

School Year: 2020-2021

School Plan for Student Achievement (SPSA) Parkview Elementary

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	School Site Council (SSC) Approval Date	Local Board Approval Date
Parkview Elementary School	43696256093066	June 1, 2020	NOVEMBER 12, 2020

Purpose and Description

Schoolwide Program

As a result of the COVID-19 pandemic and under the guidance of the Santa Clara Public Health Department and the Santa Clara County Office of Education, Oak Grove School District closed its schools and transitioned to remote instruction on March 16, 2020. This involved the discontinuation of students receiving in-person instruction at schools. Instead, all instruction was delivered through a distance learning model in which students participated in activities at home, receiving instruction primarily through digital means. OGSD's SPSP plan is in alignment with goals set forth and approved by the Board of Trustees in our Local Control and Accountability Plan and Learning Continuity Plan for the 2020-21 School Year.

Educators have shifted their teaching practice to not only support the academic growth of students in this new environment, but have also integrated an intentional focus on social emotional learning to support their students through this challenging time. As Parkview teachers became more immersed in digital learning, it became more clear that additional technology and resources were necessary to support their efforts and modifications to current practices and school wide programs, such as our PBIS framework, were needed.

At Parkview Elementary School, we believe that every student can achieve at high levels. Therefore, a fundamental aim of our educational programs is to ensure that each student possesses the competence and confidence that would guarantee success at the next level. This plan is our roadmap for building and sustaining a strong and effective instructional core in every classroom. It is our articulation of the vision for student learning outlined in our district's Five-year Strategic Plan. Effective teaching, capable instructional leadership and strong

relationships are crucial to realizing our community's hopes and dreams for student learning and development. This focus articulates the teaching practices, leadership practices and organizational practices that have become the norm throughout our school system. Our focus expresses our collective responsibility for student learning and motivates us all – school, home, and community – to collaborate in ways that will turn our good intentions into strong results for students.

We work closely with stakeholders throughout the district and analyze student performance data on an ongoing basis. Six goals, outlined below, have been identified as the focus within our current SPSA Plan to improve outcomes for all students.

Goal 1 - All students will be proficient in meeting and/or exceeding all Common Core State Standards.

Goal 2 - We will accelerate the academic achievement toward meeting or exceeding standards for English Learners (EL), low socioeconomic disadvantaged students, Foster Youth, and students of color, as well as increase the language proficiency for EL.

Goal 3 - We will provide an inclusive learning environment for students with disabilities to best support social, emotional and academic development.

Goal 4 - Students will use technology to master the 21st Century Skills of collaboration, communication, critical thinking and creativity. Oak Grove will provide innovative strategies with support for technology implementation that would enhance student learning of core academic subject knowledge, and meet technology standards.

Goal 5 - School and classroom environments support learning, creativity, safety, and engagement.

Goal 6 - We will actively engage parents and community members in supporting the implementation of CCSS instruction and providing input to program decisions.

Stakeholder Involvement

Involvement Process for the SPSA and Annual Review and Update

OGSD's efforts to solicit stakeholder feedback to inform stakeholders of the reopening plan for the 2020-21 school year, the use of federal categorical monies as it relates to the School Plan for Student Achievement and the Learning Continuity and Attendance Plan, began in June and continued regularly throughout the development process. OGSD's reopening plan explicitly identified research, survey and data collection as the first and foundational phase of planning. Engaging in outreach and surveying stakeholders has provided and continues to provide staff

and administration invaluable input to inform the school's planning in Academics, Attendance, Engagement, Culture and Climate, Nutrition Services, and Public Health. In addition to surveys, beginning in June we also convened a Reopening Schools Taskforce with over 84 District Stakeholders.

In an effort to continue soliciting feedback and increasing parental involvement, all parent meetings are conducted virtually through the use of Google Meet. School communications are all provided in digital format and several school activities such as morning announcements and events are taking place in a virtual format. In addition, connections through our social media have increased.

Presentations to stakeholders included:

*School Site Council
June 1, 2020*

*Home and School Club
June 2, 2020*

*English Learner Advisory Committee (ELAC)
August, 2020*

*Parkview Staff
June 4, 2020*

The School Site Council approved the SPSA on June 1, 2020

Resource Inequities

Resource equity refers to the allocation and use of resources (people, time, and money) to create student experiences that enable all children to reach empowering and rigorous learning outcomes—no matter their race or income.

As a result of COVID-19 and Sheltering in place, it became known that many of our students lacked access to a suitable device and lacked internet access at home. Through ongoing communication and personal contact all families were informed that a device was available for every student with Hotspots being made available based on financial need. Distance learning proved challenging for all students, but particularly for our students with disabilities and English language learners. Special Education teachers made every effort to provide ongoing opportunities for families to safely pick up printed materials to use in addition to the online

resources. English learner support staff continue to work with English language learners in small groups through Google Meet.

Based on our six goals outlined in this plan some identified resource inequities to better support student needs for Parkview include:

People: To support lunchtime activities for students to engage in team building activities that promote safe, responsible and respectful behavior that promotes relationships across all grade levels. Support in people to run learning academies for targeted students not meeting their measurable goals. Staff to support certificated staff to run interventions, small targeted groups during daily instruction within the classroom, (Goal 2).

Funding: To support certificated staff to be released for weekly classroom observations both on site and off site schools that share similar demographics, (Goal 2). Funding to enhance 21st century skills for students, (Goal 4). Support technology goal by providing students with 1:1 chromebook access, (Goal 4). Money to support students with internet needs at home, (Goal 4). Funding to support lunchtime programs for all students, (Goal 5).

Technology: To be able to offer every student an individual chromebooks. Support families with technology resources and internet access when off campus. (Goal 4)

Goals, Strategies, Expenditures, & Annual Review

Goal 1

All students will be proficient in meeting and/or exceeding all Common Core State Standards. All teachers are implementing Common Core standards, strategies, and materials.

Identified Need

With the implementation of CCSS and SBAC, we are finding that our students are showing gaps in foundational literacy skills and foundational math skills. We plan to focus on balanced literacy skills, foundational literacy skills and support for all students through the full implementation of adopted core curriculum including CKLA and Expeditionary Learning ELA curriculum and Eureka Math and CPM math curriculum. New history and social studies curriculum will be integrated into the instruction day and into SEAL units. Supplemental resources and supplies will be purchased to support whole class, small group or individual intervention to enhance the achievement and close the educational gap between foundational literacy and math skills.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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<p>SBAC Meet or Exceed Standard for All Students</p>	<p>ELA 2015: 49% 2016: 56% 2017: 51% 2018: 58% 2019: 55%</p> <p>Math 2015: 37% 2016: 48% 2017: 49% 2018: 53% 2019: 51%</p>	<p>Increase the CAASPP SBAC percent of all students meeting or exceeding standards by 5% higher than the prior year in ELA and Math in grades 3-6.</p>
<p>CA Dashboard Overall Academic Performance Levels</p>	<p>ELA 2017: Yellow 2018: Green 2019: Yellow</p> <p>Math 2017: Yellow 2018: Green 2019: Yellow</p>	<p>Increase by one performance level (yellow to green) on the CA Dashboard from the prior year in ELA and Math for all students in grades 3-6.</p>
<p>iReady Reading and Math Diagnostic Results</p>	<p>2019-20 Diagnostic 1 to 2 ELA 18% (from 26%) in red/Tier 3 33% (from 40%) in yellow/Tier 2 49% (from 34%) in green/Tier 1</p> <p>Diagnostic 1 to 2 Math: 15% (from 24%) in red/Tier 3 42% (from 52%) in yellow/Tier 2 43% (from 23%) in green/Tier 1</p> <p>Diagnostic Window 1 Fall 2020 iReady Usage Rate</p>	<p>Diagnostic 1 to 2 and 2 to 3: Move 5% more students from tier 3 to tier 2 and tier 2 to tier 1</p> <p>96% of students completed the Window 1 iReady Diagnostic, 37% scoring level Green in Reading and 29% scoring in level Green in math</p>

Strategy/Activity #1

Two common planning days for all teachers with a focus on common backwards mapping, collaborative planning and common assessments of district CORE curriculum with a focus on CKLA, Expeditionary Learning ELA and Eureka Math.

Students to be Served by this Strategy/Activity

All students will be proficient in meeting and/or exceeding Common Core State Standards. All teachers are implementing Common Core standards, strategies, and materials with a focus on increasing the achievement of English learner, Hispanic, African American, and students with disabilities.

Proposed Expenditures for this Strategy/Activity

Amount(s) Source(s)

\$8,112	LCFF
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Strategy/Activity #2

Purchase licenses for Reading A-Z, Science A-Z, and RAZ Kids as supplemental resources to support reading, comprehension, and fluency with a focus on the achievement of EL student, Hispanic, African American, and students with disabilities.

Proposed Expenditures for this Strategy/Activity

Amount(s) Source(s)

\$4,654	LCFF
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Strategy/Activity #3

Purchase supplemental resources and supplies to support whole class, small group or individual intervention to enhance student achievement and close the educational gap between foundational literacy and math skills.

Students to be Served by this Strategy/Activity

All Students

Proposed Expenditures for this Strategy/Activity

Amount(s)

Source(s)

\$8,457	LCFF
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Strategy/Activity #4

Funding to print supplemental resources determined by teachers as necessary to support whole class, small group or individual intervention to enhance student achievement and close the educational gap between foundational literacy and math skills.

Students to be Served by this Strategy/Activity

All Students

Proposed Expenditures for this Strategy/Activity

Amount(s)

Source(s)

\$1,500	LCFF
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Strategy/Activity #5

Teachers need more planning time to make sure all standards are addressed during Distance Learning. The new school schedule allows teachers the opportunity to use after-school time and Wednesdays to collaborate with colleagues and plan.

Students to be Served by this Strategy/Activity

All Students

Proposed Expenditures for this Strategy/Activity

Amount(s)

Source(s)

\$0	
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Goal 2

We will accelerate the academic achievement toward meeting or exceeding standards for English Learners (EL), low socioeconomic disadvantaged students, Foster Youth, and students of color, as well as increase the language proficiency for EL.

Identified Need

We will accelerate the academic achievement toward meeting or exceeding standards for English Learners (EL), low socioeconomic disadvantaged students, Foster Youth, and students of color, as well as increase the language proficiency for EL.

Identified Need

In ELA, Latino and socioeconomically disadvantaged students are identified as orange through the California Dashboard.

In Math, our socioeconomically disadvantaged students are identified as orange through the California Dashboard.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
SBAC Meet or Exceed Standards for Latino Students and Socioeconomically Disadvantaged Students	<p>Latino Students</p> <p>ELA</p> <p>2017: 37%</p> <p>2018: 42%</p> <p>2019: 42%</p> <p>Math</p> <p>2017: 31%</p> <p>2018: 34%</p> <p>2019: 42%</p> <p>Socioeconomically Disadvantaged Students</p> <p>ELA</p> <p>2017: 40%</p> <p>2018: 45%</p> <p>2019: 38%</p> <p>Math</p> <p>2017: 36%</p> <p>2018: 42%</p> <p>2019: 40%</p>	Increase the CAASPP SBAC percent of Socioeconomically Disadvantaged Students and Latino students meeting or exceeding standards by 8-10% higher than the prior year in ELA and Math in grades 3-8.

<p>CA Dashboard Overall Academic Performance Levels for Socioeconomically Disadvantaged Students and Latino Students</p>	<p>Latino Students ELA 2017: Yellow 2018: Yellow 2019: Orange</p> <p>Math 2017: Yellow 2018: Yellow 2019: Orange</p> <p>Socioeconomically Disadvantaged Students ELA 2017: Orange 2018: Yellow 2019: Orange</p> <p>Math 2017: Yellow 2018: Green 2019: Orange</p>	<p>Increase our Socio-Economically Disadvantaged Students and Latino students by one performance level on the CA Dashboard from the prior year in ELA and Math in grades 3-8.</p>
<p>SBAC Meet or Exceed Standards for Latino Students and Socioeconomically Disadvantaged Students</p>	<p>Latino Students ELA 2017: 37% 2018: 42% 2019: 42%</p> <p>Math 2017: 31% 2018: 34% 2019: 42%</p> <p>Socioeconomically Disadvantaged Students ELA 2017: 40% 2018: 45% 2019: 38%</p> <p>Math 2017: 36% 2018: 42% 2019: 40%</p>	<p>Increase the CAASPP SBAC percent of Socioeconomically Disadvantaged Students and Latino students meeting or exceeding standards by 8-10% higher than the prior year in ELA and Math in grades 3-8.</p>

<p>CA Dashboard Overall Academic Performance Levels for Socioeconomically Disadvantaged Students and Latino Students</p>	<p>Latino Students</p> <p>ELA 2017: Yellow 2018: Yellow 2019: Orange</p> <p>Math 2017: Yellow 2018: Yellow 2019: Orange</p> <p>Socioeconomically Disadvantaged Students</p> <p>ELA 2017: Orange 2018: Yellow 2019: Orange</p> <p>Math 2017: Yellow 2018: Green 2019: Orange</p>	<p>Increase our Socio-Economically Disadvantaged Students and Latino students by one performance level on the CA Dashboard from the prior year in ELA and Math in grades 3-8.</p>
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Strategy/Activity #1

Students to be Served by this Strategy/Activity

Socioeconomically disadvantaged students and English language learners

Strategy/Activity

Hire an intervention specialist to provide 1:1 or small instruction to students needing tier 2 intervention in academics, based on SBAC and iReady data.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
\$10,419	Low Performing Block Grant

Strategy/Activity #2

Students to be Served by this Strategy/Activity

Purchase reading intervention resources, Curriculum Associates Phonics for Reading, to support teachers in working with small groups of identified students to increase reading and comprehension skills.

Proposed Expenditures for this Strategy/Activity

Amount(s)

Source(s)

\$677	Low Performing Block Grant
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Strategy/Activity #3

Students to be Served by this Strategy/Activity

Socioeconomically disadvantaged students and English language learners

Strategy/Activity

After school homework club with priority for socioeconomically disadvantaged and Spanish speaking students.

Proposed Expenditures for this Strategy/Activity

Amount(s)

Source(s)

\$0	Funded by Home and School Parent Group (PSCA)
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Strategy/Activity #4

Students to be Served by this Strategy/Activity

Socioeconomically disadvantaged students and English language learners

Strategy/Activity

Literacy academy interventions offered to select students performing below grade level with focus on EL students in grades 4th through 6th.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
\$0	District Funded

Strategy/Activity #5

One release/planning day for the Instructional Leadership Team to review instructional goals for the year and prepare to facilitate Professional Learning Communities.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
\$1092	LCFF

Strategy/Activity #6

Students to be Served by this Strategy/Activity

Socioeconomically disadvantaged students and English language learners

Re-engagement strategy implemented to reach students missing more than 3-days per week including phone calls in the family’s home language, ParentSquare messages, translated to home language, and home visits.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
\$0	District funded

Goal 3

We will provide an inclusive learning environment for students with disabilities to best support social, emotional and academic development.

Identified Need

As a site our data is showing that our students with disabilities are performing lower than other student groups on the CA Dashboard as well as on SBAC data in both ELA and Math. Students with disabilities are orange on the CA Dashboard for suspensions.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
SBAC Meet or Exceed Standards for Students with Disabilities	<p>ELA</p> <p>2015: 19%</p> <p>2016: 8%</p> <p>2017: 5%</p> <p>2018: 13%</p> <p>2019: 18%</p> <p>Math</p> <p>2015: 19%</p> <p>2016: 8%</p> <p>2017: 0%</p> <p>2018: 6%</p> <p>2019: 18%</p>	Increase the CAASPP SBAC percent of students with disabilities student group meeting or exceeding standards by 8-10% higher than the prior year in ELA and Math in grades 3-6.
CA Dashboard Chronic Absenteeism Levels for Students with Disabilities	<p>2018: Orange 18.9% students with disabilities Chronically Absent</p> <p>2019: Yellow 14.1% students with disabilities Chronically Absent</p>	Reduce rate of chronic absences for students with disabilities by 3%
CA Dashboard Suspension Levels for Students with Disabilities	<p>2017: Green, 2.6% Suspended at Least Once</p> <p>2018: Orange, 5.4% Suspended at Least Once</p> <p>2019: Orange, 5.6% Suspended at Least Once</p>	Increase Dashboard level from Orange to Yellow and reduce percent suspended by 2%.
Least Restrictive Environment Targets	<p>2019: Target not met: 45% of students with disabilities in Gen Ed at least 80% of their day.</p>	Increase % towards the least restrictive environment target by 10% to meet the State targets on the Performance Indicator Review Measure of the amount of service on an IEP.

Strategy/Activity #1

Students to be Served by this Strategy/Activity

Students with Disabilities and potential students at risk for special education identification

Strategy/Activity

Hold weekly site support staff meetings that include the principal, resource teacher, speech and language pathologist, psychologist, and social worker interns. The focus of the meeting is to discuss and give updates on upcoming IEPs, services and potential students at risk for special education identification.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
\$0	No site cost associated with this strategy

Strategy/Activity #2

Students to be Served by this Strategy/Activity

Students with Disabilities and potential students at risk for special education identification

Strategy/Activity

SDC Teachers provided two release/planning days to collaborate on strategies to support students with Autism.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
\$0	Budgeted in Goal 1

Strategy/Activity #3

Students to be Served by this Strategy/Activity

Students with Disabilities

Strategy/Activity

Five days allotted for professional development focused on inclusive practices to support students with special needs

Proposed Expenditures for this Strategy/Activity

Amount(s) Source(s)

\$780	LCFF
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Strategy/Activity #4

Students to be Served by this Strategy/Activity

Students with Disabilities

Strategy/Activity

Purchase supplemental resources and supplies to support whole class, small group or individual intervention to enhance student achievement and program needs of the Categorical Special Education classrooms for students with Autism.

Proposed Expenditures for this Strategy/Activity

Amount(s) Source(s)

\$2400	LCFF
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Strategy/Activity #5

Students to be Served by this Strategy/Activity

Students with Disabilities

Strategy/Activity

Teachers are given time to plan and prepare materials to support students learning from home. Teachers have access to copiers and printers to create printed materials for students to use to supplement digital learning.

Proposed Expenditures for this Strategy/Activity

Amount(s) Source(s)

\$0	District funded
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Goal 4

Students will use technology to master the 21st Century Skills of collaboration, communication, critical thinking and creativity. Oak Grove will provide innovative strategies with support for technology implementation that would enhance student learning of core academic subject knowledge, and meet technology standards.

Identified Need

With increasing resources available in digital format and the move to distance learning, the need for access to technology was integral to student participation. Some families have limited or no access to internet in their homes, this creating a need for HotSpots to provide reliable access.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
District Technology Survey: Daily Technology Usage	2018-19: 60% of 3-6th grades responded they use technology daily 2019-20: 64% of 3-6th grade students responded they use technology daily	95% of the students responding will indicate that they utilize technology daily.
District Technology Survey: How often does your class talk about being respectful, responsible and safe online?	2018-19: 14% of 3-6th graders responded that they discuss monthly how to be safe, respectful and responsible online 2019-20: 48% of 3-6th graders responded that they discuss at least weekly how to be safe, respectful and responsible online	95% of the students responding will indicate that monthly they discuss how to be safe, respectful and responsible online.

SBAC Participation Rates	2018-19: 96%	We will continue to monitor to ensure that 95% of all students will participate in CAASPP Testing on the Chromebooks and laptops.
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Strategy/Activity #1

Students to be Served by this Strategy/Activity

All Students

Strategy/Activity

Purchase technology equipment for classrooms to maintain a site standard of one chromebook cart with the goal of 1:1 devices, a LCD projector, and document camera in each classroom, including the resource specialist's room.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
\$11,781	LCFF

Strategy/Activity #2

Students to be Served by this Strategy/Activity

All Students

Strategy/Activity

Provide release days for three teachers to participate in The Tech Academies Fellowship program, a program that empowers educators to develop leadership skills and cross-curricular expertise in engineering instruction.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
\$546	LCFF

Strategy/Activity #3

Students to be Served by this Strategy/Activity

All Students

Due to SIP and our continuance of distance learning we need to assure that every student as a Chromebook device and if needed a Hotspot for reliable internet access.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
\$0	District funded

Goal 5

School and classroom environments support learning, creativity, safety, and engagement.

Identified Need

For chronic absenteeism, Foster youth, students with disabilities, homeless, English learners, Pacific Islander, and students with two races or more are identified as red or orange through the California Dashboard.

For suspensions, Foster youth, students with disabilities, homeless, Pacific Islander, African American and students with two races or more are identified as red or orange through the California Dashboard.

Amongst these student groups, our district is identified for Differentiated Assistance for Foster youth, Homeless and students with disabilities due to their progress with chronic absenteeism, suspensions, and academics.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Dashboard Chronic Absenteeism Indicator	All Students 2018: 9% Orange 2019: 12.3% Red Socioeconomically Disadvantaged Students 2018: 18.9% Red 2019: 14.4% Orange	For chronic absenteeism, improve one level for all students (red to orange) and socioeconomically disadvantaged students (from orange to yellow) on the California Dashboard.

<p>Suspension and Expulsion Rates</p>	<p>All Students 2018: 2.4% Orange 2019: 2.2% Yellow 8 total suspensions, including 1 in school suspension</p> <p>Foster Youth 2018: Does not meet the state reporting requirements 2019: Does not meet the state reporting requirements</p> <p>Socioeconomically Disadvantaged Students: 2018: 3.2% Orange 2019: 2.7% Green</p> <p>Students with Disabilities: 2018: 5.4% Orange 2019: 5.6% Orange</p> <p>Hispanic: 2018: 3% Orange 2019: 3.1% Orange</p> <p>Two or More Races: 2018: 9.7% Red 2019: 2.6% Green</p>	<p>For suspensions, improve one level for Foster Youth, students with disabilities, homeless, and students with two races or more through The California Dashboard.</p>
<p>Attendance Rate</p>	<p>Monthly Attendance Rate</p> <p>All Students: 2017-18: 97.05% 2018-19: Maintained a 96.7% rate for each month August-June</p> <p>2019-2020: 95.29%, decrease of 1.41%</p>	<p>Maintain a 98% attendance rate for all students in each month August-June.</p>
<p>CA Healthy Kids Survey</p>	<p>2020: 71% of the students that took the CAA Healthy Kids Survey shared that they perceive school to be safe.</p>	<p>Increase the percent of students reporting feeling safe within a positive school climate by 10% on the California Healthy Kids Survey.</p>
<p>PBIS Team Implementation Checklist</p>	<p>2019: 75% Overall Implementation 50% Classroom Behavior Support Systems</p>	<p>Continue to monitor PBIS implementation to increase to a minimum of 90% overall implementation and Classroom Behavior Support</p>

		Systems.
Nearpod Usage	50% of Teachers have utilized social emotional lessons in Nearpod program	Usage will continue to be monitored. Goal is for 100% of teachers to use SEL lessons from Nearpod.

Strategy/Activity #1

Students to be Served by this Strategy/Activity

All students, students with disabilities, english learners, foster youth or socioeconomically disadvantaged (SED) students will be served.

Strategy/Activity

Multi-tiered system of support implemented to provide social emotional support, foster positive behavior, and identify proactive interventions.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
\$500	LCFF
\$0	Funded by Home and School Parent Group (PSCA)

Strategy/Activity #2

Students to be Served by this Strategy/Activity

All students, students with disabilities, english learners, foster youth or socioeconomically disadvantaged (SED) students will be served.

Strategy/Activity

Implement, monitor, and provide attendance Interventions and Supports to all families with an emphasis on students with disabilities, english learners, foster youth or socioeconomically disadvantaged (SED).

Monitor attendance rates monthly. Community outreach to families that have chronic absences as shown in monthly attendance reports. Personally invite families to Super Saturday Attendance Recovery Classes.

Share monthly attendance reports with staff, parents and community members during school monthly meetings.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
\$0	No Cost Associated with this strategy

Strategy/Activity #3

Students to be Served by this Strategy/Activity

All students, students with disabilities, english learners, foster youth or socioeconomically disadvantaged (SED) students will be served.

Strategy/Activity

Support the social-emotional growth and development of identified students through a referral system to meet with on-site counseling therapists.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
\$3554	Low Performing Block Grant

Strategy/Activity #4

Students to be Served by this Strategy/Activity

All students

Strategy/Activity

Implementation of school-wide framework, Leader in Me, to further develop leadership, culture, and academics for all students.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
\$9,000	Low Performing Student Block Grant

Strategy/Activity #5

Students to be Served by this Strategy/Activity

All students

Strategy/Activity

Due to SIP and Distance Learning, we are finding students are in need of social-emotional and mental health supports more than ever. We will use Nearpod for social-emotional learning and use our district provided counselor for referrals as well as outside community agencies for mental health referrals for families and students.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
\$0	District funded

Goal 6

Strategy/Activity

We will actively engage families and community members in supporting the implementation of CCSS instruction, and providing input to program decisions.

Identified Need

Parkview has low attendance at the school level, parent groups such as School Site Council, HABLA, African American Koffee Klatch, and SELAC meetings.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CA Healthy Kids' Annual Parent Survey	2020: 75% said yes they have attended a school or class event. 2020: 47% of parents strongly agree or agree that they feel welcome to participate at Parkview.	We will increase parent attendance at school and class events by 5% We will increase parent responses on the questions below from the CA Healthy Kids' Annual Parent Survey to Strongly Agree and Agree by 5% from the prior year.

	<p>28% of parents strongly agree or agree that school encourages them to be an active partner with the school in educating their child.</p> <p>2020: 50% of parents strongly agree or agree that the school keeps them well-informed about school activities</p>	<p>*Parents feel welcome to participate at the school</p> <p>* School encourages me to be an active partner with school in educating my child</p> <p>*Maintain and increase by 1% of parents to strongly agree or agree that the school keeps them well-informed about school activities.</p>
Attendance at Parent Meetings	<p>2019: Sign in sheets from Parent Meetings show less than 15% of parent attendance.</p>	We will increase parent attendance at the district meetings by 10%
Parent Email Subscriptions to ParentSquare	99% of families have correct email on file.	We will continue to maintain and increase parent subscriptions (ie email) to our school SIS system by 1% to reach 100% email subscription at Parkview.

Strategy/Activity #1

Students to be Served by this Strategy/Activity

All students, with a focus on students with disabilities and english learners.

Strategy/Activity

Inform families with all the dates and agendas for various parent meetings. Provide families with information in their primary language so they have access to the information for various parent meetings. Post all dates for parent meetings and school events on the school website, electronic marquee, school wide announcements, principal newsletters and weekly phone calls, text and emails to all families.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
\$0	District provided resources or free community resource

Strategy/Activity #2

Students to be Served by this Strategy/Activity

All students

Strategy/Activity

School secretary and principal will work closely to ensure that our student information system is current and clean. School secretary and principal will monitor the student information system weekly through data reports as well as data from weekly phone, email and text communications to families.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
\$0	District provided resources or free community resource

Strategy/Activity #3

Students to be Served by this Strategy/Activity

All students, with a focus on students with disabilities and english learners.

Strategy/Activity

Inform families with all the dates and agendas for various parent meetings, including information on child care for evening meetings. Provide families with information in their primary language so they have access to the information for various parent meetings.

- Home & School Club Parent Group (PSCA) Meetings
- Spanish Speaking Parent HABLA Meetings
- African American Koffee Klatch Meetings
- ELAC Meetings

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
\$550	LCFF

Strategy/Activity #4

Students to be Served by this Strategy/Activity

Due to Distance Learning all parent meetings are conducted virtually through Google Meets and increased family engagement activities are provided in a virtual format, including Parenting

Workshops and Yoga for Families. Student participation and engagement in distance learning is monitored and a tiered system is in place to re-engage students.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
\$0	District funded

Budget Summary

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$0
Total Federal Funds Provided to the School from the LEA for CSI	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$55,022

Other State, and Local Funds

State and local programs that the school has included in the schoolwide program.

State or Local Programs	Allocation (\$)
Low-Performing Student Block Grant	\$14,650
LCFF	\$40,372

Subtotal of state or local funds included for this school: \$55,022

Total of federal, state, and/or local funds for this school: \$55,022