



Targeted Support and Improvement (TSI) 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 29, 2026	June 16, 2026

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 Targeted Support and Improvement (TSI) 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 Targeted Support and Improvement (TSI) in alignment with the Local Control and Accountability Plan (LCAP) and other federal, state, and local programs.

Our School Plan for Student Achievement (SPSA) is intentionally aligned with the District's Local Control and Accountability Plan (LCAP). Each goal in the SPSA, along with its associated strategies and activities, directly supports and can be referenced within the priorities and actions outlined in the current LCAP. The LCAP serves as the guiding framework for all district expenditures and strategic planning. Based on the needs assessment conducted at both the district and school levels, Parkway Middle School will utilize federal funds, when available and appropriate, to supplement base funding in alignment with the intent and objectives of the LCAP goals. These supplemental funds will be used to enhance services and supports for students and will not replace core instructional funding. Federal funds, if received, will be allocated as described in the SPSA to purchase supplemental instructional materials and resources that extend beyond the district-adopted, standards-aligned core curriculum and base programs.

During the 2025–2026 school year, Parkway Middle School continued its transformation into the Parkway Sports & Health Science Academy, an initiative that began during the 2022–2023 school year. Similar to other academy schools within the La Mesa-Spring Valley School District, Parkway provides students with opportunities to participate in elective courses connected to the school's specialized focus areas: sports, health, and science. Each student has the opportunity to enroll in at least one elective aligned with these themes. These electives are intentionally designed to build connections to Career and Technical Education (CTE) pathways available at the comprehensive high schools most Parkway students will attend. Through these courses, students are introduced to career exploration and the foundational skills necessary for college and career readiness.

Parkway offers a diverse range of engaging elective opportunities that support these pathways. Examples include Marine Biology, Medical Detectives, Innovation and Media Design, Zoology, Data Science, World Dance, and Hip Hop Dance. In addition to these course offerings, Parkway provides a variety of extracurricular opportunities that further promote student engagement and connection to the school community, including the Parkway Skateboard Club and the ESSPN before-school sports program. The school campus also provides exceptional facilities that support these specialized programs, including the world-class Junior Seau Field and Sports Complex, a fully equipped weight room, and a dedicated dance space. Parkway is also located adjacent to La Mesita Skatepark, which is scheduled for a significant upgrade in the near future, further enhancing opportunities for student engagement in physical activity and community partnerships.

All students have the opportunity to enroll in at least one elective course during the school year. Elective offerings include both year-long courses and trimester-based cycle electives depending on grade level. Sixth grade students who select cycle electives rotate through different elective experiences each trimester, allowing them to explore multiple areas of interest throughout the year. In addition to electives connected to sports, health, and science, Parkway continues to offer strong programs in music, world language, and visual and performing arts, ensuring students have access to a well-rounded educational experience.

Beginning in the 2026–2027 school year, Parkway students will follow a traditional five-day weekly schedule that includes an advisory period four out of five days. The addition of advisory is designed to strengthen positive student–teacher relationships, provide structured time for social-emotional learning, and offer targeted academic support and progress monitoring. Advisory will serve as an important component in supporting the whole child by fostering belonging, reinforcing positive school culture, and providing individualized academic guidance.

The continued development of these academy courses and student supports is intended to inspire curiosity and engagement while introducing students to real-world connections between science, health, sports, and nutrition. By creating interactive and relevant learning experiences, Parkway aims to motivate students to explore their interests while preparing them for the expectations of high school and the increasing emphasis on college and career readiness.

Finally, as Parkway has been designated for Targeted Support and Improvement (TSI) based on the 2025 California School Dashboard, the school will prioritize targeted strategies to support identified student groups, particularly English Learners. Planned actions include strengthening Tier I instruction in English Language Arts and Mathematics, expanding targeted interventions, and increasing community outreach efforts to address chronic absenteeism. These strategies will be implemented alongside ongoing monitoring of student progress and will focus on improving both local and state assessment outcomes while ensuring all students have equitable access to high-quality instruction and academic support.

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 2026-27 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 #3 Meeting, 1-22-26
- * ELAC #4 Meeting 4-22-26
- * SSC # 4 Meeting, 4-16-26; SSC #5 Meeting, 5-14-26
- * Staff Meetings where the 2025-26 SPSA goals and metrics were discussed: 4-13-26, 5-21-26

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.

Parkway has been designated for Targeted Support and Improvement (TSI) based on the 2025 California School Dashboard, the school will prioritize targeted strategies to support identified student groups, particularly English Learners. Planned actions include strengthening Tier I instruction in English Language Arts and Mathematics, expanding targeted interventions, and increasing community outreach efforts to address chronic absenteeism. These strategies will be implemented alongside ongoing monitoring of student progress and will focus on improving both local and state assessment outcomes while ensuring all students have equitable access to high-quality instruction and academic support.

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.

The data indicates that Parkway Middle School has several student subgroups identified in the Orange and Red performance levels on the California School Dashboard in both English Language Arts (ELA) and Mathematics. In ELA, most student subgroups maintained their performance level from the previous year. However, the Socioeconomically Disadvantaged and Black or African American subgroups declined, with one group showing a significant decline. The overall All Students group maintained its performance level from the previous year.

In Mathematics, the data shows a mixed trend. While the All Students group demonstrated an overall increase in performance from the previous year, several subgroups experienced declines. Long-Term English Learners declined significantly, while Students with Disabilities, Black or African American students, Socioeconomically Disadvantaged students, and students identifying as Two or More Races showed declines from the previous year.

With regard to Chronic Absenteeism, the All Students group is currently in the Orange performance category. Overall absenteeism rates declined compared to the previous year, including improvements in three student subgroups. However, four subgroups experienced increases in absenteeism rates, indicating that attendance continues to be an area of focus for improvement.

Parkway's Suspension Rate is currently in the Green performance category and has declined overall from the previous year, reflecting continued progress in maintaining a positive school climate and implementing effective behavioral supports.

Moving forward, Parkway Middle School will continue to take focused and strategic actions to improve outcomes in both ELA and Mathematics. Particular attention will be given to supporting English Learners and Students with Disabilities through targeted instructional strategies, professional learning for staff, and strengthened Tier 1 instruction. Additionally, the school will continue to refine and expand intervention opportunities, including before- and after-school academic support programs, to ensure all students experience measurable academic growth and success.

Improving student attendance will also remain a priority. The school will continue implementing proactive attendance strategies, strengthening communication with families, and increasing outreach efforts to support consistent student participation in school.

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 English Language Arts and there are no groups that are two or more performance levels below. All students are in the yellow for math. African Americans, English Learners, Long-Term English Learners and Students with Disabilities are two or more levels below. With reference to suspension rate, Long-Term English Learners (red) are two or more levels below all students (green).

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. Additionally with the districtwide schedule changes in middle school, students that need additional ELA intervention will be placed in a Strategic ELA Intervention course.

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for 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		
	23-24	24-25	25-26	23-24	24-25	25-26
American Indian	0.14%	0.56%	0.23%	1	5	2
African American	8.26%	6.69%	8.08%	57	60	71
Asian	2.90%	3.34%	3.87%	20	30	34
Filipino	2.03%	2.12%	1.82%	14	19	16
Hispanic/Latino	43.48%	38.91%	39.14%	300	349	344
Pacific Islander	1.01%	1.11%	0.34%	7	10	3
White	32.75%	37.12%	36.75%	226	333	323
Multiple/No Response	9.28%	9.36%	9.33%	64	84	82
Total Enrollment				690	897	879

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	23-24	24-25	25-26
Grade 6	53	283	311
Grade 7	311	295	284
Grade 8	326	319	284
Total Enrollment	690	897	879

Conclusions based on this data:

- Enrollment is growing in a positive direction from 21-22(580) to 22-23(626) and with the inclusion of our first cohort of 6th graders in 23-24(53) we are trending in the right direction. During the 24-25 school year we have adopted a full class of 6th grade students, pushing our total enrollment to over 900 students. Enrollment is continuing to stay at a consistent level into the 26-27 school year.
- We attribute the increase in enrollment at Parkway to the improvement in educational programs and offerings due in part to the adoption of CTE programming and financial support. There is an even distribution by grade level at Parkway.
- We have seen a consistent increase over the past three years with our African American and Hispanic population.

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		
	23-24	24-25	25-26	23-24	24-25	25-26
English Learners	62	77	57	10.5%	9.0%	6.5%
Fluent English Proficient (FEP)	68	73	85	10.1%	9.9%	9.7%
Reclassified Fluent English Proficient (RFEP)	13	31		16.5%	15%	33%

Conclusions based on this data:

1. There has been a slight decrease in the of the total percentage of EL students since 22-23.
2. Our Fluent English Proficient population(FEP) decreased by more than 1% from 23-24 to 24-25.
3. The percentage of students that have RFEP'd has increased significantly from 16.5% in 23-24 to 33% in 25-26.

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 Scores			% of Enrolled Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 6		52	300		52	292		52	292		100	97.3
Grade 7	329	323	297	324	308	281	324	306	280	98.5	95.4	94.6
Grade 8	288	323	323	283	316	309	283	315	307	98.3	97.8	95.7
All	617	698	920	607	676	882	607	673	879	98.4	96.8	95.9

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 Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 6		2551.	2548.		25.00	24.32		36.54	34.59		30.77	24.32		7.69	16.78
Grade 7	2548.	2551.	2549.	13.89	14.38	17.86	40.43	38.89	34.64	20.99	26.47	23.93	24.69	20.26	23.57
Grade 8	2526.	2541.	2527.	11.31	11.75	14.98	25.44	31.11	24.10	24.73	28.89	20.20	38.52	28.25	40.72
All Grades	N/A	N/A	N/A	12.69	13.97	19.00	33.44	35.07	30.94	22.73	27.93	22.75	31.14	23.03	27.30

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25

Grade 6		19.23	24.66		71.15	60.27		9.62	15.07
Grade 7	20.68	15.41	20.36	58.64	66.56	60.36	20.68	18.03	19.29
Grade 8	14.54	13.38	19.28	51.42	61.15	46.08	34.04	25.48	34.64
All Grades	17.82	14.75	21.41	55.28	64.38	55.35	26.90	20.86	23.23

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 6		19.23	16.10		61.54	60.96		19.23	22.95
Grade 7	21.30	18.36	19.35	54.63	60.33	55.20	24.07	21.31	25.45
Grade 8	13.17	10.19	12.38	49.11	57.32	44.95	37.72	32.48	42.67
All Grades	17.52	14.61	15.83	52.07	59.02	53.53	30.41	26.38	30.64

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 6		15.38	15.75		75.00	75.00		9.62	9.25
Grade 7	18.21	13.11	12.14	67.90	75.41	74.64	13.89	11.48	13.21
Grade 8	10.28	10.19	12.42	67.38	73.57	68.95	22.34	16.24	18.63
All Grades	14.52	11.92	13.44	67.66	74.52	72.78	17.82	13.56	13.78

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 6		26.92	26.03		61.54	65.07		11.54	8.90
Grade 7	18.21	20.59	19.64	62.65	61.44	61.07	19.14	17.97	19.29
Grade 8	17.38	19.37	17.65	57.80	66.03	58.17	24.82	14.60	24.18
All Grades	17.82	20.51	21.07	60.40	63.60	61.39	21.78	15.90	17.54

Conclusions based on this data:

1. With regards to overall achievement for all grades, students saw an overall decline in achievement with an increase in the percentage of standard not met.
2. In the past three years, the overall % above standard has increased in each of the sub categories.
3. The % of students at or near standard has stayed consistent or declined over the past three years.

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 Scores			% of Enrolled Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 6		52	300		52	295		52	295		100	98.3
Grade 7	329	323	297	324	313	284	324	313	282	98.5	96.9	95.6
Grade 8	288	323	323	283	313	317	283	313	317	98.3	96.9	98.1
All	617	698	920	607	678	896	607	678	894	98.4	97.1	97.4

* 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 Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 6		2542.	2511.		23.08	17.63		25.00	19.32		32.69	30.17		19.23	32.88
Grade 7	2515.	2518.	2522.	13.27	13.10	15.25	20.37	23.00	21.99	30.25	26.20	28.72	36.11	37.70	34.04
Grade 8	2509.	2517.	2519.	9.54	11.50	13.88	16.25	14.38	16.40	26.15	31.63	23.34	48.06	42.49	46.37
Grade 11															
All Grades	N/A	N/A	N/A	11.53	13.13	15.55	18.45	19.17	19.13	28.34	29.20	27.29	41.68	38.50	38.03

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25

Grade 6		30.77	15.59		40.38	48.14		28.85	36.27
Grade 7	14.20	17.57	15.96	49.38	48.24	51.06	36.42	34.19	32.98
Grade 8	10.95	9.29	15.51	49.47	51.28	41.14	39.58	39.42	43.35
Grade 11									
All Grades	12.69	14.77	15.68	49.42	49.04	46.58	37.89	36.19	37.74

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 6		23.08	14.58		59.62	53.90		17.31	31.53
Grade 7	9.88	10.54	14.89	57.10	54.31	51.06	33.02	35.14	34.04
Grade 8	10.25	9.27	12.62	52.65	59.42	52.37	37.10	31.31	35.02
All Grades	10.05	10.91	13.98	55.02	57.08	52.46	34.93	32.01	33.56

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 6		21.15	14.24		65.38	57.29		13.46	28.47
Grade 7	12.04	10.86	12.06	61.42	68.05	61.35	26.54	21.09	26.60
Grade 8	6.36	9.90	10.09	60.42	65.18	61.51	33.22	24.92	28.39
All Grades	9.39	11.21	12.08	60.96	66.52	60.07	29.65	22.27	27.85

Conclusions based on this data:

1. There has been an overall increase in standard exceeded and decline in standard not met in math.
2. Students scored better overall at Concepts and Procedures.
3. Grade 6 and 7 outperform grade 8 overall.

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 \(ELPAC\)](https://www.cde.ca.gov/ta/tg/eng/elpac/) web page or the [ELPAC.org](https://www.cde.ca.gov/ta/tg/eng/elpac/) 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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
6		*	1504.7		*	1494.4		*	1514.5		4	26
7	1564.5	1535.1	1535.0	1562.9	1532.3	1534.1	1565.5	1537.4	1535.3	40	29	21
8	1562.3	1578.8	1509.0	1564.9	1574.1	1488.5	1559.2	1582.7	1529.1	26	30	30
All										66	63	77

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
6		*	11.54		*	46.15		*	11.54		*	30.77		*	26
7	47.50	39.29	38.10	25.00	14.29	23.81	12.50	28.57	14.29	15.00	17.86	23.81	40	28	21
8	46.15	44.83	17.24	26.92	37.93	20.69	7.69	6.90	27.59	19.23	10.34	34.48	26	29	29
All	46.97	39.34	21.05	25.76	24.59	30.26	10.61	21.31	18.42	16.67	14.75	30.26	66	61	76

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
6		*	30.77		*	30.77		*	11.54		*	26.92		*	26
7	60.00	42.86	42.86	20.00	28.57	28.57	5.00	14.29	14.29	15.00	14.29	14.29	40	28	21
8	61.54	48.28	20.69	15.38	34.48	24.14	3.85	6.90	20.69	19.23	10.34	34.48	26	29	29
All	60.61	42.62	30.26	18.18	31.15	27.63	4.55	13.11	15.79	16.67	13.11	26.32	66	61	76

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25

6		*	3.85		*	15.38		*	46.15		*	34.62		*	26
7	27.50	17.86	19.05	30.00	17.86	23.81	22.50	39.29	28.57	20.00	25.00	28.57	40	28	21
8	23.08	20.69	6.90	38.46	44.83	20.69	11.54	27.59	34.48	26.92	6.90	37.93	26	29	29
All	25.76	18.03	9.21	33.33	29.51	19.74	18.18	32.79	36.84	22.73	19.67	34.21	66	61	76

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
6		*	8.00		*	72.00		*	20.00		*	25
7	30.00	25.00	9.52	45.00	53.57	61.90	25.00	21.43	28.57	40	28	21
8	19.23	44.83	17.24	53.85	41.38	55.17	26.92	13.79	27.59	26	29	29
All	25.76	32.79	12.00	48.48	45.90	62.67	25.76	21.31	25.33	66	61	75

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
6		*	50.00		*	19.23		*	30.77		*	26
7	77.50	64.29	61.90	10.00	21.43	23.81	12.50	14.29	14.29	40	28	21
8	76.92	68.97	31.03	3.85	20.69	37.93	19.23	10.34	31.03	26	29	29
All	77.27	63.93	46.05	7.58	22.95	27.63	15.15	13.11	26.32	66	61	76

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
6		*	7.69		*	26.92		*	65.38		*	26
7	32.50	28.57	33.33	35.00	35.71	19.05	32.50	35.71	47.62	40	28	21
8	38.46	44.83	17.24	30.77	34.48	27.59	30.77	20.69	55.17	26	29	29
All	34.85	34.43	18.42	33.33	34.43	25.00	31.82	31.15	56.58	66	61	76

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
6		*	11.54		*	65.38		*	23.08		*	26
7	15.00	7.14	23.81	77.50	82.14	57.14	7.50	10.71	19.05	40	28	21
8	11.54	17.24	0.00	65.38	82.76	75.86	23.08	0.00	24.14	26	29	29
All	13.64	11.48	10.53	72.73	81.97	67.11	13.64	6.56	22.37	66	61	76

Conclusions based on this data:

1. The majority of our students are performing at level 3 or 4 in all domains.
2. Students overall performed better at writing as opposed to reading with 93% of students placing in well developed or somewhat developed.
3. Data shows that there is a significant drop between grades 7 and 8 at levels 3 and 4 on written language.

School and Student Performance Data

Student Population

The 2025 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 information about the school's student population.

2024-25 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
897	48.8%	8.6%	0.3%
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.

2024-25 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	77	8.6%
Foster Youth	3	0.3%
Homeless	36	4%
Socioeconomically Disadvantaged	438	48.8%
Students with Disabilities	130	14.5%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	60	6.7%
American Indian	5	0.6%
Asian	30	3.3%
Filipino	19	2.1%
Hispanic	349	38.9%
Two or More Races	84	9.4%
Pacific Islander	10	1.1%
White	333	37.1%

Conclusions based on this data:

- 1. There is no student group that comprises a majority of the total population.
- 2. English Learners comprise 9% of Parkway's population.
- 3. Hispanic student group comprises the largest population.

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.”



2025 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Orange	Chronic Absenteeism  Orange	Suspension Rate  Green
Mathematics  Yellow		
English Learner Progress  Orange		

Conclusions based on this data:

1. The suspension rate at Parkway has improved and is in the green.
2. Chronic absenteeism continues to be an area of concern and should be addressed through additional intervention and outreach efforts.

3. Students have outperformed English Language Arts in Mathematics.

School and Student Performance Data

Academic Performance English Language Arts

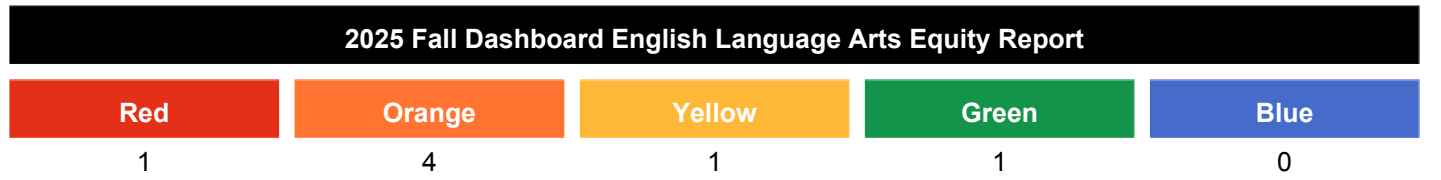
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This section provides number of student groups in each level.



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.

2025 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
		
Orange	Red	No Performance Color
6.8 points below standard	73 points below standard	102.4 points below standard
Maintained 2 points	Maintained 1.7 points	Declined 12.5 points
832 Students	102 Students	29 Students

Foster Youth  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	Homeless  No Performance Color 82.6 points below standard Increased 8.2 points 34 Students	Socioeconomically Disadvantaged  Orange 39.1 points below standard Declined 8.9 points 448 Students
Students with Disabilities  Orange 103.8 points below standard Increased 8 points 125 Students	African American  Orange 55.9 points below standard Declined 24.1 points 56 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 5 Students
Asian  No Performance Color 17.4 points above standard Increased 13.6 points 29 Students	Filipino  No Performance Color 48.7 points above standard Increased 27.1 points 19 Students	Hispanic  Orange 28.8 points below standard Maintained -1.3 points 320 Students
Two or More Races  Yellow 9.6 points above standard Maintained -0.7 points 81 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 9 Students	White  Green 17.5 points above standard Maintained 1 points 309 Students

Conclusions based on this data:

1. The African American population at Parkway declined 24.1 points.
2. Students with disabilities performed 103.8 points below standard but increased 8 points from the previous year.
3. All students performed 6.8 points below standard with a 2 point increase from the previous year.

School and Student Performance Data

Academic Performance Mathematics

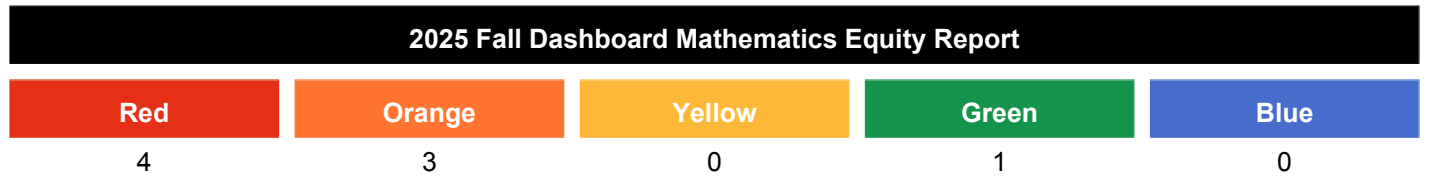
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This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the 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.

2025 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
 Yellow	 Red	 Red
47 points below standard	113.2 points below standard	186.4 points below standard
Increased 4.2 points	Maintained -0.1 points	Declined 30.2 points
837 Students	106 Students	32 Students

Foster Youth  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Homeless  No Performance Color 118.8 points below standard Increased 22.2 points 35 Students	Socioeconomically Disadvantaged  Orange 83.7 points below standard Declined 11.7 points 452 Students
Students with Disabilities  Red 158.9 points below standard Declined 9 points 126 Students	African American  Red 99.1 points below standard Declined 14.1 points 55 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 5 Students
Asian  No Performance Color 0.7 points below standard Declined 32.1 points 30 Students	Filipino  No Performance Color 4.8 points below standard Increased 28.5 points 19 Students	Hispanic  Orange 75.8 points below standard Maintained -0.3 points 324 Students
Two or More Races  Orange 31.8 points below standard Declined 10.4 points 81 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 9 Students	White  Green 17.1 points below standard Increased 7.9 points 311 Students

Conclusions based on this data:

1. All students were 47 points below standard, but did see an increase of 4.2 points from the previous year.
2. English Learners are still in the red, 113 points below standard but did maintain from the previous year.
3. Long Term English Learners saw a decline by 32 points, staying in red

School and Student Performance Data

Academic Performance Science

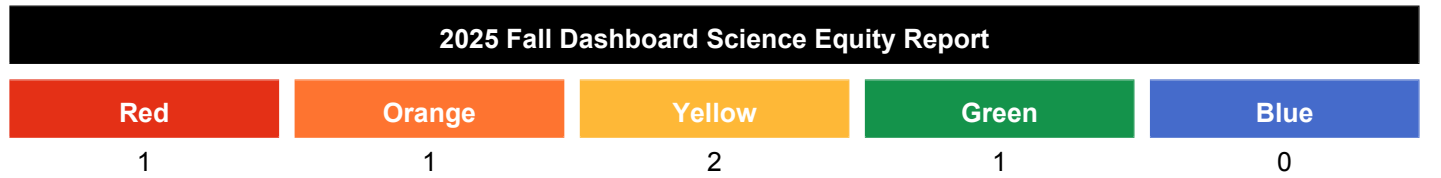
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This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the Science 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.

2025 Fall Dashboard Science Performance for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
 Yellow	 Orange	 No Performance Color
53.3 science points	38.7 science points	24.5 science points
Maintained -1 points	Maintained -0.8 points	Declined 13.9 points
297 Students	39 Students	13 Students

Foster Youth  No Performance Color 0 Students	Homeless  No Performance Color 37 science points 12 Students	Socioeconomically Disadvantaged  Yellow 47.2 science points Declined 3 points 167 Students
Students with Disabilities  Red 34.4 science points Declined 7.9 points 39 Students	African American  No Performance Color 45.3 science points Declined 7.9 points 18 Students	American Indian  No Performance Color 0 Students
Asian  No Performance Color Fewer than 11 students - No Data for Privacy 10 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 5 Students	Hispanic  Yellow 49.5 science points Maintained -0.1 points 125 Students
Two or More Races  No Performance Color 59.8 science points Increased 2.2 points 29 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 6 Students	White  Green 58 science points Declined 3 points 102 Students

Conclusions based on this data:

1. All students maintained, staying in yellow, decreasing by 1 point from the previous year.
2. The largest decline was 13.9 points by Long Term English Learners.
3. English Learners maintained, staying in orange.

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.

2025 Fall Dashboard English Learner Progress Indicator	
English Learner Progress	Long-Term English Learner Progress
 Orange 50.8 making progress. Number Students: 59 Students	 No Performance Color 56 making progress. Number Students: 25 Students

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.

2025 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
8.5%	40.7%	8.5%	42.4%

Conclusions based on this data:

- 1. 40.7% of EL's maintained the ELPI levels 1,2,3.
- 2. 50.8% of our EL population are making progress.
- 3. 42.4% of our EL's progressed at least one level.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

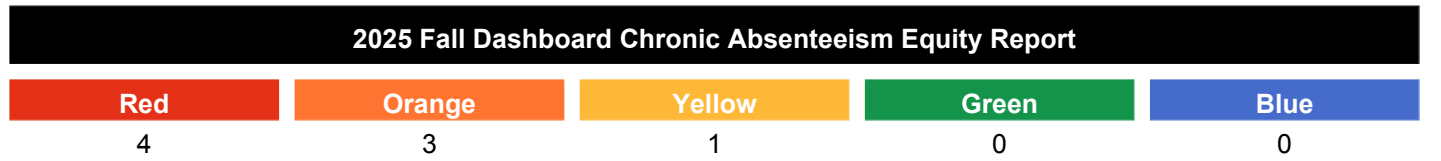
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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



This section provides number of student groups in each level.



This section provides 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.

2025 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group		
All Students  Orange 22.1% Chronically Absent Declined 1.2 960 Students	English Learners  Red 39.4% Chronically Absent Increased 2.8 99 Students	Long-Term English Learners  Red 53.3% Chronically Absent Increased 14.9 45 Students
Foster Youth  No Performance Color Fewer than 11 students - No Data for Privacy 6 Students	Homeless  No Performance Color 28.6% Chronically Absent Declined 15.2 49 Students	Socioeconomically Disadvantaged  Orange 29.8% Chronically Absent Declined 1.8 547 Students

Students with Disabilities  Red 36.3% Chronically Absent Increased 4.3 157 Students	African American  Orange 21.5% Chronically Absent Declined 11.8 65 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 5 Students
Asian  No Performance Color 16.7% Chronically Absent Declined 2.4 36 Students	Filipino  No Performance Color 5.3% Chronically Absent Declined 9 19 Students	Hispanic  Red 27.6% Chronically Absent Maintained 0.3 380 Students
Two or More Races  Orange 22.7% Chronically Absent Declined 1.6 97 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 10 Students	White  Yellow 16.1% Chronically Absent Declined 0.5 348 Students

Conclusions based on this data:

1. Chronic absenteeism continues to be a significant problem at Parkway.
2. Long term english learners had the highest absentee rate at 54.3% with an increase of 14.9%.
3. All subgroups are in the yellow or lower, with 4 groups in the red.

School and Student Performance Data

Conditions & Climate Suspension Rate

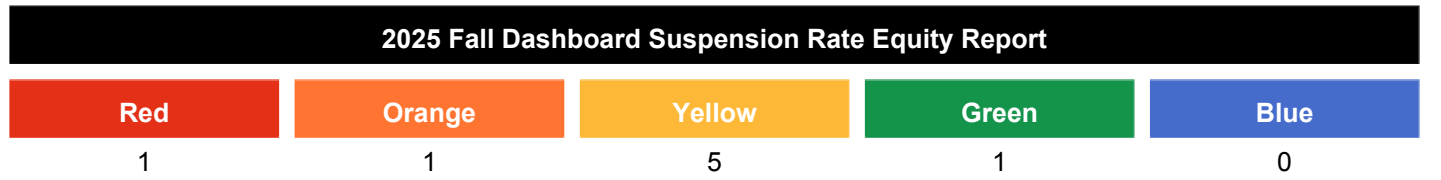
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This section provides number of student groups in each level.



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.

2025 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students  Green 7.4% suspended at least one day Declined 2.3% 981 Students	English Learners  Orange 11.9% suspended at least one day Increased 1.2% 101 Students	Long-Term English Learners  Red 17.4% suspended at least one day Increased 2.8% 46 Students
Foster Youth  No Performance Color Fewer than 11 students - No Data for Privacy 7 Students	Homeless  No Performance Color 12.2% suspended at least one day Declined 5.4% 49 Students	Socioeconomically Disadvantaged  Yellow 10.5% suspended at least one day Declined 2% 562 Students

Students with Disabilities  Yellow 17.3% suspended at least one day Declined 4% 162 Students	African American  Yellow 11.8% suspended at least one day Declined 11.3% 68 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 5 Students
Asian  No Performance Color 2.8% suspended at least one day Declined 1.6% 36 Students	Filipino  No Performance Color 5.3% suspended at least one day Increased 5.3% 19 Students	Hispanic  Yellow 9.5% suspended at least one day Declined 2.1% 390 Students
Two or More Races  Yellow 5.9% suspended at least one day Maintained 0.2% 101 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 10 Students	White  Green 5.1% suspended at least one day Declined 0.4% 352 Students

Conclusions based on this data:

1. The suspension percentage for All Students is in the green and declined by 2.3%.
2. The group with the highest decline in suspension rates is African Americans with a decrease of 11.3%
3. Of the subgroups, only white were in the green.

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

By June 2027, all students, including English Learners will achieve or surpass the expected outcomes outlined in the Annual Measurable Outcomes section below, as measured by CAASPP ELA (grades 6-8) and the i-Ready ELA Diagnostic in English Language Arts.

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 - 52% of students meeting standard (of testing age)	CAASPP 2024-2025 All students, Grades 6-8 - 50% English Learners, Grades 6-8 - 9% Socioeconomically Disadvantaged Students, Grades 6-8 - 36% Students with Disabilities, Grades 6-8 - 11%	ALL students, Grades 6-8 - 52% English Learners, Grades 6-8 - 11% Socioeconomically Disadvantaged Students, Grades 6-8 - 44% Students with Disabilities, Grades 6-8 - 13%
i-Ready ELA Assessment - 54% of students at or above grade level (All grades)	2025-2026 i-Ready Diagnostic 2- 51% English Learners - 3% Socioeconomically Disadvantaged Students - 40% Students with Disabilities - 57%	2026-2027 i-Ready Diagnostic 2: All students- Grades 6-8 - 54% English Learners - Grades 6-8 - 6% Socioeconomically Disadvantaged Students - Grades 6-8 - 43% Students with Disabilities - Grades 6-8 - 60%

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	Continue to strengthen the Instructional Leadership Team (ILT) and Professional Learning Communities (PLCs). 1. Communicate to staff through staff meetings, site learning days and department/grade-level meetings with the collective goal of strengthen instructional practice towards the goal. 2. Focus on strategies through the Framework for Powerful Learning/Professional Learning Cycles. 3. Continually evaluate data through iReady diagnostic and standards mastery exams. 4. Use iReady to strengthen understanding 5. Focus on academic and social emotional needs of significant student groups 6. ILT will conduct walkthroughs with site leadership.	All Students	0 LCFF
1.2	Parkway Academy will utilize the Leading Effective Educator Practice (LEEP) 1. Connect LEEP Teacher Evaluation process to the implementation of the Framework for Powerful Learning. 2. Establish a shared understanding and common language for high quality teaching and learning using the LEEP evaluation process. 3. Classroom walk-throughs/peer observation to observe, analyze, and calibrate evidence of high quality teaching and learning (powerful practices).	All Students	
1.3	Teachers will focus on aligning curriculum, instructional practices, and assessment data with LMSV Essential Standards and the Framework for Powerful Learning. 1. Teachers will use district developed resources to inform instructional decisions around assessment design and best instructional practice 2. Staff meetings, site learning days, department/grade-level meetings, and release days will be used to support teachers 3. 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. 5. Department/grade level teams will utilize the Teaching-Assessing Cycle to develop Common Formative/Summative Assessments 6. Teachers will participate in 6-8 week Professional Learning Cycles in collaboration with Administration 7. Development and implementation of Strategic ELA course and corresponding curriculum will assess and direct needs of students based on	All Students	

	benchmark data like iReady Diagnostic(s) and Standards Mastery along with course curriculum.		
1.4	Parkway Academy will implement a school-wide system of differentiated instruction and interventions to meet the needs of all students. 1. Department/grade-level teams will engage in lesson reflection and use of formative assessment data to monitor student progress 2. Department/grade-level teams will plan and implement Tier 2 interventions for students not mastering essential ELA & Math standards. 3. Operate Progress Monitoring throughout the year using iReady diagnostic data. 4. Department/grade level teams will use common formative assessments with a goal to place students for WIN time 5. CAASPP and District benchmark data will be analyzed by principal, assistant principal and academic counselor to determine placement in intervention program(s) 6. Implement targeted ELA intervention through an additional course offered called Strategic ELA. Students are identified based on CAASPP and iReady scores.	All Students	
1.5	Professional Development & Data Analysis 1. Examine data and reflect on disparities/inequities at Parkway Academy. 2. Use evidence based strategies to better support these groups of students. 3. Continue to provide intervention classes for students who are struggling academically and need more support. 4. Provide additional support through Advisory 5. Continue to provide after school homework support and academic tutoring. 6. Include equity driven practices and culture responsive pedagogy ideas in professional development sessions. 7. Continue the practice of Focus Student, Spotlight Student and Wellness Cycles. 8. Continue to actively recruit/hire staff that better reflects the diversity of the Parkway community. 9. Continue to employ and grow the use of restorative practices/mindset when operating classroom management and/or school wide discipline.	Significant Student Groups (Socioeconomically Disadvantaged, Foster Youth, African American, and Latino/Hispanic)	
1.6	Programs, MTSS, and Tiered Interventions 1. 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. 2. Provide ongoing progress monitoring time - connected with data analysis in collaboration with IEP case managers/SPED team and the assistant principal	Students with Disabilities	

	3. Continue to develop para-professional training/support in collaboration with the school site psychologist.		
1.7	Targeted Professional Development for English Language Learner Support Parkway Middle School will implement a focused system of ongoing professional development to strengthen staff capacity in effective instruction for English Learners across all content areas. This work will emphasize integrated and designated ELD strategies, academic language development, and improved comprehension of complex informational text. Through site-based training, coaching, and PLC collaboration, teachers will engage in cycles of learning that include modeling, planning, implementation, and reflection using student data (SBAC, ELPAC, i-Ready). Instruction will incorporate research-based strategies such as explicit vocabulary instruction, structured discourse, and targeted scaffolds aligned to students' language proficiency levels. Implementation will be monitored through data analysis, walkthroughs, and feedback to ensure consistency and impact, resulting in increased access to grade-level content and improved outcomes for English Learners. Parkway will continue refining the master schedule and course offerings to increase access to designated ELD	English Learner Students	
1.8			

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

By June 2027, all students, specifically English Language Learners will achieve or surpass the expected outcomes outlined in the Annual Measurable Outcomes section below, as measured by CAASPP Math(grades 6-8) and the i-Ready ELA Diagnostic in Math.

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 - 37% of students meeting standard (of testing age)	2024-2025 SBAC Math, Grades 6-8: All students - 35%	2025-2026 SBAC Math, Grades 6-8: All students - 37%
	English Learners, Grades 6-8 - 6%	English Learners, Grades 6-8 - 8%
	Socioeconomically Disadvantaged Students, Grades 6-8 - 22%	Socioeconomically Disadvantaged Students, Grades 6-8 - 28%
	Students with Disabilities, Grades 6-8 - 7%	Students with Disabilities, Grades 6-8 - 10%
i-Ready Math Assessment - 43% of students at or above grade level (ALL grades)	2025-2026 i-Ready Diagnostic 2: All Students- 40%	2026-2027 i-Ready Diagnostic 2: All Students, Grades 6-8 - 43%
	English Learners - 5%	English Learners Grades 6-8 - 8%
	Socioeconomically Disadvantaged Students - 28%	Socioeconomically Disadvantaged Students Grades 6-8 - 31%
	Students with Disabilities - 4%	Students with Disabilities Grades 6-8 - 7%

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	Continue to strengthen the Instructional Leadership Team (ILT) and Professional Learning Communities (PLCs). 1. Communicate to staff through staff meetings, site learning days and department/grade-level meetings with the collective goal of strengthen instructional practice towards the goal. 2. Focus on strategies through the Framework for Powerful Learning/Professional Learning Cycles. 3. Continually evaluate data through iReady diagnostic and standards mastery exams. 4. Use iReady to strengthen understanding 5. Focus on academic and social emotional needs of significant student groups 6. ILT will conduct walkthroughs with site leadership.	All Students	
2.2	Parkway Academy will utilize the Leading Effective Educator Practice (LEEP) 1. Connect LEEP Teacher Evaluation process to the implementation of the Framework for Powerful Learning. 2. Establish a shared understanding and common language for high quality teaching and learning using the LEEP evaluation process. 3. Classroom walk-throughs/peer observation to observe, analyze, and calibrate evidence of high quality teaching and learning (powerful practices).	All Students	
2.3	Teachers will focus on aligning curriculum, instructional practices, and assessment data with LMSV Essential Standards and the Framework for Powerful Learning. 1. 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. 2. 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 3. The Math Department will continue to develop/refine the use of CPM, iReady, Delta Math, and DESMOS to improve math understanding and student achievement. 4. 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.	All Students	

	5. Department/grade level teams will utilize the Teaching-Assessing Cycle 6. Teachers will participate in 6-8 week Professional Learning Cycles		
2.4	Parkway Academy will implement a school-wide system of differentiated instruction and interventions to meet the needs of all students. 1. Department/grade-level teams will engage in lesson reflection and use of formative assessment data to monitor student progress 2. Department/grade-level teams will plan and implement Tier 2 interventions for students 3. Operate Progress Monitoring throughout the year using iReady diagnostic data. 4. Department/grade level teams will use common formative assessments 5. CAASPP and District benchmark data will be analyzed by principal, assistant principal, and academic counselor	All Students	
2.5	Parkway will focus on Powerful Practices - Materials, Professional Development, and Coaching 1. Organize the regular implementation of Professional Learning Cycles 2. Provide on-going and relevant professional development related to the Framework for Powerful Learning. 3. Continue to refine the use of iReady diagnostic data and iReady individualized online learning. 4. Purchase and supply teachers with materials/resources/scholarship that support pedagogical growth. 5. Provide professional development on powerful practices 6. Provide ongoing coaching and support - Instructional Leaders/Admin. 7. Provide sub. days for planning and conference/workshop attendance.	All Students	
2.6	Professional Development & Data Analysis 1. Examine data and reflect on disparities/inequities at Parkway Academy. 2. Use evidence based strategies to better support these groups of students. 3. Continue to provide intervention classes for students who are struggling academically and need more support. 4. Provide additional support through Advisory 5. Continue to provide after school homework support and academic tutoring. 6. Include equity driven practices and culture responsive pedagogy ideas in professional development sessions. 7. Continue the practice of Focus Student, Spotlight Student and Wellness Cycles. 8. Continue to actively recruit/hire staff that better reflects the diversity of the Parkway community. 9. Continue to employ and grow the use of restorative practices/mindset when operating	Significant Student Groups (Socioeconomically Disadvantaged, Foster Youth, African American, and Latino/Hispanic)	

	classroom management and/or school wide discipline.		
2.7	Programs, MTSS, and Tiered Interventions 1. Continue to explore training/learning related to Multi Tiered Systems of Support. 2. Provide ongoing progress monitoring time - connected with data analysis in collaboration with IEP case managers/SPED team and the assistant principal and IDS teacher 3. Continue to develop para-professional training/support in collaboration with the school site psychologist. 4. Continue to redesign SDC/Behavior Focused class at Parkway - including the addition of a new SDC teacher.	Students with Disabilities	
2.8	Targeted Professional Development for English Language Learner Support Parkway Middle School will implement a focused system of ongoing professional development to strengthen staff capacity in effective instruction for English Learners across all content areas. This work will emphasize integrated and designated ELD strategies, academic language development, and improved comprehension of complex informational text. Through site-based training, coaching, and PLC collaboration, teachers will engage in cycles of learning that include modeling, planning, implementation, and reflection using student data (SBAC, ELPAC, i-Ready). Instruction will incorporate research-based strategies such as explicit vocabulary instruction, structured discourse, and targeted scaffolds aligned to students' language proficiency levels. Implementation will be monitored through data analysis, walkthroughs, and feedback to ensure consistency and impact, resulting in increased access to grade-level content and improved outcomes for English Learners. Parkway will continue refining the master schedule and course offerings to increase access to designated ELD	English Language Students	
2.9			

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

By June 2027, Parkway will Increase student engagement and academic success, with a specific focus on English Learners, by improving overall attendance and reducing chronic absenteeism through targeted interventions, family engagement, and supportive school-wide practices that promote a positive and connected school environment by addressing the barriers through the strategies listed below.

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
California Dashboard Rate of Chronic Absenteeism	At the end of 25-26 school year, our rate of chronic absenteeism was 22.93%. English Learners: 40.58%	In 2026-2027, we will reduce the rate of chronic absenteeism overall by 3%. English Learners will decrease chronic absenteeism by 5%.

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 Strengthen student social-emotional learning and wellness by maintaining a fully staffed Wellness Center, expanding access to counseling services, implementing Wellness Cycles, refining SART/SARB processes, growing the Safe School	All Students	

	Ambassador Program, and delivering ongoing SEL instruction throughout the year.		
3.2	Attendance Improve student attendance by strengthening restorative practices, consistently communicating the importance of attendance to families, providing early and personalized outreach, implementing targeted systems for chronically absent students, facilitating restorative and attendance-focused meetings—particularly for foster youth—and hosting attendance resource events to support families.	All Students	
3.3	Restorative Practices Strengthen a restorative mindset schoolwide by fostering positive, culturally responsive relationships through the continual use of CARE Network resources; building staff capacity in trauma-informed practices and positive behavior supports; implementing consistent systems for logical and restorative responses to behavior; creating structured opportunities for students to repair harm; and training all support staff, including campus attendants, to apply restorative approaches in daily interactions with students.	All Students	
3.4	Schoolwide Culture Strengthen school culture, climate, and behavior by reducing classroom removals through the implementation of effective in-class interventions; partnering with district support providers to build staff capacity in PBIS; engaging in ongoing professional development in restorative practices and trauma-informed care; and expanding systems of recognition and celebration to reinforce positive academic and behavioral outcomes.	All Students	
3.5	English Learners Attendance Strengthen student engagement and attendance with a targeted focus on English Learners by refining restorative practices to be culturally and linguistically responsive; consistently communicating the importance of attendance in multiple languages across all family outreach; providing early, personalized, and culturally responsive outreach to families of students missing school; implementing structured systems for ongoing monitoring and intervention for chronically absent students; conducting restorative and attendance-focused parent meetings with language support for foster and English Learner families; hosting attendance resource events designed to increase access and participation among EL families; expanding PBIS implementation through the 5 Star Student Engagement Program; and conducting home visits to build trust, strengthen relationships, and reduce barriers to attendance for English Learner families.	English Language Learners	

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

By June 2027, the school will improve overall school climate by reducing suspension rates, increasing student and parent perceptions of safety, belonging, and school satisfaction, and strengthening parent engagement and partnership in school decision-making and activities, as measured by the indicators in the Annual Measurable Outcomes section below.

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
Annual Spring Panorama Survey (XX grades only)	The percentage of {list the grades} students who responded favorably in the 2026 Winter Panorama domains listed below are as follows: Emotional Regulation 53% Grit 55% Growth Mindset 55% School Climate 41% School Safety 47% Self-Efficacy 51% Self-Management 69% Sense of Belonging 43% Social Awareness 63% Supportive Relationships 83%	The percentage of students who will respond favorably in the 2027 Spring Panorama Survey will increase to the following percentages are as follows: Emotional Regulation 60% Grit 60% Growth Mindset 60% School Climate 45% School Safety 50% Self-Efficacy 55% Self-Management 75% Sense of Belonging 50% Social Awareness 70% Supportive Relationships 87%
La-Mesa Spring Valley Annual Spring Parent Survey Results	The percentage of parents who responded favorably in the 2026 Spring domains listed below are as follows: Support for Academic Learning - 86% Sense of Community - 80%	The percentage of parents who respond favorably in the Spring 2027 survey will increase to the following percentages in each domain: Support for Academic Learning - 91% Sense of Community - 85%

	Sense of Safety - 73%	Sense of Safety - 80%
California Dashboard Suspension Data	Based on the California Dashboard, our school's 2024-2025 suspension rate is 7.4%.	Based on the California Dashboard, our school's 2025-2026 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	Social Emotional Learning and Student Wellness 1. Continue to provide Parkway Student Wellness Center staffed by the school social workers. 2. Continue to build the Safe School Ambassador Program. 3. Continue administering the CORE SEL Student Survey to gather important data. Analyze the data on a regular basis. 4. Improve use of Home Base (Advisory) time to include lessons on self management, self efficacy, and social awareness through the . 5. Continue the Focus Student Wellness Cycles. 6. Provide group/individual schedule/drop-in counseling - with Academic Counselor and School Social Worker 7. Create and deliver social emotional and student wellness lessons throughout the year	All Students	
4.2	Parent/Community Communication 1. Continue to use parent information systems such as Parent Square and Jupiter Messenger, monthly newsletters, and pertinent information to enhance home/school communication. 2. Create a Family Wellness Center Program led by school site social workers. 3. Continue Weekly Admin. Message to all parents/families. 4. Use communication tools to craft more direct messages about the importance of parent participation. 5. Create more parent/family activities that are engaging/fun/informative - field trips, donut/coffee chats/reading and academic family activities, etc. 6. Continue to do administrative "walk the block" everyday at school to demonstrate care and concern for students/families. 7. Greet students at the gate everyday (admin., counselor, or social worker.) 8. Provide translation and interpreters at parent workshops and translation of written materials when indicated. 9. Increase the frequency of Parent and Community Presentations.	All Students	

	10. Create parent/student friendly events to engage the community - music/choir performances, hip-hop dance performances, science night, etc. 11. Create a presentation series on the appropriate use of social media as a teen and online safety. 12. Maintain website to ensure it is up-to-date and has pertinent information that is easy to locate 13. Share important information and celebrate via social media - Instagram has become the main platform to reach the community.		
4.3	Restorative Mindset 1. Establish positive and culturally responsive relationships between staff and students 2. Work with staff to establish a climate with an understanding of trauma informed responses and a focus on positive behavior interventions. 3. Create supports that allow for logical/natural consequences to address misbehavior. 4. Provide chances/space for students to repair harm. 5. Work with Student Supports District Staff to train campus attendants to use a restorative mindset when intervening with students. 6. Continue to focus on restorative mindset through the use of Pathway to Parkway alternative to suspension space.	All Students	
4.4	School Safety 1. Complete monthly drills incorporating use of CrisisGo (fire, shelter in place, active shooter, evacuation, etc.) 2. Meet regularly with Safety Lead and School Site Safety Community (WISH Team.) This work will be led by the assistant principal. 3. Establish a positive relationship with Student Resource Officer and La Mesa Police Department. 4. Provide active shooter training for school staff. 5. Potentially participate in mock-emergency drills. 6. Routinely walk perimeter of school to monitor homeless activity near/around the school campus.	All Students	
4.5	Create/refine interventions specifically targeted to support all marginalized populations, including English Learners and African American students at Parkway Academy. 1. Facilitate more social worker interaction/check-ins with African American students throughout the course of each trimester. 2. In coordination with the school social worker track behavior/interventions of African American students and English Learners so specific interventions can be provided that support students and families. 3. 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. 4. Direct funding at professional development that supports learning and growth in the area of	English Learners	

	supporting a diverse populations of students and families.		
4.6	Creation of WEB As part of the school's ongoing efforts to strengthen school climate and culture, the school will implement and expand the Where Everybody Belongs (WEB) program as a targeted intervention designed to increase student connectedness, belonging, and peer support. The WEB program utilizes trained student leaders to mentor and support incoming and at-risk students through structured activities, relationship-building opportunities, and ongoing peer engagement throughout the school year. This intervention is intended to create a more inclusive and supportive school environment by promoting positive peer relationships, easing student transitions, and increasing student engagement and school connectedness. Through intentional leadership development and mentorship, WEB aims to reduce feelings of isolation, improve student perceptions of safety and belonging, and foster a culture of respect and inclusivity across campus. Goals of WEB are focused on targeted intervention related to results of student Panorama survey data and focused on inclusion, school climate and sense of belonging.	All Students	

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	\$TBD
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 (\$)

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

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

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

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

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

Budgeted Funds and Expenditures in this Plan

Budget Allocations

- Budget allocations will be added to this document.
- Totals will auto-populate from expenses entered in the SPSA.
 - Do not adjust numbers on this page.**

If total expenses exceed available funds, revise your **funding sources** in the SPSA.

For **duplicate costs** (e.g., an intervention teacher supporting ELA and Math)

- List the funding source twice
- Enter the cost only once; leave the second entry as duplicate (no dollar amount).

Funding Notes:

All Title I and CSI funds must be fully budgeted

Other funding sources may be used but do not require SSC approval.

Community Schools: Document Community Schools grant-funded expenses in the SPSA

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
Goal 1

Total Expenditures
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
Daniel Root	Principal
Dulce Maria Serrato	Parent or Community Member
Robert Weaver	Parent or Community Member
Emily Carter	Classroom Teacher
Nikki Leonard	Parent or Community Member
Cyndi Joslyn	Other School Staff
Tony Sacco	Classroom Teacher

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 21, 2026.

Attested:




Principal, Daniel Root on May 21, 2026

SSC Chairperson, Dulce Maria Serrato on May 22, 2026

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.

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.

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 as 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.

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/>

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