



# **Additional Targeted Support and Improvement (ATSI) 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 Sea View Elementary for meeting ESSA's planning requirements for Additional Targeted Support and Improvement (ATSI) 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 Additional Targeted Support and Improvement (ATSI) in alignment with the Local Control and Accountability Plan (LCAP) and other federal, state, and local programs.

Coachella Valley Unified School District (CVUSD) 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.

Sea View Elementary school is located 30 miles south of the city of Coachella in Salton City, a small community situated on the west shore of the Salton Sea. During the 2023-2024 school year, a total of 676 students were enrolled, composed of 95.6% socioeconomically disadvantaged (SED), 50.9% English Language (EL) Learners, 4.0% Migrant students and 7.7% students with disabilities (SWD). We provide comprehensive instruction for students in grades TK-6th in the areas of English Language Arts, Math, English Language Development, Science, Social Sciences, and a variety of supports relative to social emotional learning.

The School Plan for Student Achievement (SPSA) is aligned with the District's Local Control and Accountability Plan (LCAP) through collaboration and by examining state and local data as part of a comprehensive needs assessment which includes goals development with identified measurable outcomes, strategies, actions and services that place a significant emphasis in supplemental services that support improved performance for high-needs students who are currently scoring significantly below grade level and by the development of systems that monitor and evaluate the efficacy of the plan through assessments such as I-Ready and district benchmarks.

Sea View Elementary school has been identified as an ATSI school due to significant gaps in chronic absenteeism for our White Students compared to all students. During the 2022-2023 school year, 52% of All students were chronically absent. For our ATSI student group: 66.7% of White students were chronically absent. Targeted action items have been created within the SPSA to address the needs of the White student population, including but not limited to enhancing school-wide culture and climate through assemblies, improved school appearance, and through the development of targeted attendance teams to support all students. Further, parent engagement events and workshops focusing on the importance of daily school attendance are scheduled throughout the school year.

Through implementation of a Multi-Tiered System of Support in the areas of academics and social-emotional learning, we strive to help our students find success with academic content in the areas of English Language Arts, Math, Science, and Social Sciences. In addition, we provide Tier I supports to all students, including foundational reading instruction, a gradual release of responsibility during instruction to ensure mastery of standards, and opportunities for student discourse throughout the day to enhance listening and speaking performance. Tier II and III supports to guide our English learners include our Newcomer Academy and English Language Mentors to guide individual students with opportunities for parent involvement through a variety of parent workshops, English Language Advisory (ELAC) and School Site Council (SSC) committees.

Sea View Elementary offers a Dual Language Immersion program through grades 3 and expects to expand the program to grades 4 in the 2024-2025 school year. In addition, faculty and staff have received training in Transformational Learning and PBIS which is aligned to the Transformational Model to ensure all children feel welcomed, valued, and appreciated. Further, we provide daily social-emotional learning for all students, and implement community-building circles. Sea View Elementary is committed to academic and social growth for every member of our community.

As noted above, Sea View Elementary has been identified as an ATSI school due to significant gaps in chronic absenteeism for our White population, 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, 55.1% of students were chronically absent. For our ATSI student groups 51.1% of Hispanic students were chronically absent, 51.6% of SED students were chronically absent, and 57.1% of SWD were chronically absent. Targeted action items are included in the SPSA to address the needs of each specific student group including but not limited to enhancing school-wide culture and climate through assemblies, improved school appearance, parent engagement events, and targeted attendance interventions to support all students.

In the area of academic performance, our ATSI student groups performed as follows: CAASPP ELA: All Students: 22.84%, Hispanic Students: 21.47%, SED Students: 22.25%, Students with Disabilities: 5.88%; CAASPP MATH: All Students: 13.17%, Hispanic Students: 12.31%, SED Students: 12.75%, Students with Disabilities: 2.86%. Academic support for these student groups have been delineated within the goals and action items in the SPSA, including but not limited to; after school tutoring for foundational ELA and Math skills, district and administrator professional development

relative to data reviews, strategic action planning to support students with the highest levels of academic need, and additional professional development opportunities to help implement a Multi-Tiered System of Support and Universal Design for Learning to best support our students as individuals.

Finally, Sea View Elementary is fortunate to offer the following supports and programs to students and parent:

- \* STEAM Program supporting Career and Technical Education
- \* Mental Health Therapist on campus
- \* Expanded Learning Programs before and after School
- \* Advancement Via Individual Determination (AVID)
- \* Parent Center for Registration, Workshops and other Supports
- \* Visual and Performing Arts Program

## Educational Partner Involvement

How, when, and with whom did your Sea View Elementary consult as part of the planning process for this SPSA/Annual Review and Update?

### Involvement Process for the SPSA and Annual Review and Update

The School Site Council (SSC) and English Language Advisory Committee (ELAC) meet monthly comprised of members that represent parents, teachers and administration. In addition, Coffee with the Principal meetings are also held to inform parents of extra curricular activities, events and other school related happenings. Further, Instructional Leadership Team meetings for all grade levels are held twice a month to discuss programs, school initiatives, and plans for future implementations. All meetings allow for question and answer opportunities for parents, teachers, and other educational partners.

SSC Meetings were held as follows:

September.. 26, 2023	- New Principal Introduction, New Council Members
October 13, 2023	- SPSA review
December 22, 2023	- Title 1 Parent Involvement Policy
January 22, 2024	- SPSA, UCI Math Professional Development, SARC, LCAP Parent Survey, Facility Inspections
February 12, 2024	- SPSA Review, LCAP Survey, CAFE
March 18, 2024	- New SPSA Review 2024/2025
April 17, 2024	- New SPSA Review 2024-2025
May 21, 2024	- Final SPSA Review 2024/2025

During the Spring of 2024, the Sea View Elementary administration met with various groups (SSC, ELAC, Grade Level Instructional Team Leads) to evaluate the effectiveness of current programs and the level of implementation of SPSA plans for the 2023-24 school year. Needs assessments were completed, and surveys distributed to obtain feedback which assisted in the development and review of school needs for the upcoming school year. Using a collaborative approach, a refinement of the SPSA goals was reviewed by stakeholders, utilizing data to drive which initiatives are having the greatest impact on school initiatives. In addition, a frequent monitoring of budget expenditures by administration is conducted weekly and monthly to insure SPSA alignment. Further, through regular communications it is the intent to maintain a strong level of transparency to insure that as school needs develop budgeting expenditures are directly aligned to student academic and emotional support. Finally, in consideration of staffing impacts (lack of substitutes; permanent teachers), plans are consistently monitored and modified to meet current school needs.

## Resource Inequities

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

Sea View Elementary has 28 TK-6 grade teachers, 3 Special Education teachers, 4 intervention teachers, and 1 Visual and Performing Arts teacher. Three of these positions have been held by long-term substitutes for the majority of the year. Over 50% of the teaching staff are considered 1st or 2nd year teachers hired in the 2022-23 and 2023-24 school years. Thirty one (31) out of the 36 teachers on staff at Sea View, or 86% of our teachers, have been hired since 2015, with many of these teachers having been involuntarily transferred between schools. A resource inequity would be in teacher retention and training at Sea View Elementary from year to year. Additionally, regarding staff inequities, we were unable to fill our 1st grade Intervention Teacher position for the entire year, requiring a number of substitutes filling the

position.

A very large resource inequity for our students is the remote area in which the community is situated. Student enrollment covers a large geographical area with transportation to the school from busing or parent drop off and pickup. It is evident that transportation constraints greatly impacts student attendance in that students are required to miss entire instructional days to meet medical and dental appointments due to travel distance. In addition and as noted, the community is far removed from cosmopolitan business areas which also makes it difficult for students to access resources and opportunities that students close to cities and counties may have an advantage. Further, one of the major subgroups that Sea View Elementary supports is the enrollment of a large population of low socio-economic status students. To offset this challenge the school works collaboratively with community support groups like the Assistance League, Read with Me and other community businesses to provide supplies and uniforms for all our disadvantaged students.

The comprehensive needs assessment involved examining data from the California State School Dashboard, local assessments, including I-Ready and district benchmarks, teacher-created assessments, and conversations with the School Site Council (SSC), and other stakeholders. Data indicates that students with disabilities and English Learners are performing significantly below other student groups. Sea View Elementary works to ensure that all English Learner goals are met by utilizing our English Language Mentor and English Learner Support Assistant staff to support students that are not making progress. In addition, grade level team meetings are held and professional development provided for all staff relative to strategies that support English learners which will be a continued focus the upcoming school year.

To increase math proficiency in our ATSI subgroups, after-school math tutoring for students is provided twice weekly and professional development specific to district math initiatives is provided monthly and quarterly to teaching staff. Additionally for these identified student groups, the following strategies in ELA and Math will continue to be expanded during the school day and throughout the year:

- Supporting the integration of the writing process in the ELA classroom and across the curriculum
- Providing ongoing teacher training to support the writing process in the classroom
- Supporting the use of ELD curriculum with all teaching staff
- Implementing Thinking Maps and visual reference materials in all classrooms
- Consistent use of AVID organizers and agendas to pre-plan student learning goals
- Consistent use of SDAIE strategies, for example, visuals and manipulatives
- Consistent use of Sentence Frames to provide student support
- Exploring and applying levels of inquiry through scaffolding techniques
- Consistent use of formative assessment and frequent checks for student understanding
- Analyzing the student data via I-Ready and Blueprints assessments to inform instruction
- Monitoring data and adjusting instruction based on need
- Providing MTSS academic and social-emotional supports aligned with PBIS and Bloom's Taxonomy
- Monitoring student attendance on a weekly basis and providing supports as needed

In looking at K-2 i-Ready Data and comparing the EL to Non- EL students for Reading we can see some similarities in the data between the two populations.

Non-EL:

K- 62% at grade level

1- 18% at grade level

2- 28 % at grade level

EL:

K- 60% at grade level

1- 9% at grade level

2- 22% at grade level

In looking at CAASPP we see a bigger discrepancy in EL vs Non-EL students.

CAASPP ELA: % of students who met/exceeded grade level standard:

All Students: 22.84%

Hispanic Students: 21.47%

SED Students: 22.25%

Students with Disabilities: 5.88%

White: 47.06%

EL: 12.23%

CAASPP MATH: % of students who met/exceeded grade level standard:



All Students: 13.17%  
Hispanic Students: 12.31%  
SED Students: 12.75%  
Students with Disabilities: 2.86%  
White: 35.3%  
EL: 8.51%

Our EL students are disproportionately under-performing and so a focus on EL strategies and professional development for our students is needed.

Sea View Focus Needs:

White, Students with Disabilities, Socio-Economically Disadvantaged and English Learners

SWD-  
CAASPP Data-  
ELA 5.88%  
Math 2.86%

One resource inequity in regards to students with disabilities has been the lack of full-time teaching staff assigned to the special education classrooms. It has been difficult finding credentialed and experienced teachers to fill these spots. This year we had more consistency in that we had 3 full-time teachers hired for these positions. Retaining these positions will be of utmost importance to the forward progress of this population of students. We are addressing the need for professional development for special education teachers by ensuring that they take advantage of district-offered PD as well as site PD. Utilizing the Special Education TOSAs for teacher support will also be a focus. Administration will ensure that they are present at all IEP meetings to ensure that students are receiving the correct supports and minutes in order access academic standards. Also, a focus on specific evidence-based strategies will be monitored so that students access grade level standards.

## 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.

Suspension Rate = Orange  
English Learner Progress = Orange  
English Language Arts = Red  
Mathematics = Red

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.

The Chronic Absenteeism Indicator is the only Indicator on the 2023 CA School Dashboard where a student group is two or more levels below the All Student Group.

The Students with Disabilities (SWD) group and the White Student Group have Red Indicators, which is two levels below the All students group that has a Yellow indicator.

### Other Needs

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

This School Plan describes a School-wide Program that includes strategies, actions, and services to serve our students. Our hard-working staff are both skilled and dedicated to the success of all students. We are fortunate to have many new and eager teachers to support students and make a difference for our students. We believe in a student-centered approach, which provides an atmosphere in which a child’s social, emotional, and intellectual needs are equally

important. Our goal in presenting you with this information is to keep our community, and the public in general, well informed.

Sea View Elementary School has been identified as an ATSI 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), and white subgroup compared to all students.

During the 2022-2023 school year, 55.1% of students were chronically absent.

For our ATSI student groups:

51.1% of Hispanic students were chronically absent  
51.6% of SED students were chronically absent  
51.7% of SWD were chronically absent  
66.7% of White students 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 ATSI student groups performed as follows:

CAASPP ELA: % of students who met/exceeded grade level standard:

All Students:	22.84%
Hispanic Students:	21.47%
SED Students:	22.25%
Students with Disabilities:	5.88%
White:	47.06%
EL:	12.23%

CAASPP MATH: % of students who met/exceeded grade level standard:

All Students:	13.17%
Hispanic Students:	12.31%
SED Students:	12.75%
Students with Disabilities:	2.86%
White:	35.3%
EL:	8.51%

English Learner Progress:

40.7% of EL students made progress which was maintained from the previous year.

Number of EL Students 263 from 22/23 school year.

Progressed at least 1 level:	38.0%
Maintained ELPI level 4:	2.7%
Maintained ELPI levels 1-3H:	36.5%
Decreased 1 ELPI level:	22.8%

Academic support for these student groups have been delineated within the goals and action items in the SPSA, including but not limited to; after-school tutoring for foundational ELA and math skills which will reflect positively on our I-Ready 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 (MTSS) and Universal Design for Learning (UDL) to best support our students as individuals.

SBAC overall results for math and ELA show that over 50% of our students are scoring significantly below standard. Current ELs are scoring significantly lower than students who have been reclassified. Students with disabilities are also performing significantly lower than the rest of our student population in both areas.



Using I-Ready data it can be seen that students are struggling with foundational skills:

Phonological Awareness:

K - 47% of students 1 year below grade level or more  
1 - 85% of students are 1 or more years below grade level  
2 - 43% of students are 1 or more years below grade level

Phonics:

K - 67% of students 1 year below grade level or more  
1 - 90% of students are 1 or more years below grade level  
2 - 79% of students are 1 or more years below grade level

High Frequency Words:

K - 75% of students 1 year below grade level or more  
1 - 83% of students are 1 or more years below grade level  
2 - 78% of students are 1 or more years below grade level

Vocabulary:

K - 48% of students 1 year below grade level or more  
1 - 93% of students are 1 or more years below grade level  
2 - 88% of students are 1 or more years below grade level

Teachers need additional training and support in foundational skills of instruction.

Academically, we are focusing on data-driven instruction that uses AVID strategies, but is centered on best first instruction. Behaviorally, we have established a behavior system at the Tier 1 level focused on positive reinforcement, intervention, and support. Social Emotional and mental health support and transformational justice practices continue to be in place.

# 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 1a: Increase Student Literacy Skills We are going to improve outcomes in literacy skills for all student groups by 3 points on the dashboard. Goal 1b: Increase Student Math Skills We are going to improve outcomes in mathematics for all student groups by 3 points on the dashboard. Goal 1c: Increase Student English Language Acquisition We are going to increase language acquisition proficiency in our English Learner population by one level of growth on the summative ELPAC minimally. CAASPP ELA**

Goal 1a: Increase Student Literacy Skills We are going to improve outcomes in literacy skills for all student groups by 3 points on the dashboard.

Goal 1b: Increase Student Math Skills We are going to improve outcomes in mathematics for all student groups by 3 points on the dashboard.

Goal 1c: Increase Student English Language Acquisition We are going to increase language acquisition proficiency in our English Learner population by one level of growth on the summative ELPAC minimally.

#### CAASPP ELA

Average Distance from Standard: 77.9 points below standard

All Students will decrease distance from standard met from the baseline of red on the 2023 Dashboard by 3.0 points annually as measured by the CA School Dashboard, to be green by 2025.

The stretch goal for All Students is to decrease 24.3 or more points annually as measured by the CA School Dashboard, to be green by 2026.

English Learners will decrease distance from standard met from the baseline of red on the 2023 Dashboard by 3 points annually as measured by the CA School Dashboard, to be orange by 2025.

The stretch goal for English Learners is to decrease 31.0 or more points annually as measured by the CA School Dashboard, to be green by 2026.

Long Term English Learners - data not available until the 2024 CA School Dashboard

Homeless Students - Less than 11 students - data not displayed for privacy reasons

Foster Students - Less than 11 students - data not displayed for privacy reasons

Socioeconomically Disadvantaged Students will decrease distance from standard met from the baseline of red on the 2023 Dashboard by 3 points annually as measured by the CA School Dashboard, to be orange by 2026.

The stretch goal for Socioeconomically Disadvantaged Students is to decrease 24.9 or more points annually as measured by the CA School Dashboard, to be green by 2026.

Students with Disabilities will decrease distance from standard met from the baseline of orange on the 2023 Dashboard by 78.5 points annually as measured by the CA School Dashboard, to be yellow by 2027.

The stretch goal for Students with Disabilities is to decrease 47.8 or more points annually as measured by the CA School Dashboard, to be green by 2026.

#### CAASPP Math

Average Distance from Standard:

All Students will decrease distance from standard met from the baseline of red on the 2023 Dashboard by 3.0 points annually as measured by the CA School Dashboard, to be orange by 2026.

The stretch goal for All Students is to decrease 24.3 or more points annually as measured by the CA School Dashboard, to be green by 2026.

English Learners will decrease distance from standard met from the baseline of red on the 2023 Dashboard by 3.0 points annually as measured by the CA School Dashboard, to be orange by 2026.

The stretch goal for All Students is to decrease 40.6 or more points annually as measured by the CA School Dashboard, to be green by 2026.

Long Term English Learners - data not available until the 2024 CA School Dashboard

Homeless Students - Less than 11 students - data not displayed for privacy reasons

Foster Students - Less than 11 students - data not displayed for privacy reasons

Socioeconomically Disadvantaged Students will decrease distance from standard met from the baseline of red on the 2023 Dashboard by 3 points annually as measured by the CA School Dashboard, to be orange by 2026.

The stretch goal for Socioeconomically Disadvantaged Students is to decrease 24.9 or more points annually as measured by the CA School Dashboard, to be green by 2026.

Students with Disabilities will decrease distance from standard met from the baseline of orange on the 2023 Dashboard by 78.5 points annually as measured by the CA School Dashboard, to be yellow by 2026.  
The stretch goal for Students with Disabilities is to decrease 47.8 or more points annually as measured by the CA School Dashboard, to be green by 2026.

ELPAC:

Student performance on the ELPAC will increase:

from 08.82 % to 18.82 % of students scoring at Level 4 - Well Developed  
from 21.76 % to 31.76 % of students scoring at Level 3 - Moderately Developed  
from 39.94 % to 24.71 % of students scoring at Level 2 - Somewhat Developed  
from 29.48 % to 24.71 % of students scoring at Level 1 - Minimally Developed

## CAASPP ELA

### All Students

<b>2023 Baseline: -77.9</b>	Annual Growth Target	Dashboard Target	Dashboard Color
1 Year Growth	3.0	-74.9	Orange
3 Year Growth	24.3	-5.0	Green

### English Learner

<b>2023 Baseline: -97.9</b>	Annual Growth Target	Dashboard Target	Dashboard Color
1 Year Growth	3.0	-94.9	Orange
3 Year Growth	31.0	-5.0	Green

### Long Term English Learners

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

### Homeless Students

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

### Foster Students

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

### Socioeconomically Disadvantaged Students

<b>2023 Baseline: -79.7</b>	Annual Growth Target	Dashboard Target	Dashboard Color
1 Year Growth	3.0	-76.7	Orange
3 Year Growth	24.9	-5.0	Green

### Students with Disabilities

<b>2023 Baseline: -148.5</b>	Annual Growth Target	Dashboard Target	Dashboard Color
1 Year Growth	78.5	-70.00	Yellow

<b>2023 Baseline: -148.5</b>	Annual Growth Target	Dashboard Target	Dashboard Color
3 Year Growth	47.8	-5.0	Green

### CAASPP Math

#### All Students

<b>2023 Baseline: -77.9</b>	Annual Growth Target	Dashboard Target	Dashboard Color
1 Year Growth	3.0	-74.9	Orange
3 Year Growth	24.3	-5.0	Green

#### English Learner

<b>2023 Baseline: -126.8</b>	Annual Growth Target	Dashboard Target	Dashboard Color
1 Year Growth	3.0	-123.8	Orange
3 Year Growth	40.6	-5.0	Green

#### Long Term English Learners

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

#### Homeless Students

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

#### Foster Students

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

#### Socioeconomically Disadvantaged Students

<b>2023 Baseline: -79.7</b>	Annual Growth Target	Dashboard Target	Dashboard Color
1 Year Growth	3.0	-76.7	Orange
3 Year Growth	24.9	-5.0	Green

#### Students with Disabilities

<b>2023 Baseline: -148.5</b>	Annual Growth Target	Dashboard Target	Dashboard Color
1 Year Growth	78.5	-70.0	Yellow
3 Year Growth	47.8	-5.0	Green

## 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, grade level teams, all staff meetings and professional learning communities demonstrated the following initiatives in use at Sea View to address ELA:

- Interventions
- AVID
- Writing
- Data Chats
- Walkthroughs
- PLC Collaboration
- Best First Instruction
- Student Goal Setting
- Objectives Posted
- Scaffolds
- Anchor Charts
- Use of Technology
- Thinking Maps
- Use of GEIA

Initiatives that were most impactful:

Data chats, walkthroughs, interventions, General Education Instructional Aide (GEIA), i-Ready assessments and analysis, thinking maps and anchor charts were the most impactful initiatives.

Professional Learning Communities (PLCs) were viewed as the least impactful initiative.

Metrics used:

- I-Ready
- Mastery Connect
- Phonics Survey
- Writing Benchmark
- Grade Reports
- Intervention Data
- Walkthrough Data (English)
- CAASPP

\* IAB Assessments

Classroom observations, grade level teams, all staff meetings, and professional learning communities demonstrated the following initiatives in use at Sea View to address mathematics:

- Classroom Walkthroughs
- AVID
- Data Chats
- Walkthroughs
- PLCs
- Student Goal Setting
- Objectives posted
- Scaffolds
- Thinking Maps/ Anchor Charts
- UCI Math
- Number Talks
- EL Scaffolds
- Professional Development
- Best First Instruction
- IReady
- Iready Personalized Learning
- Interventions

Initiatives that were most impactful:

UCI Math implementation, Thinking Maps/ Anchor Charts, Number Talks, Professional Development, and Best First

Instructional practices were the most impactful.

Initiatives that were least impactful:

Data Chats, EL scaffolds, and AVID practices. These are areas of concentration for teacher professional development.

Metrics Used:

- iReady
- Mastery Connect
- Math Benchmark
- IXL Data
- Grade Reports
- Walkthrough Data (Math)
- CAASPP

\* IAB Assessments

Classroom observations, grade level teams, all staff meetings, and professional learning communities demonstrated the following initiative in use at Sea View to address English Language Learners.:

- Designated ELD
- Classroom Walkthroughs
- Thinking Maps/ Anchor Charts
- Vocabulary Instruction
- ELPAC Prep
- Migrant Tutoring
- EL Tutoring
- EL Mentoring
- Teacher Professional Development
- ELD Benchmarks
- Integrated ELD

\* Posted language objectives

- Language Development Scaffolds
- Responding in complete sentences

Initiatives that were most impactful:

Thinking Maps/ Anchor Charts, Vocabulary instruction, ELPAC prep and scaffolding supports

Initiatives that were least impactful:

Classroom walkthroughs, ELD leveled, Migrant tutoring, and EL tutoring ranked lowest on the initiative map.

Metrics Used:

- ELPAC
- iReady Data
- ELD Benchmark
- Walkthrough Data (English Learner)

ELA

- During the Spring 2023 administration of the CAASPP, 23.79% of Sea View Elementary School students met or exceeded the state standard.

- Of the students designated as English Language Learners (ELL) during the spring 2023 CAASPP, 10.87% of them met or exceeded the state standard.

Performance Targets:

- The target is to have 33.79% of students meet or exceed the state standard as measured by the Spring 2024 administration of the CAASPP.

- The EL target is to have 15% of students meet or exceed the state standard as measured by the Spring 2024 administration of the CAASPP.

Math:

- During the Spring 2023 administration of the CAASPP, 13.57% of Sea View Elementary School students met or exceeded the state standard.

- Of the students designated as English Language Learners (ELL) during the Spring 2023 CAASPP, 6.56% met or exceeded the state standard.

Performance Targets:

- The target is to have 18% of students meet or exceed the state standard in Math as measured by the spring 2023 administration of the CAASPP.
- The ELL target is to have 10% of students meet or exceed the state standard as measured by the spring 2023 administration of the CAASPP.

Resources used to support this effort will include UCI Math and Intervention, Teacher professional development in math best first instruction English Learner:

- During the Spring 2023 administration of the ELPAC, 7.29% of Sea View Elementary School students were proficient (level 4-well developed) in their English proficiency.
- Of all EL students, 67.17% of students are scoring at Level 1 (minimally developed) or Level 2 (somewhat developed)

## 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: 22.84% of students that met or exceeded the standard  All: 22.84% EL: 12.23% LTEL: 8% HOM: N/A FY: N/A SED: 22.25% SWD: 5.88%	CAASPP ELA – 2026 CA School Dashboard: 32.84% of students that met or exceeded the standard  All: 32.84% EL: 20.00% LTEL: 12.0% HOM: N/A FY: N/A SED: 32.25% SWD: 10.88%
CAASPP Math (Priority 4) CA Dashboard  % of students that met or exceeded the standard	CAASPP Math – 2023 CA School Dashboard: % of students that met or exceeded the standard  All: 13.17% EL: 8.51% LTEL: 0% HOM: N/A	CAASPP Math – 2026 CA School Dashboard: % of students that met or exceeded the standard  All: 23.17% EL: 15.51% LTEL: 6% HOM: N/A

	FY: N/A SED: 12.75% SWD: 2.86%	FY: N/A SED: 22.75% SWD: 7.86%
English Learner Progress Indicator (ELPI) (Priority 4) CA Dashboard	ELPI 2023 CA School Dashboard: 40.7% Making Progress	ELPI 2026 CA School Dashboard: 50% making progress
ELPAC (Priority 4)	2023 ELPAC:  Level 4 – Well Developed: 8.82% Level 3: Moderately Developed: 21.76% Level 2: Somewhat Developed: 39.94% Level 1: Beginning to Develop: 29.48%	2026 ELPAC:  Level 4 – Well Developed: 18.82% Level 3: Moderately Developed: 31.76% Level 2: Somewhat Developed: 25.02% Level 1: Beginning to Develop: 25.02%
EL Reclassification Rate – DataQuest – when Available (Priority 4)	2022-23 Percent of Students Reclassified: 5.7%	2025-26 Percent of Students Reclassified: 10%
EL Reclassification Rate – local data (Priority 4)	EL Reclassification Rate – local data 5.7%	EL Reclassification Rate – local data 10%
iReady (local Data)	i Ready ELA:  All: 18% EL: 7% LTEL: NA % HOM: NA% FY: NA% SED: 28% SWD: 5%	i Ready ELA:  All: 35% EL: 15% LTEL: HOM: FY: SED: 45% SWD: 10%
iReady (local Data) Math	i Ready Math:  All: 11% EL: 6 % LTEL: NA% HOM: NA% FY: NA% SED: 13% SWD: 3%	i Ready Math:  All: 31% EL: 16% LTEL: NA HOM: NA FY: NA SED: 33% SWD: 13%
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: 86%	SEL - School Climate Survey (Spring 2027)  My school sets high expectations for my academic achievement.  Strongly Agree/Agree: 90%
SEL - School Climate Survey (grades 4-6)	SEL - School Climate Survey (Spring 2024) (grades 4-6)	SEL - School Climate Survey (Spring 2027)

	My teachers understand my learning needs and work to address them.  Strongly Agree/Agree: 85%	My teachers understand my learning needs and work to address them.  Strongly Agree/Agree: 90%
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: 73%	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: 85%
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: 80%	SEL - School Climate Survey (Spring 2027)  My teachers talk to me about my academic progress.  Strongly Agree/Agree: 85%

## 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	Supplemental Instructional Material- Books	Supplemental Instructional Material for the library to support students: Novel Studies/books, Class sets of books/materials, replenish library with new books, and books in Spanish, or books relating to STEAM subjects will be purchased and used to extend learning opportunities for students	All Student SWD ELs SED White	iReady MasteryConnect Math Benchmark IXL Data Grade Reports Walkthrough Data CAASPP	2,500 Title I 3010 4000-4999: Books And Supplies 1.1a
2	Classroom Supplemental Materials - Lamination	Supplemental Instructional Material - Lamination supplies for classroom hands-on materials	All Students SWD ELs SED White	Local Measures	500 LCFF Supplemental/Concentration 0701 4000-4999: Books And Supplies 1.2b
3	Classroom Supplemental Materials and Technology	Software, hardware, and/or accessories for web-based educational sites including, but not limited to programs will be purchased and used to extend learning opportunities and interventions *Purchase/ technology classroom use	All Students SWD ELs SED White	iReady MasteryConnect Math Benchmark IXL Data Grade Reports	4,500 LCFF Supplemental/Concentration 0701 4000-4999: Books And Supplies

				Walkthrough Data CAASPP	1.3b
4	Professional Services & Printing	Provide funding for professional services and printing shop materials (Curriculum supplemental services; eg. Wonders/Curricular copy sets etc.) that support but not limited to our social emotional and academic programs via color posters and related academically themed promotional materials, translation services, mass mailers to students and families.	All Students EL Students SWD SED White	iReady MasteryConnect Math Benchmark IXL Data Grade Reports Walkthrough Data CAASPP	250 LCFF Supplemental/Concentration 0701 5800: Professional/Consulting Services And Operating Expenditures 1.4b
5	AVID Support Materials	Purchase Agendas & Folders and related accessories (including but limited to pouches, dividers tabs, highlighters, etc) to support AVID organizational skills and school to home communication.	All Students EL Students SWD SED White	iReady MasteryConnect Math Benchmark IXL Data Grade Reports Walkthrough Data CAASPP	2,000 LCFF Supplemental/Concentration 0701 4000-4999: Books And Supplies 1.5b
6	Staff Support for After Hours Academic Events	Extra Services for Teachers to assist with or Coordinate activities such as GATE, Math Night, Science Night, Math Field Day, AVID, Prof. Development, Spelling, Technology, MTSS, and academic activities to be held in person or virtually.	All Students EL Students SWD SED White	iReady MasteryConnect Math Benchmark IXL Data Grade Reports Walkthrough Data CAASPP	1,000 LCFF Supplemental/Concentration 0701 1000-1999: Certificated Personnel Salaries 1.6b
7	Classroom Supplemental Materials	Supplemental Instructional Material including physical curriculum supports for students. *Supplemental Instructional Classroom Material and Manipulatives	All Students SWD ELs SED White	iReady MasteryConnect Math Benchmark IXL Data Grade Reports Walkthrough Data CAASPP	1,000 Title I 3010 4000-4999: Books And Supplies 1.7a 4,000 LCFF Supplemental/Concentration 0701 4000-4999: Books And Supplies 1.7b
8	Data Chats Extra Services	Extra services for classified staff to support with student supervision during data chat time. 2 classified members will support for student safety. *ATSI	All Students EL Students SWD SED White	iReady MasteryConnect Math Benchmark IXL Data Grade Reports Walkthrough Data CAASPP	8,000 Title I 3010 1000-1999: Certificated Personnel Salaries 1.8a



9	SST Team	Provide extra services for SST meetings to be held after-school. 2 teachers- 50 hours each. *ATSI	All Students, EL Students, Chronically Absent SED White	iReady MasteryConnect Math Benchmark IXL Data Grade Reports Walkthrough Data CAASPP Local Measures	7,000 LCFF Supplemental/Concentration 0701 1000-1999: Certificated Personnel Salaries 1.9b
10	STEM Based Fieldtrips	Provide a field trip opportunity for each grade level to attend a STEM based science field trip. *As funds become available NTE \$4,000.00	All Students ELs SED White	CAST Results Grade Reports Walkthrough Data Local Measures	LCFF Supplemental/Concentration 0701 5000-5999: Services And Other Operating Expenditures 1.10b

## 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.

This year we were able to enact more of our plans and programs that supported students. We started off the year with a week-long teacher training where teachers were trained in UCI math and Thinking Maps. Many of the plans that were identified were able to be implemented. However, due to staff shortages, substitutes were still not available during the school day which made it so that release time wasn't an option to train teachers and funds had to be reallocated elsewhere. Some teachers took advantage of online professional development opportunities, district-provided professional development, as well as AVID Summer Institute.

The district provided intervention teachers and paraeducators for all grade levels to support students with academic needs. The data was tracked through the phonics survey and iReady. The administration also utilized 1-hour blocks of time to conduct data chats with grade levels twice a month to review data and discuss best practices and agree upon upcoming goals for students. The administration also regularly walked classrooms and provided feedback regarding effective instruction and the gaps that were seen. iReady data showed promising growth when comparing fall to spring.

The staff development given to teachers during early release Wednesday was supported by district efforts along with site administration in a variety of topics based on teacher needs. An emphasis was focused on the increased integration of technology, mathematics, and the Transformational Learning Model. As a schoolwide focus for this year, we focused on Thinking Maps, AVID, and UCI math implementation with Number talks, etc. These elements would have proved a greater success had we fully implemented the use of subs to support the needed planning time to carry out these initiatives.

A focus on i-Ready personalized learning path was a focus for the individualized learning platform used school-wide during intervention and for at-home use. Materials were purchased for the library to support the dual language classrooms which provide Spanish books for our students. Student field trips were planned, such as a STEM field trip was provided to each grade level where students had the opportunity to learn about science standards for their grade level.

Money was spent as allocated. Based on the data collected students are showing progress in the areas of Mathematics and English Language Arts as measured by district benchmarks and iReady. The use of data chats also helped focus grade levels and provided teachers with goals and strategies to support classroom instruction. The use of classroom

walkthroughs was also helpful in allowing the administration to have a birds- eye view of the instruction that is happening in the classroom and be able to respond to needs in a timely manner.

Utilizing the allotted funds we will continue to provide programs and services to students, but also focus on teacher and staff professional development and the implementation of Thinking Maps in all classrooms and in all subjects. It has been suggested to complete a schoolwide technology needs assessment for the upcoming school year for 2024-2025 school year.

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

The Focused Schools contract was not approved and did not happen. That money was allocated elsewhere and other plans were made to address the ILT teams and training.

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.

We removed 3 actions that we believe will no longer be useful to the goal and therefore were not utilized. The district is also supplementing some of these actions and therefore are not needed in our school plan.

# 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: We are going to improve chronic absenteeism rates for the 2024-2025 school year by 3%.**

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

### 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.

Looking at current data, students at Sea View are chronically absent missing more than 10% of the school year. There are many factors that have determined this need. Some of the factors that may be impacting attendance includes mental health needs, family dynamics, attendance and accounting procedures, lack of community resources, the COVID-19 pandemic, and a lack of student connection. The chronic absenteeism rate at Sea View has improved, however it is still high at 49.7%. Additional training and supports for staff, parents, and students are needed to drive the importance of attendance and its implications for academic success. Students with disabilities are showing a higher rate of suspension versus their non special education peers, and so additional behavior supports and strategies are needed to address specific behaviors.

### 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)	Chronic Absenteeism 2023 CA School Dashboard  All: 52% EL: 50.3% LTEL: N/A % HOM: N/A% FY: N/A% SED: 51.6% SWD: 57.1%  2023-24 Chronic Absenteeism (local measure) August 24, 2023 – March 1, 2024: 49.70%	Chronic Absenteeism 2026 CA School Dashboard  All: 47% EL: 45% LTEL: N/A% HOM: N/A% FY: N/A% SED: 46% SWD: 52%  2026-27 Chronic Absenteeism (local measure) August, 2026 – March 1, 2027: %
Suspension Rate (Priority 6)	2023 Suspension Rate CA School Dashboard  All: 2.9% EL: 1.5%	2026 Suspension Rate CA School Dashboard  All: 1.9% EL: .5%

	LTEL: N/A % HOM: N/A % FY: N/A % SED: 2.7% SWD: 7.9%	LTEL: N/A % HOM: N/A % FY: N/A % SED: 1.7% SWD: 6.9%
Expulsion Rate (Priority 6)	2023 Expulsion Rate: DataQuest  All: 0% EL: 0% LTEL: 0 % HOM: 0% FY: 0% SED: 0% SWD: 0%	2026 Expulsion Rate: DataQuest  All: 0% EL: 0% LTEL: 0% HOM: 0% FY: 0% SED: 0% SWD: 0%
Attendance Rate (local measure) (Priority 5)	2023-24 Attendance Rate  August 24, 2023 – March 1, 2024  A. Regular Program School Attendance rate: 88.12% B. Special Education Program School Attendance rate: 84.86% C. Overall Average Attendance Rate: 86.49%	2026-27 Attendance Rate  August, 2026 – March 1, 2027  A. Regular Program School Attendance rate: 90% B. Special Education Program School Attendance rate: 90% C. Overall Average Attendance Rate: 90%
SEL Survey (local measure) (Priority 6) Grades 4-6	SEL - School Climate Survey (Spring 2024)  I feel respected, accepted and welcomed at school.  Strongly Agree/Agree: 74%	SEL - School Climate Survey (Spring 2027)  I feel respected, accepted and welcomed at school.  Strongly Agree/Agree: 80%
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: 70%	SEL - School Climate Survey (Spring 2027)  I feel I am valued at school.  Strongly Agree/Agree: 80%
SEL Survey (local measure) (Priority 6) Grades 4-6	SEL - School Climate Survey (Spring 2024)  I feel safe at school.  Strongly Agree/Agree: 70%	SEL - School Climate Survey (Spring 2027)  I feel safe at school.  Strongly Agree/Agree: 80%
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: 75%	SEL - School Climate Survey (Spring 2027)  I have access to a safe place at school.  Strongly Agree/Agree: 85%

## 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
1	Extra Services for Attendance Team (Classified)	Attendance team members will: <ul style="list-style-type: none"> <li>conduct home visits</li> <li>make phone calls home</li> <li>monitor attendance data</li> <li>participate in SART/ meetings</li> <li>check in with families</li> </ul> 1 classified member at 3.5 hour per month           SARB	Chronically Absent Students ELs SWD SED White	Attendance data Empathy Interviews data (coded) SART/ SARB rates Short Term Independent Study rates Attendance team surveys/ data Parent Education activities (attendance) Home visits Survey Results	1,200 LCFF Supplemental/Concentration 0701 2000-2999: Classified Personnel Salaries 2.1b
2	Transportation/ Field Trips/ Student Activities	Provide extracurricular activities and functions for students that are academically enriching such as, field trips to museums, musical (concerts) and arts programs, and other academically enriching venues that will reward students for great attendance and to build community.	All students ELs SWD SED White	Attendance data Empathy Interviews data (coded) SART/ SARB rates Short Term Independent Study rates Attendance team surveys/ data Parent Education activities (attendance) Home visits Survey Results	2,500 LCFF Supplemental/Concentration 0701 2000-2999: Classified Personnel Salaries 2.2b
3	Extra Services for Attendance Team (Certificated)	Attendance team members will: <ul style="list-style-type: none"> <li>conduct home visits</li> <li>make phone calls home</li> <li>monitor attendance data</li> <li>participate in SART/ meetings</li> <li>check-in with families</li> </ul> 2 teachers at 1 hour per week           SARB	Chronically Absent Students ELs SWD SED White	Attendance data Empathy Interviews data (coded) SART/ SARB rates Short Term Independent Study rates Attendance team surveys/ data	1,000 Title I 3010 1000-1999: Certificated Personnel Salaries 2.3a 5,000 LCFF Supplemental/Concentration 0701

				Parent Education activities (attendance) Home visits Survey Results	1000-1999: Certificated Personnel Salaries 2.3b
4	Professional Services/ Contracts	Provide engaging schoolwide culture through signage, and academically themed promotional materials that engage students in the school setting.	All students ELs SWD SED White	Attendance data Empathy Interviews data (coded) SART/ SARB rates Short Term Independent Study rates Attendance team surveys/ data Parent Education activities (attendance) Home visits Survey Results	2,000 LCFF Supplemental/Concentration 0701 5800: Professional/Consulting Services And Operating Expenditures 2.4b
5	Materials for Student Engagement	Provide attendance incentives, certificates, and raffle prizes to aid in supporting students with attendance	All students ELs SWD SED White	Attendance data Empathy Interviews data (coded) SART/ SARB rates Short Term Independent Study rates Attendance team surveys/ data Parent Education activities (attendance) Home visits Survey Results PBIS Rewards data	1,000 LCFF Supplemental/Concentration 0701 4000-4999: Books And Supplies 2.5b
6	Testing assemblies	Provide a testing kick off assembly for students to gain knowledge and excitement about testing for CAASPP.	All students ELs SWD SED White	Attendance data Empathy Interviews data (coded) SART/ SARB rates Short Term Independent Study rates Attendance team surveys/ data	2,000 LCFF Supplemental/Concentration 0701 4000-4999: Books And Supplies 2.6b



				Parent Education activities (attendance) Home visits Survey Results PBIS Rewards data		
7	UPK/ Kindergarten Round- Up		Provide extra services, snacks, prizes for a beginning of the year kindergarten round up for parents and students to learn about school and meet the teachers and become familiar with the school environment.	All students ELs SWD SED White	Attendance data Empathy Interviews data (coded) SART/ SARB rates Short Term Independent Study rates Attendance team surveys/ data Parent Education activities (attendance) Home visits Survey Results PBIS Rewards data Parent Survey	2,000 LCFF Supplemental/Concentration 0701 1000-1999: Certificated Personnel Salaries 2.7b
8	Student Survey Group	Climate Focus	Provide time for teachers to meet and review student survey data to ensure student needs are met. Team will work on a plan for the data based on results focusing on barriers leading to chronic absenteeism and school climate and culture. * as funds become available	All students ELs SWD SED White	Attendance data Empathy Interviews data (coded) SART/ SARB rates Short Term Independent Study rates Attendance team surveys/ data Parent Education activities (attendance) Home visits Survey Results PBIS Rewards data Student Survey	4,000 LCFF Supplemental/Concentration 0701 1000-1999: Certificated Personnel Salaries 2.8b

## 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.

Regarding attendance rates, the strategies noted are solid and should be continued relative to analyzing attendance data, empathy Interviews data (coded). SART/SARB meetings, short term independent study contracts, attendance surveys, parent education attendance workshops and home visitations. These strategies have proved to be moderately successful in moving more students to being less chronically absent and should be continued.

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

Challenges to implementation were limited budgets constraints, staff consistency and the inability to contact parents.

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

No changes are anticipated, however, it should be noted that there has been a budget reduction of approximately \$50,000.00 for the 2024/2025 school year, which may challenge the continued implementation strategies. We will be adding more training opportunities with the Girasol healing curriculum. Parent workshops on barriers to attendance and services will also be available for the upcoming school year.

# 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: We are going to see an increase of 50% in parent involvement in school events and meetings as measured by attendance.**

Sea View Elementary School will focus on increasing Parent Engagement through multiple lines of communication, grade reports, classroom awareness, school events, survey feedback, and the use of social media. The metrics that will be used to measure the achievement of the goal are in the following areas:

- Event attendance
- Attendance to back to school night
- Attendance at each parent conference
- parental surveys
- empathy interviews
- Parents visiting parent center (sign-in sheets)
- Parents meeting with the administration
- SST/ IEP attendance

### 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.

In looking at the needs assessment done by teachers and administration, there is a need to increase parent engagement and the partnerships between the school community and parents. Having raffles and giveaways to entice participation is key. Utilizing the parent liaison to make parent phone calls, home visits, support parents at the school site, and offer classes and activities for parents will be a strategy to focus on in the upcoming year.

At Sea View Elementary we believe that students will only succeed by having the support of parents, teachers, school employees, and the community working together in their best interest. Utilizing the input and feedback of all educational partners, the educational experience for our students will be strengthened for the success of all. We aim to build partnerships with community groups and parents to support school goals. We aim to provide funding to support our teacher/ parent skill sets via funding to attend social-emotional, and academically focused conferences or related training such as the CAFE conference, grade, and content-specific workshops and/or related training.

Through this work we will:

Increase the collaboration and involvement of outside agencies (Borrego Springs, Lion's Club, FindFood Bank, Waring Piano, McCallum Theater, Palm Springs Art Museum).

Increase Parent Volunteers (adults/students) & mentors.

Increase parent involvement during school-wide events such as:

- AVID Parent Information Nights and Day Presentation
- Parent Academy Workshops via Parent Liaison
- Welcome Back, Parent Conferences, Academic and Social Nights, Festivals, Academic

Award Ceremonies

- School Site Council and ELAC meetings
- Positive School Attendance
- . Awareness of Transformational Justice Model and Restorative Practices
- Mental Health Awareness, and Suicide Prevention
- Nutritional Awareness/CalFresh
- Parent Center support via Parenting Classes, College & Career
- Chronic Absenteeism continues to be high based on California Dashboard Data 2021
- Provide multiple opportunities to collaborate between school, home, and community which

continues to be critical as we continue to implement Common Core State Standards and improve overall attendance.

Promote social engagement activities to strengthen the partnerships among all stakeholders.

## 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  250 attendees	2026-27 Attendance at Back to School Night  300 parents
Attendance at Parent Liaison Workshops	2023-24 Attendance at Parent Liaison Workshops  103 parents attended various workshops	2026-27 Attendance at Parent Liaison Workshops  300 parents will attend various workshops
Attendance at Coffee with the Principal	2023-24 Attendance at Coffee with the Principal  31 parents attended various workshops	2026-27 Attendance at Coffee with the Principal  100 parents will attend at least 1 session

Attendance at ELAC Meetings:	2023-24 Attendance at ELAC Meetings:  We were unable to meet quorum for our ELAC meetings this year. We had 1 meeting with 10 parents.	2026-27 Attendance at ELAC Meetings:  Meet quorum each month that we hold an ELAC meeting
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: 86%	Spring 2027 LCAP Family Survey  My student's teachers communicate their academic progress to their students and their families regularly.  Strongly Agree/Agree: 95%
LCAP Family Survey  My culture, opinions, and input are valued at my student's school.	Spring 2024 LCAP Family Survey  My culture, opinions, and input are valued at my student's school.  Strongly Agree/Agree: 88%	Spring 2027 LCAP Family Survey  My culture, opinions, and input are valued at my student's school.  Strongly Agree/Agree: 95%
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: 88%	Spring 2027 LCAP Family Survey  I consistently receive information and updates from the school/district.  Strongly Agree/Agree: 95%
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: 85%	Spring 2027 LCAP Family Survey  The school/district provides opportunities for parent involvement and to provide input for decision-making.  Strongly Agree/Agree: 90%
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: 88%	Spring 2027 LCAP Family Survey  As a parent/guardian, I feel welcomed visiting my student's school.  Strongly Agree/Agree: 92%
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: 95%	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.

Strat egy/ Activi ty #	Title	Description	Students to be Served	Metric(s)	Proposed Expenditures
1	Extra Services - Parent Liaison	Parent Liaison additional support up to 4 hours/week. Parent Education Nights and Parent Workshops focused on a number of social/emotional and academic sessions.	All Students ELs SWD SED White	Parent Surveys Attendance at events SST/ IEP Attendance Parent conference attendance Back to School Night Attendance	1,500 Title I 3010 2000-2999: Classified Personnel Salaries 3.1a
2	Classified Extra Services - Parent Functions	Extra services for classified employees to support with parent functions (after school) in preparation of supporting school student assessments (social emotional and academic) and parent functions during and after school hours. This includes support for translation services provided in both the social emotional and academic areas.	All Students ELs SWD SED White	iReady MasteryConnect Math Benchmark IXL Data Grade Reports Walkthrough Data CAASPP	1,000 LCFF Supplemental/Co ncentration 0701 2000-2999: Classified Personnel Salaries 3.2b
3	Parental Supports via Meeting Opportunities and Events	Parental Component to support and empower our parents to support their efforts to help close the achievement gap in Math and ELA. Funding to parental, emotional, academically focused conferences or related training such as the CABA conference and Parental Empowerment workshop or related training.	All Students ELs SWD SED White	Parent Surveys Attendance at events SST/ IEP Attendance Parent conference attendance Back to School Night Attendance	1,000 Title I 3010 5000-5999: Services And Other Operating Expenditures 3.3a
4	Parent Education Nights	Parent Education Nights, day events, academic events, and Parent Workshops focused on a number of social/emotional and academic activities. (Related activities include but limited to Positive School Attendance, Student relationship Awareness, Mental Health, Suicide Prevention, Nutritional Awareness/CalFresh, Parenting Classes, College & Career, Coffee with the Principal, Read Across America)	All Students ELs SWD SED White	Parent Surveys Attendance at events SST/ IEP Attendance Parent conference attendance	1,000 Title I 3010 4000-4999: Books And Supplies 3.4a
5	Extra Services to Support After	Support of parent functions during and after school hours. Activities to include but not limited to Back to School Night, Parent	All Students ELs SWD	Parent Surveys Attendance at events	2,000 Title I 3010



	Hour Events/Classified	Teacher Conferences, AVID evening training's and related parent workshops to promote a college going attitude with all stakeholders	SED White	SST/ IEP Attendance Parent conference attendance	2000-2999: Classified Personnel Salaries 3.5a
6	Extra Services to Support After Hour Events/Certificate d	Student/Parent academic Nights and competitions, and Registration events before and during the school year. This includes support for translation services provided in both the social emotional and academic areas.	All Students ELs SWD SED White	Parent Surveys Attendance at events SST/ IEP Attendance Parent conference attendance	2,000 Title I 3010 1000-1999: Certificated Personnel Salaries 3.6a

## 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.

The overall implementation and effectiveness of strategies to increase parent engagement are solid and should be continued through the following year. Examples include, though not limited too:

- Extra Curricular and other School Events
- Back to School Night
- Parent Conferences
- Parent Surveys
- Student Study Team Meetings
- Parent Visiting Center Supports
- Parent Workshops
- SST/ IEP Meetings

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

It should be noted that there is a school site budget reduction, which may challenge goals and objectives for the 2024/2025 school year.

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.

One need is in the area of meeting ELAC quorum. We have now put in place a new procedure to solicit new members for ELAC through nominations, and voting in of a new board.

# 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 monthly professional learning for all staff at Sea View Elementary to build capacity that enhances student learning.**

### 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.

Our recent efforts to ensure proper training for all has shown slight improvement in academic progress. To maintain this progress and continue seeing growth, we will be implementing a deep dive into MTSS first best instruction for teachers, we also worked to retain staff at Sea View to keep consistency in grade-level teams. By implementing work with (data teams/leadership) and training in Thinking Maps, working with (Math) UCI Math Project, we increased teacher efficacy in first best instruction and ensured collaboration and data cycles to increase student proficiency. We also see a need in ensuring teachers have strategies and training in district initiatives due to the number of 1st and 2nd year teachers that are placed at Sea View, we need to ensure capacity building.

### 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 UCI Math	35% of teachers are currently UCI Math Trained	95% of teachers will be UCI Math trained by 2026-2027
MTSS Professional Development	50% of teachers are trained on First Best Instruction based on walkthrough data	90% of teachers will be trained on first best instruction based on walkthroughs
Transformational Model Training for both classified and certificated staff	5 teachers have been trained (August 2023)	100% of teachers will be trained in Transformational Model by 2026-2027

### 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
1	UCI Math Implementation	UC Irvine Math Project will partner with the school to provide content and pedagogical content	All Students ELs SWD	iReady Mastery Connect	

		based professional development, math intervention, and general support. *ATSI *As funds are available - NTE \$10,000	SED White	MathBenchmark IXL Data Grade Reports Walk through Data CAASPP	LCFF Supplemental/Concentration 0701 5800: Professional/Consulting Services And Operating Expenditures 4.1b
2	Teacher/ Staff Training	Provide teachers/ staff the opportunity and support to attend professional conferences to improve their professional practices (eg. Great Teacher Conference, GATE training's, AVID Main/AVID Boost training's, Transformational Model, MTSS and UCI Math, team building related activities, etc). Universal Design for Learning will be a focus for the year. *ATSI	All Students ELs SWD SED White	iReady Mastery Connect MathBenchmark IXL Data Grade Reports Walk through Data CAASPP	2,500 Title I 3010 5000-5999: Services And Other Operating Expenditures 4.2a 7,925 LCFF Supplemental/Concentration 0701 5000-5999: Services And Other Operating Expenditures 4.2b
3	Classified Extra Services - GEIA training	Provide extra services to cover GEIA employees to stay after school for additional training pertaining to small group instruction.	All Students ELs SWD SED White	iReady Mastery Connect MathBenchmark IXL Data Grade Reports Walk through Data CAASPP	2,000 LCFF Supplemental/Concentration 0701 2000-2999: Classified Personnel Salaries 4.3b
4	Summer Training for Teachers	2 days of summer training and professional development will be provided for 10 Sea View Teachers to focus on vocabulary instruction and UDL for the 23-24 school year focus. *ATSI Teachers will receive their contracted stipend each day.	All Students ELs SWD SED White	iReady Mastery Connect MathBenchmark IXL Data Grade Reports Walk through Data CAASPP	2,947 Title I 3010 1000-1999: Certificated Personnel Salaries 4.4a
5	Targeted Supports for New Teachers	2 days of summer training to offer professional development to teachers that are new to Sea View. 2 days for 10 teachers- Teachers will receive their contracted stipend each day. Focus will be on Thinking Maps and UCI Math Number Talks.	All Students ELs SWD SED White	iReady Mastery Connect MathBenchmark IXL Data Grade Reports Walk through Data CAASPP	3,000 LCFF Supplemental/Concentration 0701 1000-1999: Certificated Personnel Salaries 4.5a

## 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 - Goal 4 is new for the 2024-25 SPSA

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 - Goal 4 is new for the 2024-25 SPSA

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 - Goal 4 is new for the 2024-25 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

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$78,322.00
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 Supplemental/Concentration 0701	\$52,875.00
Title I 3010	\$25,447.00
rCalc_TotbyFSGrpStateLocal_50_FundSrc}	\$

Subtotal of state or local funds included for this school: \$78,322.00

Total of federal, state, and/or local funds for this school: \$78,322.00

# 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 Supplemental/Concentration 0701	52,875.00
Title I 3010	25,447.00

## Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	35,947.00
2000-2999: Classified Personnel Salaries	10,200.00
4000-4999: Books And Supplies	18,500.00
5000-5999: Services And Other Operating Expenditures	11,425.00
5800: Professional/Consulting Services And Operating Expenditures	2,250.00

## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	LCFF Supplemental/Concentration 0701	22,000.00
2000-2999: Classified Personnel Salaries	LCFF Supplemental/Concentration 0701	6,700.00
4000-4999: Books And Supplies	LCFF Supplemental/Concentration 0701	14,000.00
5000-5999: Services And Other Operating Expenditures	LCFF Supplemental/Concentration 0701	7,925.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF Supplemental/Concentration 0701	2,250.00
1000-1999: Certificated Personnel Salaries	Title I 3010	13,947.00

2000-2999: Classified Personnel Salaries	Title I 3010	3,500.00
4000-4999: Books And Supplies	Title I 3010	4,500.00
5000-5999: Services And Other Operating Expenditures	Title I 3010	3,500.00

## Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	30,750.00
Goal 2	20,700.00
Goal 3	8,500.00
Goal 4	18,372.00

# 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
- 2 Classroom Teachers
- 1 Other School Staff
- 4 Parent or Community Members

Name of Members	Role
Dr. Michael Schneider	Principal
Rheanna Vanwinkle	Other School Staff
Ms. Shelley Blume	Classroom Teacher
Mr. Stephen Clifford	Classroom Teacher
Ms. Mayra Rivera	Parent or Community Member
Ms. Miriam Juarez (Pres.)	Parent or Community Member
Ms. Bianca Delgado	Parent or Community Member
Ms. Sandra Contreras	Parent or Community Member

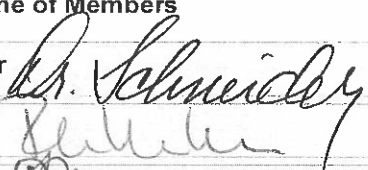
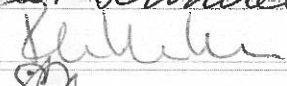


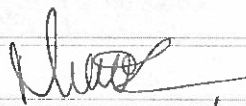

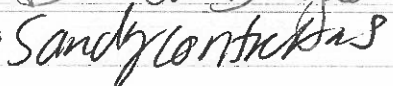
At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented 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.



# 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
- 2 Classroom Teachers
- 1 Other School Staff
- 4 Parent or Community Members

Name of Members		Role	
Dr. Michael Schneider		Principal	05-21-24
Rheanna Vanwinkle		Other School Staff	05-21-24
Ms. Shelley Blume		Classroom Teacher	05-21-24
Mr. Stephen Clifford		Classroom Teacher	05-21-24
Ms. Mayra Rivera		Parent or Community Member	
Ms. Miriam Juarez (Pres.)		Parent or Community Member	05-21-24
Ms. Bianca Delgado		Parent or Community Member	05-21-24
Ms. Sandra Contreras		Parent or Community Member	05-22-24

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:


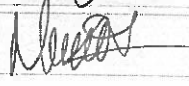
Signature	Committee or Advisory Group Name
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The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies 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 . 05-21-24

Attested:

Principal, Dr. Michael Schneider on		05-21-24
SSC Chairperson, Miriam Juarez on		05-21-24