

Comprehensive Support and Improvement (CSI) School Plan for Student Achievement (SPSA)

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CDS Code	School Site Council (SSC) Approval Date	Local Governing Board Approval Date
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The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp), and for federal Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements for both the SPSA and federal ATSI planning requirements.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the local educational agency (LEA) that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

This plan is being used by Palm View Elementary School for meeting ESSA's planning requirements for Comprehensive Support and Improvement (CSI) in alignment with the LCAP and other federal, state, and local programs.

This template is based on the December, 2023 CDE revision of the School Plan for Student Achievement. Some modifications have been made inform the SPSA development process.

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Plan Description

Briefly describe your school's plan for effectively meeting the ESSA's planning requirements for Comprehensive Support and Improvement (CSI) in alignment with the Local Control and Accountability Plan (LCAP) and other federal, state, and local programs.

Coachella Valley Unified School District covers more than 1,200 square miles of mostly rural desert terrain, serving the communities of Coachella, Thermal, Mecca, Oasis, Indio, and the Salton Sea. The district currently operates fourteen elementary schools, three middle schools, three comprehensive high schools, one continuation high school, and one adult school.

During the 2023-2024 school year, a total of 532 students were enrolled, composed of 97.1% Socioeconomically Disadvantaged Students, 49.6% English Language Learners, 8.5% Migrant students and 17.7% Students with Disabilities. We provide comprehensive instruction for students in grades TK-6 in the areas of Language Arts, Math, English Language Development, Science, Social Studies, and Social Emotional Learning. Palm View Elementary is a Pre-K - 6 grade AVID School. This year we had a College and Career week. Community members presented in every classroom. Dual Language is offered to students in Kinder - 3rd grade. Every year we are phasing in a new Dual Language grade level. We instill Positive Behavior Interventions at our school in the areas of Be Respectful, Be Responsible, Be Safe and Be Kind. We have a partnership with Riverside County of Education Carnegie STEM Excellence Pathway. The pathway has provided skills that students will use in their future career such as problem solving, collaboration, critical thinking and hands on experience. This year our Parent Liaison became full time and has offered monthly workshops / trainings to enhance the community and family partnership.

Palm View Elementary has been identified as a CSI school due to significant gaps in chronic absenteeism and academic performance for our Hispanic Students, our Socioeconomically Disadvantaged Students, and our Students with Disabilities (SWD) compared to all students. During the 2022-2023 school year, 41.7% of students were chronically absent. For our CSI student groups: 40.9% of Hispanic students were chronically absent. 42.2% of SED students were chronically absent. 40.8% of SWD were chronically absent. Targeted action items have been created within the SPSA to address the needs of each specific student group listed above, including but not limited to: enhancing school-wide culture and climate through assemblies, improved school appearance, a targeted attendance team to support students with the greatest levels of need, and parent engagement events and workshops focusing on the importance of daily school attendance.

In the area of academic performance, our CSI student groups performed as follows in meeting or exceeding the standard:

CAASPP ELA: All Students: 21.74%, Hispanic Students: 22.09%, SED Students: 21.49%, Students with Disabilities: 7.84%;

CAASPP MATH: All Students: 18.82%, Hispanic Students: 19.12%, SED Students: 18.03%, Students with Disabilities: 3.92%

Academic support for these student groups have been delineated within the goals and action items in the SPSA, including but not limited to; supplemental curriculum for foundational ELA and Math skills which will reflect positively on our iReady benchmarks given 3 times a year, administrator led data review and action planning to support our students with the highest levels of academic need, and professional development opportunities to help implement a Multi-Tiered System of Support and Universal Design for Learning to best support our students as individuals.

This School Plan is aligned with the District's Local Control and Accountability Plan through collaboration with the District in examining state and local data as part of a comprehensive needs assessment; developing goals, measurable outcomes, and strategies, actions and services that are aligned with those of the district; providing supplemental services that support improved performance for high-needs students including our English Learner (EL) students and Students with Disabilities (SWD) who are currently scoring significantly below grade level; and developing a system for monitoring and evaluating the efficacy of the plan in achieving its goals, including monitoring systems like iReady and district benchmarks to progress monitor the academic levels of all students.

Educational Partner Involvement

How, when, and with whom did your Palm View Elementary 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

School Site Council (SSC) and English Learner Advisory Committee (ELAC) Election Date and Results:

Elections were held in 2023-2024 school year. Positions are held for 2 years.

SSC/ELAC Meeting Dates and Topics: Meeting were Virtual via Zoom...

September 21, 2023 - SSC training; review of by-laws; Elected Officers; First reading and input for parent involvement policy; Reviewed SPSA actions and 2023-2024 budget; ELPAC Assessment, Developed calendar for the year.

October 19, 2023 - Reviewed SPSA actions, CAASPP Data, PV Mission, needs assessment and 2023-2024 budget; ELAC and DELAC report; ELL Mentor report; Migrant program report from Ms. Leija; Parent Involvement report; Parent School Compact.

January 18, 2024 - Reviewed SPSA actions, New CAASPP Data, needs assessment and 2023-2024 budget; ELAC and DELAC reports; ELL mentor report; Migrant report by Ms. Leija; Ms. Esperanza reported on Parent Involvement; AVID Showcase School goal; Parent Involvement Policy.

February 22, 2024 - Reviewed SPSA Actions: 2023-2024 budget and amendments; Literacy Coaches & Reading Specialist Grant (LCRSET); Comprehensive Support and Improvement (CSI); LCAP Roadshow; Presentation and approved the Comprehensive School Safety Plan 2023-2024; SPSA needs assessment review; ELL mentor report and Migrant report by Ms. Leija; Ms. Esperanza reported on Parent Involvement

March 28, 2024 - Reviewed and approval of SPSA 2024-2025; 2023-2024 budget; ELAC and DELAC report; Migrant Program report; Ms. Esperanza reported on Parent Involvement.

May 21, 2024 - Reviewed by-laws and approved changes for next school year; ELAC and DELAC report; Migrant Program report; Parent Involvement report; CAASPP and ELPAC report. Presented & approved the 2023-2024 SPSA budget, goals and action plan.

Additional Stakeholders: Meeting were virtual via Zoom or in person

Instructional Leadership Team Meetings

School Transformational Justice Leadership Team meetings; PBIS, Intervention and AVID Leads were included; monthly.

Grade Level data and planning meetings; monthly.

Parent/Teacher Workshops; monthly.

Coffee with the Principal; monthly.

Based on the following elements:

Evaluation of implementation and effectiveness of the SPSA actions

Panorama Surveys, EL Survey, California School Dashboard data, district benchmarks (iReady), and school CNA data Stakeholders input (parents, teachers, other staff, students and community) (recorded in meeting minutes).

The Following Feedback was Provided:

SPSA Goal 2.1: SSC requested additional supplies and staff to support Transformational Justice Model: PBIS and AVID programs.

SPSA Goal 1.1 and 1.2: ELAC parents requested EL supplemental support and response to intervention (SST)

SPSA Goal 1.3: SSC/ELAC set funding aside for Data Chat Meetings to drive instruction.

SPSA Goal 3.2 and 3.3: Parents set funding aside for extra services for staff to provide academic workshops /trainings.

SPSA Goal 4: SSC made it a priority to fund professional development provided for teachers in the area of literacy - Science of reading

Resource Inequities

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

The comprehensive needs assessment involved examining data from the California School Dashboard and district benchmarks through iReady for Reading and Math, as well as surveys and conversations with the School Site Council (SSC), English Learner Advisory Committee (ELAC), Instructional Leadership Team (ILT) and educational partners.

iReady Data: Reading

Mid or Above Grade Level / One Grade Level Below / Two or More Grade Levels Below

Kinder - 18%	60%	22%
1st Grade - 18%	71%	7%
2nd Grade - 16%	44%	40%

iReady Data: Math

Mid or Above Grade Level / One Grade Level Below / Two or More Grade Levels Below

Kinder - 31%	61%	22%
1st Grade - 16%	84%	7%
2nd Grade - 8%	8%	84%

In Reading Kinder - 2nd Grade Students, the lowest performing domains are Vocabulary and Comprehension.

In Math Kinder - 2nd Grade Students, the lowest performing domains are Measurement & Data and Geometry.

Funding is being allocated for extra services to support and provide academic workshops / trainings (UCI and Science of Reading) and community events to strengthen students' academic success .

iReady ELA: % of K-6 grade studenta who are at grade level or above:

All:	21 %
EL:	21 %
LTEL:	N/A%
HOM:	21 %
FY:	21 %
SED:	13 %
SWD:	7 %

iReady Math: % of K- 6 grade students who are at grade level or above:

All:	16 %
EL:	10 %
LTEL:	N/A %
HOM:	16 %
FY:	16 %
SED:	17%
SWD:	8 %

Through our needs assessment, the following resource inequities were revealed:

*English Language Learner (ELL) students are not meeting standards in math and language arts as evidenced by the analysis of the iReady

Diagnostic, CAASPP, and Interim Assessment results; an analysis revealed that teachers needed support in setting high expectations for

students and maintaining active engagement through highly impactful strategies; scaffolds that support academic language acquisition and

production during both integrated and designated ELD.

*Students with Disabilities (SWD) are not meeting standards in math and ELA as evidence by the analysis of the iReady Diagnostic,

CAASPP, and Interim Assessment results; an analysis revealed that teachers needed support in setting high expectations for students and

maintaining active engagement. Staff will engage in research based scaffolds and strategies during collaboration and data team meetings

to determine appropriate supports for student's academic progress. Motivation strategies will be Chronic absenteeism is an area of concern

2023 CAASPP Data

ELA:

All Students: 21.74%

English Learners: 9.18%

Hispanic: 22.09%

Students with Disabilities: 7.84%

MATH:

All Students: 18.82%

English Learners: 12.12%

Hispanic: 19.12%

Students with Disabilities: 3.92%

Data indicates that English Learner (EL) students and Students with Disabilities (SWD) are scoring significantly lower in Math and ELA in comparison to the All Student group. To better address the needs of Students with Disabilities (SWD) and English Learners (EL), additional instructional support will be provided to those two student groups in the areas of language arts and math during and after school.

Comprehensive Needs Assessment Components

Identify and describe 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.

California School Dashboard (Dashboard) Indicators

Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the “Red” or “Orange” performance category.

Palm View Elementary School has been identified as a CSI school based on the following indicators on the 2023 CA School Dashboard:

Overall - Indicators on CA School Dashboard:

Chronic Absenteeism: Orange

Suspension Rate: Red

English Learner Progress: Red

CAASPP ELA : Red

CAASPP Math: Red

Chronic Absenteeism:

Student Groups in Red: SED, SWD

Student Groups in Orange: Hispanic

Suspension Rate:

Student Groups in Red: SED, EL, Hispanic

Student Groups in Orange: SWD

English Language Progress:

Student Groups in Red: EL

CAASPP ELA :

Student Groups in Red: SED, SWD, EL, Hispanic

CAASPP Math:

Student Groups in Red: SED, SWD, EL, Hispanic

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the “all student” performance.

With the All students Group in Red or Orange for the following indicators, there are no student groups that are two or more levels below the All Students group.

- Chronic Absenteeism
- Suspension Rate
- CAASPP ELA
- CAASPP Math

Other Needs

In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

Other needs were identified using the locally collected data listed below:

*LCAP Survey

*iReady Data (ELA & Math)

iReady Data: Reading

Mid or Above Grade Level / One Grade Level Below / Two or More Grade Levels Below

Kinder - 18%	60%	22%
1st Grade - 18%	71%	7%
2nd Grade - 16%	44%	40%

iReady Data: Math

Mid or Above Grade Level / One Grade Level Below / Two or More Grade Levels Below

Kinder - 31%	61%	22%
1st Grade - 16%	84%	7%
2nd Grade - 8%	8%	84%

In Reading Kinder - 2nd Grade Students, the lowest performing domains are Vocabulary and Comprehension.

In Math Kinder - 2nd Grade Students, the lowest performing domains are Measurement & Data and Geometry.

Funding is being allocated for extra services to support and provide academic workshops / trainings and community events to strengthen students' academic success.

iReady ELA: % of K-6 grade studenta who are at grade level or above:

All:	21 %
EL:	21 %
LTEL:	N/A%
HOM:	21 %
FY:	21 %
SED:	13 %
SWD:	7 %

iReady Math: % of K- 6 grade students who are at grade level or above:

All:	16 %
EL:	10 %
LTEL:	N/A %
HOM:	16 %
FY:	16 %
SED:	17%
SWD:	8 %

Goals, Strategies, & Proposed Expenditures

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

Goal 1

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Goal 1: Equitable academic achievement for all students.**CAASPP ELA****Average Distance from Standard:**

All Students will decrease distance from standard met from the baseline of -78.2 (Red) on the 2023 Dashboard by increasing +18.3 points annually as measured by the CA School Dashboard, to be a DFS of -54.9 (Yellow) by 2026. The one-year stretch goal for All Students is to decrease DFS to -53.8 by increasing +24.4 (Yellow) or more points annually as measured by the CA School Dashboard by 2026.

English Learners will decrease distance from standard met from the baseline of -82.6 (Red) on the 2023 Dashboard by increasing +19.4 points annually as measured by the CA School Dashboard, to be a DFS of -58.2 (Yellow) by 2026. The one-year stretch goal for English Learners is to decrease DFS to -56.7 by increasing +25.9 (Yellow) or more points annually as measured by the CA School Dashboard by 2026.

Dashboard Data not available until 2024.

- Long Term English Learners

For Student privacy, data is suppressed because fewer than 11 students tested.

- Homeless Students
- Foster Youth

Socioeconomically Disadvantaged Students will decrease distance from standard met from the baseline of -80.4 (Red) on the 2023 Dashboard by increasing +15.1 points annually on the 2024 Dashboard, to be a DFS of -65.3 (Yellow) by 2026. The one-year stretch goal for English Learners is to decrease DFS to -50.2 by increasing +30.2 (Yellow) or more points annually as measured by the CA School Dashboard by 2026.

Students with Disabilities will decrease distance from standard met from the baseline of -139.3 (Red) on the 2023 Dashboard by increasing +13.9 points annually on the 2024 Dashboard, to be a DFS of -41.7 (Orange) by 2026. The one-year stretch goal for English Learners is to decrease DFS to -97.6 by increasing +41.7 (Orange) or more points annually as measured by the CA School Dashboard by 2026.

CAASPP Math**Average Distance from Standard:**

All Students will decrease distance from standard met from the baseline of -99.0 (Red) on the 2023 Dashboard by increasing +18.5 points annually on the 2024 Dashboard, to be a DFS of -80.5 (Yellow) by 2026. The one-year stretch goal for All Students is to decrease DFS to -62.0 by increasing +37.0 (Yellow) or more points annually as measured by the CA School Dashboard 2026.

English Learners will decrease distance from standard met from the baseline of -120.1 (Red) on the 2023 Dashboard by increasing +19.0 points annually on the 2024 Dashboard, to be a DFS of -101.1 (Orange) by 2026. The one-year stretch goal for English Learners is to decrease DFS to -82.1 by increasing +38.0 (Yellow) or more points annually as measured by the CA School Dashboard by 2026.

Dashboard Data not available until 2024.

- Long Term English Learners

For Student privacy, data is suppressed because fewer than 11 students tested.

- Homeless Students
- Foster Youth

Socioeconomically Disadvantaged Students will decrease distance from standard met from the baseline of -101.3 (Red) on the 2023 Dashboard by by increasing +15.3 points annually on the 2024 Dashboard, to be a DFS of -86.0 (Yellow) by 2026. The one-year stretch goal for Socioeconomically Disadvantaged Students is to decrease DFS to -70.7 by increasing +30.6 (Yellow) or more points annually as measured by the CA School Dashboard by 2026.

Students with Disabilities will decrease distance from standard met from the baseline of -154.7 (Red) on the 2023 Dashboard by increasing +25.9 points annually on the 2024 Dashboard, to be a DFS of -128.8 (Orange) by 2026. The one-year stretch goal for Students with Disabilities is to decrease DFS to -102.9 by increasing +51.8 (Orange) or more

points on the 2024 Dashboard.

ELPAC:

Student performance on the ELPAC will increase:

from 6.75% to 9.75% of students scoring at Level 4 - Well Developed

from 28.17% to 31.17% of students scoring at Level 3 - Moderately Developed

from 38.10% to 35.10% of students scoring at Level 2 - Somewhat Developed

from 26.98% to 23.98% of students scoring at Level 1 - Minimally Developed

iReady Data: Reading

Mid or Above Grade Level / One Grade Level Below / Two or More Grade Levels Below

Kinder - 18% 60% 22%

1st Grade - 18% 71% 7%

2nd Grade - 16% 44% 40%

iReady Data: Math

Mid or Above Grade Level / One Grade Level Below / Two or More Grade Levels Below

Kinder - 31% 61% 22%

1st Grade - 16% 84% 7%

2nd Grade - 8% 8% 84%

In Reading Kinder - 2nd Grade Students, the lowest performing domains are Vocabulary and Comprehension.

In Math Kinder - 2nd Grade Students, the lowest performing domains are Measurement & Data and Geometry.

Funding is being allocated for extra services to support and provide academic workshops / trainings and community events to strengthen students' academic success.

CAASPP ELA

All Students

2023 Baseline: -78.2	Annual Growth Target	Dashboard Target	Dashboard Color
1 Year Growth	18.3	-59.9	Yellow
3 Year Growth	54.9	-23.3	Yellow

English Learner

2023 Baseline: -82.6	Annual Growth Target	Dashboard Target	Dashboard Color
1 Year Growth	19.4	-63.2	Yellow
3 Year Growth	58.2	-24.4	Yellow

Long Term English Learners

2023 Baseline: n/a	Annual Growth Target	Dashboard Target	Dashboard Color
1 Year Growth			
3 Year Growth			

Homeless Students

2023 Baseline: n/a	Annual Growth Target	Dashboard Target	Dashboard Color
1 Year Growth			
3 Year Growth			

Foster Students

2023 Baseline: n/a	Annual Growth Target	Dashboard Target	Dashboard Color
1 Year Growth			
3 Year Growth			

Socioeconomically Disadvantaged Students

2023 Baseline: -80.4	Annual Growth Target	Dashboard Target	Dashboard Color
1 Year Growth	15.1	-65.3	Yellow
3 Year Growth	45.3	-35.1	Yellow

Students with Disabilities

2023 Baseline: -139.3	Annual Growth Target	Dashboard Target	Dashboard Color
1 Year Growth	13.9	-125.4	Orange
3 Year Growth	41.7	-97.6	Orange

CAASPP Math**All Students**

2023 Baseline: -99.0	Annual Growth Target	Dashboard Target	Dashboard Color
1 Year Growth	18.5	-80.5	Yellow
3 Year Growth	55.5	-43.5	Yellow

English Learner

2023 Baseline: -120.1	Annual Growth Target	Dashboard Target	Dashboard Color
1 Year Growth	19.0	-101.1	Orange
3 Year Growth	57.0	-63.1	Yellow

Long Term English Learners

2023 Baseline: n/a	Annual Growth Target	Dashboard Target	Dashboard Color
1 Year Growth			
3 Year Growth			

Homeless Students

2023 Baseline: n/a	Annual Growth Target	Dashboard Target	Dashboard Color
1 Year Growth			
3 Year Growth			

Foster Students

2023 Baseline: n/a	Annual Growth Target	Dashboard Target	Dashboard Color
1 Year Growth			
3 Year Growth			

Socioeconomically Disadvantaged Students

2023 Baseline: -101.3	Annual Growth Target	Dashboard Target	Dashboard Color
1 Year Growth	15.3	-86.0	Yellow
3 Year Growth	45.9	-55.4	Yellow

Students with Disabilities

2023 Baseline: -154.7	Annual Growth Target	Dashboard Target	Dashboard Color
1 Year Growth	25.9	-128.8	Orange
3 Year Growth	77.7	-77.0	Yellow

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goal 1: Create equitable access to educational opportunities that will lead to academic success

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.

Classroom observations and walkthroughs revealed that teachers would benefit from professional development on increasing rigor during ELA and Math instruction. iReady assessments revealed that 79% of all students were 2 or more grade levels below in foundational skills on the iReady Reading assessment and 84% of all students were 2 or more grade levels below in Math.

In the area of academic performance, our CSI student groups performed as follows in meeting or exceeding the standard:

CAASPP ELA: All Students: 21.74%, Hispanic Students: 22.09%, SED Students: 21.49%, Students with Disabilities: 7.84%

CAASPP MATH: All Students: 18.82%, Hispanic Students: 19.12%, SED Students: 18.03%, Students with Disabilities: 3.92%

Academic support for these student groups have been delineated within the goals and action items in the SPSA, including but not limited to; supplemental curriculum for foundational ELA and Math skills which will reflect positively on our iReady benchmarks given 3 times a year, administrator led data review and action planning to support our students with the highest levels of academic need, and professional development opportunities to help implement a Multi-Tiered System of Support and Universal Design for Learning to best support our students as individuals.

Goal 1 (aligned to LCAP Goal 1)

By June 2024, all students will meet their iReady Typical Growth in Reading.

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
CAASPP ELA (Priority 4) CA Dashboard % of students that met or exceeded the standard	CAASPP ELA – 2023 CA School Dashboard: % of students that met or exceeded the standard All: 21.74%; -78.2 points below standard (Red) EL: 9.18%; -82.6 points from standard (Red) LTEL: Not available until 2024 Dashboard HOM: n/a FY: n/a SED: 21.49%; -80.4 points below standard (Red) SWD: 7.84%; -139.3 points below standard (Red)	CAASPP ELA – 2026 CA School Dashboard: % of students that met or exceeded the standard All: 40% -23.3 (+54.9 growth points in 3 years) (Yellow) EL: 18% -24.4 (+58.2 growth points in 3 years) (Yellow) LTEL: -35.0 HOM: n/a FY: n/a SED: 40% -35.1 (+45.3 growth points in three years) (Yellow) SWD: 15% +41.7 growth points in three years (Orange)
CAASPP Math (Priority 4) CA Dashboard	CAASPP Math – 2023 CA School Dashboard: % of students that met or exceeded the standard	CAASPP Math – 2026 CA School Dashboard: % of students that met or exceeded the standard

% of students that met or exceeded the standard	<p>All: 18.82%; -99.0 points below standard (Red)</p> <p>EL: 12.12%; -120.1 points from standard (Red)</p> <p>LTEL: Not available until 2024 Dashboard</p> <p>HOM: n/a</p> <p>FY: n/a</p> <p>SED: 18.03%; -101.3 points from standard (Red)</p> <p>SWD: 3.92%; -154.7 points from standard (Red)</p>	<p>All: 36% -43.5 (+55.5 growth points in 3 years) (Yellow)</p> <p>EL: 24% +63.1 (+57.0 growth points in 3 years) (Yellow)</p> <p>LTEL: Not available until 2024 Dashboard</p> <p>HOM: n/a</p> <p>FY: n/a</p> <p>SED: 36% -55.4 (+45.9 growth points in 3 years) (Yellow)</p> <p>SWD: 8% -77.0 (+77.7 growth points in 3 years) (Yellow)</p>
English Learner Progress Indicator (ELPI) (Priority 4) CA Dashboard	ELPI 2023 CA School Dashboard: 30.4%	ELPI 2026 CA School Dashboard: 55.0%
ELPAC (Priority 4)	<p>2023 ELPAC:</p> <p>Level 4 – Well Developed: 6.75%</p> <p>Level 3: Moderately Developed: 28.17%</p> <p>Level 2: Somewhat Developed: 38.10%</p> <p>Level 1: Beginning to Develop: 26.98%</p>	<p>2026 ELPAC:</p> <p>Level 4 – Well Developed: 19.0%</p> <p>Level 3: Moderately Developed: 38.0%</p> <p>Level 2: Somewhat Developed: 26.0%</p> <p>Level 1: Beginning to Develop: 17.0%</p>
EL Reclassification Rate – DataQuest – when Available (Priority 4)	2022-23 Percent of Students Reclassified: 17%	2025-26 Percent of Students Reclassified: 30%
EL Reclassification Rate – local data (Priority 4)	<p>EL Reclassification Rate – local data ELLevation</p> <p>26 students were reclassified in 22-23 school year</p>	<p>EL Reclassification Rate – local data ELLevation</p> <p>By 2026, an additional 60 students will be reclassified.</p>
iReady (local Data)	<p>i Ready ELA:</p> <p>All: 21 %</p> <p>EL: 21 %</p> <p>LTEL: N/A%</p> <p>HOM: 21 %</p> <p>FY: 21 %</p> <p>SED: 13 %</p> <p>SWD: 7 %</p>	<p>i Ready ELA:</p> <p>All: 60 %</p> <p>EL: 60 %</p> <p>LTEL: N/A%</p> <p>HOM: 60 %</p> <p>FY: 60 %</p> <p>SED: 50 %</p> <p>SWD: 30 %</p>
iReady (local Data) Math	<p>i Ready Math:</p> <p>All: 16 %</p>	<p>i Ready Math:</p> <p>All: 45 %</p>

	EL: 10 % LTEL: N/A % HOM: 16 % FY: 16 % SED: 17% SWD: 8 %	EL: 45 % LTEL: N/A% HOM: 45 % FY: 45 % SED: 50 % SWD: 30 %
SEL - School Climate Survey (grades 4-6)	SEL - School Climate Survey (Spring 2024) (grades 4-6): My school sets high expectations for my academic achievement. Strongly Agree/Agree: 94%	SEL - School Climate Survey (Spring 2027) My school sets high expectations for my academic achievement. Strongly Agree/Agree: 100%
SEL - School Climate Survey (grades 4-6)	SEL - School Climate Survey (Spring 2024) (grades 4-6) My teachers understand my learning needs and work to address them. Strongly Agree/Agree: 92%	SEL - School Climate Survey (Spring 2027) My teachers understand my learning needs and work to address them. Strongly Agree/Agree: 97%
SEL - School Climate Survey (grades 4-6)	SEL - School Climate Survey (Spring 2024) (grades 4-6) I regularly participate in hands-on learning activities or lessons that connect to the real-world. Strongly Agree/Agree: 91%	SEL - School Climate Survey (Spring 2027) I regularly participate in hands-on learning activities or lessons that connect to the real-world. Strongly Agree/Agree: 96%
SEL - School Climate Survey (grades 4-6)	SEL - School Climate Survey (Spring 2024)(grades 4-6) My teachers talk to me about my academic progress. Strongly Agree/Agree: 89%	SEL - School Climate Survey (Spring 2027) My teachers talk to me about my academic progress. Strongly Agree/Agree: 95%

Strategies/Activities

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

Strategy/Activity #	Title	Description	Students to be Served	Metric(s)	Proposed Expenditures
1.1	Supplemental /Instructional Materials	Provide supplemental materials for the implementation of, and to support equitable access to, standards in all content areas. Materials will support MTSS Academic Intervention, AVID Goals and implementation, CA Math Standards,	All Students SWD ELL SED	Student Achievement Data - State and Local Assessments (CAASPP,	4,494 Title I 3010 4000-4999: Books And Supplies 1.1a

		STEAM, Dual Language Programs, VAPA and Reading Intervention. As funds become available.		iReady, IAB, FIAB, ICA) Instructional Walkthroughs Data	
1.2	Certificated Substitutes Response Intervention - to	Provide certificated staff with substitute coverage to attend Student Study Team (SST) meetings to discuss tiers of support for academic and behavior during the regular school day. As funds become available.	All Students ELL SED	Student Achievement Data - State and Local Assessments (CAASPP, iReady, IAB, FIAB, ICA) Instructional Walkthroughs Data Survey / Feedback Forms (School Climate and Google)	5,000 LCFF 1000-1999: Certificated Personnel Salaries 1.2b
1.3	Classified Extra Services - Data Team Meetings / Collaboration	Provide Safety Supervisors with extra services to supervise students during the instructional day to provide coverage for certificated staff to attend data team meetings / collaboration. As funds become available.	All Students	Student Achievement Data - State and Local Assessments (CAASPP, iReady, IAB, FIAB, ICA) Instructional Walkthroughs Data Survey / Feedback Forms (School Climate and Google)	2,000 LCFF 2000-2999: Classified Personnel Salaries 1.3b
1.4	Certificated Extra Services - Lead / Coordinators	Provide extra services for certificated staff to lead / coordinate activities such as Spelling Bee, Science Fair, Math Field Day, Rubrics Cube, Author's Fair, History Day, Student Study Team, GATE, Geometric Fair, STEAM Night. As funds become available.	All Students SWD ELL SED	Student Achievement Data - State and Local Assessments (CAASPP, iReady, IAB, FIAB, ICA) Instructional Walkthroughs Data Survey / Feedback Forms (School Climate and Google)	8,000 LCFF 1000-1999: Certificated Personnel Salaries 1.4b
1.5	Print Shop	Provide printing cost for supplemental materials for instructional support, reading intervention, UCI math packets, AVID	All Students SWD ELL	Student Achievement Data - State and	3,000 LCFF

		agendas, STEAM, VAPA, PBIS and DL. As funds become available.	SED	Local Assessments (CAASPP, iReady, IAB, FIAB, ICA) Instructional Walkthroughs Data	5700-5799: Transfers Of Direct Costs 1.5b
1.6	Technology Supplies	Provide computer / iPad supplies and accessories to support equitable access to the content standards, curriculum and learning applications. As funds become available.	All Students SWD ELL SED	Student Achievement Data - State and Local Assessments (CAASPP, iReady, IAB, FIAB, ICA)	1,000 LCFF 4000-4999: Books And Supplies 1.6b

Annual Review

SPSA Year Reviewed: 2023-24

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

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

Students' academic gap is 2+ years below grade level. Many students were referred to the Student Support Team (SST). The team started the year with a long waiting list of students to be evaluated for academic resources. Tiers of support for academic and behavior during the regular school day was discussed. Data team meetings were held each trimester in both ELA and Math. SMART goals and metrics were reviewed.

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

Administration had to get creative to provide coverage for the SST and DATA Chat Teams. Lack of substitute coverage made it difficult.

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.

During the 2024-2025 school year, Palm View Elementary School will focus on increasing students' literacy skills in grades TK-2nd and SED. Teachers will analyze and monitor assessment data to improve literacy through high impact instruction through professional development and assessments and the use of Essential Standards, pacing guides, and critical thinking activities.
Measurement - Fall 2024 iReady Reading scores compared to the Fall 2023 scores, and CAASPP ELA Scores.

Goals, Strategies, & Proposed Expenditures

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

Goal 2

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Goal 2: Equal access to learning where all students feels valued socially and academically.

Palm View Elementary School will focus on fostering a positive school climate and environment, where students feel welcome as part of the school community for all students including EL, SWD and SED.

1a Attendance Rate
1b Chronic Absenteeism Rate
1c Suspension Rate
1d Expulsion Rate
1e Dropout Rate
1f School Climate Survey Results

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goal 2: Provide equitable access to health and wellness to ensure social emotional and academic success.

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.

Chronic absenteeism continues to be an area of concern. In the 2023 CA School Dashboard, 29.8% of students were chronically absent. For our CSI student groups: 24.3% of EL students were chronically absent. 28.2% of SED students were chronically absent. 34.4% of SWD were chronically absent. Social emotional family issues were identified. Students and/or families are being referred to counseling and/or provided other resources. Students will be provided opportunities to participate in assemblies and activities that create a sense of belonging and school connectedness, support academic content, align to growth mindset, SEL and wellness topics. Quantitative data shows that students were benefiting from this strategy. Supplies and instructional materials to support the implementation of the Transformational Model (TM) such as Joven Noble, Girasol, PBIS, SEL, community building activities, attendance incentives, recognition rewards, VAPA, sports equipment and programs to reduce suspension rates and improve attendance.

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
Chronic Absenteeism Rate TK – 8 (Priority 5)	<p>Chronic Absenteeism 2023 CA School Dashboard</p> <p>All: 29.8% EL: 24.3% LTEL: N/A% HOM: 23.5% FY: 0 % SED: 28.2% SWD: 34.4%</p> <p>2023-24 Chronic Absenteeism (local measure) August 24, 2023 – March 1, 2024: 33.20%</p>	<p>Chronic Absenteeism 2026 CA School Dashboard</p> <p>All: 15% EL: 10% LTEL: N/A% HOM: 15% FY: 0% SED: 14% SWD: 18%</p> <p>2026-27 Chronic Absenteeism (local measure) August 2026 – March 1, 2027: 18%</p>
Suspension Rate (Priority 6)	<p>2023 Suspension Rate CA School Dashboard</p> <p>All: >1% EL: >1% LTEL: >1% HOM: >1% FY: >1% SED: >1% SWD: >1%</p>	<p>2026 Suspension Rate CA School Dashboard</p> <p>All: >1% EL: >1% LTEL: >1% HOM: >1% FY: >1% SED: >1% SWD: >1%</p>
Expulsion Rate (Priority 6)	<p>2023 Expulsion Rate: DataQuest</p> <p>All: 0% EL: 0% LTEL: 0% HOM: 0% FY: 0% SED: 0% SWD: 0%</p>	<p>2026 Expulsion Rate: DataQuest</p> <p>All: 0% EL: 0% LTEL: 0% HOM: 0% FY: 0% SED: 0% SWD: 0%</p>
Attendance Rate (local measure) (Priority 5)	<p>2023-24 Attendance Rate</p> <p>August 24, 2023 – March 1, 2024</p> <p>A. Regular Program School Attendance rate: 91.94% B. Special Education Program School Attendance rate: 92.59% C. Overall Average Attendance Rate: 92.60%</p>	<p>2026-27 Attendance Rate</p> <p>August, 2026 – March 1, 2027</p> <p>A. Regular Program School Attendance rate: 96% B. Special Education Program School Attendance rate: 97% C. Overall Average Attendance Rate: 96%</p>
SEL Survey (local measure) (Priority 6) Grades 4-6	SEL - School Climate Survey (Spring 2024)	SEL - School Climate Survey (Spring 2027)

	I feel respected, accepted and welcomed at school. Strongly Agree/Agree: 89%	I feel respected, accepted and welcomed at school. Strongly Agree/Agree: 95%
SEL Survey (local measure) (Priority 6) Grades 4-6	SEL - School Climate Survey (Spring 2024) I feel I am valued at school. Strongly Agree/Agree: 91%	SEL - School Climate Survey (Spring 2027) I feel I am valued at school. Strongly Agree/Agree: 97%
SEL Survey (local measure) (Priority 6) Grades 4-6	SEL - School Climate Survey (Spring 2024) I feel safe at school. Strongly Agree/Agree: 82%	SEL - School Climate Survey (Spring 2027) I feel safe at school. Strongly Agree/Agree: 90%
SEL Survey (local measure) (Priority 6) Grades 4-6	SEL - School Climate Survey (Spring 2024) I have access to a safe place at school. Strongly Agree/Agree: 84%	SEL - School Climate Survey (Spring 2027) I have access to a safe place at school. Strongly Agree/Agree: 90%

Strategies/Activities

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

Strat egy/ Activi ty #	Title	Description	Students to be Served	Metric(s)	Proposed Expenditures
2.1	Supplemental /Instructional Materials for the Transformational Model	Supplies and instructional materials to support the implementation of the Transformational Model (TM) such as Joven Noble, Girasol, PBIS, SEL, community building activities, attendance incentives, recognition rewards, VAPA, sports equipment and programs to reduce suspension rates and improve attendance. As funds become available.	All Students SWD ELL SED	School Climate Survey PBIS Rewards CA Dashboard - Chronic Absenteeism and Suspension Rates	8,440 LCFF 4000-4999: Books And Supplies 2.1b
2.2	Assemblies and Activities	Students will be provided opportunities to participate in assemblies and activities that create a sense of belonging in order to improve school attendance and school connectedness, support academic content, align to growth mindset, SEL and wellness topics. As funds become available.	All Students SWD ELL SED	School Climate Survey PBIS Rewards CA Dashboard - Chronic Absenteeism and Suspension Rates Post Feedback Surveys	3,000 LCFF 5800: Professional/Consulting Services And Operating Expenditures 2.2b
2.3	School Climate and Culture	Materials and supplies to promote school pride through positive messages and	All Students SWD	School Climate Survey	4,000 LCFF

		campus beautification and community building activities such as Peaceful Playgrounds. As funds become available.	ELL SED	PBIS Rewards CA Dashboard - Chronic Absenteeism and Suspension Rates	4000-4999: Books And Supplies 2.3b
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Annual Review

SPSA Year Reviewed: 2023-24

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

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

Staff members address medical, behavioral/emotional and/or other issues that support an engaging and supportive school climate through the implementation of SEL, TM, and PBIS. Quantitative data shows that students were benefiting from this strategy. Monthly perfect attendance incentives and daily PBIS Rewards and incentives motivated students to follow the school expected behaviors: Be respectful, be responsible, be safe and be kind.

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

Multiple Systems of Support (MTSS) and Transformational Model (TM): (PBIS, SEL, AVID, SST) was implemented by staff, students and the community. Extra funding for materials to support these programs was reallocated.

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.

Action plans to support SST, MTSS & TM (PBIS, SEL, SST and AVID) were developed and reviewed throughout the year. School climate and student safety continue to be a priority. Funding was allocated for materials and supplies to promote school pride through positive messages and campus beautification and anti-bullying activities such as Peaceful Playgrounds. Students will be provided opportunities to participate in assemblies and activities that create a sense of belonging and school connectedness, support academic content, align to growth mindset, SEL and wellness topics. Girasol healing circles and Restorative Practices will be added to help improve school climate and culture.

Goals, Strategies, & Proposed Expenditures

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

Goal 3

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Goal 3: Increase family engagement participation for students' academic success.

Palm View Elementary School will focus on increasing Parent Engagement through multiple lines of communication, grade reports, classroom awareness, school events, and through a school climate survey and feedback forms.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goal 3: Strengthen parent and community partnerships through effective communication for student success.

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
Attendance at Back to School Night	2023-24 Attendance at Back to School Night 70%	2026-27 Attendance at Back to School Night 90%
Attendance at Parent Liaison Workshops	2023-24 Attendance at Parent Liaison Workshops 50+ Participants	2026-27 Attendance at Parent Liaison Workshops 75+ Participants
Attendance at Coffee with the Principal	2023-24 Attendance at Coffee with the Principal 30+Participants	2026-27 Attendance at Coffee with the Principal 60+ Participants
Attendance at ELAC Meetings:	2023-24 Attendance at ELAC Meetings: 20 Participants	2026-27 Attendance at ELAC Meetings: 30+ Participants
LCAP Family Survey My student's teachers communicate their academic progress to their students and their families regularly.	Spring 2024 LCAP Family Survey My student's teachers communicate their academic progress to their students and their families regularly. Strongly Agree/Agree: 98%	Spring 2027 LCAP Family Survey My student's teachers communicate their academic progress to their students and their families regularly. Strongly Agree/Agree: 100%
LCAP Family Survey	Spring 2024 LCAP Family Survey	Spring 2027 LCAP Family Survey

My culture, opinions, and input are valued at my student's school.	My culture, opinions, and input are valued at my student's school. Strongly Agree/Agree: 100%	My culture, opinions, and input are valued at my student's school. Strongly Agree/Agree: 100%
LCAP Family Survey I consistently receive information and updates from the school/district.	Spring 2024 LCAP Family Survey I consistently receive information and updates from the school/district. Strongly Agree/Agree: 100%	Spring 2027 LCAP Family Survey I consistently receive information and updates from the school/district. Strongly Agree/Agree: 100%
LCAP Family Survey The school/district provides opportunities for parent involvement and to provide input for decision-making.	Spring 2024 LCAP Family Survey The school/district provides opportunities for parent involvement and to provide input for decision-making. Strongly Agree/Agree: 100%	Spring 2027 LCAP Family Survey The school/district provides opportunities for parent involvement and to provide input for decision-making. Strongly Agree/Agree: 100%
LCAP Family Survey As a parent/guardian, I feel welcomed visiting my student's school.	Spring 2024 LCAP Family Survey As a parent/guardian, I feel welcomed visiting my student's school. Strongly Agree/Agree: 100%	Spring 2027 LCAP Family Survey As a parent/guardian, I feel welcomed visiting my student's school. Strongly Agree/Agree: 100%
LCAP Family Survey I understand my legal rights and can advocate for my student and all students.	Spring 2024 LCAP Family Survey I understand my legal rights and can advocate for my student and all students. Strongly Agree/Agree: 100%	Spring 2027 LCAP Family Survey I understand my legal rights and can advocate for my student and all students. Strongly Agree/Agree: 100%

Strategies/Activities

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

Strategy/Activity #	Title	Description	Students to be Served	Metric(s)	Proposed Expenditures
3.1	Classified Extra Services - Translation	Provide extra services for classified staff to provide Spanish translation during parent / teacher conferences, workshops, and other community events to bridge the gap between home and school. As funds become available.	All Students SWD ELL SED	School Climate Survey Feedback Survey Attendance and Participation Rate	1,200 Title I 3010 2000-2999: Classified Personnel Salaries 3.1a
3.2	Certificated Extra Services - Engagement	Provide extra services to certificated staff to support and provide academic workshops / trainings and community	All Students SWD ELL SED	School Climate Survey Feedback Survey	4,000 Title I 3010 1000-1999: Certificated

			events to strengthen students' academic success. As funds become available.		Attendance and Participation Rate	Personnel Salaries 3.2a
3.3	Classified Services	Extra	Provide extra services to classified staff to support and provide academic workshops / trainings and community events to strengthen students' academic success. As funds become available.	All Students SWD ELL SED	School Climate Survey Feedback Survey Attendance and Participation Rate	3,000 Title I 3010 2000-2999: Classified Personnel Salaries 3.3a

Annual Review

SPSA Year Reviewed: 2023-24

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

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

Our school site Parent Liaison serves as the primary point of contact for school-related matters while supporting the goals and vision of the school and district. The Parent Liaison this school year became a full time employee. She provided a series of parenting workshops in person such as Coffee with the Principal, parent workshops and trainings that supported classroom strategies, Math, ELA, Science, and social emotional support for students. Attendance varied throughout the year. Parents enjoyed the topics and asked for more workshops or family events such as movie night and paint night. The Parent Liaison also provided support for online services for parents (i.e. parent portal, online school apps, and email). She maintained records for Federal Program Monitoring. SSC/ELAC met quorum annual goal. Parent surveys and input was essential in meeting goals.

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

The additional funding (extra services) that was originally budgeted for the Parent Liaison to support parents with clerical needs, workshops and family events was reallocated since she became a full time employee.

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.

Parent Liaison will continue to assist parent/community outreach to assure a higher percentage of parent engagement through a variety of workshops, trainings, and family events. Workshops in ELA, STEAM, and Math, MTSS (PBIS, SEL, AVID, SST and TJM) will continue to be implemented by staff, students and the community. Funding is set aside for staff and materials.

Goals, Strategies, & Proposed Expenditures

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

Goal 4

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Goal 4: Provide professional development opportunities for all to improve student achievement.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goal 4: Provide professional learning to build the capacity of all staff to enhance learning.

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.

Palm View Elementary has been identified as an CSI school due to significant gaps in academic performance on the 2023 Dashboard. Students are reading 2+ years below grade level. Intervention instruction is lacking.

CAASPP ELA Points below standard:

All Students -78.2 (Red)

English Learners -82.6 (Red)

SWD -139.3 (Red)

Hispanic -77.2 (Red)

SED -80.4 (Red)

iReady Data: Reading

Mid or Above Grade Level / One Grade Level Below / Two or More Grade Levels Below

Kinder - 18%	60%	22%
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1st Grade - 18%	71%	7%
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2nd Grade - 16%	44%	40%
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iReady Data: Math

Mid or Above Grade Level / One Grade Level Below / Two or More Grade Levels Below

Kinder - 31%	61%	22%
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1st Grade - 16%	84%	7%
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2nd Grade - 8%	8%	84%
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In Reading Kinder - 2nd Grade Students, the lowest performing domains are Vocabulary and Comprehension.

In Math Kinder - 2nd Grade Students, the lowest performing domains are Measurement & Data and Geometry.

Targeted action items have been created within the SPSA to address the needs of each specific student group listed above, including but not limited to: Providing professional learning courses and extra service hours for the instruction in the science of reading across all content areas and professional learning for 2nd grade on Measurement & Data and Geometry.

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
Professional Development on the LETRS Science of Reading	Currently, only 5 TK-2nd and Special Education teachers (20%) have been trained in LETRS.	By the end of 2027, we will have 80% of our TK-2nd and Special Education teachers will be training in LETRS.
Instructional Walkthroughs on LETRS implementation	Currently out of our 5 LETRS trained teachers, only 3 teachers (60%) have been implementing their training.	By the end of 2027, based upon Instructional Walkthroughs for the 5 strands of reading, we will have 80% of our TK-2 and Special Education teachers implementing LETRS strategies within their classrooms.
Instructional Walkthrough on STEAM Pathway implementation	Currently only 3 trained teachers (15%) have fully implemented the STEAM Pathway.	By the end of 2027, based upon Instructional walkthroughs, we will have 75% of our trained teachers implementing STEAM Pathways.
Professional Development on Measurement & Data and Geometry	Currently 2nd grade students only 10% are on grade level or above Measurement & Data and Geometry	By the end of 2027, 2nd gradestudents will increase to 50% on or above grade level on Measurement & Data and Geometry.

Strategies/Activities

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

Strategy/Activity #	Title	Description	Students to be Served	Metric(s)	Proposed Expenditures
4.1	Certificated Extra Services - LETRS	Provide 100 hours of extra services to teachers participating in LETRS training to complete professional learning courses in literacy. \$111, 855.00	All Students - TK-2nd Grade EL SWD - SPED	Capacity - Attendance, & Participation, Pre-post assessment, Self-reflection Implementation - Instructional walkthroughs Outcomes - Student achievement data including state & local assessments	Comprehensive Support & Improvement 3182 1000-1999: Certificated Personnel Salaries 4.1c
4.2	Contract/ Professional Services -LETRS	Provide Lexia LETRS Training - Professional learning courses for the instruction of reading and language experts in the science of reading. \$46,571.14	All Students - TK-2nd Grade EL SWD - SPED	Capacity - Attendance, & Participation, Pre-post assessment, Self-reflection Implementation - Instructional walkthroughs Outcomes - Student achievement	Comprehensive Support & Improvement 3182 5800: Professional/Consulting Services And Operating Expenditures 4.2c

				data including state & local assessments	
4.3	Contract/ Professional Services STEAM	Provide RCOE STEAM professional learning to implement integrated science lessons through inquiry. \$25,200.	All Students TK-2nd Grade EL SWD - SPED	Capacity - Attendance, & Participation, Pre-post assessment, Self-reflection Implementation - Instructional walkthroughs Outcomes - Student achievement data including state & local assessments	Comprehensive Support & Improvement 3182 5800: Professional/Consulting Services And Operating Expenditures 4.3c
4.4	Certificated Substitute - PD	Provide release time for Teachers to attend LETRS/STEM trainings in the science of reading. \$3,374.86	All Students - TK-2nd Grade EL SWD - SPED	Capacity - Attendance, & Participation, Pre-post assessment, Self-reflection Implementation - Instructional walkthroughs Outcomes - Student achievement data including state & local assessments	Comprehensive Support & Improvement 3182 1000-1999: Certificated Personnel Salaries 4.4c
4.5	Classified Travel / Conferences	Provide funding for classified staff to attend conferences / trainings that support site and district initiatives such as STEAM, Writing, AVID, PBIS, UDL, MATH and Literacy. As funds become available.	All Students TK-2nd Grade EL SWD - SPED	Capacity - Attendance, & Participation, Pre-post assessment, Self-reflection Implementation - Instructional walkthroughs Outcomes - Student achievement data including state & local assessments	2000 Title I 3010 5000-5999: Services And Other Operating Expenditures 4.5a
4.6	Certificated Travel / Conferences	Provide funding for certificated staff to attend conferences / trainings that support site and district initiatives such as STEAM, Writing, AVID, PBIS, UDL, MATH and Literacy. As funds become available.	All Students TK-2nd Grade EL SWD - SPED	Capacity - Attendance, & Participation, Pre-post assessment, Self-reflection	4,624 Title I 3010 5000-5999: Services And Other Operating Expenditures 4.6a 11310

				Implementation - Instructional walkthroughs Outcomes - Student achievement data including state & local assessments	LCFF 5000-5999: Services And Other Operating Expenditures 4.6b
4.7	Software Academic	- Provide funding for supplemental software/applications to support academic achievement. As Funding becomes available.	All Students TK-2nd Grade EL SWD - SPED	Capacity - Pre-post assessment, Instructional walkthroughs Outcomes - Student achievement data including state & local assessments	Comprehensive Support & Improvement 3182 5800: Professional/Consulting Services And Operating Expenditures 4.7c

Annual Review

SPSA Year Reviewed: 2023-24

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

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

n/a - this is a new goal for 2024-25

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

n/a - this is a new goal for 2024-25

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.

n/a - this is a new goal for 2024-25

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

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$65,068.00
Total Federal Funds Provided to the School from the LEA for CSI	\$

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 (\$)
rCalc_TotbyFSGrpFederal_50_FundSrc}	\$

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 (\$)
LCFF	\$45,750.00
Title I 3010	\$19,318.00
rCalc_TotbyFSGrpStateLocal_50_FundSrc}	\$

Subtotal of state or local funds included for this school: \$65,068.00

Total of federal, state, and/or local funds for this school: \$65,068.00

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
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Expenditures by Funding Source

Funding Source	Amount
LCFF	45,750.00
Title I 3010	19,318.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	17,000.00
2000-2999: Classified Personnel Salaries	6,200.00
4000-4999: Books And Supplies	17,934.00
5000-5999: Services And Other Operating Expenditures	17,934.00
5700-5799: Transfers Of Direct Costs	3,000.00
5800: Professional/Consulting Services And Operating Expenditures	3,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	LCFF	13,000.00
2000-2999: Classified Personnel Salaries	LCFF	2,000.00
4000-4999: Books And Supplies	LCFF	13,440.00
5000-5999: Services And Other Operating Expenditures	LCFF	11,310.00
5700-5799: Transfers Of Direct Costs	LCFF	3,000.00

5800: Professional/Consulting Services And Operating Expenditures
1000-1999: Certificated Personnel Salaries
2000-2999: Classified Personnel Salaries
4000-4999: Books And Supplies
5000-5999: Services And Other Operating Expenditures

LCFF
Title I 3010
Title I 3010
Title I 3010
Title I 3010

3,000.00
4,000.00
4,200.00
4,494.00
6,624.00

Expenditures by Goal

Goal Number
Goal 1
Goal 2
Goal 3
Goal 4

Total Expenditures
23,494.00
15,440.00
8,200.00
17,934.00

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	Role
Delia Alvarez	Principal
Veronica Dominguez	Classroom Teacher
Terry Fabian	Classroom Teacher
Gloria Leija	Classroom Teacher
Onika Valdez	Other School Staff
Ted Leonard	Parent or Community Member
Gabriela Medina	Parent or Community Member
Monica Corral	Parent or Community Member
Susan Woodson	Parent or Community Member
Laurence Woodson	Parent or Community Member

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
	Other: SSC Member

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 May 21, 2024.

Attested:

	Principal, Delia Alvarez on May 30, 2024
	SSC Chairperson, Ted Leonard on May 30, 2024