

The School Plan for Student Achievement 2023-2024

School: PARKSIDE ELEMENTARY SCHOOL
District: SAN BERNARDINO CITY UNIFIED SCHOOL DISTRICT
County District School (CDS) Code: 36678766037071
Principal: Khaleelah Lewis-Wilkins
SSC Approval/Adopted Date: 4-14-2023

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (Con-App), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI TSI, or ATSI requirements, as applicable.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the School Site Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to plan that reflect changing needs and priorities, as applicable.

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

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The District Governing Board approved this revision of the SPSA on .

San Bernardino City Unified School District Framework for Excellence

ACADEMIC ACHIEVEMENT- We will strengthen the District’s teaching and learning culture by delivering targeted professional development for administrators, certificated, and classified staff in reading, mathematics and language development.

COLLEGE & CAREER SUCCESS- SBCUSD will build and align systems to promote college and career success across all high schools and link innovative industry sectors to K-12 signature STEAM Academies, CTE Pathways, and After-School Programs District-wide.

SOCIAL EMOTIONAL LEARNING (SEL) & WELLNESS- We will strengthen the District’s Social Emotional Learning (SEL) & Wellness culture to create enabling conditions that support the whole child’s engagement to foster a growth mindset.

FAMILY ENGAGEMENT- SBCUSD will enhance our Family & Community Engagement efforts to empower our families, schools and educational community and strengthen the home to school connection in order to improve academic achievement of all students.

HEALTH & SAFETY- We will strengthen operational and communication systems to provide a safer, healthier, and more welcoming educational learning environment for students and staff as we continue to navigate ongoing shifts in public health guidance and strive to increase the trust of families we serve.

Local Control and Accountability Plan (LCAP)**Goal 1**

Academic Achievement – Student academic performance, including English proficiency, will be at a “standards met or greater” level based on rigorous core content standards, resulting in a high school diploma. Emphasis will be placed on learning acceleration related to the COVID-19 pandemic, A-G coursework, STEAM (Science, Technology, Engineering, Arts, and Math), college and career pathways and vocational skills opportunities.

Goal 2

School Climate and Campus Environment-In order to support student academic achievement and engagement, all students will be educated in welcoming learning environments that are safe, well maintained, drug free, and conducive to learning. Emphasis will be placed on social-emotional learning and positive relationships to reduce suspension, expulsion, citation, and chronic absenteeism rates.

Goal 3

Student, Family, and Community Involvement and Support-SBCUSD will engage, educate, and involve students, families, caregivers, and the community as partners. Emphasis will be placed on enhancing academic achievement, careers, and social services through a network of resources, allies, and alliances.

LCAP Federal Addendum

TITLE I, PART A: Improving Basic Programs Operated by State and Local Educational Agencies

TITLE II, PART A: Supporting Effective Instruction

TITLE III, PART A: Language Instruction for English Learners and Immigrant Students

TITLE IV, PART A: Student Support and Academic Enrichment Grants

Purpose, Involvement, Resource Inequities

Purpose and Description

Briefly describe the purpose of this plan (Select from School-wide or Targeted Assistance Program. If also identified, select one of the following: Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Schoolwide Program

Additional Targeted Support and Improvement

Briefly describe the purpose of this plan:

The purpose of this plan is to identify the academic needs of all students at Parkside Elementary, and set goals to implement specific strategies and activities as part of our Title I School-Wide Program and Additional Targeted Support and Improvement (ATSI).

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Framework for Excellence, Local Control and Accountability Plan (LCAP) and LCAP Federal Addendum:

The School Plan for Student Achievement (SPSA) is a plan of action to improve student academic performance by coordinating all educational services and resources. The Local Control Funding Formula (LCFF) and the District's Title I LCAP Federal Addendum provides schools the flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning as well as supplement and support the educational program at each school site.

The SPSA documents the site's approach in maximizing the impact of federal and state funds to support all students, particularly the lowest-achieving students. The SPSA addresses all school-wide and community engagement requirements, and provides the framework of how the site plans to improve the entire educational program and improve academic achievement so all students are able to demonstrate proficiency on the State's academic standards.

The SPSA is aligned with (1) specific, articulated, academic goals, (2) makes full use of the instructional time with courses necessary to provide a well-rounded education, (3) a commitment to ongoing professional development and continuous improvement, (4) effective assessment methods to monitor the progress of students, (5) strategies to intervene at the earliest point if students are not making progress, and (6) parent involvement opportunities that encourage parent/family engagement.

Involvement Process for the SPSA and Annual Review and Update

Describe the planning process for this SPSA (CSI/TSI/ATSI) annual review and update. (Include who was involved, as well as when and how it took place.)

The 2023-2024 SPSA/ATSI development process has occurred in various forms throughout the school year. As a site, teachers and staff have participated in ongoing data analysis. The findings from the data analysis have assisted in determining the site's needs for the purpose of increasing student achievement. Along with data analysis, staff, and the School Site Council have implemented a continuous cycle of monitoring Title I and LCAP expenditures, found in the SPSA, as well as analyzed their effectiveness. Based on the ongoing data analysis and monitoring cycle, the staff, School Site Council, and parent/community stakeholders collaborated in updating the SPSA in order to close the achievement gap and best support the Title I/LCAP Program at the site.

Resource Inequities (Required for CSI/TSI/ATSI Schools Only)

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

District:

District resource and budget inequities do not exist because of the following:

- District allocates local, state, and federal Title I, Part A funds, on a per-pupil allocation basis.
- Williams requirements are met.
- Class sizes meet the requirements under California state law.
- Base staffing allotment, including certificated and classified, is determined on a per pupil allocation basis funded with state and local funds.
- Information provided in the School Accountability Report Card (SARC).

School:

ATSI Identified Student Groups:

African American (AA)-ELA, Math, Chronic Absenteeism

Homeless (HO)-Chronic Absenteeism

Students with Disabilities (SWD)-ELA, Math, Chronic Absenteeism

Hispanic (HI)- ELA, Math, Chronic Absenteeism

Low-Income (SED)-ELA, Math, Chronic Absenteeism

During our analysis of the CA Dashboard data, site formative assessments, student group data, staff data, and school resources we found the following:

In ELA and Math, the data shows that the AA, SWD, HI, and SED student groups are scoring below other student groups on the CAASPP. In the evaluation of this data, the site found that the root cause of this inequity is that 85% of teachers have not received professional development in improving instructional practices that meet learning targets and identifying priority standards. They are lacking in-depth training on UDL, Math, and CORE Reading strategies.

The Chronic Absenteeism data shows that the following student groups, AA, HO, SWD, HI, and SED, are chronically absent at a higher rate than other student groups. In the evaluation of this data, the site found the root cause of this inequity is that families of all of these student groups were keeping students at home more often due to COVID-19 symptoms, even if the student did not test positive for COVID-19. Additionally, families are displaying stress and anxiety about sending their students back to school. Families believe there is mixed communication between the state and local district on what to do with students who are sick and when to return to school.

Next Steps to address inequities through strategies/activities:

ELA (AA, SWD, HI, SED)

Currently, the site is addressing this inequity by the following:

Providing Professional Learning Communities (PLC) training with Elementary Instruction Program Specialists. CORE Reading Training for TK-2 teachers with Elementary Instruction Program Specialists and teachers will also attend professional development with a consultant. Writing professional development to learn how to write rubrics and complete calibration using contracted services, in-services, or conferences. (Object Code 5810/5850-Contracted Services, 5220 Inservice/Conferences, 4210-Other Books).

Providing teachers feedback on instructional practices after administrative walkthroughs.

The next steps for improvement will include teachers and support staff (Object Code 1190-Program Facilitator; Object Code 1140-Resident Guest Teachers; Object Code 2119-Student Interns; MTSS TOSA) providing students with the following skills:

Building students' decoding skills so they can read simple to complex words and build a bridge to reading comprehension (Object Code 5840-Computer Tech Fees).

Build students' writing skills so they can write comprehensively to meet the demands of the core assigned tasks.

Providing purposeful fluency-building activities to help students read effortlessly and build a bridge to reading comprehension.

Routinely use a set of comprehension-building practices to help students make sense of text incorporating the Science of Reading Strategies: Phonemic Awareness, Phonics, Vocabulary, Fluency, Oral Language, and Comprehension (WWC Tier 1 Strong).

- Build students' world and word knowledge so they can make sense of the text.
- Consistently provide students with opportunities to ask and answer questions to better understand the text they are reading (Object code 4210-Other Books).
- Teach students a routine for determining the gist of a text.
- Teach students to monitor their comprehension as they read (Object code 4310-AVID materials; 4210-Other Books).

Math (AA, SWD, HI, SED)

Currently, the site is addressing this inequity by the following:

Providing Math Professional Learning Communities (PLC) training with Elementary Instruction Program Specialists. Professional development support around building mathematical fluency with support from Elementary Instruction Program Specialists and Contracted Services. (Object Code 5810/5850-Contracted Services, 5220 Inservice/Conferences, 4210-Other Books)
Providing teachers feedback on instructional practices after administrative walkthroughs.

The next steps for improvement will include teachers and support staff (MTSS TOSA; Object Code 1140-Resident Guest Teachers; Object Code 2119-Student Interns) providing students with the following skills:

Build students' math skills so they can reason comprehensively to meet the demands of the core assigned tasks.

Providing purposeful math fluency-building activities to help students with math reasoning and build a bridge to math comprehension.

Provide math manipulatives to utilize during whole group, small group, and intensive intervention instruction (Object code 4310-Instructional Materials/Supplies).

Chronic Absenteeism (AA, HO, SWD, HI, SED):

Currently, the site is addressing this inequity by the following:

1. Utilize attendance reports to identify which students are chronically absent.
2. Analyze data to determine student meetings and home visits to determine the support needed.

The next steps for improvement will include:

Train the new attendance technician provided by the district on the district attendance reporting system to ensure information is entered accurately.

Utilize the Counselor and MTSS TOSA in reaching out to families to help determine student and family needs that the school or district can support them with. (Object Code 1230- Additional Duty).

Train parents on the importance of students attending school on a daily basis to improve student achievement, and social-emotional development (Object code 5880-Parent PD).

Evaluation of Goals

Directions: Utilize the following table to:

- Revisit your goals from current year's SPSA.
- Include the actual outcome and whether or not the goals were met

Goals

1. ELA

School-Wide

CAASPP: growth of more than 15 points on the Distance from Level 3

ATSI Identified Needs

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome	Actual Outcome
CAASPP ELA - CA Dashboard	2018-2019 46.4 points below standard	2021-2022 31.4 points below standard	2021-2022: 87.8 points below standard Goal Not Met
NWEA ELA	Winter 2022 Percentage on Track: K - 9.8% 1st - 9.2% 2nd - 19.4% 3rd - 13.8% 4th - 10.3% 5th - 10.4% 6th - 10.3%	Winter 2023 Percentage on Track: K - 14.8% 1st - 14.2% 2nd - 24.4% 3rd - 18.4% 4th - 15.3% 5th - 15.4% 6th - 15.3%	Winter 2022-2023 Percentage on Track: Schoolwide: 16.3% K: 16.0% 1st: 24.4% 2nd: 8.2% 3rd: 23.5% 4th: 19.1% 5th: 10.4% 6th: 10.9% Goal Partially Met

2. Math

School-Wide

CAASPP: growth of more than 15 points on the Distance from Level 3

ATSI Identified Needs

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome	Actual Outcome
CAASPP Math - CA Dashboard	2018-2019 76 points below standard	2021-2022 61 points below standard	2021-2022 100.3 points below standard Goal Not Met
NWEA Math	Winter 2022 Percentage on Track: K: 24.6% 1st: 4.7% 2nd: 10.3% 3rd: 6.1% 4th: 3.4% 5th: 10.4% 6th: 10.3%	Winter 2023 Percentage on Track: K: 29.6% First: 9.7% 2nd: 15.3% 3rd: 11.1% 4th: 8.4% 5th: 15.4% 6th: 15.3%	Winter 2022-2023 Percentage on Track: Schoolwide: 13.6% K: 24.0% 1st: 18.2% 2nd: 11.1% 3rd: 23.2% 4th: 7.2% 5th: 4.5% 6th: 7.5% Goal Partially Met

3. English Learners

ELPAC

English Learner Progress Indicator (ELPI) growth of 10% for English Learners Making Expected Growth

Reclassification

Increase reclassification rate of EL students by 7.9%

ELA

CAASPP: growth of more than 10 points on the Distance from Level 3

Math

CAASPP: growth of more than 10 points on the Distance from Level 3

ATSI Identified Needs

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome	Actual Outcome
ELPAC - CA Dashboard	2018-2019	2021-2022	2021-2022

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome	Actual Outcome
	32.8% Making progress toward English language proficiency	42.8% Making progress toward English language proficiency	71.8 % Making progress toward English language proficiency Goal Met
SBCUSD Site Data Dashboard Reclassification Rate	2021- 2022 2.1%	2022- 2023 10%	2021-2022 1% Goal Not Met
CAASPP ELA	2018-2019 60.7 points below standard	2018-2019 50.7 points below standard	2021-2022 108.4 points below standard Goal Not Met
CAASPP Math	2018-2019 82.4 points below standard	2021-2022 72.4 points below standard	2021-2022 126.7 points below standard Goal Not Met
NWEA ELA	Winter 2022 Percentage on Track: K: 0% First: 10% 2nd: 11.1% 3rd: 15.4% 4th: 5.9% 5th: 0% 6th: 0%	Winter 2023 Percentage on Track: K - 5% First - 15% 2nd - 16.1% 3rd - 20.4% 4th - 10.9% 5th - 5% 6th - 5%	Winter 2023 Percentage on Track: K - 0% 1st - 11.8% 2nd - 12.5% 3rd - 11.1% 4th - 6.7% 5th - 0% 6th - 0% Goal Not Met
NWEA Math	Winter 2022 Percentage on Track: K - 24.6% First - 4.7% 2nd - 10.3% 3rd - 6.1% 4th - 3.4% 5th -10.4% 6th - 10.3%	Winter 2023 Percentage on Track: K - 29.6% First - 9.7% 2nd - 15.3% 3rd - 11.1% 4th - 8.4% 5th - 15.4% 6th - 15.3%	Winter 2023 Percentage on Track: K - 0% 1st - 11.8% 2nd - 0% 3rd - 33.3% 4th - 13.3% 5th - 0% 6th - 6.3% Goal Partially Met

4. Chronic Absenteeism

School-Wide

Decrease of 2% in annual Chronic Absenteeism percentage, based on CA Dashboard

ATSI Identified Needs

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Metric/Indicator	Baseline/Actual Outcome	Expected Outcome	Actual Outcome
CA Dashboard	2018-2019 19.4% Chronically Absent	2021- 2022 17.4% Chronically Absent	2021- 2022 46.4% Chronically Absent Goal Not Met
SBCUSD Site Data Dashboard	50.2% Chronically Absent (As of March 2022)	30.2% Chronically Absent (March 2023)	38.6% Chronically Absent (February 2023) Goal Not Met

5. Suspension**School-Wide**

Reduce the percentage of suspended students by 1%.
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ATSI Identified Needs

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Metric/Indicator	Baseline/Actual Outcome	Expected Outcome	Actual Outcome
CA Dashboard	2018-2019 3.1% suspended at least once	2021-2022 2.1% suspended at least once	2021-2022 2% suspended at least once Goal Met
SBCUSD Site Data Dashboard	0.6 % suspended at least once (As of March 2022)	2% or less suspended at least once (March 2023)	1.5 % or less suspended at least once (February 2023) Goal Met

6. Parent-Family Engagement**School-Wide**

The site will host a minimum of 2 parent workshops during the 2022-2023 school year.
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Metric/Indicator	Baseline/Actual Outcome	Expected Outcome	Actual Outcome
Parent Workshops	2021-2022 0	2022-2023 2	2022-2023 2 as of (February 2023)

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome	Actual Outcome
			Goal Met
Sign-In Sheets from Parent Workshops	2021-2022 0	2022-2023 10	2022-2023 23 Goal Met
Panorama Survey Title I Parent-Family Engagement	2021-2022 60%	2022-2023 65%	2022-2023 68 % favorable responses Goal Met

7. Graduation Rate (High School)

School-Wide

ATSI Identified Needs

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome	Actual Outcome
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8. College Career (High School)

School-Wide

ATSI Identified Needs

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome	Actual Outcome
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2022-2023 Program Evaluation – LCAP, Title I and CSI and 2023-2024 Needs Assessment

The following needs assessment determines the supplemental needs of the school program and reflects the need for positions, programs, professional development, and parent engagement. The SPSA addresses the use of LCAP (419), Title I (501), and CSI (523) funds as a way to meet the identified needs, for increasing student achievement. The following data should be analyzed in completing the annual program evaluation: **California Dashboard** (ELA, Math, Suspensions, Chronic Absenteeism [K-8], Graduation Rate [HS], College Career [HS], Student Groups [EL, LI, FY, AA, ATSI], etc.), **ELPAC and English Learner Program** (ELPI, ELPAC Analysis, ELD Implementation Analysis, Reclassification and TELL Analysis), **District Assessments** (NWEA, Imagine Learning, STAR [if applicable], and IXL [grades 6-12]), and **Site-Based Data** (Site Dashboard: Suspensions, Chronic Absenteeism, site-based assessments, student grades [D-F report], learning center/tutoring, and specific software/program data).

Directions:

- Evaluate whether the Strategies/Activities were effective or ineffective and include site/district data analysis
- Determine site level needs and next steps for next year's SPSA LCAP, Title I, and CSI Program Strategies/Activities
 - The items in the Needs Assessment must align with **Section 2: LCAP, Title I, and CSI Action Plan**

Annual Program Evaluation – LCAP, Title I, and CSI			Needs Assessment
2022-2023 Planned Expenditure: Strategies /Activities	What is effective? (Include the data analysis used to determine effectiveness)	What has not been effective? (Include the data analysis used to determine ineffectiveness)	Next Steps? (Strategically continue, discontinue or modifications to the program)
PROGRAM FACILITATOR - 419/501 Low Income/Foster Youth/English Learner: 1. Coordinates all state and local testing (CAASPP, NAGLIERI, ELPAC, NWEA, STAR, etc.) 2. Provides supervision of students and reinforcement of PBIS 3. Supports purchasing of equipment, supplies, and supplemental materials, distributes curriculum materials, in order to ensure compliance. 4. Provides technology support, including trouble-shooting, maintenance of devices (upgrades, adding programs), etc. 5. Provide/facilitate professional development for teachers to implement our AVID Elementary School-Wide program. 6. Serve as the English Language Facilitator to monitor reclassification and Adequate Yearly Progress of ELs.	1. To date, Initial ELPAC has been administered to initial English Learners and the NWEA has been administered to 446 students for ELA and 444 students for Math. 2. Provided supervision of students on campus and attended 3 Climate and Culture Team (Tier PBIS) meetings prior to promotion. 3. Distributed 44 orders for curriculum and supplies and processed one purchase requisition for the site. 4. Provided technology support to staff and students daily on an as-needed basis, which was well-received by our educational partners. 5. Provided one professional development session to teachers on AVID implementation. 6. Between August and November, the Program Facilitator communicated with staff, parents, and students regarding the yearly progress of our English Language Learners. She also orchestrated the	Due to a promotion, this position has been vacant since November 2022. 7. Due to the promotion the Program Facilitator was unable to start a system of intervention for LTEL students. School-Wide: 1. The SPSA monitoring and development took place after the position was vacated in November. 3. The Program Facilitator worked to support ELAC, however, was unable to have parents elected to the council to support the implementation of ELAC meetings/support 8. Due to the promotion of the Program Facilitator, the position was unable to start a system of small group instruction focused on language development, writing, and vocabulary across the content areas using GLAD and SDAIE strategies.	The site has plans to hire a new Program Facilitator and strategically continue all strategies and activities in 2023-24.

<p>7. Focus on LTELs for intervention and small group instruction.</p> <p>School-Wide:</p> <ol style="list-style-type: none"> 1. Supports SPSA development, monitoring, and evaluation 2. Oversee and implement an RTI program for the lowest 5% of students; Monitor student data to track progress and facilitate data chats. 3. Coordinate and support SSC and ELAC, in order to encourage and support parent involvement and input 4. Coordinate and support Coffee with the Principal to keep families informed and build home-school communication. 5. Provide/ facilitate parent training on how to build parent skills and the ability to support their children at home. 6. Increase home-school communication, as well as training opportunities, as it pertains to the Title I Program and grade-level/state standards. 7. Provide PD for teachers, such as AVID and the school's foci. 8. Small group instruction focused on language development, writing, and vocabulary across the content areas using GLAD and SDAIE strategies. 	<p>development of EL portfolios for the beginning of the year</p> <p>School-Wide:</p> <ol style="list-style-type: none"> 2. The Program Facilitator implemented an RTI program for 20 students through the monitoring of NWEA Math and ELA data. Winter NWEA will be used to compare to the fall for tracking progress. 3. The Program Facilitator coordinated and facilitated 3 SSC meetings 4. The Program Facilitator assisted the principal with coordinating and assisting the principal with 1 Coffee with the Principal engagement. 5. The Program Facilitator helped facilitate 2 parent workshops on Literacy and Art. 6. The Program Facilitator provided and coordinated flyers, and communication for all parent workshops and all SSC meetings resulting in an increase in parent participation. 7. The Program Facilitator provided 1 professional development for teachers on AVID implementation. 		
<p>CERTIFICATED TEACHING (SUBS) - 501</p> <p>School-Wide:</p> <ol style="list-style-type: none"> 1. (Including Resident Substitutes) to provide release time for Instructional Rounds, site-level meetings, data meetings, district/ site training, in order for teachers to build their capacity in their school-wide focus. 2. To allow teachers to attend AVID, RIMS AVID Pathways, GLAD, SDAIE, and other professional development opportunities in order to 	<p>1-3.100 percent of teachers were provided with coverage:</p> <ol style="list-style-type: none"> 1. for Instructional Rounds, site-level meetings, data meetings, and district/ site training, in order for teachers to build their capacity in their school-wide focus. 2. to attend AVID, RIMS AVID Pathways, GLAD, SDAIE, and other professional development opportunities in order to increase their knowledge of various teaching strategies. 3. to plan and organize lessons in order to create enrichment and extended learning opportunities. 	<p>4. Although the intent was to have guest teachers provide small group instruction to students based on data and support the English Language development of EL students, the need for guest teachers was greater in the Professional Development area which led to not including small group instruction. Two district-provided guest teachers provided small group instruction for Math and ELA intervention.</p>	<p>Continue providing guest teachers for professional development, workshops, and grade-level collaboration, and use state funding to provide guest teachers with coverage for IEP meetings.</p> <p>Strategically plan to utilize guest teachers for intervention purposes.</p>

<p>increase their knowledge of various teaching strategies,</p> <p>3. To provide coverage for teachers to plan and organize lessons in order to create enrichment and extended learning opportunities.</p> <p>4. Provide small group instruction to students based on data. Support English Language development of ELL students by providing small group instruction.</p>			
<p>REC AIDES (8 Hours) - 419</p> <p>Low Income/Foster Youth/English Learner</p> <p>1. To support positive school culture and climate</p> <p>2. Maintain a safe and orderly environment through student supervision</p> <p>3. Reinforce PBIS, and single point of entry-closed campus</p> <p>4. To support parents by providing childcare support for parent workshops and training, etc.</p>	<p>1-3. Recreational aides (3) provide a positive school culture and climate, safe and orderly environment through student supervision, and reinforce PBIS expectations by location as well as a single point of the entry-closed campus, which has led to a decrease in suspensions at the site.</p>	<p>Due to the challenges on the soccer field, the site will explore the possibility of having a contracted service that strategically teaches sports fundamentals to students.</p> <p>4. Although childcare was not provided as support for parent workshops and training, we plan to strategically provide opportunities for families next school year.</p>	<p>Continue funding Rec Aides.</p> <p>Due to the challenges on the soccer field, the site will explore the possibility of having a contracted service that strategically teaches sports fundamentals to students.</p> <p>Provide childcare support for parent workshops and training, etc.</p>
<p>STUDENT INTERNS - 501</p> <p>School-Wide:</p> <p>1. Support students in small group instruction through push-in models in academics areas including but not limited to English Language Arts and Math, conduct diagnostic assessments, progress monitor, and utilize formative assessments to measure student achievement for students, and provide instruction that is determined by assessments and teacher input.</p> <p>2. Work with teacher to fully understand the gaps in the sequence of reading to ensure those gaps are addressed.</p>	<p>1-2. One student intern has been hired to help provide small group instruction through our Kindergarten push-in model in the academic areas of English Language Arts and Math. They have also helped conduct diagnostic assessments, progress monitor, and utilize formative assessments to measure student achievement for students to assist teachers.</p>	<p>Although the school has reached out to colleges and universities, due to personnel shortages and larger demands in SBCUSD, additional student interns were not approved until February.</p>	<p>Continue funding student interns.</p>

<p>OTHER BOOKS - 419</p> <p>School-Wide:</p> <p>1. Supplement the selection of classroom library books and school library to provide access to non-fiction, SEL, biographies, culturally relevant, primary language, and other books.</p> <p>CSI Plan:</p> <p>2. Professional Development books/ resources aligned to the site's professional development learning plan/foci</p> <p>3. Supplement the classroom libraries/ learning center with resources such as leveled readers, culturally relevant books, Phonics for Reading, thematic centers, etc. for intervention purposes</p>	<p>1 & 3. The site has purchased 3 professional development books for engaging and preparing staff to work with parents and be better responsive in working with students and families. We also purchased the SIPPS intervention program to be utilized in our small group intervention lab. We've graduated 15 students from the program.</p>	<p>2. Professional development books aren't here as of yet, thus it has delayed the professional development teachers are to receive. To date, there are 5 pending purchases out of budget 523.</p>	<p>Strategically purchase books as needed based on needs assessment and reduce the funding amounts for this strategy and activity.</p>
<p>INSTRUCTIONAL MATERIALS - 419/501</p> <p>Low Income/Foster Youth/English Learner and School-Wide:</p> <p>1. Instructional materials (such as, but not limited to: binders, dividers, agendas, pencils, pens, paper, spiral notebooks, highlighters, erasers, pencil pouches, pointers, etc)</p> <p>2. Materials for AVID</p> <p>3. Subscriptions to non-fiction material, such as Scholastic News</p> <p>4. Math tools, graphic organizers, charting tools, intervention materials, etc.</p> <p>CSI:</p> <p>5. Instructional materials to support intervention program such as, white boards, white board markers, white board erasers, reading trackers, etc.</p>	<p>1-4. The site has purchased instructional materials to support English Learners, literacy school-wide, and materials to support the needs of our Special Education students in social-emotional learning and sensory regulation.</p>	<p>5. Intervention materials for the CSI (523) program are pending purchase.</p>	<p>Strategically continue the purchase of instructional materials and supplies based on the needs of the students and intervention programs.</p>
<p>TECHNOLOGY & WARRANTY (501)</p> <p>School-Wide:</p> <p>1. iPads, tablets, Chromebooks, projectors, and other technology</p>	<p>The site has purchased laptops for interventions, replacement projectors for continued instruction, and continued with service warranties.</p>	<p>N/A</p>	<p>Strategically continue the purchase of educational equipment, technology, and warranties based on the needs of staff and students.</p>

<p>in order to provide highly engaged, differentiated instruction, as well as offer opportunities for research, enrichment, and computer-based skills, and independent project-based learning to include presentations and publications of student work.</p> <p>2. Provide a Computer station for the parent center/area where parents can access materials to support their child at home.</p> <p>3. Educational technology to support instruction and provide increased access to technology for students and staff in order to work toward 21st Century skills.</p> <p>4. District Extended Warranty at the time of purchase of all new technology purchased to ensure technology equipment is fully functional.</p>			
<p>INSERVICE/ CONFERENCES - 501</p> <p>School-Wide:</p> <p>1. Inservice and Business Expenses (including the costs for registration, travel, and incidentals) to attend conferences/training such as (but not limited to): AVID, AVID Path, iTeach, CAG, Differentiation, Get Your Teach On, ACSA, Autism conferences, and Behavior Intervention conferences, etc.</p> <p>2. Training such as (but not limited to): SDE virtual training, AVID virtual training, Math training, engagement training, SEL, technology, etc.</p>	<p>8 teachers have participated in AVID Summer Institute and through the AVID site team has supported the implementation of school-wide AVID site goals in instruction, culture, leadership and school-wide systems.</p> <p>3 teachers will be participating in YouCubed Summer Math conference paid for out of 523.</p>	N/A	<p>Strategically continue to support teacher and staff development through the attendance of conferences that support professional development and growth in academic core subjects, socio-emotional development, and other applicable areas based on site needs.</p>
<p>PRINTING - DISTRICT - 501</p> <p>School-Wide:</p> <p>1. Printing to provide supplemental instructional materials, AVID Agendas, AVID materials, parent training materials, and flyers.</p>	<p>Teachers are preparing printing materials to meet the need for school wide AVID continuity. Flyers for parent workshops have also been printed and distributed.</p>	N/A	<p>Strategically continue to use printing as a resource for the site to support the AVID program and marketed parent trainings.</p>
<p>COMPUTER TECH FEES, LICENSES - 501</p>	<p>To date, supplemental computer programs- Listenwise, ESGI, PBIS Rewards, Reading A-Z, and</p>	<p>Some staff who aren't digital natives, may need additional support to assist with</p>	<p>Strategically continue to support teacher and student academics</p>

<p>School-Wide:</p> <ol style="list-style-type: none"> 1. Supplemental computer programs, such as Reflex Math, DocHub, ClassroomScreen, Standards Plus, ESGI, Raz Kids, Spelling City, Reading A-Z, iXL, Headsprout, Read Naturally, ABC Mouse, etc., in order to provide highly engaged, differentiated instruction in a 21st-century classroom that offers opportunities for research, enrichment, and computer-based skills as well as independent project-based learning to include presentations and publications of student work. 	<p>Heidisongs have been purchased to support learning and interventions in the classrooms. The PBIS rewards program has provided implementation data since January after a soft launch with staff familiar with the program. Students are showing favorable SEL dispositions with 72.93 responding to feeling "ready" to learn while at school which will lead to a continued reduction in referrals and suspensions.</p>	<p>intervention using the CICO PBIS Rewards functions.</p>	<p>through the acquisition of educational computer programs that increase student achievement.</p>
<p>CONTRACTED SERVICES - 501</p> <p>School-Wide:</p> <ol style="list-style-type: none"> 1. Consultant to provide targeted professional development in the areas of ELA, Writing, AVID, ELD, and topics related to the site's plan/foci, such as Step Up to Writing, etc. 	<p>The site hired a writing consultant who provided targeted professional development in the areas of ELA and writing. 100% of the teachers have received the training and 80% are implementing the programs as the consultant continues to provide demo lessons and support.</p>	<p>Although the program has been effective, 1-on-1 coaching and support may positively impact the fidelity of the intervention writing process.</p>	<p>Continue funding contracted services.</p> <p>Teachers will continue the strategies learned with graduated assistance from the consultant.</p>
<p>ATTENDANCE CLERK - 419</p> <p>Low Income/Foster Youth/English Learner:</p> <ol style="list-style-type: none"> 1. Increase home-school connection by compiling attendance records, verifying absences through phone calls or home visits, registering students, and handling record transfers. 2. Provide community resources to ensure families help decrease chronic absenteeism. 3. Contact families regarding IEP appointments and documents. 4. Contact families regarding GATE, ELPAC, and other assessments. 5. Maintain records for foster youth students and contact the homeless/foster liaison, as needed, for additional support. 6. Work with the school counselor to identify students with attendance deficiencies. 7. Provide interpretation/translation (English and Spanish) when 	<p>N/A</p>	<p>N/A</p>	<p>Although attendance services will continue to be provided, the attendance position has now been funded through district-level funding and site-based funds will no longer support this position.</p>

necessary, such as school flyers or during parent/ teacher conferences.			
<p>CERTIFICATED (ADDITIONAL DUTY) - 419/501</p> <p>1130 Certificated Teachers (501):</p> <p>1. Additional duty to plan, collaborate, attend training outside of the contractual time, and/or provide tutoring services to students.</p> <p>1930 PROGRAM FACILITATOR - ADDL DUTY (419):</p> <p>2. Additional duty to support teachers, plan and coordinate supplemental programs, etc.</p> <p>3. Oversee extended learning opportunities such as intensive instruction and tutoring, in order to support school-wide intervention programs.</p> <p>4. Model/Provide coaching to teachers.</p>	1. To date, 14 teachers were provided the opportunity to participate in grade-level collaboration to support student achievement and plan for student intervention.	2-4. The program facilitator position was vacant and did not utilize any hours to support the professional development program.	The site plans to continue the use of additional duties to support student achievement.

List the New Strategies/Activities based on Site and District Level Data Analysis:

Needs Assessment	
New Planned Expenditure: Strategies /Activities not listed in the 22-23 SPSA	Site-Based and District Data (include data analyzed that helped you determine the new need)
Meeting Refreshments/Catering (419)	In order to meet our focused goal of 82% of supporting families in the area of efficacy and support on the Panorama Parent survey, our school plans to hold parent/staff professional development opportunities within and beyond the school day. This expenditure will allow families and staff to engage in the presentations fully.
Student Incentives (419)	To strengthen our Tier 1 PBIS supports, 86% of students in grades 3-6 indicated in their responses on the PBIS student survey that they would like to earn prizes for good behavior. This expenditure will help to support the recognition of student growth in attendance, academics and behavior.
Assemblies (419)	13.82% average of students scored proficient on CAASPP. This expenditure will allow more students to engage in educational assemblies that align with

	the instructional program to build student understanding and application of knowledge and ultimately increase proficiency on the state assessment. Assembly opportunities include (but are not limited to) mobile aquarium, mobile zoo, mobile dairy cow, BMX PBiS, drummers, Aztec dancers, etc.
Field Trip Transportation/Admissions (419)	13.82% average of students scored proficient on CAASPP. This expenditure will allow students to have opportunities to expand their learning beyond the classroom walls including museums, college campus tours, and other educational opportunities.

Goal 1 English Language Arts

School-Wide

(Create a school-wide CAASPP goal.)

CAASPP: Increase ELA distance from standard by 15 points.

ATSI Identified Needs

(ATSI schools must include state identified student groups.)

CA Dashboard

African American (AA): Increase ELA distance from standard by 15 points.

Hispanic (HI): Increase ELA distance from standard by 15 points.

Low-Income (SED): Increase ELA distance from standard by 15 points.

Students with Disabilities (SWD): Increase ELA distance from standard by 15 points.

Indicate State and Local Metrics to assess progress/monitor this goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP ELA - CA Dashboard Schoolwide AA HI SED SWD	2021-2022 Schoolwide: 87.8 points below standard AA: 121.4 points below standard HI: 85.3 points below standard SED: 88.9 points below standard SWD: 143.8 points below standard	2022-2023 Schoolwide: 72.8 points below standard AA: 106.4 points below standard HI: 70.3 points below standard SED: 73.9 points below standard SWD: 128.8 points below standard
NWEA	Winter 2022-2023 Percentage on Track Schoolwide: 16.3% K: 16.0% 1st: 24.4% 2nd: 8.2% 3rd: 23.5% 4th: 19.1% 5th: 10.4% 6th: 10.9%	Winter 2023-2024 Percentage on Track Schoolwide: 21.3% K: 21% 1st: 29.4% 2nd: 13.2% 3rd: 28.5% 4th: 24.1% 5th: 15.4% 6th: 15.9%
NWEA AA HI SED SWD	Winter 2022-2023 Percentage on Track AA: 19.2% HI: 15.8% SED: 15.8% SWD: 3.9%	Winter 2023-2024 Percentage on Track AA: 24.1% HI: 20.8% SED: 20.8% SWD: 8.9%

Goal 2 Mathematics

School-Wide

(Create a school-wide CAASPP goal.)

CAASPP: Increase Math distance from standard by 15 points.

ATSI Identified Needs

(ATSI schools must include state identified student groups.)

CA Dashboard

African American (AA): Increase Math distance from standard by 15 points.

Hispanic (HI): Increase Math distance from standard by 15 points.

Low-Income (SED): Increase Math distance from standard by 15 points.

Students with Disabilities (SWD): Increase Math distance from standard by 15 points.

Indicate State and Local Metrics to assess progress/monitor this goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP Math - CA Dashboard Schoolwide AA HI SED SWD	2021-2022 Schoolwide: 100.3 points below standard AA: 135.4 points below standard HI: 95.5 points below standard SED: 100.6 points below standard SWD: 164.4 points below standard	2022-2023 Schoolwide: 85.3 points below standard AA: 120.4 points below standard HI: 80.5 points below standard SED: 85.6 points below standard SWD: 149.4 points below standard
NWEA	Winter 2022-2023 Percentage on Track Schoolwide: 13.6% K: 24.0% 1st: 18.2% 2nd: 11.1% 3rd: 23.2% 4th: 7.2% 5th: 4.5% 6th: 7.5%	Winter 2023-2024 Percentage on Track Schoolwide: 18.6% K: 29.0% 1st: 23.2% 2nd: 16.1% 3rd: 28.2% 4th: 12.2% 5th: 9.5% 6th: 12.5%
NWEA AA HI SED SWD	Winter 2022-2023 Percentage on Track AA: 9.8% HI: 13.8% SED: 11.8% SWD: 5.2%	Winter 2023-2024 Percentage on Track AA: 14.8% HI: 18.8% SED: 16.8% SWD: 10.2%

Goal 3 English Learners

(ELPAC, Reclassification, ELA, Math and ATSI identified areas)

Note: All English Learner Goals are to be written into the Section 2 English Learner Plan

Goal 4 Chronic Absenteeism (K-12)

School-Wide

(Create a school-wide goal.)

Decrease of 2% in annual Chronic Absenteeism

ATSI Identified Needs

(ATSI schools must include state identified student groups.)

CA Dashboard

African American (AA): Decrease of 5% in annual Chronic Absenteeism.

Hispanic (HI): Decrease of 5% in annual Chronic Absenteeism.

Homeless (HO): Maintain the percentage of annual Chronic Absenteeism.

Low-Income (SED): Decrease of 5% in annual Chronic Absenteeism.

Students with Disabilities (SWD): Maintain the percentage of annual Chronic Absenteeism.

Indicate State and Local Metrics to assess progress/monitor this goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CA Dashboard Schoolwide AA HI HO SED SWD	2021-2022 Schoolwide: 46.4% chronically absent AA: 39% chronically absent HI: 46.3% chronically absent HO: 46.2% chronically absent SED: 47.7% chronically absent SWD: 44.9% chronically absent	2022-2023 Schoolwide: 44.4% chronically absent AA: 34% chronically absent HI: 41.3% chronically absent HO: 46.2% chronically absent SED: 42.7% chronically absent SWD: 44.9% chronically absent
SBCUSD Site Data Dashboard Schoolwide AA HI HO SED SWD	Chronically Absent as of February 2023 Schoolwide: 38.6% AA: 33.3% HI: 39.6% HO: 50% SED: 39.9% SWD: 50.6%	Chronically Absent as of February 2024 Schoolwide: 30.6% AA: 29.3% HI: 35.6% HO: 46% SED: 35.9% SWD: 46.6%

Goal 5 Suspension

School-Wide

(Create a school-wide goal.)

Maintain the percentage of suspended students by 2%.

ATSI Identified Needs

(ATSI schools must include state identified student groups.)

Indicate State and Local Metrics to assess progress/monitor this goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CA Dashboard	2021-2022 2% suspended at least once	2022-2023 2% suspended at least once
SBCUSD Site Data Dashboard	1.5% suspended at least once (As of February 2023)	1% or less suspended at least once (February 2024)

Goal 6 Parent-Family Engagement

School-Wide

The site will host a minimum of 2 parent workshops during the 2023-2024 school year.

Indicate Local Metrics to assess progress/monitor this goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Parent Workshops	2022-2023 2 Parent Workshops	2023-2024 2 Parent Workshops
Panorama Survey Title I Parent-Family Engagement	2022-2023 68% Favorable Response	2023-2024 68% Favorable Response

LCAP, Title I, and CSI Action Plan

The Action Plan includes LCAP Strategies/Activities that must principally support Low-Income, Foster Youth, and/or English Learner student groups. A description of how Low-Income, Foster Youth, and/or English Learner student groups are supported must be included in the Strategies/Activities column for items with LCAP 419 funding included in the plan. The Title I Schoolwide program is designed to support the lowest achieving students in the areas of ELA/Reading/Writing, Math and Science. The Title I Program includes providing services to at-risk groups such as Low-Income, English Learners, Foster Youth, African American, Hispanic/Latino, Students with Disabilities, Two or More Races, and other student groups. CSI is also a Schoolwide program.

Directions:

- Select the object code and complete the Strategies/Activities based on the Needs Assessment
- Align the strategies/activities with the goals
- Input the cost of the planned expenditures
- Ensure the total cost of strategies equals the total allocation for each column

Notes:

- All purchase requisitions are subject to thorough examination for SPSA alignment and allowability, prior to approval ([Categorical Programs Handbook](#))
- [FAQs](#)

Planned Expenditures Object Code	Strategies/Activities	Goal Alignment	LCAP 419 Cost	Title I 501 Cost	CSI 523 Cost
1910/1190 Program Facilitator - Reg	1910/1190 PROGRAM FACILITATOR - 419/501 Low-Income: 1. Coordinates all state and local testing (CAASPP, NAGLERI, ELPAC, NWEA, STAR, etc.). 2. Provides supervision of students and reinforcement of PBIS. 3. Supports purchasing of equipment, supplies, and supplemental materials, distributes curriculum materials, in order to ensure compliance.	Goal 1 English Language Arts Goal 2 Mathematics Goal 3 English Learners Goal 5 Suspension Goal 6 Parent-Family Engagement	\$ 116,806 Low-Income	\$12,979	\$

	<p>4. Provides technology support, including trouble-shooting, maintenance of devices (upgrades, adding programs), etc.</p> <p>5. Provide/facilitate professional development for teachers to implement our AVID Elementary School-Wide program.</p> <p>6. Serve as the English Language Facilitator to monitor reclassification and Adequate Yearly Progress of ELs.</p> <p>7. Focus on LTELs for intervention and small group instruction.</p> <p>School-Wide:</p> <p>8. Supports SPSA development, monitoring, and evaluation.</p> <p>9. Support the RTI Program, including, but not limited to small group instruction. Monitor student data for progress and facilitate data chats.</p> <p>10. Coordinate and support SSC and ELAC, in order to encourage and support parent involvement and input.</p> <p>11. Coordinate and support Coffee with the Principal to keep families informed and build home-school communication.</p> <p>12. Provide/facilitate parent training on how to build parent skills and the ability to support their children at home.</p>				
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	<p>13. In collaboration with the Parent Volunteer Worker, increase home-school communication, as well as training opportunities, as it pertains to the Title I Program and grade-level/state standards.</p> <p>14. Provide PD for teachers, such as AVID and the school's foci.</p>				
1140 Certificated Teaching - Sub	<p>1140 CERTIFICATED TEACHING (SUBS) - 419/501 (Including Resident Substitutes)</p> <p>Low-Income and Schoolwide:</p> <p>1. Provide release time for professional development activities including items such as but not limited to: inservice/conference, Instructional Rounds, site-level meetings, data meetings, district/site training, in order for teachers to build their capacity in their schoolwide focus.</p> <p>2. Provide small group instruction as identified by student data and administration.</p>	<p>Goal 1 English Language Arts</p> <p>Goal 2 Mathematics</p>	<p>\$ 7,000</p> <p>Low-Income</p>	\$75,000	\$
2118 Rec Aide Regular	<p>2118 REC AIDES (8 Hours) - 419</p> <p>Low-Income:</p> <p>1. To support positive school culture and climate to maintain a safe and orderly environment through student</p>	Goal 5 Suspension	<p>\$ 25,882</p> <p>Low-Income</p>	\$	\$

	supervision and reinforce PBIS skills.				
2119 Student Intern (college intern)	<p>2119 STUDENT INTERNS - 501</p> <p>Schoolwide:</p> <p>1. Support students in small group instruction in academic areas including but not limited to English Language Arts and Math, conduct diagnostic assessments, progress monitor, and utilize formative assessments to measure student achievement for students, and provide instruction that is determined by assessments and teacher input.</p>	<p>Goal 1 English Language Arts</p> <p>Goal 2 Mathematics</p>	\$	\$36,000	\$
4210 Other Books	<p>4210 OTHER BOOKS - 419</p> <p>English Learner and Low-Income:</p> <p>1. Supplement the selection of classroom library books and school library to provide access to non-fiction, SEL, biographies, culturally relevant, primary language, and other books.</p> <p>2. Provide Professional Development books to support teacher learning.</p>	<p>Goal 1 English Language Arts</p> <p>Goal 2 Mathematics</p> <p>Goal 3 English Learners</p>	<p>\$ 1,000</p> <p>English Learner</p> <p>Low-Income</p>	\$	\$
4310 Instructional Materials/Supplies	4310 INSTRUCTIONAL MATERIALS - 419/501	<p>Goal 1 English Language Arts</p> <p>Goal 2 Mathematics</p>	<p>\$ 10,693</p> <p>English Learner</p> <p>Foster Youth</p>	\$22,253	\$

	<p>English Learner/Foster Youth/Low-Income and Schoolwide:</p> <p>1. Instructional materials such as, but not limited to: binders, dividers, agendas, pencils, pens, paper, spiral notebooks, highlighters, erasers, pencil pouches, pointers, etc.</p> <p>2. Materials for AVID such as but not limited to binders, dividers, highlighters, etc.</p> <p>3. Math tools, graphic organizers, charting tools, intervention materials, etc.</p> <p>4. Purchase of intervention materials such as but not limited to SIPPS, English 3D, etc.</p>	Goal 3 English Learners	Low-Income		
4340/4410/4440/4450/5841-Computer Equipment/Accessories/Warranty	<p>4340/4410/4440/4450/5841 TECHNOLOGY & WARRANTY - 419</p> <p>Low-Income:</p> <p>1. Provide instructional technology to support instruction including but not limited to: iPads, tablets, Chromebooks, projectors, toner, etc., including warranty.</p>	<p>Goal 1 English Language Arts</p> <p>Goal 2 Mathematics</p>	<p>\$ 15,400</p> <p>Low-Income</p>	\$	\$
5880 Student Incentives/Other Services/Fees/Parent Inservice	<p>5880 STUDENT INCENTIVES - 419</p> <p>Low-Income:</p> <p>1. Provide incentives to support student achievement</p>	<p>Goal 1 English Language Arts</p> <p>Goal 2 Mathematics</p> <p>Goal 3 English Learners</p>	<p>\$ 3,000</p> <p>Low-Income</p>	\$	\$

	such as but not limited to: medals, certificates, ribbons, pencils, trophies, PBIS store, etc.	Goal 4 Chronic Absenteeism (K-12) Goal 5 Suspension			
5220 Inservice/Conference	5220 INSERVICE/ CONFERENCES - 419/501 Low-Income and Schoolwide: 1. Inservice and Business Expenses (including the costs for registration, travel, and incidentals) to attend conferences/trainings such as but not limited to AVID, AVID Path, Math, PLC, ACSA, etc.	Goal 1 English Language Arts Goal 2 Mathematics	\$ 1,500 Low-Income	\$17,000	\$
5713 Printing - District	5713 PRINTING - DISTRICT - 419/501 Low-Income and Schoolwide: 1. Printing to provide supplemental instructional materials, AVID Agendas, AVID materials, parent training materials, and flyers.	Goal 1 English Language Arts Goal 2 Mathematics Goal 6 Parent-Family Engagement	\$ 1,000 Low-Income	\$5,000	\$
5840 Computer Tech Fees, Software Licenses, Svcs	5840 COMPUTER TECH FEES, LICENSES - 419/501 English Learner/Low-Income and Schoolwide: 1. Purchase educational licenses, such as but not limited to Heidi Songs, ESGI, Listenwise, etc.	Goal 1 English Language Arts Goal 2 Mathematics Goal 3 English Learners	\$ 2,000 English Learner Low-Income	\$10,000	\$
4330/5752 Meeting Refreshments/Catering	4330/5752 MEETING REFRESHMENTS/CATERING - 419	Goal 6 Parent-Family Engagement	\$ 2,500 Low-Income	\$	\$

	<p>Low-Income:</p> <p>1. Purchase light refreshments for parent advisory groups, parent workshops, and parent activities.</p>				
5851 Assemblies/Non-Classified Experts	<p>5851 ASSEMBLIES - 419</p> <p>Low-Income:</p> <p>1. Provide assemblies to support academic instruction and make-real world connections to Common Core standards.</p>	<p>Goal 1 English Language Arts</p> <p>Goal 2 Mathematics</p>	<p>\$ 6,000</p> <p>Low-Income</p>	\$	\$
1130/1230/1930-Additional Duty Certificated Teacher/Counselor/PF/Other Certificated Staff	<p>1130/1930 CERTIFICATED ADDITIONAL DUTY - 419/501</p> <p>Low-Income:</p> <p>1130 Certificated Teachers (419 NTE \$1,500)</p> <p>1. Additional duty for professional learning to plan, collaborate, and attend training outside of contractual time.</p> <p>Schoolwide:</p> <p>1930 Program Facilitator (501 NTE \$300):</p> <p>2. Additional duty to support families during parent-family engagement, such as parent workshops, parent advisory groups, etc.</p>	<p>Goal 1 English Language Arts</p> <p>Goal 2 Mathematics</p> <p>Goal 6 Parent-Family Engagement</p>	<p>\$ 1,500</p> <p>Low-Income</p>	\$300	\$
5712/5886 Field Trips Transportation/Admissions	<p>5712/5886 FIELD TRIP TRANSPORTATION/ADMISSIONS - 419</p>	<p>Goal 1 English Language Arts</p> <p>Goal 2 Mathematics</p>	<p>\$ 4,000</p> <p>Low-Income</p>	\$	\$

	Transportation: NTE \$3,000 Admissions: NTE \$1,000 Low-Income: 1. Provide field trips and transportation to support academic instruction and make real world connections to Common Core standards.				
5810/5850 Contracted Services/Independent Contractor/Consultant	5810/5850 CONTRACTED SERVICES - 501 School-Wide: 1. Consultant to provide targeted professional development in the areas of ELA, Writing, AVID, ELD, and topics related to the site's plan/foci, such as Step Up to Writing, etc.	Goal 1 English Language Arts Goal 2 Mathematics Goal 3 English Learners	\$	\$10,000	\$
3000-3999 Employee Benefits	3000-3999 EMPLOYEE BENEFITS - 419/501		\$ 57,835	\$25,138	\$
Total Costs			\$ 256,116	\$ 213,670	\$
Total Allocation			\$ 256,116.36	\$ 213,670.37	\$

Possible Future Expenditures: LCAP, Title I, and CSI

Possible adjustments and funds from vacant positions will be liquidated and allocated to the actions and services below.

Directions:

- Select the object code and complete the Strategies/Activities based on the Needs Assessment
- Align the strategies/activities with the goals
- Input the estimated cost

Note: Not to exceed the tentative allocation amount

Planned Expenditure Object Code	Strategies/Activities	Goal Alignment	LCAP 419 Cost	Title I 501 Cost	CSI 523 Cost
1130/1230/1930-Additional Duty Certificated Teacher/Counselor/PF/Other Certificated Staff	<p>1130/1930 CERTIFICATED ADDITIONAL DUTY - 419/501</p> <p>Low-Income: 1130 Certificated Teachers (419): 1. Additional duty for professional learning to plan, collaborate, and attend training outside of contractual time.</p> <p>Schoolwide: 1930 Program Facilitator (501): 2. Additional duty to support families during parent-family engagement, such as workshops, parent advisory groups, etc.</p>	<p>Goal 1 English Language Arts</p> <p>Goal 2 Mathematics</p> <p>Goal 6 Parent-Family Engagement</p>	<p>\$10,000</p> <p>Low-Income</p>	\$10,000	\$

1140 Certificated Teaching - Sub	<p>1140 CERTIFICATED TEACHING (SUBS) - 419/501 (Including Resident Substitutes)</p> <p>Low-Income and Schoolwide: 1. Provide release time for professional development activities including items such as but not limited to: inservice/conference, Instructional Rounds, site-level meetings, data meetings, and district/site training, in order for teachers to build their capacity in their schoolwide focus.</p> <p>2. Provide small group instruction as identified by student data and administration.</p>	<p>Goal 1 English Language Arts</p> <p>Goal 2 Mathematics</p>	<p>\$15,000</p> <p>Low-Income</p>	\$20,000	\$
2130 Addl Duty-Instructional Aides/Assts/EaIII/Rec Aides	<p>2130 ADDITIONAL DUTY REC AIDES - 419</p> <p>Low-Income: 1. To support parents by providing childcare support for parent workshops and training, etc.</p>	Goal 6 Parent-Family Engagement	<p>\$10,000</p> <p>Low-Income</p>	\$	\$

4210 Other Books	<p>4210 OTHER BOOKS - 419/501</p> <p>English Learner/Low-Income and Schoolwide:</p> <p>1. Supplement the selection of classroom library books and school library to provide access to non-fiction, SEL, biographies, culturally relevant, primary language, and other books.</p> <p>2. Provide Professional Development books to support teacher learning.</p>	<p>Goal 1 English Language Arts</p> <p>Goal 2 Mathematics</p> <p>Goal 3 English Learners</p>	<p>\$15,000</p> <p>English Learner</p> <p>Low-Income</p>	\$5,000	\$
4310 Instructional Materials/Supplies	<p>4310 INSTRUCTIONAL MATERIALS/SUPPLIES - 419/501</p> <p>English Learner/Low-Income and Schoolwide:</p> <p>1. Instructional materials such as, but not limited to: binders, dividers, agendas, pencils, pens, paper, spiral notebooks, highlighters, erasers, pencil pouches, pointers, etc.</p> <p>2. Materials for AVID such as but not limited to binders, dividers, highlighters, etc.</p> <p>3. Math tools, graphic organizers, charting tools, intervention materials, etc.</p> <p>4. Purchase of intervention materials such as but not limited to: SIPPS, English 3D, etc.</p>	<p>Goal 1 English Language Arts</p> <p>Goal 2 Mathematics</p> <p>Goal 3 English Learners</p>	<p>\$15,000</p> <p>English Learner</p> <p>Low-Income</p>	\$15,000	\$
4330/5752 Meeting Refreshments/Catering	<p>4330/5752 MEETING REFRESHMENTS/CATERING - 419/501</p> <p>Low-Income and Schoolwide:</p> <p>1. Purchase light refreshments for parent advisory groups, parent workshops, and parent activities.</p>	<p>Goal 6 Parent-Family Engagement</p>	<p>\$2,500</p> <p>Low-Income</p>	\$2,500	\$

4340/4410/4440/4450/5841 -Computer Equipment/Accessories/Warranty	4340/4410/4440/4450/ 5841 TECHNOLOGY & WARRANTY - 419/501 Low-Income and Schoolwide: 1. Provide instructional technology to support instruction including but not limited to: iPads, tablets, Chromebooks, projectors, toner, etc., including warranty.	Goal 1 English Language Arts Goal 2 Mathematics	\$15,000 Low-Income	\$30,000	\$
4390 Other Materials	4390 OTHER MATERIALS - 419 Low-Income: 1. Purchase other materials for inside of classrooms that are not for instructional purposes.	Goal 1 English Language Arts Goal 2 Mathematics	\$15,000 Low-Income	\$	\$
5712/5886 Field Trip Transportation/Admissions	5712/5886 FIELD TRIP TRANSPORTATION/ ADMISSIONS - 419/501 Transportation: NTE \$12,000 Admissions: NTE \$3,000 Low-Income and Schoolwide: 1. Provide field trips and transportation to support academic instruction and make real world connections to Common Core standards.	Goal 1 English Language Arts Goal 2 Mathematics	\$15,000 Low-Income	\$15,000	\$
5713 Printing - District	5713 PRINTING - DISTRICT - 419/501 Low-Income and Schoolwide: 1. Printing to provide supplemental instructional materials, AVID Agendas, AVID materials, parent training materials, and flyers.	Goal 1 English Language Arts Goal 2 Mathematics	\$5,000 Low-Income	\$5,000	\$

5810/5850 Contracted Services/Independent Contractor/Consultant	5810/5850 CONTRACTED SERVICES - 419/501 Low-Income and Schoolwide: 1. Consultant to provide targeted professional development in the areas of ELA, Writing, AVID, ELD, and topics related to the site's plan/foci, such as Step Up to Writing, etc.	Goal 1 English Language Arts Goal 2 Mathematics	\$30,000 Low-Income	\$30,000	\$
5840 Computer Tech Fees, Software Licenses, Svcs	5840 COMPUTER TECH FEES, LICENSES - 419/501 English Learner/Low-Income and Schoolwide: 1. Purchase educational licenses, such as but not limited to Heidi Songs, ESGI, Listenwise, etc.	Goal 1 English Language Arts Goal 2 Mathematics Goal 3 English Learners	\$15,000 English Learner Low-Income	\$25,000	\$
5851 Assemblies/Non-Classified Experts	5851 ASSEMBLIES - 419/501 Low-Income and Schoolwide: 1. Provide assemblies to support academic instruction and make real world connections to Common Core standards.	Goal 1 English Language Arts Goal 2 Mathematics	\$20,000 Low-Income	\$20,000	\$
5880 Student Incentives/Other Services/Fees/Parent Inservice	5880 STUDENT INCENTIVES - 419/501 English Learner/Low-Income and Schoolwide: 1. Provide incentives to support student achievement such as but not limited to: medals, certificates, ribbons, pencils, trophies, PBIS store, school shirts, school bags, etc.	Goal 1 English Language Arts Goal 2 Mathematics Goal 3 English Learners Goal 4 Chronic Absenteeism (K-12) Goal 5 Suspension	\$15,000 English Learner Low-Income	\$5,000	\$

2430 Clk/Techn Specldz - Addl Duty (Curr Matl)/ Clerk/Bil Clerk - Addl Duty	2430 ADDITIONAL DUTY CLERK - 419 Low-Income: 1. To support families and students with Tier 2 attendance interventions and parent-family engagement.	Goal 6 Parent-Family Engagement	\$5,000 Low-Income	\$	\$
Total:			\$202,500	\$182,500	\$

English Learner Plan

PARKSIDE ELEMENTARY SCHOOL

2023-2024

PROGRAM(S) AT THIS SITE	
X	Structured English Immersion
	Dual Immersion
	Maintenance Bilingual
	Transitional Bilingual
	Trilingual

GOALS	
ELPAC Increase the percentage of English Learner students making progress toward English proficiency by 10% moving from 71.8% to 81.8%, as measured by the 2022 ELPAC assessment.	RECLASSIFICATION Increase the percentage of English Learner students being reclassified by 9%, moving from 1% to 10%.
ELA Increase CAASPP ELA distance from standard by 10 points moving from 108.4 distance from standard to 98.4 distance from standard, as measured by the CA Dashboard.	MATH Increase CAASPP Math distance from standard by 10 points moving from 126.7 distance from standard to 116.7 distance from standard, as measured by the CA Dashboard.
ATTENDANCE Increase the ADA percentage of English Learners by 2% moving from 90.0% to 92.0%.	CCI Increase the percentage of English Learners designated as prepared by % moving from % to %.
HIGH SCHOOL GRADUATION Increase the percentage of English Learners graduating from high school by % moving from % to %.	A-G Increase the A-G Completion percentage of English Learners by % moving from % to %.

STRATEGIES/ACTIVITIES TO SUPPORT EL PROGRESS			
	LCAP 419 EL Strategies/Activities	Title I 501 EL Strategies/Activities	CSI 523 EL Strategies/Activities (if applicable)
Student Achievement	1. Program Facilitator will monitor reclassification and monitor EL progress. 2. Program Facilitator will provide small group instruction in ELA and ELD for LTELs and small group instruction for ELs. Monitor student data for progress and facilitate data chats. 3. Other books to supplement the selection of classroom library books and school library to provide access	1. Certificated substitutes will provide small group instruction as identified by student data and administration. 2. Student Interns will support students in small group instruction in academic areas including but not limited to English Language Arts and ELD. 3. Purchase of supplemental intervention materials such as but not limited to SIPPS and English 3D for language development.	

	to non-fiction, leveled readers, and primary language books.		
Parent Engagement	<p>1. Program Facilitator will coordinate and support Coffee with the Principal to keep families informed and build home-school communication.</p> <p>2. Printing to provide parent training materials and flyers.</p>	<p>1. Program Facilitator will facilitate ELAC.</p> <p>2. Program Facilitator will provide/facilitate parent training on how to build parent skills and the ability to support their children at home.</p> <p>3. Program Facilitator, in collaboration with the Parent Volunteer Worker, increase home-school communication, as well as training opportunities, as it pertains to the Title I Program and grade-level/state standards.</p> <p>4. Printing to provide parent training materials and flyers.</p>	
Professional Development	<p>1. Other books to provide Professional Development books to support teacher learning.</p>	<p>1. Certificated substitutes will provide release time for professional development activities including items such as data meetings and district/site training, in order for teachers to build their capacity for instruction.</p> <p>2. Consultant to provide targeted professional development in the areas of ELA, Writing, and ELD.</p>	

English Learner Monitoring:

tinyurl.com/ELM

Master Plan for English Learners:

tinyurl.com/MasterPlan

PLAN DE ESTUDIANTES APRENDICES DE INGLÉS
PARKSIDE ELEMENTARY SCHOOL
2023-2024

PROGRAM(S) AT THIS SITE	
X	Inmersión estructurada en inglés
	Inmersión dual
	Mantenimiento bilingüe
	Bilingüe de transición
	Trilingüe

OBJETIVOS	
ELPAC Aumentar el porcentaje de aprendices de inglés que están progresando hacia el dominio del inglés en un 10% pasando de 71.8% a 81.8%, conforme a las evaluaciones ELPAC de 2022.	RECLASIFICACIÓN Aumentar el porcentaje de aprendices de inglés reclasificados en un 9%, pasando del 1% al 10%.
ELA Aumentar la distancia de CAASPP ELA del estándar por 10 puntos moviéndose de 108.4 puntos de distancia del estándar a 98.4 puntos de distancia del estándar, como es medido por el Tablero de información escolar de CA.	MATEMÁTICAS Aumentar la distancia del estándar en Matemáticas CAASPP en 10 puntos pasando de 126.7 distancia del estándar a 116.7 distancia del estándar, como es medido por el Tablero de información escolar de CA.
ASISTENCIA Aumentar el porcentaje ADA de aprendices de inglés en un 2% pasando del 90.0% al 92.0%.	CCI Aumentar el porcentaje de aprendices de inglés designados como preparados en un % pasando de % al %.
GRADUACIÓN DE LA ESCUELA PREPARATORIA Aumentar el porcentaje de aprendices de inglés que se gradúan de la preparatoria en un% pasando de % a %.	A-G Aumentar el porcentaje de finalización de materias A-G para los aprendices de inglés en un % pasando de % a %.

ESTRATEGIAS/ACTIVIDADES PARA APOYAR EL PROGRESO DE LOS APRENDICES DE INGLÉS (EL)			
	LCAP 419 Estrategias y Actividades EL	Title I 501 Estrategias y Actividades EL	CSI 523 Estrategias y Actividades EL (si es aplicable)
Rendimiento Estudiantil	1. El coordinador de programas va monitorear la reclasificación y el progreso EL. 2. El coordinador de programas va proporcionar instrucción en grupos pequeños en ELA y ELD para los grupos pequeños de los EL. Monitorearán los datos para	1. Sustitutos certificados proporcionarán instrucción a grupos pequeños identificados por los datos estudiantiles y la administración 2. Estudiantes en práctica van brindar apoyo a los alumnos en grupos pequeños de instrucción en áreas académicas incluidos, pero	

	<p>medir el progreso de los alumnos y facilitarán las charlas de datos.</p> <p>3. Otros libros para suplementar la selección de los libros en las bibliotecas del salón y de la escuela para proporcionar acceso a libros de no ficción, literatura por niveles y libros de lengua materna.</p>	<p>no limitados a artes del lenguaje en inglés y ELD.</p> <p>3. Compras de materiales de intervención suplementales tales como pero no limitados a SIPPS y English 3D para el desarrollo del idioma.</p>	
Participación de los padres	<p>1.El coordinador de programas va coordinar y apoyar el Café con el Director para mantener a las familias informadas y crear comunicación entre casa-escuela.</p> <p>2. Impresiones para proporcionar materiales y folletos de formaciones para padres.</p>	<p>1. El coordinador de programas va facilitar ELAC</p> <p>2. El coordinador de programas va proporcionar y facilitar formaciones para padres en cómo pueden desarrollar habilidades de padres y la habilidad para poder apoyar a sus hijos en casa.</p> <p>3. El coordinador de programas, en colaboración con el padre trabajador voluntario, aumentarán la comunicación de casa a escuela, y también oportunidades de formaciones, que corresponde a el programa de Título 1 y estándares estatales/del grado.</p> <p>4. Impresión para proporcionar materiales y folletos de las formaciones para padres.</p>	
Formación profesional	<p>1. Otros libros para proporcionar libros de capacitación profesional para apoyar el aprendizaje de los maestros.</p>	<p>1. Los sustitutos certificados van a proporcionar tiempo libre para las actividades de capacitación profesional incluyendo temas como reuniones de datos y formaciones del distrito y del plantel, para asegurar que los maestros puedan formar su capacidad para la instrucción.</p> <p>2. Consultor para proporcionar la capacitación profesional focalizado en áreas de ELA, escritura y ELD.</p>	

Seguimiento de los aprendices de inglés:

tinyurl.com/5n7drtkv

Plan maestro para aprendices de inglés:

tinyurl.com/ybejmuku

Site Plan for African American Student Success: 2023-24

The following areas have been set as improvement targets for African American student success by the San Bernardino City Unified School District Board of Education:

- 3rd Grade ELA
- Math in Grades 4, 5, and 8
- College & Career Readiness (via success in integrated math I and other options)
- Advanced Course Enrollment and Success Rates
- Student and Family Engagement

The Department of Equity and Targeted Student Achievement (ETSA) is currently implementing several systems of support to help reach these targets. They include:

- Gap-Closing Teaching PD (2023-24 dates TBD)
- Student Progress-Monitoring Guidance
- Instructional Coaching Support
- High School Equity Specialists
- AAPAC Development Assistance and PD (2023-24 dates TBD)

To help us support your site please provide the information in the boxes below:

Appointment date (between now and fall 2023) with Dr. Greer and the site administrator(s) to discuss supports:	January 30, 2023
2022-2023 Number of African American Students (by grade level):	3rd: 5
Site African American Student Data:	<p>3rd Grade ELA CAASPP: -121.4 below standard (schoolwide) NWEA Fall: (15.4 (schoolwide)% on track)</p> <p>4th Grade Math CAASPP: -135.4 below standard (schoolwide)</p> <p>5th Grade Math CAASPP: -135.4 below standard (schoolwide)</p> <p>8th Grade Math CAASPP:</p> <p>College and Career Success: HS Integrated Math 1 Fall D/F Rate:</p> <p>AAPAC Formation (met, partially met, not met): Partially Met</p>

<p>How is Title I supporting the achievement of African American students?</p>	<p><u>Strategies/Activities:</u></p> <p>ELA Identified students will receive support and intervention in writing structure, and the science of reading-phonemic awareness, phonics, vocabulary, fluency, and comprehension.</p> <p>Math Identified students will receive support in Math fluency by grade level, building conception understanding of math.</p> <p>Building Parent Capacity Providing parents with professional development opportunities that focus on supporting students in Math and ELA, the importance of attendance, and utilization of the district resources. Utilization of guest speakers that focus on African American family engagement.</p>
<p>Site-level Professional Development to support African American student success:</p>	<p>Implement book study of Culturally Relevant Teaching.</p> <p>Data analysis of African American students to determine next steps in instruction.</p>
<p>Specific academic support needed at the site:</p>	<p>Professional Development in understanding ELA and Math CAASPP Learning Targets.</p> <p>Intensive Intervention for African American student group.</p>
<p>Specific student and parent engagement support needed at the site:</p>	<p>Mentors for students, parent liaison to support AA families.</p>

*BP 6012.1: The Targeted Instructional Improvement Plan, adopted 10-16-07. Also see the 2019 Improvement Plan for African American Student Achievement

PARKSIDE ELEMENTARY SCHOOL
School-Parent and Family Engagement Policy
2023-2024

With approval from the local governing board, PARKSIDE ELEMENTARY SCHOOL shall jointly develop with, and distribute to, parents and family members of participating children a written parent and family engagement policy, agreed upon by such parents and updated periodically to meet the changing needs of parents and the school. (20 U.S.C. § 6318[b][1])

This policy is distributed and made available to the community in the following manner:

The policy is distributed to our families in the following manner:
 Parkside's school website and Parent Square.
 Hard copies of the policy will be available in the school office or upon request.
 The policy is also reviewed at parent meetings such as SSC, ELAC, etc.

The school-level policy shall describe the means for how each school shall carry out the following requirements: (20 U.S.C. § 6318[b][1])

(a) Convene an annual meeting, at a convenient time, to which all parents of participating children shall be invited and encouraged to attend, to inform parents and family members of their school's participation in the Title I, Part A program and to explain the requirements, and the right of the parents to be involved. (20 U.S.C. § 6318[c][1])

The annual meeting will be completed as follows:

At the beginning of the school year, all families are provided with an overview of the school's Title I Program/Services. This includes the Title I Program requirements and the parent rights to be active participants in the school's Title I program. Invitations are extended throughout the school year for activities such as SSC, ELAC, student recognition assemblies, as well as other family events.

(b) Offer a flexible number of meetings, such as meetings in the morning or evening, and may provide, with Title I funds, transportation, child care, or home visits, as such services relate to parental involvement. (20 U.S.C. § 6318[c][2])

The school offers flexible meetings as follows:

There are multiple opportunities at various times for parents to participate in Title I-related topics, activities, and events. The School Site Council (SSC), English Learner's Advisory Committee (ELAC), and African American Parent Advisory Council (AAPAC) meetings are arranged to accommodate the parents in order to ensure the best opportunity for participation. Parent workshops and curriculum theme nights are held at various times throughout the day in order to accommodate as many people as possible.

- o SSC Meetings
- o ELAC Meetings
- o AAPAC Cluster Meetings
- o Open House
- o Parent Surveys
- o. Family Nights
- o Home Visits
- o Open forum meetings such as Townhall meetings, Coffee with the Administrative team, etc.

(c) Involve parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of the school's Title I program, including the planning, review, and improvement of the school parent and family engagement policy and the joint development of the school-wide program plan. (20 U.S.C. § 6318[c][3])

The school involves parents/family in the joint planning, review, and improvement of the Title I Program and school Parent-Family Engagement Policy in the following way(s):

Throughout the year, parents are invited to participate in the site's Title I revision process. During this process, we review the current expenditures, including the benefits as well as the effectiveness of each expenditure. After all, expenditures have been

reviewed, the educational partners then discuss and decide which expenditures should continue, which should be revised, and which should be discontinued.

The School Parent and Family Engagement Policy is also reviewed throughout the year, where all stakeholders are given the opportunity to provide input and recommendations. The School Parent and Family Engagement Policy is reviewed and approved annually by SSC.

(d) The school provides parents of participating children with the following:

i. Timely information about the Title I program. (20 U.S.C. § 6318[c][4][A])

ii. A description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the achievement levels of the challenging state academic standards. (20 U.S.C. § 6318[c][4][B])

iii. If requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible. (20 U.S.C. § 6318[c][4][C])

The school will provide this information and opportunities in the following way:

i. Timely information about the Title I program:

- o Annual Title I Program Meeting/Open House, Parent Square, district school website
- o Provision of the Title I School Parent and Family Engagement Policy and School-Parent Compact at the beginning of each school year.
- o Parent advisory group meetings
- o Parent Square, Social Media, Flyers
- o Marquee Messages

ii. A description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the achievement levels of the challenging state academic standards:

- o Open House
- o Parent Teacher Conferences (held twice a year)
- o Communication with parents via data reports

iii. If requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible:

- o Parent advisory group meetings
- o Annual evaluation of the Title I Programs, as well as LCAP and CSI expenditures.
- o Regular opportunities for feedback and input through surveys, parent advisory groups, etc.
- o Annual Title I survey

(e) If the school-wide program plan is not satisfactory to the parents of participating children, parent comments regarding the plan will be submitted when the school makes the plan available to the LEA. (20 U.S.C. § 6318[c][5])

2.2 To ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, each school and LEA assisted under Title I, Part A shall carry out the following requirements: (20 U.S.C. § 6318[e])

(a) The school shall provide assistance to parents of children served by the school or LEA, as appropriate, in understanding such topics as the challenging state academic standards, state and local assessments, the requirements of Title I, Part A, and how to monitor a child's progress and work with educators to improve the achievement of their children. (20 U.S.C. § 6318[e][1])

The school will assist parents-family in understanding academic standards, assessments, and how to monitor their child's achievement in the following ways:

Academic Parent-Teacher meetings are held throughout the year. During these meetings, parents are provided with a breakdown of the challenging academic standards and their student's progress towards meeting the selected standards. Parents are provided with assessment data and taught how to interpret the assessment reports. Teachers also teach parents an activity they can do with

their student at home to help the child move towards mastering the standards. The school also provides the materials for the activity. We also help families to accelerate their child's academic development and/or access remedial resources, as needed.

(b) The school shall provide materials and training to help parents to work with their children to improve their children's achievement, as appropriate, to foster parental involvement, **in the following ways:** (20 U.S.C. § 6318[e][2])

Parkside Elementary offers families several opportunities onsite/virtually, to provide the necessary materials and training, as needed.

Parkside Elementary also coordinates with the Family Engagement Office and other district departments to provide centralized and site-specific family engagement materials and training to help families improve their children's achievement, especially in math and social-emotional learning competencies.

(c) The school shall educate teachers, specialized instructional support personnel, principals, and other school leaders, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school, **in the following ways:** (20 U.S.C. § 6318[e][3])

Parkside Elementary will conduct surveys to become informed of families' needs to build a strong climate and culture community. With assistance from the Family Engagement Office, Parkside Elementary works together with district-level parent groups and leaders to provide training and assistance to our staff regarding the value of parents and how staff and families can best work together, focusing on mutual support and dual-capacity building.

(d) The school shall, to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with other federal, state, and local programs, including public preschool programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children, **in the following ways:** (20 U.S.C. § 6318[e][4])

In addition to the efforts of site staff, Parkside Elementary works with the Family Engagement Office, to provide support and resources to our families. By working with district departments, such as ATLAS (foster/homeless), Categorical Programs, Elementary Education, Multilingual Programs, Special Education, Student Wellness and Support Services, and Positive Youth Development, Parkside Elementary offers families multiple opportunities for involvement in school programs and activities.

(e) The school shall ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand. (20 U.S.C. § 6318[e][5])

The school does this by

Parkside Elementary provides translated documents by employing a bilingual clerk, who translates all parent communications into Spanish. Parkside Elementary also utilizes district translators for languages other than Spanish. Families also receive notifications in English and Spanish via Parent Square and Google Classroom.

(f) The school shall provide such other reasonable support for parental involvement activities under this section as parents may request. (20 U.S.C. § 6318[e][14])

Parkside Elementary staff coordinates with the community relations workers at the Family Engagement Office to provide activities and support, as requested.

Through the Family Engagement Office, other district departments, and state and local agencies, such as the Department of Rehabilitation, we have access to a variety of resources to make sure that all families have access to information, training, and support, regardless of language proficiency, disability, or permanence of residency.

Parkside Elementary staff and the Family Engagement Office support student learning by helping families to make sure that their children understand the connection between their current learning and later personal, academic, and career opportunities; that their children are doing work above and beyond what their teachers require, based on their child's individual goals and passions; that families are aware of the school's grade-level family engagement goals; and that they volunteer, as possible; that they attend meetings or otherwise communicate their thoughts and desires regarding their children's education to their child's teacher(s), counselor or administrator.

The school will actively solicit parents for input and feedback in the development of parent engagement activities, via surveys.

2.3 In carrying out the parent and family engagement requirements of this part, LEAs and schools, to the extent practicable, shall provide opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children), including providing information and school reports required under 20 U.S.C. § 6311 in a format and, to the extent practicable, in a language such parents understand. (20 U.S.C. § 6318[f])

2.4 As a component of the school-level parent and family engagement policy, each school served under this part shall jointly develop with parents for all children served under this part a school parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the state's high standards. The school-parent compact shall carry out the following requirements: (20 U.S.C. § 6318[d])

(a) Describe the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the children served under this part to meet the challenging state academic standards, and the ways in which each parent will be responsible for supporting their children's learning; volunteering in their child's classroom; and participating, as appropriate, in decisions relating to the education of their children and positive use of extracurricular time. (20 U.S.C. § 6318[d][1])

(b) Address the importance of communication between teachers and parents on an ongoing basis through, at a minimum, the following: (20 U.S.C. § 6318[d][2])

i. Parent-teacher conferences in elementary schools, at least annually, during which the compact shall be discussed as the compact relates to the individual child's achievement; (20 U.S.C. § 6318[d][2][A])

ii. Frequent reports to parents on their children's progress; (20 U.S.C. § 6318[d][2][B])

iii. Reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities; and (20 U.S.C. § 6318[d][2][C])

iv. Ensuring regular two-way, meaningful communication between family members and school staff, and, to the extent practicable, in a language that family members can understand. (20 U.S.C. § 6318[d][2][D])

PARKSIDE ELEMENTARY SCHOOL
School-Parent Compact
Shared Responsibilities for High Student Academic Achievement
2023-2024

This school parent compact outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the state's high standards. The school-parent compact shall carry out the following requirements: (Every Student Succeeds Act [ESSA] Section 1116[d]).

- (a) Describe the **school's responsibility** to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the children served under this part to meet the challenging state academic standards.

·Provide high-quality curriculum and instruction, in a supportive and effective learning environment, that enables the participating students to meet the State's content standards.
 ·Provide parents reasonable access to staff through the following means: Email, Phone calls, Google Classroom, Google Meets, Parent Square, etc.
 ·Offer parents and students the opportunity to participate in decision-making with the site, through the following opportunities: School Site Council (SSC), English Language Advisory Committee (ELAC), Surveys, Coffee with the Administrative Team, etc.

- (b) The ways in which each **parent will be responsible** for supporting their children's learning; volunteering in their child's classroom; and participating, as appropriate, in decisions relating to the education of their children and positive use of extracurricular time. (ESSA Section 1116[d][1]):

- Provide a quiet place for homework and monitor TV/video game viewing.
- Provide an appropriate place and setting, to fully engage in any possible distance learning.
- Attend all Parent Conferences as requested by teachers or site staff.
- Monitor technology usage, including the internet and cell phone.
- Regularly monitor my child's progress in school through the Aeries parent portal and teacher communication.
- Participate at school in activities such as school decision-making, volunteering, and/or attending parent/teacher meetings, etc.
- Communicate the importance of education and learning to my child.
- Respect the school, staff, students, and families.
- Know and support school PBIS rules.
- Discuss with my child what they did during the school day.
- Regularly check my child's Google Classroom, to monitor assignments, due dates, and work turned in.
- Access school programs, such as tutoring, CAPS, etc., if my child needs academic help.
- Actively communicate with the school as the home environment changes to keep the school up to date so that they can support.
- Make sure my child is dressed properly for school.

- (c) Address the importance of communication between teachers and parents on an ongoing basis through, at a minimum, the following: (ESSA sections 1116[d][2][A-D]):

i. Parent-teacher conferences in elementary schools, at least annually, during which the compact shall be discussed as the compact relates to the individual child's achievement; (ESSA sections 1116[d][2][A-D]):

Conferences will take place as follows:

- o First Trimester Parent-Teacher Conferences
- o Second Trimester Parent-Teacher Conferences

During Parent-Teacher Conferences, teachers will meet with each parent. We will be on a minimum day schedule during Parent-Teacher Conferences.

ii. Frequent reports to parents on their children's progress; **are provided as follows**

- o Two- way Communication between the teacher and the family.
- o Early Literacy and Numeracy Reports in K-1.
- o ESGI Reports in TK-1.
- o Language Arts and Math Standards Aligned Assessment Reports.
- o Report cards at the end of each trimester.
- o Standardized test scores (CAASPP, ELPAC, etc.) when they become available from the state.

iii. Reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities; **is provided as follows:**

The Board of Education encourages parents/guardians and interested members of the community to visit the schools and view the educational program. To ensure minimal interruption of the instructional program, the Superintendent or designee has established procedures that facilitate visits during regular school days. Visits during school hours should be first arranged with the teacher and principal or designee no later than 24 hours prior to the time of the scheduled visit and should be for a maximum of 20 minutes. If a conference is desired, an appointment should be set with the teacher during non-instructional time. To ensure the safety of students and staff and avoid potential disruptions, all visitors shall register immediately upon entering any school building or grounds when school is in session (PC1250).

PARENT VOLUNTEERS:

We welcome parent volunteers to our school. District Policy requires that all volunteers have a TB skin test before volunteering in the classroom as well as completion of a School Volunteer Application. All applicants must be approved by District Police before working at our site. This includes chaperoning on field trips and assisting in the classroom. Applications are available in the office.

SCHOOL VISITATION and SECURE CAMPUS:

All gates and entrances are LOCKED and SECURED when instruction begins at 8:50 A.M. Any and all visitors MUST check in at the front office during school hours.

Parents are welcome to visit their child's classrooms. However, we require that you schedule a time with the teacher at least 24 hours in advance. When visiting our campus, you must check in at the office. This procedure eliminates unauthorized adults on campus and maintains student safety. Visitors must wear a visitor's pass at all times, NO EXCEPTIONS!

iv. Ensuring regular two-way, meaningful communication between family members and school staff, and, to the extent practicable, in a language that family members can understand.

Parents/family members and staff members have regular two-way communication in the following ways:

- o Phone messages may be left for teachers during the instructional day.
- o Parents can make an appointment with a teacher outside of the instructional day.
- o Communicate with parents using tools such as email, phone calls, Parent Square, Google Meets, etc.

Students will be responsible for improving their academic achievement.

Communicate often with my parents and teachers about school experiences, so they can help me be successful in school by:

- taking progress reports and all note home to my parents.
- clarifying information with my teachers.

Treat fellow students, adults, and property with respect.

Be responsible for materials provided by the school and come to school with all necessary materials.

Refrain from using a cell phone or other personal electronic devices while on campus.

Description of Centralized Services Include Direct Services For Categorical Programs

A centralized service is an activity funded by a school allocation, but administered by the LEA central office. Even though the services may be directed by the LEA, and possibly housed at the central office, the services are provided directly to students at the school site and thus, would be charged to the 85 percent of the District's total Title I allocation. Goals are met through administrative support and direct instructional support. The total amount for each categorical program is aligned with the Consolidated Application.

School Goal #1: Provide positions that support the management of the program through administrative costs that support the site program goals.

The following actions support Goal #1 (e.g., Teaching and Learning, Staffing, and Professional Development)

- District Research Analyst to support all schools by providing student data to sites and teachers.
- Director, Coordinator, Program Specialists, Secretaries, Clerical staff, Microcomputer Specialist, and Budget staff to support the implementation of programs (e.g. Title I, Professional Development, Instructional, and Family Engagement program).
- Student Support Staff and Student Services Specialist to provide students resources to help them access the school program.
- Director and Community Resource Worker staff to implement the Family Engagement Program throughout the district.

School Goal #2: Provide direct instructional and professional development to support schools.

The following actions and related expenditures support school goals and will be performed as centralized services.

Examples of centralized services that are within the 85 percent of the District's total Title I allocation, direct services limitation, and may serve as professional development, include:

- Research-based instructional strategies, curriculum development, school climate, and data disaggregation for instructional staff
- District-wide staff providing specific services to schools, e.g., categorical and fiscal personnel, English learners, and family engagement resource center
- Increase learning opportunities such as before/after school intersession and intervention programs funded by categorical programs (i.e., resident guest teachers for intervention within learning centers)
- Data analysis services, software, and training for assessment of student progress
- Teacher professional development activities for all schools
- Shared costs of staff members (i.e., content coaches) who provide professional development/coaching services to multiple schools
- Support Services for Homeless and Foster Youth

The School Site Council (SSC) has analyzed and discussed the planned program improvements contained in the site's School Plan for Student Achievement (SPSA). In addition, the SSC has discussed how Federal categorical monies (Title I), appropriated to the District, are provided to the sites in the form of direct services that assist in supporting program goals, related actions, and expenditures that raise the academic performance of students not yet meeting state standards. The description, discussion and adoption of centralized services, within the site's SPSA, can be found in the SSC minutes.

Program Support and Assistance

In order to assist schools in meeting the challenging academic performance standards, expected of all students, Title I-funded, central office staff provides a number of district and school-level services that support program planning, implementation and evaluation. The staff collects, organizes, and analyzes data for all district-level reports, applications, and budgets. The information collected is shared with appropriate district-level personnel and school councils.

District and school-level records are collected and retained on file, in the Categorical Programs Department, for the required time span of five years. Records maintained by the Categorical Programs Department include targeted information, budgets, School Plans for Student Achievement, School-wide Program authorization information, Recommendations and Assurances, and fiscal histories.

Central office staff serves as the School-wide Program District Learning Support Team, to provide technical assistance to all schools, as the schools develop comprehensive needs assessments, identify targeted needs, and develop School-wide and Comprehensive

Support and Improvement plans or Targeted Assistance Program plans. In order to build capacity, in-depth professional development is delivered as well as an understanding of how to monitor and evaluate programs.

Direct Services

Direct Services to program participants include School-Linked Services (Family Engagement), Student services, Program Specialists, Teacher/Support Staff, Clerical Staff, Budget Analysts, and required disaggregation of Title IX data (Gender, Ethnicity, Socioeconomically Disadvantaged Students, Students with Disabilities, Gifted and Talented/Advanced Learners, and English Learners).

School-linked Services staff work with school personnel and parents, in order to identify attendance problems, and provide support to the family, so that absent students can return to school as quickly as possible. Family support services from School-linked Services may include emergency food, clothing, health care, counseling, and community referrals.

The Family Engagement Department supports the Family Engagement Strategic Plan to ensure families have full access to resources and the family engagement calendar, which includes offerings of family workshops/training. Support is provided through a districtwide school cluster model.

The Specialized Services Department coordinates and provides support for foster youth and homeless families.

Academic Program Specialists and content Coaches provide professional development and work directly at schools to ensure that each student has equitable access to high quality teaching and learning, as well as intervention that enables them to reach grade-level standards.

The Accountability and Education Technology Department supports the technology initiatives to ensure that students have full access to educational technology.

The Multilingual Programs Department ensure English learners have adequate base/core program resources to provide each student with appropriate learning opportunities in various program models. The provision of such general fund resources is not contingent on the receipt of State or federal categorical funds. The funds supplement, but do not supplant existing resources, at the school site.

Direct services to English Learners are centrally coordinated, through the Multilingual Programs Department, with the supplemental support of Title III funds. Title III provides ongoing training for teachers and language tutors who work with English Learners, throughout the year. Additionally, professional development on the use of instructional strategies to assist English learners in language proficiency and academic content is provided to administrators, teachers, and appropriate staff. Educational Assistants III, as well as college interns are assigned to schools with small and scattered numbers of English Learners, and thus ensure primary language instruction support and assistance with English Language Development and SDAIE instruction in grades K-12, throughout the entire district.

Informational meetings are planned, organized, and conducted by staff members in the Elementary and Secondary Instruction, Equity and Targeted Student Achievement, Multilingual Programs, and Categorical Programs Departments, in order to share program guidelines and procedures with appropriate district and school-level personnel (principals, teachers, program facilitators, support teachers, community resource workers, health aides, family support workers, parent volunteer workers, family outreach workers, aides, library assistants, and tutors), as well as parent advisory groups. Professional development training activities are planned, implemented, and evaluated for the purpose of improving student achievement, job-related knowledge and instructional skills.

Additionally, District Advisory Council meetings, which address Title I issues, are organized and held 7-8 times per year. Council members participate in the development and update of the Parent and Family Engagement Policy, and progress monitoring, associated with both. Centralized staff members are available to assist schools in developing School-Parent and Family Engagement Policies and School-Parent Compacts with parents. In addition to advisory council activities, a number of district-wide parent training sessions are implemented, in order to help parents assume the responsibilities of active participation in the education of their children.

All elementary, middle, and high schools, receiving Title I funds, complete annual program evaluations through monitoring documents and parent surveys. Categorical Programs Department staff trains and advises school sites, and School Site Councils, in program evaluation, data-driven instructional planning processes, and the School Plan for Student Achievement cycle of development.

**Successful Policies and Practices
Shared Responsibility for Improvement**

Strategy: Ensure that the following practices have the greatest likelihood of benefiting all students, and student groups, as they work toward meeting proficient and advanced levels of achievement.

Strategy	Person(s) Responsible	Task/Activities
Site Specific Professional Development and teacher collaboration	District Office Site Administrators Teachers	<ul style="list-style-type: none"> Provide time, on a regular basis, for teachers to meet in appropriate, grade-level teams for the purpose of analyzing data, reviewing and aligning instructional practices, and planning next steps
Regular Walk-through observations and feedback	Administration Teachers	<ul style="list-style-type: none"> Schedule regular walk-through observations and provide meaningful feedback to teachers
Protect student instructional time in core subject areas by minimizing interruptions	Administration Teachers Support Staff	<ul style="list-style-type: none"> Time is built into the daily schedule for intervention/ support classes, as well as school site extended learning classes/curriculum

Shared Responsibility for Improvement

Strategy: Ensure that the State, District and school site share the responsibility for improvement of academic achievement

Department	Tasks/Activities
Categorical Programs Department	<ul style="list-style-type: none"> Provide sites with technical assistance and support in the area of categorical funding/budget, School Site Council, development of the School Plan for Student Achievement (SPSA), and Federal Program Monitoring. Ensure that the SPSA aligns with the District Framework for Excellence, District Local Control and Accountability Plan (LCAP), and Federal LCAP Addendum Provide site with technical assistance and support in the area of School Site Council roles and responsibilities
District Instructional Departments Special Education Department Multilingual Programs Department Human Resources	<ul style="list-style-type: none"> Continue training staff on components and implementation of Multi-Tiered Support System (MTSS) Provide teachers with meaningful professional development and training of staff in research-based strategies that will increase student achievement when working with students with disabilities or English learners Provide training on data analysis of State and Local assessments Provide teachers with a mentoring program such as: the Teacher Induction Program for New Teachers, PAR and/or Non-Induction for Experienced Teachers to increase their skills, Common Core Demonstration Teachers, and site level subject/grade level teacher support Provide course work to earn postsecondary credit while still in high school, such as Advanced Placement, International Baccalaureate, and dual or concurrent enrollment.
District Accountability And Educational Technology Department	<ul style="list-style-type: none"> Provide access to the results of State and Local assessment data Provide training on State and Local assessment administration Provide assessment schedules Provide each school with a site tech coach who is trained and has the ability to support educational technology implementation at the site.
Instructional Departments Positive Youth Development	<ul style="list-style-type: none"> Provide Positive Behavior Interventions and Support (PBIS) training focused Tier One, Tier Two, and Tier Three systems of behavior support and Restorative Justice

Student Wellness & Support Services	<ul style="list-style-type: none">• Provide counseling, school-based mental health programs, mentoring services and implement strategies that are outside of the academic subject areas that assist students in social emotional learning.
Secondary Education and College and Career	<ul style="list-style-type: none">• Provide opportunities for postsecondary education and success in the workforce
California Department of Education	<ul style="list-style-type: none">• State representatives will provide technical assistance to the LEA

School Site Council Membership, Elementary (SSC)

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school.[1] The make-up of the SSC is as follows:

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Term Elected
Khaleelah Lewis-Wilkins	X				Permanent
Linda Harker		X			2022-2024
Jessica Leske		X			2022-2024
Diana Osuna		X			2021-2023
Dedra Jones			X		2021-2023
Cheryl DeLa Torre				X	2022-2023
Ashley Esparza				X	2022-2024
Caitlin Maya				X	2021-2023
Francesca Villarreal				X	2021-2023
Lucina Zamora				X	2022-2024
Numbers of members of each category:	1	3	1	5	

EC Section 65000[a]

PARKSIDE ELEMENTARY SCHOOL ELAC Composition

Returning ELAC Members (Must be listed on last year's composition form)

Full Name	Check as needed:					Term dates Ex: 2020-2022
	Parent/ Guardian of EL Student	Parent/ Guardian of RFEP Student	Parent/ Guardian of EO Student	Staff Member	Community Member	

ELAC members elected for the current year

<i>Note: Before the principal can appoint ELAC members(Staff/community members), the EL parent composition requirement must be met</i>	<i>Elected by parents/guardians of EL students</i>		<i>Appointed by the Principal to fill in remaining seats</i>		<i>Term dates are 2 years</i>
Full Name	Parent/ Guardian of EL Student	Parent/ Guardian of EO/RFEP Student	Staff Member	Community Member	Term dates Ex: 2020-2022
Stephanie Avalos	X				2022-24
Cecilia Rodriguez	X				2022-24
Jane Rosas	X				2022-24

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditure(s) to the district governing board for approval and assures the board of the following:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan (**Check those that apply**):

X English Learner Advisory Committee

Cecilia Rodriguez



Name of ELAC Chair

Signature

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

Name of Chair

Signature

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on 4-14-2023.

Attested:

Khaleelah Lewis-Wilkins

Typed Name of School Principal



Signature of School Principal

4-18-2023

Date

Caitlin Maya

Typed Name of SSC Chairperson



Signature of SSC Chairperson

4-18-2023

Date

School Plan for Student Achievement Certification

I certify the following:

1. This document has been proof-read to ensure that it is free of grammatical and typographical errors.
2. The SSC agenda and minutes of the Draft SPSA have been attached to DTS
3. The SSC agenda and minutes of the approval of the SPSA have been attached to DTS

Signature of two staff members:

Alma Araujo



Print Name

Signature

I certify that I have proof-read this document to ensure that it is free of grammatical and typographical errors.

Suzanne Dainko



Print Name

Signature

X [Check here to submit completed plan to Categorical Programs Department.](#)

Board Certification

SBCUSD Site Leaders/SPSA Report 2022-2023 School Year

Parkside Elementary School

Enrollment	All Students			African American Students			Hispanic Students			White Students			English Learner Students			SED Students			Students With Disabilities			Foster Youth Students			Homeless Students		
Enrollment Estimate (CBEDS 2022)	N Enrolled			N Enrolled			N Enrolled			N Enrolled			N Enrolled			N Enrolled			N Enrolled			N Enrolled			N Enrolled		
Grade TK	21			1			17			3			5			7			2			1			0		
Grade K	51			4			36			6			12			20			5			0			2		
Grade 01	78			12			61			4			14			49			12			1			3		
Grade 02	76			10			65			0			15			62			9			1			4		
Grade 03	67			5			55			4			8			56			11			3			4		
Grade 04	68			7			59			1			14			56			10			1			3		
Grade 05	67			5			57			2			17			56			13			0			4		
Grade 06	55			9			42			2			14			48			20			4			4		
All Students	483			53			392			22			99			354			82			11			24		
Students Served (YTD)	N Served			N Served			N Served			N Served			N Served			N Served			N Served			N Served			N Served		
Grade TK	24			1			19			4			6			20			3			1			0		
Grade K	70			6			51			6			18			53			10			0			4		
Grade 01	86			12			69			4			19			70			14			2			3		
Grade 02	81			12			68			0			16			74			10			1			5		
Grade 03	80			8			65			4			11			71			12			3			6		
Grade 04	78			8			67			1			15			72			11			3			5		
Grade 05	70			6			58			2			17			64			13			0			4		
Grade 06	63			13			46			2			16			61			18			4			5		
All Students	552			66			443			23			118			485			91			14			32		

Attendance	All Students			African American Students			Hispanic Students			White Students			English Learner Students			SED Students			Students With Disabilities			Foster Youth Students			Homeless Students		
School Attendance Rate (EOY 2122)	N Enrolled			ADA Rate			N Enrolled			ADA Rate			N Enrolled			ADA Rate			N Enrolled			ADA Rate			N Enrolled		
All Students	555			88.5			79			89.7			428			88.4			21			84.6			111		
Chronic Absenteeism Rate (EOY 2122 - CDE)	N Enrolled			% Chronic Abs			N Enrolled			% Chronic Abs			N Enrolled			% Chronic Abs			N Enrolled			% Chronic Abs			N Enrolled		
All Students	530			46.4			77			39.0			410			46.3			19			68.4			100		

Suspensions	All Students			African American Students			Hispanic Students			White Students			English Learner Students			SED Students			Students With Disabilities			Foster Youth Students			Homeless Students		
Student Suspensions (EOY 2122 - CDE)	N Served			N Suspended			% Suspended			N Served			N Suspended			% Suspended			N Served			N Suspended			% Suspended		
Student Suspension Rate	555			2.0			79			5.1			428			1.6			21			0.0			104		
Suspension Incidents (EOY 2122)	N Served			N Incidents			Incident Rate			N Served			N Incidents			Incident Rate			N Served			N Incidents			Incident Rate		
Student Incident Rate	554			14			2.5%			79			5			6.3%			427			9			2.1%		
Average Days Suspended (EOY 2122)	N Incidents			N Days Susp			Avg Days Susp			N Incidents			N Days Susp			Avg Days Susp			N Incidents			N Days Susp			Avg Days Susp		
Total Days Suspended	14			17			1.2			5			7			1.4			9			10			1.1		

English Learners	All Students			African American Students			Hispanic Students			White Students			English Learner Students			SED Students			Students With Disabilities			Foster Youth Students			Homeless Students		
EL Progress Indicator (EOY 2122 - CDE)	N Valid Enr			% Progressing			N Valid Enr			% Progressing			N Valid Enr			% Progressing			N Valid Enr			% Progressing			N Valid Enr		
All Students													71			71.8											
Number of LTELs (EOY 2122 - CDE)	N LTELs			N LTELs			N LTELs			N LTELs			N LTELs			N LTELs			N LTELs			N LTELs			N LTELs		
All Students													11														

* Indicates that the data has been suppressed because fewer than 11 students are reported

** Indicates that the data has been suppressed because 30 or more students are needed to calculate a decile rank score

SBCUSD Site Leaders/SPSA Report 2022-2023 School Year
Parkside Elementary School

NWEA Assessments	All Students			African American Students			Hispanic Students			White Students			English Learner Students			SED Students			Students With Disabilities			Foster Youth Students			Homeless Students		
NWEA Fall 2022 Reading	N Tested	N Met Target	% Met Target	N Tested	N Met Target	% Met Target	N Tested	N Met Target	% Met Target	N Tested	N Met Target	% Met Target	N Tested	N Met Target	% Met Target	N Tested	N Met Target	% Met Target	N Tested	N Met Target	% Met Target	N Tested	N Met Target	% Met Target	N Tested	N Met Target	% Met Target
Grade K	51	7	13.7%			*	36	4	11.1%			*			*	16	3	18.8%			*			*			*
Grade 01	80	13	16.2%	12	4	33.3%	64	8	12.5%			*	12	0	0.0%	49	5	10.2%	12	0	0.0%			*			*
Grade 02	51	4	7.8%			*	44	4	9.1%			*			*	39	4	10.3%			*			*			*
Grade 03	69	14	20.3%			*	58	11	19.0%			*			*	59	10	16.9%			*			*			*
Grade 04	72	14	19.4%			*	61	10	16.4%			*	13	1	7.7%	61	13	21.3%	11	1	9.1%			*			*
Grade 05	68	7	10.3%			*	57	6	10.5%			*	17	0	0.0%	55	7	12.7%	11	0	0.0%			*			*
Grade 06	55	3	5.5%	11	1	9.1%	40	2	5.0%			*	13	0	0.0%	47	3	6.4%	20	0	0.0%			*			*
All Students	446	62	13.9%	52	8	15.4%	360	45	12.5%	16	6	37.5%	76	3	3.9%	326	45	13.8%	77	3	3.9%			*	23	1	4.3%
NWEA Fall 2022 Mathematics	N Tested	N Met Target	% Met Target	N Tested	N Met Target	% Met Target	N Tested	N Met Target	% Met Target	N Tested	N Met Target	% Met Target	N Tested	N Met Target	% Met Target	N Tested	N Met Target	% Met Target	N Tested	N Met Target	% Met Target	N Tested	N Met Target	% Met Target	N Tested	N Met Target	% Met Target
Grade K	50	12	24.0%			*	36	8	22.2%			*			*	15	3	20.0%			*			*			*
Grade 01	80	15	18.8%	12	4	33.3%	64	10	15.6%			*	12	2	16.7%	49	10	20.4%	12	1	8.3%			*			*
Grade 02	50	9	18.0%			*	44	9	20.5%			*			*	38	8	21.1%			*			*			*
Grade 03	69	18	26.1%			*	58	16	27.6%			*			*	59	15	25.4%			*			*			*
Grade 04	72	9	12.5%			*	61	8	13.1%			*	13	2	15.4%	61	8	13.1%	11	1	9.1%			*			*
Grade 05	68	4	5.9%			*	57	3	5.3%			*	17	0	0.0%	55	4	7.3%	11	0	0.0%			*			*
Grade 06	55	4	7.3%	11	1	9.1%	40	3	7.5%			*	13	1	7.7%	47	3	6.4%	20	0	0.0%			*			*
All Students	444	71	16.0%	51	7	13.7%	360	57	15.8%	16	4	25.0%	76	8	10.5%	324	51	15.7%	76	3	3.9%			*	23	0	0.0%

CAASPP SBAC	All Students		African American Students		Hispanic Students		White Students		English Learner Students		SED Students		Students With Disabilities		Foster Youth Students		Homeless Students	
CAASPP 2022 SBAC ELA	N Tested	% Met Target	N Tested	% Met Target	N Tested	% Met Target	N Tested	% Met Target	N Tested	% Met Target	N Tested	% Met Target	N Tested	% Met Target	N Tested	% Met Target	N Tested	% Met Target
Grade 03	70	11.43	10	*	56	10.71		*	15	0.00	63	11.11	11	0.00		*	6	*
Grade 04	66	12.12	7	*	55	12.73		*	19	5.26	61	13.11	10	*		*	4	*
Grade 05	69	18.84	13	7.69	53	20.75		*	15	6.67	67	17.91	20	5.00		*	6	*
Grade 06	69	17.39	10	*	53	16.98	4	*	11	0.00	66	15.15	13	0.00		*	4	*
All Students	274	14.96	40	10.00	217	15.21	8	*	60	3.33	257	14.40	54	1.85		*	20	15.00
CAASPP 2022 SBAC MATH	N Tested	% Met Target	N Tested	% Met Target	N Tested	% Met Target	N Tested	% Met Target	N Tested	% Met Target	N Tested	% Met Target	N Tested	% Met Target	N Tested	% Met Target	N Tested	% Met Target
Grade 03	70	15.71	10	*	56	16.07		*	15	20.00	63	14.29	11	0.00		*	6	*
Grade 04	67	7.46	7	*	56	7.14		*	20	0.00	62	8.06	10	*		*	4	*
Grade 05	70	12.86	13	7.69	54	14.81		*	15	0.00	68	11.76	21	4.76		*	6	*
Grade 06	69	14.49	10	*	53	18.87	4	*	11	0.00	66	13.64	13	0.00		*	4	*
All Students	276	12.68	40	5.00	219	14.16	8	*	61	4.92	259	11.97	55	1.82		*	20	15.00

* Indicates that the data has been suppressed because fewer than 11 students are reported

** Indicates that the data has been suppressed because 30 or more students are needed to calculate a decile rank score

2022 Dashboard School Report

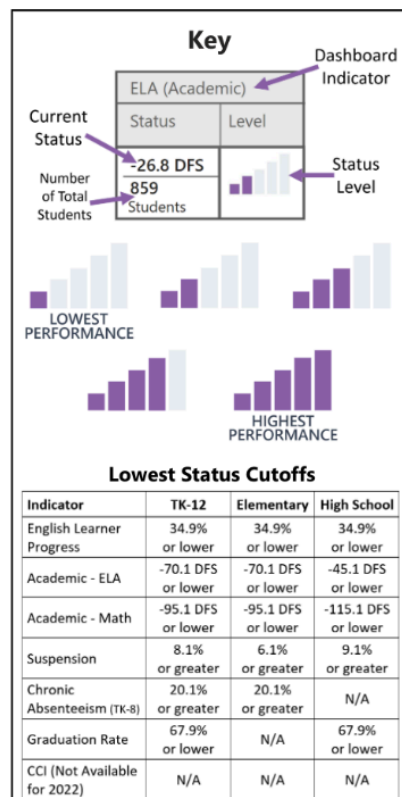
Select District

San Bernardino City Unified

Select a School

Parkside Elementary (San Bernardin...

The Fall 2022 Dashboard includes Status only; it is anticipated that Status and Change will return for the Fall 2023 Dashboard.



Student Group	Pupil Achievement					School Climate		Pupil Engagement			
	ELPI	ELA (Academic)		Math (Academic)		Suspension Rate		Chronic Absenteeism		Graduation Rate	
	Status	Status	Level	Status	Level	Status	Level	Status	Level	Status	Level
All Students	71.8% 71 Students	-87.8 DFS 243 Students		-100.3 DFS 244 Students		2% 555 Students		46.4% 530 Students			
English Learner	71.8% 71 Students	-108.4 DFS 66 Students		-126.7 DFS 66 Students		2.9% 104 Students		40% 100 Students			
Foster Youth		2 Students		2 Students		0% 17 Students		31.3% 16 Students			
Homeless Youth		-110.9 DFS 20 Students		-113.2 DFS 20 Students		2.3% 43 Students		46.2% 39 Students			
Socioeconomically Disadvantaged		-88.9 DFS 231 Students		-100.6 DFS 232 Students		2.2% 503 Students		47.7% 482 Students			
Students with Disabilities		-143.8 DFS 57 Students		-164.4 DFS 58 Students		2.8% 108 Students		44.9% 107 Students			
African American		-121.4 DFS 32 Students		-135.4 DFS 32 Students		5.1% 79 Students		39% 77 Students			
American Indian											
Asian		2 Students		2 Students		4 Students		3 Students			
Filipino						2 Students		2 Students			
Hispanic		-85.3 DFS 195 Students		-95.5 DFS 196 Students		1.6% 428 Students		46.3% 410 Students			
Pacific Islander		3 Students		3 Students		0% 11 Students		72.7% 11 Students			
White		8 Students		8 Students		0% 21 Students		68.4% 19 Students			
Two or More Races		2 Students		2 Students		10 Students		8 Students			



Parkside Elementary School

SSC Meeting Agenda

April 14, 2023

9:15 am

C3 Library

- I. Call to Order and Welcome
- II. Roll Call
- III. Reading and Approval of Minutes
- IV. Committee Reports
 - a. DAC
 - b. DELAC
 - c. DAAAC
 - d. SPAC (Superintendent Parent Advisory Committee)
- V. Old Business
- VI. New Business
 - a. Review, update, and approve the 2023-2024 School-Parent and Family Engagement Policy and School-Parent Compact
 - b. Present and approve the 2023-2024 SBCUSD Centralized Services
 - c. Present the Tentative 2023-2024 LCAP Budget
 - d. Present and approve the Tentative 2023-2024 Title I Budget
 - e. Present and approve the Final 2023-2024 School Plan for Student Achievement (SPSA) including ATSI Status, and Possible Future Expenditures
- VII. Public Comment
- VIII. Adjournment



Primaria Parkside
Agenda de la sesión del SSC
14 de Abril del 2023
9.15 a.m.
C3 Biblioteca

- I. Bienvenida e inicio de la sesión
- II. Pase de lista
- III. Lectura y aprobación del acta
- IV. Informe de los comités
 - a. DAC
 - b. DELAC
 - c. DAAAC
 - d. SPAC (Comité Asesor de Padres del Superintendente)
- V. Asuntos anteriores
- VI. Asuntos nuevos
 - a. Repasar, actualizar y aprobar la Política de la Participación de los Padres y la Familia de la Escuela, y el Pacto entre la Escuela y los Padres 2023-2024
 - b. Presentar y aprobar los Servicios Centralizados del SBCUSD 2023-2024
 - c. Presentar el presupuesto tentativo del LCAP 2023-2024
 - d. Presentar y aprobar el presupuesto tentativo del Título I 2023-2024
 - e. Presentar y aprobar el Plan Escolar para el Rendimiento Estudiantil (SPSA) 2023-2024 final incluyendo estado ATSI, y los Posibles gastos futuros
- VII. Comentarios públicos
- VIII. Levantar la sesión



Parkside Elementary School

SSC Meeting Agenda

February 24, 2023

9:15 am

C3 Library

- I. Call to Order and Welcome
- II. Roll Call
- III. Reading and Approval of Minutes
- IV. Committee Reports
 - a. DAC
 - b. DELAC
 - c. DAAAC
 - d. SPAC (Superintendent Parent Advisory Committee)
- V. Old Business
- VI. New Business
 - a. Presentation of SPSA Modifications with Input on LCAP (419) and Approval of Title I (501) revised Strategies and Activities
 - b. Present, update, and jointly develop the 2023-2024 School-Parent and Family Engagement Policy and School-Parent Compact for eventual approval in April
 - c. SPSA Monitoring #2: Present summary of Student Data for ELA, Math, and Title I Intervention Programs including English Learners and ATSI identified student groups
 - d. Drafting 2023-24 SPSA - Section 1: Purpose, Involvement, Resource Inequities; Evaluation of Goals; and 2022-2023 Program Evaluation/Needs Assessment.
- VII. Public Comment
- VIII. Adjournment



Primaria Parkside
Agenda de la sesión del SSC
27 de Enero del 2023
9.15 a.m.
C3 Biblioteca

- I. Bienvenida e inicio de la sesión
- II. Pase de lista
- III. Lectura y aprobación del acta
- IV. Informe de los comités
 - a. DAC
 - b. DELAC
 - c. DAAAC
 - d. SPAC (Comité Asesor de Padres del Superintendente)
- V. Asuntos anteriores
- VI. Asuntos nuevos
 - a. Presentación de modificaciones del SPSA con el aporte sobre el LCAP (419) y aprobación de las estrategias y actividades del Título I (501)
 - b. Presentar, actualizar y desarrollar en conjunto la Política de la Participación de los Padres y Familia de la Escuela de 2023-2024 y el Pacto entre la Escuela y los Padres para futura aprobación en abril
 - c. Seguimiento núm. 2 del SPSA: Presentar un resumen de los datos estudiantiles para ELA, matemáticas y los Programas de Intervención del Título I incluyendo los grupos estudiantiles identificados ATSI, afroamericanos y estudiantes de inglés
 - d. Crear el borrador del SPSA 2023-2024 – Sección 1: Objetivo, participación, desigualdades de recursos; evaluación de metas, y evaluación de programas/evaluación de necesidades 2022-2023
- VII. Comentarios públicos
- VIII. Levantar la sesión



Parkside Elementary School

SSC Meeting Agenda

March 17, 2023

9:15 am

C3 Library

- I. Call to Order and Welcome
- II. Roll Call
- III. Reading and Approval of Minutes
- IV. Committee Reports
 - a. DAC
 - b. DELAC
 - c. DAAAC
 - d. SPAC (Superintendent Parent Advisory Committee)
- V. Old Business
- VI. New Business
 - a. Drafting 2023-24 SPSA - Section 2: Goals, Section 2: LCAP and Title I Action Plan, and Possible Future Expenditures, *including* ATSI for identified student groups: Section 2: Goals 1-6
 - b. Present ELAC's input on the school-wide needs assessment and recommendations for the English Learner program in the School Plan for Student Achievement (SPSA)
 - c. Presentation of Title I Parent Survey Results (SBCUSD Family Survey), with a focus on the Title I Topics:
 - d. Distribute Section 3: Centralized Services for review and eventual approval in April
- VII. Public Comment
- VIII. Adjournment



Primaria Parkside
Agenda de la sesión del SSC
17 de Marzo del 2023
9.15 a.m.
C3 Biblioteca

- I. Bienvenida e inicio de la sesión
- II. Pase de lista
- III. Lectura y aprobación del acta
- IV. Informe de los comités
 - a. DAC
 - b. DELAC
 - c. DAAAC
 - d. SPAC (Comité Asesor de Padres del Superintendente)
- V. Asuntos anteriores
- VI. Asuntos nuevos
 - a. Presentar el BORRADOR del SPSA 2023-2024 - Sección 2: Metas; Sección 2: Plan de acción y Posibles gastos futuros del LCAP y Título I, *que incluye* ATSI para grupos estudiantiles identificados.
 - b. Presentar las opiniones y sugerencias del ELAC sobre la evaluación de necesidades de la escuela entera y recomendaciones para el Programa para Estudiantes de Inglés en el Plan Escolar para el Rendimiento Estudiantil (SPSA)
 - c. Presentar los resultados de la Encuesta de Padres del Título I (Encuesta familiar del SBCUSD), con un enfoque en los temas del Título I
 - d. Distribuir la Sección 3: Servicios Centralizados para su revisión y futura aprobación en abril
- VII. Comentarios públicos
- VIII. Levantar la sesión

Parkside Elementary School

SSC Meeting Minutes

April 14, 2023

9:15 am

C3 Library

I. Call to Order and Welcome: The meeting was called to order by Ms. Villarreal, at 9:19 am. Interpretation was provided.

II. Roll Call:

Present: Khaleelah Lewis Wilkins (Principal), Linda Harker (Teacher), Jessica Leske (Teacher), Dedra Jones (Other), Cheryl De La Torre (Parent), Francesca Villarreal (Parent)

Absent: Diana Osuna (Teacher), Ashley Esparza (Parent), Caitlin Maya (Parent), Lucina Zamora (Parent)

Guests: Alma Araujo (Staff), Abril Rodriguez (District Staff)

Quorum Met: Yes (*6 out of 10 members Present*)

III. Reading and Approval of Minutes from March 17, 2023: All members and guests were provided with a copy of the minutes in English and Spanish. Time was given to review the minutes. Ms. Leske made a motion to approve the minutes from March 17, 2023 as presented. Ms. De La Torre seconded the motion. There was no additional discussion nor were there recommended changes or additions.

VOTE: 6 Yeas, 0 Nays, 0 Abstain-motion carried.

IV. Committee Reports:

a. DAC: There has been no meeting since our last SSC meeting. The next DAC meeting will be April 20, 2023.

b. DELAC: No report given.

c. DAAAC: Ms. Villarreal reported out from the April 6, 2023 meeting. They took a group of students on an HBCU tour at Howard Law School, African American Museum, and a Howard Fashion Show. Summer School registration is now open. Credit Recovery will be offered for students in grades 10th-12th, 9th can do a bridge. If these students complete their credit recovery, they can participate at the Superintendent's summer graduation on July 17th at Sierra High School credit recovery. ETSA gave an update and informed the council that there would be a Black Girls Art Show Field Trip April 30th, 2023, and a Black Boys Art Show Field Trip May 7th, 2023.

d. SPAC: Ms. Villarreal reported that there has not been a meeting, the next meeting will be April 24th, 2023.

V. Old Business: None

VI. New Business:

a. Review, update, and approve the 2023-2024 School-Parent and Family Engagement Policy and School-Parent Compact

School-Parent and Family Engagement Policy

Mrs. Lewis provided the council with an overview of the School-Parent and Family Engagement Policy. She stated that schools receiving Title I funding are required to jointly develop a written parent and family engagement policy with parents and family members of participating students. The policy must be agreed upon by the parents, as well as distributed to them. Furthermore, the policy must describe how outreach to all parents and family members will take place, how programs and activities will be implemented, as well as procedures for the involvement of parents and family members. Such programs, activities, and procedures must be planned and implemented with meaningful consultation with parents of participating students. Parents must be notified of the policy, in an understandable and uniform format, and the policy must be provided in a language that parents can understand. The policy must also be made available to the local community and updated, annually, to meet the changing needs of parents and the school.

Mrs. Lewis projected Parkside Elementary School's 2023-2024 School-Parent and Family Engagement Policy for review and update. She stated that the council had been asked for input at prior meetings and that had been taken into consideration when revising the policy for next school year. At the March meeting it was recommended that the specific times of meetings held be removed and family curriculum nights were added.

Mrs. Lewis asked if there were any questions or concerns. There were none.

School-Parent Compact

Additionally, Mrs. Lewis explained that schools receiving Title I funding must jointly develop with parents, a School-Parent Compact (as part of the School-Parent and Family Engagement Policy), that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. The School-Parent Compact includes the following:

- A description of the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment (including a virtual learning environment), to meet the academic achievement standards
- A description of the ways in which each parent will be responsible for supporting their children's learning, such as: monitoring attendance (and participation during distance learning), monitoring homework completion, and participating, as appropriate, in decisions relating to the education of their children and positive use of extracurricular time
- Address the importance of communication between teachers and parents on an ongoing basis through, at a minimum — parent-teacher conferences, frequent reports to parents on their children's progress, reasonable access to staff, opportunities to

volunteer and participate in their child's class, as well as opportunities to observe classroom activities

Mrs. Lewis projected Parkside Elementary School's 2023-2024 School-Parent Compact for review and update. She stated that the council had been asked for input at prior meetings and that had been taken into consideration when revising the compact for next school year. The specific times meetings would be held has been removed.

Mrs. Lewis asked if there were any questions or concerns. There were none.

A motion to approve the 2023-2024 School-Parent and Family Engagement Policy, and School-Parent Compact was made by Ms. Leske. Ms. Villarreal seconded the motion. There was no additional discussion.

VOTE: 6 Yeas, 0 Nays, 0 Abstain-motion carried.

b. Present and Approve the 2023-2024 SBCUSD Centralized Services

Mrs. Lewis directed the council back to the *Centralized Services* in Section 3 of the SPSA. She stated that a centralized service is an activity funded by a school allocation, but administered by the LEA (District) central office. Even though the services may be directed by the LEA, and possibly housed at the central office, the services are provided directly to students at the school site and thus, would be charged to the 85 percent of the District's total Title I allocation. Goals are met through administrative support and direct instructional support. The total amount for each categorical program is aligned with the Consolidated Application.

School Goal #1: Provide positions that support the management of the program through administrative costs that support the site program goals.

The following actions support Goal #1 (e.g., Teaching and Learning, Staffing, and Professional Development)

- District Research Analyst to support all schools by providing student data to sites and teachers.
- Director, Coordinator, Program Specialists, Secretaries, Clerical staff, Microcomputer Specialist, and Budget staff to support the implementation of programs (e.g. Title I, Professional Development, Instructional, and Family Engagement program).
- Student Support Staff and Student Services Specialist to provide students resources to help them access the school program.
- Director and Community Resource Worker staff to implement the Family Engagement Program throughout the district.

School Goal #2: Provide direct instructional and professional development to support schools.

The following actions and related expenditures support school goals and will be performed as centralized services.

Examples of centralized services that are within the 85 percent of the District's total Title I allocation, direct services limitation, and may serve as professional development, include:

- Research-based instructional strategies, curriculum development, school climate, and data disaggregation for instructional staff
- District-wide staff providing specific services to schools, e.g., categorical and fiscal personnel, English learners, and family engagement resource center
- Increase learning opportunities such as before/after school intersession and intervention programs funded by categorical programs (i.e., resident guest teachers for intervention within learning centers)
- Data analysis services, software, and training for assessment of student progress
- Teacher professional development activities for all schools
- Shared costs of staff members (i.e., content coaches) who provide professional development/coaching services to multiple schools
- Support Services for Homeless and Foster Youth

The School Site Council (SSC) has analyzed and discussed the planned program improvements contained in the site's School Plan for Student Achievement (SPSA). In addition, the SSC has discussed how Federal categorical monies (Title I), appropriated to the District, are provided to the sites in the form of direct services that assist in supporting program goals, related actions, and expenditures that raise the academic performance of students not yet meeting state standards. The description, discussion and adoption of centralized services, within the site's SPSA, can be found in the SSC minutes.

Program Support and Assistance

In order to assist schools in meeting the challenging academic performance standards expected of all students, Title I-funded, central office staff provides a number of district and school-level services that support program planning, implementation and evaluation. The staff collects, organizes, and analyzes data for all district-level reports, applications, and budgets. The information collected is shared with appropriate district-level personnel and school councils.

District and school-level records are collected and retained on file, in the Categorical Programs Department, for the required time span of five years. Records maintained by the Categorical Programs Department include targeted information, budgets, School Plans for Student Achievement, School-wide Program authorization information, Recommendations and Assurances, and fiscal histories.

Central office staff serves as the School-wide Program District Learning Support Team, to provide technical assistance to all schools, as the schools develop comprehensive needs assessments, identify targeted needs, and develop School-wide and Comprehensive Support and Improvement plans or Targeted Assistance Program plans. In order to build capacity, in-depth professional development is delivered as well as an understanding of how to monitor and evaluate programs.

Direct Services

Direct Services to program participants include School-Linked Services (Family Engagement), Student services, Program Specialists, Teacher/Support Staff, Clerical Staff, Budget Analysts, and required disaggregation of Title IX data (Gender, Ethnicity, Socioeconomically Disadvantaged Students, Students with Disabilities, Gifted and Talented/Advanced Learners, and English Learners).

School-linked Services staff work with school personnel and parents, in order to identify attendance problems, and provide support to the family, so that absent students can return to school as quickly as possible. Family support services from School-linked Services may include emergency food, clothing, health care, counseling, and community referrals.

The Family Engagement Department supports the Family Engagement Strategic Plan to ensure families have full access to resources and the family engagement calendar, which includes offerings of family workshops/training. Support is provided through a districtwide school cluster model.

The Specialized Services Department coordinates and provides support for foster youth and homeless families.

Academic Program Specialists and content Coaches provide professional development and work directly at schools to ensure that each student has equitable access to high quality teaching and learning, as well as intervention that enables them to reach grade-level standards.

The Accountability and Education Technology Department supports the technology initiatives to ensure that students have full access to educational technology.

The Multilingual Programs Department ensures English learners have adequate base/core program resources to provide each student with appropriate learning opportunities in various program models. The provision of such general fund resources is not contingent on the receipt of State or federal categorical funds. The funds supplement, but do not supplant existing resources, at the school site.

Direct services to English Learners are centrally coordinated, through the Multilingual Programs Department, with the supplemental support of Title III funds. Title III provides ongoing training for teachers and language tutors who work with English Learners, throughout the year. Additionally, professional development on the use of instructional strategies to assist English learners in language proficiency and academic content is provided to administrators, teachers, and appropriate staff. Educational Assistants III, as well as college interns are assigned to schools with small and scattered numbers of English Learners, and thus ensure primary language instruction support and assistance with English Language Development and SDAIE instruction in grades K-12, throughout the entire district.

Informational meetings are planned, organized, and conducted by staff members in the Elementary and Secondary Instruction, Equity and Targeted Student Achievement, Multilingual Programs, and Categorical Programs Departments, in order to share program guidelines and procedures with appropriate district and school-level personnel (principals, teachers, program facilitators, support teachers, community resource workers, health aides, family support workers, parent volunteer workers, family outreach workers, aides, library assistants, and tutors), as well as parent advisory groups. Professional development training activities are planned, implemented, and evaluated for the purpose of improving student achievement, job-related knowledge and instructional skills.

Additionally, District Advisory Council meetings, which address Title I issues, are organized and held 7-8 times per year. Council members participate in the development and update of the Parent and Family Engagement Policy, and progress monitoring, associated with both. Centralized staff members are available to assist schools in developing School-Parent and Family Engagement Policies and School-Parent Compacts with parents. In addition to advisory council activities, a number of district-wide parent training sessions are implemented, in order to help parents assume the responsibilities of active participation in the education of their children.

All elementary, middle, and high schools, receiving Title I funds, complete annual program evaluations through monitoring documents and parent surveys. Categorical Programs Department staff trains and advises school sites, and School Site Councils, in program evaluation, data-driven instructional planning processes, and the School Plan for Student Achievement cycle of development.

Successful Policies and Practices Shared Responsibility for Improvement

Strategy: Ensure that the following practices have the greatest likelihood of benefiting all students, and student groups, as they work toward meeting proficient and advanced levels of achievement.

Strategy	Person(s) Responsible	Task/Activities
Site Specific Professional Development and teacher collaboration	District Office Site Administrators Teachers	· Provide time, on a regular basis, for teachers to meet in appropriate, grade-level teams for the purpose of analyzing data, reviewing and aligning instructional practices, and planning next steps
Regular Walk-through observations and feedback	Administration Teachers	· Schedule regular walk-through observations and provide meaningful feedback to teachers

Protect student instructional time in core subject areas by minimizing interruptions	Administration Teachers Support Staff	· Time is built into the daily schedule for intervention/ support classes, as well as school site extended learning classes/curriculum
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Shared Responsibility for Improvement

Strategy: Ensure that the State, District and school site share the responsibility for improvement of academic achievement

Department	Tasks/Activities
Categorical Programs Department	<ul style="list-style-type: none"> · Provide sites with technical assistance and support in the area of categorical funding/budget, School Site Council, development of the School Plan for Student Achievement (SPSA), and Federal Program Monitoring. · Ensure that the SPSA aligns with the District Framework for Excellence, District Local Control and Accountability Plan (LCAP), and Federal LCAP Addendum · Provide site with technical assistance and support in the area of School Site Council roles and responsibilities
District Instructional Departments Special Education Department Multilingual Programs Department Human Resources	<ul style="list-style-type: none"> · Continue training staff on components and implementation of Multi-Tiered Support System (MTSS) · Provide teachers with meaningful professional development and training of staff in research-based strategies that will increase student achievement when working with students with disabilities or English learners · Provide training on data analysis of State and Local assessments · Provide teachers with a mentoring program such as: the Teacher Induction Program for New Teachers, PAR and/or Non-Induction for Experienced Teachers to increase their skills, Common Core Demonstration Teachers, and site level subject/grade level teacher support · Provide course work to earn postsecondary credit while still in high school, such as Advanced Placement, International Baccalaureate, and dual or concurrent enrollment.
District Accountability And Educational Technology Department	<ul style="list-style-type: none"> · Provide access to the results of State and Local assessment data · Provide training on State and Local assessment administration · Provide assessment schedules · Provide each school with a site tech coach who is trained and has the ability to support educational technology implementation at the site.

Instructional Departments Positive Youth Development Student Wellness & Support Services	<ul style="list-style-type: none"> · Provide Positive Behavior Interventions and Support (PBIS) training focused Tier One, Tier Two, and Tier Three systems of behavior support and Restorative Justice · Provide counseling, school-based mental health programs, mentoring services and implement strategies that are outside of the academic subject areas that assist students in social emotional learning.
Secondary Education and College and Career	<ul style="list-style-type: none"> · Provide opportunities for postsecondary education and success in the workforce
California Department of Education	<ul style="list-style-type: none"> · State representatives will provide technical assistance to the LEA

Mrs. Lewis asked if there were any questions or concerns. There were none.

A motion to approve the 2023-2024 Centralized Services was made by Ms. Jones. Ms. Harker seconded the motion. There was no additional discussion.

VOTE: 6 Yeas, 0 Nays, 0 Abstain-motion carried.

c. Present the Tentative 2023-2024 LCAP Budget

Mrs. Lewis reviewed the *Tentative 2023-2024 Budget Allocation* which contains information on the tentative 2023-2024 LCAP and Title I budget. Based on the total unduplicated student count, composed of Low-Income, English Learners, and Foster Youth students at Parkside Elementary School, currently listed as 428, the tentative LCAP entitlement is \$256,116.36.

Mrs. Lewis asked if there were any comments, questions, or input regarding the *tentative 2023-2024 LCAP Budget*. There were none.

d. Present and Approve the Tentative 2023-2024 Title I Budget

Mrs. Lewis then presented information on the *Tentative 2023-2024 Title I Budget*. Based on the student population at Parkside Elementary School, currently listed as 404, the tentative Title I entitlement is \$213,670.37. The total allocation to the school, including \$2,790.89 for “Parent Involvement,” and \$21,367.04 for “Professional Development” totals \$213,670.37.

Mrs. Lewis reminded the council that it is important that all LCAP and Title I funding, for the 2023-2024 school year, be spent as delineated in the site’s 2023-2024 School Plan for Student Achievement (SPSA). Mrs. Lewis asked if there were any questions or concerns. There were none.

Mrs. Lewis stated that the tentative 2023-2024 Title I Budget requires the approval of the SSC. A motion to approve the tentative 2023-2024 Title I budget was made by Ms. Harker. Ms. Leske seconded the motion. There was no additional discussion.

VOTE: 6 Yeas, 0 Nays, 0 Abstain-motion carried.

f. Present and Approve the Final 2023-2024 School Plan for Student Achievement (SPSA), including ATSI and Possible Future Expenditures

Mrs. Lewis presented the on-line, *final* draft of Parkside Elementary School's 2023-2024 *School Plan for Student Achievement* (SPSA), for all in attendance. A digital copy (pdf) of the plan was also made available for anyone who preferred to follow along, utilizing the copy. Mrs. Lewis reminded the council that the School Plan for Student Achievement (SPSA) is a written plan developed by the School Site Council (SSC), school staff, and educational partners, describing the school's program and how resources will be used to meet the supplemental, educational and related needs of participating students.

Mrs. Lewis reviewed each of the 5 Sections in the SPSA as follows:

Section 1 consists of the site's *Purpose, Involvement, and Resource Inequities*, which briefly describes the purpose of the plan, followed by the *Evaluation of Goals* in which Parkside Elementary School revisited goals from the current SPSA and discussed actual outcomes (whether or not the goals were met). Section 1 also includes the *Program Evaluation- Needs Assessment*.

Section 2 consists of the *Goals* (School-wide and Student Groups) set for the 2023-2024 school year. The section contains the following: Goal 1 English Language Arts, Goal 2 Mathematics, Goal 3 English Learners, Goal 4 Chronic Absenteeism (K-12), Goal 5 Suspension, Goal 6 Parent-Family Engagement, Goal 7 Graduation Rate (High School), and Goal 8 College Career (High School). Section 2 also contains the *LCAP, Title I and CSI Action Plan*, and is inclusive of the *Possible Future Expenditures: LCAP, Title I and CSI*. Mrs. Lewis explained that the council would be discussing the contents of the Action Plan and Possible Future Expenditures during today's meeting, prior to approving the plan. Both the *English Learner Plan* and the *Site Plan for African-American Success* can be found in the same section. Additionally, the *School-Parent and Family Engagement Policy*, along with the *School-Parent Compact* are included in Section 2 of the SPSA.

Mrs. Lewis continued with **Section 3**, which contains the *Centralized Services*, and information on the composition of the SSC and ELAC. Mrs. Lewis pointed out that the council had reviewed and approved the Centralized Services, as required, earlier in the meeting.

Section 4 houses the *Recommendations and Assurances*, the *School Plan for Student Achievement Certification*, as well as the *Board Certification*.

Section 5 houses pertinent data such as the *CA Data Dashboard*.

Mrs. Lewis asked if there were any questions or concerns. There were none.

Mrs. Lewis directed the council back to Section 2, the *LCAP, Title I and CSI Action Plan*, and reminded the council of the time they had spent reviewing, evaluating and making

recommendations on the Planned Expenditures, as well as the Strategies and Activities, during the last meeting. She then reviewed the planned expenditures which include partial funding of the Program Facilitator, Certificated Substitutes, Rec Aides, Student Interns, Other Books, Instructional Materials/Supplies, Technology/Warranty, Student Incentives, Inservice/Conference, Printing, Computer Tech Fees, Meeting Refreshments/Catering, Assemblies, Certificated Additional Duty, Field Trip Transportation/Admissions, and Contracted Services, for a total of \$256,116.36 out of LCAP (management 419). She thanked the council for their contributions and asked if there was any additional input. No further input was provided.

Mrs. Lewis reviewed the planned expenditures under Title I (management 501). The expenditures include partial funding of the Program Facilitator, Certificated Substitutes, Student Interns, Instructional Materials/Supplies, Inservice/Conference, Printing, Computer Tech Fees, Certificated Additional Duty, and Contracted Services for a total of \$213,670.

Possible Future Expenditures

Before concluding the presentation, Mrs. Lewis reminded the council of the LCAP and Title I Possible Future Expenditures found in Section 2 of the 2023-2024 SPSA which had been presented, in detail, during the previous meeting.

She reviewed the possible future expenditures under LCAP (management 419) for a total of \$202,500. The expenditures include Certificated Additional Duty, Certificated Substitutes, Additional Duty for Rec Aides, Other Books, Instructional Materials/Supplies, Meeting Refreshments/Catering, Technology (including warranties), Other Materials, Field Trip Transportation/Admissions, Printing-District, Contracted Services, Computer Tech Fees & Licenses, Assemblies, Student Incentives and Additional Duty Clerk.

Mrs. Lewis then reviewed the possible future expenditures under Title I (management 501) for a total of \$182,500. The expenditures include Certificated Additional Duty, Certificated Substitutes, Other Books, Instructional Materials/Supplies, Meeting Refreshments/Catering, Technology (including warranties), Field Trip Transportation/Admissions, Printing-District, Contracted Services, Computer Tech Fees & Licenses, Assemblies, and Student Incentives.

Mrs. Lewis asked if there was any additional input, comments or concerns regarding the LCAP, Title I and CSI Possible Future Expenditures. There were none.

Approval of the Final 2023-2024 School Plan for Student Achievement (SPSA)

Before moving to approve the final 2023-2024 School Plan for Student Achievement, Mrs. Lewis informed the council that Parkside Elementary school has exited CSI status, and has now entered into Additional Targeted Support for Improvement (ATSI) status. As such, there are specific student groups that need to be provided with targeted support in certain areas. Mrs. Lewis projected the Section 2: Goals, and informed the council that each identified student group now has a goal. The identified student groups, baseline data, and areas for Parkside Elementary School are as follows:

ELA

ATSI Identified Needs:

African American (AA): Increase ELA distance from standard by 15 points.

Hispanic (HI): Increase ELA distance from standard by 15 points.

Low-Income (SED): Increase ELA distance from standard by 15 points.

Students with Disabilities (SWD): Increase ELA distance from standard by 15 points.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CA Dashboard AA HI SED SWD	2021-2022 AA: -121.4 points below standard HI: -85.3 points below standard SED: -88.9 points below standard SWD: -143.8 points below standard	2022-2023 AA: -106.4 points below standard HI: -70.3 points below standard SED: -73.9 points below standard SWD: -128.8 points below standard
NWEA Reading AA HI SED SWD	Winter 2022-2023 Percentage on Track AA: 19.2% HI: 15.8% SED: 15.8% SWD: 3.9%	Winter 2023-2024 Percentage on Track AA: 24.2% HI: 20.8% SED: 15.8% SWD: 6.9%

Parkside Elementary School will support the student groups in the following ways:

- Provide Professional Learning Communities (PLC) training with Elementary Instruction Program Specialists. CORE Reading Training for TK-2 teachers with Elementary Instruction Program Specialists and teachers will also attend professional development with a consultant. Writing professional development to learn how to write rubrics and complete calibration using contracted services, in-services, or conferences. (Object Code 5810/5850-Contracted Services, 5220 Inservice/Conferences, 4210-Other Books).
- Provide teachers feedback on instructional practices after administrative walkthroughs.

The next steps for improvement will include teachers and support staff (Object Code 1190-Program Facilitator; Object Code 1140-Resident Guest Teachers; Object Code 2119-Student Interns; MTSS TOSA):

Provide students with the following skills:

- Building students' decoding skills so they can read simple to complex words and build a bridge to reading comprehension (Object Code 5840-Computer Tech Fees)
- Build students' writing skills so they can write comprehensively to meet the demands of the core assigned tasks
- Providing purposeful fluency-building activities to help students read effortlessly and build a bridge to reading comprehension
- Routinely use a set of comprehension-building practices to help students make sense of text incorporating the Science of Reading Strategies: Phonemic Awareness, Phonics, Vocabulary, Fluency, Oral Language, and Comprehension (WWC Tier 1 Strong)
- Build student's world and word knowledge so they can make sense of the text
- Consistently provide students with opportunities to ask and answer questions to better understand the text they are reading (Object code 4210-Other Books).
- Teach students a routine for determining the gist of a text

-Teach students to monitor their comprehension as they read (Object code 4310-AVID materials; 4210-Other Books).

Math

ATSI Identified Needs:

African American (AA): Increase Math distance from standard by 15 points.

Hispanic (HI): Increase Math distance from standard by 15 points.

Low-Income (SED): Increase Math distance from standard by 15 points.

Students with Disabilities (SWD): Increase Math distance from standard by 15 points.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CA Dashboard AA HI SED SWD	2021-2022 AA: -135.4 points below standard HI: -95.5 points below standard SED: -100.6 points below standard SWD: -164.4 points below standard	2022-2023 AA: -120.4 points below standard HI: -80.5 points below standard SED: -85.6 points below standard SWD: -149.4 points below standard
NWEA Math AA HI SED SWD	Winter 2022-2023 Percentage on Track AA: 9.8% HI: 13.8% SED: 11.8% SWD: 5.2%	Winter 2023-2024 Percentage on Track AA: 14.8% HI: 18.8% SED: 16.8% SWD: 10.2%

Parkside Elementary School will support the student groups in the following ways:

- Provide Math Professional Learning Communities (PLC) training with Elementary Instruction Program Specialists. Professional development support around building mathematical fluency with support from Elementary Instruction Program Specialists and Contracted Services. (Object Code 5810/5850-Contracted Services, 5220 Inservice/Conferences, 4210-Other Books)
- Provide teachers feedback on instructional practices after administrative walkthroughs.

The next steps for improvement will include teachers and support staff (MTSS TOSA; Object Code 1140-Resident Guest Teachers; Object Code 2119-Student Interns):

Provide students with the following skills:

- Build students' math skills so they can reason comprehensively to meet the demands of the core assigned tasks.
- Provide purposeful math fluency-building activities to help students with math reasoning and build a bridge to math comprehension
- Provide math manipulatives to utilize during whole group, small group, and intensive intervention instruction (Object code 4310-Instructional Materials/Supplies)

Chronic Absenteeism

ATSI Identified Needs:

African American (AA): Decrease of 5% in annual Chronic Absenteeism percentage based on the CA Dashboard.

Hispanic (HI): Decrease of 5% in annual Chronic Absenteeism percentage based on the CA Dashboard.

Homeless (HO): Maintain the percentage of annual Chronic Absenteeism.

Low-Income (SED): Decrease of 5% in annual Chronic Absenteeism percentage based on the CA Dashboard.

Students with Disabilities (SWD): Maintain the percentage of annual Chronic Absenteeism.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CA Dashboard AA HI HO SED SWD	2021-2022 AA: 39% chronically absent HI: 46.3% chronically absent HO: 46.2% chronically absent SED: 47.7% chronically absent SWD: 44.9% chronically absent	2022-2023 AA: 34% chronically absent HI: 41.3% chronically absent HO: 46.2% chronically absent SED: 42.7% chronically absent SWD: 44.9% chronically absent
Site Data Dashboard AA HI HO SED SWD	Chronically Absent as of February 2023 AA: 33.3% HI: 39.6% HO: 46.4% SED: 39.9% SWD: 50.6%	Chronically Absent as of February 2024 AA: 29.3% HI: 35.6% HO: 46% SED: 35.9% SWD: 46.6%

Parkside Elementary School will support the student groups in the following ways:

1. Utilize attendance reports to identify which students are chronically absent.
2. Analyze data to determine student meetings and home visits to determine the support needed.

The next steps for improvement will include:

- Training the new attendance technician provided by the district on the district attendance reporting system to ensure information is entered accurately.
- Utilize the Counselor and MTSS TOSA in reaching out to families to help determine student and family needs the school or district can support them with. (Object Code 1230- Additional Duty).
- Training parents on the importance of students attending school on a daily basis to improve student achievement and social-emotional development (Object code 5880-Parent PD).

Mrs. Lewis asked if there were any questions, comments, or concerns regarding the ATSI update. There were none.

Once again, Mrs. Lewis thanked the council for their dedication to ensuring that the plan addressed the needs of all the students, and clearly delineated the LCAP and Title I programs, at Parkside Elementary School. She then asked if there were any additional recommendations. No further recommendations were provided.

A motion to approve the final *2023-2024 School Plan for Student Achievement* was made by Ms. De La Torre. Ms. Leske seconded the motion. There was no additional discussion.

VOTE: 6 Yeas, 0 Nays, 0 Abstain-motion carried.

VII. Public Comment: Ms. Villarreal asked for public comment.

Ms. Jones commented on absences. She said she kept her student home when he was sick because she didn't want to get a phone call in the middle of the day to pick him up. Mrs. Lewis

reported that Hazel Health has allowed the site to keep students at school, 150 hours have been saved.

VIII. Adjournment: Ms. De La Torre motioned to adjourn the meeting. Ms. Jones seconded the motion. The meeting was adjourned at 10:00 am.

Parkside Elementary School

SSC Meeting Agenda

February 24, 2023

9:15 am

C3 Library

I. Call to Order and Welcome: The meeting was called to order by Ms. Maya, at 9:15 am. Interpretation was provided.

II. Roll Call:

Present: Khaleelah Lewis Wilkins (Principal), Linda Harker (Teacher), Diana Osuna (Teacher), Jessica Leske (Teacher), Dedra Jones (Other-joined at 9:18 am), Cheryl De La Torre (Parent), Caitlin Maya (Parent), Francesca Villarreal (Parent-Joined Virtually)

Absent: Ashley Esparza (Parent), Lucina Zamora (Parent)

Quorum Met: Yes (*8 out of 10 members Present*)

III. Reading and Approval of Minutes from January 27, 2023: All members and guests were provided with a copy of the minutes in English and Spanish. Time was given to review the minutes. Ms. Osuna made a motion to approve the minutes from January 27, 2023 as presented. Ms. De La Torre seconded the motion. There was no additional discussion nor were there recommended changes or additions.

VOTE: 7 Yeas, 0 Nays, 0 Abstain - motion carried.

IV. Committee Reports:

a. DAC: Mrs. Lewis reported from the January 19, 2023 meeting. She reported that the Equity and Targeted Student Achievement (ETSA) Department presented the Targeted Instructional Improvement Plan for African American students that was adopted by the School Board on October 16, 2007. She informed the council that the ETSA Department is providing Professional Development on the topic of Equity and Gap-Closing. Three Parkside teachers have attended the PD and found it to be beneficial.

Next, the Special Education Department presented an overview. They shared that an IEP Guide has been created to assist families in making informed decisions during IEP meetings. The guide also contains resources for parents along with contacts, and abbreviations used during IEP meetings. The department also presented the Alternative Dispute Resolution (ADR), which is a continuum of techniques, processes, and strategies used to resolve conflicts or disputes in a more collaborative way. Finally, they presented a Dyslexia Brochure which is found within the IEP Guide. The pamphlet provides information on a specific type of reading disability that falls under the Specific Learning Disability (SLD). It provides information on when or where to seek help and a number of parent resources.

Then the Categorical Programs Department presented an update on the Local Control and Accountability Plan (LCAP) and LCAP Federal Addendum. Mrs. Lewis summarized that

the LCAP has 3 goals. Then she informed the council that an update of Fall 2021 and Fall 2022 NWEA data was presented. The percent of students on target in Reading and Math was presented by school-level and special programs. Finally, the next steps and LCAP development timeline was presented. From December through February, data will be collected and analyzed, from March through April, data will continue to be collected. In May, a draft of the LCAP will be presented where educational partners can provide input and recommendations, along with questions for the Superintendent.

The final topic was presented by the Categorical Programs Department. School Site Council (SSC) Responsibilities Update #2 was also provided. The council was informed that schools were in the process of SPSA Development in conjunction with SSC. Schools are evaluating their Title I and LCAP program currently located in their 2022-2023 SPSA. Based on program evaluation, students' needs are reviewed and the Action Plan for 2023-2024 is then developed, along with other parts of the plan.

Mrs. Lewis informed the council that the next DAC meeting will be on Thursday, March 9, 2023. Mrs. Lewis also reminded the council that this meeting is hybrid.

b. DELAC: No Report given

c. DAAAC: Ms. Villarreal informed the council that the Black Honor Roll ceremony was held February 11, 2023. The Natural Hair Showcase held the week of February 13th went really well. Ms. Villarreal also informed the council that DAAAC would be at the Literacy Day event at San Geronio High School on March 4th passing out books. On May 7th there would be a graduation event. Finally, March 13th, a beach extravaganza is being planned for 10th-12th graders, and the goal is to have 100 students in attendance. Ms. Villarreal informed the council that the next DAAAC meeting will be held Thursday, March 2nd, from 5:30-7:00 pm virtually.

d. SPAC: Mrs. Villarreal informed the council that the next meeting is Monday, February 27, 2023, and she would report an update of that meeting at the March SSC meeting.

V. Old Business: None

VI. New Business:

a. Presentation of SPSA Modifications with Input on LCAP (419) and Approval of Title I (501) revised Strategies and Activities: Mrs. Lewis informed the council of modifications that need to be made to Parkside Elementary School's SPSA (School Plan for Student Achievement). She reminded those in attendance that the SPSA is a living document that guides decision-making and delineates the school's focus for the school year. Ms. Rodriguez reviewed the modification form and informed the council that Parkside Elementary School is recommending the following changes to the SPSA, based on newly identified academic needs, as follows:

From Management (419,501,523)- Object Code	To Management (419, 501, 523)- Object Code	Amount (N/A for content change only)	Rationale (Why?)	Modified Strategies / Activities (SPSA Language)
1910/1190-419 Program Facilitator	1130-419 Additional Duty Already in the SPSA? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Increase by \$2,000	The Program Facilitator position is currently vacant, so there are salary savings that can be used to support identified needs.	Changes apply to: <input checked="" type="checkbox"/> Action Plan <input checked="" type="checkbox"/> Possible Future Expenditures To provide student support, tutoring, collaboration, after-school training, etc. to continue to close the learning gap.
1910/1190-419 Program Facilitator	5880-419 Incentives Already in the SPSA? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Increase by \$2,000	There is a new identified need to purchase incentives to support the implementation of the PBiS Rewards program.	Changes apply to: <input checked="" type="checkbox"/> Action Plan <input checked="" type="checkbox"/> Possible Future Expenditures Purchase incentives in alignment with the SBCUSD Educational Incentive Program for the elementary school. Examples of incentives for elementary school Students include (but not limited to): T-Shirts, Gift Certificates, Sweatshirts, Hats, Mugs, Buttons, Pins, Fresh Fruit, Folders, Notebook, Snow Cones Pizza Pencils CD's, Certificates, Popcorn, Cotton Candy, Candy, Ice Cream /Toppings, Gift Cards, Movie Tickets, etc.
4310-419 Instructional Materials	5886/5712-419 Field Trips Already in the	Increase by \$3,300	Field trips were in the possible future expenditures. Students participating in the	Changes apply to: <input type="checkbox"/> Action Plan

From Management (419,501,523)- Object Code	To Management (419, 501, 523)- Object Code	Amount (N/A for content change only)	Rationale (Why?)	Modified Strategies / Activities (SPSA Language)
	SPSA? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No		Dream Group will participate in a field trip to Exposition Park to the African American Museum. This will also allow AVID students to visit a college campus.	<input checked="" type="checkbox"/> Possible Future Expenditures Students will have opportunities to expand their learning beyond the classroom walls including museums, college campus tours, and other educational opportunities.
4310-419 Instructional Materials	5851-419 Assemblies Already in the SPSA? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	\$3,000	Students were not able to participate in learning beyond the four walls of the classroom during the pandemic. Having educational assemblies will allow students to build their knowledge in a different learning environment without having to leave the school.	Changes apply to: <input checked="" type="checkbox"/> Action Plan <input checked="" type="checkbox"/> Possible Future Expenditures Educational Assemblies will be provided to students that align with the instructional program to build student understanding and application of knowledge. Assembly opportunities include (but not limited to) mobile aquarium, mobile zoo, mobile dairy cow, BMX PBiS, drummers, Aztec dancers, etc.

From Management (419,501,523)- Object Code	To Management (419, 501, 523)- Object Code	Amount (N/A for content change only)	Rationale (Why?)	Modified Strategies / Activities (SPSA Language)
4310-419 Instructional Materials	5220-419 Conferences/ Inservice Already in the SPSA? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Increase by \$6,500	As we continue to build implementation of our schoolwide AVID program, additional funding is needed to allow for more staff to attend training.	Changes apply to: <input checked="" type="checkbox"/> Action Plan <input type="checkbox"/> Possible Future Expenditures Inservice and Business Expenses (including the costs for registration, travel, and incidentals) to attend conferences/training such as AVID, AVID Path, iTeach, CAG, Differentiation, Get Your Teach On, ACSA, Autism, Behavior Intervention, etc.
1140-501 Guest Teachers	4340/4440/5841-501 Technology and Accessories less than \$500 Already in the SPSA? <input checked="" type="checkbox"/> Yes	Increase by \$22,500.00	The guest teacher costs were overstated. There are additional needs for technology/accessories to support the intervention and supplemental instruction at the site. This also includes funds to cover the	Changes apply to: <input checked="" type="checkbox"/> Action Plan <input checked="" type="checkbox"/> Possible Future Expenditures Purchase of iPads, tablets, Chromebooks, projectors, and other technology in order to provide highly

	<input type="checkbox"/> No		warranty for technology.	engaged, differentiated instruction, as well as offer opportunities for research, enrichment, and computer-based skills, and independent project-based learning to include presentations and publications of student work.
2119-501 College Interns	4310-501 Instructional Materials Already in the SPSA? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Increase by \$5,000	College Student Interns were funded centrally at no cost to the site's Title I. Instructional materials will be provided to support the intern's work with student intervention.	Changes apply to: <input checked="" type="checkbox"/> Action Plan <input type="checkbox"/> Possible Future Expenditures 1. Instructional materials (such as, but not limited to: binders, dividers, agendas, pencils, pens, paper, spiral notebooks, highlighters, erasers, pencil pouches, pointers, etc) 2. Math tools, graphic organizers, charting tools, intervention materials, etc.

Mrs. Lewis explained that the School Site Council and other parent groups provide review and comment as to the use of LCAP funds identified as part of the SPSA. As such, the changes to the planned strategies and activities in Management (budget) 419, discussed during today's meeting, require the *input* of the SSC. Mrs. Lewis asked if there were any comments, questions, or input regarding the recommended changes. There were none.

Mrs. Lewis then directed the council's attention back to the change in Management (budget) 501 and reminded members that any changes to planned strategies and activities in Management (budget) 501 requires the *approval* of SSC. Mrs. Lewis asked if there were any questions or concerns. There were none.

A motion to approve the Title I modifications to the 2022-2023 SPSA was made by Ms. Leske. Ms. Osuna seconded the motion. There was no additional discussion.

VOTE: 8 Yeas, 0 Nays, 0 Abstain - motion carried.

b. Present, update, and jointly develop the 2023-2024 School-Parent and Family Engagement Policy and School-Parent Compact for eventual approval in April:
[School-Parent and Family Engagement Policy](#)

Mrs. Lewis provided the council with an overview of the School-Parent and Family Engagement Policy. She stated that schools receiving Title I funding are required to jointly develop a written parent and family engagement policy with parents and family members of participating students. The policy must be agreed upon by the parents, as well as distributed to them. Furthermore, the policy must describe how outreach to all parents and family members will take place, how programs and activities will be implemented, as well as procedures for the involvement of parents and family members during physical and distance learning. Such programs, activities, and procedures must be planned and implemented with meaningful consultation with parents of participating students. Parents must be notified of the policy, in an understandable and uniform format, and the policy must be provided in a language that parents can understand. The policy must also be made available to the local community and annually updated to meet the changing needs of parents and the school.

Mrs. Lewis projected Parkside Elementary School's 2022-2023 School-Parent and Family Engagement Policy for review and update. She reminded the council that they received the policy at the previous meeting and that this was the time to provide input or recommendations in order to develop the 2023-2024 School-Parent and Family Engagement Policy.

Mrs. Lewis asked if there were any questions, input, recommendations or concerns.

Mrs. Lewis recommended that the times and/or times of days of the Parent Council meetings be removed from the School-Parent and Family Engagement Policy. Ms. Villarreal agreed with the recommendation.

Mrs. Lewis asked if there were any additional questions or recommendations. There were none.

[School-Parent Compact](#)

Additionally, Mrs. Lewis explained that schools receiving Title I funding must jointly develop with parents, a School-Parent Compact (as part of the School Parent and Family Engagement Policy), that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the state's high standards. The School-Parent Compact includes the following:

- A description of the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment to meet the academic achievement standards
- A description of the ways in which each parent will be responsible for supporting their children's learning, such as: monitoring attendance, monitoring homework completion,

volunteering in their child's classroom, and participating, as appropriate, in decisions relating to the education of their children and positive use of extracurricular time

- Address the importance of communication between teachers and parents on an ongoing basis through, at a minimum — parent-teacher conferences, frequent reports to parents on their children's progress, reasonable access to staff, opportunities to volunteer and participate in their child's class, as well as opportunities to observe classroom activities

Mrs. Lewis projected Parkside Elementary School's 2022-2023 School-Parent Compact for review and update. She reminded the council that they received the compact at the previous meeting and that this was the time to provide input or recommendations in order to develop the 2023-2024 School-Parent Compact.

Mrs. Lewis asked if there were any questions, input, recommendations or concerns.

Ms. Villarreal asked if a TB Test is still required for parent volunteers. Ms. Rodriguez informed the council that a TB Test is still required for parent volunteers.

Mrs. Lewis asked if there were any additional questions or recommendations. There were none.

c. SPSA Monitoring #2: Present summary of Student Data for ELA, Math, and Title I Intervention Programs including English Learners and ATSI identified student groups:

Mrs. Lewis informed the council that the winter NWEA window closed February 17, and the data for the winter screening will be presented at the next SSC meeting. She informed the council that she has begun looking at preliminary winter data and staff will be looking at that in March. There are some bright spots in data and some conversations to be had regarding progress. The council will receive an update on ELA and Math data using CAASPP scores later on in this meeting.

- **Analysis of formative student data for Title I Intervention Programs (schoolwide, EL and ATSI identified student groups)** - Two resident guest teachers that are funded with 501 work with a small group of students (3-5) in each grade level 4 days per week for 45 minutes. They are using SIPPS and Wonder Works to teach foundational reading skills.

The Program Facilitator is also partially funded with Title I and works to prepare materials for parent councils. To date 4 SSC meetings have been held. Due to a change of staff, this position has been vacant since November 2023.

Schoolwide: 15 of 91 4th-6th grade students have progressed to the next level of intervention. All students receiving 1st-3rd grade intervention have made progress.

- **Chronic Absenteeism Data Analysis (schoolwide, EL and ATSI identified student groups)** - Mrs. Lewis indicated that Parkside Elementary School also conducted a data analysis of attendance, per the School District Data Dashboard, as of January 2023. It was determined that:

Analysis:

Schoolwide: 42.8% of students were chronically absent
English Learners: 40.7% of English Learner students were chronically absent
African American: 35.8% of African American students were chronically absent

What is/are the deepest underlying cause(s) of the student performance?
Parents are keeping students at home due to Covid related symptoms.

What is being done to make progress towards the goal(s)?
-Students are being recognized for monthly perfect attendance with certificates and class sets of library books.
-The site is hosting surprise events each month to encourage students to attend school daily.
-Students who have less than 2 absences per month are earning a Here Everyday, Ready and Organized (H.E.R.O.) recess.
-Classes that have perfect attendance for 3 days are receiving a surprise celebration from Mrs. Lewis.

● **Suspension Rate Data Analysis (schoolwide, EL and ATSI identified student groups) -**
Furthermore, Mrs. Lewis explained that Parkside Elementary School staff continues to focus on decreasing the rate of suspension. The most recent site data on suspensions School District Data Dashboard, as of January 2023 reflects:

Analysis:

Schoolwide: 1.1%
English Learners: 0%
African American: 3.1%

What is/are the deepest underlying cause(s) of the student performance?
-The recess schedule has been restructured to provide students natural breaks.

What is being done to make progress towards the goal(s)?
-PBIS Rewards has been implemented and students are earning points to purchase items in the PBIS store. The Panther cart is used for TK-K students to purchase their items.
-The Dream Group has been started for African American students, being led by Mr. Galloway who is mentoring students and talking to them about school expectations and modeling what that looks like.

Mrs. Lewis asked if there were any questions, comments or input, with regard to the SPSA Monitoring #2. There were none.

d. Drafting 2023-24 SPSA - Section 1: Purpose, Involvement, Resource Inequities; Evaluation of Goals; and 2022-2023 Program Evaluation/Needs Assessment: Mrs. Lewis presented a draft of Section 1 of Parkside Elementary School's on-line, *2023-2024 School Plan for Student Achievement* (SPSA). She provided an overview for all in attendance, as follows:

Purpose

The purpose of this plan is to identify the academic needs of all students at Parkside Elementary, and set goals to implement specific strategies and activities as part of our Title I School-Wide Program and Comprehensive Support and Improvement (CSI).

[Involvement Process for the SPSA](#)

The 2023-2024 SPSA/CSI development process has occurred in various forms throughout the school year. As a site, teachers and staff have participated in ongoing data analysis. The findings from the data analysis have assisted in determining the site's needs, for the purpose of increasing student achievement. Along with data analysis, staff and the School Site Council have implemented a continuous cycle of monitoring Title I and LCAP expenditures, found in the SPSA, as well as analyzed their effectiveness. Based on the ongoing data analysis and monitoring cycle, the staff, School Site Council, and parent/community stakeholders collaborated in updating the SPSA, in order to close the achievement gap, and best support the Title I/LCAP Program at the site.

[Resource Inequities](#)

To increase academic achievement across major student groups in both English Language Arts and Math, and decrease the level of inequities school-wide the following measures will occur in the 2022-2023 academic school year. First, educators will be supported by clear expectations and guidelines to motivate the increased ownership when implementing research-based practices, to increase student academic achievement levels. Educators will be trained to utilize data analysis and purposefully engage in root cause analysis. After such measures and training, educators will be supported by providing them feedback and next steps in order to meet student needs. As evident by the California Dashboard data, our school has not provided the equitable means to meet the needs of our students K-6.

To address such inequity, our site has shifted the half-day Kindergarten model to full-day Kindergarten. In doing so, providing Kindergarten students with an increased amount of time in school will aid in closing the academic gaps. Educators will be trained and provided with opportunities to visit classrooms in order to adequately meet the needs of Common Core State Standards, in both ELA and Math. In addition, educators will be provided with ample opportunities to attend District and school-wide training to equip themselves with the implementation process of District mandated Curriculum and Common Core State standards. Furthermore, our school will address areas of inequities by committing to the following actionable steps in the 2022-2023 academic school year:

(Due to the impact of COVID, there has been a deep loss of academic learning and social-emotional learning since the last trimester of the 2019-2020 school year)

- Educators will be trained/retrained in the use and implementation of EnVision Math & Wonders Curriculum, as well as in the implementation of common formative assessments, such as District Benchmarks, NWEA, End of Unit Assessments, SBAC Interim, Etc.
- Assessments in Math, continue Professional Development in this content area.
- In addition to the implementation of strategic, formative assessments, educators will be guided in the analysis of formative data in order to assist them with guiding instruction and meeting the needs of all students.

- Educators will also work on their development of SEL skills and knowledge in order to best support students who are impacted by social and emotional needs. Educators will be trained on how to build relationships with students and parents. Additionally, educators will be trained on how to utilize:
- SEL strategies inside and outside the classroom, to increase student engagement in the classroom.
- Professional development will be provided for educators on SEL and PBiS implementation strategies to impact student learning.

Based on our needs assessment, we need to progress monitor and analyze data more often to plan for student intervention needs within our grade levels. It was also determined that there was a need for professional development in the dialogic sequence within math instruction. The ELA and Math indicators for our students with disabilities were red on the CA Dashboard over a two-year period. After further analysis, we also saw that this student group, along with homeless, socioeconomically disadvantaged, and African American student groups have a high absenteeism rate. Teachers will receive PD on best practices of attendance taking and increase positive parent contact, as well as strategies to decrease chronic absenteeism.

Our site has a high student population who are identified as students with disabilities. Evidence shows that Students with Disabilities are working 2-to-3 grade levels behind. IEP goals are set at their academic learning level, progress is made toward meeting IEP goals. Some students are showing 20-30 points growth based on NWEA Winter Map Data. Although CAASPP scores reflect a decline, classroom educators use strategies and intervention materials from the adopted curriculum that matches the student's instructional level, allowing students to make growth towards their IEP goals. The nature of Students with Disabilities is to work at instructional levels which are below their grade level, and using the CAASPP scores is not a true reflection of the growth they are making towards their IEP goals.

Evaluation of Goals

Parkside Elementary School's SPSA consists of a continuous cycle of improvement. A major component of the cycle is the comprehensive needs assessment, which must include an analysis of verifiable state data, including state indicators from the California Dashboard and may include local data that measures student achievement. As such, Parkside Elementary School set measurable objectives/goals for the 22-23 school year. In its evaluation of set goals, Parkside Elementary School identified the following key findings:

1. ELA:

Schoolwide:

CAASPP: Growth of more than 15 points on the Distance from Level 3.

Metric/ Indicator	Baseline/Actual Outcome	Expected Outcome	Actual Outcome
CAASPP: Schoolwide	2018-2019: 46.4 points below standard	2021-2022: 31.4 points below standard	2021-2022: 87.8 points below standard

			Goal Not Met
NWEA	WINTER 2022 Percentage on Track: K - 9.8% 1st - 9.2% 2nd - 19.4% 3rd - 13.8% 4th - 10.3% 5th - 10.4% 6th - 10.3%	WINTER 2023 Percentage on Track: K - 14.8% 1st - 14.2% 2nd - 24.4% 3rd - 18.4% 4th - 15.3% 5th - 15.4% 6th - 15.3%	Winter Screening was not completed until February 17th. This data will be presented at the March SSC.

2. Math:

Schoolwide:

CAASPP: Growth of more than 15 points on the Distance from Level 3.

Metric/ Indicator	Baseline/Actual Outcome	Expected Outcome	Actual Outcome
CAASPP: Schoolwide	2018-2019: 76 points below standard	2021-2022: 61 points below standard	2021-2022: 100.3 points below standard Goal Not Met
NWEA	WINTER 2022 Percentage on Track: K: 24.6% 1st: 4.7% 2nd: 10.3% 3rd: 6.1% 4th: 3.4% 5th: 10.4% 6th: 10.3%	WINTER 2023 Percentage on Track: K: 29.6% First: 9.7% 2nd: 15.3% 3rd: 11.1% 4th: 8.4% 5th: 15.4% 6th: 15.3%	Winter Screening was not completed until February 17th. This data will be presented at the March SSC.

3. English Learners:

-ELPAC: English Learner Progress Indicator (ELPI) growth of 10% for English Learners

Making Expected Growth

-Reclassification: Increase reclassification rate of EL students by 7.9%

-ELA: CAASPP: growth of more than 10 points on the Distance from Level 3

-Math: CAASPP: growth of more than 10 points on the Distance from Level 3

Metric/ Indicator	Baseline/Actual Outcome	Expected Outcome	Actual Outcome
ELPAC	2018-2019: 32.8% Making progress toward English proficiency	2021-2022: 42.8% Making progress toward English proficiency	2021-2022: 71.8% progress toward English proficiency Goal Met

Reclassification Rate	2021-2022 2.1%	2022-2023 10%	0% as of January 2023 Goal Not Met
CAASPP ELA	2018-2019 60.7 points below standard	2021-2022 50.7 points below standard	2021-2022 108.4 points below standard Goal Not Met
CAASPP Math	2018-2019: 82.4 points below standard	2021-2022 72.4 points below standard	2021-2022 126.7 points below standard Goal Not Met
NWEA ELA	Winter 2022 Percentage on Track: K: 0% First: 10% 2nd: 11.1% 3rd: 15.4% 4th: 5.9% 5th: 0% 6th: 0%	Winter 2023 Percentage on Track: K - 5% First - 15% 2nd - 16.1% 3rd - 20.4% 4th - 10.9% 5th - 5% 6th - 5%	Winter Screening was not completed until February 17th. This data will be presented at the March SSC.
NWEA Math	Winter 2022 Percentage on Track: K - 24.6% First - 4.7% 2nd - 10.3% 3rd - 6.1% 4th - 3.4% 5th - 10.4% 6th - 10.3%	Winter 2023 Percentage on Track: K - 29.6% First - 9.7% 2nd - 15.3% 3rd - 11.1% 4th - 8.4% 5th - 15.4% 6th - 15.3%	Winter Screening was not completed until February 17th. This data will be presented at the March SSC.

4. Chronic Absenteeism:

Schoolwide: Decrease of 2% in annual Chronic Absenteeism percentage, based on CA Dashboard

Metric/ Indicator	Baseline/Actual Outcome	Expected Outcome	Actual Outcome
CA Dashboard Schoolwide	2018-2019 19.4% chronically absent	2021-2022 17.4% chronically absent	2021-2022 46.4% chronically absent Goal Not Met
SBCUSD Site Data Dashboard	50.2% Chronically Absent (As of March 2022)	30.2% Chronically Absent (March 2023)	42.8% Chronically Absent (January 2023) Goal Not Met

5. Suspension:

Schoolwide: Reduce the percentage of students suspended by 1%.

Metric/ Indicator	Baseline/Actual Outcome	Expected Outcome	Actual Outcome
CA Dashboard Schoolwide	2018-2019 3.1% suspended at least once	2021-2022 2.1% suspended at least once	Schoolwide: 2% suspended at least once Goal Met
SBCUSD Site Data Dashboard	0.6% suspended at least once (As of March 2022)	2% or less suspended at least once (March 2023)	1.1% or less suspended at least once (January 2023) Goal Met

6. Parent-Family Engagement:

Schoolwide: The site will host a minimum of 2 parent workshops during the 2022-2023 school year.

Metric/ Indicator	Baseline/Actual Outcome	Expected Outcome	Actual Outcome
Parent Workshops	2021-2022 0	2022-2023 2	2022-2023 2 Parent Workshops as of February 2023 Goal Met
Sign-in Sheets from Parent Workshops	2021-2022 0	2022-2023 10 guests	2022-2023 Goal Met/Not Met
Panorama Survey Title I Parent-Family Engagement	2021-2022 60%	2022-2023 65%	2022-2023 68% Goal Met

Mrs. Lewis asked if there were any questions, comments, or concerns regarding Evaluation of Goals. There were none.

Program Evaluation/Needs Assessment

Mrs. Lewis explained that in order to determine the success of Parkside Elementary School's LCAP and Title I programs, an annual evaluation must be conducted. The expenditures and activities, implemented through the SPSA, must be evaluated in order to determine if they are effective and supporting the site's SPSA. The evaluation highlights how the academic achievement of all students, and particularly of low-achieving students at Parkside Elementary School, is impacted; whether the objectives of the SPSA were achieved; and if the SPSA is still appropriate, as written. The evaluation measures how successful the site has been in addressing needs and focus areas.

Throughout the year, Fairfax Elementary School has been analyzing student data. The analysis has included reflection on the LCAP and Title I program/expenditures which assists in monitoring

their effectiveness. Summaries of data analysis have been presented to SSC, ELAC and AAPAC, and input/recommendations have been gathered. Finally, the summaries will be used in the development of the Needs Assessment in Section 1 of the SPSA.

The LCAP and Title I Program Evaluation demonstrates that Parkside Elementary School is working to meet the needs of students, teachers, and parents. In order to evaluate the effectiveness of the LCAP and Title I program/expenditures, Parkside Elementary School must consider the following:

1. Has the LCAP and Title I program produced positive growth and achievement?
2. What has been effective in the LCAP and Title I Program? (Include the data analysis used to determine effectiveness and demonstrate planned expenditures [strategies/activities] are working.)
3. What has *not* been effective in the LCAP and Title I Program? (Include the data analysis used to determine a lack of effectiveness and demonstrate planned expenditures [strategies/activities] are *not* working.)
4. What are the next steps? (Strategically continue, discontinue, or modifications to the program)

Parts of the LCAP and Title I program may remain the same, while other parts may change, due to the evaluation. The council referred to the *current* (2022-2023) SPSA in order to evaluate the effectiveness of the LCAP and Title I program (and related expenditures), as follows:

Annual Program Evaluation: LCAP and Title I			Needs Assessment
2022-2023 Planned Expenditure: Strategies /Activities	What is effective? (Include the data analysis used to determine effectiveness)	What has not been effective? (Include the data analysis used to determine ineffectiveness)	Next Steps? (Strategically continue, discontinue or modifications to the program)
1910/1190 PROGRAM FACILITATOR - 419/501 Low Income/Foster Youth/English Learner: 1. Coordinates all state and local testing (CAASPP, NAGLIERI, ELPAC, NWEA, STAR, etc.) 2.Provides supervision of students and	1. To date, Initial ELPAC has been administered to initial English Learners and the NWEA has been administered to 446 students for ELA and 444 students for Math. 2. Provided supervision of students on campus and attended 3 Climate and Culture Team (Tier PBIS) meetings prior to promotion.	Due to a promotion, this position has been vacant since November 2022. 7. Due to the promotion the Program Facilitator was unable to start a system of intervention for LTEL students. School-Wide: 1. The SPSA monitoring and development took place after the	The site has plans to hire a new Program Facilitator and strategically continue all strategies and activities in 2023-24.

<p>reinforcement of PBiS</p> <p>3. Supports purchasing of equipment, supplies, and supplemental materials, distributes curriculum materials, in order to ensure compliance.</p> <p>4. Provides technology support, including trouble-shooting, maintenance of devices (upgrades, adding programs), etc.</p> <p>5. Provide/facilitate professional development for teachers to implement our AVID Elementary School-Wide program.</p> <p>6. Serve as the English Language Facilitator to monitor reclassification and Adequate Yearly Progress of ELs.</p> <p>7. Focus on LTELs for intervention and small group instruction.</p> <p>School-Wide:</p> <p>1. Supports SPSA development, monitoring, and evaluation</p> <p>2. Oversee and implement an RTI program for the lowest 5% of students; Monitor student data to track progress and facilitate data chats.</p>	<p>3. Distributed 44 orders for curriculum and supplies and processed one purchase requisition for the site.</p> <p>4. Provided technology support to staff and students daily on an as-needed basis, which was well-received by our educational partners.</p> <p>5. Provided one professional development session to teachers on AVID implementation.</p> <p>6. Between August and November, the Program Facilitator communicated with staff, parents, and students regarding the yearly progress of our English Language Learners. She also orchestrated the development of EL portfolios for the beginning of the year</p> <p>School-Wide:</p> <p>2. The Program Facilitator implemented an RTI program for 20 students through the monitoring of NWEA Math and ELA data. Winter NWEA will be used to compare to the fall for tracking progress.</p>	<p>position was vacated in November.</p> <p>3. The Program Facilitator worked to support ELAC, however, was unable to have parents elected to the council to support the implementation of ELAC meetings/support</p> <p>8. Due to the promotion of the Program Facilitator, the position was unable to start a system of small group instruction focused on language development, writing, and vocabulary across the content areas using GLAD and SDAIE strategies.</p>	
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<p>3. Coordinate and support SSC and ELAC, in order to encourage and support parent involvement and input</p> <p>4. Coordinate and support Coffee with the Principal to keep families informed and build home-school communication.</p> <p>5. Provide/ facilitate parent training on how to build parent skills and the ability to support their children at home.</p> <p>6. Increase home-school communication, as well as training opportunities, as it pertains to the Title I Program and grade-level/state standards.</p> <p>7. Provide PD for teachers, such as AVID and the school's foci.</p> <p>8. Small group instruction focused on language development, writing, and vocabulary across the content areas using GLAD and SDAIE strategies.</p>	<p>3. The Program Facilitator coordinated and facilitated 3 SSC meetings</p> <p>4. The Program Facilitator assisted the principal with coordinating and assisting the principal with 1 Coffee with the Principal engagement.</p> <p>5. The Program Facilitator helped facilitate 2 parent workshops on Literacy and Art.</p> <p>6. The Program Facilitator provided and coordinated flyers, and communication for all parent workshops and all SSC meetings resulting in an increase in parent participation.</p> <p>7. The Program Facilitator provided 1 professional development for teachers on AVID implementation.</p>		
<p>1140 Certificated Teaching (Subs) - 501</p> <p>School-Wide:</p> <p>1. (Including Resident Substitutes) to provide release time for Instructional</p>	<p>1-3.100 percent of teachers were provided with coverage:</p> <p>1. For Instructional Rounds, site-level meetings, data meetings, and</p>	<p>4. Although the intent was to have guest teachers provide small group instruction to students based on data and support the English Language development of ELL</p>	<p>Continue providing guest teachers for professional development, workshops, and grade-level collaboration and strategically provide guest teachers with using state funding to help provide coverage for IEP meetings.</p>

<p>Rounds, site-level meetings, data meetings, district/ site training, in order for teachers to build their capacity in their school-wide focus.</p> <p>2. To allow teachers to attend AVID, RIMS AVID Pathways, GLAD, SDAIE, and other professional development opportunities in order to increase their knowledge of various teaching strategies,</p> <p>3. To provide coverage for teachers to plan and organize lessons in order to create enrichment and extended learning opportunities.</p> <p>4. Provide small group instruction to students based on data. Support English Language development of ELL students by providing small group instruction.</p>	<p>district/ site training, in order for teachers to build their capacity in their school-wide focus.</p> <p>2. attend AVID, RIMS AVID Pathways, GLAD, SDAIE, and other professional development opportunities in order to increase their knowledge of various teaching strategies.</p> <p>3. to plan and organize lessons in order to create enrichment and extended learning opportunities.</p>	<p>students, the need for guest teachers was greater in the Professional Development area which led to not including small group instruction. Two district-provided guest teachers provided small group instruction for Math and ELA intervention.</p>	<p>We will strategically plan to utilize guest teachers for intervention purposes.</p>
<p>2118 REC AIDES (8 Hours) - 419</p> <p>Low Income/Foster Youth/English Learner</p> <p>1. To support positive school culture and climate</p> <p>2. Maintain a safe and orderly</p>	<p>1-3. Recreational aides (3) provide the support of a positive school culture and climate, safe and orderly environment through student supervision, and reinforce PBIS expectations by location, and single point of</p>	<p>Due to the challenges on the soccer field, the site will explore the possibility of having a contracted service that strategically teaches sports fundamentals to students.</p> <p>4. Although childcare was not</p>	<p>Due to the challenges on the soccer field, the site will explore the possibility of having a contracted service that strategically teaches sports fundamentals to students.</p> <p>Provide childcare support for parent workshops and training, etc.</p>

<p>environment through student supervision</p> <p>3. Reinforce PBiS, and single point of entry-closed campus</p> <p>4. To support parents by providing childcare support for parent workshops and training, etc.</p>	<p>entry-closed campus, which has led to a decrease in suspension at the site.</p>	<p>provided as support for parent workshops and training, we plan to strategically provide opportunities for families next school year.</p>	
<p>2119 STUDENT INTERNS - 501</p> <p>School-Wide:</p> <p>1. Support students in small group instruction through push-in models in academic areas including but not limited to English Language Arts and Math, conduct diagnostic assessments, progress monitor, and utilize formative assessments to measure student achievement for students, and provide instruction that is determined by assessments and teacher input.</p> <p>2. Work with teacher to fully understand the gaps in the sequence of reading to ensure those gaps are addressed.</p>	<p>One student intern has been hired to help provide small group instruction through our Kindergarten push-in model in the academics areas of English Language Arts and Math, they have also helped conduct diagnostic assessments, progress monitor, and utilize formative assessments to measure student achievement for students to assist teachers.</p>	<p>Although the school has reached out to colleges and universities, due to personnel shortages and larger demands in SBCUSD, additional student interns were not approved until February.</p>	<p>Continue funding student interns.</p>
<p>4210 OTHER BOOKS - 501</p> <p>School-Wide:</p> <p>1. Supplement the selection of classroom library</p>	<p>The site has purchased 3 professional development books for engaging preparing staff to work with parents,</p>	<p>Professional development books aren't here as of yet, thus it has delayed the professional development teachers are to</p>	<p>Strategically purchase books as needed based on needs assessment and reduce the funding amounts for this strategy and activity.</p>

<p>books and school library to provide access to non-fiction, SEL, biographies, culturally relevant, primary language, and other books.</p> <p>CSI Plan-523:</p> <p>2. Professional Development books/ resources aligned to the site's professional development learning plan/foci</p> <p>3. Supplement the classroom libraries/ learning center with resources such as leveled readers, culturally relevant books, Phonics for Reading, thematic centers, etc. for intervention purposes</p>	<p>be better responsive in working with students and families. We also purchased the SIPPS intervention program to be utilized in our small group intervention lab. We've graduated 15 students from the program.</p>	<p>receive. To date, there are 5 pending purchases out of budget 523.</p>	
<p>4310 INSTRUCTIONAL MATERIALS - 419/501</p> <p>Low Income/Foster Youth/English Learner and School-Wide:</p> <p>1. Instructional materials (such as, but not limited to: binders, dividers, agendas, pencils, pens, paper, spiral notebooks, highlighters, erasers, pencil pouches, pointers, etc)</p> <p>2. Materials for AVID</p>	<p>The site has purchased instructional materials to support English Learners, literacy school-wide, and materials to support the needs of our Special Education students in social-emotional learning and sensory regulation.</p>	<p>Intervention materials for the CSI (523) program are pending purchase.</p>	<p>Strategically continue the purchase of materials and supplies based on the needs of the students and intervention programs.</p>

<p>3. Subscriptions to non-fiction material, such as Scholastic News</p> <p>4. Math tools, graphic organizers, charting tools, intervention materials, etc.</p> <p>CSI:</p> <p>5. Instructional materials to support intervention program such as, white boards, white board markers, white board erasers, reading trackers, etc.</p>			
<p>4340/4410/4440/4450/5841 TECHNOLOGY & WARRANTY (501)</p> <p>School-Wide:</p> <p>1. iPads, tablets, Chromebooks, projectors, and other technology in order to provide highly engaged, differentiated instruction, as well as offer opportunities for research, enrichment, and computer-based skills, and independent project-based learning to include presentations and publications of student work.</p> <p>2. Provide a Computer station for the parent center/area where parents can access</p>	<p>The site has purchased Laptops for interventions, replacement projectors for continued instruction and continued with service warranties.</p>	<p>N/A</p>	<p>Strategically continue the purchase of educational equipment , technology and warranties based on the needs of staff and students.</p>

<p>materials to support their child at home.</p> <p>3. Educational technology to support instruction and provide increased access to technology for students and staff in order to work toward 21st Century skills.</p> <p>4. District Extended Warranty at the time of purchase of all new technology purchased to ensure technology equipment is fully functional.</p>			
<p>5220 INSERVICE/ CONFERENCES - 501</p> <p>School-Wide:</p> <p>1. Inservice and Business Expenses (including the costs for registration, travel, and incidentals) to attend conferences/training such as (but not limited to): AVID, AVID Path, iTeach, CAG, Differentiation, Get Your Teach On, ACSA, Autism conferences, and Behavior Intervention conferences, etc.</p> <p>2. Training such as (but not limited to): SDE virtual training, AVID virtual training, Math training, engagement training, SEL, technology, etc.</p>	<p>8 teachers have participated in AVID Summer Institute and through the AVID site team has supported the implementation of school-wide AVID site goals in instruction, culture, leadership and schoolwide systems.</p> <p>3 teachers will be participating in YouCubed Summer Math conference paid for out of 523.</p>	N/A	<p>Strategically continue to support teacher and staff development through the attendance of conferences that support professional development and growth in academic core subject, socio-emotional development and other applicable areas based on site need.</p>

<p>5713 PRINTING - DISTRICT - 501</p> <p>School-Wide: 1. Printing to provide supplemental instructional materials, AVID Agendas, AVID materials, parent training materials, and flyers.</p>	<p>Teachers are preparing printing materials to meet the need for school wide AVID continuity. Flyers for parent workshops have also been printed and distributed.</p>	<p>N/A</p>	<p>Strategically continue to use printing as a resource for the site to support the AVID program and marketed parent trainings.</p>
<p>5840 COMPUTER TECH FEES, LICENSES - 501</p> <p>School-Wide: 1. Supplemental computer programs, such as Reflex Math, DocHub, ClassroomScreen, Standards Plus, ESGI, Raz Kids, Spelling City, Reading A-Z, iXL, Headsprout, Read Naturally, ABC Mouse, etc., in order to provide highly engaged, differentiated instruction in a 21st-century classroom that offers opportunities for research, enrichment, and computer-based skills as well as independent project-based learning to include presentations and publications of student work.</p>	<p>Supplemental computer programs- Listenwise, ESGI, PBIS Rewards, Reading A-Z, and Heidisongs have been purchased to date to support learning and interventions in the classrooms. The PBIS rewards program has provided implementation data since January after a soft launch with staff familiarity with the program. Students are showing favorable SEL dispositions with 72.93 responding to feeling "ready" to learn while at school which will lead to a continued reduction in referrals and suspensions.</p>	<p>N/A</p>	<p>Strategically continue to support teacher and student academics through the acquisitions of educational computer programs that increase student achievement.</p>
<p>5810/5850 CONTRACTED SERVICES - 501</p>	<p>The site hired a writing consultant who provided</p>	<p>Although the program has been effective, 1-on-1</p>	<p>Teachers will continue the strategies learned with</p>

<p>School-Wide:</p> <ol style="list-style-type: none"> 1. Consultant to provide targeted professional development in the areas of ELA, Writing, AVID, ELD, and topics related to the site's plan/foci, such as Step Up to Writing, etc. 	<p>targeted professional development in the areas of ELA and writing. 100 % of the teachers have received the training and 80 % are implementing the programs as she continues to provide demo lessons and support.</p>	<p>coaching and support may positively impact the fidelity of the intervention writing process.</p>	<p>graduated assistance from the consultant.</p>
<p>2411 ATTENDANCE CLERK - 419</p> <p>Low Income/Foster Youth/English Learner:</p> <ol style="list-style-type: none"> 1. Increase home-school connection by compiling attendance records, verifying absences through phone calls or home visits, registering students, and handling record transfers. 2. Provide community resources to ensure families help decrease chronic absenteeism. 3. Contact families regarding IEP appointments and documents. 4. Contact families regarding GATE, ELPAC, and other assessments. 5. Maintain records for foster youth students and contact the homeless/foster liaison, as needed, 	<p>N/A</p>	<p>N/A</p>	<p>Although attendance services will continue to be provided, the attendance position has now been funded through district-level funding and site based funds will no longer support this position.</p>

<p>for additional support.</p> <p>6. Work with the school counselor to identify students with attendance deficiencies.</p> <p>7. Provide interpretation/translation (English and Spanish) when necessary, such as school flyers or during parent/teacher conferences.</p>			
<p>1130/1230/1930 CERTIFICATED (ADDITIONAL DUTY) - 419/501</p> <p>1130 Certificated Teachers (501):</p> <p>1. Additional duty to plan, collaborate, attend training outside of the contractual time, and/or provide tutoring services to students.</p> <p>1930 PROGRAM FACILITATOR - ADDL DUTY (419):</p> <p>2. Additional duty to support teachers, plan and coordinate supplemental programs, etc.</p> <p>3. Oversee extended learning opportunities such as intensive instruction and tutoring, in order to support school-wide intervention programs.</p> <p>4. Model/Provide coaching to teachers.</p>	<p>To date, 14 teachers were provided the opportunity to participate in grade-level collaboration to support student achievement and plan for student intervention.</p>	<p>The program facilitator position was vacant and did not utilize any hours to support the professional development program.</p>	<p>The site plans to continue the use of additional duties to support student achievement.</p>

Mrs. Lewis asked if there were any questions or concerns. There were none.

VII. Public Comment: Ms. Maya asked for public comment.

Ms. Osuna asked if she should attend the DAC meetings as the Alternate Rep since Ms. Zamora hasn't been attending as the DAC Rep. Ms. Rodriguez recommended that she could to be able to provide a report to the council. There were no additional public comments.

VIII. Adjournment: Ms. Harker motioned to adjourn the meeting. Ms. Osuna seconded the motion. There was no additional discussion nor were there recommended changes or additions.

VOTE: 8 Yeas, 0 Nays, 0 Abstain - motion carried.

There was no discussion. The meeting was adjourned unanimously at 10:08 am.

Parkside Elementary School

SSC Meeting Minutes

March 17, 2023

9:15 am

C3 Library

I. Call to Order and Welcome: The meeting was called to order by Ms. Maya, at 9:23 am. Interpretation was provided.

II. Roll Call:

Present: Khaleelah Lewis Wilkins (Principal), Diana Osuna (Teacher), Jessica Leske (Teacher), Dedra Jones (Other), Cheryl De La Torre (Parent), Caitlin Maya (Parent), Francesca Villarreal (Parent-Joined Virtually)

Absent: Linda Harker (Teacher), Ashley Esparza (Parent), Lucina Zamora (Parent)

Quorum Met: Yes (*7 out of 10 members Present*)

III. Reading and Approval of Minutes from February 24, 2023: All members and guests were provided with a copy of the minutes in English and Spanish. Time was given to review the minutes. Ms. Osuna made a motion to approve the minutes from February 24, 2023 as presented. Ms. Maya seconded the motion. There was no additional discussion nor were there recommended changes or additions.

VOTE: 7 Yeas, 0 Nays, 0 Abstain - motion carried.

IV. Committee Reports:

a. DAC: Ms. Osuna was unable to attend the DAC meeting and Ms. Rodriguez reported from the March 9, 2023 meeting. The first presenter was Positive Youth Development and Director Dr. Marlene Bicondova and Program Specialist Stephanie Fletcher informed the council on the Anti-Bullying Strategy being used called Undercover Student Teams. There is a 7 step process that is used to resolve the issue. To date 151 teams have been created across sites with a 100% success rate. The goal is to train teams at each district school to use this strategy. The second presenter was Kimbre Sargent, Director of Categorical Programs. She informed the council that each year the department gathers input from educational partners regarding LCAP and the LCAP Federal Addendum. Dr. Suzy Keidel, Assistant Director of Accountability and Educational Technology, then led the council through a community input survey.

b. DELAC: No Report given.

c. DAAAC: Ms. Villarreal reported out from the March 2, 2023 meeting. Dr. Funchess gave an update on the incident that occurred at Indian Springs High School. He informed the council that the teacher was placed on administrative leave until the investigation is completed. The next topic addressed was about the CAPS Enrollment complaints that will be looked into. Parents will also receive support in enrolling their students in CAPS for Spring Break. The next meeting will be Thursday, April 6, 2023.

- d. **SPAC:** Ms. Villarreal informed the council that the February meeting was canceled. The next meeting is Monday April 24, 2023.

V. Old Business: None

VI. New Business:

a. Drafting 2023-24 SPSA - Section 2: Goals, Section 2: LCAP, Title I, and CSI Action Plan, and Possible Future Expenditures, *including* ATSI for identified student groups: Section 2: Goals 1-6

Section 2 of the 2023-2024 School Plan for Student Achievement, which includes Parkside Elementary School's goals, was projected for members and guests to view. Mrs. Lewis began by presenting the goal(s) for English Language Arts as follows:

Goal 1: English Language Arts

School-Wide

CAASPP: Increase ELA distance from standard by 15 points.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP ELA - CA Dashboard	2021-2022 87.8 points below standard	2022-2023 72.8 points below standard
NWEA	Winter 2022-2023 Percentage on Track Schoolwide: 16.3% K: 16.0% 1st: 24.4% 2nd: 8.2% 3rd: 23.5% 4th: 19.1% 5th: 10.4% 6th: 10.9%	Winter 2024 Percentage on Track Schoolwide: 21.3% K: 21% 1st: 29.4% 2nd: 13.2% 3rd: 28.5% 4th: 24.1% 5th: 15.4% 6th: 15.9%

Mrs. Lewis stated that Parkside continues to work toward meeting its goal in ELA by supporting students with small group instruction and intensive intervention for students who have indicated need.

Goal 2: Mathematics

School-Wide

CAASPP: Increase ELA distance from standard by 15 points.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP ELA - CA Dashboard	2021-2022 100.3 points below standard	2022-2023 85.3 points below standard
NWEA	Winter 2022-2023 Percentage on Track Schoolwide: 13.6% K: 24.0% 1st: 18.2% 2nd: 11.1% 3rd: 23.2%	Winter 2024 Percentage on Track Schoolwide: 18.6% K: 29.0% 1st: 23.2% 2nd: 16.1% 3rd: 28.2%

	4th: 7.2% 5th: 4.5% 6th: 7.5%	4th: 12.2% 5th: 9.5% 6th: 12.5%
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Mrs. Lewis presented the schoolwide goal for Math. She stated that Parkside Elementary School continues to work toward meeting its goal in Math by supporting students with small group instruction and intensive intervention for students who have indicated need.

Goal 3: English Learners

ELPAC Increase the percentage of English Learner students making progress toward English proficiency by % moving from % to %, as measured by the 2022 ELPAC assessment.

ELA Increase CAASPP ELA distance from standard by points moving from distance from standard to distance from standard, as measured by the CA Dashboard.

ATTENDANCE Increase the ADA percentage of English Learners by % moving from % to %.

RECLASSIFICATION Increase the percentage of English Learner students being reclassified by %, moving from % to %.

MATH Increase CAASPP Math distance from standard by points moving from distance from standard to distance from standard, as measured by the CA Dashboard.

Goal 4: Chronic Absenteeism (K-12)

Schoolwide

Decrease of 2% in annual Chronic Absenteeism percentage, based on CA Dashboard

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CA Dashboard	2021-2022 46.4% Chronically Absent	2022-2023 44.4% Chronically Absent
SBCUSD Site Data Dashboard	38.6% Chronically Absent (February 2023)	30.6% Chronically Absent (February 2024)

Goal 5: Suspension

Schoolwide

Maintain the percentage of suspended students by 2%.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CA Dashboard	2021-2022 2% suspended at least once	2022-2023 2% suspended at least once
SBCUSD Site Data Dashboard	1.5% suspended at least once (As of February 2023)	1% or less suspended at least once (February 2024)

Goal 6: Parent-Family Engagement

Mrs. Lewis indicated that Parkside Elementary School sought the input of parents in their establishment of the Parent-Family Engagement goals for the 2023-2024 school year. She presented the schoolwide goals for Parent-Family Engagement as follows:

Schoolwide

The site will host a minimum of 2 parent workshops during the 2023-2024 school year.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Parent Workshops	2022-2023 2 Parent Workshops	2023-2024 2 Parent Workshops
Panorama Survey Title I Parent-Family Engagement	2022-2023 68% Favorable Response	2023-2024 68% Favorable Response

Mrs. Lewis stated that Parkside Elementary School continues to work toward meeting its goals for parent engagement by continuing to host parent workshops and family nights.

Mrs. Lewis asked if there were any questions, comments, or concerns regarding the goals.

Comment: Mr. Hernandez from the Family Engagement Office recommended removing the goal tied to sign in sheets as it could make it seem that families are not engaged when they are based on the results of Panorama Family Survey. Mrs. Lewis informed the council that the Parent-Family Engagement goals have been revised in the SPSA to remove the Sign In Sheet goal.

Mrs. Lewis asked if there were additional questions, comments or concerns. There were none.

Section 2: LCAP and Title I Action Plan

Mrs. Lewis began by reminding the SSC that their responsibilities include monitoring the implementation of the School Plan for Student Achievement (SPSA), evaluating the effectiveness of the planned activities, revising and approving the plan, and finally, recommending it to the board for approval. She reminded the council that the development process for the 2023-2024 SPSA has been ongoing. As a site, teachers and staff have participated in on-going data analysis that has yielded valuable findings and has assisted in determining the site's needs, for the purpose of increasing student achievement. Along with data analysis, staff and the School Site Council have implemented a continuous cycle of monitoring Title I and LCAP expenditures, found in the SPSA, as well as their effectiveness. Based on the ongoing data analysis and monitoring cycle, the staff, School Site Council, and educational partners are now coming together to update the SPSA, in order to close the achievement gap, and best support the Title I/LCAP program at the site.

Mrs. Lewis followed by projecting the 2023-2024 Section 2: "LCAP and Title I Action Plan" and explained that the planned expenditures are aligned to those discussed during Parkside Elementary School's budget development process. She reminded the council of the specific intent of each of the Title I planned expenditures/strategies and activities, which is to increase student achievement by addressing the needs of all students who are at-risk of failing, or are currently failing. Consistent with educational partner transparency and budgetary alignment with the site-level needs assessment (found in Section 1 of the plan), student data, and identified academic priorities, the council was provided with the details as to the positions, programs, professional development, and parent-family engagement activities that support school wide and student group needs, as follows:

Section 2: LCAP and Title I Action Plan

Planned Expenditures Object Code	Strategies/Activities	Goal Alignment	LCAP 419 Cost	Title I 501 Cost
1910/1190 Program Facilitator	<p>1910/1190 PROGRAM FACILITATOR - 419/501</p> <p>Low Income/Foster Youth/English Learner:</p> <ol style="list-style-type: none"> 1. Coordinates all state and local testing (CAASPP, NAGLIERI, ELPAC, NWEA, STAR, etc.) 2. Provides supervision of students and reinforcement of PBiS 3. Supports purchasing of equipment, supplies, and supplemental materials, distributes curriculum materials, in order to ensure compliance. 4. Provides technology support, including trouble-shooting, maintenance of devices (upgrades, adding programs), etc. 5. Provide/facilitate professional development for teachers to implement our AVID Elementary School-Wide program. 6. Serve as the English Language Facilitator to monitor reclassification and Adequate Yearly Progress of ELs. 7. Focus on LTELs for intervention and small group instruction. <p>School-Wide:</p> <ol style="list-style-type: none"> 1. Supports SPSA development, monitoring, and evaluation 2. Support the RTI Program, including, but not limited to small group instruction. Monitor student data for progress and facilitate data chats. 3. Coordinate and support SSC and ELAC, in order to encourage and support parent involvement and input 4. Coordinate and support Coffee with the Principal to keep families informed and build home-school communication. 5. Provide/facilitate parent training on how to build parent skills and the ability to support their children at home. 6. In collaboration with the Parent Volunteer Worker, increase 	<p>Goal 1 English Language Arts</p> <p>Goal 2 Math</p> <p>Goal 3 English Learners</p> <p>Goal 6 Parent-Family Engagement</p>	\$116,806	\$12,979

	<p>home-school communication, as well as training opportunities, as it pertains to the Title I Program and grade-level/state standards.</p> <p>7. Provide PD for teachers, such as AVID and the school's foci.</p>			
1140 Certificated Teaching-Sub	<p>1140 CERTIFICATED TEACHING (SUBS) - 419/501 (Including Resident Substitutes)</p> <p>Low Income/Foster Youth/English Learner (419)/Schoolwide (501):</p> <p>1. Provide release time for professional development activities including items such as but not limited to inservice/conference, Instructional Rounds, site-level meetings, data meetings, district/site training, in order for teachers to build their capacity in their school-wide focus.</p> <p>2. Provide small group instruction as identified by student data and administration.</p>		\$7,000	\$75,000
2118 Rec Aide	<p>2118 REC AIDES (8 Hours) - 419</p> <p>Low Income/Foster Youth/English Learners:</p> <p>1. To support positive school culture and climate to maintain a safe and orderly environment through student supervision and reinforce PBIS skills.</p>		\$25,882	
2119 Student Interns	<p>2119 STUDENT INTERNS - 501</p> <p>Schoolwide:</p> <p>1. Support students in small group instruction in academic areas including but not limited to English Language Arts and Math, conduct diagnostic assessments, progress monitor, and utilize formative assessments to measure student achievement for students, and provide instruction that is determined by assessments and teacher input.</p>			\$36,000
4210 Other Books	<p>4210 OTHER BOOKS - 419</p> <p>Low Income/Foster Youth/English Learners:</p> <p>1. Supplement the selection of classroom library books and</p>		\$1,000	

	school library to provide access to non-fiction, SEL, biographies, culturally relevant, primary language, and other books.			
4310 Instructional Materials/Supplies	<p>4310 INSTRUCTIONAL MATERIALS - 419/501</p> <p>Low Income/Foster Youth/English Learner and Schoolwide:</p> <p>1. Instructional materials (such as, but not limited to: binders, dividers, agendas, pencils, pens, paper, spiral notebooks, highlighters, erasers, pencil pouches, pointers, etc)</p> <p>2. Materials for AVID</p> <p>3. Math tools, graphic organizers, charting tools, intervention materials, etc.</p> <p>4. Purchase of intervention materials such as but not limited to SIPPS, English 3D, etc.</p>		\$10,693	\$22,253
4340/4410/4440/4450/5841 Computer Equipment/Accessories/Warranty	<p>4340/4410/4440/4450/5841 TECHNOLOGY & WARRANTY - 419</p> <p>Low Income/Foster Youth/English Learner:</p> <p>1. Provide instructional technology to support instruction including but not limited to iPads, tablets, Chromebooks, projectors, toner, etc., including warranty.</p>		\$15,400	
5880 Student Incentives	<p>5880 STUDENT INCENTIVES - 419</p> <p>Low Income/Foster Youth/English Learners:</p> <p>1. Provide incentives to support student achievement such as but not limited to medals, certificates, ribbons, pencils, trophies, PBIS store, etc.</p>		\$3,000	
5220 Inservice/Conference	<p>5220 INSERVICE/ CONFERENCES - 419/501</p> <p>Low Income/Foster Youth/English Learner and School-Wide:</p> <p>1. Inservice and Business Expenses (including the costs for registration, travel, and incidentals) to attend conferences/training such as (but not limited to): AVID, AVID Path, Math, PLC, ACSA, etc.</p>		\$1,500	\$17,000

5713 Printing-District	5713 PRINTING-DISTRICT - 501 Schoolwide: 1. Printing to provide supplemental instructional materials, AVID Agendas, AVID materials, parent training materials, and flyers.		\$1,000	\$5,000
5840 Computer Tech Fees/Licenses	5840 COMPUTER TECH FEES, LICENSES - 419/501 Low Income/Foster Youth/English Learner and Schoolwide: 1. Purchase educational licenses, such as but not limited to Heidi Songs, ESGI, Listenwise, etc.		\$2,000	\$10,000
4330/5752	4330/5752 MEETING REFRESHMENTS/CATERING (419) Low Income/Foster Youth/English Learners: 1. Purchase light refreshments for parent advisory groups, parent workshops, and parent activities.		\$2,500	
5851 Assemblies	5851 ASSEMBLIES - 419 Low Income/Foster Youth/English Learners: 1. Provide assemblies to support academic instruction and make real world connections to common core standards.		\$6,000	
1130/1230/1930 Certificated Additional Duty	1130/1230/1930 CERTIFICATED ADDITIONAL DUTY - 419/501 Low Income/Foster Youth/English Learners: 1130 Certificated Teachers (419 NTE \$1,500): 1. Additional duty for professional learning to plan, collaborate, attend training outside of contractual time. Schoolwide: 1930 PROGRAM FACILITATOR - ADDL DUTY (501 NTE \$300): 2. Additional duty to support families during parent-family engagement, such as workshops, parent advisory groups, etc.		\$1,500	\$300

5712/5886 Field Trip Transportation/Admissions	5712/5886 FIELD TRIP TRANSPORTATION/ ADMISSIONS - 419 Transportation: NTE \$3,000 Admissions: NTE \$1,000 Low Income/Foster Youth/English Learners: 1. Provide field trips and transportation to support academic instruction and make real world connections to common core standards.		\$4,000	
5810/5850 Contracted Services/ Independent Contractor	5810/5850 CONTRACTED SERVICES (501) Schoolwide: 1. Consultant to provide targeted professional development in the areas of ELA, Writing, AVID, ELD, and topics related to the site's plan/foci, such as Step Up to Writing, etc.			\$10,000
3000-3999 -Employee Benefits	3000-3999 BENEFITS for all employees		\$57,835	\$25,138
		Total Cost	\$256,116	\$213,670
		Total Allocation	\$256,116.36	\$213,670.37

Mrs. Lewis informed the council that all rec aide vacancies have been filled and that is making a difference in student support. She also informed the council that 3 student interns have been hired and are providing support for intervention to grades K-6.

Mrs. Lewis concluded the presentation of each of the LCAP and Title I planned expenditures/strategies and activities found in Section 2 of the SPSA, by first, highlighting that the total amount for the LCAP funded expenditures (\$256,116.36), aligned with the total in the 2023-2024 budget template. Mrs. Lewis asked if there were any comments, questions, or input regarding the draft LCAP strategies and activities. There were none.

Mrs. Lewis emphasized that the total amount for the Title I expenditures (\$213,671), aligned with the total in the 2023-2024 budget template. Mrs. Lewis asked if there were any comments, questions, or input regarding the draft, 2023-2024 SPSA, Title I portion of the plan.

Section 2: Possible Future Expenditures

Finally, Mrs. Lewis stated that it is important for Parkside Elementary School to have a plan in the event of possible adjustments to the LCAP (419) and/or Title I (501) budgets. Possible adjustments and/or funds from vacant positions will be liquidated throughout the year and allocated to the actions and services listed under the "Possible Future Expenditures" in Section 2 of the SPSA. Furthermore, the planned expenditures must not exceed the total tentative allocation.

The following planned expenditures/strategies and activities are recommended in the event of an adjustment to the *LCAP (419) budget and/or the Title I (501) budget*:

**Section 2: Possible Future Expenditures
LCAP, Title I, and CSI**

Planned Expenditures Object Code	Strategies/Activities	Goal Alignment	LCAP 419 Cost	Title I 501 Cost
1130/1230/1930 Certificated Additional Duty	<p>1130/1230/1930 CERTIFICATED ADDITIONAL DUTY - 419/501</p> <p>Low Income/Foster Youth/English Learners: 1130 Certificated Teachers (419): 1. Additional duty for professional learning to plan, collaborate, attend training outside of contractual time.</p> <p>Schoolwide: 1930 PROGRAM FACILITATOR - ADDL DUTY (501): 2. Additional duty to support families during parent-family engagement, such as workshops, parent advisory groups, etc.</p>		\$10,000	\$10,000
1140 Certificated Teaching-Sub	<p>1140 CERTIFICATED TEACHING (SUBS) - 419/501 (Including Resident Substitutes)</p> <p>Low Income/Foster Youth/English Learner (419)/Schoolwide (501): 1. Provide release time for professional development activities including items such as but not limited to inservice/conference, Instructional Rounds, site-level meetings, data meetings, district/site training, in order for teachers to build their</p>		\$15,000	\$20,000

	<p>capacity in their school-wide focus.</p> <p>2. Provide small group instruction as identified by student data and administration.</p>			
2130 Rec Aide Additional Duty	<p>2130 ADDITIONAL DUTY REC AIDES - 419</p> <p>Low Income/Foster Youth/English Learners: 1. To support parents by providing childcare support for parent workshops and training, etc.</p>		\$10,000	
2430 Additional Duty Clerk	<p>2430 ADDITIONAL DUTY CLERK - 419</p> <p>1. To support parent-family engagement night and provide resources to families when requested.</p>		\$5,000	
4210 Other Books	<p>4210 OTHER BOOKS - 419</p> <p>Low Income/Foster Youth/English Learners: 1. Supplement the selection of classroom library books and school library to provide access to non-fiction, SEL, biographies, culturally relevant, primary language, and other books.</p>		\$15,000	\$5,000
4310 Instructional Materials/Supplies	<p>4310 INSTRUCTIONAL MATERIALS/SUPPLIES - 419/501</p> <p>Low Income/Foster Youth/English Learner and Schoolwide: 1. Instructional materials (such as, but not limited to: binders, dividers, agendas, pencils, pens, paper, spiral notebooks, highlighters, erasers, pencil pouches, pointers, etc) 2. Materials for AVID</p>		\$15,000	\$15,000

	<p>3. Math tools, graphic organizers, charting tools, intervention materials, etc.</p> <p>4. Purchase of intervention materials such as but not limited to SIPPS, English 3D, etc.</p>			
4330/5752 Meeting Refreshments/ Catering	<p>4330/5752 MEETING REFRESHMENTS/CATERING (419)</p> <p>Low Income/Foster Youth/English Learners: 1. Purchase light refreshments for parent advisory groups, parent workshops, and parent activities.</p>		\$2,500	\$2,500
4340/4410/4440/4450/5841 Technology & Warranty	<p>4340/4410/4440/4450/5841 TECHNOLOGY & WARRANTY - 419</p> <p>Low Income/Foster Youth/English Learner: 1. Provide instructional technology to support instruction including but not limited to iPads, tablets, Chromebooks, projectors, toner, etc., including warranty.</p>		\$15,000	\$30,000
4390 Other Materials	<p>4390 OTHER MATERIALS - 419</p> <p>Low Income/Foster Youth/English Learner: 1. Purchase other materials that support ELA, Math, and Writing instruction and intervention.</p>		\$15,000	
5712/5886 Field Trip Transportation/ Admissions	<p>5712/5886 FIELD TRIP TRANSPORTATION/ ADMISSIONS - 419</p> <p>Transportation: NTE \$12,000 Admissions: NTE \$3,000</p> <p>Low Income/Foster Youth/English Learners: 1. Provide field trips and transportation to support academic instruction and</p>		\$15,000	\$10,000

	make real world connections to common core standards.			
5713 Printing - District	<p>5713 PRINTING - DISTRICT - 419/501</p> <p>Low Income/Foster Youth/English Learner and School-Wide: 1. Printing to provide supplemental instructional materials, AVID Agendas, AVID materials, parent training materials, and flyers.</p>		\$5,000	\$5,000
5810/5850 Contracted Services	<p>5810/5850 CONTRACTED SERVICES (501)</p> <p>Schoolwide: 1. Consultant to provide targeted professional development in the areas of ELA, Writing, AVID, ELD, and topics related to the site's plan/foci, such as Step Up to Writing, etc.</p>		\$30,000	\$30,000
5840 Computer Tech Fees, Software Licenses	<p>5840 COMPUTER TECH FEES, LICENSES - 419/501</p> <p>Low Income/Foster Youth/English Learner and Schoolwide: 1. Purchase educational licenses, such as but not limited to Heidi Songs, ESGI, Listenwise, etc.</p>		\$15,000	\$25,000
5851 Assemblies	<p>5851 ASSEMBLIES - 419</p> <p>Low Income/Foster Youth/English Learners: 1. Provide assemblies to support academic instruction and make real world connections to common core standards.</p>		\$20,000	\$20,000
5880 Student Incentives	<p>5880 STUDENT INCENTIVES - 419/501</p> <p>Low Income/Foster Youth/English Learner and Schoolwide: 1. Provide incentives to support student</p>		\$15,000	\$5,000

	achievement such as but not limited to medals, certificates, ribbons, pencils, trophies, PBIS store, etc.			
		Total Costs	\$202,500	\$182,500

Mrs. Lewis asked if there were any comments, questions, or input regarding the draft 2023-2024 Possible Future Expenditures. There were none.

b. Present ELAC's input on the school-wide needs assessment and recommendations for the English Learner program in the School Plan for Student Achievement (SPSA): Mrs. Lewis reported that ELAC was re-established this month. The committee met on March 17, 2023 and made the following recommendations:

- Continue strong communication between parents and teachers.
- When there is an issue in the classroom, contact families to try to resolve the issue at the classroom level.
- It was recommended to have ELAC meetings in the afternoon, like at 2:30 so that parents can join and then pick up their students at 3:30 pm.

c. Presentation of Title I Parent Survey Results (SBCUSD Family Survey), with a focus on the Title I Topics: Mrs. Lewis reminded parents that the Title I Parent-Family Engagement Survey was included as part of the 2022-2023 SBCUSD Family Survey. The survey covers key topics from perceptions of school supports and school climate, to barriers to engagement. Overall, the survey is used as a formative tool that allows the district and schools to strengthen parent-family engagement, in order to support strong student academic and social outcomes.

Mrs. Lewis reminded the council that it is specifically tasked with the responsibility of reviewing the results of the Title I Parent-Family Engagement Survey *portion* of the District's Family Survey.

A review of the results revealed that Parkside Elementary School's areas of *strengths* are as follows:

1. School communicates the value of parent/family input to improve student outcomes.
2. School provides meetings at times and days parents-families can reasonably participate in.

A review of the data also revealed an *area of growth*. Parkside Elementary School will be focusing on the following:

1. Help families understand state academic expectations measured by standardized testing and reported in the California Dashboard.

Parkside Elementary School will be addressing the *areas of growth* as follows:

1. Host a parent workshop at the beginning of the school year to explain standards and grade level expectations to families.

Mrs. Lewis stated that schools receiving Title I funding are required to conduct outreach to all parents and family members, and implement programs, activities, and procedures for the engagement of said parents and family members. The results of the Title I Parent-Family

Engagement Survey indicate parent-family input with regard to the strengths and needs of the school, as well as what programs, activities, and procedures should be planned and implemented at the school level. Parkside Elementary School will further study the results in order to determine any next steps, possibly generate additional expenditures in the Action Plan, amend the School-Parent and Family Engagement Policy, and/or revise the School-Parent Compact.

Mrs. Lewis asked if there were any questions or concerns. There were none.

d. Distribute Section 3: Centralized Services for review and eventual approval in April: All members and guests were provided with copies of the 2023-2024 SBCUSD Centralized Services. Mrs. Lewis asked that the Centralized Services be taken home for review. Input, discussion, and approval will take place at the April SSC meeting.

VII. Public Comment: Ms. Maya asked for public comment.

Mrs. Lewis informed the council that the next SSC meeting will be Friday, April 14, 2023 at 9:15 am.

VIII. Adjournment: Ms. Osuna motioned to adjourn the meeting. Ms. De La Torre seconded the motion. There was no additional discussion nor were there recommended changes or additions.

VOTE: 7 Yeas, 0 Nays, 0 Abstain - motion carried.

There was no discussion. The meeting was adjourned unanimously at 9:54 am.