



School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Palmer Way Elementary School	37-68221-6038814	May 17, 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

The purpose of the SPSA is to increase the overall effectiveness of the school program by crafting a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement.

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

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. The SPSA provides Palmer Way with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's LocalControl Funding Formula (LCFF)

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Comprehensive Needs Assessment Components

Data Analysis

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

Surveys

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

Palmer Way uses the District sponsored California Healthy Kids Survey to determine the level of student engagement and well-being at school. Also utilized for parent information is the District's annual "Parent Involvement Survey" and Leadership Survey which measures levels of implementation of district initiatives, teacher engagement and confidence.

Classroom Observations

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

At all schools in the National School District, the expectation is for principals to be in classrooms daily. In addition to these daily visits, each school has three visits from executive cabinet each year. During the cabinet walk throughs, evidence of district initiatives is observed and feedback to staff and the principal are provided..

Analysis of Current Instructional Program

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

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

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

Standards, Assessment, and Accountability

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

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

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

All English learners participate in an integrated as well as designated English language development program. Teachers have been receiving ongoing training this school year on how to integrate English language development into their ELA instruction for the purpose of integrated ELD. We have also adopted the district focus on integrating ELD within math and language arts. We do this by focusing on writing across the curriculum as well as a school wide focus on math and writing. English Learners in kindergarten and those in all grades with limited English skills utilize Imagine Learning software to help accelerate their acquisition of English.

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

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

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

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

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

Students who are having difficulty performing at grade-level at Palmer Way Elementary School are supported on several levels in the classroom, as well as in intervention support. This support takes place during or after school. In addition to teachers developing standards-based instructional plans and comprehensive assessment outcomes, additional attention is focused on struggling students. Grade-level meetings, principal/teacher conferences, and site resource teacher guidance are all brought into play in order to understand the best ways to assist these students. For students who continue to experience difficulties, despite regular interventions, the Student Study Team (SST) meets regularly to involve the expertise of the principal, Language Arts Specialist, speech therapist, school psychologist, and resource specialist in deciding on more prescriptive academic and behavioral interventions. To complement the SST, teachers have been trained in Response to Intervention and Instruction (RtI), a model adopted by the district to identify and meet the needs of struggling students and use data to assess whether or not they are responding to intervention. This model has been fully implemented in kindergarten through sixth grades. Grade level RtI meetings are held on a regular basis, research-based strategies, RtI goals and next steps. The progress of Tier 1 students is monitored monthly, progress of Tier 2 students is monitored bimonthly, and progress of Tier 3 students is monitored weekly to ensure that they are making adequate progress toward their goals. We use several measures to assess whether or not students are responding to intervention. We use running records, progress monitoring assessments, classroom multiple measures, and reports from our iReady instructional software programs. The student, parent, and school collaborate on a learning plan emphasizing student/parent accountability and weekly communication. In addition to classroom interventions, additional resources may include the after school program that YMCA REACH provides, math and reading tutoring, and supplemental intervention classes both before and after school.

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

As discussed previously, Palmer Way Elementary School makes a full commitment to collaborating on the analysis of data through grade-level groups to plan instructional strategies, share ideas, concerns and explore solutions to common problems. Meetings are held regularly to discuss targeted common core priority standards, formative assessment outcomes, district and site assessments, and a variety of data and classroom samples collected to identify areas of strengths and weaknesses. Effective strategies that work are discussed and areas for improvement are analyzed. Primary grades focus on foundational skills outcomes related to phonemic awareness, phonics, word recognition, reading fluency and comprehension. In writing, teaching staff scores writing samples collaboratively at least three times each year, using rubrics. Teachers collaborate to

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

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

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

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

The National School District only recruits and retains teachers that are Highly Qualified in accordance with NCLB requirements. At Palmer Way School, all teachers are fully qualified in accordance with NCLB requirements. The staff at Palmer Way Elementary School is involved in ongoing professional development linked to Common Core standards. Instructional planning is driven by the review of student outcomes on assessments that target priority grade-level standards. District-level staff development focuses on the key areas in language arts, mathematics, and ELD. Grade-level objectives and instructional practices are developed to optimize student performance. All TK – 6th grade teachers receive ongoing training from a consultant on how to use reports from iReady to target instruction and support for students in reading and math. All staff at Palmer Way receive ongoing professional development on accessing and interpreting data online utilizing the Illuminate data management system. Illuminate provides access to the full range of district multiple measures assessments and a comprehensive item-bank with standards-based questions for reteaching and assessment purposes. The IRLA and iReady reading assessment is used during each testing window to review reading comprehension and vocabulary progress. These levels are known by the students and allow them to self-select books at the appropriate reading level.

Annually, a plan for staff development is designed based on the review of site data, including CAASPP, ELPAC, and district multiple measures assessments. The plan is developed through the collaborative efforts of the site instructional leader, site resource teacher, and teaching staff along with the School Site Council. Staff development days are planned to train staff on innovative instructional practices directly related to targeted, standards-based improvement areas. The Educational Services Department at the National School District provides guidance and financial support for professional development days. Early dismissal on Thursday afternoons provides time for teachers to collaborate in grade level and vertical (K-2, 3-4, 5-6, etc) planning groups.

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

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

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

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

As mentioned earlier, new staff members are provided the opportunity to receive training on practices and programs currently in place at the school site. Teachers also have an opportunity to visit different classrooms on campus, other district classrooms, and out-of-district classrooms to help them experience other educators' styles and strategies. Our Language Arts Specialist is also available to model lessons for teachers and co-teach lessons with teachers to help change adult actions to better meet the needs of our students. The Peer Assistance and Review (PAR) program provides ongoing support to beginning and experienced teachers who need or request assistance.

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

As discussed previously, Palmer Way Elementary School is fully committed to collaboratively analyzing data through grade-level groups and Data Teams to plan instructional strategies, share ideas and concerns and explore solutions to common problems. Meetings are held regularly to discuss standardized test outcomes, local assessments, iReady reading and math assessments, and teacher created formative assessments to identify areas of strengths and weaknesses. Effective strategies that work are discussed and areas for improvement are analyzed. In addition to the teacher planning at staff meetings and on Thursday minimum site/district days, grade levels review student progress and determine if students are moving towards reaching grade level benchmarks in language arts, mathematics, and ELD. They have an opportunity to review outcomes, discuss student progress and make recommendations for next steps that need to take place to ensure optimum student achievement towards school-wide and district goals. They can plan lessons and gather materials for appropriate instruction.

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

Teaching and Learning

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

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

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

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

In Kindergarten through 6th grade, students participate in three hours of language arts instruction and 75 minutes of mathematics instruction daily. Literacy support is provided for 60 - 90 minutes 4 times a week for students in grades 4-6 and 30-45 minutes 4 times a week for students in grades K-3. ELD instruction is provided for 40 minutes 4 times a week schoolwide. At risk students in grades K-6 are provided with 20 additional minutes instruction in language arts along with additional mathematics instruction, both completed in small group and/or one-on-one settings.

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

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

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

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

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

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

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

Opportunity and Equal Educational Access

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

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

Evidence-based educational practices to raise student achievement

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

Parental Engagement

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

Using Local Control Accountability funding, schools will have the support of a Parent Engagement resource teacher in 2019-2020.

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

At the school site, parents are engaged in the process of developing the SPSA through the School Site Council which also includes input from the Palmer Way PTA as well as ELAC. At the district level, parents assist with the development of the LCAP through the District Parent Advisory Council.

Funding

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

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

Fiscal support (EPC)

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

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

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

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

Resource Inequities

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

An analysis was conducted from the 2021 - 2022 budget. The purpose was aimed at allocating and using resources (people, time, and money) to create student experiences that enable all children to reach empowering and rigorous learning outcomes—no matter their race or income.

One area that we felt needed extra resources was in early intervention. This was done by hiring an impact teacher who only worked with kindergarten students. We also hired 2 additional impact teachers to provide extra support.

For our English Learner and Hispanic Students we also offer additional academic support through the use of an impact teacher as well as the Language Arts Specialist. Palmer Way also offers after school Achieve 3000 classes.

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%		0	0
African American	1.6%	2.19%	1.71%	8	10	7
Asian	4.5%	4.38%	1.96%	22	20	8
Filipino	17.6%	18.16%	22.25%	87	83	91
Hispanic/Latino	68.6%	66.08%	66.5%	339	302	272
Pacific Islander	0.6%	0.88%	0%	3	4	0
White	3.4%	3.72%	2.69%	17	17	11
Multiple/No Response	3.6%	4.39%	4.65%	18	20	19
Total Enrollment				494	457	409

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Kindergarten	70	59	77
Grade 1	60	54	43
Grade 2	62	58	58
Grade 3	58	61	53
Grade 4	73	57	56
Grade 5	88	81	49
Grade 6	83	87	73
Total Enrollment	494	457	409

Conclusions based on this data:

1. The last three years has seen a slight decrease in student enrollment.
2. Palmer Ways hispanic population has dropped from 70% in 18-19 and 19-20 to 68.6 % in 20-21.
3. Palmer Ways Filipino population is the second highest student group with 17.6%. This is a slight increase from the 15.89% in the previous year.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	190	200	192	38.5%	43.8%	46.9%
Fluent English Proficient (FEP)	79	74	58	16.0%	16.0%	14.2%
Reclassified Fluent English Proficient (RFEP)	23			12.1%		

Conclusions based on this data:

1. English learners student group has a 10 student increase from 20-21 to 21-22.
2. Although the number of FEP students has dropped slightly the last two years the percentage of students has remained flat the last two years.
3. The number and percent of RFEP students has saw a steady increase in previous years, but has seen a big drop to 10.3% in the 20-21 school year. This also had to do with the fact that far less students who were tested during that year since most of the year students were in distance learning.

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	58	61		0	61		0	61		0.0	100.0	
Grade 4	77	58		0	58		0	58		0.0	100.0	
Grade 5	90	79		0	76		0	76		0.0	96.2	
Grade 6	87	81		0	79		0	79		0.0	98.8	
All Grades	312	278		0	274		0	274		0.0	98.6	

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		2378.			13.11			13.11			31.15			42.62	
Grade 4		2460.			20.69			25.86			25.86			27.59	
Grade 5		2464.			13.16			25.00			18.42			43.42	
Grade 6		2518.			16.46			30.38			21.52			31.65	
All Grades	N/A	N/A	N/A		15.69			24.09			23.72			36.50	

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		9.84			62.30			27.87	
Grade 4		12.07			72.41			15.52	
Grade 5		9.21			60.53			30.26	
Grade 6		16.46			59.49			24.05	
All Grades		12.04			63.14			24.82	

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		3.28			54.10			42.62	
Grade 4		15.52			60.34			24.14	
Grade 5		14.47			43.42			42.11	
Grade 6		7.59			56.96			35.44	
All Grades		10.22			53.28			36.50	

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		11.48			67.21			21.31	
Grade 4		8.62			77.59			13.79	
Grade 5		10.53			72.37			17.11	
Grade 6		11.39			70.89			17.72	
All Grades		10.58			71.90			17.52	

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		8.20			62.30			29.51	
Grade 4		18.97			65.52			15.52	
Grade 5		10.53			64.47			25.00	
Grade 6		22.78			62.03			15.19	
All Grades		15.33			63.50			21.17	

Conclusions based on this data:

- Palmer Way all grades fell from 27.27 % to 15.33% in the area of Research/ Inquiry
- Palmer Way all grades in reading fell from 28.57% to 12.04%.
- Palmer Way all grades fell in writing from 25 % to 10.22% in the area of writing. Writing is a big focus at Palmer Way and we expect this area to see the most growth in the 2022 - 2023 school year.

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	58	61		0	61		0	61		0.0	100.0	
Grade 4	77	58		0	58		0	58		0.0	100.0	
Grade 5	90	79		0	77		0	77		0.0	97.5	
Grade 6	87	80		0	80		0	79		0.0	98.8	
All Grades	312	278		0	275		0	275		0.0	98.9	

* 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		2387.			9.84			22.95			22.95			44.26	
Grade 4		2443.			8.62			22.41			34.48			34.48	
Grade 5		2454.			7.79			9.09			33.77			49.35	
Grade 6		2489.			8.86			22.78			27.85			40.51	
All Grades	N/A	N/A	N/A		8.73			18.91			29.82			42.55	

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		16.39			40.98			42.62	
Grade 4		15.52			48.28			36.21	
Grade 5		9.09			37.66			53.25	
Grade 6		10.13			46.84			43.04	
All Grades		12.36			43.27			44.36	

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		13.11			37.70			49.18	
Grade 4		5.17			53.45			41.38	
Grade 5		7.79			49.35			42.86	
Grade 6		10.13			44.30			45.57	
All Grades		9.09			46.18			44.73	

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		9.84			67.21			22.95	
Grade 4		15.52			46.55			37.93	
Grade 5		7.79			59.74			32.47	
Grade 6		8.86			64.56			26.58	
All Grades		10.18			60.00			29.82	

Conclusions based on this data:

1. Palmer Way all grades fell from 18.87 % to 9.09% in the area of Problem Solving.
2. Palmer Way all students fell from 20.75 % to 10.18 % in the area of communicating reasoning
3. Palmer Way Overall Achievement in the area of Math fell from 40% Met or exceeded to 28% Met or Exceeded. This is one of our top priorities and we have already begun to address this issue.

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	1442.0	1446.3		1456.8	1455.8		1407.3	1423.7		26	28	
1	1430.3	1451.9		1442.4	1455.7		1417.9	1447.6		25	23	
2	1467.7	1472.6		1461.8	1490.4		1472.9	1454.4		26	24	
3	1505.1	1488.0		1506.6	1479.8		1503.1	1495.6		39	26	
4	1518.6	1520.3		1507.9	1514.5		1528.9	1525.6		41	30	
5	1475.2	1528.4		1467.3	1516.5		1482.7	1539.9		27	30	
6	1488.4	1521.5		1469.6	1508.3		1506.7	1535.3		33	15	
All Grades										217	176	

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	19.23	14.29		46.15	53.57		30.77	28.57		3.85	3.57		26	28	
1	0.00	4.35		24.00	39.13		52.00	47.83		24.00	8.70		25	23	
2	11.54	8.33		42.31	50.00		19.23	25.00		26.92	16.67		26	24	
3	21.62	11.54		37.84	38.46		35.14	42.31		5.41	7.69		37	26	
4	21.95	30.00		51.22	36.67		21.95	23.33		4.88	10.00		41	30	
5	11.11	13.33		14.81	53.33		22.22	33.33		51.85	0.00		27	30	
6	12.12	13.33		21.21	46.67		27.27	33.33		39.39	6.67		33	15	
All Grades	14.88	14.20		34.88	45.45		29.30	32.95		20.93	7.39		215	176	

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	30.77	21.43		42.31	50.00		23.08	28.57		3.85	0.00		26	28	
1	8.00	8.70		40.00	26.09		44.00	65.22		8.00	0.00		25	23	
2	15.38	29.17		30.77	54.17		38.46	16.67		15.38	0.00		26	24	
3	43.24	19.23		40.54	38.46		10.81	30.77		5.41	11.54		37	26	
4	36.59	46.67		41.46	33.33		14.63	16.67		7.32	3.33		41	30	
5	14.81	23.33		29.63	70.00		14.81	6.67		40.74	0.00		27	30	
6	12.12	26.67		33.33	40.00		24.24	26.67		30.30	6.67		33	15	
All Grades	24.65	25.57		37.21	45.45		22.79	26.14		15.35	2.84		215	176	

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	7.69	10.71		23.08	32.14		61.54	50.00		7.69	7.14		26	28	
1	0.00	8.70		24.00	21.74		32.00	39.13		44.00	30.43		25	23	
2	11.54	0.00		46.15	33.33		11.54	33.33		30.77	33.33		26	24	
3	13.51	3.85		21.62	30.77		51.35	46.15		13.51	19.23		37	26	
4	14.63	16.67		46.34	33.33		26.83	36.67		12.20	13.33		41	30	
5	3.70	6.67		11.11	36.67		29.63	50.00		55.56	6.67		27	30	
6	3.03	6.67		18.18	20.00		27.27	73.33		51.52	0.00		33	15	
All Grades	8.37	7.95		27.91	30.68		34.42	45.45		29.30	15.91		215	176	

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	38.46	42.86		57.69	57.14		3.85	0.00		26	28	
1	12.00	17.39		72.00	82.61		16.00	0.00		25	23	
2	11.54	16.67		61.54	79.17		26.92	4.17		26	24	
3	35.14	23.08		59.46	65.38		5.41	11.54		37	26	
4	43.90	60.00		48.78	33.33		7.32	6.67		41	30	
5	11.11	16.67		55.56	80.00		33.33	3.33		27	30	
6	9.09	6.67		48.48	80.00		42.42	13.33		33	15	
All Grades	24.65	28.41		56.74	66.48		18.60	5.11		215	176	

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	19.23	14.29		65.38	75.00		15.38	10.71		26	28	
1	20.00	13.04		56.00	82.61		24.00	4.35		25	23	
2	15.38	45.83		69.23	50.00		15.38	4.17		26	24	
3	50.00	34.62		47.22	50.00		2.78	15.38		36	26	
4	41.46	40.00		51.22	53.33		7.32	6.67		41	30	
5	29.63	56.67		33.33	36.67		37.04	6.67		27	30	
6	34.38	33.33		37.50	60.00		28.13	6.67		32	15	
All Grades	31.92	34.66		50.70	57.39		17.37	7.95		213	176	

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	3.85	14.29		92.31	75.00		3.85	10.71		26	28	
1	0.00	17.39		56.00	30.43		44.00	52.17		25	23	
2	19.23	0.00		53.85	62.50		26.92	37.50		26	24	
3	10.81	3.85		64.86	53.85		24.32	42.31		37	26	
4	9.76	10.00		78.05	66.67		12.20	23.33		41	30	
5	11.11	20.00		25.93	66.67		62.96	13.33		27	30	
6	6.06	0.00		27.27	60.00		66.67	40.00		33	15	
All Grades	8.84	10.23		57.67	60.23		33.49	29.55		215	176	

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	26.92	42.31		61.54	38.46		11.54	19.23		26	26	
1	0.00	8.70		64.00	73.91		36.00	17.39		25	23	
2	7.69	29.17		65.38	50.00		26.92	20.83		26	24	
3	21.62	15.38		72.97	84.62		5.41	0.00		37	26	
4	24.39	26.67		65.85	66.67		9.76	6.67		41	30	
5	0.00	16.67		48.15	80.00		51.85	3.33		27	30	
6	9.09	20.00		69.70	80.00		21.21	0.00		33	15	
All Grades	13.95	22.99		64.65	67.24		21.40	9.77		215	174	

Conclusions based on this data:

1. ELPAC 3rd grade summative scores in Oral Language fell almost 4 points from '18 - 19 to '21- '22.
2. ELPAC 4th grade summative scores in written Language grew almost 10 points from '18 - 19 to '21- '22 in level 4.
3. ELPAC 6th grade summative scores in Writing also grew over 6 points from '18 - 19 to '21- '22 in level 4.

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
457	75.4	43.8	Students whose well being is the responsibility of a court.
Total Number of Students enrolled in Palmer Way 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	200	43.8
Foster Youth		
Homeless	39	8.5
Socioeconomically Disadvantaged	344	75.4
Students with Disabilities	42	9.2

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	10	2.2
American Indian		
Asian	20	4.4
Filipino	83	18.2
Hispanic	302	66.1
Two or More Races	20	4.4
Pacific Islander	4	0.9
White	17	3.7

Conclusions based on this data:

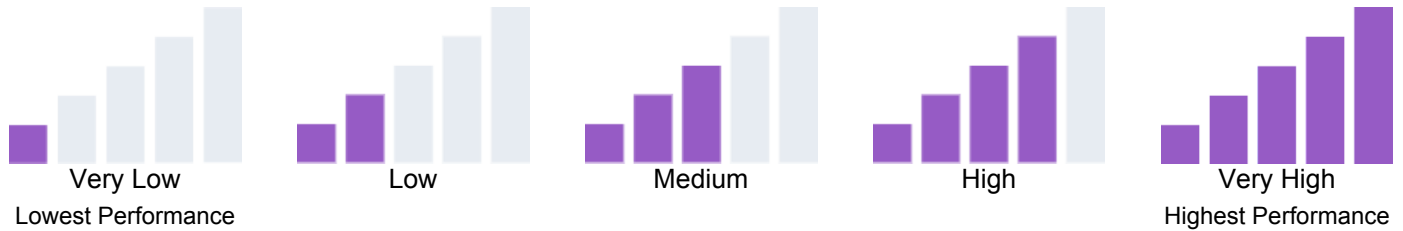
1. Palmer Way currently has 43.8% of students identified as English Learners
2. Socioeconomically Disadvantaged students are the highest percentage of students with 75.3 percent.
3. Hispanic students make up the highest percentage of students at Palmer Way with 66.1 percent. Filipino is our second highest group with 18.2 percent.

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

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Low	Graduation Rate NA	Suspension Rate Very Low
Mathematics Low	Chronic Absenteeism Very High	
English Learner Progress Medium		
College/Career NA		

Conclusions based on this data:

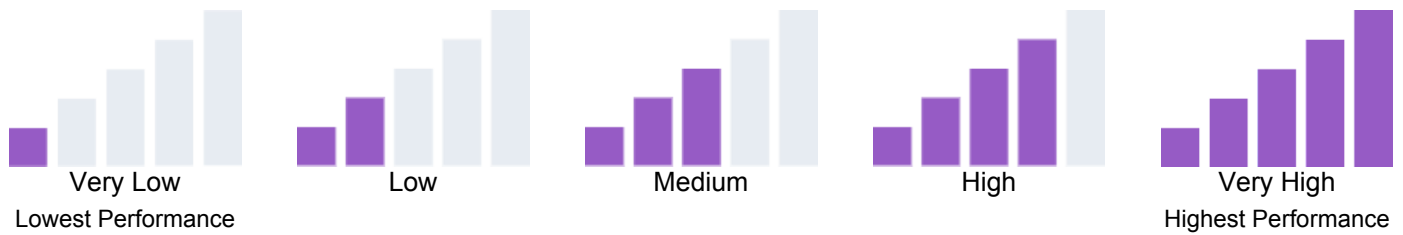
1. Palmer Ways academic performance data is very concerning with both language arts and mathematics scoring in the low performance level.
2. Chronic absenteeism is still a major concern and a big focus at Palmer Way, since we are performing in the Very High Chronic Absenteeism range.
3. Palmer Way is very proud of the Suspension rate since we are scoring in the Very Low Range. This can be attributed to new procedures we have in place because of the PBIS process. We continue this as an area of focus.

School and Student Performance Data

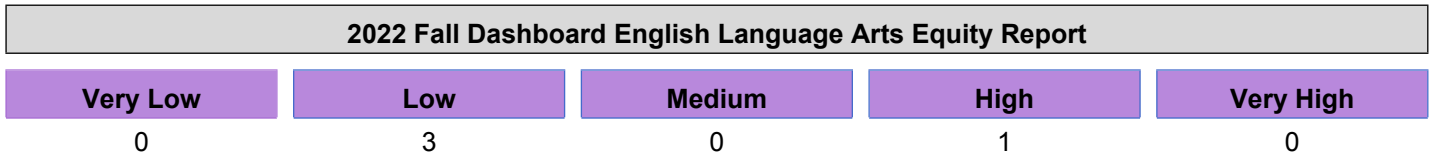
Academic Performance English Language Arts

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](#).

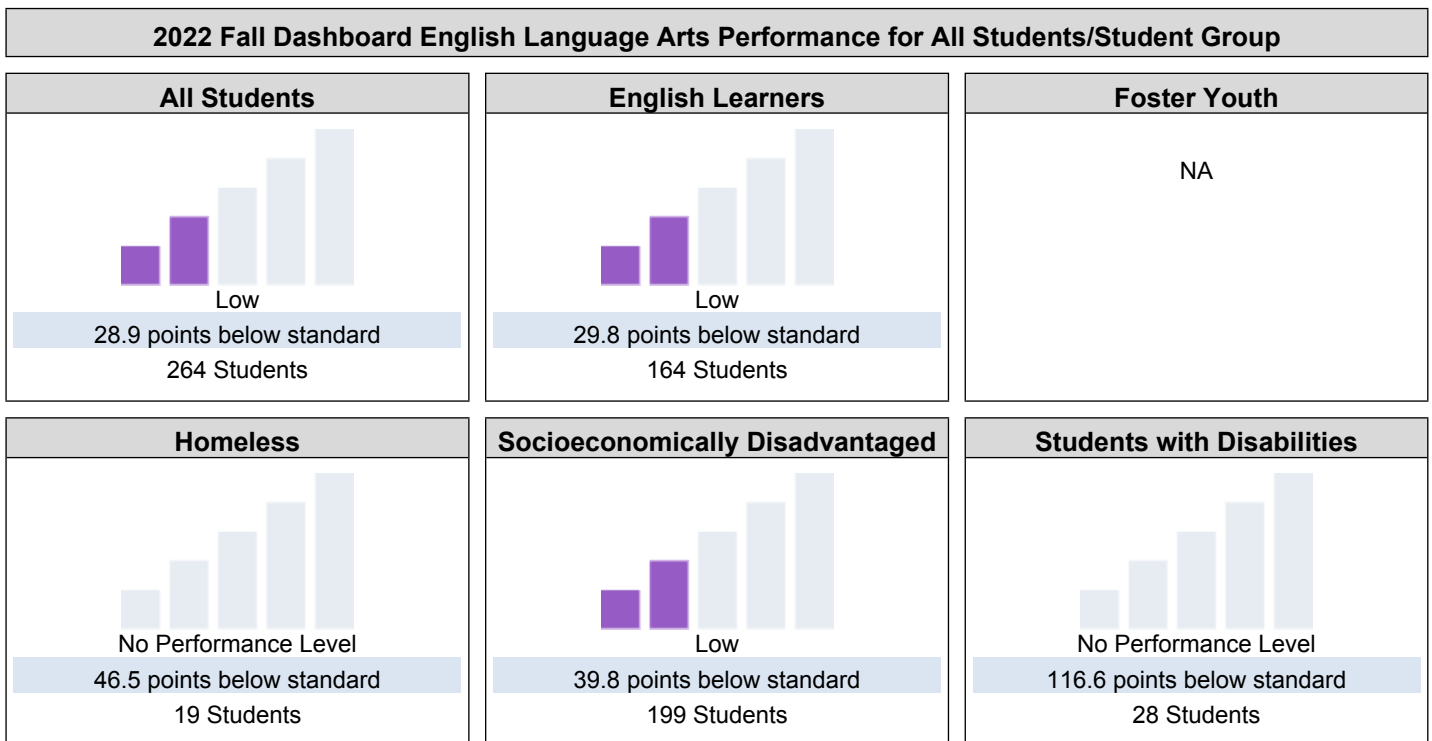
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



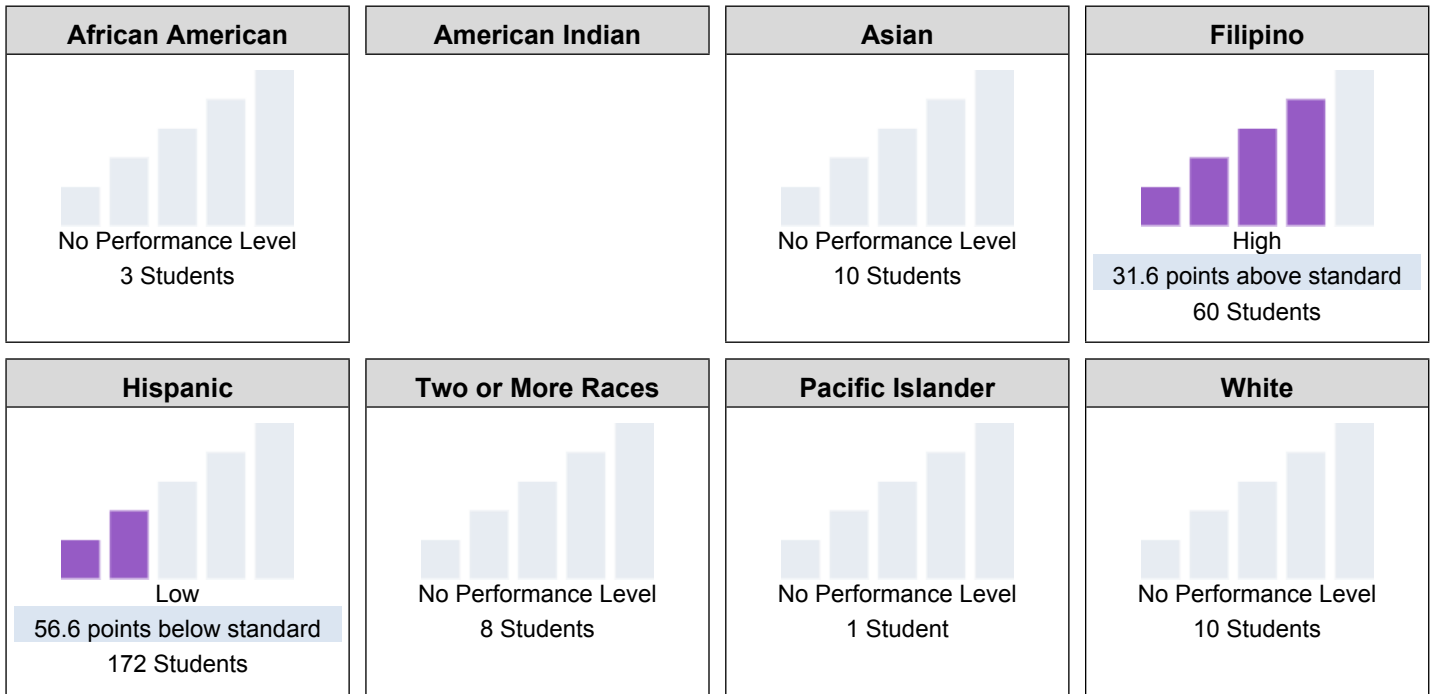
This section provides number of student groups in each level.



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
81.1 points below standard 97 Students	44.4 points above standard 67 Students	26.4 points below standard 95 Students

Conclusions based on this data:

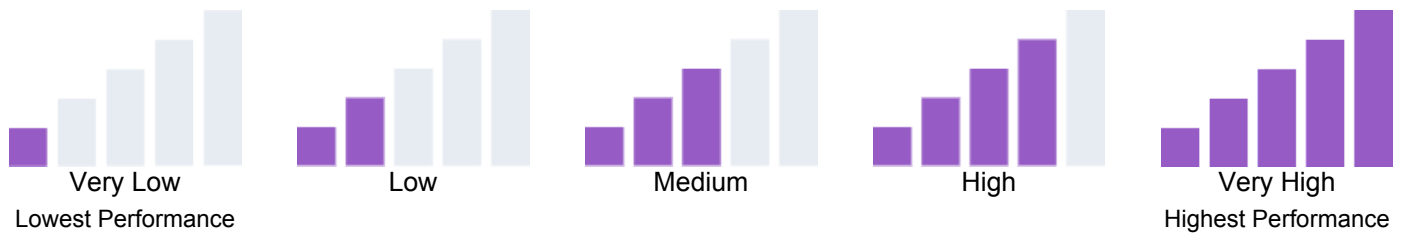
- English Language Arts for all students is a major concern since we scored at a low level and 28.9 points below standard.
- Palmer Way English Learners are also a major concern with our EL students scoring 29.8 points below standard.
- Students identified as Hispanics are a big concern and focus here at Palmer Way. This group of students scored at 56.6 points below standard.

School and Student Performance Data

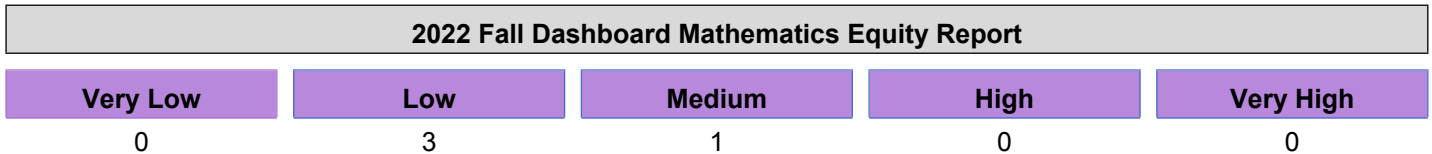
Academic Performance Mathematics

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](#).

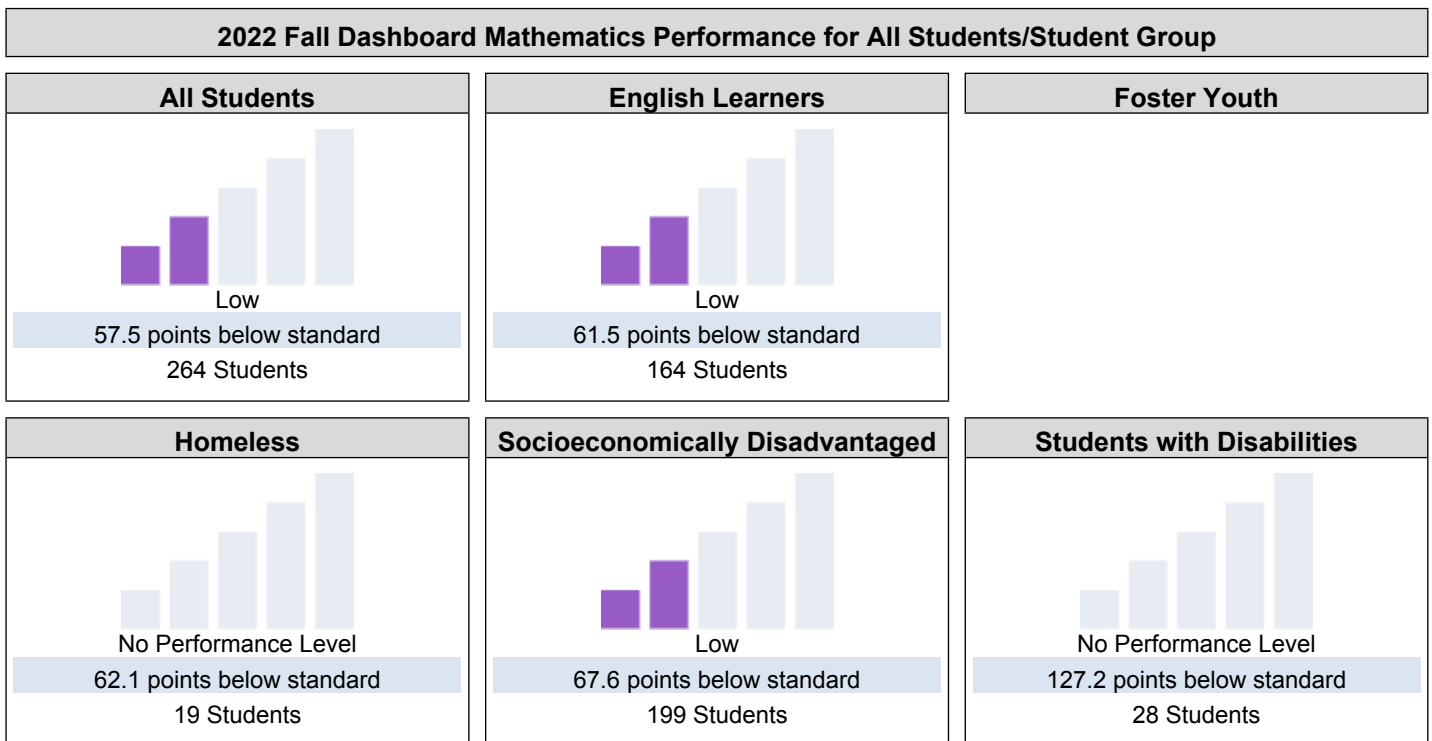
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



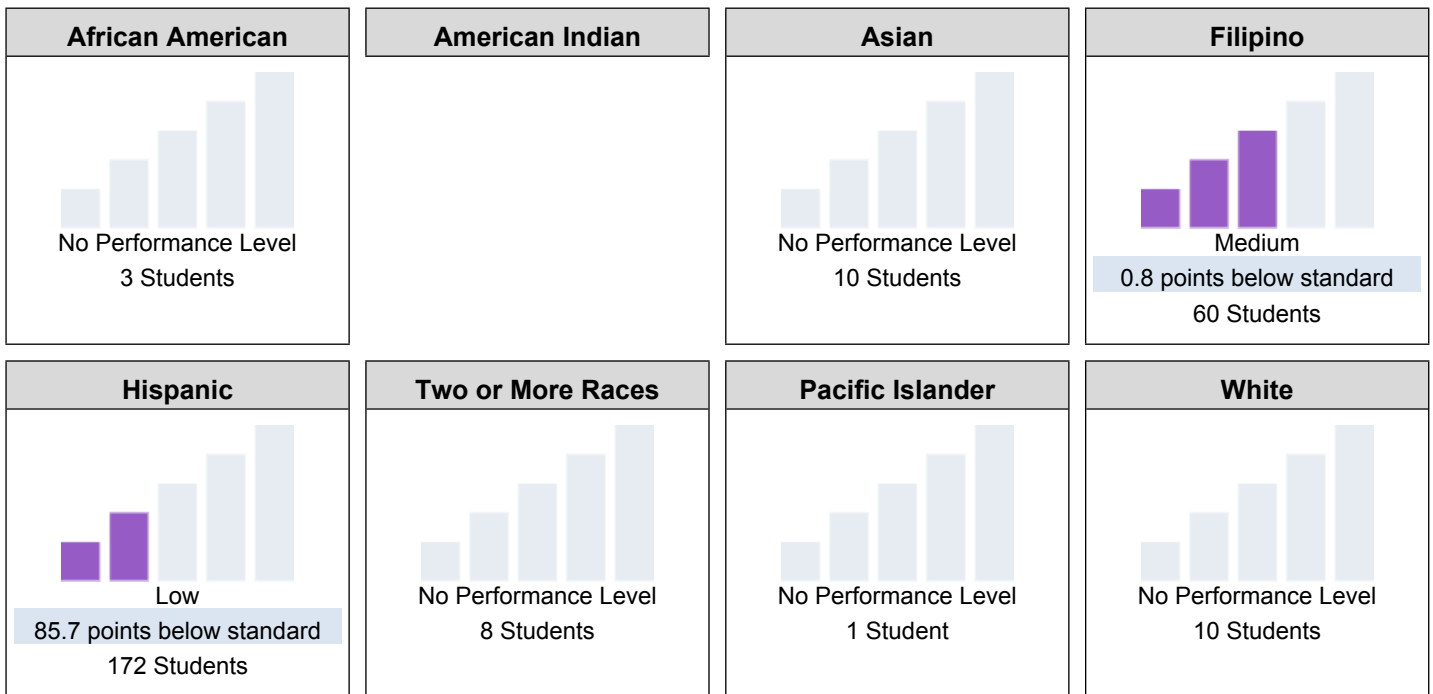
This section provides number of student groups in each level.



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 style="background-color: #e6f2ff;">103.2 points below standard</p> <p>97 Students</p>	<p style="background-color: #e6f2ff;">1.3 points below standard</p> <p>67 Students</p>	<p style="background-color: #e6f2ff;">51.9 points below standard</p> <p>95 Students</p>

Conclusions based on this data:

1. Math for all students is a major concern since we scored at a low level and 57.4 points below standard.
2. Palmer Way English Learners are also a major concern with our EL students scoring 61.5 points below standard in Math.
3. Students identified as Hispanics are a big concern and focus here at Palmer Way. This group of students scored at 85.7 points below standard in Math.

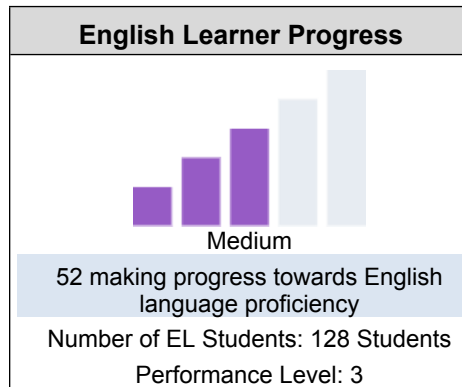
School and Student Performance Data

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
13.4%	34.6%	0.0%	52.0%

Conclusions based on this data:

1. There are currently 127 students classified as English Learners at Palmer Way.
2. Out of the 127 EL students at Palmer Way 52 percent of them are making progress toward English language proficiency
3. Out of the 127 EL students at Palmer Way 66 of them progressed at least one ELPI 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:

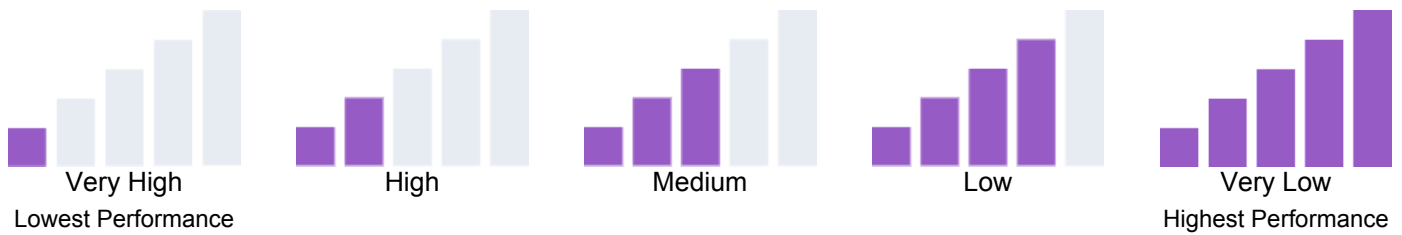
1. This is not an area that we monitor at an elementary school level.

School and Student Performance Data

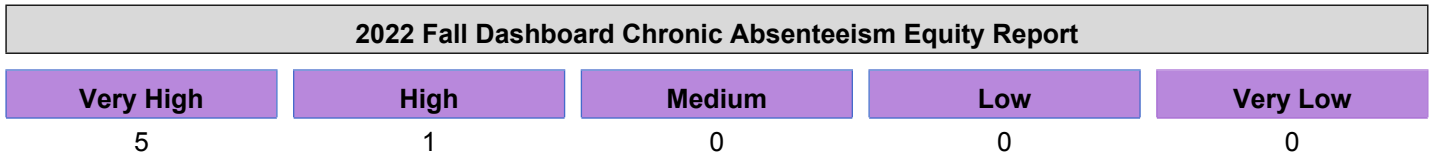
Academic Engagement Chronic Absenteeism

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](#).

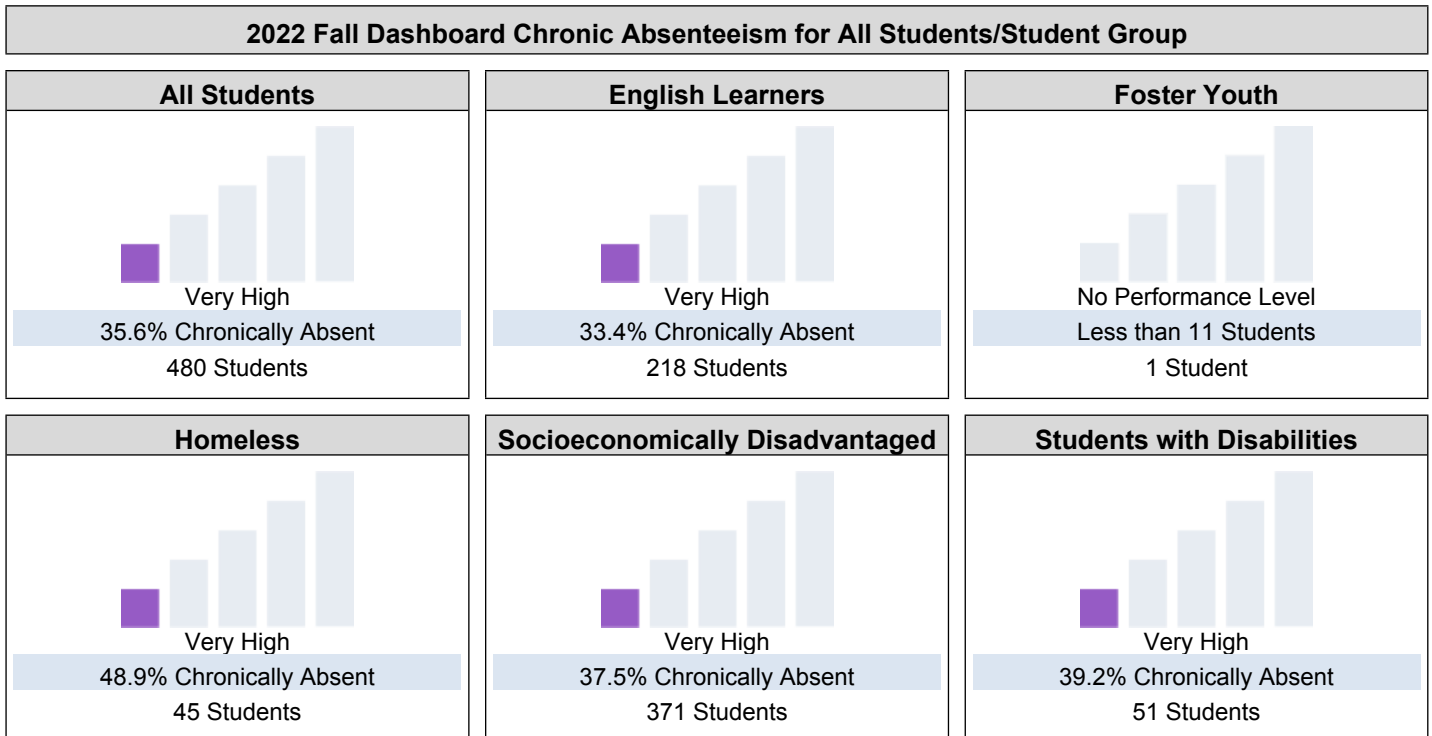
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



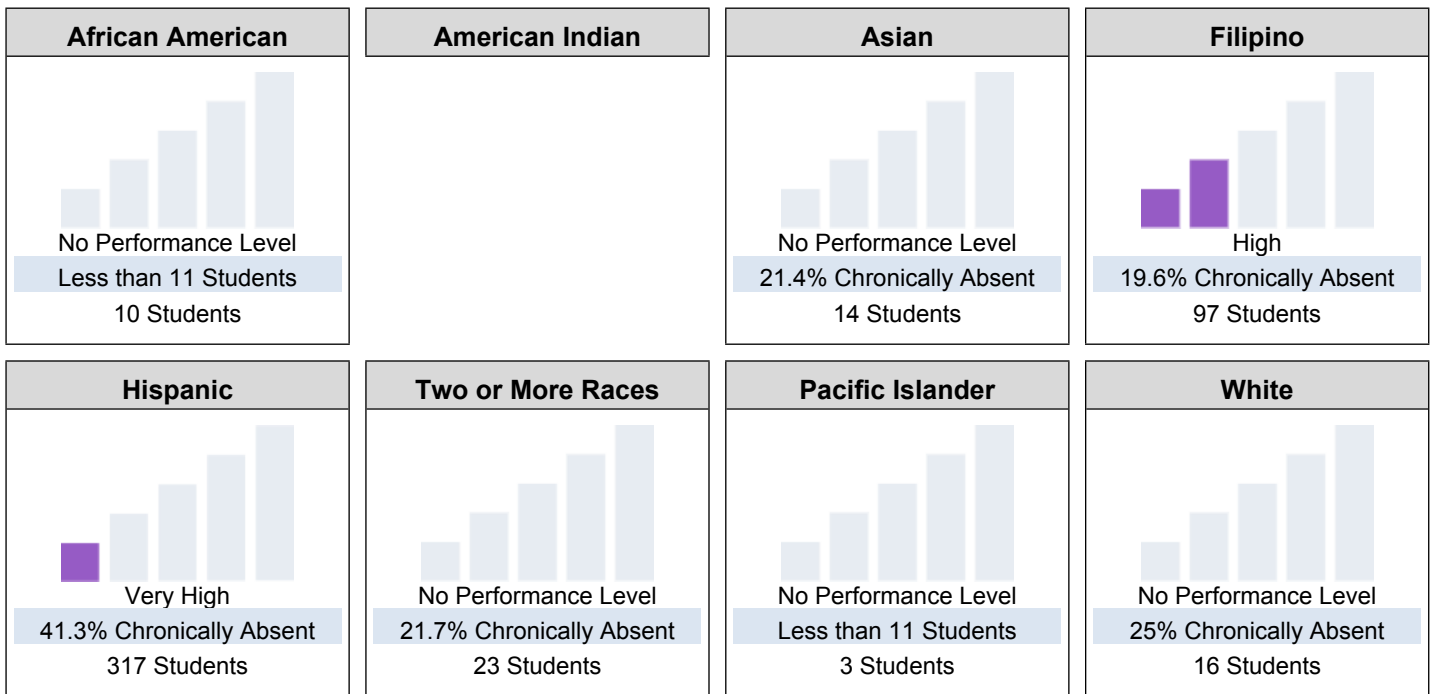
This section provides number of student groups in each level.



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:

- 35.6% All students at Palmer Way were considered to be Chronically Absent
- 41.3 % Hispanic students at Palmer Way were considered to be Chronically Absent
- 37.5% of Socioeconomically Disadvantaged students at Palmer Way were considered to be 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 Low Medium High Very High
 Lowest Performance Highest Performance

This section provides number of student groups in each level.

2022 Fall Dashboard Graduation Rate Equity Report				
Very Low	Low	Medium	High	Very High
NA				

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		
All Students	English Learners	Foster Youth
NA		
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

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

Conclusions based on this data:

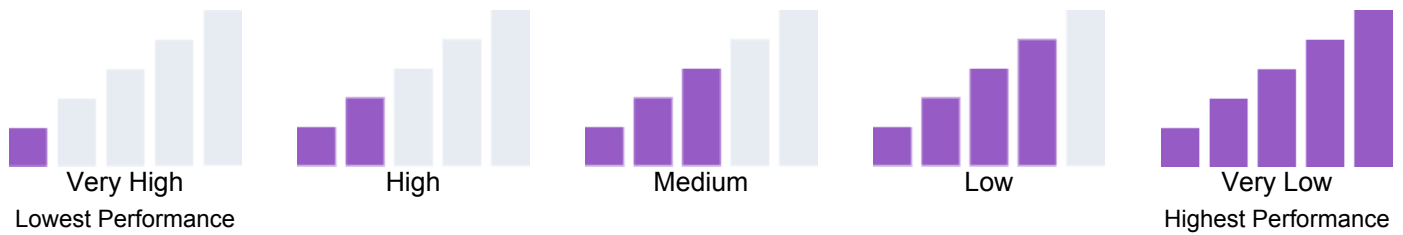
- This is not an area we monitor at the elementary school level.

School and Student Performance Data

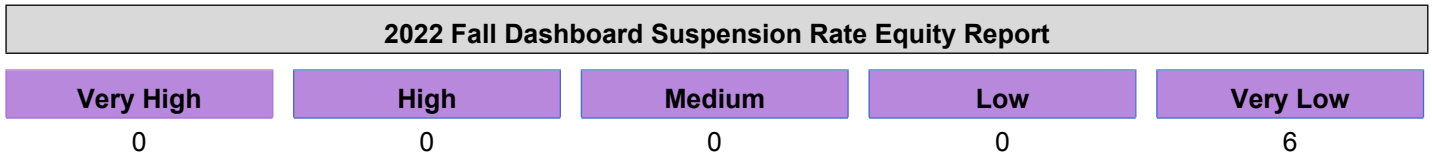
Conditions & Climate Suspension Rate

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](#).

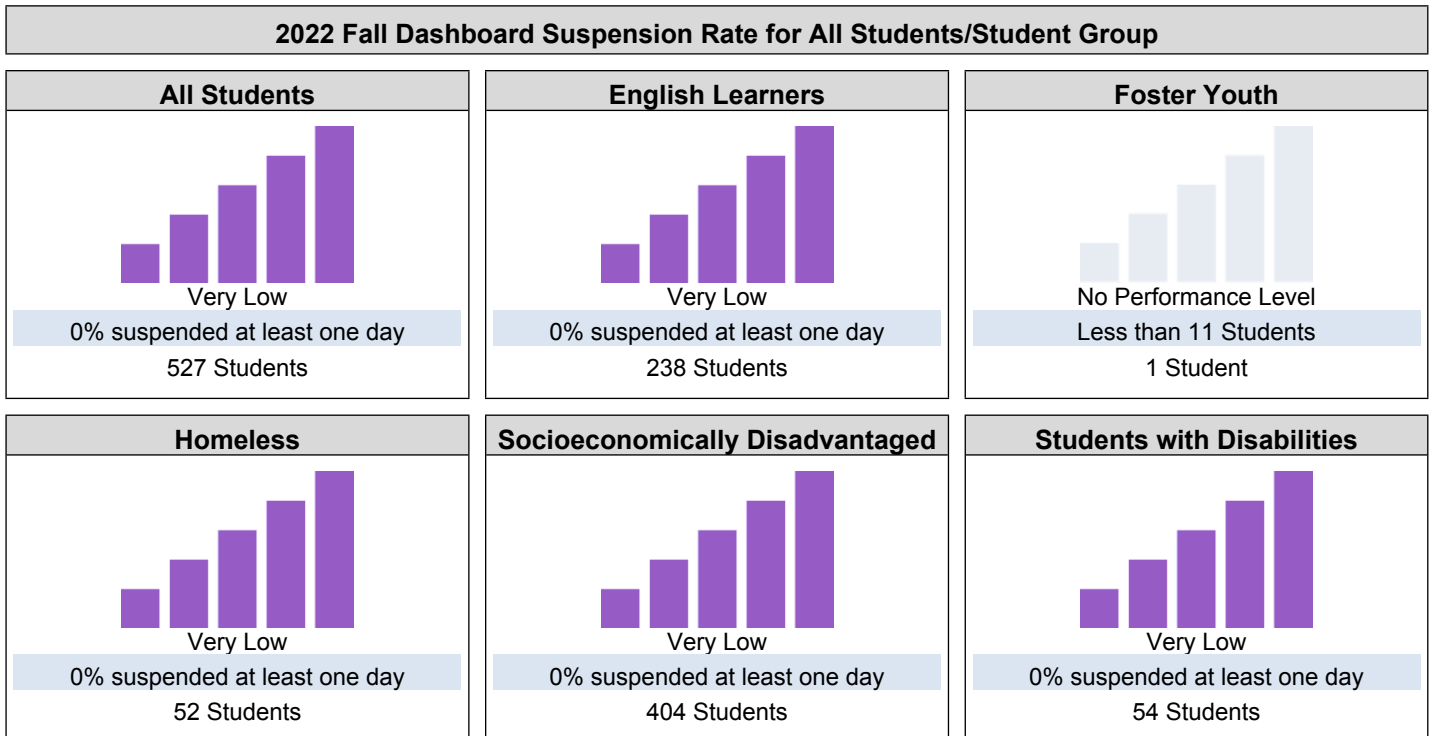
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



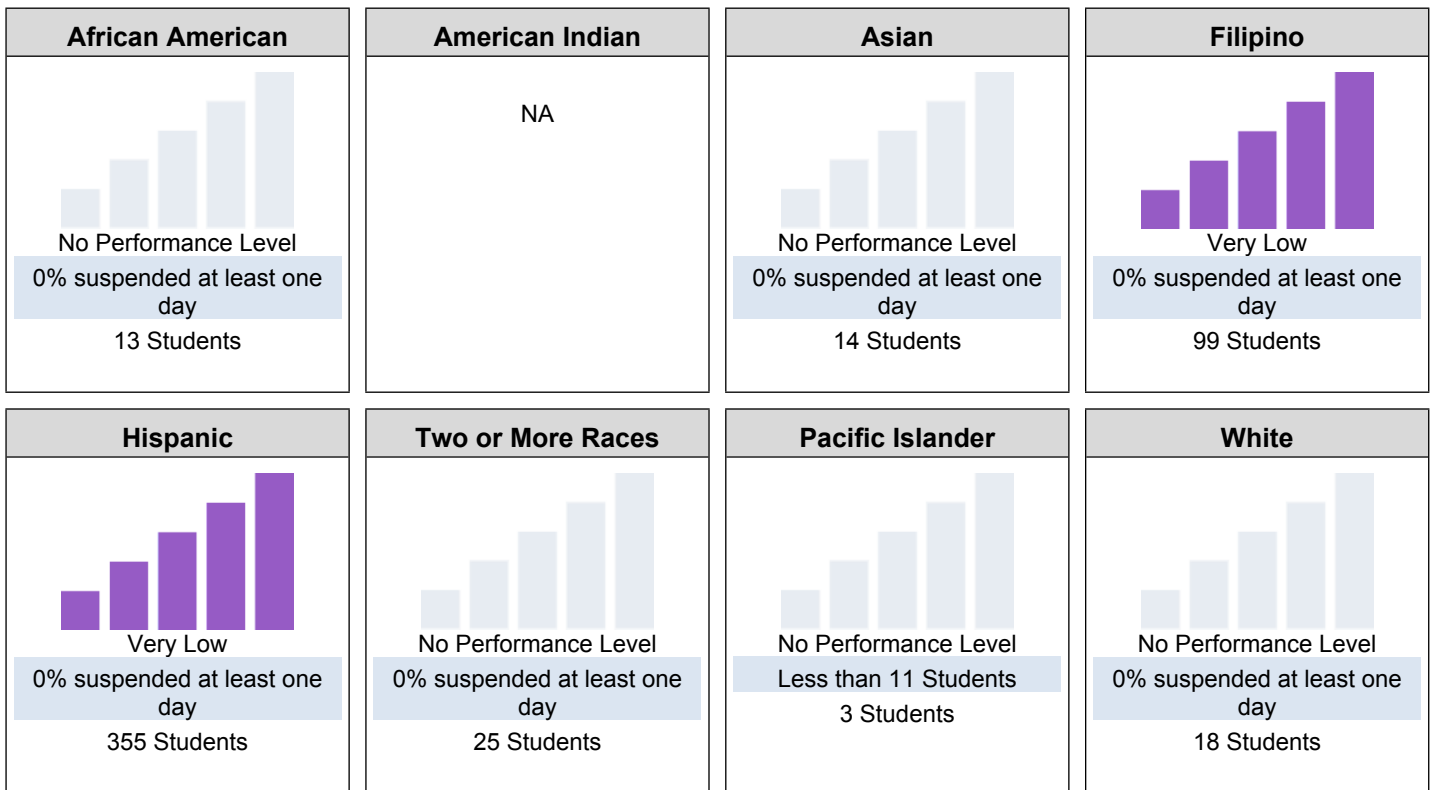
This section provides number of student groups in each level.



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. Palmer Way had 0 suspensions last year.
2. 0 English Learners at Palmer Way were suspended last year.
3. 0 Hispanic Students at Palmer Way were suspended last year.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Planned Improvement in Student Performance for English Learners.

LEA/LCAP Goal

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

Goal 1

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

- A. English Learner Reclassification rate will increase to 7% percent based on students meeting Summative ELPAC Overall Performance Level 4.
- B. The percentage of English learners performing at grade level, according to the Fall iReady reading Diagnostic, will increase by 10%.
- C. The percentage of English learners performing at grade level, according to the Fall iReady math Diagnostic, will increase by 10%.
- E. Decrease EL's scoring in the Not Met Standard CAASP by 5% in ELA and math.

Identified Need

- A. In 2022 - 2023 Palmer Way reclassification rate was 5.1% an increase from 1.9% in the previous year.
- B. According to 2021 - 2022 CAASPP Palmer Way EL's Scored 14% in the Met or Exceeded Standard in ELA.
- C. According to 2021 - 2022 CAASPP Palmer Way EL's Scored 6% in the Met or Exceeded Standard in Math

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP EL ELA DATA	14% Meet or Exceeded Standards	Increase of 5% in meeting or exceeding standards
CAASPP MATH DATA	6% Meet or Exceeded Standards	Increase of 5% in meeting or exceeding standards
iReady ELA DATA	14% at Level 4	9% of English Learner students in Tier 1 (Fall 22-23)
IREADY MATH DATA	9% at Level 4	6% of English Learner students in Tier 1 (Fall 22-23)
ELPAC Overall Percentage Data	60% Met the overall level	Increase in overall percentage by 5%.
ELPAC Oral Percentage Data	72% met the oral level	Increase in oral percentage by 5%.
ELPAC Written Percentage Data	39% met the written level	Increase in written percentage by 5%.
ELPAC Overall Average	Overall average is 1491	Increase in overall average by 50 points
ELPAC Oral Average	Oral a average is 1490	Increase in oral average by 50 points
ELPAC Written Average	Written average is 1490	Increase in written average by 50 points
RECLASSIFICATION RATE	5.1% of English learners reclassified	7.5% of English learners will be reclassified.

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All English Learners

Strategy/Activity

Action Step Goal 1 2023 - 2024

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

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

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

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

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

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

We have a school wide focus that is aligned with the NSD School District focus of math and writing. We will focus the majority of our PD around increasing the effectiveness of math and writing.

Proposed Expenditures for this Strategy/Activity

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

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

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All English Learners

Strategy/Activity

2. Stakeholder feedback identified expanding current ELA/ELD framework professional development to integrate with ELA materials resources. In 2023-2024 NSD will:

- Provide ELA/ELD framework training focused on integrated ELD emphasizing alignment with NSD resources with the addition of two ELD resource teacher

- Support the continued use of the Data Teams agendas, focusing on the achievement of English Learners in ELA and math
- Provide additional time at the District/Site early out Thursday professional development to share successful strategies
- Analyze effectiveness of strategies specifically targeted to English Learners generated during Data Team time

PROFESSIONAL DEVELOPMENT

Proposed Expenditures for this Strategy/Activity

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

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

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All English Learners

Strategy/Activity

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

During the 2022-2023 school year, NSD will:

- Monitor the use of Imagine Learning licenses at each school for all English Learners.
- Analyze Imagine Learning data during principal/superintendent and Data Teams time to determine movement of Level 1, 2, and 3 English Learners.
- Provide trainings on effective Integrated vs. Designated ELD instruction.
- Provide trainings on effective use of combining math and writing with a focus on ELD.

TARGET LTELS

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
7000	LCAP Assessment Center Support
15801	Title I Substitutes will be provided for teachers to meet and discuss strategies to support EL / ML students.
5000	LCAP Travel and Conference for additional Math and Writing Training
15247	Title I Additional Materials and Supplies to Support Intervention

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All English Learners

Strategy/Activity

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

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

TARGET LTELS

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
25000	Title I <ul style="list-style-type: none"> An impact teacher was hired to support students during the instructional day to increase their reading abilities using research proven methods.
9000	LCAP <ul style="list-style-type: none"> Purchase instructional materials to support core curriculum and differentiated instruction. Some of these items include: leveled reading books that support CCSS.
0	District Funded Language Arts Specialist provide additional early interventions during the school day in grade K through 6th. Funding already accounted for above.

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All English Learners

Strategy/Activity

5. 2022-2023 stakeholder input indicated that additional resources are needed to assist in instructional strategies for English Learners. In 2023-2024 NSD will:

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

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

MATERIALS

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
25000	Title I Impact Teacher
0	District Funded Language Arts Specialist
0	District Funded Achieve 3000

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

All English Learners

Strategy/Activity

Instructional Technology:

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
1047	LCAP Retain the services of a english learner site liaison to support teachers with correct

	identification and documentation of ELL students.
1048	LCAP Retain the services of 2 site technology liaisons to support teachers with all of our learning software systems.
24611	Title I Purchase or replace additional technology to include teacher laptops, Docucams
3000	Title I Provide other computer apps & software that benefit all English Learners
3000	Title I Provide other computer apps & software that benefit all English Learners
2000	Title I Other Fees for additional ELL Technology Support
2000	Title I Provide additional Equipment for ELL Support

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 8

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

English Language Arts and Math

LEA/LCAP Goal

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

Goal 2

2A.
 Our goal at PW will be to see a 5% increase in ELA and Math in all students, English Learners and in students with disabilities. The following scores are the baseline data

Beginning Students with Disabilities in ELA : 11%.
 Beginning Students with Disabilities in Math : 8%

Beginning English Learner in ELA: 13%.
 Beginning English Learner in Math: 6%.

Beginning All in ELA: 40%.
 BeginningAll in Math: 28%.

Identified Need

All Students

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP ELA DATA	40% MET OR EXCEEDED.	45% MET OR EXCEEDED
CAASPP MATH DATA	28% MET OR EXCEEDED	35% MET OR EXCEEDED

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

Strategy/Activity 1 Students to be Served by this Strategy/Activity

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

SBAC Baseline Results: CAASPP results indicate 40 percent of all students are proficient in ELA, and although an increase the data indicates a near 60 percent of students not meeting the expected performance standard. A slight percentage point increase of students meeting proficiency in math (28 percent) indicates about 72 percent of students are not meeting proficiency. The target increase for 2023 in ELA was 45 percent and math 40 percent, performance data indicates that Palmer Way did not meet this goal. Palmer Way is in its sixth year of Common Core implementation, and as the CAASPP data shows there is still a need for more professional development, teacher collaboration, and student practice with the standards. Current State data also indicates a need for greater support for instructional implementation of the expectations established in the CA ELA and math frameworks.

Strategy/Activity

Instructional Practices consistent with Content Standards and Strategic Plan:

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

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

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

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

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

6000

Source(s)

Title I

Teacher will be provided extra time to act on plans developed during their grade level collaboration times.

0

District Funded

Data analysis results, assessments, principal visits to data meetings.

Lesson plans, teacher made assessments, Illuminate assessments.

18398	LCAP Additional technology to support student intervention groups
15000	LCAP Teacher will be provided with extra time to meet with and plan with the district resource teacher in addition to Site Thursdays will have a focus of writing to support the school wide focus on writing instruction.
12000	LCAP An additional Impact Teacher will be brought in for part of the year to provide targeted support to our students that are most in need.
0	District Funded

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

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

Based on stakeholder input and needs in 2023-2024 NSD will:

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

COLLABORATION AND COLLECTIVE EFFICACY

Strategy/Activity

Professional Development and Data Team Collaboration

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

Data teams meet monthly to review student performance.

In addition to some extra teacher selected collaboration days.

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
10000	LCAP Teacher Substitutes for Additional Professional Development
0	District Funded
0	District Funded Collaboration Thursdays, Data Teams
0	District Funded Data analysis results, Assessments, principal visits to data meetings.
0	District Funded Principals walk through and teachers summarize and compile the learning to make recommendations for next steps. The Leadership Team meets monthly to plan and evaluate

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

2.Enrichment teachers implemented visual arts, performing arts, music appreciation, health and nutrition, and physical education units. Based on stakeholder input and needs in 2022-2023 NSD will:

- Incorporate instructional technology into the enrichment units.

- Incorporate innovative instructional approaches (project based learning, maker spaces, engineering) into enrichment units.
- Continue to provide training and curriculum development opportunities for enrichment teachers.
- Purchase and stock needed materials for the enrichment program.
- Provide program supervision to ensure continuous program improvement.
- Provide additional writing training and time for teachers to meet and collaborate on student writing needs.

BROAD COURSE OF STUDY

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
0	LCAP An impact teachers support students during the instructional day to increase their reading abilities using research proven methods(accounted for previously).
0	LCAP Provide additional time for teachers to meet and discuss strategic Intervention groups, pre & post testing, iReady Math and Reading assessments. (Previously accounted for)
25000	LCAP Provide additional books other than text books to ensure continuous program improvement in addition to copies of teacher created materials that will help to target specific differentiated student needs

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

ALL STUDENTS

Strategy/Activity

13. In 2014-2015, NSD reduced class size in Transitional Kindergarten to provide greater opportunity for individualized instruction. In 2023-2024, NSD has a commitment to continue to keep

class sizes low.

- Continue class size reduction in transitional kindergarten.
- Palmer Way's Reading Language Arts Specialist focuses extra intervention time (Tier II and Tier III) on 1st, 2nd and 3rd grade students who are performing far below grade level expectations.
- Teachers are provided extra release time to meet and plan on how to best meet the needs of students who are struggling (Tier II and Tier III)
- After School Intervention programs that target specific students

EARLY INTERVENTION/LITERACY

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

20000

Source(s)

LCAP

Provide teachers with books other than textbooks to support after school interventions in addition to additional time for meeting and collaborating on Tier II and III students.

0

Title I

Additional software or applications to support distance learning, RAZ Kidz, IXL (Previously accounted for)

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

ALL STUDENTS

Strategy/Activity

4. Research has shown that students who attend preschool are more likely to achieve at high levels than those who don't. In order to make sure that its youngest learners have the greatest opportunity to succeed, In 2016-2017, National School District contracted with the San Diego County Office of Education (SDCOE) to provide an "embedded coach." This coach provides assistance with modeling and support of all preschool teachers. In 2022-2023 NSD will continue to:

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
0	District Funded District Resource Teachers

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

ALL STUDENTS

Strategy/Activity

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

Based on stakeholder input and needs in 2023-20234 Palmer Way will:

- Continue in ELA and math frameworks.
- Support administrators and teachers in aligning ELA/ELD framework to NSD curriculum resources.
- Consultants or other trainers and coaches may be contracted to assist with the work.
- Provide students to gain real life background knowledge by attending local field-trips.

PROFESSIONAL DEVELOPMENT

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
0	None Specified

9000	LCAP Admission costs to field trips

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

ALL STUDENTS

Strategy/Activity

6. In 2015-2016, NSD added five Library Media Specialists (aka: Library Media Technicians) to provide greater opportunity for students to achieve grade level competencies in the Common Core. In 2022-2023, NSD will:

- Continue full-time level of Library Media Specialists (aka: Library Media Technicians).

LMS will also assist in the management of technology devices that are sent home with students

- Provide training on Common Core standards and technology use in the library setting.
- Provide funding for additional books.

LITERACIES

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
0	District Funded Provide a full time Library Media Specialist to Palmer Way
11000	LCAP Pay for additional district technology support.
5000	LCAP Other computer applications and software to support the library.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

PLANNED IMPROVEMENT IN FAMILY AND COMMUNITY ENGAGEMENT

LEA/LCAP Goal

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

Goal 3

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

Identified Need

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

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
NUMBER OF STUDENTS WITH A FAMILY MEMBER AT AN EVENT	BASED ON SIGN-IN SHEETS, WE HAD ABOUT 1/3 TO 1/4 OF FAMILIES ATTEND EVENTS.	1/3 TO 1/2 OF FAMILIES WILL ATTEND EVENTS
SURVEY OF EVENTS		
SURVEY OF PARENT ENGAGEMENT		
PTA MEMBERSHIP	In 2019- 2020 Palmer Way had 6 members in PTA. In 2021-2022 Palmer Way had 136 members in PTA.	In 2022 - 2023 school year Palmer Way will have 175 member in PTA.

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

ALL STUDENTS

Strategy/Activity

1. In 2023-2024 Palmer Way will:

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

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

CONNECT FAMILIES TO RESOURCES

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

1557

Source(s)

Title I

Provide Parent training

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

ALL STUDENTS

Strategy/Activity

2. In 2023-2024 NSD will:

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

STRUCTURES TO PROMOTE PARENT ENGAGEMENT

Proposed Expenditures for this Strategy/Activity

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

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

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
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Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

ALL STUDENTS

Strategy/Activity

Involvement of Parents, Staff and Community:

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

Proposed Expenditures for this Strategy/Activity

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

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

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
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Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Safety and social emotional wellness

LEA/LCAP Goal

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

Goal 4

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

- A. Suspension rate will remain at 0
- B. Chronic absenteeism percentage will decrease .
- C. NSD California Healthy Kids Survey (CHKS) an increase of 2% of students feel safe at school most of the time or all of the time on CHKS.
- D. Maintain PBIS Level of recognition of Platinum.

Identified Need

John Hattie's research on effective educational practices states that classroom behavior has a .63 effect size (anything over .40 is considered effective). Results from 2018-2019 NSD's administration of the California Healthy Kids Survey show that although 83 percent report they feel safe at school, 17 percent do not. Hattie's research and the CHKS results demonstrate a need to provide behavioral supports for NSD students.

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

School attendance is a major factor in school achievement. There is a need to support families that are struggling to get their children to school.

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

XXXX

Positive Behavior Interventions and Support

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

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

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

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

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

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

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

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
SUSPENSION/EXPULSION RATES	0	0
CHRONIC ABSENTEEISM	14.5%	15%
TIER I BEHAVIOR REFERRALS	40	20
TIER II BEHAVIOR REFERRALS	20	15

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

- In 2017-2018, NSD reinforced Positive Behavior Intervention and Support (PBIS) systems in all its schools Single Plans for Student Achievement. Also, NSD provided training for all principals and teacher leaders in Restorative Practices and Trauma Informed Practices. In 2022-2023 NSD will:
 - Continue to improve implementation of PBIS in all schools through monitoring of activities in Single Plans of Student Achievement during principal/superintendent meetings.
 - To support Homeless and Foster Youth, train additional personnel in Trauma Informed and Restorative Practices.

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

Office staff will assist reaching out to families of habitually tardy and absent students.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
57000	Title I Counselor Salary Rosa Lopez Part of the cost is paid by the district
5000	LCAP Provide additional supervision from campus supervisors to support the implementation of Palmer Ways PBIS plan.
3000	LCAP Provide additional support through the use of instructional assistance for specific students as the need arrises and is agreed upon by Palmer Ways support team.
0	District Funded Students are recognized with certificates and medals for their academic achievement efforts. Members of the community, parents and staff are invited to attend a virtual student achievement ceremony.
3000	LCAP Clerical Office & Office Extra Time
10000	LCAP Substitutes will be provided for teachers to be released from their classroom to meet and discuss PBIS strategies and priorities.

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

ALL STUDENTS

Strategy/Activity

2. In 2016-2017 NSD worked with the National City Collaborative to develop a strategic plan. The plan is composed of four goals: 1) increase community outreach, 2) provide venues and actions to increase parent engagement with school sites, 3) practice informed decision making, and 4) focus on sustainability of the collaborative. In 2023-2024 NSD will:

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

6000

Source(s)

Title I

Provide In house Production for PBIS Materials

5000

Title I

BCK Consulting to provide support in School Gardening expectations, lesson and creation of curriculum

5000

LCAP

Provide In house Production for PBIS Materials

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

ALL STUDENTS

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
0	District Funded Strategic Intervention groups for students with special needs, pre-post testing
10000	Title I Purchase new curtains and sound system for multipurpose room
16000	LCAP Additional FieldTrips will be provided that are Standards aligned and also support student SEL
5000	LCAP Purchase new curtains and sound system for multipurpose room

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

Homeless Youth

Strategy/Activity

The first step to boosting attendance is to clearly communicate school attendance expectations to students and their families, e.g. in the student handbook, school website, and in face-to-face meetings. Be sure to explain the importance of attendance and why being on time and in school matters. If attendance is a school- or district-wide issue, set a measurable attendance goal in the school improvement plan and regularly monitor progress toward that goal.

To prevent small problems from becoming large problems, it is also helpful to create and set “triggers” to instantly alert the attendance team and school leaders to absences. For example, if a student is absent two days in a row or absent more than a certain number of days in a specific period of time, the student’s name is flagged. This signals the team that additional intervention may be required, such as a parent meeting or home visit. During the meeting or visit, develop an attendance action plan, focusing on accountability but with a positive mindset. Again, emphasize why it is in the child’s best interest to attend school.

Provide Basic Needs Support: Address the immediate needs of homeless youth to alleviate barriers to attendance. Collaborate with community organizations to provide access to food, clothing, hygiene products, transportation, and stable housing options. By addressing these essential needs, students can focus more on their education and attendance. We will do this by purchasing uniforms as well as other basic needs so that students are excited to come to school.

Throughout the year, be sure to communicate the school’s progress toward attendance goals to staff, students and families. Create rituals and ceremonies to celebrate individual, class, and school-wide successes to keep the momentum going.

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 Uniforms, backpacks and other hygiene related products.
0	LCAP School Counselor already paid for in previous Goal

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

Students with Disabilities

Strategy/Activity

An attendance team is the first line of defense against chronic absenteeism. The team monitors attendance daily, tracks progress toward attendance goals, and communicates with parents and students about issues as they arise. Parents should be notified of an absence as early in the day as possible. This can be done by a team member or by an automated system. However, with a personal phone call, the team member has the added benefit of making notes about whom they spoke with and the details of the call, which can be helpful if the issue continues.

Many schools have systems for inputting discipline infractions, which usually means that the only behaviors being tracked are negative behaviors. Negative reinforcement, e.g. a verbal reprimand for a problem behavior, tends to stick longer with students, and it takes a lot of positive reinforcement to get a child back on track. Using a 3:1 positivity ratio can help ensure that teachers are giving students enough positive reinforcement throughout the school day. For example, establish a school-wide expectation that teachers will acknowledge or recognize at least three positive student behaviors before they can record a negative behavior. This helps teachers make sure their focus is on the positive, and it helps them build stronger relationships with their students.

To make the most of teachers’ and school leaders’ time, provide one system for tracking daily attendance, tardies, behavior, and school culture data. Having a mobile app or web platform, as opposed to a paper-based system or disjointed systems, can save teachers countless hours of time. For example, using a school culture system called Kickboard, teachers can easily take attendance,

and they can record and reinforce the behaviors that make up the school's ideal culture with just a tap. Having that information in one place also makes it easier to analyze and act on the data, from the individual to the school or district level. With real-time data, educational leaders can also conduct real-time behavior and culture reviews that can reveal the underlying causes of chronic absenteeism.

Some students, of course, may need additional support. Designate one person or a team to greet children as they arrive at school to make it easy for them to ask someone for help if their day is starting off rough. Have the response-to-intervention team recommend targeted interventions for students who are chronically absent or who have lost instructional time due to in-school or out-of-school suspensions. Have extra uniforms or school supplies available for students who might otherwise miss school without them. Refer the students' family for additional support services or resources as needed.

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 Uniforms, backpacks and other hygiene related products.
0	LCAP School Counselor already paid for in a previous Goal

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)
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Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 8

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Innovative learning opportunities

LEA/LCAP Goal

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

Goal 5

Students will be provided innovative learning opportunities that go above and beyond the school day. These additional opportunities will continue to promote student engagement and achievement by providing new experiences to our students and increase their prior knowledge. Palmer Way will provide extra curricular activities which will include, visual and performing arts (art, puppetry, dance, etc.), technology (coding, digital photography, etc).

Identified Need

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

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Increase the number of field trip opportunities this year	15 off campus field trips (21-22)	Every grade level will have the opportunity to to have one community field trip which would be at least 18.
Increase the number of students participating in extracurricular activities	6 after school activities (21-22)	Increase the number of students participating in after school activities by 10% or at least 30 students.
Increase the number of students participating in extracurricular activities during the school day.	Very limited activities. (21- 22)	Every student will have the opportunity to to have an opportunity to participate in at least 3 expanded creative activities.

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Professional Development: teachers will participate in professional development opportunities in the areas of innovative learning opportunities to include things like painting, coding and other types of technology related activities that will include digital photography, publishing and coding.

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

In order to provide students with more creative outlets, we will give students opportunities to explore, experiment and create with the use of our school garden which includes , growing vegetables, composting, worm bin composting.

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	LCAP Teacher and/or principal conferences and learning experiences
0	LCAP Field Trips and Transportation
0	Title I Equipment Replacement
15,000	Title I Equipment Replacement
6000	Title I Materials and supplies for sustainability focus. This will include items for outdoor garden classroom seating, composting and waste reduction supplies.

Centralized Services for Planned Improvements in Student Performance

Subject

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

Goal 1

Groups participating in this goal (e.g., students, parents, teachers, administrators):

- English Learners
- Students with Disabilities
- All Students

Means of evaluating progress toward this goal:

- Using illuminate reports, District staff will assess progress of student subgroups

Anticipated annual growth for each group:

- Each group will progress 5% points in the percentage of students meeting or exceeding standards

Group data to be collected to measure gains:

- Renaissance STAR universal exams
- Learning Headquarters writing assessments
- Site Assessments- HM, EnVision, Writing on demand assessments
- Teacher generated assessments
- . ELA Post Tests

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

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding	Amount
<ul style="list-style-type: none"> iReady will be used to support ELA and math instructional programs Tech support for computers Accelerated Reader to support promote increased reading comprehension CELDT Assessment Support 	07/18 - 06/23		iReady Licenses paid for by District Office Salaries of technicians Accelerated Reader Licenses Assessment Team	None Specified Title I Title I Title III	10000 3,000 5760	

Centralized Services for Planned Improvements in Student Performance

Subject

Centralized Services for Planned Improvements in Student Performance in

Goal 2

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

Centralized Services for Planned Improvements in Student Performance

Subject

Centralized Services for Planned Improvements in Student Performance in

Goal 3

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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

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

Budget Summary

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

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$0
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$434,709.00

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	\$229,216.00

Subtotal of additional federal funds included for this school: \$229,216.00

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
District Funded	\$0.00
LCAP	\$205,493.00
None Specified	\$0.00

Subtotal of state or local funds included for this school: \$205,493.00

Total of federal, state, and/or local funds for this school: \$434,709.00

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
Title I	140405	-88,811.00
LCAP	31130	-174,363.00
District Funded		

Expenditures by Funding Source

Funding Source	Amount
District Funded	0.00
LCAP	205,493.00
None Specified	0.00
Title I	229,216.00

Expenditures by Budget Reference

Budget Reference	Amount
	0.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	District Funded	0.00
	LCAP	205,493.00
	LCAP	0.00
	None Specified	0.00
	Title I	229,216.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	145,754.00
Goal 2	131,398.00
Goal 3	1,557.00
Goal 4	135,000.00
Goal 5	21,000.00

School Site Council Membership

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

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

Name of Members	Role
Alfonso J Denegri	Principal
Lucia Ortiz	Classroom Teacher
Zayetsi Carillo	Parent or Community Member
Elizabeth Castillo	Parent or Community Member
MaryLou Chavez	Classroom Teacher
Sarah Flora	Classroom Teacher
Martha Ortega	Other School Staff
Paulina Topete	Parent or Community Member
Loreta Cayas	Parent or Community Member
Samantha Smith	Parent or Community Member

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

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature

Committee or Advisory Group Name

Other: .

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

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

This SPSA was adopted by the SSC at a public meeting on 05-17-23.

Attested:

Principal, Alfonso J Denegri on 05-17-23

SSC Chairperson, Zayetzi Carillo on 05-17-23

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature

Committee or Advisory Group Name

English Learner Advisory Committee

Paulina Topete

Other: .

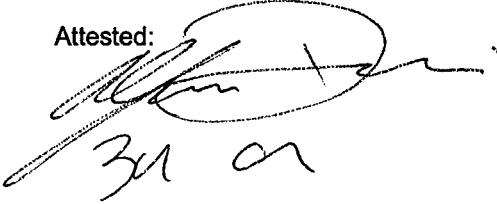
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This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

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Attested:



Principal, Alfonso J Denegri on 05-17-23

SSC Chairperson, Zayetsi Carillo on 05-17-23