



# THE SINGLE PLAN FOR STUDENT ACHIEVEMENT

## AT CURIE ELEMENTARY SCHOOL

**2018-19**

37-68338-6039440  
CDS Code

This is a plan of actions to be taken to raise the academic performance of students and improve the school's educational program.  
For additional information on school programs and how you may become involved, please contact the following person:

**Principal:** Marshall, Cara  
**Contact Person:** Marshall, Cara  
**Position:** Principal  
**Telephone Number:** 858-453-4184  
**Address:** 4080 Governor Dr, Curie Elementary, San Diego, CA, 92122-2523,  
**E-mail Address:** cramsey@sandi.net

**The following items are included:**

- Recommendations and Assurances
- Data Reports
- SPSA Assessment and Evaluation Summary
- Parent Involvement Policy
- Home/School Compact

**Board Approval:** *Tuesday, June 26, 2018*

**SAN DIEGO UNIFIED SCHOOL DISTRICT**

*All San Diego students will graduate with the skills, motivation, curiosity and resilience to succeed  
in their choice of college and career in order to lead and participate in the society of tomorrow.*



San Diego City Schools  
Financial Planning and Development  
Financial Planning, Monitoring and Accountability Department

**2018-2019 SINGLE PLAN FOR STUDENT ACHIEVEMENT  
RECOMMENDATIONS AND ASSURANCES**

SCHOOL NAME: Curie  
SITE CONTACT PERSON: Cara Marshall  
PHONE: (858) 453-4184 FAX: \_\_\_\_\_

DUE: April 6, 2018 (Traditional)  
May 2, 2018 (Year Round)

E-MAIL ADDRESS: cramseye.sandi.net

Indicate which of the following Federal and State Programs are consolidated in this SPSA (Check all that apply):

Title 1 Schoolwide Programs (SWP)

The School Site Council (SSC) recommends this school's site plan and its related expenditures to the district Board of Education for approval, and assures the Board of the following:

1. The SSC is correctly constituted, and was formed in accordance with SDUSD Board of Education policy and state law.
2. The SSC reviewed its responsibilities under state law and SDUSD Board of Education policies, including those Board policies relating to material changes in the school plan requiring Board approval.
3. The SSC sought and considered all recommendations from the following site groups or committees before adopting this plan.

**CHECK ALL THAT APPLY TO YOUR SITE AND LIST THE DATE OF THE PRESENTATION TO SSC:**

- |  |                                      |
|--|--------------------------------------|
| <input type="checkbox"/> English Learner Advisory Committee (ELAC)                         | Date of presentation: _____          |
| <input type="checkbox"/> Community Advisory Committee for Special Education Programs (CAC) | Date of presentation: _____          |
| <input type="checkbox"/> Gifted and Talented Education Program Advisory Committee (GATE)   | Date of presentation: _____          |
| <input checked="" type="checkbox"/> Site Governance Team (SGT)                             | Date of presentation: <u>4/23/18</u> |
| <input type="checkbox"/> Other (list): _____   | Date of presentation: _____          |

4. The SSC reviewed the content requirements for school plans of programs included in the site plan and believes all such content requirements have been met, including those found in SDUSD Board of Education policies and in the Local Educational Agency (LEA) Plan.
5. The site plan is based upon 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. The site plan or revisions to the site plan were adopted by the SSC on: 4-23-18

The undersigned declare under penalty of perjury that the foregoing is true and correct and that these Assurances were signed in San Diego, California, on the date(s) indicated.

<u>Cara Marshall</u> Type/Print Name of School Principal	<u>Cara Marshall</u> Signature of School Principal	<u>5/4/18</u> Date
<u>Perry Zarala</u> Type/Print Name of SSC Chairperson	<u>[Signature]</u> Signature of SSC Chairperson	<u>5/4/18</u> Date
<u>Lamont Jackson</u> Type/Print Name of Area Superintendent	<u>[Signature]</u> Signature of Area Superintendent	<u>5/18/18</u> Date

Submit Document With Original Signatures To:  
Financial Planning, Monitoring and Accountability Department  
Eugene Bruckner Education Center, Room 3209

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**SINGLE PLAN FOR STUDENT ACHIEVEMENT: EXECUTIVE SUMMARY****INTRODUCTION**

Curie's mission is "All students in the Curie community will become responsible, well-rounded, contributing citizens. Towards this goal, Curie students become effective communicators, critical thinkers, and confident, self-directed lifelong learners." Curie's SPSA is developed to be the road map to achieve this "all students" goal, outlining the supports for all students, as well as those whose achievement needs to be accelerated to reach that goal. We are a school of 579 students, 11% of which comprise our target SPSA population of English Learners. Allocations for the 2018-2019 school year provide a baseline of staffing, plus a small allocation for resources targeted to meet the needs of our subgroups. The vast majority of our resources are not in dollars, but lie in our HUMAN resources carrying out the SPSA target actions: *teachers implementing standards-based instruction and assessment, and teams analyzing the progress of our students.*

**DATA**

Last year on the 2016-17 CAASPP Curie Elementary students exceeded the district and state percentages of students who met/exceeded standards in both ELA and Mathematics. In ELA 79% of third graders met/exceeded standards, 88% of fourth graders met/exceeded standards and 78% in fifth grade met/exceeded standards. Combining third-fifth grade, in ELA, 85% met/exceeded standards. In Mathematics, 81% of third graders met/exceeded standards, 85% of fourth graders met/exceeded standards and 74% in fifth grade met/exceeded standards. Combining third-fifth grade in ELA, 82% met/exceeded standards in Mathematics, 80% met/exceeded standards. Our English Learners were our lowest performing subgroup. 65% of our English Learners met/exceeded standards in ELA and 71 % met or exceeded the standards in Mathematics.

**SCHOOL VISION AND REALITY**

- Collaborative cultures are created in classrooms to enable all students to learn. Students in every grade level build on each other's ideas as they develop habits of thinking and communicate their learning across content areas. They are engaged and motivated to learn, supported at their current level, and always striving to do their best.

- Current reality reflects collaborative cultures in place, students working towards motivating every child and extending their current level of performance.

Teachers are active participants in a caring and collaborative school culture, one in which diverse opinions and strengths are valued in the service of shared decisions that benefit all. Every member contributes equitably to the good of the team in a purposeful way.

- Current reality reflects a caring and collaborative school culture. This requires daily attention, and the staff works to deliberately maintain the culture. Staff and grade level teams are working towards a system in which all members feel equal contributions are made by all.

PLCs are efficient and purposeful in planning for and ensuring consistency of rigorous instruction and calibration of student learning. Evidence of learning is used to inform teacher and PLC decision making.

- Current reality reflects an emphasis on alignment of instructional planning in literacy and writing, and a review of student performance on common benchmark/interim assessments.

Students and teachers use technology on a daily bases as a tool to help inspire, motivate, and encourage critical thinking. Students evaluate and create content, inspiring themselves and others to engage in and support further learning.

## Curie Elementary SINGLE PLAN FOR STUDENT ACHIEVEMENT

- Current reality reflects teachers making great gains in their utilization of technology, and in their students' use of technology on a regular basis in all classrooms.

### **CORE AND SUPPLEMENTAL SUPPORTS**

#### TEACHER ALLOCATIONS:

Teacher Allocations are based on dividing General Education Enrollment by the approved class size.

Grades K-3:	1:24
Grade 4-5:	1:32.13

#### NURSE:

Allocated to schools based on Contract and managed centrally. Schools at 60% FRL (Free and Reduced Lunch) or greater receive one additional day. K-8 schools are allocated nursing FTE based on contract.

Enrollment/Days Per Week

1-592	=	1 day per week
593-1,185	=	2 days per week

#### COUNSELOR

Allocated to schools based on Contract. FTE Allocations are calculated by taking the total enrollment at the school and divide by the ratio below to determine the number of FTE allocated to the site.

Enrollment	Days	Position Equivalent FTE
1-493	1	.2
494-726	1.5	.3
727-960	2.0	.4
961-1,195	2.5	.5
1,196-1,429	3.0	.6

#### HEALTH TECHNCIAN

Allocation is based on projected enrollment and managed centrally.

Enrollment	Days Per Week
1-374	1
375-1511	2
1512-2267	3

The categorical expenses identified in this SPSA are supplemental to these core academic staffing and supports.

**PROFESSIONAL DEVELOPMENT**

Professional learning is a top priority for our school community. We recognize universal high expectations for all students require ambitious and continual improvements in curriculum, instruction, assessment, leadership practices and support systems. These improvements require effective professional learning to expand educators' knowledge, skills, practices and dispositions. Schools demand effective professional learning focused on substantive results for themselves, their colleagues, and their students. We artfully combine deep understanding and cultural responsiveness to the community we serve. We hold high expectations with support for adult learning by providing multiple structures for professional development in order to achieve school goals. Professional learning is embedded into our vision by communicating that it is a core function for improvement and by establishing and maintaining a public and persistent focus on educator professional learning.

With this understanding, professional development time is provided within the structure of Professional Learning Communities. Analysis of student data is through the lens of SDUSD's learning cycle focus, directly reflected in our vision - "How do we develop students who take an active stance in their own learning and become actively literate, contributing members of a society who make a positive difference in the world?" The school year is broken in to four learning cycles, each cycle building student capacity around this goal.

Professional Learning Communities (PLCs) analyze student data in order to monitor student progress toward these goals. Analysis results in responsive instruction. Findings and progress are shared with parents and community via advisory groups and School Site Councils (SSCs).

**SPSA ALIGNMENT TO THE LEA PLAN**

SDUSD's LEA goals (12 Quality Indicators for Success) are articulated throughout the SPSA. Each of the 5 Area Goals contained in the SPSA have Title I budgets allocated to supports identified within the LEA plan. Supports include but are not limited to CCSS curriculum alignment via PLC and professional development, extended and intensive learning opportunities, etc. as they are described in the "Budget: Resources Aligned to Area Goals" section of this plan.

**PROCESS FOR MODIFYING THE SPSA AND CONCLUSIONS**

The SSC has discussed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet API and AYP growth targets. In order to achieve the SMART goals and implement the major strategies and action steps set forth in the plan the following related actions and expenditures have been adopted to raise the academic performance of student groups not meeting state standards.

SSC/SGT groups were consulted during the SPSA development process as well.

**LCFF COMMUNITY AND STAFF ENGAGEMENT**

The SSC has discussed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet growth targets. In order to achieve the SMART goals and implement the major strategies and action steps set forth in the plan the following related actions and expenditures have been adopted to raise the academic performance of student groups not meeting state standards. Advisory groups were consulted during the SPSA development process as well.

**SCHOOL SITE COUNCIL MEMBERSHIP**

<b>Member Name</b>	<b>Role</b>
Laura Gingras	Classroom Teacher
Xiwen Cheng	Parent
Cara Marshall	Principal
Perry Zavala	Classroom Teacher
Christine Rodriguez	Classroom Teacher
Laura Gingras	Teacher
Dana Sobotka	Parent
Gwenivere Maxwell	Parent
Heather Ray	Other School Personnel
Tawnia Gillespie	Parent
Kristen Berryhill	Parent

**SINGLE PLAN FOR STUDENT ACHIEVEMENT**

**Area 1: English/Language Arts**

**English/Language Arts SMART Goal:**

By June 2019, 84% (approx. 77 3rd graders) will meet or exceed standards in ELA on the SBAC exam.

By June 2019, 85% (approx. 82 5th graders) will meet or exceed standards in ELA on the SBAC exam.

**Closing the Gap SMART Goal:**

Subgroup: Black or African American

We at Curie will continue to monitor the progress of our Black or African American subgroup as it is a significant subgroup to us although there is no state data that is provided, as the state has not identified the subgroup as significant.

Subgroup: English Language Learners

By June 2019, 86% (approx. 5 3rd graders) will meet or exceed standards in ELA on the SBAC exam.

By June 2019, 86% (approx. 6 5th graders) will meet or exceed standards in ELA on the SBAC exam.

Subgroup: Hispanic/Latino students

By June 2019, 70% (approx. 8 3rd graders) will meet or exceed standards in ELA on the SBAC exam.

By June 2019, 78% (approx. 11 5th graders) will meet or exceed standards in ELA on the SBAC exam.

Subgroup: Students with Disabilities

By June 2019, 70% (approx. 6 3rd graders) will meet or exceed standards in ELA on the SBAC exam.

By June 2019, 70% (approx. 9 5th graders) will meet or exceed standards in ELA on the SBAC exam.

**WHAT DATA DID YOU USE TO FORM THESE GOALS?**

CELDT  Interim Assessments  End-Of-Course

Exams  SBAC  DRA2  SMI  SRI  KDS  ELPAC  ARI  MDTP  Report Cards  End-Of-Unit

Assessments  PowerSchool  Sign In Sheets  Other

**Other Assessments (Please Specify):**

**Progress and Growth Monitoring:** How and when will you monitor progress towards your ELA goal?

Teachers will meet by grade level/department to analyze DRA and SRI achievement 3 times per year. Analysis will inform subsequent instruction.



**Area 2: Mathematics**

**Mathematics SMART Goal:**

By June 2019, 86% (approx. 79 3rd graders) will meet or exceed standards in Math on the SBAC exam.

By June 2019, 79% (approx. 77 5th graders) will meet or exceed standards in Math on the SBAC exam.

**Closing the Gap SMART Goal:**

Subgroup: African American students

We at Curie will continue to monitor the progress of our Black or African American subgroup as it is a significant subgroup to us although there is no state data that is provided, as the state has not identified the subgroup as significant.

Subgroup: English Learners students

By June 2019, 70% (approx. 4 3rd graders) will meet or exceed standards in Math on the SBAC exam.

By June 2019, 70% (approx. 5 5th graders) will meet or exceed standards in Math on the SBAC exam.

Subgroup: Hispanic/Latino students

By June 2019, 70% (approx. 8 3rd graders) will meet or exceed standards in Math on the SBAC exam.

By June 2019, 78% (approx. 11 5th graders) will meet or exceed standards in Math on the SBAC exam.

Subgroup: Students with Disabilities

By June 2019, 60% (approx. 5 3rd graders) will meet or exceed standards in Math on the SBAC exam.

By June 2019, 60% (approx. 5 5th graders) will meet or exceed standards in Math on the SBAC exam.

**WHAT DATA DID YOU USE TO FORM THESE GOALS?**

CELDT  Interim Assessments  End-Of-Course

Exams  SBAC  DRA2  SMI  SRI  KDS  ELPAC  ARI  MDTP  Report Cards  End-Of-Unit

Assessments  PowerSchool  Sign In Sheets  Other

**Other Assessments (Please Specify):**

Topic tests, SBRCs, teacher/site-developed assessments

**Progress and Growth Monitoring:** How and when will you monitor progress towards your Math goal?

Teachers will meet by grade level/department to analyze end of unit assessments 3 times per year. Analysis will inform subsequent instruction.

**Area 3: English Learner****English Learner SMART Goal:**

By June 2019, a minimum of 80% of my site's English Learner Potential Reclassification students will be reclassified using the Fall and/or Spring Reclassification Criteria or the Alternate Reclassification process for student who are dually-identified as receiving EL and Special Ed. services.

**WHAT DATA DID YOU USE TO FORM THESE GOALS?**

CELDT  Interim Assessments  End-Of-Course  
Exams  SBAC  DRA2  SMI  SRI  KDS  ELPAC  ARI  MDTP  Report Cards  End-Of-Unit  
Assessments  PowerSchool  Sign In Sheets  Other

**Other Assessments (Please Specify):**

**Progress and Growth Monitoring:** How and when will you monitor progress towards your English Learner goal?

Professional development time is provided within the structure of Professional Learning Communities. Analysis of student data is through the lens of SDUSD's learning cycle focus, directly reflected in our vision - "How do we develop students who take an active stance in their own learning and become actively literate, contributing members of a society who make a positive difference in the world?" The school year is broken in to four learning cycles, each cycle building student capacity around this goal.

Professional Learning Communities (PLCs) analyze student data in order to monitor student progress toward these goals. Analysis results in responsive instruction. Findings and progress are shared with parents and community via advisory groups and School Site Councils (SSCs).

**Area 4: Graduation/Promotion Rate****Graduation Rate SMART Goal:**

By June 2019, at least 84% (approx. 77 3<sup>rd</sup> graders) will meet or exceed level 38 in DRA.

By June 2019, at least 92% (approx. 97 5<sup>th</sup> graders) will meet or exceed level 44 in DRA.

**WHAT DATA DID YOU USE TO FORM THESE GOALS?**

CELDT  Interim Assessments  End-Of-Course  
Exams  SBAC  DRA2  SMI  SRI  KDS  ELPAC  ARI  MDTP  Report Cards  End-Of-Unit  
Assessments  PowerSchool  Sign In Sheets  Other

**Other Assessments (Please Specify):**

DRA2

CELDT

**Progress and Growth Monitoring:** How and when will you monitor progress towards your Graduation/Promotion goal?

Teachers and counselors will meet by grade level/department to analyze end of unit assessments DRA 3 times per year. Analysis will inform subsequent instruction.

**Area 5: Parent Involvement and Community Engagement****Parent Involvement and Community Engagement SMART Goal:**

By June 2019, 100% will receive information regarding academic and citizenship progress of their children.

**Targeted Population:**

All parents.

**What data did you use to form these goals?**

Anecdotal and observational data

**Progress and Growth Monitoring:** How and when will you monitor progress towards your Parent Involvement and Community goal?

PTA Meetings, Principal Coffees, After School Events, SSC/SGT

Administration will identify specific audience and track attendance.

**BUDGET: Resources Aligned to Area Goals****Core Program:*****Universal Access to Strong Core Instructional Program (Tier 1)***

- All teachers will use the units of study in English Language Arts, ELA Framework and California grade level standards in designing and differentiating instruction.
- Every English Learner will receive 30 minutes of SELD instruction four times a week based upon Reading proficiency level and will continue to receive language development that is integrated and supported throughout the day.
- Teachers will provide balanced literacy instruction including daily guided reading.
- Staff will use multiple measures of assessment (i.e., End of Unit assessments, Topic tests, teacher created assessments, etc.) to monitor progress and adjust instruction based upon the needs of students.
- Staff will analyze On Demand and other student writing using grade level writing rubrics and ELDPI and provide students with concrete feedback and direction as it relates to grade level writing standards.
- Teachers will use graphic organizers to scaffold instruction and support student understanding
- All English learners will be assessed using CELDT, ELPAC, and (as appropriate) the Express Assessment from the SELD curriculum.
- Speech and Language Pathologist will provide model lessons (as caseload allows) to improve all students' use of academic English in questioning and retelling.
- Counselor, nurse, and health assistant will facilitate medical, dental and mental health referrals to community agencies.
- Counselor, nurse, health assistant, teachers and principal will monitor and follow up with student attendance needs.
- Community field trips and assemblies relevant to grade level standards will be provided to broaden experiences and build schema.
- Teachers will have the opportunity to work collaboratively to identify grade level proficiency using the results of district benchmarks and other assessments to plan instruction, monitor student progress, adjust instruction accordingly
- Teachers will participate in on site and district professional development to strengthen literacy instruction

***Strategic Support (Tier 2)***

- Targeted additional small flexible group instruction will be used to address specific needs in literacy and math.
- Teachers will make a home contact (i.e. progress report, phone call, home visit) to discuss the progress of their at risk student.
- Educational specialist will provide push-in (and pullout, if appropriate) supplemental small group instruction for targeted students in need.
- Intensive, focused, small group direct instruction will be provided to students at their point of need, across content areas by classroom teacher.
- Students will engage in strategic computer intervention and media supports to accelerate, remediate and re-teach concepts.
- Teachers or team will provide a double dose of daily guided reading for targeted students.
- Teachers will keep small group of targeted students to provide additional focused support to strengthen and clarify understanding prior to sending students off to work independently.

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### ***Intensive Intervention (Tier 3)***

- Educational Specialists will provide supplemental small group instruction to targeted students that qualify for services and provide consultation support for their teacher
- Speech and language pathologist will provide supplemental support to English learners with language needs that qualify for services, and others as caseload allows
- Psychologist will observe and collaborate with classroom teacher and RtI team to assist with differentiating instruction based on student need.

### **1. Strategies to meet ELA/Math/ELD goals (Maximizing Instructional Time) (7/1/2018 - 6/30/2019):**

Substitutes will be provided to release teachers for collaboration, PLCs, on and off-site visits. Substitutes will also be used to provide teachers to attend local conferences and district provided professional development opportunities. To provide students with a variety of materials and resources to improve student achievement. Materials will also be provided to support specific student needs to close the achievement gap.

Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale

#### **How will you monitor these strategies/activities?**

Attend collaboration and PLC meetings with teachers. Monitor student scores through monitoring meetings.

### **2. Strategies to meet ELA/Math/ELD goals (Closing the Gap) (7/1/2018 - 6/30/2019):**

Funds will be used for substitutes to allow teachers to collaborate during PLCs and other professional development. Special emphasis will be given to supporting our English Language Learners, our lowest performing sub group. To provide students with a variety of materials and resources to improve student achievement. Materials will also be provided to support specific student needs to close the achievement gap.

Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale

#### **How will you monitor these strategies/activities?**

Attend collaboration and PLC meetings with teachers. Monitor student scores through monitoring meetings.

### **3. Strategies to meet ELA/Math/ELD goals (Professional Development) (7/1/2018 - 6/30/2019):**

Substitutes to allow for teacher collaboration and planning including PLCs and ILT retreats. Substitutes will also be utilized for district provided workshops and training and local conferences to strengthen teacher practice. Provide teachers with a variety of materials and resources to improve student achievement. Materials will also be provided to support teachers with specific student needs to close the achievement gap.

Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale

## Curie Elementary SINGLE PLAN FOR STUDENT ACHIEVEMENT

**How will you monitor these strategies/activities?**  
Attend collaboration and PLC meetings with teachers. Monitor student scores through monitoring meetings.

**4. Strategies to meet graduation/promotion rates (Social/Emotional Supports) (7/1/2018 - 6/30/2019):**  
Substitutes will be provided to third grade teachers for on and off site classroom visits to collaborate and discuss how best meet the social and emotional needs of our third grade students to ensure academic and social progress. Provide third grade students with a variety of materials and resources to improve student achievement. Materials will also be provided to support specific student needs to close the achievement gap.

Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale

**How will you monitor these strategies/activities?**  
Attend collaboration and PLC meetings with teachers. Monitor student scores through monitoring meetings.

**5. Strategies to meet parent engagement goals (7/1/2018 - 6/30/2019):**  
Communication between classrooms as well as school to home communication to keep parents informed about school activities and events. Invites sent home to encourage families of English Language Learners participation to close the achievement gap.

Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale

**How will you monitor these strategies/activities?**  
Attend classroom and school events during and after school. Monitor message receipt on School Messenger system.

Local Control Funding Formula Goals and Budget
<p><b>Goal 1: Intervention Supports</b> Student learning is analyzed in real time, resulting in a plan that responds to identified needs, the supports are timely on-going and linked to the outcomes of the core instructional program, how will you utilize your funds to maximize results for students?</p>
<p><b>Intervention Support Goal::</b> Provide each PLC three release days throughout the year to support improved student achievement monitoring and instruction, with a focus on differentiation for subgroups and at-risk students, thereby increasing the ability of teachers and PLCs to provide appropriate and timely interventions for students in need.</p> <p><b>Identified Need::</b> Time to continue to support PLCs' ongoing Cycles of Continuous Learning</p> <p><b>Target Group::</b> English Learners</p> <p><b>Monitoring::</b> PLC agendas, minutes, student assessments</p> <p><b>Personnel Responsible::</b> Classroom teachers, Principal</p>
<p><b>Goal 2: Classroom Supports</b> A variety of classroom supports expand or enhance core instructional programs, how do these supports align to your instructional program?</p>
<p><b>Classroom Support Goal::</b> Provide trained teachers to administer CELDT and ELPAC test.</p> <p><b>Identified Need::</b> Timely administration of CELDT and ELPA test for compliance purposes and to provide information that supports teachers' provision of instruction at current English proficiency level.</p> <p><b>Target Group::</b> English Learners</p> <p><b>Monitoring::</b> CELDT and ELPAC data</p> <p><b>Personnel Responsible::</b> Principal</p>
<p><b>Goal 3: Professional Development</b> Professional learning is a response to student and adult need--according to your current reality, what type of teacher learning will you lead at your site and how will you utilize your funds to maximize results for students?</p>



## Curie Elementary SINGLE PLAN FOR STUDENT ACHIEVEMENT

**Professional Development Goal:**  
Provide visiting teachers to allow teachers time to collaborate as well as attend workshops/trainings/conferences and other professional development. This will ultimately support student learning for all students including English Language Learners and students who are performing below grade level expectations.

**Identified Need::**  
Provide support to English Learners and students performing below grade level expectations.

**Target Group::**  
English Learners and students performing below grade level expectations.

**Monitoring::**  
Interim assessments, CELDT, ELPAC, DRA2

**Personnel Responsible::**  
Principal, classroom teachers, and PLCs

### LCFF Intervention Supports

Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
Supplies		\$7,470.00	\$7,470.00	0077-09800-00-4301-1000-1110-01000-0000	LCFF Intervention Support	01, 02, 03, 04, LCFF 1, LCFF 2, LCFF 3	To provide students with a variety of materials and resources to improve student achievement. Materials will also be provided to support specific student needs to close the achievement gap. Supplies to be used to promote parent and family involvement at school activities.
Prof&Curriclm Dev Vist Tchr		\$9,017.00	\$10,855.57	0077-09800-00-1192-1000-1110-01000-0000	LCFF Intervention Support	01, 02, 03, 04, 05, LCFF 1, LCFF 2, LCFF 3	Visiting teachers will be used to release teachers for Professional Development including PLC's, site professional development, and district training and workshops that focus on Literacy including Writing and Mathematics to support their academic and social learning.

## **APPENDICES**

This section contains the following appendices that will assist the School Site Council in completing the Single Plan for Student Achievement (SPSA) and in maintaining a cycle of continuous improvement:

- A. Data Reports
- B. Parent Involvement Policy
- C. Home/School Compact
- D. MPP Budget Allocations Summary Grid
- E. 2018-19 SPSA Assessment and Evaluation

## APPENDIX A

### DATA REPORTS

Data Reports: Attached Data comes from [www.sandi.net/my-school](http://www.sandi.net/my-school) :ELA/Math Multi-year Demographic Summary Additional data for schools can be found in:

- Illuminate
- CDE: <http://caaspp.cde.ca.gov/sb2017/Search>

\* Enrollment, participation date, ethnicity demographics, and language demographics will impact the results of data. Data is organized and reported differently amongst the data sources above.



**2015-2017 California Smarter Balanced Summative Test Results**  
**Percentage of Students Meeting or Exceeding Standard by Grade Level**  
**Curie**  
**All Grades Combined**

Student Group	English Language Arts						Chg From		Mathematics						Chg From	
	2015		2016		2017		2015	2016	2015		2016		2017		2015	2016
	N	%	N	%	N	%	%	%	N	%	N	%	N	%	%	%
Total	270	79.6	271	84.9	294	82.3	2.7	-2.6	271	77.1	274	81.0	293	79.9	2.8	-1.1
Female	130	85.4	138	86.2	145	86.2	0.8	0.0	132	78.0	140	81.4	145	77.9	-0.1	-3.5
Male	140	74.3	133	83.5	149	78.5	4.2	-5.0	139	76.3	134	80.6	148	81.8	5.5	1.2
African American	1	-	4	-	3	-	-	-	1	-	4	-	3	-	-	-
Asian	21	57.1	21	85.7	39	87.2	30.1	1.5	21	85.7	24	95.8	40	85.0	-0.7	-10.8
Filipino	2	-	0	-	1	-	-	-	2	-	0	-	1	-	-	-
Hispanic	41	70.7	42	71.4	40	65.0	-5.7	-6.4	42	50.0	42	59.5	40	65.0	15.0	5.5
Indochinese	7	-	4	-	3	-	-	-	7	-	4	-	3	-	-	-
Native American	1	-	1	-	2	-	-	-	1	-	1	-	2	-	-	-
Pacific Islander	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
White	165	86.7	164	87.8	159	87.4	0.7	-0.4	165	85.5	164	85.4	157	82.8	-2.7	-2.6
Multiracial	32	68.8	35	85.7	47	76.6	7.8	-9.1	32	71.9	35	80.0	47	76.6	4.7	-3.4
English Learner	27	44.4	13	46.2	15	26.7	-17.7	-19.5	29	58.6	16	68.8	16	37.5	-21.1	-31.3
English-Speaking	243	83.5	258	86.8	279	85.3	1.8	-1.5	242	79.3	258	81.8	277	82.3	3.0	0.5
Reclassified†	17	76.5	23	95.7	30	90.0	13.5	-5.7	17	64.7	23	82.6	30	86.7	22.0	4.1
Initially Eng. Speaking	226	84.1	235	86.0	249	84.7	0.6	-1.3	225	80.4	235	81.7	247	81.8	1.4	0.1
Econ. Disadv.*	49	67.3	51	72.5	52	65.4	-1.9	-7.1	51	56.9	52	65.4	53	56.6	-0.3	-8.8
Non-Econ. Disadv.	221	82.4	220	87.7	242	86.0	3.6	-1.7	220	81.8	222	84.7	240	85.0	3.2	0.3
Gifted	157	88.5	156	94.2	127	93.7	5.2	-0.5	156	90.4	156	89.1	126	92.9	2.5	3.8
Not Gifted	113	67.3	115	72.2	167	73.7	6.4	1.5	115	59.1	118	70.3	167	70.1	11.0	-0.2
With Disabilities	17	47.1	13	61.5	21	42.9	-4.2	-18.6	17	47.1	13	46.2	21	42.9	-4.2	-3.3
WO Disabilities	253	81.8	258	86.0	273	85.3	3.5	-0.7	254	79.1	261	82.8	272	82.7	3.6	-0.1
Homeless	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Foster	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Military	3	-	5	-	5	-	-	-	3	-	5	-	5	-	-	-

\* In Provision 2 schools, only students who meet free or reduced-price meal eligibility criteria are counted as economically disadvantaged.

† All students redesignated during the school year from English learner to reclassified fluent English proficient are counted here as fluent English speaking.



**2015-2017 California Smarter Balanced Summative Test Results**  
**Percentage of Students Meeting or Exceeding Standard by Grade Level**  
**Curie**  
**Grade 3**

Student Group	English Language Arts						Chg From		Mathematics						Chg From	
	2015		2016		2017		2015	2016	2015		2016		2017		2015	2016
	N	%	N	%	N	%	%	%	N	%	N	%	N	%	%	%
Total	91	74.7	103	84.5	99	78.8	4.1	-5.7	90	81.1	104	89.4	98	80.6	-0.5	-8.8
Female	45	82.2	52	84.6	47	78.7	-3.5	-5.9	45	82.2	53	88.7	46	76.1	-6.1	-12.6
Male	46	67.4	51	84.3	52	78.8	11.4	-5.5	45	80.0	51	90.2	52	84.6	4.6	-5.6
African American	1	-	2	-	1	-	-	-	1	-	2	-	1	-	-	-
Asian	7	-	14	85.7	18	94.4	-	8.7	7	-	15	93.3	18	100.0	-	6.7
Filipino	0	-	0	-	1	-	-	-	0	-	0	-	1	-	-	-
Hispanic	11	72.7	18	61.1	13	61.5	-11.2	0.4	11	54.5	18	66.7	13	69.2	14.7	2.5
Indochinese	2	-	1	-	1	-	-	-	2	-	1	-	1	-	-	-
Native American	1	-	0	-	0	-	-	-	1	-	0	-	0	-	-	-
Pacific Islander	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
White	54	79.6	55	89.1	50	80.0	0.4	-9.1	53	92.5	55	92.7	49	77.6	-14.9	-15.1
Multiracial	15	60.0	13	92.3	15	73.3	13.3	-19.0	15	73.3	13	100.0	15	80.0	6.7	-20.0
English Learner	16	68.8	8	-	6	-	-	-	16	56.3	9	-	6	-	-	-
English-Speaking	75	76.0	95	87.4	93	80.6	4.6	-6.8	74	86.5	95	90.5	92	81.5	-5.0	-9.0
Reclassified†	0	-	3	-	10	100.0	-	-	0	-	3	-	10	100.0	-	-
Initially Eng. Speaking	75	76.0	92	87.0	83	78.3	2.3	-8.7	74	86.5	92	90.2	82	79.3	-7.2	-10.9
Econ. Disadv.*	19	68.4	16	62.5	14	57.1	-11.3	-5.4	19	57.9	16	81.3	14	64.3	6.4	-17.0
Non-Econ. Disadv.	72	76.4	87	88.5	85	82.4	6.0	-6.1	71	87.3	88	90.9	84	83.3	-4.0	-7.6
Gifted	48	81.3	46	97.8	25	92.0	10.7	-5.8	47	93.6	46	97.8	25	96.0	2.4	-1.8
Not Gifted	43	67.4	57	73.7	74	74.3	6.9	0.6	43	67.4	58	82.8	73	75.3	7.9	-7.5
With Disabilities	8	-	13	61.5	6	-	-	-	8	-	13	46.2	6	-	-	-
WO Disabilities	83	78.3	101	86.1	93	80.6	2.3	-5.5	82	84.1	102	91.2	92	82.6	-1.5	-8.6
Homeless	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Foster	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Military	1	-	3	-	3	-	-	-	1	-	3	-	3	-	-	-

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**2015-2017 California Smarter Balanced Summative Test Results**  
**Percentage of Students Meeting or Exceeding Standard by Grade Level**  
**Curie**  
**Grade 4**

Student Group	English Language Arts						Chg From		Mathematics						Chg From	
	2015		2016		2017		2015	2016	2015		2016		2017		2015	2016
	N	%	N	%	N	%	%	%	N	%	N	%	N	%	%	%
Total	88	81.8	83	81.9	101	88.1	6.3	6.2	88	84.1	85	77.6	100	85.0	0.9	7.4
Female	42	85.7	41	85.4	53	90.6	4.9	5.2	42	85.7	42	78.6	53	84.9	-0.8	6.3
Male	46	78.3	42	78.6	48	85.4	7.1	6.8	46	82.6	43	76.7	47	85.1	2.5	8.4
African American	0	-	2	-	1	-	-	-	0	-	2	-	1	-	-	-
Asian	8	-	3	-	15	93.3	-	-	8	-	5	-	15	93.3	-	-
Filipino	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Hispanic	15	66.7	10	80.0	16	62.5	-4.2	-17.5	15	53.3	10	70.0	16	75.0	21.7	5.0
Indochinese	2	-	1	-	1	-	-	-	2	-	1	-	1	-	-	-
Native American	0	-	1	-	1	-	-	-	0	-	1	-	1	-	-	-
Pacific Islander	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
White	54	94.4	54	81.5	51	96.1	1.7	14.6	54	90.7	54	81.5	50	88.0	-2.7	6.5
Multiracial	9	-	12	83.3	16	81.3	-	-2.0	9	-	12	66.7	16	75.0	-	8.3
English Learner	9	-	2	-	6	-	-	-	9	-	4	-	6	-	-	-
English-Speaking	79	89.9	81	81.5	95	92.6	2.7	11.1	79	84.8	81	77.8	94	88.3	3.5	10.5
Reclassified†	9	-	7	-	9	-	-	-	9	-	7	-	9	-	-	-
Initially Eng. Speaking	70	91.4	74	81.1	86	91.9	0.5	10.8	70	85.7	74	77.0	85	87.1	1.4	10.1
Econ. Disadv.*	14	50.0	19	68.4	21	71.4	21.4	3.0	14	64.3	20	60.0	21	61.9	-2.4	1.9
Non-Econ. Disadv.	74	87.8	64	85.9	80	92.5	4.7	6.6	74	87.8	65	83.1	79	91.1	3.3	8.0
Gifted	59	91.5	47	89.4	47	100.0	8.5	10.6	59	89.8	47	89.4	46	93.5	3.7	4.1
Not Gifted	29	62.1	36	72.2	54	77.8	15.7	5.6	29	72.4	38	63.2	54	77.8	5.4	14.6
With Disabilities	4	-	7	-	21	42.9	-	-	4	-	7	-	4	-	-	-
WO Disabilities	84	83.3	76	84.2	97	91.8	8.5	7.6	84	84.5	78	80.8	96	87.5	3.0	6.7
Homeless	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Foster	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Military	1	-	1	-	1	-	-	-	1	-	1	-	1	-	-	-

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**2015-2017 California Smarter Balanced Summative Test Results**  
**Percentage of Students Meeting or Exceeding Standard by Grade Level**  
**Curie**  
**Grade 5**

Student Group	English Language Arts						Chg From		Mathematics						Chg From	
	2015		2016		2017		2015	2016	2015		2016		2017		2015	2016
	N	%	N	%	N	%	%	%	N	%	N	%	N	%	%	%
Total	91	82.4	85	88.2	94	79.8	-2.6	-8.4	93	66.7	85	74.1	95	73.7	7.0	-0.4
Female	43	88.4	45	88.9	45	88.9	0.5	0.0	45	66.7	45	75.6	46	71.7	5.0	-3.9
Male	48	77.1	40	87.5	49	71.4	-5.7	-16.1	48	66.7	40	72.5	49	75.5	8.8	3.0
African American	0	-	0	-	1	-	-	-	0	-	0	-	1	-	-	-
Asian	6	-	4	-	6	-	-	-	6	-	4	-	7	-	-	-
Filipino	2	-	0	-	0	-	-	-	2	-	0	-	0	-	-	-
Hispanic	15	73.3	14	78.6	11	72.7	-0.6	-5.9	16	43.8	14	42.9	11	45.5	1.7	2.6
Indochinese	3	-	2	-	1	-	-	-	3	-	2	-	1	-	-	-
Native American	0	-	0	-	1	-	-	-	0	-	0	-	1	-	-	-
Pacific Islander	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
White	57	86.0	55	92.7	58	86.2	0.2	-6.5	58	74.1	55	81.8	58	82.8	8.7	1.0
Multiracial	8	-	10	80.0	16	75.0	-	-5.0	8	-	10	70.0	16	75.0	-	5.0
English Learner	2	-	3	-	3	-	-	-	4	-	3	-	4	-	-	-
English-Speaking	89	84.3	82	91.5	91	82.4	-1.9	-9.1	89	68.5	82	75.6	91	76.9	8.4	1.3
Reclassified†	8	-	13	100.0	11	72.7	-	-27.3	8	-	13	76.9	11	63.6	-	-13.3
Initially Eng. Speaking	81	85.2	69	89.9	80	83.8	-1.4	-6.1	81	70.4	69	75.4	80	78.8	8.4	3.4
Econ. Disadv.*	16	81.3	16	87.5	17	64.7	-16.6	-22.8	18	50.0	16	56.3	18	44.4	-5.6	-11.9
Non-Econ. Disadv.	75	82.7	69	88.4	77	83.1	0.4	-5.3	75	70.7	69	78.3	77	80.5	9.8	2.2
Gifted	50	92.0	63	95.2	55	89.1	-2.9	-6.1	50	88.0	63	82.5	55	90.9	2.9	8.4
Not Gifted	41	70.7	22	68.2	39	66.7	-4.0	-1.5	43	41.9	22	50.0	40	50.0	8.1	0.0
With Disabilities	5	-	4	-	11	54.5	-	-	5	-	4	-	11	45.5	-	-
WO Disabilities	86	83.7	81	87.7	83	83.1	-0.6	-4.6	88	69.3	81	74.1	84	77.4	8.1	3.3
Homeless	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Foster	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Military	1	-	1	-	1	-	-	-	1	-	1	-	1	-	-	-

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**APPENDIX B**

**PARENT INVOLVEMENT POLICY**





**Curie Elementary School**  
**PARENT INVOLVEMENT POLICY**

Curie Elementary has developed a written Non-Title I parental involvement policy with input from Non-Title I parents during scheduled SSC meetings. SSC members review the Parent Involvement Policy at the beginning of each school year. The Parent Involvement Policy is distributed to all student families at the beginning of each school year. The policy describes the means for carrying out the following Non-Title I parental involvement requirements [20 USC 6318 Section 1118(a)-(f) inclusive].

- ◆ Curie will provide a flexible number of meetings to allow for parent involvement. These meetings will be scheduled by the school in languages appropriate for the parent groups. Topics covered during the meetings may include:
  - improving communication between the school and home;
  - discussing current student assessment data and student progress;
  - providing information about school and district resources for student academic improvement;
  - evaluating the effectiveness of the school's parent involvement policy to increase parent participation in events and activities;
  - conferencing with teachers;
  - providing training programs to help parents support and work with their children at home and at school;
  - advocating for teachers and parents; and
  - valuing cultural diversity.
- ◆ Parental input from the parent meetings and training sessions will be shared with the School Site Council (SSC) to provide an organized, ongoing, timely way of involving parents in the planning, review, and improvement of the program.
- ◆ The weekly e-blast, school website, marquee and School Messenger (phone/email messages are used to inform parents/community of meetings, activities and events). These communication systems are used to advertise parent meetings and training sessions offered at Curie, the District Advisory Council's Harold J. Ballard Parent Center, and throughout the district.
- ◆ During parent meetings such as Principal Coffees, SSC meetings, etc., opportunities will be provided for parental suggestions. These suggestions will be reviewed in a timely fashion and, if possible, responses will be given by the next scheduled meeting. Topics that are appropriate for SSC review/action will be placed on the agenda for the next regularly scheduled meeting by the school administration.
- ◆ Curie provides parents with an explanation of the curriculum used at school, the assessments used to measure student progress, and the proficiency levels students are expected to meet during Back to School Night, fall and spring parent conferences, Spring Open House, as well as other meetings/events.

**APPENDIX C**

**HOME/SCHOOL COMPACT**

September, 2018

*Marie Curie Elementary  
School-Parent Compact  
2018-2019*

The success of the students at Marie Curie Elementary is due to the commitment of the home and school to work together to enable each student to achieve or exceed academic and citizenship standards. Together, we recognize that students, parents, teachers, and support staff all play an important role in this success. Thank you for your continued support!

Our teachers work collaboratively in their Professional Learning Communities (PLCs) to provide high-quality curriculum and instruction, and are committed to keeping parents informed of student progress and classroom programs/events via notes, newsletters, emails, classroom websites, and more. One way to fulfill the *parent's responsibility to support your child's learning* is by staying in close communication with your child's teacher, and staying current with his/her classroom program throughout the year. This can be accomplished by attending conferences, reviewing updates on progress, asking questions, and by becoming a volunteer. There are many ways to help with students or "behind the scenes", volunteer opportunities that will fit with any work or other family obligations. I hope you had a chance to stop by our "Welcome Back Coffee" this morning to see and hear about some of these opportunities. Please feel free to ask your child's teacher or a PTA Board Member about these opportunities. It feels good to help, and it benefits our whole school community!

Volunteer Guidelines:

- All volunteers must sign in and wear an ID badge every day
- All regular volunteers are required to have a current TB test on file. Please call the school office at the phone number above for information on obtaining this clearance (at Curie).
- Volunteer drivers must have their current license and registration on file in the school office, and have signed the "Driver Guidelines" for each trip.
- Please see important "Curie Health Policy" guidelines for information regarding volunteering for class celebrations

Sincerely,

Cara Marshall  
Principal

**APPENDIX D**

**MPP BUDGET ALLOCATIONS SUMMARY GRID**

School	Resource	Account	ACT DESC	Sum of Projected (Budget) Dollar Amount
Curie Elementary	09800	1192	Prof&Curriclm Dev Vist Tchr	\$ 9,017.00
		3000	Employee Benefits	\$ 1,838.57
		4301	Supplies	\$ 7,470.00
	<b>09800 Total</b>			<b>\$ 18,325.57</b>

**APPENDIX E**  
SINGLE PLAN FOR *STUDENT* ACHIEVEMENT

**EVALUATION AND ASSESSMENT SURVEY SUMMARY**

**School Name:** Curie  
*TYPE OR PRINT*

ANALYSIS OF SCORES FOCUS AREA	NOTES/ACTION/DECISIONS
MAXIMIZING INSTRUCTIONAL TIME	<p>PDs this year have been focused on teams looking at student data (focus students in particular) to determine next steps and how to maximize instructional time. Each grade level has developed a Pacing Guide/Curriculum Map for Literacy and Math to ensure that all standards are covered and there is cohesion within grade level instruction; teachers closely monitor performance data and use information to provide needed instructional supports. Due to budgetary constraints we do not have a pull-out/push-in teacher to provide interventions. We do have a RSP and a Mod/Sev teacher. Along with our School Psychologist, Speech Pathologist, and Occupational Therapist, they regularly consult with teachers to discuss instructional strategies to support students performing below grade level expectations.</p>
CLOSING THE ACHIEVEMENT GAP	<p>While making gains each year, our English Learners are our lowest performing subgroup in both ELA and Math. We found through analyzing CELDT scores that the common area of need was in Reading. We placed our English Learners in classrooms so that they were grouped according to their CELDT Reading scores so that teachers at each grade level can target reading instruction at their specific point of need to strengthen their English acquisition. Our students with disabilities receive appropriate accommodations and modifications.</p>
PROFESSIONAL DEVELOPMENT	<p>This year Curie has been focused on lesson planning based on student data. Next year we would like to continue this work with an emphasis on looking closely at our most struggling learners and determining what additional support they might need within a whole group lesson as well as strategy work that they may need in small groups. As a result we have allocated monies for visiting teachers to release teachers for PLCs. We will continue implementing our collaboration PD model Attachment 7b Modification of SPSA next year. Professional texts will continue to be purchased for teachers and</p>

	<p>some monies have been allocated for teachers to attend local conferences/trainings/workshops for professional growth.</p>
GRADUATION/PROMOTION	<p>On the 2016-17 CAASPP in ELA, 79% of third graders met or exceeded the achievement standard and 81% in Mathematics. Even though they outperformed the district as a whole in ELA and in Math, we definitely have room for growth. We will continue to target our third graders to ensure student progress.</p>
PARENT ENGAGEMENT	<p>We have worked hard to continue to build our parent involvement at Curie. Parents feel informed of school events and activities. In regards to school to home communication, families appreciate the PTA's weekly and the Principal's monthly eblast, PeachJar and School Messenger. Parents actively participate on our SSC and SGT, and the principal holds principal coffees and has an open door policy. The principal is easily accessed by phone and email, as well as meetings. We have an active PTA board. The principal seeks input regarding school decisions/policies/etc. during PTA board meetings. We have many services to support families including Family Reading Night, Family Math Night and other academic focused events. We have a high participation rate for Back to School Night, Open House and Parent-Teacher Conferences. The PTA holds many activities and events that have high participation rates. We need to continue building our participation rate for our English Learner families and our special education families.</p>