

School Year: **2019-20**

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	Amy Zink
District Name	Palm Springs Unified School District
SPSA Revision Date	7/1/2019 - 6/30/2020
Schoolsite Council (SSC) Approval Date	October 15, 2019
Local Board Approval Date	November 26, 2019

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 provide all students with a rigorous, academically advanced, safe, and secure learning environment to ensure they learn, demonstrate achievement, and reach their fullest potential and are prepared to be forward thinking and educationally equipped to be productive members of society and successful in the 21st century.

School Profile

Della S. Lindley Elementary School is located eight miles east of Palm Springs, California. It is a rapidly growing community with many families living 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.

Della S. Lindley is dedicated to providing and maintaining a safe and enriching environment for the diverse population of students and highly qualified staff. Students are given multiple opportunities to be recognized for their achievements - in their classroom, as well as awards assemblies, which involve the participation of parents and community members. Della S. Lindley staff, students, parents, and community members are all working together to ensure that each child reaches his/her maximum potential and becomes a productive member of society.

Della S. Lindley provides instruction and materials complying with district and state guidelines and requirements. In the event that a student has difficulty learning, Della S. Lindley has plans in place to further that child's educational opportunity and provide additional support and interventions. Della S. Lindley takes pride in implementing a rigorous instructional program that aligns with the California Content Standards. Della Lindley is also a technology rich school. Each teacher in grades T-K through 5 utilizes technology to enhance instruction for students and provide access to content. The students at Della Lindley have a myriad of opportunities to learn and express themselves through this medium.

For the 2019-2020 school year, Della S. Lindley's school plan for student achievement will be 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. Areas of focus will include: Academic Achievement, Safe and Secure Environments and Parent and Community Partnerships.

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

Academic Achievement :

1. Rigorous standards-based instruction that promotes critical thinking
2. Ongoing assessment to identify deficiencies in early literacy and progress toward mastery of content standards
3. Math Instruction that focuses on conceptual understanding and the standards of mathematical practice
4. Acceleration of English Learner achievement
5. Technology integration across all content areas

Parent and Community partnerships:

1. Increased parent and community volunteers
2. Increase student attendance
3. Provide to help educate parents about California Content Standards and ways to help their children at home

Safe and Secure Environments:

1. Counselor to address student needs
2. Anti-Bullying lessons taught by teachers and counselor
3. Character building activities utilizing weekly social skills lessons and Playworks' structured recess program
4. Playworks recess coach and supervision on the playground to ensure safety for all students

Purpose and Description

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

Schoolwide Program

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

Della S. Lindley School Site Council (SSC) meets regularly during school year to review and update the school plan including proposed expenditures of Title I funds. School goals are based upon comprehensive needs assessment that includes the analysis of verifiable state data, including information displayed on the CA School Dashboard. Other district and school data, including interim 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 is solicited from school advisory committees including the ELAC and School Leadership team. The Della S. 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.

Stakeholder 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:

September 2018 - SSC notifications for the new positions were sent out to all of the parents. Ballots were sent home to all parents to be returned on Tuesday, Sept. 25. New parent reps for SSC/ELAC were elected: Mrs. Botellio, Ms. Recendez, Ms. Recendez, and Ms. Lavariega were elected by their peers to serve on the DSL SSC. Nomination letters were sent out on the week of Sept. 3rd, and accepted nominations were due Sept. 21st. The voting took place on September 25th.

SSC / ELAC Meeting Dates and Topics

September 4, 2018: SSC Training - review of bylaws.

October 9, 2018: Reviewed updates and budget proposals for revised 2018/2019 SPSA Plan. Current revisions were discussed and approved.

February 19, 2019: Reviewed CA dashboard data- including SBAC results, suspension data, and attendance data. Evaluation of current SPSA discussed and 2019-2019 SPSA input was collected.

March 20, 2019: Staff was informed of updates regarding SPSA. Evaluation of services and actions funded by SPSA continued.

April 4, 2019 : Continued evaluation of SPSA actions and services, approved revisions for the 2019-2020 SPSA and Budget.

June 5, 2019: Meeting to approve SPSA.

Based on the evaluation of the implementation and effectiveness of the SPSA actions (See Annual Evaluation and Need Assessment Section) and the review of the California School Dashboard, district benchmarks, and Panorama Survey Input, the SSC recommended the following revisions to the SPSA:

1. Established that there was a need for additional behavior support for our Behavior Paraprofessional.
2. Established that there was a need for parent involvement and chronic absenteeism so additional hours are needed for Community Liaison support.
3. Paraprofessional Instructional Aide hours were increased due to student achievement needs.
4. We want to increase our rewards and incentive to continue to build a positive school culture.

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 a resource inequity within our Students with Disabilities student group. Although our SWD students are performing 82 points below our All Students group in ELA and 60 points below our All Students group in Math, no specific actions or expenditures were specifically focused at this student group. In Goal 1 of our 19-20 plan, we have addressed this inequity through ensuring our School Counselor and Resource Teacher works for support classroom teachers in further differentiating lessons and ensuring appropriate strategies are used during whole group and small group instruction to effectively meet the needs of this group. An inequity in our current English Learners was identified. They are scoring 5 points below the All students in ELA and 2 points below in math. In goal of our 19-20 plan, we will continue to provide bilingual aides to help support the English Learners. An inequity in Chronic Absenteeism was also identified with our White Student and SWD subgroup. White student group is at 21.3% and the SWD group is at 16.7% while all students are at 11.1%. In goal 2 of our 19-20 plan, we will provide more parent outreach and incentives targeting attendance overall, but particularly this subgroups.

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, homeless youth, and foster youth have led to improved performance for these students.

English Language Arts:

Our DIBELS data shows some areas of strength that our most struggling readers are making significant progress with 33% of 3rd graders and 25% of 4th graders moving out of intensive support group to strategic or benchmark.

Indicator from the Dashboard shows that our school-wide increase on the 2018 CAASPP was 4%. The overall score is now 45%. Hispanic, English Learners, and Students with Disabilities also increased.

Additional information and data from the 2018-19 school year is as follows:

Kris Tom provided 3 days of professional development on Rigor and Gradual Release for each grade level. Grade levels that completed training prior to the second benchmark saw increases in students improving in proficiency levels.

Second through fifth grade administered the Wonders Benchmark after trimester one; however, after the work they completed with Kris Tom on targets and claims they decided to complete the Key Data Systems (KDS) since it was better aligned to CAASPP. In comparing student proficiency levels from the Wonders Benchmark completed in November and the KDS Pink completed in February the following results were noted for grades 2 through 5:

Greatest Progress

In 2nd grade:

64.6% of students improved their proficiency level
35.4% of students remained at the same proficiency level
0% of students went down a proficiency level

In 3rd grade:

44.6% of students improved their proficiency level
53.8% of students remained at the same proficiency level
1.5% of students went down a proficiency level

In 4th grade:

18.4% of students improved their proficiency level
75.9% of students remained at the same proficiency level
5.7% of students went down a proficiency level

In 5th grade:

44.6% of students improved their proficiency level
53.8% of students remained at the same proficiency level
1.5% of students went down a proficiency level

Our grade levels that were diligent about providing interventions showed the greatest gain in DIBELS with moving students from intensive to strategic and benchmark.

Mathematics:

Mathematics Indicator from the Dashboard shows that our school-wide increase on the 2018 CAASPP was 5%. The overall score is now 32%. Hispanic and English language learners also also increased. Unfortunately, there was a 4% decrease for our Students with Disabilities.

Teachers at our school site will receive training in Conceptual Math provided by High Impact Math Consultants. Training, the implementation of a new math program, and the supervision of instruction and feedback will help support all students in mathematics.

At the start of the 19-20 school year, a thorough review of the preliminary 2018-2019 CAASPP results was conducted. Overall, although school-wide math increased by 5%, there still need for resources and supports with Students with Disabilities. Additional funding will be allocated to allow for math manipulatives.

Referring to the California School Dashboard, identify any state indicator or local performance indicator for which overall performance was in the "Red" or "Orange" performance category. Additionally, identify any areas that the school has determined need significant improvement based on review of state indicators, local performance indicators or other local indicators. What steps is the school planning to take to address these areas with the greatest need for improvement?

It is evident from the 2018 Dashboard Data that in ELA and Math, there was growth, however, there is still work to be done to ensure all of our students meet the standards met or exceeded target. Our Students with Disabilities group need special attention in order for them to perform at the same level as their general education peers. The focus on best first instruction, the gradual release model, and conceptual math training aligned with our new math program (Bridges in Mathematics) will promote an increase in student learning and achievement. More collaboration time will be added to the SPSA actions to address all of our student groups in the planning of lessons in ELA and Math.

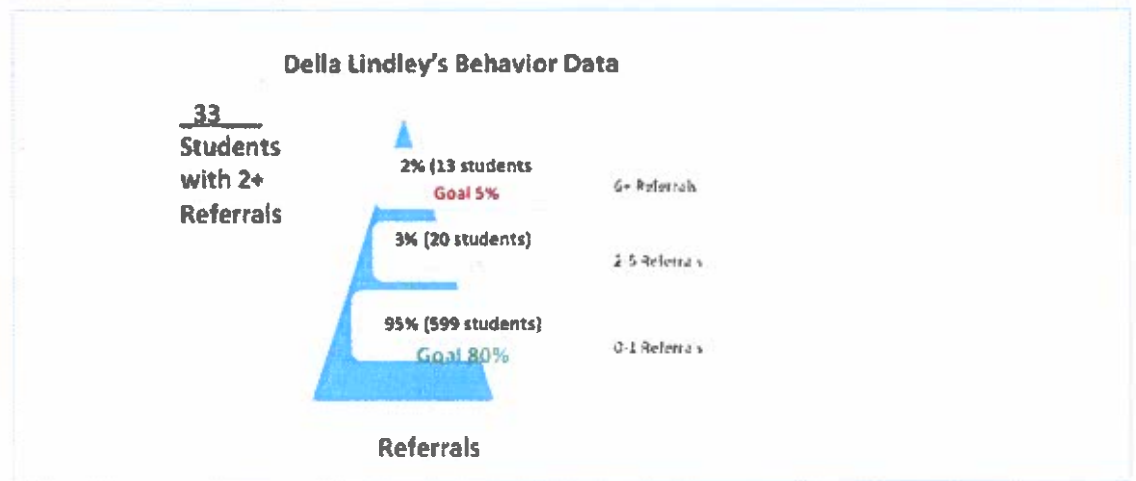
Our DIBELS Data shows a decrease in students at benchmark at grades 1, 4 and 5 shows a need to develop our proficient students through focused small group reading instruction. Although the scores improved on the SBAC it is still an area of great need because reading has an impact on all content areas. This will be addressed in the SPSA actions with the support of an additional hours with instructional aide.

Even though Parents felt a sense of belonging there is a need to increase students and staff connectedness to Della S. Lindley. We will increase the amount of money used for incentives and awards to promote a positive school culture.

Based on the behavior data below, our students with multiple referrals could benefit from socio-emotional tier 2 support and counseling. This is being addressed in the SPSA with the additional hours of the Paraprofessional Behavior and the school counselor.

Overall Chronic Absenteeism was at 11.1% (Orange) which is a maintaining level from the year before, however this is an area of great need for our school and will be addressed through our actions and our SPSA. We purchased additional hours with our Community Liaison to address attendance.

Greatest Needs



Referring to the California School Dashboard, identify any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. Additionally, identify any areas in which the school has determined there are significant performance gaps based on review of local performance indicators or other local indicators. What steps is the school planning to take to address these performance gaps?

Even though there was growth on the CAASPP in ELA and Math and the distance from met is decreasing the Dashboard Data indicates performance gaps for all student groups; especially students with disabilities.

We are planning to incorporate our SPED teachers in the grade level PLC meetings to improve communication and collaboration between our general ed and special ed teachers. Continued professional development will be focused on the student groups.

Performance Gaps

Greater focus needs to be on suspension rates for Students with Disabilities and Hispanics as both of those subgroups increased by 0.3% to 2.0%. Other subgroups maintained or declined. This area will be addressed through increased access to socio-emotional learning and skills development provided in the classrooms and a tier 2 component being developed with the counselor and behavior support person. Continued professional development and data collection will be focused on behavior and socio-emotional learning.

Based on a review of 2018-19 end of the year data an are the needs to be further addressed Kinder through 5th grade relates to school climate and student engagement. An interactive online program titled Inner Explorer, to support mindfulness practices will be purchased. The program focuses on key areas of development and helping students with daily 5-to-minute audio-guided videos to prepare students to self-regulate due to anxiety, stress, anger, and more.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	16-17	17-18	18-19	16-17	17-18	18-19
American Indian	0.2%	0.16%	%	1	1	
African American	1.1%	0.98%	1.18%	7	6	7
Asian	0.3%	0.66%	0.67%	2	4	4
Filipino	%	%	%			
Hispanic/Latino	90.4%	89.02%	87.23%	583	543	519
Pacific Islander	%	%	%			
White	6.5%	6.72%	8.24%	42	41	49
Multiple/No Response	%	%	%			
Total Enrollment				645	610	595

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	16-17	17-18	18-19
Kindergarten	135	121	114
Grade 1	96	107	98
Grade 2	87	93	102
Grade 3	99	84	99
Grade 4	122	91	83
Grade 5	106	114	99
Total Enrollment	645	610	595

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	16-17	17-18	18-19	16-17	17-18	18-19
English Learners	335	297	267	51.9%	48.7%	44.9%
Fluent English Proficient (FEP)	61	68	81	9.5%	11.1%	13.6%
Reclassified Fluent English Proficient (RFEP)	53	38	58	14.7%	11.3%	19.5%

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	97	84	96	95	83	92	95	83	92	97.9	98.8	95.8
Grade 4	118	92	90	118	92	88	118	92	89	100	100	97.8
Grade 5	108	122	102	107	121	101	107	121	101	99.1	99.2	99
All Grades	323	298	288	320	296	281	320	296	282	99.1	99.3	97.6

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2394.	2397.	2408.	21.05	21.69	23.91	17.89	20.48	22.83	21.05	18.07	16.30	40.00	39.76	36.96
Grade 4	2428.	2455.	2435.	14.41	32.61	19.32	21.19	13.04	21.59	18.64	19.57	18.18	45.76	34.78	40.91
Grade 5	2473.	2485.	2480.	13.08	17.36	22.77	35.51	29.75	24.75	14.02	23.97	16.83	37.38	28.93	35.64
All Grades	N/A	N/A	N/A	15.94	23.31	22.06	25.00	21.96	23.13	17.81	20.95	17.08	41.25	33.78	37.72

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	16.84	24.10	20.65	36.84	37.35	40.22	46.32	38.55	39.13
Grade 4	12.71	27.17	15.91	46.61	45.65	45.45	40.68	27.17	38.64
Grade 5	16.82	22.31	23.76	46.73	48.76	46.53	36.45	28.93	29.70
All Grades	15.31	24.32	20.28	43.75	44.59	44.13	40.94	31.08	35.59

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	25.26	13.25	17.39	32.63	45.78	43.48	42.11	40.96	39.13
Grade 4	11.02	19.57	11.36	50.00	43.48	48.86	38.98	36.96	39.77
Grade 5	19.63	16.53	15.84	42.06	47.93	49.50	38.32	35.54	34.65
All Grades	18.13	16.55	14.95	42.19	45.95	47.33	39.69	37.50	37.72

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	16.84	16.87	22.83	51.58	59.04	53.26	31.58	24.10	23.91
Grade 4	11.02	23.91	12.50	55.93	54.35	63.64	33.05	21.74	23.86
Grade 5	13.08	17.36	25.74	58.88	57.02	43.56	28.04	25.62	30.69
All Grades	13.44	19.26	20.64	55.63	56.76	53.02	30.94	23.99	26.33

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	23.16	25.30	29.35	37.89	38.55	36.96	38.95	36.14	33.70
Grade 4	17.80	27.17	26.14	45.76	46.74	35.23	36.44	26.09	38.64
Grade 5	26.17	27.27	28.71	39.25	49.59	31.68	34.58	23.14	39.60
All Grades	22.19	26.69	28.11	41.25	45.61	34.52	36.56	27.70	37.37

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	97	84	96	95	83	94	95	83	94	97.9	98.8	97.9
Grade 4	118	92	89	118	92	88	118	92	88	100	100	98.9
Grade 5	108	122	103	107	122	101	107	122	101	99.1	100	98.1
All Grades	323	298	288	320	297	283	320	297	283	99.1	99.7	98.3

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2399.	2397.	2421.	10.53	18.07	23.40	23.16	14.46	22.34	29.47	27.71	18.09	36.84	39.76	36.17
Grade 4	2436.	2454.	2447.	8.47	17.39	13.64	22.03	21.74	27.27	27.12	27.17	22.73	42.37	33.70	36.36
Grade 5	2446.	2459.	2454.	6.54	9.84	12.87	10.28	16.39	11.88	28.97	26.23	27.72	54.21	47.54	47.52
All Grades	N/A	N/A	N/A	8.44	14.48	16.61	18.44	17.51	20.14	28.44	26.94	22.97	44.69	41.08	40.28

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	23.16	25.30	36.17	34.74	25.30	24.47	42.11	49.40	39.36
Grade 4	17.80	23.91	27.27	29.66	28.26	29.55	52.54	47.83	43.18
Grade 5	10.28	13.93	13.86	23.36	23.77	21.78	66.36	62.30	64.36
All Grades	16.88	20.20	25.44	29.06	25.59	25.09	54.06	54.21	49.47

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	17.89	21.69	25.53	44.21	31.33	36.17	37.89	46.99	38.30
Grade 4	12.71	15.22	20.45	36.44	42.39	38.64	50.85	42.39	40.91
Grade 5	5.61	8.20	11.88	40.19	42.62	36.63	54.21	49.18	51.49
All Grades	11.88	14.14	19.08	40.00	39.39	37.10	48.13	46.46	43.82

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	13.68	20.48	30.85	43.16	48.19	47.87	43.16	31.33	21.28
Grade 4	11.86	20.65	17.05	42.37	39.13	46.59	45.76	40.22	36.36
Grade 5	10.28	10.66	13.86	39.25	41.80	40.59	50.47	47.54	45.54
All Grades	11.88	16.50	20.49	41.56	42.76	44.88	46.56	40.74	34.63

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade K	1449.7		1451.9		1444.3		65	
Grade 1	1471.4		1472.5		1469.8		49	
Grade 2	1477.4		1483.3		1471.1		39	
Grade 3	1488.5		1487.0		1489.5		37	
Grade 4	1511.3		1514.8		1507.2		28	
Grade 5	1526.1		1522.2		1529.3		30	
All Grades							248	

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	46.15		33.85		*		*		65	
1	48.98		30.61		*		*		49	
2	35.90		46.15		*		*		39	
3	*		37.84		37.84		*		37	
4	*		42.86		*		*		28	
5	*		66.67		*				30	
All Grades	34.68		40.73		16.94		7.66		248	

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	44.62		38.46		*		*		65	
1	59.18		26.53		*		*		49	
2	74.36		*		*		*		39	
3	32.43		45.95		*		*		37	
4	53.57		*		*		*		28	
5	56.67		43.33						30	
All Grades	52.82		33.47		8.47		5.24		248	

Written Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	43.08		18.46		33.85		*		65	
1	40.82		26.53		*		*		49	
2	30.77		*		30.77		*		39	
3			29.73		29.73		40.54		37	
5	*		56.67		*		*		30	
All Grades	27.42		27.82		29.44		15.32		248	

Listening Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	66.15		30.77		*		65	
1	69.39		26.53		*		49	
2	51.28		38.46		*		39	
3	*		70.27		*		37	
4	*		53.57		*		28	
5	*		66.67		*		30	
All Grades	48.39		43.95		7.66		248	

Speaking Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	33.85		56.92		*		65	
1	61.22		*		*		49	
2	79.49		*		*		39	
3	70.27		*		*		37	
4	75.00		*		*		28	
5	100.00						30	
All Grades	64.52		27.42		8.06		248	

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	38.46		52.31		*		65	
1	48.98		34.69		*		49	
2	35.90		35.90		28.21		39	
3	*		56.76		40.54		37	
4	*		53.57		*		28	
5	*		73.33		*		30	
All Grades	29.44		49.60		20.97		248	

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	67.69		27.69		*		65	
1	32.65		51.02		*		49	
2	*		64.10		*		39	
3	*		64.86		*		37	
4	*		53.57		*		28	
5	*		70.00				30	
All Grades	35.48		51.61		12.90		248	

School and Student Performance Data

Student Population

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

2017-18 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
610	91.1%	48.7%	1.3%
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2017-18 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	297	48.7%
Foster Youth	8	1.3%
Homeless	80	13.1%
Socioeconomically Disadvantaged	556	91.1%
Students with Disabilities	52	8.5%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	6	1.0%
American Indian	1	0.2%
Asian	4	0.7%
Hispanic	543	89.0%
Two or More Races	15	2.5%
White	41	6.7%

Annual Review and Update

SPSA Year Reviewed: 2017-18

Goal 1

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

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
California School Dashboard - Academic Indicator for English Language Arts All Students (ALL) English Learners (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)	<p>"Blue" or "Green" student groups: Maintain status in either blue or green performance levels for each group per the corresponding 5x5 Color Table for the Academic Indicator from 2017 results.</p> <p>"Yellow" student groups: Meet or exceed targets for the "Increased" change column for each student group from 2017 results. Target growth for ELA will be an increase of 7 to 20 points for each group.</p> <p>"Orange" student groups: Meet targets for the "Increased" change column for each student group from 2017 results. Target growth for ELA will be an increase of 7 to 20 points for each group.</p> <p>"Red" student groups: Meet targets for the "Increased Significantly" change column for each student group from 2017 results. Target growth for ELA will be an increase of 20 or more points for each group.</p>	California School Dashboard - Academic Indicator for English Language Arts (Color (DFM) - Status - Level - Change) All Students (ALL) Yellow (-19.5)- Low-Increase-+12.9 English Learners (EL) Yellow(-14.8)- Low-Increase Sig.+21 Hispanic (Hisp) Yellow(-18.2)-Low- Increase Sig.+16.2 African American (AA) N/A Socioeconomically Disadvantaged (SED) Yellow(-24.8)-Increased-+12.3 Students with Disabilities (SWD) None-Very Low-Increased Sig. 15.7
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>"Blue" or "Green" student groups: Maintain status in either blue or green performance levels for each group per the corresponding 5x5 Color Table for the Academic Indicator from 2017 results.</p> <p>"Yellow" student groups: Meet or exceed targets for the "Increased" change column for each student group from 2017 results. Target growth for Mathematics will be an increase of 5 to 15 points for each group.</p> <p>"Orange" student groups: Meet targets for the "Increased" change column for each student group from</p>	California School Dashboard - Academic Indicator for Mathematics (Color (DFM) - Status - Level - Change) All Students (ALL) Yellow(-46.8)-Low- Increased-+5.9 English Learners (EL) Yellow(-44.1)- Low-Increased-+9.5 Hispanic (Hisp) Yellow(-47)-Low- Increased-+9.2 African American (AA) N/A Socioeconomically Disadvantaged (SED) Yellow(-50.8)-Low-Increased- +5.6 Students with Disabilities (SWD) None-Very Low-Increased Sig.+20.4

Metric/Indicator	Expected Outcomes	Actual Outcomes
	<p>2017 results. Target growth for Mathematics will be an increase of 5 to 15 points for each group.</p> <p>"Red" student groups: Meet targets for the "Increased Significantly" change column for each student group from 2017 results. Target growth for Mathematics will be an increase of 15 or more points for each group.</p>	
California School Dashboard - English Learner Progress Indicator (ELPI)	<p>Upon release of ELPI in the Fall Dashboard: "Blue" or "Green" 2017 result: Maintain status in either blue or green performance levels for each group per the corresponding 5x5 Color Table for the ELPI from 2017 results.</p> <p>"Yellow" 2017 result: Meet or exceed targets for the "Increased" change column from 2017 results. Target growth for the ELPI will be an increase of 1.5% to 10%.</p> <p>"Orange" 2017 result: Meet targets for the "Increased" change column from 2017 results. Target growth for the ELPI will be an increase of 1.5% to 10%.</p> <p>"Red" 2017 result: Meet targets for the "Increased Significantly" change column from 2017 results. Target growth for the ELPI will be an increase of 10% or more.</p>	<p>California School Dashboard - English Learner Progress Indicator Baseline Results:</p> <p>Well Developed: 34.7% Moderately Developed: 40.7% Somewhat Developed: 16.9% Beginning Stage: 7.7%</p>
English Learner Redesignated Fluent English Proficient (RFEP) Reclassification Rate	The English Learner RFEP Reclassification Rate will meet or exceed the Riverside County in 2017-2018.	English Learner Redesignated Fluent English Proficient (RFEP) Reclassification Rate 19.5%
3rd Grade Smarter Balanced Assessment Consortium English Language Arts (SBAC ELA) Results. All Students (ALL)	Increase overall and subgroup 3rd grade ELA SBAC proficiency by 4% from 2017 level. Increase EL, Hispanic, and African American student groups ELA SBAC proficiency by 6% from 2017 level.	3rd Grade Smarter Balanced Assessment Consortium English Language Arts (SBAC ELA) Results. (Percent of Students who Met or Exceeded Standard) All Students (ALL) 42.17% Met or Exceeded; 57.83% Nearly Met/Not Met
3rd Grade Dynamic Indicators of Basic Early Literacy Skills (DIBELS) Results Percentage of students meeting target Composite Score on Benchmark 3 test All Students (ALL)	Percentage of students meeting benchmark on the 3rd grade DIBELS composite score from Benchmark 3 will increase 4% for all groups from 2016-2017 data.	3rd Grade Dynamic Indicators of Basic Early Literacy Skills (DIBELS) Results Percentage of students meeting target Composite Score on Benchmark 3 test All Students (ALL) 53%

Metric/Indicator	Expected Outcomes	Actual Outcomes
Williams Textbook/Materials Compliance	Williams Textbook/Materials Compliance	Williams Textbook/Materials Compliance - 100%

Strategies/Activities for Goal 1

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Teaching staff will have release days to participate in training/professional development, collaborate with their colleagues on implementation of standards, rigorous instruction, and data analysis, attend conferences, and participate in Student Success Team Meetings. Professional development includes grade levels working with consultant, Kris Tom (district paid), High Impact Math (district paid).	Teachers will be provided release time to collaborate in grade level teams to create common assessments and data drive instruction.	Classroom teachers will be released to participate in training and grade level collaboration. 5700-5799: Transfers Of Direct Costs Title I 10000.00	Classroom teachers will be released to participate in grade level collaboration. 5700-5799: Transfers Of Direct Costs Title I 1838.00
		RSP teacher will be released to participate in SST meetings 5700-5799: Transfers Of Direct Costs Title I 1600.00	RSP teacher will be released to participate in SST meetings 5700-5799: Transfers Of Direct Costs Title I 1600.00
		Extra Duty for SST Planning and Preparation 1000-1999: Certificated Personnel Salaries Title I 1000.00	No additional cost to the school.
Teachers and support staff will attend professional conferences that support implementation of standards and increased rigor. The conferences will be in the area of literacy, math, integration of educational technology and behavior. Teachers will share information and provide training for their colleagues on strategies and resources they acquire at conferences.	Counselor attended two conferences regarding growth mindset and social emotional learning.	Conferences 5000-5999: Services And Other Operating Expenditures LCFF 1,500.00	No additional cost to the school.
Consultant, Kris Tom, will provide training to teaching staff for a total of	Consultant Kris Tom provided training on Rigor	Consultant will provide training in DOK, Rigor,	No additional cost to the school.

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
6 days. High Impact Math Consultants will provide 3 days if training for all grade levels for a total of 18 days. District paid.	and Gradual Release for a total of 6 days.	and collaborative planning and teaching (district paid).	
		Consultants will provide training in conceptual math and routines to support conceptual understanding and computational fluency (district paid).	No additional cost to the school.
Senior Paraprofessional and Two additional Paraprofessionals will Implement Tier II Intervention Program and Intervention Support for English language learners.	Senior Paraprofessional Bilingual and Three additional Paraprofessionals implemented Tier II Intervention Program and Intervention Support for English Language Learners.	7 hour Senior Paraprofessional-Salary 2000-2999: Classified Personnel Salaries LCFF 30,679.00	7 hour Senior Paraprofessional-Salary 2000-2999: Classified Personnel Salaries Title I 31,963.00
		7 hour Senior Paraprofessional-Fringes 3000-3999: Employee Benefits LCFF 24,243.00	7 hour Senior Paraprofessional-Fringes 3000-3999: Employee Benefits Title I 26,313.00
		2 hour Paraprofessionals (Two)-Salaries 2000-2999: Classified Personnel Salaries Title I 13,841.00	2 hour Paraprofessionals (Three)-Salaries 2000-2999: Classified Personnel Salaries Title I 19,352.00
		2 hour Paraprofessionals (Two)-Fringes 3000-3999: Employee Benefits Title I 12,815.00	2 hour Paraprofessionals (Three)-Fringes 3000-3999: Employee Benefits Title I 11,882.00
		2 hour Library Tech-Salary 2000-2999: Classified Personnel Salaries Title I 10,623.00	2 hour Library Tech-Salary 2000-2999: Classified Personnel Salaries Title I 11,091.00

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		2 hour Library Tech-Fringes 3000-3999: Employee Benefits Title I 6,969.00	2 hour Library Tech-Fringes 3000-3999: Employee Benefits Title I 7,614.00
Supplemental instructional and technology materials and supplies will be utilized to increase proficiency in standards across all content areas. Technology will be maintained, replaced, and purchased to be utilized by teachers and students to provide access to and support the instructional program.	Supplemental instructional technology materials and supplies were purchased to increase proficiency in standards based instruction for all grade levels.	Supplemental instructional and technology materials and supplies. Technology supplies also includes Chromebooks, headphones, Document Cameras, Printers, and Toner. Technology hardware and carts, including Laptops, Carts for Technology, Document Cameras, LCD Projectors, Printers 4000-4999: Books And Supplies LCFF 16266.00	Supplemental instructional and technology materials and supplies. Technology supplies also include Chromebooks, headphones, Document Cameras, Printers, and Toner. Technology hardware and carts, including LCD Projectors, Document Cameras, and Printers. 4000-4999: Books And Supplies LCFF 23,700.00
		4000-4999: Books And Supplies Title I 44,096.0	4000-4999: Books And Supplies Title I 33,000.00
Insurance and warranties for technology will be purchased.	Insurance and warranties for laptops and chromebooks were purchased to support maintenance and wear and tear of equipment.	Insurance for Technology 5000-5999: Services And Other Operating Expenditures LCFF 1,000.00	No additional cost to the school.
		5000-5999: Services And Other Operating Expenditures Title I 5,000.00	No additional cost to the school.
Technology programs and site licenses will be purchased and utilized by students and teachers to	Technology programs and site licences such as Read Live Licences, Brain Pop Instructional Tool and	Site Licenses 5800: Professional/Consulting	Site Licences 5800: Professional/Consulting

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
provide access to and support Tier I instruction in English language arts, Math, and English language development. Licenses include FrontRow Math, Accelerated Reader, and BrainPop. Read Live licenses will also be purchased to support Tier II Intervention.	Discovery Education in order to support Tier I instruction in English Language Arts, Math, English Language Development.	Services And Operating Expenditures Title I 17,692.00	Services And Operating Expenditures LCFF 11,000.00
Classified staff will have extra duty to participate in training/professional development, collaborate with their colleagues and teachers on implementation of standards, rigorous instruction, and data analysis, and attend conferences. Professional development includes participating with grade levels working with consultants and on-site professional development on school systems and behavior.	Classified staff participated in training/professional development, collaboration along with their colleagues and teachers on suicide prevention, school systems and behavior and implementation of standardized testing training.	Classified Staff - extra duty salary 2000-2999: Classified Personnel Salaries LCFF 5000.00 Classified Staff - extra duty fringes 3000-3999: Employee Benefits LCFF 1087.00	No additional cost to the school. No additional cost to the school.
Teaching staff will be provided extra duty to participate in training/professional development on a non-work day to collaborate with their colleagues on implementation of Kagan Cooperative Learning Strategies.	Teachers were provided off-site training/professional development through the district to collaborate with their colleagues on Kagan Cooperative Learning Strategies on a volunteer basis. Next year teachers will receive Kagan Learning Strategies Professional Development from the District.	Teacher extra duty - salary 1000-1999: Certificated Personnel Salaries Title I 7150.00 Teacher extra duty - fringes 3000-3999: Employee Benefits Title I 1704.00	No additional cost to the school. No additional cost to the school.
Consultant, High Impact Math, will provide training to teaching staff for a total of 18 days. District paid.	Two consultants for High Impact Math provided professional development of math strategies on Number Corners and Problem Strings for all grade level teams.	Consultant will provide training in Math collaborative planning and teaching (district paid)	No additional cost to the school.

Analysis

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

All grade level teachers embraced working with Kris Tom on common assessments, rigor and gradual release implementation. The First and Second grade teams were enthusiastic about the training of Gradual Release that they wanted and were given a Follow-Up day to collaborate over what they had learned and how to implement it in their classroom.

All grade levels worked with consultants on High Impact Math through the implementation of the district instructional map regarding Number Corners for mathematical discourse. As I walked through classroom I saw a change of students' understanding of conceptual knowledge and high levels of student to student engagement. Teachers in all grade levels were able to create lesson plans for the month of August 2019.

The counselor attended two conferences and brought back strategies for supporting students and staff by presenting "I Messages" and "Kindness" strategies during staff meetings and in the library. These behavior strategies allowed for a decrease in conflict and referrals.

While student technology has kept up with the times with district resources and support, teachers were in need of current laptops and printers to be able to deliver instruction on a day to day basis. Also, radios were purchased for every staff member on campus for safety purposes.

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

Teachers were provided off-site training/professional development through the district to collaborate with their colleagues on Kagan Cooperative Learning Strategies on a volunteer basis. Next year teachers will receive Kagan Learning Strategies Professional Development from the District. Since the district will be providing training for all teachers monies allocated for training was spent on upgrading technology resources such as outdated laptops, additional chromebooks for primary grades and technology licenses and replaced headphones for all students to support technology based instruction and testing.

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.

Additional hours for Paraprofessional Classified to support Tier I Intervention for intermediate grades to support struggling readers. All the students and sub groups are in the (yellow) on the Dashboard, therefore need intervention support in both reading and math.

Annual Review and Update

SPSA Year Reviewed: 2017-18

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

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Student Attendance Rates All Students (ALL)	Improve overall and each student group attendance rates from 2016-2017 rates by 1% or maintain 95% attendance rate. Increase AA and SWD student group attendance rates by 2% from 2016-2017 rates.	Student Attendance Rates All Students (ALL) Orange (11.1%) High - Maintained - 0.2%
Chronic Absenteeism Rates All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)	Establish baseline California School Dashboard Performance Level for each student group from 2016-2017 data upon CDE release in 2017-2018.	Chronic Absenteeism Rates (Color (%)- Status - Level - Change) All Students (ALL) Orange (11.1%) - High - Maintained-0.2% English Learner (EL) Green (7.0%) - Medium - Declined-2.0% Hispanic (Hisp) Green (9.7%) - Medium - Declined-0.9% African American (AA) N/A Socioeconomically Disadvantaged (SED) Yellow (11.1%) - High - Declined-0.6% Students with Disabilities (SWD) Orange (16.7%) - High - Maintained-0.4%
Family School Connectedness via Panorama Family Climate Survey All Students (ALL) Elementary School Students (ES) Middle School Students (MS) High School Students (HS) English Learner (EL) Hispanic (Hisp) African American (AA)	Baseline for family connectedness will be determined using the Sense of Belonging (School Connectedness) measure of the district's family climate survey via the Panorama Education system.	Family School Connectedness via Panorama Family Climate Survey Baseline Results: All Students (ALL) 74% Elementary School Students (ES) Middle School Students (MS) High School Students (HS) English Learner (EL) Hispanic (Hisp) African American (AA)

Strategies/Activities for Goal 2

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Parent Information Groups/Meetings: Regular parent	Translation for parents during parent conferences to discuss student data and outcomes.	Classified Extra Duty Pay-Salary 2000-2999: Classified Personnel Salaries	No additional cost to the school.

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
meetings will be held including ELAC, SSC, PTG, SART, SSTs, Title I, and Parent conferences. They will be held to inform parents of their child's language acquisition, attendance, achievement data, and means by which to assist their children at home.		Title I Part A: Parent Involvement 200.00	
		Classified Extra Duty Pay-Fringes 3000-3999: Employee Benefits Title I Part A: Parent Involvement 65.00	No additional cost to the school.
Teachers and classified staff will provide training for parents on the rigorous expectations of the California Content Standards and how to support literacy, and numeracy at home. Workshops will also be provided to educate parents on the NGSS standards and digital storytelling.	Teachers provided training and support to parents on digital story telling. Also teachers provide parents training on the NGSS standards to support science discovery and the science fair.	Teacher Extra Duty Pay-Salary 1000-1999: Certificated Personnel Salaries Title I Part A: Parent Involvement 1000.00	Teacher Extra Duty Pay-Salary 1000-1999: Certificated Personnel Salaries Title I Part A: Parent Involvement 500.00
		Teacher Extra Duty Pay-Fringes 3000-3999: Employee Benefits Title I Part A: Parent Involvement 152.00	Teacher Extra Duty Pay-Fringes 3000-3999: Employee Benefits Title I Part A: Parent Involvement 76.00
		Classified Extra Duty Pay-Salary 2000-2999: Classified Personnel Salaries Title I Part A: Parent Involvement 400.00	No additional cost to the school.
		Classified Extra Duty Pay-Fringes 3000-3999: Employee Benefits Title I Part A: Parent Involvement 123.00	No additional cost to the school.
		1000-1999: Certificated Personnel Salaries Title I 800.00	No additional cost to the school.
		3000-3999: Employee Benefits Title I	No additional cost to the school.

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		152.00	
Materials and supplies will be purchased for parent training and events.	Materials and supplies were purchased for family game night such as board games and hands on family activities.	Materials and Supplies 4000-4999: Books And Supplies Title I Part A: Parent Involvement 256.00	Materials and Supplies 4000-4999: Books And Supplies Title I Part A: Parent Involvement 293.00
	Materials and Supplies were purchased through food services to provide refreshments for family meetings and events such as English Language Acquisition Committee and the School Site Council.	4000-4999: Books And Supplies Title I 1103.00	4000-4999: Books And Supplies Title I Part A: Parent Involvement 620.00
Families will go on a family field trip on a Saturday to a local point of interest. Families will use school technology to document the trip. They will come back to the school and create a digital story about the trip.	Families stayed on campus instead of leaving to an offsite campus in order to have access to materials and technology on site to work on their Digicom Story-Telling activities.	Transportation for family field trip 5800: Professional/Consulting Services And Operating Expenditures Title I Part A: Parent Involvement 500.00	No additional cost to the school.
Awards and incentives will be purchased to promote positive attendance.	Awards and incentives were purchased to promote positive attendance such as; highlighters, pencils, pencil grips and bracelets.	awards, incentives, and supplies 4000-4999: Books And Supplies LCFF 600.00	Awards, incentives, and supplies 4000-4999: Books And Supplies LCFF 1800.00
Della Lindley will promote community and parent participation by involving stakeholders in school activities and events; such as, DSL Engineer Report, Digicom Film Festival, College and Career Day, Author's Fair, Fall Carnival, Volunteer Recognition, and School Musical Performances.	No additional cost to the school.	No additional cost to the school.	No additional cost to the school.

Analysis

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

The Della S. Lindley staff involved in Parent involvement activities such as family film day and ELAC/SSC meetings. Topics that were discussed with parents were school culture, academic achievement and the integration of site and district policies and procedures. Although the parents who participated were interested, we still have a need for bringing in more parent involvement.

The fifth grade teachers held a family Science night to review the steps of the Scientific Method to better prepare them for the Science Fair.

The 4th Annual Digicom was held at Rancho Mirage High School in May. All grade levels participated in digital story telling. Attendance was high that all seats were filled at the Helene Galen Theatre.

Teachers were building relationships during these events which in turn motivated students to want to come to school and learn and therefore increased attendance.

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

Family film day was switched from an off-site location to the site to help with the flexibility of having resources such as chromebook carts, cameras, lighting, projectors and recording devices with easy access.

The budgeted amount of \$600 for awards was not enough for incentives and supplies therefore we spent three times the amount. Money for extra duty for classified staff was over budgeted therefore we were able to pull from those funds.

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.

Funding for awards, incentives and supplies will be added due to the high number of daily student attendance improvement. Also, family film day will stay on site to support the school Digicom program that is presented to families and the community at large in the month of May each year. Next year the Community Liaison will be on campus full-time to encourage parent involvement that is much needed at the site and district level and to improve attendance especially for our White subgroup that is (Red) on the dashboard.

Annual Review and Update

SPSA Year Reviewed: 2017-18

Goal 3

Della Lindley students will be provided a positive, safe, and healthy learning environment.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Suspension Rates: All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)	<p>"Blue" or "Green" 2016-2017 result: Maintain status in either blue or green performance levels for each group per the corresponding 5x5 Color Table for the Suspension Rate Indicator.</p> <p>"Yellow" 2016-2017 result: Meet or exceed targets for the "Declined" change column. Target growth for Suspension Rate will be a decrease of 0.3% to 2.0%.</p> <p>"Orange" 2016-2017 result: Meet targets for the "Declined" change column. Target growth for Suspension Rate will be a decrease of 0.3% to 2.0%.</p> <p>"Red" 2016-2017 result: Meet targets for the "Declined Significantly" change column. Target growth for Suspension Rate will be a decrease of 2.0% or more.</p>	<p>Suspension Rates: (Color (%) - Status - Level - Change) All Students (ALL) - Orange (4.8%)- High - Increased+1.5% English Learner (EL) - Orange (2.4%) Medium- Increased+1.6% Hispanic (Hisp) - Orange(3.5%)-High - Increased+1.2% African American (AA) Socioeconomically Disadvantaged (SED) Orange(5.1%)- Increased+1.5% Students with Disabilities (SWD) Orange(13.3%) Very High - Declined- 4.3%</p>
Expulsion Rates All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)	<p>Expulsion Rate Targets</p> <p>ALL: maintain under 0.5% EL: maintain under 0.5% Hisp: maintain under 0.5% AA: decline to under 0.5% SED: maintain under 0.5% SWD: decline to under 0.5%</p>	<p>Expulsion Rates</p> <p>All Students (ALL) N/A English Learner (EL) N/A Hispanic (Hisp) N/A African American (AA) N/A Socioeconomically Disadvantaged (SED) N/A Students with Disabilities (SWD) N/A</p>
Panorama Survey - School Connectedness All students EL AA Hisp SED	<p>Baseline data will be collected and reported for school connectedness and growth targets will be set</p>	<p>Panorama Survey - School Connectedness Baseline Data: All students: 74% Hisp: 94%</p>
Panorama Survey - School Safety All students: EL	<p>Baseline data will be collected and reported for school safety and growth targets will be set.</p>	<p>Panorama Survey - School Safety Baseline Data: All students: 68%</p>

Metric/Indicator	Expected Outcomes	Actual Outcomes
AA Hisp SED		Hisp: 68%
Williams Facilities Inspection Results	Maintain 100% Williams Facilities Compliance	Williams Facilities Inspection Results

Strategies/Activities for Goal 3

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Della Lindley Elementary will implement social emotional learning in the classrooms and with the counselor.	Della Lindley Elementary implemented social emotional learning such as growth mindset Pyramid of Success, I Messages and Conflict Resolution Skills in all classrooms.	Students and staff focus on one social skill a week. Positive behavior is reinforced by using Engineer Tickets and students will earn incentives based on number of tickets. Tier 2 social emotional learning will be done by the counselor. 4000-4999: Books And Supplies LCFF 5000.00	Students and staff focused on Kindness Week, Positive behavior reinforced by using Engineer Tickets to earn treasure box prizes and Lunch Bunch with the counselor on Fridays. Tier II social emotional learning was done in groups on Tuesdays and Thursdays in groups with the counselor. 4000-4999: Books And Supplies LCFF 3000.00
Della Lindley will promote a bully-free environment through Second Step Bullying prevention, Common Sense Media Lessons, bullying prevention assemblies and the Sprigeo program which allows students to report bullying anonymously.	Second Step Bullying Prevention lessons were purchased to support the school and district instructional map regarding Learning Cultures/Social Emotional Learning such as; growth mindset, self-efficacy, self awareness, self-management and grit. These lessons help support the implementation and extension for social emotional learning.	Second Step Bullying Prevention lessons will be as part of the social emotional learning lessons. - No additional cost to the school.	Second Step Bullying Prevention lessons 4000-4999: Books And Supplies Title I 8,000.00
Students at Della Lindley will participate in programs focusing on healthy choices, lifestyles, and substance abuse education. Programs and activities include Red	Red Ribbon Week was implemented October 23rd -October 31st. Counseling is provided to all students on a referral or need basis. Mental Health Counseling group	No additional cost to school.	No additional cost to school.

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Ribbon Week, and on a referral basis, counseling with site counselor or Mental Health Therapy.	is provided on Tuesdays along with the counselor and Mental Health Therapist.		
Playworks Recess Program: Della Lindley Elementary School implements the Playworks Structured Recess Program which promotes physical activity, positive communication, respect, and inclusion. Recess Coach and Supervision Aides facilitate activities and interact with students during recess. The Recess Coach implements Class Game Time with each class on campus twice a month which serves to transfer effective strategies to the classroom that are utilized to engage students in learning. The Recess Coach also trains Junior Coaches who also serve as role models and conflict mediators.	Playworks Recess Program: Della Lindley Elementary School implemented the Playworks Structured Recess Program that promotes positive play and interaction in and out of the classroom. Recess Coach and Supervision Aides facilitated recess activities to promote positive interaction during recess. Class Game Time was implemented with each class twice a month in order to review recess activities and learn new games.	<p>Additional supervision aide time is needed to implement the program and to provide effective supervision before and during school. Supervision Aides (8.5 hours total)-Salary</p> <p>2000-2999: Classified Personnel Salaries LCFF 16849.00</p> <p>Supervision Aide-Fringes 3000-3999: Employee Benefits LCFF 2509.00</p> <p>To effectively implement all of the components of the Playworks Structured Recess Program at Della Lindley a 7 hour Paraprofessional PE is essential for the program to be successful and positively impact all students 7 hour Paraprofessional PE-Salary(82.1% District Paid, 17.9 site funded)</p> <p>2000-2999: Classified Personnel Salaries LCFF 4392.00</p> <p>7 hour Paraprofessional PE-Fringes 3000-3999: Employee Benefits LCFF 3914.00</p>	<p>Additional supervision aide time to implement the program and to provide effective supervision before and during school. Supervision Aides (8.5 hours total)-Salary 2000-2999: Classified Personnel Salaries LCFF 16849.00</p> <p>Supervision Aide-Fringes 3000-3999: Employee Benefits LCFF 2509.00</p> <p>To effectively implement all of the components of the Playworks Structured Recess Program at Della Lindley a 7 hour Paraprofessional PE is essential for the program to be successful and positively impact all students 7 hour Paraprofessional PE-Salary(82.1% District Paid, 17.9 site funded)</p> <p>2000-2999: Classified Personnel Salaries LCFF 4392.00</p> <p>7 hour Paraprofessional PE-Fringes 3000-3999: Employee Benefits LCFF 3914.00</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Behavior Intervention Program: Paraprofessional will provide support to classroom teachers for helping to implement behavior contracts and plans. The paraprofessional will provide supervision in the Solutions Room for students to go to practice/learn calming strategies as well as a place for students to go for positive rewards as written in behavior plans and contracts. The paraprofessional will also reteach social skills, behavior and bully prevention.	Behavior Intervention Program: Paraprofessional will provided support to classroom teachers for helping to implement behavior contracts and plans. The paraprofessional provided supervision in the Solutions Room for students to go to practice/learn calming strategies as well as a place for students to go for positive rewards as written in behavior plans and contracts. The paraprofessional will also taught social skills, behavior and bully prevention. Title was changed from Paraprofessional Behavior Support to Paraprofessional Behavior.	5.75 hour Paraprofessional-Behavior Support (pending) 2000-2999: Classified Personnel Salaries LCFF 41794.00 3000-3999: Employee Benefits LCFF 12929.00	7 hour Paraprofessional Behavior-Salary 2000-2999: Classified Personnel Salaries LCFF 23,540.00 7 hour Paraprofessional-Behavior-Fringes 3000-3999: Employee Benefits LCFF 22,605.00
Replace broken radios to ensure student safety and allow communication between the office, supervision aides, health aides, behavior support persons, and PE Coaches.	Radios that were broken to ensure student safety and allow communication between office, supervision, health aides, behavior support and PE Coaches was purchased in the beginning of the year. Additionally, radios were purchased for each classroom in order to improve safety procedures and updated Emergency Plan for Della Lindley in the event of a crisis. This added security will allow for all classrooms to be notified at once in case of an emergency.	Radios 4000-4999: Books And Supplies LCFF 3000.00	Radios 4000-4999: Books And Supplies LCFF 12,000.00

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Professional Development for supervision aides - Supervision aides will be provided with extra duty to have professional development on behavior and expectations.	Professional Development for supervision aides was provided for school rules and procedures and Playworks implementation.	Supervision - Extra duty salary 2000-2999: Classified Personnel Salaries LCFF 4000.00	Supervision-Extra duty salary 2000-2999: Classified Personnel Salaries LCFF 1000.00
		Supervision - Extra duty fringes 3000-3999: Employee Benefits LCFF 869.00	Supervision- Extra duty-Fringes 3000-3999: Employee Benefits LCFF 250.00
Awards and incentives will be purchased to promote positive behavior.	Bracelets were purchased to promote positive behavior "Deliapalooza" positive behavior day during each trimester.	Awards and incentives to promote positive behavior. 4000-4999: Books And Supplies LCFF 618.00	Awards and incentives to promote positive behavior. 4000-4999: Books And Supplies LCFF 500.00

Analysis

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

This year a full-time counselor and a paraprofessional behavior person helped students with social emotional and behavior strategies. Due to the added support, attendance rates improved and suspension rates decreased. A positive, safe and healthy learning environment was promoted and created through the implementation of Coach John Wooden's Pyramid of Success Positive Behavior Program.

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

Due to a major flooding that had an affect on site and district wide, radios were purchased to increase safety measures in order to properly communicate with teachers, staff and parents. Every classroom and staff member has access to a radio in case a crisis occurs on a moments notice. Safety committee adopted new procedures on how to release students via radio in order to properly identify students by grade level, first and last name and classroom teacher. Also, additional hours for the Paraprofessional Behavior from 5.75 hours to 7.00 hours in order to support safety for students before and after school. Supervision Aides did not cost us as much as we anticipated.

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

Changes that will be added are additional hours for a mental health consultant to support students with mental health implementation and support of behavior programs.

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 students will graduate high school prepared with the academic and technical skills necessary for college and career readiness.

Identified Need

According to the Dashboard all of our students in all of our subgroups both in ELA and Math fell into Yellow. Therefore, teachers will be released to participate in training in grade level collaboration in order to review lesson plans, create common assessments and discuss multiple ways to drive data driven instruction.

Consultants for ELA and Math will provide training to all grade level teachers in order to learn different learning strategies to help support and drive instruction. These strategies and demos will be implemented in the classrooms to enhance student engagement and become independent learners. Supplemental instructional materials and supplies are needed to maintain and replace old equipment and software to support instruction. Technology programs and site licenses are needed to provide real world videos, reading programs, math practice programs that support real world application, and English Language Development resources to support our Tier I program.

Classified staff will be given extra duty to participate in staff development in order to support and guide instruction along with their colleagues and teachers. This support will assist in classified staff being able to provide back ground knowledge of instructional strategies in small group and one-to-one instruction.

Certificated staff will be given extra duty to participate in professional development on non-work days in order to create common assessments, lesson plans and review instructional strategies that are currently being taught. The RSP teacher will be released to participate in SST's in order to gather student/parent/teacher information regarding student behavior and academic needs.

Our English Language Learners are scoring lower as a sub group than our English Only students. In response, one Senior Paraprofessional and three additional Paraprofessionals are needed to assist with Tier II Intervention in order to provide early literacy strategies for struggling English Language Learners.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
California School Dashboard - Academic Indicator for English Language Arts All Students (ALL) English Learners (EL) Hispanic (Hisp) African American (AA)	California School Dashboard - Academic Indicator for English Language Arts (Color(DFM) - Status - Level - Change) All Students (ALL) Yellow (-19.5) - Low- Increased 12.9	California School Dashboard - Academic Indicator for English Language Arts (Color(DFM) - Status - Level - Change) All Students (ALL) Yellow (-16.5) - Low- Increased 12.9

Metric/Indicator	Baseline	Expected Outcome
Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)	English Learners (EL) Yellow (-14.7) - Low-Increased Significantly +21 Hispanic (Hisp) Yellow (-18.2) - Low-Increased Significantly +16.2 African American (AA) Socioeconomically Disadvantaged (SED) Yellow (-24.8) -Low- +12.3 Students with Disabilities (SWD) (-101) - Very Low-Increased Significantly+15.7	English Learners (EL) Yellow (-14.7) - Low-Increased Significantly +3 Hispanic (Hisp) Yellow (-15.2) - Low-Increased +3 African American (AA) Socioeconomically Disadvantaged (SED) Yellow (-21.8) -Low-Increased +3 Students with Disabilities (SWD) Orange (-86) - Very Low-Increased Significantly+15
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)	California School Dashboard - Academic Indicator for Mathematics (Color(DFM) - Status - Level - Change) All Students (ALL) Yellow (-46.8) Low - Increased 5.9 English Learners (EL) Yellow (-44.1) Low - Increased 9.5 Hispanic (Hisp) Yellow (-47) Low - Increased 9.2 African American (AA) Socioeconomically Disadvantaged (SED) Yellow (-50.8) Low - Increased 5.6 Students with Disabilities (SWD) (-104.4) Very Low - Increased Significantly 20.4	California School Dashboard - Academic Indicator for Mathematics (Color(DFM) - Status - Level - Change) All Students (ALL) Yellow (-45.8) Low - Increased +3 English Learners (EL) Yellow (-41.1) Low - Increased +3 Hispanic (Hisp) Yellow (-44) Low - Increased +3 African American (AA) Socioeconomically Disadvantaged (SED) Yellow (-47.8) Low - Increased+3 Students with Disabilities (SWD) Orange (-89.4) Very Low - Increased Significantly +15
California School Dashboard - English Learner Progress Indicator (ELPI)	California School Dashboard - English Learner Progress Indicator Baseline Results: Well Developed: 34.7% Moderately Developed: 40.7% Somewhat Developed: 16.9% Beginning Stage: 7.7%	California School Dashboard - English Learner Progress Indicator Baseline Results: Maintain or Increase Current First Year Levels. Well Developed: 34.7% Moderately Developed: 40.7% Somewhat Developed: 16.9% Beginning Stage: 7.7%
English Learner Redesignated Fluent English Proficient (RFEP) Reclassification Rate 3rd Grade Smarter Balanced Assessment Consortium English Language Arts (SBAC ELA) Results. All Students (ALL)	English Learner Redesignated Fluent English Proficient (RFEP) Reclassification Rate 19.5% 3rd Grade Smarter Balanced Assessment Consortium English Language Arts (SBAC ELA) Results. (Percent of Students who Met or Exceeded Standard) All Students (ALL) 42.17% Met or Exceeded;	English Learner Redesignated Fluent English Proficient (RFEP) Reclassification Rate 20.5% 3rd Grade Smarter Balanced Assessment Consortium English Language Arts (SBAC ELA) Results. (Percent of Students who Met or Exceeded Standard) All Students (ALL) 46.17% Met or Exceeded;
3rd Grade Dynamic Indicators of Basic Early Literacy Skills (DIBELS) Results	3rd Grade Dynamic Indicators of Basic Early Literacy Skills (DIBELS) Results	3rd Grade Dynamic Indicators of Basic Early Literacy Skills (DIBELS) Results

Metric/Indicator	Baseline	Expected Outcome
Percentage of students meeting target Composite Score on Benchmark 3 test All Students (ALL)	Percentage of students meeting target Composite Score on Benchmark 3 test All Students (ALL) 53%	Percentage of students meeting target Composite Score on Benchmark 3 test All Students (ALL) 57 %
Williams Textbook/Materials Compliance	Williams Textbook/Materials Compliance 100%	Williams Textbook/Materials Compliance 100%

Planned Strategies/Activities

Strategy/Activity 1

Teaching staff will have release days to participate in training/professional development, collaborate with their colleagues on implementation of standards, rigorous instruction, and data analysis, attend conferences, and participate in Student Success Team Meetings. Professional development includes grade levels working with consultant, Kris Tom (district paid), High Impact Math (district paid).

Students to be Served by this Strategy/Activity

☒ All

Timeline

7/1/2019-6/30/2020

Person(s) Responsible

Administrator
Teachers

Proposed Expenditures for this Strategy/Activity

Amount 6,255.00

Source Title I

Budget Reference 5700-5799: Transfers Of Direct Costs

Description Classroom teachers will be released to participate in training and grade level collaboration.

Amount 1600.00

Source Title I

Budget Reference 5700-5799: Transfers Of Direct Costs

Description RSP teacher will be released to participate in SST meetings

Strategy/Activity 2

Consultant, High Impact Math, will provide training to teaching staff for a total of 18 days. District paid.

Students to be Served by this Strategy/Activity

☒ All

Timeline

7/1/2019-6/30/2020

Person(s) Responsible

Administrator
Teachers

Proposed Expenditures for this Strategy/Activity

Description	Consultant will provide training in Math collaborative planning and teaching (district paid)
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Strategy/Activity 3

Consultant, Kris Tom, will provide training to teaching staff for a total of 6 days. High Impact Math Consultants will provide 3 days of training for all grade levels for a total of 18 days. District paid.

Students to be Served by this Strategy/Activity

☒ All

Timeline

7/1/2019-6/30/2020

Person(s) Responsible

Consultant

Proposed Expenditures for this Strategy/Activity

Description	Consultant will provide training in DOK, Rigor, and collaborative planning and teaching (district paid).
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Description	Consultants will provide training in rigor and routines to support conceptual understanding and evidence based routines. (district paid).
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Strategy/Activity 4

Senior Paraprofessional and Three additional Paraprofessionals will implement Tier II Intervention Program and Intervention Support for English language learners. Library technician will order and organize resources to support intervention. In addition she will supervise students working on intervention programs.

Students to be Served by this Strategy/Activity

☒ All

Timeline

7/1/2019-6/30/2020

Person(s) Responsible

Intervention Team

Proposed Expenditures for this Strategy/Activity

Amount	31,963.00
Source	Title I
Budget Reference	2000-2999: Classified Personnel Salaries
Description	7 hour Senior Paraprofessional-Salary
Amount	26,313.00
Source	Title I
Budget Reference	3000-3999: Employee Benefits
Description	7 hour Senior Paraprofessional-Fringes
Amount	19,352.00
Source	Title I
Budget Reference	2000-2999: Classified Personnel Salaries
Description	2 hour Paraprofessionals (Three)-Salaries
Amount	11,882.00
Source	Title I
Budget Reference	3000-3999: Employee Benefits
Description	2 hour Paraprofessionals (Three)-Fringes
Amount	11,091.00
Source	Title I
Budget Reference	2000-2999: Classified Personnel Salaries
Description	2 hour Library Tech-Salary
Amount	7,614.00
Source	Title I
Budget Reference	3000-3999: Employee Benefits
Description	2 hour Library Tech-Fringes

Strategy/Activity 5

Supplemental instructional and technology materials and supplies will be utilized to increase proficiency in standards across all content areas. Technology will be maintained, replaced, and purchased to be utilized by teachers and students to provide access to and support the instructional program.

Students to be Served by this Strategy/Activity

☒ All

Timeline

7/1/2019-6/30/2020

Person(s) Responsible

Administrator
Teachers
Students

Proposed Expenditures for this Strategy/Activity

Amount	27,536.00
Source	LCFF
Budget Reference	4000-4999: Books And Supplies
Description	Supplemental instructional and technology materials and supplies. Technology supplies also includes Chromebooks, headphones, Document Cameras, Printers, Ink and Toner. Technology hardware, software and licenses, including, and LCD Projectors. Hands-on science and math materials. Other materials such as AR books, paper, organizing supplies etc.

Strategy/Activity 6

Technology programs and site licenses will be purchased and utilized by students and teachers to provide access to and support Tier I instruction in English language arts, Math, and English language development. Licenses include Discovery Education, Accelerated Reader, and BrainPop. Read Live licenses will also be purchased to support Tier II Intervention.

Students to be Served by this Strategy/Activity

☒ All

Timeline

7/1/2019-6/30/2020

Person(s) Responsible

Administrator
Teachers
Intervention Team

Proposed Expenditures for this Strategy/Activity

Amount	11,000.00
Source	LCFF
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures
Description	Site Licenses

Strategy/Activity 7

Teaching staff will be provided extra duty to participate in training/professional development on a non-work day to collaborate with their colleagues on implementation of data driven instruction and best Learning Strategies.

Students to be Served by this Strategy/Activity

☒ All

Timeline

7/1/2019-6/30/2020

Person(s) Responsible

Administrator
Teachers

Proposed Expenditures for this Strategy/Activity

Amount	5,600.00
Source	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Teacher extra duty -salary
Amount	1,400.00
Source	LCFF
Budget Reference	3000-3999: Employee Benefits
Description	Teacher extra duty -fringes

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

LCAP Goal

Palm Springs Unified School District will collaborate with families and our local communities to ensure all students are actively engaged in learning and connected in meaningful ways to their school community.

Identified Need

We identified a need to increase our attendance and supporting our parents with information and resources they need. In response to this, a Classified Community Liaison will be full-time on campus in order to provide support for parent involvement, chronic absenteeism, attendance, family resources and home visits when needed. One of her major focuses will be students with disabilities.

Parents have communicated their need for help understanding ELA and especially math. Teachers will provide training at no additional cost for parents on rigorous content standards in order to help students at home with their studies.

Although we have parents participating in activities we need to be more inclusive of all parents so Della S. Lindley will promote community and parent participation by involving stakeholders in school activities and events such as Digicom, The Engineer Report, Dellapalooza Behavior Incentive Day and Family Game Night. These activities allow for families and staff to build relationships and enhance their technological skills.

We observed that students were responding to our positive behavior and awards incentives and so we will continue to purchase in order to decrease chronic absenteeism, and increase attendance and positive behavior.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Student Attendance Rates All Students (ALL)	Student Attendance Rates All Students (ALL) 95.2%	Student Attendance Rates All Students (ALL) 96%
Chronic Absenteeism Rates All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)	Chronic Absenteeism Rates (Color(%) - Status - Level - Change) All Students (ALL) Orange- (11.1)- High Maintained- -0.2% English Learner (EL) Green- (7.)- Medium Declined - -2% Hispanic (Hisp) Green- (9.7)- Medium Declined- -2.9% African American (AA) Socioeconomically Disadvantaged (SED) Yellow (11.1)- High Declined- - .06% Students with Disabilities (SWD) Orange (16.7) - High Maintained- - .04%	Chronic Absenteeism Rates (Color(%) - Status - Level - Change) All Students (ALL) Yellow- (10.6)- High Declined- -0.5% English Learner (EL) Green- (6.5)- Medium Declined - 0.5% Hispanic (Hisp) Green- (9.2)- Medium Declined- -0.5% African American (AA) Socioeconomically Disadvantaged (SED) Yellow (10.6)- High Declined- - 0.5% Students with Disabilities (SWD) Yellow (16.2) - High Declined- -0.5%

Metric/Indicator	Baseline	Expected Outcome
Family School Connectedness via Panorama Family Climate Survey All Students (ALL) Elementary School Students (ES) Middle School Students (MS) High School Students (HS) English Learner (EL) Hispanic (Hisp) African American (AA)	Family School Connectedness via Panorama Family Climate Survey All Students (ALL) 93% Elementary School Students (ES) 74% Middle School Students (MS) High School Students (HS) English Learner (EL) Hispanic (Hisp) African American (AA)	Family School Connectedness via Panorama Family Climate Survey All Students (ALL) 95% Elementary School Students (ES) 80% Middle School Students (MS) High School Students (HS) English Learner (EL) Hispanic (Hisp) African American (AA)

Planned Strategies/Activities

Strategy/Activity 1

Classified Community Liaison full-time on campus to support Parent Involvement, Chronic Absenteeism, Attendance rates and Home Visits.

Students to be Served by this Strategy/Activity

☒ All

Timeline

7/1/2019 - 6/30/2020

Person(s) Responsible

Classified- Community Liaison

Proposed Expenditures for this Strategy/Activity

Amount 15,000.00

Source LCFF

Budget Reference 2000-2999: Classified Personnel Salaries

Description Classified Extra Duty Pay-Salary

Amount 16,367.00

Source LCFF

Budget Reference 3000-3999: Employee Benefits

Description Classified Community Liaison full-time on campus to support Parent Involvement, Chronic Absenteeism, Attendance rates and Home Visits.

Strategy/Activity 2

Teachers will provide training for parents on the rigorous expectations of the California Content Standards and how to support literacy, and numeracy at home through the Home Visit Training Program (district paid)

Students to be Served by this Strategy/Activity

☒ All

Timeline

7/1/2019 - 6/30/2020

Person(s) Responsible

- Administrator
- Teachers

Proposed Expenditures for this Strategy/Activity

Amount 0.00

Description No additional cost to school.

Strategy/Activity 3

Della Lindley will promote community and parent participation by involving stakeholders in school activities and events; such as, DSL Engineer Report, Digicom Film Festival, College and Career Day, Author's Fair, Fall Carnival, Volunteer Recognition, and School Musical Performances.

Students to be Served by this Strategy/Activity

Timeline

7/1/2019 - 6/30/2020

Person(s) Responsible

- Administrator
- Staff
- Student Council
- PTG

Proposed Expenditures for this Strategy/Activity

Amount 2,392.00

Source Title I Part A: Parent Involvement

Budget Reference 4000-4999: Books And Supplies

Description Resources to support family engagement such as books and supplies.

Strategy/Activity 4

Awards and incentives will be purchased to promote positive attendance.

Students to be Served by this Strategy/Activity

☒ All

Timeline

7/1/2019 - 6/30/2020

Person(s) Responsible

Administrator
Office Staff

Proposed Expenditures for this Strategy/Activity

Amount	500.00
Source	LCFF
Budget Reference	4000-4999: Books And Supplies
Description	Awards and Incentives

Strategy/Activity 5

Incentives will be purchased to increase student attendance during monthly "Perfect Attendance" celebrations. Students who have perfect attendance within each month will participate.

Students to be Served by this Strategy/Activity

☒ All

Timeline

7/01/2019-6/30/2020

Person(s) Responsible

Students
Teachers
Administrators

Proposed Expenditures for this Strategy/Activity

Amount	8,000.00
Source	LCFF
Budget Reference	4000-4999: Books And Supplies
Description	Incentives includes: water sildes, snow cones, hot chocolate, and prizes

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.

LCAP Goal

Palm Springs Unified will provide students with a clean, healthy, physically and emotionally safe learning environments.

Identified Need

Due to behavior referrals and suspensions as indicated on the Dashboard a full time counselor will implement social emotional learning in classrooms, in the library and during staff meetings. Also, the counselor will provide anti-bullying initiatives and school-wide campaigns to support kindness. Throughout the year, small group counseling will be implemented to assist students with interaction with peers, self awareness, self management and growth mindset at no additional cost. The Playworks Recess Program Paraprofessional P.E. Coach and Supervision Aides will be providing support before school, during recess and lunch in order to promote positive play and safety throughout the campus.

As a means of behavior support a Paraprofessional Behavior will be providing a push-in and pull-out support for student behavior in order to support teachers and students with other means of correction. This will help lower our suspension rates and increase academic scores as students are in the classrooms. Also, the Paraprofessional Behavior will be utilizing a solutions room in order to re-direct bad behavior and encourage positive interaction with peers. Mental Health Consultant will work with the counselor and behavior paraprofessional in order to better support students who need mental health support and guide group conversations.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Suspension Rates: All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)	Suspension Rates: (Color (%) - Status - Level - Change) All Students (ALL) Orange (4.8) - High- Increase 1.5% English Learner (EL) Orange (2.4%) - Medium- Increase 1.6% Hispanic (Hisp) Orange (3.5) -High- Increase 1.2% African American (AA) Socioeconomically Disadvantaged (SED) Orange (5.1) - High Increased 1.5% Students with Disabilities (SWD) Orange (13.3) - Very High Declined - 4.3%	Suspension Rates: (Color (%) - Status - Level - Change) All Students (ALL) Yellow (4.5) - High- Declined 0.3% English Learner (EL) Green (2.1%) - Medium- Declined 0.3% Hispanic (Hisp) Green (3.0) -Medium- Declined 0.3% African American (AA) Socioeconomically Disadvantaged (SED) Yellow High (4.6) - Declined 0.3% Students with Disabilities (SWD) Yellow (12.3) Very High - Declined Sig. -1.0%

Metric/Indicator	Baseline	Expected Outcome
Expulsion Rates All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)	Expulsion Rates 0% All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)	Expulsion Rates 0% All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)
Panorama Survey - School Connectedness All students EL AA Hisp SED	Panorama Survey - School Connectedness Baseline Data: All students: 74% Hisp: 94%	Panorama Survey - School Connectedness Baseline Data: maintain All students: 74% Hisp: 94%
Panorama Survey - School Safety All students: EL AA Hisp SED	Panorama Survey - School Safety Baseline Data: All students: 68% Hisp: 68%	Panorama Survey - School Safety Baseline Data: maintain All students: 68% Hisp: 68%
Williams Facilities Inspection Results	Williams Facilities Inspection Results - Met	Williams Facilities Inspection Results - Met

Planned Strategies/Activities

Strategy/Activity 1

Della Lindley Elementary will implement social emotional learning in the classrooms and with the counselor.

Students to be Served by this Strategy/Activity

Timeline

7/1/2019 - 6/30/2020

Person(s) Responsible

Counselor-

Proposed Expenditures for this Strategy/Activity

Description

Counselor will provide social emotional learning and anti-bullying lessons to all students three times a year in the library. (no additional cost to school)

Strategy/Activity 2

Della Lindley will promote a bully-free environment through Second Step Bullying prevention, Common Sense Media Lessons, bullying prevention assemblies and the Sprigeo program which allows students to report bullying anonymously.

Students to be Served by this Strategy/Activity

☒ All

Timeline

7/1/2019 - 6/30/2020

Person(s) Responsible

Administrator
Teachers
Librarian
Community Liaison

Proposed Expenditures for this Strategy/Activity

Description	
	Second Step Bullying Prevention lessons will be as part of the social emotional learning lessons. - No additional cost to the school.

Strategy/Activity 3

Students at Della Lindley will participate in programs focusing on healthy choices, lifestyles, and substance abuse education. Programs and activities include Red Ribbon Week, and on a referral basis, counseling with site counselor or Mental Health Therapy.

Students to be Served by this Strategy/Activity

☒ All

Timeline

7/1/2019 - 6/30/2020

Person(s) Responsible

Administrator
Teachers
Classified Staff
Counselor
Mental Health Therapist

Proposed Expenditures for this Strategy/Activity

Description	
	No additional cost to school.

Strategy/Activity 4

Playworks Recess Program: Della Lindley Elementary School implements the Playworks Structured Recess Program which promotes physical activity, positive communication, respect, and inclusion. Recess Coach and Supervision Aides facilitate activities and interact with students during recess. The Recess Coach implements Class Game Time with each class on campus twice a month which serves to transfer effective strategies to the classroom that are utilized to engage students in learning. The Recess Coach also trains Junior Coaches who also serve as role models and conflict mediators.

Students to be Served by this Strategy/Activity

X All

Timeline

7/1/2019 - 6/30/2020

Person(s) Responsible

Recess Coach
Supervision Aides
Teachers
Administrator

Proposed Expenditures for this Strategy/Activity

Amount 18,146.00

Source LCFF

Budget Reference 2000-2999: Classified Personnel Salaries

Description Additional supervision aide time is needed to implement the program and to provide effective supervision before and during school.
Supervision Aides (8.5 hours total)-Salary

Amount 2648.00

Source LCFF

Budget Reference 3000-3999: Employee Benefits

Description Supervision Aide-Fringes

Amount 4738.00

Source LCFF

Budget Reference 2000-2999: Classified Personnel Salaries

Description To effectively implement all of the components of the Playworks Structured Recess Program at Della Lindley a 7 hour Paraprofessional PE is essential for the program to be successful and positively impact all students
7 hour Paraprofessional PE-Salary(82.1% District Paid, 17.9 site funded)

Amount 4,381.00

Source LCFF

Budget Reference 3000-3999: Employee Benefits

Description 7 hour Paraprofessional PE-Fringes

Strategy/Activity 5

Behavior Intervention Program: Paraprofessional will provide support to classroom teachers for helping to implement behavior contracts and plans. The paraprofessional will provide supervision in the Solutions Room for students to go to practice/learn calming strategies as well as a place for students to go for positive rewards as written in behavior plans and contracts. The paraprofessional will also reteach social skills, behavior and bully prevention.

Students to be Served by this Strategy/Activity

☒ All

Timeline

7/1/2019 - 6/30/2020

Person(s) Responsible

Admin.
Teachers
Paraprofessional Behavior

Proposed Expenditures for this Strategy/Activity

Amount	23,540.00
Source	LCFF
Budget Reference	2000-2999: Classified Personnel Salaries
Description	7.00 hour Paraprofessional- Behavior
Amount	22,605.00
Source	LCFF
Budget Reference	3000-3999: Employee Benefits
Description	7 hour Paraprofessional Behavior to support safe learning and positive behavior programs.

Strategy/Activity 6

Mental Health Consultant to support students mental health and behavior programs.

Students to be Served by this Strategy/Activity

☒ All

Timeline

7/1/2019 - 6/30/2020

Person(s) Responsible

Admin.
Consultant
Counselor

Proposed Expenditures for this Strategy/Activity

Amount	14,000.00
Source	LCFF
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures

Description

Mental Health consultant to support mental health and behavior programs along with the counselor and paraprofessional behavior.

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)
NGSS TOSA	July 1, 2019 - June 30, 2020	Onsite PD and support with evidence-based practices to build best first instruction	6,130	Title I
Technology TOSAs	July 1, 2019 - June 30, 2020	Support the integration of technology into instruction for both staff and students	11,965	Title II
Supplemental Intervention Services - Extended day tutoring and extended school year academies	July 1, 2019 - June 30, 2020	Tutoring and extended school year opportunities	35,301	Title I
High Impact Math PD	July 1, 2019 - June 30, 2020	Consultants and substitutes to support the implementation of math routines and strategies to develop conceptual understanding	50,643	Title I
School House Project ELA PD	July 1, 2019 - June 30, 2020	Consultant and substitutes to support rigorous ELA instruction and the GRR model	19,545	Title I
Kagan PD	July 1, 2019 - June 30, 2020	Consultants to provide PD regarding engagement strategies	5,667	Title I
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)
7 Habits of Effective Families Classes	July 1, 2019 - June 30, 2020	Parenting Classes on effective strategies and structures	1,667	Title IV

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				

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	\$118,462
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$293,923.00

Allocations by Funding Source

Funding Source	Amount	Balance
Title I	116,070	0.00
Title I Part A: Parent Involvement	2,392	0.00
LCFF	175,461	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	\$116,070.00
Title I Part A: Parent Involvement	\$2,392.00

Subtotal of additional federal funds included for this school: \$118,462.00

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 (\$)
	\$0.00
LCFF	\$175,461.00

Subtotal of state or local funds included for this school: \$175,461.00

Total of federal, state, and/or local funds for this school: \$293,923.00

Expenditures by Funding Source

Funding Source	Amount
	0.00
LCFF	175,461.00
Title I	116,070.00
Title I Part A: Parent Involvement	2,392.00

Expenditures by Budget Reference

Budget Reference	Amount
	0.00
1000-1999: Certificated Personnel Salaries	5,600.00
2000-2999: Classified Personnel Salaries	123,830.00
3000-3999: Employee Benefits	93,210.00
4000-4999: Books And Supplies	38,428.00
5700-5799: Transfers Of Direct Costs	7,855.00
5800: Professional/Consulting Services And Operating Expenditures	25,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		0.00
1000-1999: Certificated Personnel Salaries	LCFF	5,600.00
2000-2999: Classified Personnel Salaries	LCFF	61,424.00
3000-3999: Employee Benefits	LCFF	47,401.00
4000-4999: Books And Supplies	LCFF	36,036.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF	25,000.00
2000-2999: Classified Personnel Salaries	Title I	62,406.00
3000-3999: Employee Benefits	Title I	45,809.00
5700-5799: Transfers Of Direct Costs	Title I	7,855.00
4000-4999: Books And Supplies	Title I Part A: Parent Involvement	2,392.00

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
Candida Benitez		X			
Irasema Diaz				X	
Marisa Blau		X			
Amy Zink	X				
Maribel Botello				X	
Laura Barrera Hernandez				X	
Gustavo Rodriguez				X	
Dena Ball		X			
Ninfa Castro				X	
Nadia Tovar			X		
Numbers of members of each category:	1	3	1	5	

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


Recommendations and Assurances

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

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

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

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

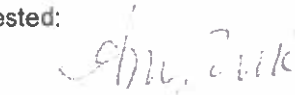
Signature	Committee or Advisory Group Name
	English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on October 15, 2019.

Attested:

	Principal, Amy Zink on 10/15/19
	SSC Chairperson, Maribel Botello on 10/15/19