>	<p>Academic interventions at Della Lindley were highly successful this year. Mondays, Tuesdays, Thursdays, and Fridays we were able to provide support to at least 50 students each afternoon and on most days over 100 students in grades TK-5. EL students and students with disabilities participated daily in our after-school intervention programs. We were able to offer Saturday support on 9 Saturdays during the school year. We had at least 25 students attend on Saturdays. Each Saturday we focused on a theme and then designed reading and writing lessons around the theme. We attribute the increase in our Fall to Winter STAR data to these additional after-school interventions.</p> <p>Behavioral interventions were provided for students that needed more than Tier 1 support. Tier 2 behavioral interventions look like social skills groups with our school counselor, daily check-in and check-outs, PreSST meetings with our site SST team, and token boards. Students needing more</p>	<p>Classified extra duty for academic and behavioral intervention. 2000-2999: Classified Personnel Salaries LCFF 4,000.00</p>	<p>Classified extra duty for academic and behavioral intervention. 2000-2999: Classified Personnel Salaries LCFF 3421.00</p>
		<p>Certificated extra duty for academic and behavioral intervention. 1000-1999: Certificated Personnel Salaries LCFF 17,144</p>	<p>Certificated extra duty for academic and behavioral intervention. 1000-1999: Certificated Personnel Salaries LCFF 8671.00</p>
		<p>Certificated extra duty for academic and behavioral intervention. 3000-3999: Employee Benefits LCFF 2200.00</p>	<p>Certificated extra duty for academic and behavioral intervention. 3000-3999: Employee Benefits LCFF 2904.50</p>
		<p>Classified extra duty for academic and behavioral intervention. 3000-3999: Employee Benefits LCFF 2,000</p>	<p>Classified extra duty for academic and behavioral intervention. 3000-3999: Employee Benefits LCFF 1339.00</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
	<p>than Tier 1 and Tier 2 were provided with additional support through our Tier 3, intensive support. Tier 3 behavioral interventions look like 1-1 support with our school psychologist, weekly 1-1 support with our Mental Health Therapist, individualized behavior support plans, weekly in-class and out-of-class behavior support with a BIA, small groups support with our Social Worker, and SST meetings with families. We attribute our positive Panorama survey data to this multi-tiered system of support approach to behavior.</p>	<p>Teacher extra duty for collaboration and planning. 1000-1999: Certificated Personnel Salaries LCFF 1,500</p>	<p>Teacher extra duty for collaboration and planning. 1000-1999: Certificated Personnel Salaries LCFF 11396.00</p>
<p>Certificated extra duty for collaboration and planning.</p>	<p>Staff attended district-funded High Impact Math Professional Development during this school year. Each grade level received a full day of support from a math coach and time to plan and present a lesson using the LES model. Staff learned that children's ideas are key, how to make opportunities for children to talk about mathematics, multiple approaches to solving problems, mistakes are an opportunity for learning, and how to make math "make sense" for students. We attribute the increase in our Fall to Winter STAR Math data to these additional after-school interventions.</p>	<p>Certificated extra duty fringes. 3000-3999: Employee Benefits LCFF 500.00</p>	<p>Certificated extra duty fringes. 3000-3999: Employee Benefits LCFF 2904.50</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
	<p>Certificated staff members wishing to collaborate outside of the regular work day and work week were provided opportunities to collaborate with their grade level or vertical teams.</p>		
<p>Technology programs and site licenses will be purchased and utilized by students and teachers to provide access to and support instruction across content areas.</p>	<p>Teachers used technology tools such as Read Live, Accelerated Reader, and Brain Pop as supplemental tools to support students with weekly assignments and assessments of student learning each week. Learning Dynamics was not purchased for Kindergarten because we had enough materials from the previous school year due to the COVID-19 pandemic. These tools proved to be incredibly valuable during independent work time and Tier 2 reading intervention. We attribute the increase in our Fall to Winter STAR data to these additional technology programs.</p> <p>The STAR Assessment component of Accelerated Reader (Renaissance Learning) has helped our school assess and determine student progress on CA Common Core Standards for the 2022-2023 school year.</p> <p>We did not continue with the Discovery Education license.</p>	<p>Site technology licenses 4000-4999: Books And Supplies LCFF 12,000.00</p>	<p>Site technology licenses 4000-4999: Books And Supplies LCFF 9300.00</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>Senior Paraprofessional II, 2 Paraprofessionals, 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.</p>	<p>Our Senior Paraprofessional II provided Tier 2 reading and math intervention supports for our students in the red (urgent intervention level) from both STAR Reading and Math in grades 3-5. Additional intervention was also provided after school by Senior Paraprofessional II for our newcomer students in grades 3-5. Our Paraprofessional II provided additional Designated ELD support for our newcomer English Learner students during and after the school day.</p>	<p>7 hour Senior Paraprofessional-Salary 2000-2999: Classified Personnel Salaries Title I 37481.00</p>	<p>7 hour Senior Paraprofessional-Salary 2000-2999: Classified Personnel Salaries Title I 41314</p>
	<p>Our Library Technician provided SEL support every morning before school started. We attribute our positive Panorama survey data to this additional Tier 1 support every morning along with the increase in our daily attendance rate.</p>	<p>7 hour Senior Paraprofessional-Fringes 3000-3999: Employee Benefits Title I 30503.00</p>	<p>7 hour Senior Paraprofessional-Fringes 3000-3999: Employee Benefits Title I 33244</p>
	<p>Additionally, our Library Technician provided 1-1 behavioral support to students needing breaks during the day or a quiet place to calm down for 5-10 minutes. We attribute a decrease in classroom discipline issues and playground issues to this additional Tier 2 and Tier 3 support. Our Library Technician also provided additional positive, safe, and healthy learning environments to our Kindergarten students daily during lunchtime. We attribute our positive Panorama survey data to this</p>	<p>2 hour Paraprofessional 2000-2999: Classified Personnel Salaries Title I 9014.00</p>	<p>2 hour Paraprofessional 2000-2999: Classified Personnel Salaries Title I 9936</p>
	<p>2 hour Paraprofessional 3000-3999: Employee Benefits Title I 8042.00</p>	<p>2 hour Paraprofessional 3000-3999: Employee Benefits Title I 8436</p>	
	<p>2 hour Library Tech-Salary 2000-2999: Classified Personnel Salaries Title I 12572.00</p>	<p>2 hour Library Tech-Salary 2000-2999: Classified Personnel Salaries Title I 14232</p>	
	<p>2 hour Library Tech-Fringes 3000-3999: Employee Benefits Title I 8860.00</p>	<p>2 hour Library Tech-Fringes 3000-3999: Employee Benefits Title I 9769</p>	
	<p>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 14,220</p>	<p>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 22850</p>	

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
	<p>additional Tier 1 support during Kindergarten lunch.</p> <p>Our SOSA provided Tier 3 guided reading support to our second-grade students in the red (urgent intervention level) on the STAR Early Literacy and STAR Reading assessments. Additionally, our SOSA provided Tier 3 guided reading support to our third and fourth-grade students in the yellow (intervention level) on the STAR Reading assessment. We attribute the increase in our Fall to Winter STAR data to these additional after-school interventions.</p> <p>We have one paraprofessional that also works an additional hour and a half each day to support first graders during guided reading. In the Winter of 2023, we had 63.2% of first-grade students at the at/above benchmark level. We attribute this growth to the additional paraprofessional support during guided reading time.</p>	<p>Supplemental instructional technology, materials, and supplies. 4000-4999: Books And Supplies LCFF 7,000.00</p>	<p>Supplemental instructional technology, materials, and supplies. 4000-4999: Books And Supplies LCFF 413.16</p>
<p>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.</p>	<p>Maintaining, replacing, and purchasing technology needed by teachers and students allows Della Lindley to provide access to materials needed to support the daily instructional program.</p>	<p>Conference fees, travel expenses, hotel costs.</p>	<p>Conference fees, travel expenses, hotel costs.</p>
<p>Staff will attend professional conferences or on site professional development that supports</p>	<p>Staff attended the following professional development sessions during the school year:</p>		

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>implementation of standards, increased rigor, and addressing the needs of all students through restorative practices and PBIS rewards.</p>	<p>1. kid-grit SEL resources We attribute the success and fidelity of our school-wide SEL time to this professional development session.</p>	<p>5000-5999: Services And Other Operating Expenditures Title I 4090.00</p>	<p>5000-5999: Services And Other Operating Expenditures Title I 0</p>
	<p>2. High-Impact Math We attribute the increase in our Fall to Winter STAR Math data to these professional development sessions and coaching.</p>	<p>Extra Duty for Collaboration or Professional Development 1000-1999: Certificated Personnel Salaries Title I 2,500</p>	<p>Extra Duty for Collaboration or Professional Development 1000-1999: Certificated Personnel Salaries Title I 0</p>
	<p>3. English Learner Supports English learners scored the third highest in the district on the Summative ELPAC assessment from the Spring of 2022 with 13% of students scoring at Level 4 and 35% of students scoring at Level 3. We attribute this success to the professional development sessions and coaching connected to English learners.</p>	<p>Teacher extra duty -fringes 1000-1999: Certificated Personnel Salaries Title I 500.00</p>	<p>Teacher extra duty -fringes 1000-1999: Certificated Personnel Salaries Title I 0</p>
	<p>4. LGBTQ+ Safe Schools Training We attribute our positive Panorama survey data to this training. Additionally, this professional development session helps to ensure that our students feel positive, safe, and part of a healthy learning environment.</p>	<p>Pay for Guest Teachers 1000-1999: Certificated Personnel Salaries Title I 3,000</p>	<p>Pay for Guest Teachers 1000-1999: Certificated Personnel Salaries Title I 10560.00</p>
	<p>5. ALICE Training We attribute our positive Panorama survey data to this training. Additionally, this professional development session helps to ensure that our teachers</p>		

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
	<p>feel equipped to deal with a possible safety concern.</p> <p>We also implemented the PBIS rewards program school-wide. We attribute our positive Panorama survey data in part to this rewards system. Additionally, this reward system helps to ensure that our students feel positive, safe, and part of a healthy learning environment. PBIS rewards also allows us the opportunity to support teachers and staff with positive ways to interact with students.</p> <p>With all professional development, we continue to need to be sure we are also focused on using new learning to support SWD and EL students through either integrated ELD strategies or strategies to scaffold for SWD.</p>		
<p>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 outcomes.</p>	<p>Having the ability to schedule a meeting and hire substitutes to cover the teacher's classroom is a very effective process that we would like to continue in our 2023-24 SPSA as it allows for a teacher to be released from their classroom to accomplish said stated goal.</p> <p>Staff members that have students with IEPs and/or 504 plans received support during the school day to collaborate and plan for the</p>	<p>Pay for Guest Teachers 1000-1999: Certificated Personnel Salaries LCFF 1,000.00</p>	<p>Pay for Guest Teachers 1000-1999: Certificated Personnel Salaries LCFF 2310.00</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
	<p>students on their rosters with the support of the resource teacher, school psychologist, speech therapist, and student families.</p> <p>Teachers referring students to receive additional support through the SST process received support during the school day to collaborate and plan for these students with the support of the resource teacher, school psychologist, school counselor, school administrators, and if needed student families.</p>		
<p>Materials, supplies, and field trips to be purchased to support the implementation of instructional strategies to support academic and behavioral success.</p>	<p>Materials such as Learning Dynamics were purchased and utilized with students to support their reading needs over the course of the 2022-23 school year. Materials/books were shared with students to support their reading needs at their instructional reading level to support students in becoming proficient readers.</p> <p>We know that interactive classrooms support opportunities for EL students to interact with peers and practice language more frequently than in traditional classroom settings therefore a multitude of materials, supplies, and field trips took place and were used over the course of the 22-23 school year to support the implementation of instructional</p>	<p>Materials and Supplies 4000-4999: Books And Supplies LCFF 42,162.00</p>	<p>Materials and Supplies 4000-4999: Books And Supplies LCFF 23439.43</p>

**Planned
Actions/Services**

**Actual
Actions/Services**

**Proposed
Expenditures**

**Estimated Actual
Expenditures**

strategies to support academic and behavioral success.

Analysis

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

Academic and behavioral interventions were run throughout the entire school year using a team of certificated and classified staff. Programs like the Read Live intervention for readers and Wonders interventions components were utilized during these times. Students were targeted for this intervention based on ELA data we obtained from STAR assessments that were performed at the beginning and middle of the year. SWD, SED, and EL students were targeted for these interventions. We saw great success from the opportunity to provide additional intervention to students with our 2 additional paraprofessionals. Therefore, funding for an extra 2.5 hours for another paraprofessional and an extra 2 hours for our library technician will continue for interventions in order to maintain the consistency of our programs and support students with learning recovery.

Teachers have the opportunity for additional planning and data meetings throughout the school year.

Learning Dynamics was purchased and utilized with students to support their reading needs over the course of the 2021-22 school year. Materials/books were shared with students to support their reading needs at their instructional reading level to support students in becoming proficient readers.

A significant amount of time was spent supporting teachers with implementing high-impact math strategies and writing strategies in alignment with our school yearlong writing plan for Information, Narrative, and Opinion Writing. Our site instructional coach, High Impact Math coaches, subs for collaboration during meetings. and Wednesday grade level team or vertical team meetings allowed our teachers to meet the needs of students through coaching and support as these are areas of need for our school. Overall, High Impact Math was worthwhile. We have agreed upon Math Commitments for each grade level and all teachers have participated in at least 2 LES cycles.

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

We underestimated the staff cost of running after school interventions and Saturdays due to there being more students in need of after school intervention over the course of the school year. We will increase this budget line item going forward as it is critical to supporting our students. Additionally, although we were able to use the resident sub provided by PSUSD at times for collaboration during the school day, there were many times that we also needed to hire a substitute for each of the required meetings that needed classroom teacher attendance as outlined in our plan.

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. We will continue to develop our tiered response MTSS framework for academics and behaviors to support continued growth in school culture, climate, and safety for students. Based on 2022 California School

Dashboard Indicators, both SED and EL student subgroups continue to struggle to perform at the same proficiency rate as their peers. As a result, we will continue to outline actions that we will make to close the achievement gap.

Annual Review and Update

SPSA Year Reviewed: 2022-23

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 96% and an increase in the student academic proficiency rates.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Parent Participation in Stakeholder Input Processes	Parent Participation in Stakeholder Input Processes - 400 surveys	Parent Participation in Stakeholder Input Processes - 346 surveys We did not meet our goal of 400 but we had the most surveys completed of any site in the whole district.
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) - 98% Hispanic (Hisp) - 98% African American (AA) -98%	Family School Connectedness via Panorama Family Climate Survey All Students (ALL) - 99% Hispanic (Hisp) - 98% African American (AA) -100%
Climate of Support for Academic Learning via Panorama Family Climate Survey All Students (ALL) Hispanic (Hisp) African American (AA)	Climate of Support for Academic Learning via Panorama Family Climate Survey All Students (ALL) - 98% Hispanic (Hisp) - 98% African American (AA) -98%	Climate of Support for Academic Learning via Panorama Family Climate Survey All Students (ALL) - 97% Hispanic (Hisp) - 97% African American (AA) -100%

Strategies/Activities for Goal 2

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>Additional classified office hours (Office Technician Bilingual) to support parent involvement, chronic absenteeism, attendance rates and home visits.</p>	<p>Extra duty was provided to our front office staff wishing to provide more support to families in the form of 1-1 meetings to support overall well being of households, home visits with the Principal, IEP support during school breaks, and daily conferences with students struggling to get to school each day.</p>	<p>Classified Salary 2000-2999: Classified Personnel Salaries LCFF 11,000</p> <p>Classified benefits and fringes 3000-3999: Employee Benefits LCFF 1,000</p>	<p>Classified Salary 2000-2999: Classified Personnel Salaries LCFF 3500</p> <p>Classified benefits and fringes 3000-3999: Employee Benefits LCFF 871</p>
<p>Della Lindley will promote community and family participation by involving stakeholders in school activities and events.</p>	<p>We held 5 Family Game Nights after school where families came and play board games with their own families or other families. These events were low-key and allowed families to simply come to campus and enjoy quality time with our school community. We attribute our positive Panorama survey data in part to our game nights. Additionally, family nights help to ensure that our students feel positive, safe, and part of a healthy learning environment.</p> <p>We held monthly awards assemblies for each grade level and invited families to participate and support their students. We attribute our positive Panorama survey data in part to opening the doors for our monthly assemblies. Additionally, inviting families onto the school campus helps to ensure that our students feel positive,</p>	<p>Materials and Supplies for community and family events. 4000-4999: Books And Supplies Title I Part A: Parent Involvement 1306.00</p> <p>Certificated Extra Duty for community and family events. 1000-1999: Certificated Personnel Salaries Title I Part A: Parent Involvement 731.00</p> <p>Certificated benefits and fringes for community and family events. 3000-3999: Employee Benefits Title I Part A: Parent Involvement 100.00</p> <p>Classified Extra Duty for community and family events. 2000-2999: Classified Personnel Salaries Title I Part A: Parent Involvement 200.00</p>	<p>Materials and Supplies for community and family events. 4000-4999: Books And Supplies Title I Part A: Parent Involvement 1106</p> <p>Certificated Extra Duty for community and family events. 1000-1999: Certificated Personnel Salaries Title I Part A: Parent Involvement 209.72</p> <p>Certificated benefits and fringes for community and family events. 3000-3999: Employee Benefits Title I Part A: Parent Involvement 54.00</p> <p>Classified Extra Duty for community and family events. 2000-2999: Classified Personnel Salaries Title I Part A: Parent Involvement 0</p>

**Planned
Actions/Services**

**Actual
Actions/Services**

**Proposed
Expenditures**

**Estimated Actual
Expenditures**

safe, and part of a healthy learning environment.

The DSL Engineer Report (KDSL News) took place 6 times this school year. Students that created the news stayed once a week after school each week. The DSL Engineer Report is shared school-wide and with families. We attribute our positive Panorama survey data in part to the DSL Engineer Report. Additionally, the DSL Engineer Report helps to ensure that our students feel positive, safe, and part of a healthy learning environment.

Instead of Family Reading Night, we held 5 Family Game Nights after school where families came and play board games with their own families or other families. These events were low-key and allowed families to simply come to campus and enjoy quality time with our school community. We attribute our positive Panorama survey data in part to our game nights. Additionally, family nights help to ensure that our students feel positive, safe, and part of a healthy learning environment.

In August we held a Back to School Night for all families. In September we joined families at the PSUSD Multicultural Event at the Air Museum. Additionally, in September we established a Della

Classified benefits and fringes for community and family events.
3000-3999: Employee Benefits
Title I Part A: Parent Involvement
100.00

Classified benefits and fringes for community and family events.
3000-3999: Employee Benefits
Title I Part A: Parent Involvement
0

**Planned
Actions/Services**

**Actual
Actions/Services**

**Proposed
Expenditures**

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Expenditures**

Lindley Choir for students in grades 4-5. Students practiced weekly and performed at several events during the year. We attribute our positive Panorama survey data in part to the DSL Choir. Additionally, the DSL Choir helps to ensure that our students feel positive, safe, and part of a healthy learning environment. The choir concerts help to build our strong school-to-home and community connection. In October we participated in International Walk to School Day with our families before school started, sponsored Super Dads Family Workout Edition after school, had a Movie Night for students sponsored by our Student Council, and held a Halloween parade before school started. In November we had a walk-a-thon, Panda Express night, Chuck E Cheese night, parent conferences, and a Fall Festival in the evening. In December we hosted a Winter Concert for all grade levels and their families at two different times during the school day along with we held a Movie Night for students sponsored by our Student Council. In January, we held a Family Science Day and a 100th Day of School Celebration. In February we had a Panda Express Night and our school Track Meet for students in grades 3-5. In March we attended the Stardust Festival

**Planned
Actions/Services**

**Actual
Actions/Services**

**Proposed
Expenditures**

**Estimated Actual
Expenditures**

with our choir students and their families, the district Track Meet, celebrated Read Across America Day with many volunteers, parent conferences, and the Ballet Folklorico Festival. In April we celebrated our Reclassified English Learner students with their families at the PSUSD Reclassification ceremony. Additionally, in April, we showcased a Talent Show. Any student at Della Lindley wishing to perform was allowed to perform. The community was invited to this wonderful event. We attribute our positive Panorama survey data in part to the Talent Show. Additionally, the Talent Show helps to ensure that our students and families feel positive, safe, and part of a healthy learning environment. In May we held a Movie Night for students sponsored by our Student Council, celebrated Cinco de Mayo with our school community and families with an evening festival, hosted ParentVue clinics to support families with access to ParentVue, our final Choir Concert, and held another Chuck E Cheese family night. In June we held a 4th and 5th-grade family dance in the evening, in-person 5th-grade promotion ceremonies, and a schoolwide year-end event for all students without suspensions or office referrals.

**Planned
Actions/Services**

**Actual
Actions/Services**

**Proposed
Expenditures**

**Estimated Actual
Expenditures**

We successfully brought volunteers back to Della Lindley this school year. Currently, we have 5 volunteers that come weekly to support in classrooms or read with our students. Additionally, we have over 30 family volunteers that come during the week to support their students' classrooms. We attribute our positive Panorama survey data in part to our volunteers. Additionally, volunteers help to ensure that our students feel positive, safe, and part of a healthy learning environment. Volunteers help to build our strong school-to-home and community connection.

Analysis

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

Home visits and family supports provided by our office staff have proved to be extremely beneficial this year.

Family participation at Della Lindley is incredible. We had the highest percentage of Panorama surveys returned in the entire district here at DSL. We provided at least 2 family events every month. We were successfully able to rebuild family connections through our community events. Our school to home connection is strong and we are extremely grateful for the support we get every day.

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.

No changes will be made at this time however we will continue with a monthly and yearly calendar to ensure parent engagement activities are scheduled on a regular basis. Teachers and support personnel will be provided a small stipend to plan and participate in the events.

Annual Review and Update

SPSA Year Reviewed: 2022-23

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

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes																												
<p>Student Attendance Rates All Students (ALL)</p>	<p>Student Attendance Rates 96% All Students (ALL) -</p>	<p>Student Attendance Rates All Students (ALL)- 90.2%</p>																												
<p>Chronic Absenteeism Rates All Students (ALL)) English Learner (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)</p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th>St. Group</th> <th>Color</th> <th>DFS/Percentage</th> <th>Change</th> </tr> </thead> <tbody> <tr> <td>All</td> <td>Green</td> <td>8.0</td> <td>Decline -0.6</td> </tr> <tr> <td>EL</td> <td>Green</td> <td>6.8</td> <td>Decline - 0.5</td> </tr> <tr> <td>Hisp</td> <td>Green</td> <td>6.9</td> <td>Decline -1.0</td> </tr> <tr> <td>AA</td> <td>No Performance</td> <td></td> <td>Less than 11 students</td> </tr> <tr> <td>SED</td> <td>Green</td> <td>7.8</td> <td>Decline - 1.0.</td> </tr> <tr> <td>SWD</td> <td>Green</td> <td>10</td> <td>Decline -1.0</td> </tr> </tbody> </table>	St. Group	Color	DFS/Percentage	Change	All	Green	8.0	Decline -0.6	EL	Green	6.8	Decline - 0.5	Hisp	Green	6.9	Decline -1.0	AA	No Performance		Less than 11 students	SED	Green	7.8	Decline - 1.0.	SWD	Green	10	Decline -1.0	<p>Chronic Absenteeism Rates All Students (ALL)- 44.9% English Learner (EL)- 37.9% Hispanic (Hisp)- 43.9% African American (AA)- 41.7% Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)- 60%</p>
St. Group	Color	DFS/Percentage	Change																											
All	Green	8.0	Decline -0.6																											
EL	Green	6.8	Decline - 0.5																											
Hisp	Green	6.9	Decline -1.0																											
AA	No Performance		Less than 11 students																											
SED	Green	7.8	Decline - 1.0.																											
SWD	Green	10	Decline -1.0																											
<p>Suspension Rates: All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)</p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th>St. Group</th> <th>Color</th> <th>DFS/Percentage</th> <th>Change</th> </tr> </thead> <tbody> <tr> <td>All</td> <td>Green</td> <td>1.4</td> <td>Maintain - 0.3</td> </tr> <tr> <td>EL</td> <td>Green</td> <td>1.8</td> <td>Maintain - 0.3</td> </tr> <tr> <td>Hisp</td> <td>Green</td> <td>0.8</td> <td>Maintain - 0.3</td> </tr> <tr> <td>AA</td> <td>No Performance</td> <td></td> <td></td> </tr> <tr> <td>SED</td> <td>Green</td> <td>1.5</td> <td>Decline 0.5</td> </tr> </tbody> </table>	St. Group	Color	DFS/Percentage	Change	All	Green	1.4	Maintain - 0.3	EL	Green	1.8	Maintain - 0.3	Hisp	Green	0.8	Maintain - 0.3	AA	No Performance			SED	Green	1.5	Decline 0.5	<p>Suspension Rates: All Students (ALL)- 1.6% English Learner (EL)- 1.5% Hispanic (Hisp)- 1.7% African American (AA)- 0% Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)- 1.8%</p>				
St. Group	Color	DFS/Percentage	Change																											
All	Green	1.4	Maintain - 0.3																											
EL	Green	1.8	Maintain - 0.3																											
Hisp	Green	0.8	Maintain - 0.3																											
AA	No Performance																													
SED	Green	1.5	Decline 0.5																											

Metric/Indicator	Expected Outcomes	Actual Outcomes
	SWD Green 4.3 Decline -1.0	
Expulsion Rates All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA)	Expulsion Rates 0% All Students (ALL) 0% English Learner (EL) 0% Hispanic (Hisp) 0% African American (AA) 0%	Expulsion Rates 0% All Students (ALL) 0% English Learner (EL) 0% Hispanic (Hisp) 0% African American (AA) 0%
Panorama Survey – Sense of Belonging/School Connectedness All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA)	Panorama Survey - Sense of Belonging/School Connectedness All Students (ALL) - 90% English Learner (EL) - 90% Hispanic (Hisp) - 90% African American (AA) - 90%	Panorama Survey - Sense of Belonging/School Connectedness All Students (ALL) - 80% English Learner (EL) Level 1- 64% Level 2- 80% level 3- 83% Level 4- 82% Hispanic (Hisp) - 79% African American (AA) - 85%
Panorama Survey – School Safety All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA)	Panorama Survey – School Safety All Students (ALL) - 80% English Learner (EL) - 80% Hispanic (Hisp) - 80% African American (AA) - 80%	Panorama Survey – School Safety All Students (ALL) - 71% English Learner (EL) Level 1- 54% Level 2- 68% level 3- 73% Level 4- 85% Hispanic (Hisp) - 72% African American (AA) - 70%
Williams Facilities Inspection Results	Williams Facilities Inspection Results - Meet	Williams Facilities Inspection Results - Meet

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	We attribute the low number of office referrals and suspensions to the additional support provided by	3 Supervision Staff will work 5.75 hours each day.	3 Supervision Staff will work 5.75 hours each day.

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>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.</p>	<p>our supervision staff during recess and lunch time.</p> <p>We continue to implement the Playworks Structured Recess Program during each recess. Class Game Time occurs monthly for all classes on campus.</p> <p>We attribute our positive Panorama survey data from both students and families in part to these lessons and services. These resources help to ensure that our students feel positive, safe, and part of a healthy learning environment. Additionally, families can access these resources at any time.</p>	<p>2000-2999: Classified Personnel Salaries LCFF 73,797.00</p> <p>1 Supervision Staff will work an additional 3.5 hours each day. 2000-2999: Classified Personnel Salaries LCFF 14,965.00</p>	<p>2000-2999: Classified Personnel Salaries LCFF 81156</p> <p>1 Supervision Staff will work an additional 3.5 hours each day. 2000-2999: Classified Personnel Salaries LCFF 16458</p>
<p>Provide awards and incentives for students to promote positive attendance and behavior.</p>	<p>We have awards and incentives that have been given all year long for students with positive daily attendance or positive increases in daily attendance. We also have special magnets that can be placed on the outside of the classroom doors when classrooms have 100% attendance for the day.</p> <p>Perfect attendance is honored each month with an incentive and a shout-out on our daily Morning Message.</p> <p>Positive behavior incentives have been purchased to support the SEL program - Pyramid of Success as well as academic</p>	<p>Awards and incentives will be purchased for attendance and positive behavior. 4000-4999: Books And Supplies LCFF 4500.00</p>	<p>Awards and incentives will be purchased for attendance and positive behavior. 4000-4999: Books And Supplies LCFF 2563.41</p>

**Planned
Actions/Services**

**Actual
Actions/Services**

**Proposed
Expenditures**

**Estimated Actual
Expenditures**

achievements. Additional reward incentives were purchased for reading, specifically AR.

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. The additional hours we allotted for supervision is extremely effective in supporting student SEL needs and PBUS rewards expectations. Supervision aides have been provided accounts on PBIS Rewards application 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 12 students that needed daily support which included recess check-in and out, during lunch, and classroom visits.

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.

The major change to Goal 3 will be the addition of mental health support to meet the needs of our students struggling with behaviors. We will continue to work with the PBIS Rewards application to see if there can be ways built into the system to better correlate this data as it will help us provide evidence that this SPSA action is having the intended outcome.

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 21/22 California School Dashboard Data, out of 272 students, Della Lindley is performing at the low level, 42.3 points below standard, which is at the low-performance level for meeting grade-level standards on the English Language Arts 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 30.1 points higher than the state level. The following subgroups fall into these categories:

English learners, 136 students are 51.5 points below standard which is the low-performance level, and 39.6 points below English Only students.

Hispanic students, 246 students are 44.6 points below standard which is the low-performance level.

Socioeconomically disadvantaged students, 270 students are 41.9 points below standard which is the low-performance level.

AA- Less than 11 students - data not displayed for privacy.

SWD- 110.5 points below standard, with no performance level given due to less than 30 students overall.

Homeless- 90.5 points below standard, with no performance level given due to less than 30 students overall.

White- 29.6 points below standard, with no performance level given due to less than 30 students overall.

In the area of Math, from the 21/22 California School Dashboard Data, out of 272 students, Della Lindley is performing at the low level, 70.8 points below standard, which is at the low level for meeting grade-level standards 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 19.1 points higher than the state level. The following subgroups fall into these categories:

English learners, 136 students are 76.4 points below standard and 6.3 points below English Only students, which is the low-performance level.

Hispanic students, 246 students are 73.2 points below standard, which is the low-performance level.

Socioeconomically disadvantaged students, 270 students are 70.9 points below standard, which is the low-performance level.

AA- Less than 11 students - data not displayed for privacy.

SWD- 138.9 points below standard, with no performance level given due to less than 30 students overall.

Homeless- 134.2 points below standard, with no performance level given due to less than 30 students overall.

White- 66.6 points below standard, with no performance level given due to less than 30 students overall.

Language Arts (SBAC ELA) Results Third Grade

All Students (ALL)- 33.81%

We did not meet our expected outcome in this area.

Math (SBAC ELA) Results Third Grade

All Students (ALL)- 21.00%

We did not meet our expected outcome in this area.

Academic Indicator for Science

All- 19.8% met or exceeded standard, we did not meet our expected outcome in this area

EL- We did not have any English learner students meet or exceed the standard.

Hispanic- 1.8% met or exceeded standard, we did not meet our expected outcome in this area

AA- We did not have any AA students take the assessment.

SED- 2% 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 21/22 California School Dashboard Data, out of 154 students, Della Lindley is performing at the medium level, 54.5% of students making progress toward English Language proficiency on the Summative ELPAC assessment. This assessment is taken annually by students in grades TK–5. Della Lindley is performing higher than the state level by 4.2%. 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:

20.8% of ELs decreased at least one ELPI level






24.7% of ELs maintained ELPI levels

According to our middle-of-the-year STAR Assessment data, the following resource inequities exist:

1. In STAR Early Literacy, the middle of the year data for first grade showed that overall students dropped from 42.6% to 40.2% at the "at or above level" according to the district minimum benchmark proficiency level. This means that first grade fell back 2.4% from where they began at the beginning of the school year.
2. In STAR Math, as a whole, grades 1-5 dropped from 51% "at or above level" according to the district minimum benchmark proficiency level to 41.2%. This was a 9.8% drop from where we began at the beginning of the school year. A deeper dive showed us that the third grade dropped from 64.3% to 57.5% and that the fifth grade dropped from 52.9% to 50%.
3. In STAR Reading, from Fall to Winter, our English learner students increased by 10% at the "at or above level" according to the district minimum benchmark proficiency level however, 46.6% of our English learners are at the "urgent intervention level" which is 19.5% higher than our non-English learner students.
4. In STAR Reading, from Fall to Winter, our students with disabilities increased by 11.1% at the "at or above level" according to the district minimum benchmark proficiency level however, 65.4% of our students with disabilities are at the "urgent intervention level" which is 38.9% higher than our students without disabilities.
5. In STAR Math, from Fall to Winter, our English learner students increased by 3.5% at the "at or above level" according to the district minimum benchmark proficiency level however, 31.9% of our English learners are at the "urgent intervention level" which is 18.6% higher than our non-English learner students.

6. In STAR Math, from Fall to Winter, our students with disabilities increased by 3.3% at the "at or above level" according to the district minimum benchmark proficiency level however, 50% of our students with disabilities are at the "urgent intervention level" which is 29.5% higher than our students without disabilities.

Measuring and Reporting Results

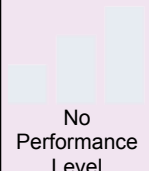
Metric/Indicator	Baseline				Expected Outcome			
	St. Group	Color	DFS/Percentage	Change	St. Group	Color	DFS/Percentage	Change
California School Dashboard - Academic Indicator for English Language Arts All Students (ALL) English Learners (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)	All	 Low	42.3 points below standard		All	Yellow	39.3 points below standard	-3 points
	EL	 Low	51.5 points below standard		EL	Yellow	48.5 points below standard	-3 points
	Hisp	 Low	44.6 points below standard		Hisp	Yellow	41.6 points below standard	-3 points
	AA	 No Performance Level			AA	No Performance Level		
	SED	 Low	41.9 points below standard		SED	Yellow	38.9 points below standard	-3 points
	SWD				SWD	Orange	100.5 points below standard	-10 points

Metric/Indicator

Baseline




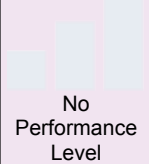

Expected Outcome

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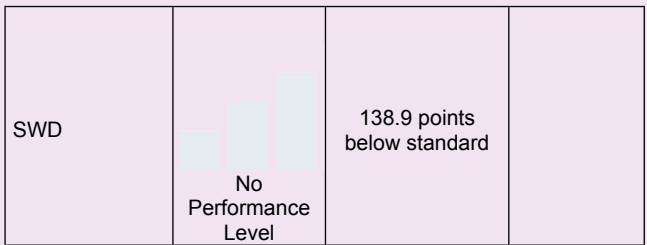
SWD	 <p>No Performance Level</p>	110.5 points below standard	
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California School Dashboard - Academic Indicator for Mathematics All Students (ALL) English Learners (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)

St. Group	Color	DFS/Percentage	Change
All	 <p>Low</p>	70.8 points below standard	
EL	 <p>Low</p>	76.4 points below standard	
Hisp	 <p>Low</p>	73.2 points below standard	
AA	 <p>No Performance Level</p>		
SED	 <p>Low</p>	70.9 points below standard	

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

Metric/Indicator	Baseline	Expected Outcome
	 <p>SWD</p> <p>138.9 points below standard</p> <p>No Performance Level</p>	
California Science Test - Percent of Students Who Meet or Exceed Standard Grade 5	California Science Test - Percent of Students Who Meet or Exceed Standard Grade 5: 19.80%	California Science Test - Percent of Students Who Meet or Exceed Standard Grade 5: 24.80%
California School Dashboard – English Learner Progress Indicator (ELPI)	California School Dashboard - English Learner Progress Indicator (ELPI) Overall 54.5% of English learners are making progress towards English language proficiency. We did meet the expected outcome in this area and exceeded it by 19.5%. 20.8% of students decreased 1 ELPI level 24.7% of students maintained their ELPI level 0.6% of students are at an ELPI level of 4 53.9% of students increased 1 ELPI level	English Learner Progress Indicator (ELPI) Overall 57%
English Learner Redesignated Fluent English Proficient (RFEP) Reclassification Rate		
3rd Grade Smarter Balanced Assessment Consortium English Language Arts (SBAC ELA) Results All Students (ALL)	Language Arts (SBAC ELA) Results All Students (ALL)- 33.81% We did not meet our expected outcome in this area. Math (SBAC ELA) Results All Students (ALL)- 21.00% We did not meet our expected outcome in this area.	Language Arts (SBAC ELA) Results All Students (ALL)- 37% Math (SBAC ELA) Results All Students (ALL)- 24%
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 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.

Students to be Served by this Strategy/Activity

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

Timeline

7/1/23-6/30/24

Person(s) Responsible

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

Proposed Expenditures for this Strategy/Activity

Amount	5000
Source	Title I
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Classified extra duty for academic and behavioral supports.
Amount	5000
Source	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Certificated extra duty for academic and behavioral supports.

Amount	2000
Source	Title I
Budget Reference	3000-3999: Employee Benefits
Description	Classified extra duty fringes.
Amount	1000
Source	Title I
Budget Reference	3000-3999: Employee Benefits
Description	Certificated extra duty fringes.
Amount	14000
Source	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Certificated extra duty for academic and behavioral supports.
Amount	2000
Source	LCFF
Budget Reference	3000-3999: Employee Benefits
Description	Certificated extra duty fringes.
Amount	8500
Source	LCFF
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Classified extra duty for academic and behavioral supports.
Amount	2000
Source	LCFF

Budget Reference

3000-3999: Employee Benefits

Description

Classified extra duty fringes.

Strategy/Activity 2

Certificated extra duty for collaboration and planning.

Students to be Served by this Strategy/Activity

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

Timeline

7/1/23-6/30/24

Person(s) Responsible

Principal, Assistant Principal and Teachers

Proposed Expenditures for this Strategy/Activity**Amount**

6000

Source

Title I

Budget Reference

1000-1999: Certificated Personnel Salaries

Description

Teacher extra duty for collaboration and planning.

Amount

1500

Source

Title I

Budget Reference

3000-3999: Employee Benefits

Description

Certificated extra duty fringes.

Strategy/Activity 3

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.

Students to be Served by this Strategy/Activity

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

Timeline

7/1/23-6/30/24

Person(s) Responsible

Principal, Assistant Principal, Teachers, and Classified Staff

Proposed Expenditures for this Strategy/Activity

Amount	12,000.00
Source	LCFF
Budget Reference	4000-4999: Books And Supplies
Description	Site technology licenses

Strategy/Activity 4

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.

Students to be Served by this Strategy/Activity

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

X All

Timeline

7/1/23-6/30/24

Person(s) Responsible

Principal, Assistant Principal, Paraprofessional, Library Technician and SOSA.

Proposed Expenditures for this Strategy/Activity

Amount	9936
Source	Title I
Budget Reference	2000-2999: Classified Personnel Salaries
Description	2 hour Paraprofessional
Amount	8436
Source	Title I
Budget Reference	3000-3999: Employee Benefits
Description	2 hour Paraprofessional
Amount	14232
Source	Title I
Budget Reference	2000-2999: Classified Personnel Salaries
Description	2 hour Library Tech-Salary
Amount	9769
Source	Title I
Budget Reference	3000-3999: Employee Benefits
Description	2 hour Library Tech-Fringes

Amount	21569
Source	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	9 weeks of Tier 3 intervention for 2-4 grade students at the red level (urgent intervention level).
Amount	7985.00
Source	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	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.
Amount	21810.26
Source	Title I
Budget Reference	3000-3999: Employee Benefits
Description	2 hour Para II fringes

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.

Students to be Served by this Strategy/Activity

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

Timeline

7/1/23-6/30/24

Person(s) Responsible

Principal, Assistant Principal and Teachers

Proposed Expenditures for this Strategy/Activity

Amount	2,000.00
Source	LCFF
Budget Reference	4000-4999: Books And Supplies
Description	Supplemental instructional technology, materials, and supplies.

Strategy/Activity 6

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.

Students to be Served by this Strategy/Activity

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

Timeline

7/1/23-6/30/24

Person(s) Responsible

Principal, Assistant Principal and Teachers

Proposed Expenditures for this Strategy/Activity

Amount	6888
Source	Title I
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Conference fees, travel expenses, hotel costs.

Amount	4112.74
Source	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Extra Duty for Collaboration or Professional Development
Amount	306
Source	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Teacher extra duty -fringes

Strategy/Activity 7

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 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.

Students to be Served by this Strategy/Activity

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

Timeline

7/1/23-6/30/24

Person(s) Responsible

Principal, Assistant Principal and Teachers

Proposed Expenditures for this Strategy/Activity

Amount	2500
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Source	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Pay for Guest Teachers

Strategy/Activity 8

Materials, supplies, and field trips to be purchased to support the implementation of instructional strategies to support academic and behavioral success.

Students to be Served by this Strategy/Activity

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

Timeline

7/1/23-6/30/24

Person(s) Responsible

Principal, Assistant Principal and Teachers

Proposed Expenditures for this Strategy/Activity

Amount	49800
Source	LCFF
Budget Reference	4000-4999: Books And Supplies
Description	Materials and Supplies

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

346 out of 584 families participated in the Winter 2023 Family Climate Survey. We would like to see this number at 450 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 and therefore would like to increase our attendance at Back to School Night and Parent Teacher Conferences.

Measuring and Reporting Results

Metric/Indicator	Baseline	Expected Outcome
Parent Participation in Stakeholder Input Processes	Parent Participation in Stakeholder Input Processes - 346 surveys	Parent Participation in Stakeholder Input Processes - 450 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) Hispanic (Hisp)	Climate of Support for Academic Learning via Panorama Family Climate Survey All Students (ALL) - 97% Hispanic (Hisp) - 97% African American (AA) -100%	Climate of Support for Academic Learning via Panorama Family Climate Survey All Students (ALL) - 98% Hispanic (Hisp) - 98% African American (AA) -100%

Metric/Indicator	Baseline	Expected Outcome
African American (AA)		

Planned Strategies/Activities

Strategy/Activity 1

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.

Students to be Served by this Strategy/Activity

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

Timeline

7/1/23-6/30/24

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 parent involvement

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

Strategy/Activity 2

Della Lindley will promote community and family participation by involving stakeholders in school activities and events.

Students to be Served by this Strategy/Activity

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

Timeline

7/1/23-6/30/24

Person(s) Responsible

Principal, Assistant Principal, Certificated and Classified Staff

Proposed Expenditures for this Strategy/Activity

Amount	2645
Source	Title I Part A: Parent Involvement
Budget Reference	4000-4999: Books And Supplies
Description	Materials and Supplies for community and family events.
Amount	2500
Source	Title I

Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Certificated Extra Duty for community and family events.
Amount	500
Source	Title I
Budget Reference	3000-3999: Employee Benefits
Description	Certificated benefits and fringes for community and family events.
Amount	1500
Source	Title I
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Classified Extra Duty for community and family events.
Amount	500
Source	Title I
Budget Reference	3000-3999: Employee Benefits
Description	Classified benefits and fringes for community and family events.

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 supporting their mental health along with the importance of 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

According to our 21-22 CA Dashboard data for chronic absenteeism, our white students (34.9% very high), our homeless students (30.3% very high), and our students with disabilities (32% very high) 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). Additionally, an identified need from the 22/23 school year, out of 584 students, is that chronic absenteeism for students with disabilities increased by 3.4% from the previous school year. As we analyze this data, we know that there is a need to focus more attention on the importance of consistent attendance at school with the support of additional staffing hours.

According to our 21-22 CA Dashboard data for suspensions, our white students had a 2.2% suspension rate out of 45 students which falls into the medium performance level and our students with disabilities had a 2% suspension rate out of 51 students which also falls into the medium performance level. As we analyze this data, we know that there is a need to focus more attention on de-escalation strategies and restorative practices so that our performance level with these two student groups falls to the low or very low performance level.

Identified needs were also found in the Winter 2023 Staff Climate Survey. Our needs exist in the area of Safety. We dropped 4% from the prior year to an overall 77% of staff members that feel favorably about safety at Della Lindley. While this is still 11% higher than the district average, we still dropped in 3 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 disruptive student behavior? 18% of the staff members surveyed feel that this is a moderate problem at Della Lindley. Additionally, this is a 9% drop from the 21/22 school year.

Question 3: How much of a problem AT THIS SCHOOL is harassment or bullying among students? 43% of the staff members surveyed feel that this is a moderate problem and 23% of the staff members surveyed feel that this is a severe problem at Della Lindley. Additionally, this is a 7% drop from the 21/22 school year.

Question 5: How much of a problem AT THIS SCHOOL is the lack of respect for staff by students? 20% of the staff members surveyed feel that this is a moderate problem and 5% of the staff members surveyed feel that this is a severe problem at Della Lindley. Additionally, this is an 8% drop from the 21/22 school year.

As we analyze this data, we know that there is a need to focus more attention on additional staffing hours, PBIS rewards, the continuation of our High Hopes staff team, one additional Mental Health Counselor once a week through Jewish Family Services, and the addition of Professional Development in the areas of student mental health, de-escalation strategies, calming techniques, and restorative practices.

346 out of 548 families participated in the Winter 2023 Family Climate Survey. Our identified needs exist in the area of Safety and Knowledge and Fairness of Discipline, Rules and Norms. We dropped 1% from the prior year to an overall 97% of families that feel favorably about safety at Della Lindley. While this is still 5% higher than the district average, we still dropped in 1 area pertaining to safety. Here is the breakdown:

Statement 2: My child is safe on school grounds. 4% of families disagreed with this statement which is a 2% drop from the 21/22 school year.

We dropped 2% from the prior year to an overall 96% of families that feel favorably about Safety and Knowledge and Fairness of Discipline, Rules and Norms at Della Lindley. While this is still 4% higher than the district average, we still dropped in both areas pertaining to Safety and Knowledge and Fairness of Discipline, Rules and Norms. Here is the breakdown:

Statement 1: This school clearly informs students what would happen if they break the school rules. 2% of families disagreed with this statement and 1% of families strongly disagreed with this statement. This is a 1% drop from the 21/22 school year.

Statement 2: At this school, discipline is fair. 3% of families disagreed with this statement and 2% of families strongly disagreed with this statement. This is a 2% drop from the 21/22 school year.

As we analyze this data, we know that there is a need to continue to focus more attention on safety. We will address through the support of additional staffing hours, PBIS rewards, and clearer communication in regard to school safety practices on campus.

As we analyze this data, we know that there is a need to focus more attention on the importance of consistent attendance at school. A refocus and celebration for student attendance needs to occur in 23-24. We are hoping to reach a 96% 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)	<table border="1"> <thead> <tr> <th>St. Group</th> <th>Color</th> <th>DFS/Percentage</th> <th>Change</th> </tr> </thead> <tbody> <tr> <td>All</td> <td>Green</td> <td>8.6</td> <td></td> </tr> <tr> <td>EL</td> <td>Yellow</td> <td>7.2</td> <td></td> </tr> </tbody> </table>	St. Group	Color	DFS/Percentage	Change	All	Green	8.6		EL	Yellow	7.2		<table border="1"> <thead> <tr> <th>St. Group</th> <th>Color</th> <th>DFS/Percentage</th> <th>Change</th> </tr> </thead> <tbody> <tr> <td>All</td> <td>Very High</td> <td>32.3%</td> <td>-5%</td> </tr> <tr> <td>EL</td> <td>Very High</td> <td>30%</td> <td>-5%</td> </tr> </tbody> </table>	St. Group	Color	DFS/Percentage	Change	All	Very High	32.3%	-5%	EL	Very High	30%	-5%
St. Group	Color	DFS/Percentage	Change																							
All	Green	8.6																								
EL	Yellow	7.2																								
St. Group	Color	DFS/Percentage	Change																							
All	Very High	32.3%	-5%																							
EL	Very High	30%	-5%																							

Metric/Indicator	Baseline				Expected Outcome			
Students with Disabilities (SWD)	Hisp	Green	7.9		Hisp	Very High	32.7%	-5%
	AA	No Performance Color			AA	No Performance Level	No %	
	SED	Green	8.8		SED	Very High	32.4%	-5%
	SWD	Yellow	11		SWD	Very High	32%	-5%
Suspension 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	St. Group	Color	DFS/Percentage	Change
	All	Green	1.7	Declined Significantly -3.1	All	Low	1%	No change
	EL	Green	2.1	Declined - 0.3	EL	Very Low	0%	No change
	Hisp	Green	1.1	Declined Significantly -2.4	Hisp	Low	0.9%	No change
	AA	No Performance Color	7.7		AA	No Performance Level	No %	
	SED	Green	2	Declined Significantly -3.1	SED	Low	0.8%	No Change
	SWD	Yellow	5.3	Declined - 8.1	SWD	Medium	2%	-1%
Expulsion Rates All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA)	Expulsion Rates 0% All Students (ALL) 0% English Learner (EL) 0% Hispanic (Hisp) 0% African American (AA) 0% Socioeconomically Disadvantaged (SED) 0% Students with Disabilities (SWD) 0%				Expulsion Rates 0% All Students (ALL) 0% English Learner (EL) 0% Hispanic (Hisp) 0% African American (AA) 0% Socioeconomically Disadvantaged (SED) 0% Students with Disabilities (SWD) 0%			
Panorama Survey – Sense of Belonging/School Connectedness All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA)	Panorama Survey - Sense of Belonging/School Connectedness All Students (ALL) - 80% English Learner (EL) Level 1- 64% Level 2- 80% level 3- 83% Level 4- 82% Hispanic (Hisp) - 79% African American (AA) - 85%				Panorama Survey - Sense of Belonging/School Connectedness All Students (ALL) - 90% English Learner (EL) Level 1- 70% Level 2- 85% level 3- 90% Level 4- 85% Hispanic (Hisp) - 85% African American (AA) - 90%			

Metric/Indicator	Baseline	Expected Outcome
Panorama Survey – School Safety All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA)	Panorama Survey – School Safety All Students (ALL) - 71% English Learner (EL) Level 1- 54% Level 2- 68% Level 3- 73% Level 4- 85% Hispanic (Hisp) - 72% African American (AA) - 70%	Panorama Survey – School Safety All Students (ALL) - 80% English Learner (EL) Level 1- 60% Level 2- 75% Level 3- 80% Level 4- 90% Hispanic (Hisp) - 80% African American (AA) - 90%
Williams Facilities Inspection Results	Williams Facilities Inspection Results - Met	Williams Facilities Inspection Results - Met

Planned Strategies/Activities

Strategy/Activity 1

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.

Students to be Served by this Strategy/Activity

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

Timeline

7/1/23-6/30/24

Person(s) Responsible

Principal, Assistant Principal, PE Paraprofessional and Supervision Staff

Proposed Expenditures for this Strategy/Activity

Amount	70562
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.

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.

Students to be Served by this Strategy/Activity

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

Timeline

7/1/23-6/30/24

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

One additional Mental Health day per week provided by Jewish Family services.

Students to be Served by this Strategy/Activity

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

Timeline

7/1/23-6/30/24

Person(s) Responsible

Principal, Assistant Principal, and Mental Health Provider

Proposed Expenditures for this Strategy/Activity

Amount	18000
Source	Title I
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures
Description	One additional Mental Health day per week provided by Jewish Family services.

Strategy/Activity 4

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.

Students to be Served by this Strategy/Activity

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

Timeline

7/1/23-6/30/24

Person(s) Responsible

All Staff

Proposed Expenditures for this Strategy/Activity

Amount	10000
Source	LCFF
Budget Reference	4000-4999: Books And Supplies
Description	Student incentives for positive attendance and behavior

Strategy/Activity 5

Safe and positive learning environment activities

Students to be Served by this Strategy/Activity

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

Timeline

7/1/23-6/30/24

Person(s) Responsible

Principal, Assistant Principal, and classified staff

Proposed Expenditures for this Strategy/Activity

Amount	32883
Source	LCFF
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Classified Salaries
Amount	3000
Source	LCFF
Budget Reference	3000-3999: Employee Benefits
Description	Classified benefits and fringes

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, 2023 - June 30, 2024	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, 2023 - June 30, 2024	Provide a dedicated Reading Intervention Teacher, an instructional aide, and intervention instructional materials to support student skill development in reading across grades TK-2	205,062	LCFF
Technology Teacher on Assignment (TOSA)	July 1, 2023 - June 30, 2024	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, 2023 - June 30, 2024	Parenting Classes on effective strategies and structures. Parent/community engagement events	1,851	Title I

School Goal #3: Maintain Healthy and Safe Learning Environment				
Actions to be Taken to Reach This Goal	Start Date Completion Date	Proposed Expenditure	Estimated Cost	Funding Source (itemize for each source)
Consider all appropriate dimensions (e.g. , Teaching & Learning, Staffing, & Professional development				
Conscious Education Professional Development	July 1, 2023 - June 30, 2024	Training, substitutes and accompanying books and materials	3,703	Title IV
Youth Mental Health First Aid Training	July 1, 2023 - June 30, 2024	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	\$151,189
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$365,434.00

Allocations by Funding Source

Funding Source	Amount	Balance
Title I	148,544	0.00
Title I Part A: Parent Involvement	2,645	0.00
LCFF	214,245	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	\$148,544.00
Title I Part A: Parent Involvement	\$2,645.00

Subtotal of additional federal funds included for this school: \$151,189.00

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	\$214,245.00

Subtotal of state or local funds included for this school: \$214,245.00

Total of federal, state, and/or local funds for this school: \$365,434.00

Expenditures by Funding Source

Funding Source	Amount
LCFF	214,245.00
Title I	148,544.00
Title I Part A: Parent Involvement	2,645.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	63,972.74
2000-2999: Classified Personnel Salaries	146,613.00
3000-3999: Employee Benefits	53,515.26
4000-4999: Books And Supplies	76,445.00
5000-5999: Services And Other Operating Expenditures	6,888.00
5800: Professional/Consulting Services And Operating Expenditures	18,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	LCFF	16,500.00
2000-2999: Classified Personnel Salaries	LCFF	115,945.00
3000-3999: Employee Benefits	LCFF	8,000.00
4000-4999: Books And Supplies	LCFF	73,800.00
1000-1999: Certificated Personnel Salaries	Title I	47,472.74
2000-2999: Classified Personnel Salaries	Title I	30,668.00
3000-3999: Employee Benefits	Title I	45,515.26
5000-5999: Services And Other Operating Expenditures	Title I	6,888.00
5800: Professional/Consulting Services And Operating Expenditures	Title I	18,000.00
4000-4999: Books And Supplies	Title I Part A: Parent Involvement	2,645.00

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				
Eva Alvarez				X	
D'Rsi Turner				X	
Esmeralda Ramirez				X	
Ismene Diaz				X	
Maribel Botello				X	
Brenda Ragland		X			
Colette Renker		X			
Marisa Blau		X			
Nadia Tovar			X		
Numbers of members of each category:	1	3	1	5	

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name

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 11/3/23.

Attested:



Principal, Amanda Gonzales on 11/3/23



SSC Chairperson, Maribel Botello on 11/9/23

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) <i>Specific evidence/indicators of success/effectiveness in implementing this activity or strategy, including:</i>	What is not working and why? (Ineffective indicators) <i>Specific evidence/indicators showing that this activity or strategy is not working, including:</i>	Modification(s) based on evaluation results <i>Continue or discontinue and why?</i>
<p>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.</p>			
<p>Certificated extra duty for collaboration and planning.</p>			
<p>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.</p>			
<p>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.</p>			
<p>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.</p>			
<p>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</p>			

informed practices, and PBIS rewards.			
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 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.			
Materials, supplies, and field trips to be purchased to support the implementation of instructional strategies to support academic and behavioral success.			

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)	What is not working and why? (Ineffective indicators)	Modification(s) based on evaluation results
	<i>Specific evidence/indicators of success/effectiveness in implementing this activity or strategy, including:</i>	<i>Specific evidence/indicators showing that this activity or strategy is not working, including:</i>	<i>Continue or discontinue and why?</i>
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.			
Della Lindley will promote community and family participation by involving stakeholders in school activities and events.			

Goal #3:

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.

Actions/ Activities (Strategies)	What is working and why? (Effective indicators) <i>Specific evidence/indicators of success/effectiveness in implementing this activity or strategy, including:</i>	What is not working and why? (Ineffective indicators) <i>Specific evidence/indicators showing that this activity or strategy is not working, including:</i>	Modification(s) based on evaluation results <i>Continue or discontinue and why?</i>
<p>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.</p>			
<p>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.</p>			
<p>One additional Mental Health day per week provided by Jewish Family services.</p>			
<p>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</p>			

student groups moves to the low or very low level.			
Safe and positive learning environment activities			