

# The School Plan for Student Achievement

**School:** Park School  
**CDS Code:** 21653916024459  
**District:** Mill Valley School District  
**Principal:** Aubrey O'Connor  
**Revision Date:** October 11, 2021

The School Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

For additional information on school programs and how you may become involved locally, please contact the following person:

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**The District Governing Board approved this revision of the SPSA on .**

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## School Vision and Mission

### Park School's Vision and Mission Statements

We will provide our students with a secure, caring and challenging school environment, and the knowledge, skills and love of learning necessary for them to become successful adults and community members. We will do this through a strong partnership with our parents and community.

We will offer a coordinated instruction program from kindergarten through fifth grade, where students learn and build on basic skills and concepts through a rich and engaging curriculum. We will encourage students to think critically, creatively and independently, to work collaboratively, and to explore learning beyond the classroom. Our students will be actively engaged in their community as citizens, neighbors, and wise stewards of our natural environment. We will expect all members of our school community to practice civility, respect and tolerance toward each other.

### School Description

Park School is a small neighborhood school (averaging approximately 270 students) located near downtown Mill Valley. The beautifully renovated art deco building, built in 1939, is surrounded by two neighborhood streets and set in the shadows of the magnificent Mount Tamalpais. The greater school community works together to provide a safe, caring environment where uniqueness and differences are respected, and all children are supported to reach their full potential. Staff and parents alike are committed to a tradition of academic excellence and social development.

Teachers provide a positive environment that supports self-esteem and encourages students to be problem solvers and critical thinkers. Students are both nurtured and challenged. Park School provides project based learning through cross-grade buddies, a school-wide "Oceans Projects", our children's garden, and the integration of technology into the curriculum.

Parent participation is encouraged and appreciated. Meaningful involvement through PTA, Site Council, and within the classrooms also supports student learning. Opportunities for families to come together are the Grade-level Potlucks, Back to School Night, Parkade, The Variety Show, a variety of special evening events for families, The Art Show, numerous Kiddo performances, as well as our end of the year Open House.

## School Profile

Park School is one of six schools in the Mill Valley School District, which is comprised of five elementary schools and one middle school.

Park was originally built in 1909. Major renovations were completed in 2012. Our classic art-deco building is located in the center of Mill Valley across from Boyle Park. We have a thriving school garden, three play structures and a large artificial turf field.

With support from the PTA and Kiddo!, Park School offers children a high quality educational program. Students participate in many special curriculum projects such as a school-wide ocean study. Classroom teachers work closely with our specialists to integrate art, music, dance, technology, and poetry in our program. In addition, we are proud of our strong focus on character education, mindfulness, the partnership between Zero Waste Marin and our Student Green Team and our many community service projects.

## Comprehensive Needs Assessment Components

### Data Analysis

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

### Surveys

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

### **Classroom Observations**

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

### **Analysis of Current Instructional Program**

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

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

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

### **Standards, Assessment, and Accountability**

1. Use of state and local assessments to modify instruction and improve student achievement (ESEA)
  
2. Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

### **Staffing and Professional Development**

3. Status of meeting requirements for highly qualified staff (ESEA)
  
4. Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)
  
5. Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)
  
6. Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)
  
7. Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

### Teaching and Learning

8. Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)
  
9. Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)
  
10. Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)
  
11. Availability of standards-based instructional materials appropriate to all student groups (ESEA)
  
12. Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

### Opportunity and Equal Educational Access

13. Services provided by the regular program that enable underperforming students to meet standards (ESEA)
  
14. Research-based educational practices to raise student achievement

### Parental Involvement

15. Resources available from family, school, district, and community to assist under-achieving students (ESEA)
  
16. Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

### Funding

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

18. Fiscal support (EPC)

**Description of Barriers and Related School Goals**

## School and Student Performance Data

### CAASPP Results (All Students)

#### English Language Arts/Literacy

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	57	55	59	55	55	59	55	54	59	96.5	100	100
Grade 4	54	49	51	54	49	51	54	49	51	100	100	100
Grade 5	60	56	50	60	56	49	60	56	49	100	100	98
All Grades	171	160	160	169	160	159	169	159	159	98.8	100	99.4

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2472.0	2488.4	2484.0	41.82	53.70	54.24	25.45	33.33	23.73	21.82	9.26	13.56	10.91	3.70	8.47
Grade 4	2531.8	2548.2	2536.7	42.59	67.35	64.71	46.30	16.33	21.57	9.26	12.24	3.92	1.85	4.08	9.80
Grade 5	2568.0	2590.8	2573.7	56.67	48.21	48.98	18.33	46.43	38.78	20.00	5.36	8.16	5.00	0.00	4.08
All Grades	N/A	N/A	N/A	47.34	55.97	55.97	29.59	32.70	27.67	17.16	8.81	8.81	5.92	2.52	7.55

Reading Demonstrating understanding of literary and non-fictional texts										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	
Grade 3	43.64	51.85	55.93	41.82	42.59	37.29	14.55	5.56	6.78	
Grade 4	46.30	61.22	52.94	53.70	38.78	41.18	0.00	0.00	5.88	
Grade 5	50.85	58.93	59.18	38.98	41.07	34.69	10.17	0.00	6.12	
All Grades	47.02	57.23	55.97	44.64	40.88	37.74	8.33	1.89	6.29	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	41.82	42.59	18.64	41.82	51.85	69.49	16.36	5.56	11.86
Grade 4	35.19	57.14	37.25	61.11	36.73	52.94	3.70	6.12	9.80
Grade 5	56.67	62.50	40.82	40.00	37.50	51.02	3.33	0.00	8.16
All Grades	44.97	54.09	31.45	47.34	42.14	58.49	7.69	3.77	10.06

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	36.36	33.33	40.68	58.18	64.81	55.93	5.45	1.85	3.39
Grade 4	44.44	32.65	43.14	53.70	65.31	54.90	1.85	2.04	1.96
Grade 5	50.00	32.14	46.94	48.33	67.86	48.98	1.67	0.00	4.08
All Grades	43.79	32.70	43.40	53.25	66.04	53.46	2.96	1.26	3.14

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	34.55	51.85	47.46	54.55	46.30	47.46	10.91	1.85	5.08
Grade 4	55.56	59.18	52.94	40.74	34.69	39.22	3.70	6.12	7.84
Grade 5	44.83	60.71	51.02	46.55	39.29	46.94	8.62	0.00	2.04
All Grades	44.91	57.23	50.31	47.31	40.25	44.65	7.78	2.52	5.03

**Conclusions based on this data:**

1. Continue to work to meet the individual needs of students and student groups



## School and Student Performance Data

### CAASPP Results (All Students)

#### Mathematics

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	57	55	59	56	55	59	56	55	59	98.2	100	100
Grade 4	54	49	51	54	49	51	54	49	51	100	100	100
Grade 5	60	56	50	59	56	49	59	56	49	98.3	100	98
All Grades	171	160	160	169	160	159	169	160	159	98.8	100	99.4

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2485.9	2482.7	2479.5	42.86	43.64	40.68	41.07	36.36	32.20	12.50	12.73	16.95	3.57	7.27	10.17
Grade 4	2536.8	2537.3	2549.7	37.04	34.69	54.90	48.15	48.98	29.41	14.81	16.33	11.76	0.00	0.00	3.92
Grade 5	2565.3	2577.6	2558.4	49.15	51.79	40.82	25.42	32.14	36.73	16.95	16.07	16.33	8.47	0.00	6.12
All Grades	N/A	N/A	N/A	43.20	43.75	45.28	37.87	38.75	32.70	14.79	15.00	15.09	4.14	2.50	6.92

Concepts & Procedures Applying mathematical concepts and procedures												
Grade Level	% Above Standard			% At or Near Standard			% Below Standard					
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19			
Grade 3	53.57	47.27	50.85	37.50	41.82	33.90	8.93	10.91	15.25			
Grade 4	55.56	63.27	66.67	38.89	30.61	27.45	5.56	6.12	5.88			
Grade 5	57.63	64.29	40.82	28.81	28.57	48.98	13.56	7.14	10.20			
All Grades	55.62	58.13	52.83	34.91	33.75	36.48	9.47	8.13	10.69			

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		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	53.57	56.36	45.76	41.07	32.73	45.76	5.36	10.91	8.47
Grade 4	51.85	53.06	50.98	46.30	42.86	45.10	1.85	4.08	3.92
Grade 5	47.46	48.21	44.90	38.98	51.79	46.94	13.56	0.00	8.16
All Grades	50.89	52.50	47.17	42.01	42.50	45.91	7.10	5.00	6.92

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	50.00	54.55	52.54	44.64	38.18	37.29	5.36	7.27	10.17
Grade 4	53.70	53.06	60.78	44.44	40.82	29.41	1.85	6.12	9.80
Grade 5	44.07	46.43	40.82	42.37	48.21	48.98	13.56	5.36	10.20
All Grades	49.11	51.25	51.57	43.79	42.50	38.36	7.10	6.25	10.06

**Conclusions based on this data:**

1. Continue to work to meet the individual needs of students and student groups

## School and Student Performance Data

### ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade 1	*	*	*	*	*	*	*	*
Grade 2		*		*		*		*
Grade 3	*		*		*		*	
Grade 4		*		*		*		*
All Grades							*	5

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
1	*	*	*	*		*		*	*	*
All Grades	*	*	*	*		*		*	*	*

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
All Grades	*	*	*	*		*		*	*	*

Written Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
1	*	*		*	*	*		*	*	*
All Grades	*	*	*	*	*	*		*	*	*

Listening Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	
All Grades	*	*	*	*		*	*	*	

Speaking Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
All Grades	*	*		*		*	*	*

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
All Grades	*	*	*	*		*	*	*

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
All Grades	*	*	*	*		*	*	*

**Conclusions based on this data:**

1. Continue to work to meet the needs of English Learners

## School and Student Performance Data

### Chronic Absenteeism Data

Chronic Absenteeism Data									
Student Subgroup	Cumulative Enrollment			Chronic Absenteeism Count			Chronic Absenteeism Rates		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
African American	*	1		*	1		*	*	
American Indian or Alaskan Native									
Asian	*	1		*	1		*	*	
Filipino									
Hispanic or Latino	21	20		0	2		0.0	10.0	
Did not Report									
Pacific Islander									
Two or More Races	34	38		0	0		0.0	0.0	
White	270	246		5	8		1.9	3.3	
Male	182	171		2	5		1.1	2.9	
Female	151	142		3	5		2.0	3.5	
English Learners	*	1		*	1		*	*	
Students with Disabilities	33	25		1	1		3.0	4.0	
Socioeconomically Disadvantaged	*	1		*	1		*	*	
Migrant									
Foster									
Homeless									
Kindergarten	44	48		1	2		2.3	4.2	
Grades 1-3	175	160		3	3		1.7	1.9	
Grades 4-6	114	105		1	5		0.9	4.8	
Grades 7-8									
Grades K-8	333	313		5	10		1.5	3.2	
Grades 9-12									
Ungraded Elementary/Secondary									
<b>Total</b>	333	313		5	10		1.5	3.2	

#### Conclusions based on this data:

1. Continue to work to meet the individual needs of students and student groups

# School and Student Performance Data

## Student Population

Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

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

2019-20 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
<b>303</b>	<b>2.0</b>	<b>2.3</b>	This is the percent of students whose well-being is the responsibility of a court.
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	

2019-20 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	7	2.3
Socioeconomically Disadvantaged	6	2.0
Students with Disabilities	26	8.6

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	1	0.3
Asian	12	4.0
Hispanic	18	5.9
Two or More Races	31	10.2
White	241	79.5

### Conclusions based on this data:

1. Continue to work to meet the individual needs of students and student groups

# School and Student Performance Data

## Overall Performance

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

### 2019 Fall Dashboard Overall Performance for All Students

#### Academic Performance

English Language Arts



Green

Mathematics



Green

#### Academic Engagement

Chronic Absenteeism



Green

#### Conditions & Climate

Suspension Rate



Blue

#### Conclusions based on this data:

1.

# School and Student Performance Data

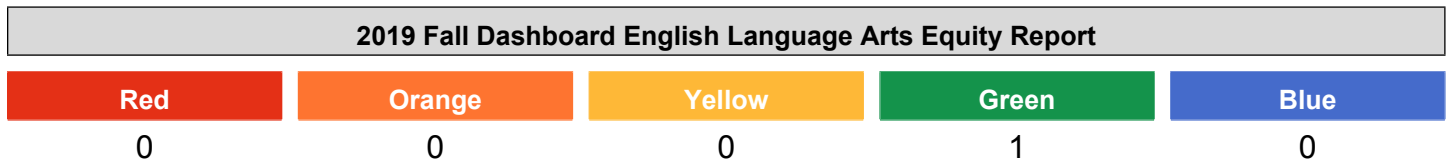
## Academic Performance English Language Arts

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department’s web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

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.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	English Learners	Foster Youth
Green 61.1 points above standard Declined -10 points 157	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	No Performance Color 0 Students
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color 0 Students	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	No Performance Color 19 points above standard Declined Significantly -21.5 points 21



**2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity**

<b>African American</b>	<b>American Indian</b>	<b>Asian</b>	<b>Filipino</b>
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	 No Performance Color 0 Students
<b>Hispanic</b>	<b>Two or More Races</b>	<b>Pacific Islander</b>	<b>White</b>
 No Performance Color 55.9 points above standard Declined Significantly -18.7 points 11	 No Performance Color 63.9 points above standard Maintained -0.2 points 18	 No Performance Color 0 Students	 Green 62.6 points above standard Declined -11.3 points 122

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

**2019 Fall Dashboard English Language Arts Data Comparisons for English Learners**

<b>Current English Learner</b>	<b>Reclassified English Learners</b>	<b>English Only</b>
Less than 11 Students - Data Not Displayed for Privacy 1	Less than 11 Students - Data Not Displayed for Privacy 2	62.1 points above standard Declined -9.7 points 151

**Conclusions based on this data:**

1. Continue to work to meet the individual needs of students and student groups

# School and Student Performance Data

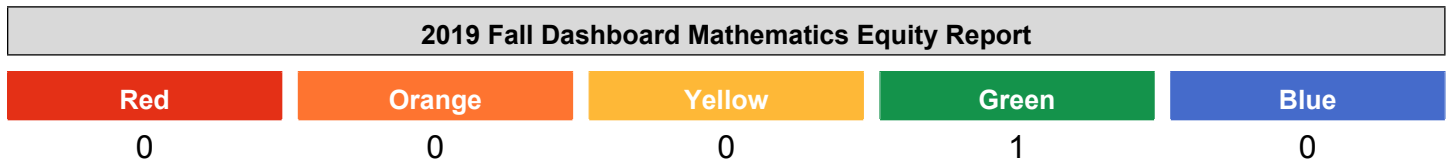
## Academic Performance Mathematics

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department’s web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

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.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p><b>All Students</b></p> <p>Green</p> <p>45.7 points above standard</p> <p>Declined -3.7 points</p> <p>157</p>	<p><b>English Learners</b></p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>3</p>	<p><b>Foster Youth</b></p>
<p><b>Homeless</b></p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>5</p>	<p><b>Students with Disabilities</b></p> <p>No Performance Color</p> <p>22 points above standard</p> <p>Declined -13.4 points</p> <p>21</p>

### 2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1		 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	
Hispanic	Two or More Races	Pacific Islander	White
 No Performance Color <span style="background-color: #e1ecf4;">57.7 points above standard</span> Declined -5.3 points 11	 No Performance Color <span style="background-color: #e1ecf4;">51.7 points above standard</span> Declined -7.2 points 18		 Green <span style="background-color: #e1ecf4;">45.1 points above standard</span> Declined -3.2 points 122

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

### 2019 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
Less than 11 Students - Data Not Displayed for Privacy 1	Less than 11 Students - Data Not Displayed for Privacy 2	<span style="background-color: #e1ecf4;">45 points above standard</span> Declined -4.4 points 151

#### Conclusions based on this data:

1. Continue to work to meet the individual needs of students and student groups

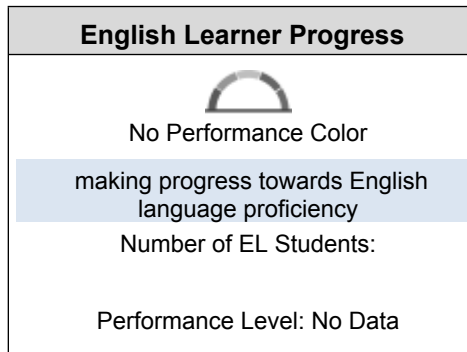
# School and Student Performance Data

## Academic Performance English Learner Progress

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department’s web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

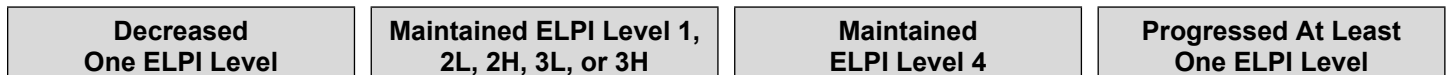
This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

### 2019 Fall Dashboard English Learner Progress Indicator



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

### 2019 Fall Dashboard Student English Language Acquisition Results



#### Conclusions based on this data:

1. Continue to work to meet the needs of English Learners

# School and Student Performance Data

## Academic Performance College/Career

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department’s web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

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

Lowest Performance      Red      Orange      Yellow      Green      Blue      Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard 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.

2019 Fall Dashboard College/Career for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2019 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.

2019 Fall Dashboard College/Career 3-Year Performance		
Class of 2017	Class of 2018	Class of 2019
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

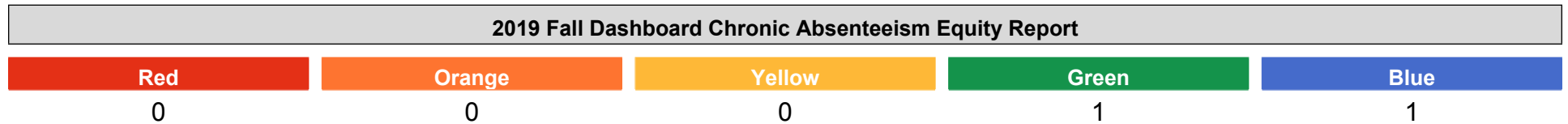
## Academic Engagement Chronic Absenteeism

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department’s web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

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

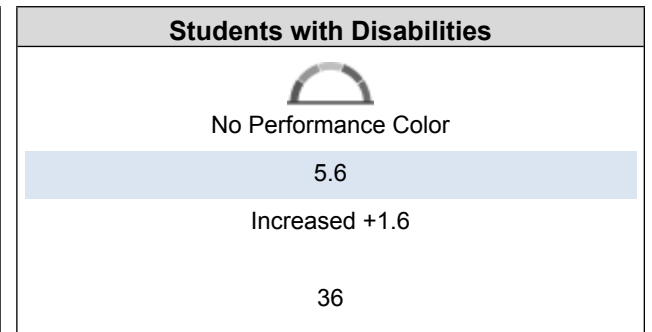
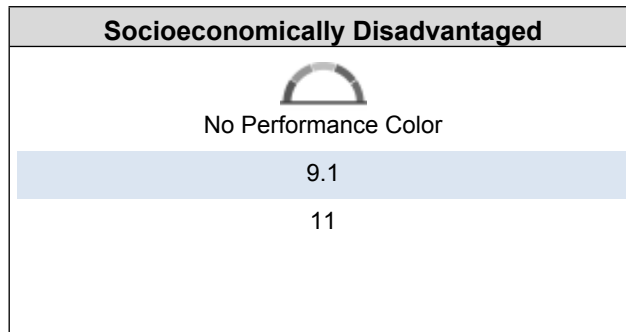
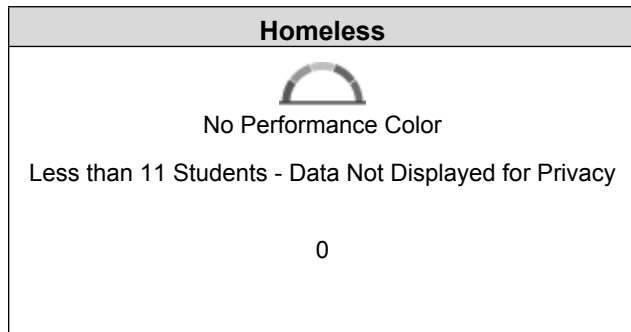
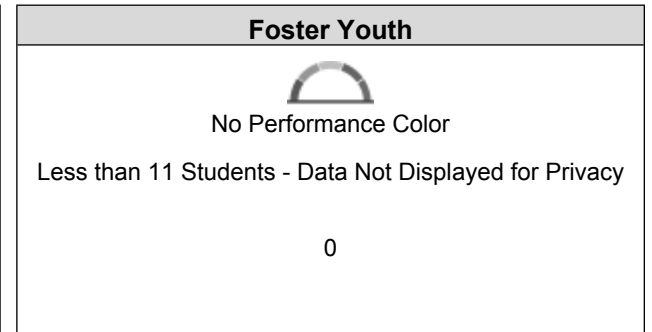
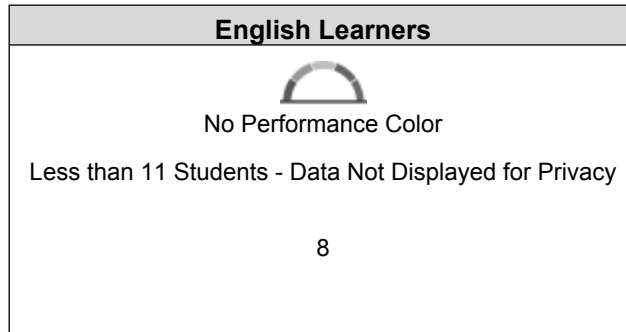
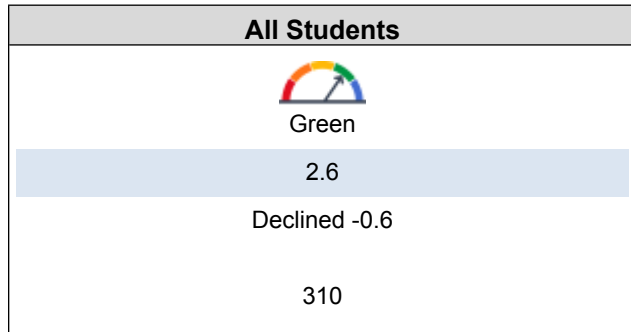


This section provides number of student groups in each color.











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.

**2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group**



**2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity**

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	 No Performance Color 0 13	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0
Hispanic	Two or More Races	Pacific Islander	White
 No Performance Color 0 Declined -10 21	 Blue 0 Maintained 0 30	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	 Green 3.3 Maintained 0 244

**Conclusions based on this data:**

1. Continue to work to meet the individual needs of students and student groups



# School and Student Performance Data

## Academic Engagement Graduation Rate

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

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.

2019 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2019 Fall Dashboard Graduation Rate by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

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.

**2019 Fall Dashboard Graduation Rate by Year**

**2018**

**2019**

**Conclusions based on this data:**

**1.**

# School and Student Performance Data

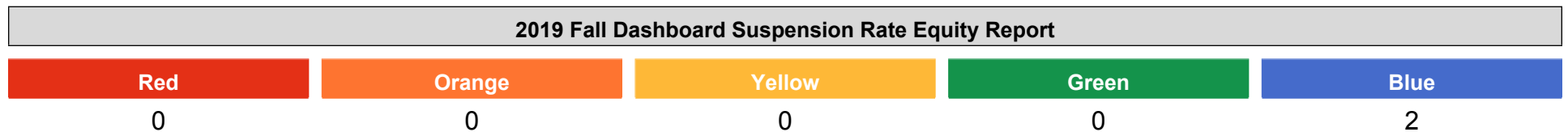
## Conditions & Climate Suspension Rate

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

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

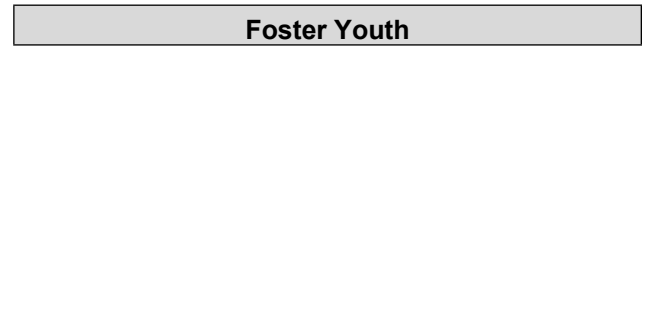
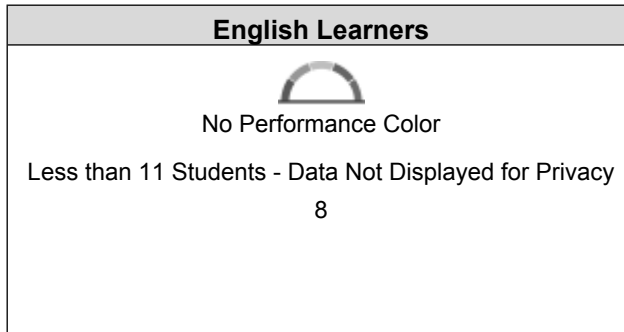
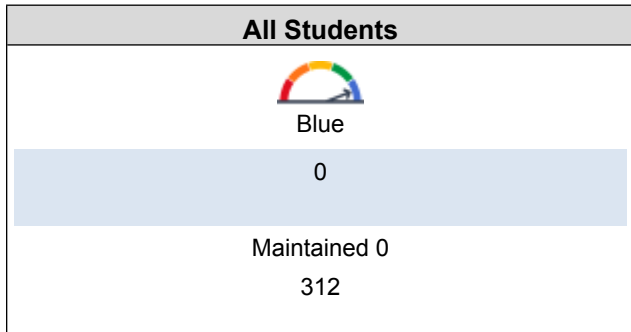


This section provides number of student groups in each color.

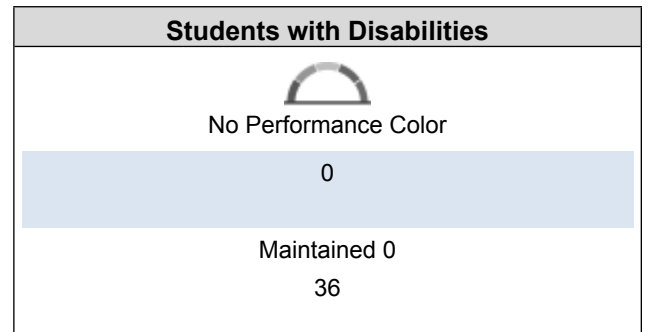
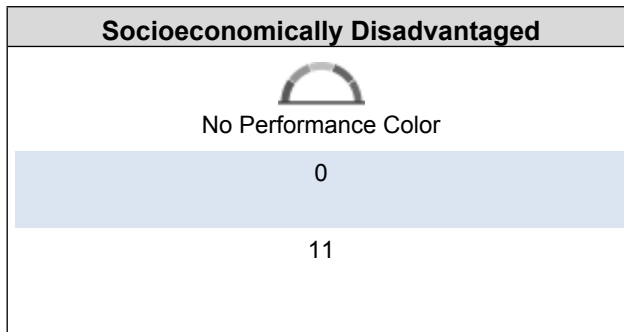


This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

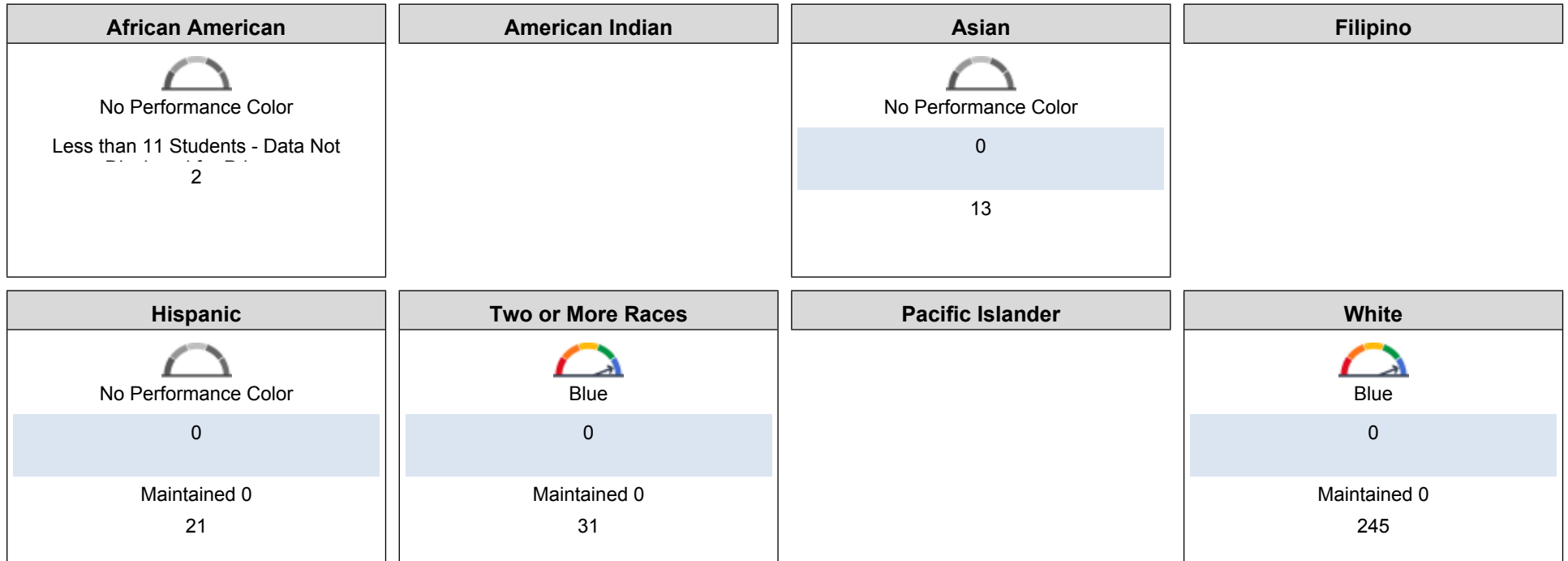
**2019 Fall Dashboard Suspension Rate for All Students/Student Group**



**Homeless**



**2019 Fall Dashboard Suspension Rate by Race/Ethnicity**



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

**2019 Fall Dashboard Suspension Rate by Year**

2017	2018	2019
	0	0

**Conclusions based on this data:**

1. Continue to work to meet the individual needs of students and student groups

## Planned Improvements in Student Performance

### School Goal #1

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

<b>SUBJECT: Reading</b>
<b>LEA/LCAP GOAL:</b>
LCAP Goal 1: Balanced Learners
<b>SCHOOL GOAL #1:</b>
100% of grades 1-5 students will meet the year-end grade level benchmark, OR if below benchmark, will make at least one year of reading skills progress as measured by the Fountas and Pinnell reading assessment.
<b>Data Used to Form this Goal:</b>
Fountas and Pinnell reading assessment
<b>Findings from the Analysis of this Data:</b>
Park School has not established a data baseline for this goal.
<b>How the School will Evaluate the Progress of this Goal:</b>
Data analysis and reflection on practices

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Administer Fountas and Pinnell reading assessment to each grades 1-5 student a minimum of two times per school year.	August-June, annually	Administration, Staff		2000-2999: Classified Personnel Salaries	District Funded	
Utilize district adopted Lucy Calkins Readers Workshop curriculum, and other teacher-identified curricula as needed.	ongoing	Administration, Staff		1000-1999: Certificated Personnel Salaries	District Funded	
Provide Primary Grade and Intermediate Grade intervention instruction to teach reading to students who are reading below benchmark goals.	ongoing	Administration, Staff	Targeted Learning Lab	2000-2999: Classified Personnel Salaries	District Funded	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide reading materials at students' independent and instructional levels through classroom leveled libraries and Park School bookroom.	ongoing	Administration, Staff		4000-4999: Books And Supplies	District Funded	
Provide reading materials at students' independent and instructional levels through independent practice programs (e.g.: Lexia, Reading A-Z, iReady, Learning Ally).	ongoing	Administration, Staff		0001-0999: Unrestricted: Locally Defined	District Funded	
Use literature to support EL student and peer reading with respect to diversity, culture, and representation in independent and instructional reading material.	ongoing	Administration, Staff		4000-4999: Books And Supplies	District Funded	
Provide funds to support EL teacher (English Learners) for students qualifying as EL students in the core subject area of reading instruction.	ongoing	Superintendent		1000-1999: Certificated Personnel Salaries	District Funded	

## Planned Improvements in Student Performance

### School Goal #2

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

<b>SUBJECT: Reading</b>
<b>LEA/LCAP GOAL:</b>
LCAP Goal 1: Balanced Learners
<b>SCHOOL GOAL #2:</b>
100% of students who are reading below grade level benchmarks will receive targeted intervention support in Reading and will make at least one year of reading skills progress as measured by the Fountas and Pinnell and iReady reading assessment.
<b>Data Used to Form this Goal:</b>
Fountas and Pinnell reading assessment
<b>Findings from the Analysis of this Data:</b>
Park School has not established a data baseline for this goal.
<b>How the School will Evaluate the Progress of this Goal:</b>
Data analysis and reflection on practices

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Utilize Leveled Literacy Intervention (LLI) and other appropriate reading intervention curricula in small-group Targeted Learning classes.	ongoing	Administration, Staff		2000-2999: Classified Personnel Salaries	District Funded	
Provide Primary Grade intervention instruction and Intermediate Grade intervention instruction to teach reading to students who are reading below benchmark goals.	Ongoing	Administration, Staff	Targeted Learning Lab	2000-2999: Classified Personnel Salaries	District Funded	
Provide reading materials at students' independent and instructional levels through classroom leveled libraries.	Ongoing	Administration, Staff		4000-4999: Books And Supplies	District Funded	



Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide reading materials at students' independent and instructional levels through independent practice programs (e.g.: Lexia, Reading A-Z, Learning Ally, iReady, Epic).	Ongoing	Administration, Staff		0001-0999: Unrestricted: Locally Defined	District Funded	
Provide funds to support EL teacher (English Learners) for students qualifying as EL students in the core subject area of reading instruction.	Ongoing	Superintendent		1000-1999: Certificated Personnel Salaries	District Funded	
Provide common grade level time for intervention classes a minimum of 1/2 hour, 4 times per week	Ongoing	Administration, Staff	Targeted Learning Lab	2000-2999: Classified Personnel Salaries	District Funded	

## Planned Improvements in Student Performance

### School Goal #3

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

<b>SUBJECT: Social Emotional Learning</b>
<b>LEA/LCAP GOAL:</b>
LCAP Goal 1: Balanced Learners
<b>SCHOOL GOAL #3:</b>
In order to improve school climate and enhance social emotional well-being, Park students and staff will use shared social-emotional tools throughout the school day, including in less structured times and places on campus (for example: lunch, recess, transitions). Parents will be aware of the tools for their own use. School programs for learning social-emotional tools are Zones of Regulation, Kimochis, and Toolbox.
<b>Data Used to Form this Goal:</b>
Survey and interview data
<b>Findings from the Analysis of this Data:</b>
Park School has not established a data baseline for this goal. A site perception survey in Spring 2022 will provide baseline data.
<b>How the School will Evaluate the Progress of this Goal:</b>
Data analysis and reflection on practices

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Continued teaching and classroom practice of Toolbox, Zones of Regulation and Kimochis, K-5	Ongoing	Administration, Staff		1000-1999: Certificated Personnel Salaries	District Funded	
Training of yard supervisor/Instructional Assistants in Toolbox strategies for use at recesses and lunch.	Ongoing	Counselor; Yard supervisors/Instructional assistants; administration		2000-2999: Classified Personnel Salaries	District Funded	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Include promotion of SEL program news/tips/suggestions through Counselor's messages on Parent Square	Ongoing	Counselor		1000-1999: Certificated Personnel Salaries	District Funded	
Post visuals of SEL programs around the school.	Ongoing	Administration, Staff		4000-4999: Books And Supplies	District Funded	
Train Peaceful Playground Coaches (3rd-5th grade students) to help students at recess use select SEL Toolbox strategies	Ongoing	Administration, Staff		1000-1999: Certificated Personnel Salaries	Parent-Teacher Association (PTA)	
					District Funded	
					District Funded	

## Planned Improvements in Student Performance

### School Goal #4

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

<b>SUBJECT: Mathematics</b>
<b>LEA/LCAP GOAL:</b>
LCAP Goal 1: Balanced Learners
<b>SCHOOL GOAL #4:</b>
Due to COVID related shutdowns, Park School was unable to complete an ongoing three year math plan. To address this, Park School staff will restart where the program left off, continuing to study the work of Jo Boaler in the context of an elementary classroom, and continuing to implement growth mindset math practices in K-5 classrooms.
<b>Data Used to Form this Goal:</b>
None
<b>Findings from the Analysis of this Data:</b>
None
<b>How the School will Evaluate the Progress of this Goal:</b>
Certificated Faculty and Principal to self-monitor depth of implementation. Park principal will consult with faculty to produce a report to the SSC on specific actions and progress toward this goal in the January to October 2022 period. (Report due by October SSC meeting.)

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Evaluate where the program left off and set new goals or objectives to cover the remaining material and learning objectives for the 3-year project.	December-January 2021-22	Principal and selected staff		None Specified	None Specified	
Set aside staff meeting or professional development time to explore remaining topics	January-October 2022	Principal and staff		1000-1999: Certificated Personnel Salaries	District Funded	

## Planned Improvements in Student Performance

### School Goal #5

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

<b>SUBJECT:</b>
<b>LEA/LCAP GOAL:</b>
<b>SCHOOL GOAL #5:</b>
<b>Data Used to Form this Goal:</b>
<b>Findings from the Analysis of this Data:</b>
<b>How the School will Evaluate the Progress of this Goal:</b>

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

## Centralized Services for Planned Improvements in Student Performance

The following actions and related expenditures support this site program goal and will be performed as a centralized service. Note: the total amount for each categorical program in this section must be aligned with the Consolidated Application.

### Centralized Service Goal #1

<b>SUBJECT: Centralized Services for Planned Improvements in Student Performance in</b>
<b>SCHOOL GOAL #1:</b>

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

**Centralized Services for Planned Improvements in Student Performance**

**Centralized Service Goal #2**

<b>SUBJECT: Centralized Services for Planned Improvements in Student Performance in</b>
<b>SCHOOL GOAL #2:</b>

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

**Centralized Services for Planned Improvements in Student Performance**

**Centralized Service Goal #3**

<b>SUBJECT: Centralized Services for Planned Improvements in Student Performance in</b>
<b>SCHOOL GOAL #3:</b>

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



**Centralized Services for Planned Improvements in Student Performance**

**Centralized Service Goal #4**

<b>SUBJECT: Centralized Services for Planned Improvements in Student Performance in</b>
<b>SCHOOL GOAL #4:</b>

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

**Centralized Services for Planned Improvements in Student Performance**

**Centralized Service Goal #5**

<b>SUBJECT: Centralized Services for Planned Improvements in Student Performance in</b>
<b>SCHOOL GOAL #5:</b>

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

## Summary of Expenditures in this Plan

### Total Allocations and Expenditures by Funding Source

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)

Total Expenditures by Funding Source	
Funding Source	Total Expenditures

**Summary of Expenditures in this Plan**

**Total Expenditures by Object Type**

<b>Object Type</b>	<b>Total Expenditures</b>

**Summary of Expenditures in this Plan**

**Total Expenditures by Object Type and Funding Source**

Object Type	Funding Source	Total Expenditures

**Summary of Expenditures in this Plan**

**Total Expenditures by Goal**

<b>Goal Number</b>	<b>Total Expenditures</b>
<b>Goal 1</b>	

## 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:

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Aubrey O'Connor	X				
Lisa Stapp		X			
Angela Lee			X		
Zack Phillips				X	
Kristin White				X	
Jennifer Durkee				X	
<b>Numbers of members of each category:</b>	<b>1</b>	<b>3</b>	<b>1</b>	<b>4</b>	<b>N/A</b>

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

## Recommendations and Assurances

The school site council (SSC) recommends this school plan and Proposed Expenditure(s) to the district governing board for approval and assures the board of the following:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. 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.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan **(Check those that apply)**:

State Compensatory Education Advisory Committee

\_\_\_\_\_

Signature

English Learner Advisory Committee

\_\_\_\_\_

Signature

Special Education Advisory Committee

\_\_\_\_\_

Signature

Gifted and Talented Education Program Advisory Committee

\_\_\_\_\_

Signature

District/School Liaison Team for schools in Program Improvement

\_\_\_\_\_

Signature

Compensatory Education Advisory Committee

\_\_\_\_\_

Signature

Departmental Advisory Committee (secondary)

\_\_\_\_\_

Signature

Other committees established by the school or district (list):

\_\_\_\_\_

Signature

4. 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.
5. 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.
6. This SPSA was adopted by the SSC at a public meeting on .

Attested:

Aubrey O'Connor

\_\_\_\_\_

Typed Name of School Principal

\_\_\_\_\_

Signature of School Principal

\_\_\_\_\_

Date

Aubrey O'Connor

\_\_\_\_\_

Typed Name of SSC Chairperson

\_\_\_\_\_

Signature of SSC Chairperson

\_\_\_\_\_

Date



## ADDENDUM – LOCAL ASSESSMENT TEST RESULTS 2020-21 PARK ELEMENTARY

### 2020-21 Local Assessment Test Results in ELA by Student Group

*This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this school.*

<i>I-Ready Student Groups</i>	<i>I-Ready Total Enrollment</i>	<i>I-Ready Number Tested</i>	<i>I-Ready Percent Tested</i>	<i>I-Ready Percent Not Tested</i>	<i>I-Ready Percent At or Above Grade Level</i>
<b>All Students</b>	143	143	100	0	91.6
<b>Female</b>	59	59	100	0	91.52
<b>Male</b>	84	84	100	0	91.66
<b>American Indian or Alaska Native</b>	0	0	0	0	N/A
<b>Asian</b>	4	4	100	0	100
<b>Black or African American</b>	1	1	100	0	100
<b>Filipino</b>	0	0	0	0	N/A
<b>Hispanic or Latino</b>	9	9	100	0	77.77
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	N/A
<b>Two or More Races</b>	17	17	100	0	88.23
<b>White</b>	112	112	100	0	92.85
<b>English Learners</b>	5	5	100	0	100
<b>Foster Youth</b>	0	0	0	0	N/A
<b>Homeless</b>	0	0	0	0	N/A
<b>Military</b>	0	0	0	0	N/A
<b>Socioeconomically Disadvantaged</b>	8	8	100	0	100
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	N/A
<b>Students with Disabilities</b>	14	14	100	0	71.42

## 2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

I-Ready Student Groups	I-Ready Total Enrollment	I-Ready Number Tested	I-Ready Percent Tested	I-Ready Percent Not Tested	I-Ready Percent At or Above Grade Level
<b>All Students</b>	143	143	100	0	80.42
<b>Female</b>	59	59	100	0	74.5
<b>Male</b>	84	84	100	0	84.52
<b>American Indian or Alaska Native</b>	0	0	0	0	N/A
<b>Asian</b>	4	4	100	0	100
<b>Black or African American</b>	1	1	100	0	100
<b>Filipino</b>	0	0	0	0	N/A
<b>Hispanic or Latino</b>	9	9	100	0	77.77
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	N/A
<b>Two or More Races</b>	17	17	100	0	88.23
<b>White</b>	112	112	100	0	78.57
<b>English Learners</b>	5	5	100	0	100
<b>Foster Youth</b>	0	0	0	0	N/A
<b>Homeless</b>	0	0	0	0	N/A
<b>Military</b>	0	0	0	0	N/A
<b>Socioeconomically Disadvantaged</b>	8	8	100	0	87.5
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	N/A