



School Plan for Student Achievement (SPSA)

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

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

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
La Mirada Elementary	37683796089007	05/08/2025	06/24/2025

Plan Description

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

San Ysidro School District's mission is to provide quality education and opportunity for ALL students to succeed. Therefore, we are committed to providing each of our students with a supportive learning environment for all of our students, including our students with disabilities and English Learners to be successful. The LCAP aligns with the 8 state priorities and will comprise of three goals – 1) Student Achievement 2) Culture, Climate, and Student Well-being, and 3) Parent Engagement.

Based on the input of our educational partners, best practices, and data analysis, Local Control Funding will be allocated towards providing basic services necessary for the day-to-day running of the school district, as well as enhancing the educational experience for our students. In response to feedback from our educational partners and data analysis, we will continue to focus on student interventions and support for academic success, and include a goal for supporting the area of English language proficiency. Additionally, we will continue our focus on parent engagement and communication, positive school environments through our PBIS model and multi-tiered system of support for student engagement and attendance, as well as support for the social-emotional and wellbeing needs of our students through a multitiered approach.

Based on data collected and analyzed during the 2023-24 school year, as well as the input from our educational partners that were gathered at community feedback forums hosted by each school site, management feedback meetings, DPAC/DELAC overview and feedback meetings, staff feedback meetings, survey data, student feedback meetings, and the Differentiated Assistance process, our 2024-27 LCAP will focus on:

1. Support for student learning through interventions to accelerate learning and mitigate learning loss. To that end, we will focus on the implementation of our Instructional Design and model of continuous improvement through the refinement and support of our systems. A key feature of this system is Science and Physical Education (PE) team, who will continue to provide high quality enrichment with integrated ELD through Project Lead the Way (PLTW) grade level modules and SPARKS PE to students during teacher and site admin Data Reflection Sessions and teacher planning time. Additionally, we will push in supports that include instructional aides to deliver and support with targeted interventions supports for core instruction, as well as increase the instructional day to allow expanded learning and enrichment to accelerate learning and increase student engagement. Increase professional learning with a focus on English language proficiency to include follow-up planning and implementation coaching supported by our Resource Teachers. The implementation of professional learning, guided planning, and instructional coaching will serve to support the needs of all students and accelerate academic growth for English learners, socioeconomically disadvantaged students, and students with disabilities.

2. Focus on the expansion of the Positive Behavior Intervention Supports (PBIS) program that is implemented throughout the district in alignment with the existing Positive Discipline Plan to support school staff, as well as to teach and reinforce appropriate behaviors at school. This will include supports for PBIS teams to refine and expand the program at each of our school sites and positively impact student engagement and well being for all students, which serves as part of our system of support for chronically absent students, including English learners, socioeconomically disadvantaged students, homeless students and students with disabilities. Expand student support services by leveraging wrap-around and full community school services to promote student and family engagement. We will continue the implementation of the social-emotional learning curriculum at all grades through additional training on restorative practices and social-emotional learning. To further support the growth and refinement of this implementation we will use social workers to support the building of capacity among staff and to support the mental health needs of students through a multitiered approach to social-emotional wellbein.

3. Increase workshops/classes at the Community Parent Center and on each school site. Include a selection of workshops/classes that support the variety of needs of our families based on our different student groups throughout the year. Additionally, work with school sites and district staff to create positive school events that bring families to schools for positive learning experiences.

The San Ysidro School District serves a diverse student population including many students from high needs student groups, such as students with disabilities, English learners, and students from socioeconomically disadvantaged, homeless or foster families. Within the LCAP there are actions and services specific to these student groups including, but are not limited to, professional development and instructional coaching for teachers, supplemental and intervention materials, push-in support for struggling readers and struggling math students, and the continuation of restorative practices with a focus on social emotional wellbeing.

Comprehensive Needs Assessment Process

Comprehensive Needs Assessment Process Summary

The comprehensive needs assessment process included input from school staff and students, and parent input, solicited through meetings ELAC, School Site Council, parent-principal meetings. The school plan (SPSA) includes the data from the needs identified in this process and provides strategies and activities targeted to improve programs and overall learning for all students.

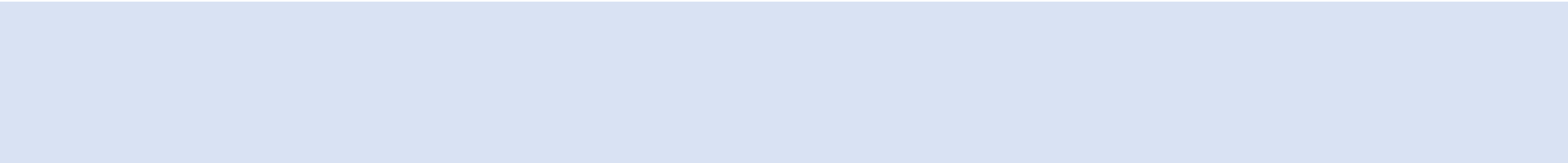
Teachers analyzed common assessment data for each unit (English Language Arts and Math) during their grade level reflection meetings to determine which students are not performing at benchmark. They collaborated with their team to make appropriate decisions about instructional strategies and California common core standards-based materials used with their students. According to teacher data analysis, more support is needed for students who remain in the intensive phase in reading and math. Before school and after school intervention groups taught by credentialed teachers assisted student who are not meeting benchmarks and improved student outcomes.

La Mirada's needs assesment also included classroom observations conducted by the school principal. The Principal has to be at the forefront of instructional changes with CCSS and have expectations of great teaching and learning. coaching teachers and making sure that the teaching is rigorous, standards-based and engaging.

The evidence gathered from these classroom visits were the following:

- Classroom management strategies are effectively used school wide.
- English Learners are receiving academic vocabulary and scaffolding of instruction to meet their language needs. However, English Learners need specific learning strategies that target their language needs.
- Teachers are refining their practice of using collaborative structures which allow students to be more engaged in the learning goals and participate more fully in the lesson.
- Technology use is mostly facilitated by the teacher.

Attendance data showed that chronic absenteeism during the 2021-22 school year was heavily impacted by COVID-19. La Mirada's attendance decreased overall. The La Miradal-CAN team in collaboration with SDCOE identified evidence-based practices to decrease chronic absenteeism. However, more targeted support is neededto assist families in this area. The school plan will target these needs to provide continous improvement.



Staffing and Professional Development

Staffing and Professional Development Summary

As part of the evaluation protocol, permanent teachers are evaluated on a by-yearly basis, whereas probationary teachers are evaluated yearly. The administration will walk through classrooms regularly to support teachers' and students' academic and behavioral goals. For the school year 2024-25, emphasis will be placed on implementing a curriculum aligned with California Standards and highly effective teaching practices. La Mirada School will also focus on the student's engagement during instruction, the use of technology, and checking for students' understanding.

For the 24-25 school year, La Mirada School meets 100 percent of the requirements for highly qualified staff. La Mirada School teachers continue to receive ongoing staff development through the San Ysidro School District Educational Services Department and the San Diego County Office of Education. Training has been provided to administrators and teachers on implementing ELPAC and CAASPP-aligned curriculum and assessments.

During the 2018-19 academic school year, La Mirada School teachers and administration received training in implementing the SYSD Instructional Design and implementing DRS and PLC meetings. The process has been ongoing, and teachers use this data to guide instruction and form small groups. The analysis of students' unit assessment data is discussed with teachers during DRS sessions and at the district level during meta-meetings. La Mirada School also participated in district-wide learning walks and SYSD Student Review visits to assess the school's implementation of instructional programs and professional needs.

The San Ysidro School Education Services Department supports La Mirada School with an intervention teacher and Instructional Aides for Centers, data analysis of assessments, and alignment to the core curriculum in English Language Arts, English Language Development, and Mathematics. We will continue training in implementing web-based programs (Achieve 3000, Google programs, and Imagine Learning) to aid in the implementation of instructional design. La Mirada School teachers meet after each ELA and Math Unit Assessment to conduct data analysis sessions (DRS), followed by weekly grade level PLCs to plan for the next unit of study. Unit assessments take place every five to six weeks throughout the school year. Backward mapping is used to support PLC, DRS, and staff meeting times, and times, and teachers meet weekly to collaborate and develop lesson plans aligned to unit assessments.

Staffing and Professional Development Strengths

La Mirada Elementary School has highly qualified and dedicated staff. In the summer of 2021, La Mirada teachers representatives participated in GLAD professional development, which focuses on language acquisition strategies for English Learners. During the academic year 2022-23 all teachers participated in the EL RISE professional development through the SDCOE, which provided a roadmap to address the academic needs of English Learners. Teachers participated in

grade level meetings twice a month to plan instruction. Each grade-level also met in Data Reflection Sessions to target English language instruction within the CCSS Instructional framework and to analyze data to determine areas of need for students who needed more support. All La Mirada School teachers on the evaluation cycle met or exceeded the California Standards for The Teaching Profession. Teachers were using objective driven lessons and students were engaged in what they were learning, how they were learning it, and providing evidence of the learning.

Needs Statements Identifying Staffing and Professional Development Needs

Needs Statement 1 (Prioritized): La Mirada School needs staff professional development to improve the effectiveness of integrated and designated ELD instruction (vocabulary, student discourse, and writing)

Root Cause/Why: We want to build teacher capacity to understand and implement ELD standards, curriculum, and best instructional practices for All Learners and a focus on our English Learners.

Teaching and Learning

Teaching and Learning Summary

Results from the state and local assessments are used each year to help set academic goals for our school. Teacher generated ELA and Math Unit Assessments are used to monitor student progress and guide re-teaching opportunities throughout the school year. The teacher generated unit assessments results for the academic year 2022-23 showed a steady progress in 3rd through 6th grade in ELA and Mathematics. ELPAC Data in conjunction with CAASPP aligned unit assessments in English Language Arts (ELA) and Mathematics are used to monitor student progress and modify instruction. The results of the unit assessments were analyzed during teachers and administration Data Reflection Sessions (DRS). As a result of the DRS, development of lesson plans aligned to the students needs and intervention programs were implemented. Ongoing work by teachers to align curriculum, instruction and materials to the California Common Core Standards.

Administration, in collaboration with the teachers, developed daily schedules that meet recommended instructional minutes for Language Arts, Mathematics, Physical Education and ELD instruction. La Mirada School implements an RTI model supported by PBIS and restorative practices that provide the flexibility for interventions throughout the school day. All La Mirada School students received core adopted materials as approved by the SYSD Governing Board. La Mirada School implemented designated ELD instruction time for all TK-6 grade students in order to support ELA instruction.

Teachers implement small group instruction to support the academic needs of all students in the area of ELA, ELD and Mathematics. La Mirada School also implemented a school wide Accelerated Reader program to support the academic achievement in the area of ELA of under performing students. As a result of DRS sessions, intervention strategies by grade level were implemented for Kinder-6th grade to support Intensive and Strategic students. Teachers utilized a variety of instructional strategies to support instruction (e.g. Close Reading, GLAD Strategies, Fun Fast and Furious, Choral Response) . These teaching strategies and assessment results are shared during data reflection meetings to determine the effectiveness of the strategies and to reach instructional agreements. Administration works with the teachers and district Educational Service Department through the observation and feedback process.

Conclusions based on data - La Mirada School population is predominately of hispanic/latino descend. La Mirada School staff makes every effort to acknowledge the heritage and cultural background of all our students and operate from an assets based lens. The number of classrooms per grade is at 1.5 classrooms per grade for the 2022-23 school year. The needs of ELL students is addressed through the ELA instructional design with Word Study, Centers and designated ELD time.

Student Population - La Mirada School population demographics show 86.3% Social Economically Disadvantage and 58.8% English Learners. La Mirada School Homeless population of students consist of 27.10% of students.

La Mirada School Ethnicity population is predominately Hispanic at 95.7%, No data for 2019-20 due to Covid-19 pandemic. Data to be use are from 2018-19 SBAC. The suspension rate for all students is at Green with a decline of

1.8% | 2018-19 English Learner Progress was reported as Yellow with an increase of 7.9 points.

2018-19 Mathematics (3-8) was reported Yellow with an increase of 32 points.

2019 Fall Dashboard for English Language Arts -

Teaching and Learning Strengths

La Mirada School has a highly qualified and collaborative teaching staff in every grade level. Since 58.8 % La Mirada students are English Language Learners, best instructional practices are used to build strong a language and content knowledge foundation. All curriculum and adopted materials are aligned with the state standards. Students continue to receive daily instruction in all subjects, which satisfies the required state instructional minutes. With established district and state assessments, teachers sequence their instructional program as recommended by the district. All of our students have the necessary/required instructional materials. All instructional materials meet the common core requirements.

For the 2021-2022 our teachers have been part of:

EL Rise - San Diego County of Office training on English Language Learners

Achieve 3000 and Smarty Ants training to support All Learners

Renaissance Learning Training

Imagine Learning

Weekly Professional Learning Communities

Data Reflections

look at standards ELA and Math

check student growth on those standards

talk about interventions for those students and standards

discuss best lessons for these standards and students

Weekly staff meetings

Morning and After School Intervention Programs

Needs Statements Identifying Teaching and Learning Needs

Needs Statement 1 (Prioritized): The results from 2022 CAASPP indicate an ELA at 63.7 points below standard

Root Cause/Why: La Mirada school will use DRS, Star Reading, learning strategies, and the intervention teacher to monitor and show progress for our students.

Parental Engagement

Parental Engagement Summary

Through the SST's, 504's and IEP process parent meetings are held to assess, monitor, and determine student's individual needs and develop plans of action along with parent input.

As a Title 1 school, opportunities for parent involvement and frequent parent-teacher communication take place on a regular basis to provide services and monitor student achievement.

La Mirada School parents, community representatives, teachers and staff have the opportunity to participate and provide input through participation in School Parent Meetings, SSC, ELAC, District LCAP and DEPAC meetings and parent/staff surveys.

Parental Engagement Strengths

La Mirada parents participated in PIQE parent education classes which were held once a week for 10 weeks, focusing on helping their children with socioemotional learning. La Mirada parents participate in South Bay Community Services parent workshops.

Families receive the Parent and family engagement policy during the first 2 weeks of school and/or when students enroll. This policy describes the means for promoting parent and family engagement in school. Our school held an annual Back to School Night to inform parents about the right of parents to be involved in the

school programs. The school offers a flexible number of meetings for parents, such as meetings in the morning or evening. The school involves parents of students in an organized, ongoing, and timely way, in the planning, review, and improvement of the school's programs and the parental involvement policy.

Needs Statements Identifying Parental Engagement Needs

Needs Statement 1 (Prioritized): Increase parent involvement and engagement to support their children's academic progress.

Root Cause/Why: Under Title 1, the school is responsible to provide parents supportive and effective opportunities assisting their children's learning and make

them a key component to their students successes. La Mirada School will monitor this progress by increasing the communication using a variety of social media.

School Culture and Climate

School Culture and Climate Summary

Parent and student feedback was solicited through meetings ELAC, School Site Council, parent-principal meetings, and staff meetings where stakeholders provided input on how to improve programs and overall learning for all student. Surveys for parent and students were conducted to determine areas of need. Parents and teachers requested more support for students who remain in the intensive phase in reading and math, according to teacher observations, STAR assessment results and ELA and Math unit assessments. Parents also requested parenting classes that focused on building their capacity to deal with their child's socioemotional health and current cultural and societal challenges (social media, vaping and mental health). La Mirada School has implemented a PBIS model

to support and assure a positive academic environment that is safe, drug-free, and conducive to learning at La Mirada School.

Implementation of activities and policies to promote safe and drug free environment such as: Spirit Week, Red Ribbon Week, Anti-Bullying presentations to students. Recognition of students' academic, social, and attendance achievements (Student of the month, end of year students achievement recognition assemblies).

La Mirada School rules and procedures packet are distributed to all students at beginning of school year. The packet outlines academic, social and behavior expectations and guidelines as well as services provided to students and parents.

La Mirada School will implement Student Leadership Groups in order to support and promote school pride, increase students' attendance and academic achievement.

Implementation of student support groups (Girls and Boys empowering groups, social skills development, self-esteem, good decisions, goal-oriented).

Professional Development for all staff and implementation of Restorative Justice program at La Mirada School

Outreach Consultant, serves as a liaison between school, families, and community services to support the implementation of policies, and activities to promote a safe and drug free environment.

School Culture and Climate Strengths

Positive and healthy school culture and school climate are the foundations of our high quality learning environment that creates the conditions for effective teaching and learning to occur in our school. We continued to use PBIS and restorative practices to support student behavior and discipline. La Mirada's priority for this school year was to make sure that we provided our students with social emotional support, as a foundation for students' academic growth. Our Outreach Consultant monitors students attendance and established strong communication with families to encourage student attendance (daily robo calls home, nudge letters and recognition for perfect attendance).

School Social worker supported with: Restorative Circles, check-ins, student leadership groups, well being activities and mental health needs.

South Bay Community Services supported with: In-house counseling, Dino School and parent workshops

San Ysidro Health (YES Program) to provide counseling referrals for students who need more in-depth mental health support.

We also focused on strengthening our school safety plan and emergency procedures to ensure school safety.

For the 2023-2024 school year, La Mirada strengths were:

Weekly Virtual Assemblies where the following was recognized: weekly class attendance recognitions, student and staff birthdays, Caught you Being good (PBIS).

Needs Statements Identifying School Culture and Climate Needs

Needs Statement 1 (Prioritized): The need to provide services to students in the areas of social interactions and conflict resolution remains high.

Root Cause/Why: La Mirada school will invite community partners to provide support/ parent workshops for conflict resolution and social interaction of students. La Mirada school will also monitor the effectiveness of these supports/parent workshops by its attendance.

Goals, Strategies/Activities, and Expenditures

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

Goal 1.1

Goal #	Description
Goal 1.1	<p>La Mirada has successfully exited CSI (Comprehensive Support and Improvement) School status. On the California Dashboard, current performance indicators show:</p> <p>ELA (English Language Arts): Yellow</p> <p>Math: Yellow</p> <p>ELP (English Learner Progress): Orange</p> <p>The ELP Indicator has maintained with a growth of 1.2%.</p> <p>To address growth, La Mirada has developed a comprehensive improvement plan that identifies and targets all student subgroups. The school aims for a 3%-5% improvement on the CAASPP (California Assessment of Student Performance and Progress). To support this goal, the school will implement research-based strategies, including:</p> <p>Differentiated instruction through centers</p> <p>Whole group and small group instruction</p> <p>Targeted academic interventions</p> <p>Supplemental materials tailored for English Learners and Students with Disabilities</p> <p>La Mirada will also continue monitoring students who have been reclassified as English Language Proficient to ensure they receive the ongoing support necessary for academic success.</p>

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

La Mirada School needs staff professional development to improve the effectiveness of integrated and designated ELD instruction (vocabulary, student discourse, and writing)

Increase parent involvement and engagement to support their children's academic progress.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
English Language Progress Indicator (ELPI) Data: Students making adequate progress towards English language proficiency or maintaining the highest level on the ELPAC.	43.6% making annual expected progress toward English proficiency.	By June 2026, the ELPI will indicate increased 7 progress pts.
District Unit Assessment Data	District Unit Assessments 2024-25 ELA: GR K-2 ALL: 57% EL: 45% SWD: 43% GR 3-6 ALL:42% EL: 25% SWD: 25% LTEL- MATH: GR K-2 ALL:77% EL: 72% SWD: 59% GR 3-6 ALL: 53% EL: 23% SWD:18% LTEL - 19%	By June 2026 students who meet or exceed standards will increase by 5%.
CAASPP California Dashboard	CA Dashboard for ELA All Students increased for 2024 by 27.6 points and are 57.7 points below standard. CA Dashboard for Math All Students increased for 2024 by 17.5 points and are 84.9 points below standard.	By June 2026, ELA and Math will indicate increased by 3.0 points

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

Strategies/Activities Table

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
1.1.1	Action Step 1.1 Standards based materials and Supplemental Ensure that every student in every classroom has standards-based/standards-aligned core instructional materials and common core aligned supplemental instructional materials for language arts and math including access to library books and technology tools	All Students		Title I Regular

1.1.2	<p>Action Step 1.2 Student Intervention and Support</p> <ul style="list-style-type: none"> * Implement after-school/before school intervention/enrichment programs and clubs for Newcomer students, at-risk and challenged students who are driven. Use ELD supplementary materials and supplies for designated and integrated ELD instruction *Expanded Learning Opportunity *Before and After School Intervention * Supporting Pupils with Unique Needs: <p>Additional support for pupils with unique needs will be provided, including for English learners (ELs), pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness during the period in which distance learning is provided?</p> <p>Document Core Required Designated ELD and Integrated ELD Lesson Plans</p> <p>For students with exceptional needs, document daily instruction with case managers and general education teachers that align with IEP goals.</p> <p>Document additional instructional sessions that are offered to mitigate learning loss</p> <p>Provide targeted support in areas of need for foster youth and students experiencing homelessness</p> <p>Offer training for parents to support students at home.</p>	All Students		Title I Regular
1.1.3	<p>Action Step 1.3 Teacher Collaboration</p> <p>Teacher collaboration time for general education and special education teachers to plan instruction aligned to CCSS standards and build instructional effectiveness in English Language arts and Mathematics.</p> <p>Unpack ELPAC and SBAC for teachers during PLC meetings</p>	All Students		District Funded
1.1.4	<p>Action Step 1.4 Professional Development</p> <ul style="list-style-type: none"> *Provide professional development for reinforcement of CCSS and SEL. <p>Professional Development (PD) will be provided to teachers to increase student achievement.</p> <p>Conferences</p> <p>Professional Development</p>	All Students		District Funded

1.1.5	<p>Action Step 1.5 Title I SPSA-Resource Teachers, Assistant Superintendent of Pupil Services, Pupil Services Coordinator District, Coordinator of Federal and State Programs and Language, Director of Educational Services. Resource teachers work to support the academic system on each of the school sites by upgrading the entire educational program through support of school site staff and families. They provide professional development for substitute teachers and instructional aides for the implementation of Google Classroom. Additionally, they also provide support for teachers with the implementation of the digital version of our board adopted core curriculum and our board adopted supplemental educational technology platforms (Renaissance, Achieve, Imagine Learning, etc). In addition, Resource Teachers provide direct support for teachers as requested by school site administration. Resource Teachers revise and evaluate district common assessments to ensure alignment to standards and item specifications. These assessments are used to monitor student achievement through our common local assessments and data evaluation protocol to inform teaching and learning and drive instruction through a continuous improvement model. District Staff supports the implementation of the instructional design through learning walks that are aimed at the calibration of instructional practices on all school sites as part of a cycle of continuous improvement.</p> <p>SYSD has a Manager of Pupil Services to support homeless children, foster youth, and needy students and families within the community. Students are provided school uniforms and shoes, bus passes for transportation, and other resources. The Student and Family Services Manager assures students are enrolled immediately and verifies residency for students, makes home visits when necessary, attends learning walks, leadership meetings, and participates in the SART and SARB process to support the success of homeless and foster youth. In addition, the SFSM provides access to resources such as housing, tutoring, and medical/dental services.</p>	All Students		District Funded
1.1.6	<p>1.6 Instructional Supplies and Technology Needs Purchase materials and supplies to support CCSS instruction</p>	All Students		ESSA CSI ESSA CSI
1.1.7	<p>1.7 Instructional Aides</p>	All Students	\$27,972	Title I Regular

Annual Review

SPSA Year Reviewed: 2024-2025

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

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

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

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

Goal 2.1

Goal #	Description
Goal 2.1	As of the 2023-24 academic year, La Mirada School has achieved a Blue rating on the California School Dashboard for its suspension rate, indicating a low incidence of suspensions and a positive school climate. However, the school faces challenges with chronic absenteeism, which increased by 4.2%, placing it in the Red performance category. To address this, the school aims to reduce chronic absenteeism by 0.5 to 2.9 percentage points by June 2026, targeting an Orange performance level. In terms of social-emotional learning, mySAEBRS data from 2024-25 shows that 65% of students are at low risk (Tier 1), 29% at some risk (Tier 2), and 6% at high risk (Tier 3). The goal is to improve these figures to 70% (Tier 1), 26% (Tier 2), and 4% (Tier 3) by June 2026. Additionally, the school's facilities received a "Good" rating in the 2024-25 Williams Inspection, with plans to maintain or improve this rating in the 2025-26 assessment.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
California Dashboard Fall 2024 Suspension Rates	Suspension School indicators for La Mirada School for 2023 indicate the following: Declines 1.2% - BLUE	Expected outcome for June 2026 suspension rates will maintain on BLUE
California Dashboard Fall 2024 Chronic Absenteeism	Chronic Absenteeism for La Mirada School for 2023 indicate the following: Increased 4.2% - RED	Expected outcome for June 2026 Chronic Absenteeism will decline 0.5 to 2.9 points - ORANGE
mySAEBRS 24-25	23-24 Average: Tier 1 Low Risk - 65% Tier 2 Some Risk - 29% Tier 3 High Risk - 6%	By June 2026: Tier 1 Low Risk - 70% Tier 2 Some Risk - 26% Tier 3 High Risk - 4%
School Facilities Report- Williams Inspection	2024-25 Fit Report "Good"	Expected Outcome - Improve the 2025 -26 Fit Report as per the 2024-25 Fit Report.

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

Strategies/Activities Table

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
2.1.1	Action Step 2.1 Monitor Attendance	All Students, Foster Youth, Low Income, Students with Disabilities		
2.1.2	Action Step 2.2 Implement School Wide Information System (SWISS) to help students with expectations management.	All Students		
2.1.3	2.3 School Social Worker to support with mental health, classroom mental health presentations, organize clubs to support Social Emotional Learning. Support the implementation of the multi-tiered system of support for mental health through building capacity for Tier I Interventions and engaging students who need additional supports in small group and/or 1:1 services to support all students with social emotional well-being needs.	All Students		District Funded
2.1.4	2.4 Reading Buddies Reading Buddies allows younger readers to see what being fluent looks like as they have a peer model demonstrating reading skills; they can also acquire a positive role model with some intentional pairing. The older students develop social and emotional skills like patience and empathy as they work with their littler buddies	All Students		
2.1.5	2.6 Student Council	All Students		
2.1.6	2.7 Support Mental Health and Well Being	All Students		District Funded
2.1.7	Action Step 2.8 Enrich the curriculum. Including 6th Grade Camp and other learning activities outside the school.	All Students		District Funded

2.1.8	<p>Action Step 2.19 Pupil and Family Engagement and Outreach</p> <p>The activities of this strategy are intended to aid students and families of pupils not engaging in instruction and are at risk of learning loss. The strategies will be conducted in a caring, trauma informed approach with the goal of providing the support necessary to engage the student in the learning process.</p> <ul style="list-style-type: none"> a. The implementation of an Outreach Consultant to serve as a liaison between parents, district and community services. b. Implementation of a three Tier System to support students that are at a risk of learning loss c. Use of an automated call program to follow up on unexcused absences (Tier 1). d. Implementation of a Student Attendance Concern Referral form to be used by teachers to identify students with lack of engagement or participation in Distance Learning. This form will be sent to the Outreach Consultant for follow up (Tier I). e. For students chronically absent or has been absent for 3 consecutive days a formal Attendance Student Success Team meeting will be conducted. The objective of the meeting will be to evaluate the concerns over attendance and identify any additional needs that the family may have. The objective of the team will be to support the family and student so that the student can become re-engage in school. Services may include referral to services and home visits (Tier II). f. For students whose interventions implemented during Tier I and Tier II were not sufficient, consultation with internal support (McKinney Vento, Special Education) will be conducted as well as daily contact attempts(Tier III). g. If applicable Child Find Process will be initiated h. Community based outreach and supports for child welfare would be addressed (Tier III) i. SARB Meetings (Tier III) 	All Students		

Annual Review

SPSA Year Reviewed: 2024-2025

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

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

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

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

Goal 3.1

Goal #	Description
Goal 3.1	Parent Involvement and participation will increase annually at all levels as measured by parent attendance to school meetings and events, and parent participation at parent professional developments and workshops. La Mirada School is committed to maintaining effective forms of school to home communication about school programs and student progress

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

La Mirada School needs staff professional development to improve the effectiveness of integrated and designated ELD instruction (vocabulary, student discourse, and writing)

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Participation records for the various parent meetings such as SSC, ELAC, Coffee with he principal, parent- teacher conferences, Back to School and Open House, Special events, tea with the Social Worker	In 2024-2025 Back to school night and open house 227 parents participated. Parent Conferences -Winter - -Spring - Parent Workshops Coffee with the Principal ELAC SSC	By June 2026 parent participation will increase by3 %.

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

Strategies/Activities Table

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
3.1.1	Action Step 3.1 Parent Meetings to reinforce and support parents in assisting their children as they navigate the educational system as well as learning more parenting strategies	All Students		Title I Parent Involvement
3.1.2	Action Step 3.2 La Mirada Elementary will continue to utilize the ParentVUE student information system to provide parents with timely access to student grades, attendance, and school communication.	All Students		

3.1.3	Action Step 3.3 Parent meetings to provide information to families about how to help students at home with curriculum-related activities, mental health, behavior and decisions and planning	All Students		
3.1.4	Action step 3.4 Parent-School Communication School Site Council to review, monitor, and provide feedback for the SPSA. ELAC/DLAC- English Language Arts Committee responsible for overlooking the English Learner section of the SPSA.	All Students		
3.1.5	Action Step 3.6 Title I meeting for parents and staff	All Students		
3.1.6	Action Step 3.7 Pupil and Family Engagement & Outreach The participation of parents in academic and social development is crucial for the child's success. At La Mirada we strive to provide parents with opportunities to participate in school activities and become actively involved in their child's academic endeavors. a. Online Registration Support b. Back to School Night, Open House c. SYSD and SY Community Organizations Food Pantries d. SY Health Center Mobil Clinic e. Students Supplies Distribution throughout the school year f. Outreach Consultants to support families and students with resources and attendance monitoring g. La Mirada School Site Council developed the School, Parent and Family Engagement Policy and the School Parent Compact. h. Parent Conferences PD	All Students		
3.1.7	Action Step 3.8 Parent Needs Assessment Survey will provide feedback to the school	All Students		

Annual Review

SPSA Year Reviewed: 2024-2025

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

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

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

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

Budget Summary

Complete the Budget Summary Table Below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

Budget Summary Table

Description	Amount
Total Funds Provided to the School Through the ConApp	
Total Federal Funds Provided to the School from the LEA for CSI	
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$27,972.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

Note: If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
There are no federal funds indicated in this plan.	

Subtotal of additional federal funds included for this school:

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

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

Subtotal of state or local funds included for this school:

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

Recommendations and Assurances

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

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

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

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

Signature	Committee or Advisory Group Name
Sophia Railey	SSC
Victoria Gonzalez	SSC/ELAC
Juan Morales	SSC
Jedzida Herron	SSC

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 (No date indicated.)

Attested:

Principal, Laura English 5/8/25 on (No date indicated.)
SSC Chairperson, Frank Coates 5/8/25 on (No date indicated.)