

# School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Parkway Heights Middle School	41690706059984	12/8/2025	May 7, 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 Heights Middle School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

- Schoolwide Program
- Additional Targeted Support and Improvement

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

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# Plan Description

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

This plan is being used by Parkway Heights Middle School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

- Schoolwide Program
- Additional Targeted Support and Improvement

The Parkway Heights Middle School Plan for Student Achievement is a one year plan that takes into account how all students are performing academically. The SPSA focuses on creating actions/services that will assist students that are at the risk of failing to meet academic standards. In addition, SPSAs are created to support and align with the district's LCAP.

## Educational Partner Involvement

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

### Involvement Process for the SPSA and Annual Review and Update

As a leadership team, SSC and various department meetings, educators at Parkway annually modify goals and actions as needed so that we can evaluate the effectiveness of each action..

We believe focusing on all aspects of the school community will help students reach academic achievement. We want to focus on student learning, building a culture and climate where learning is the priority, and a focus on learning. Doing this we can bolster first instruction, support systems and focus on state-wide standards while ensuring the students feel safe, and ready to learn. In addition, teachers will be able to identify obstacles and adjust as needed in the classroom.

## 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.

## Comprehensive Needs Assessment Components

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

### California School Dashboard (Dashboard) Indicators

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

Parkway Heights MS overall performance levels for 2024: English Language Arts (ORANGE); Mathematics (ORANGE); English Learner Progress (ORANGE); Chronic Absenteeism (YELLOW); Suspension Rate (GREEN)

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.

The following student groups were two or more levels below the "All Student" performance:

Suspension Rate: All Students (GREEN) - Students w/Disabilities (ORANGE)

## Other Needs

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

# 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 Heights Middle School. 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		
	22-23	23-24	24-25	22-23	23-24	24-25
American Indian	0.65%	0.68%	1.05%	4	4	6
African American	1.14%	1.02%	1.40%	7	6	8
Asian	5.39%	5.45%	5.41%	33	32	31
Filipino	6.54%	7.33%	6.81%	40	43	39
Hispanic/Latino	80.39%	79.05%	79.93%	492	464	458
Pacific Islander	0.82%	1.70%	1.05%	5	10	6
White	2.12%	2.21%	2.09%	13	13	12
Two or More Races	2.94%	2.56%	2.27%	18	15	13
Not Reported	0%	%	%	0		
<b>Total Enrollment</b>				612	587	573

### Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	22-23	23-24	24-25
Grade 5	1		
Grade 6	208	172	
Grade 7	214	204	
Grade 8	189	211	
<b>Total Enrollment</b>	612	587	

#### Conclusions based on this data:

1. Parkway Heights Middle School has a diverse student population.
2. 79.93% of students are Hispanic/Latino.
3. 6.81 % of students are Filipino.

# 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		
	22-23	23-24	24-25	22-23	23-24	24-25
English Learners	251	239	238	41.0%	40.6%	41.5%
Fluent English Proficient (FEP)	224	204	199	36.6%	34.8%	34.7%

### Conclusions based on this data:

1. 41.5% of student population are Multilingual learners.
2. In 24-25 34.7% of English learners are considered Fluent English Proficient.

# 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	205	173	193	191	161	189	191	161	189	93.2	93.1	97.9
Grade 7	212	204	170	195	189	169	195	187	169	92.0	92.6	99.4
Grade 8	189	209	200	170	194	198	170	194	198	89.9	92.8	99
All Grades	606	586	563	556	544	556	556	542	556	91.7	92.8	98.8

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	2475.	2462.	2462.	9.95	4.97	8.47	21.99	16.77	19.58	23.56	33.54	24.34	44.50	44.72	47.62
Grade 7	2508.	2500.	2463.	7.69	9.09	7.10	28.72	24.60	14.79	27.18	25.13	18.34	36.41	41.18	59.76
Grade 8	2516.	2495.	2501.	5.88	6.70	7.58	27.06	25.26	25.25	30.59	18.04	23.74	36.47	50.00	43.43
All Grades	N/A	N/A	N/A	7.91	7.01	7.73	25.90	22.51	20.14	26.98	25.09	22.30	39.21	45.39	49.82

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	7.85	7.45	8.51	49.21	46.58	47.87	42.93	45.96	43.62
Grade 7	15.90	10.70	7.10	52.31	54.55	48.52	31.79	34.76	44.38
Grade 8	8.82	11.34	10.15	60.59	40.72	45.69	30.59	47.94	44.16
All Grades	10.97	9.96	8.66	53.78	47.23	47.29	35.25	42.80	44.04

<b>Writing</b>									
<b>Producing clear and purposeful writing</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>22-23</b>	<b>23-24</b>	<b>24-25</b>	<b>22-23</b>	<b>23-24</b>	<b>24-25</b>	<b>22-23</b>	<b>23-24</b>	<b>24-25</b>
<b>Grade 6</b>	8.38	4.97	6.38	46.07	42.86	46.28	45.55	52.17	47.34
<b>Grade 7</b>	9.74	15.05	5.92	52.31	43.01	43.79	37.95	41.94	50.30
<b>Grade 8</b>	5.88	9.79	6.06	50.00	39.69	52.02	44.12	50.52	41.92
<b>All Grades</b>	8.09	10.17	6.13	49.46	41.77	47.57	42.45	48.06	46.31

<b>Listening</b>									
<b>Demonstrating effective communication skills</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>22-23</b>	<b>23-24</b>	<b>24-25</b>	<b>22-23</b>	<b>23-24</b>	<b>24-25</b>	<b>22-23</b>	<b>23-24</b>	<b>24-25</b>
<b>Grade 6</b>	7.85	8.07	5.85	71.73	63.98	70.74	20.42	27.95	23.40
<b>Grade 7</b>	9.74	6.42	11.24	68.21	71.12	62.72	22.05	22.46	26.04
<b>Grade 8</b>	5.88	7.22	6.60	75.88	68.04	69.54	18.24	24.74	23.86
<b>All Grades</b>	7.91	7.20	7.76	71.76	67.90	67.87	20.32	24.91	24.37

<b>Research/Inquiry</b>									
<b>Investigating, analyzing, and presenting information</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>22-23</b>	<b>23-24</b>	<b>24-25</b>	<b>22-23</b>	<b>23-24</b>	<b>24-25</b>	<b>22-23</b>	<b>23-24</b>	<b>24-25</b>
<b>Grade 6</b>	9.95	8.70	10.11	63.87	64.60	50.53	26.18	26.71	39.36
<b>Grade 7</b>	12.31	14.97	8.88	61.03	55.61	49.70	26.67	29.41	41.42
<b>Grade 8</b>	11.18	12.37	13.71	67.65	61.86	59.39	21.18	25.77	26.90
<b>All Grades</b>	11.15	12.18	11.01	64.03	60.52	53.43	24.82	27.31	35.56

**Conclusions based on this data:**

1. For the 24-25 school year, about 50% of students did not meet standards on the CAASPP ELA.
2. For the 24-25 school year, about 47% of students met standards, and 9% of students exceeded standards on the CAASPP ELA.
3. For the 24-25 school year, about 46% of students did not meet standards in the area of reading.

# 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	205	173	193	199	171	190	199	171	190	97.1	98.8	98.4
Grade 7	213	204	170	203	198	169	203	198	169	95.3	97.1	99.4
Grade 8	189	209	200	180	204	197	180	204	197	95.2	97.6	98.5
All Grades	607	586	563	582	573	556	582	573	556	95.9	97.8	98.8

\* 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	2478.	2457.	2454.	9.05	7.60	7.89	18.59	11.70	10.53	26.13	25.15	25.79	46.23	55.56	55.79
Grade 7	2479.	2482.	2467.	9.36	11.11	8.28	14.29	13.64	11.24	21.67	21.72	22.49	54.68	53.54	57.99
Grade 8	2481.	2484.	2486.	6.11	8.82	12.69	11.11	11.76	13.71	28.33	21.08	16.75	54.44	58.33	56.85
Grade 11															
All Grades	N/A	N/A	N/A	8.25	9.25	9.71	14.78	12.39	11.87	25.26	22.51	21.58	51.72	55.85	56.83

<b>Concepts &amp; Procedures</b>									
<b>Applying mathematical concepts and procedures</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>22-23</b>	<b>23-24</b>	<b>24-25</b>	<b>22-23</b>	<b>23-24</b>	<b>24-25</b>	<b>22-23</b>	<b>23-24</b>	<b>24-25</b>
<b>Grade 6</b>	10.61	7.60	7.37	44.44	32.16	34.21	44.95	60.23	58.42
<b>Grade 7</b>	11.33	14.65	10.06	35.47	32.32	33.73	53.20	53.03	56.21
<b>Grade 8</b>	8.33	6.86	12.18	38.33	42.65	37.06	53.33	50.49	50.76
<b>Grade 11</b>									
<b>All Grades</b>	10.15	9.77	9.89	39.41	35.95	35.07	50.43	54.28	55.04

<b>Problem Solving &amp; Modeling/Data Analysis</b>									
<b>Using appropriate tools and strategies to solve real world and mathematical problems</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>22-23</b>	<b>23-24</b>	<b>24-25</b>	<b>22-23</b>	<b>23-24</b>	<b>24-25</b>	<b>22-23</b>	<b>23-24</b>	<b>24-25</b>
<b>Grade 6</b>	8.04	5.26	8.42	50.75	43.27	38.42	41.21	51.46	53.16
<b>Grade 7</b>	9.36	8.59	8.88	47.29	52.02	46.15	43.35	39.39	44.97
<b>Grade 8</b>	4.44	7.84	9.14	48.89	50.00	49.75	46.67	42.16	41.12
<b>All Grades</b>	7.39	7.33	8.81	48.97	48.69	44.78	43.64	43.98	46.40

<b>Communicating Reasoning</b>									
<b>Demonstrating ability to support mathematical conclusions</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>22-23</b>	<b>23-24</b>	<b>24-25</b>	<b>22-23</b>	<b>23-24</b>	<b>24-25</b>	<b>22-23</b>	<b>23-24</b>	<b>24-25</b>
<b>Grade 6</b>	9.05	8.19	6.32	60.30	53.80	54.21	30.65	38.01	39.47
<b>Grade 7</b>	9.85	10.10	5.92	58.13	61.62	55.62	32.02	28.28	38.46
<b>Grade 8</b>	6.11	7.35	6.60	59.44	58.82	53.81	34.44	33.82	39.59
<b>All Grades</b>	8.42	8.55	6.29	59.28	58.29	54.50	32.30	33.16	39.21

**Conclusions based on this data:**

1. For the 24-25 school year, 57% of students did not meet standards on the CAASPP Math.
2. For the 24-25 school year, 12% of students met standards and 10% exceeded standards on the CAASPP Math.
3. For the 24-25 school year, 21.5% of students nearly met standards on the CAASPP Math.

# School and Student Performance Data

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

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

## ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	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	1516.5	1516.5	1513.3	1512.8	1516.2	1514.2	1519.7	1516.2	1512.0	70	80	75
7	1522.6	1504.1	1500.2	1513.9	1495.2	1492.8	1530.9	1512.4	1507.2	76	65	73
8	1560.5	1520.1	1526.1	1567.9	1524.0	1521.0	1552.8	1515.6	1530.8	64	67	57
<b>All Grades</b>										210	212	205

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	23.19	25.00	6.67	26.09	27.50	45.33	27.54	18.75	32.00	23.19	28.75	16.00	69	80	75
7	21.05	14.06	8.22	28.95	28.13	31.51	18.42	21.88	31.51	31.58	35.94	28.77	76	64	73
8	35.48	16.42	26.32	33.87	28.36	19.30	12.90	20.90	24.56	17.74	34.33	29.82	62	67	57
<b>All Grades</b>	26.09	18.96	12.68	29.47	27.96	33.17	19.81	20.38	29.76	24.64	32.70	24.39	207	211	205

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	42.03	43.75	34.67	20.29	21.25	41.33	20.29	10.00	14.67	17.39	25.00	9.33	69	80	75
7	36.84	26.56	24.66	21.05	23.44	34.25	14.47	23.44	13.70	27.63	26.56	27.40	76	64	73
8	51.61	22.39	33.33	24.19	37.31	24.56	6.45	13.43	14.04	17.74	26.87	28.07	62	67	57
<b>All Grades</b>	43.00	31.75	30.73	21.74	27.01	34.15	14.01	15.17	14.15	21.26	26.07	20.98	207	211	205

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
<b>6</b>	5.80	5.00	0.00	24.64	21.25	21.33	34.78	32.50	42.67	34.78	41.25	36.00	69	80	75
<b>7</b>	11.84	6.25	5.48	27.63	21.88	15.07	22.37	26.56	31.51	38.16	45.31	47.95	76	64	73
<b>8</b>	12.90	5.97	14.04	38.71	16.42	17.54	22.58	31.34	22.81	25.81	46.27	45.61	62	67	57
<b>All Grades</b>	10.14	5.69	5.85	29.95	19.91	18.05	26.57	30.33	33.17	33.33	44.08	42.93	207	211	205

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	
<b>6</b>	20.29	21.52	10.81	60.87	43.04	62.16	18.84	35.44	27.03	69	79	74	
<b>7</b>	9.21	8.33	7.04	63.16	48.33	53.52	27.63	43.33	39.44	76	60	71	
<b>8</b>	25.81	9.38	17.31	54.84	54.69	48.08	19.35	35.94	34.62	62	64	52	
<b>All Grades</b>	17.87	13.79	11.17	59.90	48.28	55.33	22.22	37.93	33.50	207	203	197	

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	
<b>6</b>	50.00	55.00	66.22	26.47	20.00	25.68	23.53	25.00	8.11	68	80	74	
<b>7</b>	54.67	43.75	57.53	22.67	31.25	17.81	22.67	25.00	24.66	75	64	73	
<b>8</b>	67.74	52.24	47.37	14.52	25.37	26.32	17.74	22.39	26.32	62	67	57	
<b>All Grades</b>	57.07	50.71	57.84	21.46	25.12	23.04	21.46	24.17	19.12	205	211	204	

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	
<b>6</b>	8.70	3.90	5.71	34.78	35.06	32.86	56.52	61.04	61.43	69	77	70	
<b>7</b>	20.55	9.09	7.14	34.25	29.09	28.57	45.21	61.82	64.29	73	55	70	
<b>8</b>	24.59	8.20	22.22	40.98	21.31	11.11	34.43	70.49	66.67	61	61	45	
<b>All Grades</b>	17.73	6.74	10.27	36.45	29.02	25.95	45.81	64.25	63.78	203	193	185	

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
<b>6</b>	21.74	15.00	6.76	62.32	68.75	86.49	15.94	16.25	6.76	69	80	74
<b>7</b>	20.00	15.00	8.33	56.00	58.33	63.89	24.00	26.67	27.78	75	60	72
<b>8</b>	6.45	3.03	1.85	80.65	72.73	74.07	12.90	24.24	24.07	62	66	54
<b>All Grades</b>	16.50	11.17	6.00	65.53	66.99	75.00	17.96	21.84	19.00	206	206	200

**Conclusions based on this data:**

1. For the 24-25 school year, 13% of students scored a level 4 on the ELPAC assessment.
2. For the 24-25 school year, 33% of students scored a level 3 on the ELPAC assessment.
3. For the 24-25 school year, about 30% of students scored a level 2 on the ELPAC assessment.

# 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
573	64.7%	41.5%	0.0%
Total Number of Students enrolled in Parkway Heights Middle School.	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	238	41.5%
Foster Youth	0	0.0%
Homeless	25	4.4%
Socioeconomically Disadvantaged	371	64.7%
Students with Disabilities	118	20.6%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	8	1.4%
American Indian	6	1%
Asian	31	5.4%
Filipino	39	6.8%
Hispanic	458	79.9%
Two or More Races	13	2.3%
Pacific Islander	6	1%
White	12	2.1%

### Conclusions based on this data:

- 41.5% of student population are English Learners.

2. 20.6% of student population are students with disabilities.
3. Over half of our student population (64.7%) comes from socioeconomically disadvantaged background.

# School and Student Performance Data

## Overall Performance






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### 2025 Fall Dashboard Overall Performance for All Students

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

#### Conclusions based on this data:

1. There has been significant improvement school conditions and climate with suspension rate with performance in the "green."
2. Chronic Absenteeism is yellow for performance.
3. English learner progress is orange for performance.



# School and Student Performance Data

## Academic Performance English Language Arts

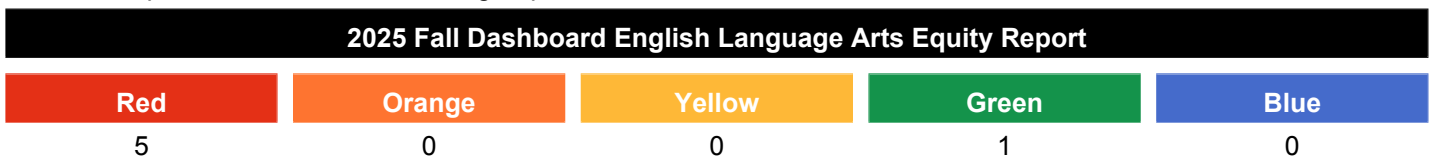
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This section provides number of student groups in each level.



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
<p>Orange</p> <p>69.7 points below standard</p> <p>Declined 6.7 points</p> <p>547 Students</p>	<p>Red</p> <p>108.5 points below standard</p> <p>Maintained 0.7 points</p> <p>285 Students</p>	<p>Red</p> <p>127.3 points below standard</p> <p>Declined 7.5 points</p> <p>102 Students</p>
Foster Youth	Homeless	Socioeconomically Disadvantaged
<p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>0 Students</p>	<p>No Performance Color</p> <p>138.3 points below standard</p> <p>Declined 9.3 points</p> <p>24 Students</p>	<p>Red</p> <p>86.3 points below standard</p> <p>Declined 10.9 points</p> <p>370 Students</p>

<p><b>Students with Disabilities</b></p>  <p>Red</p> <p>158.1 points below standard</p> <p>Declined 19.5 points</p> <p>116 Students</p>	<p><b>African American</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>8 Students</p>	<p><b>American Indian</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>6 Students</p>
<p><b>Asian</b></p>  <p>No Performance Color</p> <p>6.1 points above standard</p> <p>Declined 3.5 points</p> <p>29 Students</p>	<p><b>Filipino</b></p>  <p>Green</p> <p>14.6 points above standard</p> <p>Maintained -0.5 points</p> <p>36 Students</p>	<p><b>Hispanic</b></p>  <p>Red</p> <p>81.6 points below standard</p> <p>Declined 5.4 points</p> <p>437 Students</p>
<p><b>Two or More Races</b></p>  <p>No Performance Color</p> <p>58.8 points below standard</p> <p>Declined 16.4 points</p> <p>13 Students</p>	<p><b>Pacific Islander</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>6 Students</p>	<p><b>White</b></p>  <p>No Performance Color</p> <p>81.1 points below standard</p> <p>12 Students</p>

**Conclusions based on this data:**

1. For the 24-25 school year, there was a declined of 6.7 points for all student performance in CAASPP ELA.
2. For the 24-25 school year, there was a declined of 19.5 points for students with disabilities performance in CAASPP ELA.
3. For the 24-25 school year, students in the English learners subgroup maintained performance in CAASPP ELA.

# School and Student Performance Data

## Academic Performance Mathematics

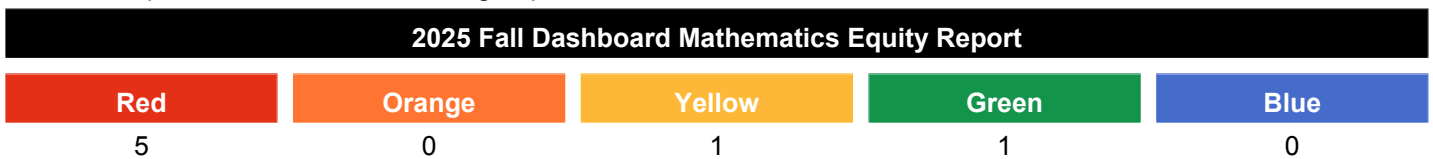
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This section provides number of student groups in each level.



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		
<p><b>All Students</b></p> <p>Red</p> <p>96.9 points below standard</p> <p>Declined 7.5 points</p> <p>552 Students</p>	<p><b>English Learners</b></p> <p>Red</p> <p>136.2 points below standard</p> <p>Maintained -1.5 points</p> <p>291 Students</p>	<p><b>Long-Term English Learners</b></p> <p>Red</p> <p>159.4 points below standard</p> <p>Declined 4.5 points</p> <p>102 Students</p>
<p><b>Foster Youth</b></p> <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>0 Students</p>	<p><b>Homeless</b></p> <p>No Performance Color</p> <p>172.4 points below standard</p> <p>Declined 10 points</p> <p>24 Students</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>Red</p> <p>113.2 points below standard</p> <p>Declined 11.4 points</p> <p>375 Students</p>

<p><b>Students with Disabilities</b></p>  <p>Red</p> <p>185.9 points below standard</p> <p>Declined 5 points</p> <p>116 Students</p>	<p><b>African American</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>8 Students</p>	<p><b>American Indian</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>6 Students</p>
<p><b>Asian</b></p>  <p>Green</p> <p>5.5 points below standard</p> <p>Increased 6.6 points</p> <p>30 Students</p>	<p><b>Filipino</b></p>  <p>Yellow</p> <p>23.7 points below standard</p> <p>Declined 17.1 points</p> <p>37 Students</p>	<p><b>Hispanic</b></p>  <p>Red</p> <p>107.9 points below standard</p> <p>Declined 4.1 points</p> <p>441 Students</p>
<p><b>Two or More Races</b></p>  <p>No Performance Color</p> <p>116.4 points below standard</p> <p>Declined 27.5 points</p> <p>13 Students</p>	<p><b>Pacific Islander</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>6 Students</p>	<p><b>White</b></p>  <p>No Performance Color</p> <p>88.3 points below standard</p> <p>Increased 25.8 points</p> <p>12 Students</p>

**Conclusions based on this data:**

1. For the 24-25 school year, all students declined by 7.5 points in performance for CAASPP Math.
2. For the 24-25 school year, English language learners performance maintained for CAASPP Math.
3. For the 24-25 school year, students with disabilities declined by 5 points for CAASPP Math.

# School and Student Performance Data

## Academic Performance Science

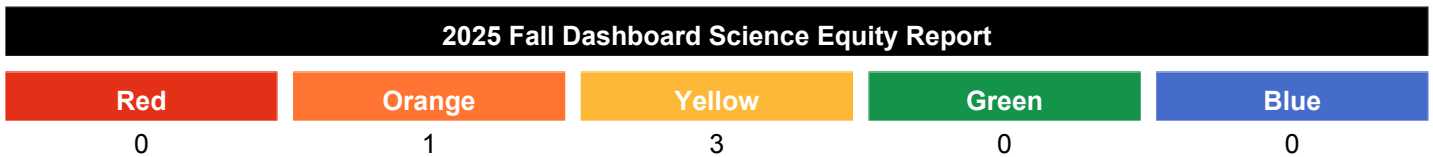
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This section provides number of student groups in each level.



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		
<p><b>All Students</b></p> <p> Green</p> <p>46.7 science points Increased 6.2 points</p> <p>200 Students</p>	<p><b>English Learners</b></p> <p> Yellow</p> <p>39.3 science points Increased 8.2 points</p> <p>90 Students</p>	<p><b>Long-Term English Learners</b></p> <p> Orange</p> <p>33.7 science points Increased 6.9 points</p> <p>40 Students</p>
<p><b>Foster Youth</b></p> <p> No Performance Color</p> <p>0 Students</p>	<p><b>Homeless</b></p> <p> No Performance Color</p> <p>38.1 science points Increased 15.8 points</p> <p>13 Students</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p> Yellow</p> <p>43.8 science points Increased 5.3 points</p> <p>140 Students</p>

<p><b>Students with Disabilities</b></p>  <p>No Performance Color</p> <p>34.7 science points</p> <p>Increased 6 points</p> <p>44 Students</p>	<p><b>African American</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>4 Students</p>	<p><b>American Indian</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>3 Students</p>
<p><b>Asian</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>10 Students</p>	<p><b>Filipino</b></p>  <p>No Performance Color</p> <p>57.9 science points</p> <p>Declined 3.9 points</p> <p>16 Students</p>	<p><b>Hispanic</b></p>  <p>Yellow</p> <p>44.3 science points</p> <p>Increased 6.9 points</p> <p>159 Students</p>
<p><b>Two or More Races</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>5 Students</p>	<p><b>Pacific Islander</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>1 Student</p>	<p><b>White</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>3 Students</p>

**Conclusions based on this data:**

1. For the 24-25 school year, all students in 8th grade increased by 6.2 points in science.
2. For the 24-25 school year, English learners increased by 8.2 points in science.
3. For the 24-25 school year, students in the socioeconomically disadvantaged group increased by 5.3 points in science.

# 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	
<b>English Learner Progress</b>  Orange 45.1 making progress. Number Students: 193 Students	<b>Long-Term English Learner Progress</b>  Orange 47.1 making progress. Number Students: 87 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			
<b>Decreased One ELPI Level</b>	<b>Maintained ELPI Level 1, 2L, 2H, 3L, or 3H</b>	<b>Maintained ELPI Level 4</b>	<b>Progressed At Least One ELPI Level</b>
23.3%	31.6%	3.1%	42%

### Conclusions based on this data:

1. In 24-25 school year, 42% of English learners progressed at least one ELPI level.
2. In 24-25 school year, 23.3% of English learners decreased by one ELPI level.
3. In 24-25 school year, 3.1% of English learners maintained ELPI level 4.



# School and Student Performance Data

## Academic Engagement Chronic Absenteeism

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This section provides number of student groups in each level.



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

2025 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group		
<b>All Students</b>  Yellow 15.8% Chronically Absent Declined 3.1 588 Students	<b>English Learners</b>  Yellow 15.9% Chronically Absent Declined 5.7 245 Students	<b>Long-Term English Learners</b>  Yellow 16.7% Chronically Absent Declined 14.2 108 Students
<b>Foster Youth</b>  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	<b>Homeless</b>  No Performance Color 33.3% Chronically Absent Declined 2.8 27 Students	<b>Socioeconomically Disadvantaged</b>  Yellow 17.3% Chronically Absent Declined 1.9 404 Students

<p><b>Students with Disabilities</b></p>  <p>Yellow</p> <p>18.9% Chronically Absent</p> <p>Declined 3.5</p> <p>122 Students</p>	<p><b>African American</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>8 Students</p>	<p><b>American Indian</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>7 Students</p>
<p><b>Asian</b></p>  <p>Orange</p> <p>18.8% Chronically Absent</p> <p>Increased 9.7</p> <p>32 Students</p>	<p><b>Filipino</b></p>  <p>Orange</p> <p>7.3% Chronically Absent</p> <p>Increased 2.7</p> <p>41 Students</p>	<p><b>Hispanic</b></p>  <p>Yellow</p> <p>16.2% Chronically Absent</p> <p>Declined 4.8</p> <p>469 Students</p>
<p><b>Two or More Races</b></p>  <p>No Performance Color</p> <p>15.4% Chronically Absent</p> <p>Increased 8.7</p> <p>13 Students</p>	<p><b>Pacific Islander</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>6 Students</p>	<p><b>White</b></p>  <p>No Performance Color</p> <p>16.7% Chronically Absent</p> <p>Declined 11.9</p> <p>12 Students</p>

**Conclusions based on this data:**

1. In the 24-25 school year, 15.8% of students were chronically absent, with a declined of 3.1 points.
2. In the 24-25 school year, 15.9% of English learners were chronically absent, with a declined of 5.7 points.
3. There has been improvement with chronically absenteeism rates as there are declined in the rate across the different subgroups.

# School and Student Performance Data

## Academic Engagement Graduation Rate

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Red                      Orange                      Yellow                      Green                      Blue  
Lowest Performance                      Highest Performance

This section provides number of student groups in each level.



This section provides information about students completing high school, which includes students who receive a standard high school diploma.

2025 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
Foster Youth	Homeless	Socioeconomically Disadvantaged
Students with Disabilities	African American	American Indian
Asian	Filipino	Hispanic
Two or More Races	Pacific Islander	White

Conclusions based on this data:

- 1.

# School and Student Performance Data

## Conditions & Climate Suspension Rate

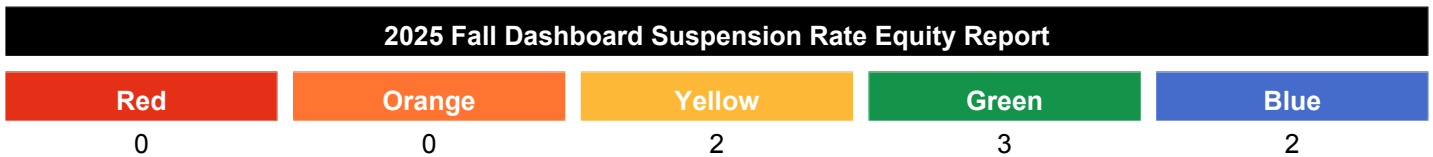
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This section provides number of student groups in each level.



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		
<p><b>All Students</b></p> <p>Green</p> <p>4.7% suspended at least one day</p> <p>Declined 1.1%</p> <p>595 Students</p>	<p><b>English Learners</b></p> <p>Green</p> <p>4% suspended at least one day</p> <p>Declined 5%</p> <p>248 Students</p>	<p><b>Long-Term English Learners</b></p> <p>Green</p> <p>4.6% suspended at least one day</p> <p>Declined 4.7%</p> <p>109 Students</p>
<p><b>Foster Youth</b></p> <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>2 Students</p>	<p><b>Homeless</b></p> <p>No Performance Color</p> <p>11.1% suspended at least one day</p> <p>Increased 0.6%</p> <p>27 Students</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>Green</p> <p>5.9% suspended at least one day</p> <p>Declined 0.6%</p> <p>409 Students</p>

<p><b>Students with Disabilities</b></p>  <p>Yellow</p> <p>8.2% suspended at least one day</p> <p>Declined 3.8%</p> <p>122 Students</p>	<p><b>African American</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>8 Students</p>	<p><b>American Indian</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>7 Students</p>
<p><b>Asian</b></p>  <p>Blue</p> <p>0% suspended at least one day</p> <p>Declined 2.8%</p> <p>32 Students</p>	<p><b>Filipino</b></p>  <p>Blue</p> <p>0% suspended at least one day</p> <p>Declined 2.3%</p> <p>41 Students</p>	<p><b>Hispanic</b></p>  <p>Yellow</p> <p>5% suspended at least one day</p> <p>Maintained -0.2%</p> <p>476 Students</p>
<p><b>Two or More Races</b></p>  <p>No Performance Color</p> <p>15.4% suspended at least one day</p> <p>Declined 3.4%</p> <p>13 Students</p>	<p><b>Pacific Islander</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>6 Students</p>	<p><b>White</b></p>  <p>No Performance Color</p> <p>8.3% suspended at least one day</p> <p>Declined 4.2%</p> <p>12 Students</p>

**Conclusions based on this data:**

1. In the 24-25 school year, for all students, suspension rate declined 1.1% and is in the green for performance.
2. In the 24-25 school year, Parkway Heights piloted the following programs: Wellness center, SEL elective 6th grade students, and additional spaces open during lunch for students to access.
3. In the 24-25 school year, ATS was continue to support students as needed.

# 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.

#### ELA/ELD

Through exceptional instruction, students will increase SBAC ELA outcomes by 3% overall and by 6% among out most vulnerable student groups by June 2026.

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

LCAP goal to which this school goal is aligned.

#### LEA Goal:

All students will reach high standards, at a minimum attaining Smarter Balance Assessment Consortium (SBAC) Achievement Level Descriptor (ALD) levels 3 or 4 in Reading/Language arts/literacy.

#### LCAP Goal:

Academic Achievement (ELA) - All students will demonstrate proficiency on local, state and/or national level assessments.

### 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.

All students  
English learners  
Students with disabilities

### 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 Scores - ELA - All Students	SBAC Scores (Met/Exceed) 2024: 29.52%	SBAC Scores 2025 - 32.52% (3% growth)
SBAC Scores - ELA - Students with disabilities	SBAC Scores (Met/Exceed) 2024 - 3.33%	SBAC Scores ( Met/Exceed) 2025 - 6.33% (3% growth)
SBAC Scores ELA - English Learner	SBAC Scores (Met/Exceed) 2023 - 3.30%	SBAC Scores (Met/Exceed) 2025 - 6.30%(3% growth)
EL performance level	51.4% making progress (2023 - 2024 exam)	Increase by 5% (56.4% or higher)

### 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	PLC TIME	All Students in grades 6-8	3,000.00

	<p>Means of Achievement: Improvement of instruction strategies and materials</p> <p>The ELA department will use additional PLC time to:</p> <ul style="list-style-type: none"> <li>-learn and incorporate GLAD strategies into instruction</li> <li>-build lesson plans collaboratively and focus on increasing student engagement</li> <li>-engage in scope and sequence work</li> <li>-use common assessments to inform instruction</li> <li>-use the IXL program to assist students that need intervention and support</li> </ul> <p>Measures: 2023 - 24 CAASPP scores Implementation in the classroom, classroom visits, student performance assessment results-- curriculum-embedded assessments, evidence of CCSS literacy strategies applied in instruction, classroom walkthroughs with specific "look for's", alignment of current state standards to CCSS, evidence of the use of curriculum-embedded assessments.</p>		Title I Part A: Basic Grants Low-Income and Neglected 5800: Professional/Consulting Services And Operating Expenditures ELA PLC time
1.2	<p><b>PROFESSIONAL DEVELOPMENT TRAINING AND SUPPORT</b></p> <p>Means of Achievement: Staff development and professional collaboration</p> <p>Below is a list of potential and approved professional development opportunities for Parkway Staff:</p> <ul style="list-style-type: none"> <li>-PBIS, English Language development, Community circles, asynchronous training -de - escalation strategies, lesson planning, assessment work, GLAD strategies and support to send staff to CABE (California Association Bilingual Educators), CADA - California Association of Directors), English Learner Institute - Sheltered Instructional Strategies</li> </ul> <ul style="list-style-type: none"> <li>• Professional Learning Opportunities to support district priorities: Exceptional Instruction: Academic Discourse.</li> </ul> <p>Measures: Sign in sheets, agendas, power point presentations, handouts. Implementation in the classroom of strategies, collaborative lessons, refinements of practices based on data analysis. Collaboration feedback forms reviewed by district office.</p>	All Students	30,000 Title I Part A: Basic Grants Low-Income and Neglected 5800: Professional/Consulting Services And Operating Expenditures Professional development for all staff
1.3	<p><b>PARENT ENGAGEMENT</b></p> <p>Means of Achievement: Involvement of staff, parents and community</p>	All Students in grades 6-8	3,500 Site Allocation 4000-4999: Books And Supplies

	<p>Task: Family Night: School wide event to promote literacy and family bonding. Materials to help parents support students with grade level standards, parent meetings for training and support.</p> <p>Measures: Meeting agendas, power point presentations, handouts, and an increase in parent participation at parent events/meetings. Increase by at least 10% in the number of parents who participate in this Literacy event hosted by the ELA and Social Studies departments. We will also use our sign in sheets and parent feedback to monitor our effectiveness and success with involving more parents and students into our school community.</p>		<p>ELAC Support and ELD Incentives - mgmt 123 (LCFF) 2,000.00 Title I Part A: Basic Grants Low-Income and Neglected 1000-1999: Certificated Personnel Salaries Family Literacy Night</p>
<p><b>1.4</b></p>	<p><b>PROGRAM IMPLEMENTATION</b></p> <p>Means of Achievement: Monitoring program implementation and results</p> <p>Task: Grade level ELA teams will monitor student performance on curriculum-embedded assessments, formative assessments, writing assignments, benchmark assessment as well as other state (Smarter Balance) and local assessments. Staff will take the results from these assessments and analyze them such that it leads to the development of an action plan for future instruction and intervention for students who need additional support or enrichment activities.</p> <p>Scholastic Scope magazines have been purchased for all students in grades 6-8 as a supplement to the core ELA curriculum. This resource will allow teachers to reach their ELA objectives by providing engaging multi-genre content, rich skill-building support materials, and key current events that help foster all components in student literacy</p> <p>Measures: Staff will meet weekly to review student data (under the direction of the Principal), identify strengths and weaknesses, and determine appropriate interventions for each students to ensure their success. Principal will monitor student performance and follow up with teams of teachers to determine support they need to best support their students.</p> <ul style="list-style-type: none"> <li>• When data is categorized by a unique population, we can see significant achievement gaps Data demonstrates how critical it is to provide support for all students, especially those most at risk Addressing these gaps is at the heart of California's comprehensive plan for improving education and the heart of SSFUSD's Local Control Accountability Plan (LCAP).</li> </ul>	<p>All Students</p>	<p>5,000 Title I Part A: Basic Grants Low-Income and Neglected 4000-4999: Books And Supplies Books and materials - Scholastic -</p>

<p><b>1.5</b></p>	<p><b>RESPONSE TO INSTRUCTION AND INTERVENTION</b></p> <p>Task: Intervention Academic Services (Homework center) For the 2024 - 25 school year Parkway Heights' academic centers will have an emphasis on the following:</p> <ul style="list-style-type: none"> <li>• FOUNDATIONAL READING SKILLS</li> <li>-Foundational Literacy Skills</li> <li>• FOUNDATIONAL MATHEMATICAL SKILLS</li> <li>• HOMEWORK SUPPORT</li> </ul> <p>1)Students will meet in a 1:10 ratio setting 4 days a week for 1 hour sessions. (up to 3 staff per day)</p> <p>Measures: Student grades, student state assessment results, student behavior incidents will lessen, classroom visit observation data. Students will be placed in the curricula based on the results of their pre-tests or the pre-identified areas of focus. Students' progress will be measured daily. Weekly email progress reports and monthly summary reports will be sent to parents and teachers. Moreover, program implementation indicators such as attendance, curriculum activities attempted, curriculum activities completed, are all collected as a results of the program and available in real time.</p>	<p>All Students/ELD Students</p>	<p>22,000 Title I Part A: Basic Grants Low-Income and Neglected 1000-1999: Certificated Personnel Salaries Academic Homework Center</p>
<p><b>1.6</b></p>	<p>Provide additional instructional materials to support student outcomes (Raz Kids)</p>	<p>All Students, English Learners, and Students with disabilities</p>	<p>20,000 LCFF - Supplemental 4000-4999: Books And Supplies LCAP - 180 - Instructional materials - at promise students - 10,000 LCFF - Supplemental 4000-4999: Books And Supplies LCAP - 123 - Instructional Materials - EL Students</p>
<p><b>1.7</b></p>	<p>Provide additional compensation to classified staff to prepare, set up and attend Family nights, parent workshops during the 23 - 24 school year</p>	<p>All Students - At promise and English learner Students</p>	<p>5,000 Title I Part A: Basic Grants Low-Income and Neglected 2000-2999: Classified Personnel Salaries Additional Classified office Support</p>

## Annual Review

**SPSA Year Reviewed: 2024-25**

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

## **Analysis**

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

Students who accessed the Homework Center received targeted academic support with classwork, allowing them additional time and guidance to better understand the instructional material. This extended learning opportunity helped reinforce concepts taught during regular class time and provided a supportive environment for students to ask questions and receive clarification.

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

Certain supplemental materials (ex. RAZ kids) was not order as there are other classroom interventions set up in classroom for students with IEP.

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

This goal will remain the same and continue for next school year.

# Goals, Strategies, & Proposed Expenditures

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

## Goal 2

### Title and Description of School Goal

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

#### MATHEMATICS

Through high-quality implementation of the adopted math curriculum, students will increase SBAC math outcomes by 3% overall and by 6% among our most vulnerable student groups by June 2026.

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

LCAP goal to which this school goal is aligned.

#### LEA Goal:

All students will reach high standards, at a minimum attaining Smarter Balance Assessment Consortium (SBAC) Achievement Level Descriptor (ALD) levels 3 or 4 in mathematics.

#### LCAP Goal:

Academic Achievement (Math) - All students will demonstrate proficiency on local, state and/or national level assessments.

### 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.

All students  
English learners  
Students with disabilities

### 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 -All Students	All Students - 21.64% (Met/Exceeded)	24.64% Met/Exceeded
SBAC - Math - Students with Disabilities	Students with Disabilities - 0% (Met/Exceeded)	3% Met/Exceeded
SBAC - Math - English Learner	English Learner - 2.37% (Met/Exceeded)	5.37% Met/ Exceeded

### 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	PLC TIME AND SUPPORT  Means of Achievement: Improvement of instruction strategies and materials  Task:	All Students	5,000.00 Title I Part A: Basic Grants Low-Income and Neglected 1000-1999: Certificated Personnel Salaries

	<p>-Provide an allocation for math department for additional planning time which includes a pre - approved agenda and minutes</p> <p>Measures: Implementation in the classroom, classroom visits, site/district walkthroughs, student performance assessment results curriculum-embedded assessments, formative assessments. Observations of teachers consistently using District-adopted instructional materials. Evidence of commonly used curriculum-embedded assessments Evidence of the use of data meetings based upon data generated by commonly used curriculum-embedded assessments.</p>		<p>Math Professional development and supplemental resources 6,500 Title I Part A: Basic Grants Low-Income and Neglected 1000-1999: Certificated Personnel Salaries Math Tch to support 6 other 1st yr teachers - coaching support)</p>
<b>2.2</b>			
<b>2.3</b>	<p><b>INSTRUCTIONAL LEADERSHIP TEAM (ILT) SUPPORT AND TRAINING</b></p> <p>-Provide an allocation to all ILT members to have one additional meeting per month starting in January 2025 - April 2025</p> <p>Purpose:  -ILT chartering -learning and implementing the Collaborative Inquiry cycle focused on an instructional strategy (ies) to measure effectiveness during the school year</p>	All Students	<p>2,400 Title I Part A: Basic Grants Low-Income and Neglected 1000-1999: Certificated Personnel Salaries ILT Support &amp; training</p>
<b>2.4</b>	<p><b>PARENT ENGAGEMENT</b></p> <p>Means of Achievement: Involvement of staff, parents and community</p> <p>Task: To engage parents in our annual Math and Science Family Night. Career Day is also another opportunity to provide students with parents and community members.</p> <p>Measures: Increase by at least 10% in the number of parents who participate in this event. We will also use our sign in sheets and parent feedback to monitor our effectiveness and success with involving more parents and students into our school community.</p>	All Students	<p>2,000.00 Title I Part A: Basic Grants Low-Income and Neglected 1000-1999: Certificated Personnel Salaries Family Math and Science Night</p>

## Annual Review

**SPSA Year Reviewed: 2024-25**

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

## **Analysis**

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

Monthly Math PLC with District Math TOSA has support teachers with new adopted curriculum implementation.

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

None

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

This goal will remain the same and continue for next school year.

# Goals, Strategies, & Proposed Expenditures

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

## Goal 3

### Title and Description of School Goal

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

**By the spring of 2026, students taking the ELPAC will demonstrate growth by advancing at least one level on the English Learner Progress Indicator (ELPI).**

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

LCAP goal to which this school goal is aligned.

### 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.

### 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
English Learner Progress Level Indicator	51.4% - 2024 - Students progressed at least one ELPI	54.4% (Increase by 3%) students progressed at least one ELPI

### 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	<p>MLL ACADEMIC SUPPORT CENTER</p> <p>-Teachers will be meet with assigned ELD students up to 3 hours per week (compensated at the 60 hr/ rate) to improve language/literacy outcomes.</p>	MLL Students	<p>12,000</p> <p>Title I Part A: Basic Grants Low-Income and Neglected 1000-1999: Certificated Personnel Salaries Intervention support - small group or individualized for MLL Students</p>
3.2	<p>MLL ACADEMIC SUPPORT CENTER</p> <p>-Additional Paraprofessional Support for MLL Academic Support Center</p> <p>-Provide 1 paraprofessional to support MLL students up to 2 hours per week (compensated at their hourly rate) to improve language/literacy outcomes</p>	MLL Students	<p>2,000</p> <p>Title I Part A: Basic Grants Low-Income and Neglected 2000-2999: Classified Personnel Salaries Intervention support - small group or individualized for MLL Students</p>

3.4			

# Annual Review

**SPSA Year Reviewed: 2024-25**

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

## Analysis

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

This is a new goal for this school year.

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

None

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

This is a new goal for this school year.

# Goals, Strategies, & Proposed Expenditures

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

## Goal 4

### Title and Description of School Goal

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

#### SCHOOL CLIMATE/PARENT ENGAGEMENT/BELONGING & WELLBEING

By June 2026, all students at PHMS will increase their sense of belonging/wellbeing/school connectedness by 10% as measured by a baseline (beginning of year) and end of year counseling created survey, which will pull questions from the California Healthy Kids Survey.

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

LCAP goal to which this school goal is aligned.

LEA Goal:

All students will be educated in learning environments that are safe, inviting, aesthetically pleasing, orderly, non-punitive, structured, bully-free, drug-free and conducive to learning or as evidenced by a decrease in increases in bullying and a decrease in expulsion and suspension numbers at all schools.

LCAP Priorities:

6 - School Climate

LCAP Goal:

#3 Parent, Staff and student engagement

### 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.

To decrease the suspension rate at Parkway Heights

### 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
CA School Dashboard Suspension Rate 2019: 10.5%	10.5% out of 641 in 2019	Decrease suspension rate by 3% (7.5% or lower in 2020)
CA Healthy Kids Survey	- pick 3-5 similar questions - students & staff	

### 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	RESPONSE TO INSTRUCTION AND INTERVENTION  Means of Achievement: Extended learning time  Task:	All students	1,500.00 Title I Part A: Basic Grants Low-Income and Neglected 2000-2999: Classified Personnel Salaries Career Day Support 10,000.00

	<p>Parkway Heights reviewed PBIS platform and training on how to use PBIS points system school-wide, along with implementation of the PBIS store where students go to use their PBIS points to purchase things.</p> <p>Classroom presentations, assemblies and class or school wide activities, including "Career Day", will be provided that encourage positive decision-making.</p> <p>Measures: Evidence of extra-curricular and enrichment activities to provide challenging educational opportunities for all students and to support student contentedness with school will be collected such as agendas, programs, and participation counts.</p> <p>Tier 1 support, through positive behavior support, works for over 80% of all students in a given school (based on a criterion of the number of students who have one or fewer office discipline referrals per month). But obviously, no intervention works across the board for all students. For a variety of reasons, some students do not respond to the kinds of efforts that make up Tier 1 support, just as some children do not respond to initial teaching of academic subjects. Some children need booster shots and some children need intensive interventions.</p>		<p>Title I Part A: Basic Grants Low-Income and Neglected 5000-5999: Services And Other Operating Expenditures PBIS Professional Development and Resources</p> <p>3,000</p> <p>Title I Part A: Basic Grants Low-Income and Neglected 1000-1999: Certificated Personnel Salaries PBIS Store - 2 staff - 1 hour per week</p>
<b>4.2</b>	<p><b>SCHOOL CLIMATE OPPORTUNITIES</b></p> <p>Means of Achievement: Increased educational opportunity</p> <p>Task: Students will be provided with student-recognition opportunities, incentives and activities.</p> <p>Measures: Decrease in bullying incidents as determined by discipline and counselor referrals, increase in participation in homework center, and lunchtime intramurals. More participation in school-wide activities. District wide ASB collaboration (Tri-school events).</p>	All students	<p>10938.00</p> <p>Gift Fund</p> <p>5000-5999: Services And Other Operating Expenditures ASB Disneyland Middle School Collaborative Gift fund</p> <p>9,000.00</p> <p>Title I Part A: Basic Grants Low-Income and Neglected 1000-1999: Certificated Personnel Salaries ASB Teacher (teaching 120%)</p> <p>6500</p> <p>Title I Part A: Basic Grants Low-Income and Neglected 1000-1999: Certificated Personnel Salaries Intramural sports lunch time program (equipment and staffing)</p>
<b>4.3</b>	<p><b>PROFESSIONAL DEVELOPMENT SUPPORT AND TRAINING</b></p> <p>Means of Achievement: Staff development and professional collaboration</p>	All students	<p>3501</p> <p>Site Allocation</p> <p>1000-1999: Certificated Personnel Salaries</p>

			10,000.00 Title I Part A: Basic Grants Low-Income and Neglected 1000-1999: Certificated Personnel Salaries
4.4	WELLNESS CENTER  -Resources & materials (7,000) -SEL Support - 0.2 FTE - 6th grade elective wheel (20,000)	ALL STUDENTS	7,000 Local Categorical 4000-4999: Books And Supplies Materials/Supplies for site Wellness/Resource Center - SBHIP 20,000 Local Categorical 1000-1999: Certificated Personnel Salaries 0.2 FTE - SEL - 6th grade elective wheel
4.5	SUPPLEMENTAL SUPPORT  Means of Achievement: Auxiliary services for students and parents  Task: Purchase of art, music, media to support student engagement.  Also for 2024 - 2025, Parkway will offer Fall semester intercession courses, What is intercession? Intercession is two days when students get to explore four different activities in lieu of regular academic classes. Using a growth mindset students will be engaged in project based learning, exposing them to different information and skill sets. This would introduce students to topics they might not normally get to learn about and could encourage skills such as: real-world problem solving, collaborative creativity, teamwork, and personal reflection.  How will this happen? Students will get to sign up for four different sessions using a google document the same way they signed up for Career Day speakers. These sessions will continue from Wednesday to Thursday, there will not be an A day/B day change. Whatever classes are selected for day one will be the same on day 2. Not all courses are offered every period but there is a good selection, please see list.	All students	4,000.00 Title I Part A: Basic Grants Low-Income and Neglected 4000-4999: Books And Supplies Exploratory Department Materials and Support 4,000.00 Title I Part A: Basic Grants Low-Income and Neglected 4000-4999: Books And Supplies Intercession materials
4.6	SCHOOL CLIMATE & BEAUTIFICATION  -Composting program -compute number of hours - pay staff		

# Annual Review

**SPSA Year Reviewed: 2024-25**

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

## Analysis

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

School culture and climate has improved, with suspension rate and school absenteeism rate decreased, with the support of the wellness center, and PBIS systems implemented.

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

None

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

This goal will remain the same and continue next school year.

# Goals, Strategies, & Proposed Expenditures

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

## Goal 5

### Title and Description of School Goal

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

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

LCAP goal to which this school goal is aligned.

### 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.

### 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
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### 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
5.2			None Specified None Specified  None Specified None Specified

## Annual Review

**SPSA Year Reviewed: 2024-25**

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

### Analysis

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

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

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

# Goals, Strategies, & Proposed Expenditures

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

## Goal 6

### Title and Description of School Goal

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

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

LCAP goal to which this school goal is aligned.

### 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.

### 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
------------------	-------------------------	------------------

### 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
6.1			
6.6		All Students grades 6-8	

## Annual Review

**SPSA Year Reviewed: 2024-25**

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

### Analysis

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

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

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

# Goals, Strategies, & Proposed Expenditures

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

## Goal 7

### Title and Description of School Goal

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

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

LCAP goal to which this school goal is aligned.

### 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.

### 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
------------------	-------------------------	------------------

### 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
7.1			

## Annual Review

**SPSA Year Reviewed: 2024-25**

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

### Analysis

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

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

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



# Goals, Strategies, & Proposed Expenditures

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

## Goal 8

### Title and Description of School Goal

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

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

LCAP goal to which this school goal is aligned.

### 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.

### 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
------------------	-------------------------	------------------

### 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
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## Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

### Analysis

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

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

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

# Goals, Strategies, & Proposed Expenditures

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

## Goal 9

### Title and Description of School Goal

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

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

LCAP goal to which this school goal is aligned.

### 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.

### 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
------------------	-------------------------	------------------

### 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
---------------------	-------------	-----------------------	-----------------------

## Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

### Analysis

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

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

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

# Goals, Strategies, & Proposed Expenditures

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

## Goal 10

### Title and Description of School Goal

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

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

LCAP goal to which this school goal is aligned.

### 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.

### 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
------------------	-------------------------	------------------

### 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
---------------------	-------------	-----------------------	-----------------------

## Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

### Analysis

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

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

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

# 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	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$219,839.00
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 (\$)
Title I Part A: Basic Grants Low-Income and Neglected	\$144,900.00

Subtotal of additional federal funds included for this school: \$144,900.00

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 (\$)
Gift Fund	\$10,938.00
LCFF - Supplemental	\$30,000.00
Local Categorical	\$27,000.00
Site Allocation	\$7,001.00

Subtotal of state or local funds included for this school: \$74,939.00

Total of federal, state, and/or local funds for this school: \$219,839.00

# Budgeted Funds and Expenditures in this Plan

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

## Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
Site Discretionary	57789	57,789.00
Site Allocation	3500.00	-3,501.00
Site Allocation	8000.00	999.00
Instructional Media	1,124	1,124.00
Site Allocation	22920	15,919.00
EI Support	26,502	26,502.00
LCAP At-Risk Student Support	43789	43,789.00
Title I Part A: Basic Grants Low-Income and Neglected	161975	17,075.00
Gift Fund	4154.51	-6,783.49
Local Categorical		

## Expenditures by Funding Source

Funding Source	Amount
Gift Fund	10,938.00
LCFF - Supplemental	30,000.00
Local Categorical	27,000.00
Site Allocation	7,001.00
Title I Part A: Basic Grants Low-Income and Neglected	144,900.00

## Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	103,901.00
2000-2999: Classified Personnel Salaries	8,500.00
4000-4999: Books And Supplies	53,500.00
5000-5999: Services And Other Operating Expenditures	20,938.00
5800: Professional/Consulting Services And Operating Expenditures	33,000.00

## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
5000-5999: Services And Other Operating Expenditures	Gift Fund	10,938.00
4000-4999: Books And Supplies	LCFF - Supplemental	30,000.00
1000-1999: Certificated Personnel Salaries	Local Categorical	20,000.00
4000-4999: Books And Supplies	Local Categorical	7,000.00
1000-1999: Certificated Personnel Salaries	Site Allocation	3,501.00
4000-4999: Books And Supplies	Site Allocation	3,500.00
1000-1999: Certificated Personnel Salaries	Title I Part A: Basic Grants Low-Income and Neglected	80,400.00
2000-2999: Classified Personnel Salaries	Title I Part A: Basic Grants Low-Income and Neglected	8,500.00
4000-4999: Books And Supplies	Title I Part A: Basic Grants Low-Income and Neglected	13,000.00
5000-5999: Services And Other Operating Expenditures	Title I Part A: Basic Grants Low-Income and Neglected	10,000.00
5800: Professional/Consulting Services And Operating Expenditures	Title I Part A: Basic Grants Low-Income and Neglected	33,000.00

## Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	100,500.00
Goal 2	15,900.00
Goal 3	14,000.00
Goal 4	89,439.00

# 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
- 5 Other School Staff
- 6 Parent or Community Members
- 2 Secondary Students

Name of Members	Role
Vincent Salumbides	Classroom Teacher
Francisco Gonzalez Menendez	Secondary Student
Jennifer Schurk	Classroom Teacher
Allison Mateo	Other School Staff
Deanna Moreno	Other School Staff
Kathie Nguyen	Principal
Brian Emejuru	Other School Staff
Marilyn Avalos	Other School Staff
Jeff Vitalie	Classroom Teacher
Stephanie Cruz	Parent or Community Member
Pui Tsang	Parent or Community Member
Maria Portillo	Parent or Community Member
Norma Resendiz	Parent or Community Member
Karin Gomez	Parent or Community Member
Carol Tsang	Parent or Community Member
Barbara Quintero	Other School Staff
Christine Pubill	Other School Staff
Ruby Riviera	Secondary Student

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

be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

# Recommendations and Assurances

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

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

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

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

**Signature**

**Committee or Advisory Group Name**



English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on 12/8/2025.

Attested:



Principal, Kathie Nguyen on 12/8/25



SSC Chairperson, Deanna Moreno on 12/8/25

# Instructions

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

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

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

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with *EC* 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

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

## Instructions: Table of Contents

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

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

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

## Plan Description

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

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

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

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

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

## Educational Partner Involvement

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

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

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

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

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

This section meets the requirements for ATSI.

## Resource Inequities

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

**Additional CSI Planning Requirements:**

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

**Additional ATSI Planning Requirements:**

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

## **Comprehensive Needs Assessment**

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

**SWP Planning Requirements:**

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

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

**CSI Planning Requirements:**

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

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

**ATSI Planning Requirements:**

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

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

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

**Additional CSI Planning Requirements:**

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

**Additional ATSI Planning Requirements:**

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

**Goal**

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

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

It can be helpful to use a framework for writing goals such 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](mailto:SISO@cde.ca.gov).

## Comprehensive Support and Improvement

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

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*);
2. Include evidence-based interventions (*Sections: Strategies/Activities, Annual Review and Update, as applicable*) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/fund/grant/about/discretionary/2023-non-regulatory-guidance-evidence.pdf>);

Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

3. Be based on a school-level needs assessment (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable*).

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

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

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

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

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

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

## **CSI Resources**

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

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

## Additional Targeted Support and Improvement

A school eligible for ATSI shall:

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

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

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

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

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

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

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

## ATSI Resources:

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

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

## Appendix C: Select State and Federal Programs

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

- Programs included on the ConApp: <https://www.cde.ca.gov/fg/aa/co/>
- ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>
- Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

Updated by the California Department of Education, October 2023