

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
Las Palmas Elementary School	37-68221-6038780		January 19, 2022

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

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.

The School Plan for Student Achievement (SPSA) is meant to consolidate all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), pursuant to the California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). The purpose of the SPSA is to increase the overall effectiveness of the school program by crafting a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement.

The School Site Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications in the plan to reflect changing needs and priorities, as applicable, pursuant to EC 52853(b) and 52855. California’s ESSA State Plan significantly shifts the state’s approach to the utilization of federal resources in support of underserved student groups. The SPSA provides schools with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state’s Local Control Funding Formula (LCFF). LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement.

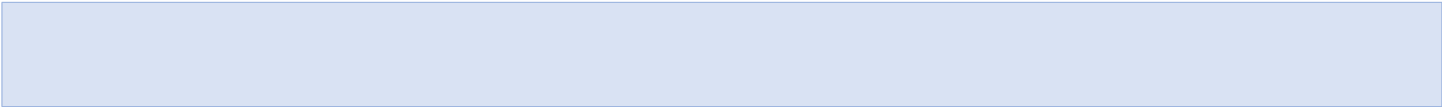


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Comprehensive Needs Assessment Components

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).

Las Palmas uses the District sponsored California Healthy Kids Survey to determine the level of student engagement and well-being at school. Also utilized for parent information is the District's annual "Parent Involvement Survey" conducted by National School District Educational Services. From the information gathered, several parent, teacher and student focused groups were created.

Classroom Observations

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

Due to the COVID 19 Pandemic, school closures required that observations and site visits to be conducted virtually through Google Classroom. At all schools in the National School District, the expectation is for principals to be in classrooms daily. In addition to these daily visits, each school has three visits from executive cabinet each year for a total of nine cabinet walk throughs. During the cabinet walk throughs, evidence of district initiatives is observed and feedback to staff and the principal provided. During distance learning, virtual classroom visits replaced the "in person" visits.

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)

This year we were not able to use CAASP results due to COVID19 schools closures extensive district assessment data based is used to modify instruction and improve student achievement. Additionally, teachers meet in Data Teams bimonthly to monitor student progress, inform instruction, using the formative assessment provided in the math and English Language Arts Units of Study.

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

Due to Covid 19 state assessments were cancelled this year. Data collected was conducted via distance learning and asynchronous assessment to draw upon vital information to guide instruction for improved student outcomes. Extensive data is assembled on a district electronic database, as well as School Pace, CORE and Illuminate. Las Palmas Elementary School has worked with the National School District to align curriculum, instruction and materials closely to the CCSS. This year we are fully implementing the University California Irvine (UCI)Math and English Language Arts (ELA) units in all grade levels and administering pre and post assessments that are aligned to the priority standards that have been identified by the committee. Formal, diagnostic assessments which include UCI Math Assessments. Perhaps the most unique is the ability for staff to configure data through Illuminate to efficiently evaluate individual, class-wide grade level, and to develop customized programs that will fit the needs of students. In addition to the formative assessments iReady and American Reading Company's Independent Reading Level Assessment (IRLA)/Estructura para la Evaluacion del Nivel de Independiente de Lectura (ENIL), have been implemented this school year to provide valid and reliable growth measures that are tied to common core state standards.

Las Palmas School makes a full commitment to collaborating on the analysis of data through grade level through grade level groups to plan instructional strategies, share ideas, concerns and explore solutions to common problems through the Data Team process. Grade level meetings are held to discuss district assessments, formative classroom assessments and ELD levels to identify areas of strengths and weaknesses. Effective strategies that work are discussed and areas

Students who are having difficulty performing at grade level standard at Las Palmas Elementary School are supported on several levels in the virtual classroom and through site level planning teams. In addition to teachers developing standards-based instructional plans and comprehensive assessment outcomes, additional attention is focused on struggling students. Grade level specific Data team meetings and site resource teacher guidance are all brought into play in order to understand the best ways to assist these students. Teachers have been trained in Response to Intervention (RtI), a model adopted by the district to identify and meet the needs of struggling students and use data to assess whether or not they are responding to intervention. Research based strategies are implemented in the intervention within the classrooms and intervention groups. This model has been fully implemented in kindergarten through sixth grades. Virtual Grade level RtI meetings are held every 7 weeks to discuss specific students, discuss current interventions being implemented, research-based strategies, RtI goals and next steps. The progress of Tier 1 students is monitored monthly, progress of Tier 2 students is monitored bimonthly, and progress of Tier 3 students is monitored weekly to ensure that they are making adequate progress toward their goals.

We use several measures to assess whether or not students are responding to intervention and modify the instruction based on assessment data. We use, Running Records, IRLA data, and reports from our instructional software programs. The student, parent and school collaborate on a learning plan emphasizing student/parent accountability and communication. For students who continue to experience difficulties despite regular interventions, the Student Study Team (SST) meets to involve the expertise of the principal, counselor, classroom teacher, language arts specialists, speech therapist, school psychologist and resource specialist in deciding on more prescriptive academic and behavioral interventions. In addition to classroom interventions, additional resources may include math and reading tutoring, Imagine Learning, and supplementary intervention classes both before and after school if available.

As discussed previously, Las Palmas Elementary School makes a full commitment to collaborate on the analysis of data through grade level groups to plan instructional strategies, share ideas,

concerns and explore solutions to common problems through the Data Team process. Meetings are held monthly to discuss formal assessment outcomes, ELD levels and a variety of data and classroom samples collected to identify areas of strengths and weaknesses. Effective strategies that work are discussed and areas for improvement are analyzed. Primary grades focus in on RESULTS outcomes related to phonemic awareness, phonics, word recognition, reading fluency and comprehension. Staff in grades Kindergarten through 3rd grade in bilingual classrooms can monitor student progress on literacy skills through Spanish multiple measures assessments, SEBT assessments, and reports provided on Imaging Learning to monitor their English Language acquisition. Upper grade teaching staff is also involved in sampling students for performance on the literacy assessments from STAR Reading and classroom assessments.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All teachers in the National School District meet highly qualified teaching standards.

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

The National School District recruits and retains only teachers that are Highly Qualified in accordance with Every Student Succeed Act (ESSA) requirements. The staff at Las Palmas Elementary School is involved in a program of ongoing professional development linked to CCSS. Instructional planning is driven by the review of student outcomes on assessments that target priority grade level CCSS. District level staff development focuses on the key areas in CCSS language arts, mathematics and ELD grade level objectives and instructional practices to optimize student performance. All grade level teachers have ongoing training for students in reading and math. Teachers are also provided support on an as-needed basis on Imagine Learning by our area representatives of Imagine Learning. The reading assessment is used during each testing window to review reading comprehension and vocabulary progress. These levels are known by the students and allow them to self-select books at the appropriate reading level.

Annually, a plan for staff development is designed based on the review of specific site data, including STAR Reading, STAR Math, iReady, CELDT, BPST, RESULTS, teacher created formative assessments, Running Records, RCD ELA and Math assessments, and district multiple measures assessments. The plan is developed through the collaborative efforts of the site instructional leader, site resource and teaching staff along with the School Site Council. Staff development days are planned to train staff on innovative instructional practices directly related to targeted, standards-based improvement areas. The Educational Services Department at the National School District provides guidance and financial support for professional development days. Early dismissal on Thursday afternoons provides a timeframe for teachers to collaborate within grade level and in vertical (K-2, 3-4, 5-6, etc) planning groups. CCSS Mathematics/ Go Math, implementation of technology, training in the use of Illuminate, Systematic English Language Development (SELD), Rigorous Curriculum Design, Data Teams, are the focus of professional development for teachers in TK through 6th grade.

Other site based staff development includes the effective teaching of Common Core State Standards in the area of Mathematics and English Language Arts. We are also providing professional development for teachers on ELD and ELA Framework and how the ELD standards are related to ELA standards.

New staff members are provided the opportunity to receive training on practices and programs currently in place at the school site and the district guided. Newly assigned teachers to the district are coached and supported through our state approved teacher induction program, either through the San Diego County Office of Education or the university system. Our Language Arts Specialist help support new staff members to provide comprehensive support in the California Standards for the Teaching Profession and State Standards. Additional support is provided through the Resource Specialist, Psychologist, and through grade level colleagues.

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

Choices for staff learning are informed by district data based assessments, as well as teacher survey and district provided formative assessments.

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

As mentioned earlier, new staff members have available to them the opportunity to receive training on practices and programs currently in place at the school site, for example English Language Development strategies from our District Resource Teacher team. Newly assigned teachers to the district are coached and supported through the new teacher Induction Program. A personal Support Provider is assigned to the new staff member to provide comprehensive support in the California Standards for the Teaching Profession and CCSS. Additional support is provided through the site administrator, the site Language Arts Specialist, Resource Specialist, Psychologist, and through grade level colleagues. Teachers also have an opportunity to visit different classrooms on campus, other district classrooms, and out of district classrooms to help them experience other educators' styles and strategies. Our Language Arts Specialist is available to model lessons for teachers and also co-teach lessons with teachers to help change adult actions to better meet the needs of our students. The Peer Assistance and Review (PAR) program provides ongoing support to both beginning and experienced teachers who may need or request assistance.

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

In an effort to ensure continued improvement, the faculty, with the guidance of the Principal examines benchmark and iReady assessment data to determine areas of strength and weakness in student achievement. This performance data a prediction of success on the Common Core Standards. During data analysis, the staff looks at how the students are progressing on grade level standards in language arts and math and then based on the data collected the staff and principal reteaches whole class or provides intervention for small flexible groups. The data are also used to identify students who could use additional intervention outside of school hours. The identified students are Students in TK - 2 who needed more intensive intervention are also scheduled during school hours to work with the Impact Teachers. Both highly effective software, Success Maker and Imagine Learning, provide students with practice opportunities and instruction in reading/language arts and mathematics that are aligned to the California Common Core Standards for grades K-6. Coupled with being involved in data analysis, teachers share best practices in order to better deliver instruction to their students. By both previewing material and reviewing (reteaching) allows students who are struggling to have multiple opportunities to grasp the new information and to practice newly emerging skills.

Las Palmas School makes a full commitment to collaborating on the analysis of formative assessment data through bi-monthly Data Teams Meetings. Teachers plan instructional strategies, share ideas, concerns and explore solutions to common problems. Effective strategies that work are discussed and areas for improvement are analyzed. In addition to the teacher planning at staff meetings and on Thursday minimum site/district days, grade levels review student progress and determine if students are moving towards reaching grade level benchmarks in language arts, mathematics, and ELD. They have an opportunity to review outcomes, discuss student progress and make recommendations for next steps that need to take place to ensure optimum student achievement towards school-wide and district goals.

Primary grades focus on RESULTS outcomes related to phonemic awareness, phonics, word recognition, reading fluency and comprehension. Teachers in Kindergarten through 3rd grade bilingual classrooms monitor student progress on literacy skills through Spanish RESULTS assessments and SEBT assessments. Upper grade teachers also use RESULTS assessments and STAR reading assessments to monitor the progress of their struggling readers. In writing, all teaching staff scores writing samples throughout the year. They identify the strengths and weaknesses in students' writing and determine next steps for instruction in the area of writing.

Teaching and Learning

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

Special Day classes for grades 4th –6th utilize the program Reading Milestones to meet their unique needs of our students in special day classes in the area of ELA, and UCI Math in tandem with Touch Math. Our 2nd through 3rd grade Special Day class uses the Read Well Language Arts Program and Reading Milestones to meet the needs of our students in ELA, and Touch Math exclusively in the area of Mathematics. In our RSP program upper grades, students are receiving Scholastic's Read 180 program. RSP is supporting the primary grades using SIPPS and Read 180. RSP also provides support in Math to students with Math IEP goals using the GoMath program and supported with Kahn Academy.

Clear school goals, shared vision, grade level standards, assessments, and ongoing data analysis are major forces that drive decisions regarding the instructional program. We have implemented the Instructional Wheel, which provides all students enrichment classes in the areas of Art, Physical Education and Performing Arts. The Instructional Wheel also allows classroom teachers to be relieved of their classrooms in order to collaborate and participate in Data Teams every other week. During the Data Team meetings we focus on Priority Standards from the CCSS and set SMART goals and discuss research-based CCSS instructional strategies that will enhance student performance. We are launching University California Irvine Math Project lessons in every grade level. Language Arts materials are also in transitional implementation through Benchmark.

Giving our students access to technology is a new center of attention now with the implementation of CCSS. Providing students access to computers and instruction on how to utilize the tools available to them will help to prepare them to navigate through the State Smarter Balanced Assessment administered in the spring. District assessments are administered throughout the year to provide students the exposure to rigorous online assessments in order to help prepare our students for the SBAC assessment. In order to provide our students access to technology, National School District has provided all students in 3rd through 6th 1 to 1 computing and 2 to 1 computing in grades kindergarten through 2nd.

In addition to providing education to our students, Las Palmas has made an effort to provide our parents with opportunities to learn more about distance learning. The fall, well attended parent night facilitated by our district parent liaison provided our parents with resources for distance learning. Teachers helped parents understand the shifts between California's previous content standards and the CCSS Mathematics Standards. The winter parent night was focused on English Language Arts Standards and the shifts that have taken place in our instruction. In the spring our teachers provide our parents a better understanding of how our students are assessed with the new SBAC assessment. Our teachers informed the parents that the new assessment requires our students to take the assessment on the computer, as well as being able to provide their understanding of how to arrive at their answer. Some questions require our students to provide evidence to support their responses, and students must be able to communicate this effectively in writing.

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

Las Palmas Elementary School along with National School District complies with and monitors implementation of instructional time for the adopted programs for language arts, mathematics and ELD. The school also provides additional time for students requiring intervention in language arts and mathematics. Additional time for differentiated instruction throughout the day is provided for at risk and special needs students based on their learning needs. Differentiated instruction is also provided for our GATE identified students and our high achievers.

In Kindergarten through 6th grade, students participate in three hours of language arts instruction and 75 minutes of mathematics instruction daily. ELD instruction is provided for 40 minutes 4 times a week. In the bilingual classes, additional transference reading instruction is provided for 40 minutes 4 times a week. At risk students in grades K-6 are provided with 30 minutes additional instruction in language arts.

Impact teachers, hired to reduce student-teacher ratio throughout the day, are assigned to work with students based on students' needs. They work in classrooms with small groups of students or pull them out, providing additional literacy support. Impact teachers receive guidance and support from the site administrator, the language arts specialist (LAS) and classroom teachers. The Language Arts Specialist provides a forum for ongoing communication between impact teachers and staff, in-services in curriculum and instructional strategies, modeled lessons in the classrooms, planning for small group instruction and planning for in school and extended day intervention classes in language arts and mathematics. Impact teachers and regular education teachers are used to supplement language arts, mathematics and ELD instruction before and after school especially for students needing intervention in the aforementioned subject areas.

Students attend school for 180 days per school year. Students in Transitional Kindergarten through sixth grades receive 302 average minutes of instruction per day. There are 37 minimum days per school year, which are used for teacher planning and program articulation. continues to be used as a motivational program to help promote independent reading and allow teachers to monitor the amount of independent reading students are participating in throughout the year. We also have implemented the use of Razz Kids in grades first and second grade to support literacy acquisition.

Clear school goals, shared vision, grade level standards, assessments, and ongoing data analysis are major forces that drive decisions regarding the instructional program. We have implemented the Instructional Wheel, which provides all students enrichment classes in the areas of Art, Physical Education and Performing Arts. The Instructional Wheel also allows classroom teachers to be relieved of their classrooms in order to collaborate and participate in Data Teams every other week. During the Data Team meetings we focus on Priority Standards from the CCSS and set SMART goals and discuss research-based CCSS instructional strategies that will enhance student performance.

Providing students access to computers and instruction on how to utilize the tools available to them will help to prepare them to navigate through the State Smarter Balanced Assessment administered in the spring. District assessments are administered throughout the year to provide students the exposure to rigorous online assessments in order to help prepare our students for the SBAC assessment. In order to provide our students access to technology, National School District has provided all students 1 to 1 computing.

Instruction at Las Palmas reflects the belief that it is critical that each student learn to be a fluent, capable reader and writer. Classroom instruction, as well as school-wide intervention programs such as after school Intervention classes, reflect the school's determination that no student will fail to develop proficiency in reading.

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

UCI Units of Study in math and language arts supply a framework for lesson pacing. All ELA units are eight weeks long, with an additional week for intervention and support at the end of the unit. Math units vary in length, but also provide "buffer days" for reteaching and review.

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

All schools are part of the Williams settlement, which stipulates that students have appropriate materials and facilities. National School District reviews its materials list yearly, approving a sufficiency of materials resolution in August

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

Use of materials is monitored by school administration on a daily basis. English Language Arts specialists at all sites provide assistance to the principal to ensure that all students and teachers have the required materials.

Opportunity and Equal Educational Access

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

A Language Arts specialist works with teaching staff to provide additional support for students not reading at grade level. Before and after school classes are also available to assist students in math, language arts, and English Language Acquisition. Resource and Special Day classes are available for students with special needs.

Evidence-based educational practices to raise student achievement

Teachers in the National School District have been trained in best practices for English Learners, as well as Balanced Literacy. Additionally, teachers are provided five hours of time each month to collaborate with their grade level partners, creating lesson plans that adhere to best practices.

Parental Engagement

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

Using Local Control Accountability funding, schools will have the support of a Parent Engagement resource teacher in 2020-21. Also, the District will be providing parent classes on technology, math, science and ELA at each school in 2020-21

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)

At the school site, parents are engaged in the process of developing the SPSA through the School Site Council. At the district level, parents assist with the development of the LEAP and the LCAP through the District Parent Advisory Council.

Funding

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

1. Language Arts Specialist
2. Strategic small group instruction with Impact Teachers
3. Teacher training in best practices for English Learners and under-performing children
4. Additional materials needed to supplement core instructional programs

Fiscal support (EPC)

All schools receive Title I and Local Control Accountability funds based on the number of pupils.

Stakeholder 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

Stakeholder Involvement

Families and Community Members:

- Monthly Coffee chats with the principal
- Regular District English Language Advisory Committee Meetings (ELA).
- Regular School Site Council meetings.

The process used to gather information was through input from ELAC, community/parent survey and staff on the following dates:

Resource Inequities

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

An analysis was conducted of our school budget aimed at increasing services for students, we determined the following inequities:

Last year we focused on building first grade Early Literacy Skills, this year, we will continue to focus on first grade and add focused early foundational reading skills support in Kindergarten, first and second grade.

Funds were allocated for a Language Arts Specialist for 2019-20

Funds were available for five Impact Teachers last school year.

Opportunities for Special Needs Students to mainstream, was provided via distance learning, this year we created a schedule to provide inclusive opportunities for

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
American Indian	0.31%	0.16%	0.2%	2	1	1
African American	0.62%	0.8%	0.5%	4	5	3
Asian	0.62%	0.32%	%	4	2	
Filipino	10.44%	9.79%	9.5%	67	61	54
Hispanic/Latino	83.64%	84.27%	84.5%	537	525	478
Pacific Islander	0.16%	0.32%	0.4%	1	2	2
White	1.71%	1.93%	2.1%	11	12	12
Multiple/No Response	%	0.16%	2.5%		14	14
Total Enrollment				642	623	566

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	18-19	19-20	20-21
Kindergarten	96	91	76
Grade 1	85	81	73
Grade 2	91	89	78
Grade3	87	92	85
Grade 4	93	89	84
Grade 5	99	89	85
Grade 6	91	92	85
Total Enrollment	642	623	566

Conclusions based on this data:

1. Student enrollment has declined from to 2020-2021
2. Student demographics continue to show the same percentages with no noticeable change.
3. Hispanic Latino continues to be the largest demographic group.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
English Learners	346	342	253	53.9%	54.9%	44.7%
Fluent English Proficient (FEP)	85	81	80	13.2%	13.0%	14.1%
Reclassified Fluent English Proficient (RFEP)	38	35	26	10.4%	10.1%	7.6%

Conclusions based on this data:

1. The number of English Learners has decreased by approximately 10 percent from 2019-20 to 2020-21
2. The number of RFEP Learners decreased by 2.5 percent from 2019-20 to 2020-21
3. The number of RFEP Learners decreased by 2.5 percent from 2019-2020 to 2020-21

School and Student Performance Data

Diagnostic Results - Math

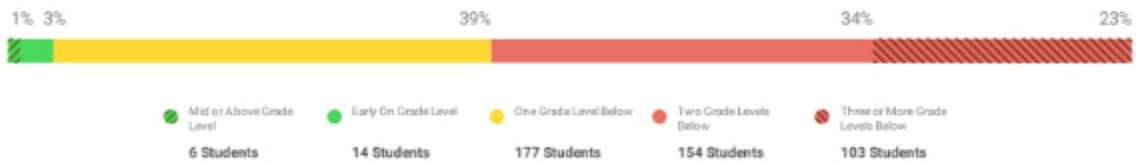
Diagnostic Results



School: Las Palmas Elementary
 Subject: Math
 Academic Year: 2021 - 2022
 Diagnostic: Diagnostic 1
 Prior Diagnostic: None

Overall Placement

Students Assessed/Total: 454/487



Placement by Domain



Switch Table View

Show Results By

Placement Summary

Grade

Showing 7 of 7

Grade	Overall Grade-Level Placement	Mid or Above Grade Level	Early On Grade Level	One Grade Level Below	Two Grade Levels Below	Three or More Grade Levels Below	Students Assessed/Total
Grade K		4%	4%	92%	0%	0%	51/58
Grade 1		0%	2%	67%	31%	0%	52/60
Grade 2		2%	2%	31%	66%	0%	61/64
Grade 3		2%	5%	32%	32%	30%	66/68
Grade 4		0%	0%	27%	36%	36%	77/82
Grade 5		0%	3%	25%	33%	39%	75/77

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Diagnostic Results



School: Las Palmas Elementary
Subject: Math
Academic Year: 2021 - 2022
Diagnostic: Diagnostic 1
Prior Diagnostic: None

Grade	Overall Grade-Level Placement						Students Assessed/Total
Grade 6		3%	7%	21%	33%	36%	72/78

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Conclusions based on this data:

1. At the beginning of the year, 4% of our students were Early On, Mid or Above grade level.
2. Additionally, we have reduced the number of students two or more grade levels below by 1%.

3. Student Percentage of On or Above Grade Level

First Grade- 2%

Second grade students increased by 4%

Third grade students increased by 7%

Fourth grade students increased by 0%

Fifth grade increased by 3%

Sixth grade increased by 10%

School and Student Performance Data

Diagnostic Results - Reading

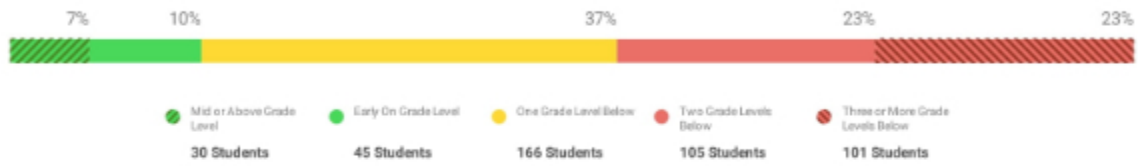
Diagnostic Results



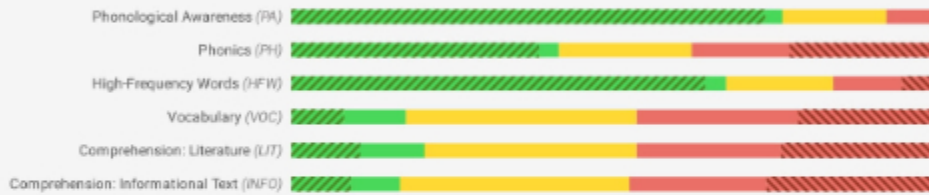
School: Las Palmas Elementary
 Subject: Reading
 Academic Year: 2021 - 2022
 Diagnostic: Diagnostic 1
 Prior Diagnostic: None

Overall Placement

Students Assessed/Total: 447/487



Placement by Domain



Switch Table View

Show Results By

Placement Summary

Grade

Showing 7 of 7

Grade	Overall Grade-Level Placement	Mid or Above Grade Level	Early On Grade Level	One Grade Level Below	Two Grade Levels Below	Three or More Grade Levels Below	Students Assessed/Total
Grade K		4%	8%	88%	0%	0%	50/58
Grade 1		8%	4%	65%	24%	0%	51/60
Grade 2		4%	5%	35%	56%	0%	55/64
Grade 3		11%	24%	14%	24%	27%	66/68
Grade 4		8%	11%	37%	9%	36%	76/82

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Diagnostic Results



School: Las Palmas Elementary
 Subject: Reading
 Academic Year: 2021 - 2022
 Diagnostic: Diagnostic 1
 Prior Diagnostic: None

Grade	Overall Grade-Level Placement						Students Assessed/Total
Grade 5		3%	9%	21%	29%	37%	75/77
Grade 6		9%	7%	23%	23%	38%	74/78

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Conclusions based on this data:

1. At the beginning of the year, 17% of our students were Early On, Mid or Above grade level.
2. 37% are one grade level below

3. Students who are On or Above Grade Level:

First Grade- 12%

Second grade students increased by 9%

Third grade students increased by 35%

Fourth grade students increased by 19%

Fifth grade increased by 12%

Sixth grade increased by 15%

School and Student Performance Data

EL Diagnostic Results - Math

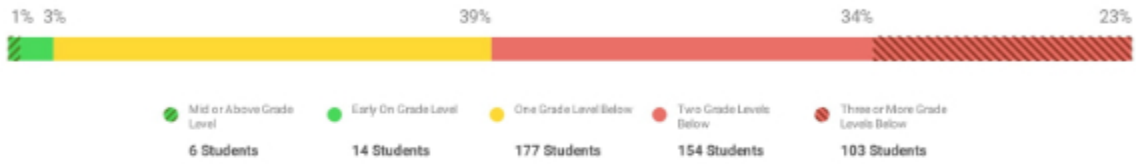
Diagnostic Results



School: Las Palmas Elementary
 Subject: Math
 Academic Year: 2021 - 2022
 Diagnostic: Diagnostic 1
 Prior Diagnostic: None

Overall Placement

Students Assessed/Total: 454/487



Placement by Domain



Switch Table View

Show Results By

Placement Summary

English Learner

Showing 2 of 2

English Learner	Overall Grade-Level Placement	Mid or Above Grade Level	Early On Grade Level	One Grade Level Below	Two Grade Levels Below	Three or More Grade Levels Below	Students Assessed/Total
Yes - English Learner		0%	2%	34%	37%	27%	233/248
No - English Learner		3%	5%	44%	30%	19%	221/239

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Conclusions based on this data:

1. At the beginning of the year 4% of our students were At, Mid or Above grade level.
2. 39% of our students performed one grade level below
3. Non English Learners outperformed our English Learners.

School and Student Performance Data

EL Diagnostic Results - Reading

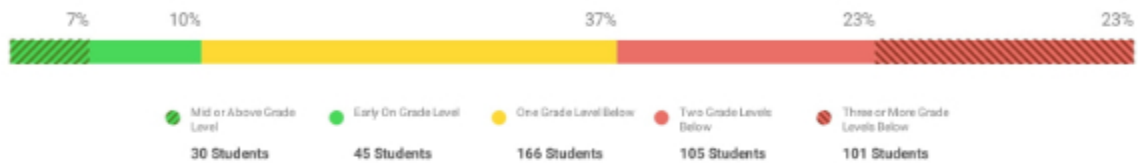
Diagnostic Results



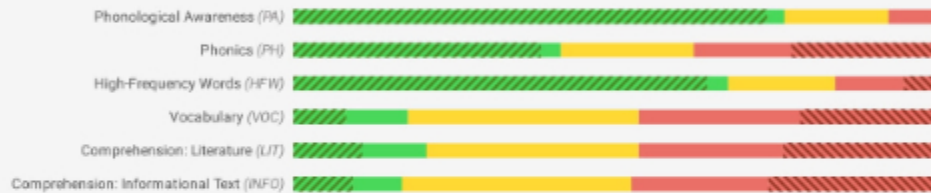
School: Las Palmas Elementary
 Subject: Reading
 Academic Year: 2021 - 2022
 Diagnostic: Diagnostic 1
 Prior Diagnostic: None

Overall Placement

Students Assessed/Total: 447/487



Placement by Domain



Switch Table View

Show Results By

Placement Summary

English Learner

Showing 2 of 2

English Learner	Overall Grade-Level Placement	Mid or Above Grade Level	Early On Grade Level	One Grade Level Below	Two Grade Levels Below	Three or More Grade Levels Below	Students Assessed/Total
Yes - English Learner		3%	8%	35%	28%	25%	229/248
No - English Learner		10%	12%	39%	19%	20%	218/239

Conclusions based on this data:

1. The percentage of English Learners performing Mid and On grade level on iReadyReading is 17%
2. The percentage of English Learners performing two or more grade levels below is 37%
3. Non English Learners are out performing our English Learners

School and Student Performance Data

Special Education Diagnostic Results - Math

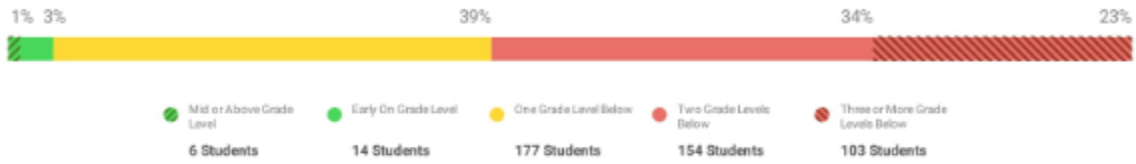
Diagnostic Results



School: Las Palmas Elementary
 Subject: Math
 Academic Year: 2021 - 2022
 Diagnostic: Diagnostic 1
 Prior Diagnostic: None

Overall Placement

Students Assessed/Total: 454/487



Placement by Domain



Switch Table View

Show Results By

Placement Summary

Special Education

Showing 2 of 2

Special Education	Overall Grade-Level Placement	Mid or Above Grade Level	Early On Grade Level	One Grade Level Below	Two Grade Levels Below	Three or More Grade Levels Below	Students Assessed/Total
Yes - Special Education		0%	2%	25%	27%	46%	63/75
No - Special Education		2%	3%	41%	35%	19%	391/412

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Conclusions based on this data:

1. 4% of our Special Ed Students are performing on or above grade level.
2. 39% of our Special Ed Students are one grade level below.
3. 57% of our Special Ed Students are more than one grade level below.

School and Student Performance Data

Special Education Diagnostic Results - Reading

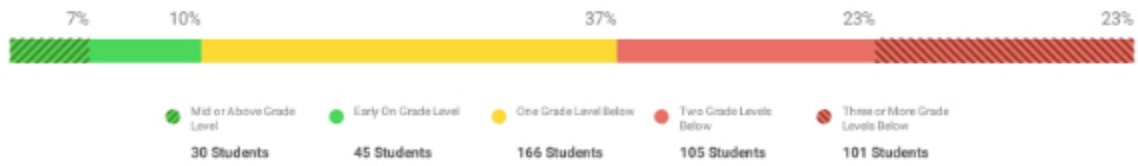
Diagnostic Results



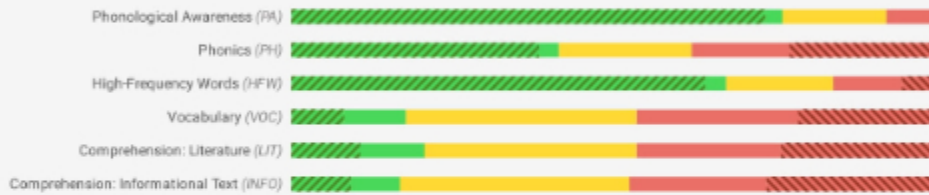
School: Las Palmas Elementary
 Subject: Reading
 Academic Year: 2021 - 2022
 Diagnostic: Diagnostic 1
 Prior Diagnostic: None

Overall Placement

Students Assessed/Total: 447/487



Placement by Domain



Switch Table View

Show Results By

Placement Summary

Special Education

Showing 2 of 2

Special Education	Overall Grade-Level Placement	Mid or Above Grade Level	Early On Grade Level	One Grade Level Below	Two Grade Levels Below	Three or More Grade Levels Below	Students Assessed/Total
Yes - Special Education		2%	8%	23%	23%	44%	61/75
No - Special Education		8%	10%	39%	24%	19%	386/412

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Conclusions based on this data:

1. 17% of our Special Ed Students are performing On or Above Grade Level.
2. 37% of our Special Ed Students are one level below
3. 46% are two or more grade levels below.

Disclaimer

As a result of school closures due to the COVID-19 pandemic all 2019-2020 State assessments were suspended. The following data report section reflects student performance on standardized State assessments for the 2018-2019 school year. It is included in this plan to provide additional historical performance perspective.

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			% of Enrolled Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	95	87	87	92	83	0	92	83	0	96.8	95.4	0.0
Grade 4	88	92	84	88	91	0	88	91	0	100	98.9	0.0
Grade 5	94	93	85	92	93	0	92	93	0	97.9	100	0.0
Grade 6	95	93	85	93	89	0	93	89	0	97.9	95.7	0.0
All Grades	372	365	341	365	356	0	365	356	0	98.1	97.5	0.0

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

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	2416.	2398.		19.57	10.84		27.17	20.48		31.52	36.14		21.74	32.53	
Grade 4	2420.	2452.		11.36	18.68		18.18	29.67		20.45	16.48		50.00	35.16	
Grade 5	2463.	2473.		5.43	17.20		31.52	20.43		23.91	19.35		39.13	43.01	
Grade 6	2549.	2538.		18.28	14.61		40.86	42.70		29.03	25.84		11.83	16.85	
All Grades	N/A	N/A	N/A	13.70	15.45		29.59	28.37		26.30	24.16		30.41	32.02	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	21.74	13.25		47.83	55.42		30.43	31.33	
Grade 4	18.18	8.79		39.77	58.24		42.05	32.97	
Grade 5	9.78	17.20		52.17	45.16		38.04	37.63	
Grade 6	23.66	20.22		52.69	50.56		23.66	29.21	
All Grades	18.36	14.89		48.22	52.25		33.42	32.87	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	15.22	6.02		42.39	50.60		42.39	43.37	
Grade 4	9.09	15.38		37.50	54.95		53.41	29.67	
Grade 5	13.04	17.20		46.74	48.39		40.22	34.41	
Grade 6	28.26	28.09		48.91	55.06		22.83	16.85	
All Grades	16.48	16.85		43.96	52.25		39.56	30.90	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	20.65	13.25		57.61	61.45		21.74	25.30	
Grade 4	9.09	13.19		65.91	64.84		25.00	21.98	
Grade 5	3.26	12.90		66.30	53.76		30.43	33.33	
Grade 6	16.13	14.61		70.97	65.17		12.90	20.22	
All Grades	12.33	13.48		65.21	61.24		22.47	25.28	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	29.35	14.46		48.91	61.45		21.74	24.10	
Grade 4	12.50	18.68		48.86	50.55		38.64	30.77	
Grade 5	22.83	20.43		43.48	39.78		33.70	39.78	
Grade 6	49.46	35.96		40.86	47.19		9.68	16.85	
All Grades	28.77	22.47		45.48	49.44		25.75	28.09	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. ****Due to the COVID 19 and the pandemic, data was not updated during the 2019-2020 school year. Therefore this goal will remain the same.**

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			% of Enrolled Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	95	87	87	93	86	0	93	86	0	97.9	98.9	0.0
Grade 4	88	92	84	88	91	0	88	91	0	100	98.9	0.0
Grade 5	94	93	85	92	92	0	92	92	0	97.9	98.9	0.0
Grade 6	95	93	85	95	91	0	95	91	0	100	97.8	0.0
All Grades	372	365	341	368	360	0	368	360	0	98.9	98.6	0.0

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

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	2412.	2404.		4.30	6.98		36.56	23.26		33.33	38.37		25.81	31.40	
Grade 4	2425.	2442.		9.09	3.30		11.36	26.37		35.23	39.56		44.32	30.77	
Grade 5	2437.	2439.		2.17	7.61		9.78	7.61		26.09	21.74		61.96	63.04	
Grade 6	2560.	2538.		28.42	28.57		32.63	21.98		26.32	26.37		12.63	23.08	
All Grades	N/A	N/A	N/A	11.14	11.67		22.83	19.72		30.16	31.39		35.87	37.22	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	13.98	11.63		49.46	48.84		36.56	39.53	
Grade 4	11.36	8.79		27.27	35.16		61.36	56.04	
Grade 5	3.26	8.70		25.00	16.30		71.74	75.00	
Grade 6	38.95	37.36		41.05	31.87		20.00	30.77	
All Grades	17.12	16.67		35.87	32.78		47.01	50.56	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	17.20	8.14		45.16	59.30		37.63	32.56	
Grade 4	5.68	7.69		44.32	52.75		50.00	39.56	
Grade 5	4.35	8.70		38.04	38.04		57.61	53.26	
Grade 6	29.47	21.98		52.63	49.45		17.89	28.57	
All Grades	14.40	11.67		45.11	49.72		40.49	38.61	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Communicating Reasoning									
Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	20.43	16.28		60.22	52.33		19.35	31.40	
Grade 4	14.77	8.79		39.77	58.24		45.45	32.97	
Grade 5	2.17	6.52		40.22	34.78		57.61	58.70	
Grade 6	24.21	26.37		57.89	48.35		17.89	25.27	
All Grades	15.49	14.44		49.73	48.33		34.78	37.22	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. The percentage of students meeting and exceeding standards for 2018-19 was 34%, this is an 5% increase from 2017-18 at 29%

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		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	1413.4	1382.2		1423.3	1395.5		1390.1	1351.1		64	59	0
1	1455.9	1447.9		1445.5	1456.0		1465.7	1439.4		63	56	0
2	1471.2	1492.8	*	1458.9	1489.8	*	1483.1	1495.2	*	54	62	5
3	1483.3	1505.6	1504.9	1470.6	1493.6	1508.9	1495.2	1516.9	1500.5	37	54	42
4	1492.4	1511.4	1511.4	1478.6	1510.1	1516.1	1505.7	1512.1	1506.3	46	43	46
5	1495.6	1533.9	1541.7	1486.4	1536.2	1552.3	1504.4	1531.1	1530.5	33	48	30
6	1521.4	1517.7	1548.0	1509.2	1517.9	1553.2	1533.5	1517.0	1542.1	23	30	24
All Grades	1469.8			1464.0			1473.0			320	352	147

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	26.56	0.00		28.13	27.12		23.44	35.59		21.88	37.29		64	59	
1	36.51	12.50		26.98	39.29		19.05	32.14		17.46	16.07		63	56	
2	38.89	14.52	*	25.93	51.61	*	*	22.58	*	22.22	11.29	*	54	62	*
3	*	24.07	20.00	54.05	46.30	45.00	*	22.22	27.50	*	7.41	7.50	37	54	40
4	*	20.93	21.74	54.35	55.81	43.48	*	9.30	28.26	*	13.95	6.52	46	43	46
5	*	25.00	27.59	54.55	50.00	37.93	*	18.75	24.14	*	6.25	10.34	33	48	29
6	*	10.00	37.50	*	43.33	41.67	*	36.67	20.83	*	10.00	0.00	23	30	24
All Grades	22.50	15.06	25.00	37.50	44.32	41.67	20.94	25.28	27.08	19.06	15.34	6.25	320	352	144

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	28.13	8.47		31.25	25.42		21.88	32.20		18.75	33.90		64	59	
1	38.10	19.64		19.05	42.86		30.16	21.43		*	16.07		63	56	
2	46.30	37.10	*	22.22	35.48	*	*	14.52	*	22.22	12.90	*	54	62	*
3	*	38.89	50.00	35.14	35.19	35.00	*	11.11	7.50	*	14.81	7.50	37	54	40
4	*	46.51	41.30	45.65	37.21	43.48	23.91	9.30	10.87	*	6.98	4.35	46	43	46
5	*	62.50	51.72	63.64	27.08	37.93	*	4.17	3.45	*	6.25	6.90	33	48	29
6	*	40.00	41.67	*	36.67	54.17	*	13.33	4.17	*	10.00	0.00	23	30	24
All Grades	30.94	34.66	45.14	34.06	34.09	41.67	20.63	15.91	8.33	14.38	15.34	4.86	320	352	144

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Written 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		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	23.44	0.00		*	13.56		40.63	55.93		25.00	30.51		64	59	
1	36.51	8.93		30.16	35.71		*	28.57		20.63	26.79		63	56	
2	33.33	9.68	*	25.93	48.39	*	*	27.42	*	22.22	14.52	*	54	62	*
3	*	18.52	10.00	35.14	37.04	22.50	32.43	37.04	52.50	32.43	7.41	15.00	37	54	40
4	*	6.98	8.70	39.13	39.53	21.74	30.43	32.56	41.30	23.91	20.93	28.26	46	43	46
5	7.93	6.25	6.90	48.48	22.92	37.93	*	56.25	31.03	*	14.58	24.14	33	48	29
6	*	0.00	12.50	*	20.00	20.83	47.83	43.33	54.17	*	36.67	12.50	23	30	24
All Grades	19.38	7.67	9.03	28.75	31.82	25.00	27.81	39.77	45.14	24.06	20.74	20.83	320	352	144

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	39.06	3.39		46.88	76.27		*	20.34		64	59	
1	49.21	44.64		34.92	44.64		*	10.71		63	56	
2	51.85	48.39	*	35.19	40.32	*	*	11.29	*	54	62	*
3	*	22.22	45.00	56.76	61.11	47.50	*	16.67	7.50	37	54	40
4	23.91	27.91	34.78	65.22	60.47	63.04	*	11.63	2.17	46	43	46
5	*	20.83	31.03	66.67	75.00	58.62	*	4.17	10.34	33	48	29
6	*	6.67	20.83	56.52	80.00	66.67	*	13.33	12.50	23	30	24
All Grades	37.19	26.42	34.03	49.06	60.80	59.03	13.75	12.78	6.94	320	352	144

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	26.56	13.56		48.44	45.76		25.00	40.68		64	59	
1	34.92	5.36		41.27	75.00		23.81	19.64		63	56	
2	42.59	30.65	*	33.33	51.61	*	24.07	17.74	*	54	62	*
3	29.73	55.56	62.86	45.95	31.48	31.43	*	12.96	5.71	37	54	35
4	30.43	55.81	54.76	54.35	39.53	42.86	*	4.65	2.38	46	43	42
5	45.45	79.17	76.92	45.45	14.58	15.38	*	6.25	7.69	33	48	26
6	47.83	50.00	82.61	47.83	36.67	17.39	*	13.33	0.00	23	30	23
All Grades	35.31	38.92	65.65	44.69	43.47	30.53	20.00	17.61	3.82	320	352	131

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	20.31	0.00		56.25	64.41		23.44	35.59		64	59	
1	53.97	26.79		22.22	48.21		23.81	25.00		63	56	
2	48.15	12.90	*	25.93	72.58	*	25.93	14.52	*	54	62	*
3	3.20	11.11	7.50	62.16	74.07	67.50	37.84	14.81	25.00	37	54	40
4	*	9.30	13.33	65.22	67.44	55.56	28.26	23.26	31.11	46	43	45
5	*	14.58	20.69	63.64	64.58	51.72	*	20.83	27.59	33	48	29
6	*	3.33	20.83	*	43.33	37.50	52.17	53.33	41.67	23	30	24
All Grades	25.63	11.65	14.69	45.31	63.35	55.24	29.06	25.00	30.07	320	352	143

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	42.19	18.64		31.25	38.98		26.56	42.37		64	59	
1	25.40	14.29		57.14	58.93		17.46	26.79		63	56	
2	27.78	12.90	*	50.00	70.97	*	22.22	16.13	*	54	62	*
3	*	27.78	25.00	64.86	64.81	62.50	*	7.41	12.50	37	54	40
4	*	11.63	6.52	63.04	76.74	76.09	*	11.63	17.39	46	43	46
5	*	4.17	6.90	69.70	83.33	79.31	*	12.50	13.79	33	48	29
6	*	16.67	12.50	86.96	76.67	83.33	*	6.67	4.17	23	30	24
All Grades	25.31	15.34	12.50	55.94	65.63	73.61	18.75	19.03	13.89	320	352	144

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. We continue to learn more about the ELPAC Assessment, based on the data, this school year our district is focusing on ELD Strategies and training for all teachers.

School and Student Performance Data

Student Population

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

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

2020-21 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
566	72.8	44.7	0.2
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2019-20 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	253	44.7
Foster Youth	1	0.2
Homeless	14	2.5
Socioeconomically Disadvantaged	412	72.8
Students with Disabilities	72	12.7

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	3	0.5
American Indian or Alaska Native	1	0.2
Asian		
Filipino	54	9.5
Hispanic	478	84.5
Two or More Races	14	2.5
Native Hawaiian or Pacific Islander	2	0.4
White	12	2.1

Conclusions based on this data:

- 81% of our students are Socio Economically Disadvantaged.
- 84.3% are Hispanics and 54.9% of our students are English Learners

3. We have 13.3% students with disabilities.





School and Student Performance Data

Overall Performance

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To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

2019 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. Las Palmas is 19.8 points below standard although there was a 7.7 increase in ELA.
2. Math is 36.2 points below standard with a 4.2 increase from the previous year.
3. Chronic Absenteeism is at 28.2, an increase of 25.2.

School and Student Performance Data

Academic Performance English Language Arts

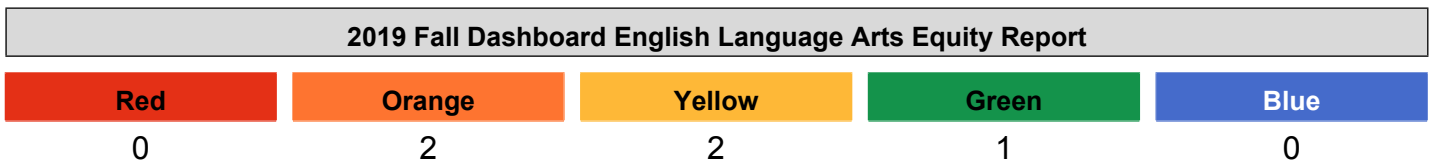
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To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p> Yellow 15.2 points below standard Increased ++3.8 points 347	<p>English Learners</p> Yellow 17 points below standard Increased ++6.8 points 234	<p>Foster Youth</p> No Performance Color 0 Students
<p>Homeless</p> No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6	<p>Socioeconomically Disadvantaged</p> Orange 20.4 points below standard Maintained ++2 points 295	<p>Students with Disabilities</p> Orange 73.2 points below standard Increased ++8.3 points 43

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 Green 25.5 points above standard Increased ++10.7 points 40
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 20.9 points below standard Increased ++5 points 291	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
65.7 points below standard Declined -14.2 points 128	41.7 points above standard Maintained -2.8 points 106	13.6 points below standard Declined -6.2 points 107

Conclusions based on this data:

1. All Students are in orange and maintained by 2.8 points.
2. English Learners are yellow with 18.1 points, and increased by 5.8 points.

School and Student Performance Data

Academic Performance Mathematics

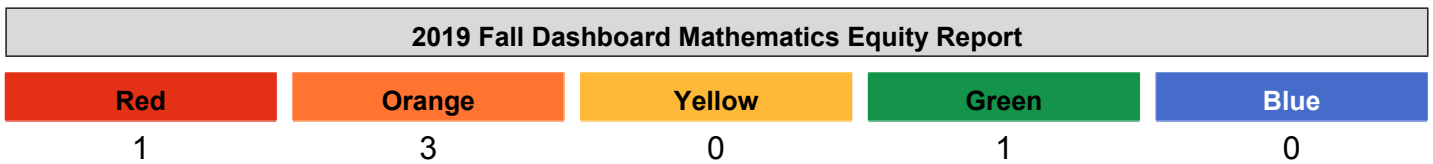
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The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p> <p>Orange</p> <p>41.3 points below standard</p> <p>Maintained -1.8 points</p> <p>348</p>	<p>English Learners</p> <p>Orange</p> <p>40.4 points below standard</p> <p>Maintained ++1.3 points</p> <p>235</p>	<p>Foster Youth</p>
<p>Homeless</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>6</p>	<p>Socioeconomically Disadvantaged</p> <p>Orange</p> <p>45.4 points below standard</p> <p>Maintained -1.6 points</p> <p>295</p>	<p>Students with Disabilities</p> <p>Red</p> <p>101.5 points below standard</p> <p>Declined -4.8 points</p> <p>42</p>

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 Green 10.6 points below standard Increased ++8 points 41
Hispanic	Two or More Races	Pacific Islander	White
 Orange 45.9 points below standard Maintained -0.5 points 291	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
85.9 points below standard Declined Significantly -18.9 points 129	15.1 points above standard Declined -6.3 points 106	43.9 points below standard Declined -11.8 points 107

Conclusions based on this data:

1. All Students are in Orange and maintained by 1.8 points
2. English Learners attained Orange and increased by 1.3 points

School and Student Performance Data

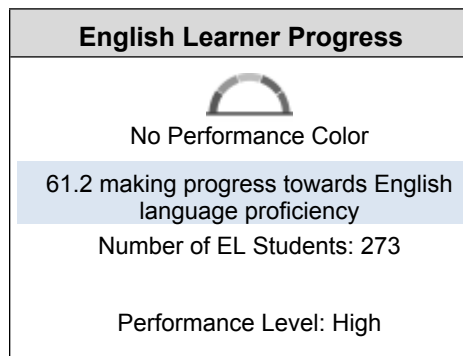
Academic Performance English Learner Progress

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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

2019 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.

2019 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
33	73	16	151

Conclusions based on this data:

- 1.

School and Student Performance Data

Academic Performance College/Career Measures Only Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

The College/Career Measures Only Report is Expected in February 2021

Conclusions based on this data:

- 1.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

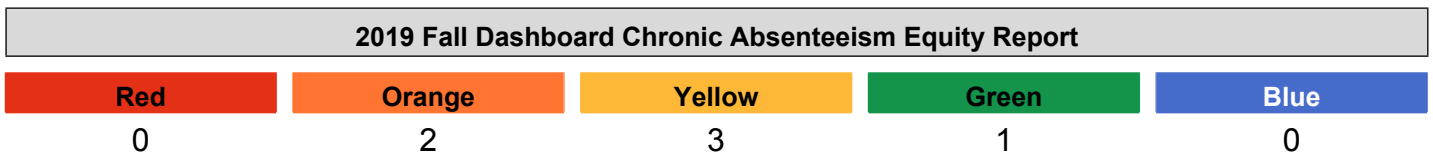
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To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



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.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<p>All Students</p>  Yellow 13.3 Declined Significantly -14.9 677	<p>English Learners</p>  Yellow 15.2 Declined Significantly -13.8 374	<p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0
<p>Homeless</p>  Orange 22.2 Declined -23.9 36	<p>Socioeconomically Disadvantaged</p>  Yellow 13.8 Declined Significantly -14.3 560	<p>Students with Disabilities</p>  Orange 22.6 Declined -13.9 93

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	 Green 7 Declined -10.1 71
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 13.7 Declined Significantly -16.8 562	 No Performance Color 11.8 Declined -9.1 17	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color 38.5 Increased +11.2 13

Conclusions based on this data:

1. All students declined significantly in the area of attendance -14.9
2. The greatest decline was in the area of students with disabilities.
3. The greatest decline in student groups for attendance were Hispanics -16.8

School and Student Performance Data

Academic Engagement Graduation Rate Additional Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

2021 Graduation Rate by Student Group				
Student Group	Number of Students in the Graduation Rate	Number of Graduates	Number of Fifth Year Graduates	Graduation Rate
All Students				
English Learners				
Foster Youth				
Homeless				
Socioeconomically Disadvantaged				
Students with Disabilities				
African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic				
Native Hawaiian or Pacific Islander				
White				
Two or More Races				

Conclusions based on this data:

- 1.

School and Student Performance Data

Conditions & Climate Suspension Rate

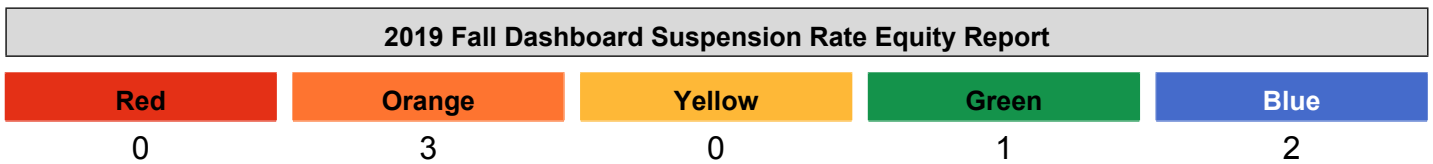
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To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



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.

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p> Orange 1.6 Increased +0.9 706	<p>English Learners</p> Green 1 Maintained +0.1 390	<p>Foster Youth</p>
<p>Homeless</p> Blue 0 Maintained 0 40	<p>Socioeconomically Disadvantaged</p> Orange 1.6 Increased +0.8 579	<p>Students with Disabilities</p> Orange 3.1 Increased +3.1 96

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data 7	 No Performance Color Less than 11 Students - Data 2	 No Performance Color Less than 11 Students - Data 5	 Blue 0 Maintained 0 72
Hispanic	Two or More Races	Pacific Islander	White
 Orange 1.4 Increased +0.5 588	 No Performance Color 11.1 Increased +11.1 18	 No Performance Color Less than 11 Students - Data 1	 No Performance Color 7.7 Increased +7.7 13

This section provides a view of the percentage of students who were suspended.

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	0.7	1.6

Conclusions based on this data:

1. Chronic absenteeism has decreased from the previous year, we went from red to yellow.
2. The suspension rate increased from blue to orange, systems have been in place to support positive behavior
3. Mathematics and English Language Arts have also increased one positive color from orange to yellow based on the dashboard school performance overview.

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

Planned Improvement in student Performance for English Learners

LEA/LCAP Goal

English Learners will acquire English at a rate that will enable them achieve at grade level expectations after five years in National School District Schools.

Goal 1

English Learners will actively engage in grade level standards based on instruction provided by high quality teachers. English Learners will continue to progress throughout the year and continue to acquire oral, reading and writing skills as they progress towards English proficiency.

- A. English Learner Reclassification will increase 1% in 2021-2022.
- B. The percentage of English Learners performing at grade level, according to the fall iReady reading Diagnostic will increase by 2%.
- C. The percentage of English Learners performing at grade level, according to the fall iReady math Diagnostic will increase by 2%.
- D. Increase ELPAC overall average score by 50 points and overall percentage by 2%.
- E. Decrease CAASP distance from standard by 2 points for ELA and Math

Identified Need

In 2020-2021 Las Palmas reclassification rate was 1% in 2020-2021

Due to the COVID 19 Pandemic, all state assessments were suspended, therefore the previous years data was used and the goal will remain the same.

According to CAASPP ELA scores the percentage of English learners at Las Palmas from 83% to 89% from 2017-18 to 2018-19 with change of -12% in English Language Arts with an increase of 6%. Additionally math performance scores the percentage of English learners showed an increase of 75% to 61% with a positive increase of 3%.

In 2018-19 Las Palmas Reclassification rate was 16.18% which is a decrease from 2017-18 with 18.31%

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASP ELA Data	from 83% to 89%	3% additional for meeting or exceeding standards for a 92%
CAASP Math Data	from 75% to 61%	3% additional for Meet or Exceed Standards for a 64%
ELPAC Overall Data	15% level 4	18% at level
ELPAC Oral Data	34% level 4	37% at level 4
iReady ELA Data	50% of students in Tier 1 (average grades 1-6)	53% at level 4
iReady Math Data	45% of student in Tier 1 (average grades 1-6)	48% of students in Tier 1 (average of grades 1-6)
Reclassification Rate	16.18% of students in Tier 1 (average of grades 1-6)	19% of students reclassified

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)

1.

The ELD standards amplify and align with the ELA/ELD framework. Continued implementation and professional development will allow greater growth for English Learners. In 2018-2019, NSD provided base training on the ELA/ELD framework to assist sites with deepening ELD implementation through instructional strategies.

- Provide continued follow-up training for the District ELA/ELD Resource teachers for implementation through coaching of research based instructional strategies for English learners.

NSD implemented English Language Arts adoptions and in 2019-2020, NSD will:

- Continue teacher development and implementation of the CA ELD standards with the Common Core math and ELA frameworks.
- Continue teacher training targeting ELD differentiation activities to use during instructional delivery. Analysis of student results will continue during Data Team time. Additional resource teacher support will be added to assist teacher planning and preparation, as well as lesson demonstration. (See Goal 1, Action 5)
- Analyze effectiveness of ELD differentiation strategies by measuring student progress using multiple measures: CAASPP, iReady, and LAS links.

2.

Stakeholder feedback identified expanding current ELA/ELD framework professional development to integrate with ELA materials resources. In 2021-2022 NSD will:

- Provide ELA/ELD framework training focused on integrated ELD emphasizing alignment with NSD resources with the addition of two ELD resource teacher.
- Support the continued use of the Data Teams agendas, focusing on the achievement of English Learners in ELA and Math.

- Provide additional time at the District/Site early out Thursday professional development to share successful strategies.
- Analyze effectiveness of strategies specifically targeted to English Learners generated during Data Team time.

3.

NSD has designated its English Learner students as Priority 1, 2, or 3. Priority 1 students are English Learners in grade six with six or more years in U.S. schools. Priority 2 students are in grades five or six with four or more years in U.S. schools, and Priority 3 students are in grades three, four, five or six with four or more years in U.S. schools.

During the 2021-2022 school year, NSD will:

- Monitor the use of Imagine Learning licenses at each school with the goal of 20 hours per year for all English Learners.
- Analyze Imagine Learning data during principal/superintendent and Data Teams time to determine movement of Level 1, 2, and 3 English Learners.

4.

NSD will provide alternative supports to Long Term English Learners (LTELS) with Title I funding. Stakeholder feedback identified the need to provide district-wide intervention system within and outside of the school day. NSD will implement an additional system-wide intervention program after school program targeting ELs. Services include cost for teacher hourly rate (approximately \$14,400 for each school for 20 weeks per intervention teacher for four hours) and larger schools with additional funding to meet greater student numbers.

School sites intervention will support California designated LTELS and At Risk for LTEL with the goal of reclassification prior to grade six. School sites will embed these supports into their Single Plans for Student Achievement.

5.

2021-2022 stakeholder input indicated that additional resources are needed to assist in instructional strategies for English Learners. In 2019-2020 NSD will:

The resource teacher(s) would assist teachers during the Data Teams, model English Learner lessons, and provide principals with assistance to develop English Learner goals and actions at their school site.

A Bilingual Liaison

Strategy/Activity

1.

Instructional Practices consistent with Content Standards and Strategic Plan:

Targeted differentiated instruction, individual student goals, and consistent student progress monitoring during teacher collaboration time and RTI meetings every seven weeks.

Impact Teachers provide Foundational Skills program for specifically selected students in need of additional skills. The Las Palmas LAS provides focused workshops, schedules and small group support for our Tier II English Language Learners as she oversees the disbursement and training of our Impact Teachers.

Continue Instructional Data Teams (IDT) to monitor progress and reflect on instruction.

Purchase materials, production of materials, and supplies that align to common core standards for Impact Teachers.

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)

1,000

Title I
1000-1999: Certificated Personnel Salaries
EL Liaison

140,000

District Funded
1000-1999: Certificated Personnel Salaries
Language Arts Specialist

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

Planned Improvement for English Language Learners

Strategy/Activity

2. Professional Development and Data Team Collaboration:

Professional Development (PD) will occur during RTI meetings as a PLC, District, and Site Thursdays.

Instructional Data Team meetings will target data analysis in grade level discussion.

A Language Arts Specialist (LAS) will provide ELD instruction to English learners..

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)

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

3. Extended Learning opportunities have been established to support students who are not meeting grade level expectations.

Grades fourth through sixth will participate in the program Ocean Connectors and include one field trip experience aligned to the Common Core Standards and the unit designated for the individual grade level.

Grades kindergarten through third grade will participate in at least one educational field trip throughout the year that align to the Common Core Standards.

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)
8,839	Title I 4000-4999: Books And Supplies Razz Kids, Scholastic News
5,000	LCAP Teacher Extra Time for teachers for PD
20,161	LCFF - SCE Library materials for our ELL's, overall upgrade to engage student readers
60,000	LCFF - SCE Upgrade technology

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

Parents are a vital component of the overall success of our students. Parent input is essential to ensure collaboration of all stakeholders.

Strategy/Activity

5. Parent Involvement is essential to the success of our school. Parents are involved through:

- School Site Council
- English Language Advisory Committee
- DELAC Representative
- Parent Meetings
- District Advisory Committee
- Parent 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)

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

Strategy/Activity

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.

2,000	Title I Stipend for two Tech Liaisons
10,000	District Funded Technology Support
5,760	District Funded Assessment Center

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

Strategy/Activity

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)

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

Strategy/Activity

9. Increased Educational Opportunity

Increased Educational Opportunities are supported by our school counselor that provides social and emotional counseling sessions for students who are referred by staff and parents. These sessions occur in small group or one on one basis. This support is to help create a safe and healthy learning environment to support student learning of the common core standards.

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)

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

Academic Performance (All Students)

LEA/LCAP Goal

Increase academic proficiency for all students through a multi system of supports framework that advances the global competency skills of communication, creativity, and problem solving needed for future success.

Goal 2

All students will actively engage in grade level standards based instruction provided by high quality teachers. Teachers will use high leverage instructional strategies in order to improve Tier 1 instruction and mitigate learning loss created by the pandemic.

- A. The percentage of all students performing at or above grade level standards, according to the Fall iReady reading Diagnostic will increase by 2%.
- B. The percentage of all students performing at or above grade level standards, according to the Fall iReady math Diagnostic will increase by 2%.
- C. Decrease CAASP distance from standard by 2 percent for ELA and Math

Identified Need

- A. The distance from standard on ELA for all students at Las Palmas increased from 44% to 45% with a change of -1% in ELA
- B. The distance from standard on Math for all students at Las Palmas decreased from -29 to -54 with a change of -25 in Math
- C. According to CAASPP ELA scores the percentage of all students at Las Palmas is decreasing from 34% to 32% from 2017-2018 to 2018-2019 with a change of -2%.
- D. According to CAASPP Math scores the percentage of all students at Las Palmas is decreasing from 37 to 24 from 2017-2018 to 2018-2019 with a change of -13%.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASP ELA	45% Meet and Exceeded Standards	48%
CAASP Math	32% Meet and Exceeds Standards	35%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASP Students with Disabilities	13% All Students Meet and Exceeds Standards	16%
iReady All Students English Language Arts	53% All Students Meet and Exceeds Standards	56%
iReady All Students Math	53% All Students Meet and Exceeds Standards	59%
iReady Students with Disabilities	3.4% Students with Disability	6%
IRLA Reading (Tk-2 All Students)		

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

1.
In 2014-2015 first hired NSD Enrichment Teachers to release classroom teachers for Data Teams time. During this release time, teachers unpacked priority standards, created pre and post-assessments, analyzed student achievement, created re-teaching opportunities differentiated for English Learners, Students with Disabilities, and collaboratively planned toward increased student achievement in English Language Arts.

Based on stakeholder input and needs in 2019-2020 NSD will:

- Continue to fund Enrichment Teachers to release teachers for Data Teams collaboration time and professional learning.
- Continue to build teacher capacity around instructional strategies that promote critical thinking in English Language Arts and math.
- Provide continued Data Teams and CA frameworks training for principals and instructional leaders.

COLLABORATION AND COLLECTIVE EFFICACY

2.
Enrichment teachers implemented visual arts, performing arts, music appreciation, health and nutrition, and physical education units. Based on stakeholder input and needs NSD will:

- Incorporate instructional technology into the enrichment units.
- Incorporate innovative instructional approaches (project based learning, maker spaces, engineering) into enrichment units.
- Continue to provide training and curriculum development opportunities for enrichment teachers.
- Purchase and stock needed materials for the enrichment program.

- Provide program supervision to ensure continuous program improvement.

BROAD COURSE OF STUDY

3.

In 2014-2015, NSD reduced class size in Transitional Kindergarten to provide greater opportunity for individualized instruction. Based on stakeholder input and needs NSD will:

- Continue class size reduction in transitional kindergarten.

Target LTELS

EARLY INTERVENTION/LITERACY

4.

Research has shown that students who attend preschool are more likely to achieve at high levels than those who do not. In order to make sure that its youngest learners have the greatest opportunity to succeed.

Target LTELS

5.

Based on student performance and a standards audit of the ELA and math RCD units, NSD shifted to UCI math and new ELA resources. Teachers and administrators completed overview training on the ELA/ELD and math frameworks. A focus on understanding the concepts of the frameworks and how they should be implemented in the classroom was implemented. Teachers continued to collaborate time focused on how the new resources supported the standards and the framework. District resource teachers were trained as trainers on the new frameworks and assisted the implementation of the Common Core standards. Consultants from UCI were contracted to coach leadership and assist in implementation.

Based on stakeholder input and needs in 2019-2020 NSD will:

- Continue in ELA and math frameworks.
- Support administrators and teachers in aligning ELA/ELD framework to NSD curriculum resources.
- Consultants or other trainers and coaches may be contracted to assist with the work.

PROFESSIONAL DEVELOPMENT

6.

In 2015-2016, NSD added five Library Media Specialists (aka: Library Media Technicians) to provide greater opportunity for students to achieve grade level competencies in the Common Core.

In 2021-22, NSD will:

- Continue full-time level of Library Media Specialists (aka: Library Media Technicians).
- Provide training on Common Core standards and technology use in the library setting.
- Provide funding for additional books.

LITERACY

7.

NSD will:

- Continue to employ resource teachers to assist teachers as they deepen their skills and knowledge of the Common Core State Standards. At this time, the focus will be continued support with technology and the CA ELA/ELD framework.

8.

As substitutes are not an effective approach to provide collaboration time, additional funding will be put into on the clock collaboration time. A program to release teachers for collaboration and planning time will be developed this school year.

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)

2,000

Source(s)

Title I

EL, Tech Liaison

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

2.

Professional Development and Data Team Collaboration:

Professional Development (PD) will occur during Collaboration/Site Thursdays and staff meetings. Additional PD dates will be provided to all grade level teams supported by substitutes.

In IDT meetings, teachers will conduct data analysis of UCI Math assessments, student work, and teacher created formative assessments in order to target students.

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)

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Provide Tier II supports for students in math and language arts, update

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)
15,609	Title I Impact Teacher (1)
79,731	LCAP Impact Teacher (3)
53,154	LCFF - SCE Impact Teacher (1.5)
10,946	LCAP Materials, supplies, technology

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

Replace outdated hardware to support software learning programs and plan student technological skills to promote 21st century learners.

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)

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

All students

LEA/LCAP Goal

Expand collaboration and engagement with parents, families and community partners to increase equity and access to learning including English Learners, foster/homeless youth, and low income students.

Goal 3

Expand communication and engagement with parents, families, and community partners to increase equity and access to learning English learners, foster/homeless youth and low income students.

Identified Need

Research over the last five decades concludes that parents are the most influential factor on their child's academic and social achievement in school. High parent involvement is associated with increased school performance, attendance, student agency and positive attitude towards school. NSD and Las Palmas are committed to empowering and engaging parents with school participation opportunities aligned to meet parent interest and needs, with particular focus on serving parents of unduplicated students and special education students.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Parent Survey	Pre and Post	10% gain in participation
Parent Participation Counts	Average Attendance Participation at school events.	10% gain in participation
Community Partnerships	Introduce Community Partnership Workshops	5% gain in participation

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

Involvement of Parents, Staff and Community:

The following parent forums are available to support student achievement:

* School Site Council

- * English Learner Advisory Committee (ELAC)
 - * Parent-Teacher Association (PTA)
 - * DELAC Representative
 - * District Advisory Committee
 - * Parent Volunteers
 - * PBIS Committee Meeting - Virtual
 - * Coffee with the Principal - Virtual
- Virtual Cooking Class to support Global Goal #3

Topics for Coffee with the Principal this year focused on:
 Safety and Positive Behavior Intervention Supports (PBIS) Healthy Eating Tips by Olivewood Garden Kitchenistas. Review of technological programs used in the classroom and how parents can support their children at home. Safe Routes to School safety presentation to gather parent feedback and training for our Parent Patrol.
 Include library resources for parents to be circulated in the school library.

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)
5,000	LCAP Extra time for office
5,007	LCAP Teacher Support with substitutes
22,500	Title I Equipment Replacement
10,946	LCAP Outdoor Parent Programs

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

Strategy/Activity

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)

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

Strategy/Activity

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)

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

Strategy/Activity

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)

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

Safety and social emotional wellness

LEA/LCAP Goal

Provide integrated multi-tiered framework of support that incorporates differentiated instruction, social emotional learning and positive behavior intervention to improve individual outcomes.

Goal 4

Provide opportunities for students to engage in equitable learning opportunities that promote safety and social emotional wellness.

- A. Suspension rate will decrease by 5%
- B. Chronic absenteeism will decrease by 1%
- C. NSD California Healthy Kids Survey (CHKS) an increase of 2% of students feel safe at school most of the time or all of the time on CHKS.
- D. Improve PBIS Level of recognition.

Identified Need

Identified Need:

John Hattie's research on effective educational practices states that classroom behavior has a .63 effect size (anything over .40 is considered effective). Results from 2017 NSD's administration of the California Healthy Kids Survey show that although 79 percent report they feel safe at school, 21 percent do not. Physical and verbal offenses of students hover around 48 percent. Hattie's research and the CHKS results demonstrate a need to provide behavioral supports for NSD students.

In 2017-2018, the National City Collaborative Family Resource Centers had 937 points of service for families in the community. The three top areas of service focused on counseling, health care, and parent education. This data indicates a continued need to provide services such as family counseling, food, shelter, health insurance for our families.

School attendance is a major factor in school achievement. There is a great need to support families that are struggling to connect our students to schools with Distance Learning during in school closures due to COVID19.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Suspension Rate (Core) LCAP Overview	1.6% Suspension , 0 Expulsion	5% Suspended, 0 Expulsion
Chronic Absenteeism	13.3% Chronically Absent	5% Chronically Absent
Tier 1 Behavioral Referrals	255 Tier 1 Referrals	Tier 1 Referrals 10% decrease
Tier 1 Behavioral Referrals	10 Tier II Referrals	Tier II Referrals 10% decrease
Student Survey on School Culture		
Parent Survey on School Climate		

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

Full time counselor and create outdoor spaces for students.

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)

40,000

Source(s)

Title I

School Counselor, partially centralized

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

Strategy/Activity

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)

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Improve classroom and outdoor culture and environment

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)
2,000	Title I Campus Supervisor Support Library Environment
3,000	Title I Computer Repair Agreement
3,000	LCAP Student Equipment: sensory room and materials needed for student games
1,709	LCAP Passion Based Projects/ Inspiring Creativity and Learning
20,161	LCAP Materials, sensory furniture, equipment for Passion/Creative Projects
20,000	LCAP Academic Growth Reading, Math and Overall Improvement
22,499	Title I equipment replacement

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

Update and maintain safety equipment and supplies for Campus Student Supervisors eg. weather proof supplies and appropriate materials.

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)

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

Strategy/Activity

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)

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

Innovating Learning Opportunities

LEA/LCAP Goal

Promote student engagement and achievement through broad course of study and innovative learning programs.

Goal 5

Students will be provided innovative learning opportunities that go above and beyond the school day. These additional opportunities will continue to promote student engagement and achievement by providing new experiences to our students and increase their prior knowledge.

Identified Need

Research has shown that students from low socio-economic disadvantaged families have less access to extra and innovative learning opportunities.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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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)

Strategy/Activity

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.

Centralized Services for Planned Improvements in Student Performance

Subject

Centralized Services for Planned Improvements in Student Performance in

Goal 1

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding	Amount

Centralized Services for Planned Improvements in Student Performance

Subject

Centralized Services for Planned Improvements in Student Performance in

Goal 2

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding	Amount

Centralized Services for Planned Improvements in Student Performance

Subject

Centralized Services for Planned Improvements in Student Performance in

Goal 3

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding	Amount

Centralized Services for Planned Improvements in Student Performance

Subject

Centralized Services for Planned Improvements in Student Performance in

Goal 4

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding	Amount

Centralized Services for Planned Improvements in Student Performance

Subject

Centralized Services for Planned Improvements in Student Performance in

Goal 5

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding	Amount

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	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$570,022.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table 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 (\$)
Title I	\$119,447.00

Subtotal of additional federal funds included for this school: \$119,447.00

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 (\$)
District Funded	\$155,760.00
LCAP	\$161,500.00
LCFF - SCE	\$133,315.00

Subtotal of state or local funds included for this school: \$450,575.00

Total of federal, state, and/or local funds for this school: \$570,022.00

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
LCAP	35,570	-125,930.00
Title I	253,364	133,917.00
LCFF - Supplemental		

Expenditures by Funding Source

Funding Source	Amount
District Funded	155,760.00
LCAP	161,500.00
LCFF - SCE	133,315.00
Title I	119,447.00

Expenditures by Budget Reference

Budget Reference	Amount
	29,870.00
1000-1999: Certificated Personnel Salaries	141,000.00
4000-4999: Books And Supplies	8,839.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	District Funded	15,760.00
1000-1999: Certificated Personnel Salaries	District Funded	140,000.00
	LCAP	156,791.00
	LCAP	4,709.00
	LCFF - SCE	113,154.00

	LCFF - SCE	20,161.00
	Title I	104,608.00
	Title I	5,000.00
1000-1999: Certificated Personnel Salaries	Title I	1,000.00
4000-4999: Books And Supplies	Title I	8,839.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	252,760.00
Goal 2	161,440.00
Goal 3	43,453.00
Goal 4	112,369.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

- 1 School Principal
- 3 Classroom Teachers
- 1 Other School Staff
- 5 Parent or Community Members

Name of Members	Role
Sonia Ruan	Principal
Maria Bravo	Other School Staff
Martha Garcia	Classroom Teacher
Maria Kuz	Classroom Teacher
Kati Pajaro	Parent or Community Member
Genesis Baza	Parent or Community Member
Blanca Valenzuela	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
	State Compensatory Education Advisory Committee
Judith Aijara	English Learner Advisory Committee
	Other: PTA

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 .

Attested:

	Principal, Sonia Ruan on
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