

# The Single Plan for Student Achievement

**School:** North Park Academy of the Arts  
**CDS Code:** 19-64527-6061287  
**District:** El Rancho Unified School District  
**Principal:** Rosalio Medrano  
**Revision Date:** 7/1/17 - 6/30/18

The Single 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

### North Park Academy of the Arts's Vision and Mission Statements

The vision at North Park Academy of the Arts is that our students transition to high school determined and prepared to succeed. The ideal Lancer:

- \*earns a C or better in all their courses;
- \*is able to articulate thoughts and ideas clearly and provide reasoning for their thinking;
- \*has the skills to read texts across disciplines critically;
- \*can use the appropriate technology for the intended outcome;
- \*is creative and innovative in their approach to challenging situations

The Mission at North Park Academy of the Arts

North Park Middle School is dedicated to producing academically proficient students of strong character by engaging all stakeholders and establishing high expectations for all students. We value integrity and accountability and believe that all students have the potential to learn.

## School Profile

This is the third year for North Park Academy of the Arts. The school's transition process occurred in 2014. With collaboration from teachers, parents, students and administration, North Park became an academy of the arts. Our goal is to introduce students to areas of Visual and Performing Arts with the intent to further develop skills in creativity, communication, collaboration, and critical thinking. We want to increase student engagement and help foster the dreams and talents of our students. We also have implemented a zero period to allow for students to make room in their schedule for one or more electives. We have implemented a 6th grade elective wheel which includes classes in art, drama, music, AVID strategies and Robotics. In 7th and 8th grade we have added to our existing VAPA offerings with the following new classes: Advanced Art, Advanced Guitar, Orchestra, Dance, Advanced Dance, and Drama. We have also grown our Project Lead the Way STEM classes by offering both a 7th and 8th grade class. Finally, we have implemented the 6th grade transition program Where Everybody Belongs (WEB). This 8th grade leadership program is focused around the successful transition for 6th grade students to middle school. Selected 8th grade students are trained to mentor 6th grade students and provide support throughout the year. Every 6th grade student has a WEB leader and there are 30 8th grade WEB leaders.

North Park Academy of the Arts is located at the north end of the city of Pico Rivera and is one of three middle schools in the El Rancho Unified School District. The majority of the students are Hispanic and approximately one-fourth of North Park parents have not completed high school. In addition a large number of families fall into an economic base that allows 76% of students to qualify for free or reduced lunch. Twenty-one percent of our student population are English Learners and 31% are redesignated English proficient.

North Park has 27 regular education teachers, and 6 Special Education teachers. Administration and support staff include one principal, one assistant principal, one full-time counselor, and one part-time intervention counselor. The school has a library/technology center staffed by a library/media specialist. North Park has 13 Chromebook Carts with with an average of 35 Chromebooks in each cart, 1HP Cart with 32 computers and mobile iPad carts equipped with enough iPads to allow 40 students to work on projects using word processing and/or internet services.

Students receive 60,725 minutes of instruction each year during a five day rotating schedule. There are 41 modified days and 133 regulars school day during the year when students are dismissed early to allow for staff development activities in the afternoon. There are also 6 minimum days when both students and staff have an early release day. Total instructional days is 180.

All federal, state and local services and programs are coordinated and integrated at North Park Academy of the Arts as outlined throughout the SPSA plan. AVID instructional methodologies are used throughout the school along with the AVID electives. The extended day program is available to all students through our Academic Clinics which is available after school and during the Saturday program. The Academic Clinics provide students with opportunities to get small group instruction in specific areas. We have included targeted support for English Learners (school-wide practices: answering in complete sentences, writing across curriculum, academic language, paraphrasing, pair sharing, word bank and cornell notes.) and Special Education Students. Grant programs at North Park are the Think Together extended day program and Pacific Clinics which provides mental health services for

students. In addition, El Rancho Unified School District is the recipient of The Safe Schools/Healthy Students Grant Initiative. As a result, North Park Academy of the Arts participates in following grant activities and programs: Truancy Program, Character Counts, Olweus Bully Prevention Program, Safe Dates at the 8th grade, and the GREAT Program. Our site also has a Positive Behavior Interventions and Supports (PBIS) team led by a site teacher representative.

As a result of not meeting proficiency targets schoolwide and/or in significant subgroups in 2013, North Park Middle School has entered the first year of Program Improvement.

In August 2017, the El Rancho Unified School District mailed home Program Improvement (PI) Parent Notification Letters to the parents of all students enrolled in a PI school. Parents were informed of the option to have their child remain at North Park or transfer to a non-PI school. Parents were also informed of the school's official PI status and reason for identification.

In addition, the district will provide technical assistance in the following areas:

1. Ongoing assistance in developing, revising and implementing the school plan.
2. Support in analyzing data to identify and address problems in instruction, parental involvement, professional development, and implementing the school plan.
3. Professional development in implementing proven and effective strategies targeting the specific subgroups and areas that caused North Park to be identified for PI and will get the school out of PI.
4. Guidance in analyzing and revising the school budget to ensure the school's resources are used effectively.
5. Preparation and dissemination of required PI notifications.
6. Research and coordination of outside resources and support available to schools, including but not limited to state and county workshops, and support provided by outside consultants and district personnel.

In the Spring of 2017, students at North Park Academy of the Arts participated in the CAASPP assessment program which included the SBAC in English Language Arts and Math. In English Language Arts, across all grade levels the majority of students nearly met or did not meet the standards: 72% at the 6th grade, 70% at the 7th grade, and 66% at the 8th grade. In addition, SBAC data shows an achievement gap among English Learners with 98% of 6th grade EL students nearly meeting or not meeting standards, 100% at the 7th grade, and 99% at the 8th grade.

In math, across all grade levels, the majority of students nearly met or did not meet the standards: 88% at the 6th grade level, 80% at the 7th grade level, and 79% at the 8th grade level. SBAC English Learner data shows 96% of 6th graders nearly meeting or not meeting the standards, 100% at the 7th grade and 100% at the 8th grade. While we believe in providing students with multiple ways to demonstrate learning, the work at North Park continues to focus on implementation of the Common Core State Standards through rigorous and engaging instruction.

## **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).

Surveys were developed for students, parents and teachers for the 2015-2016 school year. Parents were given the option to take the survey online at home or to pick up a hard copy in the office. The survey was made available to parents in English and Spanish. The school utilized Blackboard Connect to send a school wide phone message informing parents to participate in the survey. Both students and teachers took the survey online.

Parents continue to express satisfaction with their role and the services provided to them and their children by North Park. On survey questions regarding school to home communication, 85% responded an effective system is in place. 71% of parents said they have the opportunity to participate in school governance and their ideas are considered important. This is an increase of 7% from the previous year. 67% of parents responded that North Park offers classes and information about parenting. This is an increase of 22% from the previous year. 67% of parents also feel that many families are involved with North Park on a regular basis. This is an increase of 1% from the previous year.

The following conclusions can be drawn from the parent survey:

1. An effective system of school to home communication continues to be in place.
2. Parents feel they have more of an opportunity to participate in school governance and that their voice is important to North Park.
3. The Lancer Parent University classes have offered quality parenting classes, and their communication system was effective in informing and involving parents. North Park will continue the momentum by offering more classes to parents for the year 2017-2018.

In response to a staff survey, teachers identified areas in which the school is performing at a proficient or exemplary level and areas for improvement. 88% of teachers said an effective school wide system of communication exists between administration and staff. This is an increase of 1 % from the previous year. 33% of teachers responded that instructional materials they use are up to date and reflect the state's academic content standards. This is up 3% from last year. 55% of teachers felt that assessment results are used to guide instruction to meet student needs. This percentage is up 11% from the previous year. 77% of teachers, 19% higher than last year, also responded technology is routinely integrated into the curriculum. Most teachers (83%) said faculty, grade level and department meetings are structured collaboration with a focus on student achievement. This is up 7 % from the previous year. 77% of the staff feel that there is an effective school wide system of vertical articulation across subject areas. This is an increase of 32.2% from the previous year. 70% (an increase of 12%) of teachers said a process is in place to determine professional development needs. 72% (an increase of 18% from the previous year) felt professional development is on-going and incorporated into the daily routine.

The following conclusions can be drawn from the staff survey:

1. There is more alignment between the school's vision and professional development.
2. There is a need to update instructional materials to reflect the new Common Core State Standards.
3. More vertical articulation is occurring at North Park.

Students responded positively about North Park. In regard to how well the school is doing in teaching academic skills, citizenship, and preparation for the future, responses averaged 77% (down 4% from last year) good or excellent. 56% (a decrease of 11%) said they enjoyed reading more than last year. 38.7% of students said they receive little or no homework help from parents for a variety of reasons. The majority of students 85.1%(a decrease of 5% from the previous year) feel safe at North Park and 90% are proud to be a North Park students. 36% of students, a decrease of 1% from the previous year, said bullying is a problem. In response to a question about future plans, 80% (same percentage as last year) said they plan to get further education and/or training after high school graduation.

The following conclusions can be drawn from the student survey:

1. North Park continues to meet student needs.
2. Programs must continue at North Park to meet the needs of students who do not have academic support at home.
3. Students understand the importance of education and they want to further their education after high school.

### **Classroom Observations**

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

Informal observations are conducted regularly. Additionally, school administrators conduct formal observations at minimum once a year utilizing the California Standards for the Teaching Profession using a 1 to 4 rubric. Administrators conduct initial conferences to discuss procedures and expectations. A post observation conference is conducted with each teacher following the observation to discuss commendations and recommendations. School administration has observed a successful implementation of instructional strategies that help students progress academically. Teachers possess strong content knowledge and the ability to scaffold lessons and using school-wide AVID strategies. The instructional shifts for the Common Core State Standards and 21st century skills are evident throughout classrooms.

### **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)**

The following state and local assessments are used to modify instruction and improve student achievement: CAASPP which includes the SBAC for Language Arts and Mathematics.

CAASPP results are distributed to all administrators, teachers, and counselors. This data along with site and district assessment data is analyzed to assure appropriate student placement and to assist in the development of interventions.

This is the last year we will use Data from the California English Language Development (CELDT) measures the English language development of students whose primary language is a language other than English and includes assessments in English reading, speaking, and written skills. CELDT scores are distributed to administrators, counselors, and teachers. The counselor uses these scores to program students into English language arts and ELD classes. Teachers plan lessons geared toward each student's academic level and interventions are developed for under-performing students. Scores are part of the criteria for reclassification of English Learners.

District assessments (EADMS) measure student progress on district specified standards in Math. Results are distributed to classroom teachers, administrators, and counselors. Using these benchmark tests, classroom teachers plan and revise lessons geared toward each student's performance.

English Language Development progress reports measure English Learner progress through the district ELD program. The unit tests measure progress toward fluency or reclassification. Results are distributed to each English Learner's classroom teacher and to the school's data processing clerk. These test scores are used in the reclassification process. Using these benchmark test results, classroom teachers plan and revise standardized lessons geared toward each student's performance.

Site assessments (EADMS) regularly measure student progress throughout the year. Instruction is modified and interventions are initiated based on the results.

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

Teachers meet weekly in departments to discuss curriculum, pacing, and to monitor student progress on site /district assessments. Based on results, teachers discuss re-teaching concepts, modification of curriculum, and interventions for students not meeting proficiency.

### **Staffing and Professional Development**

#### **3. Status of meeting requirements for highly qualified staff (ESEA)**

North Park Academy of the Arts students are instructed by highly qualified teachers. All teachers are highly qualified as specified by NCLB. El Rancho Unified School District provides teachers a strong beginning teacher support program with professional development that meets the needs of each individual through the Los Angeles County BTSA Consortium.

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

All of North Park's teachers are highly qualified and defined by NCLB. Professional development is available through the district for SBE adopted materials. In addition, teachers collaborate weekly to share best practices and student work samples.

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

Staff development at North Park encompasses on and off-site training, department and grade level collaboration, and conferences, as the budget allows. Staff development is focused on improving instructional practices that will enable a successful transition to the CCSS.

Professional development provided by the district include Common Core State Standards, the Smarter Balanced Assessments (SBAC), and instructional practices that will assist teachers in preparing students for the SBAC.

As October 2016, North Park Academy of the Arts has over 98 % of its staff trained in Project Based Learning (PBL) through the Buck Institute for Education. Our goal is to continue to utilize PBL as an instructional vehicle to support our work with students in the implementation of the Common core standards and college and career readiness. North Park is implementing AVID strategies school wide (Cornell Notes, 3 ring binders, WICOR, answering in complete sentence). They returned to train the entire staff on Cornell Note-taking and reflective writing.

Additional professional development provided by the district includes training for teachers who are teaching the extended day English Learner Literacy Support Classes. The goal of these classes is to ensure English Learners continue to develop English language proficiency and are able to meet state academic content standards. The district also provides Inside training for teachers new to the program. Inside is an curriculum designed to raise identified students to a level where they can be successful in grade level, standards-based English language arts classes.

Teachers who are members of the District Mathematics Curriculum Council and the Language Arts Curriculum Council are participating in common core standards training. The district is also guiding these teachers through the development of lessons aligned with the CCSS and site assessments. In addition, North Park Academy of the Arts teachers participate in the district's Science Curriculum Council to assist in the transition to the Next Generation Science Standards. We also have teachers who participate in the Visual and Performing Arts Council. And, to assist with the district's implementation of Project Based Learning, some teachers are participating in the Leadership Series with the Buck Institute for Education.

Site personnel is providing ongoing training for all teachers for the Olweus bully Prevention Program. This program is initially provided by the district through the Safe Schools/Healthy Students Grant. We also have a Positive Behavior Interventions and Supports (PBIS) site coordinator and a school team that is undergoing training through the Los Angeles County of Education with the goal of implementing PBIS at our site.

As the site budget allows, administration and teachers attend conferences and workshops to keep up with current trends in their academic areas, receive training in methods to raise student achievement, see state of the art technology, review instructional materials, and network and share ideas with other educators. 3 Teachers and principal attended the Summer Institute for AVID in July 2017. Throughout the school year, additional faculty will attend AVID trainings facilitated through the Los Angeles County Office of Education. Topics for trainings include: AVID strategies in Math part 1 and 2, AVID strategies in Science, Math EL, Critical Reading and College and Career Readiness. Math teachers will also be attending the Conference put on by the California Mathematics Council which will focus on helping students gain a deeper understanding of mathematical concepts.

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

District support for teachers exists through the Beginning Teacher Support Program (BTSA) and through the Peer Assistance Review (PAR). Site department representatives, an AVID resource teacher, and a technology resource teacher are available for resource and or instructional support.

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

Through department and grade level collaboration, teachers share assessment results and student work samples, formulate an action plan to address standards where students are performing below grade level, plan interventions, and discuss successful instructional strategies. In addition North Park Academy of the Arts will be collaborating with our three feeder elementary schools for vertical articulation and sharing of best instructional practices.

### Teaching and Learning

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

#### Core textbooks:

English Language Arts

6 - Reading, A Legacy of Literature (Houghton Mifflin)

7 & 8 - Timeless Voices, Timeless Themes (Prentice-Hall)

English Language Development (ELD)

6, 7, & 8 - INSIDE (National Geographic) Pilot for the 2014-2015 school year.

#### Mathematics

6 - Core Connections Course 1 (College Preparatory Mathematics)

7 - Core Connections Course 2 (College Preparatory Mathematics)

8 - Core Connections Course 3 (College Preparatory Mathematics)

#### Social Studies

6, 7, & 8 - California Middle School Social Studies (McDougal Littell)

#### Science

6, 7, & 8 - Glencoe Science Focus On Series (Glencoe/McGraw-Hill)

Standards-based instructional materials are purchased with district textbook funds for all students. All students receive the appropriate grade-level textbook for each of their academic areas for the entire school year. Books are barcoded, scanned, and checked out through a centralized location.

Support for teachers implementing the Common Core state Standards continues. Math teachers receive follow-up training throughout the year on CPM. Key teachers from Math and Language Arts were part of the Curriculum Planning Committee during the summer. Members of the Committee collaborated to develop lessons, align instructional practices to Common Core State Standards, and develop common assessments. Instruction is also modified based on the analysis of both site and district assessment results.

English Learners receive instruction in grade level standards through their standards-based English Language Arts class and ELD standards through their ELD class.

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

North Park adheres to the recommended instructional minutes for language arts and mathematics.

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

Lesson pacing is evaluated during department collaboration time and through monthly site Leadership Team Meetings between administration and department representatives. Pacing is adjusted based on site and district assessment data.



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

All students have access to the state-adopted textbooks in the core subjects of English Language Arts, Mathematics, Social Studies, and Science. All adopted textbooks are aligned with California State Standards. Supplemental materials used in the classrooms are the Prentice Hall supplemental English Language Arts materials purchased with district funds.

English Learners (ELD level): All English Learners have access to the state-adopted textbooks in the core subjects of English Language Arts, Mathematics, Social Studies, and Science. In addition to the state adopted textbooks, English Learners have access to materials from Inside series purchased with district funds.

Special Education: All Special Education students have access to the state-adopted textbooks in the core subjects of English Language Arts, Mathematics, Social Studies, and Science. Supplemental materials in English Language Arts, Math, and Inside are provided to Special Education students through district and site funds listed above.

Redesignated Fluent English Proficient (RFEP): All RFEP students have access to the state-adopted texts in the core subjects of English Language Arts, Mathematics, Social Studies, and Science. Supplemental materials in English Language Arts, Math, and Inside are provided to RFEP students through district and site funds listed above. We are in the process of adopting Study Sync for ELA and ELD.

Core textbooks are selected by district textbook committees. Supplemental instructional materials for the site are selected through collaboration of teachers in the applicable academic area.

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)

SBE-adopted materials are used by all students to access a standards aligned curriculum.

Opportunity and Equal Educational Access

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

Services provided by the regular program that enable underperforming students to meet standards are as follows:  
Program scheduling: Students are appropriately programmed into classes by a generally-funded school counselor.

Instructional practices: Instructional practices focus on incorporating English language arts and mathematics Common Core State Standards across the curriculum. Teachers meet during modified days to analyze data and plan effective strategies such as Explicit Direct Instruction, SDAIE, AVID strategies, use of technology in the classroom, application of textual reading skills, strategies for academic vocabulary instruction, and preparation of students with 21st century skills that prepare them to be college and career ready.

English Language Development: English Learners are programmed into a standards-based English language arts class and an appropriate level ELD class. ELD classes use Inside, the district adopted ELD program. ELD teachers have received training for the Inside and Study Sync program. English language arts classes use district-adopted textbooks and materials. Teachers and district-adopted materials are generally funded.

Check and Connect is a site created information system that allows teachers to collaborate and discuss students who may need additional academic or social-emotional support and or interventions.

Student Study Team (SST): The SST is made up of the counselor, a regular classroom teacher, a special education teacher, parent, student, and the school psychologist. Referrals can be made by administration, counselors, teachers, parents, and social workers. Meetings are scheduled as needed. Discussions revolve around possible academic modifications, recommendations regarding placement, and possible testing for special education services.

The School Psychologist is on site full-time to provide special education students with counseling as delineated in their Individualized Educational Plan (IEP).

Pacific Clinics: Pacific Clinics is an on-site counseling service provided for students and families that focuses on physical and mental wellness in order to create an environment conducive to raising student achievement.

Mental Health Interns: Provide school-based counseling services for students.

Mental Health Counselor: Is on campus part-time to provide individual and group counseling to students.

Probation Officer: Provides Support and accountability for students with truancy issues, Poor grades, behavior concerns, substance abuse, lack of family communication, and negative peer associations.

AVID: AVID elective classes, which are designed to encourage and prepare students for higher education, are taught during the regular school day by generally-funded teachers.

Elective Programs: Our extensive offerings of elective classes revolving primarily around the arts, motivate students and increase engagement in all classes.

Think Together: Think Together is an after school grant program targeting at-risk students. Students receive academic help, enrichment, and activities as a part of Think Together.

#### 14. Research-based educational practices to raise student achievement

North Park has incorporated certain research-based instructional practices through the development of our Classroom Norms. These practices consider the instructional shifts necessary for a successful transition to the Common Core State Standards. They include: Close Reading and the use of Thinking Notes for annotation, the development of rigor through the use of Depth of Knowledge (DOK) higher level questioning and student assignments, SDAIE, AVID and the use of Academic Scripts, Cornell focused note-taking, writing to learn and reflection for practice in meta-cognition. student engagement that revolves around collaboration, communication, creativity and critical thinking and constant check for understanding and calling on non-volunteers. In addition North Park works to develop a growth mindset in our students. Our staff understands that by developing their ability to persevere and take advantage of productive failures, our students can develop skills that will help them succeed.

#### Parental Involvement

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

A number of school resources are available to assist underperforming students. After School, Academic Clinics and Saturday programs provide tutoring and intervention classes. English Learners receive literacy intervention instruction through ELD classes and afterschool English Learner Literary Support Classes (ELLSC). Additional school programs providing academic support are AVID, Think Together, and Accelerated Reader. Students also receive services from the Student Study Team, Pacific Clinics counseling service, school counselors, Special Education department, school psychologist, and WEB students. The highly qualified teaching staff and classified staff readily provide a number of student services such as tutoring, club sponsorships, and counseling.

The school provides opportunities for parents through the Lancer Parent University and the Parent Institute for Quality Education (PIQE). Through these classes and workshops, parents learn how to be a more active and supportive part of their children's academic life. Classes focus on basic technology, cyber-bullying, mathematics, and literacy. A college field-trip is also planned where parents can explore college requirements, programs, finances, and college life.

The School Site Council (SSC) meets six times a year to analyze student data and make decisions regarding school programs, policies, activities, and the categorical budget as it relates to student achievement. The SSC also reviews and revises the Single Plan for Student Achievement (SPSA) each year. The English Learner Advisory Council (ELAC) advises the school staff on issues about programs and services for English Learners. The ELAC has delegated its responsibilities to SSC for the 2016/17 and 2017/18 school years.

The District Advisory Council (DAC) and District English Learner Advisory Council (DELAC) meet monthly with representatives from each of the district school's SSC's and ELAC's. The representatives act as liasons between the district and site councils.

The District Director of Student Services and the Coordinator of Child Welfare and Attendance oversee services to homeless and neglected and/or delinquent students. Services for homeless students include the provision of school materials in grades K-12,

school uniforms for grades K-8, transportation for students, student services help numbers, local food bank information, and local shelter information. Children living in the district who do not reside in a permanent, fixed residence are admitted to district schools upon presentation of any of the following; hotel or motel receipts, a letter from a social service agency verifying that the child lives within the district, or an affidavit from the parent/guardian stating they are homeless and the family lives within the district. A reasonable effort is made to secure an address, phone number, and medical release from the parent/guardian when a child is placed in a classroom.

The district also funds a middle school probation officer to work with students who are at-risk because of attendance and/or behavior problems. Counseling services for at-risk students are provided by a district diversion counselor.

The district maintains a direct-services program with the Los Angeles County Office of Education in order to support high quality and comprehensive educational programs for migrant children to help reduce the educational disruptions and other problems that result from repeated moves. Data analysis of student achievement information and educational program participation ensures migrant children are provided with appropriate educational services (including supportive services) that address their special needs in a coordinated and efficient manner. This data analysis also ensures migrant children receive full and appropriate opportunities to meet the same challenging State academic content and student academic achievement standards that all children are expected to meet. Programs are designed to help migrant children overcome educational disruption, cultural and language barriers, social isolation, various health-related problems, and other factors that inhibit their ability to do well in school. To help prepare migrant students make a successful transition to postsecondary education or employment, programs include; credit recovery program participation, intersession science and math institute instructional opportunities, college preparation activities, dental screenings, and health referrals as needed. Professional development training is provided for instructional staff assigned to conduct supplementary instruction for migrant students. Parents are involved in the planning, implementation, and evaluation of the programs along with budget monitoring. Parent education training is also provided to support student academic achievement.

A few community partnerships are in place at North Park. First, the Pico Rivera Individual Development in Ethics (PRIDE) Program works with five students per semester. These students meet weekly for nine weeks with representatives from the sheriff's department and other community leaders. Students receive guidance in making positive life decisions. Additionally Pacific Clinics and Bienvenidos provide support services for students and families to help create an environment conducive to raising student achievement.

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)

Parents, community representatives, classroom teachers, and other school personnel have the opportunity to help plan, implement and evaluate ConApp programs through their participation in School Site Council and or ELAC. ELAC has voted to delegate their responsibilities to School site Council for the 2016-2017 and the 2017-2018 school years.

## Funding

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

Services provided by district and site categorical funds that enable under performing students to meet standards are as follows:

English Learner Literacy Support Class (ELLSC): These classes, funded by the district, target English Learners who are not successful with the Common Core State Standards . Students attend after school classes that meet twice weekly. Teachers also use supplementary standards-based English language arts materials.

Accelerated Reader (AR): The district-funded Accelerated Reader literacy program is designed to improve the reading fluency and comprehension skills of students. North Park Middle School's library collection has more than doubled since the inception of the Accelerated Reader program. Data indicates a substantial increase in personal reading by students. The Accelerated Reader program uses site categorical monies for the purchase of additional readers, hardware, and software. When the budget allows, site categorical funds are used for additional hours for the Librarian in order to keep the library open extended hours for student use.

Technology services: The district provides technology services to assist the site in managing and analyzing data, communicating with parents, and meeting state and federal requirements. These services include: Parent and Teacher Portal, EADMS, the data management system; electronic on-line SPSA; on-line School Accountability Report Card; and the Blackboard Connect electronic phone system for parent outreach and teacher website subscription.

Technology: Students have access to technology through the mobile computer carts, mobile I-pad carts, classroom and library computers. Teachers use iPads, computers, LCD projectors, and visual presenters to effectively deliver curriculum to students. Technology is purchased with site categorical funds. Additionally, a resource teacher is available one period per day to support teachers implement technology in their classrooms.

Intervention programs (afterschool and Saturday): The Academic Clinics offers the following services: tutoring and homework help after school; and a Saturday program for students who need extra support in reaching their academic goals. The intervention and extracurricular programs rely heavily on the use of site categorical funding for both staffing and materials.

Instructional Materials: Supplemental materials for English language arts, mathematics, and ELD are purchased through site categorical funds. To support delivery of the core curriculum and enrich the instructional program, subject area materials, technology, and classroom equipment are also purchased with site categorical funds.

Support Staff: Site categorical funds are used for support staff who work with at-risk students and their teachers. A part time intervention counselor monitors the academic progress of at-risk students, meets with at-risk students and their families, programs students, and works with the staff to raise the academic achievement of at-risk students. District categorical funds pay for the English Learner Program Contact Teacher who acts as a liaison between the district and site in matters relating to English Learners. In addition the site has a teacher available one period per day to work with students at risk of not meeting promotion criteria.

Conferences and Workshops: The district provides training for teachers through SDAIE training through Los Angeles County Office of Education, and the California Association of Bilingual Educators Conference. As the site budget allows, teachers have opportunities to attend workshops and conferences relevant to the subject they teach. These conference expenses are paid through site categorical funds and base funds. Our focus is implementing AVID strategies school wide. Teachers will attend various workshops on AVID strategies throughout the year.

AVID: Advancement Via Individual Determination (AVID) is a reading and writing-based program which promotes higher level thinking skills, scholastic achievement, and study skills. Students participate in collaborative tutorials twice weekly. Each year, the number of students qualifying for the AVID program grows. Teachers from all the academic curricular areas are part of the AVID site team. Students enrolled in this program have the opportunity to visit university campuses. Teachers working in the AVID program receive training financed by district funds.

## 18. Fiscal support (EPC)

North Park receives Title I categorical funding.

## **Description of Barriers and Related School Goals**

Teachers identified the following school, district, and community barriers to improvements in student achievement. (Percentages represent the percent of teachers who identified these items as barriers).

### **Major School Barriers:**

Limited community and parental involvement (35%)

Student absences (30%)

Large class sizes (27%)

Unbalanced class sizes (25%)

### **District Barriers:**

Lack of funding (44%)

Lack of consistent district-led training for special education aides (35%)

Lack of training for substitutes (60%)

### **Community Barriers:**

Lack of parental support in dealing with student behavior (65%)

Lack of parental support in dealing with academic progress (76%)

Level of parent education and training (50%)

## 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		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 6	213	236	233	206	232	231	205	232	230	96.7	98.3	99.1
Grade 7	258	211	230	257	209	227	257	208	227	99.6	99.1	98.7
Grade 8	276	260	204	265	257	201	265	257	201	96.0	97.3	98.5
All Grades	747	707	667	728	698	659	727	697	658	97.5	98.2	98.8

\* 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		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 6	2489.3	2481.2	2481.1	6	4	9.13	24	24	23.04	38	34	25.65	32	38	42.17
Grade 7	2506.8	2508.3	2510.8	4	4	7.93	30	25	24.23	27	33	34.36	39	37	33.48
Grade 8	2522.4	2526.5	2504.3	2	4	3.48	26	30	22.39	44	34	31.34	28	32	42.79
All Grades	N/A	N/A	N/A	4	4	6.99	27	26	23.25	36	34	30.40	33	36	39.36

Reading Demonstrating understanding of literary and non-fictional texts										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	
Grade 6	9	5	9.13	45	46	49.13	45	49	41.74	
Grade 7	12	9	13.66	46	50	44.93	42	42	41.41	
Grade 8	10	12	11.94	52	47	40.30	38	40	47.76	
All Grades	11	9	11.55	48	47	44.98	41	44	43.47	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 6	11	7	8.70	51	53	39.13	38	40	52.17
Grade 7	11	14	12.78	51	50	49.34	39	36	37.89
Grade 8	6	11	7.46	54	47	50.75	41	42	41.79
All Grades	9	11	9.73	52	50	46.20	39	39	44.07

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 6	9	5	9.57	70	71	60.00	20	24	30.43
Grade 7	9	5	5.73	63	72	59.03	29	23	35.24
Grade 8	5	9	3.48	66	67	60.70	29	25	35.82
All Grades	7	6	6.38	66	70	59.88	27	24	33.74

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 6	12	19	19.57	66	54	44.78	22	27	35.65
Grade 7	16	10	19.38	52	59	49.34	32	31	31.28
Grade 8	11	11	10.95	60	58	50.25	28	32	38.81
All Grades	13	13	16.87	59	57	48.02	28	30	35.11

**Conclusions based on this data:**

1. Across all grade levels (93%) the majority of students nearly met or did not meet the standards.
2. Demonstrating effective communication skills is an area of concern across all grade levels (94%).
3. Producing clear and purposeful writing is an area of concern across all grade levels (92%).

## 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		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 6	213	236	233	208	233	230	207	232	230	97.7	98.7	98.7
Grade 7	258	212	230	258	209	228	258	209	228	100.0	98.6	99.1
Grade 8	276	259	204	264	256	201	263	256	201	95.7	97.3	98.5
All Grades	747	707	667	730	698	659	728	697	659	97.7	98.2	98.8

\* 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		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 6	2472.8	2468.8	2465.2	4	5	6.52	15	14	12.61	35	34	32.61	46	47	48.26
Grade 7	2496.9	2488.4	2483.6	5	7	6.58	17	13	14.04	40	39	30.70	37	41	48.68
Grade 8	2492.1	2506.6	2492.7	5	5	3.98	8	17	14.43	31	34	28.36	56	45	53.23
All Grades	N/A	N/A	N/A	5	5	5.77	13	15	13.66	35	35	30.65	47	44	49.92

Concepts & Procedures Applying mathematical concepts and procedures										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	
Grade 6	10	10	6.58	30	27	33.33	60	63	60.09	
Grade 7	10	13	13.16	41	31	27.63	49	56	59.21	
Grade 8	8	9	5.97	32	39	33.33	60	52	60.70	
All Grades	9	10	8.68	35	32	31.35	56	57	59.97	

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		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 6	4	4	6.96	47	42	40.00	49	53	53.04
Grade 7	7	9	8.77	66	46	42.54	27	45	48.68
Grade 8	3	8	6.47	51	53	39.30	46	39	54.23
All Grades	5	7	7.44	55	47	40.67	40	46	51.90



Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 6	7	5	9.17	51	53	36.68	42	43	54.15
Grade 7	6	9	7.89	69	53	46.93	25	38	45.18
Grade 8	7	7	8.46	53	57	44.78	40	36	46.77
All Grades	7	7	8.51	58	54	42.71	35	39	48.78

**Conclusions based on this data:**

1. Across all grade levels the majority of students nearly met or did not meet the standards (94%).
2. Using appropriate tools and strategies to solve real world and mathematical problems is an area of concern across all grade levels (92%).
3. Demonstrating ability to support mathematical conclusions is an area of concern across all grade levels (91%).

## School and Student Performance Data

### CELDT (Annual Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT Annual Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
<b>6</b>	3	12	6	38	30	35	35	48	33	12	3	15	12	7	11
<b>7</b>	9	13	22	18	60	28	48	11	28	9	4	8	15	11	14
<b>8</b>	26	21	36	50	44	26	13	15	21	2	9	2	9	12	14
<b>Total</b>	12	34	20	37	42	30	31	29	28	8	5	9	12	10	13

#### Conclusions based on this data:

1. In comparison to the 2015-2016 CELDT data, which shows that 49% of English Learners scored at Early Advanced or Advanced, this year's data shows an decrease of 6% with 560% of all ELD students scoring at Early Advanced or Advanced.
2. In comparison to the 2015-2016 CELDT data, which shows that 13 % of English Learners scored at the Beginning Level, this year's data shows a decrease of 2% with a total of 10% of all ELD student scoring at the beginning level.
3. Overall, students performed better on the 2015-2016 CELDT Test in comparison to 2014-2015.

## School and Student Performance Data

### CELDT (All Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT All Assessments (Initial and Annual Combined)														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
<b>6</b>	3	12		36	29		33	47		11	3		17	9	
<b>7</b>	9	15		17	58		46	10		11	4		17	13	
<b>8</b>	26	20		50	43		13	17		2	9		9	11	
<b>Total</b>	12	15		36	42		30	28		8	5		14	11	

#### Conclusions based on this data:

1. In comparison to the 2014-2015 CELDT data ALI Assessments, which shows that 48% of English Learners scored at Early Advanced or Advanced, this year's data shows an increase of 9% with 57% of all ELD students scoring at Early Advanced or Advanced in Initial and Annual Assessments combined.
2. In comparison to the 2014-2015 CELDT data, which shows that 14 % of English Learners scored at the Beginning Level, this year's data shows a decrease of 3% with a total of 11% of all ELD student scoring at the beginning level in Initial and Annual Assessments combined.
3. Overall, students performed better on the 2015-2016 CELDT Test in comparison to 2014-2015.

**LCFF State Priorities Snapshot**

## 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: English Language Arts</b>
<b>LEA/LCAP GOAL:</b>
Upon graduation, all students will demonstrate fluent literacy skills using both literary and informational texts.
<b>SCHOOL GOAL #1:</b>
English Language Arts Goal To increase by 3% the number of all students meeting and exceeding the standards in English Language Arts by June 2018.
<b>Data Used to Form this Goal:</b>
<ol style="list-style-type: none"><li>1. SBAC scores in ELA</li><li>2. Scores on Inside Unit tests</li><li>3. Academic grades in ELA</li><li>4. Academic grades in ELD</li><li>5. Scores on Common Assessments</li><li>6. Student work samples</li></ol>
<b>Findings from the Analysis of this Data:</b>
Success for all students warrants continuing professional development to support teachers' implementation of the Common Core State Standards. In addition, intervention programs, academic support, and instructional strategies targeting at-risk students in order to increase performance must continue.
<b>How the School will Evaluate the Progress of this Goal:</b>
<ol style="list-style-type: none"><li>1. SBAC scores in ELA</li><li>2. Scores on Inside Unit tests</li><li>3. Academic grades in ELA</li><li>4. Academic grades in ELD</li><li>5. Scores on Common Assessments</li><li>6. Student work samples</li><li>7. Study Sync</li></ol>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Professional Development: 1. Choose and schedule conferences to attend 2. Make decisions about which teachers will attend workshops 3. Make necessary arrangements for teachers to attend conferences. 4. Schedule time into modified days and faculty meetings for teachers to share learning with the entire staff. 5. Monitor implementation of practices.	9/1/2017 - 6/1/2018	1. Choose and schedule conferences to attend - Principal, Medrano 2. Make decisions about which teachers will attend workshops - Principal, Medrano and Department Representatives 3. Make necessary arrangements for teachers to attend conferences - Principal, Medrano 4. Schedule time into modified days and faculty meetings for teachers to share learning with the entire staff - Principal, Medrano 5. Monitor implementation of practices - Principal, Medrano and AP	Conference Expenses	None Specified	Title I	2684.91
After School & Saturday and Academic clinics: 1. Recruit/select staff 2. Schedule locations 3. Identify students through grades, administration, teacher recommendation 4. Notify students/parents by flyer, automated phone system, phone calls & announcements	9/11/2017 - 5/11/2018	1. Recruit/select staff - Principal, Medrano 2. Schedule locations - Principal, Medrano 3. Identify students through grades, administration, teacher	Teacher Extra Duty	1000-1999: Certificated Personnel Salaries	Title I	9212.92

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
		recommendation and parent input - Administration, counselors and NPAA faculty 4. Notify students/parents - Principal, Medrano, AP, counselors Patsy Celiz and Janet Godoy				
Intervention Counselor: 1. Select counselor and set schedule 2. Work with counselor to target students for supplementary counseling services.	7/1/2017-6/30/2018	People Assigned 1. Select counselor and set schedule - Principal, Medrano 2. Monitor progress/evaluate performance - Principal, Medrano	Intervention Counselor	1000-1999: Certificated Personnel Salaries	Title I	4712.34
Instructional Practices: 1. Ensure all teachers have the knowledge to implement research-based instructional practices 2. Provide training and materials as needed 3. Provide release time for collaboration 4. Monitor implementation of practices	8/16/2017-6/6/2018	1. Ensure teachers have knowledge to implement - Principal, Medrano 2. Provide training and materials - Principal, Medrano, Department Representatives & AVID Site Team 3. Provide release time - Principal, Medrano 4. Monitor implementation - Principal, Medrano, Assistant Principal and Department Representatives		None Specified	None Specified	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
AVID Tutor: 1. Select AVID Tutor 2. Provide ongoing Training 3. Schedule into AVID, Language Arts and Math Classes	8/18/2017-6/6/2018	AVID Tutor: 1. Select AVID Tutor - Principal, Medrano 2. Provide Training - AVID Elective Teachers, Minerva Bae and Martine Laplante 3. Schedule into AVID, Language Arts and Math Classes - AVID Site Coordinator Minerva Bae	AVID Tutor	2000-2999: Classified Personnel Salaries	Title I	4333.33
Leadership Curriculum Planning Committee: 1. Select teachers for committee 2. Set schedule 3. Communicate responsibilities 4. Monitor progress 5. Evaluate outcomes	8/16/2018-6/6/2018	1. Select teachers for committee - Principal, Medrano 2. Set schedule - Principal, Medrano 3. Communicate responsibilities - Principal, Medrano 4. Monitor progress - Principal, Medrano 5. Evaluate outcomes - Committee	Committee Work	1000-1999: Certificated Personnel Salaries	Title I	2654.95
Instructional Materials: 1. Assess need and alignment with school plan goals 2. Determine cost 3. Process purchasing paperwork	8/16/2017-6/6/2018	1. Assess need and alignment - Principal, Medrano and Department Representatives 2. Determine cost -	Instructional Materials	None Specified None Specified	Title I None Specified	6220.79



Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
		Office staff 3. Process - Office staff				
AVID Site Team: 1. Select Teachers for Site Team 2. Train Site team 3. Schedule Meetings 4. Analyze AVID and school wide student data 5. Plan Professional Development for AVID School wide strategies. 6. Facilitate Professional Development 7. Monitor implementation of AVID School wide strategies. 8. Schedule and plan AVID Parent Nights	8/16/2017 - 6/6/2018	1. Select Teachers for Site Team - Principal, Medrano and AVID Site Coordinator, Minerva Bae 2. Train Site team - AVID teachers Minerva Bae and Martine Laplante 3. Schedule Meetings - Principal, Medrano and AVID Site Coordinator, Minerva Bae 4. Analyze AVID and school wide student data - AVID Site Team 5. Plan Professional Development for AVID School wide strategies. - AVID Site Team 6. Facilitate Professional Development - AVID Siet Team 7. Monitor implementation of AVID School wide strategies. - Principal Medrano 8. Schedule and plan AVID Parent	Site Team Work	1000-1999: Certificated Personnel Salaries	Title I	672.77

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
		Nights - Principal, Medrano and AVID Site Coordinator, Minerva Bae				

## 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: Mathematics</b>
<b>LEA/LCAP GOAL:</b>
Upon graduation, all students will demonstrate the mathematical skills required to be an astute problem-solver.
<b>SCHOOL GOAL #2:</b>
To increase by 3% the number of students meeting and exceeding the standards in Mathematics by June 2017.
<b>Data Used to Form this Goal:</b>
<ol style="list-style-type: none"> <li>1. SBAC scores in Math</li> <li>2. Academic grades in Math</li> <li>3. Scores on Common Assessments</li> <li>4. Student work samples</li> </ol>
<b>Findings from the Analysis of this Data:</b>
Success for all students warrants continuing professional development to support teachers' implementation of the Common Core State Standards. In addition, intervention programs, academic support, AVID Tutors, and instructional strategies targeting at-risk students in order to increase performance must continue.
<b>How the School will Evaluate the Progress of this Goal:</b>
<ol style="list-style-type: none"> <li>1. SBAC scores in Math</li> <li>2. Academic grades in Math</li> <li>3. Scores on Common Assessments</li> <li>4. Student work samples</li> </ol>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Professional Development: 1. Choose and schedule conferences to attend	9/1/2017- 6/1/2018	1. Choose and schedule conferences to	Professional Development Expenses	None Specified	Title I	2684.91

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
2. Make decisions about which teachers will attend workshops 3. Make necessary arrangements for teachers to attend conferences. 4. Schedule time into modified days and faculty meetings for teachers to share learning with the entire staff. 5. Monitor implementation of practices.		attend - Principal, Medrano 2. Make decisions about which teachers will attend workshops - Principal, Medrano and Department Representatives 3. Make necessary arrangements for teachers to attend conferences Principal, Medrano 4. Schedule time into modified days and faculty meetings for teachers to share learning with the entire staff - Principal, Medrano 5. Monitor implementation of practices - Principal, Medrano and AP.				
After School & Saturday and Academic Clinics: 1. Recruit/select staff 2. Schedule locations 3. Identify students through grades, administration, teacher recommendation 4. Notify students/parents by flyer, automated phone system, phone calls & announcements	9/11/2017 - 5/11/2018	1. Recruit/select staff - Principal, Medrano 2. Schedule locations - Principal, Medrano 3. Identify students through grades, administration, teacher recommendation and parent input - Administration,	Teacher Extra Duty	1000-1999: Certificated Personnel Salaries	Title I	9212.91

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
		counselors and NPAA faculty 4. Notify students/parents - Principal, Medrano, AP, and counselors Patsy Celiz and Janet Godoy				
Intervention Counselor: 1. Select counselor and set schedule 2. Work with counselor to target students for supplementary counseling services.	7/1/2017-6/30/2018	People Assigned 1. Select counselor and set schedule - Principal, Medrano 2. Monitor progress/evaluate performance - Principal, Medrano	Intervention Counselor	1000-1999: Certificated Personnel Salaries	Title I	4712.34
Instructional Practices: 1. Ensure all teachers have the knowledge to implement research-based instructional practices 2. Provide training and materials as needed 3. Provide release time for collaboration 4. Monitor implementation of practices	8/16/2017-6/6/2018	1. Ensure teachers have knowledge to implement - Principal, Medrano 2. Provide training and materials - Principal, Medrano, Department Representatives and AVID Site Team 3. Provide release time - Principal, Medrano 4. Monitor implementation - Principal, Medrano, Assistant Principal, and Department Representatives		None Specified	None Specified	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Leadership Curriculum Planning Committee:</p> <ol style="list-style-type: none"> <li>1. Select teachers for committee</li> <li>2. Set schedule</li> <li>3. Communicate responsibilities</li> <li>4. Monitor progress</li> <li>5. Evaluate outcomes</li> </ol>	8/16/2017-6/6/2018	<ol style="list-style-type: none"> <li>1. Select teachers for committee - Principal, Medrano</li> <li>2. Set schedule - Principal, Medrano</li> <li>3. Communicate responsibilities - Principal, Medrano</li> <li>4. Monitor progress - Principal, Medrano</li> <li>5. Evaluate outcomes - Committee</li> </ol>	Committee Work	1000-1999: Certificated Personnel Salaries	Title I	2654.95
<p>Instructional Materials:</p> <ol style="list-style-type: none"> <li>1. Assess need and alignment with school plan goals</li> <li>2. Determine cost</li> <li>3. Process purchasing paperwork</li> </ol>	8/16/2017-6/6/2018	<ol style="list-style-type: none"> <li>1. Assess need and alignment - Principal, Medrano and Department Representatives</li> <li>2. Determine cost - Office staff</li> <li>3. Process - Office staff</li> </ol>	Instructional Materials		Title I	6220.79
<p>Math Test Prep for Integrated Math Students:</p> <ol style="list-style-type: none"> <li>1. Select teacher to facilitate the class.</li> <li>2. Select students for the class.</li> <li>3. Notify students and parents.</li> </ol>	1/9/2017 - 4/17/2017	<p>Math Test Prep for Integrated Math Students:</p> <ol style="list-style-type: none"> <li>1. Select teacher to facilitate the class - Principal Medrano</li> <li>2. Select students for the class - Math Teacher</li> <li>3. Notify students and parents - Math teacher and Principal Medrano</li> </ol>	Teacher Extra Duty	1000-1999: Certificated Personnel Salaries	Title I	925.83

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>AVID Tutor:</p> <ol style="list-style-type: none"> <li>1. Select AVID Tutor</li> <li>2. Provide Training</li> <li>3. Schedule into AVID, Language Arts and Math Classes</li> </ol>	8/18/2017 - 6/6/2018	<p>AVID Tutor:</p> <ol style="list-style-type: none"> <li>1. Select AVID Tutor - Principal, Medrano</li> <li>2. Provide Training - AVID Elective Teachers, Minerva Bae and Martine Laplante</li> <li>3. Schedule into AVID, Language Arts and Math Classes - AVID Site Coordinator Minerva Bae</li> </ol>	AVID Tutor	2000-2999: Classified Personnel Salaries	Title I	4333.33
<p>AVID Site Team:</p> <ol style="list-style-type: none"> <li>1. Select Teachers for Site Team</li> <li>2. Train Site team</li> <li>3. Schedule Meetings</li> <li>4. Analyze AVID and school wide student data</li> <li>5. Plan Professional Development for AVID School wide strategies.</li> <li>6. Facilitate Professional Development</li> <li>7. Monitor implementation of AVID School wide strategies.</li> </ol>	8/16/2017 - 6/6/2018	<ol style="list-style-type: none"> <li>1. Select Teachers for Site Team - Principal, Medrano and AVID Site Coordinator, Minerva Bae</li> <li>2. Train Site team - AVID teachers Minerva Bae and Martine Laplante</li> <li>3. Schedule Meetings - Principal, Medrano and AVID Site Coordinator, Minerva Bae</li> <li>4. Analyze AVID and school wide student data - AVID Site Team</li> <li>5. Plan Professional Development for AVID School wide strategies. - AVID</li> </ol>	Site Team Work	1000-1999: Certificated Personnel Salaries	Title I	672.77

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
		Site Team 6. Facilitate Professional Development - AVID Siet Team 7. Monitor implementation of AVID School wide strategies. - Principal Medrano 8. Schedule and plan AVID Parent Nights - Principal, Priscilla Rodriguez and AVID Site Coordinator, Minerva Bae				



## 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: English Language Development</b>
<b>LEA/LCAP GOAL:</b>
All students will graduate from high school ready for college and career based on Common Core State Standards in all content areas.
<b>SCHOOL GOAL #3:</b>
100% of NPAA students will use AVID methodologies in all core classes. Using WICOR, response frams, answering in complete sentences, paraphrasing, cornell notes, 3 ring binders..
<b>Data Used to Form this Goal:</b>
<ol style="list-style-type: none"> <li>1. Student surveys,</li> <li>2. Classroom observations,</li> <li>3. Student work samples.</li> </ol>
<b>Findings from the Analysis of this Data:</b>
Implementation of school wide AVID strategies and methodologies will provide students consistent skills so they can better access their grade-level and advanced courses.
<b>How the School will Evaluate the Progress of this Goal:</b>
<ol style="list-style-type: none"> <li>1. Student surveys,</li> <li>2. Classroom observations,</li> <li>3. Student work samples.</li> </ol>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Professional Development: 1. Choose and schedule AVID conferences to attend 2. Make decisions about which teachers will attend AVID workshops	9/1/2017- 6/1/2018	1. Choose and schedule conferences to attend - Principal, Medrano	Professional Development Expenses	None Specified	Title I	2684.91

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>and/or AVID Summer Institutes</p> <p>3. Make necessary arrangements for teachers to attend conferences.</p> <p>4. Schedule time into modified days and faculty meetings for teachers to share learning with the entire staff.</p> <p>5. Monitor implementation of practices.</p>		<p>2. Make decisions about which teachers will attend workshops - Principal, Medrano and Department Representatives</p> <p>3. Make necessary arrangements for teachers to attend conferences Principal, Medrano</p> <p>4. Schedule time into modified days and faculty meetings for teachers to share learning with the entire staff - Principal, Medrano</p> <p>5. Monitor implementation of practices - Principal, Medrano and AP.</p>				
<p>After School &amp; Saturday and Academic Clinics:</p> <p>1. Recruit/select staff</p> <p>2. Schedule locations</p> <p>3. Identify students through grades, administration, teacher recommendation, AVID Site Team</p> <p>4. Notify students/parents by flyer, automated phone system, phone calls &amp; announcements</p>	9/11/2017 - 5/11/2018	<p>1. Recruit/select staff - Principal, Medrano</p> <p>2. Schedule location - Principal, Medrano</p> <p>3. Identify students through grades, administration, teacher recommendation and parent input - Administration, counselors and NPAA Site Team</p>	Teacher Extra Duty	1000-1999: Certificated Personnel Salaries	Title I	9212.91

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
		4. Notify students/parents - Principal, Medrano, AP, and counselors Patsy Celiz and Janet Godoy				
AVID Tutor: 1. Select AVID Tutor 2. Provide Training 3. Schedule into AVID, Language Arts and Math Classes	8/19/2017 - 6/6/2018	AVID Tutor: 1. Select AVID Tutor - Principal, Medrano 2. Provide Training - AVID Elective Teachers, Minerva Bae and Martine Laplante 3. Schedule into AVID, Language Arts and Math Classes - AVID Site Coordinator Minerva Bae	AVID Tutor	2000-2999: Classified Personnel Salaries	Title I	4333.34
Intervention Counselor: 1. Select counselor and set schedule 2. Work with counselor to target students for supplementary counseling services.	7/1/2017- 6/30/2018	People Assigned 1. Select counselor and set schedule - Principal, Medrano 2. Monitor progress/evaluate performance - Principal, Medrano	Intervention Counselor	1000-1999: Certificated Personnel Salaries	Title I	4712.32
AVID Site Team: 1. Select Teachers for Site Team 2. Train Site team 3. Schedule Meetings 4. Analyze AVID and school wide student data 5. Plan Professional Development for	8/16/2017- 6/6/2018	1. Select Teachers for Site Team - Principal, Medrano and AVID Site Coordinator, Minerva Bae 2. Train Site team -	Site Team Work	1000-1999: Certificated Personnel Salaries	Title I	672.77

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>AVID School wide strategies.</p> <p>6. Facilitate Professional Development</p> <p>7. Monitor implementation of AVID School wide strategies.</p>		<p>AVID teachers Minerva Bae and Martine Laplante</p> <p>3. Schedule Meetings - Principal, Medrano and AVID Site Coordinator, Minerva Bae</p> <p>4. Analyze AVID and school wide student data - AVID Site Team</p> <p>5. Plan Professional Development for AVID School wide strategies. - AVID Site Team</p> <p>6. Facilitate Professional Development - AVID Site Team</p> <p>7. Monitor implementation of AVID School wide strategies. - Principal Medrano</p> <p>8. Schedule and plan AVID Parent Nights - Principal, Medrano and AVID Site Coordinator, Minerva Bae</p>				
<p>Instructional Practices:</p> <p>1. Ensure all teachers have the knowlede to implement AVID school wide practices</p> <p>2. Provide training and materials as needed</p>	8/16/2017-6/6/2018	<p>1. Ensure teachers have knowledge to implement - Principal, Medrano</p> <p>2. Provide training and materials -</p>				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
3. Provide release time for collaboration 4. Monitor implementation of practices		Principal, Medrano, Department Representatives and AVID Site Team 3. Provide release time - Principal, Medrano 4. Monitor implementation - Principal, Medrano, Assistant Principal, Department Representatives, and AVID Site Team				
<b>Instructional Materials:</b> 1. Assess need and alignment with school plan goals 2. Determine cost 3. Process purchasing paperwork	8/16/2017-6/6/2018	1. Assess need and alignment - Principal, Medrano and classroom teachers 2. Determine cost - office staff 3. Process - office staff	Instructional Materials	None Specified	Title I	4134.65
<b>Leadership Curriculum Planning Committee:</b> 1. Select teachers for committee 2. Set schedule 3. Communicate responsibilities 4. Monitor progress 5. Evaluate outcomes	8/16/2017-6/6/2018	1. Select teachers for committee - Principal, Medrano 2. Set schedule - Principal, Medrano 3. Communicate responsibilities - Principal, Medrano 4. Monitor progress - Principal, Medrano 5. Evaluate outcomes - Committee	Committee Work	1000-1999: Certificated Personnel Salaries	Title I	2654.95

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Math Test Prep for Integrated Math Students: 1. Select teacher to facilitate the class. 2. Select students for the class. 3. Notify students and parents.	1/8/18 - 4/20/2018	Math Test Prep for Integrated Math Students: 1. Select teacher to facilitate the class - Principal Medrano 2. Select students for the class - Math Teacher 3. Notify students and parents - Math teacher and Principal Medrano	Extra Duty	1000-1999: Certificated Personnel Salaries	Title I	925.83

## 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: Engaging Students to create a culture of respect and high expectations</b>
<b>LEA/LCAP GOAL:</b>
ERUSD will invest resources to ensure a safe and productive 21st century learning environment for all students.
<b>SCHOOL GOAL #4:</b>
To increase by 10 % the number of students that feel safe, supported and engaged at school
<b>Data Used to Form this Goal:</b>
Student survey data from 2015 showed that 89% of the students at North Park feel safe at North Park. In response to how well the school is doing in regard to teaching academic skills and preparing students for the future, responses averaged 76% good or excellent.
<b>Findings from the Analysis of this Data:</b>
While findings are positive, there are still some student who do not feel safe and/or academically prepared.
<b>How the School will Evaluate the Progress of this Goal:</b>
To measure progress toward this goal we will utilize the student surveys developed by the school, and those provided through the district such as the Olweus Bully Prevention Program survey and the Healthy Kids survey taen by 7th grade students.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Positive Behavior Instructional Support (PBIS)  1. Coordinate Training for Coach and Site Team. 2. Schedule time for PBIS team to inform/train the staff. 3. Monitor implementation of PBIS.	8/16/2017 - 6/6/2018	1. Schedule time for the PBIS team to present information and to provide training to the teachers - Principal, Medrano & PBIS Site Coach Su Sermeno 2. Monitor implementation of PBIS at North Park - Principal, Medrano		None Specified	None Specified	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
		and Assistant Principal.				
<p>Olweus Bully Prevention Program</p> <ol style="list-style-type: none"> <li>Schedule a schoolwide kick-off.</li> <li>Schedule Olweus classroom meetings</li> <li>Monitor Implmmentation of program</li> </ol>	8/16/2017 - 6/6/2018	<ol style="list-style-type: none"> <li>Schedule a schoolwide Olweus kick-off for students to learn about the program - Principal Medrano, Assitant Principal and Patsy Celiz.</li> <li>Schedule Olweus Classroom Meetings - Principal Medrano, and Patsy Celiz. Monitor implementation of program - Principal Medrano and Assistant Principal</li> </ol>		None Specified	None Specified	
<p>Character Counts</p> <ol style="list-style-type: none"> <li>Provide teachers information on selection of student of the Month based on the Character Counts Pillars.</li> <li>Beginning with October acknowledge and reward students for demonstrating good character.</li> <li>Twice a year, hold a celebration for all the selected students and their parents.</li> </ol>	9/01/2016-4/26/2018	<ol style="list-style-type: none"> <li>Provide teachers information on selection of student of the Month based on the Character Counts Pillars - PBIS Coach, counselor Patsy Celiz and Principal Medrano</li> <li>Beginning with October acknowledge and reward students for demonstrating good character - Teachers</li> <li>Twice a year, hold a celebration for all the selected</li> </ol>				



Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
		students and their parents - Principal Medrano				
<p>Safe Dates</p> <p>1. Coordinate Safe Dates for 8th grade students.</p> <p>2. Train Teachers to implement Safe Dates</p> <p>3. Model instruction throughout implementation.</p>	1/8/2018-3/29/2018	<p>1. Coordinate Safe Dates for 8th grade students - PBIS Coach and site team member</p> <p>2. Train Teachers to implement Safe Dates- PBIS Coach and site team member</p> <p>3. Model instruction throughout implementation - PBIS Coach and site team member</p>				
<p>Where Everybody Belongs (WEB) transition and character development program</p> <p>1. Schedule 6th grade orientation</p> <p>2. Train WEB student Leaders for orientation</p> <p>3. Supervise and facilitate the 6th grade Orientation.</p> <p>4. Teachers and student leaders provide yearlong academic and social support to the 6th grade students</p> <p>5. Supervise and lead WEB lessons with students.</p>	8/2/2017 - 6/6/2018	<p>1. Schedule 6th grade orientation - WEB coordinator and Principal Medrano</p> <p>2. Train WEB student Leaders for orientation WEB Coordinator, Angie Barrios and counselor Patsy Celiz</p> <p>3. Supervise and facilitate the 6th grade Orientation - WEB Coordinator, Angie Barrios and counselor Patsy Celiz, Principal</p>				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
		Medrano and Assistant Principal 4. Provide yearlong academic and social support as well as character development strategies to the 6th grade students - 8th grade WEB students and WEB teacher 5. Supervise WEB Activities - WEB Coordinator, Angie Barrios and counselor Patsy Celiz				

## 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: Parental Involvement</b>
<b>LEA/LCAP GOAL:</b>
ERUSD will actively promote and invest in engaging parents and students in classroom activities and extended learning opportunities.
<b>SCHOOL GOAL #5:</b>
To increase parent attendance by 10% at school events.
<b>Data Used to Form this Goal:</b>
More opportunities were created to increase parental involvement. Data used includes: 1. Sign-in sheets from Back to School Night 2. Sign-in sheets from Parent Conferences 3. Sign-in sheets at AVID Parent Night 4. Parent attendance at PIQE 5. Parent attendance at Lancer Parent Universities 6. Parent attendance on the Parent College Field Trip 7. Parent Attendance at Visual And Performing Arts Showcase 8. Parent Attendance at Academic Showcase
<b>Findings from the Analysis of this Data:</b>
NPAA has created many more opportunities for parents and guardians to be involved and support their sons and daughters.
<b>How the School will Evaluate the Progress of this Goal:</b>
1. Sign-in sheets from Back to School Night 2. Sign-in sheets from Parent Conferences 3. Sign-in sheets at AVID Parent Night 4. Parent attendance at Lancer Parent Universities 5. Parent attendance on the Parent College Field Trip 6. Parent Attendance at Visual And Performing Arts Showcase 7. Parent Attendance at Academic Showcase

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Meetings, Activities and Governance:</p> <ol style="list-style-type: none"> <li>1. Set schedule and location</li> <li>2. Inform parents through automated phone system, flyers, marquee, announcements</li> <li>3. Prepare agendas, materials, etc.</li> <li>4. Translate into language parents understand</li> <li>5. Arrange for babysitting, refreshments</li> </ol>	8/31/2017 - 5/14/2018	<ol style="list-style-type: none"> <li>1. Set schedule and location - Principal, Medrano</li> <li>2. Inform parents - Principal, Medrano</li> <li>3. Prepare agendas, materials - Principal, Medrano, Assistant Principal, Counselors, Jeanette Godoy and Patsy Celiz.</li> <li>4. Translate - School Secretary, Rosie Vazquez</li> <li>5. Arrange babysitting, refreshments - Counselors, Patsy Celiz and Jeanette Godoy</li> </ol>	Parent Involvement	4000-4999: Books And Supplies	Title I Part A: Parent Involvement	543.00
<p>Lancer Parent University (LPU)</p> <ol style="list-style-type: none"> <li>1. Select topics and set schedule for LPU sessions</li> <li>2. Select and contact workshop providers</li> <li>3. Recruit any necessary support staff</li> <li>4. Notify parents through automated phone system, flyers, yard signs, posters</li> <li>5. Prepare on-site presentations</li> <li>6. Prepare materials</li> </ol>	10/10/2017 - 5/14/2018	<ol style="list-style-type: none"> <li>1. Select topics and set schedule - Principal, Medrano, Assistant Principal, Counselors, Patsy Celiz and Jeanette Godoy</li> <li>2. Select and contact workshop providers - Principal, Medrano</li> <li>3. Recruit any necessary support staff - Principal, Medrano</li> <li>4. Notify parents - Principal, Medrano, Assistant Principal,</li> </ol>	Parent Involvement	1000-1999: Certificated Personnel Salaries	Title I Part A: Parent Involvement	537

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
		Counselors, Patsy Celiz and Jeanette Godoy. 5. Prepare on-site presentations - workshop providers 6. Prepare materials - Principal, Medrano, Assistant Principal, Counselors, Patsy Celiz and Jeanette Godoy.				
Loop Communication: 1. Train teachers and distribute passwords 2. Inform parents at Back to School Night and through teacher beginning-of-year letters	8/16/2017-6/6/2018	1. Train teachers and distribute passwords - Assistant Principal and Department Representatives 2. Inform parents - Principal, Medrano and Classroom Teachers				
Parent Survey 1. Review and revise based on Title I SWP guidance 2. Translate into a language parents understand 3. Distribute step by step intructions for online survey to parents through classrooms 4. Disseminate survey information to parents 5. Evaluate survey results 6. Implement changes as needed based on survey results	10/18/2017 - 11/10/2017	1. Review survey and revise - Principal, Medrano 2. Translate - School Secretary, Rosie Vazquez 3. Disseminate survey information - Principal, Medrano and Assistant Principal. 4. Evaluate survey results - Principal, Medrano, Assistant Principal.				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
		5. Implement changes - Principal, Medrano 6. Implement changes as needed based on survey results - Principal, Medrano				
Parent compact: 1. Distribute parent compact to all parents 2. File in cumulative files 3. Review parent compact with School Site Council 4. Modify parent compact based on School Site Council input in preparation for following school year	8/16/2017 - 6/6/2018	1. Distribute parent compact - Principal, Medrano 2. File - office clerical staff 3. Review parent compact - Principal, Medrano 4. Modify parent compact - Principal, Medrano and Assistant Principal.				
School website: 1. Update Website 2. Train teachers and distribute any necessary passwords	8/16/2018 - 6/6/2018	1. Update Website - Principal, Medrano and Resource Teacher, Edwin Ponciano 2. Train teachers and distribute any necessary passwords - Principal, Medrano and Resource Teacher, Edwin Ponciano				
Parent College Field Trip: 1. Choose a college and schedule date.	8/16/2017- 11/30/17	Parent College Field Trip: 1. Choose a college	Transportation	5000-5999: Services And Other Operating Expenditures	Title I Part A: Parent Involvement	543.02

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
2. Order bus 3. Inform Parents through flyers, website and Loop Communication		and schedule date - Counselor Jeanette Godoy 2. Order bus - Principal Medrano 3. Inform Parents through flyers, website and Blackboard Connect - Principal, Medrano				

## Planned Improvements in Student Performance

### School Goal #6

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>
ERUSD will provide differentiated learning options for students above and beyond the core program.
<b>SCHOOL GOAL #6:</b>
North Park will provide extracurricular opportunities for students after school.
<b>Data Used to Form this Goal:</b>
School Programs and student surveys
<b>Findings from the Analysis of this Data:</b>
It is important to provide students opportunities to learn and explore options above and beyond the core program
<b>How the School will Evaluate the Progress of this Goal:</b>
School Programs and student surveys

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Project Lead the Way (PLTW) after school Program: 1. Select Teacher (s) for after achool program 2. Schedule classes after school for 6th-8th grade students. 3. Inform parents via flyers, website and Loop Communication	9/11/2017 - 5/11/2018	1. Select Teacher (s) for after achool program - Principal Medrano 2. Schedule classes after school for 6th-8th grade students - Principal Medrano 3. Inform parents via flyers, website and Loop Communication -		None Specified	None Specified	



Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
		Principal Medrano				
Dance and Drama after school program: 1. Select teacher(s) to run drama and dance program after school 2. Schedule after school program dates 3. Inform parents via flyers, website and Blackboard Connect	8/16/2017 - 6/6/2018	1. Select teacher(s) to run drama and dance program after school Principal Medrano 2. Schedule after school program dates - teachers and Principal Medrano 3. Inform parents via flyers, website and Loop Communication - Principal Medrano				
Academic Clinics & Saturday School: 1. Recruit/select staff 2. Schedule locations 3. Identify students through grades, administration, teacher recommendation 4. Notify students/parents by flyer, automated phone system, phone calls & announcements	9/11/2018 - 5/11/2018	1. Recruit/select staff - Principal, Medrano 2. Schedule location - Principal, Medrano 3. Identify students through grades, administration, teacher recommendation and parent input - Administration, counselors and NPAA Site Team 4. Notify students/parents - Principal, Medrano, AP, and counselors Patsy Celiz and Janet Godoy	Teacher Extra duty	1000-1999: Certificated Personnel Salaries	Title I	9212.91

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
After School Band Program: 1. Select student to participate 2. Schedule dates 3. Inform students and parents	8/16/2017 - 6/6/2018	1. Select student to participate - Band Director Ron Wakefield 2. Schedule dates- Band Director Ron Wakefield 3. Inform students and parents- Band Director Ron Wakefield				



## El Rancho Unified School District

### Title I Program Improvement (PI) Required Components Checklist

The following components required in Title I, Part A, Section 1116, for PI are addressed in the North Park Academy of the Arts School Single Plan for Student Achievement as indicated below.

Required PI Plan Components		SPSA Reference Page(s)
X	1. <b>Scientifically-based research:</b> Incorporate strategies based on scientifically-based research that will strengthen the core academic subjects in the school and address the specific academic issues that caused the school to be identified for school improvement	8,10,12, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41
X	2. <b>Successful Policies &amp; Practices:</b> Adopt policies and practices concerning the school's core academic subjects that have the greatest likelihood of ensuring that all groups of students enrolled in the school will meet the State's proficient level of achievement on the State academic assessment.	8,10,12, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41
X	3. <b>Professional Development (PD):</b>	
X	Provide an assurance that the school will spend not less than 10 percent of the Title I funds made available to the school for each fiscal year that the school is in program improvement status, for the purpose of providing to the school's teachers and principal high-quality professional development that -	25, 28, 30, 31, 34, 35, 36, 37, 39
X	Directly addresses the academic achievement problem that caused the school to be identified for school improvement	8,10,12, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41
X	Meets the requirement for professional development activities under section 1119	25, 28, 30, 31, 34, 35, 36, 37, 39
X	Is provided in a manner that affords increased opportunity for participating in that professional development	25, 28, 30, 31, 34, 35, 36, 37, 39
X	4. <b>10% Title I Reservation:</b> Specify how the funds described above in (3) will be used to remove the school from school improvement status.	25, 28, 30, 31, 34, 35, 36, 37, 39
X	5. <b>Specific Annual, Measurable Objectives:</b> Establish specific annual, measurable objectives for continuous and substantial progress by each group of students enrolled in the school that will ensure that all such groups of students will meet the State's proficient level of achievement on the State academic assessment.	24, 30, 36,
X	6. <b>Parent Notification:</b> Describe how the school will provide written notice about the identification to parents of each student enrolled in such school, in a format and, to the extent practicable, in a language that parents can	4

	understand.	
X	7. <b>Shared Responsibility for Improvement:</b> Specify the responsibilities of the school, the local educational agency, and the State educational agency serving the school under the plan, including the technical assistance to be provided by the local educational agency.	4
X	8. <b>Parent Involvement:</b> Include strategies to promote effective parental involvement in the school.	46, 47, 48, 49, 50
X	9. <b>Extended Learning:</b> Incorporate, as appropriate, activities before school, after school, during the summer, and during any extension of the school year.	25, 26, 31, 32, 37, 41, 51, 52, 53
X	10. <b>Incorporation of a teacher mentoring program:</b> Activities to coach and assist teachers in their effectiveness working with at-risk subgroups.	2, 3, 4, 5, 8, 25, 26, 28, 29, 30, 31, 32, 34, 35, 36, 37, 39, 40,



## El Rancho Unified School District

### Title I School Wide Plan Required Components Checklist

The following components required in NCLB Title I, Part A, Section 1114 for SWP are addressed in the North Park Academy of the Arts School Single Plan for Student Achievement as indicated below.

Required SWP Plan Components		SPSA Reference Page(s)
X	1. Comprehensive needs assessment of the entire school: Based on information which includes the achievement of children in relation to the State academic content standards and the State student academic achievement standards	8,10,12, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41
X	2. Schoolwide reform strategies that: <ul style="list-style-type: none"> <li>▪ provide opportunities for all children to meet the State’s proficient and advanced levels of student academic achievement</li> <li>▪ use effective methods and instructional strategies that are based on scientifically based research that –               <ol style="list-style-type: none"> <li>1. strengthen the core academic program;</li> <li>2. increase the amount and quality of learning time, such as providing extended opportunities outside the regular school day;</li> <li>3. include strategies for meeting the educational needs of historically underserved populations (migrant students, homeless students, and American Indian students)</li> </ol> </li> <li>▪ include strategies to address the needs of all children in the school, but particularly the needs of low-achievement children</li> </ul>	8,10,12, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41
X	3. Instruction by highly qualified teachers	4
X	4. High-quality ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, other school staff and parents	25, 28, 30, 31, 34, 35, 36, 37, 39, 47, 50
X	5. Strategies to attract high quality, highly qualified teachers to high-need schools	8,10,12, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41
X	6. Strategies to increase parental involvement in accordance with section 1118, such as family literacy services	46, 47, 48, 49, 50,
X	7. Plans for assisting preschool children in transition from early childhood programs to local elementary programs	
X	8. Measures to include teachers in the decisions regarding the use of academic assessments to improve the achievement of individual students and the overall instructional program	8,10,12, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41
X	9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of state content standards receive timely, effective additional assistance.	8,10,12, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41

X	10. Coordination and integration of federal, state, and local services and programs	7, 10, 11, 12,13
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## Summary of Expenditures in this Plan

### Total Allocations and Expenditures by Funding Source

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)
LCFF - Base	116316.00	116,316.00
Title I Part A: Parent Involvement	1741.00	117.98
Title I	80292.00	-20,162.43
None Specified		

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
Title I	100,454.43
Title I Part A: Parent Involvement	1,623.02

## Summary of Expenditures in this Plan

### Total Expenditures by Object Type

<b>Object Type</b>	<b>Total Expenditures</b>
1000-1999: Certificated Personnel Salaries	63,360.47
2000-2999: Classified Personnel Salaries	13,000.00
4000-4999: Books And Supplies	543.00
5000-5999: Services And Other Operating Expenditures	543.02
None Specified	18,410.17



## Summary of Expenditures in this Plan

### Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
	Title I	6,220.79
1000-1999: Certificated Personnel Salaries	Title I	62,823.47
2000-2999: Classified Personnel Salaries	Title I	13,000.00
None Specified	Title I	18,410.17
1000-1999: Certificated Personnel Salaries	Title I Part A: Parent Involvement	537.00
4000-4999: Books And Supplies	Title I Part A: Parent Involvement	543.00
5000-5999: Services And Other Operating	Title I Part A: Parent Involvement	543.02

## Summary of Expenditures in this Plan

### Total Expenditures by Goal

<b>Goal Number</b>	<b>Total Expenditures</b>
<b>Goal 1</b>	30,492.01
<b>Goal 2</b>	31,417.83
<b>Goal 3</b>	29,331.68
<b>Goal 5</b>	1,623.02
<b>Goal 6</b>	9,212.91

## 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
Isabel Garcia				X	
MarthaMurillo				X	
Mery Guerra				X	
Brenda Rodriguez				X	
Sara Lahr		X			
Beatriz Martinez				X	
Luz Perez				X	
Rosalio Medrano	X				
Su Sermeno		X			
Giovanni Pasinato		X			
Jaqueline De Bohorquez				X	
<b>Numbers of members of each category:</b>	<b>1</b>	<b>3</b>	<b>1</b>	<b>5</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 Single 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 11/10/2017.

Attested:

Rosalio Medrano

\_\_\_\_\_

Typed Name of School Principal

\_\_\_\_\_

Signature of School Principal

\_\_\_\_\_

Date

\_\_\_\_\_

Typed Name of SSC Chairperson

\_\_\_\_\_

Signature of SSC Chairperson

\_\_\_\_\_

Date

**Recommendations and Assurances**

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English Learner Advisory Committee

Special Education Advisory Committee

Gifted and Talented Education Program Advisory Committee

District/School Liaison Team for schools in Program Improvement

Compensatory Education Advisory Committee

Departmental Advisory Committee (secondary)

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

Signature \_\_\_\_\_  
*Jad Palomarez*  
 Signature \_\_\_\_\_  
 \_\_\_\_\_  
 Signature \_\_\_\_\_  
 \_\_\_\_\_  
 Signature \_\_\_\_\_  
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 Signature \_\_\_\_\_  
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Attested:

Rosalio Medrano  
 Typed Name of School Principal

*Rosalio Medrano*  
 Signature of School Principal \_\_\_\_\_  
 Date \_\_\_\_\_

Susan Sermeno  
 Typed Name of SSC Chairperson

*Susan Sermeno* 10-19-17  
 Signature of SSC Chairperson \_\_\_\_\_  
 Date \_\_\_\_\_

# North Park Academy of the Arts School-Parent Compact

Student achievement is a responsibility shared by parents, teachers, and students and is reflected in the following mission statement of North Park Middle School:

*North Park Middle School is dedicated to producing academically proficient students of strong character by engaging all stakeholders and establishing high expectations for all students. We value integrity and accountability and believe all students have the potential to learn.*

In order to achieve this mission, parents, teachers, and students need to work together. By completing a written compact, or agreement, outlining each person's responsibility, the first step has been taken toward achievement of this mission. Please complete the section below pertaining to you.

**Parents/Guardians: Choose a minimum of 3 items from the following list you agree to do:**

- Sign up for Parent Portal
  - Subscribe to teachers' webpages accessible at npms.erusd.org
  - Supervise your child to make sure homework is complete
  - Attend parent conferences
  - Attend school functions
  - Help in school activities
  - Attend School Site Council meeting
  - Bring another North Park parent to a School Site Council Meeting
  - Write your own suggestion(s) for participation: \_\_\_\_\_
- 

Parent Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Students: Please sign that you agree to do the following:**

- Turn in all homework/projects completed and on time
- Follow school and classroom rules
- Complete classwork to the best of your ability
- Respect others
- When I need help, I will ask an adult at school and or at home

Student's Name (*print*): \_\_\_\_\_

Student's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**North Park Academy of the Arts teachers agree to do the following:**

- Take each student's individual abilities into consideration
- Use various strategies to meet the needs of all students
- Support school functions
- Update their grades on Aeries gradebook every two weeks
- Assist parents in helping their child at home
- Create a safe learning environment where the student takes responsibility for his/her behavior and learning

(Adopted by School Site Council 11/7/2016)

## **Escuela North Park Compacto Escuela/Padres**

El progreso educativo es responsabilidad compartida entre padres, maestros, y los estudiantes, y esto se refleja en la siguiente declaración de visión de la escuela North Park.

*La escuela de North Park ésta dedicada a producir estudiantes académicamente capaces de caracter fuerte comprometiendo a todos los tenedores de apuestas y establecer esperanzas altas para todos los estudiantes. Valoramos integridad y responsabilidad y creemos que todos los estudiantes tienen el potencial para aprender.*

Para que se haga realidad ésta visión, padres, maestros, y estudiantes necesitan trabajar juntos. Al completar un compacto escrito, o acuerdo, donde se describe la responsabilidad de cada persona, el primer paso se ha tomado para llegar a ésta visión. Por favor complete la sección que le pertenece a usted.

### **Padres/Guardianes: Escoja un mínimo de 3 artículos de la lista de los cuales usted ésta de acuerdo a:**

- \_\_\_\_\_ Inscribirse en el Portal de Padres
- \_\_\_\_\_ Suscribirse a las páginas web de los maestros a npms.erusd.org
- \_\_\_\_\_ Supervisar al estudiante para asegurarse que termine su tarea
- \_\_\_\_\_ Asistir a las conferencias de padres
- \_\_\_\_\_ Asistir funciones o actividades escolares
- \_\_\_\_\_ Ayudar en actividades escolar
- \_\_\_\_\_ Asistir a las junta del Concilio Escolar
- \_\_\_\_\_ Traigan a otro padre de North Park a las juntas del Concilio Escolar
- \_\_\_\_\_ Escriba sus propias sugerencias para participar: \_\_\_\_\_

Firma de Padres: \_\_\_\_\_ Fecha: \_\_\_\_\_

### **Estudiantes: Por favor firme para aceptar hacer lo siguiente:**

- Entregar toda mi tarea/proyectos completa y a tiempo
- Obedecer las reglas del salón y la escuela
- Completar mis asignaturas en el salón lo mejor que pueda
- Respetar a los demas
- Cuando necesito ayuda, voy a pedir a un adulto en la escuela o en casa.

Nombre del Estudiante (*letra de molde*): \_\_\_\_\_

Firma del Estudiante: \_\_\_\_\_ Fecha: \_\_\_\_\_

### **Los maestros de North Park concuerdan en hacer lo siguiente:**

- Tomar en consideración las habilidades de cada estudiante individualmente
- Usar diferentes estrategias según las necesidades de todos los estudiantes
- Asistir a las funciones escolares
- Actualizar sus calificaciones en Aeries cada dos semanas
- Ayudar a los padres a que ayuden a sus hijos en casa
- Crear un ambiente sano donde el estudiante pueda empezar a tomar responsabilidad por su
- Crear un ambiente sano donde el estudiante pueda empezar a tomar responsabilidad por su comportamiento y aprendizaje

## **North Park Academy of the Arts PARENT INVOLVEMENT POLICY**

North Park Middle School is committed to providing students with every opportunity to reach their educational goals. To achieve these goals, it is necessary that a strong partnership be established with parents and guardians so that they will become an integral part of their children's learning experiences. Therefore, it is the policy of North Park Middle School to involve parents in the following ways:

### **Communication and Participation**

- Communicating with parents as often as necessary
- Sending home regularly scheduled progress reports and informational flyers
- Welcoming parents to visit classrooms
- Encouraging parents to attend Back to School night, Parent Conferences, Academic Competitions, Awards Night, Parent Information Meetings, Band Activities
- Holding an annual meeting for all parents at a convenient time to inform them of the policy, their rights under Title I, and how they can be involved in the planning, review, and improvement of Title I programs in the school
- Ensuring that information/reports are sent/provided to parents in a format/language that parents understand
- Providing support for parental involvement activities as parents request
- Providing opportunities for participation by parents with limited English proficiency, parents with disabilities, and migratory parents
- Parent Portal
- Utilizing teachers' websites
- Utilizing school's Website and Twitter

### **Education**

- Providing parents with timely information about curriculum, assessments, and expected proficiency levels for student achievement
- Assisting parents to understand topics such as content and achievement standards, state local assessments, Title I requirements, how to monitor their child's progress, and work with educators to improve the achievement of their child
- Provide materials and training to help parents work with their children
- Educating staff, with the assistance of parents, on how to reach out to, communicate with, and work with parents as equal partners
- Offering workshops for parents through Lancer Parent University on topics such as Character Counts Program, Olweus Bully Prevention Program, College information and academic programs offered at North Park.

### **Governance**

- Urging parents to become members of the School Site Council and English Learners Advisory Committee so they may have a voice in decisions regarding school programs and budgets
- Involving parents in the planning, review, and improvement of programs
- Joint development of the school-parent compact that describes the school's and parents' responsibilities to support student academic achievement

*(Adopted by School Site Council 11/7/16)*



## **PÓLIZA DE PARTICIPACION PARA PADRES**

La Escuela North Park se compromete a proveer a los estudiantes con la oportunidad de llegar a sus metas educativas. Para llegar a estas metas, es necesario que haya una buena relación entre padres y guardianes para que sean una parte integral de la experiencia educativa de su hijo/a. Haci es que, es la póliza de la Escuela North Park envolver a los padres en las siguientes maneras:

### **Comunicación y Participación**

- Comunicarse con los padres las veces que sean necesarias
- Mandar a casa reportes de progreso regularmente y volantes informativos
- Invitar a los padres para que visiten los salones
- Invitar a los padres para que asistan a la Noche de Regreso a la Escuela, Conferencias de Padres, Competencias de Académico, Junta de Información para Padres, Noche de Reconocimientos, Actividades de la Banda
- Tener una reunión anual para todos los padres en un momento conveniente para informarles de la política, los derechos reconocidos en el Título I, y cómo pueden participar en el planificación, revisión y mejoramiento de programas de Título I en la escuela
- Asegurar que la información / reportes se envían / ofrezcan a los padres en un formato / idioma que los padres entiendan
- Prestar apoyo a las actividades de participación de los padres como los padres solicitan
- Proporcionar oportunidades para la participación de los padres con dominio limitado del idioma Inglés, los padres con discapacidades, y los padres migratorios
- Portal de los padres
- La utilización de los sitios web de los profesores
- La utilización de la página web de la escuela y Twitter

### **Educación**

- Proporcionar a los padres información oportuna sobre los planes de estudios, evaluaciones y niveles de competencia esperados para el logro del estudiante
- Asistir a los padres para entender temas como los estándares de contenido y el logro, evaluaciones locales del estado, requisitos del Título I, la forma de monitorear el progreso de sus hijos, y trabajar con los educadores para mejorar el rendimiento de su hijo
- Proporcionar materiales y capacitación para ayudar a los padres trabajar con sus hijos
- Educar al personal, con la asistencia de los padres, sobre cómo llegar a, comunicarse y trabajar con los padres como socios iguales
- Ofrecer talleres para los padres
- Ofrecer talleres para los padres a través de la Universidad Lancer Padres

### **Gobierno**

- Animar a los padres a convertirse en miembros del Consejo Escolar y el Comité Asesor de Estudiantes de Inglés para que puedan tener una voz en las decisiones relativas a los programas escolares y los presupuestos
- Involucrar a los padres en la planificación, revisión y mejoramiento de los programas
- El desarrollo conjunto del pacto entre la escuela y los padres que describe las responsabilidades de la escuela y los padres para apoyar el logro académico de los estudiantes