

School Plan for Student Achievement Template

The instructions and requirements for completing the School Plan for Student Achievement (SPSA) and Additional Targeted Support and Improvement (ATSI) planning requirements follow the template in the [SPSA Template Instructions](#).

School Name	County-District-School (CDS) Code	School Site Council (SSC) Approval Date	Local Board Approval Date
Parkview Elementary	43696256093066	5/21/24	June 20, 2024

Plan Description

Briefly describe your school's plan for effectively meeting the Every Student Succeeds Act (ESSA) planning requirements for ATSI in alignment with the Local Control and Accountability Plan (LCAP) and other federal, state, and local programs.

This SPSA describes Parkview's Schoolwide Program.

Parkview provides a safe and inclusive TK-6th grade General education setting where students participate in authentic and meaningful learning experiences. Through the core subject areas of math, language arts, science and social studies, students explore the world around them while developing the creative, communicative, collaborative, and critical thinking skills to prepare them for success in college, career, and citizenship. With a dynamic staff, dedicated families, and an involved community, Parkview is committed to a culture of equity, inclusivity, and academic excellence. Effective teaching, capable instructional leadership and strong relationships are crucial to realizing our community's hopes and dreams for student learning and development. This focus articulates the teaching practices, leadership practices and organizational practices that have become the norm throughout our school system.

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

Goal 1 - All students will be proficient in meeting and/or exceeding all Common Core State Standards. Students will also use technology to master the 21st Century Skills of collaboration, communication, critical thinking and creativity. Oak Grove will provide innovative strategies with support for technology implementation that would enhance student learning of core academic subject knowledge, and meet technology standards.

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

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

Goal 4 - School and classroom environments support learning, creativity, safety, and engagement.

Goal 5 -We will actively engage parents and community members in supporting the implementation of CCSS instruction and providing input to program decisions.

Educational Partner Involvement

How, when, and with whom did your school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

Parkview elicits ongoing cycles of educational partner input from the School Site Council, Staff, and parent groups. The administration shares data regularly at Parkview School and Community Association (PSCA) meetings, School Site Council meetings, staff meetings, leadership meetings, and other parent meetings.

We continue to encourage parent and family involvement. Parents participate in providing enrichment and social and emotional learning (SEL) opportunities for students through asynchronous lessons. Parent meetings are held in person or through zoom or google meetings. School information is communicated via Facebook, Parent Square, and weekly newsletters.

Presentations to Educational Partners included:

PSCA - Parkview Parent Organization

Parkview Staff Meeting -April 30, 2024

The School Site Council approved the SPSA on 5/21/24

Resource Inequities

Briefly identify and describe any resource inequities identified at your school as a result of the required needs assessment.

Based on our five goals outlined in this plan, some identified resource inequities needed to better support student needs at Parkview include:

People: To support activities for students to engage in team building activities that promote safe, responsible and respectful behavior that promotes relationships across all grade levels (goal 4), to support certificated staff in providing targeted interventions for struggling readers not meeting measurable goals (goal 2).

Space: To support designated spaces for outdoor learning (goal 4), that inspires engagement, creativity, inclusion, and social emotional health (goal 3).

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

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

Parent involvement plays a big role in improvement in student academic performance. In addition to their presence providing the students encouragement and good study habits, we want parents to have the ability to provide their student academic support at home. Through a Family Engagement Institute and parent workshops, parents will participate and develop research-based skills to allow them to support their students academically at home. These parent workshops will serve not only as a location where parents are provided training- but will also allow them to collaborate with both teachers and other parents. To help make sure families of targeted student groups are aware of these parent engagement opportunities, effort will be put out by the community liaison and social worker to invite these families personally.

In order to help ensure that the resources provided are making the progress needed and expected, instructional round visits will be conducted 2 times in the school year, once in the Fall and the second in the Spring. The Instructional Leadership Team and School Lighthouse Team will be able to visit classrooms and see instructional practices in action to better their own learning and teaching. During these rounds the two leadership teams, as well as other certificated staff, will have a common data rubric to determine if

students in the targeted group are engaged in high level academic discussion in all curriculum areas that are being observed, as well as have the classroom climate and culture needed in order to succeed. These data points will help provide data around whether we are meeting the needs of our students to help determine adjustments and next steps during the school year. In addition to the instructional rounds, a data sheet to log student data will be used and reviewed monthly during professional development training and Professional Learning Communities (PLCs) so that instruction can continuously be modified and tailored to meet student-specific needs. This data sheet will highlight students in our targeted groups.

Comprehensive Needs Assessment

Identify and describe any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

CA Dashboard data shows that overall student performance in math and English language arts (ELA) was in the orange level (low), which indicates a need for differentiated instructional supports, scaffolding and targeted interventions.

Student groups that also performed at orange levels were Hispanic students and English Learners, Students with disabilities and socioeconomically disadvantaged students on the both ELA and math Performance level.

Additionally, CA Dashboard data shows that no students were in level red (high), orange or yellow category for suspension rate.

Students in the following groups were in red (very high) for chronic absenteeism: Asian students and White students

In reviewing this data with support staff, teachers, and parent groups, it has been determined that we will focus our efforts on improving student outcomes through the following interventions as well as the strategies and activities described in each goal:

- Academic intervention teachers for students below level in reading, including English Learners
- Math pull-out/push in interventions for students
- PBIS and Leader in Me trainings and refreshers for staff
- Mental health and counseling services
- Community Liaison services for families
- Weekly Walk-Trains, in partnership with the City of San Jose Walk and Roll Program.

Goals, Strategies/Activities, and Expenditures

Goal 1

Goal	Description
Goal 1	All students will be proficient in meeting and/or exceeding all Common Core State Standards (CCSS) and 21st century skills. All teachers are implementing Common Core standards, strategies, and materials.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

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

Annual Measurable Outcomes

Metric	2021-2022 Baseline	2022-2023 Data	2023-2024 Data	Desired Outcome for 2024-2025 Aligned to District LCAP Goals
SBAC Scores	ELA: 40.88% (Met or Exceed) MATH: 38.14% (Met or Exceed)	ELA: 39% (Met or Exceed) MATH: 34% (Met or Exceed)	Available July 2024	Annual Growth of 3% overall

CA Dashboard Academic Indicator	ELA: LOW - (27.6 below std) MATH: LOW (29.6 below std)	ELA: LOW (35.2 below std) MATH: LOW (40.6 below std)	Available November 2024	Blue, Green or Increase of One Performance Level
Local ELA Benchmark Assessments (iReady Mid-Year)	42% on or above grade level	38% on or above grade level	34% on or above grade level (42% EOY)	Annual Growth of 3% overall
Local Math Benchmark Assessments (iReady Mid-Year)	32% on or above grade level	31% on or grade level	29% on or above grade level (43% EOY)	Annual Growth of 3% overall
Annual Teacher and Student (Grades 3-8) Technology Survey	<i>Students in grade 3-8 who report using technology weekly at school 2021-22: 97%</i> <i>Students in grades 3-6 who report using technology daily at school 2021-22: 95%</i> <i>Teachers who report students use technology on a daily basis 2021-22: 63%</i>	<i>Students in grade 3-8 who report using technology weekly at school 2022-23:99%</i> <i>Students in grades 3-6 who report using technology daily at school 2022-23: 96%</i> <i>Teachers who report students use technology on a daily basis 2022-23: 82%</i>	<i>Students in grade 3-8 who report using technology weekly at school 2023-24:98%</i> <i>Students in grades 3-6 who report using technology daily at school 2023-24: 94%</i> <i>Teachers who report students use technology on a daily basis 2023-24: 88%</i>	<i>Students in grade 3-8 who report using technology weekly at school 2023-24: 100%</i> <i>Students in grades 3-6 who report using technology daily at school 2023-24: 90%</i> <i>Teachers who report students use technology on a daily basis 2023-24: 80%</i>
Student Access to Core Subject Areas Using 21st Century Skills	67% of students report using technology to work or collaborate with others. 52% of students report using technology to communicate with others. 78% of students report using technology to solve problems or help with their critical thinking in class. 70% of students report using technology to be creative.	57% of students report using technology to work or collaborate with others. 43% of students report using technology to communicate with others. 57% of students report using technology to solve problems or help with their critical thinking in class. 73% of students report using technology to be creative.	60% of students report using technology to work or collaborate with others. 52% of students report using technology to communicate with others. 74% of students report using technology to solve problems or help with their critical thinking in class. 75% of students report using technology to be creative.	80% of students report using technology to work or collaborate with others. 60% of students report using technology to communicate with others. 80% of students report using technology to solve problems or help with their critical thinking in class. 80% of students report using technology to be creative.

Strategies/Activities

Strategy/Activity #1

Teachers will have (2) release days for grade-level planning facilitated and supported by our instructional coaches (Intervention Specialist and English Language Teacher Partner (ELTP) to meet the needs of students. To address learning needs or foundational skill gaps for students, professional development/training/planning time/interventions/etc will be provided for grade level teams to utilize backward mapping and plan collaboratively to develop methods to deliver the assigned curriculum with emphasis on students' needs with the goal of increasing student proficiency. The Principal will additionally be provided release days to attend professional development opportunities.

Two common planning days for all teachers with a focus on collaborative planning and common assessments of district core curriculum with a focus on equity and inclusion. ILT Team members will also have 2 days planning days for data analysis and goal setting.

Strategy/Activity #2

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

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

Strategy/Activity #3

Purchase supplemental technology resources to replace document projectors, document cameras, chromebooks, earbuds and headphones as needed for everyday instruction for all students.

Strategy/Activity #4

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

Strategy/Activity #5

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

Strategy/Activity #6

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

Strategies/Activities Table

Strategy/ Activity #1	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
Strategy/ Activity #1	Academic Intervention Teacher (1.0 FTE)	All Students who are 2 or more levels behind in their Independent Reading and Math level	\$168,844	Title 1
Strategy/Activity #1	ELTP Support (0.5 FTE)	All ELs	\$0	District Funded
	ELTP Instructional Assistant : An Instructional Assistant to help support Multilingual learners and newcomers in Reading and Writing.	Newcomers and long-term English learners (LTELs)	\$0	District Funded
Strategy/Activity #1	Sub-release teacher days for differentiated planning and data analyzing (22 Teachers/ 2 days)	All Students Hispanic students English Learners Socioeconomically Disadvantaged students Students with Disabilities	\$10,252	LCFF
Strategy/Activity #2	Learning A-Z:Computer Based Program used to support students in increasing their reading proficiency.	All Students Hispanic students English Learners Socioeconomically Disadvantaged students Students with Disabilities	\$6,390	LCFF
Strategy/Activity #2	DreamBox Learning:Computer Based Program used for Math to help close the gap in Mathematics	All Students Hispanic students English Learners Socioeconomically Disadvantaged students Students with Disabilities	\$9,600	LCFF
Strategy/Activity #3	Supplemental Technology Resources	All Students	\$ 2,000	LCFF
Strategy/Activity #4	Instructional Materials	All Students	\$10,701	LCFF
Strategy/Activity #5	Print Shop Expenses	All Students	\$2,000	LCFF
Strategy/Activity #6	Kindergarten Teachers (EDEP) 3 teachers/1 day	Kindergarten Students	\$857	LCFF

Goal Analysis

An analysis of how this goal was carried out in the previous year.

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

This goal was addressed during 2023-2024 with extra instructional materials and some licenses meant specifically for differentiation. Overall it was effective for a large number of students, especially in regards to Learning A-Z and Dreambox licenses.

Due to staffing changes, an intervention support was not part of the staff during this school year. We managed to sign a service agreement with a ath instructor after February 2024. Math instructional support pulled 40-50 students a week from grade 3rd- 6th grade.

One of the biggest changes we will make is in the number of supplemental support in the computer based reading program RAZ Kids. In the 2023-2024 school year, a variety of supplemental programs were purchased to give teachers a menu of different choices to help support the students based on need. Unfortunately, the choices were not utilized to their fullest capacity which determined a change for the 2024-25 school year where we will limit the choices given and then go deeper with those choices. For the 2024- 25 School year we will only concentrate on the base of the program and provide professional development around contracted programs so teachers can better utilize these specific programs.

This year we also supplemented our Core Knowledge Language Arts (CKLA) phonics curriculum with Heggerty, since we were already using Heggerty for phonemic awareness. Unfortunately students still struggled to make adequate growth in their phonics resulting in us finding other materials to supplement and fill in the gaps of CKLA. Upper grade usage of Heggerty needs to be supported by professional development.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

The implementation was executed as intended.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

A major change that will come to this area that will help make a positive change to this goal is the use of an addition of an Instructional Intervention teacher who will specifically work on reading, writing and math skills for students who are 2 or more grade level behind on Iready. These students will be pulled out for a small cycle of intentional support to help bring their skills up so we will have higher rates of reclassification and higher SBAC Scores.

In addition teachers will receive more intentional professional development training on Guided Reading and writing workshops so that we can involve parents more at home for support.

Primary teachers will continue to lean into supplemental resources to help fill in the gap with the district curriculum. Their supplemental resources will allow hands-on manipulation of the letters to help concepts to stick better for the students.

These changes will be in the strategies to help achieve goal #1. Because these strategies will directly impact Iready scores we should see a higher increase in projected proficiency showing no need at this time to add any other metrics.

Goal 2

Goal	Description
Goal 2	By July 2025, we will accelerate the academic achievement toward meeting or exceeding standards for English Learners (EL), socioeconomically disadvantaged students, Foster Youth, and students of color, as well as increase the language proficiency for EL by 3%.

Identified Need

Students of color and socioeconomically disadvantaged students are achieving below grade level scores on the local benchmarks indicating a need to provide additional interventions and support.

In ELA and Math English Language Learners (ELs), Hispanic students and Socioeconomically Disadvantaged (SED) students are identified as ORANGE through the California Dashboard. Due to the need in these areas, an academic intervention teacher will be brought in to help reach more students in guided reading so they can reach their independent reading level faster. In addition, we will purchase RAZ Kids and purchase professional development training for the staff so that it could be utilized with teachers and families at

home to help increase academic achievement. For math we will continue to use Dreambox to help build foundational skills, but with a new curriculum in Math we will spend time on professional development training around the new curriculum and in Math Talks to help raise math Scores.

Our Chronic Absenteeism rate shows Red for Asian students and White students, Orange for Filipino students and SWD. ELs, Hispanic students and Socioeconomically disadvantaged students fell under the Yellow category on the CA Dashboard. We will continue to support students coming to school and doing wellness checks through our hired social workers and community liaison.

For our Suspension rate, our students are in the green or blue level on the California Dashboard. We will continue to look for alternative methods to suspension to better support our students as well as be proactive. In addition we will be proactive and try to support students in the targeted groups to help ensure that they feel connected and belong to the school during their morning meetings or through one on one or group support.

Annual Measurable Outcomes

Metric	2021-2022 Baseline	2022-2023 Data	2023-2024 Data	Desired Outcome for 2024-2025 Aligned to District LCAP Goals
English Learner Reclassification Rate	6%	10%	9%	15-20% of English Learners Reclassified Annually
Long Term English Learner (LTEL) Rate	18%	14%	9%	20% or Less of English Learners Identified as LTEL
Local ELA Benchmark Assessments for Student Groups (iReady Mid-Year)	<i>30% of Latino students scored at or above grade level</i> <i>28% of Black students scored at or above grade level</i> <i>28% of English learners scored at or above grade level</i>	<i>25% of Latino students scored at or above grade level</i> <i>14% of Black students scored at or above grade level</i> <i>16% of English learners scored at or above grade level</i>	<i>23% of Latino students scored at or above grade level</i> <i>31% of Black students scored at or above grade level</i> <i>8% of English learners scored at or above grade level</i>	Annual Growth of 5% for Listed Student Groups

Local Math Benchmark Assessments for Student Groups (iReady Mid-Year)	<i>19% of Latino students scored at or above grade level 12% of Black students scored at or above grade level 18% of English learners scored at or above grade level</i>	<i>18% of Latino students scored at or above grade level 8% of Black students scored at or above grade level 14% of English learners scored at or above grade level</i>	<i>16% of Latino students scored at or above grade level 0% of Black students scored at or above grade level 10% of English learners scored at or above grade level</i>	Annual Growth of 5% for Listed Student Groups
CA Dashboard Academic Indicator	<p style="text-align: center;">ELA <i>Latino - Low Black - Not Reported English Learners - Low</i></p> <p style="text-align: center;">Math <i>Latino - Low Black - Not Reported English learners - Low</i></p>	<p style="text-align: center;">ELA <i>Latino - Low Black - Not Reported English Learners - Low</i></p> <p style="text-align: center;">Math <i>Latino - Low Black - Not Reported English learners - Not Reported</i></p>	Available July 2024	Blue, Green or Increase of One Performance Level for Listed Student Groups

Strategies/Activities

Strategy/Activity #1

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

Strategy/Activity #2

Teachers will use DreamBox Math to meet the needs of English Learners (EL), socioeconomically disadvantaged students, Foster Youth, and students of color. To address learning needs or foundational skill gaps for English Learners (EL) socioeconomically disadvantaged students, Foster Youth, and Students of color, interventions will be provided for teachers with the goals of increasing student proficiency.

Strategy/Activity #3

Before school, after school and intersession academies provided to support students with academic needs based on data.

Strategy/Activity #4

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

Strategy/Activity #5

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

Strategies/Activities Table

Strategy/ Activity # 2	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
Strategy/ Activity #1	Sub-release teacher days for differentiated planning and data analyzing (25 Teachers/ 2 days)	All Students		Funding for this activity is accounted for and outlined in Goal 1 (Release time for planning)
Strategy/Activity #2	Dreambox Learning	All Students	\$0	Budgeted in Goal #1
Strategy/Activity#3	Before and After School Academic Clubs	All Students	\$0	Funded by Home and School Parent Group (PSCA)
Strategy/Activity #4	Sub Release Leadership Team (7 teachers/ 2 days)	All Students	\$3,262	LCFF
Strategy/Activity #4	Sub- Release Teacher (Roving Sub) - 2 days	All Students	\$466	LCFF

Goal Analysis

An analysis of how this goal was carried out in the previous year.

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

We had 21 students reclassified and decreased the number of LTELS by 5%. It is our goal to continue to increase the reclassification rate while decreasing the number of LTELS at our school.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

The intended implementation was complete according to the SPSA.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Adding an Academic Intervention teacher will also help LTELS and ELs to reach their proficiency goal. Intentional professional development for teachers, additional instructional supplies to support District Adopted materials, as well as extra duty/extra pay for teachers providing academic academies will help more students to reach their grade level proficiency.

Goal 3

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

Identified Need

Having a positive school environment where all students feel safe and connected is a high priority at Parkview. The need for socio-emotional learning in the three different tiers so that students can transition successfully throughout the year and get the support that is necessary. Small groups with peers or other instructional supports are key factors to helping support our students with needs. Our students with disabilities have started to make progress in ELA and Math but according to the California Dashboard the group

continues to stay in the orange color both ELA and Math. In Chronic Absenteeism, SWD are performing in the orange band showing more support in this area is still needed.

Annual Measurable Outcomes

Metric	2021-2022 Baseline	2022-2023 Data	2023-2024 Data	Desired Outcome for 2024-2025 Aligned to District LCAP Goals
Local ELA Benchmark Assessments for Special Education (iReady Mid-Year)	<i>12% of Students with Disabilities Performed at or above grade level</i>	<i>16% of Students with Disabilities Performed at or above grade level</i>	<i>8% of Students with Disabilities Performed at or above grade level</i>	Annual Growth of 5% for Special Education Student Group
Local Math Benchmark Assessments for Special Education (iReady Mid-Year)	<i>12% of Students with Disabilities Performed at or above grade level</i>	<i>18% of Students with Disabilities Performed at or above grade level</i>	<i>5% of Students with Disabilities Performed at or above grade level</i>	Annual Growth of 5% for Special Education Student Group
CA Dashboard Academic Indicator	Very Low	Very Low	Status Available July 2024	Blue, Green or Increase of One Performance Level for Special Education Student Group
Inclusion Data of Students with Disabilities	48%	51%	80%	Students with Disabilities in General Education Settings for at least 80% of their day.

Strategies/Activities

Strategy/Activity #1

Hold weekly site support staff meetings that include the principal, resource teacher, speech and language pathologist, psychologist, and social worker interns. The focus of the meeting is to discuss and give updates on upcoming Individualized Educational Plans (IEPs), services and potential students at risk for special education identification. There is much conversation about students who need tier 2 interventions and strategies. The goal is to provide early intervention.

Strategy/Activity #2

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

Strategies/Activities Table

Strategy/ Activity # 3	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
Strategy /Activity #1	Weekly Support Staff Meetings	All Students	\$0	No site Cost associated with this activity
Strategy/ Activity #2	Sub-release teacher days for differentiated planning and data analyzing (25 Teachers/ 2 days)	All Students	\$0	Funding for this activity is accounted for and outlined in Goal 1 Activity 1 (Release time for planning)

Goal Analysis

An analysis of how this goal was carried out in the previous year.

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

There were no substantive differences in these planned actions and actual implementation.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

There were no substantive differences in these planned actions and actual implementation.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Parkview will no longer have Special Day Classes (SDC) classes on site but will continue to support SWD with Resource Specialist Program (RSP) Services. Besides this change, there won't be any changes with services and support.

Goal 4

Goal	Description
Goal 4	We will actively engage families and community members in supporting the implementation of CCSS instruction, and providing input to program decisions.

Identified Need

Parkview will increase participation at parent groups such as School Site Council, HABLA, African American Koffee Klatch, and English Learner Advisory Committee (ELAC) meetings.

Annual Measurable Outcomes

Metric	2021-2022 Baseline	2022-2023 Data	2023-2024 Data	Desired Outcome for 2024-2025 Aligned to District LCAP Goals

Attendance at School Parent Meetings	No data available	1%	3%	2% parent representation at parent meetings
Parent Engagement Events/Community Events	No data available	5%	10%	8% parent representation at community events
Parent Square Delivery and Post Data	100%	100%	100%	100%

Strategies/Activities

Strategy/Activity #1

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

Strategy/Activity #2

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

Strategy/Activity #3

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

Strategy/Activity #4

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

Strategy/Activity #5

Provide opportunities to strengthen the capacity of families, schools, and communities to work together to ensure the success of all students by delivering professional development to educators and providers that promote family engagement, school, and workforce readiness, and pathways to secondary education

Strategies/Activities Table

Strategy/ Activity # 4	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
Strategy /Activity #1	Communication in Primary Language	All students	\$0	District provided resource
Strategy/ Activity #2	Monitoring Student information	All students	\$0	District provided resource
Strategy /Activity #3	Providing Virtual Access	All students	\$0	District provided resource
Strategy/ Activity #4	Attending Parent Meetings	All students	\$0	District provided resource
Strategy/ Activity #5	Parent workshops/Family Engagement	All students	\$3,181	Title 1

Goal Analysis

An analysis of how this goal was carried out in the previous year.

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

We definitely saw an increase in parent involvement compared to last year, but effective communication still requires significant effort. Relying solely on school-wide ParentSquare postings is insufficient for invitations. We found it more effective when teachers personally

invited parents from their classrooms. Additionally, phone calls from community liaisons proved to be a particularly effective way to connect with the parents of our ELL students.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

There was no major difference between the intended implementation and/or the budgeted expenditures to implement strategies/activities to meet articulated goals.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

To boost parent engagement and attendance at meetings, we will leverage our community liaisons to make personal connections with parents through phone calls, face-to-face interactions, and distributing printed flyers, in addition to using ParentSquare messaging. Parkview will continue to develop academically-focused parent programs. We have observed higher participation rates in small group workshops (1-2 grade levels at a time) compared to school-wide events, as these targeted programs are more relevant to specific age groups. Therefore, we will expand the number of parent workshops next year.

Additionally, classrooms will increase the number of family events, such as gallery walks and grade level celebrations, to help families feel more connected to the classroom.

Goal 5

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

Identified Need

Parkview’s chronic absenteeism rate has continued to remain high the past few years. During the 2023-2024 school year Parkview did see some gains to our daily attendance rate up to an average of around 92%. An emphasis on attendance, including continuing to revamp the attendance reward system and closely monitor the students above the 10% absence threshold, is again required for the 24-25 school year. Additionally, there is a need to ensure a continued upward trajectory in the percentage of students feeling connected to school. Continuing to create meaningful connections to students is an important initiative for the adults working on the Parkview Elementary campus. Although PBIS and LIM have been highly implemented actively, there is a need for improvement, particularly with Tier 2 support. Lastly, maintaining the counseling support for students in need, at the same level as the past two years, is necessary. Parkview staff continues to notice stress on students and families, and mental health and behavioral supports continue to be essential for the 2024-25 school year.

Annual Measurable Outcomes

Metric	2021-2022 Baseline	2022-2023 Data	2023-2024 Data	Desired Outcome for 2024-2025 Aligned to District LCAP Goals
Attendance Annual Average	89%	90%	%92	98%
Chronic Absenteeism	49%	46.6%	40.4%	<i>The Chronic Absenteeism rate will be reduced to 15%.</i>
Suspension Rate	1%	1%	>1%	1%
Expulsion Rate	0%	0%	0%	0 students

Strategies/Activities

Strategy/Activity #1

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

Strategy/Activity #2

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

Strategy/Activity #3

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

Strategy/Activity #4

Support the social-emotional growth and development of identified students by establishing a wellness center which will especially operate during recess and lunch times as well as supporting students in crisis during school hours.

Strategy/Activity #5

Support the social-emotional growth and development of identified students by providing physical activity via structured play time services, art and music.

Strategy / Activity #6

Implement, monitor, and provide attendance Interventions and Supports to all families with an emphasis on students with disabilities, English learners, foster youth or socioeconomically disadvantaged (SED) students. Monitor attendance rates monthly. Community outreach to families that have chronic absences as shown in monthly attendance reports. Personally invite families to Saturday Attendance Recovery Classes. Share monthly attendance reports with staff, parents and community members during school monthly meetings.

Strategy / Activity #7

The administrator, counselor, Community Liaison, and coach will meet biweekly to discuss students who are in need of Tier 2 and/or Tier 3 support to discuss needs and interventions to help support their needs

Strategy / Activity #8

Meet bi- monthly with noon duty staff and the coach to provide professional development around school expectations and implementation during lunch.

Strategy / Activity #9

Provide socio-emotional support to students and families who are in need and connect them with outside health care providers.

Strategies/Activities Table

Strategy/ Activity # 5	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
Strategy/Activity #1	Staff will continue to get support for PBIS applications from the district PBIS Team and support all students with a positive behavior system	All Students	\$0	District Funded
Strategy /Activity #1	Staff will have access to the Leader in Me resources to gain tools to support students in the tools to see themselves as a leader	All Students	\$0	District Funded
Strategy /Activity #1	We will bring in a coach from Leader in Me to help train staff and support them to best utilize the tools to better support students in seeing themselves as a leader	All Students	\$0	District Funded
Strategy /Activity #1	Student Incentives for Paw Print Store (PBIS / Leader in Me)	All Students	\$1,500	LCFF
Strategy/ Activity #2	Sub Release Instructional Leadership Team for data analysis and to generate an action plan for staff. (7 teachers/ 2 days)	All Students	\$0	Budgeted in Goal #2
Strategy /Activity #3	Counseling services will be received from a mental health clinician for students who need Tier 2 - Tier 3 support (3 days /week)	All students	\$ 23,878	Title 1
Strategy/ Activity #3	Social Worker Intern support (2.5 days)	All students	\$0	District Funded
Strategy/ Activity #4	On site wellness center supervisor (5 days a week) available to support students who need Tier 2- Tier 3 support as well as to perform lunch and recess time activities for all students.	All Students	\$50,000	Title 1

Strategy/ Activity #5	Structural play time contract (5 days /week) with on site coach supporting students not only at recess and lunch but also scheduled PE time.	All Students	\$40,000	Title 1
Strategies/Activities #5	Supplemental services provided for SEL support to improve overall well being of all students. (Art/ Music Supplemental Programs)	All Students	\$18,243	Prop 28
Strategy /Activity #6	Implement, monitor, and provide attendance interventions and supports to all families. Invite families to Saturday Attendance Recovery Classes.	All Students Asian students Filipino students White students Students with Disabilities	\$0	District Funded
Strategy/ Activity #7	Community Liaison will meet and work with families in need to provide resources and/or support.	All Students	\$0	District Funded
Strategy/ Activity #8	Meet bi- monthly with noon duty staff and the PE coach	All students	\$0	District Funded -
Strategy/ Activity #9	Care Solace- District Website for Mental Health resources for families that provide socio-emotional support to students and families who are in need.	All students	\$0	District Funded

Goal Analysis

An analysis of how this goal was carried out in the previous year.

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

Overall there were no substantive differences in this planned action and actual implementation.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

There were no substantive differences in these planned actions and actual implementation.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

In addition to online Leader in Me - SEL tools (Strategy 1), two Parkview teachers participated in a Restorative Practice training in 23-24. We are planning to send additional teachers to the training on 24-25, the components of Restorative Practice will continue at Parkview. Parkview will allocate Title 1 funds for additional 3 days of mental health support next year, in addition to social worker support in the Wellness center. Monthly LIM and PBIS assemblies will continue in 24-25.

Budget Summary

Complete the Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

Budget Summary Table

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the ConApp	\$ 285,903
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$ 351,174

Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

Note: If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
Title 1	\$285,903

Subtotal of additional federal funds included for this school: \$ 0

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
LCFF	\$47,028
Prop 28	\$18,243

Subtotal of state or local funds included for this school: \$65,271

Total of federal, state, and/or local funds for this school: \$351,174

Instructions

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 (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp), and for federal Additional Targeted Support and Improvement (ATSI), pursuant to California *Education Code (EC)* Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements for both the SPSA and federal ATSI planning requirements.

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 local educational agency (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 64001(g)(1)*, the School Site Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For questions related to specific sections of the template, please see instructions below.

Instructions: Table of Contents

The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet federal ATSI planning requirements.

- [Plan Description](#)
- [Educational Partner Involvement](#)
- [Resource Inequities](#)
- [Comprehensive Needs Assessment](#)
- [Goals, Strategies/Activities, and Expenditures](#)
- [Annual Review](#)
- [Budget Summary](#)
- [Appendix A: Plan Requirements for Title I Schoolwide Programs](#)
- [Appendix B: Plan Requirements for School to Meet Federal School Improvement Planning Requirements](#)
- [Appendix C: Select State and Federal Programs](#)

For additional questions or technical assistance related to LEA and school planning, please contact the CDE's Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the LEA, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

For questions or technical assistance related to meeting federal school improvement planning requirements (for Comprehensive Support and Improvement [CSI], Targeted Support and Improvement [TSI], and ATSI), please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Plan Description

Briefly describe the school's plan for effectively meeting ESSA's planning requirements for ATSI in alignment with the LCAP and other federal, state, and local programs.

Additional ATSI Planning Requirements:

- Schools eligible for ATSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal ATSI planning requirements.

Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Within California, these stakeholders

are referred to as educational partners. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Educational Partner Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

Additional ATSI Planning Requirements:

- This section meets the requirements for ATSI.

Resource Inequities

This section is required for all schools eligible for ATSI.

Additional ATSI Planning Requirements:

- Schools eligible for ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required school-level needs assessment.
- Identified resource inequities must be addressed through implementation of the ATSI plan.
- Briefly identify and describe any resource inequities identified as a result of the required school-level needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

Comprehensive Needs Assessment

Referring to the California School Dashboard (Dashboard), identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

Completing this section fully addresses all relevant federal planning requirements for ATSI.

Goals, Strategies/Activities, and Expenditures

In this section, a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Additional ATSI Planning Requirements:

- When completing this section to meet federal planning requirements for ATSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

Goal

Well-developed goals will clearly communicate to educational partners what the school plans to accomplish, what the school plans to do in order to accomplish the goal, and how the school will know when it has accomplished the goal. A goal should be specific enough to be measurable in either quantitative or qualitative terms. Schools should assess the performance of their student groups when developing goals and the related strategies/activities to achieve such goals. SPSA goals should align to the goals and actions in the LEA's LCAP.

A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach. A S.M.A.R.T. goal is:

- **S**pecific,
- **M**easurable,
- **A**chievable,
- **R**ealistic, and **T**ime-bound.

A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the "Goal #" for ease of reference.

Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the Dashboard and

data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

Additional ATSI Planning Requirements:

- Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

Additional ATSI Planning Requirements:

- When completing this section for ATSI, the school must include metrics related to the specific student group(s) that led to the school’s ATSI eligibility.

Strategies/Activities Table

Describe the strategies and activities being provided to meet the goal.

Complete the table as follows:

- Strategy/Activity #: Number the strategy/activity using the “Strategy/Activity #” for ease of reference.
- Description: Describe the strategy/activity.
- Students to be Served: Identify in the Strategy/Activity Table either All Students or one or more specific student groups that will benefit from the strategies and activities. ESSA Section 1111(c)(2) requires the schoolwide plan to identify either “All Students” or one or more specific student groups, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners.
- Proposed Expenditures: List the amount(s) for the proposed expenditures.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to EC Section 64001(g)(3)(C), proposed expenditures, based on the projected resource

allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

- **Funding Sources:** List the funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Planned strategies/activities address the findings of the comprehensive needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

Additional ATSI Planning Requirements:

- When completing this section for ATSI, this plan must include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.
- When completing this section for ATSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.
- When completing this section for ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the ATSI designation.

Note: *Federal school improvement funds for CSI shall not be used in schools identified for ATSI. Schools eligible for ATSI do not receive funding but are required to include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.*

Annual Review

In the following Goal Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Goal Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal.

- Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between the intended implementation and/or material difference between the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

Note: *If the school is in the first year of implementing the goal, the Annual Review section is not required and this section may be left blank and completed at the end of the year after the plan has been executed.*

Additional ATSI Planning Requirements:

- When completing this section for ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal ATSI planning requirements.
- ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for ATSI planning requirements.

Budget Summary

In this section, a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp.

Note: *If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.*

Additional ATSI Planning Requirements:

Note: *Federal funds for CSI shall not be used in schools eligible for ATSI.*

Budget Summary Table

A school receiving funds allocated through the ConApp should complete the Budget Summary Table as follows:

- **Total Funds Provided to the School Through the ConApp:** This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- **Total Funds Budgeted for Strategies to Meet the Goals in the SPSA:** This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

Appendix A: Plan Requirements for Title I Schoolwide Programs

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the Schoolsite Council (SSC). The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
 - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
 1. The comprehensive needs assessment of the entire school shall:
 - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need).
 - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to:
 - i. Help the school understand the subjects and skills for which teaching and learning need to be improved.
 - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards.

- iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
 - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
 - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
- B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

II. The SPSA shall include the following:

- A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.
- B. Evidence-based strategies, actions, or services (described in Strategies and Activities)
 - 1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will:
 - a. Provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
 - b. Use methods and instructional strategies that:
 - i. Strengthen the academic program in the school,
 - ii. Increase the amount and quality of learning time, and
 - iii. Provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
 - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students

demonstrate at least proficiency on the State's academic standards through activities which may include:

- i. Strategies to improve students' skills outside the academic subject areas;
- ii. Preparation for and awareness of opportunities for postsecondary education and the workforce;
- iii. Implementation of a schoolwide tiered model to prevent and address problem behavior;
- iv. Professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
- v. Strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.

C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the LEA (may include funds allocated via the ConApp, federal funds, and any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.

D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).

1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to:
 - 1. Ensure that those students' difficulties are identified on a timely basis; and
 - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: Title 34 of the *Code of Federal Regulations (34 CFR)*, sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. *EC* sections 64001 et. seq.

Appendix B: Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting federal school improvement planning requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Additional Targeted Support and Improvement

A school eligible for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable*).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (*EC Section 64001[a]* as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (*EC Section 52062[a]* as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: *EC* sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

ATSI Resources:

For additional ATSI resources, please see the following CDE links:

- ATSI Planning Requirements (see Planning Requirements tab):
<https://www.cde.ca.gov/sp/sw/t1/tsi.asp>
- ATSI Planning and Support Webinar:
<https://www.cde.ca.gov/sp/sw/t1/documents/atsiplanningwebinar22.pdf>
- ATSI Planning Summary for Charters and Single-school Districts:
<https://www.cde.ca.gov/sp/sw/t1/atsiplansummary.asp>

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:

- Programs included on the ConApp: <https://www.cde.ca.gov/fg/aa/co/>
- ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>
- Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

Updated by the California Department of Education, October 2023

PARKVIEW SPSA

2024-2025



Goal 1

Goal 1 - All students will be proficient in meeting and/or exceeding all Common Core State Standards. Students will also use technology to master the 21st Century Skills of collaboration, communication, critical thinking and creativity. Oak Grove will provide innovative strategies with support for technology implementation that would enhance student learning of core academic subject knowledge, and meet technology standards.

Possible Expenditures

- Direct Reading Groups
 - Academic Intervention Teacher / LLI (1.0 FTE)
 - Computer Programs (Learning A-Z / Dreambox)
- PDs and PLCs
 - ELTP (D) (0.5 FTE)
 - Teacher Release Days (2 days)
- Interventions/ Small Groups
 - RTI Support (ELOP / PSCA)
 - Roving Sub
- Technology, chromebooks, updating expenses
- Tech PDs
 - EdTech Staff
- Tech Mentor Hours

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
Strategy/ Activity #1	Academic Intervention Teacher (1.0 FTE)	All Students who are 2 or more levels behind in their Independent Reading and Math level	\$168,844	Title 1
Strategy/Activity #1	ELTP Support (0.5 FTE)	All ELs	\$0	District Funded
	ELTP Instructional Assistant : An Instructional Assistant to help support Multilingual learners and newcomers in Reading and Writing.	Newcomers and LTELS	\$0	District Funded
Strategy/Activity #1	Sub-release teacher days for differentiated planning and data analyzing (22 Teachers/ 2 days)	All Students	\$10,252	LCFF
Strategy/Activity #2	Learning A-Z:Computer Based Program used to support students in increasing their reading proficiency.	All Students	\$6,390	LCFF
Strategy/Activity #2	DreamBox Learning:Computer Based Program used for Math to help close the gap in Mathematics	All Students	\$9,600	LCFF
Strategy/Activity #3	Supplemental Technology Resources	All Students	\$ 2,000	LCFF
Strategy/Activity #4	Instructional Materials	All Students	\$10,701	LCFF
Strategy/Activity #5	Print Shop Expenses	All Students	\$2,000	LCFF
Strategy/Activity #6	KInder Teachers (EDEP) 3 teachers/1 day	Kinder Students	\$857	LCFF

Goal 2

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

Possible Expenditures

- ELL classroom observation/peer coaching
 - ELTP
 - Sub Release Days
- Targeted Intervention
 - Intervention Groups
- PD Training
 - Leader in Me
- Computer programs and Applications
 - RAZ Kids
 - Dreambox

Strategy/ Activity # 2	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
Strategy/ Activity #1	Sub-release teacher days for differentiated planning and data analyzing (25 Teachers/ 2 days)	All Students		Funding for this activity is accounted for and outlined in Goal 1 (Release time for planning)
Strategy/Activity #2	Dreambox Learning	All Students	\$0	Budgeted in Goal #1
Strategy/Activity#3	Before and After School Academies	All Students	\$0	Funded by Home and School Parent Group (PSCA) and Extended Learning Opportunities Grant (ELO)
Strategy/Activity #4	Sub Release Leadership Team (7 teachers/ 2 days)	All Students	\$3,262	LCFF
Strategy/Activity #4	Sub- Release Teacher (Roving Sub) - 2 days	All Students	\$466	LCFF

Goal 3

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

Possible Expenditures

- Support Staff and SST Meetings
 - RTI Support
 - Roving Sub
- Counseling Services
 - Intern
 - Check in and Check Out (IA? Extra Hours)
- Wellness Center (Social Worker / Counselor)
- Leader in Me
- Morning Meetings with daily SEL Check Ins
 - Socio- Emotional Supplies

Strategy/ Activity # 3	Description	Students to be Served	Proposed Expenditure s	Funding Source(s)
Strategy /Activity #1	Weekly Support Staff Meetings	All Students	\$0	No site Cost associated with this activity
Strategy/ Activity #2	Sub-release teacher days for differentiated planning and data analyzing (25 Teachers/ 2 days)	All Students	\$0	Funding for this activity is accounted for and outlined in Goal 1 Activity 1 (Release time for planning)

Goal 4

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

Possible Expenditures

- PBIS and LIM
- Trauma Informed Classroom Training
- Weekly Announcements and Monthly Assemblies
 - PBIS awards
 - PBIS Monthly Store
- Check in and Check Out Support
- Socio- Emotional Supplies - LIM resources

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditure s	Funding Source(s)
Strategy/Activity #1	Staff will continue to get support for PBIS applications from the district PBIS Team and support all students with a positive behavior system	All Students	\$0	District Funded
Strategy /Activity #1	Staff will have access to the Leader in Me resources to gain tools to support students in the tools to see themselves as a leader	All Students	\$0	District Funded
Strategy /Activity #1	We will bring in a coach from Leader in Me to help train staff and support them to best utilize the tools to better support students in seeing themselves as a leader	All Students	\$0	District Funded
Strategy /Activity #1	Student Incentives for Paw Print Store (PBIS / Leader in Me)	All Students	\$1,500	LCFF
Strategy/ Activity #2	Sub Release Instructional Leadership Team for data Analysis and generate an action plan for staff. (7 teachers/ 2 days)	All Students	\$0	Budgeted in Goal #2
Strategy /Activity #3	Counseling services will be received from a mental health clinician for students who need Tier 2 - Tier 3 support (3 days /week)	All students	\$ 23,878	Title 1

Strategy/ Activity #3	Social Worker Intern support (2.5 days)	All students	\$0	District Funded
Strategy/ Activity #4	On site wellness center supervisor (5 days a week) available to support students who need Tier 2- Tier 3 support as well as to perform lunch and recess time activities for all students.	All Students	\$50,000	Title 1
Strategy/ Activity #5	Structural play time contract (5 days /week) with on site coach supporting students not only at recess and lunch but also scheduled PE time.	All Students	\$40,000	Title 1
Strategies/Activities #5	Supplemental services provided for SEL support to improve overall well being of all students. (Art/ Music Supplemental Programs)	All Students	\$18,243	Prop 28
Strategy /Activity #6	Implement, monitor, and provide attendance Interventions and Supports to all families. Invite families to Saturday Attendance Recovery Classes.	All Students	\$0	District Funded
Strategy/ Activity #7	Community Liaison will meet and work with families in need to provide resources and/or support.	All Students	\$0	District Funded

Strategy/ Activity #8	Meet bi- monthly with Noon Duty Staff and the PE coach	All students	\$0	District Funded -
Strategy/ Activity #9	Care Solace- District Website for Mental Health for families Provide socio-emotional support to students and families who are in need.	All students	\$0	District Funded

Goal 5

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

Strategy/ Activity # 2	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
Strategy /Activity #1	Communication in Primary Language	(TK-6th)	\$0	District provided resource
Strategy/ Activity #2	Monitoring Student information	(TK-6th)	\$0	District provided resource
Strategy /Activity #3	Providing Virtual Access	(TK-6th)	\$0	District provided resource
Strategy/ Activity #4	Attending Parent Meetings	(TK-6th)	\$0	District provided resource
Strategy/ Activity #5	Parent workshops/Family Engagement	(TK-6th)	\$3,181	Title 1

Total Funds budgeted for strategies to meet the goals in the SPSA:

LCFF : \$47,028 (approximately)

Additional Funds (Title 1): \$285,903

Prop 28 Funds : 18,243

TOTAL FUNDS : \$351,174

THANK YOU

Parkview Elementary School

School Site Council Meeting

Minutes



Via Google Meet: meet.google.com/xps-hxkq-axd

Date@Time : Tuesday, May 21, 2024 @ 6 PM - 7 PM

Meeting called to order at 6:02 pm

Present:

Gokcen Ceran, Principal, SSC Member
Karen Somrak-Marquez, CSEA Rep, SSC Member
Ines Achour, Parent, SSC Member
Kelly Alviso, Parent, SSC Member
Monica Marquez, Parent, SSC Member
Martha Prado, Teacher, SSC Member
Phuong LuuPham, Teacher, SSC Member
Debra Raney, Teacher, SSC Member

Agenda Item: Review of Parkview SPSA Budget 24-25

- Parkview is identified as a Title I school last year and will continue to received additional budget allocation next year $\$285,903 = 282,722$ (New Allocation) + 3,181 (carry over)
- SPSA's budget for 2024-2025 is \$351,174 (Title I = \$285,903, LCFF = 47,028 and Prop 28:18,243)
- 5 Goals and actions in SPSA- reflect district goals and data (academic Goal and TEchnology goal merged into one goal, different from last year)
- Parcel Tax = \$6,066 (copiers and supplies)
- Site Discretionary = \$15,675 budgeted for office depot and custodial supplies
- LCFF money is allocated for sub-release, technology upgrades, classroom supplies, PBIS/LIM Incentives, online academic programs (Reading A to Z, Dreambox.
- Title I money will be used for the 1.0 FTE Academic interventionist salary, service agreement for a social worker to run the wellness center (5 days/week), additional day for Mental Health Clinician (3 days total), Little Heroes PE Services, family engagement expenses and instructional supplies.
- Also this year we will receive a total of \$91,217 Prop 28 allocations for visual arts programs and supplies. 80% (\$72,974) of the allocations was pooled district-wide to hire more VLA teachers. \$18,243 will be left for the site. We would like to continue with Art education next year, too.

Mrs. Ceran gave the motion to approve the SPSA as presented, Monica Camacho seconded. All raised aye, and the motion passed.

Meeting Adjourned at 7:05 PM.

PARKVIEW ELEMENTARY

SCHOOL SITE COUNCIL MEETING

5/21/2024 @ 6 PM -7 PM



SIGN-IN SHEET

NAME/ LAST NAME	ROLE	SIGNATURE
Gokcen Ceran	Principal	<i>Gokcen Ceran</i>
Karen Somrak- Marquez	CSEA Representative	<i>K. Marquez</i>
Kelly Alviso	Parent Representative	<i>Kelly Alviso</i>
Ines Achour	Parent Representative	<i>Ines Achour</i>
Monica Camacho	Parent Representative	<i>Monica Camacho</i>
Phuong Luupham	Teacher Representative	<i>Phuong Luupham</i>
Debra Raney	Teacher Representative	<i>Debra Raney</i>
Martha Prado	Teacher Representative	<i>Martha Prado</i>