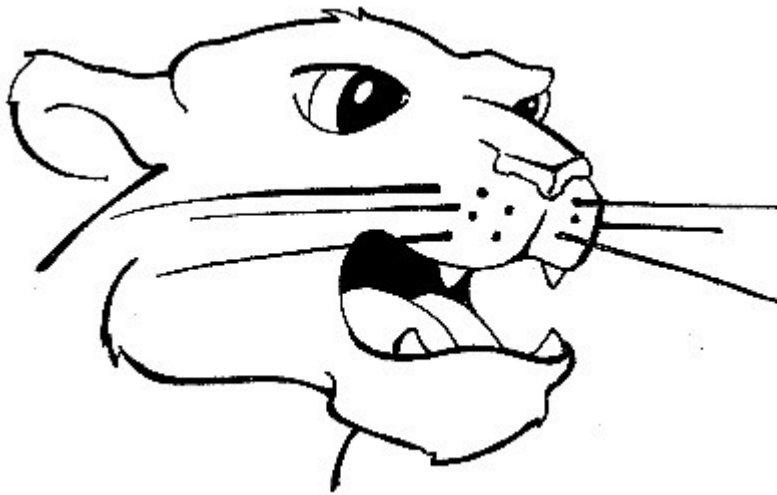# School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Parkside Elementary	07617886004568		

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Schoolwide Program

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

A Comprehensive needs assessment is completed which include academic achievement, attendance, and behavior data. The plan includes strategies that provide opportunities for all students, including students with special needs. The goal is for each student group to meet state standards, improve learning time, and support enriched curriculum. The plan also addresses the needs of students in the school particularly those at risk of not meeting state standards. The SPSA is reviewed at Parkside's School Site Council meetings. In addition, Parkside staff reviews the school plan and provides input. Adjustments may be made in response to new data and identified needs. The actions/services that are used to support students directly align to Pittsburg Unified School District's LCAP.

Table of Contents

Comprehensive Needs Assessment Components

Data Analysis
Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys
This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

Parent, and Staff Survey administered to Parkside 5th graders and their parents (When available). Throughout the year we will survey staff on quality of professional development and parents on quality of education that their children receive, how welcome that they feel at Parkside, communication between parent and teacher, and support they receive from the school. We also monitor and make changes based on comments made by parents and caregivers made on our communication platform Classroom Dojo.

Classroom Observations
This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

Every classroom is visited by administration daily.
More Formal observations occur bi-weekly by site administration.
Prior to the school year beginning, school leadership meets to plan changes that need to be made based on assessment results from the previous year. Staff has input on a guide that contains specific points of strategies for lessons, student engagement, and lesson delivery. Admin acts as eyes in the back of the room. Admin fills out the walk through (guide) sheet and leaves the only copy on the teachers desk for the teacher to review. The purpose is to leave non judgmental input for the teacher.

Analysis of Current Instructional Program
The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

State Assessments:
- CAASPP State Language Arts and Mathematics Assessment
- ELPAC English Learner language and English understanding assessment

Local Assessments :
- IReady Language Arts and Mathematics assessments (School wide Assessment)
- Freckle Language Arts and Mathematics assessment (Classroom assessment)
- Accelerated reader level and goals. Students rate their own reading and set goals with Accelerated Reader.
- ELA Writing Assessments
- Acadience (measures acquisition of early literacy skills
- Checking for understanding strategies (Teacher generated)
- Classroom informal assessments to assist teacher in lesson presentation and content.

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

- This year Parkside did share our school wide CAASPP results. 2021-2022 was a year that we as a school focused on social emotional well being of students and staff during the first year of in person learning. The 2022

state testing results will be our baseline as begin to focus on student academic achievement once again. Teachers and admin will work together to use the baseline state data to provide meaningful instruction and lesson
planning for all of our students.

- Parkside's in house Literacy Coach will use Acadience data to work with each teacher with early literacy strategies and continue to monitor student early literacy growth. The program is designed for grades K-3,

however, early literacy skills are important in fourth and fifth grades. Thus, the literacy coach will assist upper grade teaches with lesson ideas and strategies. The literacy coach does meet with the admin team monthly.

- Teachers use many strategies to check for understanding during a lesson. This incudes the use of white boards that are held up with an corresponding answer so that the teacher can see it. In addition, other medium is

used such as electronic student response methods. During and after a lesson a teacher is looking for at least 80% of their students understanding the lesson. If this goal is not met the teacher will reteach the concept
using a different method.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All Parkside Teachers are appropriately assigned and 98% are credentialed in the subject areas and for the students that they are teaching. Parkside has one highly qualified intern teaching 5th grade this year.

Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

All Parkside Elementary students have sufficient access to standards aligned instructional material in Language Arts, Mathematics, and Science. All students are enrolled in required core subject areas and a broad course of study.

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

Professional Development is aligned to our student and community needs. Staff is continually trained in many areas of Equity and self growth. Staff is also being trained and have ample opportunities to understand the biases connected to LGBTQIA+.
In addition, staff is trained on the latest:
- Effective Teaching Strategies
- Adopted Curriculum
- Effective Writing Strategies
- Early Literacy
- Understanding state and classroom data

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

Parkside Elementary School offers instructional support to teachers via a literacy coach. The Literacy Coach focused on grades K-3 (Early Literacy) The goal is to build teacher capacity around teaching phonics and phonemic awareness. The goal of the coach is to work with teachers to develop proficient readers to allow them to access the general curriculum and beyond.

In addition, teacher mentors and district behaviorists work with teachers to develop classroom management and curriculum skills.
Parkside's Vice Principal is a curriculum specialist. She works with teachers and grade levels building curriculum expertise and management skills. This support is done in class and during professional developments.

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

At Parkside teacher collaboration is a priority. The process starts with the leadership team that sets the parameters of the collaboration to keep all grade level collaboration focused on student achievement. As a school we try to allot every other Wednesday for teacher collaboration during the teachers workday. Whenever a staff development is planned we try to allow time at the end of the session for grade level collaboration. The hope is that the team will develop a product that they all will take back to their classroom during the next classroom session.

Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

All teachers use district adopted, standards based textbooks and materials for their core instructional program. After being approved by the California State Board of Education, core materials are chosen by a district committee and approved by the Board of Education.

The following materials have been adopted for Pittsburg Unified School District:
- English/Language Arts- MacMillan McGraw Hill – Wonders
- Mathematics- Houghton Mifflin Harcourt- Go Math!
- Social Studies- Scott Foresman
- Science- MacMillanMcGraw Hill
- ELD-MacMillan McGraw Hill- Wonders

The following materials are implemented by Parkside Elementary School:
- Standards Plus Mathematics
- Standards Plus Language Arts,
- Freckle Math and Language Arts technical support program
- Renaissance Learning Systems technical support program
- Mystery Science technical support program

The ELD program consists of the adopted program Wonders which is incorporated as supplemental support for English learners. Results from the ELPAC is used to strategically place students in their appropriate ELD level for targeted instruction. Targeted instruction is accomplished through "grade level switch". Students switch for a 45 minute period each day in "like" groups where they learn language acquisition at their level.

Common lesson plans and pacing guides are provided for teachers. Common Core Standards Based Report Cards are also utilized. Benchmark assessments are conducted 3-4 times a year to monitor student progress. Adherence to instructional minutes for language arts and mathematics is required.

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

Parkside allocates adequate instructional time as recommended in the California Subject Matter Frameworks. Instructional time includes intensive interventions as well as additional time for strategic support for our English Language Learners (ELD) and others achieving below grade level. This time is given priority and is protected from interruptions.

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

Parkside Elementary offers a variety of opportunities for students to increase proficiency. This includes the use of daily Universal Access time, designated ELD time, and classroom small group/individual support as needed.

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

All students have access to state adopted, standards-based textbooks in core content areas. Students in multi-grade classes also have access to grade level materials. Students with special education services have core content materials available to them as directed by their IEP goals and objectives. All English learners have access to core instructional materials. Core textbook sufficiency is monitored by the Contra County Office of Education.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

Core instruction is based off of State Board of Education adoptions. Supplemental materials are used as a "spiral" or revisiting a previous lesson for student learning. Additional materials including technology is used to meet the needs of students that acquire information in a different manner or material that match their current academic level with the goal of bringing each student up to grade level standard.

Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

- McGraw Hill and Houghton Mifflin Harcourt provide intervention programs to meet the needs of under-performing students.

- Universal Access, differentiation, individual attention, and technology support programs. In addition, software programs such as Imagine Learning, Accelerated Reader/Math, Freckle are tools that will also be used to address the needs of under-performing students.

- Parkside has a Literacy Coach who tracks under-performing students. The job of the Literacy Coach is to analyze data, elbow teach, model, and assist the classroom teacher in coming up with strategies to meet the needs of each student.

- Extended Learning will be available after school for students who are identified as under performing based on Acadience data, IReady benchmark data, authentic assessments, and CAASPP scores. Students will be assessed and then referred to a teacher

specializing in the standard and strand that the student is struggling with. Classroom teachers also have the choice of tutoring their own students before or after school with compensation.

Evidence-based educational practices to raise student achievement

- Parkside Teachers are continually trained in Explicit Direct Instruction. The method utilizes the ideology that as the lesson progresses teachers check that their students understand the concepts presented. If it is apparent that the students do not understand the concept the teacher will reteach the concept in a different manner. Another major concept is to keep the students moving and engaged during the lesson including "pair share " with peers and "stand and deliver" when a question is posted by the teacher. This method contributes to first great instruction by the teacher.

- Parkside Teachers are continually trained in Understanding Lesson By Design. Teachers are taught how use the adopted program as a resource they plan effective lessons that meet the needs of all students. The focus on grade level planning and tools in which to present concepts to students. Teachers also learn how to get students involved with each lesson effectively with hands on methods and collaboration.

- The Literacy Coach trains each teacher grades K-3 strategies for reading fluency and reading comprehension based on their classroom's data. Each teacher walks away with lesson ideas and strategies to help bring up student achievement in all groups in reading and reading fluency.

- Universal Access in a practice that allows the teacher to work with a small group of students or one on one with a student while the students are working independently.

- Spiraling, this is a method of revisiting concepts that were presented previously to the students. This method reminds the students daily of concepts they were taught in past weeks days or years. All grades except first grade and kindergarten utilize Standards Plus Mathematics and Standards Plus Language Arts as a tool for students to use during the spiraling lesson.

- Staff is continually being trained on the importance of Equity and understanding the families that we serve. We work to understand our own internal biases and not let it influence the rights of our students and families.

Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

- Parkside Elementary values parents as educational partners and actively engages them in their child's education.
- Evident by: parent involvement at School Site Council (SSC), English Learner Advisory Committee (ELAC), District English Learner Advisory Committee (DELAC), District Advisory Committee (DAC), Parental African-American Achievement Collaborative Team (PAAACT), Parent Liaisons at each site, parent -teacher conferences facilitated by site administrators/counselors.

- Parent Portal to allow parents to access their child's information in order to support their child with academic success. The language arts technology support program Imagine Learning can be accessed from students' homes.

- Our parent liaison has been instrumental in helping create vital connections with our parents and making them feel part of the school/district. Parents are equipped with the tools to advocate for their child's education.

- Parents have immediate contact with their child's teacher and principal through a communication program entitled Classroom Dojo.

Pittsburg Unified School District offers the following workshops for elementary aged students:

- Father Talk Series
- Medical Care Evaluation (MCE) supporting mental health series
- Loving solution parenting classes for children ten years and younger
- Early Literacy Series designed to help parent teach their children to read in their early years
- English as a Second Language (ESL) to help parents with building their English language skills .
- College Nights help parents support their children through their school years to enter college.

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

Parkside Elementary School believes that a warm welcoming environment for parents and guardians is paramount for a community school. We encourage our caregivers to join us in educating their children and school decision making. However, due to the current violence that is occurring in schools by outside people, Parkside has become a locked campus. Parents and caregivers must past fingerprinting and back ground checks to volunteer at Parkside. In addition, the office is now locked and parent and caregivers must knock on the front door for service. Our parents are always welcomed but currently they have to be screened to volunteer at Parkside.

PUSD receives Title I, II, III and IV federal funds. Parkside receives Title I funds while Title II,III, and IV are distributed centrally . The School Site Council and English Advisory Committee (ELAC) is actively involved in the planning, implementation and monitoring of SPSA which describes how Title I funds are used to support students. The School Site Council (SSC) annual evaluation of school plan for student achievement services outlines all actions/services that support students using Title I funds. At the district level the District Advisory Committee (DAC) and the district English Language Advisory Committee (DELAC) monitor Title I, II, III, and IV funds.

Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

Parkside Elementary School uses categorical funds to support a classroom aide position to provide intervention for students who are struggling with core instruction. The support is provided in small group and one-on-one settings. Support is provided by working with students to bring up their basic academic skills. The majority of these students are low income that need academic help to catch up to their academic level peers. The classroom aide provides support in both mathematics and language arts. Due to the high number of foster youth and social economic disadvantaged students and families enrolled at Parkside Elementary School, this supplemental support position is needed to ensure that all students have access to core instruction and to the overall educational program.

Parkside Elementary School uses categorical funds to support a media aide position to provide support for the classroom teacher who in turn supports our students are struggling with core instruction. The support is provided with academic chunks that are presented in paper form. This allows our students to take academic work home. In addition, students are given material in a medium that they understand. The majority of these students are low income that need academic help to catch up to their academic level peers. Due to the high number of foster youth and social economic disadvantaged students and families enrolled at Parkside Elementary School, this supplemental support position is needed to ensure all students have access to core instruction and to the overall educational program.

Parkside Elementary School uses categorical funds to support a English Language Acquisition aide position to provide intervention for students who are struggling with core instruction not delivered in their home language. The support is provided in small group and one-on-one settings. Support is provided by working with students to bring up their basic academic skills. The majority of these students are low income that need academic help to catch up to their academic level peers. The classroom aide provides support in both mathematics and language arts. Due to the high number of foster youth and social economic disadvantaged students and families enrolled at Parkside Elementary School, this supplemental support position is needed to ensure all students have access to core instruction and to the overall educational program.

The following categorically funded positions and programs help under-performing students meet academic standards:
- After School Tutoring
- Ongoing staff development
- Media Specialist (Aide)
- ELD aide
- Classroom aide

Fiscal support (EPC)

Services provided by general and categorical funding supports all students in meeting the expectations of state standards. District and site budgets prioritize, coordinate, and allocate funds for instructional and curriculum alignment, intervention, and professional learning and collaboration.

Educational Partner Involvement

How, when, and with whom did the 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

It is important that all stakeholders, from parents, classified staff, and teachers are aware and are allowed to give input to the way that we meet the needs of our students.
The ways that we share this important document is:
- Hard Copy in office for review.
- Electronic copy sent to all staff.
- Electronic copy sent to SSC and ELAC
- Hard copy available at SSC and ELAC Meetings
- Invitation to Parents utilizing social media to review hard copy of plan in the office. Hard copy will be duplicated for parent to take home on request.
- This document is a living document and progress will be reviewed by staff, SSC, and ELAC.

Resource Inequities

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

N/A

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Group	Percent of Enrollment			Number of Students		
	19-20	20-21	21-22	19-20	20-21	21-22
American Indian	0.32%	%	%	2		
African American	10.74%	10.6%	13.86%	68	61	80
Asian	1.74%	1.7%	1.39%	11	10	8
Filipino	5.37%	4.9%	5.37%	34	28	31
Hispanic/Latino	72.99%	73.2%	69.50%	462	420	401
Pacific Islander	1.11%	1.2%	1.04%	7	7	6
White	3.63%	4.0%	4.33%	23	23	25
Multiple/No Response	4.11%	4.4%	4.51%	26	25	26
			Total Enrollment	633	574	577

Student Enrollment by Subgroup

Student Enrollment
Enrollment By Grade Level

Grade	Number of Students		
	19-20	20-21	21-22
Kindergarten	106	87	97
Grade 1	94	87	78
Grade 2	103	98	92
Grade3	104	109	106
Grade 4	99	96	112
Grade 5	127	97	92
Total Enrollment	633	574	577

Student Enrollment by Grade Level

Conclusions based on this data:

1. Parkside is fortunate to have a very diverse student population. In addition, our African American population is growing :>)

2. Since the pandemic our total enrollment is slowing increasing

3. Parkside's second and third grades seem to have the most enrollment all three comparative years.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	**Number of Students**			**Percent of Students**		
	19-20	**20-21**	**21-22**	**19-20**	**20-21**	**21-22**
English Learners	202	173	172	31.9%	30.10%	29.8%
Fluent English Proficient (FEP)	124	90	78	19.6%	15.70%	13.5%
Reclassified Fluent English Proficient (RFEP)	15	1		7.4%	0.20%	

Conclusions based on this data:

1. Our English Learners have been consistent through the years

2. Our reclassified student number had decreased through the pandemic years.

3. Reclassified student numbers are expected to rise as we get back to "normalcy" with our intervention program.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

Overall Participation for All Students											
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	98	107	97	97	0	94	97	0	94	99	0.0	96.9
Grade 4	130	90	111	129	0	102	128	0	102	99.2	0.0	91.9
Grade 5	105	94	92	105	0	86	105	0	86	100	0.0	93.5
All Grades	333	291	300	331	0	282	330	0	282	99.4	0.0	94.0

The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	2364.		2359.	5.15		5.32	22.68		15.96	14.43		24.47	57.73		54.26
Grade 4	2412.		2406.	14.06		5.88	13.28		21.57	14.84		24.51	57.81		48.04
Grade 5	2442.		2420.	9.52		6.98	19.05		11.63	16.19		17.44	55.24		63.95
All Grades	N/A	N/A	N/A	10.00		6.03	17.88		16.67	15.15		22.34	56.97		54.96

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	7.22		7.45	37.11		55.32	55.67		37.23
Grade 4	12.50		3.92	36.72		59.80	50.78		36.27
Grade 5	14.29		9.30	32.38		52.33	53.33		38.37
All Grades	11.52		6.74	35.45		56.03	53.03		37.23

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing Producing clear and purposeful writing								
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	8.25		3.23	46.39		43.01	45.36		53.76
Grade 4	15.08		5.88	37.30		55.88	47.62		38.24
Grade 5	15.38		8.14	29.81		33.72	54.81		58.14
All Grades	13.15		5.69	37.61		44.84	49.24		49.47

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening Demonstrating effective communication skills								
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	5.15		2.13	65.98		72.34	28.87		25.53
Grade 4	8.59		4.90	54.69		68.63	36.72		26.47
Grade 5	8.57		6.98	55.24		68.60	36.19		24.42
All Grades	7.58		4.61	58.18		69.86	34.24		25.53

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Research/Inquiry Investigating, analyzing, and presenting information								
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	4.12		2.13	45.36		61.70	50.52		36.17
Grade 4	9.38		2.94	42.97		66.67	47.66		30.39
Grade 5	11.43		6.98	39.05		54.65	49.52		38.37
All Grades	8.48		3.90	42.42		61.35	49.09		34.75

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. Waiting for CAASPP data at the first write of plan.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	98	107	97	97	0	94	97	0	94	99	0.0	96.9
Grade 4	131	90	111	130	0	105	130	0	103	99.2	0.0	94.6
Grade 5	105	94	92	105	0	85	104	0	83	100	0.0	92.4
All Grades	334	291	300	332	0	284	331	0	280	99.4	0.0	94.7

Overall Participation for All Students

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	2389.		2363.	6.19		2.13	25.77		9.57	20.62		22.34	47.42		65.96
Grade 4	2422.		2409.	6.92		0.97	16.92		13.59	32.31		35.92	43.85		49.51
Grade 5	2449.		2397.	4.81		2.41	16.35		3.61	21.15		12.05	57.69		81.93
All Grades	N/A	N/A	N/A	6.04		1.79	19.34		9.29	25.38		24.29	49.24		64.64

Overall Achievement for All Students

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	19.59		3.19	28.87		43.62	51.55		53.19
Grade 4	16.15		6.80	25.38		43.69	58.46		49.51
Grade 5	9.62		1.20	26.92		18.07	63.46		80.72
All Grades	15.11		3.93	26.89		36.07	58.01		60.00

Concepts & Procedures
Applying mathematical concepts and procedures

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	13.40		4.26	44.33		30.85	42.27		64.89
Grade 4	8.46		0.97	36.15		45.63	55.38		53.40
Grade 5	7.69		4.82	29.81		27.71	62.50		67.47
All Grades	9.67		3.21	36.56		35.36	53.78		61.43

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	13.40		2.13	40.21		58.51	46.39		39.36
Grade 4	10.00		3.88	37.69		53.40	52.31		42.72
Grade 5	6.73		2.41	36.54		46.99	56.73		50.60
All Grades	9.97		2.86	38.07		53.21	51.96		43.93

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. We are currently waiting for the data at first write of the plan.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	1422.7	1445.4	1408.5	1430.6	1457.9	1409.1	1404.3	1416.4	1406.6	23	34	37
1	1454.8	1456.9	1422.9	1472.0	1462.2	1425.1	1437.2	1451.1	1420.3	38	22	31
2	1466.2	1446.0	1489.3	1477.4	1446.1	1494.5	1454.5	1445.5	1483.7	25	23	26
3	1464.3	1465.8	1478.2	1466.0	1469.2	1492.0	1462.2	1461.8	1463.9	28	33	21
4	1508.9	1477.2	1494.9	1520.8	1491.3	1498.6	1496.7	1462.6	1490.7	47	21	37
5	1506.7	1512.8	1522.9	1509.7	1524.0	1534.7	1503.4	1501.2	1510.5	29	30	23
All Grades										191	163	175

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Language Percentage of Students at Each Performance Level for All Students												
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	13.04	29.41	10.81	34.78	29.41	29.73	43.48	32.35	37.84	8.70	8.82	21.62	23	34	37
1	13.16	9.09	3.23	36.84	36.36	22.58	36.84	36.36	54.84	13.16	18.18	19.35	38	22	31
2	0.00	0.00	7.69	52.00	38.10	57.69	40.00	42.86	34.62	8.00	19.05	0.00	25	21	26
3	3.57	0.00	9.52	28.57	34.38	38.10	32.14	50.00	38.10	35.71	15.63	14.29	28	32	21
4	14.89	5.26	21.62	48.94	31.58	27.03	23.40	52.63	32.43	12.77	10.53	18.92	47	19	37
5	17.24	13.79	8.70	27.59	34.48	52.17	44.83	37.93	34.78	10.34	13.79	4.35	29	29	23
All Grades	10.99	10.83	10.86	38.74	33.76	36.00	35.08	41.40	38.86	15.18	14.01	14.29	191	157	175

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Oral Language Percentage of Students at Each Performance Level for All Students														
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	17.39	29.41	8.11	39.13	41.18	32.43	34.78	20.59	40.54	8.70	8.82	18.92	23	34	37
1	31.58	22.73	0.00	28.95	36.36	35.48	34.21	31.82	51.61	5.26	9.09	12.90	38	22	31
2	24.00	14.29	46.15	52.00	38.10	26.92	16.00	28.57	23.08	8.00	19.05	3.85	25	21	26
3	14.29	18.75	38.10	35.71	43.75	28.57	25.00	25.00	28.57	25.00	12.50	4.76	28	32	21
4	51.06	26.32	29.73	31.91	52.63	43.24	8.51	15.79	16.22	8.51	5.26	10.81	47	19	37
5	34.48	48.28	43.48	37.93	34.48	52.17	17.24	10.34	4.35	10.34	6.90	0.00	29	29	23
All Grades	31.41	27.39	25.14	36.13	40.76	36.57	21.47	21.66	28.57	10.99	10.19	9.71	191	157	175

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Written Language Percentage of Students at Each Performance Level for All Students														
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	13.04	11.76	8.11	34.78	32.35	32.43	43.48	44.12	45.95	8.70	11.76	13.51	23	34	37
1	2.63	4.55	3.23	26.32	45.45	16.13	39.47	27.27	38.71	31.58	22.73	41.94	38	22	31
2	0.00	0.00	3.85	16.00	33.33	50.00	64.00	38.10	26.92	20.00	28.57	19.23	25	21	26
3	0.00	0.00	4.76	10.71	6.25	9.52	42.86	53.13	42.86	46.43	40.63	42.86	28	32	21
4	0.00	0.00	2.70	25.53	0.00	16.22	42.55	47.37	40.54	31.91	52.63	40.54	47	19	37
5	0.00	3.45	0.00	17.24	13.79	17.39	58.62	44.83	47.83	24.14	37.93	34.78	29	29	23
All Grades	2.09	3.82	4.00	21.99	21.66	24.00	47.12	43.31	40.57	28.80	31.21	31.43	191	157	175

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

| Listening Domain
Percentage of Students by Domain Performance Level for All Students | | | | | | | | | | | |
| Grade
Level | Well Developed | | | Somewhat/Moderately | | | Beginning | | | Total Number
of Students | | |
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	13.04	29.41	10.81	65.22	64.71	70.27	21.74	5.88	18.92	23	34	37
1	47.37	31.82	16.13	44.74	63.64	74.19	7.89	4.55	9.68	38	22	31
2	28.00	5.00	23.08	68.00	75.00	76.92	4.00	20.00	0.00	25	20	26
3	7.14	15.63	23.81	46.43	59.38	52.38	46.43	25.00	23.81	28	32	21
4	34.04	26.32	40.54	55.32	57.89	37.84	10.64	15.79	21.62	47	19	37
5	10.34	10.34	8.70	75.86	79.31	78.26	13.79	10.34	13.04	29	29	23
All Grades	25.65	19.87	21.14	57.59	66.67	64.00	16.75	13.46	14.86	191	156	175

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

| Speaking Domain
Percentage of Students by Domain Performance Level for All Students | | | | | | | | | | | |
| Grade
Level | Well Developed | | | Somewhat/Moderately | | | Beginning | | | Total Number
of Students | | |
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	26.09	32.35	16.22	65.22	55.88	62.16	8.70	11.76	21.62	23	34	37
1	18.42	13.64	3.23	68.42	77.27	74.19	13.16	9.09	22.58	38	22	31
2	36.00	19.05	50.00	52.00	66.67	46.15	12.00	14.29	3.85	25	21	26
3	46.43	40.63	57.14	25.00	43.75	38.10	28.57	15.63	4.76	28	32	21
4	61.70	57.89	45.95	31.91	31.58	43.24	6.38	10.53	10.81	47	19	37
5	65.52	72.41	91.30	27.59	20.69	8.70	6.90	6.90	0.00	29	29	23
All Grades	43.46	40.13	40.00	43.98	48.41	48.00	12.57	11.46	12.00	191	157	175

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Grade Level	Reading Domain Percentage of Students by Domain Performance Level for All Students											
	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	0.00	11.76	10.81	91.30	70.59	62.16	8.70	17.65	27.03	23	34	37
1	15.79	13.64	12.90	47.37	45.45	41.94	36.84	40.91	45.16	38	22	31
2	0.00	0.00	26.92	80.00	72.22	61.54	20.00	27.78	11.54	25	18	26
3	0.00	0.00	0.00	39.29	40.63	28.57	60.71	59.38	71.43	28	32	21
4	2.13	0.00	0.00	53.19	52.63	51.35	44.68	47.37	48.65	47	19	37
5	3.45	6.90	0.00	68.97	51.72	60.87	27.59	41.38	39.13	29	29	23
All Grades	4.19	5.84	8.57	60.73	55.19	52.00	35.08	38.96	39.43	191	154	175

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Grade Level	Writing Domain Percentage of Students by Domain Performance Level for All Students											
	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	60.87	35.29	48.65	30.43	50.00	27.03	8.70	14.71	24.32	23	34	37
1	2.63	4.55	3.23	78.95	77.27	74.19	18.42	18.18	22.58	38	22	31
2	4.00	4.76	11.54	80.00	61.90	69.23	16.00	33.33	19.23	25	21	26
3	3.57	3.13	4.76	60.71	75.00	66.67	35.71	21.88	28.57	28	32	21
4	14.89	0.00	10.81	68.09	57.89	62.16	17.02	42.11	27.03	47	19	37
5	6.90	0.00	13.04	68.97	65.52	69.57	24.14	34.48	17.39	29	29	23
All Grades	13.61	9.55	17.14	65.97	64.33	59.43	20.42	26.11	23.43	191	157	175

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. Current data not updated during the review of the SPSA in September 2022

School and Student Performance Data
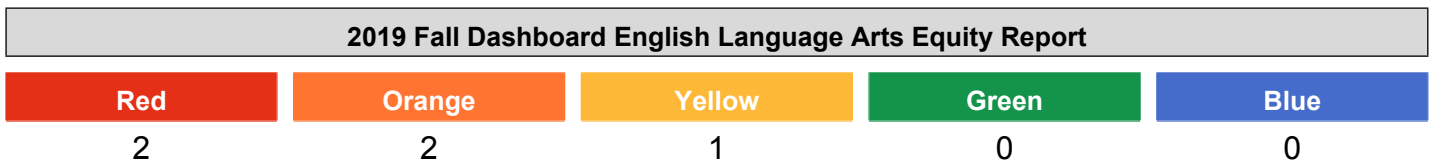
Student Population

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

This section provides information about the school's student population.

2020-21 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
574	**83.4**	**30.1**	**1.0**
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2019-20 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	173	30.1
Foster Youth	6	1.0
Homeless	3	0.5
Socioeconomically Disadvantaged	479	83.4
Students with Disabilities	74	12.9

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	61	10.6
American Indian or Alaska Native		
Asian	10	1.7
Filipino	28	4.9
Hispanic	420	73.2
Two or More Races	25	4.4
Native Hawaiian or Pacific Islander	7	1.2
White	23	4.0

Conclusions based on this data:

1. Parkside has a large number of socially disadvantaged students. We need to make sure that we all understand our population and how to meet their learning needs. This would include simple needs as being hungry.

2. Parkside has a large number of English Learners. We need to support our students with language acquisition using the many tools that are available to us. This includes scaffolding, modeling, conversations, etc.

School and Student Performance Data

Overall Performance

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Orange	**Chronic Absenteeism** Yellow	**Suspension Rate** Red
Mathematics Orange		

Conclusions based on this data:

1. Data was not current upon first write of plan

School and Student Performance Data

Academic Performance
English Language Arts

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance						Highest Performance
	Red	Orange	Yellow	Green	Blue	

This section provides number of student groups in each color.

2019 Fall Dashboard English Language Arts Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
2	2	1	0	0

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Orange	Red	No Performance Color
57.7 points below standard	70.2 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Declined -4.1 points	Declined -10.8 points	
319	185	3
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Orange	Red
Less than 11 Students - Data Not Displayed for Privacy	62.2 points below standard	105.5 points below standard
	Declined -4.7 points	Declined Significantly -15.2 points
7	285	51

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Yellow	No Performance Color	No Performance Color	No Performance Color
65.2 points below standard	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	51.4 points above standard
Increased ++10.6 points			Increased ++11.8 points
35	1	8	16
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange	No Performance Color	No Performance Color	No Performance Color
69.7 points below standard	26.1 points below standard	Less than 11 Students - Data Not Displayed for Privacy	47 points below standard
Declined -9.7 points	Declined Significantly -32.3 points		Increased Significantly ++15 points
230	15	2	12

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
129.7 points below standard	2.8 points above standard	40.1 points below standard
Declined Significantly -20.7 points	Declined Significantly -15.1 points	Increased ++4.7 points
102	83	133

Conclusions based on this data:

1. Data was not current upon first write of plan

School and Student Performance Data
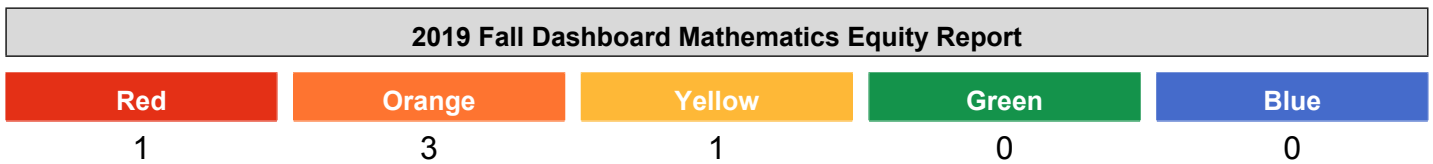
Academic Performance
Mathematics

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance						Highest Performance
	Red	Orange	Yellow	Green	Blue	

This section provides number of student groups in each color.

2019 Fall Dashboard Mathematics Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
1	3	1	0	0

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Orange	Orange	No Performance Color
60.1 points below standard	65.7 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Maintained -1.3 points	Declined -4.8 points	
319	185	3
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Orange	Red
Less than 11 Students - Data Not Displayed for Privacy	61.5 points below standard	104.2 points below standard
	Maintained ++0.3 points	Declined -13.2 points
7	285	51

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Yellow	No Performance Color	No Performance Color	No Performance Color
76.7 points below standard	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	9.3 points above standard
Increased ++5.3 points			Declined -5.6 points
35	1	8	16
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange	No Performance Color	No Performance Color	No Performance Color
66.6 points below standard	15.7 points below standard	Less than 11 Students - Data Not Displayed for Privacy	94 points below standard
Declined -3.4 points	Declined Significantly -18.4 points		Declined Significantly -16.5 points
230	15	2	12

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
112.5 points below standard	8.2 points below standard	52.4 points below standard
Declined -13.4 points	Declined -8.2 points	Increased ++3.2 points
102	83	133

Conclusions based on this data:

1. Data was not current upon first writing of plan

# School and Student Performance Data

Academic Performance
English Learner Progress

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2019 Fall Dashboard English Learner Progress Indicator

English Learner Progress
No Performance Color
36.5 making progress towards English language proficiency
Number of EL Students: 156
Performance Level: Low
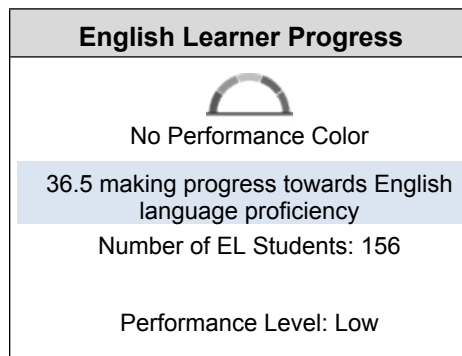
This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2019 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
29.4	33.9	1.9	34.6

Conclusions based on this data:

1. Data was not current at the first writing of the plan

School and Student Performance Data

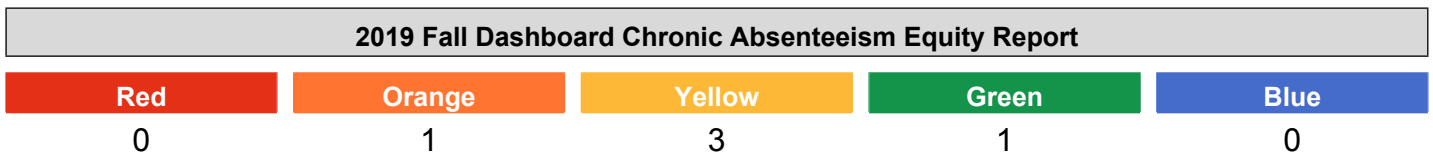## Academic Engagement
Chronic Absenteeism

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Chronic Absenteeism Equity Report

Red	Orange	Yellow	Green	Blue
0	1	3	1	0

This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students	English Learners	Foster Youth
Yellow	Green	No Performance Color
12.2	9.5	Less than 11 Students - Data Not Displayed for Privacy
Declined -2	Declined -1.6	9
674	262	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Yellow	Yellow
56.3	12.3	13.9
16	Declined -2.8	Declined -2.1
	603	101

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
Orange	No Performance Color	No Performance Color	No Performance Color
20.5	Less than 11 Students - Data Not Displayed for Privacy	8.3	6.7
Declined -4.8	3	Declined -0.8	Declined -7.6
83		12	30

Hispanic	Two or More Races	Pacific Islander	White
Yellow	No Performance Color	No Performance Color	No Performance Color
10.9	16.7	Less than 11 Students - Data Not Displayed for Privacy	11.5
Declined -1.8	Increased +6	5	Increased +4.6
485	30		26

Conclusions based on this data:

1. Data not available upon first writing of plan

School and Student Performance Data

Conditions & Climate
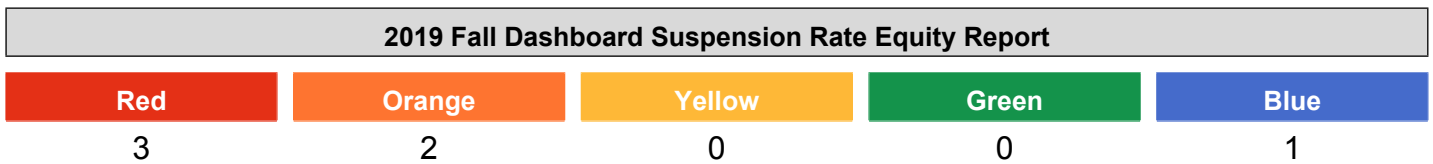## Suspension Rate

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Suspension Rate Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
3	2	0	0	1

This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Red	Red	No Performance Color
3.4	3.5	9.1
Increased Significantly +2.2	Increased Significantly +3.1	Increased +9.1
728	286	11
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Red	Orange
5.6	3.7	2.8
18	Increased Significantly +2.4	Increased +1
	652	109

2019 Fall Dashboard Suspension Rate by Race/Ethnicity			

African American	American Indian	Asian	Filipino
Red	No Performance Color	No Performance Color	Blue
8.5	Less than 11 Students - Data 3	7.1	0
Increased +4.3		Increased +7.1	Maintained 0
94		14	31

Hispanic	Two or More Races	Pacific Islander	White
Orange	No Performance Color	No Performance Color	No Performance Color
2.5	3.1	Less than 11 Students - Data 8	7.4
Increased Significantly +2.3	Declined -3.8		Increased +4.3
519	32		27

This section provides a view of the percentage of students who were suspended.

2019 Fall Dashboard Suspension Rate by Year		
2017	**2018**	**2019**
	1.3	3.4

Conclusions based on this data:

1. Data not inputted upon plans first draft.

2. Parkside only suspends for very very very serious harm causing actions

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Instruction

LEA/LCAP Goal #1

Goal 1: Engaging and Rigorous Teaching and Learning (Goal addressing State Priorities 2,4,5)

Pittsburg Unified will work towards full implementation of academic content and performance standards adopted by the state board for all students, including English learners by identifying essential Common Core and behavior standards, providing high quality engaging instruction and detailed pacing guides, analyzing data from common assessments, and identifying strategic and intensive interventions and enrichment activities that results in students graduating college and career ready.

Goal

- For all staff to have the necessary tools, teaching strategies, and intervention strategies to meet the needs of the different levels of student learning.

- To have the necessary tools and training to support our students with disabilities in a mainstreamed classroom.

- For staff to understand the need to integrate social emotional learning into their lessons and apply the lessons to "real life".

- For Staff to check for understanding during a lesson to make sure that at least 80% of the students understand the presented concept.

- For Staff to bring in more "hands on" learning into their lessons and create lessons that activate prior knowledge.

- For Staff to integrate collaborative learning into their lessons.

- Staff to create and implement culturally relevant lessons

Identified Need

Parkside students learn at many different levels and many students need extra support in addition to whole group instruction.
- To continue to be trained in Universal Access which allows the teacher to be working one on one with students or in a small group setting while the rest of the class is doing independent work once a day.
- To continue to be trained in understanding and changing instruction based on data.
- To continue to support the arts ie music and drama, which has been proven to assist students with academic success.

- To be continually trained on differentiated instruction in order to meet the needs of the different types of learners in every classroom.
- To understand and organize the adopted academic programs.
- To provide a varied approach for student learning and comprehension to meet our students needs.
- To utilize effectively current technology and programs to meet the needs of all students.

Needs:
- Parkside staff needs to have supplies and training to meet the needs of our English Learner and their English Language acquisition.
- Basic academic and classroom management supplies should be available for all staff to meet the needs of all of our learners including foster youth, socially disadvantaged, and all ethnic groups.
- Effective and current technology should be available to all students and staff.
- Parkside staff needs to be trained on current and updated technology that supports student learning.
- Intervention needs to be available for our students that struggle to attain the academic level of their peers.
- Intervention strategies need to be taught and implemented by Parkside staff.
- For teaching staff to understand a student with disabilities IEP and work toward that student's written goals.

School wide IReady data from the beginning of the 2022 school year shows grade level and above:
Baseline Math 4% at Grade level Math
Baseline Reading 12% at Grade level

School wide 2022 CAASPP Data
Reading 24.70% Met or Exceeded Grade Level
Math 11% Met or Exceeded Grade Level

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP Data Grades 3-5	School wide 2022 CAASPP Data	We were not sure of the expected outcome due to loss of learning during the

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Reading 24.70% Met or Exceeded Grade Level Math 11% Met or Exceeded Grade Level	pandemic. The outcome we did receive is our baseline for growth starting in 2023
Iready Benchmark Assessments	School wide data from 2020-2021 shows grade level and above: Baseline Math 3% end of year growth to 5% Baseline Reading 4% end of year growth to 14%	Once again we were not sure of the expected outcome due to students just returning to in person learning. Our focus for the the 2021-2022 school year was the social emotional component that our students desperately needed. For the 2022-2023 school year we have our baseline and plan to increase the growth by at least 5%
LPAC data English Learners	Baseline not available upon first draft of plan	
Local assessments (Freckle, Imagine Learning, adopted programs, Standards Plus)	Varies by class and grade	Grade levels will use this data to guide their collaboration and instruction.
Early Literacy ACADIENCE assessment in grades K-3	Acadience Composite: Currently assessing for 2022-2023 school year Kindergarten 0% students met benchmark First Grade 0% students met benchmark Second Grade 0% students met benchmark Third Grade 0% students met benchmark	We would like to raise Acadience benchmark scores by 5% in all graders Kindergarten through Third grade. Parkside Acadience Benchmark Score Goals: Kindergarten student benchmark goal 0% First Grade student benchmark goal 0% Second Grade student benchmark goal 0% Third Grade student benchmark goal 0%

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Classroom Instruction:

- Teachers will use district provided pacing guides to guide lesson planning and implementation.

- Teachers will create and implement culturally relevant lessons

- Parkside's Learning Center will support students with IEPs in small groups and in class support

- Teachers will provide differentiated instruction for students in math and language arts based on assessment data for each individual student.

- Universal Access (Students in small groups) time will be utilized on a daily basis.

- Teachers will conference with students setting goals based on their individual assessment results

- Teachers will communicate in real time keeping parents notified how their child is doing in class during the lesson using the platform Classroom DOJO

- Daily Agendas with detailed objectives will be posted in each classroom allowing students and observers to see the objectives of each lesson.

- 5th grade students will be given an opportunity to attend a structured three day outdoor education science camp. All students will be invited to attend science camp free of charge. The only students that will not be
invited are if they are unsafe at school.

- Teaching staff will work closely with our Resource Specialist in utilizing strategies to make our students with disabilities successful in a mainstream classroom.

- Teaching staff will attend their student's IEP meeting and help to set goals, understand the disability, and help to create a success plan for their student with a disability.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and 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.

Amount(s)	Source(s)
15,000	3010 Title I All LCAP Action 1.9 Science Camp Contract
10,000	0000 General Fund All Science Camp Contract

Strategy/Activity 2
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All

Strategy/Activity

Teacher/Student Support:

- Many different modalities and programs are needed to meet the different types of learners. This includes use of visuals, hands on activities, small group work, technology, and one on one student support. In addition to
the other actions listed, technology based
 instructional programs are used to supplement and monitor core instruction and student comprehension in both language arts and mathematics.

- Technology is used to supplement and monitor core instruction in both language arts and mathematics.

- The Literacy Coach(1.0 FTE) will be in charge of Acadiance assessment and monitoring. The coach will also support teachers and students in the classroom with early literacy instruction and understanding.

- Implement other technology programs such as Freckle, Accelerated Reader, Star Math, and Imagine Learning. The purpose of the technology programs are to assist with students attaining proficiency in math and
language arts sub skills.

- Parkside Elementary School uses categorical funds to support a media aide position to provide support for teachers that provide intervention for students who are struggling with core instruction. The majority of these
students are Foster Youth and Socio economic
 disadvantaged students and families that need academic help to catch up to their academic level peers. Due to the high number of Foster Youth and Socio economic disadvantaged students and families enrolled at
 Parkside Elementary School, this supplemental support position is needed to ensure students have access to core instruction and to the overall educational program.

- School supplies and technology will be purchased to support student learning. This includes supplies for Foster Youth and Socio economic disadvantaged students and families. In addition, this includes providing technology and supplies for students during distance learning. (If a student is in quarantine) Student supplies are items such as pencils papers, highlighters, journals, paint, construction paper, etc. Title one supplies classroom supplies will be available for students who are in need of extra support or need supplies at home.

- Field Trips will be used to get our students out of the classroom. The field trips are designed to enrich each student's learning and concept retention. (To apply concept to real life.)

Proposed Expenditures for this Strategy/Activity
List the amount(s) and 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.

Amount(s)	Source(s)
24,000	9500 LCFF All LCAP Action 1.2 Media Aide
0	3010 Title I All LCAP Action 1.1 supplies
23,350	9500 LCFF All LCAP Action 1.1 Supplies
22,041	0000 General Fund All LCAP Action 1.1 Supplies
9,000	9500 LCFF All LCAP Action 1.9 Field Trips

Strategy/Activity 3
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All

Strategy/Activity

Spiral Strategies are designed to reinforce what was learned from previous lessons. The ideas is if the student continually hear or experience the learned concept they will retain it.
Spiral Activities:

- Use of Standards Plus Math/ Language Arts supplemental program . This pen and paper program will be used in mornings to reinforce main concepts in mathematics and language arts

These plans are designed to assist teachers with strategies and vocabulary for use with Common Core Standards.

- Students will learn new concepts and deeper type of problem solving through daily board lessons. Board lessons are daily questions that are on the whiteboard that the students as a group will answer together usually

first thing in the morning.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and 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.

Amount(s)   Source(s)

Strategy/Activity 4
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

all

Strategy/Activity

Student Assessments:

- Staff will utilize district provided data management system. The data management system includes Aeries and IReady Data bases. These data bases will provide data to support the classroom teacher's students and

plan and implement lessons based on student need.

- Administration will monitor data and insure that quality instruction based on the data is being implemented. Administration monitoring includes classroom visits and individual conferences with teachers.

- Formative assessments will be developed and administered every week to more effectively target instruction.

- Data systems will be in place by the district that allows teachers and admin to monitor attendance, behavior and academic data. (Iready and Aeries)

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)	Source(s)
	LCAP Action1.1

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All

Strategy/Activity

Student Interventions are strategies that we use above and beyond the normal lesson. In most cases it involves reteaching of basic sub skills in Language Arts and Mathematics.

Student Interventions:

- Parkside Elementary School uses categorical funds to support a classroom aide position to provide intervention for students who are struggling with core instruction. The support is provided in a small group and a one-

on-one settings. Support is provided by working with students to bring up their basic academic skills. The majority of these students are low income students that need academic help to catch up to their academic level
 peers. The classroom aide provides support in both mathematics and language arts. Due to the high number of Foster Youth and Socio economic disadvantaged students and families enrolled at Parkside Elementary
 School, this supplemental support position is needed to ensure students have access to core instruction and to the overall educational program.

- Technology based intervention programs will be used during the school day, during universal access time, and for afterschool intervention. Technology software has the ability to work with a student one on one. The

teacher then can monitor the progress of the student and make adjustments to instruction.

- Continue to revise, organized an accountable and effective after school tutoring program implemented by classroom teachers. Teachers are given the opportunity to be paid to tutor students after school. There is

currently no limit of students that they can tutor. Teachers also have the option of tutoring their own students. This intervention is paid for out of district level LCFF funds.

- Support after-school program with facilities, curriculum assistance, and communication with Parkside Staff. The afterschool program this year has expanded to allow many more students. Parkside as a staff will work

with staff providing academic information about each student that is receiving support in the afterschool program.

- Parkside will communicate and work with the comprehensive After School Education and Safety (ASES) Program. The program involves collaboration and input from parents, students, school staff and community

partners. The ASES program should be aligned with the content of regular school day and other extended learning opportunities. The comprehensive age appropriate after school program includes: tutoring and or

 homework assistance designed to help students meeting standards in core academic subjects and support in reading /language arts and in mathematics. The educational enrichment element offers an array of

 additional services, programs, and activities that reinforce and complement the school's academic program.

- Continue use of Freckle, STAR Math, and Accelerated Reading technology programs to encourage, evaluate and monitor student success in basic reading and mathematic skills. (These programs will be measured in

student growth and awards presented each Friday to students)

Proposed Expenditures for this Strategy/Activity
List the amount(s) and 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.

Amount(s)	Source(s)
0	
21,000	9500 LCFF All

	LCAP Action 1.2 Renaissance/Freckle Software program (AR Reading and AR math)
0	3010 Title I All LCAP Action 1.9 Salaries, Technology, and Supplies (Tutoring)
34,000	3010 Title I All LCAP Action 1.2 Classroom aide

Strategy/Activity 6
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

ALL

Strategy/Activity

Curriculum:

- Teachers will be provided adopted common core mathematics science, and language arts supplemental texts. Grade levels will be provided differentiated support material. This includes Scholastic News, Studies

Weekly, etc

Proposed Expenditures for this Strategy/Activity
List the amount(s) and 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.

Amount(s)	Source(s)
	LCAP Action1.3

Strategy/Activity 7
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

EL

Strategy/Activity

Language Acquisition:

- English Language Learners will be taught in like groups based on ELPAC Levels and teacher recommendation for 30 minutes a day. Reclassified students will be monitored tri-annually.
- In addition, English Learner students will be taught in the classroom using many different techniques such as visual and audible cues.

- English Language Learners will be supported by an ELD Aide. Parkside uses categorical funds to support our English Language students. The ELD aide provides supplemental support for students performing in the

below proficient band in their ELPAC assessment results. The support is provided in a small group and in a one-on-one setting. Support is provided by working with students to bring up their language acquisition and
 fluency by using current classroom work, This procedure is done with the ultimate goal of becoming English language fluent.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and 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.

Amount(s)	Source(s)
28,976	3010 Title I EL/FEP LCAP Action 1.3 ELD Aide

Strategy/Activity 8
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity
List the amount(s) and 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.

0	
0	

Strategy/Activity 9
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity
List the amount(s) and 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.

Amount(s)   Source(s)

Annual Review

SPSA Year Reviewed: 2021-22

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 deleted.

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

As we are moving past the first year of in person instruction we were focusing on the social emotional well being of our students. For 2022-2023 we are continuing to focus on the social emotional well being of our students but our focus is moving more toward academic achievement. We not have our assessments results from last year and will use them as a baseline to show substantial growth in our learning.

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

None at the beginning of the year.

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 starting our school year. We plan to make changes after our school site council and ELAC meetings. Our assessments and data meetings will also drive changes that need to be made in our instruction and ultimate our plan for student achievement.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Academic/School Success for all students. All students will have the tools to be successful.

LEA/LCAP Goal #2

Goal 2: Equity, Access and Success (Goal addressing State Priorities 1,4,5,7,8)

With a focus on equity, PUSD will narrow the achievement gap among all subgroups by providing access to additional opportunities to support our students in attaining proficiency in ELA and mathematics.

Goal

By providing more individualized instruction we can meet the needs of all types of learners. Most importantly individualized instruction has proven to be very effective with our African American, English Learners and economically disadvantaged students.
By creating partnerships between staff and each family we will work together as team to meet the needs of each student.
By continuing to share and analyze academic data especially for our African American, English Learner, students with disabilities, and economically disadvantaged students among grade levels, administration, and literacy coaches. Together strategies are created for student academic success.
To provide multiple means of intervention that allows all students access.
For each teacher to understand and support their students with disabilities.

Identified Need

First great instruction has a significant impact on student learning and student retention. We as a school need to continue to perfect our lesson delivery and utilized effective proven teaching strategies.
We as a staff need to understand ourselves and our beliefs as we understand the true meaning of equity.
We need to make sure that all students can decode, read, and comprehend the written word.
We need to teach, communicate, and manage our classrooms with an equity lens.
We need to train staff on how to support and follow a student with disabilities IEP

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All

Strategy/Activity

- With the combination of book studies, cultural presentations, equity coaching, and district
  sponsored staff developments we as a staff will continue to have the latest proven
  strategies to teach and present content
equitably in the classroom and the school as a whole.

- All classrooms will begin each day with "Morning Messages" this is a program that allows
  students to understand their feelings and the feelings of others. The program concentrates
  on the importance of each one of us
and how we affect others.

- Providing Expanded Learning opportunities (Tutoring) for students will allow students to
  receive more personalized instruction. Expanded Learning can be achieved through
  afterschool or before school tutoring.

- With support from our Literacy Coach; basic literacy skills are taught not only in grades
  kindergarten through third grades they are also taught in grade 4 and grade 5.

- Shared data meetings between teachers, with administration, and literacy coaches with the
  emphasis of creating intervention strategies for struggling students. In addition, to
  challenge those students who need to be
academically challenged.

- Provide not only one on one intervention and extra support but the opportunity to utilize for
  free an online tutoring support. Student can use their chrome books at home for extra
  support if needed.

- Our Resource Specialist will work one on one with each teacher on his/her caseload to
  understand their student's disability and how to use the tools and intervention strategies to
  make their student successful. This will
be considered a partnership in making students with disabilities successful in the main stream
classroom.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and 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.

Amount(s)   Source(s)

Annual Review

SPSA Year Reviewed: 2021-22

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 deleted.

ANALYSIS

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

As we begin the year we are looking forward to more parent involvement, better equitable, teaching, and celebration of each culture.

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

Expanded Learning in currently centrally funded.

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.

Changes will be made after our school site council and English Language Learner Advisory Committee meet. Changes will also be made as we grow as educators throughout the year.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Providing support for students' families. Allowing families to have input on their child's education

LEA/LCAP Goal #3

Goal 3 Student and Family Assets (Goal addressing State Priorities (3,5,6)

Promote a culture of community and partnership among the parents, students, staff, and PUSD community that results in an increase in parent involvement, student participation, and a positive school climate by providing multiple opportunities for parents/guardians to participate in leadership and/or decision-making activities, supporting the implementation and monitoring of MTSS/COST/CARE services across the district and supporting the Mental Health and Social Emotional Learning of students in environments that are conducive to learning.

Goal

To create a safe, comfortable culture, environment, and trust for our families.
To recognized, celebrate, and understand each of the cultures that make up our school population.
To have our families meet together during afterschool activities.
To make sure that our parents/caregivers of students with disabilities have input in the success of their child

Identified Need

An effective school encourages parents to be part of their child's education. Even with today's economy where both parents are working, we need, as a school to provide opportunities for parents to be involved. Parkside will accomplish this by providing parent support and communication.

Quick and easy parent communication is needed and crucial. Families during these times are very busy and look at quick information and bypass lengthy letters and correspondence.

Parent involvement will be accomplished by phone calls, Zoom Conferences, Parent Square, newsletters, texts, Classroom DOJO, social media, and auto dialer information.

An inviting positive school culture needs to include:

- Multiple family nights that would support parents with their children's learning of mathematics, study skills, and language arts.

- Provide Parkside community cultural celebrations and education.

- Create afterschool opportunities for families to meet each other and spend time together.

- Effective communication means such as; social media, paper flyers, mail, phone calls, Classroom Dojo, emails, etc.

- An ambassador (Parent Liaison) is needed to bridge the gap between school staff and parents. The ambassador needs to be able to follow up and support families. in addition, the ambassador would plan family events

inviting families to the school and be involved with their child's education.

- The Ambassador should be able to communicate in our families primary language. Over 80% of our Parkside Families are Spanish speakers.

- Social emotional learning is needed to support our students and families. Social emotional learning includes empathy and dealing with our feelings. This is true especially if we are experiences negative feelings.

- To educate our parents of students with a disability to understand that they are an important part of their child plan of success.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Attendance at Family Nights	Due to Covid concerns we did not have organized family nights for 2021-2022 school year. For the 2022-2023 school year we have numerous family nights planned.	Based on our attendance for Back to School Night we are hoping for 80% attendance rate for our family nights.
Student Attendance	2021-2022 Total Daily Attendance Rate was around 88%	We were hopeful that we would have amazing attendance during our return to in person learning. Reality was that during our first year back for in person learning we had an incredible amount of students and staff not come to school in relation to Covid. During this period there were strict requirements that required those that were sick and those that were exposed to stay home for as many as ten days. For 2022-2023 we expect to raise our attendance rate to mid or upper 90%.
Student Suspensions	28 Suspensions in 2021-2022	Last year, was a hard adjustment year for many students. This year we expect the suspensions to be down by at least 50%.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Attendance at School Site Council Meetings Parent Participation at school ie volunteering, etc	12 Parents for School Site Council and English Language Advisory Committee. In process of clearing parent classroom volunteers.	15 Parents / 40% of all parents and guardians Parent attendance in site opportunities. 40% for 2022-2023 via in person when allowed and/or Zoom

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

all

Strategy/Activity

Parkside will use the following strategies to create a safe and warm environment for students, staff, and families:

- To greet and recognize all family and caregivers when they visit the school for any reason. Staff is to treat every individual with dignity, enthusiasm, and respect.

- Parkside involves parents by using email, phone calls, newsletters, Zoom Conferences, parent greeting in front of the school and notes home.

- Parents are encouraged to become members of the Parkside Parent Club in every Parkside Parent Connection Press and other parent communications.

- Parkside provides a warm welcoming atmosphere to all families in gestures, tone, and answering questions and concerns.

- Communication between school and home include the Parkside Newsletter, info newsletters, social media, class newsletters, telephone calls, auto dialer, progress notes, report cards, ELD notifications, Title 1
meetings, Parent Club meetings, home visits, email and the SSC/ELAC committees.

- Parkside will hold events celebrating our represented cultures. I.e. assemblies and productions

- Parkside will share information about cultural contributions to not only our students but our families through media. I.e. "Did you know?" etc

- Review trends in student achievement at SSC meetings, this will include IReady data, CAASPP data, and classroom assessment data.

- Parkside parents are encouraged to volunteer in the classroom. A valid TB test and finger printing is required. We are piloting a newer easier online process for families to be "cleared" to volunteer at school. We are

expecting an increase in parent involvement due to this streamlined procedure.

- Parkside will hold fall elections for SSC and ELAC positions to encourage parent representation that mirrors our student population.

- Staff and community members will participate in a text adoption process to ensure equity and diversity is reflected.

- Academic nights will be supported by staff to assist with parents supporting their children with academics at home. This will be voluntary for teachers except for back to school and open house nights.

- Parkside will continue to to educate students and staff to be Safe, Responsible, and Respectful.

- Parkside will be and active member of the Mindful Life Project (Daily and weekly socioemotional learning) Mindful Life staff works with students and staff with mindfulness techniques based on equity. The goal is for

students and staff to gain tools to self regulate during stressful situations.

- Parkside will continue to keep our students actively engaged during lessons which has shown to lower negative behaviors in the classroom.

- Weekly award ceremonies are held to celebrate student academic achievement.

- Many individual student incentives such as "Gotchas", Classroom Points, and Independent Students address students achieving in positive choices that reward self and classroom as a whole.

- Communicate with parents and families through Google classroom and Classroom Dojo.

- COST Facilitator will follow up with families in need to offer or refer services that may be needed by the family.

- To continually reach out to parent/caregivers to be involved with their child with disability's IEP plan. To have each IEP team member support and educate the parent/caregiver in the different options that are available to

make their child successful in a least restrictive environment.

- Parkside Elementary School uses categorical funds to support a 50% FTE Parent Liaison position to provide support for families and be that bridge between school and families. The majority of these students are

Foster Youth and Socio economic disadvantaged students and families that need academic help to catch up to their academic level peers. Due to the high number of Foster Youth and Socioeconomic disadvantaged

students and families enrolled at Parkside Elementary School, this supplemental support position is needed to ensure students have access to core instruction and to the overall educational

program.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and 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.

Amount(s)	Source(s)
7,000	0000 General Fund All Maintenance on copiers, supplies for copiers, paper, etc
1,000	3010 Title I All Supplies for Parent involvement
41,100	3010 Title I All 50% Parent Liaison Salary
3,000	0000 General Fund All Food for Parent Meetings and academic nights

Strategy/Activity 2
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All

Strategy/Activity

Auxiliary services for students and parents:

- Important notices, SSC and ELAC agenda, Minutes of meetings will be posted in the front foyer.

- Each Wednesday, notes to parents and other information from the school is sent home in the Wednesday Envelope.

- Copy machines will be used to add additional support for the classroom and home communications.

- At the beginning of the Kindergarten year before school begins, kindergarten teachers will hold an orientation in both English and Spanish. The purpose is to explain our kindergarten program to our children's

caregivers.

- Continue to invite 6th grade counselors to meet with 5th grade students in the spring.

- Provide additional lunch supervisor to insure student safety during teachers' fifty minute duty free lunch.

- Lunch Duty aides will provide after school supervision for students during student release and parent pick up. Teachers can only provide limited timed afterschool supervision due to teacher contract.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and 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.

Amount(s)	Source(s)
3,000	3010 Title I All Lunch Supervision Aides salaries for afterschool student supervision

Strategy/Activity 3
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All

Strategy/Activity

SST/COST Teams will work collaboratively to review progress and to develop intervention plans for students in need of support. The SST/COST teams will be especially available for our African American, English Learner, and economically disadvantaged students, students with disabilities needs in order to be successful.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and 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.

Amount(s)   Source(s)

Strategy/Activity 4
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All

Strategy/Activity

Supplemental counseling services- Lincoln Center will provide social/emotional services to those students that receive Medi Cal services.

Parent training classes in the area of early literacy. Parent training will also include various sessions that will be directed toward students with disabilities.
Parkside has a part time counselor available to work with our students on a day by day basis. The counselor is also available for urgent "in the moment" situations.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and 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.

Amount(s)   Source(s)

Strategy/Activity 5
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

EL

Strategy/Activity

Translation will be provided in written communication, autodialer, social media, parent conferences, and parent nights

Proposed Expenditures for this Strategy/Activity
List the amount(s) and 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.

Amount(s)   Source(s)

Strategy/Activity 6
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

AA

Strategy/Activity

Encourage our African American families to attend PAAACT (Parental African American Achievement Collaborative Team) and other culture celebrations and support provided at every school site in the Pittsburg Unified School District. Information will be distributed to our families via flyers, classroom DOJO, and social media.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and 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.

Amount(s)   Source(s)

Annual Review

SPSA Year Reviewed: 2021-22

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 deleted.

ANALYSIS

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

Last year as students return to in person instruction we are utilized the above tools to work closely with our families and get them involved in their school. We are continuing to learn about ourselves and evolve in learning the true meaning of equity. This journey allows us to see and understand our students in a different manner.

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

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.

Last year was an interesting year full of challenges as we returned to in person learning. Due to the pandemic and its affect on attendance and mindset of staff and families we were constantly changing our support and instruction to meet that continuous change.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

High Quality Support and Training for Staff

LEA/LCAP Goal #4

Goal 4: Recruit and retain high quality and diverse staff (Goal addressing State Priority 1)

PUSD will recruit and retain highly qualified diverse staff. Teachers are appropriately assigned, fully credentialed in the subject areas and pupils they are teaching.

Goal

The goal is to make sure that Parkside Staff is supported and trained to provide a safe and incredible learning experience for our students. The training will include out of district staff developments, in district professional developments, and site based professional developments. This goal includes training staff to understand their own personal biases and how that can create a negative learning experience for students of color.
Another goal is to hire a diverse staff that correlates with our student population.

Identified Need

Parkside's Staff Support Needs:

- Currently Parkside has increased our amount of Hispanic/Latino bilingual teaching staff to match our student population. This has greatly improved our communication and trust with each family. However, we still need to
hire teaching staff that identifies with our African American student population.

- Parkside's goal is to implement the latest and effective methods to teach our students. We want our students to think deeply of posed and life problems, find multiple ways of solving a problem, work together as a team,
understand sub skills in both language arts and mathematics, and be college ready.

- There is a continued need to train teachers and staff to understand and implement the common core state standards efficiently and effectively. Teachers will need to understand how to create and utilize collaborate
conversations and foster deeper thinking from their students.

- It is important for staff to continue to learn Understanding By Design and Explicit Direct Instruction strategies and methods. Staff will need to learn strategies to further understand core subjects such as mathematics and
language arts instruction.

- There is a need for Parkside staff to understand student academic data

- There is a need for Parkside staff to continue to learn and utilize technology. The needs continues with learning to balance technology with current in person instruction.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
The professional development goal will be measured by a 5% increase in Iready math and Language arts scores of grade level and above. An additional measurement is in person attendance percentages	2022 Iready Assessments Math: 3% of students were at grade level at the beginning of the year in Mathematics. 18% of students are on grade level at the end of the year Mathematics. Reading: 15% of students were at grade level at the beginning of the year in reading. 31% of students were on grade level at the end of the year in reading	2023 Iready math and Language Arts grade level and above scores will increase by 10%. 2023 Iready Goal: Math 31% Reading 41% Teacher attendance in professional development opportunities. 100% for August 2020 100% each month

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All

Strategy/Activity

Support for Parkside Teachers :

- Continue to hire well qualified teaching and classified staff that resembles our student population.

- Provide time for teachers at each grade level to plan, examine student work, research standards, and evaluate curriculum activities.

- Provide regular and frequent professional growth opportunities for staff. The topics include: Pittsburg Learning Model, PUSD Pacing Guides, understand by design, components of adopted ELD, explicit direct

instruction, student learning styles, positive parent/school communication, equity, collaborative inquiry cycle, staff collaboration, etc. All staff development will be centered around the Common Core Standards, equity,

student success and safety.

- Teachers will be given additional planning time to analyze data and create targeted instructional activities to help increase student proficiency as measured on Acadiance, iReady, District Writing and CAASPP

assessments. Teachers will also have Professional Development opportunities provided through conferences and workshops. Implementation of new instructional strategies learned will be observed in classrooms
through walkthroughs.
- Teachers will be trained on how to provide proper support and inclusion practices for students with IEPs.

- Continue our training in cultural equity which is supported by site and central office.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and 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.

Amount(s)	Source(s)
7,000	9500 LCFF All LCAP Action 2.1 Substitutes

Strategy/Activity 2
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All

Strategy/Activity

Staff will continue to participate in district and school offered staff development during weekends, after school, day and summer. Classified staff will also be able to participate in selected staff development that build their capacity as learners and teachers.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and 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.

Amount(s)	Source(s)
2000	0000 General Fund All LCAP Action 2.1 Food for meetings

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

all

Strategy/Activity

Provide staff with outside professional developments. Staff will be given an opportunity to attend conferences to strengthen their professional knowledge and ultimately meeting our students' many types of learning needs. Currently under Covid restrictions participation would in a "like" webinar format.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)	Source(s)
3,000	3010 Title I All LCAP 2.1 Conferences

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All

Strategy/Activity

Grade level cohorts will meet every other week to plan, share student data, examine student data, debrief and consult on student success with each other.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)   Source(s)

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All

Strategy/Activity

Teachers and administrators will participate in regular site walkthroughs to identify program strengths and instructional areas that need additional support.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)   Source(s)

Annual Review

SPSA Year Reviewed: 2021-22

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 deleted.

ANALYSIS

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

During last year staff has learned different methods for first great instruction and lesson design. Staff's capacities have noticeably improved due to available training and opportunities.This is apparent during grade level meetings and planning sessions.

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

None

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.

It is felt that we need to continue the momentum of continuous training for all staff to improve their craft. In addition it is felt that the staff needs training for the latest effective technical software and web based applications. This includes balancing in person instruction with technology support.

Budget Summary

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

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	$
Total Federal Funds Provided to the School from the LEA for CSI	$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$254,467.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation ($)
3010 Title I	$126,076.00

Subtotal of additional federal funds included for this school: $126,076.00

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 ($)
	$0.00
0000 General Fund	$44,041.00
9500 LCFF	$84,350.00

Subtotal of state or local funds included for this school: $128,391.00

Total of federal, state, and/or local funds for this school: $254,467.00

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
3010 Title I	126,076	0.00
9500 LCFF	84,350	0.00
0000 General Fund	44,041	0.00

Expenditures by Funding Source

Funding Source	Amount
	0.00
0000 General Fund	44,041.00
3010 Title I	126,076.00
9500 LCFF	84,350.00

Expenditures by Budget Reference

Budget Reference	Amount
	0.00
All	225,491.00
EL/FEP	28,976.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		0.00
All	0000 General Fund	44,041.00
All	3010 Title I	97,100.00
EL/FEP	3010 Title I	28,976.00
All	9500 LCFF	84,350.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	187,367.00
Goal 3	55,100.00
Goal 4	12,000.00
Goal 6	0.00

School Site Council Membership

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

1 School Principal

5 Classroom Teachers

1 Other School Staff

7 Parent or Community Members

Name of Members	Role
Claudia Barrera	Other School Staff
Jannie White	Parent or Community Member
Veronica Ibarra	Parent or Community Member
Hortencia Camacho	Parent or Community Member
Latrice Santiago	Parent or Community Member
Latasha Hernandez	Parent or Community Member
Susan West	Parent or Community Member
Jeff Varner	Principal
Andrea Riley Sorem	Classroom Teacher
Arturo Fernandez	Classroom Teacher
Marissa Young Padilla	Classroom Teacher
Angela Jeffreys	Classroom Teacher
Joe Bruno	Classroom Teacher
Willicia Featherstone	Parent or Community Member
	Parent or Community Member
	Classroom Teacher

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

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

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature	Committee or Advisory Group Name
	English Learner Advisory Committee
	Other: Shared with staff via email 9/23/2021

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on 11/18/2021.

Attested:

	Principal, Jeff Varner on 11/18/2021
	SSC Chairperson, Latrice Santiago on 11/18/2021

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 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 CSI, TSI, or ATSI requirements, as applicable.

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

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the 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: Linked Table of Contents

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

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

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, 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.

Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

Purpose

Briefly describe the purpose of this plan by selecting from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Description

Briefly describe the school's plan for effectively meeting ESSA requirements in alignment with the Local Control and Accountability Plan 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. 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 Stakeholder 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.

[This section meets the requirements for TSI and ATSI.]

[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]

Resource Inequities

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

[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]

Goals, Strategies, Expenditures, & Annual Review

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

State the goal. 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 the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

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

[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]

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.

[Completing this section 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.

[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school's identification.]

[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school's identification.]

Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the "Strategy/Activity #" for ease of reference.

Planned strategies/activities address the findings of the 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.

[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]

[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating "All Students" or listing one or more specific student group(s) to be served.

[This section meets the requirements for CSI.]

[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI 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.]

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. 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.

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.

[This section meets the requirements for CSI, TSI, and ATSI.]

[NOTE: Federal funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Annual Review

In the following 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.

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. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

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

- Briefly describe any major differences between either/or the intended implementation or 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.

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

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.
From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Budget Summary

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

- Total Funds Provided to the School Through the Consolidated Application: 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.

A school receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

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 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 Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and

        b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—

            i. Help the school understand the subjects and skills for which teaching and learning need to be improved; 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 §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 for CSI, 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: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 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.

Comprehensive Support and Improvement

The LEA shall partner with stakeholders (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Educational Partner Involvement).

The CSI 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);

2. Include evidence-based interventions (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" at https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf);

3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and

4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

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

Targeted Support and Improvement

In partnership with stakeholders (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" https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf.)

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools 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.

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:
Programs included on the Consolidated Application: 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/

Developed by the California Department of Education, January 2019

Annual Evaluation: School Plan for Student Achievement Title I Actions/Services

School Name: Parkside Elementary School	Year: 2022 - 2023	Principal:Jeff Varner

LCAP Goal #1: Engaging and Rigorous Teaching and Learning (Goal addressing State Priorities 2,4,5)

Pittsburg Unified will work towards full implementation of academic content and performance standards adopted by the state board for all students, including English learners by identifying essential Common Core and behavior standards, providing high quality engaging instruction and detailed pacing guides, analyzing data from common assessments, and identifying strategic and intensive interventions and enrichment activities that results in students graduating college and career ready.

School Goal #1

- For all staff to have the necessary tools, teaching strategies, and intervention strategies to meet the needs of the different levels of student learning.
- To have the necessary tools and training to support our students with disabilities in a mainstreamed classroom.
- For staff to understand the need to integrate social emotional learning into their lessons and apply the lessons to "real life".
- For Staff to check for understanding during a lesson to make sure that at least 80% of the students understand the presented concept.
- For Staff to bring in more "hands on" learning into their lessons and create lessons that activate prior knowledge.
- For Staff to integrate collaborative learning into their lessons.

Area of Need:

Parkside students learn at many different levels and many students need extra support in addition to whole group instruction.

- To continue to be trained in Universal Access which allows the teacher to be working one on one with students or in a small group setting while the rest of the class is doing independent work once a day.
- To continue to be trained in understanding and changing instruction based on data.
- To continue to support the arts ie music and drama, which has been proven to assist students with academic success.
- To be continually trained on differentiated instruction in order to meet the needs of the different types of learners in every classroom.
- To understand and organize the adopted academic programs.
- To provide a varied approach for student learning and comprehension to meet our students needs.
- To utilize effectively current technology and programs to meet the needs of all students.

Needs:

- Parkside staff needs to have supplies and training to meet the needs of our English Learner and their English Language acquisition.
- Basic academic and classroom management supplies should be available for all staff to meet the needs of all of our learners including foster youth, socially disadvantaged, and all ethnic groups.
- Effective and current technology should be available to all students and staff.
- Parkside staff needs to be trained on current and updated technology that supports student learning.
- Intervention needs to be available for our students that struggle to attain the academic level of their peers.
- Intervention strategies need to be taught and implemented by Parkside staff.

- For teaching staff to understand a student with disabilities IEP and work toward that student's written goals.

School wide IReady data from the beginning of the 2022 school year shows grade level and above:
Baseline Math 4% at Grade level Math
Baseline Reading 12% at Grade level

School wide 2022 CAASPP Data
Reading 24.70% Met or Exceeded Grade Level
Math   11% Met or Exceeded Grade Level

Student groups to participate in this goal: All

Actions taken to reach LCAP Goal #1:	Analysis of verifiable data to ensure students meet state Academic Standards	Recommendations to improve, modify or drop activities
1.9 Science Camp for 5th graders ($15,000)	Attendance with away science experience. Analyze/grade student notebooks when camp has completed	
1.2 Kindergarten Classroom aide ($34,000)	Kindergarten students' phonemic skills growth will be assessed via Acadience.	
1.3 ELD Aide ($28,976)	ELPAC results Students being reclassified	

LCAP Goal #2: Equity, Access and Success (Goal addressing State Priorities 1,4,5,7,8)

With a focus on equity, PUSD will narrow the achievement gap among all subgroups by providing access to additional opportunities to support our students in attaining proficiency in ELA and mathematics.

School Goal #2 By providing more individualized instruction we can meet the needs of all types of learners. Most importantly individualized instruction has proven to be very effective with our African American, English Learners and economically disadvantaged students.
By creating partnerships between staff and each family we will work together as team to meet the needs of each student.
By continuing to share and analyze academic data especially for our African American, English Learner, students with disabilities, and economically disadvantaged students among grade levels, administration, and literacy coaches. Together strategies are created for student academic success.
To provide multiple means of intervention that allows all students access.
For each teacher to understand and support their students with disabilities.

Area of Need: First great instruction has a significant impact on student learning and student retention. We as a school need to continue to perfect our lesson delivery and utilized effective proven teaching strategies.

We as a staff need to understand ourselves and our beliefs as we understand the true meaning of equity.

We need to make sure that all students can decode, read, and comprehend the written word.

We need to teach, communicate, and manage our classrooms with an equity lens.

We need to train staff on how to support and follow a student with disabilities IEP

Student groups to participate in this goal: All

Actions taken to reach LCAP Goal #2:	Analysis of verifiable data to ensure students meet state Academic Standards	Recommendations to improve, modify or drop activities
No Title One Funds used	N/A	

Goal 3 Student and Family Assets (Goal addressing State Priorities (3,5,6)

Promote a culture of community and partnership among the parents, students, staff, and PUSD community that results in an increase in parent involvement, student participation, and a positive school climate by providing multiple opportunities for parents/guardians to participate in leadership and/or decision-making activities, supporting the implementation and monitoring of MTSS/COST/CARE services across the district and supporting the Mental Health and Social Emotional Learning of students in environments that are conducive to learning.

LCAPI Goal #3 To create a safe, comfortable culture, environment, and trust for our families.

To recognize, celebrate, and understand each of the cultures that make up our school population.

To have our families meet together during after school activities.

To make sure that our parents/caregivers of students with disabilities have input in the success of their child

Area of Need: An effective school encourages parents to be part of their child's education. Even with today's economy where both parents are working, we need, as a school, to provide opportunities for parents to be involved. Parkside will accomplish this by providing parent support and communication.

Quick and easy parent communication is needed and crucial. Families during these times are very busy and look at quick information and bypass lengthy letters and correspondence.

Parent involvement will be accomplished by phone calls, Zoom Conferences, Parent Square, newsletters, texts, Classroom DOJO, social media, and auto dialer information.

An inviting positive school culture needs to include:
- Multiple family nights that would support parents with their children's learning of mathematics, study skills, and language arts.
- Provide Parkside community cultural celebrations and education.
- Create after school opportunities for families to meet each other and spend time together.

- Effective communication means such as; social media, paper flyers, mail, phone calls, Classroom Dojo, emails, etc.
- An ambassador (Parent Liaison) is needed to bridge the gap between school staff and parents. The ambassador needs to be able to follow up and support families. in addition, the ambassador would plan family events inviting families to the school and be involved with their child's education.
- The Ambassador should be able to communicate in our family's primary language. Over 80% of our Parkside Families are Spanish speakers.
- Social emotional learning is needed to support our students and families. Social emotional learning includes empathy and dealing with our feelings. This is true especially if we are experiencing negative feelings.
- To educate our parents of students with a disability to understand that they are an important part of their child plan of success.

Student groups to participate in this goal: All

Actions to reach this goal	Analysis of verifiable data to ensure students meet state Academic Standards	Recommendations to improve, modify or drop activities
Supplies for Parent Involvement ($1,000)	Parent attendance in regards to meetings and activities Parent volunteerism	
50% Parent Liaison Salary ($41,100)	Communication with parents family support Family activities at school teacher support with communicating with caregivers	
Additional Lunch and dismissal support ($3000)	Decrease in suspensions and disciplinary issues	