

School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Las Palmas Elementary School	37-68221-6038780	May 31, 2023	June 28, 2023

Purpose and Description

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

Schoolwide Program

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

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

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

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

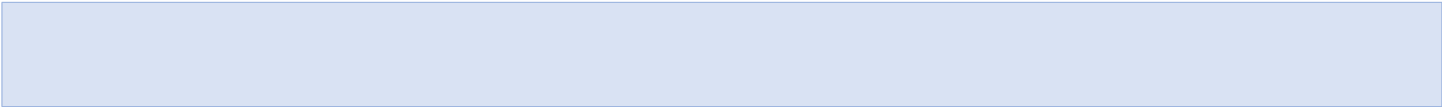


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Comprehensive Needs Assessment Components

Data Analysis

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

Surveys

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

Las Palmas uses the District sponsored California Healthy Kids Survey to determine the level of student engagement and well-being at school. The District collects data from staff and parents to measure school climate, student engagement, and family engagement. This information is shared with all stakeholders. Las Palmas uses the data to analyze trends and make informed decisions regarding school policy.

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 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)

Extensive district assessment data is used to modify instruction and improve student achievement. Additionally, teachers are given Data Release Time every three weeks to monitor student progress and inform instruction using formative assessment provided in the math and English Language Arts Units of Study.

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

Las Palmas Elementary School makes a full commitment to collaborate on the analysis of data through grade level groups to plan instructional strategies, share ideas, concerns and explore solutions to common problems through the Data Release process. Grade level meetings are held to discuss district assessments, formative classroom assessments and ELD levels to identify areas of strengths and weaknesses. Teachers rely on a variety of instructional software systems to gather multiple sources of data such as:

Imagine Learning - Our Imagine Learning software system reports allow us to monitor student usage, literacy, grammar and vocabulary gains

iReady - iReady diagnostic assessments and instructional online platform allow us to monitor students' reading and math strengths, needs and progress over time. It also provides reports that teachers can provide to parents in order to effectively communicate achievement levels

SchoolPace - Diagnostic assessments on student's reading ability are given at the beginning and end of year to track student growth in reading over the course of the year. Data on student engagement with reading is also tracked.

Panorama - Panorama helps educators act on data to improve student outcomes in social-emotional learning, school climate, family engagement, MTSS & more. Panorama compiles a variety of data points into an easy to monitor dashboard to help teachers move from interpreting data to taking action and improving student outcomes.

UCI Math Units - Post- Assessments provide on-going monitoring of student proficiency in the Math CCSS. Data for sub-groups of students (LTELs, ELs, SWDs) are analyzed to ensure students in those groups are on track for meeting performance goals. That data is used to inform modifications to instruction and/or curriculum for those sub-groups.

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

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

and after school if available.

Las Palmas Elementary School makes a full commitment to collaborate on the analysis of data through grade level groups to plan instructional strategies, share ideas, concerns and explore solutions to common problems through the Data Team process. Meetings are held monthly to discuss formal assessment outcomes, ELD levels and a variety of data and classroom samples collected to identify areas of strengths and weaknesses. Effective strategies that work are discussed and areas for improvement are analyzed.

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)

All teachers at Las Palmas are highly-qualified teachers based on the Every Student Succeeds Act (ESSA) requirements. All new teachers participate in a district-developed boot camp where teachers review our curriculum, technology and other instructional components. Teachers will continue to receive staff development in the Multi-Tiered System of Support (MTSS) to provide targeted intervention in academics, behavior and social/emotional needs. All teachers will also receive continued professional development in Designated ELD.

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

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

On-going coaching and staff development is provided to support teachers in implementing best practices across the curriculum. This training includes support in how to use Panorama, a learning management system, to support student achievement in all areas. In addition, during the 2022-2023 school year, we will continue to provide professional development for teachers in math, ELA, and ELD.

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

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

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

One day per week, students are released early. Ten of those days are designated for teacher collaboration. Grade level teams determine the content for the collaboration meetings and share the topics with the principal. In addition, all schools in the National School District participate in Data Team meetings. Teachers are released for 100 minutes once every 3 weeks for the purpose of increasing student achievement by analyzing student data, monitoring student progress, and developing action plans to meet student needs.

Teaching and Learning

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

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

Clear school goals, shared vision, grade level standards, assessments, and ongoing data analysis are major forces that drive decisions regarding the instructional program. During Data Release Time we focus on Priority Standards from the CCSS and set SMART goals and discuss research-based CCSS instructional strategies that will enhance student performance. We are launching University California Irvine Math Project lessons in every grade level. Language Arts materials are also in transitional implementation through Benchmark.

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

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

English Language Arts: 60 minutes daily

Writing: 60 minutes daily

Mathematics: 75 minutes daily

Physical Education: 200 minutes every 10 days

Social Studies and Science: Social Studies and Science are incorporated during language arts

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

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

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

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

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

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

Opportunity and Equal Educational Access

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

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

Evidence-based educational practices to raise student achievement

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

Parental Engagement

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

Using Local Control Accountability funding, the District will be providing parent classes in technology, math, science and ELA at each school, in addition with community partners. National School District's Family Resource center provides Las Palmas with agency contacts for crisis needs and family support.

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)

Parent involvement is present through many forums in order to increase student achievement. Monthly coffee chats with the principal, regular School Site Council/English Language Advisory Committee meetings, Parent and Teacher Association (PTA) and award assemblies are a few ways in which we engage our parents. Additionally, we hold focus groups with our parents to find ways to improve our school. At the school site, parents are engaged in the process of developing the SPSA through the School Site Council. At the district level, parents assist with the development of the LEAP and the LCAP through the District Parent Advisory Council.

Funding

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

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

Fiscal support (EPC)

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

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

Stakeholder Involvement

Families and Community Members:

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

SSC Dates for input:

November 29, 2022

December 14, 2022

Parent and Family Parent Engagement Policy:

Title I, Part A School Parent and Family Engagement Policy

Las Palmas Elementary School, with parents and family members, has jointly developed, mutually agreed upon, and distributed to, parents and family members of participating children in Title I, Part A programs the following requirements as outlined in ESSA sections 1116(b) and (c).

Describe how parents and family members of participating children in Title I, Part A programs are involved in jointly developing, distributing to, a written school parent and family engagement policy, agreed upon by such parents for carrying out the requirements in ESSA Section 1116(c) through (f) (ESSA Section 1116[b][1]):

Parents and families of the Las Palmas Elementary School community have been an integral part of developing this policy. Parents assisted with the development of the Parent and Family Engagement Policy during general parent meetings and School Site Council meetings. At these meetings parent

input was solicited and all feedback was considered in the development of the Parent and Family Engagement Policy. Discussions focused on the means of how the school communicates around the topics of Las Palmas Elementary School's achievement levels, school activities, and parent meeting topics.

The Parent and Family Engagement Policy has been communicated to all parents in a digital newsletter via the School Messenger parent email system. The Parent and Family Engagement Policy is also posted on our school's website and is also available in our school's front office.

Describe how parents and family members of participating children in Title I, Part A programs, may amend a parent and family engagement school policy that applies to all parents and family members, if necessary, to meet the requirements (ESSA Section 1116[b][2]):

The Parent and Family Engagement Policy is reviewed annually and updated as follows:

All parents are invited to attend the Annual Title 1 parent meeting.

The School Site Council reviews and adjusts the policy accordingly.

The Parent and Family Engagement Policy is approved annually by the Governing Board at the same time as the Single Plan for Student Achievement.

Describe how the Local Educational Agency (LEA) involved has a school district-level parent and family engagement policy that applies to all parents and family members in all schools served by the LEA, and how the LEA may amend that policy, if necessary to meet the requirements (ESSA Section 1116[b][3]):

Input for the development of the policy was gathered through parent/guardian surveys, school site parent meetings, and District English Learner Advisory Committee meetings (DELAC). The plan was reviewed and refined with input from the District and Parent Advisory Committee (DPAC), DELAC, and Title 1 School Site Councils.

Describe how parents and family members of children participating in Title I, Part A programs can, if they find that the plan under ESSA Section 1112 is not satisfactory to the parents and family members, and the LEA shall submit the parent comments with the plan when the LEA submits the plan to the State (ESSA Section 1116[b][4]):

NSD schedules community forums and conducts parent surveys to gather input/feedback about what is working and areas that may need improvement to inform the Local Control Accountability Plan (LCAP), the Federal Addendum, including school and District goals and actions. Additionally, stakeholder input/feedback is gathered at school site meetings as well as District and school advisory committee meetings. The information gathered is used to provide feedback and input for the District's LCAP, the Federal Addendum, and the sites' School Plan for Student Achievement (SPSA).

Describe how the school served by Title I, Part A funds holds an annual meeting, at a convenient time, to which all parents and family members of participating children shall be invited and encouraged to attend, to inform parents of their school's participation under Title I, Part A and to explain the requirements and the rights of the parents to be involved (ESSA Section 1116[c][1]):

A Title 1 meeting is held annually and all families are invited to attend. Translation is provided.

Depending on the current district policy the meeting might be held in person or virtually.

Describe the steps that the school takes to offer a flexible number of meetings, such as meetings in the morning, afternoon, evening or other ways and may provide, with funds provided under Title I, Part A, for transportation, child care, or home visits, as such services relate to parental involvement (ESSA Section 1116[c][2]):

An annual survey is sent out electronically to all families asking for input on upcoming parent meetings. Based on feedback, parent meetings are scheduled throughout the year. In addition to

surveying families about topics we also survey them about preferred meeting times and make every effort to accommodate our families. Currently all meetings are held virtually or in person, which has been convenient for our families.

Describe how parents and family members of participating children are involved, and in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under Title I, Part A, including the planning, review, and improvement of the school parent and family engagement policy and the joint development of schoolwide program plan under ESSA Section 1114(b), except that if a school has in place a process for involving parents in the joint planning and design of the school's programs, the school may use that process, if such process includes an adequate representation of parents of participating children (ESSA Section 1116[c][3]): The School Site Council conducts an annual evaluation of the content and effectiveness of this parental involvement policy, these meetings are open to the public and all family members are welcome to attend. During the evaluation the Council seeks to identify barriers to parent and family participation. The site will use the findings of the evaluation to design strategies to dismantle barriers for families to get involved. The policy will be reviewed and revised, as necessary.

Describe how the school is providing parents and family members of participating children of Title I, Part A programs: timely information about programs under Title I, Part A; a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the achievement levels of the challenging State academic standards; and if requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible (ESSA sections 1116[c][4][A-C]: Parents are informed about the Title 1 programs through regularly scheduled site and district level meetings mentioned in a previous section. In addition, digital communication is shared periodically with families to keep them informed of practices, meetings, and any other relevant information. Classroom teachers share results of our students' performance on state assessments as well as district and school assessments twice per year during our parent/teacher conferences. Parents have access to information regarding NSD adopted curriculum on the NSD website (www.nsd.us).

Describe how the schoolwide program plan, ESSA Section 1114(b), is not satisfactory to the parents of participating children in Title I, Part A programs, submitting any parent comments on the plan when the school makes the plan available to the LEA (ESSA Section 1116[c][5]): If any parent/guardian were to find the document unsatisfactory they are encouraged to voice their concerns either verbally or in writing to a school or district level official. The school will submit any parent comments on the plan when the school makes the plan available to the LEA.

Las Palmas Elementary School's Title I, Part A School Parent and Family Engagement Policy was developed jointly and agreed on with parents and family members of children participating in Title I, Part A programs on December 1, 2022. The School will distribute the policy to all parents and family members of participating Title I, Part A students annually on or before December 10, 2022.

Resource Inequities

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

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

1. Funds were allocated for a Language Arts Specialist (LAS) and Impact Teachers to provide intervention to Tier 2 and 3 students in reading and math.
2. We noted that we did not have adequate resources nor the training to support our English learners in Designated ELD.
3. The opportunities for special education students to mainstream increased, but we continue look for ways to implement more opportunities for inclusion.
4. Increased opportunities for teachers to have additional training and collaboration surrounding math, especially considering different subgroups.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	0.2%	0.20%	0.2%	1	1	1
African American	0.5%	0.20%	0.99%	3	1	5
Asian	%	0.40%	0%		2	0
Filipino	9.5%	8.13%	8.68%	54	41	44
Hispanic/Latino	84.5%	85.32%	82.05%	478	430	416
Pacific Islander	0.4%	%	0%	2	0	0
White	2.1%	2.38%	2.17%	12	12	11
Multiple/No Response	2.5%	3.17%	3.35%	14	16	17
Total Enrollment				566	504	507

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Kindergarten	76	76	106
Grade 1	73	60	56
Grade 2	78	64	55
Grade 3	85	68	60
Grade 4	84	81	68
Grade 5	85	77	83
Grade 6	85	78	79
Total Enrollment	566	504	507

Conclusions based on this data:

1. Student enrollment has declined from 2019-2022 to 2020-2021
2. Student demographics continue to show the same percentages with no noticeable change.
3. Hispanic Latino continues to be the largest demographic group.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	253	252	243	44.7%	50.0%	47.9%
Fluent English Proficient (FEP)	80	53	50	14.1%	10.5%	9.9%
Reclassified Fluent English Proficient (RFEP)	25			9.9%		

Conclusions based on this data:

1. The number of English Learners has decreased by approximately 5 percent from 2019-20 to 2021-2022
2. The number of RFEP Learners decreased by 5.7 percent from 2019-2020 to 2020-21
3. The number of FEP Learners decreased by 2.5 percent from 2019-2020 to 2021-2022

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	87	65		0	64		0	64		0.0	98.5	
Grade 4	84	74		0	71		0	71		0.0	95.9	
Grade 5	85	71		0	70		0	70		0.0	98.6	
Grade 6	85	81		0	76		0	76		0.0	93.8	
All Grades	341	291		0	281		0	281		0.0	96.6	

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2375.			14.06			7.81			34.38			43.75	
Grade 4		2413.			11.27			14.08			26.76			47.89	
Grade 5		2440.			7.14			20.00			18.57			54.29	
Grade 6		2533.			14.47			32.89			32.89			19.74	
All Grades	N/A	N/A	N/A		11.74			19.22			28.11			40.93	

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		4.69			71.88			23.44	
Grade 4		11.27			56.34			32.39	
Grade 5		8.57			50.00			41.43	
Grade 6		14.47			64.47			21.05	
All Grades		9.96			60.50			29.54	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		4.69			43.75			51.56	
Grade 4		5.63			49.30			45.07	
Grade 5		7.14			54.29			38.57	
Grade 6		11.84			63.16			25.00	
All Grades		7.47			53.02			39.50	

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		3.13			78.13			18.75	
Grade 4		7.04			74.65			18.31	
Grade 5		2.86			71.43			25.71	
Grade 6		19.74			72.37			7.89	
All Grades		8.54			74.02			17.44	

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		9.38			51.56			39.06	
Grade 4		8.45			54.93			36.62	
Grade 5		7.14			60.00			32.86	
Grade 6		14.47			77.63			7.89	
All Grades		9.96			61.57			28.47	

Conclusions based on this data:

1. Overall achievement for all students at the Met or Exceeded Standard decreased from 43% in 2018-2019 to 31% in 2021-2022.
2. Grades 5 and 6 had an increase in students At or Near Standard in writing from 48% to 54%, and from 55% to 63% in 2018-2019 and 2021-2022, respectively.
3. The largest overall decrease was in grade 4 from 49% in 2018-2019 to 25% in 2021-2022.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	87	65		0	64		0	64		0.0	98.5	
Grade 4	84	74		0	72		0	72		0.0	97.3	
Grade 5	85	71		0	69		0	69		0.0	97.2	
Grade 6	85	81		0	78		0	78		0.0	96.3	
All Grades	341	291		0	283		0	283		0.0	97.3	

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2380.			3.13			18.75			26.56			51.56	
Grade 4		2407.			4.17			13.89			31.94			50.00	
Grade 5		2442.			5.80			8.70			31.88			53.62	
Grade 6		2525.			16.67			28.21			26.92			28.21	
All Grades	N/A	N/A	N/A		7.77			17.67			29.33			45.23	

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		6.25			46.88			46.88	
Grade 4		5.56			38.89			55.56	
Grade 5		2.90			39.13			57.97	
Grade 6		24.36			43.59			32.05	
All Grades		10.25			42.05			47.70	

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		7.81			45.31			46.88	
Grade 4		2.78			47.22			50.00	
Grade 5		8.70			43.48			47.83	
Grade 6		16.67			55.13			28.21	
All Grades		9.19			48.06			42.76	

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		3.13			64.06			32.81	
Grade 4		4.17			52.78			43.06	
Grade 5		0.00			62.32			37.68	
Grade 6		17.95			58.97			23.08	
All Grades		6.71			59.36			33.92	

Conclusions based on this data:

1. Overall achievement for all students at the Met or Exceeded Standard decreased from 32% in 2018-2019 to 26% in 2021-2022, a 6% increase.
2. The smallest overall decrease was in grade 5 from 16% in 2018-2019 to 15% in 2021-2022.
3. The domain that had the least amount of decrease in the At or Near Standard was Problem Solving & Modeling from 50% in 2018-2019 to 48% in 2021-2022, for only a 2% decrease.

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K		1435.3			1458.7			1380.4		0	31	
1		1406.2			1433.8			1378.2		0	27	
2	*	1479.0		*	1498.4		*	1459.1		5	36	
3	1504.9	1500.2		1508.9	1497.1		1500.5	1502.9		42	29	
4	1511.4	1511.2		1516.1	1517.4		1506.3	1504.5		46	32	
5	1541.7	1519.3		1552.3	1510.0		1530.5	1528.1		30	33	
6	1548.0	1533.4		1553.2	1521.9		1542.1	1544.5		24	27	
All Grades										147	215	

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K		12.90			51.61			22.58			12.90			31	
1		7.69			19.23			34.62			38.46			26	
2	*	30.56		*	11.11		*	36.11		*	22.22		*	36	
3	20.00	25.00		45.00	35.71		27.50	28.57		7.50	10.71		40	28	
4	21.74	18.75		43.48	46.88		28.26	21.88		6.52	12.50		46	32	
5	27.59	12.12		37.93	42.42		24.14	33.33		10.34	12.12		29	33	
6	37.50	38.46		41.67	26.92		20.83	23.08		0.00	11.54		24	26	
All Grades	25.00	20.75		41.67	33.49		27.08	28.77		6.25	16.98		144	212	

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K		35.48			32.26			19.35			12.90			31	
1		19.23			30.77			23.08			26.92			26	
2	*	52.78		*	19.44		*	13.89		*	13.89		*	36	
3	50.00	35.71		35.00	32.14		7.50	32.14		7.50	0.00		40	28	
4	41.30	50.00		43.48	37.50		10.87	3.13		4.35	9.38		46	32	
5	51.72	33.33		37.93	45.45		3.45	9.09		6.90	12.12		29	33	
6	41.67	50.00		54.17	34.62		4.17	0.00		0.00	15.38		24	26	
All Grades	45.14	40.09		41.67	33.02		8.33	14.15		4.86	12.74		144	212	

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K		0.00			29.03			48.39			22.58			31	
1		3.85			19.23			11.54			65.38			26	
2	*	16.67		*	16.67		*	27.78		*	38.89		*	36	
3	10.00	21.43		22.50	25.00		52.50	35.71		15.00	17.86		40	28	
4	8.70	0.00		21.74	37.50		41.30	37.50		28.26	25.00		46	32	
5	6.90	9.09		37.93	24.24		31.03	57.58		24.14	9.09		29	33	
6	12.50	11.54		20.83	34.62		54.17	34.62		12.50	19.23		24	26	
All Grades	9.03	8.96		25.00	26.42		45.14	36.79		20.83	27.83		144	212	

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K		45.16			45.16			9.68			31	
1		12.00			68.00			20.00			25	
2	*	38.89		*	50.00		*	11.11		*	36	
3	45.00	32.14		47.50	60.71		7.50	7.14		40	28	
4	34.78	56.25		63.04	37.50		2.17	6.25		46	32	
5	31.03	15.15		58.62	75.76		10.34	9.09		29	33	
6	20.83	30.77		66.67	53.85		12.50	15.38		24	26	
All Grades	34.03	33.65		59.03	55.45		6.94	10.90		144	211	

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K		28.00			52.00			20.00			25	
1		30.77			38.46			30.77			26	
2	*	51.43		*	34.29		*	14.29		*	35	
3	62.86	44.44		31.43	44.44		5.71	11.11		35	27	
4	54.76	48.39		42.86	41.94		2.38	9.68		42	31	
5	76.92	59.38		15.38	28.13		7.69	12.50		26	32	
6	82.61	45.83		17.39	37.50		0.00	16.67		23	24	
All Grades	65.65	45.00		30.53	39.00		3.82	16.00		131	200	

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K		6.45			80.65			12.90			31	
1		4.17			25.00			70.83			24	
2	*	11.11		*	52.78		*	36.11		*	36	
3	7.50	10.71		67.50	60.71		25.00	28.57		40	28	
4	13.33	3.13		55.56	59.38		31.11	37.50		45	32	
5	20.69	9.09		51.72	69.70		27.59	21.21		29	33	
6	20.83	19.23		37.50	34.62		41.67	46.15		24	26	
All Grades	14.69	9.05		55.24	56.19		30.07	34.76		143	210	

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K		19.35			41.94			38.71			31	
1		3.85			46.15			50.00			26	
2	*	24.24		*	45.45		*	30.30		*	33	
3	25.00	21.43		62.50	75.00		12.50	3.57		40	28	
4	6.52	12.50		76.09	71.88		17.39	15.63		46	32	
5	6.90	21.21		79.31	75.76		13.79	3.03		29	33	
6	12.50	34.62		83.33	53.85		4.17	11.54		24	26	
All Grades	12.50	19.62		73.61	58.85		13.89	21.53		144	209	

Conclusions based on this data:

1. Overall, there was an increase for All Students at Level 4, Level 2, and Level 1, with a decrease in All Students in Level 3.
2. There was an increase Level 4 overall in grades 2, 3, 6.
3. Speaking, Listening, and Writing Domains all had an increase in Well Developed from 2018-2019 to 2021-2022.

School and Student Performance Data

Student Population

For the past two years, many state and federal accountability requirements were waived or adjusted due to the impact of the COVID-19 pandemic on LEAs, schools, and students. Beginning with the 2021-22 school year, the requirements to hold schools and districts accountable for student outcomes has returned with the release of the 2022 California School Dashboard (Dashboard). The Every Student Succeeds Act is requiring all states to determine schools eligible for support. Similarly, under state law, Assembly Bill (AB) 130, which was signed into law in 2021, mandates the return of the Dashboard using only current year performance data to determine LEAs for support. Therefore, to meet this state requirement, only the 2021-22 school year data will be reported on the 2022 Dashboard for state indicators. (Data for Change [or the difference from prior year] and performance colors will not be reported.)

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

2021-22 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
504	76.8	50.0	Students whose well being is the responsibility of a court.
Total Number of Students enrolled in Las Palmas Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	

2021-22 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	252	50.0
Foster Youth		
Homeless	36	7.1
Socioeconomically Disadvantaged	387	76.8
Students with Disabilities	73	14.5

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	1	0.2
American Indian	1	0.2
Asian	2	0.4
Filipino	41	8.1
Hispanic	430	85.3
Two or More Races	16	3.2
Pacific Islander		
White	12	2.4

Conclusions based on this data:

1. 76.8% of our students are Socioeconomically Disadvantaged.
2. 85.3% are Hispanics and 50% of our students are English Learners
3. We have 14.5% students with disabilities.

School and Student Performance Data

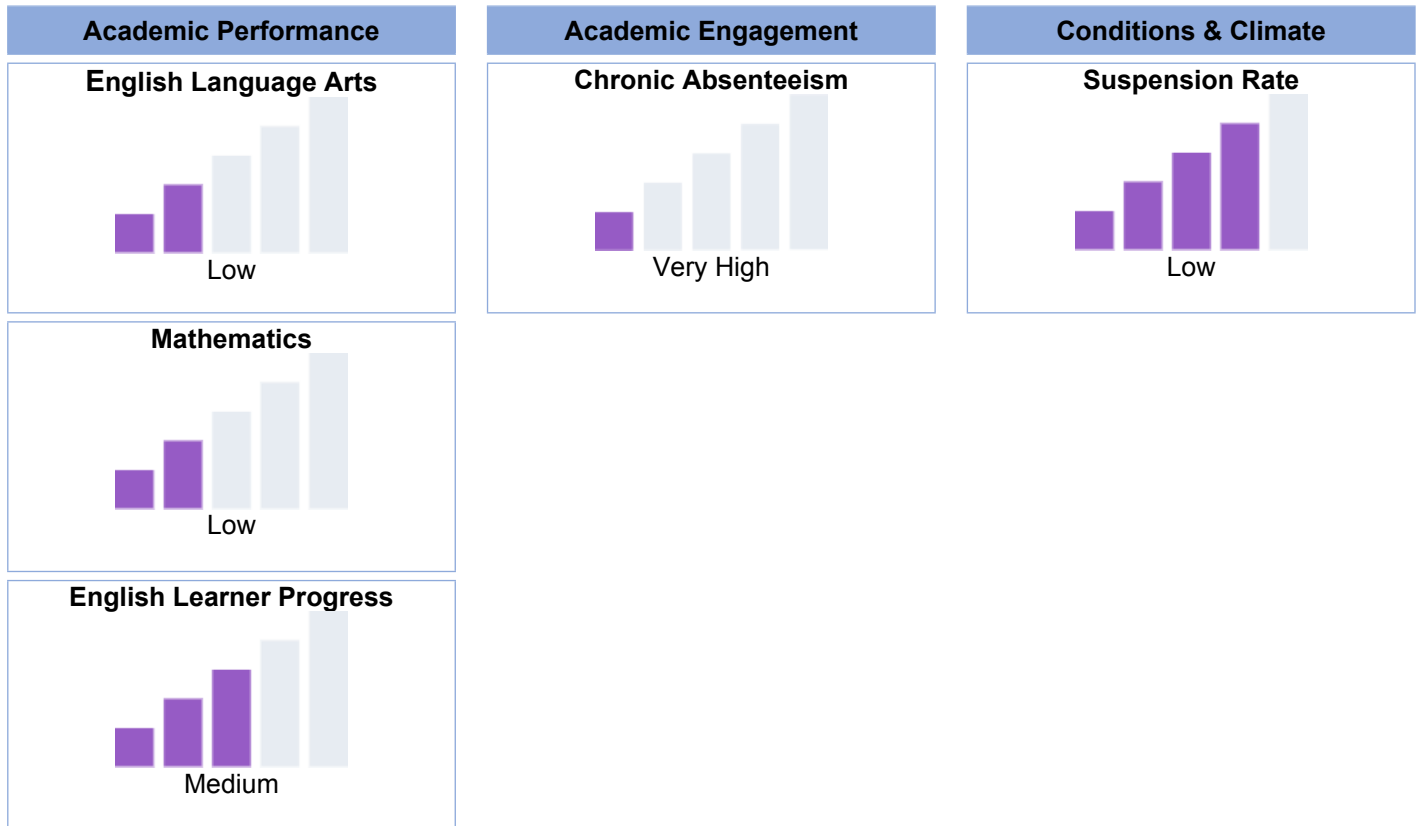
Overall Performance

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



2022 Fall Dashboard Overall Performance for All Students



Conclusions based on this data:

1. Las Palmas is made medium progress with English Learners
2. Chronic Absenteeism is very high
3. Mathematics and English Language Arts are low

School and Student Performance Data

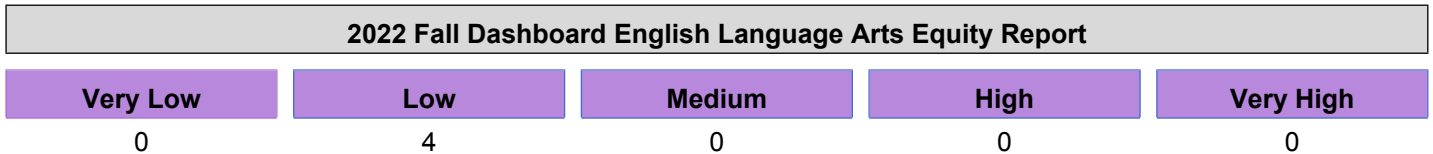
Academic Performance English Language Arts

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

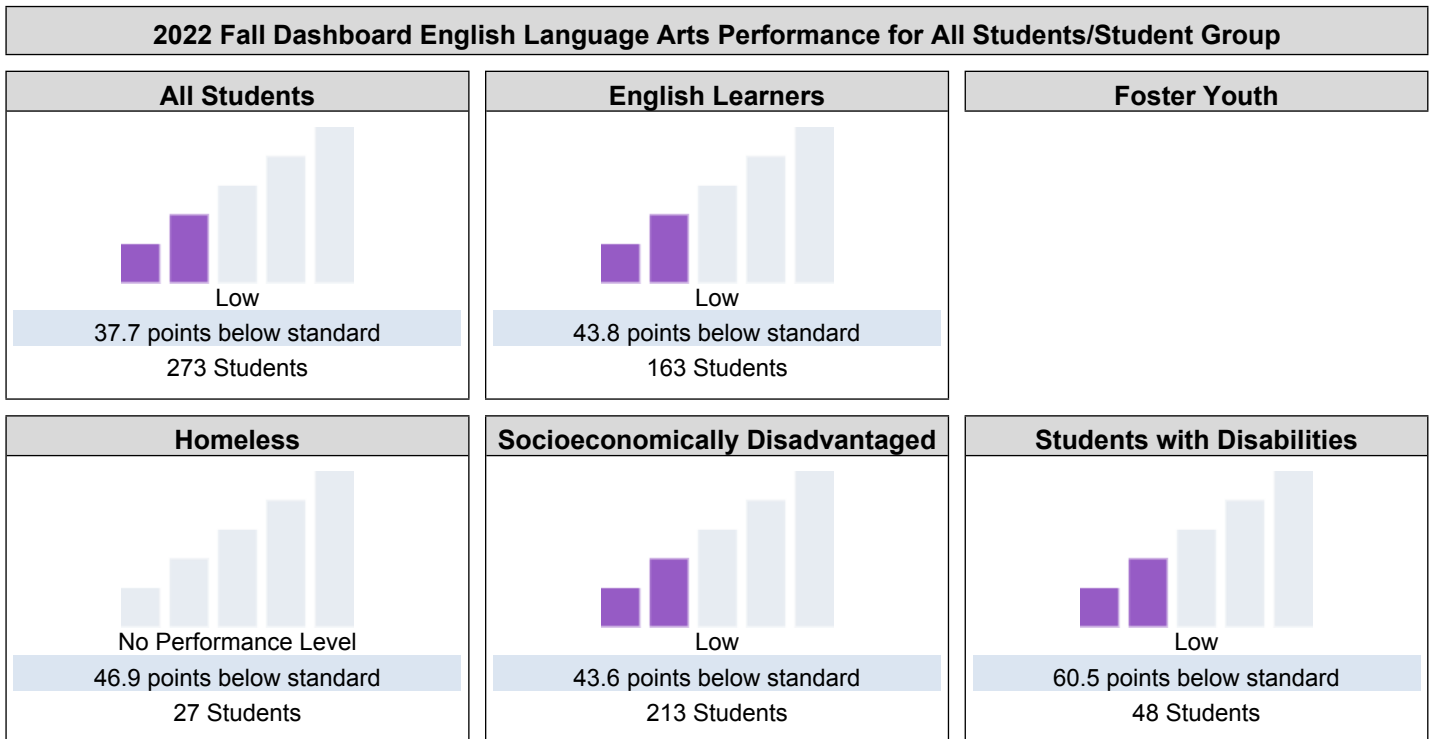
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



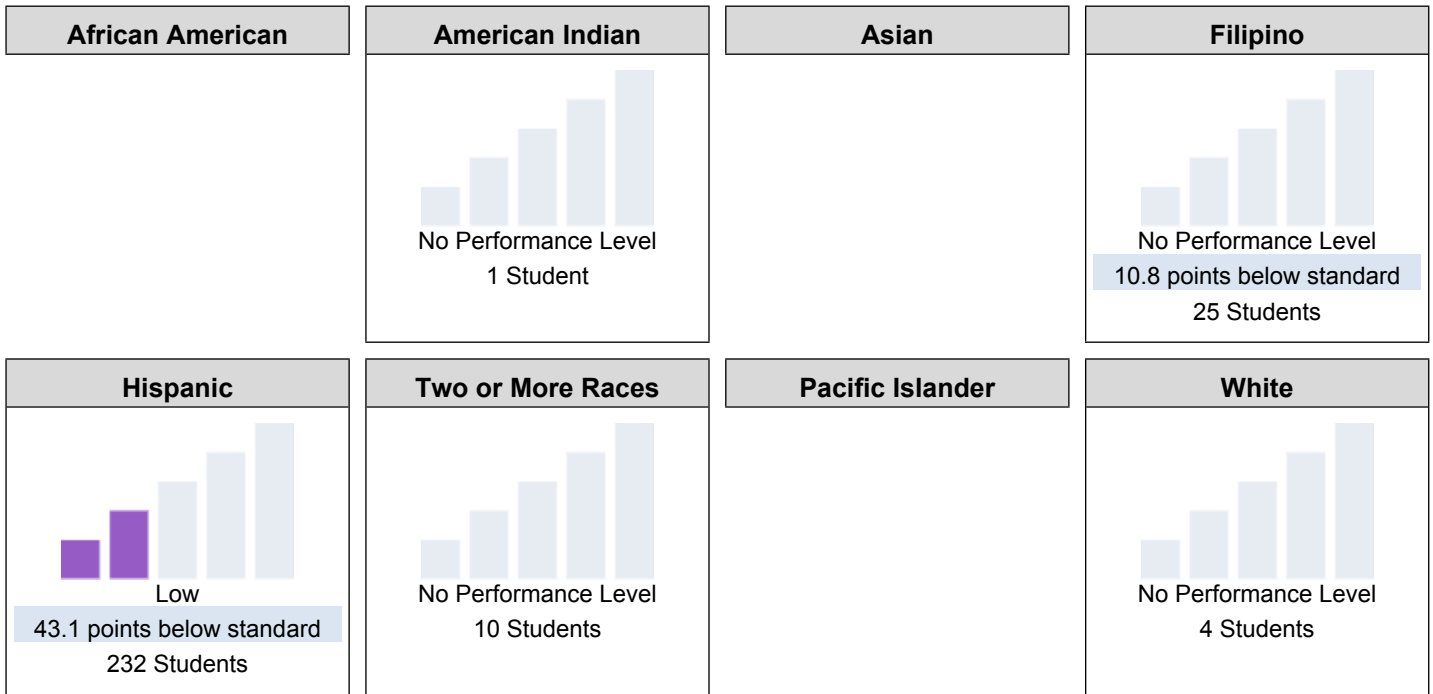
This section provides number of student groups in each level.



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



2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity



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

2022 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
76.7 points below standard 110 Students	24.6 points above standard 53 Students	30.4 points below standard 105 Students

Conclusions based on this data:

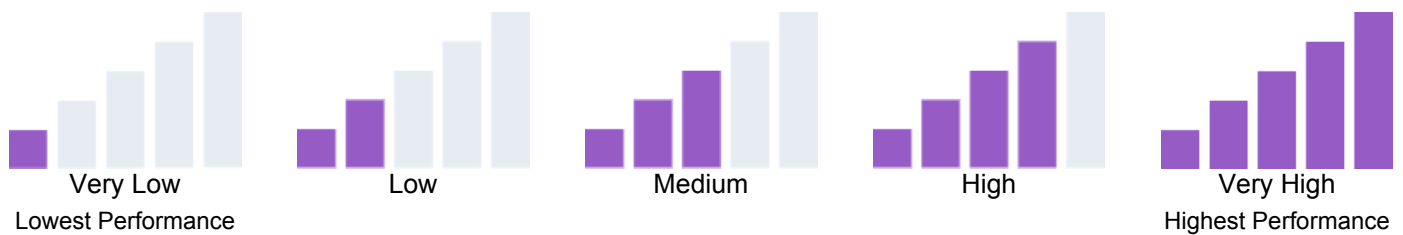
- All Students are in status level low, 37.7 points below standard
- English Learners are in status level low, 43.8 points below standard
- Students with Disabilities are in status level low, 60.5 points below standard

School and Student Performance Data

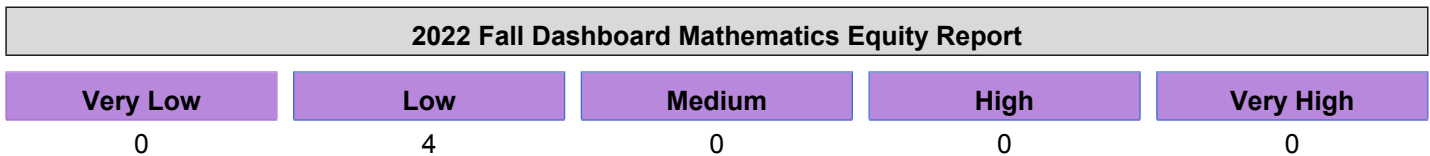
Academic Performance Mathematics

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

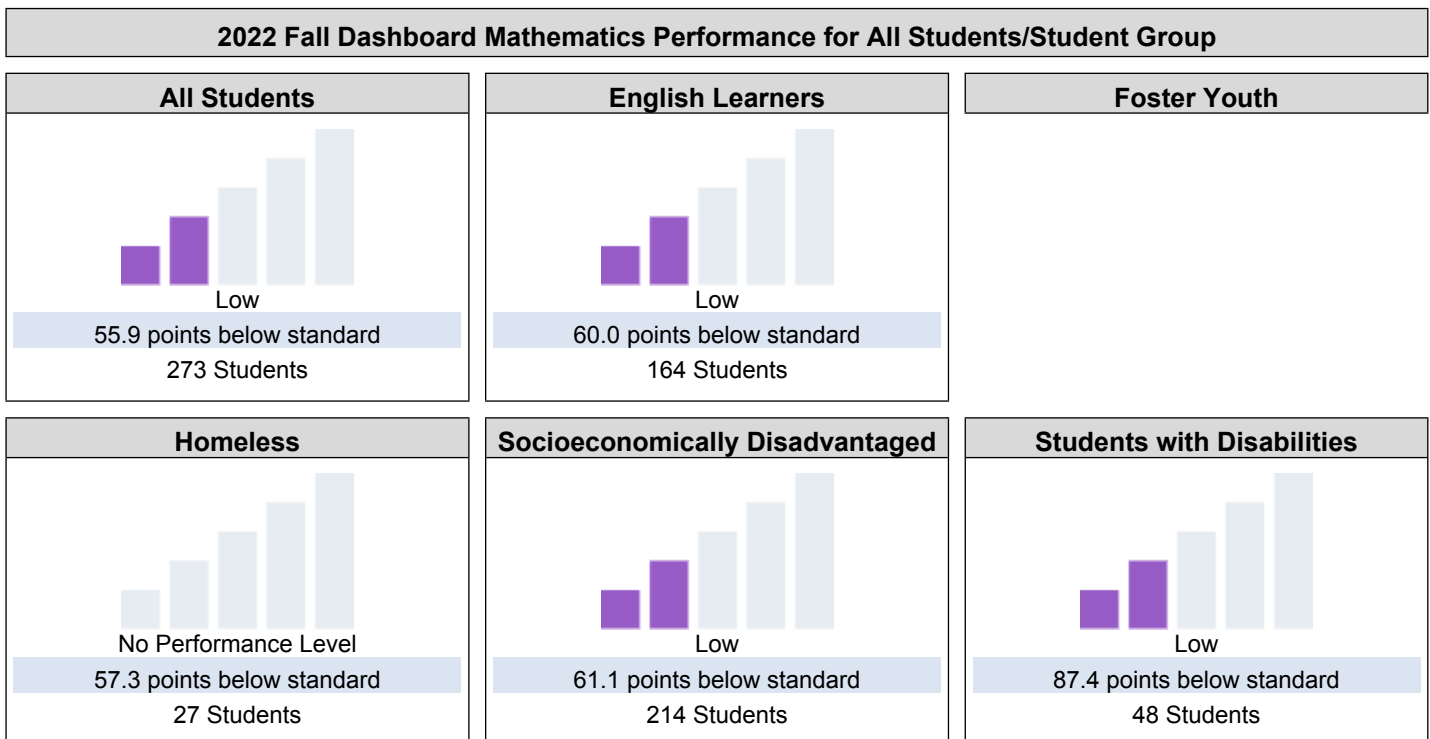
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



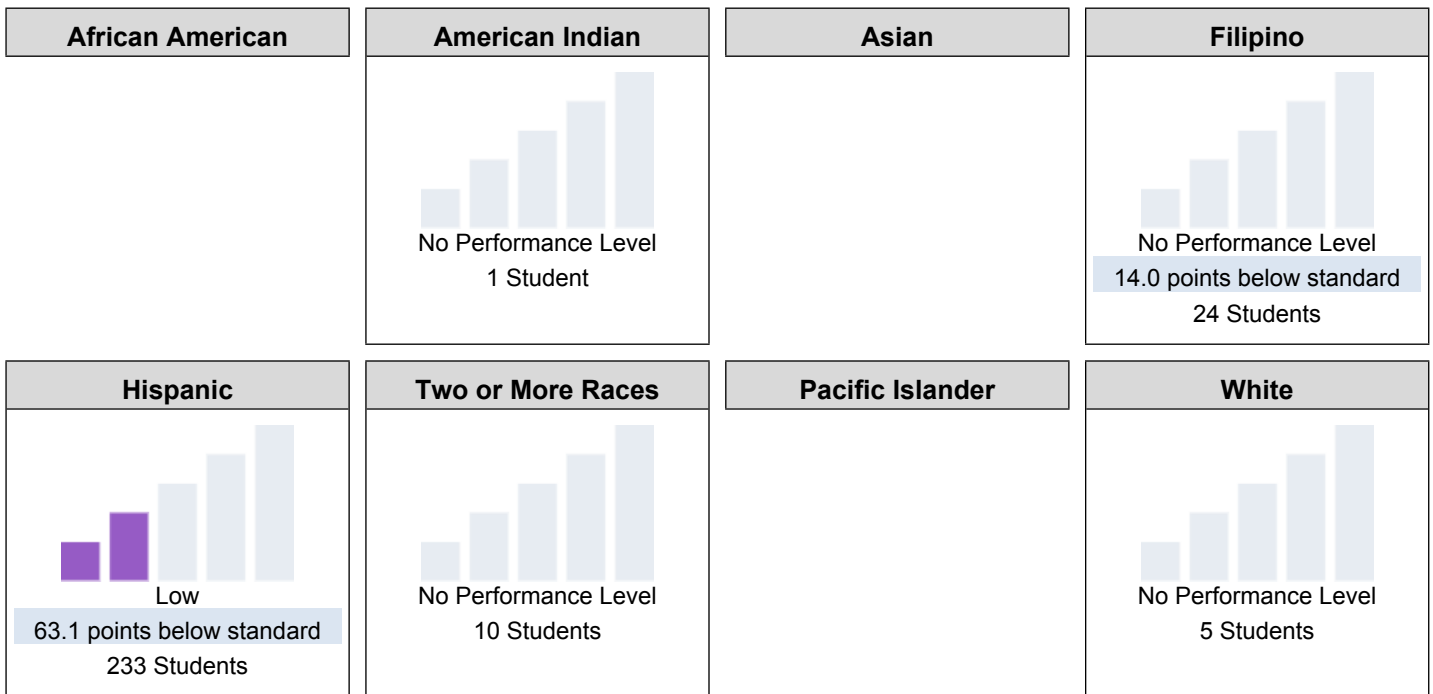
This section provides number of student groups in each level.



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



2022 Fall Dashboard Mathematics Performance by Race/Ethnicity



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

2022 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
<p>86.1 points below standard 111 Students</p>	<p>5.2 points below standard 53 Students</p>	<p>52.9 points below standard 104 Students</p>

Conclusions based on this data:

1. All Students are in status level low, 55.9 points below standard
2. English Learners are in status level low, 60.0 points below standard
3. Students with Disabilities are in status level low, 87.4 points below standard

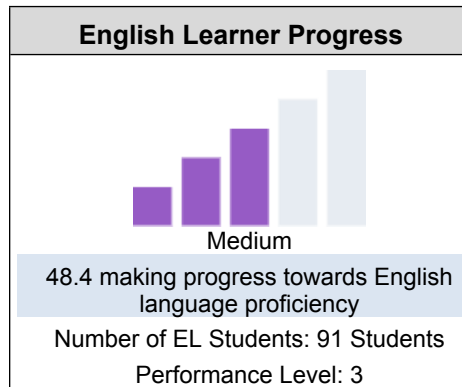
School and Student Performance Data

Academic Performance English Learner Progress

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

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

2022 Fall Dashboard English Learner Progress Indicator



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

2022 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
20.9%	30.8%	3.3%	45.1%

Conclusions based on this data:

1. English Learners made medium progress towards English Language proficiency, with 48.4 percent making progress.
2. 41 percent of English Learners progressed at least one level.
3. 19 percent of English Learners decreased one level.

School and Student Performance Data

Academic Performance College/Career Report

College/Career data provides information on whether high school students are prepared for success after graduation based on measures like graduation rate, performance on state tests, and college credit courses. College/Career data was not reported in 2022.

Conclusions based on this data:

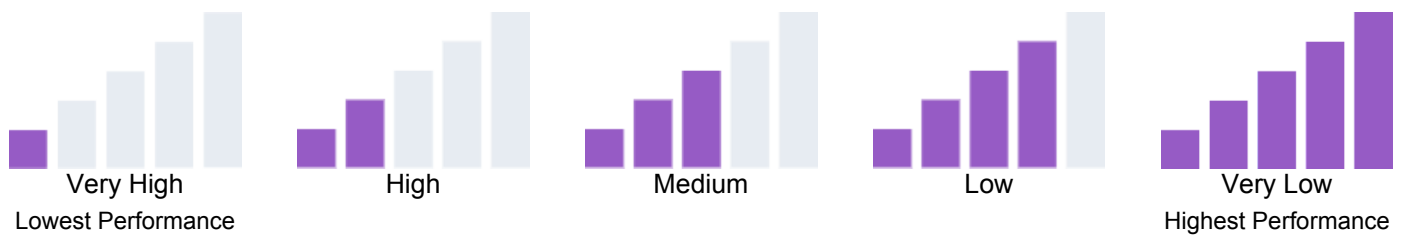
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School and Student Performance Data

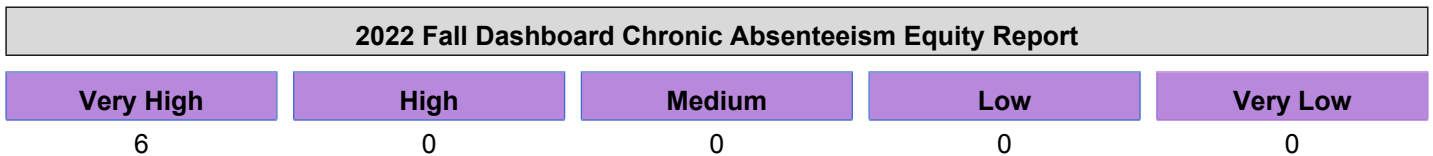
Academic Engagement Chronic Absenteeism

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

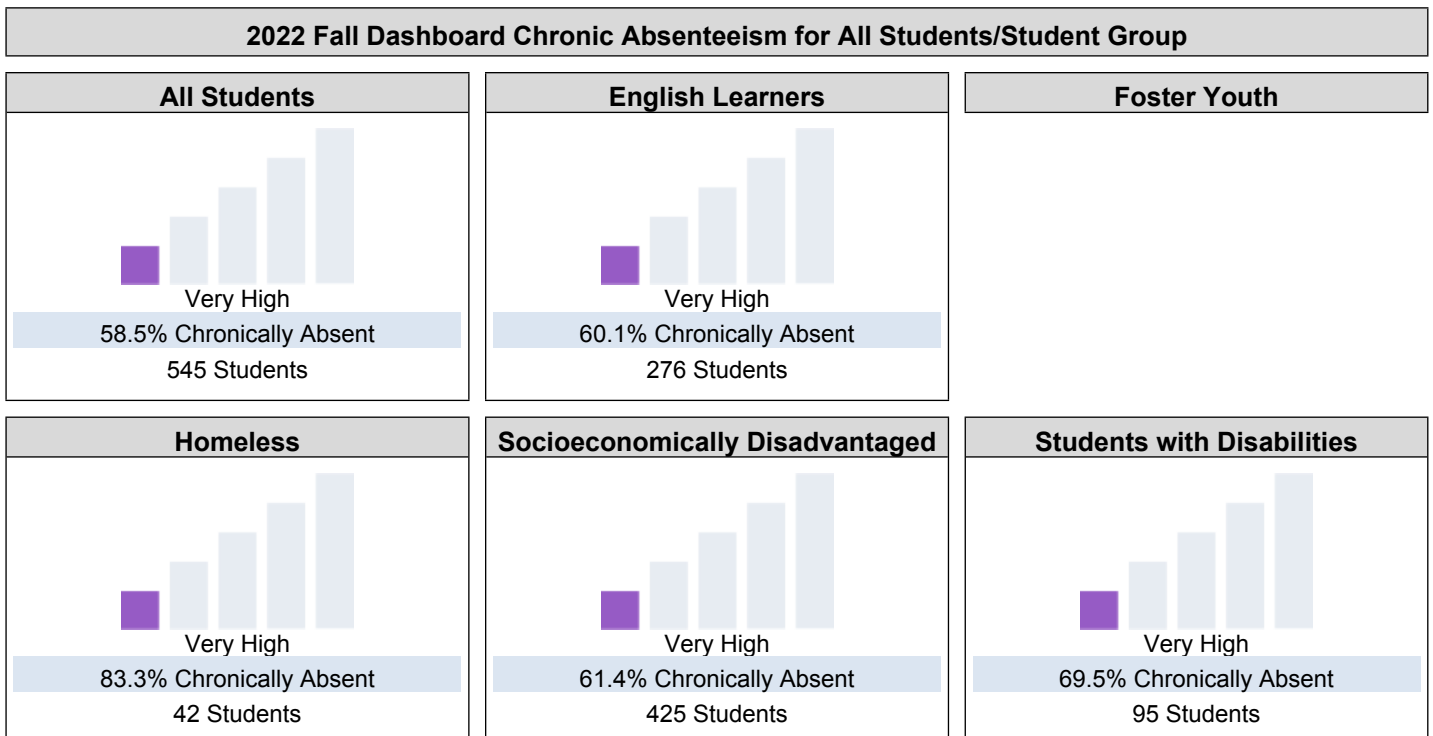
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



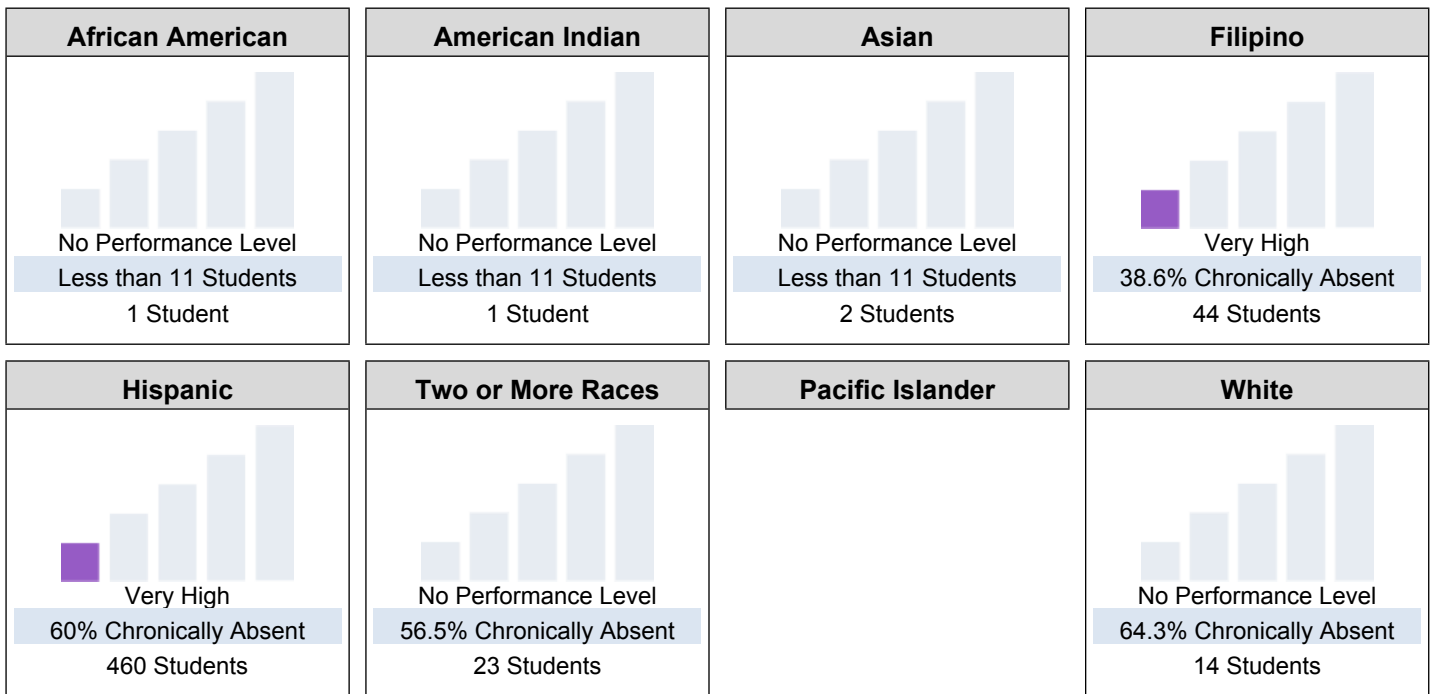
This section provides number of student groups in each level.



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



2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity



Conclusions based on this data:

1. All students were identified in the very high chronic absenteeism level, 58.5% Chronically Absent
2. The greatest percentage of chronic absenteeism is in the Homeless group, 83.3% Chronically Absent
3. Students with Disabilities identified as very high chronic absenteeism, 69.5% Chronically Absent

School and Student Performance Data

Academic Engagement Graduation Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Very Low Lowest Performance	Low	Medium	High	Very High Highest Performance
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This section provides number of student groups in each level.

2022 Fall Dashboard Graduation Rate Equity Report				
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Very Low	Low	Medium	High	Very High
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This section provides information about students completing high school, which includes students who receive a standard high school diploma.

2022 Fall Dashboard Graduation Rate for All Students/Student Group		
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All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2022 Fall Dashboard Graduation Rate by Race/Ethnicity			
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African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

Conclusions based on this data:

1.

School and Student Performance Data

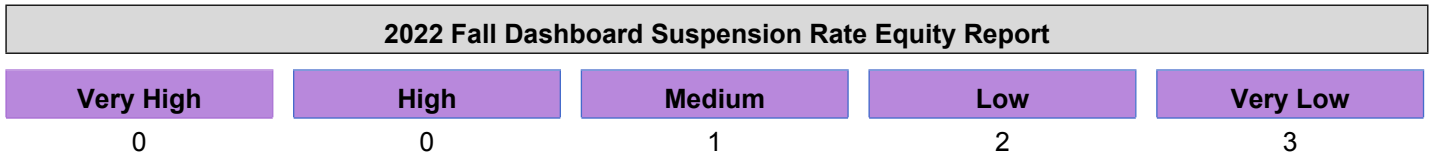
Conditions & Climate Suspension Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

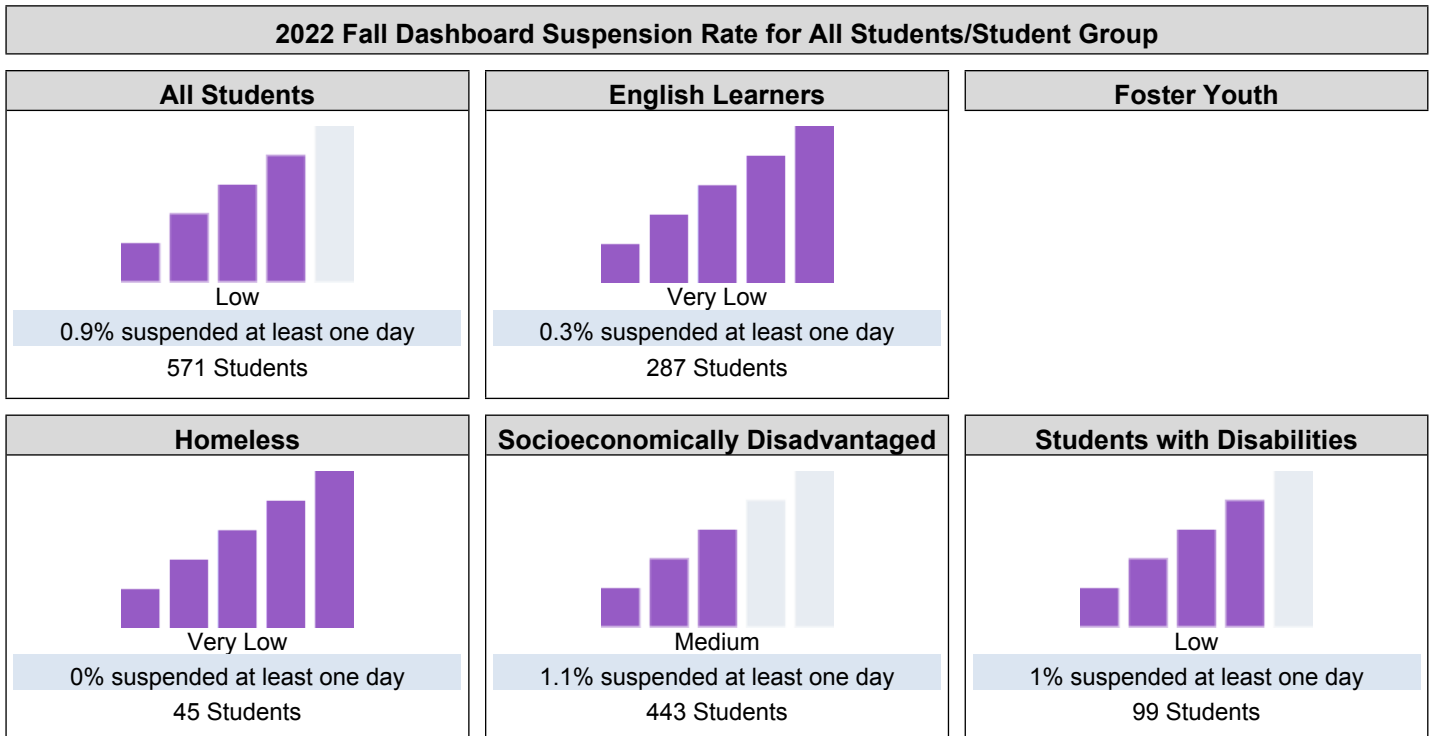
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



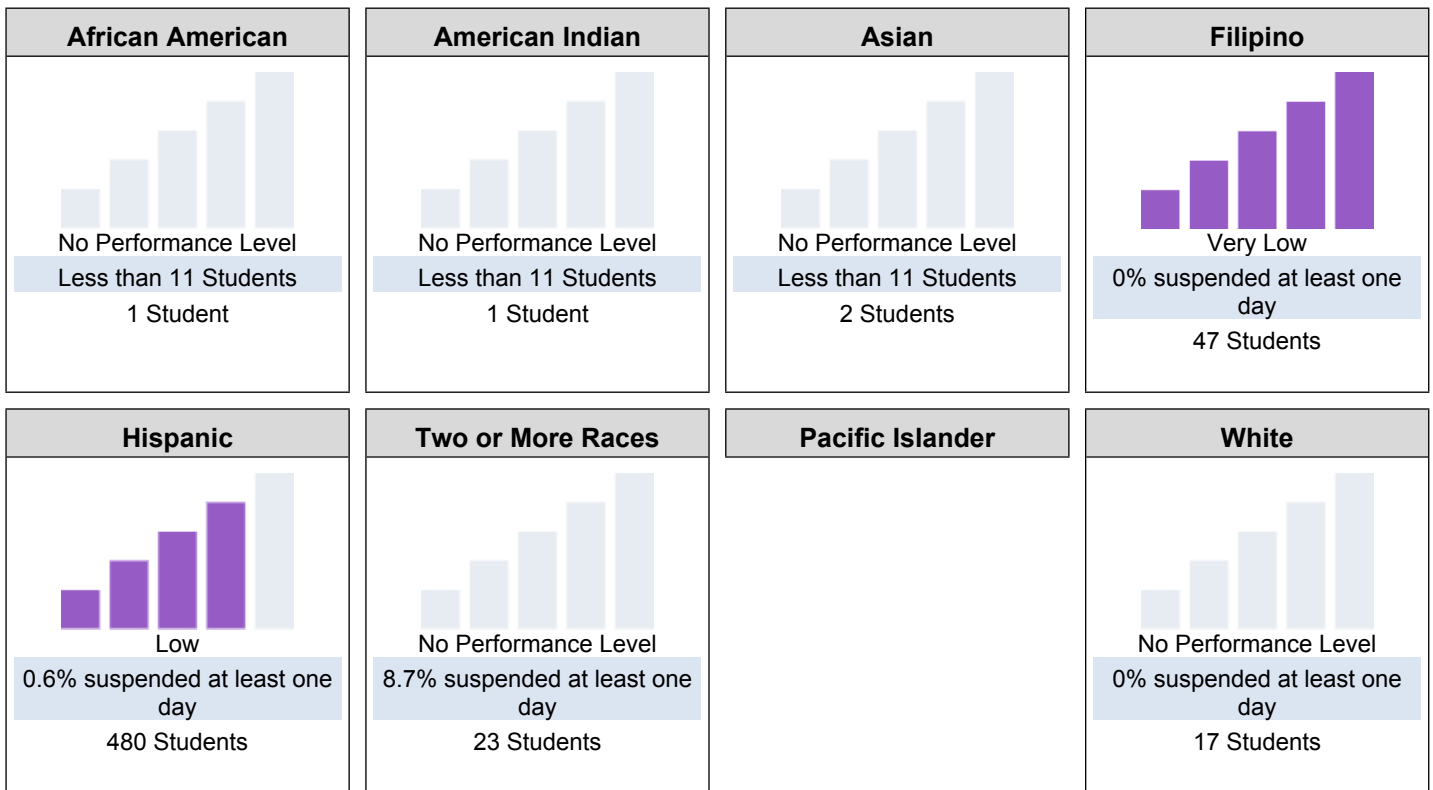
This section provides number of student groups in each level.



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



2022 Fall Dashboard Suspension Rate by Race/Ethnicity



Conclusions based on this data:

1. Overall student suspension was low, 0.9% suspended at least one day
2. Socioeconomically Disadvantaged student suspension was medium, 1.1% suspended at least one day
3. Students with two or more races had 8.7% suspended at least one day

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 to acquire English language proficiency, re-designate, and continue to achieve grade level academic expectations.

Goal 1

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

- A. English Learner Reclassification will increase 5% in 2022-2023.
- 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. Percent of students at Meet or Exceeds Standards on the CAASPP will increase by 5%.

Identified Need

In 2021-2022 Las Palmas reclassification rate was 3.7%. In the 2020-2021 school year, the reclassification rate was 1%.

The ELPAC data from the 2021-2022 school year, 42% of our students took the ELPAC assessment. Based on the results of those students, 20% scored a level 4 in overall language, and 33% scored a level 3 in overall language.

According to iReady Reading in 2021-2022, 9% of ELs at Las Palmas were identified as Tier 1 in diagnostic 1 compared with 5% in 2022-2023, a decrease of 4%.

According to iReady Math in 2021-2022, 2% of ELs at Las Palmas were identified as Tier 1 in diagnostic 1 compared with 2% in 2022-2023.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP ELA Data EL Students	15% Standard Met or Exceeded	20% Standard Met or Exceeded
CAASPP Math Data EL Studnets	11% Standard Met or Exceeded	16% Standard Met or Exceeded
ELPAC Overall Data	54% Level 4	56% Level 4
iReady ELA Data	9% of students in Tier 1	2% increase
iReady Math Data	2% of student in Tier 1	2% increase
Reclassification Rate	3.7% reclassified	8% 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)

English Language Learners

Strategy/Activity

Monitoring progress of reclassification through English Learner Site Liaison

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)
1047	LCAP EL Liaison
7000	LCAP Assessment Center Support

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

Planned Improvement for English Language Learners

Strategy/Activity

Teachers will be offered additional professional development around how to best support English learners. These opportunities will be provided by district resource teachers and/or outside consultants after school. The focus will be on strategies to support English Learners.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
5000	LCAP Consultants, professional learning
5000	LCAP Teacher Extra Time

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

English Language Learners

Strategy/Activity

Students have daily opportunities for differentiated and appropriate leveled practice in ELA and Math, especially through through technology. RazKids, Imagine Learning and iReady programs provide specific learning opportunities for English learners to make growth in language and content areas.

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)
5000	Title I Computer Apps and Software
5248	Title I Instructional materials and supplies

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

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

Strategy/Activity

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

- School Site Council
- English Language Advisory Committee

- DELAC Representative
- Parent Meetings
- District Advisory Committee
- Parent Conferences

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

1698

Title I

Parent Trainings

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)

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Academic Performance (All Students)

LEA/LCAP Goal

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

Goal 2

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

- A. The percentage of all students performing at or above grade level standards, according to the Fall iReady reading Diagnostic will increase by 5%.
- B. The percentage of all students performing at or above grade level standards, according to the Fall iReady math Diagnostic will increase by 5%.
- C. The percentage of all students meeting or exceeding standards on CAASPP ELA and Math will increase by 5%.

Identified Need

Las Palmas is committed to providing more targeted support through the implementation of MTSS to promote greater interventions for academic growth.

According to iReady Reading in 2021-2022, 17% of students at Las Palmas were identified as Tier 1 in diagnostic 1, compared with 16% in 2022-2023, a decrease of 1%.

According to iReady Math in 2021-2022, 4% of students at Las Palmas were identified as Tier 1 in diagnostic 1, compared with 9% in 2022-2023, an increase of 5%.

CAASPP results from 2021-2022, indicate that 31% of all students are proficient in ELA and 25% are proficient in Math.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP ELA	31% Meet and Exceeded Standards	36% Meet and Exceeded Standards
CAASPP Math	25% Meet and Exceeds Standards	30% Meet and Exceeded Standards

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
iReady All Students English Language Arts Diagnostic 1	16% All Students Tier 1	
iReady All Students Math Diagnostic 1	7% All Students Tier 1	
iReady Students with Disabilities ELA Diagnostic 1	10% Students with Disabilities Tier 1	
iReady Students with Disabilities Math Diagnostic 1	3% Students with Disabilities Tier 1	

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)

Any student not meeting or exceeding standards

Strategy/Activity

Provide tier 2 and 3 supports for students in math and language arts by providing small group, differentiated instruction to meet targeted goals. Response to intervention will be provided by Language Arts Specialist and Impact Teachers. Teachers will be provided with extra time and rephase time to conduct analysis.

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)
74290	Title I Impact Teachers
5000	LCAP Teacher Extra Time
11080	LCAP Additional materials and supplies
5000	LCAP Teacher and Instructional Assistant substitutes
0	

Language Arts Specialist (paid for with district funds)

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

Use instructional software and technology resources to provide leveled texts, additional practice and differentiated instruction to support reading and math development. Successful implementation of the programs will require a site Technology Liaison to help troubleshoot problems onsite, district technology personnel to help with other technology issues, replacement, and upgrade of technology and supplies.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

4000

LCAP

Technology Liaison

11000

LCAP

Technology Support

20000

LCAP

Technology Maintenance

16000

Title I

Equipment replacement

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

Students will receive a broad course of study. This emphasis will provide students with background knowledge and experiences that will contribute toward their achievement in ELA and Math. Additional materials and resources will be required to support instruction.

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)

70000

Source(s)

LCAP

Materials and supplies

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

All students

LEA/LCAP Goal

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

Goal 3

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

Identified Need

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

Annual Measurable Outcomes

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

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Involvement of Parents, Staff and Community:

The following parent forums are available to support student achievement:

- * School Site Council
- * English Learner Advisory Committee (ELAC)
- * Parent-Teacher Association (PTA)
- * DELAC Representative
- * District Advisory Committee
- * Parent Volunteers
- * PBIS Committee Meeting
- * Coffee with the Principal

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
5000	LCAP Parent classes, speakers, trainings
2000	LCAP Refreshments for meetings
5000	LCAP Extra time for clerical and office staff
5000	LCAP Student/family Incentives for attending meetings and school functions
1000	LCAP Stamps and postage

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

Celebrations for student achievement, including EL Redesignation, academic, and character recognition. Certificates and incentives provided to the 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)
5000	LCAP Certificates and incentives for students
5000	LCAP Extra time for clerical, office, and teaching staff

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

Family engagement opportunities during and beyond the school day. Activities may include open house, cooking lessons, math and science nights, etc.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
5000	Title I Materials for activities
5000	LCAP Teacher extra time for events

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)
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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

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 maintain under 1%
- B. Chronic absenteeism will decrease by 5%
- 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 Platinum Level PBIS Recognition for the California PBIS Coalition.

Identified Need

Identified Need:

John Hattie's research on effective educational practices states that classroom behavior has a .63 effect size (anything over .40 is considered effective).

Results from 2021-2022 NSD's administration of the California Healthy Kids Survey show that although 65% report they feel safe at school, 35% do not. Hattie's research and the CHKS results demonstrate a continued need to provide behavioral supports for NSD students.

School attendance is a major factor in school achievement. There is a great need to support families that are struggling to reconnect and reengage our students to schools.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Suspension Rate	0.9% Suspension , 0 Expulsion	5% Suspended, 0 Expulsion
Chronic Absenteeism	58.5% Chronically Absent	53% Chronically Absent
Tiered Fidelity Inventory Rating - CA PBIS Recognition	Platinum Level Recognition	Maintain Platinum Level Recognition

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

Implementation of Positive Behavior Interventions and Support (PBIS) will include a Tier 1 and a Tier 2/3 Leadership team to monitor data, ensure implementation of PBIS lessons, and advise the principal to other needs regarding behavior. A school counselor will be part of both Tier 1 and Tier 2 teams along with providing Tier 1 and 2 interventions. Counselor will also work with students in crisis and families to provide interventions and support.

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)

39000

Title I

School Counselor

1000

LCAP

Stamps and postage for correspondence to families regarding meetings, services, or attendance

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

Update and maintain safety equipment and supplies for Campus Student Supervisors. For example, weatherproof supplies, safety vests, and other 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)

5000

LCAP

Safety equipment for supervisors

5000

LCAP

Extra time for supervisors

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

Students scoring below grade level will participate in Tier 2 or Tier 3 interventions for reading and/or math.

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

Impact Teacher - cost allocated in other goals

0

Language Arts Specialist - District funded

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

Monitor attendance of students to ensure that they are in school and learning. Provide communication in a variety of home languages (Spanish//English/Tagalog)

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

Extra clerical and office help to contact families, mail letters and track attendance - cost allocated in other goals

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

Implement PBIS practices by developing and teaching behavioral expectations, reinforcing students for following expectations, providing clear and consistent interventions when students break expectations, and using data-based decision-making. Can include: school-wide assemblies, recognition, No Place for Hate program, etc.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

5000

Title I

Resource and materials for behavior interventions

5000

LCAP

Teacher extra time for trainings

9000

LCAP

Certificates and awards for reinforcing PBIS

5000

LCAP

Staff training and conference attendance

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

Homeless youth/Filipino

Strategy/Activity

Attendance Incentive Program for Chronic Absenteeism - Weekly, monthly, and every trimester, students will receive Gator prizes and rewards for attendance, and staff will produce attendance notes.

Preventive and Proactive Measures include: home visits for students with attendance concerns prior to school breaks, with possible incentives for student check-in and prizes.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

0

Source(s)

Certificates and awards - Cost allocated in other goals and activities

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Innovating Learning Opportunities

LEA/LCAP Goal

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

Goal 5

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

Identified Need

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

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Increase the number of students participating in expanded learning opportunities	Baseline year	20% of students will participate in expanded learning opportunities

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

Implement a before school running club to promote healthy habits

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)

5000	Title I Running app, supplies, and materials for program
3000	LCAP Teacher extra time

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

Develop, implement and support garden curriculum focused on environmental stewardship (Olivewood Gardens)

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	LCAP Materials for garden and 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

Provide opportunities for certificated staff to engage in professional learning focused on core content areas emphasizing innovative strategies and practices for instructional delivery. Also, provide professional learning opportunities for classified staff to enhance digital integration with student monitoring and engagement systems.

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)
7019	LCAP Travel, conferences, and consulting

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

Provide expanded, innovative learning opportunities beyond the classroom, such as field trips and assemblies

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

10000

Source(s)

Title I

Transportation

10000

LCAP

Admission for field trips, assemblies

Centralized Services for Planned Improvements in Student Performance

Subject

Centralized Services for Planned Improvements in Student Performance in

Goal 1

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

Centralized Services for Planned Improvements in Student Performance

Subject

Centralized Services for Planned Improvements in Student Performance in

Goal 2

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

Centralized Services for Planned Improvements in Student Performance

Subject

Centralized Services for Planned Improvements in Student Performance in

Goal 3

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

Centralized Services for Planned Improvements in Student Performance

Subject

Centralized Services for Planned Improvements in Student Performance in

Goal 4

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

Centralized Services for Planned Improvements in Student Performance

Subject

Centralized Services for Planned Improvements in Student Performance in

Goal 5

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

Budget Summary

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

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$395,382.00

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	\$166,236.00

Subtotal of additional federal funds included for this school: \$166,236.00

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 (\$)
	\$0.00
LCAP	\$229,146.00

Subtotal of state or local funds included for this school: \$229,146.00

Total of federal, state, and/or local funds for this school: \$395,382.00

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
LCAP	229,146	0.00
Title I	166,236	0.00

Expenditures by Funding Source

Funding Source	Amount
	0.00
LCAP	229,146.00
Title I	166,236.00

Expenditures by Budget Reference

Budget Reference	Amount
	32,047.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		0.00
		0.00
	LCAP	207,099.00
	LCAP	22,047.00
	Title I	156,236.00
	Title I	10,000.00

Expenditures by Goal

Goal Number

Total Expenditures

Goal 1
Goal 2
Goal 3
Goal 4
Goal 5

29,993.00
216,370.00
38,000.00
74,000.00
37,019.00

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

Name of Members	Role
Rosa Berenice Walker	Principal
Janine Campos	Classroom Teacher Other School Staff
Kara Holtzman	Classroom Teacher
Luz Rodriguez	Other School Staff
Elizabeth Hato Maldonado	Other School Staff
Genesis Baza	Parent or Community Member
Gladys Leon	Parent or Community Member
Troy Bloxon	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

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on May 31, 2023.

Attested:



Principal, R. Berenice Walker on 5/31/2023



SSC Chairperson, Genesis Baza on 6/1/2023