

School Year: **2022-23**



# 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 Sports and Health Science Academy	37-68197-6038558	June 2, 2022	July 12, 2022

## 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.

Starting with the 2022-23 school year, Parkway Middle School will become Parkway Sports & Health Science Academy. Like our other academy schools in the La Mesa Spring Valley School District, each student will have the opportunity to participate in two electives around the school's specialized

content areas, sports, health, and science. Example electives include the Science of Skateboarding, the Science of Surfing, the History and Ecology of San Diego (with a focus on the outdoors and hiking), Team Sports, and Hip Hop Dance. Parkway also features several extracurricular clubs including the Parkway Surf Club and the ESSPN before-school sports program. Parkway's campus includes the world-class Junior Seau Field and Sports Complex and it is adjacent to La Mesita Skatepark. Parkway Sports & Health Science Academy even has an indoor climbing wall.

All students will have the opportunity to take two elective courses each trimester (or one elective and one intervention course, depending on academic need). The list of electives offered includes year-long and trimester/cycles electives. Students choosing cycles electives will have new electives each trimester. In addition to the electives which incorporate sports, health, and science, Parkway offers outstanding electives in music, language, and art. With a hybrid block schedule, students are assigned 80-minute block periods two days a week. Students follow a traditional schedule for the other three days. This format allows teachers to provide experiential projects and activities to their students. Electives include: Sports Medicine, Team Sports, Science/Engineering of Skateboarding, Science of Surfing, World Travels and Sports, Medical Detectives, Local History & Ecology (Hiking), Music, Band, Choir, Media, Computers, Broadcasting, Spanish 1 & 2, and Art & Dance. These innovative course offerings are in addition to the excellent traditional middle school classes offered at Parkway Middle School. The addition of these new courses are meant to get students thinking and learning about science, health, sports, and nutrition in engaging and interactive ways so students are inspired and excited to participate and achieve at high levels!

# Table of Contents

SPSA Title Page .....	1
Purpose and Description.....	1
Table of Contents.....	3
Comprehensive Needs Assessment Components .....	5
Data Analysis .....	5
Surveys .....	5
Classroom Observations.....	6
Analysis of Current Instructional Program.....	7
Stakeholder Involvement .....	12
Resource Inequities .....	13
School and Student Performance Data .....	14
Student Enrollment.....	14
CAASPP Results.....	16
ELPAC Results .....	20
2021-22 Annual Review.....	23
Goal 1.....	23
Goal 2.....	25
Goal 3.....	27
Goal 4.....	30
2022-23 Goals, Strategies, & Proposed Expenditures .....	32
Goal 1.....	32
Goal 2.....	40
Goal 3.....	47
Goal 4.....	51
Budget Summary .....	55
Budget Summary .....	55
Other Federal, State, and Local Funds .....	55
Budgeted Funds and Expenditures in this Plan .....	56
Funds Budgeted to the School by Funding Source.....	56
Expenditures by Funding Source .....	56
Expenditures by Budget Reference .....	56
Expenditures by Budget Reference and Funding Source .....	56
Expenditures by Goal.....	56
School Site Council Membership .....	57
Recommendations and Assurances .....	58
Instructions.....	59

Instructions: Linked Table of Contents.....59  
Purpose and Description.....60  
Stakeholder Involvement.....60  
Resource Inequities .....60  
Goals, Strategies, Expenditures, & Annual Review .....61  
Annual Review .....62  
Budget Summary .....63  
Appendix A: Plan Requirements .....65  
Appendix B:.....68  
Appendix C: Select State and Federal Programs .....70

# 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).

Our school's comprehensive needs assessment included the solicitation of input and feedback from our educational partners (parents, teachers, staff, etc.). Our 2021-22 Annual Parent Survey was distributed to gather data regarding the climate and safety of the school and to solicit input about the strengths and areas for growth of the many programs and services we offer. Data from these surveys is included throughout our 2022-23 SPSA.

Consultations and connections with our educational partners took place through virtual Zoom meetings, in-person meetings, online surveys, phone conversations, and student home visits (when possible) and allowed us to assess our educational program, academic interventions, social-emotional and behavioral supports, parent engagement, and school connectedness.

As our 2021-22 school year began, our first priority was to ensure the safety of our learning community, technology needs, and to provide food and resources to our families. As such, our first surveys revolved around the basic needs of our students and their families. Once those basic needs were addressed, subsequent surveys were distributed.

Surveys sent in preparation for or during the 2021-22 school year included (but were not limited to) topics such as :

- Staff/Parent Quarantine Questions/Concerns
- Student Technology Needs
- Student/Family Community Resources Needs
- Staff Technology Needs

Parent data indicated a desire for more social emotional learning and mental health support for students and families. Parents also hope to continue making PKMS a safe learning environment for all students. There is also a desire to improve extracurricular activities as Parkway Middle School. Highlights from this year's data include substantial growth in both the areas of ELA and Math as demonstrated by the iReady diagnostic administered three times this school year. Although there was significant growth, there are many opportunities for improvement in all departments. 2022-23 will be a year that all departments and content areas work together to improve reading comprehension (thinking with text). The math department is also going to refocus the use of CPM, the adopted curriculum, and better align as a department to address learning needs and certain gaps that are present in school wide data. Science will begin the first full year of implementation of the new science curriculum adoption which is much more aligned to the Next Generation Science Standards. There will also be a tremendous growth in the access to a wide variety of elective classes focused on the new theme - sports, health, and science.

Teacher data displayed the desire for more training and direction in instructional practices focused on the improvement of reading comprehension, as well as research based strategies to improve math achievement in 7th and 8th grade. There is also continued requests to build on the solid foundation of PLC and to refine, grow, and expand the use of PLC to improve student learning.

The Extended School Services (ESS) program is housed on our campus and provides before and after school childcare in an academic and recreational setting. ESS also distributed parent surveys to participating families at our school site. The survey provides a method of monitoring needs and strengths of the program. Results are shared with all ESS employees and action plans are developed and put in place to address growth opportunities.

All educational partners shared comments about the safety needed if COVID cases started to increase.

Our school will continue to solicit input and feedback from our educational partners during the 2022-23 school year and utilize the data to improve the work that we are doing in support of our students, families, and staff.

## **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. Both the Principal and Assistant Principal make frequent visits to all classrooms.

### **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. As a school district we use an evaluation process called LEEP. This process is meant to have leaders and teachers focus on certain areas/standards and work collectively through observation, feedback, dialogue, and learning to grow as educators.

### **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 Cohort 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.

All teachers will participate in site-based staff development that takes place 1-2 times a month. We believe that building teacher capacity needs to be systematic and collaborative. Professional development is supported with daily interactions with and feedback from the principal. Individuals and collaborative teams identify areas of focus based on student need and site priorities which include: further development of school pride and community investment, pedagogical improvement school wide, continued focus on equity, and further work to keep the positive momentum going in terms of school culture and collaborative mindset.

Additionally, teachers can participate in district offerings to supplement site professional development. Teachers are currently afforded the opportunity to participate in professional development online, face-to-face, and blended professional development. Professional development courses have included:

- Reading in the Upper Grades for Struggling Readers 3-6
- Building Thinking Classrooms Revisited
- Build Math Minds
- Engaging Students With Current Events
- Charts, Chants and More for English Learners
- I've Got a Newcomer in My Class. Now What?!
- De-fronting the Classroom
- Counting Collections TK-2
- Best Practices for i-Ready Personalized Instruction
- i-Ready Engaging Students through Data Chats
- i-Ready: Using Data to Plan Instruction
- Trauma Informed Care
- Grief & Loss
- Responding to Behavior Escalation
- Restorative Justice Practices Overview
- NGSS 101: Crosscutting Concepts & Practices K-8th Science
- Mirrored in Media 4-8
- Fostering Independent Musicians in Music / Choral Classroom
- Physical Literacy PART 1
- Intro to Chromebooks
- 504 Accommodation Plans

Regardless of the learning format, our educators are eager to engage in professional development, and the District is committed to providing them with many tools, strategies, and training to support all learning models.



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

Staff development is provided to teachers and other staff to address the identified needs of our students. Areas of need are identified by student achievement data, stakeholder input, and observed areas of need. Growth and improvement are measured through principal classroom walkthrough data and student performance. Needs assessments and feedback are elicited in conjunction with each professional growth offering. Based on the feedback, professional growth is adjusted to increase effectiveness. The District is intentional about providing a through line of professional learning that targets the professional growth of new teachers, developing teachers, teacher leaders, new administrators, and veteran administrators.

All staff development is focused on:

- Cultural proficiency and educational equity
- Use of local assessments to inform and modify instruction
- 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 (ELD) Standards
- Implementation of the 5D Framework for High-Quality Teaching and Learning
- Development of strong PLCs
- Research-based classroom instruction and best practices

Site level professional development includes site learning day presentations and PLC work. Teachers work collaboratively to plan instruction based on essential standards, reflect on lessons, and analyze student work and assessment data, to improve their practice and increase student achievement. Staff development at our school site in the 2022-23 school year will focus on improving reading comprehension school wide and methods for improving school culture/climate.

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

Site-based professional development, grade-level collaboration, principal observation, and feedback/coaching provide on-going assistance and capacity building for teachers. (Response to Intervention support (Resource Teacher, 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 allow for 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)

Essential Standards in math and language arts provide 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 (when available), 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 our major focus to raise student achievement.

In 2022-23 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)  
Second Step Curriculum for Social-Emotional Learning

### i-Ready

This program is used to assess grade level proficiency in the areas of reading/writing and mathematical understanding. The iReady diagnostic is given 4 times each year to monitor/gauge achievement and plan interventions appropriately. The iReady program also provided individually designed online instruction to address gaps/areas of need to surface after taking the iReady diagnostic. Teachers monitor student data to make sure adequate growth is taking place. Students are required to complete at least 45 minutes of online instruction in both ELA and Math each week.

Teachers also use formative and summative assessments developed during PLC time or provided in content area curriculum.

## 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 educational partners (parents, community members, teachers, and other school personnel) have an opportunity to give input on the use of federal funds (as applicable) 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 educational partner groups are critical for the ongoing success of our students. As part of the planning process for the 2022-23 School Plan for Student Achievement (SPSA), school leadership met with the School Site Council (SSC) and the English Learner Advisory Committee (ELAC). Achievement data (local and state, if available) 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 for each goal.

School educational partner involvement meeting dates were as follows:

- ELAC Meeting # 3 February 13, 2022 8:00 am
- SSC # 4 Meeting, May 18, 2022; SSC #5 Meeting, June 2, 2022 4:00 pm
- Staff Meetings where the 2022-23 SPSA goals and metrics were discussed: June 9, 2022
- Other meetings where the 2022-23 SPSA goals and metrics were discussed (PTA, etc.): June 8, 2022

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.

## Resource Inequities

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

Our needs assessment involved a review of our SBAC and dashboard data (where available) as well as our current academic data, parent survey results, chronic attendance rates, and student survey results. When we look at our data compared to our actions and services, we noted the following resource inequities:

We did not identify any resource inequities

# School and Student Performance Data

## Student Enrollment Enrollment By Student Group

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	18-19	19-20	20-21
Grade 7	402	360	339
Grade 8	421	391	370
<b>Total Enrollment</b>	823	751	709

### The conclusions based on this data

1. Enrollment is consistent with state/district wide declines. New programs/electives we have developed are aimed at turning the decline around - we look to grow back to 800 students in the next few years.

# School and Student Performance Data

## Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
English Learners	66	48	58	8.0%	6.4%	8.2%
Fluent English Proficient (FEP)	104	95	85	12.6%	12.6%	12.0%
Reclassified Fluent English Proficient (RFEP)	4	12	5	6.8%	18.2%	10.4%

### The conclusions based on this data

1. The overall number of English Learner students on campus has remained quite static.
2. The percentage of EL students reclassifying dropped significantly from 19/20 to 20/21 - this is an area to analyze and improve.

# School and Student Performance Data

## CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 7	400	401	330	395	393	0	395	393	0	98.8	98	0.0
Grade 8	405	420	366	404	411	0	403	411	0	99.8	97.9	0.0
All Grades	805	821	696	799	804	0	798	804	0	99.3	97.9	0.0

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

### 2019-20 Data:

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 7	2587.	2568.		26.33	22.90		43.80	38.17		17.22	21.37		12.66	17.56	
Grade 8	2580.	2595.		20.84	25.06		35.98	37.23		26.05	22.63		17.12	15.09	
All Grades	N/A	N/A	N/A	23.56	24.00		39.85	37.69		21.68	22.01		14.91	16.29	

### 2019-20 Data:

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

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 7	34.94	26.72		46.33	49.11		18.73	24.17	
Grade 8	26.80	32.85		47.64	44.04		25.56	23.11	
All Grades	30.83	29.85		46.99	46.52		22.18	23.63	

### 2019-20 Data:

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



<b>Writing</b>									
<b>Producing clear and purposeful writing</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>17-18</b>	<b>18-19</b>	<b>20-21</b>	<b>17-18</b>	<b>18-19</b>	<b>20-21</b>	<b>17-18</b>	<b>18-19</b>	<b>20-21</b>
<b>Grade 7</b>	39.75	34.61		48.10	49.62		12.15	15.78	
<b>Grade 8</b>	30.02	35.52		53.60	49.64		16.38	14.84	
<b>All Grades</b>	34.84	35.07		50.88	49.63		14.29	15.30	

2019-20 Data:

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

<b>Listening</b>									
<b>Demonstrating effective communication skills</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>17-18</b>	<b>18-19</b>	<b>20-21</b>	<b>17-18</b>	<b>18-19</b>	<b>20-21</b>	<b>17-18</b>	<b>18-19</b>	<b>20-21</b>
<b>Grade 7</b>	22.03	16.54		65.06	68.19		12.91	15.27	
<b>Grade 8</b>	20.60	22.38		66.25	68.86		13.15	8.76	
<b>All Grades</b>	21.30	19.53		65.66	68.53		13.03	11.94	

2019-20 Data:

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

<b>Research/Inquiry</b>									
<b>Investigating, analyzing, and presenting information</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>17-18</b>	<b>18-19</b>	<b>20-21</b>	<b>17-18</b>	<b>18-19</b>	<b>20-21</b>	<b>17-18</b>	<b>18-19</b>	<b>20-21</b>
<b>Grade 7</b>	41.77	34.86		48.61	48.85		9.62	16.28	
<b>Grade 8</b>	35.24	39.90		47.89	43.07		16.87	17.03	
<b>All Grades</b>	38.47	37.44		48.25	45.90		13.28	16.67	

2019-20 Data:

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

**The conclusions based on this data**

1. Conclusions will be drawn when CAASPP results become available.
2. Conclusions will be drawn when CAASPP results become available.
3. Conclusions will be drawn when CAASPP results become available.

# 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			% of Enrolled Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 7	400	401	330	397	396	0	397	396	0	99.3	98.8	0.0
Grade 8	405	420	366	403	413	0	403	413	0	99.5	98.3	0.0
All Grades	805	821	696	800	809	0	800	809	0	99.4	98.5	0.0

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

### 2019-20 Data:

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 7	2557.	2535.		27.20	20.71		21.16	20.20		26.20	29.55		25.44	29.55	
Grade 8	2569.	2585.		28.04	32.45		18.36	19.13		22.08	22.52		31.51	25.91	
All Grades	N/A	N/A	N/A	27.63	26.70		19.75	19.65		24.13	25.96		28.50	27.69	

### 2019-20 Data:

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

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 7	35.77	26.01		28.72	36.62		35.52	37.37	
Grade 8	34.99	35.84		31.02	31.23		34.00	32.93	
All Grades	35.38	31.03		29.88	33.87		34.75	35.11	

### 2019-20 Data:

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

<b>Problem Solving &amp; Modeling/Data Analysis</b>									
<b>Using appropriate tools and strategies to solve real world and mathematical problems</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>17-18</b>	<b>18-19</b>	<b>20-21</b>	<b>17-18</b>	<b>18-19</b>	<b>20-21</b>	<b>17-18</b>	<b>18-19</b>	<b>20-21</b>
<b>Grade 7</b>	31.99	22.47		42.07	45.71		25.94	31.82	
<b>Grade 8</b>	27.05	33.17		42.68	39.23		30.27	27.60	
<b>All Grades</b>	29.50	27.94		42.38	42.40		28.13	29.67	

2019-20 Data:

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

<b>Communicating Reasoning</b>									
<b>Demonstrating ability to support mathematical conclusions</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>17-18</b>	<b>18-19</b>	<b>20-21</b>	<b>17-18</b>	<b>18-19</b>	<b>20-21</b>	<b>17-18</b>	<b>18-19</b>	<b>20-21</b>
<b>Grade 7</b>	27.20	20.96		51.89	55.30		20.91	23.74	
<b>Grade 8</b>	29.78	35.11		44.67	44.55		25.56	20.34	
<b>All Grades</b>	28.50	28.18		48.25	49.81		23.25	22.00	

2019-20 Data:

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

**The conclusions based on this data**

1. Conclusions will be drawn when CAASPP results become available.
2. Conclusions will be drawn when CAASPP results become available.
3. Conclusions will be drawn when CAASPP results become available.

# School and Student Performance Data

## ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
7	1542.5	1555.6	1556.1	1528.8	1547.4	1568.0	1555.9	1563.2	1543.8	33	34	30
8	1527.0	1590.4	1605.7	1500.9	1602.8	1625.0	1552.7	1577.4	1586.0	22	31	27
<b>All Grades</b>										55	65	57

### 2019-20 Data:

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

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
7	33.33	23.53	36.67	48.48	47.06	26.67	*	26.47	30.00	*	2.94	6.67	33	34	30
8	*	35.48	51.85	*	38.71	22.22	*	25.81	22.22	*	0.00	3.70	22	31	27
<b>All Grades</b>	32.73	29.23	43.86	43.64	43.08	24.56	*	26.15	26.32	*	1.54	5.26	55	65	57

### 2019-20 Data:

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

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
7	48.48	55.88	53.33	42.42	20.59	26.67	*	17.65	16.67	*	5.88	3.33	33	34	30
8	*	45.16	66.67	54.55	45.16	11.11	*	9.68	22.22	*	0.00	0.00	22	31	27
<b>All Grades</b>	38.18	50.77	59.65	47.27	32.31	19.30	*	13.85	19.30	*	3.08	1.75	55	65	57

### 2019-20 Data:

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

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
7	42.42	17.65	13.33	*	38.24	33.33	*	38.24	26.67	*	5.88	26.67	33	34	30
8	*	25.81	29.63	*	45.16	40.74	*	19.35	18.52	*	9.68	11.11	22	31	27
All Grades	41.82	21.54	21.05	*	41.54	36.84	20.00	29.23	22.81	20.00	7.69	19.30	55	65	57

2019-20 Data:

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

Listening Domain Percentage of Students by Domain Performance Level for All Students													
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students			
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	
7	51.52	11.76	23.33	48.48	82.35	63.33		5.88	13.33	33	34	30	
8	*	35.48	59.26	54.55	58.06	37.04	*	6.45	3.70	22	31	27	
All Grades	41.82	23.08	40.35	50.91	70.77	50.88	*	6.15	8.77	55	65	57	

2019-20 Data:

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

Speaking Domain Percentage of Students by Domain Performance Level for All Students													
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students			
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	
7	54.55	70.59	70.00	36.36	23.53	26.67	*	5.88	3.33	33	34	30	
8	*	70.97	70.37	50.00	29.03	29.63	*	0.00	0.00	22	31	27	
All Grades	49.09	70.77	70.18	41.82	26.15	28.07	*	3.08	1.75	55	65	57	

2019-20 Data:

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

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
7	39.39	20.59	20.00	*	55.88	40.00	33.33	23.53	40.00	33	34	30
8	*	32.26	51.85	*	48.39	22.22	*	19.35	25.93	22	31	27
<b>All Grades</b>	38.18	26.15	35.09	25.45	52.31	31.58	36.36	21.54	33.33	55	65	57

2019-20 Data:

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

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
7	*	20.59	13.33	72.73	79.41	76.67	*	0.00	10.00	33	34	30
8	*	3.23	25.93	*	96.77	70.37	*	0.00	3.70	22	31	27
<b>All Grades</b>	32.73	12.31	19.30	56.36	87.69	73.68	*	0.00	7.02	55	65	57

2019-20 Data:

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

**The conclusions based on this data**

1. Conclusions will be drawn when ELPAC results become available.
2. Conclusions will be drawn when ELPAC results become available.

# 2021-22 Annual Review

## Goal Subject

Academic Excellence

## LEA/LCAP Goal

LCAP Goal #1 - Achieve

We will increase achievement for all of our students while decreasing performance gaps and educational inequities.

LCAP Goal #3 - Equip

We will equip our students with the tools necessary to realize their fullest potential.

## Goal 1

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

## Annual Review

### SPSA Year Reviewed: 2021-22

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

## ANALYSIS

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

Teachers did a tremendous amount of work in this area during the 2021-22 school year. The ELA and Math department received training of the use and implementation of iReady assessments and online instruction/student support. Teachers learned about the iReady diagnostic assessments and individual online learning that would connect directly to assessment data and gaps in student learning. 8th grade students took the iReady diagnostic 3 times and 7th grade students took the assessment 4 times throughout the 2021-22 school year. Teachers analyzed iReady data and facilitated student use/completion of 45 minutes of individualized iReady online instruction each week in ELA and Math.

Teachers also participated in Professional Learning Cycles and worked closely with the Instructional Data Coach all year long. As a school, teachers and administration collaborated to create an instructional focus statement. The instructional focus statement, "We will increase the frequency and depth of the interactions students are having with informative text to improve reading comprehension," helped the staff focus collectively on a common instructional/pedagogical goal. The teachers committed to implementing powerful practices aimed at addressing the instructional focus. Administration and the Instructional Data Coach provided professional development, coaching, and ample professional readings to help teachers learn and grow as educators.

Teachers also continued to meet in weekly PLC groups to lesson design, create common formative assessments, review student work, and dialogue about effective instructional practices.

Administration frequently attended a portion of many PLC meetings to offer support, feedback, and guidance - but to also learn and seek feedback from the teachers.

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 are no major differences between intended implementation and budgeted expenditures. The strategies/activities/professional development intended to support growth and improvement for this goal were achieved as described and in connection with 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.

The academic goal for the upcoming SPSA year will be split into two goals; Goal 1 will be ELA and Goal 2 will be math. This will allow us to more clearly define actions and services, rather than putting them altogether. PKMS will not be making significant changes in terms of the systems and structures that were built the last several years, and will work to continue developing a burgeoning culture of thinking and learning, but the teacher/staff/administration do aim to make continual progress and growth each year as it relates to Goal 1. In the area of ELA, PKMS will continue the unified work to improve reading comprehension (thinking with text). Specifically this will happen in English classes, but also in all content areas. In Math, PKMS is planning to reinvest in training/support connected to the CPM adopted curriculum. To address gaps that have been surfaced related to English Learners, PKMS is going to redesign ELD courses - and focus on effective strategies to support integrated and designated ELD. PKMS is also making big changes in regard to the master schedule and daily bell schedule to allow for the development of a school that offers a wide variety of elective courses focused on science, health, nutrition, and sports. These changes are meant to create a more engaging and innovative school culture and structure to promote deeper learning and enthusiasm for learning. Many of these changes will be highlighted in the Planned Improvements section of the SPSA.



# 2021-22 Annual Review

## Goal Subject

Closing the Achievement Gap

## LEA/LCAP Goal

LCAP Goal #1 - Achieve

We will increase achievement for all of our students while decreasing performance gaps and educational inequities.

## 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.

## Annual Review

### SPSA Year Reviewed: 2021-22

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

## ANALYSIS

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

Teachers did a tremendous amount of work in this area during the 2021-22 school year. The ELA and Math department received training of the use and implementation of iReady assessments and online instruction/student support. Teachers learned about the iReady diagnostic assessments and individual online learning that would connect directly to assessment data and gaps in student learning. 8th grade students took the iReady diagnostic 3 times and 7th grade students took the assessment 4 times throughout the 2021-22 school year. Teachers analyzed iReady data and facilitated student use/completion of 45 minutes of individualized iReady online instruction each week in ELA and Math.

Administrators and teachers also did extensive work related to equity driven practices and strategies that would change/revise current systems and structures to open more doors for more kids - and provide inclusive, welcoming, community-conscious school environments/cultures for all students. The LMSV School District provided consultation and professional development from Dr. Trudy Arriaga and a copy of her book "Opening Doors" to every educator in the district. This led to conversations in school site staff meetings and site learning days. One of the areas of focus was addressing historic achievement gaps that have persisted state-wide for many years, but are particularly evident in La Mesa Spring Valley when looking at data trends/patterns - Parkway Middle School is no different and there is a great need to move with urgency to address performance gaps and educational inequities.

One way PKMS has addressed performance gaps and inequity is through the development of What I Need Time or WIN Time - which is intervention/re-teaching/work completion time worked into the weekly schedule. WIN times has been very successful in helping students, particularly students who are underperforming.

A group of PKMS teachers also continued working with the High Tech. High Graduate School of Education. Teachers worked closely as a group in what is called the CARE Network. This work/learning opportunity focused on issues related to student voice, student agency, teacher care, cultural identity, and equity to help students of color and students in significant groups foster a stronger academic identity - so that achievement gaps are eliminated, students are more successful, and Parkway Middle School becomes more equitable systematically. One area that was specifically relevant, and applied to classrooms/teacher practice, was the modification of grading policies to allow students more ability to recover and a greater overall focus on learning, as opposed to work completion.

PKMS leaders/teachers are very strategic in how the master schedule has been developed to provide intervention time for students who traditionally underperform. Students have access to these classes and are often assigned Study Skills, Reading Intervention, or Math Intervention to support their needs and to address performance gaps and educational inequities.

PKMS also offers integrated, but also designated ELD courses. Integrated is offered within traditional ELD classes and also content areas such as history and science. Designated ELD is offered through a separate ELD class all EL students are required to take until they reclassify. Integrated and designated ELD is meant to help decrease performance gaps and educational inequities.

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.

Goal 2 currently is focused on achievement gaps for identified subgroups. Rather than separate these from the academic areas that they are connected to, each subgroup's data will be included under their respective academic areas in Goals 1 and 2 moving forward. Actions and services to address these needs will be identified to align to those academic areas. PKMS will not be making significant changes in terms of the systems and structures that were build the last several years, and will continue to work to develop a burgeoning culture of thinking and learning, but the teachers/staff/administration do aim to make continual progress and growth each year as it related to Goal 2. Specifically PKMS will work to redesign ELD courses and move to better support newcomer EL students. Data analysis founded in the work of PLCs will also help PKMS tackle the disparities and inequities that surface when comparing significant student groups at PKMS. The LMSV School District will lead work/learning connected to the book/program "Shattering Inequities" and this will connect to work that we do as a school site. Many of these changes/improvements will be highlighted in the Planned Improvements section of the SPSA.

# 2021-22 Annual Review

## Goal Subject

Student Wellness

## LEA/LCAP Goal

LCAP Goal #2 Engage

We will engage our students and the learning community in order to provide the skills and supports necessary for social, emotional, and physical well-being.

## Goal 3

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

# Annual Review

## SPSA Year Reviewed: 2021-22

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

## ANALYSIS

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

A group of PKMS teachers worked with the High Tech High Graduate School and the HTH CARE Network. PKMS also worked with a survey company named PERTS. PKMS has already been collecting some data related to student voice, student agency, teacher caring, cultural identity, and school wide equity. PKMS hopes to expand this data collection and the actions taken to address findings in the coming years.

This year the PKMS School Counselor opened the PKMS Wellness Center to offer a space to any student in need of a safe place to be on campus to emotionally self-regulate, take a mental health break, meet with counseling staff, or meet with groups. The PKMS Wellness Center has been tremendously successful and has become a very important part of our school campus/culture.

This year PKMS was able to hire a 1.0 FTE Social Worker. This position was critical in a year when students/staff returned from school closures caused by the COVID-19 global pandemic. The school Social Worker worked passionately to provide individual/group counseling, individual drop-in social emotional support, and classroom lessons throughout the school year. The school Social Worker also co-developed the first Gay & Straight Alliance Club in the La Mesa Spring Valley School District to support the growing number of LGBTQ students at PKMS. The school Social Worker position was so incredibly important, and the work she did had a powerful impact school wide.

Monthly staff meetings and site learning days included information/training on supporting mental health of students.

The school Counselor, Social Worker, and Administration also created/operated Restorative Meetings with families of students who were suggested by teachers. These meetings involved

sitting in circle with families, including the student, to develop a support plan that focused on wellness and academic success.

The Social Worker also had periodic events called "Sprinkle Happiness" on Friday mornings to promote kindness and happiness. Staff would come out to the front of the school hold signs with positive messages, wave, and smile at families (a few teachers even danced) while music played - it was a great way to start the day during these mornings.

The school Speech and Language Therapist did a weekly Lunch Bunch group for students looking for a fun and safe place to hang-out during lunches.

A school Para-professional supervised lunch basketball 2x per. week.

School administration sent a weekly message to families - often including information on social emotional learning and/or mental health.

Another very successful program that the district provided - but was enthusiastically supported by all PKMS staff - was the ESSPN SEL/Sports Program. Students were selected and invited to attend every Monday, Tuesday, and Wednesday. Students played in two tournaments against other schools. Each week students played sports, but also participated in a weekly SEL lesson.

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.

Professional development funds and time will be dedicated to cultural proficiency and culturally responsive pedagogy. Several teachers read the book "Culturally Responsive Teaching and the Brain."

"The Parkway Way to Be" lessons were taught to all students in August through P.E. classes - and then follow-up zoom-in presentations were done at various times throughout the year in history classes.

Parkway will host Mending Matters Diversion Program one day per week. PKMS also refers students/parents to the McCallister Program for substance abuse counseling.

Parkway has adopted four school wide rules, Be Respectful, Be Responsible, Be Safe, Be a Thinker. 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.

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.

Goal 3 will focus on connectedness to school. It will be measured through reducing chronic absenteeism amongst our students. Due to the effects of the COVID-19 pandemic, we have removed attendance percentage as a monitoring measurement in our SPSA. PKMS will not be making significant changes in terms of the systems and structures that were built the last several years, and will continue to work to develop a burgeoning culture of thinking and learning, but the teachers/staff/administration do aim to make continual progress and growth each year as it related to Goal 3. PKMS will continue to refine the use of the Wellness Center - and welcome a new Academic Counselor to campus following the retirement of the previous Counselor. PKMS will refine and possibly expand the operation of social emotional and wellness group counseling and services. PKMS will create a systematic way to include Restorative Meetings with families with more frequency and with more teachers involved. ESSPN will continue and hopefully grow in participation. Many of these changes/improvements will be highlighted in the Planned Improvements section of the SPSA.

# 2021-22 Annual Review

## Goal Subject

Parent/Community Engagement

## LEA/LCAP Goal

LCAP Goal #2 Engage

We will engage our students and the learning community in order to provide the skills and supports necessary for social, emotional, and physical well-being.

## Goal 4

Establish meaningful partnerships with our parents to promote student success.

## Annual Review

### SPSA Year Reviewed: 2021-22

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

## ANALYSIS

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

PKMS continued the use of a school culture survey through a company named PERTS connected to High Tech High Care Network.

Parkway will maintain full membership for SSC and PTSA in the 21-22 school year. The PTSA did several fun events this year including the Halloween Drive-Thru and helping with the End-of-the-Year Events.

Parkway will continue to encourage parents to participate in ELAC. Maintaining the group of parents has been historically very difficult at PKMS.

Parkway will offer parent volunteer opportunities for office help, special events, and fall and spring student picture days. We also had several parents volunteer this year to support lunch supervision.

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.

Parkway will improve communication to address parents/community more directly - asserting the importance of parent participation during the middle school years.

More opportunities will be created to encourage and engage parents to attend/participate - donuts/coffee chats, parent nights, reading/academic experiences, etc.

Translators will continue to be provided for parent events and hard copy flyers will be translated in Spanish.

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.

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.

Goal 4 focuses on culture/climate at the school and will be measured both by student and parent surveys, and through student suspension data. PKMS will not be making significant changes in terms of the systems and structures that were built the last several years, and will continue to work to develop a burgeoning culture of thinking and learning, but the teachers/staff/administration do aim to make continual progress and growth each year as it related to Goal 3. PKMS school staff has been discussing more ways to interact and communicate with the great school community. PKMS will offer more Parent Education sessions during the 2022-23 school year - there is a particular need to do some work with student use of social media. Parent feedback during SSC meetings expressed that Parkway needs to be more direct/clear in stressing the importance of parent participation. There is also a call for Parkway to create more parent/family activities to get the community to engage and participate. The PTSA is also going to organize and operate a much bigger fundraising effort to raise money to help support the changes being made to transition from Parkway Middle School to Parkway Sports and Health Science Academy. Many of these changes/improvements will be highlighted in the Planned Improvements section of the SPSA.



# 2022-23 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

English Language Arts

## LEA/LCAP Goal

Goal 1 - ACHIEVE - We will increase achievement for all of our students while decreasing performance gaps and educational inequities. (State Priority 4-Pupil Achievement, 8-Other Pupil Outcomes)

## Goal 1

Statewide Assessments:

The percentage of all students in Grades 2-6 meeting standard on SBAC (ELA) will increase from xx to xx (minimum of 3% increase).

The percentage of English Learners in Grades 2-6 meeting standard on SBAC (ELA) will increase from xx to xx (minimum of 8% increase).

The percentage of socioeconomically disadvantaged students in Grades 2-6 meeting standard on SBAC (ELA) will increase from xx to xx (minimum of 8% increase).

The percentage of students with disabilities in Grades 2-6 meeting standard on SBAC (ELA) will increase from xx to xx (minimum of 8% increase).

Local Assessments:

The percentage of all students in Grades K-6 scoring at or above grade level on i-Ready (ELA) will increase from 50% to 55%

The percentage of English Learners in Grades K-6 scoring at or above grade level on i-Ready (ELA) will increase from 2% to 10%

The percentage of socioeconomically disadvantaged students in Grades K-6 scoring at or above grade level on i-Ready (ELA) will increase from 40% to 48%

The percentage of students with disabilities in Grades K-6 scoring at or above grade level on i-Ready (ELA) will increase from 15% to 25%

## Identified Need

Students in all grades (including significant student groups) will demonstrate increased proficiency on state and district assessments. Following school closures and the general chaos/trauma caused by the COVID-19 global pandemic, PKMS is similar to other educational institutions state-wide in seeing a sharp decline in grade level proficiency. As a school, PKMS is focused on addressing this decline and creating the systems/structures to help students and families recover and reach academic growth/proficiency during the next school year. As demonstrated by local assessment



data gathered from the use of the iReady diagnostic assessment, given 3x during the 2021-22 school year, only 50% of PKMS students are grade level proficient. When digging deeper into the data there are much lower proficiency rates in significant student groups. This includes only 2% of PKMS English Learner students demonstrating grade level proficiency, with SPED students at 15%. When comparing significant student groups there are also findings based on data analysis that must be addressed in coming years. For example, the gap between White students and African-American/Latino students is 20 points. The iReady data also indicates that PKMS students, as a whole, are not struggling with foundational reading skills (i.e. phonics/site words) - however students are clearly struggling with reading comprehension (thinking with text).

### Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
SBAC ELA Assessment - % of students meeting standard (Grades 7-8)	ALL students, Grades 7-8 - XX%	ALL students, Grades 7-8 - XX%
	English Learners, Grades 7-8 - XX%	English Learners, Grades 7-8 - XX%
	Socioeconomically Disadvantaged Students, Grades 7-8 - XX%	Socioeconomically Disadvantaged Students, Grades 7-8 - XX%
	Students with Disabilities, Grades 7-8 - XX%	Students with Disabilities, Grades 7-8 - XX%
i-Ready ELA Assessment - % of students at or above grade level (All grades)	ALL students - 50%	ALL students - 55-61%
	English Learners - 2%	English Learners - 10%
	Socioeconomically Disadvantaged Students - 40%	Socioeconomically Disadvantaged Students - 48%
	Students with Disabilities - 15%	Students with Disabilities - 25%
	Data Comparison: White Students 61% to African-American 41%	African-American - 51%
	Date Comparison: White Students 61% to Latino 41%	Latino/Hispanic - 51%

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).

PLC is a group of educators that meet regularly/weekly, 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 teaching and learning in each and every classroom.
- Connect PLC with Instructional Data Coach and Professional Learning Cycles.
- Analyze data and then the selection of a powerful practice to foster improvement.
- Focus PLC work on becoming more effective at delivering LMSV Essential Standards-aligned curriculum and instruction to each and every student.
- Deepen understanding of effective use of assessment data through collective inquiry to drive instruction, re-teaching, and intervention - in particular the use of iReady.
- Focus on academic and social emotional needs of significant student groups (African American, Latino, Foster, SPED) to support them in reaching proficiency on Essential Standards and SBAC in 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)

0

Source(s)

LCFF

### 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

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

- Connect 5 Dimensions to the LEEP Teacher Evaluation process.
- 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 (5D).
- Classroom walk-throughs/peer observation to observe, analyze, and calibrate evidence of high quality teaching and learning (powerful practices).
- Guiding Coalition will participate in the Teacher Lab Protocol 2-3 times per. year.

**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)

0

Source(s)

LCFF

**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 possibly engaging in backwards planning. ELA (Studysync, ReadingQuiz, and Columbia University Teacher College Reading Units of Study) Math (CPM & Math Consultant)
- Department/grade-level teams will use standards unwrapping resources to identify targets, determine formative assessments, and plan instruction - and connect learning to powerful teaching practices.
- 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 4-6 week Professional Learning Cycles in collaboration with the Instructional Data Coach and Administration.
- Teachers will participate in professional development to fortify math content knowledge and increase math instruction expertise - and the use of the CPM curriculum.

**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)

0

Source(s)

LCFF

## 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.
- Operate Progress Monitoring Checks - 2x per year.
- Department/grade level teams will use Common Formative Assessments to place students in WIN Time Intervention to address academic needs in small group settings.
- SBAC and District benchmark data will be analyzed by Principal, Assistant Principal, and Counselor to determine placement in intervention program(s) (Delta Math, iReady, Math/Reading Intervention) with initial placement made in August of the new school year and reviewed after each program benchmark assessments/iReady data .
- The Instructional Data Coach will work to support instructional teams with instructional best practices and evidence based interventions.
- The Instructional Data Coach will analyze data to identify school-wide, grade level, and student areas of strength and areas of need.
- The instructional Data Coach will lead/guide teachers to complete 4-6 week Professional Learning Cycles.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

## Strategy/Activity 5

### Students to be Served by this Strategy/Activity

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

All Students

### Strategy/Activity

Powerful Practices - Materials, Professional Development, and Coaching

- Organize the regular implementation of Professional Learning Cycles - tied to data analysis, lesson design, and the implementation of powerful practices.
- Provide professional development related to the Framework for Powerful Learning and the LMSV districtwide instructional focus.
- Continue to refine the use of iReady diagnostic data and iReady individualized online learning.

- Further implement the use of ReadnQuiz to promote reading at PKMS.
- Purchase and pilot the Columbia University, Teachers College, Reading Units of Study.
- Purchase library books to support the implementation of ReadnQuiz and the Reading Units of Study.
- Provide professional development on powerful practices - thinking routines, culturally responsive pedagogical strategies, collaborative conversation techniques, etc.
- Provide further CPM training and access to a math consultant.
- Provide ongoing coaching and support - Instructional Data Couch and Instructional Leader/Admin.
- Provide sub. days for planning and conference/workshop attendance.

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0	LCFF

**Strategy/Activity 6**

**Students to be Served by this Strategy/Activity**

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

English Learner Students

**Strategy/Activity**

- English Language Development
- Include training related to integrated and designated ELD in all professional development sessions.
  - Refine/redesign certain aspects of ELD instruction and/or schedule design to better support EL students.
  - Create better supports/systems for newcomer EL students.
  - Promote the asset of bilingualism as a school - celebrate and honor students who speak more than one language.
  - Create 2 elective master/daily schedule so EL students still get to participate in new electives.
  - Explore the use of GLAD strategies - this might include GLAD training/retraining.

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0	LCFF

## Strategy/Activity 7

### Students to be Served by this Strategy/Activity

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

Significant Student Groups (Latino/Hispanic & African-American)

### Strategy/Activity

#### Professional Development & Data Analysis

- Examine data and reflect on disparities/inequities at PKMS.
- Read/Study "Shattering Inequities" - implement pertinent ideas taken from the text.
- Purchase reading material/curricular materials that reflect the diversity of the PKMS community.
- Include equity driven practices and culture responsive pedagogy ideas in professional development sessions.
- Book Study - "Culturally Responsive Teaching and the Brain"
- Actively recruit/hire staff that better reflects the diversity of the PKMS community.
- Employ restorative practices/mindset when operating classroom management and/or school wide discipline.

### 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)

0

Source(s)

LCFF

## Strategy/Activity 8

### Students to be Served by this Strategy/Activity

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

Students with Disabilities

### Strategy/Activity

#### MTSS and Tiered Interventions

- Explore training/learning related to Multi Tiered Systems of Support.
- Provide progress monitoring time - connected with data analysis.
- Provide para-professional training/support

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

0

LCFF

# 2022-23 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

Math

## LEA/LCAP Goal

Goal 1 - ACHIEVE - We will increase achievement for all of our students while decreasing performance gaps and educational inequities. (State Priority 4-Pupil Achievement, 8-Other Pupil Outcomes)

## Goal 2

Statewide Assessments:

The percentage of all students in Grades 7-8 meeting standard on SBAC (Math) will increase from xx to xx (minimum of 3% increase).

The percentage of English Learners in Grades 7-8 meeting standard on SBAC (Math) will increase from xx to xx (minimum of 8% increase).

The percentage of socioeconomically disadvantaged students in Grades 7-8 meeting standard on SBAC (Math) will increase from xx to xx (minimum of 8% increase).

The percentage of students with disabilities in Grades 7-8 meeting standard on SBAC (Math) will increase from xx to xx (minimum of 8% increase).

Local Assessments:

The percentage of all students in Grades 7-8 scoring at or above grade level on i-Ready (Math) will increase from 36% to 40%

The percentage of English Learners in Grades 7-8 scoring at or above grade level on i-Ready (Math) will increase from 0% to 10%

The percentage of socioeconomically disadvantaged students in Grades 7-8 scoring at or above grade level on i-Ready (Math) will increase from 23% to 31%

The percentage of students with disabilities in Grades 7-8 scoring at or above grade level on i-Ready (Math) will increase from 8% to 16%

## Identified Need

Students in all grades (including significant student groups) will demonstrate increased proficiency on state and district assessments. Following school closures and the general chaos/trauma caused by the COVID-19 global pandemic, PKMS is similar to other educational institutions state-wide in seeing a sharp decline in grade level proficiency. As a school, PKMS is focused on addressing this decline and creating the systems/structures to help students and families recover and reach academic growth/proficiency during the next school year. As demonstrated by local assessment



data gathered from the use of the iReady diagnostic assessment, given 3x during the 2021-22 school year, only 36% of PKMS students are grade level proficient. When digging deeper into the data there are much lower proficiency rates in significant student groups. This includes only 0% of PKMS English Learner students demonstrating grade level proficiency, with SPED students at 8%. When comparing significant student groups there are also findings based on data analysis that must be addressed in coming years. For example, the gap between White students and African-American students is 30 percentage points and 13 percentage points when looking at Latino/Hispanic students.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
SBAC Math Assessment - % of students meeting standard (Grades 7-8)	<p>ALL students, Grades 7-8 - XX%</p> <p>English Learners, Grades 7-8 - XX%</p> <p>Socioeconomically Disadvantaged Students, Grades 7-8 - XX%</p> <p>Students with Disabilities, Grades 7-8 - XX%</p>	<p>ALL students, Grades 7-8 - XX%</p> <p>English Learners, Grades 7-8 - XX%</p> <p>Socioeconomically Disadvantaged Students, Grades 7-8 - XX%</p> <p>Students with Disabilities, Grades 7-8 - XX%</p>
i-Ready Math Assessment - % of students at or above grade level (All grades)	<p>ALL students - 36%</p> <p>English Learners - 0%</p> <p>Socioeconomically Disadvantaged Students - 23%</p> <p>Students with Disabilities - 8%</p> <p>Data Comparison: White Students 43% to African-American 13%</p> <p>Date Comparison: White Students 43% to Latino/Hispanic 30%</p>	<p>ALL students - 40%</p> <p>English Learners - 10%</p> <p>Socioeconomically Disadvantaged Students - 31%</p> <p>Students with Disabilities - 16%</p> <p>African-American - 23%</p> <p>Latino/Hispanic - 40%</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)

All Students

## Strategy/Activity

Develop strong Professional Learning Communities (PLCs).

PLC is a group of educators that meet regularly/weekly, 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 teaching and learning in each and every classroom.
- Connect PLC with Instructional Data Coach and Professional Learning Cycles.
- Analyze data and then the selection of a powerful practice to foster improvement.
- Focus PLC work on becoming more effective at delivering LMSV Essential Standards-aligned curriculum and instruction to each and every student.
- Deepen understanding of effective use of assessment data through collective inquiry to drive instruction, re-teaching, and intervention - in particular the use of iReady.
- Focus on academic and social emotional needs of significant student groups (African American, Latino, Foster, SPED) to support them in reaching proficiency on Essential Standards and SBAC in 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)

0

Source(s)

LCFF

## 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

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

- Connect 5 Dimensions to the LEEP Teacher Evaluation process.
- 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 (5D).
- Classroom walk-throughs/peer observation to observe, analyze, and calibrate evidence of high quality teaching and learning (powerful practices).
- Guiding Coalition will participate in the Teacher Lab Protocol 2-3 times per. year.

## 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)

0

Source(s)

LCFF

### 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.
- Teachers will also be aware of incorporating mathematical practices when developing lessons.
- 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 possibly engaging in backwards planning - Math (CPM & Math Consultant)
- Department/grade-level teams will use standards unwrapping resources to identify targets, determine formative assessments, and plan instruction - and connect learning to powerful teaching practices.
- 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 4-6 week Professional Learning Cycles in collaboration with the Instructional Data Coach and Administration.
- Teachers will participate in professional development to fortify math content knowledge and increase math instruction expertise - and the use of the CPM curriculum.

#### 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)

0

Source(s)

LCFF

### 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.
- Operate Progress Monitoring Checks - 2x per. year.
- Department/grade level teams will use Common Formative Assessments to place students in WIN Time Intervention to address academic needs in small group settings.
- SBAC and District benchmark data will be analyzed by Principal, Assistant Principal, and Counselor to determine placement in intervention program(s) (Delta Math, iReady, Math/Reading Intervention) with initial placement made in August of the new school year and reviewed after each program benchmark assessments/iReady data .
- The Instructional Data Coach will work to support instructional teams with instructional best practices and evidence based interventions.
- The Instructional Data Coach will analyze data to identify school-wide, grade level, and student areas of strength and areas of need.
- The instructional Data Coach will lead/guide teachers to complete 4-6 week Professional Learning Cycles.

**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)

0

Source(s)

LCFF

**Strategy/Activity 5****Students to be Served by this Strategy/Activity**

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

All Students

**Strategy/Activity**

Powerful Practices - Materials, Professional Development, and Coaching

- Organize the regular implementation of Professional Learning Cycles - tied to data analysis, lesson design, and the implementation of powerful practices.
- Provide professional development related to the Framework for Powerful Learning and the LMSV districtwide instructional focus.

- Continue to refine the use of iReady diagnostic data and iReady individualized online learning.
- Provide professional development on powerful practices - thinking routines, culturally responsive pedagogical strategies, collaborative conversation techniques, etc.
- Provide further CPM training and access to a math consultant.
- Provide ongoing coaching and support - Instructional Data Couch and Instructional Leader/Admin.
- Provide sub. days for planning and conference/workshop attendance.

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0	LCFF

**Strategy/Activity 6**

**Students to be Served by this Strategy/Activity**

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

Significant Student Groups (Latino/Hispanic & African-American)

**Strategy/Activity**

- Professional Development & Data Analysis
- Examine data and reflect on disparities/inequities at PKMS.
  - Promote diversity in science and math.
  - Create engaging elective courses that teach math/science in innovative ways.
  - Read/Study "Shattering Inequities" - implement pertinent ideas taken from the text.
  - Purchase reading material/curricular materials that reflect the diversity of the PKMS community.
  - Include equity driven practices and culture responsive pedagogy ideas in professional development sessions.
  - Book Study - "Culturally Responsive Teaching and the Brain"
  - Actively recruit/hire staff that better reflects the diversity of the PKMS community.
  - Employ restorative practices/mindset when operating classroom management and/or school wide discipline.

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0	LCFF

**Strategy/Activity 7**

**Students to be Served by this Strategy/Activity**

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

Students with Disabilities

**Strategy/Activity**

MTSS and Tiered Interventions

- Explore training/learning related to Multi Tiered Systems of Support.
- Provide progress monitoring time - connected with data analysis.
- Provide para-professional training/support

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

0

Source(s)

LCFF

# 2022-23 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 Engagement

## LEA/LCAP Goal

Goal 2 - ENGAGE - We will engage our students and the learning community in order to ensure the skills and supports necessary for social, emotional, and physical well-being. (State Priority 3-Parent Involvement, 5-Pupil Engagement, 6-School Climate)

## Goal 3

The percentage of students who are chronically absent from school will decrease by 1% each year.

## Identified Need

Establishing a climate of respect, belonging, connectedness and safety for our students is critical to their success and their overall wellness. Consistent, supported attendance at school is the first step in ensuring student engagement.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Rate of Chronic Absenteeism	In 2021-2022, Parkway Middle School rate of chronic absenteeism was 23.6%.	In 2022-2023, Parkway Middle School will reduce its rate of chronic absenteeism by 1% to 22%.

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

Social Emotional Learning and Student Wellness

- Continue to provide Parkway Student Wellness Center
- Provide group/individual schedule/drop-in counseling - with Academic Counselor and School Social Worker
- Create and deliver social emotional and student wellness lessons throughout the year
- Continue working with High Tech High Graduate School of Education CARE Network
- Continue to implement learning gained from work with Dr. Trudy Arriaga and begin to apply learning from reading/studying the district provided text "Shattering Inequities"

- Book study/professional development with "Culturally Responsive Teaching and the Brain" by Z. Hammond

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0	LCFF

**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**

Attendance

- Engage students and parents with a warm and welcoming and culturally responsive school environment that emphasizes building relationships with families and students and stresses the importance of everyday attendance.
- Revisit the use of Restorative Practices. PKMS will 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 and find flexible solutions to support families.
- Put systems in place to contact and work with parents of chronically absent students, providing incentives for improvement or more effective use the SART/SARB process in coordination with the school social worker.
- Conduct parent meetings (Restorative 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.

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0	LCFF



### 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 Mindset

- Establish positive and culturally responsive 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.
- Create supports that allow for logical/natural consequences to address misbehavior.
- Provide chances/space for students to repair harm
- Work with Student Supports to train Campus Attendants to use a restorative mindset 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)

0

Source(s)

LCFF

### 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

Culture, Climate, and Behavior

- Investigate and implement alternatives to students being sent out of class for negative behavior - including learning more about culturally responsive pedagogy and practice.
- 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)

0

Source(s)

LCFF

# 2022-23 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

School Climate & Culture

## LEA/LCAP Goal

Goal 2 - ENGAGE - We will engage our students and the learning community in order to ensure the skills and supports necessary for social, emotional, and physical well-being. (State Priority 3-Parent Involvement, 5-Pupil Engagement, 6-School Climate)

## Goal 4

Student survey results will demonstrate an increase in the students who respond positively in each of these five domains:

Culture/Climate  
Growth Mindset  
Self-Management  
Self-Efficacy  
Social Awareness

Parent survey results will demonstrate an increase of parents who respond positively in these areas:

Support for Academic Learning  
Sense of Community  
Sense of Safety

The number of students suspended will decrease from 3.6% to 2.6% (minimum of .5%) (Or will maintain a suspension rate below .5%)

## Identified Need

Establishing a climate of respect, belonging, connectedness and safety for our students is critical to their success and their overall wellness. We are committed to prioritizing our students' social-emotional and mental health as well as their academic success. Following school closures and the general chaos/trauma caused by the COVID-19 global pandemic, PKMS is similar to other educational institutions state-wide in seeing a sharp decline in grade level proficiency. As a school, PKMS is focused on addressing this decline and creating the systems/structures to help students and families recover and reach academic growth/proficiency during the next school year. PKMS is also seeing a dramatic increase in students with social emotional and mental health needs. As demonstrated in the data generated by the CORE SEL Student Survey PKMS is in the mid-70th percentile for most categories - a goal is to grow all of these indicators into the 80th percentile. PKMS is committed to creating an educational environment that foster student/human wellness.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
SEL Student Survey Results (4th, 5th, 6th, 7th, 8th grade)	The percentage of students who responded favorably in the domains listed below are as follows:	The percentage of students who respond favorably will increase to the following percentages in each domain:

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Culture/Climate - 78.86% Growth Mindset - 75.87% Self-Management- 91.48% Self-Efficacy- 74.85% Social Awareness- 74.53%	Culture/Climate - 82% Growth Mindset - 80% Self-Management- 94% Self-Efficacy- 80% Social Awareness- 80%
Annual Parent Survey Results	The percentage of parents who responded favorably in the domains listed below are as follows:  Support for Academic Learning - 88% Sense of Community - 84% Sense of Safety - 83%	The percentage of parents who respond favorably will increase to the following percentages in each domain:  Support for Academic Learning - 90% Sense of Community - 90% Sense of Safety - 90%
Suspension Data	The suspension rate for Parkway Middle School for the 2021-2022 school year is 3.6%	The percentage of students suspended will decrease from 3.6 to 2.6%

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

#### Social Emotional Learning and Student Wellness

- Continue to provide Parkway Student Wellness Center
- Continue administering the CORE SEL Student Survey to gather important data
- Provide group/individual schedule/drop-in counseling - with Academic Counselor and School Social Worker
- Create and deliver social emotional and student wellness lessons throughout the year
- Continue working with High Tech High Graduate School of Education CARE Network
- Continue to implement learning gained from work with Dr. Trudy Arriaga and begin to apply learning from reading/studying the district provided text "Shattering Inequities"
- Book study/professional development with "Culturally Responsive Teaching and the Brain" by Z. Hammond

### 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/Families

Strategy/Activity

Parent/Community Communication

- Utilize parent information systems such as Blackboard Connect and Jupiter Messenger, monthly newsletters, and Friday Folders to enhance home/school communication
- Weekly Admin. Message to all parents/families
- Use communication tools to craft more direct messages about the importance of parent participation.
- Create more parent/family activities that are engaging/fun/informative - field trips, donut/coffee chats/reading and academic family activities, etc.
- Attempt to do admin. "walk the block" everyday at school to demonstrate care and concern for students/families
- Greet students at the gate everyday (Admin., Counselor, or Social Worker)
- Provide translation and interpreters at parent workshops and translation of written materials when indicated
- Increase the frequency of Parent and Community Presentations
- Create parent/student friendly events to engage the community
- Create a presentation series on the appropriate use of social media as a teen and online safety
- Maintain website to ensure it is up-to-date and has pertinent information that is easy to locate
- Share important information and celebrate via social media - Instagram, Twitter, and Facebook

### **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

## School Safety

- Complete monthly drills (fire, shelter in place, active shooter, evacuation, etc.)
- Meet regularly with Safety Lead and relevant school staff, such as the office staff, school custodians, campus attendants, and nutrition staff
- Establish a positive relationship with Student Resource Officer and La Mesa Police Department
- Routinely walk perimeter of school to monitor homeless activity near/around the school campus

### **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)

Strategy/Activity

### **Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

# Budget Summary

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

## Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$0
Total Federal Funds Provided to the School from the LEA for CSI	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$0.00

## Other Federal, State, and Local Funds

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

Federal Programs	Allocation (\$)
------------------	-----------------

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

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
LCFF	\$0.00

Subtotal of state or local funds included for this school: \$0.00

Total of federal, state, and/or local funds for this school: \$0.00

# Budgeted Funds and Expenditures in this Plan

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

## Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
----------------	--------	---------

## Expenditures by Funding Source

Funding Source	Amount
LCFF	0.00

## Expenditures by Budget Reference

Budget Reference	Amount
------------------	--------

## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	LCFF	0.00

## Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	0.00
Goal 2	0.00
Goal 3	0.00



# School Site Council Membership

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

- 1 School Principal
- 3 Classroom Teachers
- 2 Other School Staff
- 5 Parent or Community Members
- 3 Secondary Students

Name of Members	Role
Jacob Ruth	Principal
Jean Zelt	Classroom Teacher
Brandie Keaveny	Classroom Teacher
Tanya Skousen	Parent or Community Member
Veronica Reyes	Principal
Julianne Pantehis	Other School Staff
Dave Hardenburger	Parent or Community Member
Spring Vick	Parent or Community Member
Eric Shelley	Classroom Teacher
Maggie Noriega	Secondary Student
Hannah Hardenbuger	Secondary Student
Andrea Hardenbruger	Parent or Community Member

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**

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 June 2, 2022.

Attested:

See attached

attached

Principal, Jacob Ruth on June 2, 2022

SSC Chairperson, Dave Hardenburger on June 2, 2022

# Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

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

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For questions related to specific sections of the template, please see instructions below:

## Instructions: Linked Table of Contents

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

[Stakeholder Involvement](#)

[Goals, Strategies, & Proposed Expenditures](#)

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

[Appendix A: Plan Requirements for Title I Schoolwide Programs](#)

[Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements](#)

[Appendix C: Select State and Federal Programs](#)

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

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Title I Policy and Program Guidance Office at [TITLEI@cde.ca.gov](mailto:TITLEI@cde.ca.gov).

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE's School Improvement and Support Office at [SISO@cde.ca.gov](mailto:SISO@cde.ca.gov).

## **Purpose and Description**

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

### **Purpose**

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

### **Description**

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

## **Stakeholder Involvement**

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Stakeholder Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

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

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

## **Resource Inequities**

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

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

# Goals, Strategies, Expenditures, & Annual Review

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

## Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

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

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

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

## Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

*[Completing this section fully addresses all relevant federal planning requirements]*

## Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

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

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

## Strategies/Activities

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

Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency’s budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

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

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

## **Students to be Served by this Strategy/Activity**

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

*[This section meets the requirements for CSI.]*

*[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]*

## **Proposed Expenditures for this Strategy/Activity**

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA’s budgeting, its LCAP, and school-level budgeting, if applicable.

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

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

## **Annual Review**

In the following Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/ or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

## Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

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

## Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

*From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.*

## Budget Summary

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

- Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

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

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

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



# Appendix A: Plan Requirements

## Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC. The content of a SPSA must be aligned with school goals for improving student achievement.

### Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
  - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
    1. The comprehensive needs assessment of the entire school shall:
      - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and
      - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—
        - i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and
        - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and
        - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
        - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
        - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
  - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

### Requirements for the Plan

- II. The SPSA shall include the following:
  - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

- B. Evidence-based strategies, actions, or services (described in Strategies and Activities)
1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--
    - a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
    - b. use methods and instructional strategies that:
      - i. strengthen the academic program in the school,
      - ii. increase the amount and quality of learning time, and
      - iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
    - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
      - i. strategies to improve students' skills outside the academic subject areas;
      - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
      - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
      - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
      - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
  2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
  3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
  - 1. Ensure that those students' difficulties are identified on a timely basis; and
  - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

# Appendix B:

## Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at [SISO@cde.ca.gov](mailto:SISO@cde.ca.gov).

### Comprehensive Support and Improvement

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

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

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

### Targeted Support and Improvement

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

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>.)

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

## **Additional Targeted Support and Improvement**

A school identified for ATSI shall:

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

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

## **Single School Districts and Charter Schools Identified for School Improvement**

Single school districts (SSDs) or charter schools that are identified for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: EC sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

## Appendix C: Select State and Federal Programs

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

Programs included on the Consolidated Application: <https://www.cde.ca.gov/fg/aa/co/>

ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>

Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

Developed by the California Department of Education, January 2019

Save Data

View Current Document

View Section

You have modified data that has not been saved.

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

Clear  
[Signature box]

State Compensatory Education Advisory Committee

Clear  
[Signature box]

English Learner Advisory Committee

Clear  
[Signature box]

Special Education Advisory Committee

Clear  
[Signature box]

Gifted and Talented Education Program Advisory Committee

Clear  
[Signature box]

District/School Liaison Team for schools in Program Improvement

Clear  
[Signature box]

Compensatory Education Advisory Committee

Clear  
[Signature box]

Departmental Advisory Committee

Clear  
[Signature box]

Other:  
School Site Council

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 June 2, 2022

Attested:

Clear  
[Signature]

Principal, Jacob Ruth on June 2, 2022

Clear  
[Signature]

SSC Chairperson, Dave Hardenburger on June 2, 2022