Goal 1

From August, 2019 through June, 2020, Parkside will improve the school climate by decreasing the number of suspensions by 1.5% for all subgroups. The following subgroups will decrease suspensions:

- Socio-Economically Disadvantaged (From 2.6% to 0%)
- Students w/ Disabilities (From 8.4% to 4.2%)
- English Learners (From 3.4% to 1.5%)
- Pacific Islanders (From 8.5% to 4%)

From August, 2019 through June, 2020, Parkside will improve the school climate by decreasing chronic absenteeism by 2.5% for all subgroups. The following subgroups will decrease suspensions:

- Students w/ Disabilities (From 15.3% to 7.5%)
- English Learners (From 7.5% to 3.8%)
- Pacific Islanders (From 6.2% to 3%)
- Socio Economically Disadvantaged (From 4.7% to 2.3%)
- White (From 6.6% to 3.3%)
- Two or More Races (From 10.4% to 5.2%)

### Annual Measurable Outcomes

<table>
<thead>
<tr>
<th>Metric/Indicator</th>
<th>Expected Outcomes</th>
<th>Actual Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Suspension Data (18-19 School Year)</td>
<td>Number of students suspended at least once will decrease by 1.5% for all subgroups.</td>
<td>Overall increase of suspensions by 2.7% in 2019. As of right now, suspensions have dropped from 40 as of 3/25/19 to 25 as of 3/25/20.</td>
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</tbody>
</table>
| Healthy Kids Survey Results (2018-2019) | • Students who feel neither safe/unsafe will decrease by 5% to a level of 28%.  
• Students who feel unsafe at school will decrease by 5%, to a level of 6%. | Survey has not been completed, due to the Corona Virus Shelter in Place Order, as of 3/25/20. |
| Chronic Absenteeism Data (18-19 School Year) | Decrease of chronic absenteeism for following subgroups:  
• Students w/ Disabilities (From 15.3% to 7.5%)  
• English Learners (From 7.5% to 3.8%)  
• Pacific Islanders (From 6.2% to 3%)  
• Socio Economically Disadvantaged (From 4.7% to 2.3%)  
• White (From 6.6% to 3.3%) | As of right now, chronic absentee cases have dropped from 122 as of 3/25/19 to 101 as of 3/25/20. |
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<tr>
<td>PIQE Program Attendance</td>
<td>• Two or More Races (From 10.4% to 5.2%)</td>
<td>Due to Corona Virus Shelter in Place order, PIQE program was postponed.</td>
</tr>
<tr>
<td>School Site Committee Composition for 2019-2020.</td>
<td>Increase the number of parents who complete the program in the 2019-2020 school year by 10%, to a level of 28%.</td>
<td>Proper composition is met for the 2019-2020 School Year</td>
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**Strategies/Activities for Goal 1**

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Proposed Expenditures</th>
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<tr>
<td>Continue to implement the WEB program at Parkside. This includes training teachers and students on mentoring 6th graders, delivering lessons on academic success and character development, and serving as an option for Tier I interventions. All 6th grade students will have an 8th grade mentor that they can check in with and seek guidance from when academic and social struggles arise.</td>
<td>WEB program continued to be implemented through the school year. No new teachers showed interest in participating in the program.</td>
<td>WEB training new staff members on WEB program 5800: Professional/Consulting Services And Operating Expenditures LCFF - Supplemental 3,000.00</td>
<td>WEB training new staff members on WEB program 5800: Professional/Consulting Services And Operating Expenditures LCFF - Supplemental 0.00</td>
</tr>
<tr>
<td>Implementation of the PBIS framework at Parkside. Training and coaching from SMCOE will guide the staff in reviving a program that has been unsuccessfully implemented in past years. The Climate &amp; Culture Committee will use this framework to identify desired behaviors and determine methods to promote and acknowledge these behaviors, and create alternatives to traditional, punitive consequences for...</td>
<td>Implementation of PBIS was put on hold to focus on improving the staff climate. Training and coaching for PBIS was not implemented.</td>
<td>SMCOE Contract 5800: Professional/Consulting Services And Operating Expenditures LCFF - Supplemental 4,150.00</td>
<td>SMCOE Contract 5800: Professional/Consulting Services And Operating Expenditures LCFF - Supplemental</td>
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<td>Incentives and rewards for positive student behavior 4000-4999: Books And Supplies LCFF - Supplemental 200.00</td>
<td>Incentives and rewards for positive student behavior 4000-4999: Books And Supplies LCFF - Supplemental 0.00</td>
</tr>
<tr>
<td>Planned Actions/Services</td>
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<td>behavior infractions. Counselors will work with teachers to provide appropriate interventions for students who demonstrate Tier I behaviors with the intent of correcting the behavior and teaching the correct behavior.</td>
<td>Services were provided for all parent functions.</td>
<td>Parent Engagement at Meetings (Child Care) 5000-5999: Services And Other Operating Expenditures LCFF - Supplemental 1,000.00</td>
<td>Parent Engagement at Meetings (Child Care) 5000-5999: Services And Other Operating Expenditures LCFF - Supplemental 0.00</td>
</tr>
<tr>
<td>Interpretation Services and Child Care to be provided at all parent meetings.</td>
<td></td>
<td>Interpreters for ELAC, PTO, Coffee w/ the Principal and other school site meetings. 5000-5999: Services And Other Operating Expenditures LCFF - Supplemental 1,000.00</td>
<td>Interpreters for ELAC, PTO, Coffee w/ the Principal and other school site meetings. 5000-5999: Services And Other Operating Expenditures LCFF - Supplemental 0.00</td>
</tr>
<tr>
<td>SMORE Newsletter Application to communicate school information through monthly newsletter in multiple languages.</td>
<td>SMORE App was purchased and is used to send out monthly newsletters to families.</td>
<td>Annual Subscription to SMORE 5900: Communications LCFF - Supplemental 200.00</td>
<td>SMORE Newsletter App Purchased for 2019-2020 school year. 5900: Communications LCFF - Supplemental 200.00</td>
</tr>
<tr>
<td>Campus Supervisor to support the administration in decreasing major behavior incidents and maintaining a safe, positive climate.</td>
<td>Position has not been approved as of this date.</td>
<td>Salary for Campus Supervisor from March, 2020 through June, 2020 2000-2999: Classified Personnel Salaries LCFF - Supplemental 18,000.00</td>
<td>Campus Supervisor Position 2000-2999: Classified Personnel Salaries LCFF - Supplemental 0.00</td>
</tr>
<tr>
<td>Cost of PIQE Program (Facilitator and Materials)</td>
<td>PIQE Program scheduled and began at PKIS, prior to the COVID 19 Shelter in Place order.</td>
<td>Cost of PIQE Program (Facilitator and Materials) 5800: Professional/Consulting Services And Operating Expenditures LCFF - Supplemental 6,000.00</td>
<td>Cost of PIQE Program (Facilitator and Materials) 5800: Professional/Consulting Services And Operating Expenditures LCFF - Supplemental 6,000.00</td>
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</tbody>
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Analysis

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

The overall focus of this goal has been to improve the general climate at Parkside, with the theory that improving the general climate will lead to an increase in students attending school and a decrease in major behavior incidents that require suspension as a consequence. This began with continuing to recruit new teachers to join and receive training for the WEB (Where Everybody Belongs) program. While the program continued this year, no teachers showed interest in joining the WEB team. In addition, one of the current teachers involved with the WEB program relocated to another state mid year. Full implementation of the PBIS framework was another program that we initially planned to implement, with training and coaching being provided by the SMCOE school climate team. In October, 2019, the PKIS Climate team convened, and it became apparent that, prior to moving forward with PBIS, there was work that needed to be done to improve the climate among the staff before we moved forward with our initial plan. As a result, PBIS training and coaching was put on hold and collaboration began with the SMCOE Climate team to develop workshops to address staff issues. Parent outreach continued to be an area of focus. The PIQE program returned to Parkside for the second straight year, showing an increase of roughly 5 parents during the first four weeks, prior to being postponed due to Covid 19 Shelter in Place order. Monthly newsletters were regularly sent out to parents using the SMORE application, and Parkside continued to ensure that translation services and child care were available at all parent meetings. It was also determined that a third person was needed to assist with handling behavior issues was needed to assist the administration. A campus supervisor position was proposed, however, the position has not been approved to date.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

51 students joined the WEB program to be trained as WEB leaders/mentors, which is a few more than the previous year. The recruitment of a new teacher to join the WEB program was unsuccessful, however. While PBIS implementation was put on hold, the counseling department did regularly engage teachers in collaborating with Tier 1 behavior issues. Part of the dialogue included restorative practices and Positive Behavior reinforcements consistent with PBIS. As of 3/12/20, there has been a decrease in total suspension days in comparison to the same date last year, from 40 to 25. Although neither WEB nor PBIS was completely implemented as planned, the data does imply that the steps taken are positively effecting the climate at Parkside. Child care and interpretation services at school events have resulted in the attendance of parents who don't normally attend. The PIQE program, although postponed, showed a slight increase in the number of families attending, with 5-10 more attending in Spring, 2020 compared to Spring, 2019.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

There were several expenditures that were not purchased. These include: WEB Training for new teachers; PBIS training and coaching through SMCOE, along with PBIS incentives and rewards; Campus Supervisor Salary. The amount proposed for Translation and Child Care services was less than what we originally proposed. Interpretation services were provided through the district and the amount budgeted for this was not spent.

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.

Although it was not spent this year, the money for PBIS training and coaching will be allotted for next year, as this remains a strategy that is needed to further improve the climate and culture of Parkside. As of 3/25/20, the California Healthy Kids Survey has not been administered, leaving us without one important piece of data that can be used to determine the effectiveness of the strategies. Hopefully, this can still be administered prior to the end of the school year.
SPSA Year Reviewed: 2019-20

Goal 2
By June, 2020, all student subgroups will increase their ELA scores by 10 points on the SBAC test as follows:
- Students with Disabilities: Students in this subgroup will increase their SBAC scores by 10 points (SBAC) and 5 points (RenSTAR).
- English Learners: Students in this subgroup will increase their SBAC scores by 15 points (SBAC) and 5 points (RenSTAR).
- Socio-Economically Disadvantaged: Students in this subgroup will increase their SBAC scores by 10 points (SBAC) and 5 points (RenSTAR).
- Pacific Islanders: Students in this subgroup will increase their SBAC scores by 10 points (SBAC) and 5 points (RenSTAR).

By June, 2020, all student subgroups will increase their Math scores by 12 points on the SBAC test as follows:
- Students with Disabilities: Students in this subgroup will increase their SBAC scores by 10 points (SBAC) and 5 points (RenSTAR).
- English Learners: Students in this subgroup will increase their SBAC scores by 15 points (SBAC) and 5 points (RenSTAR).
- Socio-Economically Disadvantaged: Students in this subgroup will increase their SBAC scores by 10 points (SBAC) and 5 points (RenSTAR).
- Pacific Islanders:

Annual Measurable Outcomes

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| CAASPP ELA Distance from the Standard (2019-2020) | 2019-2020 CAASPP Data:  
  - Math: Overall increase of +10 pts  
  - SwD: +72 pts  
  - EL: +65 pts  
  - SED: +41 pts.  
  - Pac. Islander: +41 pts  
  
  - ELA: Overall Increase of 10 pts  
  - SwD: + 25 pts  
  - EL: + 20 pts  
  - SED: + 20 pts  
  - Pac. Islander: +25 pts | 2019-2020 CAASPP Data:  
  - Math: Overall increase of +10 points  
  - SwD: +4.8 pts  
  - EL: -14.1 pts  
  - SED: -4.8 pts  
  - Pac. Islander: -9.3 pts  
  
  - ELA: Overall Increase of 7.8 points  
  - SwD: +9 pts  
  - EL: +4.9 pts  
  - SED: +16.7pts  
  - Pac. Islander: -8.5 pts |
| Renaissance Star Data for 2019-2020 school year | Each grade level will improve the number of students at/above grade level by 5% in Reading, and 5% in Math. | Results from the 3rd Benchmark (2/10/20):  
  ELA:  
  6th Grade: 35% At/Above Grade Level (Decrease of 1%)  
  7th Grade: 35% At/Above Grade Level (Decrease of 1%)  
  8th Grade: 36% At/Above Grade Level (Increase of 5%)  
  Math:  
  6th Grade: 53% (Increase of 13%)  
  7th Grade: 44% (Increase of 1%)  
  8th Grade: 53% (Increase of 1%) |
### Strategies/Activities for Goal 2

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#### Parkside's Instructional Leadership Team
- Planned Actions/Services: Meet twice per month for a total of 3 hours to develop a Theory of Action and Professional Learning Plan for the 19-20 school year. PD for the 20-21 school year will also be planned and calendared at the end of the year retreat.
- Actual Outcomes: Total number of hours budgeted not met. The amount spent is less than what was originally budgeted. It was decided that the End of Year Retreat would not be held. The $2,000 budgeted for this will not be used.

#### Implement After School Interventions in the form of Academic Centers
- Planned Actions/Services: Teachers, Counselors and administration will work together to identify students struggling in core content areas and provide them with after school tutoring and support.
- Actual Actions/Services: Academic Centers implemented. Amount used has not met the amount budgeted.

#### IXL Software
- Planned Actions/Services: Software will be used to supplement the core math curriculum (CPM). Students who struggle with foundational skills needed to access the core content will use assignments on IXL to strengthen the necessary skills for 1/2-1 hour, four days a week.
- Actual Actions/Services: Purchased and used as a supplemental tool for students to work on building math skills.

#### Devices Used to Support Students Intervention Programs and Supplemental Online Curriculum
- Proposed Expenditures: Supplemental Software Licenses 5000-5999: Services And Other Operating Expenditures LCFF - Supplemental 6,500.00
- Estimated Actual Expenditures: Supplemental Software Licenses 5000-5999: Services And Other Operating Expenditures LCFF - Supplemental 6,500.00
- Actual Actions/Services: Replacement devices not ordered as of 3/12/20.

#### Tech Devices
- Proposed Expenditures: Tech Devices 4000-4999: Books And Supplies LCFF - Supplemental 25,000.00
- Estimated Actual Expenditures: Tech Devices 4000-4999: Books And Supplies LCFF - Supplemental 0.00
- Actual Actions/Services: Devices used to support students intervention programs and supplemental online curriculum will be repaired, replaced and/or upgraded as needed.
Describe the overall implementation of the strategies/activities to achieve the articulated goal.

PKIS Instructional Leadership Team met regularly through December. The team developed a plan of direction for the remainder of the school year. It was determined that moving forward, focusing on staff climate, which postponed the process of implementing a plan for instruction. Academic Centers were implemented at the beginning of the 2019-2020 school year. There was minimal interest from staff to participate, with 3 teachers initially volunteering. We struggled to get any volunteers from Capuchino High School, as we had done last year. During the course of the school year, two more teachers volunteered to participate, with a total of 5 teachers working after school at least one day of the week to provide academic support. IXL was purchased and implemented in all three grade levels at the beginning of the year. Teachers used it both as an in-class intervention, as well as for homework. As of 3/25/20, devices to support supplemental online curriculums and interventions have not been purchased, but we plan to do so. The MOUSE curriculum has not been purchased as of 3/25/20. A free version of MOUSE has been used as a supplemental curriculum by the science department to further support STEAM in the classroom. The version that can be purchased is much more in depth and will be purchased so the Science department can supplement their current curriculum with even more in depth activities and materials. Newsela has been used by all ELA teachers and Social Studies teachers to supplement their curriculum with current, high-interest non fiction articles that often connect to the content and standards which the teachers are currently teaching. A teacher, counselor, and administrator attended the AVID Summer Institute in July, 2019 to receive training on the AVID program and implementation of the program on a middle school campus.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

The ILT’s development of a school wide plan for instruction was initiated and taken to the staff, but was not implemented, as it was determined that staff climate was an area of greater need. This put the possibility of moving forward with the ILT’s plan on hold. Moving forward into 2020, the ILT will need to recruit new members and revisit the plan. Academic Centers participation, by both teachers and students was lower than in previous years- recruitment of tutors from Capuchino High and Skyline CC did not result in any tutors. As of 3/25/20, a total of 5 teachers have participated in the Academic Centers. This did not meet the need, particularly in the areas of math and science. IXL has been used more consistently by teachers, as opposed to the previous year, however, the CAASPP and Renaissance STAR data still have not shown any clear growth in math. Newsela has been used regularly by ELA teachers and Social Studies teachers. In addition to the articles, teachers have also utilized the quizzes and other tools provided by the site. Both CAASPP and Renaissance STAR data show growth in ELA, indicating the regular exposure to high interest non fiction texts through Newsela has been effective. As a result of the AVID Summer Institute Training, some teachers at PKIS were exposed to the AVID curriculum and implemented strategies gained from the training. However, it was determined...
that more exploratory work needs to be done during the 2020-2021 school year before determining whether to implement the program at PKIS.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

Due to the decrease in teacher interest, the amount spent on Academic Centers is less than budgeted, by the amount of $5,409.37. The decrease in ILT meetings since December resulted in less being spent, by the amount of $------. It was also decided that the $2,000.00 budgeted for an ILT off site meeting at the end of the year was not needed. While both the MOUSE curriculum and technology devices have not been purchased, they will be purchased in the near future.

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 will not need to budget for an end of the year ILT retreat. The number of extra contract hours needed for the Instructional Leadership Team may vary next year, depending on the number of members. NoRedInk, originally budgeted in the SPSA, did not need to be purchased, as there is a free version available that the ELA department has been using. While more exploratory work is needed to determine if AVID should be implemented at PKIS, attendance at the AVID Summer Institute will not be budgeted into the SPSA for 20-21.