

School Year: **2023-24**



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	May 25, 2023	June 20, 2023

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
- Additional Targeted Support and Improvement

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.

During the 2022-23 school year, Parkway Middle School transformed into 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. These elective courses are intentionally designed to connect at Career and Technical Education Pathways at the community high schools most of our students will attend in the future. There will be an emphasis on career readiness in each of the elective courses at Parkway Academy. Example electives include the Science and Engineering of Skateboarding, Sports Medicine, Marine Biology, Medical Detectives, Innovation and Media Design, Team Sports, Zoology, Financial Literacy, Data Science, and Hip Hop Dance. Parkway also features several extracurricular clubs including the Parkway Skateboard 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. The addition of these new courses 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 with the additional benefit of truly getting middle school students ready for the high school experience that is heavily focused on career and college readiness.

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Comprehensive Needs Assessment Components

Data Analysis

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

Surveys

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

Our school's comprehensive needs assessment included the solicitation of input and feedback from our educational partners (parents, teachers, staff, etc.). Our 2022-23 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 2023-24 SPSA.

Consultations and connections with our educational partners took place through in-person meetings, virtual Zoom 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.

Surveys sent in preparation for or during the 2022-23 school year included (but were not limited to) topics such as :

- Support for academic learning
- School safety
- Belonging in the school Community

Parent data indicated a desire for more information and support related to student mental health and overall well being. There was also a call for more information on substance abuse training and support from the school site and more generally as a parent. Teacher data displayed the desire for more training related to using block periods more effectively, GLAD training and support for ELD students, and greater admin. support in handling challenging behaviors in class and around campus.

The Extended School Services (ESS) program, which provides before and after school childcare in an academic and recreational setting, distributes annual parent surveys to participating families at all twenty-one (21) La Mesa-Spring Valley School District sites. The primary goal of the parent survey is to collect and understand parent opinions, perspectives, attitudes, and perceptions of the ESS team members, the services provided, and the general environment. Results are shared with all ESS employees and action plans are developed and put into place to assist in achieving improvement goals for continuous quality improvement.

This year's data revealed that 98% of the district families surveyed feel that ESS provides a safe and happy environment for children, that the program provides expanded learning opportunities that their students enjoy (ESSPN Sports League, cheer, dance, robotics, fine and performing art classes, etc.), and that the ESS staff communicate and interact positively with children. A highlight from this year's survey was the feedback on ESS staff and ESS parent communication. 99% percent of parents surveyed stated that they know that if they have a question or concern that they can speak with an ESS staff member about it.

Our school will continue to solicit input and feedback from our educational partners during the 2023-24 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.

District/Site Collaborative 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.

Formal Classroom Observations:

To evaluate a teacher's performance as outlined by the teacher evaluation document and association contract. These are observation cycles that include both formal and informal observations with feedback meetings.

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.

Peer Observations:

Glow and Grow Peer Observations and Peer-to-Peer Observations provide organized processes for viewing a school's classrooms and/or halls to collect evidence about how well school improvement efforts are being implemented, emphasizing what we can learn from each other.

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 (PLCs), 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: comprehension of grade level informational text, CLOSE Reading, and strategies to help monitor and develop the application of learning/understanding of text. The Parkway ELA department also participated in GLAD training and several of the teachers attended the San Diego Area Writing Project Spring Conference. Another group of teachers participated in a 3rd year of collaborative work High Tech. High Graduate School of Education to continue the work of created classroom/school environments that are welcoming and support the well being of all students.

Additionally, teachers are required to attend four hours of professional learning outside of their work day (per an MOU with LMSVTA) that is offered through the district Content Leads, TOSAs, San Diego County Office of Education, and other outside agencies. The district Professional Learning Program has an extensive calendar of offerings that are provided online, face-to-face, and through a blended format. Professional development courses in 22-23 included:

Newcomer 101 (to support our newest English Learners)

Intro to Google Classrooms

Project Based Learning

Math Expressions: Getting Started

Environmental Literacy for Social Studies

Daily 5 Routine for Running Small Group Rotation

Amplify: Analyzing Student Work

High Leverage ELD Strategies

Number Talks and Dot Talks

Supporting Diverse Learners

Virtual Manipulatives in Math Instruction

Minimizing Math Anxiety

Redefining Classroom Management

Social Emotional Learning in PE

Informational Text in PE

Supporting students with foundational reading skills through SIPPS (Systematic Instruction in Phonological Awareness, Phonics and Sight Words) training

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. It is aligned to California Core Content Standards and CASEL Social Emotional Learning (SEL) competencies as appropriate. Areas of need are identified by student achievement data, student SEL surveys, educational partners' 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.

Staff development focuses on:

- Cultural proficiency and educational equity
- Use of local assessments to inform and modify instruction
- District wide targeted instructional area of comprehension of informational text
- Framework for Powerful Learning
- Data driven decision making
- Development of strong PLCs and Instructional Leadership Team
- Supporting the whole child in academics, behavior, social emotional learning and mental health

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, analyze student work, and evaluate assessment data to improve their instructional practice and increase student achievement. Staff development at the school site in the 2023-24 school year will focus on comprehension of grade level informational text, CLOSE Reading, and strategies to help monitor and develop the application of learning/understanding of text. The Parkway ELA department also participated in GLAD training and several of the teachers attended the San Diego Area Writing Project Spring Conference. Another group of teachers participated in a 3rd year of collaborative work High Tech. High Graduate School of Education to continue the work of created classroom/school environments that are welcoming and support the well being of all students.

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 around 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), I-Ready data in math and reading, CORE social emotional learning survey (grades 4-8), 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 2023-24, 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
GLAD
Kelly Gallagher - Deeper Reading, Comprehending Challenging Texts, 4-12
San Diego Area Writing Spring Conference (Writing and Reading Strategies)

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 representatives from each site to the district-level parent advisory committees, known as the District Parent 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 the School Site Council (SSC) and the English Language Advisory Council (ELAC) meet to discuss these matters directly with each other. The District holds monthly educational partners’ meetings with parents (DPAC District Parent Advisory Committee) where district programs are discussed. In addition, the District holds meetings throughout the year with other educational partners (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.

Educational Partner Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

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 2023-24 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 - April 21, 8:00 am, 2023
- SSC Meeting #4 - April 20, 4:30 pm, 2023
- SSC Meeting #5 - May 25, 4:30 pm, 2023
- Staff Meetings where the 2023-24 SPSA goals and metrics were discussed: March 2, 2023 - 7:30 am
- Other meetings where the 2023-24 SPSA goals and metrics were discussed: PTA - March 21, 2023 - 4:30 pm

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 have significant gaps in academic success in multiple areas including ELA, Math, absenteeism, and suspension rate. Certain groups such as African American students, English Learner students, and socioeconomically disadvantaged students have substantially lower rates of proficiency when looking at ELA and Math achievement data. These groups also have higher rates of absenteeism and suspension. We will address action that can be taken to address these inequities.

We believe that some of these inequities that were revealed through data analysis are related to the way Parkway is spending funds. Certain resources we need to be directed and used in ways in the following year to better address the needs of all students at Parkway.

Parkway does not qualify for Title 1 funding so it is challenging to fund additional staff to support extra intervention and/or enrichment course/groups we had hoped to add to the schedule.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	0.3%	0.34%	0.32%	2	2	2
African American	8.3%	6.03%	6.71%	59	35	42
Asian	3.2%	1.72%	3.35%	23	10	21
Filipino	2.1%	2.24%	1.92%	15	13	12
Hispanic/Latino	38.5%	43.97%	46.17%	273	255	289
Pacific Islander	0.9%	0.69%	0.16%	6	4	1
White	36.5%	35.17%	33.23%	259	204	208
Multiple/No Response	10.2%	9.66%	8.15%	72	56	51
Total Enrollment				709	580	626

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Grade 7	339	269	333
Grade 8	370	311	293
Total Enrollment	709	580	626

The conclusions based on this data

1. Although we declined from previous total enrollment numbers we are growing enrollment in a positive direction while other schools continue to decline. 21-22 Total 580, 22-23 Total 616, and Project 23-23 Total 700
2. We attribute the positive growth the changes we are making to improve the educational programs at Parkway Academy
3. The growth in enrollment is also connected to adding 6th grade back to Parkway Academy during the 2023-24 school year

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	58	59	66	8.20%	10.2%	10.5%
Fluent English Proficient (FEP)	85	63	63	12.00%	10.9%	10.1%
Reclassified Fluent English Proficient (RFEP)	2		13	3.4%		16.5%

The conclusions based on this data

1. The total number of English Learner students continues to increase.
2. Teachers/staff need added support and training to appropriately address this increase in the EL population.
3. We are thankful and excited for the increase diversity at Parkway Academy.

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 7	330	278		0	275		0	275		0.0	98.9	
Grade 8	366	305		0	300		0	300		0.0	98.4	
All Grades	696	583		0	575		0	575		0.0	98.6	

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 7		2562.			17.82			40.36			21.09			20.73	
Grade 8		2575.			17.00			39.00			24.33			19.67	
All Grades	N/A	N/A	N/A		17.39			39.65			22.78			20.17	

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 7		21.45			62.91			15.64	
Grade 8		24.67			60.33			15.00	
All Grades		23.13			61.57			15.30	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 7		26.18			52.73			21.09	
Grade 8		17.33			54.67			28.00	
All Grades		21.57			53.74			24.70	

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 7		16.36			75.27			8.36	
Grade 8		21.33			69.67			9.00	
All Grades		18.96			72.35			8.70	

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 7		21.82			65.45			12.73	
Grade 8		27.67			61.00			11.33	
All Grades		24.87			63.13			12.00	

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 7	330	279		0	277		0	277		0.0	99.3	
Grade 8	366	305		0	301		0	301		0.0	98.7	
All Grades	696	584		0	578		0	578		0.0	99.0	

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 7		2509.			11.55			19.13			28.88			40.43	
Grade 8		2524.			12.29			16.28			27.57			43.85	
All Grades	N/A	N/A	N/A		11.94			17.65			28.20			42.21	

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 7		15.16			44.77			40.07	
Grade 8		11.96			54.49			33.55	
All Grades		13.49			49.83			36.68	

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 7		9.75			58.12			32.13	
Grade 8		12.62			54.82			32.56	
All Grades		11.25			56.40			32.35	

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 7		10.11			65.70			24.19	
Grade 8		9.97			61.46			28.57	
All Grades		10.03			63.49			26.47	

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
7	1556.1	1565.0		1568.0	1566.6		1543.8	1562.9		30	34	
8	1605.7	1580.2		1625.0	1577.7		1586.0	1582.2		27	25	
All Grades										57	59	

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
7	36.67	47.06		26.67	26.47		30.00	17.65		6.67	8.82		30	34	
8	51.85	44.00		22.22	36.00		22.22	16.00		3.70	4.00		27	25	
All Grades	43.86	45.76		24.56	30.51		26.32	16.95		5.26	6.78		57	59	

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
7	53.33	55.88		26.67	35.29		16.67	0.00		3.33	8.82		30	34	
8	66.67	56.00		11.11	32.00		22.22	8.00		0.00	4.00		27	25	
All Grades	59.65	55.93		19.30	33.90		19.30	3.39		1.75	6.78		57	59	

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
7	13.33	35.29		33.33	23.53		26.67	23.53		26.67	17.65		30	34	
8	29.63	36.00		40.74	12.00		18.52	36.00		11.11	16.00		27	25	
All Grades	21.05	35.59		36.84	18.64		22.81	28.81		19.30	16.95		57	59	

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
7	23.33	17.65		63.33	70.59		13.33	11.76		30	34	
8	59.26	16.00		37.04	76.00		3.70	8.00		27	25	
All Grades	40.35	16.95		50.88	72.88		8.77	10.17		57	59	

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
7	70.00	88.24		26.67	2.94		3.33	8.82		30	34	
8	70.37	80.00		29.63	16.00		0.00	4.00		27	25	
All Grades	70.18	84.75		28.07	8.47		1.75	6.78		57	59	

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
7	20.00	35.29		40.00	35.29		40.00	29.41		30	34	
8	51.85	44.00		22.22	24.00		25.93	32.00		27	25	
All Grades	35.09	38.98		31.58	30.51		33.33	30.51		57	59	

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
7	13.33	26.47		76.67	64.71		10.00	8.82		30	34	
8	25.93	8.00		70.37	84.00		3.70	8.00		27	25	
All Grades	19.30	18.64		73.68	72.88		7.02	8.47		57	59	

The conclusions based on this data

1. The majority of students are demonstrating that their language ability is Level 4 or Level 3 in all domains.
2. Data shows that we have a majority of students in Level 4 or Level 3 - but also a group that is quite low in the Level 2 and Level 1
3. Teachers/staff need more training on how to support EL students in all classes.

2022-23 Annual Review

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 7-8 meeting standard on SBAC (ELA) will increase from 57.07% to 63.07%.

The percentage of English Learners in Grades 7-8 meeting standard on SBAC (ELA) will increase from 22% to 30%.

The percentage of socioeconomically disadvantaged students in Grades 7-8 meeting standard on SBAC (ELA) will increase from 44.74% to 52.74%.

The percentage of students with disabilities in Grades 7-8 meeting standard on SBAC (ELA) will increase from 12.99% to 20.99%.

Local Assessments:

The percentage of all students in Grades 7-8 scoring at or above grade level on i-Ready (ELA) will increase from 50% to 55%.

The percentage of English Learners in Grades 7-8 scoring at or above grade level on i-Ready (ELA) will increase from 2% to 10%.

The percentage of socioeconomically disadvantaged students in Grades 7-8 scoring at or above grade level on i-Ready (ELA) will increase from 40% to 48%.

The percentage of students with disabilities in Grades 7-8 scoring at or above grade level on i-Ready (ELA) will increase from 15% to 25%.

Annual Review

SPSA Year Reviewed: 2022-23

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 2022-23 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. Teachers analyzed iReady data and facilitated student use/completion of 45 minutes of individualized iReady online instruction each week in ELA and Math. At the end of Trimester 2, teachers and administration evaluated iReady diagnostic 2 data and the effectiveness of the individualized lessons/pathways. As a team we determined to shift to a focus on iReady Standards Mastery lessons to help students gain a better understanding and perform at high levels on assessments such as the iReady Diagnostic and state assessments like the CAASPP and CAST.

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 determine the best way to implement the districtwide instructional focus statement. The districtwide instructional focus statement, "Each and every LMSV student will improve their ability to read, understand and make meaning of grade level appropriate informational text across all content areas. All staff will focus on the development of specific reading and thinking strategies aligned to the California State Standards," 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. At Parkway Academy the Framework for Powerful Learning also became a strong driving force. Teachers participated in 5 cycles during the 2022-23 school year - 2 cycles focused on student wellness and the 3 cycles focused on the powerful practice of close reading.

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.

Parkway Academy will not make 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, Parkway is planning to continue to search for training/support connected to the CPM adopted curriculum. To address gaps that have been surfaced related to

English Learners, Parkway Academy is going to continue redesigning ELD courses - and focus on effective strategies to support integrated and designated ELD. Parkway Academy did make 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 were meant to create a more engaging and innovative school culture and structure to promote deeper learning and enthusiasm for learning. To help monitor progress and academic achievement Parkway educators will be using the data/technology tool IReady. Students will take three diagnostic assessments each year in ELA and Math. This will provide data that is critical to understanding if the changes that are being made are having an impact. The changes that were made will be continually assessed and refined in the coming years.

2022-23 Annual Review

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 29.57% to 32.57%

The percentage of English Learners in Grades 7-8 meeting standard on SBAC (Math) will increase from 5.45% to 13.45%

The percentage of socioeconomically disadvantaged students in Grades 7-8 meeting standard on SBAC (Math) will increase from 18.54% to 26.54%

The percentage of students with disabilities in Grades 7-8 meeting standard on SBAC (Math) will increase from 3.95% to 11.95%.

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%.

Annual Review

SPSA Year Reviewed: 2022-23

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 2022-23 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. Teachers analyzed iReady data and facilitated student use/completion of 45 minutes of individualized iReady online instruction each week in ELA and Math. At the end of Trimester 2, teachers and administration evaluated iReady diagnostic 2 data and the effectiveness of the individualized lessons/pathways. As a team we determined to shift to a focus on iReady Standards Mastery lessons to help students gain a better understanding and perform at high levels on assessments such as the iReady Diagnostic and state assessments like the CAASPP and CAST.

The districtwide instructional focus statement and powerful practice for the 2022-23 school year was the improvement of comprehension when reading informational text. Although, there has been growth in the area of student mastery as it relates to understanding informational text in math classrooms, as in strategies to attack word problems, teachers/staff believe that more strategically focused professional development related to math content and best practices is needed for math teachers to support greater students achievement. iReady diagnostic data has provided teachers with information, and the individualized pathways do serve as a good intervention program, but teachers need specific training to better support students in math if achievement scores are going to improve.

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

The majority of funds have been spent on the development of reading comprehension. In the coming years, Parkway Academy needs direct more funds to professional development focused on teaching/learning in math classrooms.

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

Changes to improve achievement in the area of math will be included strategies and proposed expenditures. Generally, Parkway Academy needs to bolster a continual effort to focus on the training/support in the area of math so that teaching/learning in consistently improving year by year - this in turn will impact the overall growth of student achievement in the area of mathematics. Another change will be the addition of a goal/metric that monitors improvement related to African American students at Parkway Academy. There is a very significant gap between all students and African American students when looking at data - and this gap needs to be addressed in the future. To help monitor progress and academic achievement Parkway educators will be using the data/technology tool IReady. Students will take three diagnostic assessments each year in ELA and Math. This will provide data that is critical to understanding if the changes that are being made are having an impact. What data analysis demonstrates is that a focus on reading comprehension, while helpful, is not sufficient if all stakeholders truly want to see student achievement improve in the area of math.

2022-23 Annual Review

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% to 22%.

Annual Review

SPSA Year Reviewed: 2022-23

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 Parkway Academy teachers continued to work with the High Tech High Graduate School and the HTH CARE Network. Parkway Academy also worked with a survey company named PERTS. Parkway Academy has been collecting some data related to student voice, student agency, teacher caring, cultural identity, and school wide equity. Parkway Academy hopes to expand this data collection and the actions taken to address findings in the coming years. An area of focus this year for the HTH CARE Team has been chronically absent students.

As a staff, 2 Wellness Cycles were completed. This included the selection of focus students who were asked to participate in an empathy interview so that teachers could build authentic relationships that would be built on over the course of the school year. Focus student data was collected in January and a strategic effort was made to use relationships and advocacy to positively impact focus student GPA. The result being that the majority of focus students did increase their GPA between Trimester 1 and Trimester 2.

The school social worker continued to build on the a second year of the of the Parkway Wellness Center. This space is offered 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/social worker staff, or meet with groups. Additions during the second year of operation include consistently staffed times on Monday, Wednesday, and Friday, as well as Wellness Center student teacher assistants to help run and manage the center. The Parkway Wellness Center has been tremendously successful and has become a very important part of our school campus/culture.

This is the second year that Parkway has been able to have a full time social worker. 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 Parkway Wellness Center was expanded and systems were refined/improved. The social worker also co-led the Safe School Ambassadors Program that started in Spring and included training 40 students to be positive role model and agents of change at Parkway. The social worker also continued the operation of the Gay & Straight Alliance Club to support the growing number of LGBTQ students at Parkway. The school social worker position was so incredibly important, and the work she did had a powerful impact school wide.

The addition of a new school academic counselor has also been a very important piece as it relates to the emotional well being of all students and creation of a welcoming and supportive school environment. The counselor works very closely with the social worker and school administration. Parkway has a very strong team ready to build and grow - and continue improving systems/structures to support all students.

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 campus attendant supervised lunch basketball and soccer 4x 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 Parkway 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.

"The Parkway Way to Be" lessons were taught to all students in August and January through P.E. classes.

Parkway will host Mending Matters Diversion Program one day per week. Parkway also refers students/parents to the Mcallister 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.

One area that continues to be discussed in how to improve attendance as it relates to students who are chronically absent or on the verge of becoming chronically absent. HTH CARE Network teachers have done extensive work on this area during the 2022-23 school year and this work has impacted the way the school social work and administration are messaging student attendance and how we are operating the SART/SARB process. Another change will be the addition of a goal/metric that monitors improvement related to African American students and student with disabilities at Parkway Academy. There is a very significant gap between all students and African American students and students with disabilities when looking at data - and this gap needs to be addressed in the future. There is still a lot of work to do as it relates to student attendance as we continue to recover from the pandemic and COVID-19 closures.

2022-23 Annual Review

Goal Subject

School Climate & Culture

LEA/LCAP Goal

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

The percentage of students who respond favorably will increase to the following percentages in each domain:

Culture/Climate - 82%
Growth Mindset - 80%
Self-Management- 94%
Self-Efficacy- 80%
Social Awareness- 80%

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%

The percentage of students suspended will decrease from 3.6 to 2.6%

Annual Review

SPSA Year Reviewed: 2022-23

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.

Parkway Academy 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 22-23 school year.

The PTSA did several fun events this year including the GPD Reward Events 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 Parkway, however Mrs. Amber Lunde did build a small group of parents this year so that we had a more successful ELAC than in years past.

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.

The Parkway Academy web site is updated regularly by the School Office Manager. The addition of several videos explaining programs at Parkway were added this school year.

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.

Instagram is being utilized weekly to share school activities, showcase special events, highlight current practices, share PLC information and show examples of student work.

*Student Suspension Data

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. A goal/metric and a method for monitoring suspension rates, and programs designed to decrease student suspensions, especially with African American students, will be designed and added to plans to address this critical area of need. Parkway Academy will continue making significant changes in terms of the systems and structures, and will continue to work to develop a burgeoning culture of thinking and learning. Teachers/staff/administration have made continual progress and growth each year as it related to Goal 4. Parkway school staff will continue discussing more ways to interact and communicate with the greater school community. Parkway will offer more Parent Education sessions during the 2023-24 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 continue organizing and operating bigger fundraising efforts to raise money to help support the changes

being made to transition from Parkway Middle School to Parkway Sports and Health Science Academy.

2023-24 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 7-8 meeting standard on CAASPP (ELA) will increase from 57.04% to 63.04%.

The percentage of English Learners in Grades 7-8 meeting standard on CAASPP (ELA) will increase from 22% to 30%.

The percentage of socioeconomically disadvantaged students in Grades 7-8 meeting standard on CAASPP (ELA) will increase from 44.74% to 52.74%.

The percentage of students with disabilities in Grades 7-8 meeting standard on CAASPP (ELA) will increase from 13% to 21%.

Local Assessments:

The percentage of all students in Grades 7-8 scoring at or above grade level on i-Ready (ELA) will increase from 26% to 30%

The percentage of English Learners in Grades 7-8 scoring at or above grade level on i-Ready (ELA) will increase from 2% to 10%

The percentage of socioeconomically disadvantaged students in Grades 7-8 scoring at or above grade level on i-Ready (ELA) will increase from 19% to 27%

The percentage of students with disabilities in Grades 7-8 scoring at or above grade level on i-Ready (ELA) will increase from 3% to 11%

Identified Need

Students in all grades (including target groups) will demonstrate increased proficiency on state and district assessments

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
SBAC ELA Assessment - 57.04% of students meeting standard (Grades 3-6)	<p>ALL students, Grades 7-8 - 57.04%</p> <p>English Learners, Grades 7-8 - 22%</p> <p>Socioeconomically Disadvantaged Students, Grades 7-8 - 44.74%</p> <p>Students with Disabilities, Grades 7-8 - 13%</p>	<p>ALL students, Grades 7-8 - 63.04%</p> <p>English Learners, Grades 7-8 - 30%</p> <p>Socioeconomically Disadvantaged Students, Grades 7-8 - 52.74%</p> <p>Students with Disabilities, Grades 7-8 - 21%</p>
i-Ready ELA Assessment - 26% of students at or above grade level (All grades)	<p>ALL students - 26%</p> <p>English Learners - 2%</p> <p>Socioeconomically Disadvantaged Students - 19%</p> <p>Students with Disabilities - 3%</p>	<p>ALL students - 30%</p> <p>English Learners - 10%</p> <p>Socioeconomically Disadvantaged Students - 27%</p> <p>Students with Disabilities - 11%</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 an Instructional Leadership Team (ILT) and Professional Learning Communities (PLCs).

ILT is a group of teachers and/or department leaders who serve as leaders within their PLC and school wide to help promote growth and improvement. This group of teachers meets regularly to collaborate, contemplate important decisions, and communicate information.

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 the ILT and PLCs based on the collective responsibility. All members of the ILT and PLCs share for the achievement of all students and to increase effective teaching and learning in each and every classroom. ILT members and PLCs will use the Framework for Powerful Learning to analyze data,

study research based scholarship, implement instructional practices, observe peers, receive feedback, and refine/improve accordingly in 6-8 week cycles over the course of each school year.

Connect the development of the ILT and PLC with Instructional Data Coach (IDS) and Framework for Powerful Learning/Professional Learning Cycles.

Analyze data and then the selection of a powerful practice to foster improvement. One focus being the improvement of reading comprehension.

Focus PLC work on becoming more effective at delivering LMSV Essential Standards-aligned curriculum and instruction to each and every student as it relates to the district wide instructional focus as well as the overall improvement of teaching/learning to positively impact student achievement.

Deepen understanding of effective use of assessment data through collective inquiry to drive instruction, re-teaching, and intervention - in particular the use of iReady as it relates to the district wide instructional focus.

Focus on academic and social emotional needs of significant student groups (African American, Latino, Foster, SED, SPED) to support them in reaching proficiency on Essential Standards with the ability to demonstrate success in ELA and Math on the CAASPP assessments and iReady diagnostic assessments.

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

Parkway Academy will utilize the Leading Effective Educator Practice (LEEP) teacher evaluation process to develop a common language and shared vision for high-quality instruction so that teachers are held accountable to improving and growing to support learning and student achievement.

Connect LEEP Teacher Evaluation process to the implementation of the Framework for Powerful Learning.

Establish a shared understanding and common language for high quality teaching and learning using the LEEP evaluation process. This process includes self evaluation, goal-setting using a rubric, dialogue meetings to establish targeted goals, classroom observations, feedback/debrief discussions, and an end-of-the-year evaluation.

Classroom walk-throughs/peer observation to observe, analyze, and calibrate evidence of high quality teaching and learning (powerful practices).

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Teachers will focus on aligning curriculum, instructional practices, and assessment data with LMSV Essential Standards and the Framework for Powerful Learning.

Teachers will use district developed resources to inform instructional decisions around assessment design and best instructional practice in alignment with LMSV Essential Standards and the Framework for Powerful Learning as it relates to the district wide instructional practice focused on the improvement of reading comprehension.

Staff meetings, site learning days, department/grade-level meetings, and release days will be used to support teachers in deepening their understanding of Math essential standards through standards unwrapping, defining grade-level mastery of essential standards, and engaging in backwards planning to ensure appropriate grade level rigor in all classrooms/lessons.

The ELA Department will continue to develop/refine the use of Studysync, iReady, ReadnQuiz, and novel studies to improve literacy and student achievement. The ELA department will continue to attend GLAD trainings to support effective integrated and designated ELD instruction. The ELA department will continue to attend San Diego Area Writing Project conferences and study the pedagogical thinking of scholars such as Kelly Gallagher, Jeff Anderson, Doug Fisher and Nancy Frey, and Zarretta Hammond.

Department/grade-level teams will use standards unwrapping resources to identify targets, determine formative assessments, and plan instruction with the important step of connecting 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 6-8 week Professional Learning Cycles in collaboration with the Instructional Data Coach and Administration connected to the overall operation of the Framework for Powerful Learning and in connection to the district wide instructional focus.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Parkway Academy 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. This will be then handled with in core/content level classrooms, but also in intervention courses such as reading/math intervention class.

Operate Progress Monitoring throughout the year using iReady diagnostic data.

Department/grade level teams will use common formative assessments to place students in WIN Time Intervention to address academic needs in small group settings.

CAASPP and District benchmark data will be analyzed by principal, assistant principal, IDS teacher, and academic 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 IDS teacher will work to support instructional teams with instructional best practices and evidence based interventions.

The IDS teacher in collaboration of school site administration will analyze data to identify school-wide, grade level, and student areas of strength and areas of need.

The IDS teacher will lead/guide teachers to complete 6-8 week Professional Learning Cycles connected to the Framework for Powerful Learning and the district wide instructional focus.

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 connected to the Framework for Powerful Learning and the district wide instructional focus.

Provide on-going and relevant 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 Parkway Academy.

Purchase and supply teachers with materials/resources/scholarship that support pedagogical growth. Researched based practices from scholars such as Kelly Gallagher, Jeff Anderson, Ron Ritchhart, Doug Fisher and Nancy Frey, and Zarretta Hammond will continue to be studied to further improve teaching practice and student learning.

Provide professional development on powerful practices - thinking routines, edu protocols. culturally responsive pedagogical strategies, collaborative conversation techniques, the effective use of block periods, etc.

Provide ongoing coaching and support - IDS teacher and Instructional Leaders/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)

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

Parkway Academy master schedule continues to provide class/course focused specifically on the development of the English language/literacy. This designated time/class is provided for all EL students every day at Parkway.

Include training related to integrated and designated ELD in all professional development sessions. This includes further training related to Studysync ELD materials, as well as the exploration of more curricula resources. This will be in collaboration with the IDS teacher and district coordinators.

Hire an EL specialist teacher to teach ELD classes/courses.

Provide continued GLAD training for ELD teacher, the ELA department, and possibly the History/Science departments.

Refine/redesign certain aspects of ELD instruction and/or schedule to better support EL students. This included the continued effort to design an effective class/course for students newcomer students. This will be in collaboration with the IDS teacher.

Promote the asset of bilingualism as a school - celebrate and honor students who speak more than one language.

Continue to refine the 2 elective master/daily schedule so EL students still get to participate in career readiness and innovative classes being offered at Parkway.

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 7

Students to be Served by this Strategy/Activity

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

Significant Student Groups (Socioeconomically Disadvantaged, Foster Youth, African American, and Latino/Hispanic)

Strategy/Activity

Professional Development & Data Analysis

Examine data and reflect on disparities/inequities at Parkway Academy.

Use evidence based strategies (GLAD, HTH CARE Network Instructional Practices, Collaborative Group Work in Math) to better support these groups of students.

Continue to provide intervention classes for students who are struggling academically and need more support. Currently Parkway provides intervention classes in ELA, ELD, and Math. These

classes are stand-alone/separate classes designed to be targeted interventions using evidence based strategies.

Continue to provided WIN Time (What I Need Time) for students. This weekly period of time is meant to support students who are struggling by providing an extra chunk of time dedicated to small group instruction.

Continue to provide after school homework support and academic tutoring, as well as weekly math intervention time before school.

Continue to track/monitor focus students so that we are addressing gaps and providing appropriate interventions.

Continue to purchase reading material/curricular materials that reflect the diversity of the Parkway community.

Include equity driven practices and culture responsive pedagogy ideas in professional development sessions.

Possible Book Study - "Equality vs. Equity: Toward a Model of Community-Responsive Education by Dr. Duncan-Andrade"

Continue to develop a program that focuses on career and college readiness as it relates to getting all students prepared for the opportunities offered at community/local high schools - with a greater connection to career pathways at the high school level as a means of positive community development/growth/prosperity.

Continue the practice of Focus Student and Wellness Cycles.

Continue to actively recruit/hire staff that better reflects the diversity of the Parkway community.

Continue to employ and grow the use of 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)

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

Programs, MTSS, and Tiered Interventions

Continue to explore training/learning related to Multi Tiered Systems of Support.

Provide ongoing progress monitoring time - connected with data analysis in collaboration with IEP case managers/SPED team and the assistant principal and IDS teacher

Continue to develop para-professional training/support in collaboration with the school site psychologist.

Continue to redesign SDC/Behavior Focused class at Parkway - including the addition of a new SDC teacher.

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)

2023-24 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 CAASPP (Math) will increase from 29.59% to 32.59%

The percentage of English Learners in Grades 7-8 meeting standard on CAASPP (Math) will increase from 5.45% to 13.45%

The percentage of socioeconomically disadvantaged students in Grades 7-8 meeting standard on CAASPP (Math) will increase from 18.54 % to 26.54%

The percentage of students with disabilities in Grades 7-8 meeting standard on CAASPP (Math) will increase from 3.95% to 11.95%

Local Assessments:

The percentage of all students in Grades 7-8 scoring at or above grade level on i-Ready (Math) will increase from 14% to 17%

The percentage of English Learners in Grades 7-8 scoring at or above grade level on i-Ready (Math) will increase from 2% 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 8% to 16%

The percentage of students with disabilities in Grades 7-8 scoring at or above grade level on i-Ready (Math) will increase from 1% to 10%

Identified Need

Students in all grades (including target groups) will demonstrate increased proficiency on state and district assessments.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP Math Assessment - 29.59% of students meeting standard (Grades 3-6)	<p>ALL students, Grades 7-8 - 29.59%</p> <p>English Learners, Grades 7-8 - 5.45%</p> <p>Socioeconomically Disadvantaged Students, Grades 3-6 - 18.45%</p> <p>Students with Disabilities, Grades 7-8 - 3.95%</p> <p>African American Students, Grades 7-8 - 20.82%</p>	<p>ALL students, Grades 7-8 - 32.59%</p> <p>English Learners, Grades 7-8 - 13.45%</p> <p>Socioeconomically Disadvantaged Students, Grades 7-8 - 26.45%</p> <p>Students with Disabilities, Grades 7-8 - 11.95%</p> <p>African American Students, Grades 7-8 - 29.59%</p>
i-Ready Math Assessment - 14% of students at or above grade level (All grades)	<p>ALL students - 14%</p> <p>English Learners - 2%</p> <p>Socioeconomically Disadvantaged Students - 8%</p> <p>Students with Disabilities - 1%</p> <p>African American Students - 2%</p>	<p>ALL students - 17%</p> <p>English Learners - 10%</p> <p>Socioeconomically Disadvantaged Students - 16%</p> <p>Students with Disabilities - 10%</p> <p>African American Students - 10%</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 an Instructional Leadership Team (ILT) and Professional Learning Communities (PLCs).

ILT is a group of teachers and/or department leaders who serve as leaders within their PLC and school wide to help promote growth and improvement. This group of teachers meets regularly to collaborate, contemplate important decisions, and communicate information.

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. The math department will need to be laser-like focused on data and improvement as it relates to best practices and student achievement.

Staff meetings, site learning days, and department/grade-level meetings will be used to develop the ILT and PLCs based on the collective responsibility. All members of the ILT and PLCs share for the achievement of all students and to increase effective teaching and learning in each and every classroom. ILT members and PLCs will use the Framework for Powerful Learning to analyze data, study research based scholarship, implement instructional practices, observe peers, receive feedback, and refine/improve accordingly in 6-8 week cycles over the course of each school year. It will be necessary for the math department to develop powerful practices that are intentionally targeted at mathematical understanding and this may lead to the math department diverging a bit from the district wide instructional focused aimed at improving reading comprehension.

Connect the development of the ILT and PLC with Instructional Data Coach (IDS) and Framework for Powerful Learning/Professional Learning Cycles. Specifically for the math department, there needs to be a concerted effort to connect analysis of CAASPP and iReady data to the selection of powerful practices that will lead to greater mathematical understanding and student achievement.

Analyze data and then the selection of a powerful practice to foster improvement. Specifically in the area of math, and with the use of the CPM curriculum, and added emphasis on improving learning through student collaboration, academic conversations, and reciprocal teaching is going to be necessary to promote student achievement.

Focus PLC work on becoming more effective at delivering LMSV Essential Standards-aligned curriculum and instruction to each and every student as it relates to the district wide instructional focus as well as the overall improvement of teaching/learning to positively impact student achievement. Specifically for the math department

Deepen understanding of effective use of assessment data through collective inquiry to drive instruction, re-teaching, and intervention - in particular the use of iReady as it relates to the district wide instructional focus.

Focus on academic and social emotional needs of significant student groups (African American, Latino, Foster, SED, SPED) to support them in reaching proficiency on Essential Standards with the ability to demonstrate success in ELA and Math on the CAASPP assessments and iReady diagnostic assessments.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Parkway Academy will utilize the Leading Effective Educator Practice (LEEP) teacher evaluation process to develop a common language and shared vision for high-quality instruction so that teachers are held accountable to improving and growing to support learning and student achievement.

Connect LEEP Teacher Evaluation process to the implementation of the Framework for Powerful Learning. It will be necessary for the math department to develop powerful practices that are intentionally targeted at mathematical understanding and this may lead to the math department diverging a bit from the district wide instructional focused aimed at improving reading comprehension.

Establish a shared understanding and common language for high quality teaching and learning using the LEEP evaluation process. This process includes self evaluation, goal-setting using a rubric, dialogue meetings to establish targeted goals, classroom observations, feedback/debrief discussions, and an end-of-the-year evaluation. Specifically in the area of math instruction, there is going to be emphasis on student collaboration, academic conversations, and reciprocal teaching as it relates to student achievement and deeper mathematical understanding.

Classroom walk-throughs/peer observation to observe, analyze, and calibrate evidence of high quality teaching and learning (powerful practices).

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Teachers will focus on aligning curriculum, instructional practices, and assessment data with LMSV Essential Standards and the Framework for Powerful Learning.

Teachers will use district developed resources to inform instructional decisions around assessment design and best instructional practice in alignment with LMSV Essential Standards and the Framework for Powerful Learning as it relates to the district wide instructional practice focused on the improvement of reading comprehension.

Staff meetings, site learning days, department/grade-level meetings, and release days will be used to support teachers in deepening their understanding of Math essential standards through standards unwrapping, defining grade-level mastery of essential standards, and engaging in backwards planning to ensure appropriate grade level rigor in all classrooms/lessons.

The Math Department will continue to develop/refine the use of CPM, iReady, Delta Math, and DESMOS to improve math understanding and student achievement. It will be necessary for the math department to develop powerful practices that are intentionally targeted at mathematical understanding and this may lead to the math department diverging a bit from the district wide instructional focused aimed at improving reading comprehension.

Department/grade-level teams will use standards unwrapping resources to identify targets, determine formative assessments, and plan instruction with the important step of connecting 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 6-8 week Professional Learning Cycles in collaboration with the Instructional Data Coach and Administration connected to the overall operation of the Framework for Powerful Learning,

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Parkway Academy 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. This will be then handled with in core/content level classrooms, but also in intervention courses such as reading/math intervention class.

Operate Progress Monitoring throughout the year using iReady diagnostic data.

Department/grade level teams will use common formative assessments to place students in WIN Time Intervention to address academic needs in small group settings.

CAASPP and District benchmark data will be analyzed by principal, assistant principal, IDS teacher, and academic counselor to determine placement in intervention program(s) (CPM, Delta

Math, iReady, Math Intervention) with initial placement made in August of the new school year and reviewed after each program benchmark assessments/iReady data.

The IDS teacher will work to support instructional teams with instructional best practices and evidence based interventions.

The IDS teacher in collaboration of school site administration will analyze data to identify school-wide, grade level, and student areas of strength and areas of need.

The IDS teacher will lead/guide teachers to complete 6-8 week Professional Learning Cycles connected to the Framework for Powerful Learning. It will be necessary for the math department to develop powerful practices that are intentionally targeted at mathematical understanding and this may lead to the math department diverging a bit from the district wide instructional focused aimed at improving reading comprehension.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

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 connected to the Framework for Powerful Learning and the district wide instructional focus.

Provide on-going and relevant professional development related to the Framework for Powerful Learning. It will be necessary for the math department to develop powerful practices that are intentionally targeted at mathematical understanding and this may lead to the math department diverging a bit from the district wide instructional focused aimed at improving reading comprehension.

Continue to refine the use of iReady diagnostic data and iReady individualized online learning.

Purchase and supply teachers with materials/resources/scholarship that support pedagogical growth. Researched based practices from scholars such as Ron Ritchhart, Doug Fisher and Nancy Frey, and Zarretta Hammond will continue to be studied to further improve teaching practice and student learning.

Provide professional development on powerful practices - thinking routines, edu protocols. culturally responsive pedagogical strategies, collaborative conversation techniques, the effective use of block periods, etc.

Provide ongoing coaching and support - IDS teacher and Instructional Leaders/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)

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

English Learner Student

Strategy/Activity

English Language Development

Parkway Academy master schedule continues to provide class/course focused specifically on the development of the English language/literacy. This designated time/class is provided for all EL students every day at Parkway.

Use evidence based strategies (GLAD, HTH CARE Network Instructional Practices, Collaborative Group Work in Math) to better support these groups of students. This included funding professional development planning days and sub coverage to support attending trainings.

Continue to provide intervention classes for students who are struggling academically and need more support. Currently Parkway provides intervention classes in ELA, ELD, and Math. These classes are stand-alone/separate classes designed to be targeted interventions using evidence based strategies. This included funding professional development planning days and sub coverage to support attending trainings.

Continue to provided WIN Time (What I Need Time) for students. This weekly period of time is meant to support students who are struggling by providing an extra chunk of time dedicated to small group instruction.

Continue to provide after school homework support and academic tutoring, as well as weekly math intervention time before school. This includes providing the appropriate funds to support the operation of these important interventions.

Continue to track/monitor focus students so that we are addressing gaps and providing appropriate interventions.

Continue to purchase reading material/curricular materials that reflect the diversity of the Parkway community. This includes providing the appropriate funds to support the purchase of relevant/high level resources.

Include equity driven practices and culture responsive pedagogy ideas in professional development sessions. This included funding professional development planning days and sub coverage to support attending trainings.

Include training related to integrated and designated ELD using evidence based instructional practices in all professional development sessions. This includes further training related to Studysync ELD materials, as well as the exploration of more curricula resources. This will be in collaboration with the IDS teacher and district coordinators. The professional development here is focused on integrated ELD in mathematics. The improvement overall literacy will support greater achievement in all areas, including mathematics. This includes funding professional development planning days and sub coverage to support attending trainings.

Hire an EL specialist teacher to teach ELD classes/courses.

Refine/redesign certain aspects of ELD instruction and/or schedule to better support EL students. This included the continued effort to design an effective class/course for students newcomer students. This will be in collaboration with the IDS teacher. Many of the lowest scoring students in the area of mathematics are English Learner students. The improvement of the ELD program at Parkway Academy will support academic growth in all areas, including mathematics. This is coordination with coaching/support from the IDS Teacher which is an evidence based approach that has proven to help students succeed and grow academically.

Promote the asset of bilingualism as a school - celebrate and honor students who speak more than one language.

Continue to refine the 2 elective master/daily schedule so EL students still get to participate in career readiness and innovative classes being offered at Parkway.

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 7

Students to be Served by this Strategy/Activity

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

Significant Student Groups (Socioeconomically Disadvantaged, Foster Youth, African American, and Latino/Hispanic)

Strategy/Activity

Professional Development & Data Analysis

Examine data and reflect on disparities/inequities at Parkway Academy.

Use evidence based strategies (GLAD, HTH CARE Network Instructional Practices, Collaborative Group Work in Math) to better support these groups of students. This includes funding professional development planning days and sub coverage to support attending trainings.

Continue to provide intervention classes for students who are struggling academically and need more support. Currently Parkway provides intervention classes in ELA, ELD, and Math. These classes are stand-alone/separate classes designed to be targeted interventions using evidence based strategies. This includes funding professional development planning days and sub coverage to support attending trainings.

Continue to provided WIN Time (What I Need Time) for students. This weekly period of time is meant to support students who are struggling by providing an extra chunk of time dedicated to small group instruction.

Continue to provide after school homework support and academic tutoring, as well as weekly math intervention time before school. This includes providing the appropriate funds to support the operation of these important interventions.

Continue to track/monitor focus students so that we are addressing gaps and providing appropriate interventions.

Continue to purchase reading material/curricular materials that reflect the diversity of the Parkway community.

Include equity driven practices and culture responsive pedagogy ideas in professional development sessions.

Continue to purchase reading material/curricular materials that reflect the diversity of the Parkway community.

Include equity driven practices and culture responsive pedagogy ideas in professional development sessions.

Possible Book Study - "Equality vs. Equity: Toward a Model of Community-Responsive Education by Dr. Duncan-Andrade"

Continue to develop a program that focuses on career and college readiness as it relates to getting all students prepared for the opportunities offered at community/local high schools - with a greater connection to career pathways at the high school level as a means of positive community development/growth/prosperity. There is a specific focus here related to math that will be supported through core math classes and several elective courses including Financial Literacy, Engineering, and Baseball Data Science/Statistics. This includes funding professional development planning days and sub coverage to support attending trainings.

Continue the practice of Focus Student and Wellness Cycles.

Continue to actively recruit/hire staff that better reflects the diversity of the Parkway community.

Continue to employ and grow the use of 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)

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

Programs, MTSS, and Tiered Interventions

Continue to explore training/learning related to Multi Tiered Systems of Support.

Provide ongoing progress monitoring time - connected with data analysis in collaboration with IEP case managers/SPED team and the assistant principal and IDS teacher

Continue to develop para-professional training/support in collaboration with the school site psychologist.

Continue to redesign SDC/Behavior Focused class at Parkway - including the addition of a new SDC teacher.

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)

2023-24 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 2% each year.

The percentage of students in Grades 7-8 chronically absent from school will decrease from 25.9 % to 23.9%

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	<p>In 2022-2023, Parkway Academy's rate of chronic absenteeism was 25.9%</p> <p>In 2022-2023, the rate of chronic absenteeism for English Learner students is 35.7%</p> <p>In 2022-2023, the rate of chronic absenteeism for socioeconomically disadvantaged students is 31.7%</p> <p>In 2022-2023, the rate of chronic absenteeism for students with disabilities is 47.2%</p> <p>In 2022-2023, the rate of chronic absenteeism for</p>	<p>In 2023-2024, Parkway Academy will reduce its rate of chronic absenteeism by 2% to 23.9%</p> <p>In 2023-2024, Parkway Academy will reduce the rate of chronic absenteeism for English Learner students by 2% to 33.7%</p> <p>In 2023-2024, Parkway Academy will reduce the rate of chronic absenteeism for socioeconomically disadvantaged students by 2% to 29.7%</p> <p>In 2023-2024, Parkway Academy will reduce the rate of chronic absenteeism for</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	African American students is 37.5%	students with disabilities by 2% to 45.2% In 2023-2024, Parkway Academy will reduce the rate of chronic absenteeism for African American students by 2% to 35.5%

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 staffed by the school site social worker and Wellness Center student teachers assistants. The goal will be to develop a Family Wellness Center program for families/community during the 2023-23 school year.

Provide group/individual schedule/drop-in counseling - with academic counselor and school social worker.

Continue Focus Student Wellness Cycles.

Continue to refining SART/SARB process in collaboration with the school social workers and academic counselor.

Continue and build on the development of the Safe School Ambassador Program.

Continue to create and deliver social emotional and student wellness lessons throughout the year.

Continue working with High Tech High Graduate School of Education CARE Network (Year 3).

Continue to implement learning gained from work with Dr. Trudy Arriaga and learning from reading/studying the district provided text "Shattering Inequities." In addition to this learning, ILT and staff volunteers will be asked to read, "Equality vs. Equity: Toward a Model of Community-Responsive Education.

Potential 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)

African American Student and Students with Disabilities

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. Continue working with High Tech High Graduate School of Education (Year 3.)

Continue to refine the use of Restorative Practices. Parkway 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). Attendance will also be connected to Focus Student Wellness Cycles.

Continue messaging the importance of student attendance in all parent/family communications.

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/Attendance 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)

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 learned from High Tech High Graduate School of Education CARE Network. This will continue to be connected to Focus Student Wellness Cycles.

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. Assistant Principal will lead work to continually improve classroom management and administrative systems to foster a safe and productive learning environment school wide.

Provide chances/space for students to repair harm. Continue to staff Parkway Wellness Center with school social workers, interns, and teacher assistants.

Work with Student Supports District Staff 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)

Source(s)

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

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. Assistant Principal, in collaboration with the IDS teacher and school social worker, will lead work to continually improve classroom management and administrative systems to foster a safe and productive learning environment school wide.

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. Assistant Principal will lead work to continually improve classroom management and administrative systems to foster a safe and productive learning environment school wide.

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.

Continue to create positive celebrations for students doing well academically and/or showing great effort/self-efficacy. Use the PTSA and other funds to provide positive rewards, celebrations, and experiences.

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)

2023-24 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 3.63% to 2.63%

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.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
SEL Student Survey Results	<p>The percentage of students who responded favorably in the domains listed below are as follows:</p> <ul style="list-style-type: none"> Culture/Climate - 78.9% Growth Mindset - 75.9% Self-Management - 91.5% Self-Efficacy 74.9 - % Social Awareness - 74.5% 	<p>The percentage of students who respond favorably will increase to the following percentages in each domain:</p> <ul style="list-style-type: none"> Culture/Climate - 80% Growth Mindset - 78% Self-Management - 92% Self-Efficacy - 78% Social Awareness - 77%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Annual Parent Survey Results	<p>The percentage of parents who responded favorably in the domains listed below are as follows:</p> <p>Support for Academic Learning - 88%</p> <p>Sense of Community - 83%</p> <p>Sense of Safety - 84%</p>	<p>The percentage of parents who respond favorably will increase to the following percentages in each domain:</p> <p>Support for Academic Learning - 90%</p> <p>Sense of Community - 86%</p> <p>Sense of Safety - 87%</p>
Suspension Data	<p>The suspension rate for Parkway Academy for the 2022-2023 school year is 3.63%</p> <p>In 2022-2023, the rate suspension for English Learner students is 3.08%</p> <p>In 2022-2023, the rate suspension for Students with Disabilities is 10.1%</p> <p>In 2022-2023, the rate suspension for socioeconomically disadvantaged students is 4.32%</p> <p>In 2022-2023, the rate suspension for African American students is 21.4%</p>	<p>The percentage of students suspended will decrease to 2.63%</p> <p>In 2023-2024, the rate suspension for English Learner students will decrease to 2.08%</p> <p>In 2023-2024, the rate suspension for Students with Disabilities will decrease to 9.1%</p> <p>In 2023-2024, the rate suspension for socioeconomically disadvantaged students will decrease to 3.32%</p> <p>In 2023-2024, the rate suspension for African American students will decrease to 11.4%</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

Social Emotional Learning and Student Wellness

Continue to provide Parkway Student Wellness Center staffed by the school social worker, interns, and teacher assistants.

Continue to build the Safe School Ambassador Program.

Continue administering the CORE SEL Student Survey to gather important data. Analyze the data on a regular basis.

Improve use of Advisory time to include lessons on self management, self efficacy, and social awareness.

Continue the Focus Student Wellness Cycles.

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 learning from reading/studying the district provided text "Shattering Inequities." In addition to this learning, ILT and staff volunteers will be asked to read, "Equality vs. Equity: Toward a Model of Community-Responsive Education.

Potential 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

Strategy/Activity

Parent/Community Communication

Continue to use parent information systems such as Blackboard Connect and Jupiter Messenger, monthly newsletters, and pertinent information to enhance home/school communication.

Create a Family Wellness Center Program led by school site social workers.

Continue 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.

Continue to do administrative "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 - music/choir performances, hip-hop dance performances, science night, etc.

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 has become the main platform to reach the community.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Restorative Mindset

Establish positive and culturally responsive relationships between staff and students and among students with strategies learned from High Tech High Graduate School of Education CARE Network. This will continue to be connected to Focus Student Wellness Cycles.

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. Assistant Principal will lead work to continually improve classroom management and administrative systems to foster a safe and productive learning environment school wide.

Provide chances/space for students to repair harm. Continue to staff Parkway Wellness Center with school social workers, interns, and teacher assistants.

Work with Student Supports District Staff 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)	Source(s)
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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

School Safety

Complete monthly drills incorporating use of CrisisGo (fire, shelter in place, active shooter, evacuation, etc.)

Meet regularly with Safety Lead and School Site Safety Community (WISH Team.) This work will be led by the assistant principal.

Establish a positive relationship with Student Resource Officer and La Mesa Police Department.

Provide active shooter training for school staff.

Potentially participate in mock-emergency drills.

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)
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Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

African American Students

Strategy/Activity

Create/refine interventions specifically targeted to support African American students at Parkway Academy.

Facilitate more social worker interaction/check-ins with African American students throughout the course of each trimester. This includes the possible creation of a social worker group intentionally developed to support African American students and families.

In coordination with the school social worker track behavior/interventions of African American students so specific interventions can be provided that support students and families.

Create a Family Wellness Center that aims to bring families into a better working relationship with the school, teachers, and social services at Parkway Academy. This would be operated by the school social worker and school counselor with the goal of finding more ways to interact and support families.

Direct funding at professional development that supports learning and growth in the area of supporting a diverse populations of students and families. Evidence based practices such as culturally responsive pedagogy and possibly the scholarship of Zarretta Hammond will be used to create more understanding and support for all families at Parkway.

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	\$--
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 (\$)
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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
Title I		
Title I Part A: Parent Involvement		

Expenditures by Funding Source

Funding Source	Amount
LCFF	0.00

Expenditures by Budget Reference

Budget Reference	Amount
	0.00

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

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
- 1 Other School Staff
- 3 Parent or Community Members
- 2 Secondary Students

Name of Members	Role
Jacob Ruth	Principal
Dave Hardenburger	Parent or Community Member
Spring Vick	Parent or Community Member
Eric Shelley	Parent or Community Member
Maggie Noriega	Parent or Community Member
Jennifer Griggs	Parent or Community Member
Heidi Allen	Classroom Teacher
Hannah Hardenburger	Secondary Student
Race Hardenburger	Secondary Student
Julianne Panethis	Other School Staff

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name

English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on May 25, 2023.

Attested:



Principal, Jacob Ruth on May 25, 2023

SSC Chairperson, Dave Hardenburger on May 25, 2023

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.

[Educational Partner 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.

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

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

Purpose and Description

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

Purpose

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

Description

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

Educational Partner Involvement

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

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

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

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

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

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

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

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

Identified Need

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

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

Annual Measurable Outcomes

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

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

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

Strategies/Activities

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

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

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

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

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

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

Proposed Expenditures for this Strategy/Activity

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

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

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

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

Annual Review

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

Analysis

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

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

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

Budget Summary

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

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

Budget Summary

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

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

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

Requirements for the Plan

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

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

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

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

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

The TSI plan shall:

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

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