The School Plan for Student Achievement

School: Park School

CDS Code: 21653916024459

District: Mill Valley School District

Principal: Aubrey O'Connor

Revision Date: June 5, 2020

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

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

Contact Person: Aubrey O'Connor

Position: Principal

Phone Number: 415.389.7735

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                     Mill Valley, CA 94941

E-mail Address: aoconnor@mvschools.org

The District Governing Board approved this revision of the SPSA on June 17, 2020.

School Vision and Mission

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

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

School Description
Park School is a small neighborhood school (averaging approximately 300 students) located near downtown Mill Valley. The beautifully renovated art deco building, built in 1939, is surrounded by two neighborhood streets and set in the shadows of the magnificent Mount Tamalpais. The greater school community works together to provide a safe, caring environment where uniqueness and differences are respected, and all children are supported to reach their full potential. Staff and parents alike are committed to a tradition of academic excellence and social development.

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

Parent participation is encouraged and appreciated. Meaningful involvement through PTA, Site Council, and within the classrooms also supports student learning. Opportunities for families to come together are the Grade-level Potlucks, Meet the Teacher Night, Parkade, The Variety Show, Family Game Night, Math Night, Science Night, Family Dance Party, The Art Show, numerous Kiddo performances, as well as our end of the year Open House.

School Profile

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

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

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

School and Student Performance Data

CAASPP Results (All Students)

English Language Arts/Literacy

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

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

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

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

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

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

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

Conclusions based on this data:

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

School and Student Performance Data

CAASPP Results (All Students)

Mathematics

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

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

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

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

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	53.57	56.36	45.76	41.07	32.73	45.76	5.36	10.91	8.47
Grade 4	51.85	53.06	50.98	46.30	42.86	45.10	1.85	4.08	3.92
Grade 5	47.46	48.21	44.90	38.98	51.79	46.94	13.56	0.00	8.16
All Grades	50.89	52.50	47.17	42.01	42.50	45.91	7.10	5.00	6.92

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

Conclusions based on this data:

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

School and Student Performance Data

ELPAC Results

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

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

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

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

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

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

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

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

Conclusions based on this data:

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

School and Student Performance Data

Chronic Absenteeism Data

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

Conclusions based on this data:

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

School and Student Performance Data

Student Population

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

2018-19 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
304	**3.0**	**2.6**	This is the percent of students whose well-being is the responsibility of a court.
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	

2018-19 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	8	2.6
Socioeconomically Disadvantaged	9	3.0
Students with Disabilities	28	9.2

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	2	0.7
Asian	13	4.3
Hispanic	20	6.6
Two or More Races	30	9.9
White	239	78.6

Conclusions based on this data:

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

School and Student Performance Data

Overall Performance

2019 Fall Dashboard Overall Performance for All Students

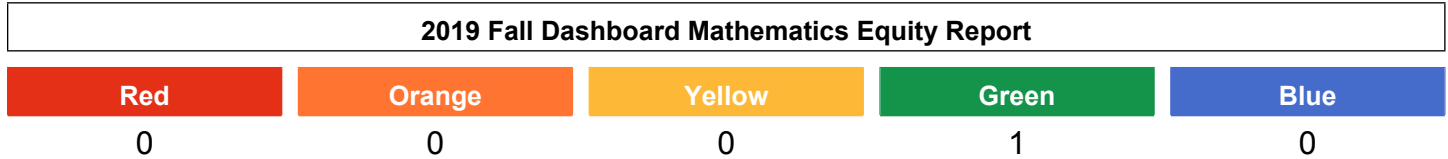| Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Green	Chronic Absenteeism Green	Suspension Rate Blue
Mathematics Green		

Conclusions based on this data:

1.

School and Student Performance Data

Academic Performance
English Language Arts

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

| Lowest Performance | Red | Orange | Yellow | Green | Blue | Highest Performance |

This section provides number of student groups in each color.

2019 Fall Dashboard English Language Arts Equity Report

Red	Orange	Yellow	Green	Blue
0	0	0	1	0

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

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Green	No Performance Color	No Performance Color
61.1 points above standard	Less than 11 Students - Data Not Displayed for Privacy	0 Students
Declined -10 points	3	
157		

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	No Performance Color	No Performance Color
0 Students	Less than 11 Students - Data Not Displayed for Privacy	19 points above standard
	5	Declined Significantly -21.5 points
		21

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	0 Students	Less than 11 Students - Data Not Displayed for Privacy	0 Students
1		5	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
No Performance Color	No Performance Color	No Performance Color	Green
55.9 points above standard	63.9 points above standard	0 Students	62.6 points above standard
Declined Significantly -18.7 points	Maintained -0.2 points		Declined -11.3 points
11	18		122

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

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	62.1 points above standard
		Declined -9.7 points
1	2	151

Conclusions based on this data:

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

School and Student Performance Data

Academic Performance
Mathematics

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

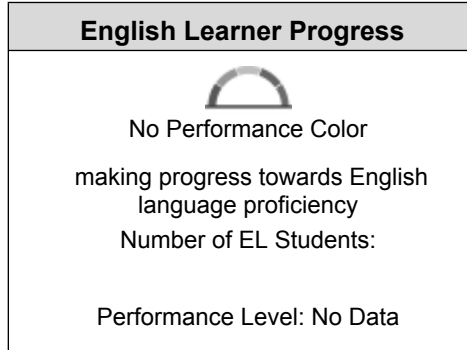Lowest Performance   Red   Orange   Yellow   Green   Blue   Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Mathematics Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	0	0	1	0

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

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

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity			

African American	American Indian	Asian	Filipino
No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1		No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	

Hispanic	Two or More Races	Pacific Islander	White
No Performance Color 57.7 points above standard Declined -5.3 points 11	No Performance Color 51.7 points above standard Declined -7.2 points 18		Green 45.1 points above standard Declined -3.2 points 122

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

2019 Fall Dashboard Mathematics Data Comparisons for English Learners		

Current English Learner	Reclassified English Learners	English Only
Less than 11 Students - Data Not Displayed for Privacy 1	Less than 11 Students - Data Not Displayed for Privacy 2	45 points above standard Declined -4.4 points 151

Conclusions based on this data:

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

School and Student Performance Data

Academic Performance
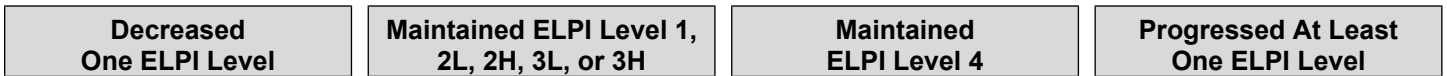## English Learner Progress

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

2019 Fall Dashboard English Learner Progress Indicator

English Learner Progress

No Performance Color

making progress towards English language proficiency

Number of EL Students:

Performance Level: No Data

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

2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level

Conclusions based on this data:

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

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

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

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Chronic Absenteeism Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	0	0	1	1

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

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students	English Learners	Foster Youth
Green	No Performance Color	No Performance Color
2.6	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
Declined -0.6	8	0
310		

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	9.1	5.6
0	11	Increased +1.6
		36

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	0	Less than 11 Students - Data Not Displayed for Privacy
2	0	13	0

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

Conclusions based on this data:

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

School and Student Performance Data

Conditions & Climate
Suspension Rate

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

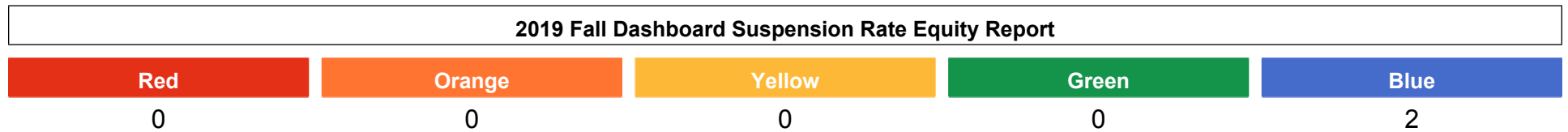Lowest Performance   Red   Orange   Yellow   Green   Blue   Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Suspension Rate Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	0	0	2

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

2019 Fall Dashboard Suspension Rate for All Students/Student Group

All Students

Blue

0

Maintained 0

312

English Learners

No Performance Color

Less than 11 Students - Data Not Displayed for Privacy

8

Foster Youth

Homeless

Socioeconomically Disadvantaged

No Performance Color

0

11

Students with Disabilities

No Performance Color

0

Maintained 0

36

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Color		No Performance Color	
Less than 11 Students - Data Not		0	
2			
		13	

Hispanic	Two or More Races	Pacific Islander	White
No Performance Color	Blue		Blue
0	0		0
Maintained 0	Maintained 0		Maintained 0
21	31		245

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

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	0	0

Conclusions based on this data:

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

Planned Improvements in Student Performance

<p align="center">**School Goal #1**</p>

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:

SUBJECT: Supported Staff
LEA/LCAP GOAL:
LCAP Goal 2: Supported Staff
SCHOOL GOAL #1:
Students experience high levels of learning in all contents areas through the implementation of effective teaching practices and the use of standards-aligned curricular measures, with an emphasis on professional collaboration to determine effective teaching practices.
Data Used to Form this Goal:
Teacher surveys and interviews, CAASPP data, Fountas and Pinnell data, Math Recovery assessment data, classroom assessments
Findings from the Analysis of this Data:
Teachers determined that professional collaboration with time commitment leads to the best results in developing effective teaching practices.
How the School will Evaluate the Progress of this Goal:
Ongoing data analysis and reflection on practices

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	**Type**	**Funding Source**	**Amount**
Refine structure for professional collaboration across the school, which may include professional book clubs, longer grade group planning time to develop units, cross-grade sharing time, etc. Possible areas of focus include science, math, responsive classrooms, and assessment.	Spring 2019-Fall 2020	Administration, Staff			District Funded	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Teachers will continue to work together to share best practices, innovative ideas and successes with instruction in grade groups, cross-grade groups, and staff meetings.	Ongoing - Staff PD Days and Early Release Wednesdays	Administration, Staff	District Funded			
Continue to look at student work to identify areas of needs and strengths (including school writing prompt, math recovery assessment, Fountas and Pinnell Reading Assessment).	Ongoing	Administration, Staff	District Funded			
Investigate off-site opportunities for professional development and the possibility of bringing in at least one expert to share innovative ideas with staff in an area of interest.	Ongoing	Administration, Staff				
Prioritize weekly schedules to allow for regular collaboration among grade levels and within other professional learning groups.	Ongoing	Administration, Staff	District Funded			
Prioritize peer observation by aligning schedules to allow for regular observation and feedback between grade level teams and adjacent grade levels.	Ongoing	Administration, Staff	District Funded			

Planned Improvements in Student Performance

School Goal #2

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

SUBJECT: Supported Staff
LEA/LCAP GOAL:
LCAP Goal 2: Supported Staff
SCHOOL GOAL #2:
The Park Staff will work together to refine math intervention to meet the needs of all students.
Data Used to Form this Goal:
Analyze data from our CAASPP scores, Math Recovery Assessment, classroom assessments
Findings from the Analysis of this Data:
Students would benefit from targeted instruction in number sense.
How the School will Evaluate the Progress of this Goal:
Ongoing data analysis and reflection on practices

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Staff will look at assessment data to identify students and their specific areas of need.	Fall 2020	Administration, Staff			District Funded	
Sub-committee will look at research, new assessments, other schools, and new materials to determine best practices for working with struggling students as well students who are working beyond their grade level standards in the classroom, and share with staff.	Ongoing - PD Days, Early Release Wednesdays, and time at Staff Meetings to share	Administration, Staff			District Funded	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Staff will pilot best practices for working with those students in the classroom setting, and then reflect.	Ongoing - Time at PD, Early Release Wednesdays, and Staff Meetings to share	Administration, Staff	District Funded			
Explore the possibility of inviting local experts to come in and share their expertise.	Ongoing - Staff meetings and PD	Administration, Staff				
Create a Student Assistance Program Committee that meets regularly to discuss students that are struggling to achieve academically and social emotionally.	Ongoing	Administration, Staff	District Funded			

Planned Improvements in Student Performance

School Goal #3

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

SUBJECT: Global Mindedness
LEA/LCAP GOAL:
LCAP Goal 1: Balanced Learners
SCHOOL GOAL #3:
Continue developing a sense of community and global mindedness at Park School
Data Used to Form this Goal:
Survey and interview data
Findings from the Analysis of this Data:
Continue to develop and enhance programs that address a positive environment
How the School will Evaluate the Progress of this Goal:
Ongoing data analysis and reflection on practices

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Continue to integrate the District Learner Profile into all subject areas, classrooms, and around school.	Ongoing	Administration, Staff	District Funded			
Continue the Park Character Education Program, including the Character Day kick off assembly and grade-level monthly assemblies focusing on each grade's trait.	September, Monthly	Administration, Staff	District Funded			
Plan to incorporate the reading of children's literature to encourage discussion and . understanding of character education concepts	Fall, Early Release Wednesdays	Classroom teachers, Teacher Librarian	District Funded			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Continue student leadership opportunities through the Zero Waste program, Peaceful Playgrounds, Student Council, and MV Interact.	Ongoing	Administration, Staff			District Funded	
Continue community building events, such as grade level potlucks, Game Night, Parkade, Family Dance, Movie Night, and Variety Show.	Ongoing	Administration, PTA			Parent-Teacher Association (PTA)	
Offer opportunities for staff to explore the global studies framework and learn more about teaching for global competence. Investigate ways to incorporate global perspectives and action throughout the year (assemblies, field trips, guests, etc.).	Ongoing - Staff Meetings, Early Release Wednesdays and PD Days	Administration, Staff			District Funded	
Recognize students for demonstrating the Mill Valley Learner Profile Attributes in class, school, and district level.	Ongoing	Administration, Staff			District Funded	

School Site Council Membership

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

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Aubrey O'Connor	X				
Allison Ponce De Leon		X			
Kim Kirley		X			
Ro Rigney		X			
Beth Fogel			X		
Ryan Federoff				X	
Tracy Murphy				X	
Lauren Maciariello				X	
Michael Blanchard				X	
Numbers of members of each category:	1	3	1	4	N/A

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.