

School Plan for Student Achievement Template

The instructions and requirements for completing the School Plan for Student Achievement (SPSA) 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	5/7/2025	6/12/2025

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. 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 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.

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 through Parent Square with bi-weekly newsletters and social media.

Presentations to Educational Partners included:

- PSCA - Parkview Parent Organization - monthly meetings
 - Staff Input Survey: March 30, 2025
 - Parkview Learning Day - Review and revise SPSA goals: 4/18/2025
 - Leadership Team - Review and approve SPSA goals: 4/7/2025
 - The School Site Council
- Review SPSA goals: 4/14/2025
 - Review and approval of SPSA goals: 5/7/2025

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 3), to support certificated staff in providing targeted interventions for struggling readers not meeting measurable goals (Goal 1 and 2).

Space: To support designated spaces for outdoor learning (Goal 4 and 5), that inspires engagement, creativity, inclusion, and social emotional health (Goal 3).

Funding: To support certificated and classified staff to be released regularly for classroom observations both on and off site (Goal 1 and 2), 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 1 and 2) to support ongoing parent education for family engagement, child development, and mindfulness (Goal 4 and 5)

Time: To support certificated staff for professional development, collaboration, and curriculum development (Goal 1 and 2)

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.

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 our Multi-language learners (MLLs), 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 foundational skills so they can reach their independent reading level accurately and confidently. In addition, the purchase of RAZ Kids and other professional development training for the staff will be utilized with teachers and families at home to help increase academic achievement. For math, Dreambox application will help build gaps in the foundational skills; however, a new Math curriculum will need more guidance and professional development this school year.

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 English language arts (ELA) and Math was in the orange level (low), which indicates a need for differentiated instructional supports, scaffolding and targeted interventions.

CA Dashboard ELA data shows that our English Learners, Hispanic, Socioeconomically disadvantaged and Students with Disabilities performed in the red (high). Our Asian students performed in the green. Performance data for our African American Filipino, Homeless, Long Term English Learners, Two or more Races, Pacific Islander and White remains unavailable due to sample size limitations. The CA Dashboard Math data shows that our Students with Disabilities was in the red. Our English Learners, Hispanic, and Socioeconomically Disadvantaged students were in the orange level. Performance data for our African American Filipino, Homeless, Long Term English Learners, Two or more Races, Pacific Islander and White remains unavailable due to sample size limitations.

Our chronic absenteeism on the CA Dashboard was yellow. Our Students with Disabilities were in the red. Our Filipino and White students were in orange. Our Asian, English Learners, Hispanic and Socioeconomically Disadvantaged students were in the yellow.

Performance data for our African American, American Indian, Foster Youth, Homeless Youth, Long Term English Learners, Two or more Races, and Pacific Islander remains unavailable due to sample size limitations.

Our Students with Disabilities were in red (very high) for chronic absenteeism. In reviewing this data with support staff, teachers, and our educational partners, 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
- PBIS and Leader in Me trainings and refreshers for staff
- Mental health and counseling services
- Community Liaison services for families

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 #	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 2025 CAASPP data ○ All Students (CAASPP data) - Increase by 3% to 33% meeting or exceeding standards (CAASPP 2024 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 35.64% meeting or exceeding standards (CAASPP 2024 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.

With the implementation of CCSS and Smarter Balanced Assessment Consortium (SBAC), our students are showing gaps in foundational literacy and 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, SAVVAS Math and CPM math curriculum. 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.

As technology becomes a more and more significant part of everyday life, it's also apparent that it's here to stay in the world of education. Mobile devices, online solutions, and the plethora of apps for education are helping teachers and students deepen learning and collaborate in the classroom. However, this increasing use of technology can pose a challenge for students who don't have access to devices or an Internet connection at home. They're often left at a disadvantage in comparison to students with access to the wealth of information that technology offers, and in turn, the economic divide in education increases. In today's always-on world, no student should be put at a disadvantage because of difficulties accessing technology. *In response to* students using technology to master the 21st Century Skills of collaboration, communication, critical thinking and creativity these needs have surfaced: Maintaining 1:1 chromebooks for students as well as ongoing professional development in technology.

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 2023-2024	ELA CAASPP 2023-2024	ELA CAASPP 2024-2025:
	30.65% All Students	33.65% All Students (3%)
MATH CAASPP 2023-2024	Math CAASPP 2023-2024:	Math CAASPP 2024-2025:
	32.64% All Students	35.64% All Students (3%)

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
iReady ELA D2 (24-25) K - 6	In winter 2025, the following percentage of students scored at or above grade level ("green") on the iReady ELA assessment: 36% 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%: 39% All students
iReady Math D2 (24-25) K - 6	In winter 2025, the following percentage of students scored at or above grade level ("green") on the iReady MATH assessment: 28% 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%: 31% 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 (22 Teachers/ 2 days); Kinder Teacher Assessments (1 Full day x 3 Teachers); Leadership (2 days x 7 teachers)	All Students: MLLs, Hispanic, SWD	\$15,646	LCFF

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
2	ELA Intervention Specialist	Based on information collected from iReady and teacher assessments, students who are at risk may be selected to participate in Tier 2 interventions in reading. Providing focal students in Title 1 with Tier 2 or Tier 3 support in foundational skills in reading	\$193,161	Title 1
3	Learning A-Z:Computer Based Program used to support students in increasing their reading proficiency	All Students: MLLs, Hispanic, SWD	\$6,190	LCFF
4	DreamBox Learning (Discovery Education): Computer Based program to help close the gap in math	All Students: MLLs, Hispanic, SWD	\$10,270	LCFF
5	Supplies (Instructional)	All Students: MLLs, Hispanic, SWD	\$7,322	LCFF

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
6	Technology Upgrades	All Students: MLLs, Hispanic, SWD	\$2,000	LCFF
7	Print Shop (Instructional)	All Students: MLLs, Hispanic, SWD	\$2,000	LCFF

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.

This goal was addressed during 2024-2025 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.

An ELA interventionist was hired, trained and implemented, pull-out small group instruction for our most struggling readers. The interventionist supported phonic instruction (identifying, blending, and writing) 30+ students daily.

For the 2024- 25 school year we focused on supporting our students with DreamBox as well as iReady (reading and math). Professional Development was provided for DreamBox to support our teachers with full implementation of the Dream Box.

This year we adopted a new math curriculum, and professional development was provided throughout the school year.

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.

To achieve our goal, we will continue with the intervention specialist for a continuum of consistent support for our most struggling readers. The intervention specialist is available to support primary and intermediate teachers in delivering phonics instruction, especially at the intermediate level. Furthermore, the intervention specialist will provide professional development to our staff.

Teachers will use iReady data to drive reading instruction to monitor student progress and support a personalized pathway towards proficiency in reading and math. Provide grade level collaboration and data discussions for teachers to analyze student data and plan for next steps for the individual/ class and/or grade level as well as instructional interventions.

Enhance student achievement by implementing personalized learning plans, fostering parental involvement through effective communication and workshops, and providing diverse learning opportunities including educational field trips and relevant apps to reinforce classroom learning.

Goal #2

Goal #	Description
Goal 2	We will accelerate the academic achievement toward meeting or exceeding standard for our English 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 2025 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.

Students of English Learners, Hispanic and Students with Disabilities are achieving below grade level scores on the local benchmarks indicating a need to provide additional interventions and support.

In ELA our English Language Learners (ELs/MLLs), Hispanic, and Students with Disabilities are identified as ORANGE through the California Dashboard. Due to the need in these areas, an interventionist specialist will support students in a systematic intervention program to solidify their phonics to support their recognition and fluency of reading. In addition RAZ Kids and professional development training for the staff will provide further support with teachers and families at home to help increase practice in support of academic achievement.

In Math our English Language Learners (ELs/MLLs), Hispanic, and Students with Disabilities are identified as ORANGE through the California Dashboard. We implemented a new math curriculum, SAAVAS. In conjunction with our ongoing professional development, we will continue with Dreambox to help build foundational skills to provide familiarity and differentiate and/or provide extra support for our students.

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.

To achieve our goal, we will continue with the intervention specialist for a continuum of consistent support for our most struggling readers. The intervention specialist is available to support primary and intermediate teachers in delivering phonics instruction, especially at the intermediate level. Furthermore, the intervention specialist will provide professional development to our staff.

Teachers will use iReady data to drive reading instruction to monitor student progress and support a personalized pathway towards proficiency in reading and math. Provide grade level collaboration and data discussions for teachers to analyze student data and plan for next steps for the individual/ class and/or grade level as well as instructional interventions.

Enhance student achievement by implementing personalized learning plans, fostering parental involvement through effective communication and workshops, and providing diverse learning opportunities including educational field trips and relevant apps to reinforce classroom learning.

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 2023-2024	ELA CAASPP 2023-2024 6.74% English Learners 19.7% Hispanic 3.45% Students with Disabilities	ELA CAASPP 2024-2025: 9.74% English Learners (3%) 22.7% Hispanic (3%) 6.45% Students with Disabilities (3%)
MATH CAASPP 2023-2024	Math CAASPP 2023-2024: 12.28% English Learners 19.34% Hispanic 3.45% Students with Disabilities	Math CAASPP 2024-2025: 15.28% English Learners (3%) 22.34% Hispanic (3%) 6.45% Students with Disabilities (3%)
iReady ELA D2 (24-25) K - 6	In winter 2025, the following percentage of students scored at or above grade level ("green") on the iReady ELA assessment: 11% English Learners 27% Hispanic 17% Students with Disabilities	By winter 2026, aim to increase the percentage of students scoring at or above grade level ("green") on the iReady ELA assessment by 3%: 14% English Learners 30% Hispanic 20% Students with Disabilities

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
iReady Math D2 (23-24) K - 6	In winter 2025, the following percentage of students scored at or above grade level ("green") on the iReady MATH assessment: 10% English Learners 18% Hispanic 9% Students with Disabilities	By winter 2026, aim to increase the percentage of students scoring at or above grade level ("green") on the iReady MATH assessment by 3%: 1% English Learners 21% Hispanic 12% Students with Disabilities

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 (22 Teachers/ 2 days); Kinder Teacher Assessments (1 Full day x 3 Teachers); Leadership (2 days x 7 teachers)	All Students: MLLs, Hispanic, SWD	Expenditure accounted for in Goal 1 Strategy/ Activity #1	LCFF

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
2	ELA Intervention Specialist	Based on information collected from iReady and teacher assessments, students who are at risk may be selected to participate in Tier 2 interventions in reading. Providing focal students in Title 1 with Tier 2 or Tier 3 support in foundational skills in reading	Expenditure accounted for in Goal 1 Strategy/ Activity #2	Title 1
2	Learning A-Z:Computer Based Program used to support students in increasing their reading proficiency	All Students: MLLs, Hispanic, SWD	Expenditure accounted for in Goal 1 Strategy/ Activity #3	LCFF
3	DreamBox Learning (Discovery Education): Computer Based program to help close the gap in math	All Students: MLLs, Hispanic, SWD	Expenditure accounted for in Goal 1 Strategy/ Activity #4	LCFF
4	Supplies (Instructional)	All Students: MLLs, Hispanic, SWD	Expenditure accounted for in Goal 1 Strategy/ Activity #5	LCFF

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
5	Technology Upgrades	All Students: MLLs, Hispanic, SWD	Expenditure accounted for in Goal 1 Strategy/ Activity #6	LCFF
6	Print Shop (Instructional)	All Students: MLLs, Hispanic, SWD	Expenditure accounted for in Goal 1 Strategy/ Activity #7	LCFF
7	ELTP Support (1.0 FTE)	All ELs/ MLLs	\$0	District Funded
8	ELTP Instructional Assistant	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.

This goal was addressed during 2024-2025 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.

An ELA interventionist was hired, trained and implemented pull-out small group instruction for our most struggling of students. The interventionist sees 30+ students daily to support foundational skills in reading.

For the 2024- 25 school year we focused on supporting our students with DreamBox as well as iReady (reading and math). Professional Development was provided for DreamBox to support our teachers with full implementation of the Dream Box.

This year we adopted a new math curriculum.

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.

To achieve our goal, we will continue with the intervention specialist for a continuum of consistent support for our most struggling readers. The intervention specialist is available to support primary and intermediate teachers in delivering phonics instruction, especially at the intermediate level. Furthermore, the intervention specialist will provide professional development to our staff.

Teachers will use iReady data to drive reading instruction to monitor student progress and support a personalized pathway towards proficiency in reading and math. Provide grade level collaboration and data discussions for teachers to analyze student data and plan for next steps for the individual/ class and/or grade level as well as instructional interventions.

Enhance student achievement by implementing personalized learning plans, fostering parental involvement through effective communication and workshops, and providing diverse learning opportunities including educational field trips and relevant apps to reinforce classroom learning.

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. Positive School Culture and Climate: PBIS and Leader in Me: We will reduce the number of minor referrals recorded in TFI data by 10% from September - February 2026. • All Students (TFI google form - data) - Decrease by 10% to 80 minor referrals by February 2026. (SWIS Our Strategic Plan calls out our beliefs and commitments, including on the whole child. We are actively working on strengthening our work in the areas of school climate, social-emotional learning and overall well being. • By spring 2025-2026, increase by 5% of overall favorable responses on the Student Connectedness and Belonging Survey (3rd - 6th GR)

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.

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.

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; except that we were unable to secure a Social Worker.

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 help achieve our goal, we aim to support students and staff by providing a social worker 4-5 days a week for Tier 1 and 2 support, offering students a safe space and social-emotional strategies. The social worker will also provide staff professional development on student support strategies and family engagement. Additionally, we will offer professional development on establishing calming corners in all classrooms to provide students with accessible spaces and strategies for self-regulation.

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
TFI Data: Minor referrals received (Google Form)	~ 90 minor referrals (Sept - Feb 2025)	~ 80 minor referrals (Sept - Feb 2026)
SCB Data (Fall 2025)	Overall: 81%	Overall: 86%

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	BGS Kids: Physical Development of the Whole child	All Students		\$30, 000	Title 1

Strategy / Activity #	Description	Students to be Served		Proposed Expenditures	Funding Source(s)
2	Social Worker: 4-5 days a week	All students		\$60,374	Title 1
3	Sunbelt Staffing LMFT	All Students		\$0	Title 1
4	Leader in Me	All Students		\$14,000	Title 1
5	PBIS Incentives	All Students		\$1,500	LCFF
6	Contract Services/ Music	All Students		\$0	District Funded

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.

We were unable to secure a Social Worker. We had two interns and one LMFT for one day a week that started in March 2025.

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.

The addition of a social worker will provide consistent community support for students and staff. We will increase our sense of belonging and community through a commitment to building relationships with students and staff. Consistent and committed implementation of PBIS and Leader in Me schoolwide will further foster this. Additionally, we are committed to supporting the social-emotional and physical well-being of the whole child.

Goal #4

Goal #	Description
Goal 4	Parent Engagement: 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.

An identified need to increase participation in various commitments to support the school stems from the desire to cultivate a stronger sense of collective ownership and responsibility for student success and overall school well-being. When more stakeholders – including staff, students, families, and community members – actively participate in initiatives, programs, and decision-making processes, it fosters a more vibrant, engaged, and supportive school environment.

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

No major difference between implementation and budgeting expenditures.

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.

Leveraging the support of a social worker and our community liaison will help us engage more parents, families, and community members as partners. This will be achieved by actively listening to their needs, surveying families and responding to their requests for education and support.

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.)	The number of parents participating in governance and decision making (SSC, PSCA, ELAC, Koffee Klatch) meetings and activities is about 2% of the student population.	The number of parents participating in governance and decision making (SSC, PSCA, ELAC, Koffee Klatch) meetings and activities will increase by 5%
Communication with families about school programs and student progress	99% 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. Communication will be available in multiple languages in addition to English

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	Communication and engagement with families about school: Parent Square	All Students	\$0	District Funded
2	Spanish and Vietnamese Community Liaisons	All students	\$0	District Funded
3	Supplies & PD - Parent & Family Engagement	All Students	\$3,226	Title 1
4	Social Worker: 4-5 days a week	All students	Expenditure accounted for in Goal 3 Strategy/ Activity #2	Title 1

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.

Minimal 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 MLL students.

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.

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 parent engagement that focuses on all aspects of the Whole child (academically, socially and emotionally). We hope to increase parent involvement by providing parent education that is personalized to the needs of our families. 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 to support learning, creativity, safety and engagement. Improve overall student attendance by reducing chronic absenteeism by 3% per CA 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.

Strong home-school partnerships are crucial for boosting students' academic and social-emotional learning. CA Dashboard Data highlights a critical need to address chronic absenteeism, with Students with Disabilities at a concerning "high" (red), followed by Filipino and White students in the "orange," and Asian, English Learners, Hispanic, and Socioeconomically Disadvantaged students in

the "yellow." Collaborative efforts between school and home are essential to provide comprehensive support and improve attendance for all students.

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

No major difference between implementation and budgeting expenditures.

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 chronic absenteeism goal, we will provide parent education and support through community liaisons. We will be joining the RAISE Network (Raising Attendance and Improving Student Engagement), a California-based improvement network that helps schools reduce chronic absenteeism.

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
CA Dashboard	All Students: 35.1%	Decrease the number of chronic absenteeism by 3% for all our students to 32.1%.

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	Communication and engagement with families about school: Parent Square	All Students	\$0	District Funded
2	Spanish and Vietnamese Community Liaisons	All Students	\$0	District Funded
3	Social Worker: 4-5 days a week	All Students	Expenditure accounted for in Goal 3 Strategy/ Activity #2	Title 1

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.

An emphasis on attendance, including continuing to revamp the attendance reward system and closely monitor the students above the 10% absence threshold. 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 all Staff including Noon Supervisors.

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.

To meet our goal, we will implement parent education, foster a school-wide commitment to encourage and celebrate student attendance, and launch an attendance campaign involving students, staff, and the community.

Annual Review

SPSA Year Reviewed: 2025-2026

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	\$300,761
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$ 44,928

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	\$300,761

Subtotal of additional federal funds included for this school: \$ [Enter federal funds subtotal here]

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	\$44,928
Prop 28	\$87,299

Subtotal of state or local funds included for this school: \$131,597

Total of federal, state, and/or local funds for this school: \$432,358

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) 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.

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).

- [Plan Description](#)
- [Educational Partner Involvement](#)
- [Comprehensive Needs Assessment](#)
- [Goals, Strategies/Activities, and Expenditures](#)
- [Annual Review](#)
- [Budget Summary](#)
- [Appendix A: Plan Requirements for Title I Schoolwide Programs](#)
- [Appendix B: 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.

Plan Description

Briefly describe the school's plan to effectively meet the ESSA requirements in alignment with the LCAP and other federal, state, and local programs.

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.

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.

When completing this section for SWP, the school shall describe the steps it is planning to take to address these areas of low performance and performance gaps to improve student 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.

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:

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

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.

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.

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.*

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 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 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 School Site 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 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).
 - 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.
 - 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 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 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: 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: 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, June 2024

Parkview: School Site Council (SSC)

SSC Minutes

<u>SSC Officers</u>	<u>SSC Members</u>
Co - Chairperson - Bryanna Boehmer Co - Chairperson - Nick Naughton Secretary - Parliamentarian -	Stephanie Park, Principal Phuong Luupham Cheryl Pullara Venessa Wright

MAY 6, 2025 [Google Meet LINK](#)

Present Members: Bryanna Boehmer, Venessa Wright, Cheryl Pullara, Stephanie Park

<u>Agenda Item</u>	<u>Item Information</u>	<u>Notes</u>
1. Welcome		
2. Approve SPSA 2025-2026		All attendees approved 2024-2025 SPS... Approval via email by SSC Co-Chairperson: N. Naughton

April 14, 2025 [Google Meet LINK](#)

Present Members: B. Nunez, N. Naughton, Victoria G., P. Luupham, C. Pullara, V. Wright, S. Park

<u>Agenda Item</u>	<u>Item Information</u>	<u>Notes</u>
1. Welcome		
2. Approve January Minutes (see below)		January Minutes approved by all

3. Information/Comments from the public		None
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4. New Business &

SPSA Goals 2025-2026

Principal's Report

SSC April 2025.pdf

-Goal 2: After School
program Interventions
to start sooner in the
year? Minimum of
10

		students -Goal 3: calming corners in the classrooms for 25/26 school year -Goal 4: Add more parent ed for next year (perhaps teacher led) -Goal 5: Independent studies packets not being completed/ returned; concern about tardiness does it affect school funding?; perhaps a schoolwide WIG focused on goal 5 A quick meeting on April 28th to do a final review of the SPSA budget/plan
5. SSC Meetings @3PM 5/15		Reminder of the upcoming date • Will need another date to approve SPSA Plan (Monday, 4/28?)
6. Committee Reports a. DELAC b. Staff Reports		

7. Announcements		
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January 13, 2025 Jan 12, 2025 3:00 PM SC meeting [Google Meet LINK](#)
[SSC January 2025 \(1\).pdf](#)

Present Members: S. Park, V. Wright, P. Luupham, K. Somrak-Marquez, C. Pullara,, Nick Naughton

<u>Agenda Item</u>	<u>Item Information</u>	<u>Notes</u>
1. Welcome 2. Approve December Minutes (see below)		Approved

3. Information/Comments from the public		none
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4. New Business & Principal's Report SSC January 2025 (1)...	• iReady Data: Comparing D1 vs. D2 • LCAP Feedback Survey • LCAP Conversations at Parkview on Thurs., Jan. 23 @ 8:15 AM • Parkview Tour: Thur., Jan 30 @ 9 - 10 AM - Open to the Public • Parkview School ... - Need SSC approval & signatures	-growth in d1-d2 -need red to move to yellow and yellow to green - K does not take the first test. Reading:-78% made 50+% growth -2-4th grade in targeted teaching program Math: 62% made 50% or more growth(see slides) -need to improve atten. Improved to 93+% -Behavior trending better this year -LCAP 1/23/25 meeting to provide an opportunity to give feedback and/or input on LCAP for families -Safety Plan: District template for all sites to update their Safety Plan (i.e. positions for the command team, staff) -Vote approved by all in favor of the safety plan.
5. SSC Meetings @3PM 2/10, 3/10, 4/14, 5/15		Reminder of the upcoming dates
6. Committee Reports c. DELAC d. Staff Reports		No DELAC info to report No Staff reporting
7. Announcements		No announcements

Meeting Adjourned: 3:25PM

December 4, 2024 @3PM: SSC meeting [Google Meet LINK](#)

- [SSC December 2024](#)

Present Members: S. Park, V. Wright, P. Luupham, K. Somrak-Marquez, Amy Rivera, Brianna, Victoria Garcia, Nick Naughton

<u>Agenda Item</u>	<u>Item Information</u>	<u>Notes</u>
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1. Welcome 2. Review SPSA 2023-2024	Parkview SPSA 2023-202... GOAL 1: All students will be proficient in meeting and/or exceeding all Common Core State Standards. GOAL 2: We will accelerate the academic achievement toward meeting or exceeding standards for English Learners (EL), low socioeconomic disadvantaged students, Foster Youth, and students of color, as well as increase the language proficiency for EL. GOAL 3: We will provide an inclusive learning environment for students with disabilities to best support social, emotional and academic development. GOAL 4: Students will use technology to master the 21st Century Skills of collaboration, communication, critical thinking and creativity. Oak Grove will provide innovative strategies with support for technology implementation that would enhance student learning of core academic subject knowledge, and meet technology standards. GOAL 5: School and classroom environments support learning, creativity, safety, and engagement.	SSC December 2024 -Concern on how to get buy-in from upper graders for positive behavior: Explained that PBIS rewards cart will begin in January. Would love the team to email Stephaine. With more ideas for students, especially upper grade rewards.
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	GOAL 6: We will actively engage parents and community members in supporting the implementation of CCSS instruction and providing input to program decisions.	
3. Information/Comments from the public		-Nick has past experience with SSC
4. New Business & Principal's Report		
5. Tentative Meetings Schedule @3PM ???		Stephanie to send a form to get input on the future SCC meetings.
6. Committee Reports e. DELAC f. Staff Reports		No representative present Staff share out: Window opened this week for the 2nd I-ready diagnostic VPA (district paid for) and PE (site paid for) available weekly for students. Students love these opportunities. Staff working on developing Leader in Me and combining the ideas with the existing PBIS.
7. Announcements		

Adjournment: Stephanie Park adjourned meeting at 3:50

NEXT MEETING: TBD