



School Improvement Plan Phantom Lake Elementary 2020-21



To affirm and inspire each and every student to learn and thrive as creators of their future world.



What is unique about Phantom Lake Elementary?

- Phantom Lake has a diverse student population. We serve approximately 500 students, preschool through 5th grade
- The staff at Phantom Lake is committed to each and every student's success and is proud to have received the Washington State Achievement Award for High Progress for three of the last four school years in which the state offered the award.
- Phantom Lake is one of five elementary schools in our district who offer the PALs Integrated Preschool Program. This program serves all the preschool aged students across the BSD who qualify for special education services. PALs preschool offers a learning environment where students with IEPs, as well as community peers, receive a well-rounded, enriched education from a team that includes certified teachers, speech therapists, physical therapists, occupational therapists, a psychologist and para educators.
- Phantom Lake works in close collaboration with our committed and supportive community. Our school works alongside our Parent Teacher Student Association (PTSA) and Lighthouse to organize enrichment opportunities for students during the school day as well as provide family events after school.



See Appendix for School Profile

Affirm and Inspire

Goal

Students feel safe, affirmed, and inspired to achieve high levels of social-emotional well-being regardless of background.

Sense of Connection

Measures and Targets

- Increase percent of students reporting feeling connected to peers by 3 percentage points from Spring 2020 to Spring 2021.

Percent of students reporting feeling somewhat or very connected to their classmates on student survey		
Grades 3-5 Subgroups	Spring 2020	Spring 2021 Target
All Students	86%	89%
Black	*	
Hispanic	*	
Low Income	*	
English Language Learners	*	
Students with Disabilities	*	

* Data not available for student subgroups < 10

Data Reflection

- During the spring of 2020, a large majority of our students reported feeling connected to their classmates (86%). This is despite being in remote learning due to COVID-19 from January to the end of the school year. We attribute this to the hard work our staff put in to find ways to support students in connecting with each other, including maintaining school-based activities like assemblies albeit virtually.
- In addition, in looking back at last year's Panorama Sense of Belonging data which encompasses a broader scope of student well-being including connectedness to peers, we found:
 - We exceeded our Sense of Belonging goal for all students by 7 percentage points.
 - Significant gains in Sense of Belonging by our historically marginalized subgroups. Each of these increased by 10 percentage points or more.
 - There were no decreases by any subgroup.
 - Students qualifying for Free or Reduced Lunch had the highest increase of +17 percentage points.
 - Compared to the "all students" group, every historically marginalized subgroup that data was provided for is within 6 percentage points (no significant gap), including ELL, students with special needs and students qualifying for FRL.

We got these results through the following strategies:

Racial Equity (Working Towards Greater Racial Consciousness)

- Racial Equity DDPD – honing our skills using the CCAR protocols to help us all build a greater sense of everyone's racial identity to recognize how our cultural and racial lens impacts our relationships with students, families, and staff.
- Students Organized Against Racism – the development of a SOAR team to enhance student agency and voice focused on undoing institutional racism and providing students leadership opportunities.
- Affinity Groups – supporting teachers of color and their need to connect and refuel in affinity groupings.

- Implicit Bias Professional Learning - supporting teachers in recognizing and undoing bias in their teaching.

Analyzing Data

- Disaggregating our Panorama data and focusing on our students with the greatest need to connect with adults and showing a greater need for a sense of belonging.
- Conducting the school wide student focused groups (K-5) to hear directly from students about what makes them feel connected to school and what adults do that they feel most connected to.
- 2nd PLC Data Dig Release this year expanded our focus from academic data to looking at our students through a holistic approach and focusing on how teacher bias and racial consciousness can play a role in academic data.

Culturally Responsive PBIS, Office Behavior Support and Restorative Practices

- Administration approaching all discipline through a lens of social emotional learning.
- Circles (consistent and school-wide): community circles, restorative circles and repair circles.

Focus on English Language Learning Teaching Strategies through an Additive Mindset

- Ensuring every teacher uses strategies that support language learners in the classroom. Moreover, working from a belief in bilingualism and the importance of valuing all languages.

Inclusive Classrooms

- Special education personnel are working to consider each student's "least restrictive environment." We have moved to a full inclusion model by having all students, regardless of learning disabilities, be a part of the general education classroom. Students feel empowered by being part of the classroom community. Students receive services within their own classroom community.

Broadcast

- Students are given the opportunity to learn and lead during broadcast announcements. Different students are chosen or voted into broadcast leadership positions. Jorge (Jubilee Coach) and Taylor (paraeducator) coordinate and help students lead announcements. During the announcement students provide a unique message about kindness, interesting facts, funny jokes or riddles, our school pledge and flag salute.

Key Strategies/Adjustments

- To further strengthen the student sense of belonging, we will sharpen the practices that are showing results:
- Use of culturally responsive curriculum, texts and pedagogy
- Racial equity work with a focus on student voice and family input
- SOAR team, H.O.P.E. Mentorship, and family support group (Ms. Judy)
- Culturally responsive PBIS, trauma-informed, restorative practices
- Implementation of a daily SEL block with fidelity, including community circles
- Professional development on: Right Response, de-escalation, and supporting students with unique SEL needs
- In addition, we are building on our successes with sense of belonging and the closing of racial gaps in sense of belonging, by honing our skill and expertise in building time to know our students from a holistic point of view.
- In the remote setting, we are currently utilizing Teams to create virtual recess, clubs, weekly live events such as broadcast and assemblies that include school wide student recognition.
- Collaborating with our PTA to provide in person events such as our Trunk-or-Treat event coming up in October, walk to school event, summer activity: Finding hidden rocks.

- Teachers are using TEAMS in small groups to improve SEL and student belonging and peer to peer interaction. There are breakout groups set up. In addition to classroom teachers, GSA's are also running small groups
- Teacher's create moments in the week to play games, do trivia, fun facts to increase engagement and peer to peer relationships.

Progress Monitoring

- **District Student Connection to Peer Survey** – This will help us to see how students are feeling about peer connection during remote and hybrid learning this year.
- **Panorama Survey Data** – The Panorama Student Survey is a tool used to collect student feedback on school climate and classroom culture to help improve practice.
- **Office Discipline Referrals** – referral incidents will be consistently entered in Synergy to track and monitor incidents.
- **DESSA Data** – In the fall, staff will administer the DESSA Mini, a social emotional screener, to proactively identify students who may need additional or personalized supports with social emotional learning.

Inspired and Affirmed

Measures and Targets

- At least X% of students are inspired and affirmed in their day-to-day instruction as measured by student surveys.

Percent of students reporting feeling inspired and affirmed in instruction	
Grades 3-5	Fall 2020 Survey (baseline)
All Students	TBD
Black	TBD
Hispanic	TBD
Low Income	TBD
English Language Learners	TBD
Students with Disabilities	TBD

Data Reflection

- To be completed once baseline data is uploaded

Key Strategies/Adjustments

- Office hours: Teachers provide office hours to support students with assignments or questions about the lesson
- Consistently using the LMS Big Three: Teachers are using:
 - ANNOUNCEMENTS in the General channel
 - SCHEDULE meetings in MS Teams
 - Class Meetings channel for whole group
 - MS Teams calendar for small group
 - ASSIGNMENTS in MS Teams

- Consistently using the Edutopia 5 Components:
 - Start with EMPATHY
 - Build COMMUNITY
 - Practice good DESIGN
 - Commit to CONSISTENCY
 - SUPPORT learners
- Utilize CASEL 3 signature practices:
 - Inclusive welcome
 - Engaging strategies
 - Optimistic closure

Progress Monitoring

- Student survey

Learn and Thrive

Goal

Students achieve high levels of academic success and outcomes are not predicted by race or income

ELA Proficiency and Growth

Measures and Targets

- 73% of students in the Class of 2029 cohort* will meet or exceed state standards in ELA by spring of 2021, with increases as noted for the following subgroups: Black, Hispanic, Special Education, English Learners, Low Income.
- 80% of students in grades K-5 will show at least one year of growth in literacy as measured by adaptive software (i.e. Lexia), for students who have the recommended software usage.

Percentage Meeting/Exceeding Standard on SBA or Star

Class of 2029 Cohort*	English Language Arts (ELA) Proficiency on SBA or Star	
	2019-20 Star Grade 3**	Target 2020-21 Star or SBA Grade 4
All Students	68%	73%
Black	*	73%
Hispanic	75%	77%
Special Ed Services	50%	52%
English Learners	10%	39%
Low Income	42%	51%

*Cohorts will be assessed by including all students who began in the cohort in Year 1 as of October 1, 2018 and who remain in the cohort when measures are taken. Students entering the district after Year 1 (October 1, 2018) will not be included in the cohort data.

**Data shown are Winter Star projections of spring proficiency levels, because spring testing was cancelled due to COVID-19.

Students Grades K-5	% of students that show a year's worth of growth in Literacy	
	November Check Point	Spring 2020-21 Target
All Students		
Black		
Hispanic		
Students with Disabilities		
English Learners		
Low Income		

Data Reflection

- Regarding the percentage of students on track for third grade from the 2019 winter STAR, we met our target for Hispanic and students with disabilities but not yet for other subgroups.
- For third grade, we are on track to meet our target of 75% for all students.
- **Transfer of Skills** - Our hypothesis for our low proficiency rate for our subgroups of students is that we are not providing enough varied opportunities to promote the transference of skills that students demonstrate in literacy settings. In looking at the transfer of skills, we engaged in PD in 2018-2019 to learn about balanced literacy at the whole group of the mini-lesson, and the independent components of conferring. However, we did not engage in PD about the small group instruction which may have been a key missed step in the transfer of literacy skills.
- **Rigor** - We are reflecting on how, as a staff, we have undertaken learning about the standards. During the 2018-2019 school year, we examined literacy standards and learned how to unpack standards into learning targets for students. While we are developing an understanding of the depth of knowledge that the standards ask for, we recognize that we can provide higher rigor and more conceptual understanding opportunities in learning for our students.

Key Strategies/Adjustments

- **Transfer of Skills** – We engaged in PD around understanding flexible groupings and formative assessments to address more of our student needs and not only instruct in a homogenous group. We will plan high quality standards-based small group instruction that meets the needs of all our students. Using our high-quality small group instruction to bridge the gap from whole group mini-lesson to independent application will increase student achievement.
- **Rigor** -When planning for instruction, we will unpack the literacy standards to create student centered learning targets. In partnership with ANET, we will preview assessments to ensure that we are focusing on the standards and instruct at a high level of rigor and text complexity. We will continue our work using ANet data to analyze standards for reteaching in whole group. We will implement higher order questioning with our students after learning about it in Professional Development. We will continue to adapt our curriculum to meet grade level standards and aspects of rigor.
- **Virtual Environment:**
 - Office hours: Teachers provide office hours for students daily for individualized support
 - Big 3: Consistently using the BIG 3 for communication
 - Differentiation: Guided reading groups and small groups for English LA instruction and conversation
 - Instruction: Strengthening our tier 1 instruction
 - Inclusivity: Utilizing text to speech functions for accessibility for all students in the online platform
 - Partnerships: Partnering with facilitators to support students around literacy and vocabulary

Progress Monitoring

- Star Reading will be administered at least 3 times to all 4th grade students.
- Using Lexia to provide supporting lessons around ELA
- DIBELS and TRC are utilized to support K-2nd grade ELA standards as well as 3rd - 5th if scored below benchmark in STAR
- STAR Reading

Math Proficiency and Growth

Measures and Targets

- 60% of students in the Class of 2029 cohort* will meet or exceed state standards in math by spring of 2021, with increases as noted for the following subgroups: Black, Hispanic, Special Education, English Learners, Low Income.
- 80% of students in grades K-5 will show at least one year of growth in math as measured by adaptive software (i.e. Freckle), for students who have the recommended software usage.

Percentage Meeting/Exceeding Standard on SBA or Star

Class of 2029 Cohort*	Math Proficiency on SBA or Star	
	2019-20 Star Grade 3**	Target 2020-21 SBA or Star Grade 4
All Students	55%	63%
Black	*	63%
Hispanic	50%	52%
Special Ed Services	50%	52%
English Learners	27%	53%
Low Income	50%	52%

*Cohorts will be assessed by including all students who began in the cohort in Year 1 as of October 1, 2018 and who remain in the cohort when measures are taken. Students entering the district after Year 1 (October 1, 2018) will not be included in the cohort data.

**Data shown are Winter Star projections of spring proficiency levels, because spring testing was cancelled due to COVID-19.

Students Grades K-5	% of students that show a year's worth of growth in Math	
	November Check Point	Spring 2020-21 Target
All Students		
Black		
Hispanic		
Students with Disabilities		
English Learners		
Low Income		

Data Reflection

- Regarding the STAR data for 3rd grade from the 2019 winter assessment, we met our target for Hispanic and Special Education students but not yet for other subgroups.
- For third grade, we are not on track to meet our target of 55% for all students.
- Knowledge of Students -In learning about our students in math, we are being intentional in looking at more sources of formative assessments as well as curriculum so that we can better tailor instruction to our students' needs. We are intentional about using a growth mindset and finding out about student attitudes and learning styles in math, especially as we shift to increased rigor and conceptual understanding.

- Differentiation & Scaffolds- In looking at our subgroups, we believe there is room for improvement in providing relevant, culturally responsive differentiation and scaffolding. In PD this year, we have been learning how to incorporate their strengths through flexible grouping and formative assessment. For our MLL students, there is room for growth as we serve a range of language proficiency levels. In examining the data, we consider that 20% of our students in third to fifth grade are MLL. We realize that we can leverage more of the existing skills of our students and be intentional about using the ALDs. Specifically, we can be more intentional about implementing language rich opportunities even in math, scaffolds, and focused instruction with language objectives.

Key Strategies/Adjustments

- Knowledge of Students - We commit to using formative assessment in addition to benchmark assessments to better know our students' strengths and areas of growth in math. We will schedule time in PLCs to use these assessments and curriculum to inform our instruction around specific standards. We will incorporate student interests in our math lessons to increase cultural relevance and motivation in math. We provide opportunities for student self-assessment and student voice in math lessons.
- Differentiation and Scaffolding- We will continue, as a staff, to examine our implicit bias, specifically around the needs of our students who qualify for MLL, Special Education Services, students of color, and students who need unique SEL support through different professional development opportunities.
- We will implement a regular planning time in our PLC to examine ALDs to develop math objectives. We will implement instruction with math objectives with increased student talk and purposeful peer pairing.
- We will be intentional in planning student voice in our math lessons as well as providing multiple opportunities for students to demonstrate their math knowledge in the way that best fits their learning style.
- **Virtual Environment:**
 - Office hours: Teachers provide office hours for students daily for individualized support
 - Big 3: Consistently using the BIG 3 for communication
 - Differentiation: Guided reading groups and small groups for English LA instruction and conversation
 - Instruction: Strengthening our tier 1 instruction by utilizing common core standards and aspects of rigor around math
 - Inclusivity: Utilizing text to speech functions for accessibility for all students in the online platform
 - Partnerships: Partnering with facilitators to support students

Progress Monitoring

- Star math will be administered at least 3 times to all 4th grade students.
- 4th grade ANet Assessments.

English Language Acquisition

Measures and Targets

- For students receiving ELL services in the Class of 2029 increase % (to be set by November 2020) demonstrating progress in language acquisition skills as measured by the Achievement Level Descriptors.

Percentage Demonstrating Progress in Language Acquisition Skills		
Class of 2029 Cohort	Fall 2020	2020-21 Target

Reading	To come	Will be set by November 2020
Writing	To come	Will be set by November 2020
Listening	To come	Will be set by November 2020
Speaking	To come	Will be set by November 2020

Data Reflection

- To be completed once baseline data is uploaded

Key Strategies/Adjustments

- Vocabulary instruction – breaking apart words into smaller chunks and teaching root words to help bridge understanding around vocabulary
- Using visuals to ensure understanding and connecting real life experiences to the new vocabulary words.
- Using visuals on how to engage in teams such as using the mic, raising your hand, using the chat, etc.
- Communicating with families on how to translate classroom materials
- Closed captions used in lessons whole group
- Graphic organizers are being utilized to introduce concepts and record learning
- Using wait time for students who need more time processing to allow for greater engagement
- Differentiation and Scaffolding- We will continue, as a staff, to examine our implicit bias, specifically around the needs of our students who qualify for MLL, Special Education Services, students of color, and students who need unique SEL support through different professional development opportunities.
- Co-planning and co-teaching with MLL facilitator
- Focus on academic vocabulary for increased access
- Using L1 (native language) as another way to access knowledge when appropriate
- Utilize language settings and translation tools in platforms
- Focus on both content and language goals in line with ELA standards and individualized goals on both content and language goals in line with English Language Standards and individual student goals

Progress Monitoring

- ALDS progress monitoring

Creators of Their Future World

Goal

Students effectively problem solve and lead for positive local and global change by developing global awareness, cultural competency, and learn advanced skills in processing and applying information through the effective use of technology and engineering.

Global Awareness and Cultural Competence

Measures and Targets

- At least **75%** of students show proficiency in global awareness and cultural competence by completing a performance task in 2nd grade.

Global Awareness and Cultural Competence		
	2019-20	Target 2020-21
Grade 2	NA	75%

Key Strategies/Adjustments

- Grade 2 students will engage in multiple tasks over six weeks, demonstrating their understanding of civic engagement and cultural competence, within their spring Social Studies unit “Families in Their Neighborhoods.”
- Grade 2 Students will:
 - Share about their own cultural identity, learn about the cultural identity of classmates, and appreciate the many contributions of everyone in the classroom community (cultural competence)
 - Solve problems to meet the needs of their neighborhood communities (global awareness)
 - Engage in discussions, collective problem-solving, and collective and individual action to address community concerns (civic engagement & creators of their future world)
- Professional development will be provided to 2nd grade teachers, ITCLs and administrators to ensure educators understand the shifts in practice.
- Increased communication in Principal Digest (Leadership News) and in Teaching and Learning Newsletter.

Progress Monitoring

- Grade 2 students will complete surveys at the beginning and end of the unit. Survey data will provide information regarding their perceived ability to demonstrate civic action.
- Grade 2 students will be scored on a rubric for the multiple tasks within the unit.
- Attendance and reflections on learning at professional development (ex. Cert Admin for leaders, Teaching and Learning meetings for ITCLs and Educator Professional Development for 2nd grade teachers)

Family Engagement

Goal

Families, particularly those who have been traditionally marginalized, are more informed, better able to find support, and are more empowered to contribute to student success.

Informed, Supported, and Empowered

Measures and Targets

- Families report they feel informed, supported, and empowered to contribute to their student's success as measured by the Family Satisfaction Survey. (See targets in tables below)

Percent of Families Feeling "Informed" on Family Satisfaction Survey	2019-20	Target 2020-21
All	73%	76%
Black	*	
Hispanic	81%	84%
Students with Disabilities	60%	75%
English Learners	86%	89%
Low Income	80%	83%

Percent of Families Feeling "Supported" on Family Satisfaction Survey	2019-20	Target 2020-21
All	78%	81%
Black	*	
Hispanic	86%	89%
Students with Disabilities	60%	75%
English Learners	95%	98%
Low Income	73%	76%

Percent of Families Feeling "Empowered" on Family Satisfaction Survey	2019-20	Target 2020-21
All	77%	80%
Black	*	
Hispanic	90%	93%
Students with Disabilities	78%	81%
English Learners	95%	98%
Low Income	87%	90%

* Data not available for student subgroups < 10

Data Reflection

- **Parent Leadership Through the PTA** – Our PTA continues to grow and strengthen thanks to committed parent leaders. This past year, prior to COVID, our PTA has partnered with our Family Engagement Specialist to provide scholarships for Wednesday and afterschool events. Summer Play Dates at the park connect new and returning families. In addition, the PTA organized grade levels potlucks to facilitate community. PTA and administrators meet monthly to collaborate community events and address successes and concerns.
- **Improved Two-Way Communication for Multi-Lingual Families** – PLE actively used the resources provided to support our multilingual families using interpreters and Telephonic interpretation. We also provide different modes of communication to ensure our parents are informed.
- **Action Team for Partnership** – The team consist of educators across grade levels, PLE parents, community leaders, administrators and PTA. Together, we are designing family engagement events and initiatives that meets the needs of our PLE families. Due to our diverse community, we have ensured that the ATP is represented by multiple racial groups.
- **Family Third Thursday** – As a longstanding, well-loved tradition, we continued to bridge home and school through events where families can join their students in the classroom. Teachers prepared fun academic experiences for parents to bring back home. Our most recent Family Third Thursday was attended by a total of 134 parents and other family members. Below is the percentage of families who attended the family third Thursday:
 - 47% White
 - 20% Asian
 - 19% Hispanic
 - 6% Black
 - 8% Multi Ethic
- **First Friday Coffee** – Designed to create a monthly open forum for parents to share celebrations, updates and concerns to administrators and PTA. Three times per year, a formal presentation is offered by administrators. This creates a space for parents to get to know administrators in a less formal environment and for families to build community.
- **Lighthouse Partnership** – This is our largest facility user and church community neighbor. As part of our effort to connect and strengthen our community, Lighthouse members support our mentor program, classroom volunteers, 5th grade math olympiad and ATP events.

Key Strategies/Adjustments

During remote learning due to COVID-19, we are continuing to support family engagement, including:

- Starting before the school year starts, we begin reaching out to parents to join groups and fill representation spots on the Action Team for Partnerships
- We hold Monthly Action Team for Partnership meetings with the community
- We host a principals' coffee three times per year
- Partnering with PTA to create family events, such as scavenger hunts, walk to school, rock painting and fun virtual games

Progress Monitoring

Tracking Attendance at Events

- Family Third Thursday – Track family engagement
- Tracking Attendance at PTA events using rosters

Interim Family Surveys

- Tracking survey participation

Principal Coffee Friday event

- Tracking attendance

Glossary

- ANet: Achievement Network
- ATP: Action Team for Partnership
- BPD: Building Professional Development
- DDPD: District Directed Professional Development
- ELA: English Language Arts
- MLL: Multilingual Learners
- IEP: Individualized Education Program
- PBIS: Positive Behavior Intervention Support
- PD: Professional Development
- PLC: Professional Learning Community
- PLE: Phantom Lake Elementary
- PTA: Parent Teacher Association
- SBA: Smarter Balanced Assessment
- WSIF: Washington State Improvement Framework



2019-2020 School Profile

Phantom Lake Elementary

<http://www.bsd405.org/phantomlake/>

Melisa Macias, Principal

1050 160th Ave SE

Bellevue, WA 98008

425-456-5600

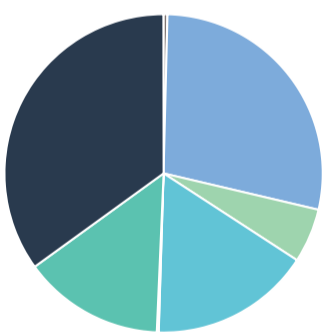
School Overview

At Phantom Lake Elementary we serve approximately 325 Kindergarten-5th grade students and between 80 and 125 preschoolers from across our district in our PALS integrated preschool program. The mission of our community is to provide an exceptional education for the whole child in a nurturing and joyful environment in order to prepare our students to be creators of their future world. YES WE CAN!

Programs Offered

Preschool special education

Racial Diversity



Racial Diversity Detail

<1%	American Indian or Alaska Native
28%	Asian
5%	Black/African-American
16%	Hispanic
<1%	Pacific Islander
14%	Two or more races
34%	White

School & Student Characteristics¹

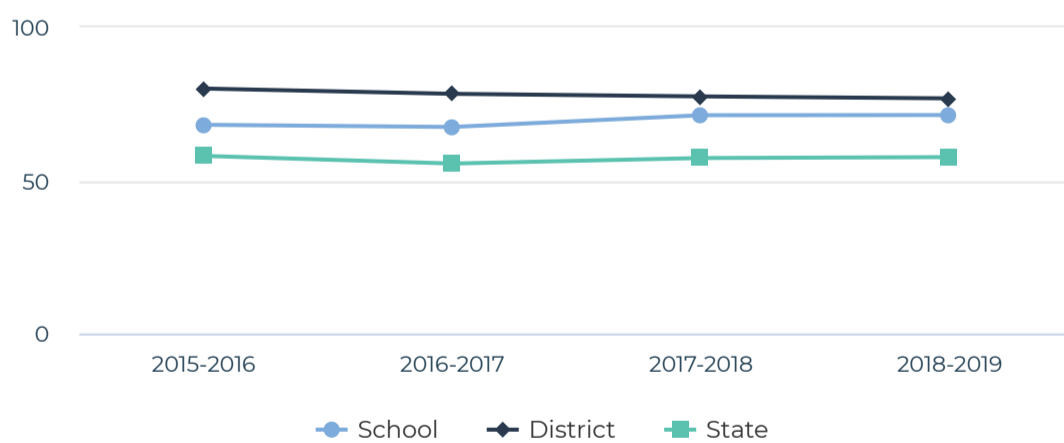
	SCHOOL	DISTRICT ²
Enrollment	457	526
National Board Certified Teachers	30%	23%
Eligible for Free/Reduced Price Meals	24%	16%
Receiving Special Education Services	23%	9%
English Language Learners	18%	21%
First Language Other Than English	36%	42%
Mobility Rate ³	13%	13%
Average Attendance Rate	95%	95%

Summary of Student Achievement

State Assessment Results for Grades 3-5 in the Last Four Years

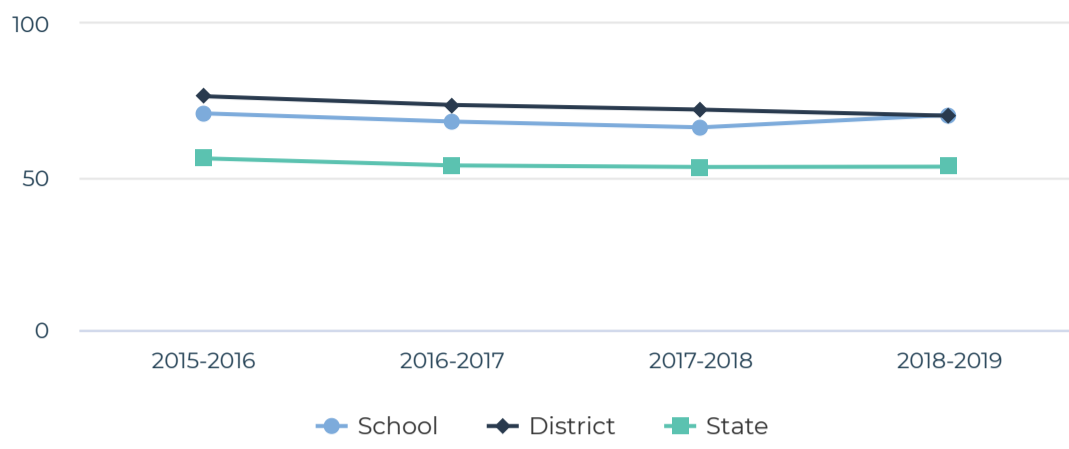
English Language Arts

Smarter Balanced - Percentage of Students Meeting Standards



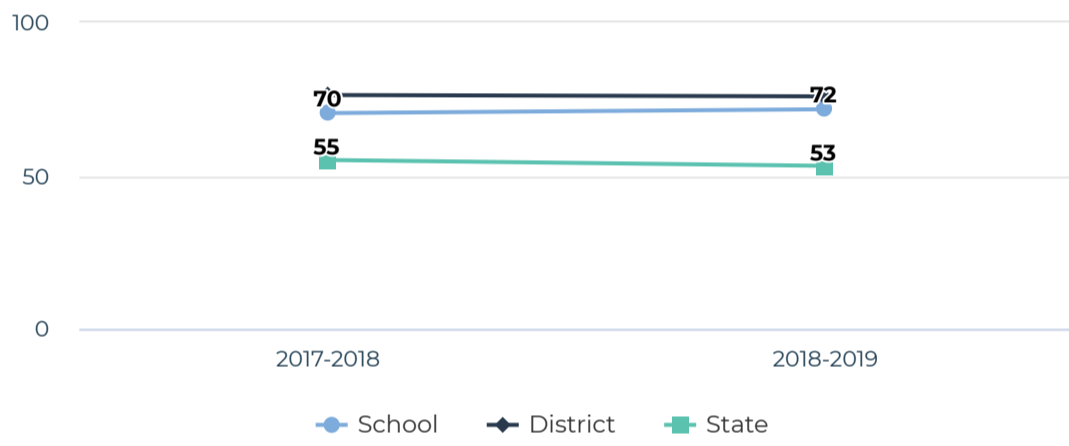
Mathematics

Smarter Balanced - Percentage of Students Meeting Standards



Science

WCAS - Percentage of Students Meeting Standards



Glossary

National Board Certified Teachers

The National Board for Professional Teaching Standards offers a voluntary certification process for teachers to show that they have met the organization's standards for effective teaching. Teachers who apply go through a lengthy and rigorous screening process to obtain certification.

Science Assessments - WCAS

WCAS stands for Washington Comprehensive Assessment of Science, first administered in Spring 2018 to students state-wide in grades 5, 8 and 11. The WCAS is aligned to Next Generation Science Standards, which emphasize engineering and technology. The standards were adopted by the state in 2013. For more information see www.k12.wa.us/assessment/StateTesting/default.aspx.

Smarter Balanced

Starting in 2014-15, Washington State adopted the Smarter Balanced exams to assess student learning in English language arts and math in grades 3-8 and 10-11. These computer-based exams are aligned to the state's Common Core learning standards. For more information see www.k12.wa.us/assessment/StateTesting/default.aspx.

Special Education Services

Neighborhood schools provide a continuum of special education services. We provide specialty centers as well:

- * Cascade program for students who benefit from behavioral supports due to emotional stressors.
- * Evergreen program to serve young adults (ages 18-21) with disabilities.
- * Olympic program to support students on the autism spectrum.
- * Pacific program for students with significant developmental and intellectual disabilities.
- * PALS (Preschool Age Learning) preschool to provide early intervention services for children with special needs (ages 3-5), together with typically developing peers.

End Notes

- 1. School and Student Characteristics** Data are from October 1, 2019 unless otherwise specified.
- 2. District Average** The district averages displayed here are the averages for district elementary schools.
- 3. Mobility Rate** The percent of students who entered or withdrew from the school between October 1 and June 15, based on October 1 enrollment.