

School Plan for Student Achievement Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Parkview Elementary	43696256093066	[Add SSC Approval Date]	6/18/2026

Plan Description

Briefly describe your school’s plan for effectively meeting the ESSA requirements 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 to 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.

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

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

Goal 4 - Parent Engagement: Promote meaningful, positive parent and family engagement to support the whole child.

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

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.

Parkview continues to encourage parent and family involvement. Parents participate in providing enrichment and social and emotional learning (SEL) opportunities for students through lessons. Parent meetings are held in person or through zoom or google meetings. School information is communicated through Parent Square with monthly or bi-monthly newsletters.

Presentations to Educational Partners included:

- PSCA - Parkview Parent Organization - monthly meetings
- Staff Input Survey: February 3, 2026 and March 3, 2026
- Parkview Learning Day - Review and revise SPSA goals: 4/18/2025, 5/5/2026
- Leadership Team - Review and approve SPSA goals: 4/7/2025
- The School Site Council: 2/23/2026, 5/4/2026, 5/18/2026

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.

Parkview's ELA performance on the CA Dashboard is currently in the Yellow tier, sitting 48.5 points below standard but showing a strong recovery with a 10.1-point increase from the prior year. Significant performance gaps persist for English Learners and Hispanic students, both of whom are in the Orange tier, indicating a need for targeted support. Conversely, Socioeconomically Disadvantaged students mirror the schoolwide Yellow status, and Students with Disabilities demonstrated a notable success with 61.1% of the group showing individual growth from the previous year. This data highlights a dual reality of overall upward momentum alongside the need to accelerate progress for specific subgroups.

Our mathematics performance is also in the Yellow tier, positioned 49 points below standard but showing steady progress with an overall 7.1-point increase from the previous year. This Yellow status is consistent across several key subgroups, including English Learners, Hispanic students, and Socioeconomically Disadvantaged students. The data reveals significant pockets of growth, with 63.6% of African American students and 55.6% of Students with Disabilities showing improvement from the previous year. Most notably, 84.6% of students experiencing homelessness demonstrated an upward trend in their performance. While the schoolwide movement is positive, these figures underscore the importance of maintaining momentum to narrow the gap to the standard.

For English Learner Progress, the school is currently in the Yellow tier, with 36.2% of students making progress toward proficiency, reflecting a 6.9% increase from the previous year. Within this tier, 79.2% of English Learners improved their performance in ELA from the previous year. In Mathematics, English Learners also reached the Yellow tier, with 77.4% of the subgroup showing score improvements compared to the year prior. Overall, while these indicators remain in the Yellow tier, the substantial percentage of English Learners showing individual growth suggests a strong positive trajectory across both core subjects.

Our Chronic Absenteeism data reflects a steady, multi-year improvement, with the current rate sitting at 31.5%, a decline of 3.6% from the previous year. This downward trend is significant when viewed longitudinally, dropping from 46.6% in 2022 and continuing through 40.4%, 35.1%, and finally to our current 2025 level. Despite this overall progress, Students with Disabilities and Students Experiencing Homelessness remain in the Red tier, highlighting a critical area for targeted support. While the consistent year-over-year decline demonstrates that our general attendance initiatives are working, these specific subgroups require more intensive, specialized interventions to bridge the performance gap.

The school's Suspension rate is currently in the Orange tier at 3.7%, representing a 1.3% increase from the previous year. Disproportionality remains a significant concern, as English Learners, Students Experiencing Homelessness, and Students with Disabilities are all in the Red tier. Additionally, Hispanic and Socioeconomically Disadvantaged student groups are positioned in the Orange tier, matching the schoolwide average. These figures indicate a critical need to evaluate and adjust our behavioral support systems to ensure more equitable outcomes for these specific student populations.

Data from our district's Student Connectedness and Belonging Survey for grades 3–6 reveals a slight decline in perceived safety, moving from 87% in Fall 2024 to 84% in Fall 2025, while feelings of connectedness significantly improved from 71% to 77% during the same period. This positive trend in social-emotional health is echoed in the California Healthy Kids Survey (CHKS), where safety

ratings rose from 55% to 64%. Most notably, CHKS data shows a substantial increase in school connectedness, jumping from 49% to 79% over the last year. While the district safety metric saw a minor dip, the overall trajectory across both surveys indicates that students feel increasingly bonded to their school community.

Based on a comprehensive data review with staff, the School Site Council, and the parent community, the following strategic steps have been established to improve performance levels and close achievement gaps:

- **Instructional Alignment:** Teachers will be provided with planning release days to collaborate in grade-level teams, focusing on aligning best instructional practices to increase engagement and achievement for all students, with a specific emphasis on English Learners, Students Experiencing Homelessness, and Students with Disabilities.
- **Behavioral and Leadership Frameworks:** We will provide ongoing training and refreshers for staff on PBIS (Positive Behavioral Interventions and Supports) and the Leader in Me program to strengthen school culture and student agency.
- **Wellness and Family Support:** To address social-emotional barriers, we are expanding mental health and counseling services for both students and families, supported by a Community Liaison to provide direct outreach and resources.
- **Targeted Attendance Initiatives:** We will focus on intensive relationship building, implementing "warm welcomes" and personalized connection strategies specifically for students and families who are identified as chronically absent.

These actions are designed to directly address the performance gaps identified in the CA Dashboard while fostering a safer, more connected school environment.

Goals, Strategies/Activities, and Expenditures

Complete a copy of the Goal table for each of the school’s goals. Duplicate the table as needed.

Goal #1

Goal #1	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. Increase the percentage of students meeting or exceeding standards in English Language Arts (ELA) on the CAASPP by 3% as measured by 2026 CAASPP data ○ All Students (CAASPP data) - Increase by 3% to 37.44% meeting or exceeding standards (CAASPP 2025 as baseline) Increase the percentage of students meeting or exceeding standards in Mathematics on the CAASPP by 3% as measured by 2025 CAASPP data. ○ All Students (CAASPP data) - Increase by 3% to 40.3% meeting or exceeding standards (CAASPP 2025 as baseline)

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.

Based on a comprehensive review of the CA Dashboard, our school identifies the need to bridge significant performance gaps in ELA where we currently sit 48.5 points below standard. While the school achieved a 10.1-point increase overall to reach the Yellow tier, English Learners and Hispanic students remain in the Orange tier, indicating a critical need for targeted improvement. To address these low-performance areas, we are focusing on literacy skills and support for all students through the full implementation of the adopted core curriculum for ELA and Math. 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.

Based on our data review, we are shifting our core curriculum to emphasize foundational learning through differentiated and adaptive instruction that meets every student at their specific level. To support this "meet them where they are" approach, we are leveraging technology to master 21st Century Skills such as collaboration, communication, critical thinking, and creativity. Consequently, we have identified a critical need to maintain 1:1 Chromebook access for all students and provide ongoing professional development for staff. These digital tools and online solutions will allow us to strengthen foundational skills while building toward grade-level mastery in an increasingly tech-driven educational landscape.

To address the identified performance gaps in both ELA and Mathematics, the school is implementing focused literacy and math alongside enhanced ELD support. These efforts aim to replicate the 61.1% growth rate observed in our Students with Disabilities group within ELA, as well as the 77.4% growth rate seen among English Learners in Math. By utilizing differentiated core curriculum and adaptive technology, these strategic steps are designed to move our most vulnerable subgroups out of the Orange tier and ensure equitable academic achievement across the entire student population.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ELA CAASPP 2024-2025	ELA CAASPP of 2024-2025 met or exceeded standard: 34.44% All Students 29.91% Socioeconomic Status 24.17% Hispanic 8.08% English Learners 5.0% Students with Disabilities	Increase of 3% for all students as well as the subgroups
MATH CAASPP 2024-2025	MATH CAASPP of 2024-2025 met or exceeded standard: 37.30% All Students 26.19% Socioeconomic Status 25.74% Hispanic 11.01% English Learners 13.1% Students with Disabilities	Increase of 3% for all students as well as the subgroups
iReady ELA D2 2025-2026	In winter 2025, the following percentage of students scored at or above grade level ("green") on the iReady ELA assessment: 38% All students	By winter 2026, aim to increase the percentage of students scoring at or above grade level ("green") on the iReady ELA assessment by 3%: 41% All students

iReady Math D2 2025-2026	In winter 2025, the following percentage of students scored at or above grade level ("green") on the iReady math assessment: 31% All students	By winter 2026, aim to increase the percentage of students scoring at or above grade level ("green") on the iReady math assessment by 3%: 34% All students
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Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategies/Activities Table

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
1	Sub-release teacher days for differentiated planning and data analyzing (21 Teachers/ 1.5 days); Kinder Teacher Assessments (1 Full day x 3 Teachers); Sub-release Teachers (6 Subs - 1 Day/ Roving Sub Day); Teacher - rainy support	All Students	\$15,270	LCFF
2	Learning A-Z:Computer Based Program used to support students in increasing their reading proficiency	All Students	\$4,608	LCFF
3	DreamBox Learning (Discovery Education): Computer Based program to help close the gap in math + Professional Learning, 1 hour	All Students	\$10,250	LCFF
4	iReady (site license):Computer Based program to help close the gap in reading and math, assessment	All Students	\$14,962	Title 1

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
5	Supplies (Instructional)	All Students	\$3,290	LCFF
7	Print Shop	All Students	\$1,800.00	LCFF
8	Amira: Dyslexia Screener	All K-2 Students	\$0	District Funded
9	Maintenance Agreement - Copier	All Students	\$1,500	Parcel Tax

Annual Review

SPSA Year Reviewed: 2025-2026

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

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.

The overall implementation of this goal focused on providing teachers with two planning and release days to engage in deep collaboration and data analysis. The primary strategy was to foster vertical alignment and backwards mapping, ensuring instructional practices remained consistent as students transitioned between grades. This collaborative time proved effective in allowing teachers to pivot from broad instruction to data-driven targeted guidance, specifically reviewing the performance of Multilingual Learners (MLLs), Hispanic students, and Students with Disabilities. By combining these planning sessions with diverse classroom materials and adaptive online software, teachers were better equipped to "meet students where they are," addressing foundational gaps while building 21st-century skills.

In addition to teacher collaboration, a Literacy Interventionist was utilized to provide high-frequency, targeted support. This interventionist met with small groups five days a week, utilizing the Science of Reading curriculum to strengthen foundational literacy skills. This multi-layered approach—combining grade-level alignment, adaptive technology, and intensive daily small-group instruction—was designed to directly address the academic needs of our most vulnerable student populations.

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 major differences between the intended implementation and the budgeted expenditures for our strategies.

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.

N/A

Goal #2

Goal #2	Description
Goal #2	We will accelerate the academic achievement toward meeting or exceeding standard for our Multilingual Learners, Hispanic, and students with disabilities by 3% in ELA and Math Increase the percentage of students meeting or exceeding standards in ELA and MATH on the CAASPP by 3% as measured by 2026 CAASPP data.

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.

Our comprehensive needs assessment reveals that while we have reached the Yellow tier in ELA and Math with significant point increases, there are critical performance gaps requiring continued focus. Based on the California Dashboard, significant performance disparities continue to exist among several student groups. Students with Disabilities demonstrate the greatest area of concern, with performance indicators in the “red” category for both chronic absenteeism and suspension rates; ELA performance was not reported due to a small student sample size. Additionally, targeted academic and behavioral supports remain necessary for English Learners, who are identified in the “red” category for suspensions, “orange” for ELA performance, and “yellow” for chronic absenteeism, as well as for Hispanic students, who are identified in the “orange” category for both suspensions and ELA performance and “yellow” for chronic absenteeism. These data underscore the need for continued, intentional interventions and equitable support to address persistent disparities in student outcomes.

To address these gaps, we are shifting our core curriculum toward a foundational, adaptive approach that utilizes differentiated instruction and 1:1 technology to "meet students where they are." We are prioritizing vertical alignment and data-review release days for teachers to specifically tailor interventions for these subgroups, aiming to replicate the strong growth trends seen in our local data. By integrating these academic strategies with enhanced PBIS frameworks, mental health services, and community liaison supports, we are committed to helping our most vulnerable student groups continue their upward trajectory through the colored tiers and ensuring equitable achievement across all populations.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ELA CAASPP 2024-2025	ELA CAASPP of 2024-2025 met or exceeded standard: 34.44% All Students 29.91% Socioeconomic Status 24.17% Hispanic 8.08% English Learners 5.0% Students with Disabilities	Increase of 3% for all students as well as the subgroups
MATH CAASPP 2024-2025	MATH CAASPP of 2024-2025 met or exceeded standard: 37.30% All Students 26.19% Socioeconomic Status	Increase of 3% for all students as well as the subgroups

	25.74% Hispanic 11.01% English Learners 13.1% Students with Disabilities	
iReady ELA D2 2025-2026	In winter 2025, the following percentage of students scored at or above grade level ("green") on the iReady ELA assessment: 38% All students	By winter 2026, aim to increase the percentage of students scoring at or above grade level ("green") on the iReady ELA assessment by 3%: 41% All students
iReady Math D2 2025-2026	In winter 2025, the following percentage of students scored at or above grade level ("green") on the iReady math assessment: 31% All students	By winter 2026, aim to increase the percentage of students scoring at or above grade level ("green") on the iReady math assessment by 3%: 34% All students

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategies/Activities Table

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
1	Sub-release teacher days for differentiated planning and data analyzing (21 Teachers/ 1.5 days); Kinder Teacher Assessments (1 Full day x 3 Teachers); Sub-release Teachers (6 Subs - 1 Day/ Roving Sub Day); Teacher - rainy support	All Students	Expenditure accounted for in Goal 1 Strategy/ Activity #1	LCFF
2	Learning A-Z: Computer Based Program used to support students in increasing their reading proficiency	All Students	Expenditure accounted for in Goal 1 Strategy/ Activity #2	LCFF

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
3	DreamBox Learning (Discovery Education): Computer Based program to help close the gap in math + Professional Learning, 1 hour	All Students	Expenditure accounted for in Goal 1 Strategy/ Activity #3	LCFF
4	iReady (site license):Computer Based program to help close the gap in reading and math, assessment	All Students	Expenditure accounted for in Goal 1 Strategy/ Activity #4	Title 1
5	Supplies (Instructional)	All Students	Expenditure accounted for in Goal 1 Strategy/ Activity #5	LCFF
6	Technology Upgrades	All Students	Expenditure accounted for in Goal 1 Strategy/ Activity #6	LCFF
7	Print Shop	All Students	Expenditure accounted for in Goal 1 Strategy/ Activity #7	LCFF
8	Amira Screener	All K-2 Students	\$0	District Funded

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
9	ELTP Support	All EL/ MLL	\$0	District Funded
10	ELTP Instructional Assistant Support	Newcomers (ELs/ MLLs)	\$0	District Funded

Annual Review

SPSA Year Reviewed: 2025-2026

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

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.

During the 2025–2026 school year, Goal #2 was implemented through a strategic combination of adaptive digital tools, targeted human intervention, and specialized professional development. The overall effectiveness of this strategy was evidenced by broad student engagement with Learning A-Z and DreamBox licenses, which provided the essential differentiation required to meet students at their individual learning levels. To supplement these digital resources, an ELA Interventionist continued to train and facilitate daily pull-out small-group instruction, providing over 30 of our most struggling students with intensive support in foundational reading skills.

In addition to literacy efforts, we prioritized support for our Multilingual Learners (MLLs) through the ELTP (English Learner Teacher Partner), who pushed into primary classrooms to assist teachers with the specific academic language demands of our math curriculum. This push-in model served as a bridge for our MLLs to access core content while supporting our broader goal of vertical alignment

across grade levels. Furthermore, the school year focused on maximizing the impact of DreamBox and iReady for both Reading and Math, supported by dedicated professional development to ensure teachers reached full implementation. As this marked the second year of our current math curriculum adoption, the combination of curricular consistency, academic language support, and data-driven digital tools created a cohesive system designed to accelerate growth for our high-priority student populations.

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

Due to a lack of funding, we will no longer have a dedicated Literacy Interventionist.

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 achieve our goal, we will utilize benchmark data to drive personalized learning pathways in reading and math, ensuring instruction meets the specific needs of our English Learners (EL), low-SES students, and Students with Disabilities. Teachers will engage in regular grade-level collaboration to analyze subgroup data, plan targeted interventions, and maintain vertical alignment to close performance gaps. Two major changes will define the coming year: first, we are adopting a new ELA curriculum, which will serve as the foundation for our literacy instruction and require dedicated professional development. Second, due to a lack of funding, we will no longer have a dedicated Literacy Interventionist. As a result, classroom teachers will take on the primary responsibility for delivering foundational phonics and reading support, leveraging the new curriculum's resources and adaptive digital tools to ensure our most vulnerable learners continue to make academic gains.

Goal #3

Goal #3	Description
Goal #3	Because Parkview has been identified for Targeted Support and Improvement, we will focus our action efforts on the continuous improvement of Students With Disabilities. We will provide an inclusive learning environment for students with disabilities to best support social, emotional and academic development.

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.

We will implement a comprehensive and inclusive school-wide Positive Behavioral Interventions and Supports (PBIS) initiative to cultivate a respectful and supportive environment where all students feel valued, appreciated, and treated with dignity. This will foster a culture of mutual respect among students, staff, and the broader school community. In conjunction with PBIS, we will continue to improve the overall school climate and culture through the Leader in Me program, building character traits of leaders with the 7 Habits.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ELA CAASPP 2024-2025	ELA CAASPP of 2024-2025 met or exceeded standard: 5% Students with Disabilities	Increase of 3% for Students with Disabilities
MATH CAASPP 2024-2025	MATH CAASPP of 2024-2025 met or exceeded standard: 13.1% Students with Disabilities	Increase of 3% for Students with Disabilities
iReady ELA D2 2025-2026	In winter 2025, the following percentage of students scored at or above grade level ("green") on the iReady ELA assessment: 12% Students with Disabilities	By winter 2026, aim to increase the percentage of students with disabilities scoring at or above grade level ("green") on the iReady ELA assessment by 3%: 15% Students with Disabilities
iReady Math D2 2025-2026	In winter 2025, the following percentage of students scored at or above grade level ("green") on the iReady math assessment: 15% All students	By winter 2026, aim to increase the percentage of students with disabilities scoring at or above grade level ("green") on the iReady math assessment by 3%: 18% All students

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategies/Activities Table

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
1	Social Worker: 1.0 FTE	All Students	\$169,798	Title 1
2	Two Mental Health Clinicians	All Students	\$23,560	Title 1
3	BGS Kids	All Students	\$37,380	Title 1
4	Leader In Me	All Students	\$14,576	Title 1
5	Bus trips and Admission Fees	All Students	\$10,000	Title 1
6	Professional Development/ Assemblies	All Students	\$15,000	Title 1

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
7	Supplies (Instructional materials)	All Students	\$3,338	Title 1
8	Social Worker Materials	All Students	\$1,000	Title 1

Annual Review

SPSA Year Reviewed: 2025-2026

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

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.

The most critical performance gap exists within our Students with Disabilities (SWD) population. According to the 2024 CA Dashboard, this subgroup performed 143.5 points below standard in ELA and 130.3 points below standard in Math.

While the 2025 Dashboard did not display a performance color for this group due to an insufficient sample size (n-size), local iReady (Diagnostic 2) assessments confirm that the achievement gap persists. Currently, only 12% of Students with Disabilities are on or above grade level in ELA, and only 15% are on or above grade level in Math. These figures highlight a stark disparity compared to the broader student body and underscore the need for targeted academic and behavioral intervention.

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 major differences between the intended implementation and the budgeted expenditures for our strategies.

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.

As a result of this analysis, we are expanding our social-emotional support by adding two mental health clinicians to assist our social worker in meeting the increasing needs of our students. To foster deeper engagement, we are becoming more intentional with hands-on learning by providing funding for bus trips, admission fees, and targeted school assemblies. Furthermore, we will enhance instructional quality and school culture through targeted professional development for staff. Finally, additional funding will be allocated for supplies and instructional materials to ensure teachers have the necessary tools to implement these inclusive strategies effectively.

Goal #4

Goal #4	Description
Goal #4	Promote meaningful, positive parent and family engagement to support the whole child.

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.

To address the growing need for informed and engaged families, we are prioritizing strategies to increase parent involvement and education, particularly in response to low attendance at recent PSCA meetings. By actively involving parents and connecting them with community resources, we aim to empower families to respond more effectively to their children's academic and social-emotional needs.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Increase the parent/family engagement events (Principal's Coffee, Fall conferences, Parent Engagement Workshops, Open House, PSCA events on campus etc.) through PIQE	21 Spanish speaking families 7 English speaking families	Increase of parent engagement by 28% 27 Spanish speaking families 9 English speaking families

Communication with families about school programs and student progress. Available in most languages in addition to English	100% of parents are receiving communication through Parent Square and/or direct emails	100% of parents are receiving communication through Parent Square and/or direct emails.
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Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategies/Activities Table

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
1	Social Worker: 1.0 FTE	All Students	Expenditure accounted for in Goal 3 Strategy/ Activity #1	Title 1
2	Two Mental Health Clinicians	All Students	Expenditure accounted for in Goal 3 Strategy/ Activity #2	Title 1
3	Communication and engagement with families about school: Parent Square	All Students	\$0	District Funded
4	Spanish and Vietnamese Community Liaisons	All students	\$0	District Funded

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
5	Parent & Family Engagement	All Students	\$3,290	Title 1
6	PIQE - Parent Institute for Quality Education	All Students	\$14,000	Title 1
7	Social Worker Materials	All Students	Expenditure accounted for in Goal 3 Strategy/ Activity #8	Title 1
8	Supplies (Instructional)	All Students	\$3,920	Parcel Tax

Annual Review

SPSA Year Reviewed: 2025-26

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

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.

While communication strategies were consistently implemented, overall parent involvement saw only a minimal increase compared to the previous year, highlighting that effective engagement requires significant, targeted effort. We found that relying solely on school-wide ParentSquare postings was insufficient; however, personal invitations from classroom teachers and direct phone calls from community liaisons proved highly effective, particularly in connecting with our MLL families. To strengthen this outreach, our social

worker will collaborate with the community liaisons to provide dedicated support and follow-up, ensuring families have the direct, personalized contact necessary to stay engaged with their child's academic and social-emotional development.

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 major differences between the intended implementation and the budgeted expenditures for our strategies.

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.

We are expanding our social-emotional support by adding two mental health clinicians to assist our social worker in meeting the rising needs of our students. To strengthen home-school partnerships, we are implementing the Parent Institute for Quality Education (PIQE), which provides families with the tools to better support their children's academic success.

Goal #5

Goal #5	Description
Goal #5	To support the holistic success of our students, we will foster an inclusive and engaging learning environment that prioritizes social-emotional development, safety, and creativity. By strengthening our school climate through the PBIS framework and Leader in Me initiative, we aim to increase overall favorable responses on the Student Connectedness and Belonging Survey (grades 3–6) by 5% by Spring 2027. Furthermore, we will actively work to reduce barriers to academic access by improving overall attendance, specifically targeting a 3% reduction in chronic absenteeism as measured by the California School Dashboard.

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.

There is a critical link between strong home-school partnerships and student success. While the CA Dashboard Data indicates progress—specifically a 3.6% decline in chronic absenteeism—consistent attendance remains a priority for boosting both academic and social-emotional learning. Strengthening collaborative efforts between school and home is essential to provide comprehensive support systems, ensuring that we continue this downward trend in absenteeism and foster an environment where all students are present and engaged.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
SCB (Student Connectedness and Belonging Survey) 2025-2026	October 2025 3-6th grade students established a baseline of score of: Safe: 84% Connected: 74%	By March 2026, our 3-6th grade students will aim to increase the Safe and Connectedness by 3% Safe: 87% Connected: 77%
CHKS Survey 2025-2026 - 5th GR only	Safe: 64% Connected: 70%	By spring 2026-2027, CHKS Survey will aim to increase Safe and Connectedness by 3% Safe: 67% Connectedness: 73%
CA Dashboard	Chronic Absenteeism: 31.5%	Decrease chronic absenteeism by 3% to 28.5%

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategies/Activities Table

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
1	Social Worker: 1.0 FTE	All Students	Expenditure accounted for in Goal 3 Strategy/Activity #1	Title 1

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
2	Two Mental Health Clinicians	All Students	Expenditure accounted for in Goal 3 Strategy/ Activity #2	Title 1
3	BGS Kids	All Students	Expenditure accounted for in Goal 3 Strategy/ Activity #3	Title 1
4	Leader In Me	All Students	Expenditure accounted for in Goal 3 Strategy/ Activity #4	Title 1
5	Bus trips and Admission Fees	All Students	Expenditure accounted for in Goal 3 Strategy/ Activity #5	Title 1
6	Professional Development/ Assemblies	All Students	Expenditure accounted for in Goal 3 Strategy/ Activity #6	Title 1
7	Supplies (Instructional materials)	All Students	Expenditure accounted for in Goal 3 Strategy/ Activity #7	Title 1

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
8	RAISE Network	All Student	\$0	CA Initiative - privately funded
9	Social Worker Materials	All Students	Expenditure accounted for in Goal 3 Strategy/ Activity #8	Title 1
10	PBIS Incentives	All Students	\$1,500	LCFF
11	Contracted Services/ music	All Students	\$13,000	Prop 28
12	Materials	All Students	\$1,700	Prop 28
13	85% Pooled District-wide	All Students	\$83,297	Prop 28

Annual Review

SPSA Year Reviewed: 2025-26

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

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.

To achieve our chronic absenteeism goal, we provided targeted parent education and support through our community liaisons and school social workers. Central to this success was our participation in the RAISE Network (Raising Attendance and Improving Student Engagement), a California-based improvement network. By implementing the network's data-driven strategies and engagement protocols, we successfully reduced chronic absenteeism, confirming that these collaborative, research-based interventions are effective for our student population.

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 major differences between the intended implementation and the budgeted expenditures for our strategies.

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.

As a result of this analysis, we are expanding our social-emotional support by adding two mental health clinicians to assist our social worker in meeting the increasing needs of our students. To foster deeper engagement, we are becoming more intentional with hands-on learning by providing funding for bus trips, admission fees, and targeted school assemblies. Furthermore, we will enhance instructional quality and school culture through targeted professional development for staff. Finally, additional funding will be allocated for supplies and instructional materials to ensure teachers have the necessary tools to implement these inclusive strategies effectively.

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	0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	449,239

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	\$306,904

Subtotal of additional federal funds included for this school: \$306,904

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	\$38,918
Parcel tax	\$5,420
Prop 28	\$97,997

Subtotal of state or local funds included for this school: \$142,335

Total of federal, state, and/or local funds for this school: \$306,904

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.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp), 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 TSI 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 Schoolsite 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 TSI requirements.

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

For additional questions or technical assistance related to LEA and school planning, please contact the California Department of Education's (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 CSI, 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 requirements in alignment with the LCAP and other federal, state, and local programs.

Additional TSI Planning Requirements:

- Schools identified for TSI must briefly describe the purpose of this plan by stating that this plan will be used to meet the TSI 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 TSI Planning Requirements:

- This section meets the requirements for TSI.

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.

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 TSI Planning Requirements:

- When completing this section for TSI improvement, goals must align to the goals, actions, and services in the LEA 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 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:

- **Specific,**
- **Measurable,**
- **Achievable,**
- **Realistic, and**
- **Time-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 California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

Additional TSI Planning Requirements:

- Completing this section as described above fully addresses all relevant federal 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 TSI Planning Requirements:

- When completing this section for TSI the school must include metrics related to the specific student group(s) that led to the school's identification

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 Education Code, 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 local educational agency's budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

Additional TSI Planning Requirements:

- When completing this section for TSI this plan must include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.
- When completing this section for TSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected

NOTE: Federal funds for CSI shall not be used in schools identified for TSI or ATSI.

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 TSI Planning Requirements:

- When completing this section for TSI any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the TSI planning requirements.
- TSI 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 TSI 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.

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

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 Consolidated Application (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 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 California *Education Code (EC)* Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act (ESSA), 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); and
 - b. Be based on academic achievement information about all students in the school, including all groups under *Code of Federal Regulations*, Title 34 (34 *CFR*), Section 200.13(b)(7) and migratory children as defined in section 1309(2) of the Elementary and Secondary Education Act (ESEA), relative to the State's academic standards under 34 *CFR* Section 200.1 to—
 - i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and
 - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and
 - iii. Assess the needs of the school relative to each of the components of the schoolwide program under 34 *CFR* Section 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 local educational agency (may include funds allocated via the ConApp, federal funds, 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: 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.

Targeted Support and Improvement

In partnership with educational partners (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Educational Partner Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the [U.S. Department of Education's "Using Evidence to Strengthen Education Investments" \[PDF\]](#).)

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

Single School Districts and Charter Schools Identified for School Improvement

Single school districts (SSDs) or charter schools that are identified 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.

TSI Resources:

For additional TSI resources, please see the following links:

- [TSI Planning Requirements](#)

Appendix C: Select State and Federal Programs

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

- [Programs included on the ConApp](#)
- [ESSA Title I, Part A: School Improvement](#)
- [Available Funding](#)

Updated by the California Department of Education, September 2024

Parkview: School Site Council (SSC)

SSC Minutes

<u>SSC Officers</u>	<u>SSC Members</u>
Chairperson - Nick Naughton Secretary - Parliamentarian -	Stephanie Park, Principal Phuong Luupham (2nd Term) Phuong Nguyen (1st Term) Cheryl Pullara (2nd Term) Karen Somrak-Marquez, Other Andrea Martinez, Parent

May 18, 2026

Present Members: N. Naughton, P. Nguyen, P. Luupham, C. Pullara, A. Martinez, K. Somrak-Marquez, S. Park, J. Balot, C. Price

<u>Agenda Item</u>	<u>Item Information</u>	<u>Notes</u>
1. Welcome		
2. Review February & May Minutes and Approve		Minutes approved
3. Information - DAC (District Advisory Committee) Report/ Comments from the public		N/A
4. Approval of SPSA 2026-2027	 Parkview SPSA 2026-2027.d...	• Clarifying question regarding teacher supply budget: Principal shared that the budget is not just for classroom teachers, it includes RS, Intervention, ELPT, - all certificated staff (minus Social worker) • SPSA 2026-2027 approved
5. Meeting adjourned: 4:12PM		

Google Meet Attendees:  SSC Meetings - 2026...		
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May 4, 2026: [Google Meet LINK](#)

Present Members: N. Naughton, P. Nguyen, P. Luupham, C. Pullara, A. Martinez, K. Somrak-Marquez, S. Park

<u>Agenda Item</u>	<u>Item Information</u>	<u>Notes</u>
1. Welcome		
2. Review February Minutes and Approve		Unable to approve - no quorum
3. Information - DAC (District Advisory Committee) Report/ Comments from the public		N/A
4. New Business & Principal's Report	 DRAFT Parkview SPSA 2026... • SAVE the DATES: ○ CAASPP Dates: April 27 - May 29 with Fridays as Make Ups - AM only ○ iReady testing window: May 18 - June 5 ○ Open House: Thursday, May 28 5:30 - 6:30PM ○ International/ Multi-Culture Day/Festival: June 2: Please avoid any EOY field trips.	Reviewed the draft. Clarifying question: RE: Leader in Me - payment - With the current budget and losing the interventionist , we were able to keep all current programs - including Leader in Me
5. Tentative Meeting date to approve: - Monday, May 18 @3PM		
6. Next year's SPSA Board		Looking for a new SSC Board - 2 year commitment

7. Meeting Adjourned		
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February 23, 2026: [Google Meet LINK](#)

Present Members:

<u>Agenda Item</u>	<u>Item Information</u>	<u>Notes</u>
1. Welcome		
2. Review November & December Minutes and Approve		November & December Minutes approved by SSC
3. Information - DAC (District Advisory Committee) Report/ Comments from the public		N/A
4. New Business & Principal's Report	 Parkview School Safety Plan ... - Approve School Safety Plan 2025-2026 NOTE: We updated the comprehensive Safety Plan to reflect the ICE protocol for our site  DRAFT Parkview SPSA Goals...  SCB Parkview Results Fall 20... ● SAVE the DATES: ○ Boosterthon: Friday, March 13 ○ CAASPP Dates: April 27 - May 29 with Fridays as Make Ups - AM only ○ iReady testing window: May 18 - June 5 ○ Open House: Thursday, May 28 5:30 - 6:30PM ○ International/ Multi-Culture Day/Festival: June 2: Please avoid any EOY field trips.	Review the SPSA goals

5. Tentative Meetings Scheduled for Mondays at 3:30PM online: Mar. 16, Apr. 20, May 18 @3:30PM		
7. Meeting Adjourned		

December 15, 2025: [Google Meet LINK](#)

Present Members: P. Luupham, P. Nguyen, C. Pullara, K. Somrak-Marquez, A. Martinez, J. Balot, N. Naughton

<u>Agenda Item</u>	<u>Item Information</u>	<u>Notes</u>
1. Welcome		
2. Review October Minutes and Approve		Cheryl approve 2nd by Jessica
3. Review Draft SSC By-laws	w Parkview SSC BYLAWS 2...	Cheryl approve 2nd Jessica
4. Information - DAC (District Advisory Committee) Report/ Comments from the public		Nothing to report
5. New Business & Principal's Report	Parkview School Safety Plan ... - Approve School Safety Plan 2025-2026 SSC December 15, 2025	Safety Plan: Cheryl approve safety plan Jessica 2nd All in favor- approve IReady READING - 41% increase than first diagnostic . But still 50% are below grade level 118% increase Iready Marh- similar to ELA. 2025 dashboard language arts has increase by 10 points Math increase 7 points

		Ela is 6.9 increase. 31.5 % chronic absentee 1.3% increase in suspension.
5. Tentative Meetings Scheduled for Mondays at 3:30PM online: Jan. 19, Feb. 9, Mar. 16, Apr. 20, May 18 @3:30PM		MLK need to reschedule. Hold for January 12
7. Meeting Adjourned		Meeting adjourned 3:55pm

November 17, 2025: [Google Meet LINK](#)

Present Members: Nick Naughton, Stephanie Park, Phuong Luupham, Cheryl Pullara, Karen Somrak-Marquez, Andrea Martinez, Jessica Balot, Catina Robinson

<u>Agenda Item</u>	<u>Item Information</u>	<u>Notes</u>
1. Welcome		
2. Review October Minutes and Approve		
3. Review Draft SSC By-laws	w Parkview SSC BYLAWS 2...	
4. Information - DAC (District Advisory Committee) Report/ Comments from the public		
5. New Business & Principal's Report		
5. Tentative Meetings Scheduled for Mondays at 3:30PM online: Dec 15, Jan. 19, Feb. 9, Mar. 16, Apr. 20, May 18 @3:30PM		

7. Meeting Adjourned		
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October 20, 2025: [Google Meet LINK](#)

Present Members: Nick Naughton, Stephanie Park, Phuong Luupham, Cheryl Pullara, karen Somrak-Marquez, Andrea Martinez, Jessica Balot, Catina Robinson

<u>Agenda Item</u>	<u>Item Information</u>	<u>Notes</u>
1. Welcome		
2. Review September Minutes and Approve		Ms. Luupham makes a motion to approve the SSC September minutes Catina seconds the motion. All in favor.
3. Review Draft SSC By-laws	w Parkview SSC BYLAWS 2...	Unable to approve without a quorum.
4. Information - DAC (District Advisory Committee) Report/ Comments from the public		Parent Meetings have not begun yet. First DAC meeting is Thursday, October 23 at 6PM.
5. New Business & Principal's Report	10/16 at 10:16AM: Disaster Drill Leader in Me - WIG #1: Attendance - 94% Goal • Week #1: 90% • Teachers: 3 focal students • Attendance Team	SSC would like to advertise the Secretary and Parliamentary positions to the Community. Stephanie will create a flyer to get parents involved in SSC.
5. Tentative Meetings Scheduled for Mondays at 3:30PM online: Nov. 17, Dec 15, Jan. 19, Feb. 9, Mar. 16, Apr. 20, May 18 @3:30PM		
7. Meeting Adjourned		3:54PM

September 15, 2026: [Google Meet LINK](#)

Present Members: Nick Naughton, Stephanie Park, Phuong Luupham, Monica Marquez, Andrea Martinez, Phuong Nguyen, Cheryl Pullara, Karen Somrak-Marquez

<u>Agenda Item</u>	<u>Item Information</u>	<u>Notes</u>
1. Welcome		
2. Review Draft SSC By-laws	 Parkview SSC BYLAWS 2...	Review the SSC by-laws before the next meeting.
3. Review SPSA 2024-2025	 2024-2025 SPSA - Parkvi...	Resharing the SPSA
4. Information - DAC (District Advisory Committee) Report/ Comments from the public		No comments from the public.
5. New Business & Principal's Report	 SSC September 2025	
6. Tentative Meetings Scheduled for Mondays at 3PM online: Oct 20, Nov. 17, Dec 15, Jan. 19, Feb. 9, Mar. 16, Apr. 20, May 18		
7. Meeting Adjourned		3:41PM

First name	Last name	Email	Duration	Time joined	Time exited
Jessica	Balot	jnba***@***.com	11 min	4:00 PM	4:11 PM
Phuong	Luupham	PLuupham@ogsd.net	14 min	3:56 PM	4:11 PM
Andrea	Martinez	anmartinez@ogsd.net	6 min	4:01 PM	4:11 PM
Nick	Naughton	ngn7****@***.com	13 min	3:58 PM	4:11 PM
Phuong	Nguyen	PNguyen@ogsd.net	15 min	3:56 PM	4:11 PM
Stephanie	Park	spark@ogsd.net	16 min	3:55 PM	4:11 PM
Georgina	Price Robinson	cate***@***.com	7 min	4:03 PM	4:11 PM
Cheryl	Pullara	CPullara@ogsd.net	15 min	3:55 PM	4:11 PM
Karen	Somrak-Marquez	kmarquez@ogsd.net	12 min	3:59 PM	4:11 PM