

School Year: 2022-2023

School Plan for Student Achievement (SPSA) Parkview Elementary School

School Name	County-District-School (CDS) Code	School Site Council (SSC) Approval Date	Local Board Approval Date
Parkview Elementary School	43696256093066	May 31, 2022	June 16, 2022

Purpose and Description

This SPSA describes Parkview's Schoolwide Program.

Parkview provides a safe and inclusive TK-6 General education and categorical Autism SDC program where students participate in authentic and meaningful learning experiences. Through the core subject areas of math, language arts, science and social studies, students explore the world around them while developing the creative, communicative, collaborative, and critical thinking skills to prepare them for success in college, career, and citizenship. With a dynamic staff, dedicated families, and an involved community, Parkview is committed to a culture of equity, inclusivity, and academic excellence. 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.

The COVID-19 pandemic has created conditions at Parkview School that compelled us to stop, reflect and identify the impacts that a year-and-a-half of distance learning created for our school community. These impacts have influenced our parent and teacher community with a goal in 2021-22 to prioritize social emotional learning and academic growth. With regard to the top goal, actions or strategies, our community overwhelmingly wanted to keep or see counseling and supplementary curriculum resources. These and other community activities will be adapted to the current learning environment as we progress through the school year (e.g. virtual, in person, modified)

We work closely with educational partners 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.

Educational Partner Involvement

Parkview elicits educational partner input from the School Site Council, Staff, and parent groups as an on-going cycle. The administration shares data regularly at home & school club meetings, School Site Council Meetings, Staff Meetings, Leadership Meetings, and other parent meetings.

During Distance and Hybrid Learning in 2020-21, we continued to engage parent and family involvement. Parents participated in providing enrichment and SEL opportunities for students through asynchronous lessons. Parent meetings were held through zoom or google meetings. For the first part of this school year, we will continue to engage our community via virtual meetings in an effort to continue safety practices during the ongoing pandemic. School information is communicated via Facebook, Parent Square, and weekend newsletters.

Involvement Process for the SPSA and Annual Review and Update

Presentations to educational partners included:

School Site Council

English Learner Advisory Committee (ELAC)

Home & School Club (PSCA) Board

The School Site Council approved the SPSA on May 31, 2022

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. Additional needs have surfaced in response to the COVID pandemic as they relate to proficiency in meeting or exceeding all common core standards:

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

People: To support activities for students to engage in team building activities that promote safe, responsible and respectful behavior that promotes relationships across all grade levels (goal 5), to support certificated staff in providing targeted interventions for struggling readers not meeting measurable goals (goal 2).

Space: To support designated spaces for outdoor learning (goal 5), that inspires engagement, creativity, inclusion, and social emotional health (goal 3).

Funding: To support certificated and classified staff to be released regularly for classroom observations both on and off site (goal 1), staff development in equity and inclusion practices (goal 1), to support collaboration between Resource staff and General Education staff to provide greater access to General Education for Special Education students (goal 3) to support the goal of upgrading technology within the classroom (goal 4), to support ongoing workshops for family engagement in technology, child development, and mindfulness (goal 5, 6)

Time: To support certificated staff for professional development, collaboration, and curriculum development (goal 1)

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 instructional 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. These additional needs have surfaced in response to the COVID pandemic as they relate to proficiency in meeting or exceeding all common core standards, increased need for focus on Social Emotional Learning.

Resource Inequities (summarized from above):

Personnel to support certificated staff in providing targeted interventions for struggling readers not meeting measurable goals, funding for certificated and classified staff to be released regularly for classroom observations both on and off site, staff development in equity and inclusion practices.

Annual Measurable Outcomes

Metric	2020-2021 Baseline	2021-2022 Data	Desired Outcome for 2023-2024 Aligned to District LCAP Goals
SBAC Scores	N/A	Available August 2022	Annual Growth of 3% overall
CA Dashboard Academic Indicator	N/A	Status Available Fall 2022	Blue, Green or Increase of One Performance Level
Local ELA Benchmark Assessments (iReady Mid-Year)	40% on or above grade level	49% on or above grade level	Annual Growth of 3% overall
Local Math Benchmark Assessments	31% on or above grade level	43% on or above grade level	Annual Growth of 3% overall

(iReady Mid-Year)			
-------------------	--	--	--

Strategy/Activity #1

One common planning days for all teachers with a focus on collaborative planning and common assessments of district core curriculum with a focus on equity and inclusion.

Students to be Served by this Strategy/Activity

All Students (TK-6)

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
\$5,855	LCFF

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.

Students to be Served by this Strategy/Activity

All Students (TK-6)

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
\$5,495	LCFF

Strategy/Activity #3

Purchase licenses for DreamBox Learning as supplemental resource to support math with a focus on the achievement of EL student, Hispanic, African American, and students with disabilities.

Students to be Served by this Strategy/Activity

All Students (TK-6)

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)

\$5,000	LCFF
----------------	-------------

Strategy/Activity #4

Purchase supplemental resources and supplies to support whole class, small group or individual intervention to support student achievement.

Students to be Served by this Strategy/Activity

All Students (TK-6)

Proposed Expenditures for this Strategy/Activity

Amount(s) Source(s)

\$6,486	LCFF
----------------	-------------

Strategy/Activity #5

Funding to print supplemental resources determined by teachers as necessary to support whole class, small group or individual intervention to support student achievement.

Students to be Served by this Strategy/Activity

All Students (TK-6)

Proposed Expenditures for this Strategy/Activity

Amount(s) Source(s)

\$1,000	LCFF
----------------	-------------

Strategy/Activity #6

A Kinder pre-assessment day will be allotted to three Kindergarten teachers to assess incoming kindergarten students in order to balance kinder classes more effectively.

Students to be Served by this Strategy/Activity

All Students (TK-6)

Proposed Expenditures for this Strategy/Activity

Amount(s) Source(s)

\$1,664

LCFF

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

Students of color and socioeconomically disadvantaged students are achieving at or above grade level scores on the Local Benchmarks indicating a need to provide additional interventions and supports.

Resource Inequities (summarized from above):

Personnel to support certificated staff in providing targeted interventions for struggling readers not meeting measurable goals, funding to support ongoing workshops for family engagement in technology, child development, and mindfulness

Annual Measurable Outcomes

Metric	2020-2021 Baseline	2021-2022 Data	Desired Outcome for 2023-2024
English Learner Reclassification Rate	4%	6%	15-20% of English Learners Reclassified Annually
Long Term English Learner (LTEL) Rate	27%	18%	20% or Less of English Learners Identified as LTEL
Local ELA Benchmark Assessments for Student Groups (iReady Mid-Year)	<i>44% of Latino students scored at or above grade level</i> <i>33% of Black students scored at or above grade level</i> <i>34% of English learners scored at or above grade level</i>	<i>27% of Latino students scored at or above grade level</i> <i>28% of Black students scored at or above grade level</i> <i>28% of English learners scored at or above grade level</i>	Annual Growth of 5% for Listed Student Groups
Local Math Benchmark Assessments for Student Groups	<i>32% of Latino students scored at or above grade level</i> <i>27% of Black students scored at or above grade level</i>	<i>19% of Latino students scored at or above grade level</i> <i>12% of Black students scored at or above grade level</i>	Annual Growth of 5% for Listed Student Groups

(iReady Mid-Year)	<i>level</i> 32% of English learners scored at or above grade level	<i>level</i> 21% of English learners scored at or above grade level	
CA Dashboard Academic Indicator	N/A	Status Available Fall 2022	Blue, Green or Increase of One Performance Level for Listed Student Groups

Strategy/Activity #1

Collaborate with district TOSAs, when possible, to support teachers to integrate best practices for English Learners across content areas using strategies such as oral language practice and the use of realia and manipulatives.

Students to be Served by this Strategy/Activity

English Learners

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
\$0	Funding for this activity is accounted for and outlined in Goal 1 Activity 1 (Release time for planning)

Strategy/Activity #2

Teachers will use DreamBox Math to meet the needs of English Learners (EL)/low socioeconomic disadvantaged students/foster youth/students of color as they return back to a full in-person learning model after a year-and-a-half of distance or hybrid learning. To address learning needs or foundational skill gaps for English Learners (EL)/low socioeconomic disadvantaged students/foster youth/students of color, interventions will be provided for teachers with the goals of increasing student proficiency.

Students to be Served by this Strategy/Activity

English Learners (and all students K-8)

Proposed Expenditures for this Strategy/Activity

Amount(s)

Source(s)

\$0

Budgeted in Goal 1

Strategy/Activity #3

Before and after school and intersession academies provided to support students with academic interventions.

Students to be Served by this Strategy/Activity

English Learners (and all students K-8)

Proposed Expenditures for this Strategy/Activity

Amount(s)

Source(s)

\$0

Funded by Home and School Parent Group (PSCA) and Extended Learning Opportunities Grant (ELO)

Strategy/Activity #4

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)

\$1,638

LCFF

Strategy/Activity #5

Funding to cover the cost of one day of a roving sub to release teachers from classrooms on the formal evaluation year schedule. Formal evaluations are opportunities for teachers to participate in professional development to reflect and receive feedback to improve their instructional practices focused on equity and inclusion.

Proposed Expenditures for this Strategy/Activity

Amount(s)

Source(s)

\$234

LCFF

Goal 3

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

Identified Need

Oak Grove School District did not meet state LRE (Least Restrictive Environment) targets as only about one-quarter of its special education services are delivered in the regular classroom. By comparison, about half of specialized services are delivered at Students With Disabilities' (SWDs') regular schools but in separate classrooms. These latter services consist of part-day "pull-outs" from or supplements to regular classroom instruction (for students with less severe needs) as well as "special day" classes (for students who need more intensive accommodations). Students in special day classes typically spend most or all of their days in a specially designed instructional setting. The remaining one-quarter of special education services are provided at locations other than the regular school. For students with very severe disabilities, services sometimes are offered at separate settings, such as, specially certified nonpublic schools, or county facilities.

Parkview is home to the district's SDC program for students with Autism which supports students on the moderate to severe end of the Autism spectrum. It is Parkview's goal to ensure opportunities for inclusion are presented for all students.

Resource Inequities (summarized from above):

People and time to support activities for students to engage in team building activities that promote safe, responsible and respectful behavior that promotes relationships across all grade levels and to support designated spaces for outdoor learning that inspires engagement, creativity, inclusion, and social emotional health. Funding to support staff development in equity and inclusive practices and to support collaboration between Resource staff and General Education staff to provide greater access to General Education for Special Education students.

Annual Measurable Outcomes

Metric	2020-2021 Baseline	2021-2022 Data	Desired Outcome for 2023-2024
Local ELA Benchmark Assessments for Special Education	36% of Students with Disabilities Performed at or above grade level	12% of Students with Disabilities Performed at or above grade level	Annual Growth of 5% for Special Education Student Group

(iReady Mid-Year)			
Local Math Benchmark Assessments for Special Education (iReady Mid-Year)	<i>33% of Students with Disabilities Performed at or above grade level</i>	<i>12% of Students with Disabilities Performed at or above grade level</i>	Annual Growth of 5% for Special Education Student Group
CA Dashboard Academic Indicator	N/A	Status Available Fall 2022	Blue, Green or Increase of One Performance Level for Special Education Student Group
Inclusion Data of Students with Disabilities	53%	48%	<p>Students with Disabilities in General Education Settings for at least 80% of their day</p> <p>Students with Disabilities in Special Day Classes in General Education Settings for at least 40% of their day</p>

Strategy/Activity #1

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. There is much conversation about students who need tier 2 interventions and strategies. The goal is to provide early intervention.

Students to be Served by this Strategy/Activity

Students with Disabilities 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 activity
-----	--

Strategy/Activity #2

Provide all four SDC Teachers with one release/planning day to collaborate on strategies to support students with Autism, focusing on inclusive practices to increase % of time students are mainstreamed in the general education setting with the goal of meeting our LRE targets.

Students to be Served by this Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

Strategy/Activity #3

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.

Students to be Served by this Strategy/Activity

Students with Disabilities

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
\$1,500	LCFF

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

Aging technology in classrooms will be updated to support technological integration into daily instruction. Teachers receive training and tools as they become available so that ALL students have high-quality access to the use of technology not just as a consumer of content, but as a producer of content.

Resource Inequities (summarized from above):

Funding to support the goal of upgrading technology within the classroom

Annual Measurable Outcomes

Metric	2020-2021 Baseline	2021-2022 Data	Desired Outcome for 2022-2023
Annual Teacher and Student (Grades 3-8) Technology Survey	<p><i>Students in grade 3-8 who use technology weekly at school 2020-21: no data</i></p> <p><i>Students in grades 3-6 who use technology daily at school 2020-21: no data</i></p> <p><i>Teachers who report students use technology on a daily basis 2020-21: no data</i></p>	<p><i>Students in grade 3-8 who report using technology weekly at school 2021-22: 97%</i></p> <p><i>Students in grades 3-6 who report using technology daily at school 2021-22: 95%</i></p> <p><i>Teachers who report students use technology on a daily basis 2021-22: 63%</i></p>	<p><i>Students in grade 3-8 who report using technology weekly at school 2022-23: 100%</i></p> <p><i>Students in grades 3-6 who report using technology daily at school 2022-23: 90%</i></p> <p><i>Teachers who report students use technology on a daily basis 2022-23: 80%</i></p>
Student Access to Core Subject Areas Using 21st Century Skills	<p>No data% of students report using technology to work or collaborate with others.</p> <p>No data% of students report using technology to communicate with others.</p> <p>No data% of students report using technology to solve problems or help with their critical thinking in class.</p> <p>No data% of students report using technology to be creative.</p>	<p>67% of students report using technology to work or collaborate with others.</p> <p>52% of students report using technology to communicate with others.</p> <p>78% of students report using technology to solve problems or help with their critical thinking in class.</p> <p>70% of students report using technology to be creative.</p>	<p>90% of students report using technology to work or collaborate with others.</p> <p>60% of students report using technology to communicate with others.</p> <p>80% of students report using technology to solve problems or help with their critical thinking in class.</p> <p>80% of students report using technology to be creative.</p>

Strategy/Activity #1

Purchase technology equipment for classrooms, including an updated short throw projector and document camera in each classroom, including the resource specialist's room.

Students to be Served by this Strategy/Activity

All Students

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
\$11,000	LCFF

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.

Following safety guidelines to mitigate COVID-19 exposures resulted in an increased percentage of Chronic Absenteeism rates during 2021-2022 school year.

Resource Inequities (summarized from above):

People to support activities for students to engage in team building activities that promote safe, responsible and respectful behavior that promotes relationships across all grade levels, space to support designated spaces for outdoor learning that inspires engagement, creativity, inclusion, and social emotional health, funding to support ongoing workshops for family engagement in technology, child development, and mindfulness.

Annual Measurable Outcomes

Metric	2020-2021 Baseline	2021-2022 Data	Desired Outcome for 2022-2023
Attendance Annual Average	95.8%	89%	98%
Chronic Absenteeism	11.5%	49%	<i>The Chronic Absenteeism rate will be reduced to 15%.</i>
Suspension Rate	0%	1%	1%
Expulsion Rate	0%	0%	0 students
Student Safety Survey	<i>3rd-6th Grade, no data available</i>	<i>3rd-6th Grade, 86% feel safe at school</i>	<i>3rd-6th Grade, 86% feel safe at school</i>
Student Connectedness and Belonging	<i>3rd-6th Grade, no data available</i>	<i>3rd-6th Grade, 49% report they have a caring adult to connect with at school</i>	<i>3rd-6th Grade, 70% report they have a caring adult to connect with at school</i>

Strategy/Activity #1

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

Students to be Served by this Strategy/Activity

All Students

Proposed Expenditures for this Strategy/Activity

Amount(s)

Source(s)

\$500	LCFF
-------	------

\$0	Funding provided by home & school parent group (PSCA)
-----	---

Strategy/Activity #2

Monthly meetings with the School Leadership Team to discuss discipline data and next steps. One release/planning day for the Instructional Leadership Team to review instructional goals for the year and prepare to facilitate Professional Learning Communities.

Students to be Served by this Strategy/Activity

All Students

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
\$0	Budgeted in Goal 2

Strategy/Activity #3

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

Students to be Served by this Strategy/Activity

All Students

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
\$0	District provided resource and on-site intern counselor

Goal 6

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

Identified Need

Parkview will increase participation at parent groups such as School Site Council, HABLA, African American Koffee Klatch, and ELAC meetings.

Resource Inequities (summarized from above):

Space to support designated spaces for outdoor learning, that inspires engagement, creativity, inclusion, and social emotional health and funding to support ongoing workshops for family engagement in technology, child development, and mindfulness.

Annual Measurable Outcomes

Metric	2020-2021 Baseline	2021-2022 Data	Desired Outcome for 2022-2023
Attendance at School Parent Meetings	No data available	No data available	1% parent representation at parent meetings
Parent Engagement Events/Community Events	No data available	No data available	5% parent representation at community events
Parent Square Delivery and Post Data	100%	99%	100%

Strategy/Activity #1

Inform families of all 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, weekly family announcements, principal newsletters and social media.

Students to be Served by this Strategy/Activity

All Students

Proposed Expenditures for this Strategy/Activity

Amount(s)

Source(s)

\$0 site cost	District provided resource
---------------	----------------------------

Strategy/Activity #2

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.

Students to be Served by this Strategy/Activity

All Students

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
\$0 site cost	District provided resource

Strategy/Activity #3

Continue providing virtual access to parent meetings to accommodate parent schedules.

Students to be Served by this Strategy/Activity

All Students

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
\$0 site cost	District provided resource

Strategy/Activity 4

Three to four African American Koffee Klatch, ELAC, and HABLA meetings will be held sharing information and soliciting feedback and insights from families to improve the Parkview experience for all families.

Students to be Served by this Strategy/Activity

All Students

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
\$0 site cost	

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

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	\$40,372

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

State or Local Programs	Allocation (\$)
LCFF	\$40,372

Subtotal of state or local funds included for this school: \$ 40,372

Total of federal, state, and/or local funds for this school: \$ 40,372