



# North Park

## Elementary School

### School Plan for Student Achievement (SPSA) Template

The School Plan for Student Achievement (SPSA) is meant to consolidate all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), pursuant to the California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA).

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

The School Site Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications in the plan to reflect changing needs and priorities, as applicable, pursuant to EC 52853(b) and 52855.

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

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

LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement.

<b>School Name</b>	North Park Elementary School
<b>Address</b>	23335 West Sunset Hills Dr. Valencia, CA 91355
<b>County-District-School (CDS) Code</b>	19649986116495
<b>Principal</b>	Vicki Kubasak
<b>District Name</b>	Saugus Union Elementary School District
<b>SPSA Revision Date</b>	September 2018 - April 2019
<b>Schoolsite Council (SSC) Approval Date</b>	April 25, 2019
<b>Local Board Approval Date</b>	

In the pages that follow, please describe the school’s plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs.

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# School Vision and Mission

## Vision

At North Park Elementary, we believe all students deserve an excellent education that prepares, equips, and best positions them to prosper in the 21st century global community.

## Mission

North Park Elementary strives to educate the whole child. Our goal is to provide a safe, nurturing, well-rounded education and learning community that meets the academic, social, emotional, and physical needs of all our students. Beyond academics, helping students learn to listen, assess situations, communicate articulately, advocate for themselves, think critically, work together, and navigate relationships is essential. These are the foundations upon which North Park builds its school culture where high expectations, respect, responsibility, academic excellence, and pride resonate throughout the campus.

We believe it takes the entire community – all of us working together – to develop these abilities in our children, empowering them to reach their utmost potential, as they are our future.

# School Profile

North Park Elementary was established in 1999. Enrollment is 715 students in grades TK – 6. The demographics are as follows: 23% Hispanic, 8% Asian, 5% Filipino, 7% Black or African American, and 55% White. In addition 7% of the population is ELD, 12% has special needs, and 18% is socio-economically disadvantaged. There are 23 general education classes spanning TK - 6th grades as well as 3 special education classes on campus. North Park has 28 teachers whose collective teaching experience is over 600 years and who collectively hold more than 25 masters degrees. There is also a principal with 21 years of teaching experience, an assistant principal with 18 years of teaching experience, and 30 support staff.

North Park offers a comprehensive program in all areas of curriculum including language arts, science, technology, art, mathematics, and physical, emotional, and behavioral education. Three of our teachers serve as instructional coaches for the district and provide training on site as well. We also have an NGSS science coach on staff. There is an in-school and after-school intervention program for students who struggle academically as well as two resource teachers, a speech teacher, a school psychologist, occupational therapist, and adaptive physical education teacher to meet the needs of our students with IEPs.

North Park's library collection holds over 12,000 books with an equal balance between fiction and non-fiction selections. There is a computer lab with 34 desktop computers as well as a mobile computer lab. Each classroom has an interactive flat panel. Classrooms have Chrome books based upon the following ratios: K - 3rd grades 4:1, 4th grade 2:1, and 5th - 6th grades 1:1. With support from the PTA, North Park has a focus in the area of the arts. North Park partners with a local college's performing arts center to bring artists in residence to each grade level for eight weeks each year. There is also a School Wide Visual Arts Program, a Drama program, and grade level field trips provided by PTA. North Park has an active PTA membership that is very supportive of teachers, and whose parents have made a commitment to volunteer in classrooms on a regular basis. There are multiple PTA sponsored family events such as Family Art Knight, Family Movie Night, Science Knight, and family restaurant Knights Out. In addition to PTA events, the school encourages parent involvement through Site Council, ELAC meetings, GATE parent evenings, Monster Math (a time on Halloween for families to play math games with their children), and Family Academies covering a broad range of topics. Parents receive a weekly email containing the Tuesday Knight News to help them stay up to date on many of the opportunities to be involved in their child's education.

With a belief that social emotional learning is an important part of a well rounded education, North park has a number of programs to help students know how to act and be a productive part of the community. North Park Elementary implements PBIS (Positive Behavior Interventions and Supports) as a way to promote appropriate behavior. Expectations are explicitly taught, and students who demonstrate the desired behavior are recognized. Students who struggle with the expectations are provided with support to help them learn and adhere to the expected behaviors. Consequences serve the purpose of changing behavior. There is a data tracking procedure to help narrow down the causes of misbehavior so they may be effectively addressed. Weekly Monday Morning Assemblies are a community building time to give specific behavior reminders, celebrate students who have birthdays that week, and recognize students who display Knightly behavior. Monthly awards assemblies acknowledge students from classrooms who display

excellent effort, academic achievement, and citizenship. In addition, a counselor is on campus two days a week to support students with social and emotional needs through social skills groups.

North Park is also civic minded and has many student organizations. There is a Student Service group comprised of representatives from each upper grade classroom. They perform service activities and promote school spirit. There is also a broadcast team of 6th graders who produce a weekly broadcast that is sent to the school and school community for viewing. Our Circle of Friends program meets weekly to bring together special needs students with a "circle" of general education friends to share lunch and a fun activity. Grades of Green teams work at lunchtime to support our efforts to recycle. A team of 4th grade Peace Patrol students works with our kindergarteners at lunchtime to remind them of the rules and help them get along. North Park also has an active Student Valet Team who has been trained by a local Sheriff to open car doors and help facilitate a smooth valet line in front of the school each morning. We believe these kinds of service opportunities are important to educating the whole child.

Security and safety are important considerations at North Park Elementary. We have a single point of entry during the school day with a buzz in system. An electronic visitor screening system is used as well as a keyless entry system. Fullscale disaster drills are held twice a year to ensure preparedness. Fire, earthquake, and lock down drills are conducted regularly. North Park partners with the local Sheriff's Department to refine our emergency practices.

North Park Elementary was recognized as a California Gold Ribbon School in 2016, and as a California Distinguished School two times (2008, 2004) as well.

## Stakeholder Involvement

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

### Involvement Process for the SPSA and Annual Review and Update

Data from CAASPP scores was reviewed and discussed with the teaching staff over many meetings. Part of these discussions included ideas for affecting positive change and growing our students' academic skills.

The school's Site Council met monthly to discuss the school's programs, progress, and future. The mission and vision were reworked, in the fall. CAASPP scores and the CA Dashboard were explained and analyzed. A review of the effectiveness of current programs was conducted based upon data collected from grade level chairs. Decisions were made on how best to move toward continued growth for our students, both academically and social-emotionally.

The principal attended PTA meetings monthly, bringing reports of the status of our many programs. Surveys were conducted to get teacher input for programs provided by PTA and the school. These results were shared with PTA. Ensuing discussions helped PTA shape their vision for support of our programs in the coming year.

The ELAC committee was afforded an opportunity to review test scores, discuss programming, and make suggestions for improving programs at their quarterly meetings.

# School and Student Performance Data

## Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Student		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
American Indian	0.3%	0.3%	0.56%	2	2	4
African American	5.1%	5.7%	6.57%	38	40	47
Asian	8.2%	7.9%	7.69%	61	55	55
Filipino	7.0%	6.5%	5.45%	52	45	39
Hispanic/Latino	24.0%	24.6%	22.66%	179	172	162
Pacific Islander	0.3%	0.3%	0.28%	2	2	2
White	54.0%	54.0%	55.10%	403	377	394
Multiple/No Response	1.2%	0.3%	0.14%	9	2	1
<b>Total Enrollment</b>				746	698	715

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	2015-16	2016-17	2017-18
Kindergarten	82	99	135
Grade 1	99	66	78
Grade 2	93	98	70
Grade3	92	97	104
Grade 4	121	92	99
Grade 5	124	123	102
Grade 6	135	123	127
<b>Total Enrollment</b>	746	698	715

### Conclusions based on this data:

1. Overall enrollment has decreased since the 15-16 school year.
2. Two grade levels have significantly fewer students than the others.
3. The number of African American students has grown over the last two years.

# School and Student Performance Data

## Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
English Learners	57	53	50	7.6%	7.6%	7.0%
Fluent English Proficient	31	23	29	4.2%	3.3%	4.1%
Reclassified Fluent English Proficient	8	7	15	11.8%	12.3%	28.3%

### Conclusions based on this data:

1. The percentage of students reclassified more than doubled in 2017-2018.
2. There is a slight decline in the number of English Learners over the last 3 years.
3. There is only a small percentage of the student population (7%) who are English Learners.

# 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 Scores			% of Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	93	96	106	93	94	106	93	94	106	100	97.9	100
Grade 4	121	94	102	115	93	101	115	93	101	95	98.9	99
Grade 5	122	123	103	119	117	103	119	117	103	97.5	95.1	100
Grade 6	134	123	125	130	119	119	129	118	119	97	96.7	95.2
All Grades	470	436	436	457	423	429	456	422	429	97.2	97	98.4

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	2447.	2429.	2451.	35	22.34	32.08	25	28.72	32.08	16	21.28	18.87	24	27.66	16.98
Grade 4	2487.	2479.	2482.	30	27.96	31.68	31	31.18	23.76	20	13.98	20.79	19	26.88	23.76
Grade 5	2529.	2541.	2512.	29	35.04	25.24	39	33.33	33.01	16	22.22	14.56	16	9.40	27.18
Grade 6	2556.	2544.	2559.	29	16.95	23.53	34	47.46	44.54	20	23.73	21.01	17	11.86	10.92
All Grades	N/A	N/A	N/A	30	25.59	27.97	33	35.78	33.80	18	20.62	18.88	19	18.01	19.35

Reading Demonstrating understanding of literary and non-fictional texts										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	
Grade 3	28	27.66	37.74	48	43.62	44.34	24	28.72	17.92	
Grade 4	32	32.26	27.72	45	50.54	55.45	23	17.20	16.83	
Grade 5	31	35.90	31.07	45	50.43	44.66	24	13.68	24.27	
Grade 6	29	32.20	32.77	47	51.69	50.42	23	16.10	16.81	
All Grades	30	32.23	32.40	46	49.29	48.72	23	18.48	18.88	

Writing Producing clear and purposeful writing										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	
Grade 3	37	24.73	27.36	39	45.16	52.83	24	30.11	19.81	
Grade 4	31	25.81	20.79	52	50.54	53.47	18	23.66	25.74	
Grade 5	39	44.44	38.83	42	43.59	40.78	19	11.97	20.39	
Grade 6	36	27.35	40.34	44	54.70	45.38	20	17.95	14.29	
All Grades	35	31.19	32.17	44	48.57	48.02	20	20.24	19.81	

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	24	19.15	26.42	66	68.09	66.04	11	12.77	7.55
Grade 4	24	22.58	26.73	68	65.59	60.40	8	11.83	12.87
Grade 5	22	27.35	14.56	65	66.67	63.11	13	5.98	22.33
Grade 6	22	16.10	24.37	67	72.88	71.43	12	11.02	4.20
All Grades	23	21.33	23.08	66	68.48	65.50	11	10.19	11.42

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	34	21.28	32.08	47	56.38	52.83	18	22.34	15.09
Grade 4	29	20.43	20.79	53	61.29	62.38	18	18.28	16.83
Grade 5	38	37.61	27.18	52	47.86	46.60	10	14.53	26.21
Grade 6	46	33.90	28.57	41	55.93	61.34	13	10.17	10.08
All Grades	37	29.15	27.27	48	54.98	55.94	15	15.88	16.78

**Conclusions based on this data:**

1. 62% of students met or exceeded standards.
2. The percentage of 3rd graders who did not meet the standard in ELA decreased by 11% while the percentage of 5th graders below standard increased by 18%.
3. 19% of students are below standard in reading and writing.

# School and Student Performance Data

## CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	93	96	106	93	94	106	93	94	106	100	97.9	100
Grade 4	121	94	102	115	93	101	115	93	101	95	98.9	99
Grade 5	122	123	103	119	117	103	119	117	103	97.5	95.1	100
Grade 6	134	123	125	130	117	119	130	117	119	97	95.1	95.2
All Grades	470	436	436	457	421	429	457	421	429	97.2	96.6	98.4

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	2431.	2427.	2444.	17	19.15	26.42	29	30.85	32.08	29	24.47	23.58	25	25.53	17.92
Grade 4	2486.	2468.	2483.	19	15.05	17.82	30	30.11	38.61	39	32.26	26.73	12	22.58	16.83
Grade 5	2508.	2515.	2494.	19	28.21	12.62	25	16.24	19.42	32	32.48	33.01	24	23.08	34.95
Grade 6	2549.	2525.	2531.	33	17.95	19.33	19	25.64	24.37	24	35.90	32.77	24	20.51	23.53
All Grades	N/A	N/A	N/A	23	20.43	19.11	25	25.18	28.44	31	31.59	29.14	21	22.80	23.31

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	31	31.91	42.45	37	35.11	33.96	32	32.98	23.58
Grade 4	33	22.58	32.67	37	41.94	39.60	30	35.48	27.72
Grade 5	26	35.04	23.30	43	30.77	37.86	31	34.19	38.83
Grade 6	35	24.79	22.69	30	42.74	41.18	35	32.48	36.13
All Grades	31	28.74	30.07	37	37.53	38.23	32	33.73	31.70

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	24	29.79	34.91	49	41.49	46.23	27	28.72	18.87
Grade 4	25	24.73	21.78	53	44.09	54.46	22	31.18	23.76
Grade 5	21	23.93	14.56	48	51.28	47.57	31	24.79	37.86
Grade 6	35	18.80	21.85	40	52.14	49.58	25	29.06	28.57
All Grades	26	23.99	23.31	47	47.74	49.42	26	28.27	27.27

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
<b>Grade 3</b>	28	24.47	33.02	53	46.81	47.17	19	28.72	19.81
<b>Grade 4</b>	30	23.66	24.75	51	45.16	53.47	19	31.18	21.78
<b>Grade 5</b>	15	23.08	11.65	59	46.15	52.43	26	30.77	35.92
<b>Grade 6</b>	31	17.95	21.85	45	55.56	46.22	24	26.50	31.93
<b>All Grades</b>	26	22.09	22.84	52	48.69	49.65	22	29.22	27.51

**Conclusions based on this data:**

1. Students meeting or exceeding standards increased from 46% to 48%, thus meeting our stated goal.
2. Almost 50% of the students are at or near standard in Math Problem Solving and Data Analysis.
3. 32% of students scored below standard in Concepts and Procedures.

# School and Student Performance Data

## ELPAC Results

2017-18 Summative Assessment Data Number of Students and Mean Scale Scores for All Students				
Grade Level	Overall	Oral Language	Written Language	Number of Students Tested
Grade K	1388.0	1394.3	1372.8	12
Grade 1	*	*	*	*
Grade 2	*	*	*	*
Grade 3	*	*	*	*
Grade 4	*	*	*	*
Grade 5	*	*	*	*
Grade 6	*	*	*	*
All Grades				48

Overall Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade K	*	*	*	*	*	*	*	*	12
Grade 1	*	*	*	*					*
Grade 2	*	*	*	*					*
Grade 3	*	*	*	*	*	*			*
Grade 4	*	*	*	*	*	*			*
Grade 5	*	*	*	*					*
Grade 6			*	*	*	*	*	*	*
All Grades	21	43.75	15	31.25	*	*	*	*	48

Oral Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade K	*	*	*	*	*	*	*	*	12
Grade 1	*	*	*	*	*	*			*
Grade 2	*	*	*	*					*
Grade 3	*	*	*	*					*
Grade 4	*	*	*	*					*
Grade 5	*	*	*	*					*
Grade 6			*	*	*	*	*	*	*
All Grades	23	47.92	14	29.17	*	*	*	*	48

Written Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade K	*	*	*	*	*	*	*	*	12
Grade 1	*	*	*	*					*
Grade 2	*	*							*
Grade 3	*	*	*	*	*	*	*	*	*
Grade 4	*	*	*	*	*	*			*
Grade 5	*	*	*	*	*	*			*
Grade 6					*	*	*	*	*
All Grades	19	39.58	11	22.92	12	25.00	*	*	48

Listening Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade K	*	*	*	*	*	*	12
Grade 1	*	*	*	*			*
Grade 2	*	*					*
Grade 3	*	*	*	*			*
Grade 4	*	*	*	*	*	*	*
Grade 5	*	*	*	*			*
Grade 6	*	*	*	*	*	*	*
All Grades	26	54.17	19	39.58	*	*	48

Speaking Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade K	*	*	*	*	*	*	12
Grade 1	*	*	*	*	*	*	*
Grade 2	*	*	*	*			*
Grade 3	*	*	*	*			*
Grade 4	*	*					*
Grade 5	*	*	*	*			*
Grade 6			*	*	*	*	*
All Grades	26	54.17	13	27.08	*	*	48

Reading Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade K	*	*	*	*	*	*	12
Grade 1	*	*					*
Grade 2	*	*	*	*			*
Grade 3	*	*	*	*	*	*	*
Grade 4	*	*	*	*			*
Grade 5			*	*			*
Grade 6			*	*	*	*	*
All Grades	16	33.33	25	52.08	*	*	48

Writing Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade K	*	*	*	*	*	*	12
Grade 1	*	*	*	*			*
Grade 2	*	*					*
Grade 3	*	*	*	*			*
Grade 4	*	*	*	*			*
Grade 5	*	*	*	*			*
Grade 6			*	*	*	*	*
All Grades	22	45.83	23	47.92	*	*	48

**Conclusions based on this data:**

1. There are only 48 English Learners.
2. 75% of our English Learners scored in the 3rd or 4th level of proficiency in overall language.
3. 54% of our English Learners scored in the Well-Developed range for both Listening and Speaking.

# School and Student Performance Data

## Student Population

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

2017-18 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
715	17.6%	7.0%	0.6%

This is the total number of students enrolled.

This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.

This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.

This is the percent of students whose well-being is the responsibility of a court.

2017-18 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	50	7.0%
Foster Youth	4	0.6%
Homeless	3	0.4%
Socioeconomically Disadvantaged	126	17.6%
Students with Disabilities	89	12.4%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	47	6.6%
American Indian	4	0.6%
Asian	55	7.7%
Filipino	39	5.5%
Hispanic	162	22.7%
Two or More Races	11	1.5%
Pacific Islander	2	0.3%
White	394	55.1%

### Conclusions based on this data:

1. Potentially 25% of the student population could be part of the unduplicated count.
2. Foster and Homeless youth make up only 1% of the student population.
3. 78% of the student population are either White or Hispanic.

# School and Student Performance Data

## Overall Performance

### 2018 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<p><b>English Language Arts</b></p>  <p>Green</p>	<p><b>Chronic Absenteeism</b></p>  <p>Green</p>	<p><b>Suspension Rate</b></p>  <p>Blue</p>
<p><b>Mathematics</b></p>  <p>Green</p>		
<p><b>English Learner Progress</b></p>  <p>No Performance Color</p>		

#### Conclusions based on this data:

1. The areas of Mathematics and Language Arts both need to be improved.
2. North Park Elementary has a low suspension rate.
3. There is room to improve the Chronic Absenteeism rate.

# School and Student Performance Data

## Academic Performance English Language Arts

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



This section provides number of student groups in each color.



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

2018 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p><b>All Students</b></p>  <p>Green</p> <p>18.5 points above standard</p> <p>Maintained 2.5 points</p> <p>414 students</p>	<p><b>English Learners</b></p>  <p>Green</p> <p>11.4 points above standard</p> <p>Maintained 0.2 points</p> <p>37 students</p>	<p><b>Foster Youth</b></p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>1 students</p>
<p><b>Homeless</b></p>  <p>No Performance Color</p> <p>0 Students</p>	<p><b>Socioeconomically Disadvantaged</b></p>  <p>Orange</p> <p>14.5 points below standard</p> <p>Declined -3.3 points</p> <p>81 students</p>	<p><b>Students with Disabilities</b></p>  <p>Yellow</p> <p>56.7 points below standard</p> <p>Increased 35.6 points</p> <p>67 students</p>

**2018 Fall Dashboard English Language Arts Performance by Race/Ethnicity**

African American	American Indian	Asian	Filipino
 No Performance Color 21.2 points below standard Maintained -1.6 points 25 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	 No Performance Color 57.8 points above standard Declined -12.1 points 25 students	 No Performance Color 20.8 points above standard Increased 7.1 points 28 students
Hispanic	Two or More Races	Pacific Islander	White
 Green 11.1 points above standard Increased 11.2 points 103 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students	 Green 21.6 points above standard Maintained 2.9 points 228 students

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

**2018 Fall Dashboard English Language Arts Data Comparisons for English Learners**

Current English Learner	Reclassified English Learners	English Only
40.2 points below standard Increased 41.1 points 21 students	79.1 points above standard Increased 29 points 16 students	18.2 points above standard Increased 3 points 366 students

**Conclusions based on this data:**

- The performance of Socio-economically Disadvantaged students declined.
- Hispanic students showed more growth this year than white students, although overall White students are still achieving at a higher level than Hispanic students.
- Reclassified English Learners are outperforming all other subgroups.

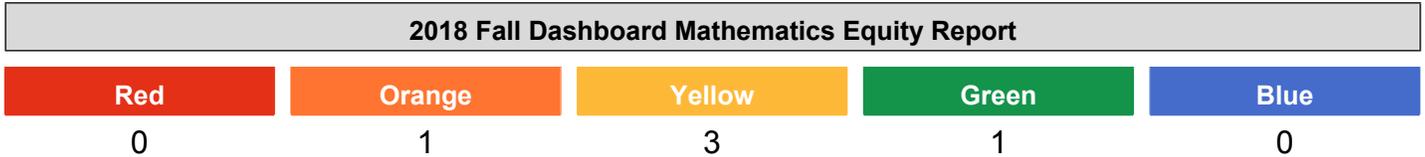
# School and Student Performance Data

## Academic Performance Mathematics

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



This section provides number of student groups in each color.



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

2018 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p><b>All Students</b></p>  <p>Green</p> <p>11.4 points below standard</p> <p>Increased 4.2 points</p> <p>414 students</p>	<p><b>English Learners</b></p>  <p>Yellow</p> <p>22.9 points below standard</p> <p>Maintained 0.5 points</p> <p>37 students</p>	<p><b>Foster Youth</b></p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>1 students</p>
<p><b>Homeless</b></p>  <p>No Performance Color</p> <p>0 Students</p>	<p><b>Socioeconomically Disadvantaged</b></p>  <p>Orange</p> <p>42.9 points below standard</p> <p>Declined -3.1 points</p> <p>81 students</p>	<p><b>Students with Disabilities</b></p>  <p>Yellow</p> <p>86 points below standard</p> <p>Increased</p> <p>15.4 points 67 students</p>

### 2018 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 59.7 points below standard Declined -11.4 points 25 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	 No Performance Color 37.9 points above standard Declined -16.8 points 25 students	 No Performance Color 5.2 points below standard Increased 8 points 28 students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 26.5 points below standard Increased 11.4 points 103 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students	 Green 5.6 points below standard Increased 7.7 points 228 students

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

### 2018 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
61.2 points below standard Increased 63.2 points 21 students	27.4 points above standard Increased 8.3 points 16 students	11.9 points below standard Increased 3.5 points 366 students

#### Conclusions based on this data:

1. All of our subgroups except Asians scored below standard in math.
2. Although still scoring significantly below standard, Students with Disabilities increased their scores by 15.4 points.
3. Current English Learners made the greatest increase - 63.2 points, although they are still 61.2 points below standard.

# School and Student Performance Data

## Academic Performance English Learner Progress

This section provides a view of the percent of students performing at each level on the new English Language Proficiency Assessments for California (ELPAC) assessment. With the transition ELPAC, the 2018 Dashboard is unable to report a performance level (color) for this measure.

2018 Fall Dashboard English Language Proficiency Assessments for California Results				
Number of Students	Level 4 Well Developed	Level 3 Moderately Developed	Level 2 Somewhat Developed	Level 1 Beginning Stage
48	43.8%	31.3%	18.8%	6.3%

### Conclusions based on this data:

1. 75% of our English Learners are at levels 3 or 4.
2. Fewer than 7% of the English Learners are at the Beginning Stage.
3. There is a relatively low number of English Learners at the school.

# School and Student Performance Data

## Academic Performance College/Career

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

Lowest Performance      Red      Orange      Yellow      Green      Blue      Highest Performance

This section provides number of student groups in each color.

2018 Fall Dashboard College/Career Equity Report				
Red	Orange	Yellow	Green	Blue

This section provides information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

2018 Fall Dashboard College/Career for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2018 Fall Dashboard College/Career by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

This section provides a view of the percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.

2018 Fall Dashboard College/Career 3-Year Performance		
Class of 2016	Class of 2017	Class of 2018
Prepared	Prepared	Prepared
Approaching Prepared	Approaching Prepared	Approaching Prepared
Not Prepared	Not Prepared	Not Prepared

Conclusions based on this data:

- 1.

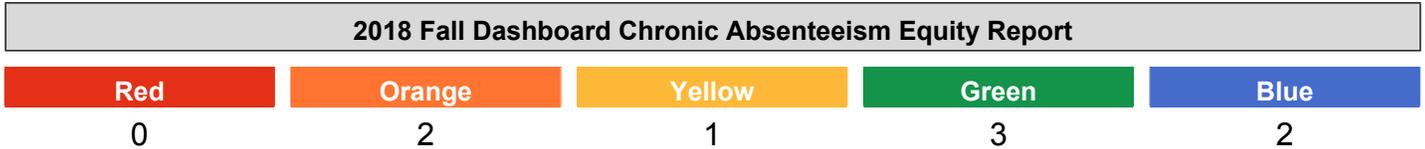
# School and Student Performance Data

## Academic Engagement Chronic Absenteeism

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



This section provides number of student groups in each color.



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

2018 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<p><b>All Students</b></p>  <p>Green</p> <p>6.2% chronically absent</p> <p>Declined 1.9%</p> <p>737 students</p>	<p><b>English Learners</b></p>  <p>Blue</p> <p>1.9% chronically absent</p> <p>Declined 6.9%</p> <p>53 students</p>	<p><b>Foster Youth</b></p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>7 students</p>
<p><b>Homeless</b></p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>4 students</p>	<p><b>Socioeconomically Disadvantaged</b></p>  <p>Green</p> <p>7.2% chronically absent</p> <p>Declined 4.9%</p> <p>139 students</p>	<p><b>Students with Disabilities</b></p>  <p>Orange</p> <p>13.3% chronically absent</p> <p>Increased 3.3%</p> <p>105 students</p>

## 2018 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Blue 2.1% chronically absent Declined 7.2% 47 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5 students	 Yellow 3.5% chronically absent Increased 1.7% 57 students	 Orange 5.1% chronically absent Increased 3% 39 students
Hispanic	Two or More Races	Pacific Islander	White
 Green 6.5% chronically absent Declined 4.3% 168 students	 No Performance Color 8.3% chronically absent 12 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students	 Green 6.9% chronically absent Declined 1.7% 407 students

### Conclusions based on this data:

1. English Learners and Socio-Economically Disadvantaged students decreased chronic absenteeism by 6.9% and 4.9% respectively.
2. 13.3% of Students with Disabilities are chronically absent.
3. The greatest decline in chronic absenteeism was 7.2 % for African American students, who now have a chronic absenteeism rate of only 2.1%.

# School and Student Performance Data

## Academic Engagement Graduation Rate

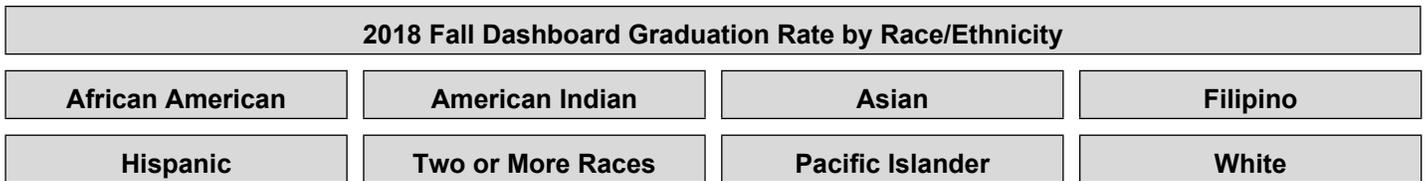
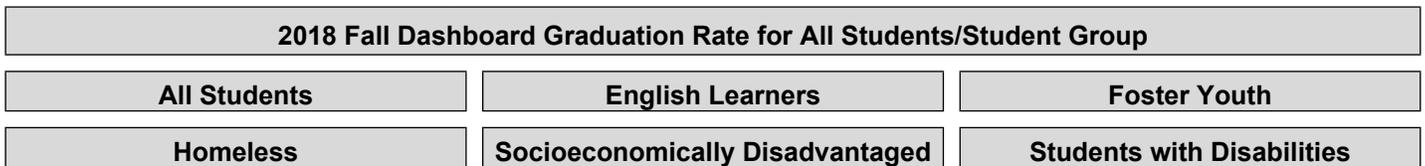
The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance      Red      Orange      Yellow      Green      Blue      Highest Performance

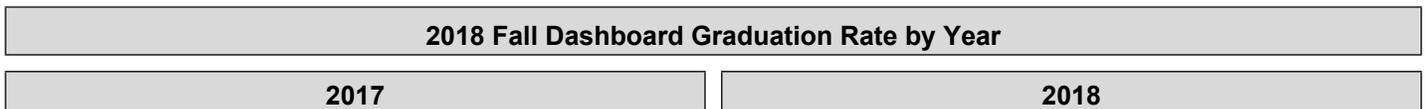
This section provides number of student groups in each color.



This section provides information about students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school.



This section provides a view of the percentage of students who received a high school diploma within four years of entering ninth grade or complete their graduation requirements at an alternative school.



Conclusions based on this data:

- 1.

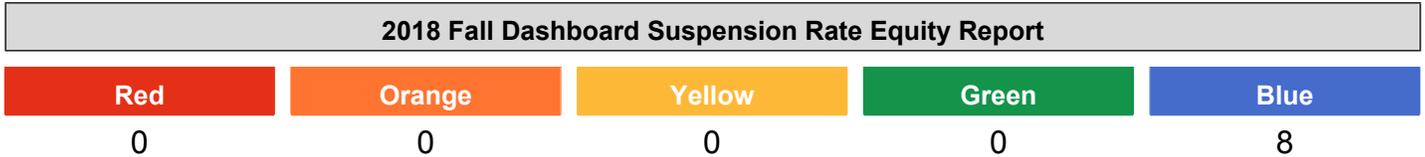
# School and Student Performance Data

## Conditions & Climate Suspension Rate

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



This section provides number of student groups in each color.



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

2018 Fall Dashboard Suspension Rate for All Students/Student Group		
<p><b>All Students</b></p>  Blue 0% suspended at least once Maintained -0.1% 749 students	<p><b>English Learners</b></p>  Blue 0% suspended at least once Maintained 0% 54 students	<p><b>Foster Youth</b></p>  No Performance Color Less than 11 Students - Data Not 8 students
<p><b>Homeless</b></p>  No Performance Color Less than 11 Students - Data Not 4 students	<p><b>Socioeconomically Disadvantaged</b></p>  Blue 0% suspended at least once Maintained 0% 141 students	<p><b>Students with Disabilities</b></p>  Blue 0% suspended at least once Maintained 0% 107 students

**2018 Fall Dashboard Suspension Rate by Race/Ethnicity**

African American	American Indian	Asian	Filipino
 Blue 0% suspended at least once Declined -2.2% 48 students	 No Performance Color Less than 11 Students - Data 5 students	 Blue 0% suspended at least once Maintained 0% 58 students	 Blue 0% suspended at least once Maintained 0% 39 students
Hispanic	Two or More Races	Pacific Islander	White
 Blue 0% suspended at least once Maintained 0% 172 students	 No Performance Color 0% suspended at least once 13 students	 No Performance Color Less than 11 Students - Data 2 students	 Blue 0% suspended at least once Maintained 0% 412 students

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

**2018 Fall Dashboard Suspension Rate by Year**

2016	2017	2018
0% suspended at least once	0.1% suspended at least once	0% suspended at least once

**Conclusions based on this data:**

1. No students with disabilities were suspended.
2. No socio-economically disadvantaged students were suspended.
3. The only student to be suspended was in the African American subgroup.

# Goals, Strategies, & Proposed Expenditures

## Goal 1

### Subject

Pupil Achievement

### Goal Statement

1. All students will be assessed on the California Standards in Language Arts. We will increase by 2% the number of students in 3rd - 6th grades who are meeting or exceeding the California Standards in ELA as measured by CAASPP.
2. All students will be assessed on the California Standards in Mathematics. We will increase by 2% the number of students in 3rd - 6th grades who are meeting or exceeding the California Standards in Mathematics as measured by CAASPP
3. All students designated as English Language Learners will receive systematic ELD as well as integrated ELD instruction. At least 75% of English Language Learners will increase by one language proficiency level as measured by ELPAC. At least 15% of our English Language Learners will be reclassified in 2019/2020.
4. Increase the percentage of 5th grade students who meet the requirements for all 6 healthy fitness zones by 4% as measured by the Physical Fitness Test.
5. All students will be taught the NGSS science standards corresponding to their grade level in preparation for the 5th grade CAST test.
6. All students will grow in their understanding of, appreciation for, and participation in the Arts.
7. All students will have the opportunity to practice and apply keyboarding skills and integrate technology through the use of Chrome books in lessons, activities, and assignments including increasing the consistent use of Accelerated Reader by 3%.
8. Monitor the performance of unduplicated students in order to provide the intervention services described in our ELA and Math actions.
9. Special Education Students will make annual progress on IEP goals based on the grade level California State Standards, as measured by annual IEP reports.
10. All students identified as Gifted and Talented will receive differentiated instruction in the classroom and participate in GATE Student-Led Conferences as well as an annual GATE Museum.

### LCAP Goal

Increase Student Achievement

### Basis for this Goal

1. In 2018, 62% of students in grades 3 through 6 met or exceeded standards in ELA as measured by CAASPP. That was a growth of 1% from the scores in 2017. There is a need to continue to increase student achievement in the language arts. Based on the success of some current programs and the plan to update other programs, we anticipate increasing scores by 2% next year.
2. In 2018 46% of students in grades 3 through 6 met or exceeded standards in ELA as measured by CAASPP. That was a growth of 2% from the scores in 2017. There is a need to continue to increase students achievement in the language arts. Based on the success of the current programs, we anticipate increasing scores another 2% next year.
3. In 2018, 28% of our English Language Learner population was reclassified. With the ELPAC summative and the district's new criteria for reclassification in place, we anticipate reclassifying 15% of the EL population next year.
4. In 2018, 66% of students in 5th grade met the requirements for all 6 healthy fitness zones. That was an increase of 27% over 2017. This growth was mainly due to an improvement in the area of abdominal strength. Based on the current program being implemented, we anticipate being able to continue to increase the number of students meeting all 6 requirements by another 4%, to achieve 70% of students meeting all 6 requirements.
5. In 2018, 5th grade students will take the CAST test to assess understanding of the NGSS science standards. This test will serve as our baseline for future growth.
6. In 2018 all students received visual arts, drama, and performing arts instruction and opportunities. We intend to offer the same number of sessions to build students' understanding, appreciation, and participation in the Arts.

7. In order to function in a technological world, students need to master the the grade level technology standards and learn to utilize technology to support their learning. Accelerated Reader is a technology-based program that helps students improve their reading comprehension skills.
8. in 2018 the achievement gap of socio-economically disadvantaged students as measured by CAASPP was 18% in ELA and 17% in Math. The achievement gap for EL students was 41% in ELA and 22% in Math.
9. Students with IEPs require scaffolded instruction based on IEP goals in order to master the Language Arts and Math standards corresponding to their grade level.
10. In 2018 100% of students in 4th - 6th grades participated in a GATE Student-Led Conference and GATE Museum in order to highlight and share with parents the differentiated learning experiences they received.

## Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
District Benchmarks	No previous benchmark as assessments are new for 2019/2020 school year.	This year's scores will serve as a baseline.
CAASPP	63% of students met or exceeded standards in ELA	Increase by 2% the number of students meeting or exceeding standards.
ELPAC	In 2018, the ELPAC was a new test which provided baseline data.	In 2019, 75% of English Learners will increase by one proficiency level on the ELPAC
Physical Fitness Test	66% of students met the requirement for all 6 healthy fitness zones.	Increase by 4% the number of students meeting the requirement for all 6 healthy fitness zones.
CAST	No previous benchmark as this year is the first year of implementation. Last year was a field test.	This year's scores will serve as a baseline.
Number of Arts Sessions	In 2018, each class received 8 sessions with a visual artist, 8 sessions with a performance artist, 10 sessions to rehearse theatrical productions, and attended 1 assembly revolving around the arts.	Increase the number of Arts assemblies by 100% while keeping the number of artist sessions the same.
Accelerated Reader	In 2018, 77% of students participated in Accelerated Reader.	Increase by 3% the regular participation of students using Accelerated Reader.
IEP Progress	Individual students' baselines vary.	Individual students will make progress toward stated IEP goals.
Participation in GATE Activities	In 2018, 100% of 4th - 6th grade students identified as GATE participated.	Maintain a 100% participation rate for 4th - 6th grade students in GATE activities.
Reclassification of English Learners	In 2018 15% of our English Learner population was reclassified.	In 2019, 15% of our English Learner population will be reclassified.

## Planned Strategies/Activities

### Strategy/Activity 1

1. North Park has a comprehensive program in place to support English Language Arts. Teachers use the district adopted English Language Arts curriculum, Wonders, and supplement with other materials (Accelerated Reader,

SIPPS, Read Naturally, and Readers Are Leaders) as needed to ensure rich teaching of all the California Standards. We have numerous supports in place for students who struggle. Moby Max is a computer-based intervention program that assesses student needs, identifies specific standards not mastered, and designs an individualized intervention program for each student. Two instructional assistants will be provided to each grade level 1st - 6th for 30 minutes 3 times per week for 23 weeks during the fall and winter. Collaborative grade level teams will determine how best to utilize the instructional assistants to support student learning throughout the grade level, with a particular focus on unduplicated count students. TK and K classes will each have instructional assistants for one hour per day 4 days a week beginning the first week of school and extending until spring break. For students who require more intensive intervention, we will provide after school intervention programs taught by credentialed teachers. Student Success Team and IEP team meetings will be held to support students with specific needs. Substitutes will be provided to teachers in order to attend these meetings. In addition, the district provides a school librarian and a license to the computer - based reading assessment system Accelerated Reader.

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

All Students

### Timeline

RTI - 2 blocks - 12 weeks in fall 11 weeks in winter  
 After school Intervention - 6 weeks in fall, 6 weeks in winter  
 AR, Moby Max, Substitutes - all year  
 K Aides - beginning of school through spring break  
 Library - 24 weeks throughout school year.

### Person(s) Responsible

Administrators, collaborative teacher teams, intervention team, resource teachers, SST team, librarian

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	0
<b>Source</b>	District Funded
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	Accelerated Reader - Computer-based reading assessment system
<b>Amount</b>	0
<b>Source</b>	District Funded
<b>Budget Reference</b>	2000-2999: Classified Personnel Salaries
<b>Description</b>	Library provided to each classroom 30 minutes per week for 24 weeks throughout the school year.
<b>Amount</b>	3933
<b>Source</b>	LCFF - Supplemental
<b>Budget Reference</b>	2000-2999: Classified Personnel Salaries
<b>Description</b>	RTI - in school intervention specialists
<b>Amount</b>	2000
<b>Source</b>	LCFF - Base
<b>Budget Reference</b>	4000-4999: Books And Supplies

<b>Description</b>	Computer based intervention program that supports both English and Language Arts and is accessible both at school and home.
<b>Amount</b>	2000
<b>Source</b>	LCFF - Supplemental
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	Substitutes for SST and IEP meetings
<b>Amount</b>	6000
<b>Source</b>	District Funded
<b>Budget Reference</b>	2000-2999: Classified Personnel Salaries
<b>Description</b>	K Aides
<b>Amount</b>	2928
<b>Source</b>	LCFF - Base
<b>Budget Reference</b>	2000-2999: Classified Personnel Salaries
<b>Description</b>	K Aides - Money to extend work year to spring break
<b>Amount</b>	1520
<b>Source</b>	LCFF - Supplemental
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	Teachers for Targeted After School Intervention Program
<b>Amount</b>	2850
<b>Source</b>	LCFF - Supplemental
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	Substitutes to allow for teacher collaboration in Professional Learning Communities
<b>Amount</b>	500
<b>Source</b>	LCFF - Supplemental
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	Supplemental Materials for teaching Language Arts

## Strategy/Activity 2

2. North Park has a comprehensive program in place to support the teaching of Mathematics. Teachers use the district adopted Mathematics curriculum and supplement with other materials (Common Core Math, Excel Math, Freckle, etc) as needed to ensure rich teaching of all the California Standards. We have supports in place for students who struggle. Moby Max is a computer-based intervention program that assesses student needs, identifies specific standards not mastered, and designs an individualized intervention program for each student. Two instructional assistants will be provided to each grade level 1st - 6th for 30 minutes 3 times per week for 23 weeks during the fall and winter. Collaborative grade level teams will determine how best to utilize the instructional assistants to support student learning

throughout the grade level, with a particular focus on unduplicated count students. TK and K classes will each have instructional assistants for one hour per day 4 days a week beginning the first week of school and extending until spring break. For students who require more intensive intervention, we will provide targeted after school intervention programs taught by credentialed teachers. Student Success Team and IEP team meetings will be held to support students with specific needs. Substitutes will be provided to teachers in order to attend these meetings.

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

All Students

### Timeline

RTI - 2 blocks - 12 weeks in fall 11 weeks in winter  
 After school Intervention - 6 weeks in fall, 6 weeks in winter  
 Moby Max, Substitutes - all year  
 K Aides - beginning of school through spring break

### Person(s) Responsible

Administrators, collaborative teacher teams, intervention team, resource teachers, SST team

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	3930
<b>Source</b>	LCFF - Supplemental
<b>Budget Reference</b>	2000-2999: Classified Personnel Salaries
<b>Description</b>	RTI - in school intervention specialists
<b>Amount</b>	2000
<b>Source</b>	LCFF - Base
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	Computer based intervention program that supports both English and Language Arts and is accessible both at school and home.
<b>Amount</b>	1000
<b>Source</b>	LCFF - Base
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	Substitutes for SST and IEP meetings
<b>Amount</b>	2000
<b>Source</b>	District Funded
<b>Budget Reference</b>	2000-2999: Classified Personnel Salaries
<b>Description</b>	K Aides
<b>Amount</b>	1000
<b>Source</b>	LCFF - Supplemental

<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	Teachers for Targeted After School Intervention Program
<b>Amount</b>	3600
<b>Source</b>	LCFF - Base
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	Substitutes to allow for teacher collaboration in Professional Learning Communities
<b>Amount</b>	1000
<b>Source</b>	LCFF - Base
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	Supplemental Materials

### Strategy/Activity 3

3. Students in need of English Learner services will be identified through the ELPAC initial assessment. All students designated as English Language Learners will receive systematic ELD as well as integrated ELD instruction. The ELD coordinator, assistant principal, and teachers will receive training to administer the initial ELPAC, summative ELPAC, and ADEPT to students in order to assess student instructional levels and the possibility of reclassification. Quarterly ELAC meetings will take place to encourage parental involvement and provide parent education regarding EL instruction.

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

English Learners

### Timeline

Initial ELPAC administered within 30 days of a student with language needs enrolling  
 ADEPT testing in fall and spring  
 Summative ELPAC in winter/spring  
 Reclassification throughout the year

### Person(s) Responsible

Assistant Principal, ELD coordinator, Teachers

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	320
<b>Source</b>	LCFF - Supplemental
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	ELAC Meetings (Substitute for the ELD coordinator to attend meetings)
<b>Amount</b>	1860
<b>Source</b>	LCFF - Supplemental
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries

<b>Description</b>	Substitutes for ELPAC Testing
<b>Source</b>	District Funded
<b>Budget Reference</b>	2000-2999: Classified Personnel Salaries
<b>Description</b>	Training for ELPAC testing

### Strategy/Activity 4

4. All teachers teach 200 minutes of physical education every 10 days. The district Physical Education Teacher on Special Assignment provides training and model lessons to teachers on a regular basis.

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

All Students

#### Timeline

Ongoing PE instruction all year long

#### Person(s) Responsible

Teachers, PE TOSA

#### Proposed Expenditures for this Strategy/Activity

<b>Source</b>	District Funded
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	PE TOSA

### Strategy/Activity 5

5. All students will be taught the NGSS science standards corresponding to their grade level in preparation for the 5th grade CAST test. All teachers have access to the curriculum on STEMscopes and the supplemental program, Mystery Science. Through the funding of PTA, grade levels have been able to purchase materials to support the teaching of the NGSS science standards. Teacher training in the 5E model will be provided by NGSS science coaches. In addition, many grade levels elect to go on science related field trips.

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

All Students

#### Timeline

Mystery Science - all year long (current license extends to 6/2020)  
 STEMscopes - all year long  
 Science coaches - support all year

#### Person(s) Responsible

Teachers, Science Coach, Principal, and Assistant Principal

#### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	1800
<b>Source</b>	LCFF - Base

<b>Budget Reference</b>	5000-5999: Services And Other Operating Expenditures
<b>Description</b>	STEMscopes Science Program
<b>Amount</b>	1400
<b>Source</b>	LCFF - Base
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	Science Materials
<b>Amount</b>	8000
<b>Source</b>	Parent-Teacher Association (PTA)
<b>Budget Reference</b>	None Specified
<b>Description</b>	Science - based field trips

### Strategy/Activity 6

6. All students will grow in their understanding of, appreciation for, and participation in the Arts. Teachers will create layered activities and incorporate the VAPA standards wherever possible as part of their instruction throughout the curriculum. Through the generosity of PTA, each grade level receives money to spend toward drama instruction. Some grades use this money to hire a drama teacher to instruct students and lead performances while other grades may use it for a theatrical field trip. PTA also funds an artist in residence performing arts program as well as a visual arts instruction program. Students have the opportunity to participate in the PTA Reflections contest as well as the district sponsored Poetry and Arts Contest. The district provides two Arts TOSAs who are available to support classroom teachers in teaching the VAPA standards.

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

All Students

### Timeline

Classroom art instruction - all year long  
 Drama instruction - intermittent  
 Performing Arts Program - 8 weeks per grade level  
 Visual Arts Program - 8 weeks per grade level  
 Reflections - fall  
 Poetry and Arts - Spring  
 Arts TOSA support - all year long

### Person(s) Responsible

Teachers, PTA, Arts TOSAs, Administration

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	5600
<b>Source</b>	Parent-Teacher Association (PTA)
<b>Budget Reference</b>	5800: Professional/Consulting Services And Operating Expenditures
<b>Description</b>	Drama Instruction
<b>Amount</b>	7000

<b>Source</b>	Parent-Teacher Association (PTA)
<b>Budget Reference</b>	5800: Professional/Consulting Services And Operating Expenditures
<b>Description</b>	Artist in Residence
<b>Amount</b>	10000
<b>Source</b>	Parent-Teacher Association (PTA)
<b>Budget Reference</b>	5800: Professional/Consulting Services And Operating Expenditures
<b>Description</b>	Visual Arts Instruction
<b>Source</b>	District Funded
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	Arts TOSAs

### Strategy/Activity 7

7. Technology is integrated throughout the day. Interactive flat panels are used for instruction as well as to encourage student participation. Teachers afford students the opportunity to access Chrome books in the classroom regularly. Chrome books are used to practice and apply keyboarding skills through the use of the Keyboarding Without Tears program. Chrome books also allow students to access the Accelerated Reader program as well as Clever - where students can access many other supplemental learning programs for extra practice at school and at home. Many teachers utilize Google classroom to assign and collect student work. District technology TOSAs provide training and support to staff for all their technology needs.

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

All Students

### Timeline

All year long

### Person(s) Responsible

Teachers, TOSAs

### Proposed Expenditures for this Strategy/Activity

<b>Source</b>	District Funded
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	Keyboarding Program
<b>Source</b>	District Funded
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	Accelerated Reader Program
<b>Source</b>	District Funded
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries

**Description**

Technology TOSAs

**Strategy/Activity 8**

8. Teachers will be afforded collaboration time to monitor the performance of unduplicated students in order to determine the targeted need for students and how best to meet those needs with the intervention strategies described in our ELA and Math actions. Those interventions include both in school interventions and after school intervention offerings. Teachers will receive training in using Illuminate to access data in order to determine specific student needs. When students are struggling, a Student Success Team meets to brainstorm appropriate interventions to support student progress.

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

English Learners, Homeless, and Socio-Economically Disadvantaged Students

**Timeline**

Throughout the year

**Person(s) Responsible**

Collaborative Teacher Teams, Administration, SST Coordinator, Intervention Team

**Proposed Expenditures for this Strategy/Activity**

<b>Amount</b>	0
<b>Source</b>	District Funded
<b>Budget Reference</b>	5000-5999: Services And Other Operating Expenditures
<b>Description</b>	SST Online Software
<b>Amount</b>	0
<b>Source</b>	District Funded
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	Professional Development
<b>Amount</b>	700
<b>Source</b>	District Funded
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	SST Coordinator

**Strategy/Activity 9**

9. Special education teams write appropriate goals based upon students' assessed needs. Instruction is scaffolded to support incremental, systematic growth toward stated IEP goals. Regular benchmarks are conducted to determine the effectiveness of the current program and possible alterations needed to sustain continued progress. Substitutes are provided for teachers to attend IEP meetings.

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

Special Education Students

**Timeline**

All year long

### Person(s) Responsible

General Education Teachers, Resource Teachers, Speech Pathologists, Special Day Class Teachers, IEP Teams

### Proposed Expenditures for this Strategy/Activity

<b>Source</b>	District Funded
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	Substitutes for IEP meetings

### Strategy/Activity 10

10. All third grade students are evaluated each year for GATE qualification. All 4th - 6th grade teachers differentiate instruction for their gifted and talented students including the use of the GATE Depth & Complexity and Content Imperative icons. GATE students participate in Passion projects, the GATE Showcase, and the GATE Museum each year. The GATE coordinator will hold after school workshops for students to work on these projects. These projects are opportunities for GATE students to share their differentiated work and passion projects with others. A GATE parent meeting is held each year to inform parents about the GATE program. In addition there is a GATE Family Activity Night each year.

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

Gifted And Talented Students

### Timeline

GATE Testing - Winter  
GATE Parent Meeting - Fall  
Passion Projects - Fall  
GATE Showcase - Winter/Spring  
GATE Museum - Spring  
GATE Family Night - One time per year, typically winter or spring

### Person(s) Responsible

GATE Coordinator, Teachers

### Proposed Expenditures for this Strategy/Activity

<b>Source</b>	District Funded
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	NNAT GATE Testing
<b>Amount</b>	165
<b>Source</b>	LCFF - Base
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	Substitute for NNAT Testing
<b>Amount</b>	280
<b>Source</b>	LCFF - Base

<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	Parent Night & Project Support Meetings
<b>Amount</b>	105
<b>Source</b>	LCFF - Base
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	Family Night
<b>Amount</b>	500
<b>Source</b>	LCFF - Base
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	Materials for GATE Family Night

# Goals, Strategies, & Proposed Expenditures

## Goal 2

### Subject

Student and Parent Engagement

### Goal Statement

1. Decrease chronic absenteeism by 2%. Increase overall attendance to 97%. Maintain a suspension rate of less than 0.01%
2. Increase parent engagement and school connectedness as measured by attendance at events and School Site Council Survey.
3. Increase student and employee connectedness.
4. Increase parent, student, and employee sense of safety.

### LCAP Goal

Increase meaningful and purposeful student, teacher, and parent engagement

### Basis for this Goal

1. Students who attend school every day are more likely to achieve more and to graduate from high school.
2. Parents who are informed and included are more involved with their child's learning and better equipped to work with the teachers and school to help their child succeed.
3. Students who feel connected are more likely to attend school and feel positive about their learning. Employees who feel connected will have a more positive attitude about their work and deal with the stresses of their job better.
4. Feeling safe is an elemental need. For parents to feel comfortable sending their children to school, they need to feel their children will be safe. For students, feeling safe is a prerequisite to being able to focus on learning rather than the basic need of safety. For employees, feeling safe is essential to them being able to focus on their job duties.

### Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
California Dashboard Chronic Absenteeism Equity Report	In 2018 Chronic Absenteeism was at 6.2%	Decrease Chronic Absenteeism by 2%.
Site Council Survey	In 2018, 4% of parents who responded reported not feeling well-informed of school information, events, and activities. 20 % of parents reported not knowing the emergency release procedures.	Increase the percentage of parents feeling well-informed by 2% and those knowing the emergency release procedures by 10%.
LCAP School Safety and Connectedness Survey	In 2018, 71% of 3rd - 6th graders reported liking school often or always, and 85% reported feeling safe at school often or always.	Increase feelings of liking school and feeling safe at school by 5%.

### Planned Strategies/Activities

## Strategy/Activity 1

1. School staff records attendance daily in Infinite Campus. Monthly reports are run to identify students with frequent tardies or absences. Attendance letters are sent and SART meetings are held as needed to support families in understanding the importance of regular on time attendance. Attendance reminders are included in the weekly newsletter. A Student Valet program allows parents to drop students off in front of the school thus helping them get their children to school on time.

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

All students

### Timeline

Attendance - daily all year long  
Attendance letters - monthly  
SART meetings - monthly as needed

### Person(s) Responsible

Office staff, Administration, Parents, Teachers, Students, Sheriff Deputy

### Proposed Expenditures for this Strategy/Activity

<b>Source</b>	District Funded
<b>Budget Reference</b>	5000-5999: Services And Other Operating Expenditures
<b>Description</b>	Attendance Software
<b>Source</b>	District Funded
<b>Budget Reference</b>	2000-2999: Classified Personnel Salaries
<b>Description</b>	Campus Supervisor -Valet

## Strategy/Activity 2

2. Parent communication will be delivered in the mode a parent selects. A weekly newsletter not only keeps parents informed about upcoming events and opportunities, but also includes information from the administration to support understanding of school procedures as well as parenting techniques. Parents are encouraged to volunteer on campus either on a regular basis or for special events. Monthly awards assemblies are held to allow families the opportunity to celebrate student achievements. PTA, teachers, and the administration schedule outreach events for all stakeholders such as Monster Math, Donuts for Dads, Muffins for Moms, Volunteer Tea, Movie Nights, Bingo Nights, Restaurant Nights, Career Day, Patriot Day, Career Day, and a school Carnival. Twice a year, Family Academies are held. These are opportunities for parents to come hear from teachers and outside speakers on a variety of topics including specific content areas as well as social and emotional supports. Regular site council and ELAC meetings are held to encourage parent participation in the decision making process for the school.

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

All Students

### Timeline

Newsletters - weekly  
Award Assemblies - monthly  
Special Events - all year long  
Family Academies - Fall & Spring  
Site Council meetings - monthly

ELAC meetings - quarterly

### Person(s) Responsible

Administration, Office staff, PTA, Teachers, Parents

### Proposed Expenditures for this Strategy/Activity

<b>Source</b>	District Funded
<b>Budget Reference</b>	5000-5999: Services And Other Operating Expenditures
<b>Description</b>	Parent Communication System - Parent Square
<b>Amount</b>	250
<b>Source</b>	LCFF - Base
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	Awards Assembly Awards & Incentives
<b>Source</b>	Parent-Teacher Association (PTA)
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	PTA Events
<b>Amount</b>	1260
<b>Source</b>	LCFF - Base
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	Family Academies
<b>Amount</b>	200
<b>Source</b>	LCFF - Base
<b>Budget Reference</b>	2000-2999: Classified Personnel Salaries
<b>Description</b>	Child care for Family Academies

### Strategy/Activity 3

3. Students are taught the expected behaviors of a North Park Knight. Yard supervisors are trained on the implementation of PBIS (Positive Behavioral Interventions & Supports.) A PBIS school team attends regular trainings and brings the information back to the staff. Monthly PBIS meetings are held to discuss data related to behavior incidences on campus that are tracked through SWIS and come up with possible solutions to address trends in problem behavior. Each Monday Morning there is an assembly for 1st - 6th graders in the lunch area on their way in to class. At these assemblies, we acknowledge students who have birthdays in the coming week, pull tickets for our PBIS rewards system to reinforce positive behaviors, and have reminders from our Student Service and other student organizations. We hold a similar assembly at the end of the kindergarten lunch each Monday. Monthly awards assemblies highlight specific student achievements. There are many ways for students to get involved and feel connected at school. Fourth through sixth graders can participate in our Valet service before school. Third and fourth graders serve as Peace Patrol, supporting the yard supervisors during kindergarten lunch playtime and developing relationships with the kindergarteners. Student service is open to students in third through sixth grade. They coordinate spirit days for the school as well as service opportunities. The Grades of Green team, consisting of fourth through sixth graders, works to make our school more environmentally conscious. A sixth grade broadcast team produces a weekly

school broadcast with updates and spotlights on different grades and programs. A Circle of Friends program integrates students with special needs into the school community by pairing them with general education students to eat lunch together and participate in activities on a weekly basis. There is a school counselor on campus two times per week who facilitates social skills groups for our students requiring additional support in this area. The counselor also sees some students one on one to provide support. To support socio-emotional learning, the school has a site license for a mindfulness program that teachers can use to help students calm themselves and learn to connect with what they are feeling.

Teachers work with colleagues to set up buddy classrooms where students can make connections with students older or younger than them. A Teachers of Tomorrow cross aged tutoring program gives upper graders the opportunity to support student learning in the primary grades. Teachers are given collaborative time each week to build their sense of connectivity with their colleagues. Each month, administration provides a fun and special day for teachers such as Oreo Cookie Day, Nacho Day or "Orange you glad..." day. Teachers are encouraged to participate in school and district committees in order to give input and feel connected to decisions that are made.

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

All Students

### Timeline

School-wide Assemblies - weekly all year  
 Awards Assemblies - Monthly  
 PBIS awards- all year long  
 PBIS Team meetings - Monthly  
 Student Groups - all year long  
 Buddies - regular activities all year long  
 Teacher collaboration - weekly all year long  
 Special Teacher Days - monthly

### Person(s) Responsible

Administration, Teachers, Yard Supervisors, Students

### Proposed Expenditures for this Strategy/Activity

<b>Source</b>	District Funded
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	Yard Supervisor Training for PBIS and PBIS Team Meetings
<b>Amount</b>	500
<b>Source</b>	LCFF - Base
<b>Budget Reference</b>	5800: Professional/Consulting Services And Operating Expenditures
<b>Description</b>	Mindfulness Program (Inner Explorer)
<b>Source</b>	District Funded
<b>Budget Reference</b>	2000-2999: Classified Personnel Salaries
<b>Description</b>	PBIS Team meetings
<b>Amount</b>	500
<b>Source</b>	LCFF - Base

<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	Incentives for Birthdays and Positive Behavior for Monday Assemblies
<b>Amount</b>	150
<b>Source</b>	LCFF - Base
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	Grades of Green for incentives and materials
<b>Amount</b>	250
<b>Source</b>	LCFF - Base
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	Circle of Friends - supplies for weekly activities
<b>Source</b>	District Funded
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	Collaborative Instructional Planning time
<b>Source</b>	District Funded
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	School counselor
<b>Source</b>	District Funded
<b>Budget Reference</b>	5800: Professional/Consulting Services And Operating Expenditures
<b>Description</b>	SWIS Data Tracking Software

### Strategy/Activity 4

North Park has a keyless entry/fob system for all exterior doors in the school. There is a single point of entry to the school with a buzz in system. There is also a Raptor visitor sign in system to scan in visitors and volunteers. Monthly fire drills and lock down drills are conducted. Teachers participate in safety training online modules each year.

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

All Students

### Timeline

All year long

### Person(s) Responsible

District, Administrator, Teachers

### Proposed Expenditures for this Strategy/Activity

#### Source

District Funded

<b>Budget Reference</b>	5800: Professional/Consulting Services And Operating Expenditures
<b>Description</b>	Keyless Entry
<b>Source</b>	District Funded
<b>Budget Reference</b>	5000-5999: Services And Other Operating Expenditures
<b>Description</b>	Visitor Sign in System

# Annual Review and Update

SPSA Year Reviewed: 2018-19

## Goal 1

Increase Student Achievement

## Annual Measurable Outcomes

Metric/Indicator

Expected Outcomes

Actual Outcomes

## Strategies/Activities for Goal 1

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>1. Students show proficiency on local Language Arts and/or Math Benchmarks.TK-6: Students perform at or above 87% on local benchmarks.</p> <p>2017 CAASPP:</p> <p>ELA- 61% Met or Exceeded the standards;</p> <p>Math: 46% Met or Exceeded the standards.</p> <p>Goal: Increase by 2% the number of students meeting or exceeding the standards in ELA and Math as measured by CAASPP: 63% in ELA; 48% in Math.</p> <p>Goal: All teachers will implement the California Standards in Math and ELA/ELD as measured by classroom observations.</p> <ul style="list-style-type: none"> <li>Teachers receive Professional Development in ELA and</li> </ul>	<p>1. ELA - Goal not met - 1% increase of students meeting or exceeding standards on CAASPP.</p> <p>Math - Goal met - 2% increase of students meeting or exceeding standards on CAASPP.</p> <ul style="list-style-type: none"> <li>Teachers attended professional development in ELA.</li> <li>77% of students used Accelerated Reader</li> <li>Each student received a half hour of library each week for 24 weeks.</li> <li>RTI was provided to 51students in grades K - 5.</li> <li>Dibels was used to identify students for placement in intervention</li> <li>Moby Max was available to all teachers as well as for students</li> </ul>	<p>PD - ELD, Math 1000-1999: Certificated Personnel Salaries District Funded 0</p> <p>AR 4000-4999: Books And Supplies District Funded 0</p> <p>Library Update 4000-4999: Books And Supplies Site Based Gifts and Donations 10000</p> <p>RTI 2000-2999: Classified Personnel Salaries LCFF - Supplemental 6500</p> <p>Dibels 4000-4999: Books And Supplies LCFF - Supplemental 300</p> <p>Moby Max 4000-4999: Books And Supplies LCFF - Supplemental 2400</p> <p>Substitutes 2000-2999: Classified Personnel Salaries LCFF - Supplemental 3000</p> <p>Materials 4000-4999: Books And Supplies LCFF - Base 700</p>	<p>Library Update 4000-4999: Books And Supplies Site Based Gifts and Donations 10000</p> <p>RTI 2000-2999: Classified Personnel Salaries LCFF - Supplemental 7074</p> <p>Dibels 4000-4999: Books And Supplies LCFF - Supplemental 200</p> <p>Moby Max 4000-4999: Books And Supplies LCFF - Supplemental 2900</p> <p>Substitutes 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 2900</p> <p>Materials 4000-4999: Books And Supplies LCFF - Base 200</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>Mathematical Practices.</p> <ul style="list-style-type: none"> <li>• Utilize Accelerated Reader Program</li> <li>• Provide weekly library time to all students and update library collection.</li> <li>• RTI - Under the direction of the Resource teacher and in collaboration with grade level teams, instructional assistants will provide small group instruction (3 times per week) to reinforce ELA fluency and comprehension skills for students identified as requiring additional support in grades 1st - 5th. (Supp)</li> <li>• Utilize the Dibels program to help identify students for intervention and place them according to need.</li> <li>• Utilize Moby Max program as a Tier I intervention for</li> </ul>	<p>to access at home.</p> <ul style="list-style-type: none"> <li>• Substitutes were provided for SST and IEP meetings.</li> <li>• Professional books to support teachers in expanding their teaching of math were purchased and available to staff.</li> </ul>		

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>both language arts and math.</p> <ul style="list-style-type: none"> <li>• Provide substitutes for SST meetings and IEP meetings in order to assess data and develop a comprehensive instructional program for students.</li> <li>• Purchase supplemental materials to augment math instruction and mathematical communication.</li> </ul>			
<p>2. Increase reclassification of EL Students by 1%.</p> <ul style="list-style-type: none"> <li>• All teachers and administrators will be provided appropriate designated and integrated ELD instruction professional development.</li> <li>• Title III TOSA and ELD coaches provide in-services and in class support for EL Instruction.</li> <li>• ELD Coordinators, teachers, and administrators receive training to administer</li> </ul>	<p>2. Reclassification of EL students increased by 13%</p> <ul style="list-style-type: none"> <li>• Teachers were offered ELD professional development through the district</li> <li>• No ELD TOSA was employed by the district during this year</li> <li>• Coordinator and teachers attending ELPAC training</li> <li>• Quarterly ELAC meetings were held</li> <li>• No teachers opted to be trained in Constructing Meaning</li> <li>• ELPAC tests were</li> </ul>	<p>District Staffing 1000-1999: Certificated Personnel Salaries District Funded 0</p> <p>District Staffing 1000-1999: Certificated Personnel Salaries District Funded 0</p> <p>Teacher Training 1000-1999: Certificated Personnel Salaries District Funded 0</p> <p>ELAC Meeting 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 320</p> <p>CM Planning Time 1000-1999: Certificated Personnel Salaries District Funded</p> <p>ELPAC Substitutes 1000-1999: Certificated Personnel Salaries</p>	<p>ELAC Meetings 1000-1999: Certificated Personnel Salaries 320</p> <p>ELPAC Substitutes 1000-1999: Certificated Personnel Salaries 1395</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>ADEPT and ELPAC.</p> <ul style="list-style-type: none"> <li>Quarterly ELAC meetings will take place to encourage parental involvement and provide parent education regarding ELD instruction.</li> <li>Two teachers will be trained in Constructing Meaning by the district. Time will be allotted for them to plan with the ELD TOSA.</li> <li>Conduct ELPAC tests for students to identify instructional level.</li> </ul>	<p>administered to students</p>	<p>LCFF - Supplemental 1200</p>	
<p>3. Physical Education - Increase the number of students who meet the requirements for all 6 healthy fitness zones by 2%.</p> <ul style="list-style-type: none"> <li>PE Teacher on Special Assignment will provide training and model lessons</li> <li>All teachers will teach 200 minutes of physical education every 10 days. (K - 6)</li> </ul>	<ul style="list-style-type: none"> <li>There was a 9% increase in the number of students meeting all 6 of the healthy fitness zones.</li> <li>PE TOSA spent two weeks on campus teaching model lessons and supporting teachers</li> <li>All teachers taught 200 minutes of PE every 10 days</li> <li>Additional PE equipment was not purchased</li> </ul>	<p>TOSA 1000-1999: Certificated Personnel Salaries District Funded</p>	
		<p>District Staffing 1000-1999: Certificated Personnel Salaries District Funded</p>	
		<p>Equipment 4000-4999: Books And Supplies LCFF - Base 1000</p>	<p>Equipment 4000-4999: Books And Supplies LCFF - Base 0</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<ul style="list-style-type: none"> <li>Provide additional PE equipment for grade level teams.</li> </ul>			
<p>4. Science - Teach NGSS standards in anticipation of the 2019 administration of the CAST.</p> <ul style="list-style-type: none"> <li>Provide Professional Development on NGSS</li> <li>Site administrator will purchase materials to support the teaching of NGSS</li> <li>PTA Field Trips</li> <li>Provide Supplemental Curriculum for teaching NGSS standards.</li> </ul>	<ul style="list-style-type: none"> <li>Two NGSS coaches on campus supported training for all teachers on how to teach the NGSS standards through 3 webinars with followup sessions</li> <li>Each grade level was given \$150 to purchase needed science materials</li> <li>PTA funded field trips for every grade level</li> <li>After a trial of STEMscopes, a license was purchased for those teachers who were implementing it. Mystery Science was still available to teachers to use from last year's license.</li> </ul>	<p>Professional Development 1000-1999: Certificated Personnel Salaries District Funded</p> <p>Science Materials 4000-4999: Books And Supplies LCFF - Base 700</p> <p>PTA funds have been allocated to support the growth and development of students in the area of Science to provide field trips and assemblies that align with NGSS Standards. None Specified Parent-Teacher Association (PTA) 8000</p> <p>Supplemental Curriculum 4000-4999: Books And Supplies None Specified 1000</p>	<p>Science Materials 4000-4999: Books And Supplies LCFF - Base 1050</p> <p>Field Trips &amp; Science Materials 5000-5999: Services And Other Operating Expenditures Parent-Teacher Association (PTA) 8000</p> <p>STEMscopes &amp; Mystery Science 5000-5999: Services And Other Operating Expenditures LCFF - Base 2500</p>
<p>5. Visual and Performing Arts -</p> <p>Increase student access to the VAPA Standards</p> <ul style="list-style-type: none"> <li>Collaborate with the Performing Arts Center (PAC) liaison and PTA</li> </ul>	<ul style="list-style-type: none"> <li>In collaboration with the PAC center at College of the Canyons, each grade level got 8 weeks of an artist in residence program in the</li> </ul>	<p>Artist in Residence Program 5800: Professional/Consulting Services And Operating Expenditures Site Based Gifts and Donations 21000</p> <p>District Staffing None Specified None Specified</p>	<p>Artist in Residence 5800: Professional/Consulting Services And Operating Expenditures Parent-Teacher Association (PTA) 21000</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>representatives to establish specific grade level activities for the Artist-in-Residence program.</p> <ul style="list-style-type: none"> <li>Teachers will create layered activities and incorporate the VAPA standards wherever possible, as part of their instruction.</li> <li>Site administrator will purchase materials that support the VAPA standards.</li> <li>Teachers will be able to participate in the Kennedy Arts Center program for arts integration within their instruction.</li> <li>Students will have opportunities to participate in the PTA Reflections contest and the District-sponsored Festival of the Arts program.</li> <li>PTA will fund for each grade level to produce a play or attend a</li> </ul>	<p>the performing arts.</p> <ul style="list-style-type: none"> <li>Teachers regularly incorporate the arts into their instruction and follow up projects for students to demonstrate their understanding of material learned</li> <li>Regular art supplies were kept in stock throughout the year - special supplies were purchased as needed</li> <li>No teachers elected to be trained in the Kennedy Arts Center program this year</li> <li>PTA Reflections happened in the fall and the Festival of the Arts was changed to be a Poetry and Art Contest</li> <li>Grades 2, 3, 4, and 6 had a theater teacher work with students to prepare and present a theatrical production. The other grade levels put on their own productions and used the allotted PTA money to purchase</li> </ul>	<p>Materials 4000-4999: Books And Supplies LCFF - Base 700</p> <p>Kennedy Arts None Specified District Funded</p> <p>PTA Art Programs None Specified Parent-Teacher Association (PTA) 2000</p> <p>Drama 5800: Professional/Consulting Services And Operating Expenditures Parent-Teacher Association (PTA) 5600</p> <p>Susan Blake Art 5800: Professional/Consulting Services And Operating Expenditures Parent-Teacher Association (PTA) 10000</p>	<p>Art Materials 4000-4999: Books And Supplies LCFF - Base 600</p> <p>Reflections Program 4000-4999: Books And Supplies Parent-Teacher Association (PTA) 500</p> <p>Drama 5800: Professional/Consulting Services And Operating Expenditures Parent-Teacher Association (PTA) 5600</p> <p>Susan Blake Visual Arts 5000-5999: Services And Other Operating Expenditures Parent-Teacher Association (PTA) 9000</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>dramatic presentation.</p> <ul style="list-style-type: none"> <li>PTA will provide visual art instruction workshops from artist</li> </ul> <p>Susan Blake.</p>	<p>materials for sets and costumes</p> <ul style="list-style-type: none"> <li>Each class attended 8 one hour sessions on the visual arts taught by an art teacher</li> </ul>		
<p>6. Technology Integration - Teachers provide all students the opportunity to practice and apply Keyboarding skills and integrate technology through use of IFPs and Chrome books in lessons, activities, and assignments.</p> <ul style="list-style-type: none"> <li>100 percent participation in typing club. Teachers will instruct and allow students to practice typing skills appropriate to their respective grade level in the computer lab, the classroom, and at home.</li> <li>Teachers will provide opportunities for students to participate in the AR program. Teachers will receive PD on how to most effectively use AR for student growth and success.</li> </ul>	<ul style="list-style-type: none"> <li>IFP's and Chrome books are regularly utilized in classrooms</li> <li>A new typing program was purchased by the district - Keyboarding Without Tears. The primary teachers found it more engaging for students than upper grade teachers did. There was not 100% participation</li> <li>77% of students participated in the Accelerated Reader program. PD on Accelerated Reader was not provided, but would still be beneficial</li> <li>The librarian supports the growth of the library and used some of the money PTA provided this year to increase the number of AR books in the collection</li> </ul>	<p>Typing Club 4000-4999: Books And Supplies District Funded</p> <p>Accelerated Reader None Specified District Funded</p> <p>Library Books 4000-4999: Books And Supplies Site Based Gifts and Donations</p> <p>Chrome Books 4000-4999: Books And Supplies District Funded</p> <p>Professional Development 1000-1999: Certificated Personnel Salaries District Funded</p>	

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<ul style="list-style-type: none"> <li>The Library/Media Specialist will recommend purchases to support the AR program within the library.</li> <li>Teachers provide students the opportunity to practice skills and integrate technology in lessons, activities and assignments through use of their classroom Chrome Books.</li> <li>Technology TOSA will provide Professional Development to staff on increasing the integration of technology.</li> </ul>	<ul style="list-style-type: none"> <li>Technology TOSAs worked with some grade levels throughout the year to support the integration of technology</li> </ul>		
<p>7. Social Studies</p> <p>Students will master all expected California Social Studies Standards as demonstrated by first and second reporting period report card scores.</p> <ul style="list-style-type: none"> <li>Teachers will provide instruction to students according to the CA Social Studies standards.</li> </ul>	<ul style="list-style-type: none"> <li>Students in all grades received social studies instruction</li> <li>Many grade level's attended field trips that supported the students' understanding of social studies - such as 5th grade's trip to the Reagan Library</li> <li>PTA provided Scholastic News to each grade level to supplement the teaching of</li> </ul>	<p>SS Standards None Specified None Specified</p> <p>Field Trips None Specified Parent-Teacher Association (PTA) 3200</p> <p>Scholastic News 4000-4999: Books And Supplies Parent-Teacher Association (PTA) 3500</p>	<p>Field Trips 5000-5999: Services And Other Operating Expenditures Parent-Teacher Association (PTA) 3200</p> <p>Scholastic News 4000-4999: Books And Supplies Parent-Teacher Association (PTA) 3500</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<ul style="list-style-type: none"> <li>Field Trips/Assemblies</li> <li>Scholastic News Magazine</li> </ul>	<p>social studies. This was paid for with Scholastic Bucks from the PTA sponsored Book Fairs</p>		
<p>8. Low Performing / Special Education Students will master IEP Goals based on Common Core Standards as measured by annual IEP reports.</p> <ul style="list-style-type: none"> <li>Monitor the performance of unduplicated students in order to provide early intervention. Provide up to 20 hours for teacher SST online coordination.</li> <li>Provide additional training in the use of SST online to monitor response to Intervention of low achievers.</li> <li>Provide Subs for Special Education IEPS</li> </ul>	<ul style="list-style-type: none"> <li>IEP meetings were held regularly to chart the progress of special education students toward their goals and write appropriate new goals</li> <li>The intervention teach monitored the performance of our underperforming students offering intervention and holding SSTs as needed</li> <li>No additional SST Online training was offered this year</li> <li>The district provided substitutes for teachers to attend IEP meetings for our Special Day Class students</li> </ul>	<p>SST Online Software 5000-5999: Services And Other Operating Expenditures District Funded 0</p> <p>Professional Development 1000-1999: Certificated Personnel Salaries District Funded 0</p> <p>Subs 1000-1999: Certificated Personnel Salaries District Funded 2300</p>	
<p>9. GATE (Gifted and Talented)</p> <p>Student and parent surveys will demonstrate an 80 percent satisfaction rate with the level of differentiated instruction that students receive.</p>	<ul style="list-style-type: none"> <li>All third grade students were evaluated for GATE qualification in February</li> <li>4th through 6th grade teachers used the depth</li> </ul>	<p>GATE Testing 4000-4999: Books And Supplies District Funded</p> <p>Depth &amp; Complexity None Specified None Specified</p>	<p>GATE Testing Sub day for Coordinator 1000-1999: Certificated Personnel Salaries LCFF - Base 80</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<ul style="list-style-type: none"> <li>All students in Grade 3 will be evaluated for GATE qualification in the spring 2019.</li> <li>All 4th through 6th grade teachers will use GATE Depth &amp; Complexity, and Content Imperative icons to differentiate instruction.</li> <li>GATE yearlong Independent Project to be facilitated by GATE coordinator.</li> <li>Gate meetings will take place to educate parents on the Gifted and Talented Program offered at North Park in October and again in January.</li> <li>GATE Family Activity Night</li> </ul>	<p>and complexity and content imperative icons to differentiate instruction. Students then held a GATE Showcase to show their parents how their assignments had been differentiated.</p> <ul style="list-style-type: none"> <li>Twice a year, GATE students engaged in passion projects and shared them with the rest of the classes</li> <li>There was an initial GATE Parent information meeting in October and a GATE science night for students and parents to attend in March. These were both run by the GATE coordinator, so no outside fees needed to be paid</li> </ul>	<p>Coordinator Project Assistance 1000-1999: Certificated Personnel Salaries LCFF - Base 250</p> <p>GATE Parent Meetings 5800: Professional/Consulting Services And Operating Expenditures LCFF - Base 250</p> <p>Family Night 5800: Professional/Consulting Services And Operating Expenditures LCFF - Base 1000</p>	<p>Project Assistance 1000-1999: Certificated Personnel Salaries LCFF - Base 530</p> <p>GATE Parent Meetings 5800: Professional/Consulting Services And Operating Expenditures LCFF - Base 250</p> <p>Family Night 1000-1999: Certificated Personnel Salaries LCFF - Base 140</p>

## Analysis

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

Overall, the implementation of the strategies and activities were followed. They did not always have the intended results, however. The intervention program for Language Arts did not produce the anticipated growth of 2%. Instead there was only a 1% growth in achievement of students on the CAASPP in the area of Language Arts. The math goal was met. The goal for meeting the needs of our English Learners was met with an increase in the percentage of students being reclassified. All teachers taught Physical Education, and the 5th grade PE scores improved. Strides were made toward the implementation of NGSS science standards. There was training as well as additional supplemental programs provided to help teachers. With the generous support of PTA, the VAPA goals were all met. The support of the district technology TOSA's helped implement the technology goals. The GATE coordinators ran a strong program helping to differentiate the gifted and talented students.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

We did not meet our goals in English Language Arts which leads us to believe the program we are currently offering to provide early intervention is not enough to meet the needs of the students struggling with ELA. In all other areas, we met our goals and seek to continue to improve.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

There were some differences in the proposed expenditures and the estimated actual expenditures. The intervention program cost approximately \$1000 more than budgeted. About half of this was salaries for the two intervention aides, while the rest of it was due to a price increase for the program Moby Max. There was an allotment of \$1000 for PE equipment for grade levels, but after talking with the district PE TOSA, it was not recommended we purchase the items as they would not last the way the district provided equipment does. Science cost us more than expected. Between materials (which were \$350 more than expected) to licenses for Mystery Science and STEMscopes (which were \$1500 more than expected, we spent \$1850 more than anticipated for NGSS implementation. We are looking forward to the district purchasing a science curriculum so we do not have to shoulder the cost of curriculum at the site level. Finally, the GATE family night was run in house rather than hiring someone else. This created a savings of \$860 which was used to provide more project support time for students with the GATE coordinators.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Based on our analysis, one of the greatest areas of need is English Language Arts. The intervention committee is working on changing the intervention model being provided. Not only will the model change, there will also be intervention available at all grade levels rather than just in primary. In addition, in Goal #1 there is a new program of after school targeted intervention being taught by credentialed teachers. The California Dashboard shows that socio-economically disadvantaged students are not meeting benchmarks which has lead the school to increase the time allotted for teacher collaboration to ensure teacher teams have time to review data detailing the needs of our struggling learners and provide appropriate supports in the classroom as well as through intervention. Based upon the needs in science and the fact the district will not have an adopted science curriculum again next year, the dollar amount allotted for science has been increased both for programs and for materials.

# Annual Review and Update

SPSA Year Reviewed: 2018-19

## Goal 2

Increase meaningful and purposeful student and parent engagement

## Annual Measurable Outcomes

Metric/Indicator

Expected Outcomes

Actual Outcomes

## Strategies/Activities for Goal 2

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>1. Decrease truancy, chronic absenteeism, suspensions, expulsions and increase attendance.</p> <ul style="list-style-type: none"> <li>• Use Infinite Campus to track attendance.</li> <li>• The student-led Valet program will train students to assist with morning student drop-off procedures.</li> <li>• Continue to hold SART meetings to work with parents to decrease truancy and tardiness with assistance from ELD Liaison and Foster/Homeless Liaison as needed.</li> <li>• Explicitly teach students expectations for behavior (PBIS) Positive</li> </ul>	<p>1. Used Infinite Campus to track attendance</p> <ul style="list-style-type: none"> <li>• Student Valets trained by the sheriff</li> <li>• Attendance letters run monthly and SART meetings held monthly</li> <li>• PBIS explicitly taught and Knightly Notes used for positive reinforcement</li> <li>• Regular meetings with yard supervisors to train about PBIS</li> <li>• Monday Morning Assemblies held all year - weather permitting (birthdays announced, positive behavior at lunch recognized with Golden Spatula awards, birthday</li> </ul>	<p>Attendance Software 5000-5999: Services And Other Operating Expenditures District Funded</p> <p>Campus Supervisor - Valet 2000-2999: Classified Personnel Salaries District Funded</p> <p>ELD &amp; Foster/ Homeless Liaisons 1000-1999: Certificated Personnel Salaries District Funded</p> <p>PBIS Incentives 4000-4999: Books And Supplies LCFF - Base 500</p> <p>Yard Supervisor Training 2000-2999: Classified Personnel Salaries District Funded</p> <p>Birthday Celebration 4000-4999: Books And Supplies LCFF - Base 200</p>	<p>PBIS Incentives 4000-4999: Books And Supplies LCFF - Base 350</p> <p>Birthday Bracelets 4000-4999: Books And Supplies LCFF - Base 200</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>Behavioral Interventions and Supports and set up reward systems to reinforce positive behavior</p> <ul style="list-style-type: none"> <li>• Provide training to yard supervisors in the implementation of PBIS to increase positive playground experiences for students.</li> <li>• Announce student birthdays at Monday Morning Assemblies &amp; give each student a trinket to acknowledge their birthday.</li> </ul>	<p>bracelets handed out)</p>		
<p>2. Implement the district plan for meeting needs for foster youth, ELLs, Economically disadvantaged and homeless students.</p> <ul style="list-style-type: none"> <li>• Two parent liaisons to conduct outreach (attend site meetings and communicate with parents) to develop a plan to meet the specific needs of our EL, Foster, Low</li> </ul>	<ul style="list-style-type: none"> <li>• Parent liaisons called upon to support parent communication and work to support families in need throughout the year</li> <li>• Parents invited to ELAC and DELAC meetings electronically as well as by hard copy letter</li> </ul>	<p>ELD Liaison 1000-1999: Certificated Personnel Salaries District Funded</p> <p>Foster Youth Liaison 2000-2999: Classified Personnel Salaries District Funded</p>	

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>SES and homeless youth.</p> <ul style="list-style-type: none"> <li>Encourage participation of ELD parents in ELAC and DELAC meetings.</li> </ul>			
<p>3. Increase parent satisfaction with school communication.</p> <ul style="list-style-type: none"> <li>Use Constant Contact for site communication</li> <li>Use Infinite Campus Messenger for general and emergency notifications.</li> <li>Issue annual Site Council Survey to set goals for improvement.</li> <li>Hold regular award assemblies to help families celebrate student achievements.</li> <li>Administrator and stakeholders will create a calendar of events for parents.</li> <li>Notify parents about class performances early in the year, so they</li> </ul>	<ul style="list-style-type: none"> <li>Weekly Constant Contact Newsletter sent out</li> <li>Campus Messenger did not need to be used this year</li> <li>Site Council approved a survey to go out in May</li> <li>Monthly award assemblies were held acknowledging students in grades TK through 6th for effort, academic achievement, and citizenship</li> <li>Google calendar has all the school events. These are communicated to parents through the weekly newsletter</li> <li>Some grade levels notified parents early about class performances</li> <li>Each of the outreach events listed were offered for parents to attend. In addition, there</li> </ul>	<p>Constant Contact 5800: Professional/Consulting Services And Operating Expenditures District Funded 0</p> <p>Infinite Campus 5800: Professional/Consulting Services And Operating Expenditures District Funded 0</p> <p>Award Assemblies 4000-4999: Books And Supplies LCFF - Base 100</p> <p>PTA Events 4000-4999: Books And Supplies Parent-Teacher Association (PTA)</p> <p>Partners in Learning - Teachers 1000-1999: Certificated Personnel Salaries None Specified 2100</p> <p>Partners in Learning - Materials 4000-4999: Books And Supplies None Specified 1000</p> <p>Partners in Learning - Child Care 2000-2999: Classified Personnel Salaries None Specified 200</p>	<p>Award Assemblies 4000-4999: Books And Supplies LCFF - Base 0</p> <p>Spring Family Academy 1000-1999: Certificated Personnel Salaries LCFF - Base 420</p> <p>Partners in Learning - Materials 4000-4999: Books And Supplies None Specified 0</p> <p>Family Academy Child Care 2000-2999: Classified Personnel Salaries LCFF - Base 65</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>can plan to attend.</p> <ul style="list-style-type: none"> <li>Administrator, teachers, and PTA will schedule outreach events for all stakeholders (Donuts for Dad's &amp; Dudes, Muffins for Moms, Grandparents' Day, Volunteer Tea, Movie Nights, Carnival, Bingo Night, Family Art Night, Restaurant Nights, Career Day, Patriot Day, etc.).</li> <li>Administrator will schedule and</li> </ul> <p>conduct parent meetings (School Site Council, ELAC, GATE.) to encourage parent involvement in their child's learning and school decision making.</p> <ul style="list-style-type: none"> <li>Opportunities for parents to</li> </ul> <p>volunteer in the classroom based on teacher need and scheduling</p> <ul style="list-style-type: none"> <li>Hold three Partners In Learning Parent Engagement Evenings to teach parents how to help their</li> </ul>	<p>was a Monster Math day in fall that had excellent attendance.</p> <ul style="list-style-type: none"> <li>ELAC meetings were held quarterly, Gate meetings occurred a couple times in the year, and Site Council met monthly</li> <li>Volunteerism continues to be encouraged and supported by teachers and PTA alike</li> <li>There were no Partners in Learning held this year. Monster Math in the fall and the Spring Family Academy were held instead</li> </ul>		

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
students at home.			
<p>Increase students' and teachers' sense of safety and school connectedness.</p> <ul style="list-style-type: none"> <li>• Install a keyless entry/fob system throughout the school.</li> <li>• Maintain a single point of entry during the school day.</li> <li>• Implement a visitor sign in system to scan in visitors/volunteers.</li> <li>• Hold monthly fire and lock down drills.</li> <li>• School Site Council to conduct survey of parents each year in spring.</li> <li>• Administrator will work closely with school office staff to ensure a positive and welcoming climate in the office.</li> <li>• Offer social skills groups and one on one counseling service to</li> </ul>	<ul style="list-style-type: none"> <li>• Keyless entry installed and working</li> <li>• Single point of entry maintained with buzz - in door</li> <li>• Raptor visitor sign in system functional and utilized regularly</li> <li>• Monthly fire and lock down drills held. Worked with local sheriff's office to refine lock down procedures. Two full scale disaster drills held - one in fall and one in spring</li> <li>• Site Council survey being sent out in May</li> <li>• Welcoming environment in office maintained</li> <li>• School counselor conducted small group social skills groups and saw students one on one as well.</li> <li>• Circle of Friends had 84 participants who met weekly throughout the year</li> <li>• PBIS team met monthly to discuss ways to grow the program. Data was only</li> </ul>	<p>Keyless Entry 5800: Professional/Consulting Services And Operating Expenditures District Funded</p> <p>Visitor Sign in System 5000-5999: Services And Other Operating Expenditures District Funded</p> <p>Counselor 1000-1999: Certificated Personnel Salaries District Funded</p> <p>Circle of Friends 4000-4999: Books And Supplies LCFF - Base 200</p> <p>PBIS Meetings 1000-1999: Certificated Personnel Salaries District Funded 1050</p> <p>SWIS 5000-5999: Services And Other Operating Expenditures District Funded</p>	<p>Circle of Friends 4000-4999: Books And Supplies LCFF - Base 135</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>increase school connectedness.</p> <ul style="list-style-type: none"> <li>• Continue with Circle of Friends with 5th - 6th graders to connect general and special education students.</li> <li>• Implement PBIS School Wide - PBIS team to meet at least monthly to analyze data and provide suggestions for improvements.</li> <li>• Implement use of SWIS data system to track discipline.</li> <li>• Students in grades 4 - 6 will have the opportunity to participate in the Student Service program.</li> <li>• Students will participate in Student Service led Spirit Days and community service programs to foster a sense of community and connectedness.</li> <li>• Students will complete a survey about their connectedness and sense of</li> </ul>	<p>analyzed every couple meetings rather than monthly because there were not enough referrals being generated</p> <ul style="list-style-type: none"> <li>• SWIS data system was implemented and used to track data. More regular reporting from employees about behavior events is needed to make the data relevant and actionable</li> <li>• Student Service supported the Monday Morning Assemblies, sponsored spirit days, and organized service projects throughout the year</li> <li>• Students completed the district survey on safety and connectedness</li> <li>• Most teachers had buddy classes</li> <li>• The broadcast team produced broadcasts weekly that were sent to teachers to show to classes as well as sent to parents in the weekly newsletter</li> <li>• Grades of Green expanded -</li> </ul>		

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>safety at school in both the fall and spring.</p> <ul style="list-style-type: none"> <li>Teachers will cooperate across grade levels to create Buddy Activities for their respective students.</li> <li>Students and staff will produce a weekly broadcast to foster a sense of community and connectedness.</li> <li>Student may participate in a Grades of Green team and work at lunch to support our recycling efforts.</li> <li>A Peace Patrol program allows 4th grade students the opportunity to work on the Kindergarten yard at lunch to reinforce positive behavior.</li> </ul>	<p>adding regular meetings and began sponsoring activities</p> <ul style="list-style-type: none"> <li>Peace Patrol has over 25 regular members who each help at least once per week</li> <li></li> </ul>		

## Analysis

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

Overall, the school implemented all the actions designed to increase purposeful parent and student engagement except one. The one thing that was not followed through on was holding three Partners in Learning evening events. The reasons for this were many. We could not get more than three teachers to volunteer to holding Partners in Learning, therefore, it would only have benefitted a few of the students rather than reaching a larger number. We decided to engage more parents by having a Monster Math family math game event immediately following the Halloween parade. This event brought in a much higher number of families than the Partners in Learning events had in the past. In addition

to Monster Math, there was a Spring Family Academy in the evening, offering parents the opportunity to select from 5 different sessions.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

The strategies and activities engaged in this year were effective in helping to make students and parents feel safe and connected to the school. This was measured by the school connectedness survey conducted by the district. Monster Math was an effective way to increase parents' participation in student learning. The Spring Family Academy was highly reviewed, but lacked the attendance we'd hoped for. The 40 parents who attended this Spring are committed to letting others know what a helpful event it was so that the two evening Family Academies we hold next year should be better attended. All the student clubs on campus serves o increase student satisfaction with school overall.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

The main difference in proposed expenditures and estimated actual expenditures was in shifting the Partners in Learning program to be Family Academies. Holding the Monster Math time during school hours greatly decreased the expense as teachers did not need to be paid extra duty time for it.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

The district is going to change the parent communication system to Parent Square. This will streamline communication with parents and ensure they are receiving notices in the mode of their choice (email, text, etc.). We anticipate this will increase parents sense of connectedness to the school and knowledge of school programs. All the student programs and opportunities to serve the school we have in place will continue. Through continued training with LACOE, the school's PBIS program will be moving into Tier II. We do not yet know exactly what these changes will bring, but know that the social - emotional well-being of our students is paramount. For this reason, we added a subscription to a calming/mindfulness computer-based program for all our classrooms.

# Budget Summary and Consolidation

The Budget Summary is required for schools funded through the ConApp. The Consolidation of Funds is required for a school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program.

## Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	77,101.00

## Allocations by Funding Source

Funding Source	Amount	Balance
LCFF - Supplemental	18515	602.00
LCFF - Base	46397	26,509.00

# Expenditures by Funding Source

Funding Source	Amount
District Funded	8,700.00
LCFF - Base	19,888.00
LCFF - Supplemental	17,913.00
Parent-Teacher Association (PTA)	30,600.00

## Expenditures by Budget Reference

<b>Budget Reference</b>	<b>Amount</b>
1000-1999: Certificated Personnel Salaries	16,660.00
2000-2999: Classified Personnel Salaries	18,991.00
4000-4999: Books And Supplies	8,550.00
5000-5999: Services And Other Operating Expenditures	1,800.00
5800: Professional/Consulting Services And Operating Expenditures	23,100.00
None Specified	8,000.00

## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	District Funded	700.00
2000-2999: Classified Personnel Salaries	District Funded	8,000.00
4000-4999: Books And Supplies	District Funded	0.00
5000-5999: Services And Other Operating Expenditures	District Funded	0.00
1000-1999: Certificated Personnel Salaries	LCFF - Base	6,410.00
2000-2999: Classified Personnel Salaries	LCFF - Base	3,128.00
4000-4999: Books And Supplies	LCFF - Base	8,050.00
5000-5999: Services And Other Operating Expenditures	LCFF - Base	1,800.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF - Base	500.00
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	9,550.00
2000-2999: Classified Personnel Salaries	LCFF - Supplemental	7,863.00
4000-4999: Books And Supplies	LCFF - Supplemental	500.00
5800: Professional/Consulting Services And Operating Expenditures	Parent-Teacher Association (PTA)	22,600.00
None Specified	Parent-Teacher Association (PTA)	8,000.00

# 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
- 2 Other School Staff
- 5 Parent or Community Members

Name of Members	Role
Victoria Kubasak	Principal
Meagan Derderian	Parent or Community Member
Tammy Casey	Parent or Community Member
Ryan Barton	Parent or Community Member
Chris Butterwick	Parent or Community Member
Alisa Gentry-Reyher	Parent or Community Member
Christina Bakoo	Classroom Teacher
Elizabeth Balena	Classroom Teacher
Debbie Schultz	Classroom Teacher
Sulema Garcia	Other School Staff
Jayme Rutter	Other School Staff

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.

# Addendum

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For questions related to specific sections of the template, please see instructions below:

## Instructions: Linked Table of Contents

Stakeholder Involvement

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Annual Review and Update

Budget Summary and Consolidation

Appendix A: Plan Requirements for Schools Funded Through the ConApp

Appendix B: Select State and Federal Programs

For additional questions or technical assistance related to completion of the SPSA template, please contact the Local Educational Agency, or the CDE's Title I Policy and Program Guidance Office at [TITLEI@cde.ca.gov](mailto:TITLEI@cde.ca.gov).

## Stakeholder Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. As such, the SPSA should be shared with, and schools should request input from, school site-level advisory groups, as applicable (e.g., English Learner Advisory Councils, student advisory groups, etc.).

Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

Goals, Strategies, & Proposed Expenditures

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

## Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve? A school may number the goals using the "Goal #" for ease of reference.

## Basis for this Goal

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, and may include any data voluntarily developed by districts to measure pupil achievement.

## Expected Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to be make in the coming year.

## Planned Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. Strategies and activities that are implemented to achieve the identified goal may be grouped together. A school may number the strategy/activity using the "Strategy/Activity #" for ease of reference.

A school receiving funds allocated through the ConApp is required to describe in their strategies and activities how they will address specific state and federal requirements. A list of these requirements may be found in Appendix A: Plan Requirements for Schools Funded Through the ConApp. At a minimum a school receiving funds allocated through the ConApp must address these requirements; however, a school may describe additional strategies/activities as well.

### **Students to be Served by this Strategy/Activity**

Indicate in this box which students will benefit from the strategies/activities by indicating “All Students” or listing one or more specific student group(s) to be served.

### **Proposed Expenditures for this Strategy/Activity**

For each strategy/activity, list and describe the proposed expenditures for the school year to implement these strategies/activities, including where those expenditures can be found in the school’s budget. The school should reference all fund sources for each proposed expenditure and should provide budget references as an object code or an object code description.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA.

### **Annual Review and Update**

The planned goals, expected outcomes, planned strategies/activities, and proposed expenditures must be copied verbatim from the previous year’s approved SPSA. Minor typographical errors may be corrected.

#### **Annual Measurable Outcomes**

For each goal in the prior year, provide the metric/indicators, the expected outcomes, and the actual outcomes; review the actual outcomes as compared to the expected outcomes identified in the prior year for the goal.

#### **Strategies/Activities**

Identify the planned strategies/activities and the proposed expenditures to implement these strategies/activities toward achieving the described goal, then identify the actual strategies/activities implemented to meet the described goal and the estimated actual expenditures to implement the strategies/activities. As applicable, identify any changes to the student groups served.

### **Analysis**

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the strategies/activities to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.
- Explain any material differences between Proposed Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

## **Budget Summary and Consolidation**

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp. The Consolidation of Funds is required for a school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program.

### **Budget Summary**

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- **Total Funds Provided to the School Through the Consolidated Application:** This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- **Total Funds Budgeted for Strategies to Meet the Goals in the SPSA:** This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school may include additional information or more detail.

### **Consolidation of Funds**

A school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program is required to include a list of state and local programs and other federal programs that the school will consolidate in the schoolwide program. A list of commonly consolidated state and federal programs is provided in Appendix B: Select State and Federal Programs. List the federal funding source(s) and the amount(s) being consolidated in the schoolwide program, then list the state and/or local funding source(s) and the amount(s). Adjust the table as needed.

# Appendix A: Plan Requirements for Schools Funded Through the ConApp

## Basic Plan Requirements

A school receiving funds allocated through the ConApp is required to develop a SPSA. The content of a SPSA must be aligned with school goals for improving student achievement. School goals must be based upon an analysis of verifiable state data and may include any data voluntarily developed by districts to measure student achievement.

The SSC is required to develop the SPSA, which must address each of the following, as applicable:

1. A description of curricula, instructional strategies and materials responsive to the individual needs and learning styles of each student (described in the Strategies/Activities).
2. A description of instructional and auxiliary services to meet the special needs of non-English-speaking or limited-English-speaking students, including instruction in a language these students understand; educationally disadvantaged students; gifted and talented students; and students with exceptional needs (described in the Strategies/Activities).
3. A description of a staff development program for teachers, other school personnel, paraprofessionals, and volunteers, including those participating in special programs (described in the Strategies/Activities).
4. An identification of the schools' means of evaluating progress toward accomplishing its goals (described in the Expected Annual Measurable Outcomes) and an ongoing evaluation of the educational program of the school (described in the Annual Review and Update).
5. A description of how funds provided to the school through the ConApp will be used to improve the academic performance of all pupils to the level of state performance goals (described in the Proposed Expenditures for Strategies/Activities).
6. The proposed expenditures of funds available to the school through the programs described in EC Section 52851. For purposes of this subdivision, proposed expenditures of funds available to the school must include, but not be limited to, salaries and staff benefits for persons providing services for those programs (described in the Proposed Expenditures for Strategies/Activities).
7. The proposed expenditure of funds available to the school through the federal Improving America's Schools Act of 1994 and its amendments. If the school operates a state-approved schoolwide program in a manner consistent with the expenditure of funds available to the school pursuant to EC Section 52851, employees of the schoolwide program may be deemed funded by a single cost objective.
8. A description of how state and federal law governing programs identified in EC Section 64000 will be implemented, as applicable (described in the Strategies/Activities).
9. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC.

Authority cited: EC sections 64001(f)-(g) and 52853(a)(1)-(7).

## Schoolwide Program Requirements

A school receiving funds allocated through the ConApp and operating a schoolwide program (SWP) must describe how the school will carry out each of the following components:

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will
  - a. provide opportunities for all students, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners, to meet the challenging state academic standards.
  - b. use effective methods and instructional strategies based on scientifically based research that
    - i. strengthen the core academic program in the school;
    - ii. provide an enriched and accelerated curriculum;
    - iii. increase the amount and quality of learning time;
    - iv. include strategies for meeting the educational needs of historically underserved populations;
    - v. help provide an enriched and accelerated curriculum; and
    - vi. are consistent with, and are designed to implement, state and local improvement plans, if any.
  - c. address the needs of all students in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards, through activities which may include the following:
    - i. strategies to improve students' skills outside the academic subject areas;
    - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
    - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
    - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
    - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
2. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
3. A description of how the school will ensure instruction by highly qualified teachers and provide ongoing professional development, including
  - a. strategies to attract highly qualified teachers;
  - b. providing high-quality and ongoing professional development that is aligned with the state's academic standards for teachers, principals, paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff, to enable all students in the school to meet the state's academic standards;
  - c. the devotion of sufficient resources to effectively carry out professional development activities; and
  - d. the inclusion of teachers in professional development activities regarding the use of academic assessments to enable them to provide information on, and to improve, the achievement of individual students and the overall instructional program.
4. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).
5. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
  - a. Ensure that those students' difficulties are identified on a timely basis; and
  - b. Provide sufficient information on which to base effective assistance to those students.
6. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
7. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

Authority Cited: Title 34 of the Code of Federal Regulations (34 CFR) sections 200.27(a)(3)(i)-(iii) and 200.28 and section 1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA.

## **Appendix B: Select State and Federal Programs**

### **Federal Programs**

Title I, Part A: School Allocation  
Title I, Part A: School Parent and Family Engagement Allocation  
Title I, Part A: Targeted Support and Improvement Allocation  
Title I, Part C: Education of Migratory Children  
Title II, Part A: Supporting Effective Instruction  
Title III, Part A: Language Instruction for English Learners and Immigrate Youth  
Title IV Part A: Student Support and Academic Enrichment Grants  
Title IV Part B: 21st Century Community Learning Centers  
Title V, Part B: Rural Education Initiative  
Title VI, Part A: Indian, Native Hawaiian, and Alaska Native Education

### **State or Local Programs**

After School Education and Safety Program  
American Indian Education  
Child Development Programs  
Economic Impact Aid/State Compensatory Education (carryover funds)  
Economic Impact Aid/Limited English Proficient (carryover funds)  
California Foster Youth Services  
California Partnership Academies  
California Tobacco-Use Prevention Education Program

# 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

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 April 25, 2019.

Attested:

Principal, Vicki Kubasak on May 2, 2019

SSC Chairperson, Chris Butterwick on May 2, 2019

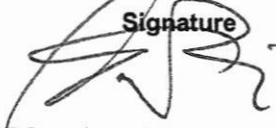
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