School Year: **2021-22**

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
Palmer Way Elementary School	37-68221-6038814	January 12, 2022	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

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.

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.

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 Palmer Way 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 LocalControl Funding Formula (LCFF)

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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).

Palmer Way 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" and Leadership Survey which measures levels of implementation of district initiatives, teacher engagement and confidence.

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

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.   During the cabinet walk throughs, evidence of district initiatives is observed and feedback to staff and the principal are provided.

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)

The District's thematic goal "Then and Now" provides the foundation for the direction of our site efforts, Common Core Standards, Parent Engagement and Technology. To support the district-wide vision, our school will focus on instructional design to support the implementation of the Common Core State Standards.

Palmer Way has implemented the UCI Mathematics framework in addition to the Benchmark Literacy for English Language Arts. We will continue to use formative as well as summative assessments to guide their instruction. In addition to current iReady math and Language Arts results we also utilize ELPAC assessment results to monitor student progress. Teachers also meet in Data Teams monthly to monitor student progress on the formative assessments provided in Math and ELA.

All English learners participate in an integrated as well as designated English language development program. Teachers have been receiving ongoing training this school year on how to integrate English language development into their ELA instruction for the purpose of integrated ELD. English Learners in kindergarten and those in all grades with limited English skills utilize Imagine Learning software to help accelerate their acquisition of English.

Students in the Resource Specialist Program supplement the core curriculum with Read Well or the Unique Learning System to address their learning needs. Targeted students utilize the iReady and Raz Kidz computer programs to develop comprehension and vocabulary skills.

The iReady reading and mathematics software program supports the standards-based curriculum at Palmer Way School in kindergarten through sixth grade students.

We are committed to providing rich and meaningful learning experiences for each and every student. Students are supported in learning critical thinking skills and the content knowledge required by the grade level Common Core State Standards in writing, mathematics and reading.

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

Palmer Way Elementary School has worked with the National School District to align curriculum, instruction, and materials closely to the Common Core Standards. Committees comprised of teachers, resource staff, and administrators have identified essential language arts and mathematics standards at each grade level. Formal, diagnostic assessments take place multiple times per year and are based on a series of comprehensive, criterion-referenced tasks and tests, as well as IReady reading and math summative assessments . Other assessments include IRLA Reading running records, UCI and GoMath Unit assessments and benchmark ELA.

Students who are having difficulty performing at grade-level at Palmer Way Elementary School are supported on several levels in the classroom, as well as in intervention support. This support takes place during or after school. In addition to teachers developing standards-based instructional plans and comprehensive assessment outcomes, additional attention is focused on struggling students. Grade-level meetings, principal/teacher conferences, and site resource teacher guidance are all brought into play in order to understand the best ways to assist these students. For students who continue to experience difficulties, despite regular interventions, the Student Study Team (SST) meets regularly to involve the expertise of the principal, Language Arts Specialist, speech therapist, school psychologist, and resource specialist in deciding on more prescriptive academic and behavioral interventions. To complement the SST, teachers have been trained in Response to Intervention and Instruction (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. This model has been fully implemented in kindergarten through sixth grades. Grade level RtI meetings are held on a regular basis, 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. We use running records, progress monitoring assessments, classroom multiple measures, and reports from our iReady instructional software programs. The student, parent, and school collaborate on a learning plan emphasizing student/parent accountability and weekly communication. In addition to classroom interventions, additional resources may include the after school program that YMCA REACH provides, math and reading tutoring, and supplemental intervention classes both before and after school.

Palmer Way Elementary School draws upon vital information in a number of state and local assessments to guide instruction for improved student outcomes. Extensive data is assembled on a district electronic database relating to the iReady, ELPAC, district multiple measures including RESULTS, Writing Rubrics, Language Arts and Math assessments. Perhaps most unique, is the ability for staff to configure data on the Illuminate data management system to efficiently evaluate individual, class-wide and grade-level student performance for instructional planning. Data can be viewed both in numerical or table formats and can be merged into graphical representations. Specific areas of difficulty can be identified by standard and instructional tools can be downloaded to remediate those areas of need.

As discussed previously, Palmer Way Elementary School makes a full commitment to collaborating on the analysis of data through grade-level groups to plan instructional strategies, share ideas, concerns and explore solutions to common problems. Meetings are held regularly to discuss targeted common core priority standards, formative assessment outcomes, district and site assessments, 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 on RESULTS outcomes related to phonemic awareness, phonics, word recognition, reading fluency and comprehension. In writing, teaching staff scores writing samples collaboratively at least three times each year, using rubrics. Teachers collaborate to ensure

the rigor of the writing is at standard for their particular grade level.

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 only recruits and retains teachers that are Highly Qualified in accordance with NCLB requirements. At Palmer Way School, all teachers are fully qualified in accordance with NCLB requirements. The staff at Palmer Way Elementary School is involved in ongoing professional development linked to Common Core standards. Instructional planning is driven by the review of student outcomes on assessments that target priority grade-level standards. District-level staff development focuses on the key areas in language arts, mathematics, and ELD. Grade-level objectives and instructional practices are developed to optimize student performance. All TK – 6th grade teachers receive ongoing training from a consultant on how to use reports from iReady to target instruction and support for students in reading and math. All staff at Palmer Way receive ongoing professional development on accessing and interpreting data online utilizing the Illuminate data management system. Illuminate provides access to the full range of district multiple measures assessments and a comprehensive item-bank with standards-based questions for reteaching and assessment purposes. The IRLA and iReady 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 site data, including CAASPP, ELPAC, and district multiple measures assessments. The plan is developed through the collaborative efforts of the site instructional leader, site resource teacher, 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 time for teachers to collaborate in grade level and vertical (K-2, 3-4, 5-6, etc) planning groups.

The staff will receive training on how to improve students writing abilities. The training will give teachers the opportunity to learn how to integrate real world problems into student writing. The students will also be using higher-order thinking skills to solve these real world problems.

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

Choices for staff learning are informed by CAASPP 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 are provided the opportunity to receive training on practices and programs currently in place at the school site. 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 also available to model lessons for teachers and 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 beginning and experienced teachers who need or request assistance.

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

As discussed previously, Palmer Way Elementary School is fully committed to collaboratively analyzing data through grade-level groups and Data Teams to plan instructional strategies, share ideas and concerns and explore solutions to common problems. Meetings are held regularly to discuss standardized test outcomes, local assessments, iReady reading and math assessments, and teacher created formative assessments to identify areas of strengths and weaknesses. 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. They can plan lessons and gather materials for appropriate instruction.

Primary grades focus on IRLA and RESULTS outcomes related to phonemic awareness, phonics, word recognition and reading fluency and comprehension. Upper grade teachers also use IRLA assessments and iReady reading assessments to monitor the progress of their struggling readers. All teachers also work together to analyze data from the district level exams in language arts and math. They analysis report to determine next steps for instruction as grade level teams. In writing, all teaching staff score writing samples collaboratively at least three times each 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)

Palmer Way Elementary School practices standards-based language arts and mathematics instruction for all students through the combination of published and computer-based instruction. The district adopted publishers are Benchmark Reading and UCI math units and GoMath! Fountas and Pinnell Leveled Literacy Intervention Program is utilized by our Language Arts Specialist. iReady software program supports the standards-based curriculum at Palmer Way Elementary School in the classrooms, in a one to one Chromebook environment for 3rd through 6th grade as well as iPads for K - 2nd. The iReady online program provides accurate assessment and targeted instruction in language arts and mathematics. Imagine Learning is also an online educational tutorial program that focuses on the development of English for our designated English Learners. All students also have access to online software, Think Central, both at school and at home that supports our GoMath! math curriculum. Two online reading programs, Accelerated Reader and RAZ kids, are used to help promote independent reading and allow teachers to monitor the amount of independent reading students are participating in throughout the year. Clear school goals, shared vision, grade-level standards, assessments, and ongoing data analysis are major forces that drive decisions regarding the instructional program at Palmer Way Elementary School.

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

Palmer Way Elementary School monitors the 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. Literacy support is provided for 60 - 90 minutes 4 times a week for students in grades 4-6 and 30-45 minutes 4 times a week for students in grades K-3. ELD instruction is provided for 40 minutes 4 times a week schoolwide. At risk students in grades K-6 are provided with 20 additional minutes instruction in language arts along with additional mathematics instruction, both completed in small group and/or one-on-one settings.

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

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

Teachers at Palmer Way have access to a variety of ELA and Math programs in order to meet student needs while addressing critical standards in both academic areas. The lessons follow a sequence derived from both the UCI Math units or the BenchMark ELA program.

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

Palmer Way utilizes a variety of evidence-based educational practices to raise student achievement. Some of these practices include: ARC—which stands for Achieving Reading Comprehension—is a reading program designed to improve and enhance reading, spelling, comprehension, and listening skills in readers. This program promotes both phonics and phonemic awareness. Palmer Way also utilizes the UCI Math Project. The Irvine Math Project partners with the National School District to design hands-on, research-based professional development, standards-based curriculum guides and unit plans aligned to the Common Core for K-12 mathematics teachers. The Irvine Math Project provides a different approach for mathematics instruction. In addition to these educational practices, Palmer Way also strives to be innovative by utilizing various forms of technology to increase student academic achievement.

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 2019-2020.

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 which also includes input from the Palmer Way PTA as well as ELAC. At the district level, parents assist with the development of the LCAP through the District Parent Advisory Council.

Funding

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

1. Computer-based learning programs such as IXL Math, and RAZ kids
2. Teacher training in best practices for English Learners and under-performing children
3. Additional materials needed to supplement core instructional programs
4. Provide small group support through the use of Impact Teachers

Fiscal support (EPC)

All schools receive Title I and Local Control Accountability funds based on of pupil demographic

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

Palmer Way parents have the opportunity to to be involved in the school by attending virtual School Site Council Meetings, Coffee with the Principal chats, PTA meetings and ELAC Meetings, in addition various school event planning meetings as well as School Site Council to have input on how funds are allocated, programs and activities that we sponsor, and the SPSA.

The process used to gather information was through input from ELAC, SSC, as well as community/parent survey and staff.

Due to COVID - 19 All meeting were held virtually via GoogleMeets.

Resource Inequities

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

An analysis was conducted from the 2020 - 2021 budget. The purpose was aimed at allocating and using resources (people, time, and money) to create student experiences that enable all children to reach empowering and rigorous learning outcomes—no matter their race or income.

One area that we felt needed extra resources was in early intervention.
This was done by hiring an impact teacher who only worked with kindergarten students.

We also hired 2 additional impact teachers to provide extra support.
For our English Learner and Hispanic Students we also offer additional academic support through the use of an impact teacher as well as the Language Arts Specialist.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Group	Percent of Enrollment			Number of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
American Indian	0%	0%	0%	0	0	0
African American	1.15%	1.74%	1.6%	6	9	8
Asian	5.17%	4.65%	4.5%	27	24	22
Filipino	16.09%	15.89%	17.6%	84	82	87
Hispanic/Latino	70.31%	70.35%	68.6%	367	363	339
Pacific Islander	0.57%	0.58%	0.6%	3	3	3
White	2.49%	2.91%	3.4%	13	15	17
Multiple/No Response	%	0.19%	3.6%		19	18
			Total Enrollment	522	516	494

Header: Student Enrollment by Subgroup

Student Enrollment
Enrollment By Grade Level

Grade	Number of Students		
	18-19	19-20	20-21
Kindergarten	85	81	70
Grade 1	62	62	60
Grade 2	66	60	62
Grade3	76	72	58
Grade 4	73	84	73
Grade 5	75	81	88
Grade 6	85	76	83
Total Enrollment	522	516	494

Header: Student Enrollment by Grade Level

Conclusions based on this data:

1. The last three years has seen a slight decrease in student enrollment.

2. Palmer Ways hispanic population has dropped from 70% in18-19 and 19-20 to 68.6 % in 20-21.

3. Palmer Ways Filipino population is the second highest student group with 17.6%. This is a slight increase from the 15.89% in the previous year.

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	240	223	190	46.0%	43.2%	38.5%
Fluent English Proficient (FEP)	82	91	79	15.7%	17.6%	16.0%
Reclassified Fluent English Proficient (RFEP)	29	51	23	11.0%	21.3%	10.3%

Conclusions based on this data:

1. English learners student group has seen a steady drop of 20 students per school year in 18-19 to 19-20 and more recently a 33 student drop from 19-20 to 20-21.

2. Although the number of FEP students has dropped slightly the last two years the percentage of students has seen a slight increase.

3. The number and percent of RFEP students has saw a steady increase in previous years, but has seen a big drop to 10.3% in the 20-21 school year. This also had to do with the fact that far less students were tested during that year since most of the year students were in distance learning.

School and Student Performance Data
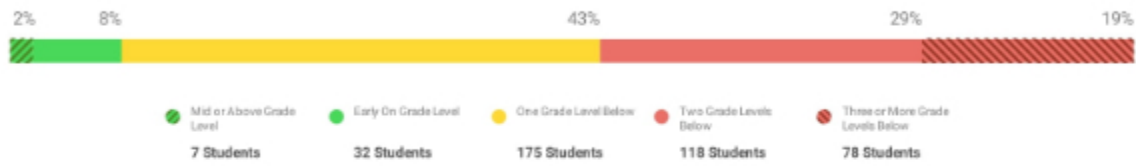
Diagnostic Results - Math

Diagnostic Results

i-Ready

School	Palmer Way Elementary
Subject	Math
Academic Year	2021 - 2022
Diagnostic	Diagnostic 1
Prior Diagnostic	None

Overall Placement
Students Assessed/Total: **410/440**

2%	8%	43%	29%	19%

● Mid or Above Grade Level	● Early On Grade Level	● One Grade Level Below	● Two Grade Levels Below	● Three or More Grade Levels Below
7 Students	32 Students	175 Students	118 Students	78 Students

Placement by Domain

- Number and Operations (NO)
- Algebra and Algebraic Thinking (ALG)
- Measurement and Data (MS)
- Geometry (GEO)

Switch Table View	Show Results By
Placement Summary	Grade

Showing 7 of 7

Grade	Overall Grade-Level Placement	●	●	●	●	●	Students Assessed/Total
Grade K		0%	8%	92%	0%	0%	38/40
Grade 1		4%	8%	55%	34%	0%	53/54
Grade 2		2%	5%	23%	70%	0%	56/58
Grade 3		2%	2%	28%	37%	32%	60/61
Grade 4		4%	4%	35%	24%	33%	51/56
Grade 5		1%	7%	47%	19%	26%	73/82

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Diagnostic Results

i-Ready

School	Palmer Way Elementary
Subject	Math
Academic Year	2021 - 2022
Diagnostic	Diagnostic 1
Prior Diagnostic	None

Grade	Overall Grade-Level Placement	🟢	🟢	🟡	🔴	⛔	Students Assessed/Total
Grade 6		0%	18%	37%	16%	29%	79/89

Conclusions based on this data:

1. The percentage of students who are identified as being two or more grade levels below is 48% or nearly half of all Palmer Way students.

2. Overall 5th grade students performed the best in diagnostic 1 with 55% of the students being higher that one grade level below.

3. At the beginning of the school year third grade students are the most concerning. After diagnostic 1, 69% of the students are at least two grade levels below.

School and Student Performance Data
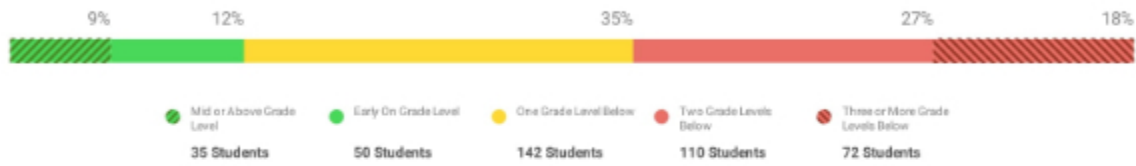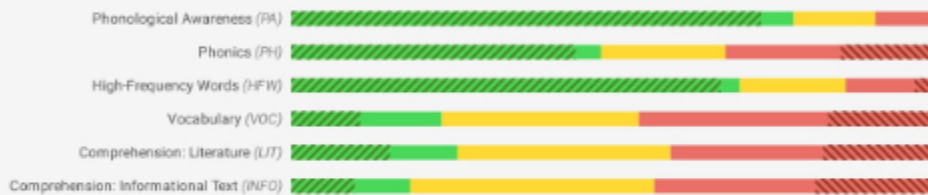
Diagnostic Results - Reading

Diagnostic Results

i-Ready

School	Palmer Way Elementary
Subject	Reading
Academic Year	2021 - 2022
Diagnostic	Diagnostic 1
Prior Diagnostic	None

Overall Placement
Students Assessed/Total: **409/440**

9%	12%	35%	27%	18%

Mid or Above Grade Level	Early On Grade Level	One Grade Level Below	Two Grade Levels Below	Three or More Grade Levels Below
35 Students	50 Students	142 Students	110 Students	72 Students

Placement by Domain

- Phonological Awareness (PA)
- Phonics (PH)
- High-Frequency Words (HFW)
- Vocabulary (VOC)
- Comprehension: Literature (LIT)
- Comprehension: Informational Text (INFO)

Switch Table View
Placement Summary

Show Results By
Grade

Showing 7 of 7

Grade	Overall Grade-Level Placement	🟢	🟢	🟡	🔴	🔴	Students Assessed/Total
Grade K		8%	16%	76%	0%	0%	38/40
Grade 1		4%	8%	58%	30%	0%	53/54
Grade 2		7%	7%	34%	52%	0%	56/58
Grade 3		7%	13%	23%	28%	28%	60/61
Grade 4		14%	12%	29%	18%	27%	51/56

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Diagnostic Results

i-Ready

School	Palmer Way Elementary
Subject	Reading
Academic Year	2021 - 2022
Diagnostic	Diagnostic 1
Prior Diagnostic	None

Grade	Overall Grade-Level Placement	🟢	🟢	🟡	🔴	⊘	Students Assessed/Total
Grade 5		5%	11%	26%	41%	16%	73/82
Grade 6		14%	18%	19%	12%	37%	78/89

Conclusions based on this data:

1. Although students did not perform as well as in years past on diagnostic 1 of reading, they did score betther than they did in the math portion with the following scores:
K   24%
1st   12%

2nd 14%
3rd 20%
4th 26%
5th 16%
6th 32%

2. Kindergarten, first and second grade students all had 0% of students score in the three or more gade level below range. However, 3rd, 4th, 5th and 6th had a significant amount of studnts score in that range which is listed below:
3rd. 28%
4th. 27%
5th. 16%
6th. 27%

3. Overall Reading Performance is much better than math with 21% of all students at or near grade level in reading and 10% in math.

School and Student Performance Data
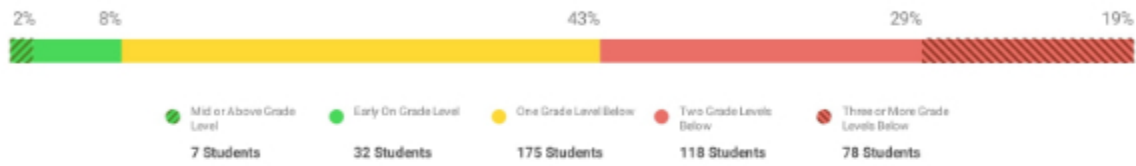
EL Diagnostic Results - Math

Diagnostic Results

i-Ready

School	Palmer Way Elementary
Subject	Math
Academic Year	2021 - 2022
Diagnostic	Diagnostic 1
Prior Diagnostic	None

Overall Placement
Students Assessed/Total: **410/440**

2%	8%	43%	29%	19%

● Mid or Above Grade Level	● Early On Grade Level	● One Grade Level Below	● Two Grade Levels Below	● Three or More Grade Levels Below
7 Students	32 Students	175 Students	118 Students	78 Students

Placement by Domain

- Number and Operations (NO)
- Algebra and Algebraic Thinking (ALG)
- Measurement and Data (MS)
- Geometry (GEO)

Switch Table View	Show Results By
Placement Summary	English Learner

Showing 2 of 2

English Learner	Overall Grade-Level Placement	●	●	●	●	●	Students Assessed/Total
Yes - English Learner		1%	3%	34%	36%	27%	184/193
No - English Learner		3%	12%	50%	23%	13%	226/247

Conclusions based on this data:

1. Only 10% of EL students began the year at or early on grade level in Math.

2. There are a total of 175 or 43% of EL students who scored one grade level below in math. This is a great starting point.

3. Number and operations seem to be the biggest weakness in Math for EL students.

School and Student Performance Data
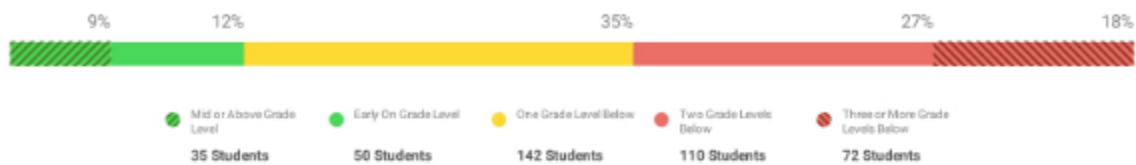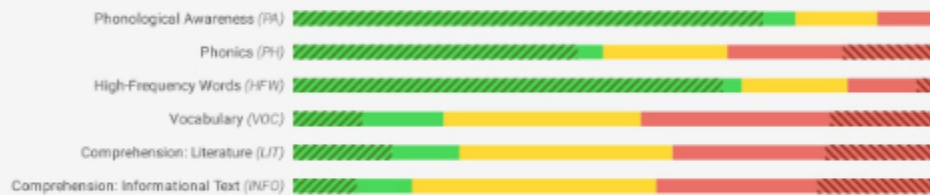
EL Diagnostic Results - Reading

Diagnostic Results

School Palmer Way Elementary
Subject Reading
Academic Year 2021 - 2022
Diagnostic Diagnostic 1
Prior Diagnostic None

Overall Placement
Students Assessed/Total: **409/440**

9%	12%	35%	27%	18%

Mid or Above Grade Level	Early On Grade Level	One Grade Level Below	Two Grade Levels Below	Three or More Grade Levels Below
35 Students	50 Students	142 Students	110 Students	72 Students

Placement by Domain

- Phonological Awareness (PA)
- Phonics (PH)
- High-Frequency Words (HFW)
- Vocabulary (VOC)
- Comprehension: Literature (LIT)
- Comprehension: Informational Text (INFO)

Switch Table View	Show Results By
Placement Summary	English Learner

Showing 2 of 2

English Learner	Overall Grade-Level Placement	🟢	🟢	🟡	🔴	🚫	Students Assessed/Total
Yes - English Learner		2%	9%	34%	32%	24%	183/193
No - English Learner		14%	15%	35%	23%	12%	226/247

Curriculum Associates

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Conclusions based on this data:

1. 11% of EL students are at or early on grade level in reading.

2. There are 34% of EL students who are two or three grade levels below in reading.

3. There are 34% of EL students who are one grade level below on reading.

School and Student Performance Data

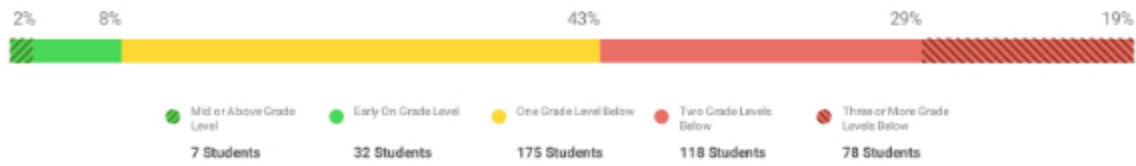## Special Education Diagnostic Results - Math

Diagnostic Results

i-Ready

School	Palmer Way Elementary
Subject	Math
Academic Year	2021 - 2022
Diagnostic	Diagnostic 1
Prior Diagnostic	None

Overall Placement
Students Assessed/Total: **410/440**

2%	8%	43%	29%	19%

Mid or Above Grade Level	Early On Grade Level	One Grade Level Below	Two Grade Levels Below	Three or More Grade Levels Below
7 Students	32 Students	175 Students	118 Students	78 Students

Placement by Domain

Number and Operations (NO)
Algebra and Algebraic Thinking (ALG)
Measurement and Data (MS)
Geometry (GEO)

Switch Table View	Show Results By
Placement Summary	Special Education

Showing 2 of 2

Special Education	Overall Grade-Level Placement	🟢	🟢	🟡	🔴	🚫	Students Assessed/Total
Yes - Special Education		0%	3%	21%	33%	44%	39/41
No - Special Education		2%	8%	45%	28%	16%	371/399

Conclusions based on this data:

1. There are 3% of special education students that are early on grade level in Math.

2. There are 21% of Special Education students who are one grade level below in Math.

3. There are 77% of Special Education Students who are two or three grade levels below in Math.

School and Student Performance Data

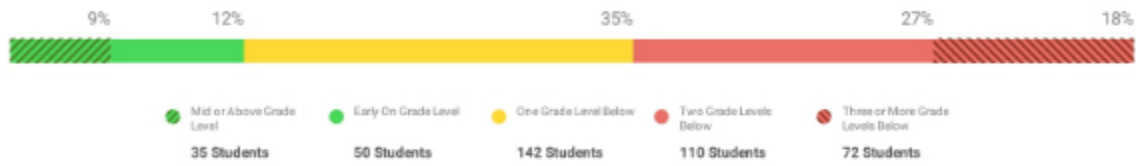## Special Education Diagnostic Results - Reading
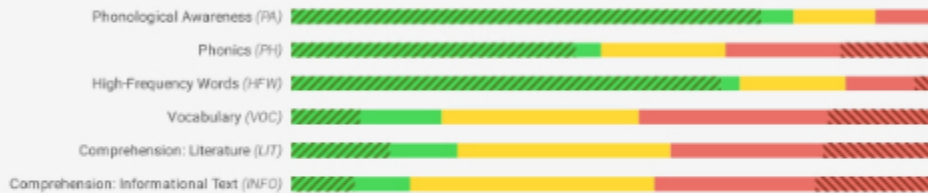
Diagnostic Results

i-Ready

School	Palmer Way Elementary
Subject	Reading
Academic Year	2021 - 2022
Diagnostic	Diagnostic 1
Prior Diagnostic	None

Overall Placement
Students Assessed/Total: **409/440**

9%	12%	35%	27%	18%

Mid or Above Grade Level	Early On Grade Level	One Grade Level Below	Two Grade Levels Below	Three or More Grade Levels Below
35 Students	50 Students	142 Students	110 Students	72 Students

Placement by Domain

- Phonological Awareness (PA)
- Phonics (PH)
- High-Frequency Words (HFW)
- Vocabulary (VOC)
- Comprehension: Literature (LIT)
- Comprehension: Informational Text (INFO)

Switch Table View
Placement Summary

Show Results By
Special Education

Showing 2 of 2

Special Education	Overall Grade-Level Placement	⬤	⬤	⬤	⬤	⬤	Students Assessed/Total
Yes - Special Education		3%	8%	23%	26%	41%	39/41
No - Special Education		9%	13%	36%	27%	15%	370/399

Curriculum Associates

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Conclusions based on this data:

1. There are 11% of Special Education students who are at or early on grade level in reading.

2. There are 23% of special education students who are one grade level below in reading.

3. There are 67% of special education students who are two or three grade levels below in reading.

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	73	80	58	71	79	0	71	79	0	97.3	98.8	0.0
Grade 4	82	77	77	76	70	0	76	70	0	92.7	90.9	0.0
Grade 5	89	76	90	87	74	0	87	74	0	97.8	97.4	0.0
Grade 6	88	87	87	83	85	0	83	85	0	94.3	97.7	0.0
All Grades	332	320	312	317	308	0	317	308	0	95.5	96.3	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 Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	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	2446.	2447.		32.39	30.38		29.58	25.32		16.90	27.85		21.13	16.46	
Grade 4	2482.	2497.		31.58	40.00		23.68	21.43		25.00	20.00		19.74	18.57	
Grade 5	2518.	2476.		17.24	12.16		42.53	25.68		25.29	28.38		14.94	33.78	
Grade 6	2537.	2554.		20.48	18.82		31.33	49.41		36.14	18.82		12.05	12.94	
All Grades	N/A	N/A	N/A	24.92	25.00		32.18	31.17		26.18	23.70		16.72	20.13	

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	32.39	34.18		43.66	45.57		23.94	20.25	
Grade 4	23.68	37.14		51.32	40.00		25.00	22.86	
Grade 5	22.99	17.57		58.62	47.30		18.39	35.14	
Grade 6	21.69	25.88		51.81	52.94		26.51	21.18	
All Grades	24.92	28.57		51.74	46.75		23.34	24.68	

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	33.80	20.25		38.03	53.16		28.17	26.58	
Grade 4	25.00	32.86		53.95	54.29		21.05	12.86	
Grade 5	34.48	14.86		43.68	44.59		21.84	40.54	
Grade 6	22.89	31.76		54.22	54.12		22.89	14.12	
All Grades	29.02	25.00		47.63	51.62		23.34	23.38	

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	28.17	31.65		54.93	55.70		16.90	12.66	
Grade 4	23.68	30.00		65.79	57.14		10.53	12.86	
Grade 5	14.94	10.81		75.86	64.86		9.20	24.32	
Grade 6	9.64	12.94		72.29	71.76		18.07	15.29	
All Grades	18.61	21.10		67.82	62.66		13.56	16.23	

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	40.85	32.91		35.21	50.63		23.94	16.46	
Grade 4	39.47	22.86		51.32	61.43		9.21	15.71	
Grade 5	40.23	14.86		50.57	59.46		9.20	25.68	
Grade 6	37.35	36.47		53.01	51.76		9.64	11.76	
All Grades	39.43	27.27		47.95	55.52		12.62	17.21	

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. Palmer Way 3rd through 5th grade students all showed good growth, with the following 3rd: +15.42% ; 4th: +10.11%; 5th +8.89%.

2. Palmer Ways 6th grade scores showed a decrease. With 1.25% point drop.

3. Overall the 18-19 Palmer Way students showed good growth.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

Overall Participation for All Students											
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	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	73	80	58	71	79	0	71	79	0	97.3	98.8	0.0
Grade 4	82	77	77	82	76	0	82	76	0	100	98.7	0.0
Grade 5	89	76	90	87	76	0	87	76	0	97.8	100	0.0
Grade 6	88	87	87	87	87	0	87	87	0	98.9	100	0.0
All Grades	332	320	312	327	318	0	327	318	0	98.5	99.4	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 Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	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	2468.	2461.		32.39	35.44		33.80	26.58		18.31	21.52		15.49	16.46	
Grade 4	2461.	2481.		10.98	19.74		30.49	27.63		34.15	28.95		24.39	23.68	
Grade 5	2484.	2456.		6.90	6.58		20.69	9.21		40.23	34.21		32.18	50.00	
Grade 6	2502.	2523.		12.64	12.64		17.24	20.69		32.18	43.68		37.93	22.99	
All Grades	N/A	N/A	N/A	14.98	18.55		25.08	21.07		31.80	32.39		28.13	27.99	

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	53.52	44.30		32.39	30.38		14.08	25.32	
Grade 4	19.51	35.53		45.12	28.95		35.37	35.53	
Grade 5	9.20	9.21		41.38	26.32		49.43	64.47	
Grade 6	24.14	14.94		24.14	54.02		51.72	31.03	
All Grades	25.38	25.79		35.78	35.53		38.84	38.68	

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	33.80	32.91		46.48	44.30		19.72	22.78	
Grade 4	13.41	19.74		47.56	44.74		39.02	35.53	
Grade 5	12.64	6.58		57.47	44.74		29.89	48.68	
Grade 6	12.64	16.09		44.83	55.17		42.53	28.74	
All Grades	17.43	18.87		49.24	47.48		33.33	33.65	

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	43.66	40.51		45.07	45.57		11.27	13.92	
Grade 4	14.63	21.05		57.32	50.00		28.05	28.95	
Grade 5	8.05	5.26		55.17	42.11		36.78	52.63	
Grade 6	12.64	16.09		47.13	52.87		40.23	31.03	
All Grades	18.65	20.75		51.38	47.80		29.97	31.45	

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. Palmer Way 3rd through 6th grade students all showed good growth or stayed the same from the previous year.

2. Palmer Way 4th and 6th graders showed good growth in Math with 6.17 and 16.42 percent growth respectively.

3. Palmer Way 3rd and 5th grade students show a significant decrease with 6.27 and 21.93 percent decreases respectively.

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	1418.7	1427.9	1442.0	1424.8	1439.7	1456.8	1404.1	1400.1	1407.3	55	41	26
1	1479.3	1461.7	1430.3	1461.5	1455.4	1442.4	1496.5	1467.3	1417.9	44	43	25
2	1515.7	1508.0	1467.7	1498.2	1492.8	1461.8	1532.6	1522.6	1472.9	50	46	26
3	1488.6	1494.9	1505.1	1480.2	1487.1	1506.6	1496.6	1502.2	1503.1	25	13	39
4	1490.7	1498.7	1518.6	1475.5	1486.2	1507.9	1505.1	1510.7	1528.9	28	29	41
5	1509.2	1522.1	1475.2	1494.6	1525.9	1467.3	1523.3	1518.1	1482.7	16	16	27
6	1475.5	1495.0	1488.4	1455.8	1479.1	1469.6	1494.8	1510.4	1506.7	17	14	33
All Grades	1477.0	1486.9		1466.2	1480.9		1485.3	1490.2		235	202	217

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	23.64	9.76	19.23	38.18	36.59	46.15	23.64	51.22	30.77	*	2.44	3.85	55	41	26
1	50.00	6.98	0.00	34.09	39.53	24.00	*	48.84	52.00	*	4.65	24.00	44	43	25
2	72.00	23.91	11.54	*	58.70	42.31	*	15.22	19.23	*	2.17	26.92	50	46	26
3		15.38	21.62	48.00	30.77	37.84	44.00	53.85	35.14	*	0.00	5.41	25	13	37
4	*	13.79	21.95	39.29	55.17	51.22	*	10.34	21.95	*	20.69	4.88	28	29	41
5	*	18.75	11.11	87.50	50.00	14.81	*	12.50	22.22	*	18.75	51.85	16	16	27
6	*	7.14	12.12	*	28.57	21.21	*	21.43	27.27	*	42.86	39.39	17	14	33
All Grades	34.04	13.86	14.88	36.60	45.05	34.88	15.74	31.68	29.30	13.62	9.41	20.93	235	202	215

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	21.82	14.63	30.77	43.64	34.15	42.31	*	46.34	23.08	*	4.88	3.85	55	41	26
1	47.73	11.63	8.00	27.27	41.86	40.00	*	41.86	44.00	*	4.65	8.00	44	43	25
2	70.00	36.96	15.38	26.00	50.00	30.77	*	10.87	38.46	*	2.17	15.38	50	46	26
3	*	23.08	43.24	*	46.15	40.54	*	23.08	10.81	*	7.69	5.41	25	13	37
4	39.29	24.14	36.59	*	51.72	41.46	*	3.45	14.63	*	20.69	7.32	28	29	41
5	*	50.00	14.81	68.75	18.75	29.63	*	18.75	14.81	*	12.50	40.74	16	16	27
6	*	14.29	12.12	*	35.71	33.33	*	14.29	24.24	*	35.71	30.30	17	14	33
All Grades	39.57	23.76	24.65	35.32	41.58	37.21	13.19	25.25	22.79	11.91	9.41	15.35	235	202	215

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	25.45	4.88	7.69	20.00	41.46	23.08	40.00	48.78	61.54	*	4.88	7.69	55	41	26
1	52.27	11.63	0.00	25.00	25.58	24.00	*	48.84	32.00	*	13.95	44.00	44	43	25
2	62.00	15.22	11.54	24.00	65.22	46.15	*	17.39	11.54	*	2.17	30.77	50	46	26
3	*	7.69	13.51	*	30.77	21.62	44.00	53.85	51.35	*	7.69	13.51	25	13	37
4	*	6.90	14.63	*	41.38	46.34	*	27.59	26.83	*	24.14	12.20	28	29	41
5	*	6.25	3.70	68.75	12.50	11.11	*	56.25	29.63	*	25.00	55.56	16	16	27
6	*	0.00	3.03	*	14.29	18.18	*	42.86	27.27	*	42.86	51.52	17	14	33
All Grades	31.06	8.91	8.37	27.23	38.61	27.91	22.98	39.11	34.42	18.72	13.37	29.30	235	202	215

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	41.82	12.20	38.46	49.09	80.49	57.69	*	7.32	3.85	55	41	26
1	50.00	32.56	12.00	47.73	65.12	72.00	*	2.33	16.00	44	43	25
2	88.00	41.30	11.54	*	56.52	61.54	*	2.17	26.92	50	46	26
3	*	23.08	35.14	56.00	53.85	59.46	*	23.08	5.41	25	13	37
4	53.57	20.69	43.90	*	55.17	48.78	*	24.14	7.32	28	29	41
5	*	18.75	11.11	*	62.50	55.56	*	18.75	33.33	16	16	27
6	*	7.14	9.09	*	64.29	48.48	*	28.57	42.42	17	14	33
All Grades	51.06	25.25	24.65	38.72	63.86	56.74	10.21	10.89	18.60	235	202	215

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	27.27	17.07	19.23	50.91	70.73	65.38	21.82	12.20	15.38	55	41	26
1	45.45	2.33	20.00	50.00	86.05	56.00	*	11.63	24.00	44	43	25
2	68.00	28.26	15.38	30.00	67.39	69.23	*	4.35	15.38	50	46	26
3	*	46.15	50.00	64.00	53.85	47.22	*	0.00	2.78	25	13	36
4	42.86	37.93	41.46	*	41.38	51.22	*	20.69	7.32	28	29	41
5	*	68.75	29.63	*	18.75	33.33	*	12.50	37.04	16	16	27
6	*	28.57	34.38	*	42.86	37.50	*	28.57	28.13	17	14	32
All Grades	43.83	26.24	31.92	42.13	61.88	50.70	14.04	11.88	17.37	235	202	213

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	*	0.00	3.85	72.73	92.68	92.31	*	7.32	3.85	55	41	26
1	56.82	25.58	0.00	27.27	51.16	56.00	*	23.26	44.00	44	43	25
2	72.00	17.39	19.23	*	78.26	53.85	*	4.35	26.92	50	46	26
3	*	7.69	10.81	68.00	38.46	64.86	*	53.85	24.32	25	13	37
4	*	3.45	9.76	50.00	65.52	78.05	42.86	31.03	12.20	28	29	41
5	*	6.25	11.11	87.50	62.50	25.93	*	31.25	62.96	16	16	27
6	*	0.00	6.06	*	42.86	27.27	70.59	57.14	66.67	17	14	33
All Grades	30.64	10.89	8.84	46.81	67.33	57.67	22.55	21.78	33.49	235	202	215

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	50.91	41.46	26.92	32.73	48.78	61.54	*	9.76	11.54	55	41	26
1	34.09	13.95	0.00	54.55	74.42	64.00	*	11.63	36.00	44	43	25
2	50.00	26.09	7.69	48.00	71.74	65.38	*	2.17	26.92	50	46	26
3	*	30.77	21.62	84.00	69.23	72.97	*	0.00	5.41	25	13	37
4	*	20.69	24.39	46.43	58.62	65.85	*	20.69	9.76	28	29	41
5	*	6.25	0.00	*	75.00	48.15	*	18.75	51.85	16	16	27
6	*	14.29	9.09	64.71	57.14	69.70	*	28.57	21.21	17	14	33
All Grades	36.17	23.76	13.95	51.06	64.85	64.65	12.77	11.39	21.40	235	202	215

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. ELPAC summative scores in Oral Language grew 14.7 points from '17 - 18 to '19 - 19 from 1466.2 to 1480.9.

2. ELPAC summative scores in Written Language grew 4.9 points from '17 - 18 to '19 - 19 from 1485.3 to 1490.2.

3. The total number of students tested in ELPAC fell 33 students from 235 students in '17-18 to 202 in '18 - 19.

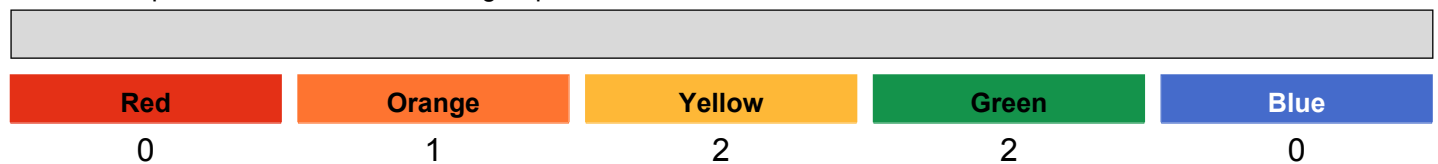# School and Student Performance Data

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**
494	**69.4**	**38.5**	This is the percent of students whose well-being is the responsibility of a court.
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.	

2019-20 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	190	38.5
Foster Youth		
Homeless	34	6.9
Socioeconomically Disadvantaged	343	69.4
Students with Disabilities	36	7.3

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	8	1.6
American Indian or Alaska Native		
Asian	22	4.5
Filipino	87	17.6
Hispanic	339	68.6
Two or More Races	18	3.6
Native Hawaiian or Pacific Islander	3	0.6
White	17	3.4

Conclusions based on this data:

1. Palmer Way currently has 43.2% of students identified as English Learners

2. Socioeconomically Disadvantaged students are the highest percentage of students with 81.4 percent.

3. Hispanic students make up the highest percentage of students at Palmer Way with 70.3 percent.   Filipino is our second highest group with 15.9 percent.

School and Student Performance Data

Overall Performance

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.

2019 Fall Dashboard Overall Performance for All Students		
Academic Performance	**Academic Engagement**	**Conditions & Climate**
English Language Arts Green.	**Chronic Absenteeism** Yellow	**Suspension Rate** Orange
Mathematics Green		

Conclusions based on this data:

1. Palmer Ways academic performance data looked positive with both language arts and mathematics scoring in the green section.

2. Although Chronic absenteeism was still at yellow, it was an improvement from the previous year when Palmer Way scored in the red area.

3. Suspension rate was an area of concern at Palmer Way. We are hopeful that with new procedures we have in place because of the PBIS process, this number will show a significant decrease in student suspensions.

School and Student Performance Data

Academic Performance
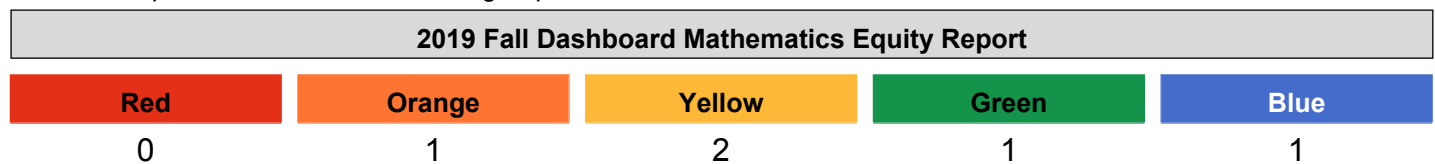## English Language Arts

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.

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

Lowest Performance						Highest Performance
	Red	Orange	Yellow	Green	Blue	

This section provides number of student groups in each color.

Red	Orange	Yellow	Green	Blue
0	1	2	2	0

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

All Students	English Learners	Foster Youth
Green.	Green	No Performance Color
		0 Students
Declined -3.4 points	Increased +5.2 points	
293	186	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Yellow	Yellow	No Performance Color
5.7 points above standard	5 points above standard	71.2 points below standard
Declined -14.8 points	Maintained -1.9 points	Declined -10.5 points
44	233	22

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	Green
Less than 11 Students - Data Not Displayed for Privacy	0 Students	41.8 points above standard	78 points above standard
2		Increased ++10.3 points	Declined -8.3 points
		21	48
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange	No Performance Color	No Performance Color	No Performance Color
6.6 points below standard	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
Declined -4.8 points	9	2	7
203			

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**
52 points below standard	40.5 points above standard	10.4 points above standard
Declined Significantly -24 points	Declined -12.6 points	Declined Significantly -18.2 points
57	129	105

Conclusions based on this data:

1. Although English Language Arts showed a drop of 4.9% for all students, Palmer Way still scored in the green area and remained at 10.6 points above standard

2. Palmer Way English Learners grew by 3.6 points and also scored in the green area with 10.5 points above standard.

3. Students identified as current English Learners are a big concern and focus here at Palmer Way. This group of students was currently scoring at 53.2 points below standard.

School and Student Performance Data

Academic Performance
Mathematics

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.

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

Lowest Performance						Highest Performance
	Red	Orange	Yellow	Green	Blue	

This section provides number of student groups in each color.

2019 Fall Dashboard Mathematics Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	1	2	1	1

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		
All Students	**English Learners**	**Foster Youth**
Green	Green.	
14.3 points below standard	16.9 points below standard	
Increased ++3.1 points	Increased ++7 points	
292	186	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
Yellow	Yellow	No Performance Color
16.6 points below standard	20.3 points below standard	83.5 points below standard
Declined -10.9 points	Maintained ++2.9 points	Declined Significantly -41 points
44	232	22

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color		No Performance Color	Blue
Less than 11 Students - Data Not Displayed for Privacy		43.5 points above standard	44.6 points above standard
		Increased Significantly ++51.6 points	Increased ++6.5 points
2		21	48
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange	No Performance Color	No Performance Color	No Performance Color
34.8 points below standard	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
Maintained -2.6 points			
203	9	2	7

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**
67.6 points below standard	5.6 points above standard	10.9 points below standard
Declined Significantly -33.1 points	Increased Significantly ++15.5 points	Declined -4.1 points
57	129	105

Conclusions based on this data:

1. All students at Palmer Way grew by 3.1 points in math over last year.

2. English Learners at Palmer Way grew by 7 points in math, but are still 16.9 points below standard.

3. Similar to Language Arts, current English Learner is a big concern and focus here at Palmer Way with students scoring 67.6 points below standard

# 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

English Learner Progress
No Performance Color
46.2 making progress towards English language proficiency
Number of EL Students: 143.
Performance Level: Medium
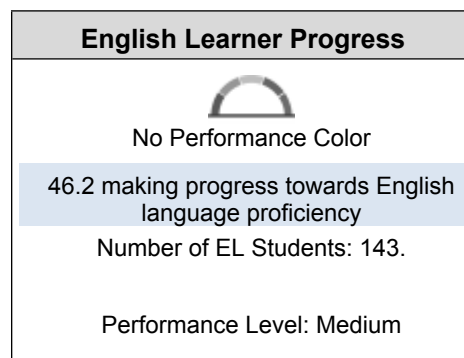
This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

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
24	53	6	61

Conclusions based on this data:

1. There are currently 143 students classified as English Learners at Palmer Way.

2. Out of the 143 EL students at Palmer Way 46.2 percent of them are making progress toward English language proficiency

3. Out of the 143 EL students at Palmer Way 60 of them progressed at least one ELPI level

School and Student Performance Data

Academic Performance
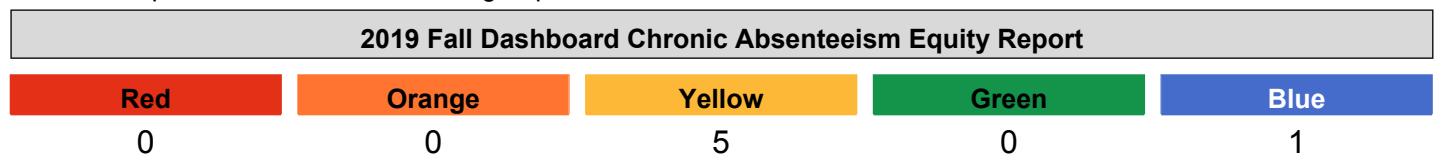## College/Career Measures Only Report

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. This is not an area that we monitor at an elementary school level

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

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.

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

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Chronic Absenteeism Equity Report

Red	Orange	Yellow	Green	Blue
0	0	5	0	1

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

All Students	English Learners	Foster Youth
Yellow	Yellow.	No Performance Color
14.5	14.8	Less than 11 Students - Data Not Displayed for Privacy
Declined Significantly -7.1	Declined Significantly -6.2	
559	263	2

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Yellow	Yellow	Yellow
17.6	16.6	14.3
Declined -2.4	Declined Significantly -6.3	Declined -10.7
85	435	42

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			

African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	Blue
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	3.4	2.2
9	0	Declined -8.7	Declined -6.1
		29	89

Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Yellow	No Performance Color	No Performance Color	No Performance Color
16.6	31.8	Less than 11 Students - Data Not Displayed for Privacy	20
Declined Significantly -8.1	Increased +1.4		Increased +5.7
392	22	3	15

Conclusions based on this data:

1. All students at Palmer Way who were absent 10 percent or more of the instructional days declined by 7.1 percent

2. Hispanic students at Palmer Way who were absent 10 percent or more of the instructional days declined by 8.1 percent

3. Socioeconomically Disadvantaged students at Palmer Way who were absent 10 percent or more of the instructional days declined by 6.3 percent

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. This is not an area we monitor at the elementary school level.

School and Student Performance Data

Conditions & Climate
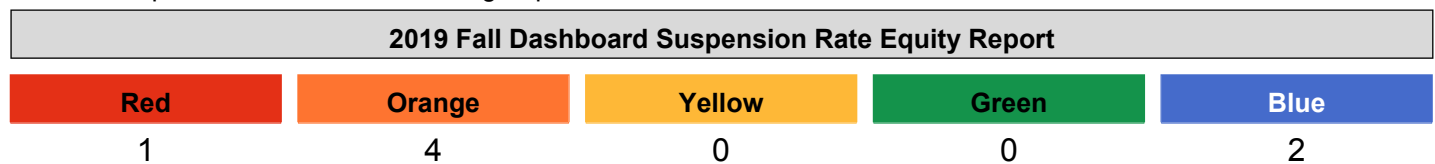## Suspension Rate

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.

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

Lowest Performance						Highest Performance
	Red	Orange	Yellow	Green	Blue	

This section provides number of student groups in each color.

2019 Fall Dashboard Suspension Rate Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
1	4	0	0	2

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		
All Students	**English Learners**	**Foster Youth**
Orange	Orange.	No Performance Color.
1.2	1.1	Less than 11 Students - Data Not Displayed for Privacy
		2
Increased +0.6	Increased +0.8	
577	270	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
Orange	Orange	Red
2.3	1.1	10.9
Increased +0.9	Increased +0.3	Increased +10.9
86	443	46

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Color		Blue	Blue
9.1		0	0
11		Maintained 0 31	Maintained 0 90

Hispanic	Two or More Races	Pacific Islander	White
Orange	No Performance Color	No Performance Color	No Performance Color
1.2	4.5	Less than 11 Students - Data Not Displayed for Privacy 3	0
Increased +0.3 404	Increased +4.5 22		Maintained 0 16

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	1.2

Conclusions based on this data:

1. All Students at Palmer Way who have been suspended at least once grew by .6 percent from 2018 to 2019.

2. English Learners at Palmer Way who have been suspended at least once grew by .8 percent from 2018 to 2019

3. Hispanic Students at Palmer Way who have been suspended at least once grew by .3 percent from 2018 to 2019

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 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

A. In 2020 - 2021 Palmer Way reclassification rate was 1.9% a decrease from 10.4%

B. According to iReady ELA in the beginning of 2021 - 2022 35.6 % of ELs at Palmer Way were identified as Tier 1 compared with 45.3% of all students thats a difference of of 9.7%.

C. According to iReady Math in the beginning of 2021 - 2022 23.2 % of ELs at Palmer Way were identified as Tier 1 compared with 36.3% of all students thats a difference of of 13.1%.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP EL DATA	19% Meet or Exceeded Standards	Decrease to 29 points distance from standard - maintain
CAASPP MATH DATA	15% Meet or Exceeded Standards	Decrease to 26 points distance from standard - maintain
iReady ELA DATA	14% at Level 4	9% of English Learner students in Tier 1 (Fall 22-23)
IREADY MATH DATA	9% at Level 4	6% of English Learner students in Tier 1 (Fall 22-23)
ELPAC Overall Percentage Data	47% Met the overall level	Increase in overall percentage by 5%.
ELPAC Oral Percentage Data	59% met the oral level	Increase in oral percentage by 5%.
ELPAC Written Percentage Data	33% met the written level	Increase in written percentage by 5%.
ELPAC Overall Average	Overall average is 1482	Increase in overall average by 50 points
ELPAC Oral Average	Oral a average is 1479	Increase in oral average by 50 points
ELPAC Written Average	Written average is 1482	Increase in written average by 50 points
RECLASSIFICATION RATE	1.5% of English learners reclassified	3.5% of English learners will be 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)

All English Learners

Strategy/Activity

Action Step Goal 1 2021 - 2022

Continue to review our data during our data teams and collaboration times to drive our instruction based on student needs

Continue teacher development and implementation of the CA ELD standards with the Common Core math and ELA frameworks.

Analyze effectiveness of ELD/SLD differentiation strategies by measuring student progress using multiple measures: CAASPP, iReady, and LAS links.

Ensure that our reclassification data is accurate and adequately reported to all stakeholders in order to analyze our programs.

Ensure that we make speaking and writing (thinking output) a priority at Palmer Way as we area dual language school.

Ensure that our language arts specialist provides our impact teachers with materials and research based strategies to support our struggling learners across all areas of our curriculum.

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)
0	District Funded Funding provided through district LCFF funds
0	District Funded Data analysis results, assessments, principal collaboration in grade level data meetings.
0	District Funded Lesson plans, teacher made assessments, Illuminate assessments, etc.

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All English Learners

Strategy/Activity

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

PROFESSIONAL DEVELOPMENT

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)
7000	Title I Provide oral language and writing practice through the use of puppets when presenting information learned from reading provided by the puppetry guild.
0	District Funded Salary for RLAS
0	District Funded Benchmark Assessments, iReady Scores, RtI / Collaboration, teacher principal conferences

Strategy/Activity 3
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All English Learners

Strategy/Activity

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 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.
- Provide trainings on effective Integrated vs. Designated ELD instruction.

TARGET LTELS

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)
5760	Title I Assessment Center Support
4000	Title I Substitutes will be provided for teachers to meet and discuss strategies to support EL / ML students.
8640	Title I Professional Consulting for additional writing training
4000	Title I Purchase books other than textbooks

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All English Learners

Strategy/Activity

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 (approx $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.

TARGET LTELS

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)
22000	Title I • An impact teacher was hired to support students during the instructional day to increase their reading abilities using research proven methods.
14500	LCFF • Purchase instructional materials to support core curriculum and differentiated instruction. Some of these items include: leveled reading books that support CCSS.
0	District Funded Language Arts Specialist provide additional early interventions during the school day in grade K through 6th. Funding already accounted for above.

Strategy/Activity 5
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All English Learners

Strategy/Activity

5. 2020-2021 stakeholder input indicated that additional resources are needed to assist in instructional strategies for English Learners. In 2021-2022 NSD will:
  • Hire an English Language Arts/ English Learner Resource Teacher(s). 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.

Additional Impact Teachers will also be hired to help support English Learners to support small group intervention strategies which will also include Achieve 3000.

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)
22000	Title I Impact Teacher
0	District Funded Language Arts Specialist
0	District Funded Achieve 3000

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

All English Learners

Strategy/Activity

Instructional Technology:
- Palmer Way will utilize a variety of technology resources in order to maintain the Palmer Way vision of being Innovative. Some of the strategies that we will utilize include:
- Students in grades K-6 receive: ongoing math and reading instruction via our iReady independent learning software system.
- Retain the services of a site technology liaison to support teachers with all of our learning software systems.
- Purchase and maintain technology to support 1 to 1 student to technology ratio. This includes the purchase of Chromebooks, laptop computers, and various educational apps.
- Utilize AR (Accelerated Reader) to check students' comprehension of reading books.
- Utilize RAZ Kidz to increase students comprehension ability.

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)
1000	Title I Retain the services of a english learner site liaison to support teachers with correct identification and documentation of ELL students.

2000	LCFF Retain the services of 2 site technology liaisons to support teachers with all of our learning software systems.
8000	Title I Purchase or replace additional technology to include teacher laptops, Docucams
3000	Title I Provide other computer apps & software that benefit all English Learners

Strategy/Activity 7
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 8
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

English Language Arts and Math

LEA/LCAP Goal

Increase academic proficiency for all students and advance the global competency skills of communication, collaboration, creativity, and problem-solving as needed for future success

Goal 2

Due to the COVID-19 goals will be slightly modified as there are many unknowns regarding CAASPP testing. Some of these unknowns included, test administration guideline, length of test, at home testing, etc. These unknowns can greatly impact the results of the CAASPP results.

2A.
Palmer Way ELA Smarter Balanced Assessment decreased from 57 percent in 2018-2019 to 54 percent in 2019-2020.
Palmer Way Math Smarter Balanced Assessment increase from 41 percent in 2018-2019 to 40 percent in 2019-2020.
Palmer Ways 4th and 6th grade scores showed good growth at 6 and 12 percent respectively.
Palmer Ways 3rd and 5th grade scores showed decreases. With 3rd grade showing a 6 point drop, but 5th grade showing a 22 point drop which is a major concern.
A major focus on Palmer Way's 5th grade will be implemented in the 21/22 school year.

2B.
iReady results in English Language Arts and math proficiency results (mid) end of year 2021: Our goal at PW will be to see a 5% increase in both ELA and Math in all students as well as in English Learner and in students with disabilities.

Current Students with Disabilities in ELA : 27.3%.   Current Students with Disabilities in Math : 15.2%
Current English Learner in ELA: 34.4%.   Current English Learner in Math: 23.2%
Current All in ELA: 45.3%.   Current All in Math: 36.3%

Identified Need

All Students

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP ELA DATA	56% MET OR EXCEEDED.	60 % MET OR EXCEEDED

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP MATH DATA	40% MET OR EXCEEDED	45% MET OR EXCEEDED

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)

SBAC Baseline Results: CAASPP results indicate 43.07 percent of all students are proficient in ELA, and although an increase the data indicates a near 57 percent of students not meeting the expected performance standard. A slight percentage point increase of students meeting proficiency in math (32.95 percent) indicates about 67 percent of students are not meeting proficiency. The target increase for 17-18 in ELA was 50 percent and math 40 percent, performance data indicates that NSD did not meet this goal. NSD is in its sixth year of Common Core implementation, and as the CAASPP data shows there is still a need for more professional development, teacher collaboration, and student practice with the standards. Current State data also indicates a need for greater support for instructional implementation of the expectations established in the CA ELA and math frameworks

Strategy/Activity

Instructional Practices consistent with Content Standards and Strategic Plan:

Teachers meet monthly in grade teams to analyze data, progress monitor students and plan lessons.

Teachers collaborate to review formative/summative data and to plan instruction around prioritized standards.

Data analysis for pre and post assessments using common core instructional units.

Teachers will provide small group instruction during math time to target students specific needs and challenges.

Palmer Way is focusing on Writing in order to increase students overall performance levels in ELA

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

Amount(s)	Source(s)
2000	Title I Teacher will be provided extra time to act on plans developed during their data team time.

0	District Funded Data analysis results, assessments, principal visits to data meetings. Lesson plans, teacher made assessments, Illuminate assessments.
15500	LCFF Additional technology to support student intervention groups
4500	LCFF Teacher will be provided with extra time to meet with and plan with the district resource teacher in addition to Site Thursdays will have a focus of writing to support the school wide focus on writing instruction.
0	None Specified
0	None Specified

Strategy/Activity 2
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

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 2020-2021 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

Strategy/Activity

Professional Development and Data Team Collaboration

Professional development consists of opportunities for teachers to attend conferences and/or workshops.

Data teams meet monthly to review student performance.

In addition to some extra teacher selected collaboration days.

Purchase additional materials that help to reinforce standards that student need help with.

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)
9424	Title I Teacher Extra Time
0	None Specified
0	District Funded Illuminate assessments, Collaboration Thursdays, Data Teams
0	District Funded Data analysis results, Assessments, principal visits to data meetings.
0	District Funded Principals walk through and teachers summarize and compile the learning to make recommendations for next steps. The Leadership Team meets monthly to plan and evaluate

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

2.Enrichment teachers implemented visual arts, performing arts, music appreciation, health and nutrition, and physical education units. Based on stakeholder input and needs in 2021-2022 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.
- Provide additional writing training and time for teachers to meet and collaborate on student writing needs.

BROAD COURSE OF STUDY

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)
0	LCFF An impact teachers support students during the instructional day to increase their reading abilities using research proven methods(accounted for previously).
0	LCFF Provide additional time for teachers to meet and discuss strategic Intervention groups, pre & post testing, iReady Math and Reading assessments. (Previously accounted for)
11000	LCFF Provide materials and supplies to ensure continuous program improvement in addition to copies of teacher created materials that will help to target specific differentiated student needs

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

I3. In 2014-2015, NSD reduced class size in Transitional Kindergarten to provide greater opportunity for individualized instruction. In 2019-2020, NSD has a commitment to continue to keep class sizes low.

- Continue class size reduction in transitional kindergarten.

- Palmer Way's Reading Language Arts Specialist focuses extra intervention time (Tier II and Tier III) on 1st, 2nd and 3rd grade students who are performing far below grade level expectations.

- Teachers are provided extra release time to meet and plan on how to best meet the needs of students who are struggling (Tier II and Tier III)

- After School Intervention programs that target specific students

EARLY INTERVENTION/LITERACY

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)
12500	LCFF Provide teachers with extra time for after school interventions in addition to additional time for meeting and collaborating on Tier II and III students.
0	Title I Additional software or applications to support distance learning, RAZ Kidz, IXL (Previously accounted for)

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

ALL STUDENTS

Strategy/Activity

4. Research has shown that students who attend preschool are more likely to achieve at high levels than those who don't. In order to make sure that its youngest learners have the greatest opportunity to succeed, In 2016-2017, National School District contracted with the San Diego County Office of Education (SDCOE) to provide an "embedded coach." This coach provides assistance with

modeling and support of all preschool teachers. In 2021-2022 NSD will continue to:

- Cost of coaching will be paid for completely with embedded coaching funds.

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)
0	District Funded
	District Resource Teachers

Strategy/Activity 6
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

ALL STUDENTS

Strategy/Activity

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 collaboration 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 2021-2022 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.
- Provide students to gain real life background knowledge by attending local field-trips.

PROFESSIONAL DEVELOPMENT

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)

0	None Specified
9500	LCFF Admission costs to field trips

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

ALL STUDENTS

Strategy/Activity

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 2021-2022, NSD will: • Continue full-time level of Library Media Specialists (aka: Library Media Technicians). LMS will also assist in the management of technology devices that are sent home with students • Provide training on Common Core standards and technology use in the library setting. • Provide funding for additional books.   LITERACIES

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)
0	District Funded Provide a full time Library Media Specialist to Palmer Way
10000	LCFF Pay for additional district technology support.
10500	LCFF Materials and supplies to support field trips, and library.

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 FAMILY AND COMMUNITY ENGAGEMENT

LEA/LCAP Goal

LCAP Goal 3: Expand collaboration and engagement with parents, families, and community partners

Goal 3

Due to the COVID-19 goals will be slightly modified as parents will not be able to physically come to school due to health risks. All goals will reflect virtual or online meetings.

Palmer Way is proud to have the largest PTA in the National School District. In addition Palmer Way was recognized by the 9th District PTA as having the largest growth of any PTA in the area. The goal for Palmer Way is to once again increase Palmer Way PTA membership, and will increase parent engagement and participation at school events.

Identified Need

There is a need for NSD to engage more parents in more ways to partner with schools in their students' education. In 2021 parent engagement survey, results indicated that the most common parent connection with academics was only homework. The survey noted the greatest preference from parents was time with school staff, however, parent work schedules pose the greatest obstacle. In accordance with research, that the more engaged parents are in the academic progress of their children the greater the likelihood students will achieve at high levels, NSD will focus on providing greater school access opportunities and building parent leadership capacity

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
NUMBER OF STUDENTS WITH A FAMILY MEMBER AT AN EVENT	BASED ON SIGN-IN SHEETS, WE HAD ABOUT 1/3 TO 1/4 OF FAMILIES ATTEND EVENTS.	1/3 TO 1/2 OF FAMILIES WILL ATTEND EVENTS
SURVEY OF EVENTS		
SURVEY OF PARENT ENGAGEMENT		
PTA MEMBERSHIP	In 2017 - 2018 Palmer Way had 6 members in PTA. In 2018-2019 Palmer Way had 136 members in PTA.	In 2021 - 2022 school year Palmer Way will have 200 member in PTA.

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 2021-2022NSD will:
- Work with the Collaborative to implement the four strategic plan goals.
- Coordinate and host a "retreat" in the fall to gather parent and community support for the plan.
- Collaborate with South Bay Community Services to maintain the Memorandum of Understanding that defines the responsibilities of all collaborating entities.
- Set goals for the Collaborative's Family Resource Center to provide services that support parents and students of NSD.

Provide or send parents to trainings targeted toward increasing parent participation.

CONNECT FAMILIES TO RESOURCES

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)
1073	Title I Provide Parent training

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. In 2021-2022 NSD will:
- Continue with parent engagement programs at school sites as outlined in the Single Plans for Student Achievement.
- Continue to employ a district resource teacher to assist sites in the development of their parent engagement programs, support English Learners and their parents.

STRUCTURES TO PROMOTE PARENT ENGAGEMENT

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)
0	District Funded
	Provide a District Resource Teacher that supports all schools with parent involvement activities
0	District Funded
	School based activities that included Coffee with the Principal, School Site Council Meetings and ELAC meetings.

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)

ALL STUDENTS

Strategy/Activity

Involvement of Parents, Staff and Community:
- Provide parent education and training in how to support students with their educational goals.
- Students are recognized with certificates and trophies for their notable achievements in their acquisition of English. Students reclassified are recognized for their achievements.
- Parents receive monthly communications and updates through our monthly parent newsletter.

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)
0	District Funded Provide Parent Trainings and information meetings on the Palmer Way campus (Already accounted for previously)

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

Safety and social emotional wellness

LEA/LCAP Goal

LCAP Goal #4: Provide an integrated multi-tiered framework of support that incorporates differentiated instruction, social emotional learning, and positive behavior intervention to improve individualized student 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. Maintain PBIS Level of recognition of Platinum.

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 2018-2019 NSD's administration of the California Healthy Kids Survey show that although 83 percent report they feel safe at school, 17 percent do not. 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 need to support families that are struggling to get their children to school.

Based on the 2017 fifth grade physical fitness assessment, 46.2 percent of National School District students are not in the Healthy Fitness Zone.

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Positive Behavior Interventions and Support

PBIS committee will meet once a month to assess areas of behavioral concern and possible strategies to address areas of concern.

PBIS committee strategies will be given to teachers to support areas of behavioral concern.

Teachers will give weekly PBIS behavior expectations lessons. Expectations will change weekly throughout the year.

Caught being good Panther Cards will be given to students when they are observed by teachers and Noon Duty Supervisors following PBIS Expectations.

Teachers will be given several trainings throughout the school year focused on how to be proactive with areas of behavioral concern.

There will be a behavior focused performance presented by a hired company at least three times.

Provide additional training for teachers on monitoring and increasing student emotional wellness.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
SUSPENSION/EXPULSION RATES	1.2%	.5%
CHRONIC ABSENTEEISM	14.5%	15%
TIER I BEHAVIOR REFERRALS	60	40
TIER II BEHAVIOR REFERRALS	25	20

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 2017-2018, NSD reinforced Positive Behavior Intervention and Support (PBIS) systems in all its schools Single Plans for Student Achievement. Also, NSD provided training for all principals and teacher leaders in Restorative Practices and Trauma Informed Practices. In 2021-2022 NSD will:
- Continue to improve implementation of PBIS in all schools through monitoring of activities in Single Plans of Student Achievement during principal/superintendent meetings.
- To support Homeless and Foster Youth, train additional personnel in Trauma Informed and Restorative Practices.

- Employ a school-based social worker. This will add additional support to assist with mental health and behavioral issues, bullying prevention, families in need of additional support.
- Employ five additional counselors to assist with implementation of Positive Behavior Intervention Supports at schools, focusing on Tier I and Tier II level referrals.
- Provide additional supervision to assist in the implementation of Palmer Way's PBIS plan

Office staff will assist reaching out to families of habitually tardy and absent 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)
0	District Funded Counselor Salary Rosa Lopez Part of the cost is paid by the district
2500	LCFF Provide additional supervision from campus supervisors to support the implementation of Palmer Ways PBIS plan.
1500	LCFF Provide additional support through the use of instructional assistance for specific students as the need arrises and is agreed upon by Palmer Ways support team.
0	District Funded Students are recognized with certificates and medals for their academic achievement efforts. Members of the community, parents and staff are invited to attend a virtual student achievement ceremony.
2000	LCFF Clerical Office & Office Extra Time
8723	LCFF Substitutes will be provided for teachers to be released from their classroom to meet and discuss PBIS strategies and priorities.

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. In 2016-2017 NSD worked with the National City Collaborative to develop a strategic plan. The plan is composed of four goals: 1) increase community outreach, 2) provide venues and actions to increase parent engagement with school sites, 3) practice informed decision making, and 4) focus on sustainability of the collaborative. In 2019-2020 NSD will:

- Work with the Collaborative to implement the four strategic plan goals.
- Coordinate and host a "retreat" in the fall to gather parent and community support for the plan.
- Collaborate with South Bay Community Services to develop a Memorandum of Understanding that defines the responsibilities of all collaborating entities.
- Set goals for the Collaborative's Family Resource Center to provide services that support parents and students of NSD.
- Students will learn the importance of Nutrition along with skills for Gardening

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)
0	District Funded Support provided through the NSD District Office
5000	Title I BCK Consulting to provide support in School Gardening expectations, lesson and creation of curriculum

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

3. In order to provide additional safety and support to the Special Education hub schools, NSD will provide additional safety and Positive Behavior Interventions through assistant principals, trained in Restorative Practices, de-escalation strategies, and Trauma Informed Care.

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)
0	District Funded Strategic Intervention groups for students with special needs, pre-post testing
5000	Title I Additional Training will be provided on how to motivate, encourage and maintain a students emotional well being.
10000	LCFF Consultants will be hired to teach Social Emotional Support for targeted students as well as provide training for teachers.

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)

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)

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

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

Innovative 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
Increase the number of field trip opportunities this year	Zero off campus field trips (20-21)	Every grade level will have the opportunity to to have one community field trip.
Increase the number of students participating in extracurricular activities	Zero after school extracurricular activities (20-21)	Increase the number of students participating in extracurricular activities by 10%
Increase the number of field trip opportunities this year	Zero off campus field trips (20-21)	Every grade level will have the opportunity to to have one expanded community field trip.

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

Professional Development: teachers will participate in professional development opportunities in the areas of innovative learning opportunities.

As part of providing students with innovative learning opportunities students will have increased opportunities to attend field trips and other extra curricular programs.

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)
0	LCFF Teacher and/or principal conferences and learning experiences
10000	LCFF Field Trips and Transportation

Centralized Services for Planned Improvements in Student Performance

Subject

Centralized Services for Planned Improvements in Student Performance in English Language Arts and Math

Goal 1

Groups participating in this goal (e.g., students, parents, teachers, administrators):
- English Learners
- Students with Disabilities
- All Students

Means of evaluating progress toward this goal:
- Using illuminate reports, District staff will assess progress of student subgroups

Anticipated annual growth for each group:
- Each group will progress 5% points in the percentage of students meeting or exceeding standards

Group data to be collected to measure gains:
- Renaissance STAR universal exams
- Learning Headquarters writing assessments
- Site Assessments- HM, EnVision, Writing on demand assessments
- Teacher generated assessments
- . ELA Post Tests

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

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding	Amount
- iReady will be used to support ELA and math instructional programs - Tech support for computers - Accelerated Reader to support promote increased reading comprehension - CELDT Assessment Support	07/18 - 05/19		iReady Licenses paid for by District Office		None Specified	
			Salaries of technicians		Title I	10000
			Accelerated Reader Licenses		Title I	3,000
			Assessment Team		Title III	5760

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	$0
Total Federal Funds Provided to the School from the LEA for CSI	$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$232,620.00

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	$107,897.00

Subtotal of additional federal funds included for this school: $107,897.00

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	$0.00
LCFF	$124,723.00
None Specified	$0.00

Subtotal of state or local funds included for this school: $124,723.00

Total of federal, state, and/or local funds for this school: $232,620.00

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
Title I	147897	40,000.00
LCAP	31131	31,131.00

Expenditures by Funding Source

Funding Source	Amount
District Funded	0.00
LCFF	124,723.00
None Specified	0.00
Title I	107,897.00

Expenditures by Budget Reference

Budget Reference	Amount
	0.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	District Funded	0.00
	LCFF	124,723.00
	LCFF	0.00
	None Specified	0.00
	Title I	107,897.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	101,900.00
Goal 2	84,924.00
Goal 3	1,073.00
Goal 4	34,723.00
Goal 5	10,000.00

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

0 Secondary Students

Name of Members	Role
Alfonso J Denegri	Principal
Megan Blom	Classroom Teacher
Zayetsi Carillo	Parent or Community Member
Elizabeth Castillo	Parent or Community Member
MaryLou Chavez	Classroom Teacher
Sarah Flora	Classroom Teacher
Martha Ortega	Other School Staff
Paulina Topete	Parent or Community Member
Loreta Cayas	Parent or Community Member
Samantha Smith	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
Paulina G. Topete	English Learner Advisory Committee
	Other: .

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 01-12-22.

Attested:

[signature]	Principal, Alfonso J Denegri on 01-12-22
	SSC Chairperson, Zayetsi Carillo on 01-12-22

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