

School Year: **2020-21**



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
Parkway Middle School	37-68197-6038558	April 22, 2020	June 30, 2020

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.

Our School Plan for Student Achievement (SPSA) aligns with the District's Local Control Accountability Plan (LCAP) as each goal (and its associated strategy(ies)/activity(ies) can be referenced in the current LCAP. The district's LCAP is the foundation for all expenditures incurred by the District. Based on the needs assessment and goals found in the LCAP, the school will utilize federal funds, when applicable, to supplement base funding in accordance with the purpose and goals of each specific goal. Federal funds, if received, will be used as outlined in the School Plan for Student Achievement to purchase supplemental materials not part of the adopted standards aligned curriculum and core base programs.

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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).

The 2020 La Mesa-Spring Valley Parent Survey solicited input from our school site's families in a variety of areas:

- 95% Agree that school meets academic needs of their child
- 86% Satisfied with teacher's communication about child's academic needs
- 93% Feel welcome and respected in classroom and school
- 93% Report child feels safe at school
- 82% Feel school is active in preventing bullying
- 90% Satisfied with communication from school
- 95% Satisfied with level of engagement and participation related to decisions regarding their child's education

Overall parent satisfaction remained the same or increased in every category as compared to the previous year. There was a significant increase in the satisfaction of parents regarding decisions related to their child's education. There was a slight decrease in parents satisfied with teacher's communication about their child's academic needs. Safety at school increased. Bullying prevention increased by one percentage point. This is an area that continues to be an area where more work is needed. The parent survey also showed 93% of parents feeling welcome and respected in the classroom and school, which could be attributed to our customer service focus.

Respondents expressed interest in the following parent education topics:

- Social and emotional needs of children (27 respondents)
- Ways to get involved and support their child's education (21 respondents)
- Homework help strategies (28 respondents)
- Math development strategies and the math curriculum (31 respondents)
- Bullying prevention (26 respondents)
- Reading development strategies and the language arts curriculum (15 respondents).

Based on feedback from surveys that were administered, ongoing work is being done at our school in the areas of: PBIS Bullying Prevention, Math and Homework Support for Parents, Social/Emotional Needs of Children, Trauma Informed Care, and Restorative Practices.

Classroom Observations

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

Daily principal Observations:

To monitor daily instructional practices in order to coach teachers, provide targeted feedback and support, and collect evidence on the professional development needs of staff.

Supervisory Classroom Observations:

Formal teacher evaluations, to evaluate teacher's performance as outlined by the labor contract. These are observation cycles that include both formal and informal observations with feedback meetings.

District Walks:

To collect district or school-wide evidence of progress in the implementation of the SPSA and principal goals – to build coherence, identify strengths, areas for growth, and next steps for professional learning, student support, and teaching and learning across the system.

Principal Network Walks:

To build a common language and understanding of high quality teaching and learning through inquiry and to build a collaborative network that provides feedback and suggestions to the school on a focus area.

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)

Through Professional Learning Communities, teachers analyze both state yearly assessments and district benchmark assessments taken at specific intervals throughout the year. Teachers set goals and modify adopted curriculum and instruction to address students' needs in both classroom instruction and Response to Intervention (RTI) groupings and topics.

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

Teachers use curriculum-embedded unit, weekly and daily assessments to monitor student progress toward mastering grade level standards. Formative assessments lead to modifications in instruction to meet the needs of students.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

Staff at our school site meet the requirements for being highly qualified.

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

All teachers and counselors at our school site are properly credentialed.

Teachers are afforded the opportunity to participate in professional development online and face-to-face that includes:

Online Courses

- Functions of Behavior
- Interim Assessments for Instruction and Learning
- Math is...
- Professional Learning Communities
- Formative Assessments
- Student Engagement Through the Lens of the 5D (5 Dimensions) Framework for High-Quality Teaching and Learning
- Academic Conversations
- Integrating ELD into Content Areas Grades 6-8
- Collaborative Conversations
- Illuminate Math
- Crisis Management
- Proactive Behavior Management
- Supporting ALL Students in a SAI Model

Face to Face and Blended Courses

- Creating Behavior Plans
- Google Suite
- Revisiting Write to Learn
- Intro to Chromebooks
- Reading Level Assessments
- iMovie
- Evaluating Assessment Data
- All things Illuminate
- CPM (Math)
- Mindful Math
- Igniting ELD

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

All staff development is focused on the use of:

- California Common Core State Standards (CCSS) in English-Language Arts and Literacy in History-Social Studies, Mathematics, and Science (Next Generation Science Standards-NGSS)
- California English Language Development Standards
- Implementation of the 5D Framework for High-Quality Teaching and Learning
- The Development of Strong PLCs
- Classroom instruction and best practices that are research based.
- The creation and use of assessments to inform and modify instruction

Staff development at our school site in the 2020-21 school year will focus on continuing as strong PLCs, using the Teaching-Assessing Cycle to develop Common Formative and Summative Assessments, by grade/subject area, and use assessment data to provide intervention and enrichment. We will also expand What I Need Time, (WIN Time) to provide all students with intervention opportunities to reach proficiency on Essential Standards, utilize Solution Tree Global PD to increase learning on PLC practices and Tier 1-3 intervention, and continue learning in Restorative Practices, PBIS, and Trauma Informed Care, all aligned with improving delivery of our state adopted standards.

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

Professional collaboration, principal observation and support, and Rtl support (SAI teachers, SLP providers, Teachers on Special Assignment, and Special Education support staff) all support classroom instruction.

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

Each grade-level/department at our school has regularly scheduled meetings to collaborate on the analysis of data, lesson design, and the use of instructional strategies and best practices that work to improve student achievement and performance. Each meeting is designed in professional learning community (PLC) format where each member takes a leadership role and an expectation of reflective conversations surround data analysis, program effectiveness, and "moving the needle" toward student success and achievement. Professional learning communities is an ongoing process in which educators work collaboratively in recurring cycles of collective inquiry and action research to achieve better results for the students they serve. Professional learning communities operate under the assumption that the key to improved learning for students is continuous job-embedded learning for educators.

Teaching and Learning

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

Following the state adoption cycles, the district-provided curriculum materials and instruction are in alignment with the California Content Standards.

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

Instructional minutes in all subject areas are monitored by the District. All teachers turn in their classroom schedule to school administration to ensure adherence to the District guidelines.

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

Units of Study in math and language arts supply a framework for lesson pacing. All students have a copy of each textbook and/or workbook for core curriculum. Student daily schedules are modified to allow for intervention as needed.

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

Each classroom and student has easy access to adopted curriculum assigned to them in all content areas. The adoption of instructional materials process includes a preview to determine that they are appropriate for the student groups for whom they are purchased.

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

All students have State Board of Education adopted materials for their courses, intervention materials (when needed), and access to standards-aligned core courses. Use of materials is monitored by school administration on a daily basis.

Opportunity and Equal Educational Access

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

All students receive Common Core standards-based instruction at their appropriate grade level. In classrooms, teachers provide additional access to the curriculum through small group instruction. In ELD classes, students are grouped by instructional level, and are assessed and regrouped appropriately. Teachers are required to examine student work samples and meet in subject specific and/or department-level meetings to ensure that students are mastering standards. They also determine student needs, adjust instruction, and plan re-instruction accordingly. Intervention action plans are developed when appropriate. The Student Study Team process is used to identify and monitor students at risk. Interventions are agreed upon and implemented by the classroom teacher in collaboration with the student's family.

Evidence-based educational practices to raise student achievement

Information from state assessments, common assessments, benchmark assessments, needs assessments and surveys, and staff development provide the basis for school site council and administrative planning. The use of data to modify and drive instruction with effective evidence-based instructional strategies is the major focus to raise student achievement.

In 2020-21 the following evidence-based educational practices will be employed and focused on to increase and improve student achievement across the campus and across all disciplines:

Professional Learning Communities (PLC)
Positive Behavior Interventions and Supports (PBIS)
Multi-tiered Systems of Support (MTSS)

Parental Engagement

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

Opportunities are provided throughout the year so that families can learn to support their children academically and behaviorally.

To support successful school and family interactions, the district is committed to engaging parents through:

- Parent education workshops provided by district staff and local community agencies
- The use of multiple methods of communication (flyers, phone calls, district/school websites) to promote participation
- The continuance of School Site Councils and English Learner Advisory Committees at each site who send a representative from each site to the district-level parent advisory committees, known as the District Advisory Committee and the District English Learner Advisory Committee
- The distribution of a district-wide parent survey with disaggregated results for each site that can lead to improved results
- The maintenance of a district website with current resources available to parents to support them in working with their children's academic, social, and emotional needs
- Enhancing the awareness and skills of teachers, principals, and staff in reaching out to, communicating with, and working with parents as equal partners

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)

All stakeholders (parents, community members, teachers, and other school personnel) have an opportunity to give input on the use of funds and the implementation of programs. Specifically, at our school site, the members of School Site Council (SSC) and English Language Advisory Council (ELAC) meet to discuss these matters directly with each other. The District holds monthly stakeholder meetings with parents (DELAC and District Advisory Committee (DAC) where district programs are discussed. In addition, the District holds meetings throughout the year with other stakeholder groups (classified staff, certificated staff, administrative staff) to obtain input about district programs.

Funding

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

Our school does not receive any categorical funds.

Fiscal support (EPC)

Our school does not receive any categorical funds.

Stakeholder 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

Feedback and input from key stakeholder groups are critical for the ongoing success of our students. As part of the planning process for the 2020-21 School Plan for Student Achievement (SPSA), school leadership met with the School Site Council (SSC) and the English Learner Advisory Committee (ELAC). Achievement data was shared with these groups and analyzed for trends and patterns of under-performance. That analysis is summarized in the SPSA as the Annual Review Goals.

School stakeholder involvement meeting dates were as follows:

- ELAC #3 Meeting, Wednesday, February 26, 3:45
- SSC # 4 Meeting, Wednesday, March 4, 3:45; SSC #5 Meeting, Wednesday, April 22, 3:45
- Staff Meetings discussing the 2020-21 SPSA goals, metrics: Thursday, March 12, 7:30
- Other meetings discussing the 2020-21 SPSA goals, metrics (PTA, etc.), Thursday, March 19, 12:00

Feedback from these meetings resulted in the development of goals to be included in the SPSA (Planned Improvement Goals). The District Local Control Accountability Plan (LCAP) was also reviewed to ensure that the Planned Improvement goals of the SPSA aligned with the goals outlined in the District's LCAP.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
American Indian	0.36%	%	0.27%	3		2
African American	7.28%	7.9%	8.79%	61	65	66
Asian	3.22%	3.16%	2.8%	27	26	21
Filipino	1.67%	2.55%	2.13%	14	21	16
Hispanic/Latino	39.50%	36.45%	36.09%	331	300	271
Pacific Islander	0.95%	0.97%	0.53%	8	8	4
White	39.26%	39.73%	39.01%	329	327	293
Multiple/No Response	%	%	10.39%			0
Total Enrollment				838	823	751

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	17-18	18-19	19-20
Grade 7	420	402	360
Grade 8	418	421	391
Total Enrollment	838	823	751

Conclusions based on this data:

1. Parkway has not changed significantly in its student enrollment by groups. Hispanic and White are the highest percentage of the student population.
2. Three years of enrollment data shows that 7th grade has maintained over 400 students.
3. Three years of enrollment data shows that 8th grade enrollment dropped in 2016-2017 to 350 students. It has increased to 418 in 2017-2018 and 421 2018-2019.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
English Learners	59	66	48	7.0%	8.0%	6.4%
Fluent English Proficient (FEP)	137	104	95	16.3%	12.6%	12.6%
Reclassified Fluent English Proficient (RFEP)	8	4	12	16.0%	6.8%	18.2%

Conclusions based on this data:

1. English Learner enrollment at Parkway has increased by 16 students from 2016-2017 to 2018-2019 going from 6.5% to 8.0%.
2. The number of Fluent English Proficient students has decreased by 19 students from 2016-2017 to 2018-2019 going from 15.9% to 12.6%.
3. The number of English Learners able to be Reclassified Fluent English Proficient (RFEP) has decreased from 18 students in 2016-2017 to 4 students in 2018-2019 going from 38.3% to 6.8%.

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 Scores			% of Students Tested		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 7	423	400	401	417	395	393	416	395	393	98.6	98.8	98
Grade 8	370	405	420	358	404	411	358	403	411	96.8	99.8	97.9
All Grades	793	805	821	775	799	804	774	798	804	97.7	99.3	97.9

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 7	2567.	2587.	2568.	18.99	26.33	22.90	41.11	43.80	38.17	23.08	17.22	21.37	16.83	12.66	17.56
Grade 8	2590.	2580.	2595.	17.04	20.84	25.06	47.77	35.98	37.23	22.35	26.05	22.63	12.85	17.12	15.09
All Grades	N/A	N/A	N/A	18.09	23.56	24.00	44.19	39.85	37.69	22.74	21.68	22.01	14.99	14.91	16.29

Reading Demonstrating understanding of literary and non-fictional texts										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	
Grade 7	29.81	34.94	26.72	46.15	46.33	49.11	24.04	18.73	24.17	
Grade 8	29.05	26.80	32.85	51.40	47.64	44.04	19.55	25.56	23.11	
All Grades	29.46	30.83	29.85	48.58	46.99	46.52	21.96	22.18	23.63	

Writing Producing clear and purposeful writing										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	
Grade 7	31.01	39.75	34.61	52.16	48.10	49.62	16.83	12.15	15.78	
Grade 8	32.96	30.02	35.52	51.68	53.60	49.64	15.36	16.38	14.84	
All Grades	31.91	34.84	35.07	51.94	50.88	49.63	16.15	14.29	15.30	

Listening Demonstrating effective communication skills										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	
Grade 7	18.99	22.03	16.54	65.38	65.06	68.19	15.63	12.91	15.27	
Grade 8	19.55	20.60	22.38	71.79	66.25	68.86	8.66	13.15	8.76	
All Grades	19.25	21.30	19.53	68.35	65.66	68.53	12.40	13.03	11.94	

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 7	33.65	41.77	34.86	51.92	48.61	48.85	14.42	9.62	16.28
Grade 8	35.47	35.24	39.90	48.88	47.89	43.07	15.64	16.87	17.03
All Grades	34.50	38.47	37.44	50.52	48.25	45.90	14.99	13.28	16.67

Conclusions based on this data:

- 17-18 7th graders mean scale score for CAASPP ELA was 2587.7. 18-19 8th graders' mean scale score increased by 8.3 points to 2596. Incoming 18-19 7th graders have a mean scale score on CAASPP ELA of 2568 which is 19.7 scale score points lower on CAASPP ELA from the previous year.
- Reading has the highest percentage of 7th and 8th students below standard. 7th is 24.2% below standard and 8th is 23.1% below standard.
- Listening has the lowest percentage of 7th and 8th students below standard. 7th is 15.3% and 8th is 8.8% below standard.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Students Tested		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 7	422	400	401	417	397	396	417	397	396	98.8	99.3	98.8
Grade 8	370	405	420	359	403	413	359	403	413	97	99.5	98.3
All Grades	792	805	821	776	800	809	776	800	809	98	99.4	98.5

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 7	2539.	2557.	2535.	19.18	27.20	20.71	21.10	21.16	20.20	32.61	26.20	29.55	27.10	25.44	29.55
Grade 8	2572.	2569.	2585.	28.97	28.04	32.45	18.11	18.36	19.13	25.35	22.08	22.52	27.58	31.51	25.91
All Grades	N/A	N/A	N/A	23.71	27.63	26.70	19.72	19.75	19.65	29.25	24.13	25.96	27.32	28.50	27.69

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 7	27.82	35.77	26.01	32.13	28.72	36.62	40.05	35.52	37.37
Grade 8	32.87	34.99	35.84	32.59	31.02	31.23	34.54	34.00	32.93
All Grades	30.15	35.38	31.03	32.35	29.88	33.87	37.50	34.75	35.11

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		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 7	22.30	31.99	22.47	51.32	42.07	45.71	26.38	25.94	31.82
Grade 8	28.69	27.05	33.17	40.39	42.68	39.23	30.92	30.27	27.60
All Grades	25.26	29.50	27.94	46.26	42.38	42.40	28.48	28.13	29.67

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 7	18.47	27.20	20.96	56.59	51.89	55.30	24.94	20.91	23.74
Grade 8	30.36	29.78	35.11	47.63	44.67	44.55	22.01	25.56	20.34
All Grades	23.97	28.50	28.18	52.45	48.25	49.81	23.58	23.25	22.00

Conclusions based on this data:

1. 17-18 7th graders mean scale score for CAASPP Math was 2557.7. 18-19 8th graders' mean scale score increased by 27.3 points to 2585. Incoming 18-19 7th graders have a mean scale score on CAASPP Math of 2536 which is 21.7 scale score points lower on CAASPP Math from the previous year.
2. Concepts and Procedures has the highest percentage of 7th and 8th students below standard. 7th is 37.2% below standard and 8th is 32.9% below standard.
3. Communicating Reasoning has the lowest percentage of 7th and 8th students below standard. 7th is 23.5% and 8th is 20.3% below standard.

School and Student Performance Data

Student Population

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

2018-19 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
823	43.7	8.0	0.2

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.

2018-19 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	66	8.0
Foster Youth	2	0.2
Homeless	21	2.6
Socioeconomically Disadvantaged	360	43.7
Students with Disabilities	88	10.7

Conclusions based on this data:

1. The number of English Learners enrolled at Parkway has increased by 1 percentage point from 7% in 17-18 to 8% in 18-19.
2. Socioeconomically Disadvantaged students has slightly decreased from 45.3% in 17-18 to 43.7% in 18-19.
3. Students with Disabilities has slightly decreased from 11.5% in 17-18 to 10.7% in 18-19.

School and Student Performance Data

Overall Performance

2019 Fall Dashboard Overall Performance for All Students

Academic Performance

English Language Arts



Green

Academic Engagement

Chronic Absenteeism



Orange

Conditions & Climate

Suspension Rate



Yellow

Mathematics



Yellow

School and Student Performance Data

Academic Performance English Language Arts

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



This section provides number of student groups in each color.

2019 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
1	3	1	1	1

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		
<p>All Students</p>  <p>Green</p> <p>25.4 points above standard</p> <p>Maintained -1.2 points</p> <p>778</p>	<p>English Learners</p>  <p>Orange</p> <p>38.7 points below standard</p> <p>Declined -13.7 points</p> <p>99</p>	<p>Foster Youth</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>1</p>
<p>Homeless</p>  <p>No Performance Color</p> <p>31.3 points below standard</p> <p>Declined -10.6 points</p> <p>19</p>	<p>Socioeconomically Disadvantaged</p>  <p>Orange</p> <p>7.9 points below standard</p> <p>Declined -3.4 points</p> <p>382</p>	<p>Students with Disabilities</p>  <p>Red</p> <p>87.9 points below standard</p> <p>Declined -3 points</p> <p>88</p>

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Orange 35.8 points below standard Maintained ++2.7 points 60	 No Performance Color 0 Students	 No Performance Color 55.9 points above standard Declined Significantly -28.4 points 24	 No Performance Color 72.1 points above standard Increased ++13.4 points 19
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 3.2 points above standard Declined -8.3 points 289	 Green 34.1 points above standard Maintained -1.2 points 74	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7	 Blue 51.2 points above standard Increased ++6 points 305

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
69.7 points below standard Declined -9 points 57	3.4 points above standard Declined -5.2 points 42	32.7 points above standard Maintained ++2.2 points 617

Conclusions based on this data:

- All students maintained their Dashboard level on English-Language Arts with 25.4 points above standard having a slight decrease of 1.2 points.
- All subgroups of English Learner, Socioeconomically Disadvantaged and Students with Disabilities decreased on their ELA fall 2019 Dashboard.
- White students increased by 6 points and were 51.2 points above standard. Hispanic students were only 3.2 points above standard and African American students were 35.8 points below standard.

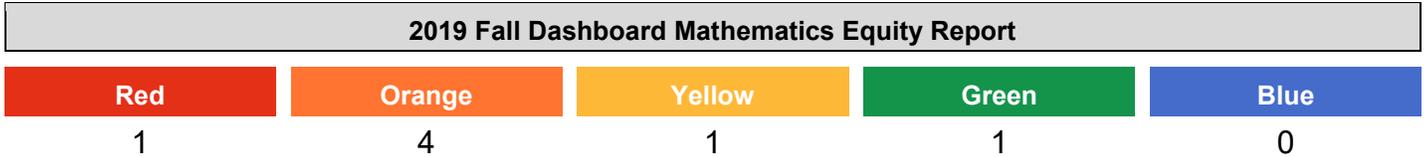
School and Student Performance Data

Academic Performance Mathematics

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



This section provides number of student groups in each color.



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		
<p>All Students</p>  <p>Yellow</p> <p>13.3 points below standard</p> <p>Declined -3 points</p> <p>780</p>	<p>English Learners</p>  <p>Orange</p> <p>91.4 points below standard</p> <p>Declined -10 points</p> <p>99</p>	<p>Foster Youth</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>1</p>
<p>Homeless</p>  <p>No Performance Color</p> <p>85.5 points below standard</p> <p>Declined -7.2 points</p> <p>20</p>	<p>Socioeconomically Disadvantaged</p>  <p>Orange</p> <p>57.6 points below standard</p> <p>Declined -7.7 points</p> <p>384</p>	<p>Students with Disabilities</p>  <p>Red</p> <p>144.6 points below standard</p> <p>Declined -14.1 points</p> <p>88</p>

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Orange 91.4 points below standard Maintained -0.7 points 61		 No Performance Color 30 points above standard Declined Significantly -29.6 points 24	 No Performance Color 40.3 points above standard Maintained -2.6 points 19
Hispanic	Two or More Races	Pacific Islander	White
 Orange 44.9 points below standard Declined -5.4 points 290	 Yellow 19.3 points below standard Declined -7.8 points 74	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7	 Green 27.2 points above standard Maintained ++2.9 points 305

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
114.8 points below standard Increased Significantly ++18.6 points 57	59.7 points below standard Declined Significantly -27 points 42	3.9 points below standard Maintained -0.9 points 618

Conclusions based on this data:

1. All student groups declined on their fall 2019 Dashboard in Math.
2. White and African American students maintained their Dashboard levels, however, African American students are 91.4 points below standard and White students are 27.2 points above standard.
3. Current English Learners increased significantly but are still 114.8 points below grade level.

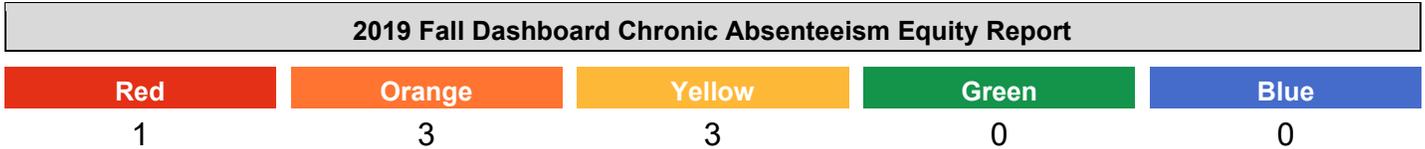
School and Student Performance Data

Academic Engagement Chronic Absenteeism

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



This section provides number of student groups in each color.



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		
<p>All Students</p>  <p>Orange 12.6</p> <p>Maintained -0.1</p> <p>868</p>	<p>English Learners</p>  <p>Yellow 16.4</p> <p>Declined -0.5</p> <p>73</p>	<p>Foster Youth</p>  <p>No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3</p>
<p>Homeless</p>  <p>No Performance Color 34.6</p> <p>Declined -17.8</p> <p>26</p>	<p>Socioeconomically Disadvantaged</p>  <p>Orange 18.6</p> <p>Increased +0.5</p> <p>435</p>	<p>Students with Disabilities</p>  <p>Red 20.6</p> <p>Increased +5.5</p> <p>102</p>

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Orange 20 Increased +1.3 70	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	 No Performance Color 3.7 Maintained +0.4 27	 No Performance Color 0 Maintained 0 22
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 14.4 Declined -0.5 319	 Orange 12.7 Increased +3.8 79	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8	 Yellow 10.8 Declined -0.9 343

Conclusions based on this data:

- All students maintained for Chronic Absenteeism on the fall 2019 Dashboard.
- Socioeconomically Disadvantaged and Students with Disabilities increased Chronic Absenteeism on the fall 2019 Dashboard.
- White students were the only Race/Ethnicity that decreased for Chronic Absenteeism on the fall 2019 Dashboard.

School and Student Performance Data

Conditions & Climate Suspension Rate

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



This section provides number of student groups in each color.

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

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		
<p>All Students</p>  <p>Yellow</p> <p>7.6</p> <p>Maintained -0.2</p> <p>890</p>	<p>English Learners</p>  <p>Green</p> <p>6.7</p> <p>Declined -7.6</p> <p>75</p>	<p>Foster Youth</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>3</p>
<p>Homeless</p>  <p>No Performance Color</p> <p>7.7</p> <p>Declined -16.1</p> <p>26</p>	<p>Socioeconomically Disadvantaged</p>  <p>Yellow</p> <p>9.6</p> <p>Declined Significantly -3.1</p> <p>448</p>	<p>Students with Disabilities</p>  <p>Orange</p> <p>13.2</p> <p>Declined -2.4</p> <p>106</p>

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Red 19.4 Increased +9.4 72		 No Performance Color 3.6 Increased +3.6 28	 No Performance Color 0 Maintained 0 23
Hispanic	Two or More Races	Pacific Islander	White
 Green 7.3 Declined Significantly -3.3 329	 Orange 9.8 Increased +4 82	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8	 Yellow 6 Maintained -0.1 348

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

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	7.8	7.6

Conclusions based on this data:

1. English Learners, Socioeconomically Disadvantaged and Students with Disabilities have all decreased on 2019 Fall Dashboard Suspension Rate.
2. Hispanic students declined significantly on 2019 Fall Dashboard Suspension Rate reaching the "Green" level, second highest level possible.
3. African American students increased on 2019 Fall Dashboard Suspension Rate and are now in the "Red" level, lowest level possible.

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 Excellence

LEA/LCAP Goal

LCAP #1 – Each and every student will perform at or above expectation, and we will eliminate disparities between all student groups.

Goal 1

We will ensure high-quality teaching and learning that is standards-aligned and results in mastery for each and every student.

Identified Need

Based on 18-19 SBAC results there is a need for high quality teaching and learning because 7th and 8th students did not meet their goal of increasing the number of students meeting standard by 3% in ELA and Math. SBAC ELA results remained the same for 2017-2018 and 2018-2019 with 62% of students meeting/exceeding standard. SBAC Math results remained the same for 2017-2018 and 2018-2019 with 46% of students meeting/exceeding standard. According to 2019 Fall Dashboard, African American students, English Learners and Socioeconomically Disadvantaged and Students with Disabilities are below standard in English-Language Arts. African American, English Learners, Hispanic, Socioeconomically Disadvantaged and Students with Disabilities are below standard in Mathematics.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<p>English Language Arts</p> <ul style="list-style-type: none"> Students meeting standard on SBAC will increase 3%. 	<p>(17-18) 62% of students in grades 7-8 met/exceeded standard as measured by SBAC in ELA.</p> <p>(18-19) 62% of students in grades 7-8 met/exceeded standard as measured by SBAC in ELA.</p>	<p>(17-18) 65% of students in grades 7-8 will meet or exceed standard as measured by SBAC ELA.</p> <p>(18-19) 65% of students in grades 7-8 will meet or exceed standard as measured by SBAC ELA.</p>
<p>Mathematics</p> <ul style="list-style-type: none"> Students meeting standard on SBAC will increase 3%. Student groups scoring below the school average will 	<p>(17-18) 46% of students in grades 7-8 met/exceeded standard as measured by SBAC in Mathematics.</p> <p>(18-19) 46% of students in grades 7-8 met/exceeded standard as measured by SBAC in Mathematics.</p>	<p>(17-18) 49% of students in grades 7-8 will meet or exceed standard as measured by SBAC Mathematics.</p> <p>(18-19) 49% of students in grades 7-8 will meet or exceed standard as measured by SBAC Mathematics.</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
show an increase greater than 3%.		

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

Develop strong Professional Learning Communities (PLCs). Our PLC is a group of educators that meet regularly, share expertise, and work collaboratively to improve teaching skills and the overall achievement of all students.

- Staff meetings, site learning days, and department/grade-level meetings will be used to develop strong PLCs based on the collective responsibility all members of the PLC share for the achievement of all students and to increase effective instruction in each and every classroom.
- PLCs will focus on becoming more effective at delivering LMSV Essential Standards-aligned curriculum and instruction to each and every student.
- Staff will deepen understanding of effective use of assessment data through collective inquiry to drive instruction, re-teaching, and intervention.

Staff will focus on academic needs of African American students to support them in reaching proficiency on Essential Standards and SBAC ELA and Math.

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 2

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Our site will utilize the 5 Dimensions of Teaching and Learning Instructional Framework to develop a common language and shared vision for high-quality instruction.

- Establish a shared understanding and common language for high quality teaching and learning using the Framework for the Five Dimensions of High Quality Teaching and Learning (5Ds).

- Classroom walk-throughs to observe analyze and calibrate evidence of high quality teaching and learning.

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 3

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Teachers will focus on aligning curriculum, instructional practice, and assessment with LMSV Essential Standards.

- Teachers will use District developed resources to inform instructional decisions around assessment design and best instructional practice in alignment with LMSV Essential Standards.
- Staff meetings, site learning days, department/grade-level meetings, and release days will be used to support teachers in deepening their understanding of ELA & Math essential standards through standards unwrapping, defining grade-level mastery of essential standards, and engaging in backwards planning.
- Department/grade-level teams will use standards unwrapping resources to identify targets, determine formative assessments, and plan instruction.
- Department/grade level teams will utilize the Teaching-Assessing Cycle to develop Common Formative/Summative Assessments tied to Essential Standards to inform both teachers and students on growth towards proficiency.
- Teachers will participate in professional development to fortify math content knowledge and increase math instruction expertise.

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 Students

Strategy/Activity

We will implement a school-wide system of differentiated instruction and interventions to meet the needs of all students.

- Department/grade-level teams will engage in lesson reflection and use of formative assessment data to monitor student progress and to plan re-teaching and intervention to ensure mastery of ELA & Math essential standards.
- Department/grade-level teams will plan and implement Tier 2 interventions for students not mastering essential ELA & Math standards.
- Department/grade level teams will use Common Formative Assessments to place students in WIN Time Intervention to address academic needs in small group settings.
- Students in grades 7-8 reading below grade level will receive one period of Flex Literacy reading daily. Progress will be monitored using Flex Literacy.
- Designated 7-8 grade teachers will participate in PACE professional learning on Icons for Depth and Complexity, and collaborate with Learning Support resource teachers for support in implementation.
- SBAC and District benchmark data will be analyzed by Principal, Assistant Principal, and Counselor to determine placement in intervention program(s) (Flex, Imagine Math etc.) with initial placement made in August of the new school year and reviewed after each program benchmark assessment.

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: 2019-20

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.

All strategies and activities are being implemented during the 2019-2020 school year with the addition of adult learning on the Teaching-Assessing Cycle and creation of Common Formative/Summative Assessments in a 3 to 4 week cycle. Teachers are using data from these assessments to place students in WIN Time Intervention and Tier 3 prep period tutoring for support in reaching proficiency on Essential Standards.

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

There were no major differences between the intended implementation and/or the budgeted expenditures.

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

1. Dept./Grade level teams will continue to meet regularly as PLCs during early release Tuesdays, Site Learning Days and during half and full day release days. Each PLC Team will create year-long, unit, and short term SMART Goals and share SMART Goals with students. Teachers are posting the Four Questions of PLC for students and are having students give input to address questions #3 and #4. Solution Tree Global Professional Development resources will be utilized to increase teacher understanding of writing SMART Goals, creating Common Formative Assessments (CFA), and using CFA data to determine which students need intervention to reach proficiency on Essential Standards. We will also use the Learning by Doing text to better understand how to use the Four PLC Questions to fine tune intervention and offer enrichment and extension to students who already have mastered Essential Standards.

2. Teachers will fully implement the Teaching-Assessing Cycle, develop Common Formative/Summative Assessments and use assessment data to determine intervention and enrichment needs of all students.

3. We will continue to provide more adult learning on the 5D and review all areas in the 20-21 school year. Principal and Assistant Principal will do formal and informal observations and coaching to teachers on their implementation of 5D concepts in their instruction.

4. Full implementation of Study Sync in all ELA classrooms will continue. ELA teachers will increase their use of CFAs and data analysis to drive their intervention within the classroom setting and also during WIN Time.

5. Full implementation of CPM Math will take place in all Math classrooms. Teachers will be provided with CPM coaches to increase their understanding of the new adoption and support maximum student learning.

6. WIN Time will be expanded to four days per week and begin the week of August 31, 2020 and continue through the end of the year to provide students with targeted intervention in ELA and Math Essential Standards. WIN Time will also be provided for History and Science. Both History and Science teachers are supporting ELD and Math Essential Standards in their instruction and increasing written responses in their curriculum.

7. Teachers will provide tutoring in ELA, History, Math and Science during one prep period per week for under-performing students.

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

Closing the Achievement Gap

LEA/LCAP Goal

LCAP Goal #1 – Each and every student will perform at or above expectation, and we will eliminate disparities between all student groups.

Goal 2

As a school committed to high levels of learning and achievement for all students, we will remain focused on the underperforming student groups and put systems and supports in place to ensure their success.

Identified Need

Socioeconomically Disadvantaged students decreased on their 18-19 SBAC results in ELA. ELA went from 51% met/exceeded to 41% met/exceeded. Math increased slightly from 29% met/exceeded to 30% met exceeded. African American, English Learners, Socioeconomically Disadvantaged and Students with Disabilities are below standard on the ELA Dashboard. All of those subgroups, plus Hispanic students, are below standard on the Math Dashboard.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<p>English Learner Progress</p> <ul style="list-style-type: none"> We will increase the percentage of students making progress toward English proficiency, or we will maintain the percentage of students at the highest level of English Proficiency (Level 4) as measured by the ELPAC and the 6 levels of the English Learner Progress Indicator. 	<p>62.3% of English Learners made progress toward English proficiency or maintained status at the highest level of English Proficiency (Level 4).</p>	<p>67% of English Learners who will make progress toward English proficiency or who will maintain status at the highest level of English Proficiency. (Level 4).</p>
<p>Socioeconomically Disadvantaged</p> <ul style="list-style-type: none"> We will increase the percentage of 	<p>(17-18) 51% of Socioeconomically Disadvantaged students in grades 7-8 met/exceeded standard as measured by</p>	<p>54% of Socioeconomically Disadvantaged students in grades 7-8 will meet/exceed standard as measured by SBAC in ELA.</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<p>Socioeconomically Disadvantaged students who meet standard as measured by SBAC.</p>	<p>SBAC in ELA. 29% of Socioeconomically Disadvantaged students in grades 7-8 met/exceeded standard as measured by SBAC in Mathematics.</p> <p>(18-19) 41% of Socioeconomically Disadvantaged students in grades 7-8 met/exceeded standard as measured by SBAC in ELA.</p> <p>(18-19) 30% of Socioeconomically Disadvantaged students in grades 7-8 met/exceeded standard as measured by SBAC in Mathematics.</p>	<p>33% of Socioeconomically Disadvantaged students in grades 7-8 will meet/exceed standard as measured by SBAC in Mathematics.</p>
<p>Students with Disabilities</p> <ul style="list-style-type: none"> We will increase the percentage of Students with Disabilities who meet standard as measured by SBAC. 	<p>(17-18) 15% of Students with Disabilities in grades 7-8 met/exceeded standard as measured by SBAC in ELA.</p> <p>(17-18) 7% of Students with Disabilities in grades 7-8 met/exceeded standard as measured by SBAC in Mathematics.</p> <p>(18-19) 18% of Students with Disabilities in grades 7-8 met/exceeded standard as measured by SBAC in ELA.</p> <p>(18-19) 13% of Students with Disabilities in grades 7-8 met/exceeded standard as measured by SBAC in Mathematics.</p>	<p>21% of Students with Disabilities in grades 7-8 will meet/exceed standard as measured by SBAC in ELA.</p> <p>16% of Students with Disabilities in grades 7-8 will meet/exceed standard as measured by SBAC in Mathematics.</p>

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)

English Learners

Strategy/Activity

We will ensure strong Integrated and Designated English Language Development (ELD) for all English Learners (ELs).

- Students will be clustered by EL Proficiency level for designated ELD instruction in August of the new school year.
- English Learners will receive a minimum of 30 minutes of effective designated ELD daily, including increasing student talk during designated ELD and using routines, frames, and sentence starters to promote fluency and academic discourse.
- Staff meetings and/or site learning days will be used to support consistent and effective implementation of integrated and designated ELD.
- Select teachers will work with District EL Resource Teachers to deepen understanding of ELD standards, proficiency level descriptors, and alignment to ELA standards.
- Teachers will implement integrated ELD through scaffolding strategies for content area, subject matter access, and discipline specific language development.
- Teachers will increase use of structured routines and frames to promote collaborative conversations and academic talk across the curriculum.

We will monitor English Learner progress and provide timely and systematic intervention.

- CATCH up plans will be used to monitor English Learner progress. Students not making adequate progress will be placed in English acquisition intervention program by August.
- Teachers and Principal will work with District English Learner Resource Teacher to identify and support Long Term and At Risk Long Term English Learners and schedule them into a reading intervention program by September.

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 2

Students to be Served by this Strategy/Activity

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

Students with Disabilities

Strategy/Activity

We will continue to develop a comprehensive service model to meet the needs of our students with disabilities through Specialized Academic Instruction (SAI).

- SAI teachers will ensure that students receive appropriate services and utilize instructional materials targeted to meet individual student needs.
- SAI and Gen Ed teachers will meet regularly to articulate, plan instruction, and review student progress.

- SBAC and District benchmark data will be analyzed by Principal, Assistant Principal, Counselor, SAI Dept. Chair to determine placement in intensive intervention program (Flex, Imagine Math, Moby Max, Inside, etc.).
- Data will be analyzed to determine placement in intervention (less than two years below grade level) (e.g. Flex, Imagine Math, Moby Max etc.).
- Students reading below grade level will receive daily-targeted reading instruction in small groups to address their assessed needs (fluency and comprehension).

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)
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Annual Review

SPSA Year Reviewed: 2019-20

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.

All strategies and activities have been implemented during the 2019-2020 school year with the addition of adult learning on the Teaching-Assessing Cycle and creation of Common Formative/Summative Assessments in a 3 to 4 week cycle. Teachers are using data from these assessments to place students in WIN Time Intervention and Tier 3 prep period tutoring for support in reaching proficiency on Essential Standards. ELD teachers worked closely with District ELD Resource Teacher to better understand the ELPAC Assessment and additional strategies to support ELs in all classroom settings.

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

There were no major differences between the intended implementation and/or the budgeted expenditures.

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

1. ELD strategies will be implemented in all core subject areas with an emphasis on oral communication and academic discourse.
2. Flex Literacy and Imagine Math will be implemented for all special education students.
3. More adult learning must occur to better support teachers in meeting the needs of Socioeconomically Disadvantaged students.

4. The PLC process will be used to determine what students in this category need more support in reaching proficiency on ELA and Math Essential Standards. Utilizing data from CFAs and formative/ summative assessments teachers will identify students to attend WIN Time intervention. Classroom small group intervention, WIN Time, and supported ELA and Math classes will be used to support Socioeconomically Disadvantaged students access to the core curriculum.
5. WIN Time will be expanded to four days per week for intervention in all subject areas.
6. Tier 3 intensive reading will be provided by the SLP to designated students during WIN Time two days per week.
7. Tier 3 prep-period tutoring will be provided once per week to designated students needing more intensive intervention beyond WIN Time.
8. Enrichment opportunities will be provided for all sub groups.

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

Student Wellness

LEA/LCAP Goal

LCAP Goal #2 – Each and every student will be equipped with the skills and disposition necessary for success in high school, life, and workplace.

Goal 3

We are committed to establishing a climate of respect, connectedness, and safety for our students.

Identified Need

In 2018-2019 only 45% of Parkway students felt safe at school based on the CA Healthy Kids Survey. This is a strong need. Student suspensions increased by .2% going from 8.1% of students suspended in 17-18 to 8.3% of students suspended in 18-19. African American and Two or More Races increased on the 2019 Fall Dashboard Chronic Absenteeism.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
We will measure students' social-emotional competencies in grades 5-8 (self-management, self-efficacy, growth mindset, social awareness) as these complement academic preparation and long-term learning. Competencies will be measured by the CORE Social-Emotional survey. Our goal is to increase the percentage of students who have an overall performance level of "Healthy" or "Very Healthy".	As measured by the CORE Social-Emotional Survey, XX% of students have an overall performance level of "Healthy" or "Very Healthy". (Once administered in Fall 2020, a baseline for students' social-emotional competencies will be set for the 2020-21 school year.)	As measured by the CORE Social-Emotional Survey, more than XX% of students will have an overall performance level of "Healthy" or "Very Healthy". (Expected Outcome will be developed once a baseline in Fall 2020 has been established).
School attendance rates will achieve a 97% or better attendance rate, increasing by .05% year.	(17-18) The school attendance rate is 95.13% for the previous school year. (18-19) The school attendance rate was 95.25%.	The school attendance rate will increase by 0.05% to a rate of 95.3% for the coming school year.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
The percentage of students with chronic absenteeism will decrease by 1% each year.	(17-18) The percentage of students with chronic absenteeism was 13.9% for the previous school year. (18-19) The percentage of students with chronic absenteeism was 12.6%.	The percentage of students with chronic absenteeism will decrease by 1% to a rate of 11.6% during the coming school year.
Increase the amount of time students are present in class for instruction as measured by a decrease in the number of students out of class and/or suspended due to discipline.	(17-18) 8.1% of students were suspended during the previous school year. (18-19) 8.3% of students were suspended.	Student suspensions will decrease by 1% for an overall rate of 7.1% during the coming school year.

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

Character Education

- Continue implementing, anti-bullying programs, Kindness as a school wide focus, "No One Eats Lunch Alone", The Great Kindness Challenge, THINK acronym, WIN Time Behavior and Restorative Practices Lessons for all students, weekly circle activities in all teachers' classrooms.

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 2

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Consistent Attendance

- Engage students and parents with a warm and welcoming school environment that emphasizes building relationships with families and students and stresses the importance of everyday attendance (see Restorative Practices).
- Monitor attendance and respond in a tiered approach to intervention (i.e., Students missing 5-9%, students missing 10-19%, and students missing 20% or more).
- Provide personalized early, caring, and constructive outreach to families already missing school. Look for and identify barriers to attendance.
- Work with Student Supports/Probation Officer (truancy intervention and prevention) to identify and address patterns of excessive absences. Work with families to address situations that are leading to absences offering resources when and if appropriate.
- Put system in place to contact and work with parents of chronically absent students, providing incentives for improvement.
- Conduct parent meetings for foster students within 30 days of enrollment to collect information, identify student needs, determine educational rights, and ensure access to interventions in a timely manner. MS meetings consist of records review with parents and Counselor.

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 3

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Restorative Practices

- Establish positive relationships between staff and students and among students with strategies such as Circles, 10 & 2, etc.
- Work with staff to establish a climate with an understanding of trauma informed responses and a focus on positive behavior interventions and supports where consequences for behaviors are logical and natural and where there is accountability and opportunity to make amends and repair harm.
- Work with Student Supports to train Campus Attendants to use Restorative principles when intervening with 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)

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Behavior

- Investigate and implement alternatives to students being sent out of class for negative behavior.
- School staff will partner with District Support Providers to gain skills and strategies focused on Positive Behavior Intervention Strategies (PBIS) that will help address chronic and/or extreme negative behaviors.
- Participate in Professional Development in Restorative Practices and Trauma-Informed Care work to gain strategies to proactively address student behaviors and increase student time in class.

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: 2019-20

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.

All strategies and activities are being implemented during the 2019-2020 school year with the addition of Rachel's Challenge presentation to students and establishment of the Friends of Rachel Club where students do school wide activities to promote a positive school climate, kindness, acceptance and tolerance of others.

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

There were no major differences between the intended implementation and/or the budgeted expenditures.

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

1. School wide behavior lessons and restorative circle activities will be directly taught to students during WIN Time beginning in August and continuing monthly throughout the school year.
2. Trauma Informed Care will be revisited at the September 2020 staff meeting.
3. "The Parkway Way to Be" lessons will be taught to all students in August through P.E. classes.
4. All teachers are expected to have at least one Circle activity per week. This is a site collective agreement that all must adhere to.
5. Parkway is partnering with San Diego Youth Services to provide mental health interns for students Tuesday-Friday from August to May.
6. Parkway will host Mending Matters Diversion Program two days per week.
7. Parkway has adopted three school wide rules, Be Respectful, Be Responsible, Be Safe. These rules are posted in every classroom, office and in the quad. Students engaged in WIN Time lessons for the three rules and how they apply to classrooms, passing periods, lunch and bathrooms.(See Goal 3, Strategy/Activity, Character Education)

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

Parent/Community Engagement

LEA/LCAP Goal

LCAP Goal #3 – We will fully engage our parents, community, and staff in the education of our students.

Goal 4

Establish meaningful partnerships with our parents to promote student success.

Identified Need

Although 95% of Parkway parents feels the school meets their child's academic needs only 63% of parents attend school-sponsored meetings and events.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Percentage of parents who regularly attend school-sponsored meetings/events as measured by the annual Parent/Family Survey	(18-19) percentage of parents who regularly attend school-sponsored meetings/events is 63%. (19-20) percentage of parents who regularly attend school-sponsored meetings/events is 51.5%.	The percentage of parents who regularly attend school-sponsored meetings/events will increase to 56%.
Percentage of parents who agree that the school meets the academic needs of their child as measured by the annual Parent/Family Survey	(18-19) percentage of parents who agree that the school meets the academic needs of their child is 95%. (19-20) percentage of parents who agree that the school meets the academic needs of their child is 94.7%.	The indicator of parent satisfaction regarding the school meeting the academic needs of children will increase to 96%.

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

To insure our parents are partners, parent education and training will be offered.

- Hold a variety of parent events establishing relationships with school staff.
- Work with District staff to provide training for ELAC and SSC.
- Work with District staff to determine and implement best practices in parent education.
- Place parent education on agendas for SSC, PTA, and ELAC meeting dates in early Fall of the new school year.
- Work with ELAC and SSC to create a needs assessment and survey parents to elicit input on parent education topics, time, place, and method of presentation.

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 2

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

We will communicate with parents regularly about student progress and school activities.

- Utilize parent information systems such as Blackboard Connect, monthly newsletters, and Friday Folders to enhance home/school communication.
- Provide translation and interpreters at parent workshops. Provide translation of written materials when indicated.

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 3

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Community engagement

- Establish, maintain, and utilize website updates, Twitter feed, and other social media platforms to foster communication with parents and families specifically, and the community at large.

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: 2019-20

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.

All strategies and activities are being implemented during the 2019-2020 school year with the addition of parent presentations on Rachel's Challenge and CPM Math.

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

There were no major differences between the intended implementation and/or the budgeted expenditures.

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

1. Parkway will maintain full membership for SSC and PTSA in the 20-21 school year.
2. Parkway will continue to encourage parents to participate in ELAC.
3. Parkway will offer parent volunteer opportunities for office help, special events and fall and spring student picture days.

3. Parkway will continue to utilize Blackboard for email and phone messages as well as Jupiter Grades. Parkway's web site is updated regularly by the School Office Manager.
4. Translators will continue to be provided for parent events and hard copy flyers will be translated in Spanish.
5. Twitter, Instagram and Facebook are being utilized weekly to share school activities, showcase special events, highlight current practices, share PLC information and show examples of student work.

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
- 4 Classroom Teachers
- 1 Other School Staff
- 3 Parent or Community Members
- 3 Secondary Students

Name of Members	Role
Mary Beason	Principal
Lindsay Nicoll	Classroom Teacher
Julie Evans	Classroom Teacher
Doug Paine	Classroom Teacher
Amy St Cyr	Classroom Teacher
Julianne Pantehis	Other School Staff
Jolene Adamos	Parent or Community Member
Brooklyn Adamos	Secondary Student
Heather Pletschett	Parent or Community Member
Jacob Pletschett	Secondary Student
Karen Stecher	Parent or Community Member
Brandon Stecher	Secondary Student

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

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 April 22, 2020.

Attested:



Principal, Mary C. Beason on April 22, 2020



SSC Chairperson, Doug Paine on April 22, 2020

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.