



SPSA Year 2017–18 X 2018–19 2019–20

School Plan for Student Achievement and Annual Evaluation (SPSA) Template

[Addendum](#): General instructions & regulatory requirements.

[Appendix A](#): Priorities 5 and 6 Rate Calculations

[Appendix B](#): Guiding Questions: Use as prompts (not limits)

[LCFF Evaluation Rubrics](#): Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.

School Name	Palm Innovation Academy		
Contact Name and Title	Lora Roman Principal	Email and Phone	lroman@beaumontusd.k12.ca.us 9518459579

THE STORY: Briefly describe the students and community and how the school serves them

Palm Innovation Academy (PIA):

Palm Innovation Academy (PIA) is committed to provide high quality educational opportunities for all students in a safe and secure learning environment through a shared commitment among home, school and community. A shared commitment: leading, assisting, and motivating students to establish and achieve goals to become responsible and productive citizens. A partnership involving the school, home and community will provide an environment that is conducive to intellectual, academic, personal and social growth.

Vision/Mission Statements: Our vision at Palm Innovation Academy is to be an award winning school that strives for excellence and provides ALL students the opportunity to be on track to attend college or be career ready. "Our mission is to ensure that every student is valued, challenged, motivated and learning like a Champion!" PIA is creating and implementing a new Science, Technology, Engineering, Math (STEM) program for the 2018-2019 school year. This means, we will create a 21st century learning environment with hands-on work and instruction. We are committed to developing innovators connected to STEM fields, solve real-world problems, recognize we are part of a community, ensure effective STEM teachers, and participate in a robust digital learning environment that acquire skills and knowledge to succeed in their choice of college or career. As we partner with Discovery Education with our new STEM focus, we will be establishing a new vision and mission.

2018-2019 School Profile:

Palm Innovation Academy was originally built in 1940 and is located in the city of Beaumont, California, which lies in the beautiful San Geronio Mountain Pass Area. PIA is one of seven elementary schools in the Beaumont Unified School District. 68% of our student population qualifies for free or reduced lunch, 21% are English Learners, 66% Hispanic, 21% white, 7% Black or African-American, 3% Asian, and 3% represented by the following ethnic groups: American Indian or Alaska Native, two or more races, or unknown. Languages other than English parents have listed as their primary languages are: Spanish, Vietnamese, Ilocano, Khmer, Lao Arabic, Urdu, and Vietnamese.

We have maintained a 95% attendance rate and anticipate TK-5th general education enrollment count for 2018-2019 to be at 408.

PIA School Staff:

1 principal, 1 assistant principal, 16 regular classroom teachers, 1 Early literacy intervention teacher, 1 specialized academic teacher (SAI), 1 medically fragile classroom teacher, 3 preschool classroom teachers, 17 classified support personnel including: 1 SAI aide, 2 bilingual instructional aides, 1 secretary, 1 attendance/health clerk, 1 front office clerk, 8 part-time security staff, 3 part-time crossing guards, 2 child nutrition workers, 1 library technician, 2 full time and 1 part-time custodian, 1 part-time speech language pathologist. The district also provides the following and is shared by more than one school: 1 part-time music teacher, 1 part-time counselor, 1 technology specialist, and 1 psychologist. After school supervision is provided by 2 supervisors in the ASES program for children during non-school hours.

At PIA we are a Professional Learning Community (PLC). Every staff member plays an important part in our students' academic achievement and social/emotional success. We have implemented Positive Behavioral Interventions and Supports (PBIS), Response to Intervention, AVID literacy strategies, and preparing students to be college and career ready. We offer the following clubs: Palm Pride Club, Early Act, Friday Night Live, Spanish Club, Anti-bullying Club, PBIS Club, and Coding Club. We will also deepen our PBIS with implementing the Leader in Me process, "leaderizing" school culture. The After School Education and Safety (ASES) program is available for a limited number of students. The ASES program provides safe and educationally enriching alternatives for children during non-school hours.

SPSA HIGHLIGHTS: Identify and briefly summarize the key features of this year's SPSA

At Palm Innovation Academy (PIA), we believe preparing students for college or career readiness. This year's Single Plan for Student Achievement (SPSA) continues to support the district's Local Control and Accountability Plan (LCAP) goals and district initiatives. Our site goals include 1) Maintaining a positive school culture, 2) Focusing on becoming college and career ready by implementing standards-based instruction, STEM activities, and Advancement Via Individual Determination (AVID) strategies school-wide, and 3) Hiring/maintaining employees by providing effective professional development. Our staff will continue to make data driven decisions to meet the needs of our students.

LCAP GOAL 1: Beaumont Unified School District will ensure a positive climate and school culture for students by providing opportunities for them to build positive relationships and to access resources from Beaumont and the larger community.

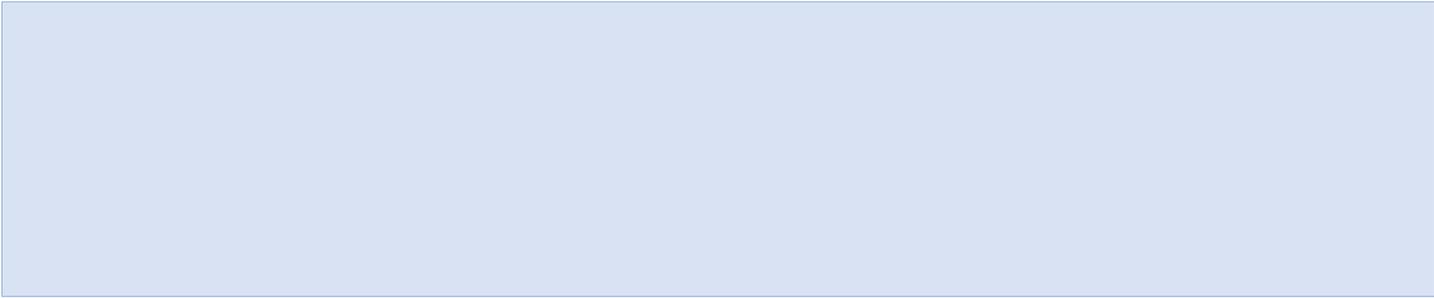
1. Professional development for staff on how to improve school culture and climate by sending a team to the Equity Conference.
2. Along with PBIS, PIA will Leaderize school climate for students and staff by providing professional development to staff on implementation the Leader in Me process. Leader in Me is an evidence-based, social-emotional learning process—developed in partnership with educators—that empowers students with the leadership and life skills they need to thrive in the 21st century.
3. Parent Involvement Activities: English Language Advisory Council (ELAC), School Site Council (SSC), AVID Family Night, STEM Night, Career Day, and other events.

LCAP GOAL 2: Beaumont Unified School District will ensure a viable 21st century learning environment for all students that include full access and success in CA State Standards & college and career preparatory courses.

1. Professional development for staff on effective English Language Development practices and high-impact strategies for instruction. PIA implements AVID school-wide, so we will send teachers to the AVID Site-Team Conference, AVID Path & workshops, and AVID Summer Institute in 2018-2019 (if all staff has not been trained).
2. Full-time early literacy intervention teacher (Multi-Tier System of Supports and literacy intervention) for students who demonstrate the need through Educational Software for Guiding Instruction (ESGI) and i-Ready assessment and instruction.
3. Discovery Education professional development to provide STEM courses for students, including course supplies and resources

LCAP GOAL 3: Beaumont Unified School District will provide an optimum learning and working environment by employing, developing, and retaining highly-qualified and diverse certificated, classified and substitute employees and maintaining the district facilities for the benefit of the students.

1. PIA will work with Human Resources to hire and retain the most highly qualified staff for every position from teachers, clerical, custodial, instructional assistants, etc.



NEEDS ASSESSMENT – REVIEW OF PERFORMANCE

Based on a review of performance on the state indicators and local performance indicators included in the California School Dashboard, progress toward SPSA goals, local self-assessment tools, stakeholder input, or other information, what progress is the school proudest of, and how does the school plan to maintain or build upon that success? This may include identifying any specific examples of how past increases or improvements in services for low-income students, English learners, and foster youth have led to improved performance for these students.

We are very proud of our ongoing accomplishments. Palm Innovation Academy progress includes:

Culture/Climate- Chronic Absenteeism Rate: Decreased by 2.29%
 Average Daily Attendance Incentive: 96.06% above 95% goal rate
 English Language Arts (ELA) California Assessment of Student Performance and Progress (CAASPP): ALL students increased +12.7 (yellow)
 MATH CAASPP: ALL students increased +7 (yellow)
 English Learner (EL) Progress: Increased +5.3% (Green)
 Suspension Rates: African American declined significantly -4.3% (Yellow), Students with Disability declined significantly -3.4% (Yellow)
 California Healthy Kids Survey (CHKS) Survey: 87% participation rate, up 45% from previous year

*Implementation of i-Ready as a diagnostic tool.

*AVID School-Wide Implementation. Evidence of Writing, Inquiry, Collaboration, Organization, Reading to Learn (WICOR) strategies in all classrooms.

*Culture/Climate: 1st AVID Family Night, 1st Career Day, 1st STEM Informational Nights, Innovator STUDENT/CLASS of the Week

We plan on continuing to build on our achievement by providing additional staff development on high impact instructional strategies for English Learners, adopting a new K-5 English Language Arts curriculum: McGraw Hill Wonders, providing comprehensive professional development on high impact instructional practices using evidence based diagnostic measurements in ELA and Math (i-Ready) and implementing effective Tier 2 interventions. We also plan on implementing STEM activities and "leaderizing" the school with the Leader in Me process. Leader in Me is based on secular principles and practices of personal, interpersonal, and organizational effectiveness. Leader in Me starts from a powerful premise that every child possesses unique strengths and has the ability to be a leader, which shapes the views of staff to value and develop the whole child. This whole-school improvement model integrates leadership development into existing programs and serves as a foundational operating system for the school, improving relationships, transforming culture, and motivating staff and students. All stakeholders are impacted by Leader in Me, starting with the staff of a school, then expanding to students, their families, and the community at large.

GREATEST PROGRESS

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

Palm Innovation Academy is going through many changes with programs and staff. Our World Language Program will be moving to a new school site; therefore, almost half of our student enrollment will decrease. Most of our teachers have also transferred to the new school and we will have many new classified staff for the 2018-2019 school year. We have worked on re-branding our school by renaming the school, creating a new logo/design, and creating a new mission/vision. We also have been working with Discovery Education on creating a new STEM program.

GREATEST NEEDS

While progress was made in most areas, there are areas of need. Our suspension rate increased (orange) in all student groups, including English learners, homeless, socioeconomic disadvantaged, and Hispanic. Our white student group also increased (red) by 0.4%. In Math, our Hispanic student group maintained -2.6

points (orange). 2018-2019 school year, we are implementing the Leader in Me and will work on increasing meaningful student and parent participation.

*Suspension Rates:

All Students: +0.8% (Orange)
 English Learners: +2.1% (Orange)
 Homeless: +1.8% (Orange)
 Socioeconomic Disadvantaged: +0.6% (Orange)
 Hispanic: +1.5% (Orange)
 White: +0.4% (Red)

Math CAASPP: Hispanic Maintained -2.6 (Orange)

*CHKS Survey:

Meaningful Participation: 11% of students feel they have meaningful participation at school

In response to our greatest needs, including dashboard data, the following will be addressed in our school plan:

- 1) "Leaderizing" the school climate/culture: In response to our suspension rate, we will implement the Leader in Me, PBiS lunch groups, Palm Pride Club, Friday Night Lights, Family Nights, STEM Saturday, Boy's Town Press, Anti-bullying assemblies (HERO Program).
- 2) Early literacy intervention teacher: In response to academic needs, a literacy intervention teacher collaborates with teachers and uses data to identify students who need academic support in a small group environment. Groups are created every six weeks. Classroom teachers also provide daily universal access to differentiate instruction in order to meet the needs of all student groups. Academic Educational Monitoring Team (EMT) meetings are held for students needing additional classroom and Tier 2 interventions. EMT meetings are held with grade level teams and with parents (if necessary).
- 3) Multi-Tier System of Supports (MTSS) and EMT Process: Teachers provide differentiated instruction and track students through assessments and document progress through MTSS and EMTs

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

Palm Innovation Academy has partnered with Discovery Education to support the development of STEM teaching and learning environment. This new collaboration, which seeks to create a STEM-focus and a commitment to creating viable 21st century learning environment for all students that include hands-on activities. As part of the effort to meet these goals, PIA is creating a strong culture of STEM that will transform instruction as it contributes to a positive climate and supports future jobs.

In efforts to create a strong school culture the following dashboard data needs to be addressed:

*Hispanic- Math (Orange)

*Suspension Rates:

All Students: +0.8% (Orange)
 English Learners: +2.1% (Orange)
 Homeless: +1.8% (Orange)
 Socioeconomic Disadvantaged: +0.6% (Orange)
 Hispanic: +1.5% (Orange)
 White: +0.4% (Red)

To address these needs, PIA will do the following:

PERFORMANCE GAPS

- 1) Increase climate/culture: Professional development in leaderizing students and staff (Leader in Me, Equity).
- 2) Offering intervention class: Hire Rtl teacher to provide academic support in TIER II/III and document progress with MTSS and Educational Monitoring Team (EMT) process.
- 3) AVID implementation and WICOR strategies: Provide professional development and student resources.
- 4) STEM Formation: Provide professional development utilizing Discovery Education resources that will support

INCREASED OR IMPROVED SERVICES

If not previously addressed, identify the two to three most significant ways that the school will increase or improve services for low-income students, English learners, and foster youth.

PIA is committed to providing comprehensive approach to improving outcomes for all students by:

- 1) Increase culture/climate: Professional development in "leaderizing" all students and staff (Leader in Me, Equity).
- 2) Offering intervention class: Hire early literacy intervention teacher to provide academic support in TIER 2 and/or 3 and document progress with MTSS and EMT process.
- 3) AVID implementation and WICOR strategies: Provide professional Development and student resources.
- 4) STEM Focus: Provide professional development for Discovery Education.

Annual Update 2017-18 SPSA Year Reviewed: 2017-18

[LCFF Evaluation Rubrics](#): Essential data to support completion of this SPSA. Please analyze the school’s full data set; specific links to the rubrics are also provided within the template.

Goal 1

DISTRICT GOAL:

Beaumont USD will ensure a positive climate and school culture for students by providing opportunities for them to build positive relationships and to access resources from Beaumont and the larger community.

SITE GOAL:

Goal #1: Palm Elementary will ensure a positive climate and school culture for students by providing opportunities for them to build positive relationships and to access resources from Beaumont and the larger community.

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ANNUAL MEASURABLE OUTCOMES

EXPECTED

SITE:

LCAP staff, parent, and community surveys, state standards (CAASPP results), WL enrollment, academic progress, AVID participation, AMAO data , reclassification data, suspension data, PBIS data, attendance data, TK & K attendance rate will meet or exceed 95%, maintain parent participation rate in ELAC and SSC, healthy kids survey data, counseling referral data, maintain parent and community volunteers at 100 or more.

ACTIONS / SERVICES

Action **1**

<p>Actions/Services</p>	<p>PLANNED A) Parent Involvement, including child care and food.</p>	<p>ACTUAL A) Parent outreach- SSC, ELAC</p>
<p>Expenditures</p>	<p>BUDGETED A) \$3,000.00 3010 Title I</p>	<p>ESTIMATED ACTUAL A) \$30.00 3010 Title I</p>

Action **2**

<p>Actions/Services</p>	<p>PLANNED A) Field Trips B) Assemblies</p>	<p>ACTUAL A) Students participated attending field trips throughout the year B) Student participated in many assemblies (HERO, NED Show, Happiness is NOW, Science Assembly, BMX) we used donation money for these events instead of LCFF</p>
<p>Expenditures</p>	<p>BUDGETED A) \$6,000.00 B) \$3,000.00 0707 LCFF S/C Not Applicable</p>	<p>ESTIMATED ACTUAL A) \$4,592.00 B) \$0.00 0707 LCFF S/C</p>

Use actual annual measurable outcome data, including performance data from the CA School Dashboard, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Overall, the actions described in our goals were met. We currently offer Early Act, Coding Club, and Spanish Club. Guest speakers during career day and assemblies have been provided to enhance and motivate the learning environment for all students. Parent training opportunities occur during advisory committee meetings, Associated Student Body (unorganized), and school events. Many of our funding came from donations instead of LCFF or Title I.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the school.

From the result of a teacher survey, they felt that positive culture can be seen and felt on campus and was an area of strength. This is evidenced by the improved attendance and chronic absenteeism of students, including parent involvement at school events. The AVID resources, display of student work, multi-cultural art allow all visitors on campus to feel welcomed and a part of the school community.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Most identified expenditures were purchased through donations. However, we spent less than what was anticipated.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the CA School Dashboard, as applicable. Identify where those changes can be found in the SPSA.

Continue to focus on creating and maintaining a positive culture because of the positive impact it has on students, staff and parents. Weekly bulletins and/or calendars are updated on website to highlight school activities and feature positive events, including postings on social media and ParentSquare. Next year, students will be more involved in the process to improve culture. Students responded to the California Healthy Kids Survey and only 11% felt they had a meaningful participation at school. Therefore, we will implement the Leader in Me that will include training on establishing a vision for the school, goal setting, data tracking, and personal-accountability systems, and concepts practiced by global education thought leaders. Leader in Me provides a logical, sequential, and balanced process to help schools proactively design a culture that reflects their vision of their ideal school. This shared leadership increases engagement and enables students, staff, and families to be self-confident, self-reliant, work effectively with others, and make meaningful contributions. Leader in Me will align with our support with equity and a leadership team will be represented at the Equity Conference.

Annual Update 2017-18 SPSA Year Reviewed: 2017-18

[LCFF Evaluation Rubrics](#): Essential data to support completion of this SPSA. Please analyze the school’s full data set; specific links to the rubrics are also provided within the template.

Goal 2

DISTRICT GOAL:
 Beaumont USD will ensure a viable 21st Century learning environment for all students that includes full access and success in CA State Standards & college and career preparatory courses.

SITE GOAL:
 GOAL #2: Palm Elementary will ensure a viable 21st century learning environment for all students that includes full access and success in CA State Standards & college and career preparatory courses (Our decisions will be data driven).

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ANNUAL MEASURABLE OUTCOMES

EXPECTED

SITE:
 Goal #2: On-going feedback from teachers implementing the curriculum and input provided to the site and district Curriculum Design Teams (CDT), review teams, collaboration team meetings and overall student progress on formative and summative assessments. AVID certification process and site action plan outcomes in RLA, Math, AVID, PBiS, and ELD.

ACTIONS / SERVICES

Action **1**

Actions/Services

PLANNED
 A) Training and implementation of AVID school wide
 B) Professional Development Sub Cost
 C) Professional Learning, including WL
 D) Instructional Supplies

ACTUAL
 A) Sent teachers to AVID training for Organization and Collaboration and Summer Institute
 B) Sent teachers and staff for professional learning and provided sub cost
 C) Provided teachers with professional learning
 D) Provided instructional supplies for students

Expenditures

BUDGETED
 A) AVID: \$25,000.00
 B) PD: \$1,000.00
 C) PL: \$10,000.00
 D) Instructional Supplies: \$10,000.00
 0707 LCFF S/C \$25,000

ESTIMATED ACTUAL
 A) Training and implementation of AVID school wide: \$15,250.00
 B) PD: \$284.82
 C) PL: \$14,403.13
 D) Instructional Supplies: \$19,004.31
 0707 LCFF S/C \$15,250.00

Action **2**

Actions/Services

PLANNED
 A) Technology Support/PD
 B) Instructional Supplies

ACTUAL
 A) Technology Support/PD: Money was spent through one time Effectiveness Grant
 B) Instructional Supplies were purchased for student use

Expenditures

BUDGETED
 A) Technology Support/PD: \$4,000.00
 B) Instructional Supplies: \$16,000.00
 3010 Title I

ESTIMATED ACTUAL
 A) Technology Support/PD: \$0.00
 B) Instructional Supplies: \$12,436.87
 3010 Title I

Use actual annual measurable outcome data, including performance data from the CA School Dashboard, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

The AVID site team attended summer institute and training all grade levels to further implement Writing, Inquiry, Collaboration, Organization, and Reading to Learn (WICOR) strategies school-wide, including purchasing instructional materials. Additional Illuminate and Computer Using Educators Professional Learning opportunities were attended by selected staff. Strategies were shared with all staff throughout the school year. Accelerated Reader site license continues to be used to develop reading comprehension and a love for reading. New desktop computers, Chromebooks, and TV monitor was purchased for the teachers and the Multi-Purpose Room. i-Ready allows students to work at their own level while working toward grade level standards mastery. Diagnostic assessments are given three times per year. SEAL Fitness was purchased for 1st and 4th grade to ensure all students had a structured curriculum allowing students to effectively meet PE expectations. For monthly EMT parent meetings, EMT coordinators had substitute teachers cover classrooms so they could run the meetings.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the school.

AVID WICOR strategies are having a positive effect on student achievement as noted on Dashboard Data. Students are also increasing in their organization and collaboration skills. AR usage reports show that all classrooms are utilizing the program and meeting individual AR goals. AR party celebrations happen every trimester to reward students achieving their goal. Students are being provided individualized interventions to meet their needs identified during EMT meetings.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

While all goals were met, there was a discrepancy in spending. Although we sent many teachers to the AVID Summer Institute, we spent a bit less because pathway trainings offered within the school year conflicted with many district led trainings or Parent/Teacher conference times. Instructional supplies were at a higher cost than expected. As a Title I school, we do support teachers with needed AVID supplies throughout the school year.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the CA School Dashboard, as applicable. Identify where those changes can be found in the SPSA.

After analyzing the Dashboard data and identified expenditures, PIA will implement the Leader in Me, STEM program, and early literacy intervention teacher. Leader in Me offers a holistic, school-wide experience for staff, students, and parents, and creates a common language and culture within the school. The leadership principles are incorporated into classroom, traditions, systems, and culture. STEM Program will be interdisciplinary by aligning the Next Generation Science Standards to the WONDERS curriculum. Students will be given opportunities in critical thinking, communication, collaboration, and creativity. Response to intervention will focus on early literacy and track students through Multi-Tier Systems of Supports.

Annual Update 2017-18 SPSA Year Reviewed: 2017-18

[LCFF Evaluation Rubrics](#): Essential data to support completion of this SPSA. Please analyze the school’s full data set; specific links to the rubrics are also provided within the template.

Goal 3

DISTRICT GOAL:

Beaumont USD will provide an optimum learning and working environment by employing, developing, and retaining highly-qualified and diverse certificated, classified and substitute employees and maintaining the district facilities for the benefit of the students.

SITE GOAL:

GOAL #3: Palm Elementary will provide an optimum learning and working environment by employing, developing, and retaining highly-qualified and diverse certificated, classified and substitute employees and maintaining the district facilities for the benefit of the students (Leader in Me offered to all staff).

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ANNUAL MEASURABLE OUTCOMES

EXPECTED

SITE:

Goal #3: We will evaluate progress on these goals by reviewing, analyzing and documenting interviews, hiring dates, formal and informal evaluations, professional development training. We will also monitor work orders, facilities/program projects and their completion dates, upgrades, modernization and maintain open-communication with the district officials.

ACTIONS / SERVICES

Action **1**

Actions/Services

PLANNED

- A) Health Supplies
- B) Certificated Extra Duty
- C) Classified Extra Duty
- D) Collaboration/Planning Time
- E) Copy Machine Lease

ACTUAL

- A) Purchase health supplies
- B) Provided extra duty for teachers
- C) Provided extra duty for Classified
- D) Provided Planning/Collaboration time to teachers
- E) Copy Machine Lease was purchased

Expenditures

BUDGETED

- A) Health Supplies: \$500.00
- B) Certificated Extra Duty: \$1,000.00
- C) Classified Extra Duty: \$500.00
- D) Collaboration/Planning Time: \$5,000.00
- E) Copy Machine Lease: \$6,000.00
- 3010 Title I

ESTIMATED ACTUAL

- A) Health Supplies: \$284.82
- B) Certificated Extra Duty: \$6,002.00
- C) Classified Extra Duty: \$284.82
- D) Collaboration/Planning Time: \$4,032.00
- E) Copy Machine Lease: \$5,146.00
- 3010 Title I

Action **2**

Actions/Services

PLANNED

- A) Emergency Supplies
- B) Substitute Cost
- C) Substitute Cost for Learning Walks

ACTUAL

- A) Did not purchase emergency supplies
- B) Provided for substitute cost
- C) Provided substitute for learning walks

Expenditures

BUDGETED

- A) Emergency Supplies: \$1,000.00
- B) Substitute Cost: \$5,000.00
- C) Substitute Cost for Learning Walks: \$3,000.00
- 0707 LCFF S/C

ESTIMATED ACTUAL

- A) Emergency Supplies: \$0.00
- B) Substitute Cost: \$4,247.50
- C) Substitute Cost for Learning Walks: \$250.00
- 0707 LCFF S/C

Use actual annual measurable outcome data, including performance data from the CA School Dashboard, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Collaboration time for teachers were given for planning and implementing CA state standards. Extra duty for team teaching, family nights, and after-school intervention were provided. We also ensure teachers receive the necessary copy paper and toner for the school year.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the school.

Collaboration planned a role in provided organized lessons for our students. TOSAs also meet with our teachers during this time to support mapping our EngageNY to ensure standards are being taught throughout the trimester and school year.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Certificated extra duty was more than expected, as we offered after-school intervention led by teacher and did not hire an Rtl teacher.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the CA School Dashboard, as applicable. Identify where those changes can be found in the SPSA.

The implementation of the Leader in Me will include all staff, both certificated and classified. Specifically, the Leader in Me focuses on self-confidence, teamwork, initiative, responsibility, communication, creativity, self-direction, leadership, problem solving, social etiquette. Staff will participate in goal setting, data tracking, leadership roles, leadership events, and more.

Stakeholder Engagement

SPSA Year

2018–19

INVOLVEMENT PROCESS FOR SPSA AND ANNUAL UPDATE

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

ELAC and SSC: Several groups had an opportunity to provide input related to our school goals and annual review throughout the year. Our school site council (8 meetings this year), English Learner Advisory Council (4 meetings this year) and Grade Level Coordinators (monthly meetings) had multiple opportunities to review our goals and provide suggestions to better meet the needs of our school. Staff meetings and district meetings also served as forums for future decision making. Meeting agendas and minutes documented the discussion and input provided.

IMPACT ON SPSA AND ANNUAL UPDATE

How did these stakeholders impact the SPSA for the upcoming year?

Stakeholders were given an opportunity to give input regarding Annual Update and SPSA during ELAC and SSC meetings. For example, during SSC teachers expressed visiting school sites that have implemented Leader in Me. Teachers visited other sites and brought back information to share with staff; therefore, a site decision to implement Leader in Me. Leadership team was developed to assist with the development of a new program for the school site. Information on the development of the new program was discussed at ELAC and SSC and feedback was given regarding holding community meetings in the evening for community input. Parents also provided input regarding assemblies that would connect to the new STEM program. Input received from our stakeholders was noted and considered when planning for the updated school plan. Meeting agendas, notes, and minutes were documented throughout the year. Data was considered when appropriate in order to provide effective input.

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:

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Lora Roman	X				
Nereida Valadez				X	
Bronwyn Miller				X	
Jazmin Miranda		X			
Kristi Gilbert		X			
Gloria Bonjean		X			
Patti Poyneer (Teacher Alternate)					
Cindy Ochoa			X		
Alexandra Lugo				X	
Megan Lusk				X	
Araceli Rivera				X	
Ruba Karbaroni (Parent Alternate)					
Numbers of members of each category:	1	3	1	5	

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

Goals, Actions, & Services 2018-19

[LCFF Evaluation Rubrics](#): Essential data to support completion of this SPSA. Please analyze the school’s full data set; specific links to the rubrics are also provided within the template.

Goal 1

DISTRICT GOAL:

Beaumont USD will ensure a positive climate and school culture for students by providing opportunities for them to build positive relationships and to access resources from Beaumont and the larger community.

SITE GOAL:

Palm Innovation Academy will ensure a positive climate and school culture for students by providing opportunities for them to build positive relationships and to access resources from Beaumont and the larger community.

State and/or Local Priorities Addressed by this Goal

STATE	1	2	X 3	4	X 5	X 6	7	8
COE	X 9	X 10						

Identified Need from the Annual Evaluation and Analysis

A positive environment and positive relationships foster an increase in student academic achievement and attendance. This will continue to be a site focus as we will implement the Leader in Me process. All students and staff will have a leadership role on campus and 7 Habits in Mind will be taught and implemented during instruction and aligned with our PBIS 16 behavioral skills. We will also focus on increasing the level of parent volunteerism and participation at our family events, attendance at parent information meetings, training and committee meetings. We also will continue to work toward increasing daily attendance. Our new school website will also be maintained to include school information and to highlight positive things happening on campus.

The progress of this goal will be evaluated using suspension data, PBIS minor and major incident reports in Illuminate, parent complaints, student attendance, attendance as evidenced by sign-in sheets for parent meetings, student participation in extracurricular activities/clubs, SART meeting contracts, and record of ParentSquare messages.

SITE EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2018-19	2019-20	2020-21
School-Wide Attendance Rate	2017-2018: School-wide attendance 96.06%	Maintain at least 95% attendance	Maintain at least 95% attendance	Maintain at least 95% attendance
School-Wide Chronic Absenteeism	Average: 7.29%	Maintain less than 10%	Maintain less than 10%	Maintain less than 10%
Suspension Rates	All Students: +0.8% (Orange) English Learners: +2.1% (Orange) Homeless: +1.8% (Orange)	All Students: Improve to Yellow English Learners: Improve to Yellow Homeless: Improve to Yellow	All Students: Improve to Green English Learners: Improve to Green Homeless: Improve to Green	All Students: Improve to Blue English Learners: Improve to Blue Homeless: Improve to Blue

	Socioeconomic Disadvantaged: +0.6% (Orange) Hispanic: +1.5% (Orange) White: +0.4% (Red)	Socioeconomic Disadvantaged: Improve to Yellow Hispanic: Improve to Yellow White: Improve to Orange	Socioeconomic Disadvantaged: Improve to Green Hispanic: Improve to Green White: Improve to Yellow	Socioeconomic Disadvantaged: Improve to Blue Hispanic: Improve to Blue White: Improve to Green
CA Healthy Kids Survey	Only 11% of the 5th grade students felt they had a meaningful participation at school.	Increase meaningful participation rate to 33%	Increase meaningful participation rate to 55%	Increase meaningful participation rate to 77%

PLANNED ACTIONS / SERVICES

Action **1**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All	<input checked="" type="checkbox"/> Students with Disabilities	<u>[Specific Student Group(s)]</u>
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OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input checked="" type="checkbox"/> English Learners	<input checked="" type="checkbox"/> Foster Youth	<input checked="" type="checkbox"/> Low Income
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ACTIONS/SERVICES

Implement incentives and awards for behavior, attendance, academics and effort. Maintain partnerships with local businesses and pursue new ones. These will improve the overall school culture and social/emotional needs of students.	Site Administration and Teachers	Ongoing	\$1000.00 0707 LCFF S/C 0707 LCFF S/C
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Action **2**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All	<input checked="" type="checkbox"/> Students with Disabilities	<u>[Specific Student Group(s)]</u>
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OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input checked="" type="checkbox"/> English Learners	<input checked="" type="checkbox"/> Foster Youth	<input checked="" type="checkbox"/> Low Income
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ACTIONS/SERVICES

Provide outreach and opportunities for parent involvement to educate, train and inform all parents. This includes resources for parent meetings to increase attendance (including childcare).

Site Administration

Ongoing

\$500.00 0707 LCFF S/C

Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	<input checked="" type="checkbox"/> All	<input checked="" type="checkbox"/> Students with Disabilities	<u>[Specific Student Group(s)]</u>
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OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	<input checked="" type="checkbox"/> English Learners	<input checked="" type="checkbox"/> Foster Youth	<input checked="" type="checkbox"/> Low Income
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ACTIONS/SERVICES

Conduct Behavior EMT meetings for students who struggle with positive behavior. Substitutes are required when meetings are held during the instructional day.

EMT Team, Site Administration

Ongoing

\$2,500.00 0707 LCFF S/C

Action 4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	<input checked="" type="checkbox"/> All	<input checked="" type="checkbox"/> Students with Disabilities	<u>[Specific Student Group(s)]</u>
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OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	<input checked="" type="checkbox"/> English Learners	<input checked="" type="checkbox"/> Foster Youth	<input checked="" type="checkbox"/> Low Income
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ACTIONS/SERVICES

Substitute release for staff to receive Leader in Me Professional Development.

Site Administration

Ongoing

\$7500.00 0707 LCFF S/C

Action 5

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

[Students to be Served](#)

All

Students with Disabilities

[Specific Student Group(s)]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

[Students to be Served](#)

English Learners

Foster Youth

Low Income

ACTIONS/SERVICES

Send a team to the Equity Conference.

Site Administration

September 20-21, 2018

\$3,000.00 0707 LCFF S/C
0707 LCFF S/C

Goals, Actions, & Services 2018-19

[LCFF Evaluation Rubrics](#): Essential data to support completion of this SPSA. Please analyze the school’s full data set; specific links to the rubrics are also provided within the template.

Goal 2

DISTRICT GOAL:

Beaumont USD will ensure a viable 21st century learning environment for all students that includes full access and success in CA State Standards & college and career preparatory courses.

SITE GOAL:

Palm Innovation Academy will ensure a viable 21st century learning environment for all students that includes full access and success in CA State Standards & college and career preparatory opportunities.

State and/or Local Priorities Addressed by this Goal

STATE	X 1	X 2	X 3	4	X 5	6	X 7	8
COE	X 9	X 10						

Identified Need from the Annual Evaluation and Analysis

Palm Innovation Academy (PIA) continues to show areas of improvement based on Dashboard Data. A focus on ELA, Math and English learners will continue as we strive for college and career readiness (Yellow or better in all Dashboard areas). This includes implementation of AVID WICOR strategies in all classrooms. Continuous staff development using high impact strategies will lead to greater student achievement. Students need opportunities for exposure to college and career possibilities and higher level thinking skills. The implementation of the new ELA adoption will contribute to positive student gains in ELA. Data used to measure the effectiveness of this goal includes CAASPP, i-Ready, English Learner progress data (including ELPAC), AR data, pre/post academic assessments, Progress Adviser data, EMTs and common grade level assessments. Also, PIA will implement STEM (Science, Technology, Engineering, Math) program and focus on the 4 C’s (Critical Thinking, Communication, Collaboration, Creativity), including 5- E Model (Engage, Explore, Explain, Elaborate, Evaluate).

SITE EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2018-19	2019-20	2020-21
CAASPP Results for ELA	All students: Yellow Students with disabilities: Yellow English learners: Yellow SED: Yellow Hispanic: Yellow White: Yellow African American: Yellow	All students: Improve to Green Students with disabilities: Improve to Green English learners: Improve to Green SED: Improve to Green Hispanic: Improve to Green White: Improve to Green African American: Improve to Green	All students: Improve to Blue Students with disabilities: Improve to Blue English learners: Improve to Blue SED: Improve to Blue Hispanic: Improve to Blue White: Improve to Blue African American: Improve to Blue	All students: Maintain Blue Students with disabilities: Maintain Blue English learners: Maintain Blue SED: Maintain Blue Hispanic: Maintain Blue White: Maintain Blue African American: Maintain Blue
CAASPP Results for Math	All students: Yellow	All students: Improve to Green	All students: Improve to Blue	All students: Maintain Blue

	Students with disabilities: Yellow English learners: Yellow SED: Yellow Hispanic: Orange White: Yellow African American: Yellow	Students with disabilities: Improve to Green English learners: Improve to Green SED: Improve to Green Hispanic: Improve to Yellow White: Improve to Green African American: Improve to Green	Students with disabilities: Improve to Blue English learners: Improve to Blue SED: Improve to Blue Hispanic: Improve to Green White: Improve to Blue African American: Improve to Blue	Students with disabilities: Maintain Blue English learners: Maintain Blue SED: Maintain Blue Hispanic: Improve to Blue White: Maintain Blue African American: Maintain Blue
English Learner Progress Indicator	EL Progress: Increased +5.3% (Green)	Improve to Blue	Maintain Blue	Maintain Blue
i-Ready Intervention Screener Report	Tier 3: 43% (2 or More Levels Below) Tier 2: 46% (1 Level Below) Tier 1: 12% (On or Above Level)	Tier 3: 30% (2 or More Levels Below) Tier 2: 40% (1 Level Below) Tier 1: 30% (On or Above Level)	Tier 3: 20% (2 or More Levels Below) Tier 2: 30% (1 Level Below) Tier 1: 50% (On or Above Level)	Tier 3: 10% (2 or More Levels Below) Tier 2: 20% (1 Level Below) Tier 1: 70% (On or Above Level)
AVID WICOR Implementation in ALL classrooms	Progress Adviser Walkthrough data shows AVID strategies implemented in all classrooms. All students have necessary resources/supplies. Due to over 50% new teachers, PIA will establish a baseline.	Maintain AVID implementation school-wide and increase AVID WICOR evidence from walkthroughs by 60%	Maintain AVID implementation school-wide increase AVID WICOR evidence from walkthroughs by 80%	Maintain AVID implementation school-wide increase AVID WICOR evidence from walkthroughs by 100%

PLANNED ACTIONS / SERVICES

Action **1**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All	<input checked="" type="checkbox"/> Students with Disabilities	<u>[Specific Student Group(s)]</u>
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OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input checked="" type="checkbox"/> English Learners	<input checked="" type="checkbox"/> Foster Youth	<input checked="" type="checkbox"/> Low Income
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ACTIONS/SERVICES

AVID supplies and resources for every students as indicated in the AVID progression chart by grade.

All Staff

Ongoing

\$1000.00 0707 LCFF S/C

Action **2**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

[Students to be Served](#)

All Students with Disabilities [Specific Student Group(s)]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

[Students to be Served](#)

English Learners Foster Youth Low Income

ACTIONS/SERVICES

Purchase supplemental materials for the core program including library books and barcodes.

All Staff

Ongoing

\$1000.00 0707 LCFF S/C

Action **3**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

[Students to be Served](#)

All Students with Disabilities [Specific Student Group(s)]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

[Students to be Served](#)

English Learners Foster Youth Low Income

ACTIONS/SERVICES

Technology to assist academic program. Site licenses include Accelerated Reader, etc.

Site Administration and Librarian

Ongoing

\$3,500.00 0707 LCFF S/C

Action **4**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

[Students to be Served](#)

All Students with Disabilities [Specific Student Group(s)]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

[Students to be Served](#)

English Learners Foster Youth Low Income

ACTIONS/SERVICES

Professional development opportunities to increase student achievement (AVID training).

All Staff

Ongoing

\$6,000.00 0707 LCFF S/C

Action 5

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	<input checked="" type="checkbox"/> All	<input checked="" type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)]
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OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	<input checked="" type="checkbox"/> English Learners	<input checked="" type="checkbox"/> Foster Youth	<input checked="" type="checkbox"/> Low Income
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ACTIONS/SERVICES

Professional Development/Collaboration for teachers to plan and prepare for high impact instruction, including planning days and other related training.

All Staff

Ongoing

\$12,000.00 0707 LCFF S/C

Action 6

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	<input checked="" type="checkbox"/> All	<input checked="" type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)]
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OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	<input checked="" type="checkbox"/> English Learners	<input checked="" type="checkbox"/> Foster Youth	<input checked="" type="checkbox"/> Low Income
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ACTIONS/SERVICES

K-2 early literacy intervention teacher will support students by providing comprehensive academic interventions with targeted focus on students most at-risk of not meeting standards. Particular emphasis will be on early literacy support. (0.5 FTE

Site Administration in consultation with ISS

Ongoing

\$40,876.00 3010 Title I

funded through district LCAP/Carryover Title I funds, 0.5 FTE funded through site plan).

Action 7

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	<input checked="" type="checkbox"/> All	<input checked="" type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)]
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OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	<input checked="" type="checkbox"/> English Learners	<input checked="" type="checkbox"/> Foster Youth	<input checked="" type="checkbox"/> Low Income
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ACTIONS/SERVICES

Substitute Release for Discovery Education Professional Development (STEM Program).	Site Administration	Ongoing	\$5,500.00 0707 LCFF S/C
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Goals, Actions, & Services 2018-19

[LCFF Evaluation Rubrics](#): Essential data to support completion of this SPSA. Please analyze the school’s full data set; specific links to the rubrics are also provided within the template.

<h2 style="margin: 0;"><u>Goal 3</u></h2>	<p>DISTRICT GOAL: Beaumont USD will provide an optimum learning and working environment by employing, developing, and retaining highly qualified and diverse certificated, classified and substitute employees and maintaining the district facilities for the benefit of the students.</p>																														
	<p>SITE GOAL: Palm Innovation Academy will ensure that all pupils have required instructional materials, our site is maintained in good repair and teachers have the required credentials and are assigned appropriately.</p>																														
	<p>State and/or Local Priorities Addressed by this Goal</p> <table border="1" style="width: 100%; text-align: center;"> <tr> <td>STATE</td> <td>X 1</td> <td>2</td> <td>3</td> <td>4</td> <td>5</td> <td>6</td> <td>7</td> <td>8</td> <td></td> <td></td> </tr> <tr> <td>COE</td> <td>X 9</td> <td>X 10</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </table>										STATE	X 1	2	3	4	5	6	7	8			COE	X 9	X 10							
STATE	X 1	2	3	4	5	6	7	8																							
COE	X 9	X 10																													
<p>Identified Need from the Annual Evaluation and Analysis</p> <p>Palm Innovation Academy will provide optimal educational experiences for students by ensuring all teachers are properly credentialed and certified to teach English Learners. All staff will be appropriately trained in site initiatives including training related to PBIS, Leader in Me, Discovery Education, i-Ready, ELLevation, Wonders ELA, etc</p>																															

SITE EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2018-19	2019-20	2020-21
Teacher credentialing including English learner certification	All teachers maintain appropriate credentials and are certified to teach English learners.	Maintain 100% certification.	Maintain 100% certification.	Maintain 100% certification.
Every pupil in the school has sufficient access to standards aligned instructional materials.	Every student in the school has a Chromebook and access to textbooks and other instructional materials.	Maintain 100% access.	Maintain 100% access.	Maintain 100% access.
School facility rating as measured by annual facility inspection tool.	School is measured good or better with each system rates as Good.	School is measured good or better with each system rates as Good.	School is measured good or better with each system rates as Good.	School is measured good or better with each system rates as Good.

PLANNED ACTIONS / SERVICES

Action **1**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	<input checked="" type="checkbox"/> All	Students with Disabilities	[Specific Student Group(s)]
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OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	English Learners	Foster Youth	Low Income
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ACTIONS/SERVICES

Professional development and planning opportunities to increase student achievement and/or behavior (PBIS, working with students with special needs, Hour Zero, ELLevation training, etc.)	All Stakeholders	Ongoing	\$1,500.00 0707 LCFF S/C
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Action **2**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	<input checked="" type="checkbox"/> All	Students with Disabilities	[Specific Student Group(s)]
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OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	English Learners	Foster Youth	Low Income
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ACTIONS/SERVICES

All pupils have required instructional materials	Principal	Ongoing	
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Action **3**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	<input checked="" type="checkbox"/> All	Students with Disabilities	[Specific Student Group(s)]
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OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

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 Goal #1

SUBJECT: Centralized Services for Planned Improvements in Student Performance in
SCHOOL GOAL #1:
Palm Innovation Academy will ensure a positive climate and school culture for students by providing opportunities for them to build positive relationships and to access resources from Beaumont and the larger community.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Allocate the school's parent and family engagement reservation to support the district-wide parent academies.	Ongoing	Coordinator of Parent Engagement and Expanded Learning	Parent Academy	None Specified	Title I Part A: Parent Involvement	\$1,000.00

**Palm Elementary
2017-2018
School Parental Involvement Policy**

NOTE: In support of strengthening student academic achievement, each school that receives Title I, Part A (Title I) funds must develop jointly with, agree on with, and distribute to, parents of participating children a School Parental Involvement Policy that contains information required by section 1118(b) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school's expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities. The school's school-parent compact is incorporated into the School Parental Involvement Policy.

Palm Elementary School has developed a written Title I parental involvement policy with input from Title I parents. Palm Elementary School will take the following actions to involve parents in the joint development and joint agreement of its School Parental Involvement Policy and its schoolwide plan:

* * * * *

PART I. GENERAL EXPECTATIONS

Palm Elementary agrees to implement the following statutory requirements:

- The school will jointly develop with parents and distribute (see part II, number 2) to parents of participating children, a School Parental Involvement Policy that the school and parents of participating children agree on.
- The school will notify parents about the School Parental Involvement Policy in an understandable and uniform format and, to the extent practicable, will distribute this policy to parents in a language the parents can understand.
- The school will make the School Parental Involvement Policy available to the local community.
- The school will periodically update the School Parental Involvement Policy to meet the changing needs of parents and the school.
- The school agrees to be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition:

School-Parent Compact

Palm Elementary School distributes to parents of Title I students a school-parent compact. The compact, which has been jointly developed with parents, outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement. It describes specific ways the school and families will partner to help children achieve the State's

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high academic standards. It addresses the following legally required items, as well as other items suggested by parents of Title I students.

- The school will adopt the school’s school-parent compact as a component of its School Parental Involvement Policy.

Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—

- (A) *that parents play an integral role in assisting their child’s learning;*
- (B) *that parents are encouraged to be actively involved in their child’s education at school;*
- (C) *that parents are full partners in their child’s education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; the carrying out of other activities, such as those described in section 1118 of the ESEA.*

The policy was distributed in the following ways:

- copies sent home with students
- placed on the school website
- sent digitally through PeachJar.

The policy describes the means for carrying out the following Title I parental involvement requirements [20 USC 6318 Section 1118(a)-(f) inclusive].

PART II. DESCRIPTION OF HOW THE SCHOOL WILL IMPLEMENT REQUIRED SCHOOL PARENTAL INVOLVEMENT POLICY COMPONENTS

Involvement of Parents in the Title I Program Building Capacity for Involvement

Palm Elementary School engages Title I parents in meaningful interactions with the school. It supports a partnership among staff, parents, and the community to improve student academic achievement. To help reach these goals, the school has established the following practices. To involve parents in the Title I program at Palm Elementary School, the following practices have been established:

1. Palm Elementary will take the following actions to involve parents in the joint development and joint agreement of its School Parental Involvement Policy and its schoolwide plan, if applicable, in an organized, ongoing, and timely way under section 1118(b) of the ESEA:
 - Palm’s School Site Council will annually appoint a subcommittee of its members including parents, and school staff members and administration to provide ongoing evaluation and implement updates to the School Parental Involvement Policy.

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2. Palm Elementary will take the following actions to distribute to parents of participating children and the local community, the School Parental Involvement Policy:

- The policy will be placed on the school website for parent and community access, and copies will be available in the front office for parents each school year. It will be available in English and Spanish. It will also be posted on the school website for community access. Updates will be distributed in regular school mailings as applicable. Copies will also be included in the “New Student” packet.

3. Palm Elementary will update periodically its School Parental Involvement Policy to meet the changing needs of parents and the school:

- The School Parental Involvement Policy will be updated annually or as needed during the school year.

4. Palm Elementary will inform parents of the following at its annual Parent School Information Night meeting and via mailings:

- That their child’s school participates in Title I,
- about the requirements of Title I,
- of their rights to be involved,
- of the process and requirements for becoming an approved volunteer,
- the State’s academic content standards,
- the State’s student academic achievement standards,
- the State and local academic assessments including alternate assessments,
- how to monitor their child’s progress, and
- how to work with educators.

5. Palm Elementary will provide to parents of participating children a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet at its Back to School Information Night meeting.

*It may be helpful to include the parental involvement policy review in the annual review of the Single Plan for Student Achievement.

**The policy must be updated periodically to meet changing needs of parents and the school. If the school has a process in place for involving parents in planning and designing the school’s programs, the school may use that process if it includes adequate representation of parents of Title I children. [20 USC 6318 Section 1118(c)(3)]

5. Palm Elementary will provide parents of participating children. if requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible through the following:
 - Education Monitoring Team (EMT) meetings with parents, teachers, and students.
 - Individualized Education Plan meetings with parents, teachers, students, Special Education staff, and school administrators/designee, for qualified students.
 - 504 Plan meetings with parents, teachers, students, and school administrators/designees, for qualified students.
 - End of trimester Parent Conferences.
 - During English Learner Advisory Council , SSC, and Parent/Teacher Committee monthly meetings.
6. Palm Elementary will submit to the district any parent comments, via a complaint form provided in the front office, if the school wide plan under section (1114)(b)(2) is not satisfactory to parents of participating children.

PART III. SHARED RESPONSIBILITIES FOR HIGH STUDENT ACADEMIC ACHIEVEMENT

1. Palm Elementary will build the school's and parent's capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school's parents, and the community to improve student academic achievement, through the following activities specifically described below:
 - Education Monitoring Team meetings designed to develop a coordinated approach between home and school to improve student achievement.
 - Continue "Café Palm" starting in January 2018 where parents have conversations with administration about current events or questions/concerns.
 - Send homework assignments home daily/weekly with students.
 - Providing After-school Intervention/Enrichment.
 - Provide the "Family Literacy Project" for interested parents .
 - Family Reading every last Friday of the month, following Student Awards.
 - Encourage participation in our Palm Volunteer Program during school hours or at home.

2. The school will, with the assistance of its district, provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement, by:
 - Collaborating with the Parent Teacher Committee, the Beaumont Adult School, The District Parent Academy classes, the Beaumont Unified office of curriculum and instruction, the Riverside Office and San Bernardino Office of Education and the Two-way Immersion Partnership office, Beaumont City Library to provide periodic workshops for parents, including literacy, school readiness, assisting English Learners.
3. The school will, to the extent feasible and appropriate, ensure that information related to the school and parent-programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand.

PART III. DISCRETIONARY SCHOOL PARENTAL INVOLVEMENT POLICY COMPONENTS

NOTE: The School Parental Involvement Policy may include additional paragraphs listing and describing other discretionary activities that the school, in consultation with its parents, chooses to undertake to build parents' capacity for involvement in the school to support their children's academic achievement, such as the following discretionary activities listed under section 1118(e) of the ESEA:

- providing necessary literacy training for parents from Title I, Part A funds, if the school district has exhausted all other reasonably available sources of funding for that training;
- paying reasonable and necessary expenses associated with parental involvement activities, including child care costs, snacks, free materials and books to enable parents to participate in school-related meetings and training sessions;
- training parents to enhance the involvement of other parents;
- in order to maximize parental involvement and participation in their children's education, arranging school meetings at a variety of times, or conducting in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend those conferences at school;
- adopting and implementing model approaches to improving parental involvement;
- developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities; and
- providing other reasonable support for parental involvement activities under section 1118 as parents may request;
- maintaining support for Palm Elementary's Parent Teacher Committee; and

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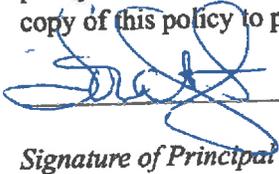
- continuing to encourage parental volunteering at Palm both in the classroom and at extracurricular activities.

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PART IV. ADOPTION

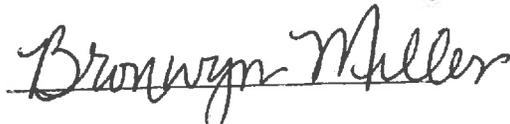
This School Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by the Palm School Site Council.

This policy was adopted by Palm Elementary School Site Council and will be in effect for the period of one year. The school will distribute this policy to all parents of participating Title I, Part A children on or before November 16th, 2017. It will be made available to the local community on or before November 16th, 2017. Palm Elementary's notification to parents of this policy will be in an understandable and uniform format and, to the extent practicable, provide a copy of this policy to parents in English and Spanish.



Signature of Principal

11.9.17
(Date)



Signature of SSC Chairperson

11-09-17
(Date)



Documents (Active | Archived)

Name	Document Last Updated	View Document	Document History	Attachments	Edit by Sections
2018 Single Plan for Student Achievement	2018-05-01		View	View	27

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Recommendations and Assurances

The school site council (SSC) recommends this school plan and Proposed Expenditure(s) 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 Single 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 (**Check those that apply**):

State Compensatory Education Advisory Committee

Signature

Signature

English Learner Advisory Committee

Signature

Special Education Advisory Committee

Signature

Gifted and Talented Education Program Advisory Committee

Signature

District/School Liaison Team for schools in Program Improvement

Signature

Compensatory Education Advisory Committee

Signature

Departmental Advisory Committee (secondary)

Signature

Other committees established by the school or district (list):
School Health Council
Public Notice Posted:
Governing Board Reviewed:
School Site Plan Approved:

- 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 5-21-18

Attested:

Lora Roman
Typed Name of School Principal

Signature of School Principal

5-21-18
Date

Bronwyn Miller (Vice-Chairperson/subst
Typed Name of SSC Chairperson

Signature of SSC Chairperson

5/21/18
Date

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2017-2018 No Excuses University at Palm Elementary Three-Way Compact

The Staff Section	The Student Section	The Parent Section
<p>We understand the importance of the school experience to every student and our role as educators and models. Therefore, we agree to carry out the following responsibilities to the best of our ability.</p> <ul style="list-style-type: none"> • Teach grade level skills, standards, and concepts in a 21st Century Learning Environment, as the goal is to work toward student's meeting or exceeding grade level standards. • Strive to meet the individual learning needs of each child. • Provide a safe, positive and healthy learning environment for students. • Keep the lines of communication open between teacher and parents regarding academic progress and behavioral concerns. • Treat students, parents, and colleagues with courtesy and respect. • Collaborate regularly with colleagues to seek and implement more effective strategies for helping each child to achieve his or her academic potential. • Teach, model, and practice the PBIS Expectations and 16 Behavior skills to students. 	<p>I understand that my education is very important to my future. It will help me develop the tools I need to become a successful and productive person. I know that my education now will prepare me for college in the future. Because of this I am committed to following requirements found in the Elementary Discipline Code. In addition, I commit to the following to the best of my ability.</p> <ul style="list-style-type: none"> • Arrive at school everyday, on time unless I am ill and stay in class/school except when sick. • Be prepared with all necessary materials. • Following the PBIS Expectations and 16 Behavior skills; as well as, the six pillars of character of our school. • Be responsible for my own behavior. • Completing and turning in homework, classwork, and assigned projects on time. • Have a positive attitude and try my best on each assignment. • Returning letters, corrected work, and other school materials to my parents • Ask for help when needed. <p>Each of these responsibilities speaks to my commitment to learn and become the best student I can.</p>	<p>I understand that my child's education today is essential for their success in life. This experience will support him/her to become a successful and productive person. It will also prepare them for college if they so choose to attend. Because of this I am committed to the following responsibilities to the best of my ability.</p> <ul style="list-style-type: none"> • Sharing the Mission, Vision, Shared Commitment, and the Goal of Palm Elementary. • Attend Back-to-School Event and other school events. • Encourage my student to engage in reading activities for at least 20 minutes each day. • Support the school's/district's homework, discipline, attendance, and dress code policies. • Encourage and ensure my student completes his/her homework/classwork/projects and turned in on-time. • Commitment to ensuring my child attends school on time every day unless they are ill and not taking them out early. • Encourage my student to follow the PBIS expectations and 16 Behavior skills of the district and support staff with any behavior issues that may arise. • Assume the primary responsibility of communicating with teacher.

Chairperson _____

