



PALMS ELEMENTARY SCHOOL

School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Palms Elementary School	336771996111843	December 2, 2024	January 23, 2025

Purpose and Description

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

Schoolwide Program
Additional Targeted Support and Improvement
ATSI is needed in the areas of academics and attendance for Homeless Youth

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

When deciding on the use of federal funds the principal meets with the School Site Council, English Language Learner Advisory Committee, and MTSS Academic Team members throughout the year to discuss and analyze data (student assessment and surveys), district and site programs, site priorities, and budget. These meetings ensure planning and emphasis on Additional Targeted Support and Improvement student groups for the year and include alignment among school staff, parents, and the use of federal funds.

Examples of alignment include our two district-wide PD days and a weekly early release day. The two days and early release days are paid out of general funds. Federal funds were used to cover additional professional development days in July and August as well as after-school PD throughout

this year. Title III (organized and facilitated through the district) will be used to provide supplemental English Learner focus, after school PDs tied to the general fund PD Days, and the above Title I professional development. The Academic Coach, funded out of Title I, follows up with site-based professional development coaching that supports essential standards planning in ELA, math, and ELD.

Another example of alignment includes our Multi-Tiered System of Support. Counselors, materials, and supplies necessary to implement the counseling program are funded out of LCFF to support the attendance, behavior, and social-emotional aspects of MTSS.

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Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

Throughout the school year, our students, parents & teachers have the opportunity to participate in a variety of surveys. Parents have the opportunity to participate in our annual Title I Survey, and other school surveys given. Our students are given the opportunity to participate in the Panorama survey. On the Panorama Survey students reported 58% believe they can succeed in achieving academic outcomes. 47% of students believe they regulate their emotions well. There is a need to support self efficacy and managing emotions. The 2023-2024 Title I survey had 110 responses, with an increase of responses from the previous year. 98% stated that Home/school communication is effective. 92.8% of parents/families rated Palms as having effective parent training regarding ways to help assist their children in doing well at school. Surveys are also given to parents at Family Involvement Action Team (FIAT) events to rate the effectiveness of the workshops.

Advisory committees continue to be involved in providing input to the SSC. The information discussed in SSC is shared with ELAC. When information is shared, input is received from ELAC. ELAC provides input that is then taken back to SSC. SSC members meet throughout the school year and discuss the progress of the goals and activities outlined in the SPSA. The principal provides updates on the activities and collaborates with team members to determine the effectiveness of activities and programs. Teachers share information and pictures to keep our educational partners informed about the activities that are being implemented.

The district meets throughout the year with educational partners, including parents, community members, staff members, and site administration through LCAP Educational Partner meetings; additionally, educational partner meetings are held with both sets of unions, principals, and parent committees. Input from these Educational Partner meetings informed the development of the LCAP and SPSA plans.

All information gleaned from these surveys will be used to improve the school climate & learning environment for all students.

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

Each year, identified teachers are required to participate in a formal teacher evaluation process. As part of the evaluation process, each identified teacher will participate in a minimum of two formal classroom observations. In addition to the formal evaluation process, site principals are expected to visit each classroom at least twice a week, and assistant principals are expected to visit every classroom once a week. During the informal walk-throughs & classroom observations made by site administrators, feedback is given to teachers as to how they can improve their teaching practices & incorporate instructional strategies that will ensure that our students consistently receive "first best instruction." Findings from classroom observations are also used to plan site-based professional development opportunities for teachers. From these observations, there continues to be a need for

the Academic Coach to provide support to teachers in the areas of ELA and math. This support can be provided at the weekly collaboration meetings that the coach is in, and guide the classroom teachers in discussions to plan lessons using research-based strategies.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

SBAC/CAASPP testing results and District assessments (screeners, common formative assessments, and interim assessments) will be used during the school year to monitor academic growth and to modify/plan instruction to ensure our students meet state standards. There continues to be a need for an Academic coach to support teachers in analyzing data to inform instruction and implement research-based strategies into their lessons. Local assessments are used to compare to the previous year to analyze the area of need for students. These areas will be targeted during small group instruction.

Additional targeted support based on our ATSI status will focus on Homeless Youth. This student group has 52.5% of students chronically absent.

In the 23-24 academic year, there is a need for additional professional development in the areas of reading, writing, and math.

2023 CAASPP Data:

30% of students in grades 3rd -6th met or exceeded standards in ELA.

17% of students in grades 3rd -6th met or exceeded standards in Math

ELA CA Dashboard Data:

All student group is Yellow with 48 points below standard in ELA

Students with Disabilities group is Orange with 120.2 points below standard in ELA

African American group is Yellow with 52.4 points below standard in ELA

English Learner group is Yellow with 53.7 points below standard in ELA

Math CA Dashboard Data:

All student group is Yellow with 80.3 points below standard in Math

Students with Disabilities group is Orange with 134.8 points below standard in Math

African American group is Yellow with 92.7 points below standard in Math

English Learner group is Yellow with 79.7 points below standard in Math

Academic Engagement CA Dashboard Data:

All student group is Yellow with 42% students chronically absent

Homeless group is Red with 52.5% students chronically absent

Students with Disabilities group is Orange with 43.6% students chronically absent

African American group is Orange with 42.9% students chronically absent

Suspension Rate CA Dashboard Data:

All student group is Orange with 2.9% students suspended at least one day

Homeless group is Orange with 2.3% students suspended at least one day

Students with Disabilities group is Orange with 3.8% students suspended at least one day

African American group is Red with 7.4% students suspended at least one day

There continues to be a need to support grade-level teams with data analysis and identifying learning targets for students.

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

Perris Elementary School District utilizes Illuminate DnA assessments to monitor student progress on the California State Standards, ELPAC assessments, and district assessments. Teachers are provided time to meet in grade level Professional Learning Communities and analyze assessment results and plan lessons based on those results. Teachers also create common formative assessments to monitor student progress and achievement. Students are then assessed several times throughout the year to monitor progress towards meeting the California State Standards. In addition, teachers use ELPAC assessment results to place students into ELD instruction groups and to annually monitor student progress toward English proficiency.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All teachers at Palms Elementary continue to meet the requirements for highly qualified teachers who are fully credentialed. The district has a staffing plan in place to ensure that we continue to provide students with teachers who meet the highly qualified status.

Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

Palms Elementary teachers have SBE-adopted instructional materials in Language Arts, Mathematics, Social Studies, Science, and English Language Development. Teachers have received Language Arts and Mathematics training in the implementation and use the SBE-adopted materials, to support this need. The Academic Coach provides additional training to new teachers or teachers in need of additional training in these areas.

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

Perris Elementary School District has determined writing, targeted intervention, and Universal Design Strategies for differentiated instruction as the focus of staff development efforts to increase rigor in instruction. Not all teachers have attended professional development in Universal Design Strategies for differentiated instruction. The Academic Coach provides additional training to new teachers or teachers in need of additional training in these areas.

In addition to the District's identified goals, as a site, we have also chosen to focus on direct instruction & rigor, and we will provide ongoing site-based professional development in the areas of writing, direct instruction, universal design strategies, and high leverage instructional strategies.

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

The Academic Coaches meet throughout the year for professional development through the district Content Expert. The Academic Coach works collaboratively with teachers to complete demonstration lessons, plan instruction, analyze data, and provide site based professional development opportunities for grade level teams, as well as the entire teaching team. There continues to be a need for the Academic Coach as staffing changes and grade level teams change.

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

At Palms there is a commitment to teacher collaboration. Teachers have structured collaboration meeting times where they meet during the school day, and as scheduled during our modified minimum days. Teachers discuss data, analyze assessment results and plan instruction. There continues to be a need for the Academic Coach to provide support to teachers in the areas of ELA and math. This support can be provided at the weekly collaboration meetings that the coach is in, and guide the classroom teachers in discussions to plan lessons using research-based strategies. This academic year 24-25, there is a need for additional collaboration by teams to collaborate around instructional practices to fill the learning loss.

Additional collaboration will be in place to plan additional targeted support based on our ATSI status. Additional targeted support based on our ATSI status will focus on students in the homeless youth student group in the area of academics and attendance.

Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

At Palms, the instructional program is designed to ensure all students have access to grade-level standards in core academic areas, with the emphasis being placed on language arts and math. Our teachers meet regularly to analyze data, plan instruction, and review students' progress towards proficiency. There continues to be a need for the Academic Coach to provide support to teachers in the areas of ELA and math. This support can be provided at the weekly collaboration meetings with the coach to guide the classroom teachers in discussions and plan lessons using research-based strategies.

The progress of all student groups is regularly monitored, and instruction is adjusted to meet each student's individual learning needs. Intervention during the embedded universal access and targeted intervention times provide small group instruction for students at their specific instructional levels. Assistance to at-risk students includes the additional instructional time during our grade level targeted intervention times, as well as our after school intervention programs. This provides teachers resources to use when working with students in small groups during targeted intervention. Intensive instructional support is provided to students who are more than two years behind grade level. There continues to be a need for an Intervention Teacher to provide support to students who are more than two years behind.

All English Language learners receive Integrated and designated ELD instruction. Integrated ELD is instruction in which the state-adopted ELD standards are used in tandem with the state-adopted academic content standards. Integrated ELD includes specifically designed academic instruction in English. Designated ELD is defined as instruction provided during a time during the regular school day for focused instruction on the state-adopted ELD standards to assist English learners to develop critical English language skills necessary for academic content learning in English.

This academic year 24-25, there is a need for additional professional development on reading, writing, and math instruction in order to support students and fill learning gaps. Additional targeted support based on our ATSI status will focus on the academics of students in the homeless youth student group. Another area of growth is the attendance school-wide. Chronic absenteeism will be addressed with staff, students, and educating families about the importance of attendance.

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

Teachers in grades Kindergarten-6th will provide a minimum of two hours of language arts instruction. All grade levels allow for 60 minutes of daily mathematics instruction. In addition, teachers will look for/create alignments in other curricular areas such as science & social studies to teach language arts & math California State Standards whenever possible.

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

Teachers are provided with Units of Study in ELA and Math and the Units of Study are implemented by all teachers for instructional, as well as assessment purposes. These instructional guides are developed to allow for flexibility of pacing, reteaching, and intervention as needed.

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

Each teacher and student has a complete set of district adopted, standards based instructional materials in all core content areas as confirmed by our annual Williams visit. All students, including students served in the Special Education program and English Learners, have full access to all core instructional program materials as adopted by the PESD School Board.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

Palms is committed to the use of standards-based, district adopted instructional materials. All grade levels provide a minimum of 30 minutes of targeted intervention to assist students with acquiring the skills necessary to obtain proficiency in language arts & math. Teachers plan collaboratively with their grade level teams and use data to guide instruction for the student groups identified within their grade level.

Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

Palms is committed to providing evidence-based educational practices to raise student achievement through progress, analyzing data in a timely manner and putting services and programs in place to provide additional support, and/or enrichment opportunities for all students. Our focus will be on planning rigorous instruction based on the student learning needs identified through this process. Most teachers have attended professional development in strategies to meet the needs of all students, and are well trained to implement the use of Universal Design strategies and SDAIE Strategies to meet the needs of our English Language Learners. Teachers discuss data, analyze assessment results and plan instruction. There continues to be a need for the Academic Coach to provide support to teachers in the areas of ELA and math. This support can be provided at the weekly collaboration meetings that the coach is in, and guide the classroom teachers in discussions to plan lessons using evidence-based strategies.

Under-performing students are supported with differentiated instruction during language arts and math, specifically during Universal Access and Targeted Intervention blocks that have been incorporated into the instructional schedule and daily lesson plans. In addition, all students performing at the benchmark or strategic level, to English Language Learners, and gifted students have the opportunity to receive additional support, and/or enrichment during the grade level intervention blocks. In addition, after-school programs will be offered to students working below grade level proficiency in reading, and/or math. The content of the instruction will be aligned with California State Standards and will support the core programs offered during the instructional day. Intensive instructional support is provided to students who are more than two years behind grade level. Therefore there continues to be a need for an intervention teacher to provide support to students who are more than two years behind.

Evidence-based educational practices to raise student achievement

Palms' teachers use evidence based instructional strategies including SDAIE methodology, Student Engagement, Checking for Understanding, Speaking in Complete Sentences, Bell to Bell Instruction, and differentiated instruction through Universal Design. Other evidence based strategies include the Read 180 program hosted by the Reading Intervention Teacher. Another evidence -based practice is the Academic Coach who provides site based professional development for staff.

An evidence-based practice, we will implement this year to address chronic absenteeism is to build relationships with families through parent communication via phone calls and attendance postcards. Postcards will be sent to students to affirm students with positive attendance. These postcards could also be used to communicate with families when students are absent.

Additional targeted support based on our ATSI status will focus on Homeless Youth. This student group has 52.5% of students chronically absent, will communicate with families, send postcards, and hold meetings with the attendance team to monitor attendance of this student group.

Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

Resources available for at-promise students include targeted intervention, embedded Universal Access, grade level intervention groups, and extended learning opportunities. Family involvement opportunities such as family math, art, PE, reading, and science nights are designed to support families with reinforcing learning at home. Additionally, the school's Student Study Team are designed to provide our teachers with additional strategies and resources to further assist them in meeting the needs of at-promise students, and the SART/SARB process is in place for students experiencing problems with attendance.

Family workshops are designed to help our families provide additional support at home. AVID and FIAT events are also held to provide families with the opportunity to get ideas and learn strategies to use when working with their students at home. The 2023-2024 Title I Survey responses have 92% of responses indicating the parent trainings are effective. Palms also offers a variety of family events such as dances, student performances, the annual Fall Festival, and family spirit days throughout the year to encourage families to engage with the staff, and other Palms families, and the community at large.

The 2023-2024 Title I survey has 98% of responses indicating communication is effective. On the LCAP survey, 40% of the educational partners stated the school provided a Positive Behavior program and 72% state the school has an AVID program. The committee meetings will be geared toward collecting feedback and informing parents of school programs and opportunities.

The School Site Council (SSC) is charged with the formal role of planning, monitoring, and evaluating programs, and expenditures for categorical programs at Palms. The instructional goals outlined in the SPSA are also reviewed by the staff and the SSC to reaffirm, and/or revise the instructional goals of the school. Other parent advisory groups such as ELAC, AAPAC, and the Title I parent groups provide input to the School Site Council. The teachers evaluate student performance on a regular basis to determine which instructional practices are having the greatest impact on student achievement. CAASPP data and ongoing district assessments are shared with teachers, parents, and the SSC; this data is reviewed annually by all educational partners.

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

Parents and community members are included in planning, implementing and evaluating our programs through our many parent groups. School Site Council, ELAC, AAPAC, Title 1 meetings, and FIAT (Family Involvement Action Team) meetings are held on a regular basis to collect/disseminate information and/or give and receive feedback from our parents/families. This information is utilized to more effectively plan the use of our funds for different programs to optimize student achievement and increase parent involvement in our school.

Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

Academic Coach, Intervention Teacher, Intervention Program (licenses and technology), Intervention materials, parent involvement, professional development, and technology are services provided by categorical funds that support underperforming students to meet standards.

There is a need for an Intervention Teacher to work with students who are 2 or more years below grade level proficiency. Additionally, there is a need for an Academic Coach to work with teachers on analyzing data, designing & planning instruction and training on the use of best teaching practices. This Academic Coach will provide support in the differentiation of instruction. Palms also needs an intervention program in the form of after school tutoring. The intervention program should include supplemental materials and technology (hardware and software) as a means to provide intensive intervention. Targeted Intervention, Universal Access, and small group instruction during the instructional day enable under-performing students to meet standards. Family involvement training, After School Tutoring, Professional Development, supplemental materials, Counseling support and supplemental technology will be provided at Palms. Perris Elementary School District receives Title I funds, LCFF Supplemental/Concentration (unduplicated), and LCFF Supplemental /Concentration (English Learners) funds which provide additional monies to increase student achievement through instructional programs and services.

Fiscal support (EPC)

Title I and LCFF funding (LCFF-Supplemental/Concentration Funds)

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

The Involvement Process for the SPSA and Annual Review and updates includes the school consulting with SSC, ELAC, and AAPAC as part of the process for the annual review.

School Site Council (SSC) meets throughout the school year to discuss the goals and implementation of activities. SSC met 8/21/23, 9/11/23, 10/16/23, 12/4/23, 1/8/24, 1/22/24, 3/18/24, and 5/20/24.

SSC plans to meet 8/19/24, 9/9/24, 10/14/24, 12/2/24, 1/13/25, 2/3/25, 3/17/25, and 5/19/25.

English Language Advisory Committee (ELAC) met 8/23/23, 9/20/23, 10/25/23, 11/29/24, 1/24/24, 3/6/24, and 5/22/24.

English Language Advisory Committee (ELAC) plans to meet 8/20/24, 9/16/24, 10/21/24, 1/27/25, 3/11/25, and 5/20/25.

African American Advisory Committee (AAPAC) met 8/28/23, 9/18/23, 10/23/23, 1/29/24, 2/26/24, and 5/20/24.

African American Advisory Committee (AAPAC) plans to meet 8/19/24, 9/9/24, 10/14/24, 1/13/25, 2/3/25, and 5/19/25.

School Site Council members reviewed the school's mission and vision. Together they discussed the comprehensive needs assessment that included data analysis, survey results, classroom observations, and other current instructional programs. Out of that analysis, two goals were planned for improvements in student performance in the areas of ELA and Math. During meetings throughout the year, the council reviewed, discussed and updated the SPSA to ensure program activities and services are being implemented.

Advisory committees are invited and encouraged to participate in providing feedback, input, and advise the SSC on the SPSA. Agenda items on educational partner meetings (ELAC, AAPAC, MTSS Academic, Student Council) were specifically planned to discuss SPSA contents and provide input. Their input was discussed and considered at SSC meetings. Input ranged from comments, ideas, survey results and suggestions at the scheduled SSC meetings.

School Site Council members meet several times throughout the year to discuss the goals and activities outlined in the SPSA. As activities are implemented, the administrative team and teacher leaders provide updates to the implementation of the programs. Educational partner groups (ELAC, DELAC, DPAC, and AAPAC) are invited to SSC meetings to share information and give updates related to planned activities, services and events.

The district meets throughout the year with educational partners including parents, community members, staff members, and site administration through LCAP Educational Partner Engagement meetings; additionally, educational partners meetings are held with both sets of unions, principals, and parent committees. Input from these educational partners meetings informed and helped develop the LCAP, SPSA, and ELOP plans.

Resource Inequities

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

During Title I meetings, parent involvement workshops, ELAC, and SSC, the CAASPP/Dashboard, and Title I Survey data was reviewed. On the 2023-2024 Title I survey 98% of 110 responses feel home/school communication is effective.

Palms 2023 Dashboard for all student groups is 48 points below standard in ELA and 80.3 points below standard in math. Students with Disabilities with 120.2 points below standard in ELA and 134.8 points below standard in Math. The review of the needs assessment revealed a need in the area of ELA and Math for Students with Disabilities. In Math, African American students and current English Learners are performing at 92.7 and 79.7 below standard respectively. The Academic coach will be used to increase the academic achievement for all students in ELA, providing professional development/collaboration to teachers focused on differentiating instruction to meet the needs of all student groups. The Intervention Teacher will provide an intervention program for students who are 2 or more years behind. Additional collaboration will be in place to plan additional targeted support based on our ATSI status. Additional targeted support based on our ATSI status will focus on students with disabilities and homeless youth.

Due to the district's high unduplicated student count- low-income, English Learners, and foster youth, the district's approach is to focus on ensuring Tier 1 instruction and supports are in place by securing time during Universal Access and Targeted Intervention for small group differentiated instruction. Additionally, Tier 2 intervention programs in ELA and Math were purchased and time was carved into the school day for these supports. Federal monies and grants are being used to provide professional development for teachers and provide after-school, Saturday, and Summer School programs focusing on academics, social-emotional, and enrichment activities.

Through using the Resource Equity Diagnostic, Analysis of Dimension 5 revealed that not all students with higher needs have access to high-quality instructional time. Additionally, only some students have access to more attention through smaller group sizes. It is necessary to increase the school's flexibility, to support strategic school scheduling so students receive additional high-quality instructional attention.

A Root Cause Analysis was completed with the admin, and leadership staff, which includes a Special Education representative. When looking at the data and discussing the possible causes, we used a Fishbone activity to identify an area where we could possibly have the greatest outcome if it is a focus. Through the collaboration, we identified attendance to be the focus because we could monitor this area consistently.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	0.28%	0.27%	0.15%	2	2	1
African American	12.34%	10.9%	10.87%	87	80	74
Asian	0.28%	0.82%	0.73%	2	6	5
Filipino	%	0%	0.15%	0	0	1
Hispanic/Latino	82.55%	82.97%	81.94%	582	609	558
Pacific Islander	0.14%	0%	%	1	0	
White	2.70%	1.91%	3.08%	19	14	21
Multiple/No Response	0.28%	1.23%	1.47%	2	9	10
Total Enrollment				705	734	681

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Kindergarten	112	130	91
Grade 1	86	101	90
Grade 2	94	96	103
Grade3	105	99	96
Grade 4	116	99	98
Grade 5	90	118	97
Grade 6	102	91	106
Total Enrollment	705	734	681

Conclusions based on this data:

1. Palms Elementary has a Latino/Hispanic population of 83%. This is the student group with the most students.
2. The population of African American students at Palms Elementary School is 11%. This has been consistent over the last 3 years.
3. Palms Elementary serves students K-6th grade students with an decrease of approximately 40 students in the 2023-2024 school year. This could be because TK is now centralized.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
English Learners	305	317	271	37.0%	43.3%	39.8%
Fluent English Proficient (FEP)	47	51	60	8.8%	6.7%	8.8%
Reclassified Fluent English Proficient (RFEP)	13	25		3.4%	4.3%	

Conclusions based on this data:

1. The number of students Reclassified has increased to 25 in the 2022-2023 school year. this is almost double from the previous year.
2. Palms has approximately 43% of its population identified as English Learners. There needs to be an emphasis on integrated and designated ELD.
3. Students are identified as initially English proficient each year at a rate of approximately 7%.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	99	96	98	98	96	98	98	96	98	99.0	100.0	100
Grade 4	116	101	97	114	101	97	114	101	97	98.3	100.0	100
Grade 5	93	114	95	92	114	95	92	114	95	98.9	100.0	100
Grade 6	104	89	111	102	88	111	102	88	111	98.1	98.9	100
All Grades	412	400	401	406	399	401	406	399	401	98.5	99.8	100

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2355.	2378.	2352.	3.06	8.33	5.10	19.39	25.00	14.29	24.49	23.96	25.51	53.06	42.71	55.10
Grade 4	2422.	2424.	2417.	11.40	14.85	9.28	22.81	19.80	18.56	14.91	16.83	20.62	50.88	48.51	51.55
Grade 5	2432.	2464.	2428.	3.26	8.77	5.26	19.57	21.93	18.95	26.09	33.33	24.21	51.09	35.96	51.58
Grade 6	2475.	2468.	2464.	6.86	4.55	3.60	17.65	19.32	21.62	32.35	34.09	29.73	43.14	42.05	45.05
All Grades	N/A	N/A	N/A	6.40	9.27	5.74	19.95	21.55	18.45	24.14	27.07	25.19	49.51	42.11	50.62

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	5.10	5.21	4.08	56.12	62.50	58.16	38.78	32.29	37.76
Grade 4	9.65	11.88	9.28	62.28	60.40	69.07	28.07	27.72	21.65
Grade 5	6.52	9.65	7.37	65.22	64.04	61.05	28.26	26.32	31.58
Grade 6	7.84	3.41	4.50	54.90	60.23	43.24	37.25	36.36	52.25
All Grades	7.39	7.77	6.23	59.61	61.90	57.36	33.00	30.33	36.41

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2.04	7.29	5.10	39.80	50.00	41.84	58.16	42.71	53.06
Grade 4	6.14	4.95	9.28	51.75	56.44	38.14	42.11	38.61	52.58
Grade 5	5.43	6.14	4.21	39.13	64.04	41.05	55.43	29.82	54.74
Grade 6	6.86	4.55	1.80	38.24	42.05	49.55	54.90	53.41	48.65
All Grades	5.17	5.76	4.99	42.61	53.88	42.89	52.22	40.35	52.12

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	6.12	3.13	1.02	68.37	75.00	78.57	25.51	21.88	20.41
Grade 4	7.89	12.87	8.25	68.42	66.34	77.32	23.68	20.79	14.43
Grade 5	6.52	12.28	8.42	77.17	64.04	65.26	16.30	23.68	26.32
Grade 6	9.80	3.41	6.31	69.61	80.68	70.27	20.59	15.91	23.42
All Grades	7.64	8.27	5.99	70.69	70.93	72.82	21.67	20.80	21.20

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	4.08	10.42	4.08	62.24	60.42	56.12	33.67	29.17	39.80
Grade 4	7.89	6.93	4.12	71.05	69.31	68.04	21.05	23.76	27.84
Grade 5	6.52	7.02	7.37	65.22	65.79	53.68	28.26	27.19	38.95
Grade 6	6.86	4.55	9.91	69.61	65.91	64.86	23.53	29.55	25.23
All Grades	6.40	7.27	6.48	67.24	65.41	60.85	26.35	27.32	32.67

Conclusions based on this data:

- Grade 4 had the highest percentage of students meeting or exceeding grade level CA standards as measured by the CAASPP test at 35%. They showed the most growth in the area of Listening with a gain to 12.9% as compared to the 21-22 school year. With 61%, the area of writing has the lowest amount of students at or nearly meeting standard.
- Grade 6 has the lowest percentage of students proficient with 23% of students meeting or exceeding standards. They scored highest in the Listening claim with 84% at or near standards. With 46%, the area of writing has the lowest amount of students at or nearly meeting standard.
- Palms Elementary has 42% of students not Meeting Standard on the ELA CAASPP assessment, which is a decrease from 2021-22. Palms Elementary has 27% of students nearly Meeting Standard on the ELA CAASPP assessment. Palms Elementary has 40% of students Below Standard in Writing, making this the lowest domain in ELA.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	99	96	98	99	96	98	99	96	98	100.0	100.0	100
Grade 4	116	101	97	115	101	97	115	101	97	99.1	100.0	100
Grade 5	93	114	95	93	113	95	93	113	95	100.0	99.1	100
Grade 6	104	89	111	103	88	111	103	88	111	99.0	98.9	100
All Grades	412	400	401	410	398	401	410	398	401	99.5	99.5	100

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2357.	2381.	2362.	0.00	5.21	3.06	18.18	17.71	15.31	22.22	29.17	18.37	59.60	47.92	63.27
Grade 4	2402.	2420.	2427.	2.61	6.93	6.19	8.70	12.87	16.49	29.57	37.62	34.02	59.13	42.57	43.30
Grade 5	2416.	2421.	2405.	3.23	1.77	2.11	1.08	5.31	7.37	26.88	25.66	15.79	68.82	67.26	74.74
Grade 6	2438.	2444.	2423.	3.88	5.68	3.60	11.65	12.50	3.60	25.24	22.73	19.82	59.22	59.09	72.97
All Grades	N/A	N/A	N/A	2.44	4.77	3.74	10.00	11.81	10.47	26.10	28.89	21.95	61.46	54.52	63.84

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	5.05	6.25	5.10	36.36	50.00	29.59	58.59	43.75	65.31
Grade 4	4.35	11.88	5.15	40.00	39.60	46.39	55.65	48.51	48.45
Grade 5	2.15	1.77	2.11	37.63	40.71	34.74	60.22	57.52	63.16
Grade 6	2.91	3.41	3.60	38.83	42.05	29.73	58.25	54.55	66.67
All Grades	3.66	5.78	3.99	38.29	42.96	34.91	58.05	51.26	61.10

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	1.01	7.29	4.08	59.60	55.21	53.06	39.39	37.50	42.86
Grade 4	5.22	7.92	8.25	51.30	57.43	56.70	43.48	34.65	35.05
Grade 5	0.00	2.65	3.16	58.06	50.44	40.00	41.94	46.90	56.84
Grade 6	1.94	5.68	1.80	51.46	55.68	46.85	46.60	38.64	51.35
All Grades	2.20	5.78	4.24	54.88	54.52	49.13	42.93	39.70	46.63

Conclusions based on this data:

1. Grade 3 scored the highest overall in Math with 22.92% of students meeting or exceeding standards. There are 43.7% of students below standard in Problem Solving & Modeling/Data Analysis.
2. Grade 5 scored the lowest overall in Math, with 7% of students meeting or exceeding standards. 65% of students are below standard in Concepts & Procedures.
3. All grade levels increased their overall math scores of students meeting or exceeding grade level standards. Problem Solving & Modeling/Data Analysis has 51% of students Below Standard.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	1413.9	1406.5	1420.1	1421.4	1411.3	1427.4	1396.3	1395.5	1403.1	57	65	46
1	1424.5	1455.9	1425.7	1448.8	1452.2	1440.4	1399.4	1459.0	1410.4	33	41	38
2	1473.9	1438.7	1466.6	1473.8	1446.2	1458.5	1473.5	1430.7	1474.3	40	33	38
3	1475.0	1491.3	1460.5	1478.0	1488.5	1452.9	1471.4	1493.6	1467.6	44	37	32
4	1509.4	1503.6	1516.5	1504.0	1498.1	1514.8	1514.4	1508.5	1517.7	54	40	32
5	1530.5	1536.6	1500.5	1526.9	1530.2	1504.1	1533.7	1542.5	1496.5	45	44	30
6	1526.6	1533.0	1526.3	1522.0	1533.6	1520.9	1530.7	1531.8	1531.2	33	34	39
All Grades										306	294	255

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	8.77	10.77	17.39	29.82	26.15	36.96	42.11	41.54	26.09	19.30	21.54	19.57	57	65	46
1	0.00	9.76	5.26	21.21	41.46	26.32	33.33	34.15	36.84	45.45	14.63	31.58	33	41	38
2	12.50	3.03	10.53	45.00	30.30	50.00	25.00	33.33	26.32	17.50	33.33	13.16	40	33	38
3	4.55	10.81	9.38	25.00	37.84	18.75	54.55	40.54	31.25	15.91	10.81	40.63	44	37	32
4	20.37	17.50	21.88	35.19	25.00	34.38	31.48	47.50	34.38	12.96	10.00	9.38	54	40	32
5	26.67	27.27	10.00	44.44	45.45	23.33	22.22	25.00	46.67	6.67	2.27	20.00	45	44	30
6	18.18	23.53	25.64	42.42	35.29	35.90	30.30	35.29	28.21	9.09	5.88	10.26	33	34	39
All Grades	13.40	14.63	14.51	34.64	34.01	32.94	34.64	37.07	32.16	17.32	14.29	20.39	306	294	255

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	8.77	12.31	19.57	40.35	20.00	34.78	29.82	44.62	28.26	21.05	23.08	17.39	57	65	46
1	12.12	19.51	15.79	21.21	31.71	34.21	60.61	36.59	34.21	6.06	12.20	15.79	33	41	38
2	27.50	9.09	21.05	27.50	45.45	47.37	37.50	27.27	21.05	7.50	18.18	10.53	40	33	38
3	13.64	32.43	15.63	50.00	32.43	31.25	29.55	21.62	21.88	6.82	13.51	31.25	44	37	32
4	25.93	22.50	34.38	51.85	52.50	40.63	16.67	20.00	18.75	5.56	5.00	6.25	54	40	32
5	44.44	34.09	26.67	42.22	59.09	50.00	6.67	6.82	10.00	6.67	0.00	13.33	45	44	30
6	39.39	38.24	33.33	45.45	41.18	43.59	9.09	17.65	12.82	6.06	2.94	10.26	33	34	39
All Grades	23.86	23.13	23.53	40.85	38.78	40.00	26.14	26.53	21.57	9.15	11.56	14.90	306	294	255

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	17.54	12.31	10.87	63.16	63.08	67.39	19.30	24.62	21.74	57	65	46
1	21.21	36.59	23.68	72.73	58.54	65.79	6.06	4.88	10.53	33	41	38
2	27.50	12.12	23.68	65.00	69.70	60.53	7.50	18.18	15.79	40	33	38
3	22.73	24.32	15.63	61.36	59.46	37.50	15.91	16.22	46.88	44	37	32
4	53.70	27.50	37.50	44.44	67.50	50.00	1.85	5.00	12.50	54	40	32
5	26.67	22.73	13.33	64.44	75.00	63.33	8.89	2.27	23.33	45	44	30
6	24.24	17.65	23.08	66.67	70.59	56.41	9.09	11.76	20.51	33	34	39
All Grades	28.43	21.43	20.78	61.44	65.99	58.04	10.13	12.59	21.18	306	294	255

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	7.02	12.31	15.22	66.67	56.92	58.70	26.32	30.77	26.09	57	65	46
1	6.06	7.32	5.26	69.70	73.17	73.68	24.24	19.51	21.05	33	41	38
2	22.50	12.12	10.53	65.00	69.70	81.58	12.50	18.18	7.89	40	33	38
3	20.45	32.43	28.13	68.18	54.05	40.63	11.36	13.51	31.25	44	37	32
4	24.07	35.00	34.38	61.11	55.00	59.38	14.81	10.00	6.25	54	40	32
5	68.89	77.27	50.00	22.22	20.45	36.67	8.89	2.27	13.33	45	44	30
6	42.42	50.00	64.10	51.52	47.06	25.64	6.06	2.94	10.26	33	34	39
All Grades	26.80	31.29	28.63	57.84	53.40	54.51	15.36	15.31	16.86	306	294	255

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	10.53	7.69	4.35	71.93	69.23	71.74	17.54	23.08	23.91	57	65	46
1	3.03	17.07	10.53	36.36	58.54	36.84	60.61	24.39	52.63	33	41	38
2	12.50	6.06	7.89	57.50	36.36	73.68	30.00	57.58	18.42	40	33	38
3	0.00	8.11	0.00	45.45	48.65	31.25	54.55	43.24	68.75	44	37	32
4	12.96	10.00	9.38	57.41	47.50	56.25	29.63	42.50	34.38	54	40	32
5	20.00	18.18	6.67	62.22	68.18	36.67	17.78	13.64	56.67	45	44	30
6	3.03	2.94	2.56	51.52	47.06	43.59	45.45	50.00	53.85	33	34	39
All Grades	9.48	10.20	5.88	56.21	55.78	51.37	34.31	34.01	42.75	306	294	255

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	15.79	38.46	56.52	49.12	24.62	30.43	35.09	36.92	13.04	57	65	46
1	0.00	4.88	7.89	53.13	73.17	60.53	46.88	21.95	31.58	32	41	38
2	22.50	9.09	15.79	52.50	51.52	71.05	25.00	39.39	13.16	40	33	38
3	6.82	21.62	9.38	77.27	62.16	62.50	15.91	16.22	28.13	44	37	32
4	16.67	15.00	25.00	72.22	72.50	68.75	11.11	12.50	6.25	54	40	32
5	15.56	27.27	3.33	75.56	68.18	76.67	8.89	4.55	20.00	45	44	30
6	21.21	17.65	20.51	69.70	79.41	71.79	9.09	2.94	7.69	33	34	39
All Grades	14.43	21.09	21.57	64.26	58.50	61.57	21.31	20.41	16.86	305	294	255

Conclusions based on this data:

1. 31% of students are well developed in the Listening Domain and the Reading Domain has 10% of students well-developed.
2. Palms Elementary has 14% of students at an overall score of Level 1. The Reading Domain has 34% of students at the beginning level.
3. Overall Language scores indicate that there are fewer students scoring at Level 1 in comparison to the previous year. In 21-22 there were 17.32% of students scoring at Level 1 and in 22-23, that number decreased to 14.29%. Second grade shows the highest number of students scoring at Level 1, indicating that more support may be needed in this grade level.

School and Student Performance Data

Student Population

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

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

2022-23 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
734	86.9	43.2	1.5
Total Number of Students enrolled in Palms Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2022-23 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	317	43.2
Foster Youth	11	1.5
Homeless	26	3.5
Socioeconomically Disadvantaged	638	86.9
Students with Disabilities	62	8.4

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	80	10.9
American Indian	2	0.3
Asian	6	0.8
Hispanic	609	83
Two or More Races	9	1.2
White	14	1.9

Conclusions based on this data:

- English Learners make-up 43.2% of the population at Palms Elementary School. There needs to be an emphasis on integrated and designated ELD.
- Socially Economic Disadvantaged students are 86.9% of the population. Parents will be contacted to see if resources are needed.

3. Palms has 11 students in foster care and 26 are homeless. These families may benefit from additional supports and resources.

School and Student Performance Data

Overall Performance






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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



2023 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Yellow	Chronic Absenteeism  Yellow	Suspension Rate  Orange
Mathematics  Yellow		
English Learner Progress  Yellow		

Conclusions based on this data:

1. The performance data in the category of Chronic Absenteeism is YELLOW. This continues to be an area of focus for Palms, we will continue to monitor chronic absenteeism rates, and share best practices around attendance with students, families and staff.
2. The performance data in the area of Suspension is ORANGE. We will continue to utilize other means of correction and restorative practices when addressing discipline issues.

3. The performance data for ELA and Math is YELLOW. We have made growth in both areas and will continue to focus on our work with Essential Standards in both areas.

School and Student Performance Data

Academic Performance English Language Arts

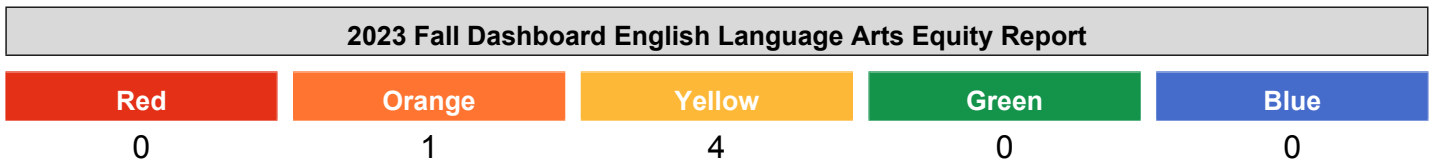
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”







This section provides number of student groups in each level.



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

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students Yellow 48 points below standard Increased +11.4 points 372 Students	English Learners Yellow 53.7 points below standard Increased +14.8 points 176 Students	Foster Youth Less than 11 Students 4 Students
Homeless 54 points below standard Increased Significantly +55.5 points 11 Students	Socioeconomically Disadvantaged Yellow 50 points below standard Increased +10.8 points 336 Students	Students with Disabilities Orange 120.2 points below standard Increased +4.2 points 44 Students

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Yellow 52.4 points below standard Increased +11.7 points 35 Students	Less than 11 Students 1 Student	Less than 11 Students 3 Students	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 47.2 points below standard Increased +11.7 points 320 Students	Less than 11 Students 2 Students	 No Performance Color 0 Students	Less than 11 Students 10 Students

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

2023 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
73.1 points below standard Increased +9.2 points 143 Students	30.4 points above standard Increased Significantly +19.6 points 33 Students	45.2 points below standard Increased +8.6 points 174 Students

Conclusions based on this data:

- Currently there are 4 student groups in the "YELLOW" performance band, English Learners, Socio-economically Disadvantaged, Hispanic and African American. Each group made an increase over the previous year.
- Students with Disabilities are in ORANGE performance band. They increased 4.2 pts. Further "root cause" analysis and empathy interviews with special education students and staff will be a next step.
- Overall performance of Reclassified English Learners increased significantly. Reclassified English Learners increased their distance from standard by 19.6 points and are currently 30.4 points above standard.

School and Student Performance Data

Academic Performance Mathematics

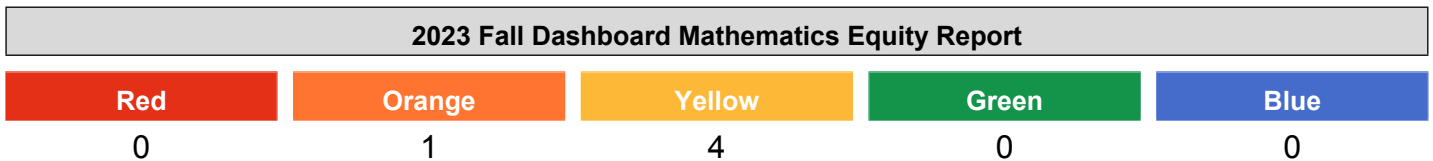
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”







This section provides number of student groups in each level.



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

2023 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students Yellow 80.3 points below standard Increased +11.9 points 371 Students	English Learners Yellow 79.7 points below standard Increased Significantly +15.9 points 176 Students	Foster Youth Less than 11 Students 4 Students
Homeless 104.5 points below standard Decreased Significantly -19.7 points 11 Students	Socioeconomically Disadvantaged Yellow 82.5 points below standard Increased +11 points 335 Students	Students with Disabilities Orange 134.8 points below standard Increased +5.7 points 44 Students

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Yellow 92.7 points below standard Increased +3.4 points 35 Students	Less than 11 Students 1 Student	Less than 11 Students 3 Students	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 77.3 points below standard Increased +14.1 points 319 Students	Less than 11 Students 2 Students	 No Performance Color 0 Students	Less than 11 Students 10 Students

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

2023 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
90.7 points below standard Increased +13.2 points 143 Students	32.3 points below standard Increased Significantly +15.5 points 33 Students	86.1 points below standard Increased +7.5 points 173 Students

Conclusions based on this data:

- Overall student performance is in the YELLOW band with English Learners, Socio-Economically Disadvantaged, African American, and Hispanic groups increasing their performance. All groups increased over the previous year.
- Overall student performance for Students with Disabilities is in the ORANGE performance band. There was an increase of 5.7pts. Further "root cause" analysis and empathy interviews with special education students and staff will be a next step.
- Overall performance of Reclassified English Learners increased significantly. Reclassified English Learners increased their distance from standard by 15.5 points and are currently 32.3 points below standard.

School and Student Performance Data

Academic Performance English Learner Progress

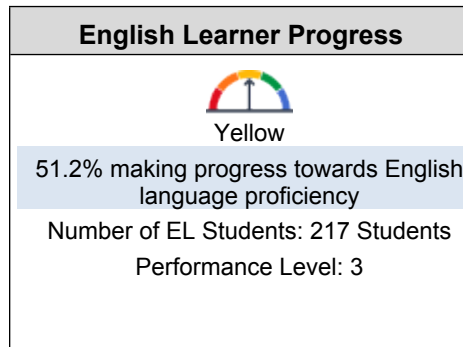
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The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

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

2023 Fall Dashboard English Learner Progress Indicator



This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2023 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
35	71	7	104

Conclusions based on this data:

- 48% of our (217) English Language Learners are progressing at least one ELPI Level in a given year. The lowest domain should be identified to support in that area.
- 16% of (217)EL students decreased one ELPI Level. The lowest domain should be identified to support in that area.
- Greater emphasis needs to be placed on monitoring the progress of our English Language Learners and plans need to be in place to ensure ALL EL students are progressing at least one ELPI level each year. Teachers need to be aware of the domains in which each student is struggling and supports need to be in place to ensure growth in the domain specific areas.

School and Student Performance Data

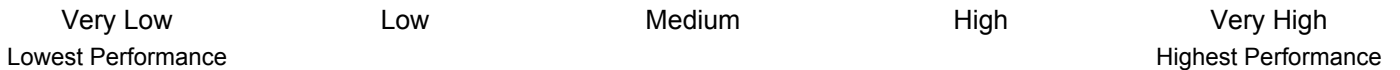
Academic Performance College/Career Report

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

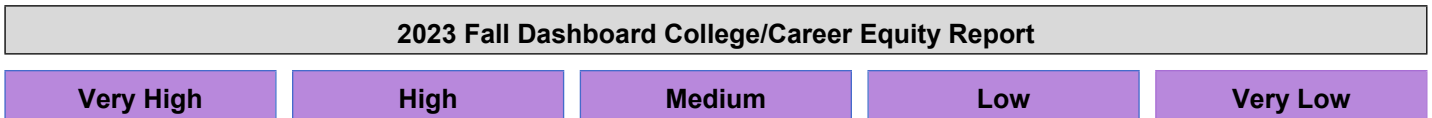
The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

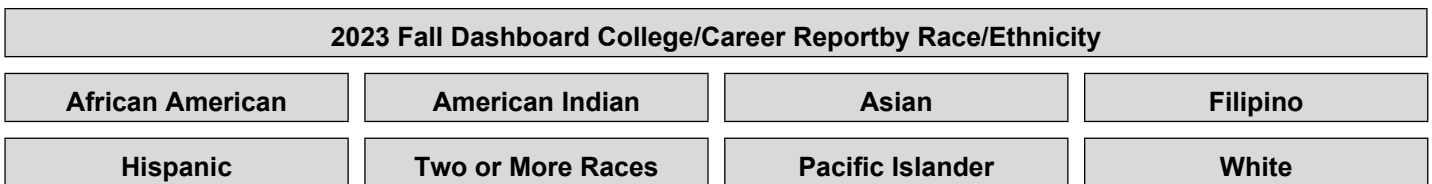
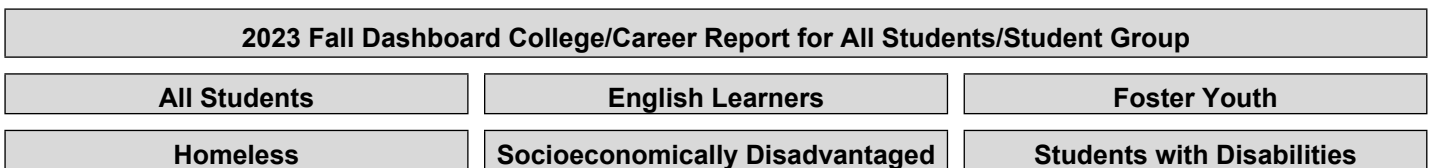
This section provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.



This section provides number of student groups in each level.



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



Conclusions based on this data:

- 1.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

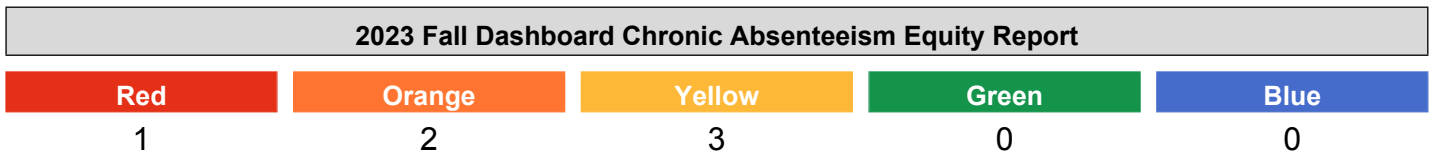
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”







This section provides number of student groups in each level.



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

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<p>All Students</p> <p>Yellow</p> <p>42% Chronically Absent</p> <p>Declined Significantly -12.3</p> <p>790 Students</p>	<p>English Learners</p> <p>Yellow</p> <p>34.6% Chronically Absent</p> <p>Declined Significantly -14.9</p> <p>338 Students</p>	<p>Foster Youth</p> <p>17.6% Chronically Absent</p> <p>Declined -3.2</p> <p>17 Students</p>
<p>Homeless</p> <p>Red</p> <p>52.5% Chronically Absent</p> <p>Increased 1.1</p> <p>40 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Yellow</p> <p>42.4% Chronically Absent</p> <p>Declined Significantly -13.4</p> <p>706 Students</p>	<p>Students with Disabilities</p> <p>Orange</p> <p>43.6% Chronically Absent</p> <p>Declined -14.1</p> <p>78 Students</p>

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Orange 42.9% Chronically Absent Declined -7.1 91 Students	Less than 11 Students 2 Students	Less than 11 Students 6 Students	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 40.9% Chronically Absent Declined Significantly -12.9 646 Students	57.1% Chronically Absent Declined -14.3 28 Students	 No Performance Color 0 Students	76.5% Chronically Absent Declined -3.5 17 Students

Conclusions based on this data:

1. Palms Elementary has 42 % of students Chronically Absent which is the Yellow Category. English Learners and Socially Disadvantaged students groups are in yellow. Students with Disabilities are in Orange and Homeless Youth are in Red. There will be a focus on the homeless youth group to decrease the chronic absenteeism rate.
2. Hispanic students are chronically absent at a rate of 40%. Being one of the largest student groups, a root cause analysis would be beneficial to identify the need with this student group.
3. Foster Youth is chronically absent at a rate of 17.6%. This student group has the lowest percentage of students chronically absent.

School and Student Performance Data

Academic Engagement Graduation Rate

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

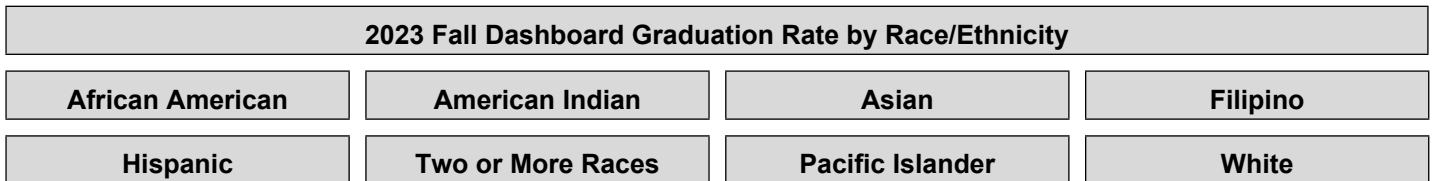
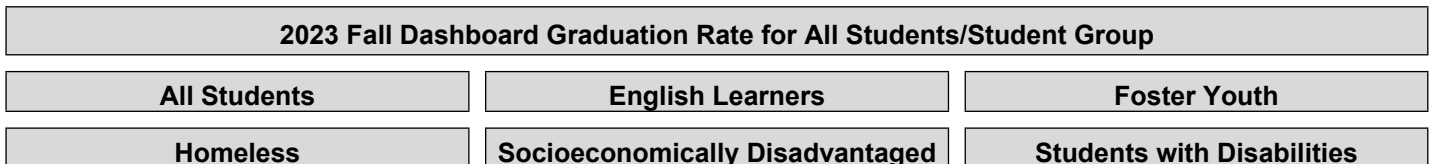
Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

Red Orange Yellow Green Blue
Lowest Performance Highest Performance

This section provides number of student groups in each level.



This section provides information about students completing high school, which includes students who receive a standard high school diploma.



Conclusions based on this data:

- 1.

School and Student Performance Data

Conditions & Climate Suspension Rate

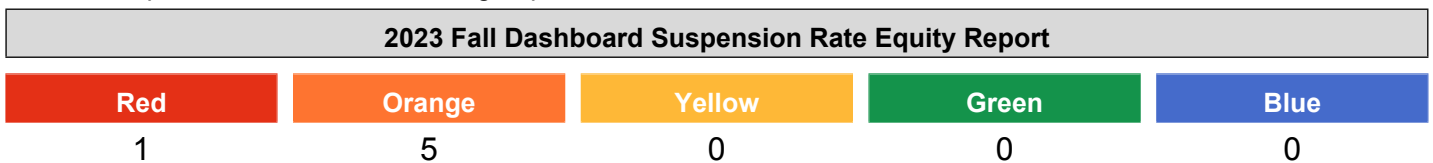
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."







This section provides number of student groups in each level.



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

2023 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p> <p>Orange</p> <p>2.9% suspended at least one day</p> <p>Increased 0.7 819 Students</p>	<p>English Learners</p> <p>Orange</p> <p>2% suspended at least one day</p> <p>Increased 1.2 343 Students</p>	<p>Foster Youth</p> <p>5.3% suspended at least one day</p> <p>Increased 5.3 19 Students</p>
<p>Homeless</p> <p>Orange</p> <p>2.3% suspended at least one day</p> <p>Increased 2.3 43 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Orange</p> <p>2.9% suspended at least one day</p> <p>Increased 0.7 731 Students</p>	<p>Students with Disabilities</p> <p>Orange</p> <p>3.8% suspended at least one day</p> <p>Increased 1.5 79 Students</p>

2023 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Red 7.4% suspended at least one day Increased 4.7 94 Students	Less than 11 Students 2 Students	Less than 11 Students 6 Students	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 2.4% suspended at least one day Increased 0.4 669 Students	0% suspended at least one day Maintained 0 29 Students	 No Performance Color 0 Students	0% suspended at least one day Declined -4.3 19 Students

Conclusions based on this data:

- 2.4% of Hispanic students were suspended at least one day. We will continue to utilize other means of correction and restorative practices when addressing discipline issues.
- 7.4% of African American students were suspended at least one day. We will continue to utilize other means of correction and restorative practices when addressing discipline issues.
- Palms Elementary has a High Suspension Rate with 2.9% of all students suspended at least one day. We will aim for positive behavioral interventions and support systems, including restorative practices to support students in conflict.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

English Language Arts

LEA/LCAP Goal

LCAP Goal 3: PESD will provide all students a high quality, rigorous core instructional program implementing the California Standards in English Language Arts and Mathematics as well as English Language Development Standards and the Next Generation Science Standards.

Goal 1

California Dashboard data will show an increase of 5 points for all student groups in English Language Arts on the 2025 CA Dashboard.

Identified Need

Our Homeless Youth, African American students, English Learners, and Students with Disabilities are performing lower than other student groups; additional intervention and supports are in need to close the achievement gap for these specific student groups. We will seek to close the achievement gap by ensuring our students are taught by highly effective teachers, who use effective, researched-based instructional practices and strategies in the classrooms during the instructional day as well as during extended learning opportunities such as intervention and enrichment programs that occur during school as well as before, and/or after school.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
2023 CAASPP Data District Benchmark Assessments Lexia Core 5	<p>Upon reviewing the 2023 data in the California School Dashboard in the area of ELA, Palms is 48 pts below standard.</p> <p>In ELA, SWD are at 120.2 pts below standard.</p> <p>In ELA, ELs are 53.7 pts below standard.</p> <p>In ELA, African American students are 52.4 pts below standard.</p> <p>In ELA, Homeless Youth is 54 pts below standard, which is an area that identified Palms for ATSI.</p> <p>In 2023-2024, 54% of K-5 students are working In or</p>	<p>CAASPP ELA data will decrease by 5 points from standard for all student groups from 48 to 43 below standard.</p> <p>SWD will decrease by 5 points from 120.2 to 115.2 points.</p> <p>Homeless Youth will decrease by 5 points from 54 to 49 points.</p> <p>English Learners will decrease by 5 points from 53.7 to 48.7 points.</p> <p>African American Student Group will decrease by 5 points from 52.4 to 47.4 points.</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Above grade level material in Lexia Core 5.	

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

ALL students with a focus on meeting the needs of SWD, Foster Youth, Homeless Youth, African American and English Language Learners.

Strategy/Activity

Building Professional Capacity to meet the needs of ALL students with a focus on the needs of SWD, Foster Youth, Homeless Youth, African American and English Language Learners. (i.e. Professional Development/ Collaboration / Conferences...)

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
10000	Title I Part A: Professional Development Professional Development will be offered to ensure best instruction and best practices. Throughout the school year, professional development opportunities are made available to classified, certificated, and administrative staff. This Professional Development action will include travel expense, registration fee, extra duty, and substitute pay.
10000	Title I Part A: Collaboration Collaboration will be offered to ensure best instruction and best practices. Throughout the school year, these professional development opportunities are made available to classified, certificated, and administrative staff through collaboration This collaboration action will include extra duty and substitute pay.

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

ALL students will have equal access to technology.

Strategy/Activity

Supplemental Technology Software/Apps/devices, and include equipment to utilize such software/apps/devices.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

10000

Source(s)

Title I Part A: Supplemental Technology

Purchase Supplemental technology to support the instruction of students identified as at promise, with a specific focus on foundational skills, reading fluency, comprehension and expository text. This action is to include software, apps, devices, equipment, headphones, etc.

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

ALL Students-priority enrollment will be offered to Homeless Youth, Foster Youth, SWD, African American and English Language Learners.

Strategy/Activity

Intervention within the school day and/or including after school tutoring through expanded learning opportunities.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

5000

Source(s)

Title I Part A: Intervention

Small group instruction, with a focus on specific skills, will be taught during targeted intervention. Throughout the school year, grade level teams will meet to analyze data and provide specific instructional responses to SWD, Homeless Youth, and other Student Groups. This action will include extra duty and substitute pay.

0

Title I Part A: Intervention

Expanded Learning Opportunities with priority enrollment offered to SWD, Homeless Youth, and other Student Groups.

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

We will increase the number of Parent Involvement Activities offered as well as the number parents participating in said activities.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

2000

Title I Part A: Parent Involvement

Provide parent involvement activities to bridge a home to school connection including student populations, such as Homeless Youth, Foster Youth, SWD, African American and English Language Learners. (i.e. FIAT, SSC, Title I meetings, math night, reading night, etc.). This includes vendors, consultants, and/or presenters.

1000

Title I Part A: Parent Involvement

Provide parent involvement activities to bridge a home to school connection, include materials/supplies and resources to use for these activities.

1000

Title I Part A: Parent Involvement

Provide parent involvement activities to bridge a home to school connection, include extra duty and/or substitute pay to support the facilitation of these activities.

1000

Title I Part A: Parent Involvement

Provide parent involvement activities to bridge a home to school connection, include childcare pay to support the families in need so they can focus on the learning.

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 deleted.

ANALYSIS

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

See the attached SPSA Monitoring & Evaluation Tool.

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

See the attached SPSA Monitoring & Evaluation Tool.

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.

See the attached SPSA Monitoring & Evaluation Tool.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Math

LEA/LCAP Goal

LCAP Goal 3: PESD will provide all students a high quality, rigorous core instructional program implementing the California Standards in English Language Arts and Mathematical as well as English Language Development Standards and the Next Generation Science Standards.

Goal 2

California Dashboard data will increase by a minimum of 5 points for all student groups in math on the 2025 CA Dashboard..

Identified Need

Our Homeless Youth, African American students, and Students with Disabilities are performing lower than other student groups; additional intervention and supports are in need to close the achievement gap for these specific student groups. We will seek to close the achievement gap by ensuring our students are taught by highly effective teachers, who use effective, researched-based instructional practices and strategies in the classrooms during the instructional day as well as during extended learning opportunities such as intervention and enrichment programs that occur during school as well as before, and/or after school.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
2023 CAASPP for mathematics District Benchmark Assessments Dreambox	<p>Upon reviewing the data in the California School Dashboard in the area of Math, Palms is 80.3 pts below standard.</p> <p>In Math, SWD are at 134.8 pts below standard. In Math, ELs are 79.7 pts below standard. In Math, African American students are 92.7 pts below standard. In Math, Homeless Youth are at 104.5 points below standard which is an area that identified Palms for ATSI.</p> <p>In 2023-2024, 37% of K-6 students showed average progress on Dreambox.</p>	<p>Dashboard Math data will decrease by 5 points from standard for all student groups from 80.3 to 75.3 below standard.</p> <p>SWD will decrease by 5 points from 134.8 to 129.8 points. Homeless Youth will decrease by 5 points from 104.5 to 99.5 points. English Learners will decrease by 5 points from 79.7 to 74.7 points. African American Student Group will decrease by 5 points from 92.7to 87.7 points.</p> <p>The number of K-6 students making average progress will increase to 42% on Dreambox.</p>

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

ALL students will benefit from having well trained, highly effective teachers and support staff; the demographics of the majority of classrooms at Palms include, English Language Learners, African American students, Foster Youth, Homeless Youth, and Students with Disabilities. All certificated teachers will participate in a minimum of 50 minutes of scheduled collaboration time with the grade level team; additionally, team members will have the opportunity to work with the academic coach, to plan lessons, team teach, participate in learning walks, etc.

Strategy/Activity

Building Professional Capacity to meet the needs of ALL students with a focus on the needs of SWD, Foster Youth, Homeless Youth, African American and English Language Learners. (i.e. Professional Development/ Collaboration / Conferences...)

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

8000

Title I Part A: Professional Development

Professional Development will be offered to ensure best instruction and best practices. Throughout the school year, professional development opportunities are made available to classified, certificated, and administrative staff. This Professional Development action will include travel expense, registration fee, and substitute pay.

5000

Title I Part A: Collaboration

Collaboration will be offered to ensure best instruction and best practices. Throughout the school year, these professional development opportunities are made available to classified, certificated, and administrative staff through collaboration This collaboration action will include extra duty and substitute pay.

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students will have equal access to technology.

Strategy/Activity

Supplemental Technology Software/Apps/devices, and include equipment to utilize such software/apps/devices.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

10000

Source(s)

Title I Part A: Supplemental Technology

Purchase Supplemental technology to support the instruction of students identified as at promise, with a focus on math foundational skills such as basic facts and place value. This action is to include software, apps, devices, equipment, headphones, etc.

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

ALL Students-priority enrollment will be offered to Homeless Youth, Foster Youth, SWD, African American and English Language Learners.

Strategy/Activity

Intervention within the school day and/or including after school tutoring through expanded learning opportunities.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

2000

Source(s)

Title I Part A: Intervention

Small group instruction, with a focus on specific skills, will be taught during targeted intervention. Throughout the school year, grade level teams will meet to analyze data and provide specific instructional responses to SWD, Homeless Youth, and other Student Groups. This action will include extra duty and substitute pay.

Title I Part A: Intervention

	Expanded Learning Opportunities with priority enrollment offered to SWD, Homeless Youth, and other Student Groups.
1425	<p>Title I Part A: Intervention</p> <p>Purchase supplemental materials and supplies to support the instruction of specific skills with a focus on math foundational skills such as basic facts and place value. This action is to include math manipulatives.</p>

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 deleted.

ANALYSIS

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

See the attached SPSA Monitoring & Evaluation Tool.

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

See the attached SPSA Monitoring & Evaluation Tool.

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.

See the attached SPSA Monitoring & Evaluation Tool.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

English Language Development

LEA/LCAP Goal

LCAP Goal 3: PESD will provide all students a high quality, rigorous core instructional program implementing the California Standards in English Language Arts and Mathematics as well as English Language Development Standards and the Next Generation Science Standards.

Goal 3

All student groups will show an increase of 5 points in both ELA and Math as reported in the California Dashboard.

Identified Need

English Learners continue to struggle in both Language Arts and Math and are not being reclassified, resulting in in students being in EL programs for 5 years or more.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
2023 CAASPP data 2023 ELPAC data	<p>Upon reviewing data in California school Dashboard in the area of English Language Arts, EL students at Palms are currently 53.7 points below standard.</p> <p>When looking at the dashboard data for Math, the EL students at Palms are 79.7 points below standard.</p> <p>Our students needing the most assistance are the ELs who have been in EL programs 5 or more years.</p> <p>CA Dashboard indicates 51.2% of English Learners are making progress towards English Language Proficiency.</p> <p>24 of 256 EL students have been reclassified in the 2023-2024 school year.</p>	<p>In ELA, English Learners will decrease by 5 points from standard and move from 53.7 to 48.7 points.</p> <p>In math, English Learners will decrease by 5 points from standard and move from 79.7 to 74.7 points.</p> <p>There will be an increase of 10% of students reclassified for the 2024-2025 school year.</p>

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Language Learners

Strategy/Activity

Academic Coach-Centralized Service

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

0

Source(s)

LCFF 0702: EL Supplemental

Academic Coach will provide professional development and demonstration lessons to support teachers in implementing school-wide academic programs and utilizing Universal Design Strategies to support English Learners.

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Language Learners

Strategy/Activity

Parent Involvement Activities
LCFF 0702

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

7000

Source(s)

LCFF 0702: EL Supplemental

Parent opportunities for parent involvement such as ELAC, CAFE, Disciplina Positiva, and Latino Family Literacy Project, and other

	trainings. Including materials/supplies and conferences. This includes vendors and/or presenters.
1735	LCFF 0702: EL Supplemental Provide parent opportunities for parent involvement include materials/supplies to use for these activities.
1500	LCFF 0702: EL Supplemental Provide parent opportunities for parent involvement include include extra duty and/or substitute pay to support the facilitation of these activities.
1000	LCFF 0702: EL Supplemental Provide parent opportunities for parent involvement include include childcare pay to support the families in need so they can focus on the learning.

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Language Learners

Strategy/Activity

Building Professional Capacity
(i.e. Professional Development/ Collaboration / Conferences...)
LCFF 0702

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

1000

Source(s)

LCFF 0702: EL Supplemental

Professional Development will be offered to ensure best instruction and best practices. Throughout the school year professional development opportunities are made available to classified, certificated, and administrative staff. This Professional Development action will include travel expense, registration fee, extra duty, and substitute pay.

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Language Learners

Strategy/Activity

Supplemental classroom materials and supplies
LCFF 0702

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

590

Source(s)

LCFF 0702: EL Supplemental

Provide materials to implement instructional practices to support instruction for EL students.

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Language Learners

Strategy/Activity

Supplemental Technology Software/Apps/devices, and include equipment to utilize such software/apps/devices.
LCFF 0702

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

1000

Source(s)

LCFF 0702: EL Supplemental

Purchase Supplemental technology to support the instruction of English Learners. This action is to include software, apps, devices, equipment, headphones, etc.

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Learners

Strategy/Activity

Bilingual Aides will provide support to English Learners in grades K-6th.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

2500

Source(s)

LCFF 0702: EL Supplemental

Bilingual Aides will provide support to English Learners in grades K-6th.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

School Climate and Culture

LEA/LCAP Goal

LCAP GOAL 4: PESD is committed to providing a comprehensive, engaging and relevant instructional program for students, thereby creating an educational environment and culture where students feel safe and are motivated to come to school; and parents feel welcome and are encouraged to actively participate in their child's education.

Goal 4

School Climate/Culture will be measured by improved attendance of a 10% decrease for chronic absenteeism from 2023-2024 and a decrease in suspensions to no more than 2%.

Identified Need

We have seen an increase in chronic absenteeism and suspensions; therefore creating a need to devise a plan that will assist us in decreasing chronic absenteeism and suspension rates. Homeless Youth is a focus which is an area that identified Palms for ATSI.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Title I Parent Survey Attendance Reports Office Referrals Suspension data from the California Dashboard TFI Data	<p>On the 2024 Title I survey 98% of parents feel that home/school communication is effective</p> <p>When reviewing the California Dashboard data, Palms had a suspension rate of 2.9% for the 2022-2023 school year.</p> <p>When looking at chronic absenteeism rates on the CA Dashboard, Palms had a chronic absenteeism rate of 42% for the 2022-2023 school year. Homeless Youth is 52.5% chronically absent which is an area that identified Palms for ATSI.</p> <p>Local Data indicates Palms has a chronic absenteeism rate of 30.7% in May of 2024.</p>	<p>Our goal is to increase to 99% of parents rating the home/school communication as effective.</p> <p>Our goal is to reduce our suspension to no more than 2%.</p> <p>Our goal is to decrease our chronic absenteeism rate to no more than 20%.</p>

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Supplemental Instructional Materials and Supplies (chart paper, markers, sentence frames, whiteboards, AVID organizational tools.)

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

25,447

Source(s)

LCFF 0707: Supplemental Concentration

Supplemental Instructional Materials and Supplies (chart paper, markers, sentence frames, white boards, AVID organizational tools, etc.)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Parent Involvement Activities

We will seek to increase the number of Parent Involvement Activities offered as well as the number parents participating in said activities. These activities will educate parents of the importance of regular school attendance and equip them with tools to support students academically.

Additional Targeted Support and Improvement (ATSI)

Provide parent involvement activities to bridge a home to school connection including student populations, such as Homeless Youth, Foster Youth and other student groups. (i.e. AVID, STEM, STEAM, Art night, PE night, etc.)

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

4000	LCFF 0707: Supplemental Concentration Professional Development, consultants, training for staff and parents. This includes vendors, consultants, and/or presenters.
2000	LCFF 0707: Supplemental Concentration Provide parent involvement activities such as Professional Development, consultants, training for staff and parents include materials/supplies and resources to use for these activities.
4000	LCFF 0707: Supplemental Concentration Provide parent involvement activities such as Professional Development, consultants, training for staff and parents include extra duty and/or substitute pay to support the facilitation of these activities.
1000	LCFF 0707: Supplemental Concentration Provide parent involvement activities such as Professional Development, consultants, training for staff and parents include childcare pay to support the families in need so they can focus on the learning.

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students will have access to the counseling program. The counselor will work with students in small groups or one on one, based on need. This includes Homeless Youth, Foster Youth, African American Students, and Students with Disabilities.

Strategy/Activity

Counseling Program

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

0

Source(s)

LCFF 0707: Supplemental Concentration

Counseling Program-Provide behavioral and educational counseling to individuals and small groups of students, including classroom presentations; assist students in understanding

and seeking solutions to social, emotional, or academic problems and issues; serve as a resource pertaining to student behavior management strategies, and welfare and attendance problems and concerns; and other related functions as required, including targeted student groups (i.e. Foster, African American, Homeless Youth which is an area that identified Palms for ATSI) and targeted needs (i.e. suspensions, chronic absenteeism). Including parent workshops, professional development, materials, and resources. A counseling program for all students inclusive of a counselor salary, professional development, materials/supplies, resources, etc.

1000

LCFF 0707: Supplemental Concentration

A counseling program for all students inclusive of materials/supplies, resources, etc.

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Art Program

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

0

Source(s)

LCFF 0707: Supplemental Concentration

An art program for all students inclusive of an art teacher salary, professional development, materials/supplies, etc.

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Physical Education Program

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

0

Source(s)

LCFF 0707: Supplemental Concentration

A physical education program for all students inclusive of a PE teacher salary, professional development, materials/supplies, etc.

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Assistant Principal

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

0

Source(s)

LCFF 0707: Supplemental Concentration

Support student academic and behavior success through the administration of supplemental programs to include salary and resources. Supplemental programs will encompass interventions for Foster Youth, Homeless Youth, African American students, English Learners, Students with Disabilities, and students struggling academically. Administrator will collaborate with counselors and other staff to meet student success goals, including chronic absenteeism.

Strategy/Activity 7

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Building Professional Capacity AVID, MTSS / SEL, Capturing Kids Hearts, etc. (i.e. Professional Development/ Collaboration / Conferences/team meetings, etc...)

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
25000	LCFF 0707: Supplemental Concentration Additional Targeted Support and Improvement (ATSI) Professional Development will be offered to ensure best social emotional and school culture practices. Throughout the school year professional opportunities are made available to classified, certificated, and administrative staff. Teachers, staff, and administrators will learn how to build meaningful, productive relationships with every student and every colleague; how to create a safe, effective environment for learning and; how to develop self-managing, high-performing classrooms using team-building skills, AVID Strategies, and a Social Contract. This Professional Development action will include travel expense, registration fee, extra duty, and substitute pay.
3000	LCFF 0707: Supplemental Concentration This Professional Development action will include materials/supplies, resources, etc.

Strategy/Activity 8

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Academic, attendance, and/or SEL Enrichment including PBIS Team and PBIS Coordinator (Social Skills implementation, assemblies, incentives, educational study trips, Student Leader Groups, GATE, STEM, art, PE)

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

10000

Source(s)

LCFF 0707: Supplemental Concentration

Implement PBIS, assemblies, educational study trips, Student Leader Groups, GATE, STEAM, art, PE, and other groups to support academic achievement, improved attendance, and a positive learning environment. Homeless Youth will be a focus which is an area that identified Palms for ATSI in both attendance and academics. This action will include substitute pay, extra duty for staff, and materials and supplies to support these opportunities for students (such as incentives, awards, recognition, etc.).

Centralized Services for Planned Improvements in Student Performance

The following actions and related expenditures support this site program goal and will be performed as a centralized service. Note: the total amount for each categorical program in this section must be aligned with the Consolidated Application.

Centralized Service

SUBJECT: Centralized Services for Planned Improvements in Student Performance in the subject areas of English Language Arts, Mathematics, and
SCHOOL GOAL #1:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Academic Coach	July 1, 2024- June 30, 2025	Claudia Velez Marie Cancel	Professional Development for Coaches to provide site based co-teaching, demo lessons, data analysis and collaboration.		Centralized Services	148,553
Reading Intervention Teacher	July 1, 2024- June 30, 2025	Claudia Velez Jenni McHale	Reading intervention will be provided to those students meeting program criteria. Intervention will be provided at students instructional and independent reading level.		Centralized Services	138,573

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$66,425
Total Federal Funds Provided to the School from the LEA for CSI	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$66,369

Other Federal State and Local Funds

List the **additional Federal programs** that the school is including in the schoolwide program. Adjust the tables as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
------------------	-----------------

Subtotal of **additional Federal Funds** included for this school: \$66,369

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 (\$)
-------------------------	-----------------

Subtotal of state or local funds included for this school: \$91,802

Total of federal, state, and/or local funds for this school: \$158,171

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
Title I Part A: Parent Involvement	664	-4,336.00
LCFF 0707: Supplemental Concentration	75,447	0.00
LCFF 0702: EL Supplemental	16,325	0.00
Title I Part A: Collaboration	15000	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF 0702: EL Supplemental	16,325.00
LCFF 0707: Supplemental Concentration	75,447.00
Title I Part A: Collaboration	15,000.00
Title I Part A: Intervention	8,425.00
Title I Part A: Parent Involvement	5,000.00
Title I Part A: Professional Development	18,000.00
Title I Part A: Supplemental Technology	20,000.00

Expenditures by Budget Reference

Budget Reference	Amount
	143,537.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	LCFF 0702: EL Supplemental	16,325.00
	LCFF 0707: Supplemental Concentration	75,447.00
	Title I Part A: Collaboration	15,000.00

	Title I Part A: Intervention	8,425.00
	Title I Part A: Parent Involvement	5,000.00
	Title I Part A: Professional Development	18,000.00
	Title I Part A: Supplemental Technology	20,000.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	40,000.00
Goal 2	26,425.00
Goal 3	16,325.00
Goal 4	75,447.00

Summary of Expenditures in this Plan

Total Allocations and Expenditures by Funding Source

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)
Total Title I Part A Allocation Amount Specified in Form C	66,425	0
Title I Part A: Parent Involvement	664	-4,336.00
LCFF 0707: Supplemental Concentration	75,447	0.00
LCFF 0702: EL Supplemental	16,325	0.00
Title I Part A: Collaboration	15000	0.00

Centralized Services: Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
LCFF 0702: EL Supplemental	16,325.00
LCFF 0707: Supplemental Concentration	75,447.00
Title I Part A: Collaboration	15,000.00
Title I Part A: Intervention	8,425.00
Title I Part A: Parent Involvement	5,000.00
Title I Part A: Professional Development	18,000.00
Title I Part A: Supplemental Technology	20,000.00

Centralized Services: Total Expenditures by Funding Source	
Funding Source	Total Expenditures
Centralized Services	287,126.00

Total Title I Part A Allocation	
Funding Source	Total Amount Expended
Title I Part A : Parent Involvement	5,000.00
Title I Part A : Professional Development	18,000.00
Title I Part A : Intervention	8,425.00
Title Part A : Collaboration	15,000.00
Title I Part A : Supplemental Technology	20000.00
Title I Part A: Supplemental Materials and Supplies	0
Total Title I Part A : Allocation (Expended)	66,425
Total Title I Part A Allocation Amount Specified in Form	66,425

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
Jennifer Wright	Principal
Hector Hernandez	Classroom Teacher
Celeste Torres	Classroom Teacher
Lisa Anderson	Classroom Teacher
Amanda Bulfinch	Other School Staff
Eddie Torres	Parent or Community Member
Rosa Linda Duran	Parent or Community Member
Aurora Gonzalez	Parent or Community Member
Blanca Malfavon	Parent or Community Member
Erika Gonzales	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

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 20, 2024.

Attested:



Principal, Jennifer Wright on 5-20-24



SSC Chairperson, Eddie Torres on 5-20-24



What is a School-Parent Compact?

A *School-Parent Compact for Achievement* is an agreement that parents, students and teachers develop together. It explains how parents and teachers will work together to make sure all our students reach or exceed grade-level standards.

- Link to goals of the school improvement plan
- Focus on student learning skills
- Describe how teachers will help students develop those skills using high-quality instruction
- Share strategies parents can use at home
- Explain how teachers and parents will communicate about student progress
- Describe opportunities for parents to volunteer, observe, and participate in the classroom

Jointly Developed

The parents, students and staff of Palms Elementary School developed this School-Parent Compact for Achievement. Teachers suggested home learning strategies, parents added ideas to make them more specific, and students told us what would help them learn. Meetings are held each year to review the compact and make changes based on student needs.

Building Partnerships

- Back to School Night- 8/22/24
- Title I Meeting- 8/22/24 & 8/26/24
- School Carnival- 10/25/24
- Family Math Night- 11/7/24
- Parent Conferences- 11/18/24– 11/22/24
- Family Science Night- 12/5/24
- Sweet Heart Dance- 2/21/25
- Family Reading Night- 3/6/25
- Open House- 4/10/25
- Family Activity Night- 5/1/25

Regularly Scheduled Events

- Friday @ the Flag
- ELAC
- School Site Council
- AAPAC

Communication about Student Learning

Palms Elementary School is committed to frequent two-way communication with families about children's learning. Some of the ways you can expect us to reach you are:

- AVID Planner
- Parent Communication System
- Updates on the school web site
- Current grade on Parent Portal
- Parent-Teacher Conferences in November

Do you have questions about your child's progress? Contact your child's teacher by phone at **(951)940-5112**.



Palms Elementary School

HOME OF THE COYOTES

School-Parent Compact for Achievement

Palms Elementary School
Jennifer Wright, Principal
<https://www.perrisesd.org/domain/11>
(951) 940-5112

Our Goals for Student Achievement

Perris Elementary School District Goals

Beginning in 2024/25 school year, increase at a minimum of 5 points in ELA and Math as measured by the California Dashboard.

Palms Elementary School Goals

By 2025, ...

- California Dashboard data will show an increase of 5 points for all student groups in English Language Arts and Math
- School Climate/Culture measured by improved attendance of a 10% decrease for chronic absenteeism and a decrease in suspensions to no more than 2%.



It is important that families and schools work together to help students achieve high academic standards. Through a process that includes teachers, families, students and community representatives, the following are agreed upon roles and responsibilities that we as partners will carry out to support student success in school and in life.



Staff Pledge

I agree to carry out the following responsibilities:

- Provide high-quality curriculum & instruction.
- Endeavor to motivate my students to learn.
- Have high expectations and help every child develop a love of learning.
- Communicate regularly with families about student progress.
- Provide meaningful assignments to reinforce and extend learning.
- Participate in professional development opportunities that improve teaching and learning and support the formation of partnerships with families and community.
- Actively participate in collaborative decision making and consistently work with families and my school colleagues to make school accessible and welcoming places for families which help each student achieve the school's high academic standards.
- Respect the school, students, staff, and families.

Staff Member _____



Family Parent Pledge

I agree to carry out the following responsibilities:

- Provide a quiet time and place for homework and monitor screen time.
- Read to my child or encourage my child to read to me every day.
- Communicate with the teacher or the school when I have a question or concern.
- Ensure that my child attends school every day, gets adequate sleep, regular medical attention and proper nutrition.
- Regularly monitor my child's progress in school.
- Consistently sign my child's AVID planner.
- Participate at school in activities such as school decision making, volunteering and/or attending parent/teacher conferences, Back to School Night, Open House, and Family Nights.
- Communicate the importance of education and learning to my child.
- Respect the school staff, students, and families.

Parent/Guardian Signature _____

Student Pledge

I agree to carry out the following responsibilities:

- Come to school ready to learn and work hard.
- Bring necessary materials, AVID materials, and completed assignments.
- Know and follow school and classroom expectations.
- Ask for help when I need it.
- Communicate regularly with my parents and teachers about school experiences so that they can help me to be successful in school.
- Limit my screen time and instead study or read every day after school.
- Respect my school, fellow students, teachers and other staff.



Student Signature _____



¿Qué es un acuerdo entre la escuela y los padres?

Un Pacto Escuela-Padre para el éxito es un acuerdo que padres, estudiantes y maestros desarrollan juntos. Explica cómo los padres y los maestros trabajarán juntos para asegurarse de que todos nuestros estudiantes alcancen o excedan los estándares del nivel de grado.

- Conexión con las metas del plan de mejoramiento escolar
- Enfoque en las habilidades de aprendizaje del estudiante
- Describir cómo los maestros ayudarán a los estudiantes a desarrollar esas habilidades usando instrucción de alta calidad
- Compartir estrategias que los padres pueden usar en casa
- Explicar cómo los maestros y los padres se comunicarán sobre el progreso del estudiante
- Describir oportunidades para que los padres se ofrezcan como voluntarios, observen y participen en el salón de clases

Desarrollado conjuntamente

Los padres, estudiantes y personal de la escuela Palms desarrollaron este Pacto Escuela-Padres para el éxito. Los maestros sugirieron estrategias de aprendizaje en el hogar, los padres agregaron ideas para hacerlas más específicas, y los estudiantes nos dijeron lo que les ayudaría a aprender. Cada año se llevan a cabo reuniones para revisar el pacto y hacer cambios basados en las necesidades de los estudiantes.

Construyendo Alianzas

- Noche de regreso a la escuela-semana de 8/22/24
- Título I Reunión 8/22/24 & 8/26/24
- Carnaval de Escuela- 10/25/24
- Noche familiar de matemáticas 11/7/24
- Conferencias de padres 11/18/24 a 11/22/24
- Noche de ciencia familiar 12/5/24
- Noche de Bailar de Corazón 2/21/25
- Noche de lectura familiar 3/6/25
- Open House 4/10/25
- Noche de actividades familiares 5/21/25

Eventos programados

- Viernes bandera
- ELAC
- Consejo de sitio escolar
- AAPAC

Comunicación sobre el aprendizaje de los alumnos

La escuela Palms se compromete a mantener una comunicación frecuente y bidireccional con las familias sobre el aprendizaje de los niños. Algunas de las formas en las que puede esperar que nos comuniquemos con usted son:

- Organizador AVID
- Llamadas automáticas para padres
- Actualizaciones en el sitio web de la escuela
- Calificación actual en el Portal de Padres
- Conferencias de padres y maestros en noviembre

¿Tiene preguntas sobre el progreso de su hijo? Comuníquese con el maestro de su hijo por teléfono al **(951)940-5112**.



Palms Elementary School

CASA DE LOS COYOTES

**Pacto escuela-
padres de familia
para el éxito**

Palms Elementary School
Jennifer Wright, Directora
<https://www.perrisesd.org/domain/11>
(951) 940-5112

Nuestras Metas para el Logro Estudiantil

Metas del Distrito Escolar Perris Elementary

Comenzando en el año escolar 2024/25, aumentar un mínimo de 5 puntos en lectura y matemáticas según lo medido por el Tablero de instrumentos (Dashboard) de California.

Metas de Palms Elementary School

By 2025, ...

- Los datos del Tablero de California mostrarán un aumento de 5 puntos para todos los grupos de estudiantes en artes del lenguaje inglés y matemáticas
- Clima / cultura escolar medido por una asistencia mejorada de una disminución del 10% para el absentismo crónico y una disminución de las suspensiones de no más del 2%.

Es importante que las familias y las escuelas trabajen juntas para ayudar a los estudiantes a alcanzar altos estándares académicos. A través de un proceso que incluye a maestros, familias, estudiantes y representantes de la comunidad, se acuerdan los siguientes roles y responsabilidades que nosotros, como socios, llevaremos a cabo para apoyar el éxito estudiantil en la escuela y en la vida.



Compromiso del personal

Estoy de acuerdo en llevar a cabo las siguientes responsabilidades:

- Proporcionar un currículo e instrucción de alta calidad.
- Esforzarme para motivar a mis estudiantes a aprender.
- Tener altas expectativas y ayudar a cada niño a desarrollar un amor por el aprendizaje.
- Comunicarse regularmente con las familias sobre el progreso del estudiante.
- Proporcionar clases significativas para reforzar y extender el aprendizaje.
- Participar en oportunidades de desarrollo profesional que mejoren la enseñanza y el aprendizaje y apoyen la formación de asociaciones con las familias y la comunidad.
- Participar activamente en la toma de decisiones en colaboración y trabajar consistentemente con las familias y mis colegas de la escuela para hacer la escuela accesible y acogedora para las familias que ayudan a cada estudiante a alcanzar los altos estándares académicos de la escuela.
- Respetar a la escuela, a los estudiantes, al personal y a las familias.

Miembro del personal _____



Compromiso de los padres de familia

Estoy de acuerdo en llevar a cabo las siguientes responsabilidades:

- Proporcionar un lugar y un momento tranquilo para hacer la tarea y controle el tiempo que pasa frente a la pantalla.
- Leerle a mi hijo o animarle a que me lea todos los días.
- Comunicarme con el maestro o la escuela cuando tenga alguna inquietud.
- Asegurarme de que mi hijo asista a la escuela todos los días, duerma lo suficiente, reciba atención médica regular y una nutrición adecuada.
- Vigilar regularmente el progreso de mi hijo en la escuela.
- Firmar regularmente el organizador AVID
- Participar en la escuela en actividades tales como tomar decisiones en la escuela, ser voluntario y/o asistir a conferencias de padres y maestros, la Noche de regreso a clases, la Casa abierta y las noches familiares.
- Comunicar la importancia de la educación y el aprendizaje a mi hijo.
- Respetar al personal de la escuela, a los estudiantes y a las familias.

Firma del padre/ tutor _____

Compromiso del Estudiante

Estoy de acuerdo en llevar a cabo las siguientes responsabilidades:

- Vengan a la escuela listos para aprender y trabajar duro.
- Traiga los materiales necesarios, las tareas completadas y los materiales de AVID.
- Conocer y seguir las expectativas de la escuela y del aula.
- Pedir ayuda cuando la necesite.
- Comunicarme regularmente con mis padres y maestros sobre las experiencias escolares para que puedan ayudarme a tener éxito en la escuela.
- Limitar mi tiempo frente a la pantalla y en su lugar estudiar o leer todos los días después de la escuela.
- Respetar a mi escuela, a mis compañeros, a los profesores y al resto del personal.



Firma del Estudiante: _____



Palms Elementary School

2024-2025

Title I, Part A School-Level Parent and Family Engagement Policy

This policy describes the means for carrying out designated Title I, Part A parent and family engagement requirements pursuant to ESSA Section 1116(c).

- We will jointly develop with families, and distribute to families, a school Family Engagement Policy that the school and families agree.
- We will notify parents about the school Family Engagement Policy in an understandable and uniform format and, to the extent practicable, will distribute this policy to parents in a language the parents/guardians can understand.
- We will make the school Family Engagement Policy available to the community by posting on the school website.
- We will annually update the school Family Engagement Policy to meet the changing needs of parents and the school in accordance with Ed. Code 64001.
- We will adopt and incorporate our School- Parent Compact as a component of our school Family Engagement Policy.
- We will review the annual LCAP Family Engagement goals.

To involve parents in the Title I, Part A programs, the following practices have been established:

- Coordinate scheduling of parent-teacher conferences.
- Conduct parent input meetings and/or surveys to collect input from parents with the required response rate.
- Conduct parent surveys or use other local methods to measure school climate.

The school convenes an annual meeting to inform parents about Title I, Part A requirements and about the right of parents to be involved in the Title I, Part A program (ESSA Section 1116[c][1]).

The school principal or designee will convene annual meetings to inform families of the:

- Site Family Engagement Policy
- Title I Family Engagement Policy Survey results
- Family engagement opportunities
- Provide strategies to support academic achievement

The school offers a flexible number of meetings for Title I, Part A parents, such as meetings in the morning or evening (ESSA Section 1116[c][2]).

- The school principal will hold a flexible number of meetings at varying times and provide translations and childcare, paid for with Title I funding, as long as the services relate to family involvement.

The school involves parents of Title I, Part A students in an organized, ongoing, and timely way, in the planning, review, and improvement of the school's Title I, Part A programs and the Title I, Part A parent involvement policy (ESSA Section 1116[c][3]).

The school principal will:

- Invite input on the school plan from English Learner Advisory Committee and the School Site Council.
- Provide families the opportunity for input through the Title I Family Engagement Policy Survey, Annual Title I Meetings, and Family Involvement Action Team (FIAT) Meetings.
- Provide copies of working drafts of the school Family Engagement Plan to families in an understandable and uniform format and to the extent practicable, in a language the parents/guardians can understand.
- Ensure that there is an opportunity at a public meeting for families to provide input on the school plan prior to the approval of the plan or revisions to the plan.

The school provides parents of Title I, Part A students with timely information about Title I, Part A programs (ESSA Section 1116[c)(4)[A]).

The school principal will provide information about Title I programs to families in a timely manner by:

- Posting workshops, meetings and/or activities on the school website, and/or school office.
- Sending home/email notices.
- Sending messages through the automated messaging system.

The school provides parents of Title I, Part A students with an explanation of the curriculum used at the school, the assessments used to measure student progress, and the proficiency levels students are expected to meet (ESSA Section 1116[c][4][B]).

Methods of sharing this will include:

- Providing trainings and resources to families on content standards, Proficiency Levels, Family Engagement requirements
- Back to School Nights
- Standards Brochures
- Standards Based Progress Reports
- Standardized Testing and Reporting (CAASPP) Reports
- English Language Proficiency Assessment for California (ELPAC) Reports
- Family Involvement Action Team (FIAT) Meetings/Workshops

With the assistance of Title I, Part A parents, the school educates staff members in the value of parent contributions, and in how to work with parents as equal partners (ESSA Section 1116[e][3]).

With assistance from the district, the school site will accomplish this by:

- Providing professional development opportunities addressing the role of families as participants of school governance and decision making process.
- Addressing parent concerns noted on the Title I Family Engagement Policy Survey.
- Providing training during staff meetings on ways to work with parents.
- Fostering welcoming and responsive environments for parents.
- Ensuring accountability of the staff in working with parents and families as partners.

The school coordinates and integrates the Title I, Part A parental involvement program with other programs, and conducts other activities, such as parent resource centers, to encourage and support parents in more fully participating in the education of their children (ESSA Section 1116[e][4]).

The school principal will form partnerships with community-based organizations and other public agencies to:

- Collaborate with other agencies to provide services to families to support family engagement.
- Disseminate resources and information on an ongoing basis.
- Provide trainings and workshops throughout the year for families.

The school distributes Information related to school and parent programs, meetings, and other activities to Title I, Part A parents in a format and language that the parents understand (ESSA Section 1116[e][5]).

The school principal will ensure to develop and disseminate critical school and student information to families:

- In the home language when required
- In a timeframe that reasonably allows for family follow up response, if needed.
 - Family Engagement Policy
 - Inform parents of English learners how they can be involved in the education of their children
 - All required parent/family notifications

The school provides support for parental involvement activities requested by Title I, Part A parents (ESSA Section 1116[e][14]).

- To the extent practicable, provide adequate space for family involvement activities, equipment, and/or supplies.
- Encourage families to enhance the involvement of other families.
- Provide other reasonable support for family involvement activities.

The school provides opportunities for the participation of all Title I, Part A parents, including parents with limited English proficiency, parents with disabilities, and parents of migratory students. Information and school reports are provided in a format and language that parents understand (ESSA Section 1116[f]).

- Back to School Night- 8/22/24
- Title I Meeting- 8/22/24 & 8/26/24
- Family Math Night- 11/7/24
- Parent Conferences- 11/18/24– 11/22/24
- Family Science Night- 12/5/24
- Family Reading Night- 3/6/25
- Open House- 4/10/25
- Family Activity Night- 5/1/25

Please attach the School-Parent Compact to this document.

This policy was adopted by the Palms Elementary SSC on 5-20-24 and will be in effect for the period of the 2024-2025 school year.

The school will distribute the policy to all parents of students participating in the Title I, Part A program on, or before: 8-31-2024.

Mrs. Wright

Principal

5-20-24



Palms Elementary School

2024-2025

Título I, Parte A - Póliza de Participación de Padres y Familias a Nivel Escolar

Esta póliza describe los medios para llevar a cabo los requisitos designados del Título I, Parte A para la participación de los padres y la familia de acuerdo con la Sección 1116(c) de ESSA.

- Desarrollaremos conjuntamente con las familias, y distribuiremos a las familias, una Póliza de participación familiar de la escuela que las familias y la escuela acuerden.
- Notificaremos a los padres sobre la Póliza de participación familiar de la escuela en un formato comprensible y uniforme y, en la medida de lo posible, distribuiremos esta póliza a los padres en un idioma que los padres puedan entender.
- Pondremos a disposición de la comunidad la Póliza de participación familiar de la escuela mediante su publicación en el sitio web de la escuela.
- Anualmente actualizaremos la Póliza de participación familiar de la escuela para satisfacer las necesidades cambiantes de los padres y de la escuela de acuerdo con la ley código de educación 64001.
- Adoptaremos e incorporaremos nuestro Pacto escolar de padres como un componente de nuestra Póliza de participación familiar de la escuela.
- Revisaremos las metas anuales sobre la participación familiar del LCAP

Para involucrar a los padres sobre los programas del Título I, Parte A, se han establecido las siguientes prácticas:

- Coordinar la programación de las conferencias de padres y maestros.
- Llevar a cabo reuniones de aportación de los padres y/o encuestas para recoger las aportaciones de los padres con el porcentaje de encuestas requeridas.
- Llevar a cabo encuestas entre los padres o utilizar otros métodos locales para medir el ambiente escolar.

La escuela convoca una reunión anual para informar a los padres sobre los requisitos del Título I, Parte A y sobre el derecho de los padres a participar en el programa del Título I, Parte A (ESSA Sección 1116[c][1]).

El director de la escuela o la persona que éste designe convocará reuniones anuales para informar a las familias sobre:

- La Póliza de participación familiar de la escuela
- Los resultados de la Encuesta título I sobre la Póliza de participación familiar de la escuela
- Oportunidades para la participación familiar
- Estrategias para apoyar el logro académico

La escuela ofrece un número flexible de reuniones para los padres de Título I, Parte A, como reuniones en la mañana o en el atardecer (ESSA Sección 1116[c][2]).

- El director de la escuela tendrá un número flexible de reuniones a diferentes horas y proveerá traducciones y cuidado de niños, pagados con fondos del Título I, siempre y cuando los servicios estén relacionados con la participación de la familia.

La escuela involucra a los padres de los estudiantes del Título I, Parte A de una manera organizada, continua y oportuna, en la planificación, revisión y mejora de los programas del Título I, Parte A y la Póliza de participación de los padres del Título I, Parte A de la escuela (Sección 1116[c][3] de ESSA).

El director de la escuela:

- Invitar al Comité asesor del aprendizaje del inglés y al Consejo del plantel escolar a que hagan sus comentarios sobre el plan de la escuela.
- Proporcionar a las familias la oportunidad de hacer aportes a través de la Encuesta título I sobre la Póliza de participación familiar de la escuela, las reuniones anuales del Título I y las reuniones del Equipo de acción para la participación de familias (FIAT).
- Proporcionar copias de los anteproyectos del Plan de Participación Familiar de la Escuela a las familias en una forma comprensible y uniforme y, en la medida de lo posible, en un idioma que los padres/tutores puedan entender.
- Asegurara de que haya una oportunidad en una reunión pública para que las familias den su opinión sobre el plan escolar antes de la aprobación del plan o de las revisiones del plan.

La escuela proporciona a los padres de los estudiantes de Título I, Parte A, información oportuna sobre los programas de Título I, Parte A (ESSA Sección 1116[c)(4)[A]).

El director de la escuela proporcionará información sobre los programas de Título I a las familias de manera oportuna:

- Publicar talleres, reuniones y/o actividades en el sitio web de la escuela, y/o en la oficina de la escuela.
- Envío de notificaciones por correo electrónico o mandar al hogar
- Envío de mensajes a través del sistema de mensajería automatizado

La escuela proporciona a los padres de los estudiantes de Título I, Parte A con una explicación del plan de estudios utilizado en la escuela, las evaluaciones utilizadas para medir el progreso del estudiante, y los niveles de competencia que se espera que los estudiantes cumplan (ESSA Sección 1116[c][4][B]).

Los métodos para compartir esto incluirán:

- Proporcionar capacitación y recursos a las familias sobre estándares de contenido, niveles de competencia y requisitos de participación familiar.
- Noches de regreso a la escuela
- Folletos de los estándares de contenido
- Boletas de calificaciones basados en estándares
- Reportes de Pruebas y Reportes Estandarizados (CAASPP)
- Reportes de Evaluación del Dominio del Idioma Inglés para California (ELPAC)
- Reuniones/talleres del Equipo de acción para la participación de familias (FIAT)

Con la ayuda de los padres del Título I, Parte A, la escuela educa a los miembros del personal en el valor de las contribuciones de los padres, y en cómo trabajar con los padres como socios iguales (ESSA Sección 1116[e][3]).

Con la ayuda del distrito, la escuela logrará esto por medio de:

- Proporcionar oportunidades de desarrollo profesional que hablen del papel de las familias como participantes del gobierno de la escuela y del proceso de toma de decisiones.
- Abordar las preocupaciones de los padres anotadas en la Encuesta título I sobre la Póliza de participación familiar de la escuela
- Proporcionar capacitación durante las reuniones del personal sobre las maneras de trabajar con los padres.
- Fomentar ambientes acogedores y receptivos para los padres
- Asegurar la obligación del personal en trabajar con los padres y las familias como socios.

La escuela coordina e integra el Título I, Parte A del programa de participación de los padres con otros programas, y lleva a cabo otras actividades, tales como centros de recursos para padres, para animar y apoyar a los padres a participar más plenamente en la educación de sus hijos (ESSA Sección 1116[e][4]).

El director de la escuela formará asociaciones con organizaciones comunitarias y otras agencias públicas para:

- Colaborar con otras agencias para proporcionar servicios a las familias para apoyar la participación familiar.
- Diseminar recursos e información de manera continua.
- Proveer entrenamientos y talleres durante todo el año para las familias.

La escuela distribuye información relacionada con la escuela y los programas de padres, reuniones y otras actividades a los padres del Título I, Parte A en un formato y lenguaje que los padres entiendan (ESSA Sección 1116[e][5]).

El director de la escuela se asegurará de desarrollar y diseminar información crítica de la escuela y del estudiante a las familias.

- En el idioma que se usa en el hogar cuando sea necesario
- En un tiempo razonable que permita la respuesta de la familia, si es necesario.
 - Póliza de participación familiar en la escuela
 - Informar a los padres de los estudiantes de inglés cómo pueden participar en la educación de sus hijos
 - Todas las notificaciones requeridas a los padres/familias

La escuela proporciona apoyo para las actividades de participación de los padres solicitadas por los padres del Título I, Parte A (ESSA Sección 1116[e][14]).

- En la medida de lo posible, proporcionar un espacio adecuado para las actividades de participación de la familia, el equipo y / o materiales.
- Animar a las familias a mejorar la participación de otras familias.
- Proporcionar otro apoyo razonable para las actividades de participación familiar.

La escuela provee oportunidades para la participación de todos los padres del Título I, Parte A, incluyendo padres con dominio limitado del inglés, padres con discapacidades y padres de estudiantes migratorios. La información y los informes escolares se proporcionan en un formato y lenguaje que los padres entiendan (Sección 1116[f] de ESSA).

- Noche de regreso a la escuela- 8/22/24
- Título I Reunión 8/22/24 & 8/26/24
- Noche familiar de matemáticas 11/7/24
- Conferencias de padres 11/18/24 a 11/22/24
- Noche de ciencia familiar 12/5/24
- Noche de lectura familiar 3/6/25
- Open House 4/10/25
- Noche de actividades familiares 5/1/25

Por favor, adjunte el Pacto de padres de familia escolar a este documento.

Esta póliza fue adoptada por Palms Elementary el 5-20-24 y estará en efecto durante el período de 2024-2025.

La escuela distribuirá la política a todos los padres de los estudiantes que participan en el programa del Título I, Parte A en, o antes: 8-31-2024.

Mrs. Wright

Directora

5-20-24

SPSA Monitoring and Evaluation 2023-24

Goal	Budgeted Amount	Actions funded with site budget(s) <small>*do not include district funded actions, unless CSI*</small>	Expenditures to Date	Monitoring What is/is not working and why? Effective indicators and/or Ineffective indicators	Evaluation Modification(s) based on monitoring results
From SPSA	From SPSA - include funding source	Actions from your SPSA	From Galaxy	Specific evidence of effectiveness (or lack thereof) in implementing this action. Data should be specific, accurate and should clearly represent the implementation and impact on student achievement. Consider qualitative and quantitative measures.	Continue or discontinue and why?

GOAL 1: English Language Arts Activity 1	District	Intervention Teacher READ 180 Reading intervention teacher will provide support to "at promise" students.	0	<ul style="list-style-type: none"> ● 77 Title I students received instruction from Intervention Specialists in grades 3-6 as part of our Tier 3 intervention. ● Most students with a beginning Lexile level increased their Lexile level ● Five students exited the program this year. ● Our dashboard and Lexia data demonstrate a need for this program to continue. 	This activity will continue as a centralized service. Modifications that can be made to this program to improve results: Ensure the required minutes are being used to teach the program. Provide the students with opportunities to celebrate their accomplishments to keep them motivated.
GOAL 1: English Language Arts Activity 2	District	Academic Coach will provide professional development and demonstration lessons to support teachers in implementing school-wide academic programs. and initiatives.	0	<ul style="list-style-type: none"> ● Academic Coach provided multiple professional development opportunities on small group instruction, Lexia and Dreambox to staff. ● Academic Coach worked with teachers to support induction goals and professional improvement goals ● The Academic Coach met regularly with teachers during collaborative meetings to analyze data and plan instruction. 	This activity will continue as a centralized service. New teachers and those on improvement plans have seen marked growth during the year, improving teaching and learning. Teacher to spend more time with the grade levels to do demonstration lessons. Move from what the grade levels are teaching to how they are teaching. The coach will keep a log of the demonstration lessons completed with the goal of two per month.

SPSA Monitoring and Evaluation 2023-24

Goal	Budgeted Amount	Actions funded with site budget(s) <small>*do not include district funded actions, unless CSI*</small>	Expenditures to Date	Monitoring What is/is not working and why? Effective indicators and/or Ineffective indicators	Evaluation Modification(s) based on monitoring results
From SPSA	From SPSA - include funding source	Actions from your SPSA	From Galaxy	Specific evidence of effectiveness (or lack thereof) in implementing this action. Data should be specific, accurate and should clearly represent the implementation and impact on student achievement. Consider qualitative and quantitative measures.	Continue or discontinue and why?

GOAL 1: English Language Arts Activity 3	20,000	Building Professional Capacity (i.e. Professional Development/ Collaboration / Conferences...) PROFESSIONAL DEVELOPMENT	59,000	<ul style="list-style-type: none"> Teachers worked collaboratively to analyze data and plan for First Best Instruction. The Units of Study and Essential Standards were used to guide the planning of instruction. 	<p>This activity will continue. We will continue with our focus on analyzing data and planning instruction using best practices.</p> <p>Additional collaboration will be in place to plan additional targeted support based on our ATSI status.</p>
Goal 1 English Language Arts Activity 4	0	Intervention Program to provide extended learning opportunities through an Intervention Program for at-promise students and students struggling academically including materials and supplies, extra duty staff (i.e tutoring).	0	These activities were paid out of a different resource	<p>This activity will continue and may be paid out of another resource.</p> <p>Recruit and encourage staff to participate in afterschool tutoring programs that target groups identified as at-promise.</p>
GOAL 1: English Language Arts Activity 5	84,049	Supplemental Technology Supplies to support at-promise students' access to CCSS curriculum through the use of technology (Chromebooks, headphones, etc).	27,500	<ul style="list-style-type: none"> All classrooms have replaced technology to access the supplemental programs in place. Students use technology during the intervention block to access supplemental materials. Students using the supplemental materials are required to use a headset as to not disrupt the other students. 	<p>This activity will not continue. The replacement of technology will be at the district level. The money used, purchased projectors.</p>

SPSA Monitoring and Evaluation 2023-24

Goal	Budgeted Amount	Actions funded with site budget(s) <small>*do not include district funded actions, unless CSI*</small>	Expenditures to Date	Monitoring What is/is not working and why? Effective indicators and/or Ineffective indicators	Evaluation Modification(s) based on monitoring results
From SPSA	From SPSA - include funding source	Actions from your SPSA	From Galaxy	Specific evidence of effectiveness (or lack thereof) in implementing this action. Data should be specific, accurate and should clearly represent the implementation and impact on student achievement. Consider qualitative and quantitative measures.	Continue or discontinue and why?

GOAL 1: English Language Arts Activity 6	10,000	Supplemental Technology Software/Apps	0	<ul style="list-style-type: none"> • Supplemental programs were not purchased this year. • Students use Lexia and Dreambox programs that provide students with leveled instruction. • The programs provide teachers with additional support lessons for small group instruction. 	This activity will not continue. If an additional program is needed, we will consult the data and revise the SPSA as needed to include an additional activity.
GOAL 1: English Language Arts Activity 7	5,000	Parent Involvement Activities	6,500	<ul style="list-style-type: none"> • Hosted (7) FIAT events with on average over 100 families represented at each event. • Six (6) SSC meetings were held. • Hosted both a Reading Night & Math Night with an approximate average of about thirty families in attendance at each event. 	This activity will continue. Parents complete surveys and express positive experiences with events. Parents ask for more days and times with their children.

(Repeat rows as necessary so that you have one row for every action in the SPSA)

Palms Elementary School
SPSA Monitoring and Evaluation 2023-2024

Goal	Budgeted Amount	Actions funded with site budget(s) *do not include district funded actions, unless CSI*	Expenditures to Date	Monitoring What is/is not working and why? Effective indicators and/or Ineffective indicators	Evaluation Modification(s) based on monitoring results
From SPSA	From SPSA - include funding source	Actions from your SPSA	From Galaxy	Specific evidence of effectiveness (or lack thereof) in implementing this action. Data should be specific, accurate and should clearly represent the implementation and impact on student achievement. Consider qualitative and quantitative measures.	Continue or discontinue and why?

GOAL 2: Math Activity 1	District Funded	Academic Coach will provide professional development and demonstration lessons to support teachers in implementing school-wide academic programs and initiatives.	0	<ul style="list-style-type: none"> Academic Coach provided multiple professional development opportunities on small group instruction, Lexia and Dreambox to staff. Academic Coach worked with teachers to support induction goals and professional improvement goals The Academic Coach met regularly with teachers during collaborative meetings to analyze data and plan instruction. 	<p>This activity will continue as a centralized service.</p> <p>This activity will continue. New teachers and those on improvement plans have seen marked growth during the year, improving teaching and learning. Teacher to spend more time with the grade levels to do demonstration lessons. Move from what the grade levels are teaching to how they are teaching. The coach will keep a log of the demonstration lessons completed with the goal of two per month.</p>
GOAL 2: Math Activity 2	10,000	Building Professional Capacity (i.e. Professional Development/ Collaboration)	1,000	<ul style="list-style-type: none"> Teachers worked collaboratively to analyze data and plan for First Best Instruction. The Units of Study and Essential Standards were used to guide the planning of instruction. 	<p>This activity will continue. We will continue with our focus on analyzing data and planning instruction using best practices. The focus of collaboration was on ELA. Moving forward both ELA and math will be the focus. Additional collaboration will be in place to plan additional targeted support based on our ATSI status.</p>

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Goal 2 Math Activity 3	0	Intervention Program to provide extended learning opportunities through an Intervention Program for at-promise students and students struggling academically including materials and supplies, extra duty staff (i.e tutoring).	0	These activities were paid out of a different resource	This activity will continue and may be paid out of another resource. Recruit and encourage staff to participate in afterschool tutoring programs that target groups identified as at-promise.
GOAL 2: Math Activity 4	0	Supplemental Technology Supplies to support at-promise students' access to CCSS curriculum through the use of technology (Chromebooks, headphones, etc).	0	<ul style="list-style-type: none"> All classrooms have replaced technology to access the supplemental programs in place. Students use technology during the intervention block to access supplemental materials. Students using the supplemental materials are required to use a headset as to not disrupt the other students. 	This activity will not continue. The replacement of technology is at the district level.
GOAL 2: Math Activity 5	10,000	Supplemental Technology Software/Apps	0	<ul style="list-style-type: none"> Supplemental programs were not purchased this year. Students use Lexia and Dreambox programs that provide students with leveled instruction. The programs provide teachers with additional support lessons for small group instruction. 	This activity will not continue. If an additional program is needed, we will consult the data and revise the SPSA as needed to include an additional activity.

(Repeat rows as necessary so that you have one row for every action in the SPSA)

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GOAL 3: English Language Learners Activity 1	0	Academic Coach will provide professional development and demonstration lessons to support teachers in implementing school-wide academic programs. and initiatives.	0	<ul style="list-style-type: none"> Academic Coach provided multiple professional development opportunities on small group instruction and ELD. Academic Coach worked with teachers to support induction goals and professional improvement goals The Academic Coach met regularly with teachers during collaborative meetings to analyze data and plan instruction. 	This activity will continue. Modifications that can be made to this program to improve results: Coach to spend more time with the grade levels to do demonstration lessons. Move from what the grade levels are teaching to how they are teaching. The coach will keep a log of the demonstration lessons completed with the goal of two per month.
GOAL 3: English Language Learners Activity 2	15,000	Parent Involvement Activities	16,200	<ul style="list-style-type: none"> Hosted a session of CABA 3 Six (6) ELAC meetings scheduled. 	This activity will continue. Parents complete surveys and express positive experiences with events. Parents ask for more opportunities.
GOAL 3: English Language Learners Activity 3	2,500	Building Professional Capacity (i.e. Professional Development/ Collaboration / Conferences...) PROFESSIONAL DEVELOPMENT	2,377	<ul style="list-style-type: none"> Teacher attended CABA PD 	This activity will continue. We will continue with our focus on empowering parents.

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GOAL 3: English Language Learners Activity 4	2,500	Supplemental materials and supplies	325	<ul style="list-style-type: none"> Hosted a session of CAFE 3 Six (6) ELAC meetings are scheduled. 	This activity will continue. Materials and supplies are needed to support the CAFE, ELAC and other family events geared for ELs.
GOAL 3: English Language Learners Activity 5	1,106	Supplemental Technology Supplies to support at-promise students' access to CCSS curriculum through the use of technology (Chromebooks, headphones, etc).	237	<ul style="list-style-type: none"> Students using the supplemental materials are required to use a headset as to not disrupt the other students. 	This activity will continue. The replacement of technology is based on a 5-year cycle plan to ensure students always have current functioning technology.

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GOAL 4: School Climate/ Culture Activity 1	25,000	Supplemental Instructional Materials and Supplies (chart paper, markers, sentence frames, whiteboards, AVID organizational tools.)	20,777	<ul style="list-style-type: none"> Supplemental Instructional Materials and Supplies (chart paper, markers, sentence frames, white boards, AVID organizational tools, etc.) 	This activity will continue. Materials and supplies are needed to support the classroom instruction and AVID organizational tools.
GOAL 4: School Climate/ Culture Activity 2	9,000	<p>Parent Involvement Activities These activities will educate parents of the importance of regular school attendance and equip them with tools to support students academically.</p> <p>Additional Targeted Support and Improvement (ATSI) Provide parent involvement activities to bridge a home to school connection including student populations, such as Homeless Youth, Foster Youth and other student groups. (i.e. AVID, STEM, STEAM, Art night, PE night, etc.)</p>	6,500	<ul style="list-style-type: none"> Hosted both an Activity Night & Science Night with an approximate average of 100 families in attendance at each event. Parents find connection with the school through events such as Family Picnics, Muffins for Moms, and Donuts for Dad with an approximate average of 200 families in attendance at each event. 	This activity will continue. Positive feedback was received from parents through written surveys. Parents have requested additional opportunities.
GOAL 4: School Climate/ Culture Activity 3	102,428	<p>Counseling Program Counseling Program-Provide behavioral and educational counseling to individuals and small groups of students, including classroom presentations</p>	102,428	<ul style="list-style-type: none"> The School Counselor analyzed Panorama data to create small groups to focus on a needed skill, determined by the data. This data was also used to work with students individually. 	This activity will continue. We will continue with our focus on analyzing Panorama and creating groups from this information.
GOAL 4: School Climate/ Culture Activity 4	94,519	Art Program	94,519	<ul style="list-style-type: none"> All students receive art instruction. Students show their artwork throughout campus and parents have been invited to an Art Night to receive instruction from the art teacher. 	This activity will continue. Students experience a variety of experiences with the addition of the art program.

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GOAL 4: School Climate/ Culture Activity 5	143,661	Physical Education Program	143,661	<ul style="list-style-type: none"> All students receive PE instruction. Students practice their sports and activities during after school programs, and recess. Parents have been invited to an Activity Night to receive instruction from the PE teacher. 	This activity will continue. Students experience a variety of experiences with the addition of the art program.
GOAL 4: School Climate/ Culture Activity 6	173,746	Assistant Principal	174,746	<ul style="list-style-type: none"> Administrator will collaborate with counselors and other staff to meet student success goals, including chronic absenteeism. Support student academic and behavior success through the administration of supplemental programs 	This activity will continue. The Assistant Principal is vital to the PBIS expectations and monitoring attendance.
GOAL 4: School Climate/ Culture Activity 7	30,000	Building Professional Capacity AVID, MTSS / SEL, Capturing Kids Hearts, etc. (i.e. Professional Development/ Collaboration / Conferences/team meetings, etc...)	29750	<ul style="list-style-type: none"> Teachers attended Capturing Kids Hearts Training. The EXCEL model learned at this training was revisited throughout the year. Palms was recognized as a National Showcase School and applied for Platinum status for PBIS. 	This activity will continue. The results of the training have had a positive impact on the climate and culture of the school.
GOAL 4: School Climate/ Culture Activity 8	11,561	Academic, attendance, and/or SEL Enrichment (assemblies, incentives, educational study trips, Student Leader Groups, GATE, STEM, art, PE)	10,500	<ul style="list-style-type: none"> Assemblies recognize student accomplishments. Positive feedback from students has been heard as they want to receive recognition as well. Student Leader Groups support academic achievement, improved attendance, and a positive learning environment. 	This activity will continue. The recognition and student leader opportunities have had a positive impact on the climate and culture of the school.

(Repeat rows as necessary so that you have one row for every action in the SPSA)