



# School Plan for Student Achievement (SPSA)

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 23, 2024	June 25, 2024

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 (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp), and for federal Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements for both the SPSA and federal ATSI planning requirements.

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 local educational agency (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 64001(g)(1), 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.

This plan is being used by Parkway Sports and Health Science Academy for meeting ESSA’s planning requirements for in alignment with the LCAP and other federal, state, and local programs.

This template is based on the December, 2023 CDE revision of the School Plan for Student Achievement. Some modifications have been made inform the SPSA development process.

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# Plan Description

Briefly describe your school's plan for effectively meeting the ESSA's planning requirements for in alignment with the Local Control and Accountability Plan (LCAP) 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 2023-24 school year, Parkway Middle School continued the transformation to Parkway Sports & Health Science Academy started during the 2022-23 school year. 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. The will be an emphasis on career readiness in each of the elective courses a 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 addition benefit of truly getting middle school students ready for the high school experience that is heavily focused on career and college readiness.

## Educational Partner Involvement

How, when, and with whom did your Parkway Sports and Health Science Academy 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 2024-25 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 12, 8:00 am, 2024
- SSC Meeting #3 - January 18, 4:30 pm, 2024
- SSC Meeting #4 - April 18, 4:30 pm, 2024
- SSC Meeting #5 - May 23, 4:30 pm, 2024
- Staff Meeting where the 2023-24 SPSA goals and metrics were discussed: May 16, 2024 - 7:30 am
- Other meetings where the 2023-24 SPSA goals and metrics were discussed: PTA - May 7, 2024 - 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.

This section is required for all schools eligible for ATSI and CSI only.

Our needs assessment involved a review of our SBAC and CA State Dashboard data, 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. One positive, is that we did see a decline in overall rates of suspension. We will create actions that can be taken to address these inequities.

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.

## Comprehensive Needs Assessment Components

Identify and describe any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

### California School Dashboard (Dashboard) Indicators

Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the "Red" or "Orange" performance category.

Parkway has several areas on the California State School Dashboard in the "orange" and the "red" performance categories. All students are in orange in the ELA and Math performance category. All students are in red in the Chronic Absenteeism performance category. This is due to a significant declines in ELA and Math academic performance and a significant increase in Chronic Absenteeism school wide. As a school we will need to take aggressive actions to reverse declines in the ELA and Math categories and to promote an increase in attendance school wide. California State School Dashboard data urges staff at Parkway to continue focusing on the professional development and training of all staff to better promote learning and achievement for all students. There will also need to be specific staff as it relates to supporting academic achievement when working with English Learner students and Students with Disabilities. Parkway was most also continue to improve intervention programs/efforts, including before and after school support, to make sure all students are experience academic growth and achievement.

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the "all student" performance.

All students are in the orange in the area of ELA, where as Students with Disabilities and English Learner Students are in the red performance category. All students are in the orange in the area of Math, where as English Learner Students are in the red performance category. As a school we will need to take aggressive actions to reverse declines in the ELA and Math performance categories. California State School Dashboard data urges staff at Parkway to continue focusing on the professional development and training of all staff to better promote learning and achievement for all students. There will also need to be specific training as it relates to supporting academic achievement when working with English Learner students and Students with Disabilities. Parkway was must also continue to improve intervention programs/efforts, including before and after school support, to make sure all students are experiencing academic growth and achievement.

### Other Needs

In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

iReady (local) assessment data has demonstrated similar trends and patterns that can be identified in the area of ELA and Math, although this set of data indicates that we continue to experience academic growth from year to year. One clear area of focus as it relates to achievement in ELA is the need to continue focusing on the improvement of reading

comprehension. The overwhelming majority of students at Parkway, including English Learners and Students with Disabilities, have high levels of proficiency when it comes to reading foundational skills. Vocabulary and Reading Comprehension are where the gaps exist. This has prompted district and school site staff to create an instructional focus, including intensive professional development, to train school leaders and teachers to provide more rigorous/dynamic reading instructional school wide.

# School and Student Performance Data

## Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level Parkway Sports and Health Science Academy. Annual enrollment consists of the number of students enrolled on Census Day (the first Wednesday in October). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

### 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
<b>Total Enrollment</b>				709	580	626

### 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
<b>Total Enrollment</b>	709	580	626

#### Conclusions based on this data:

1. After experiencing a slight decline, Parkway Academy enrollment increased from 580 to 626 between the 21-22 and 22-23 school years.
2. The population of Hispanic/Latino students has increased each year from 38.5% in 20-21 to 43.97% in 21-22 to 46.17% in 22-23.
3. The diversity of Parkway Academy has stayed consistent over the course of the last three years.

# School and Student Performance Data

## English Learner (EL) Enrollment

This report displays the annual K-12 public school enrollment by English Language Acquisition Status (ELAS). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

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 (EL)	58	59	66	8.2%	10.2%	10.5%
Fluent English Proficient (FEP)	85	63	63	12.0%	10.9%	10.1%
Reclassified Fluent English Proficient (RFEP)	2		13	3.4%		16.5%

### Conclusions based on this data:

1. The percentage of English Learner Students has increased each year.
2. The percentage of Fluent English Proficient Students as decreased each year.
3. The percentage of Reclassified EL Students increased dramatically between the 20-21 and the 22-23 school years.



# School and Student Performance Data

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

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

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	329	0	275	324	0	275	324	0.0	98.9	98.5
Grade 8	366	305	288	0	300	283	0	300	283	0.0	98.4	98.3
All Grades	696	583	617	0	575	607	0	575	607	0.0	98.6	98.4

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.	2548.		17.82	13.89		40.36	40.43		21.09	20.99		20.73	24.69
Grade 8		2575.	2526.		17.00	11.31		39.00	25.44		24.33	24.73		19.67	38.52
All Grades	N/A	N/A	N/A		17.39	12.69		39.65	33.44		22.78	22.73		20.17	31.14

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	20.68		62.91	58.64		15.64	20.68
Grade 8		24.67	14.54		60.33	51.42		15.00	34.04
All Grades		23.13	17.82		61.57	55.28		15.30	26.90

<b>Writing</b>									
<b>Producing clear and purposeful writing</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>
<b>Grade 7</b>		26.18	21.30		52.73	54.63		21.09	24.07
<b>Grade 8</b>		17.33	13.17		54.67	49.11		28.00	37.72
<b>All Grades</b>		21.57	17.52		53.74	52.07		24.70	30.41

<b>Listening</b>									
<b>Demonstrating effective communication skills</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>
<b>Grade 7</b>		16.36	18.21		75.27	67.90		8.36	13.89
<b>Grade 8</b>		21.33	10.28		69.67	67.38		9.00	22.34
<b>All Grades</b>		18.96	14.52		72.35	67.66		8.70	17.82

<b>Research/Inquiry</b>									
<b>Investigating, analyzing, and presenting information</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>
<b>Grade 7</b>		21.82	18.21		65.45	62.65		12.73	19.14
<b>Grade 8</b>		27.67	17.38		61.00	57.80		11.33	24.82
<b>All Grades</b>		24.87	17.82		63.13	60.40		12.00	21.78

**Conclusions based on this data:**

1. Overall performance by 7th and 8th grade students on CAASPP ELA showed a decrease of 4.7% points in the category of Standard Exceeded.
2. Overall performance by 7th and 8th grade students on CAASPP ELA showed a decrease of 6.2% points in the category of Standard Met.
3. Overall performance by 7th and 8th grade students on CAASPP ELA showed an increase of 10.9% points in the category of Standard Not Met.

# School and Student Performance Data

## CAASPP Results Mathematics (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

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	329	0	277	324	0	277	324	0.0	99.3	98.5
Grade 8	366	305	288	0	301	283	0	301	283	0.0	98.7	98.3
All Grades	696	584	617	0	578	607	0	578	607	0.0	99.0	98.4

\* 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.	2515.		11.55	13.27		19.13	20.37		28.88	30.25		40.43	36.11
Grade 8		2524.	2509.		12.29	9.54		16.28	16.25		27.57	26.15		43.85	48.06
All Grades	N/A	N/A	N/A		11.94	11.53		17.65	18.45		28.20	28.34		42.21	41.68

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	14.20		44.77	49.38		40.07	36.42
Grade 8		11.96	10.95		54.49	49.47		33.55	39.58
All Grades		13.49	12.69		49.83	49.42		36.68	37.89

<b>Problem Solving &amp; Modeling/Data Analysis</b> 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	9.88		58.12	57.10		32.13	33.02
Grade 8		12.62	10.25		54.82	52.65		32.56	37.10
All Grades		11.25	10.05		56.40	55.02		32.35	34.93

<b>Communicating Reasoning</b> 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	12.04		65.70	61.42		24.19	26.54
Grade 8		9.97	6.36		61.46	60.42		28.57	33.22
All Grades		10.03	9.39		63.49	60.96		26.47	29.65

**Conclusions based on this data:**

1. Overall performance by 7th and 8th grade students on CAASPP Mathematics showed very minimal movement between 21-22 and 22-23, however there was a slight increase of 0.8% percentage points in the number of students scoring Standard Met.
2. Overall performance of 7th grade students on CAASPP Mathematics showed an increase of 1.7% in the area of Standard Exceeded and 1.24% in Standard Met equalling an overall growth of 2.94% percentage points. This is a more significant improvement than 8th grade students.
3. The most substantial increase on CAASPP Mathematics is percentage growth of 3.2% percentage points in the area of Communicating Reasoning.

# School and Student Performance Data

The English Language Proficiency Assessments for California (ELPAC) system is used to determine and monitor the progress of the English language proficiency for students whose primary language is not English. The ELPAC is aligned with the 2012 California English Language Development Standards and assesses four domains: listening, speaking, reading, and writing.

Visit the California Department of Education's [English Language Proficiency Assessments for California \(ELPAC\)](http://English Language Proficiency Assessments for California (ELPAC) web page) web page or the [ELPAC.org](http://ELPAC.org) website for more information about the ELPAC.

## 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	1564.5	1568.0	1566.6	1562.9	1543.8	1562.9	1565.5	30	34	40
8	1605.7	1580.2	1562.3	1625.0	1577.7	1564.9	1586.0	1582.2	1559.2	27	25	26
All Grades										57	59	66

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	47.50	26.67	26.47	25.00	30.00	17.65	12.50	6.67	8.82	15.00	30	34	40
8	51.85	44.00	46.15	22.22	36.00	26.92	22.22	16.00	7.69	3.70	4.00	19.23	27	25	26
All Grades	43.86	45.76	46.97	24.56	30.51	25.76	26.32	16.95	10.61	5.26	6.78	16.67	57	59	66

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	60.00	26.67	35.29	20.00	16.67	0.00	5.00	3.33	8.82	15.00	30	34	40
8	66.67	56.00	61.54	11.11	32.00	15.38	22.22	8.00	3.85	0.00	4.00	19.23	27	25	26
All Grades	59.65	55.93	60.61	19.30	33.90	18.18	19.30	3.39	4.55	1.75	6.78	16.67	57	59	66

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	27.50	33.33	23.53	30.00	26.67	23.53	22.50	26.67	17.65	20.00	30	34	40
8	29.63	36.00	23.08	40.74	12.00	38.46	18.52	36.00	11.54	11.11	16.00	26.92	27	25	26
All Grades	21.05	35.59	25.76	36.84	18.64	33.33	22.81	28.81	18.18	19.30	16.95	22.73	57	59	66

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	30.00	63.33	70.59	45.00	13.33	11.76	25.00	30	34	40
8	59.26	16.00	19.23	37.04	76.00	53.85	3.70	8.00	26.92	27	25	26
All Grades	40.35	16.95	25.76	50.88	72.88	48.48	8.77	10.17	25.76	57	59	66

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	77.50	26.67	2.94	10.00	3.33	8.82	12.50	30	34	40
8	70.37	80.00	76.92	29.63	16.00	3.85	0.00	4.00	19.23	27	25	26
All Grades	70.18	84.75	77.27	28.07	8.47	7.58	1.75	6.78	15.15	57	59	66

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	32.50	40.00	35.29	35.00	40.00	29.41	32.50	30	34	40
8	51.85	44.00	38.46	22.22	24.00	30.77	25.93	32.00	30.77	27	25	26
All Grades	35.09	38.98	34.85	31.58	30.51	33.33	33.33	30.51	31.82	57	59	66

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	15.00	76.67	64.71	77.50	10.00	8.82	7.50	30	34	40
8	25.93	8.00	11.54	70.37	84.00	65.38	3.70	8.00	23.08	27	25	26
All Grades	19.30	18.64	13.64	73.68	72.88	72.73	7.02	8.47	13.64	57	59	66

**Conclusions based on this data:**

1. The number of English Learner students has increased each year from 57 in 20-21 to 59 in 21-22 to 66 in 22-23.
2. There was a significant decline in students scoring Level 4 in the area of Written Language, students dropped 9.8% percentage points between 21-22 and 22-23.
3. There was a significant decline in students scoring Well Developed in the area of Writing with students dropping 5% percentage points between 21-22 and 22-23. There was an increase of students scoring Beginning with the growth 5.2% between 21-22 and 22-23.

# School and Student Performance Data

## California School Dashboard Student Population

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

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

2022-23 Student Population			
<b>Total Enrollment</b>	<b>Socioeconomically Disadvantaged</b>	<b>English Learners</b>	<b>Foster Youth</b>
<b>626</b>	<b>53.8</b>	<b>10.5</b>	<b>0.6</b>
Total Number of Students enrolled in Parkway Sports and Health Science Academy.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2022-23 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	66	10.5
Foster Youth	4	0.6
Homeless	19	3
Socioeconomically Disadvantaged	337	53.8
Students with Disabilities	97	15.5

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	42	6.7
American Indian	2	0.3
Asian	21	3.4
Filipino	12	1.9
Hispanic	289	46.2
Two or More Races	51	8.1
Pacific Islander	1	0.2
White	208	33.2

**Conclusions based on this data:**

1. The number/percentage of English Learner students continues to increase at Parkway Academy.
2. The number/percentage of students of color continues to increase at Parkway Academy. Students of color makeup 58.7% of the student population at Parkway Academy.
3. Hispanic/Latino students makeup the largest population of students at Parkway Academy.



# School and Student Performance Data

## Overall Performance

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



### 2023 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<b>English Language Arts</b>  Orange	<b>Chronic Absenteeism</b>  Red	<b>Suspension Rate</b>  Green
<b>Mathematics</b>  Orange		
<b>English Learner Progress</b>  Yellow		

#### Conclusions based on this data:

1. Parkway experienced a significant decline in the area of ELA. Socioeconomically Disadvantaged and Hispanic students declined significantly and scored low, while African American students demonstrated decline and scored low. Students with Disabilities declined and scored very low, while English Learners declined significantly and scored very low. This contributes to All Students and an Overall rating of orange.

2. Parkway experience some decline and some increase in Mathematics when looking at the 5x5 CA State Data Dashboard Matrix. SWD, White, and Two or More Races maintained and scored low. Socioeconomically Disadvantaged and African Students increased, yet scored very low. Hispanic students declined and scored low. This contributes to All Students and an Overall rating of orange.
3. English Learner Students declined significantly, yet scored very high. This contributes to a rating of yellow.

# School and Student Performance Data

## Academic Performance English Language Arts

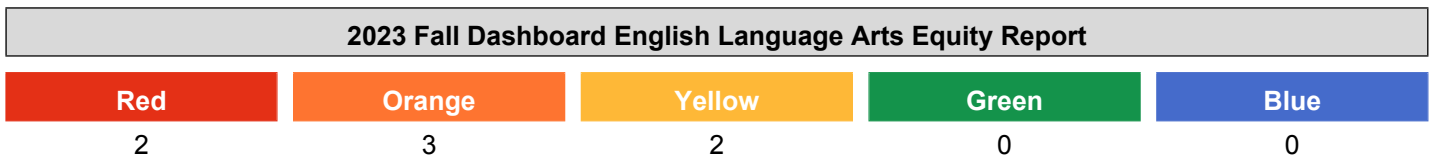
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This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p><b>All Students</b></p>  Orange 18.8 points below standard Decreased Significantly -32.6 points 588 Students	<p><b>English Learners</b></p>  Red 73 points below standard Decreased Significantly -38.9 points 94 Students	<p><b>Foster Youth</b></p> <p>Less than 11 Students</p> <p>4 Students</p>
<p><b>Homeless</b></p> <p>44.1 points below standard Maintained -1.6 points 19 Students</p>	<p><b>Socioeconomically Disadvantaged</b></p>  Orange 37.6 points below standard Decreased Significantly -27.6 points 320 Students	<p><b>Students with Disabilities</b></p>  Red 99.6 points below standard Decreased -11.5 points 94 Students

### 2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Orange 30.5 points below standard Decreased -4.3 points 39 Students	Less than 11 Students 2 Students	36.4 points below standard 18 Students	11.6 points above standard 12 Students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 38.3 points below standard Decreased Significantly - 37.2 points 267 Students	 Yellow 1.3 points below standard Decreased Significantly - 21.1 points 49 Students	Less than 11 Students 1 Student	 Yellow 5.4 points above standard Decreased Significantly - 30.3 points 200 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

### 2023 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
128.1 points below standard Decreased Significantly -64.3 points 50 Students	10.4 points below standard Decreased Significantly -22.5 points 44 Students	11.6 points below standard Decreased Significantly -29.7 points 468 Students

**Conclusions based on this data:**

1. Parkway experienced a significant decline in the area of ELA. Socioeconomically Disadvantaged and Hispanic students declined significantly and scored low, while African American students demonstrated decline and scored low. Students with Disabilities declined and scored very low, while English Learners declined significantly and scored very low. This contributes to All Students and an Overall rating of orange.
2. An area that needs to be addressed is the largest significant subgroup of students. Hispanic/Latino students score 30.5 points below standard and decreased by 37.2 points.
3. An area that needs to be addressed are the Current English Learners at Parkway. Current English Learners are 128.1 points below standard and decreased by 64.3 points.

# School and Student Performance Data

## Academic Performance Mathematics

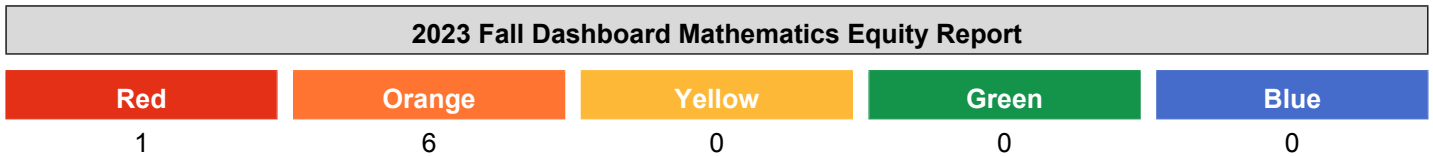
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”







This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2023 Fall Dashboard Mathematics Performance for All Students/Student Group		
<b>All Students</b>  Orange 60.8 points below standard Decreased -7.1 points 588 Students	<b>English Learners</b>  Red 112.7 points below standard Decreased -13.7 points 94 Students	<b>Foster Youth</b> Less than 11 Students 4 Students
<b>Homeless</b> 114.4 points below standard Decreased -12.5 points 19 Students	<b>Socioeconomically Disadvantaged</b>  Orange 81.2 points below standard Maintained +0.5 points 319 Students	<b>Students with Disabilities</b>  Orange 135.3 points below standard Increased +10.2 points 95 Students

### 2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Orange 96.1 points below standard Increased Significantly +21 points 39 Students	Less than 11 Students  2 Students	40.8 points below standard  18 Students	47.7 points below standard  12 Students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 84.1 points below standard Decreased -11.6 points 267 Students	 Orange 38.7 points below standard Maintained -0.5 points 49 Students	Less than 11 Students  1 Student	 Orange 29.9 points below standard Maintained +0.6 points 200 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

### 2023 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
156.4 points below standard Decreased Significantly -21.6 points 50 Students	63 points below standard Decreased Significantly -19.8 points 44 Students	54.5 points below standard Decreased -4.8 points 468 Students

**Conclusions based on this data:**

1. Parkway experience some decline and some increase in Mathematics when looking at the 5x5 CA State Data Dashboard Matrix. SWD, White, and Two or More Races maintained and scored low. Socioeconomically Disadvantaged and African Students increased, yet scored very low. Hispanic students declined and scored low. This contributes to All Students and an Overall rating of orange.
2. African American students increased by 21 points.
3. An area that needs to be addressed are the Current English Learners at Parkway. Current English Learners are 156.4 points below standard and decreased by 21.6 points.

# School and Student Performance Data

## Academic Performance English Learner Progress

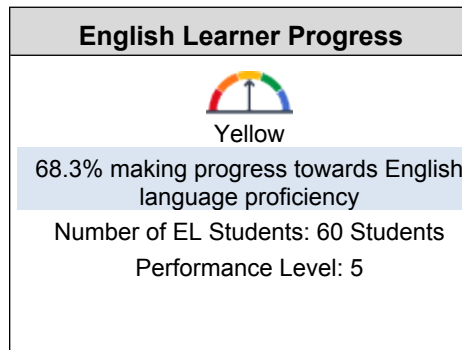
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This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

### 2023 Fall Dashboard English Learner Progress Indicator



This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

### 2023 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
7	12	12	29

#### Conclusions based on this data:

- 29 of the 60 (48%) EL students Progressed at Least One Level.
- EL students are 68.3 points above standard.
- Only 12% of the EL students decreased.

# School and Student Performance Data

## Academic Engagement Chronic Absenteeism

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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This section provides number of student groups in each level.







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

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<b>All Students</b>	<b>English Learners</b>	<b>Foster Youth</b>
 Red 25.7% Chronically Absent Increased 0.5 649 Students	 Red 35.7% Chronically Absent Maintained 0 84 Students	Less than 11 Students 4 Students
<b>Homeless</b>	<b>Socioeconomically Disadvantaged</b>	<b>Students with Disabilities</b>
60.9% Chronically Absent Increased 14.7 23 Students	 Red 31.6% Chronically Absent Maintained -0.1 364 Students	 Orange 37.4% Chronically Absent Declined -9.8 107 Students



**2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity**

African American	American Indian	Asian	Filipino
 Orange 27.7% Chronically Absent Declined -9.8 47 Students	Less than 11 Students  2 Students	29.2% Chronically Absent Increased 14.9  24 Students	25% Chronically Absent Declined -5.8  12 Students
Hispanic	Two or More Races	Pacific Islander	White
 Red 30.1% Chronically Absent Increased 0.7 299 Students	 Orange 16.7% Chronically Absent Increased 3.8 54 Students	Less than 11 Students  1 Student	 Red 21.4% Chronically Absent Maintained 0 210 Students

**Conclusions based on this data:**

1. African American students demonstrated a significant decrease in Chronic Absenteeism.
2. English Learner students have a significantly higher percentage of Chronic Absenteeism as compared to All Students. All Students have a rate of 25.7% Chronic Absenteeism, while English Learner students have a rate of 35.7% Chronic Absenteeism.
3. Students with Disabilities students demonstrated a significant decrease in Chronic Absenteeism.

# School and Student Performance Data

## Conditions & Climate Suspension Rate

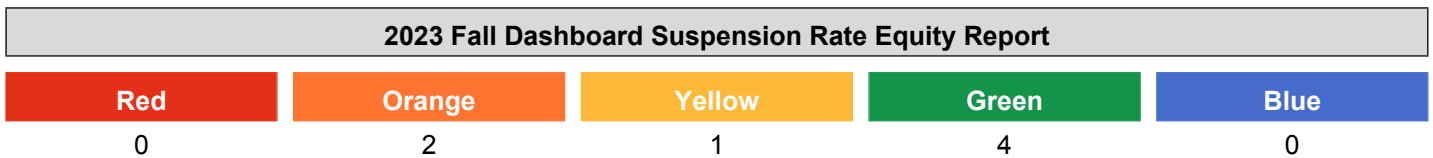
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This section provides number of student groups in each level.



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

2023 Fall Dashboard Suspension Rate for All Students/Student Group		
<p><b>All Students</b></p> <p>Green</p> <p>5% suspended at least one day</p> <p>Declined -1.1 658 Students</p>	<p><b>English Learners</b></p> <p>Green</p> <p>2.4% suspended at least one day</p> <p>Declined -1.6 85 Students</p>	<p><b>Foster Youth</b></p> <p>Less than 11 Students 4 Students</p>
<p><b>Homeless</b></p> <p>4.3% suspended at least one day</p> <p>Increased 0.8 23 Students</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>Green</p> <p>6% suspended at least one day</p> <p>Declined -1.1 367 Students</p>	<p><b>Students with Disabilities</b></p> <p>Orange</p> <p>11% suspended at least one day</p> <p>Increased 2.3 109 Students</p>

**2023 Fall Dashboard Suspension Rate by Race/Ethnicity**

African American	American Indian	Asian	Filipino
 Orange 12.5% suspended at least one day Declined -8.9 48 Students	Less than 11 Students 2 Students	0% suspended at least one day Declined -6.3 24 Students	0% suspended at least one day Maintained 0 12 Students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 6.2% suspended at least one day Maintained 0.2 305 Students	 Green 1.8% suspended at least one day Declined -4.2 55 Students	Less than 11 Students 1 Student	 Green 3.3% suspended at least one day Declined -0.4 211 Students

**Conclusions based on this data:**

1. The suspension percentage for All Students was in the category of medium and the rate of suspension declined significantly leading to green status.
2. Although the suspension rate for African American students declined, the percentage is still very high. This leads to the African American student group receiving orange status.
3. The Hispanic student group received the status of yellow due to being in the category of medium and maintaining the rate of suspension.

# SPSA Monitoring and Evaluation 2023-24

## 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%

Copied from your SPSA		Develop with those responsible for executing/implementing each action, prior to launching the action	Update as evidence is collected	Complete in the spring with the SSC when developing the next SPSA
Budgeted Amount	Actions	Metric(s)/Data	"Monitoring What is/is not working and why? Effective indicators and/or Ineffective indicators"	"Evaluation Modification(s) based on monitoring results"
LCFF 0	<p>Continue to refine the use of an Instructional Leadership Team (ILT) and Professional Learning Communities (PLCs).</p> <p>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.</p> <p>PLC is a group of educators that meet regularly/weekly, share expertise, and work collaboratively to improve</p>	<p>iReady Assessment Data</p> <p>CAASPP Assessment Data</p> <p>Student Writing Analysis Data</p> <p>ILT Meeting Feedback</p> <p>PLC Notes</p> <p>Department Meetings</p> <p>Observations &amp; Walkthroughs</p>	<p>The development of a strong ILT and an effective PLC systems is proving to have a positive impact student learning.</p> <p>The analysis of data and collaboration in PLC/departments meetings is proving to have a positive impact student learning.</p> <p>The connection to work/learning by ILT members and within PLC/departments to the Framework for Powerful Learning has created the powerful connections</p>	<p>Continue</p> <p>The work to support greater academic achievement for all students will continue. The development of a strong ILT and PLC structure is proving to have a positive impact on student learning at Parkway.</p> <p>Rigorous and relevant professional development to support teacher/staff learning and growth is paramount in the success we are</p>

Copied from your SPSA		Develop with those responsible for executing/implementing each action, prior to launching the action	Update as evidence is collected	Complete in the spring with the SSC when developing the next SPSA
Budgeted Amount	Actions	Metric(s)/Data	"Monitoring What is/is not working and why? Effective indicators and/or Ineffective indicators"	"Evaluation Modification(s) based on monitoring results"
	<p>teaching skills and the overall achievement of all students.</p> <p>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.</p> <p>Connect the development of the ILT and PLC with Instructional Data Coach (IDS) and Framework for Powerful Learning/Professional Learning Cycles.</p> <p>Analyze data to help make the selection of a powerful practice to foster improvement. One focus being the improvement of reading comprehension.</p> <p>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.</p> <p>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</p>		<p>between content areas and is proving to have a positive impact student learning.</p> <p>The focus on data driven decision making is proving to have a positive impact student learning.</p> <p>Providing quality professional development that is teacher focused and meant to push staff to learn and grow is proving to have a positive impact student learning.</p>	<p>seeing at Parkway and it is important that this work continues.</p>

Copied from your SPSA		Develop with those responsible for executing/implementing each action, prior to launching the action	Update as evidence is collected	Complete in the spring with the SSC when developing the next SPSA
Budgeted Amount	Actions	Metric(s)/Data	"Monitoring What is/is not working and why? Effective indicators and/or Ineffective indicators"	"Evaluation Modification(s) based on monitoring results"
	<p>it relates to the district wide instructional focus.</p> <p>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.</p> <p>Send teachers/staff to trainings/workshops that extend beyond the LMSV district offerings and school site professional development. Trainings/workshops that teachers attend will be connected to the instructional focus and powerful practice.</p>			
	<p>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.</p> <p>Connect LEEP Teacher Evaluation process to the implementation of the Framework for Powerful Learning.</p> <p>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,</p>	<p>iReady Assessment Data</p> <p>CAASPP Assessment Data</p> <p>Observations &amp; Walkthroughs</p>	<p>The use of the LEEP Evaluation process is proving to be effective. The process of selecting specific standards to then focus observations and dialogue, with the goal of improvement, support growth and learning.</p> <p>The delegation of participants in the LEEP process between the school principal and the two assistant principals is very effective. It support a more in-depth process with each individual teacher because administration has time to focus on the teachers going through the process. It also creates a structure/space for the administrative team to have important dialogue related to teacher practice school wide.</p>	<p>Continue</p> <p>The continuation of the LEEP evaluation is important. The presence of teacher accountability, as well as dedicated time to analyze teacher practice, is proving to have a positive impact student learning.</p>

Copied from your SPSA		Develop with those responsible for executing/implementing each action, prior to launching the action	Update as evidence is collected	Complete in the spring with the SSC when developing the next SPSA
Budgeted Amount	Actions	Metric(s)/Data	"Monitoring What is/is not working and why? Effective indicators and/or Ineffective indicators"	"Evaluation Modification(s) based on monitoring results"
	<p>and an end-of-the-year evaluation.</p> <p>Classroom walk-throughs/peer observation to observe, analyze, and calibrate evidence of high quality teaching and learning (powerful practices).</p>			
	<p>Teachers will focus on aligning curriculum, instructional practices, and assessment data with LMSV Essential Standards and the Framework for Powerful Learning.</p> <p>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.</p> <p>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.</p> <p>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</p>	<p>iReady Assessment Data</p> <p>CAASPP Assessment Data</p> <p>Student Writing Analysis Data</p> <p>ILT Meeting Feedback</p> <p>PLC Notes</p> <p>Department Meetings</p> <p>Observations &amp; Walkthroughs</p>	<p>Use of the Framework for Powerful Learning is proving to have a positive impact student learning.</p> <p>The alignment of teacher practice and lesson design to standards and the Framework of Powerful Learning is proving to have a positive impact student learning.</p> <p>The analysis of standards and the CA State Instructional Frameworks, particularly in the area of math, is proving to have a positive impact student learning.</p> <p>The addition of professional learning that extends beyond the LMSV district and school site offerings is proving to have a positive impact student learning. In particular, the incorporation of learning from San Diego Area Writing Project, has had a significant influence on the improvement of writing instruction in Parkway ELA classes.</p> <p>The addition of more planning/collaboration time due a new daily schedule during the 21-22 school year is proving to have a</p>	<p>Continue</p> <p>The analysis of data and the connection to the Framework for Powerful Learning will be continued and refined.</p> <p>Providing quality teacher professional development will be continued.</p>



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	<p>Project conferences and study the pedagogical thinking of scholars such as Kelly Gallagher, Jeff Anderson, Doug Fisher and Nancy Frey, and Zarretta Hammond.</p> <p>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.</p> <p>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.</p> <p>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.</p>		positive impact student learning.	
	<p>Parkway Academy will implement a school-wide system of differentiated instruction and interventions to meet the needs of all students.</p> <p>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 &amp; Math essential standards.</p> <p>Department/grade-level teams will plan and implement Tier 2 interventions for students not mastering essential ELA &amp; Math standards. This will be</p>	<p>iReady Assessment Data</p> <p>CAASPP Assessment Data</p> <p>Student Writing Analysis Data</p> <p>ILT Meeting Feedback</p> <p>PLC Notes</p> <p>Department Meetings</p> <p>Observations &amp; Walkthroughs</p>	<p>The analysis of data at Site Learning Day meetings, in addition to separate progress monitoring days for ELA and Math, is proving to have a positive impact student learning.</p> <p>The use of the Instructional Data Support Teacher (IDS) has been very effective in helping teachers analyze data and create rigorous/relevant learning for all students.</p> <p>The IDS teacher is working closely with all</p>	<p>Continue</p> <p>The collaboration between the IDS Teacher and Parkway teachers, and the connection to the Framework for Powerful Learning will be continued and refined over the course of the next several years.</p> <p>Connecting student learning, achievement, and instructional practice to the analysis of data is very</p>



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	<p>then handled with in core/content level classrooms, but also in intervention courses such as reading/math intervention class.</p> <p>Operate Progress Monitoring throughout the year using iReady diagnostic data.</p> <p>Department/grade level teams will use common formative assessments to place students in WIN Time Intervention to address academic needs in small group settings.</p> <p>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 .</p> <p>The IDS teacher will work to support instructional teams with instructional best practices and evidence based interventions.</p> <p>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.</p> <p>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.</p>		<p>teams to provide learning and leadership. This has proved to be a very effective support that is leading to improvement in instructional practice schoolwide.</p>	<p>important and it will be continued and refined over the course of the next several years.</p>
	<p>Powerful Practices - Materials, Professional Development, and Coaching:</p>	<p>iReady Assessment Data</p> <p>CAASPP Assessment Data</p> <p>Student Writing Analysis Data</p>	<p>The second year of the implementation of the Framework for Powerful Learning is proving to</p>	<p>Continue</p> <p>The use of Professional Learning Cycles has</p>

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	<p>Organize the regular implementation of Professional Learning Cycles connected to the Framework for Powerful Learning and the district wide instructional focus.</p> <p>Provide on-going and relevant professional development related to the Framework for Powerful Learning and the LMSV districtwide instructional focus.</p> <p>Continue to refine the use of iReady diagnostic data and iReady individualized online learning.</p> <p>Further implement the use of ReadnQuiz to promote reading at Parkway Academy.</p> <p>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.</p> <p>Provide professional development on powerful practices - thinking routines, edu protocols. culturally responsive pedagogical strategies, collaborative conversation techniques, the effective use of block periods, etc.</p> <p>Provide ongoing coaching and support - IDS teacher and Instructional Leaders/Admin.</p> <p>Provide sub. days for planning and conference/workshop attendance.</p>	<p>ILT Meeting Feedback</p> <p>PLC Notes</p> <p>Department Meetings</p> <p>Observations &amp; Walkthroughs</p>	<p>have a positive impact student learning.</p> <p>The use of Professional Learning Cycles, which are 6-8 week cycles focused on a specific powerful practice connected to an instructional focus, is proving to have a positive impact student learning.</p> <p>The addition of professional learning that extends beyond the LMSV district and school site offerings is proving to have a positive impact student learning.</p> <p>The use of iReady data analysis to support decision making and lesson design is proving to have a positive impact student learning.</p>	<p>united the teaching staff and create a culture of thinking and learning - as it relates to improving to increase student learning and achievement. The use of the Framework for Powerful Learning will be continued and refined over the course of the next several years.</p> <p>iReady data analysis improved this year - it will be continued and refined over the course of the next several years.</p>
	English Language Development:	iReady Assessment Data	The addition of an ELD teacher specifically	Modify

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	<p>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.</p> <p>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.</p> <p>Hire an EL specialist teacher to teach ELD classes/courses.</p> <p>Provide continued GLAD training for ELD teacher, the ELA department, and possibly the History/Science departments.</p> <p>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.</p> <p>Promote the asset of bilingualism as a school - celebrate and honor students who speak more than one language.</p> <p>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.</p>	<p>CAASPP Assessment Data</p> <p>ELPAC Assessment Data</p> <p>Student Writing Analysis Data</p> <p>ILT Meeting Feedback</p> <p>PLC Notes</p> <p>Department Meetings</p> <p>Observations &amp; Walkthroughs</p>	<p>tasked with teaching ELD is proving to have a positive impact student learning.</p> <p>Training and support for the ELD teacher can be improved.</p> <p>The incorporation of GLAD/EL strategies school wide can be improved.</p>	<p>The training and support of all teachers in understanding the ELD standards, and using strategies such as GLAD techniques, is an area that needs to be improved next year.</p> <p>Time and funding needs to be dedicated so that all teachers understand the ELD standards and how to provide integrated ELD in all classes.</p>

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	<p>Professional Development &amp; Data Analysis:</p> <p>Examine data and reflect on disparities/inequities at Parkway Academy.</p> <p>Use evidence based strategies (GLAD, HTH CARE Network Instructional Practices, Collaborative Group Work in Math) to better support these groups of students.</p> <p>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.</p> <p>Continue to provide 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.</p> <p>Continue to provide after school homework support and academic tutoring, as well as weekly math intervention time before school.</p> <p>Continue to track/monitor focus students so that we are addressing gaps and providing appropriate interventions.</p> <p>Continue to purchase reading material/curricular materials that reflect the diversity of the Parkway community.</p> <p>Include equity driven practices and culture responsive pedagogy ideas in professional development sessions.</p>	<p>iReady Assessment Data</p> <p>CAASPP Assessment Data</p> <p>ELPAC Assessment Data</p> <p>Student Writing Analysis Data</p> <p>ILT Meeting Feedback</p> <p>PLC Notes</p> <p>Department Meetings</p> <p>Observations &amp; Walkthroughs</p>	<p>Data analysis has improved at Parkway and is becoming a part of the culture fabric that is uniting the staff to learn and grow to promote student achievement.</p> <p>Book studies as a form of professional development proved to be very effective this school year. In particular, 12 teachers did a book study with the text. Making Thinking Visible by Dr. Ritchhart.</p> <p>WIN times continues to be an important intervention for all students. In fact, a group of 20 administrators San Diego came to observe and learn about WIN time at Parkway.</p> <p>Focus students and Wellness Cycles are proving to impact student learning and success.</p> <p>The connection with the electives Parkways is offering to the career readiness programs they have at high schools in the area is proving to be very impactful.</p>	<p>Continue</p> <p>Data analysis to foster decision making is very important. It will continue in coming years.</p> <p>Book studies to improve teaching practice will continue in coming years.</p>

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	<p>Possible Book Study - "Equality vs. Equity: Toward a Model of Community-Responsive Education by Dr. Duncan-Andrade"</p> <p>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 .</p> <p>Continue the practice of Focus Student and Wellness Cycles.</p> <p>Continue to actively recruit/hire staff that better reflects the diversity of the Parkway community.</p> <p>Continue to employ and grow the use of restorative practices/mindset when operating classroom management and/or school wide discipline.</p>			
	<p>Programs, MTSS, and Tiered Interventions:</p> <p>Continue to explore training/learning related to Multi Tiered Systems of Support.</p> <p>Provide ongoing progress monitoring time - connected with data analysis in collaboration with IEP case managers/SPED team and the assistant principal and IDS teacher</p> <p>Continue to develop paraprofessional training/support in collaboration with the school site psychologist.</p>	<p>iReady Assessment Data</p> <p>CAASPP Assessment Data</p> <p>ELPAC Assessment Data</p> <p>Student Writing Analysis Data</p> <p>ILT Meeting Feedback</p> <p>PLC Notes</p> <p>Department Meetings</p> <p>Observations &amp; Walkthroughs</p>	<p>Redesign of the SDC/Behavior Program is very successful.</p> <p>Parkway did provided some paraprofessional training this year, but we would like to provide more in coming years.</p> <p>Although substantial improvement in the SST process was made this school year, the development of a tiered system of support can be improved and refined in the coming years.</p>	<p>Modify</p> <p>Continue to improve and refine the creation of an effective tiered system of support for all students.</p>

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

## Annual Review

**SPSA Year Reviewed: 2023-24**

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 left blank and completed at the end of the year after the plan has been executed.

### Analysis

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 difference between intended implementation and expenditures made to meet the goal.

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

There were no changes made to this goal or 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%

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	<p>Develop an Instructional Leadership Team (ILT) and Professional Learning Communities (PLCs).</p> <p>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.</p> <p>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</p>	<p>iReady Assessment Data</p> <p>CAASPP Assessment Data</p> <p>ELPAC Assessment Data</p> <p>Student Writing Analysis Data</p> <p>ILT Meeting Feedback</p> <p>PLC Notes</p> <p>Department Meetings</p> <p>Observations &amp; Walkthroughs</p>	<p>The development of a strong ILT and an effective PLC systems is proving to have a positive impact student learning.</p> <p>The analysis of data and collaboration in PLC/departments meetings is proving to have a positive impact student learning.</p> <p>The math department dedicated time to learn and collaborate together as it relates to the CA State Math Framework.</p> <p>The math department visited local high schools and met with</p>	<p>Continue</p> <p>The work to support greater academic achievement for all students will continue. The development of a strong ILT and PLC structure is proving to have a positive impact on student learning at Parkway.</p> <p>Providing collaboration time for the math department to meet as colleagues, but to also collaborate with high school teachers will be continued.</p>



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	<p>to be laser-like focused on data and improvement as it relates to best practices and student achievement.</p> <p>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.</p> <p>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.</p> <p>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</p>		<p>high school teachers to further align - and to learn from each other.</p> <p>The connection to work/learning by ILT members and within PLC/departments to the Framework for Powerful Learning has created powerful connections between content areas and is proving to have a positive impact student learning.</p> <p>The focus on data driven decision making is proving to have a positive impact student learning.</p> <p>Providing quality professional development that is teacher focused and meant to push staff to learn and grow is proving to have a positive impact student learning.</p>	<p>Rigorous and relevant professional development to support teacher/staff learning and growth is paramount in the success we are seeing at Parkway and it is important that this work continues.</p>



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	<p>curriculum, and added emphasis on improving learning through student collaboration, academic conversations, and reciprocal teaching is going to be necessary to promote student achievement.</p> <p>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</p> <p>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.</p> <p>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.</p>			
	<p>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.</p>	<p>iReady Assessment Data</p> <p>CAASPP Assessment Data</p> <p>ELPAC Assessment Data</p> <p>Student Writing Analysis Data</p> <p>ILT Meeting Feedback</p> <p>PLC Notes</p>	<p>The use of the LEEP Evaluation process is proving to be effective. The process of selecting specific standards to then focus observations and dialogue, with the goal of improvement, support growth and learning.</p>	<p>Continue</p> <p>The continuation of the LEEP evaluation is important. The presence of teacher accountability, as well as dedicated time to analyze teacher practice, is proving to have a</p>

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	<p>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.</p> <p>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.</p> <p>Classroom walk-throughs/peer observation to observe, analyze, and calibrate evidence of high quality teaching and learning (powerful practices).</p>	<p>Department Meetings</p> <p>Observations &amp; Walkthroughs</p>	<p>The delegation of participants in the LEEP process between the school principal and the two assistant principals is very effective. It support a more in-depth process with each individual teacher because administration has time to focus on the teachers going through the process. It also creates a structure/space for the administrative team to have important dialogue related to teacher practice school wide.</p>	<p>positive impact student learning.</p>
	<p>Teachers will focus on aligning curriculum, instructional practices, and assessment data with LMSV Essential Standards and the Framework for Powerful Learning.</p> <p>Teachers will use district developed resources to inform instructional decisions around assessment design and best instructional practice in alignment with LMSV Essential</p>	<p>iReady Assessment Data</p> <p>CAASPP Assessment Data</p> <p>ELPAC Assessment Data</p> <p>Student Writing Analysis Data</p> <p>ILT Meeting Feedback</p> <p>PLC Notes</p> <p>Department Meetings</p>	<p>The math department has taken several planning days to examine the new CA Math Framework to better align as departments - and to make sure all teachers are covering appropriate standards with the CPM curriculum.</p>	<p>Continue</p> <p>Collaboration as a department and with local high school teachers is proving to have a powerful impact on teaching practice. It needs to continue in the years to come.</p>

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	<p>Standards and the Framework for Powerful Learning as it relates to the district wide instructional practice focused on the improvement of reading comprehension.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p>	Observations & Walkthroughs	<p>The math department lead teacher attended several meetings with the local high school district teachers to better align content/teaching between Parkway and high school math classes.</p> <p>The math department attended the Greater San Diego Math Conference to learn from teachers from around San Diego County.</p> <p>The math department hosted a professional learning session from the San Diego Area Writing Project focused on anticipating student thinking and lesson design, as well as strategies such as the three reads protocol and math journaling.</p>	Attending quality professional development is very important and proving to have a powerful impact on teaching practice. It needs to continue in the years to come.

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Budgeted Amount	Actions	Metric(s)/Data	"Monitoring What is/is not working and why? Effective indicators and/or Ineffective indicators"	"Evaluation Modification(s) based on monitoring results"
	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,			
	<p>Parkway Academy will implement a school-wide system of differentiated instruction and interventions to meet the needs of all students.</p> <p>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 &amp; Math essential standards.</p> <p>Department/grade-level teams will plan and implement Tier 2 interventions for students not mastering essential ELA &amp; Math standards. This will be then handled with in core/content level classrooms, but also in intervention courses such as reading/math intervention class.</p> <p>Operate Progress Monitoring throughout the year using iReady diagnostic data.</p> <p>Department/grade level teams will use common formative assessments to place students in WIN Time Intervention to address academic needs in small group settings.</p> <p>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</p>	<p>iReady Assessment Data</p> <p>CAASPP Assessment Data</p> <p>ELPAC Assessment Data</p> <p>Student Writing Analysis Data</p> <p>ILT Meeting Feedback</p> <p>PLC Notes</p> <p>Department Meetings</p> <p>Observations &amp; Walkthroughs</p>	<p>The math department provides two morning tutoring sessions open to all students all year.</p> <p>The math department has taken several planning days to examine the new CA Math Framework to better align as departments - and to make sure all teachers are covering appropriate standards with the CPM curriculum.</p> <p>The IDS teacher and the assistant principal meet regularly to discuss student data and to determine ways to support the team.</p>	<p>Continue</p> <p>Learning about and implementing a math classroom that includes differentiated instruction is very important. It will continue in years to come.</p> <p>The analysis of data is very important. It will continue in years to come.</p> <p>The use of 6-8 cycles to promote change and growth as a math department is very important. It will continue in years to come.</p>

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	<p>reviewed after each program benchmark assessments/iReady data.</p> <p>The IDS teacher will work to support instructional teams with instructional best practices and evidence based interventions.</p> <p>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.</p> <p>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.</p>			
	<p>Powerful Practices - Materials, Professional Development, and Coaching:</p> <p>Organize the regular implementation of Professional Learning Cycles connected to the Framework for Powerful Learning and the district wide instructional focus.</p> <p>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</p>	<p>iReady Assessment Data</p> <p>CAASPP Assessment Data</p> <p>ELPAC Assessment Data</p> <p>Student Writing Analysis Data</p> <p>ILT Meeting Feedback</p> <p>PLC Notes</p> <p>Department Meetings</p> <p>Observations &amp; Walkthroughs</p>	<p>The second year of the implementation of the Framework for Powerful Learning is proving to have a positive impact student learning.</p> <p>The use of Professional Learning Cycles, which are 6-8 week cycles focused on a specific powerful practice connected to an instructional focus, is proving to have a positive impact student learning.</p> <p>The addition of professional learning that extends beyond the LMSV district and school site offerings is proving to have a</p>	<p>Continue</p> <p>The examination of the new CA Math Framework to improve content understanding and teaching practice is very important. It will continue in the coming years.</p> <p>The use of Professional Learning Cycles has united the teaching staff and create a culture of thinking and learning - as it relates to improving to increase student learning and achievement. The use of the</p>

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	<p>focused aimed at improving reading comprehension.</p> <p>Continue to refine the use of iReady diagnostic data and iReady individualized online learning.</p> <p>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.</p> <p>Provide professional development on powerful practices - thinking routines, edu protocols. culturally responsive pedagogical strategies, collaborative conversation techniques, the effective use of block periods, etc.</p> <p>Provide ongoing coaching and support - IDS teacher and Instructional Leaders/Admin.</p> <p>Provide sub. days for planning and conference/workshop attendance.</p>		<p>positive impact student learning.</p> <p>The use of iReady data analysis to support decision making and lesson design is proving to have a positive impact student learning.</p> <p>The math department has also taken significant action is analyzing the new CA Math Framework to better understand state standards and to better implement the CPM curriculum.</p>	<p>Framework for Powerful Learning will be continued and refined over the course of the next several years.</p> <p>iReady data analysis improved this year - it will be continued and refined over the course of the next several years.</p>
	<p>English Language Development:</p> <p>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.</p> <p>Use evidence based strategies (GLAD, HTH CARE Network Instructional Practices, Collaborative Group Work in Math) to better support these</p>	<p>iReady Assessment Data</p> <p>CAASPP Assessment Data</p> <p>ELPAC Assessment Data</p> <p>Student Writing Analysis Data</p> <p>ILT Meeting Feedback</p> <p>PLC Notes</p> <p>Department Meetings</p> <p>Observations &amp; Walkthroughs</p>	<p>The addition of an ELD teacher specifically tasked with teaching ELD is proving to have a positive impact student learning in areas such as reading, writing, and comprehension. More can be done to support EL students in math.</p> <p>Training and support for the ELD teacher can be improved.</p> <p>The incorporation of GLAD/EL strategies school wide can be</p>	<p>Modify</p> <p>More needs to be done to train all teachers on how to provide EL students with integrated ELD in all classes.</p> <p>GLAD for all teachers is an action we will consider next year to support EL students in all classes.</p>



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	<p>groups of students. This included funding professional development planning days and sub coverage to support attending trainings.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>Continue to track/monitor focus students so that we are addressing gaps and providing appropriate interventions.</p> <p>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.</p> <p>Include equity driven practices and culture responsive</p>		improved, especially in the area of math.	

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	<p>pedagogy ideas in professional development sessions. This included funding professional development planning days and sub coverage to support attending trainings.</p> <p>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.</p> <p>Hire an EL specialist teacher to teach ELD classes/courses.</p> <p>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</p>			



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	<p>proven to help students succeed and grow academically.</p> <p>Promote the asset of bilingualism as a school - celebrate and honor students who speak more than one language.</p> <p>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.</p>			
	<p>Professional Development &amp; Data Analysis:</p> <p>Examine data and reflect on disparities/inequities at Parkway Academy.</p> <p>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.</p> <p>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.</p> <p>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</p>	<p>iReady Assessment Data</p> <p>CAASPP Assessment Data</p> <p>ELPAC Assessment Data</p> <p>Student Writing Analysis Data</p> <p>ILT Meeting Feedback</p> <p>PLC Notes</p> <p>Department Meetings</p> <p>Observations &amp; Walkthroughs</p>	<p>Data analysis has improved at Parkway and is becoming a part of the culture fabric that is uniting the staff to learn and grow to promote student achievement. The math department has done substantial work in this area.</p> <p>Book studies as a form of professional development proved to be very effective this school year. In particular, 12 teachers did a book study with the text. Making Thinking Visible by Dr. Ritchhart.</p> <p>WIN times continues to be an important intervention for all students. In fact, a group of 20 administrators San Diego came to observe and learn about WIN time at Parkway.</p> <p>Focus students and Wellness Cycles are proving to impact student learning and success.</p>	<p>Continue</p> <p>Data analysis to foster decision making is very important. It will continue in coming years.</p> <p>Book studies to improve teaching practice will continue in coming years.</p>

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	<p>providing an extra chunk of time dedicated to small group instruction.</p> <p>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.</p> <p>Continue to track/monitor focus students so that we are addressing gaps and providing appropriate interventions.</p> <p>Continue to purchase reading material/curricular materials that reflect the diversity of the Parkway community.</p> <p>Include equity driven practices and culture responsive pedagogy ideas in professional development sessions.</p> <p>Continue to purchase reading material/curricular materials that reflect the diversity of the Parkway community.</p> <p>Include equity driven practices and culture responsive pedagogy ideas in professional development sessions.</p> <p>Possible Book Study - "Equality vs. Equity: Toward a Model of Community-Responsive Education by Dr. Duncan-Andrade"</p> <p>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</p>		<p>The connection with the electives Parkways is offering to the career readiness programs they have at high schools in the area is proving to be very impactful.</p>	

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	<p>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.</p> <p>Continue the practice of Focus Student and Wellness Cycles.</p> <p>Continue to actively recruit/hire staff that better reflects the diversity of the Parkway community.</p> <p>Continue to employ and grow the use of restorative practices/mindset when operating classroom management and/or school wide discipline.</p>			
	<p>Programs, MTSS, and Tiered Interventions:</p> <p>Continue to explore training/learning related to Multi Tiered Systems of Support.</p> <p>Provide ongoing progress monitoring time - connected with data analysis in collaboration with IEP case managers/SPED team and the assistant principal and IDS teacher</p> <p>Continue to develop para-professional training/support in collaboration with the school site psychologist.</p> <p>Continue to redesign SDC/Behavior Focused class at Parkway - including the addition of a new SDC teacher.</p>	<p>iReady Assessment Data</p> <p>CAASPP Assessment Data</p> <p>ELPAC Assessment Data</p> <p>Student Writing Analysis Data</p> <p>ILT Meeting Feedback</p> <p>PLC Notes</p> <p>Department Meetings</p> <p>Observations &amp; Walkthroughs</p>	<p>Redesign of the SDC/Behavior Program is very successful.</p> <p>Parkway did provided some paraprofessional training this year, but we would like to provide more in coming years.</p> <p>Although substantial improvement in the SST process was made this school year, the development of a tiered system of support can be improved and refined in the coming years.</p>	<p>Modify</p> <p>Continue to improve and refine the creation of an effective tiered system of support for all students.</p>

# Annual Review

**SPSA Year Reviewed: 2023-24**

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 left blank and completed at the end of the year after the plan has been executed.

## **Analysis**

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 difference between intended implementation and 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.

No changes occurred during this school year, however we will be adding to the work we did in several areas including English Learner support and creating a more effective tiered system of student support.

**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%

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	<p>Social Emotional Learning and Student Wellness</p> <p>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.</p> <p>Provide group/individual schedule/drop-in counseling - with academic counselor and school social worker.</p> <p>Continue Focus Student Wellness Cycles.</p> <p>Continue to refining SART/SARB process in collaboration with the school social workers and academic counselor.</p> <p>Continue and build on the development of the Safe School Ambassador Program.</p> <p>Continue to create and deliver social emotional and student wellness lessons throughout the year.</p> <p>Continue working with High Tech High Graduate School of Education CARE Network (Year 4).</p> <p>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</p>	<p>CORE SEL Survey</p> <p>Healthy Kids Survey</p> <p>High Tech High CARE Network Survey</p> <p>Check Your Mood Survey Data</p> <p>Weekly CAPS (Counselor, Admin., Psychologist, Social Worker) meetings.</p>	<p>The Parkway Wellness Center has become a very important part of the culture/community of Parkway Academy. It is have a very positive impact on student mental health and wellness.</p> <p>Focus student cycles have been very successful this year. Students who are selected as focus students are doing well academically and social-emotionally.</p> <p>Year 4 of the High Tech High CARE Network has gone well. The work with HTH Grad School is having a positive impact on the creation of systems and structures that support student mental health and wellbeing.</p> <p>Wellness Wednesdays, organized and operated by the Parkway social workers, has become a very important event for students. Each week a lunch event invites students to learn about some aspect of mental health and/or student wellness.</p> <p>Social workers each have a caseload of students that they work with on a weekly basis. Social workers are also leading groups throughout the week.</p>	<p>Continue</p> <p>The efforts made to support student mental health and wellbeing are proving to have a positive impact on students and the community. This work will continue is coming years.</p>

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	<p>and staff volunteers will be asked to read, "Equality vs. Equity: Toward a Model of Community-Responsive Education.</p> <p>Potential book study/professional development with "Culturally Responsive Teaching and the Brain" by Z. Hammond</p>			
	<p>Attendance:</p> <p>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 4)</p> <p>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.</p> <p>Continue messaging the importance of student attendance in all parent/family communications.</p> <p>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.</p> <p>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</p>	<p>Monthly Attendance Meetings</p> <p>CORE SEL Survey</p> <p>Healthy Kids Survey</p> <p>High Tech High CARE Network Survey</p> <p>Check Your Mood Survey Data</p> <p>Weekly CAPS (Counselor, Admin., Psychologist, Social Worker) meetings.</p>	<p>Attendance meetings to monitor student attendance and to take appropriate action as a team have gone very well this year and are proving to help improve attendance.</p> <p>Social workers creates a monthly attendance contest to promote daily attendance.</p> <p>Efforts were made this year to improve the SART/SARB process. This work needs to be continued and expanded next year.</p> <p>The CAPS (Counselor, Admin., Psychologist, Social Worker) Team meets twice a week to discuss students. Attendance is an area that is discussed each week.</p> <p>Parent contact, including home visits, have been an effective way to support student attendance.</p>	<p>Continue</p> <p>The work to improve attendance is very important. It will continue in coming years.</p> <p>The CAPS team will continue to grow and develop as a team. They will continue to improve systems and structures to promote student attendance.</p>

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	<p>in coordination with the school social worker.</p> <p>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.</p>			
	<p>Restorative Mindset:</p> <p>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.</p> <p>Work with staff to establish a climate with an understanding of trauma informed responses and a focus on positive behavior interventions.</p> <p>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.</p> <p>Provide chances/space for students to repair harm. Continue to staff Parkway Wellness Center with school social workers, interns, and teacher assistants.</p> <p>Work with Student Supports District Staff to train campus attendants to use a restorative mindset when intervening with students.</p>	<p>CORE SEL Survey</p> <p>Healthy Kids Survey</p> <p>High Tech High CARE Network Survey</p> <p>Check Your Mood Survey Data</p> <p>Weekly CAPS (Counselor, Admin., Psychologist, Social Worker) meetings.</p>	<p>The assistant principals at Parkway are working to use restorative methods whenever possible. They are using the LMSV diversion program as form restoration instead of suspending students.</p> <p>A group of teachers working with the HTH CARE Network continues. This work is impacting the entire campus and community.</p> <p>The Parkway Wellness Center has become a very important part of the culture/community of Parkway Academy. It is have a very positive impact on student mental health and wellness.</p>	<p>Continue</p> <p>The efforts made to support student mental health and wellbeing are proving to have a positive impact on students and the community. This work will continue is coming years.</p>



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	<p>Culture, Climate, and Behavior:</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p>	<p>CORE SEL Survey</p> <p>Healthy Kids Survey</p> <p>High Tech High CARE Network Survey</p> <p>Check Your Mood Survey Data</p> <p>Weekly CAPS (Counselor, Admin., Psychologist, Social Worker) meetings.</p>	<p>The CAPS team and a handful of teachers participated in a restorative practices training.</p> <p>Data indicates that students feel safe, supported, and welcomed at Parkway.</p> <p>The assistant principals at Parkway are working to use restorative methods whenever possible. They are using the LMSV diversion program as form restoration instead of suspending students.</p> <p>The Parkway Wellness Center has become a very important part of the culture/community of Parkway Academy. It is have a very positive impact on student mental health and wellness.</p> <p>Events such as Sprinkle Happiness, Wellness Wednesdays, Parkway Spirit Assemblies, Champs of the Week, Morning Broadcast, and Before/After School Clubs help create a very positive climate at Parkway.</p>	<p>Continue</p> <p>The efforts made to support student mental health and wellbeing are proving to have a positive impact on students and the community. This work will continue is coming years.</p>

## Annual Review



**SPSA Year Reviewed: 2023-24**

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 left blank and completed at the end of the year after the plan has been executed.

## **Analysis**

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 difference between intended implementation and 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.

There were no significant changes made to the goal, outcomes, metrices, and/or strategies during this school year.

**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%

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Budgeted Amount	Actions	Metric(s)/Data	"Monitoring What is/is not working and why? Effective indicators and/or Ineffective indicators"	"Evaluation Modification(s) based on monitoring results"
	<p>Social Emotional Learning and Student Wellness:</p> <p>Continue to provide Parkway Student Wellness Center staffed by the school social worker, interns, and teacher assistants.</p> <p>Continue to build the Safe School Ambassador Program.</p> <p>Continue administering the CORE SEL Student Survey to gather important data. Analyze the data on a regular basis.</p> <p>Improve use of Advisory time to include lessons on self management, self efficacy, and social awareness.</p> <p>Continue the Focus Student Wellness Cycles.</p> <p>Provide group/individual schedule/drop-in counseling - with Academic Counselor and School Social Worker</p> <p>Create and deliver social emotional and student wellness lessons throughout the year</p> <p>Continue working with High Tech High Graduate School of Education CARE Network</p>	<p>Monthly Attendance Meetings</p> <p>CORE SEL Survey</p> <p>Healthy Kids Survey</p> <p>High Tech High CARE Network Survey</p> <p>Check Your Mood Survey Data</p> <p>Weekly CAPS (Counselor, Admin., Psychologist, Social Worker) meetings.</p>	<p>The Parkway Wellness Center has become a very important part of the culture/community of Parkway Academy. It is have a very positive impact on student mental health and wellness.</p> <p>Focus student cycles have been very successful this year. Students who are selected as focus students are doing well academically and social-emotionally.</p> <p>Year 4 of the High Tech High CARE Network has gone well. The work with HTH Grad School is having a positive impact on the creation of systems and structures that support student mental health and wellbeing.</p> <p>Wellness Wednesdays, organized and operated by the Parkway social workers, has become a very important event for students. Each week a lunch event invites students to learn about</p>	<p>Continue</p> <p>The efforts to better communicate and interact with Parkway families has improved this year. This work is very important and will continue in the coming years.</p>

Copied from your SPSA		Develop with those responsible for executing/implementing each action, prior to launching the action	Update as evidence is collected	Complete in the spring with the SSC when developing the next SPSA
Budgeted Amount	Actions	Metric(s)/Data	"Monitoring What is/is not working and why? Effective indicators and/or Ineffective indicators"	"Evaluation Modification(s) based on monitoring results"
	Potential book study/professional development with "Culturally Responsive Teaching and the Brain" by Z. Hammond		<p>some aspect of mental health and/or student wellness.</p> <p>Social workers each have a caseload of students that they work with on a weekly basis. Social workers are also leading groups throughout the week.</p>	
	<p>Parent/Community Communication:</p> <p>Continue to use parent information systems such as Blackboard Connect and Jupiter Messenger, monthly newsletters, and pertinent information to enhance home/school communication.</p> <p>New Parkway Periodical Weekly Message that just out every week via email and text message. This creates a central place to deliver information and archive past communications.</p> <p>Create a Family Wellness Center Program led by school site social workers.</p> <p>Use communication tools to craft more direct messages about the importance of parent participation.</p> <p>Create more parent/family activities that are engaging/fun/informative - field trips, donut/coffee chats/reading and academic family activities, etc.</p> <p>Continue to do administrative "walk the block" everyday at school to demonstrate care and concern for students/families.</p> <p>Greet students at the gate everyday (admin., counselor, or social worker.)</p>	<p>Monthly Attendance Meetings</p> <p>CORE SEL Survey</p> <p>Healthy Kids Survey</p> <p>High Tech High CARE Network Survey</p> <p>Check Your Mood Survey Data</p> <p>Weekly CAPS (Counselor, Admin., Psychologist, Social Worker) meetings.</p>	<p>A family message goes out every Sunday afternoon using Jupiter and Blackboard Messenger. The school also sends a text out each Monday morning with the link to the family message can be accessed on phones.</p> <p>Parkway created a new "Parkway Periodical" family message site, so that it is easier to access on the phone. The site also archives previous messages to parent can refer to them throughout the year.</p> <p>Student orientation, Back to School Night, Spring Open House, and a handful of music/dance performances, as well as the after school sports program games, provide opportunities for families to interact with Parkway staff and the community.</p> <p>Someone is always at the front gate each morning and after school at dismissal. In the quad during morning ingress many staff members are out to greet students.</p>	<p>Continue</p> <p>The efforts to better communicate and interact with Parkway families has improved this year. This work is very important and will continue in the coming years.</p>

Copied from your SPSA		Develop with those responsible for executing/implementing each action, prior to launching the action	Update as evidence is collected	Complete in the spring with the SSC when developing the next SPSA
Budgeted Amount	Actions	Metric(s)/Data	"Monitoring What is/is not working and why? Effective indicators and/or Ineffective indicators"	"Evaluation Modification(s) based on monitoring results"
	<p>Provide translation and interpreters at parent workshops and translation of written materials when indicated.</p> <p>Increase the frequency of Parent and Community Presentations.</p> <p>Create parent/student friendly events to engage the community - music/choir performances, hip-hop dance performances, science night, etc.</p> <p>Create a presentation series on the appropriate use of social media as a teen and online safety.</p> <p>Maintain website to ensure it is up-to-date and has pertinent information that is easy to locate</p> <p>Share important information and celebrate via social media - Instagram has become the main platform to reach the community.</p>			
	<p>Restorative Mindset:</p> <p>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.</p> <p>Work with staff to establish a climate with an understanding of trauma informed responses and a focus on positive behavior interventions.</p> <p>Create supports that allow for logical/natural consequences to address misbehavior. Assistant Principal will lead</p>	<p>Monthly Attendance Meetings</p> <p>CORE SEL Survey</p> <p>Healthy Kids Survey</p> <p>High Tech High CARE Network Survey</p> <p>Check Your Mood Survey Data</p> <p>Weekly CAPS (Counselor, Admin., Psychologist, Social Worker) meetings.</p>	<p>The assistant principals at Parkway are working to use restorative methods whenever possible. They are using the LMSV diversion program as form restoration instead of suspending students.</p> <p>A group of teachers working with the HTH CARE Network continues. This work is impacting the entire campus and community.</p> <p>The Parkway Wellness Center has become a very important part of the culture/community of Parkway Academy. It is have a very positive</p>	<p>Continue</p> <p>The efforts made to support student mental health and wellbeing are proving to have a positive impact on students and the community. This work will continue is coming years.</p>

Copied from your SPSA		Develop with those responsible for executing/implementing each action, prior to launching the action	Update as evidence is collected	Complete in the spring with the SSC when developing the next SPSA
Budgeted Amount	Actions	Metric(s)/Data	"Monitoring What is/is not working and why? Effective indicators and/or Ineffective indicators"	"Evaluation Modification(s) based on monitoring results"
	<p>work to continually improve classroom management and administrative systems to foster a safe and productive learning environment school wide.</p> <p>Provide chances/space for students to repair harm. Continue to staff Parkway Wellness Center with school social workers, interns, and teacher assistants.</p> <p>Work with Student Supports District Staff to train campus attendants to use a restorative mindset when intervening with students.</p>		impact on student mental health and wellness.	
	<p>School Safety:</p> <p>Complete monthly drills incorporating use of CrisisGo (fire, shelter in place, active shooter, evacuation, etc.)</p> <p>Meet regularly with Safety Lead and School Site Safety Community (WISH Team.) This work will be led by the assistant principal.</p> <p>Establish a positive relationship with Student Resource Officer and La Mesa Police Department.</p> <p>Provide active shooter training for school staff.</p> <p>Potentially participate in mock-emergency drills.</p> <p>Routinely walk perimeter of school to monitor homeless activity near/around the school campus.</p>	<p>Monthly Attendance Meetings</p> <p>CORE SEL Survey</p> <p>Healthy Kids Survey</p> <p>High Tech High CARE Network Survey</p> <p>Check Your Mood Survey Data</p> <p>Weekly CAPS (Counselor, Admin., Psychologist, Social Worker) meetings.</p>	<p>The Parkway Safety Committee and the Safety Lead are very effective at ensuring all students/staff participate in monthly drills.</p> <p>The Parkway Safety Lead attends meeting periodically to stay inform on best practices.</p> <p>La Mesa Police Department hired 2 Student Resource Officers this year. Parkway is working to build a very positive relationship with the SROs.</p>	<p>Continue</p> <p>Focusing in school safety is very important. The work Parkway does to maintain a safe campus is very import and needs to continue every year.</p>
	<p>Create/refine interventions specifically targeted to support African American students at Parkway Academy.</p> <p>Facilitate more social worker interaction/check-ins with</p>	<p>Monthly Attendance Meetings</p> <p>CORE SEL Survey</p> <p>Healthy Kids Survey</p>	Some work has been done in this area. The CAPS Team meets 2 times per. week to discuss students.	<p>Continue</p> <p>Data indicates that African American students feel safe and supported at Parkway. However,</p>

Copied from your SPSA		Develop with those responsible for executing/implementing each action, prior to launching the action	Update as evidence is collected	Complete in the spring with the SSC when developing the next SPSA
Budgeted Amount	Actions	Metric(s)/Data	"Monitoring What is/is not working and why? Effective indicators and/or Ineffective indicators"	"Evaluation Modification(s) based on monitoring results"
	<p>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.</p> <p>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.</p> <p>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.</p> <p>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 Zaretta Hammond will be used to create more understanding and support for all families at Parkway.</p>	<p>High Tech High CARE Network Survey</p> <p>Check Your Mood Survey Data</p> <p>Weekly CAPS (Counselor, Admin., Psychologist, Social Worker) meetings.</p>	<p>Data indicates that African American students feel safe and supported at Parkway. However, academic data suggests that African American students will need continued efforts to support them at Parkway in the coming years.</p> <p>Teachers were provided with quality professional learning throughout the school year. Although the topic has been discussed, this learning needs to be more connected to this support African American students at Parkway.</p>	<p>academic data suggests that African American students will need continued efforts to support them at Parkway in the coming years.</p> <p>Teachers were provided with quality professional learning throughout the school year. Although the topic has been discussed, this learning needs to be more connected to this support African American students at Parkway.</p>

## Annual Review

SPSA Year Reviewed: 2023-24

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 left blank and completed at the end of the year after the plan has been executed.

## Analysis

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 difference between intended implementation and 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.

There were no significant changes made to the goal, outcomes, metrics, and/or strategies during this school year.

# Goals, Strategies, & Proposed Expenditures

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

## Goal 1

### Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

#### English Language Arts

Statewide Assessments:

The percentage of all students of testing age meeting standard on SBAC (ELA) will increase from 46% to 51%.

The percentage of English Learners of testing age meeting standard on SBAC (ELA) will increase from 0% to 4%.

The percentage of socioeconomically disadvantaged students of testing age meeting standard on SBAC (ELA) will increase from 47% to 52%.

The percentage of students with disabilities of testing age meeting standard on SBAC (ELA) will increase from 18% to 21%.

Local Assessments:

The percentage of all students scoring at or above grade level on i-Ready #2 Diagnostic (ELA) will increase from 45% to 50%.

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

The percentage of socioeconomically disadvantaged students scoring at or above grade level on i-Ready (ELA) will increase from 37% to 41%.

The percentage of students with disabilities scoring at or above grade level on i-Ready (ELA) will increase from 3% to 6%.

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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)

### Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Students in all grades (including target groups) will demonstrate increased proficiency on state and district assessments. English Learners and Students with Disabilities will decrease achievement gap as measured with performance of all students on state and district assessments.

### Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.



Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
SBAC ELA Assessment - 46% of students meeting standard (of testing age)	<p>ALL students, Grades 7-8 - 46%</p> <p>English Learners, Grades 7-8 - 0%</p> <p>Socioeconomically Disadvantaged Students, Grades 7-8 - 47%</p> <p>Students with Disabilities, Grades 7-8 - 18%</p>	<p>ALL students, Grades 6-8 - 51%</p> <p>English Learners, Grades 6-8 - 4%</p> <p>Socioeconomically Disadvantaged Students, Grades 6-8 - 51%</p> <p>Students with Disabilities, Grades 6-8 - 21%</p>
i-Ready ELA Assessment - 45% of students at or above grade level (All grades)	<p>ALL students - 45%</p> <p>English Learners - 6%</p> <p>Socioeconomically Disadvantaged Students - 37%</p> <p>Students with Disabilities - 3%</p>	<p>ALL students - Grades 6-8 - 50%</p> <p>English Learners - Grades 6-8 - 10%</p> <p>Socioeconomically Disadvantaged Students - Grades 6-8 - 37%</p> <p>Students with Disabilities - Grades 6-8 - 6%</p>

## Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
1.1	<p>Develop an Instructional Leadership Team (ILT) and Professional Learning Communities (PLCs).</p> <p>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.</p> <p>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.</p> <p>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.</p>	All Students	0 LCFF

	<p>Connect the development of the ILT and PLC with Instructional Data Coach (IDS) and Framework for Powerful Learning/Professional Learning Cycles.</p> <p>Analyze data and then the selection of a powerful practice to foster improvement. One focus being the improvement of reading comprehension.</p> <p>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.</p> <p>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.</p> <p>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.</p>		
<p><b>1.2</b></p>	<p>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.</p> <p>Connect LEEP Teacher Evaluation process to the implementation of the Framework for Powerful Learning.</p> <p>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.</p> <p>Classroom walk-throughs/peer observation to observe, analyze, and calibrate evidence of high quality teaching and learning (powerful practices).</p>	<p>All Students</p>	
<p><b>1.3</b></p>	<p>Teachers will focus on aligning curriculum, instructional practices, and assessment data with LMSV Essential Standards and the Framework for Powerful Learning.</p> <p>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</p>	<p>All Students</p>	

	<p>for Powerful Learning as it relates to the district wide instructional practice focused on the improvement of reading comprehension.</p> <p>Staff meetings, site learning days, department/grade-level meetings, and release days will be used to support teachers in deepening their understanding of ELA and ELD 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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p>		
<p><b>1.4</b></p>	<p>Parkway Academy will implement a school-wide system of differentiated instruction and interventions to meet the needs of all students.</p> <p>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 &amp; Math essential standards.</p> <p>Department/grade-level teams will plan and implement Tier 2 interventions for students not mastering essential ELA &amp; Math standards. This will be then handled with in core/content level classrooms, but also in intervention courses such as reading/math intervention class.</p>	<p>All Students</p>	

	<p>Operate Progress Monitoring throughout the year using iReady diagnostic data.</p> <p>Department/grade level teams will use common formative assessments to place students in WIN Time Intervention to address academic needs in small group settings.</p> <p>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. Student enrollment in intervention programs is dynamic based on student performance data indicators at each review. Math intervention courses will be taught by math teachers and Reading Intervention courses by ELOP teacher, with curriculum to address student needs identified in assessment data.</p> <p>The IDS teacher will work to support instructional teams with instructional best practices and evidence based interventions.</p> <p>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.</p> <p>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.</p>		
<p><b>1.5</b></p>	<p>Powerful Practices - Materials, Professional Development, and Coaching</p> <p>Organize the regular implementation of Professional Learning Cycles connected to the Framework for Powerful Learning and the district wide instructional focus.</p> <p>Provide on-going and relevant professional development related to the Framework for Powerful Learning and the LMSV districtwide instructional focus.</p> <p>Continue to refine the use of iReady diagnostic data and iReady individualized online learning.</p> <p>Further implement the use of ReadnQuiz to promote reading at Parkway Academy.</p> <p>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</p>	<p>All Students</p>	

	<p>Frey, and Zarretta Hammond will continue to be studied to further improve teaching practice and student learning.</p> <p>Provide professional development on powerful practices - thinking routines, edu protocols. culturally responsive pedagogical strategies, collaborative conversation techniques, the effective use of block periods, etc.</p> <p>Provide ongoing coaching and support - IDS teacher and Instructional Leaders/Admin.</p> <p>Provide sub. days for planning and conference/workshop attendance.</p>		
1.6	<p>English Language Development</p> <p>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.</p> <p>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.</p> <p>Provide continued GLAD training for ELD teacher, the ELA department, and possibly the History/Science departments.</p> <p>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.</p> <p>Promote the asset of bilingualism as a school - celebrate and honor students who speak more than one language.</p> <p>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.</p>	English Learner Students	
1.7	<p>Professional Development &amp; Data Analysis</p> <p>Examine data and reflect on disparities/inequities at Parkway Academy.</p> <p>Use evidence based strategies (GLAD, HTH CARE Network Instructional Practices, Collaborative Group Work in Math) to better support these groups of students.</p>	<p>Significant Student Groups (Socioeconomically Disadvantaged, Foster Youth, African American, and Latino/Hispanic)</p>	

	<p>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. Increased offering of Reading Intervention Classes taught by ELOP teacher.</p> <p>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.</p> <p>Continue to provide after school homework support and academic tutoring, as well as weekly math intervention time before school.</p> <p>Continue to track/monitor focus students so that we are addressing gaps and providing appropriate interventions.</p> <p>Continue to purchase reading material/curricular materials that reflect the diversity of the Parkway community.</p> <p>Include equity driven practices and culture responsive pedagogy ideas in professional development sessions.</p> <p>Possible Book Study - "Equality vs. Equity: Toward a Model of Community-Responsive Education by Dr. Duncan-Andrade"</p> <p>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.</p> <p>Continue the practice of Focus Student and Wellness Cycles.</p> <p>Continue to actively recruit/hire staff that better reflects the diversity of the Parkway community.</p> <p>Continue to employ and grow the use of restorative practices/mindset when operating classroom management and/or school wide discipline.</p>		
<p><b>1.8</b></p>	<p>Programs, MTSS, and Tiered Interventions</p> <p>Continue to explore training/learning related to Multi Tiered Systems of Support. Implement SST support system to support referred students. Identify and refine criteria for student referrals to SST team.</p>	<p>Students with Disabilities</p>	

	<p>Provide ongoing progress monitoring time - connected with data analysis in collaboration with IEP case managers/SPED team and the assistant principal and IDS teacher</p> <p>Continue to develop para-professional training/support in collaboration with the school site psychologist.</p> <p>Continue to redesign SDC/Behavior Focused class at Parkway - including the addition of a new SDC teacher.</p>		
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# Goals, Strategies, & Proposed Expenditures

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

## Goal 2

### Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

#### Math

Statewide Assessments:

The percentage of all students of testing age meeting standard on SBAC (Math) will increase from 30% to 33%.

The percentage of English Learners of testing age meeting standard on SBAC (Math) will increase from 0% to 3%.

The percentage of socioeconomically disadvantaged students of testing age meeting standard on SBAC (Math) will increase from 31% to 34%.

The percentage of students with disabilities of testing age meeting standard on SBAC (Math) will increase from 9% to 11%.

Local Assessments:

The percentage of all students scoring at or above grade level on i-Ready Diagnostic #2 (Math) will increase from 34% to 38%.

The percentage of English Learners scoring at or above grade level on i-Ready Diagnostic #2 (Math) will increase from 4% to 6%.

The percentage of socioeconomically disadvantaged students scoring at or above grade level on i-Ready Diagnostic #2 (Math) will increase from 26% to 29%.

The percentage of students with disabilities scoring at or above grade level on i-Ready Diagnostic #2 (Math) will increase from 7% to 9%.

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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)

### Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Students in all grades (including target groups) will demonstrate increased proficiency on state and district assessments. English Learners and Students with Disabilities will decrease achievement gap as measured with performance of all students on state and district assessments.

### Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.



Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
SBAC Math Assessment - 30% of students meeting standard (of testing age)	<p>ALL students, Grades 7-8 - 30%</p> <p>English Learners, Grades 7-8 - 0%</p> <p>Socioeconomically Disadvantaged Students, Grades 7-8 - 31%</p> <p>Students with Disabilities, Grades 7-8 - 9%</p>	<p>ALL students, Grades 6-8 - 33%</p> <p>English Learners, Grades 6-8 - 3%</p> <p>Socioeconomically Disadvantaged Students, Grades 6-8 - 34%</p> <p>Students with Disabilities, Grades 6-8 - 11%</p>
i-Ready Math Assessment - 34% of students at or above grade level (ALL grades)	<p>ALL students - 34%</p> <p>English Learners - 4%</p> <p>Socioeconomically Disadvantaged Students - 26%</p> <p>Students with Disabilities - 7%</p>	<p>ALL students Grades 6-8 - 38%</p> <p>English Learners Grades 6-8 - 6%</p> <p>Socioeconomically Disadvantaged Students Grades 6-8 - 29%</p> <p>Students with Disabilities Grades 6-8 - 9%</p>

## Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
2.1	<p>Develop an Instructional Leadership Team (ILT) and Professional Learning Communities (PLCs).</p> <p>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.</p> <p>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.</p> <p>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</p>	All Students	

	<p>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 focus aimed at improving reading comprehension.</p> <p>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.</p> <p>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.</p> <p>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</p> <p>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.</p> <p>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.</p>		
<p><b>2.2</b></p>	<p>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.</p> <p>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</p>	<p>All Students</p>	

	<p>department diverging a bit from the district wide instructional focused aimed at improving reading comprehension.</p> <p>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.</p> <p>Classroom walk-throughs/peer observation to observe, analyze, and calibrate evidence of high quality teaching and learning (powerful practices).</p>		
<p><b>2.3</b></p>	<p>Teachers will focus on aligning curriculum, instructional practices, and assessment data with LMSV Essential Standards and the Framework for Powerful Learning.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p>	<p>All Students</p>	

	<p>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.</p> <p>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,</p>		
<p><b>2.4</b></p>	<p>Parkway Academy will implement a school-wide system of differentiated instruction and interventions to meet the needs of all students.</p> <p>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 &amp; Math essential standards.</p> <p>Department/grade-level teams will plan and implement Tier 2 interventions for students not mastering essential ELA &amp; Math standards. This will be then handled with in core/content level classrooms, but also in intervention courses such as reading/math intervention class.</p> <p>Operate Progress Monitoring throughout the year using iReady diagnostic data.</p> <p>Department/grade level teams will use common formative assessments to place students in WIN Time Intervention to address academic needs in small group settings.</p> <p>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.</p> <p>The IDS teacher will work to support instructional teams with instructional best practices and evidence based interventions.</p> <p>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.</p> <p>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</p>	<p>All Students</p>	

	<p>may lead to the math department diverging a bit from the district wide instructional focused aimed at improving reading comprehension.</p>		
<p><b>2.5</b></p>	<p>Powerful Practices - Materials, Professional Development, and Coaching</p> <p>Organize the regular implementation of Professional Learning Cycles connected to the Framework for Powerful Learning and the district wide instructional focus.</p> <p>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.</p> <p>Continue to refine the use of iReady diagnostic data and iReady individualized online learning.</p> <p>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.</p> <p>Provide professional development on powerful practices - thinking routines, edu protocols. culturally responsive pedagogical strategies, collaborative conversation techniques, the effective use of block periods, etc.</p> <p>Provide ongoing coaching and support - IDS teacher and Instructional Leaders/Admin.</p> <p>Provide sub. days for planning and conference/workshop attendance.</p>	<p>All Students</p>	
<p><b>2.6</b></p>	<p>English Language Development</p> <p>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.</p> <p>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.</p>	<p>English Learner Student</p>	

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

	<p>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.</p> <p>Promote the asset of bilingualism as a school - celebrate and honor students who speak more than one language.</p> <p>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.</p>		
<p><b>2.7</b></p>	<p><b>Professional Development &amp; Data Analysis</b></p> <p>Examine data and reflect on disparities/inequities at Parkway Academy.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>Continue to track/monitor focus students so that we are addressing gaps and providing appropriate interventions.</p> <p>Continue to purchase reading material/curricular materials that reflect the diversity of the Parkway community.</p> <p>Include equity driven practices and culture responsive pedagogy ideas in professional development sessions.</p>	<p>Significant Student Groups (Socioeconomically Disadvantaged, Foster Youth, African American, and Latino/Hispanic)</p>	



	<p>Continue to purchase reading material/curricular materials that reflect the diversity of the Parkway community.</p> <p>Include equity driven practices and culture responsive pedagogy ideas in professional development sessions.</p> <p>Possible Book Study - "Equality vs. Equity: Toward a Model of Community-Responsive Education by Dr. Duncan-Andrade"</p> <p>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.</p> <p>Continue the practice of Focus Student and Wellness Cycles.</p> <p>Continue to actively recruit/hire staff that better reflects the diversity of the Parkway community.</p> <p>Continue to employ and grow the use of restorative practices/mindset when operating classroom management and/or school wide discipline.</p>		
<p><b>2.8</b></p>	<p>Programs, MTSS, and Tiered Interventions</p> <p>Continue to explore training/learning related to Multi Tiered Systems of Support.</p> <p>Provide ongoing progress monitoring time - connected with data analysis in collaboration with IEP case managers/SPED team and the assistant principal and IDS teacher</p> <p>Continue to develop para-professional training/support in collaboration with the school site psychologist.</p> <p>Continue to redesign SDC/Behavior Focused class at Parkway - including the addition of a new SDC teacher.</p>	<p>Students with Disabilities</p>	



# Goals, Strategies, & Proposed Expenditures

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

## Goal 3

### Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

#### Student Engagement

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

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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)

### Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

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

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Rate of Chronic Absenteeism	In 2023-24, our rate of chronic absenteeism was 24.44%.	In 2024-2025, we will reduce the rate of chronic absenteeism by 20% to 19.55%.

### Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
3.1	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.	All Students	

	<p>Provide group/individual schedule/drop-in counseling - with academic counselor and school social worker.</p> <p>Continue Focus Student Wellness Cycles.</p> <p>Continue to refining SART/SARB process in collaboration with the school social workers and academic counselor.</p> <p>Continue and build on the development of the Safe School Ambassador Program.</p> <p>Continue to create and deliver social emotional and student wellness lessons throughout the year.</p> <p>Continue working with High Tech High Graduate School of Education CARE Network (Year 3).</p> <p>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.</p> <p>Potential book study/professional development with "Culturally Responsive Teaching and the Brain" by Z. Hammond</p>		
<p><b>3.2</b></p>	<p>Attendance</p> <p>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.)</p> <p>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.</p> <p>Continue messaging the importance of student attendance in all parent/family communications.</p> <p>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.</p> <p>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.</p>	<p>African American Student and Students with Disabilities</p>	

	<p>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.</p>		
3.3	<p><b>Restorative Mindset</b></p> <p>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.</p> <p>Work with staff to establish a climate with an understanding of trauma informed responses and a focus on positive behavior interventions.</p> <p>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.</p> <p>Provide chances/space for students to repair harm. Continue to staff Parkway Wellness Center with school social workers, interns, and teacher assistants.</p> <p>Work with Student Supports District Staff to train campus attendants to use a restorative mindset when intervening with students.</p>	All Students	
3.4	<p><b>Culture, Climate, and Behavior</b></p> <p>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.</p> <p>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.</p> <p>Participate in Professional Development in Restorative Practices and Trauma-Informed Care work to gain strategies to proactively address</p>	All Students	

	<p>student behaviors and increase student time in class.</p> <p>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.</p>		
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# Goals, Strategies, & Proposed Expenditures

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

## Goal 4

### Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

#### School Climate & Culture

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

Culture/Climate 74.18%  
Growth Mindset 71.2%  
Self-Management 62.37%  
Self-Efficacy 60.13%  
Social Awareness 63.97%

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

Support for Academic Learning 86%  
Sense of Community 83%  
Sense of Safety 82%

The number of students suspended will decrease from 5.14% to 2.57%.

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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)

### Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

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

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
SEL Student Survey Results	The percentage of students who responded favorably in the domains listed below are as follows:  Culture/Climate 74.18% Growth Mindset 71.2% Self-Management 62.37% Self-Efficacy 60.13% Social Awareness 63.97%	The percentage of students who respond favorably will increase to the following percentages in each domain:  Culture/Climate - 81.60% Growth Mindset - 78.32% Self-Management- 68.61% Self-Efficacy- 66.14% Social Awareness- 70.37%
Annual Parent Survey Results	The percentage of parents who responded favorably in the domains listed below are as follows:  Support for Academic Learning 86% Sense of Community 83% Sense of Safety 82%	The percentage of parents who respond favorably will increase to the following percentages in each domain:  Support for Academic Learning - 91% Sense of Community - 88% Sense of Safety - 87%
Suspension Data	Our school's suspension rate for the 2023-24 school year is 5.14%.	The percentage of students suspended will decrease to 2.57%

## Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
4.1	<p>Social Emotional Learning and Student Wellness</p> <p>Continue to provide Parkway Student Wellness Center staffed by the school social workers.</p> <p>Continue to build the Safe School Ambassador Program.</p> <p>Continue administering the CORE SEL Student Survey to gather important data. Analyze the data on a regular basis.</p> <p>Improve use of Home Base (Advisory) time to include lessons on self management, self efficacy, and social awareness through the .</p> <p>Continue the Focus Student Wellness Cycles.</p> <p>Provide group/individual schedule/drop-in counseling - with Academic Counselor and School Social Worker</p> <p>Create and deliver social emotional and student wellness lessons throughout the year</p> <p>Continue working with High Tech High Graduate School of Education CARE Network</p>	All Students	

	<p>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.</p> <p>Potential book study/professional development with "Culturally Responsive Teaching and the Brain" by Z. Hammond</p>		
<p><b>4.2</b></p>	<p>Parent/Community Communication</p> <p>Continue to use parent information systems such as Blackboard Connect and Jupiter Messenger, monthly newsletters, and pertinent information to enhance home/school communication.</p> <p>Create a Family Wellness Center Program led by school site social workers.</p> <p>Continue Weekly Admin. Message to all parents/families.</p> <p>Use communication tools to craft more direct messages about the importance of parent participation.</p> <p>Create more parent/family activities that are engaging/fun/informative - field trips, donut/coffee chats/reading and academic family activities, etc.</p> <p>Continue to do administrative "walk the block" everyday at school to demonstrate care and concern for students/families.</p> <p>Greet students at the gate everyday (admin., counselor, or social worker.)</p> <p>Provide translation and interpreters at parent workshops and translation of written materials when indicated.</p> <p>Increase the frequency of Parent and Community Presentations.</p> <p>Create parent/student friendly events to engage the community - music/choir performances, hip-hop dance performances, science night, etc.</p> <p>Create a presentation series on the appropriate use of social media as a teen and online safety.</p> <p>Maintain website to ensure it is up-to-date and has pertinent information that is easy to locate</p> <p>Share important information and celebrate via social media - Instagram has become the main platform to reach the community.</p>	<p>All Students</p>	

<p><b>4.3</b></p>	<p><b>Restorative Mindset</b></p> <p>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.</p> <p>Work with staff to establish a climate with an understanding of trauma informed responses and a focus on positive behavior interventions.</p> <p>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.</p> <p>Provide chances/space for students to repair harm. Continue to staff Parkway Wellness Center with school social workers, interns, and teacher assistants.</p> <p>Work with Student Supports District Staff to train campus attendants to use a restorative mindset when intervening with students.</p>	<p>All Students</p>	
<p><b>4.4</b></p>	<p><b>School Safety</b></p> <p>Complete monthly drills incorporating use of CrisisGo (fire, shelter in place, active shooter, evacuation, etc.)</p> <p>Meet regularly with Safety Lead and School Site Safety Community (WISH Team.) This work will be led by the assistant principal.</p> <p>Establish a positive relationship with Student Resource Officer and La Mesa Police Department.</p> <p>Provide active shooter training for school staff.</p> <p>Potentially participate in mock-emergency drills.</p> <p>Routinely walk perimeter of school to monitor homeless activity near/around the school campus.</p>	<p>All Students</p>	
<p><b>4.5</b></p>	<p>Create/refine interventions specifically targeted to support African American students at Parkway Academy.</p> <p>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.</p>	<p>African American Students</p>	



	<p>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.</p> <p>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.</p> <p>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.</p>		
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# Budget Summary

Complete the Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

## Budget Summary

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

## Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

**Note: If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.**

Federal Programs	Allocation (\$)
rCalc_TotbyFSGrpFederal_50_FundSrc}	\$

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
rCalc_TotbyFSGrpStateLocal_50_FundSrc}	\$

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 23, 2024.

Attested:



Principal, Jacob Ruth on May 25, 2023



SSC Chairperson, Heidi Allen on May 28, 2024

# 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 (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp) pursuant to California *Education Code (EC)* Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements.

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 local educational agency (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* 64001(g)(1), 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: Table of Contents

- [Plan Description](#)
- [Educational Partner Involvement](#)
- [Comprehensive Needs Assessment](#)
- [Goals, Strategies/Activities, and Expenditures](#)
- [Annual Review](#)
- [Budget Summary](#)
- [Appendix A: Plan Requirements for Title I Schoolwide Programs](#)
- [Appendix B: Select State and Federal Programs](#)

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

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

## Plan Description

Briefly describe the school's plan to effectively meet the ESSA requirements in alignment with the LCAP and other federal, state, and local programs.

### **Additional CSI Planning Requirements:**

Schools eligible for CSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal CSI planning requirements.

### **Additional ATSI Planning Requirements:**

Schools eligible for ATSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal ATSI planning requirements.

## Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Within California, these stakeholders are referred to as educational partners. 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 Educational Partner 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.

### **Additional CSI Planning Requirements:**

When completing this section for CSI, the LEA must partner with the school and its educational partners in the development and implementation of this plan.

### **Additional ATSI Planning Requirements:**

This section meets the requirements for ATSI.

## Resource Inequities

This section is required for all schools eligible for ATSI and CSI.

**Additional CSI Planning Requirements:**

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

**Additional ATSI Planning Requirements:**

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

## **Comprehensive Needs Assessment**

Referring to the California School Dashboard (Dashboard), identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

**SWP Planning Requirements:**

When completing this section for SWP, the school shall describe the steps it is planning to take to address these areas of low performance and performance gaps to improve student outcomes.

Completing this section fully addresses all SWP relevant federal planning requirements.

**CSI Planning Requirements:**

When completing this section for CSI, the LEA shall describe the steps the LEA will take to address the areas of low performance, low graduation rate, and/or performance gaps for the school to improve student outcomes.

Completing this section fully addresses all relevant federal planning requirements for CSI.

**ATSI Planning Requirements:**

Completing this section fully addresses all relevant federal planning requirements for ATSI.

## **Goals, Strategies/Activities, and Expenditures**

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.

**Additional CSI Planning Requirements:**

When completing this section to meet federal planning requirements for CSI, improvement goals must also align with the goals, actions, and services in the LEA’s LCAP.



**Additional ATSI Planning Requirements:**

When completing this section to meet federal planning requirements for ATSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

**Goal**

Well-developed goals will clearly communicate to educational partners what the school plans to accomplish, what the school plans to do in order to accomplish the goal, and how the school will know when it has accomplished the goal. A goal should be specific enough to be measurable in either quantitative or qualitative terms. Schools should assess the performance of their student groups when developing goals and the related strategies/activities to achieve such goals. SPSA goals should align to the goals and actions in the LEA's LCAP.

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

It can be helpful to use a framework for writing goals such the S.M.A.R.T. approach.

A S.M.A.R.T. goal is:

- **Specific,**
- **Measurable,**
- **Achievable,**
- **Realistic, and**
- **Time-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.

**Additional CSI Planning Requirements:**

Completing this section as described above fully addresses all relevant federal CSI planning requirements.

**Additional ATSI Planning Requirements:**

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

**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 Dashboard and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

**Additional CSI Planning Requirements:**

Completing this section as described above fully addresses all relevant federal CSI planning requirements.

**Additional ATSI Planning Requirements:**

Completing this section as described above fully addresses all relevant federal ATSI 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.

**Additional CSI Planning Requirements:**

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

**Additional ATSI Planning Requirements:**

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

## Strategies/Activities Table

Describe the strategies and activities being provided to meet the goal.  
Complete the table as follows:

- **Strategy/Activity #:** Number the strategy/activity using the “Strategy/Activity #” for ease of reference.
- **Description:** Describe the strategy/activity.
- **Students to be Served:** Identify in the Strategy/Activity Table either All Students or one or more specific student groups that will benefit from the strategies and activities. ESSA Section 1111(c)(2) requires the schoolwide plan to identify either “All Students” or one or more specific student groups, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners.
- **Proposed Expenditures:** List the amount(s) for the proposed expenditures. 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 *EC* 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.
- **Funding Sources:** List the 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.

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

**Additional CSI Planning Requirements:**

- When completing this section for CSI, this plan must include evidence-based interventions and align to the goals, actions, and services in the LEA’s LCAP.
- When completing this section for CSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.

Note: Federal school improvement 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.

**Additional ATSI Planning Requirements:**

- When completing this section for ATSI, this plan must include evidence-based interventions and align with the goals, actions, and services in the LEA’s LCAP.

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

**Note:** Federal school improvement funds for CSI shall not be used in schools identified for ATSI. Schools eligible for ATSI do not receive funding but are required to include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

## Annual Review

In the following Goal 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.

## Goal 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.

- Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between the intended implementation and/or material difference between 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.

**Note:** *If the school is in the first year of implementing the goal, the Annual Review section is not required and this section may be left blank and completed at the end of the year after the plan has been executed.*

### Additional CSI Planning Requirements:

- When completing this section for CSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal CSI planning requirements.
- CSI 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 planning requirements.

### Additional ATSI Planning Requirements:

- When completing this section for ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal ATSI planning requirements.
- 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 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.

**Note:** *If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.*

**Additional CSI Planning Requirements:**

- From its total allocation for CSI, the LEA may distribute funds across its schools that are eligible 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.

**Note:** *CSI funds may not be expended at or on behalf of schools not eligible for CSI.*

**Additional ATSI Planning Requirements:**

**Note:** *Federal funds for CSI shall not be used in schools eligible for ATSI.*

## Budget Summary Table

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

- **Total Funds Provided to the School Through the ConApp:** 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 funds from its LEA for CSI should complete the Budget Summary Table 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 for the purpose of developing and implementing the CSI plan for the school year set forth in the CSI LEA Application for which funds were received.

# 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 Schoolsite Council (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).
      - 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.
        - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards.
        - 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 LEA (may include funds allocated via the ConApp, federal funds, and 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: 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 64001 et. seq.

# Appendix B: Plan Requirements for School to CSI/ATSI Planning Requirements

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

## Comprehensive Support and Improvement

The LEA shall partner with educational partners (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 (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*);
2. Include evidence-based interventions (*Sections: 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/fund/grant/about/discretionary/2023-non-regulatory-guidance-evidence.pdf>);

Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

3. Be based on a school-level needs assessment (*Sections: 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 (*Sections: 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.

## Single School Districts and Charter Schools Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible 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 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 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.

## **CSI Resources**

**For additional CSI resources, please see the following links:**

- **CSI Planning Requirements** (see Planning Requirements tab):  
<https://www.cde.ca.gov/sp/sw/t1/csi.asp>
- **CSI Webinars:** <https://www.cde.ca.gov/sp/sw/t1/csiwebinars.asp>
- **CSI Planning Summary for Charters and Single-school Districts:**  
<https://www.cde.ca.gov/sp/sw/t1/csiplansummary.asp>

## Additional Targeted Support and Improvement

A school eligible for ATSI shall:

5. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (*Sections: 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 Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible 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.

## ATSI Resources:

For additional ATSI resources, please see the following CDE links:

- ATSI Planning Requirements (see Planning Requirements tab):  
<https://www.cde.ca.gov/sp/sw/t1/tsi.asp>
- ATSI Planning and Support Webinar:  
<https://www.cde.ca.gov/sp/sw/t1/documents/atsiplanningwebinar22.pdf>
- ATSI Planning Summary for Charters and Single-school Districts:  
<https://www.cde.ca.gov/sp/sw/t1/atsiplansummary.asp>

## Appendix C: Select State and Federal Programs

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

- Programs included on the ConApp: <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/>

Updated by the California Department of Education, October 2023