The Single Plan for Student Achievement

PARK DALE LANE ELEMENTARY SCHOOL

37 68080 6095046
CDS Code

Date of this revision: 11-6-2020

This *Single Plan for Student Achievement* (SPSA) is a plan of action to raise the academic performance of all students and improve the school's educational program.

For additional information on school programs and how you may become involved locally, please contact the following person:

Contact Person:	Erin Terry
Position:	Principal
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Encinitas Union School District

The District Governing Board approved this revision of the School Plan on _____

Park Dale Lane

Vision Statement

We believe our school is for the development and enrichment of all children. Their needs are the foundation upon which all decisions are made.

Children

Children develop aspirations for life roles by developing self-esteem, achieving short-term goals, and maintaining long-term visions.

- Children are independent, self-motivated learners who formulate questions, solve problems, and utilize resources to achieve their goals.
- Children are enthusiastic learners who nurture their curiosity and take joy in learning to become lifelong learners.
- Children respect others, are effective communicators and cooperate as team members.
- Children demonstrate self-respect by taking pride in their work, behavior and accomplishments.

Learning Community

Our school program succeeds through the commitment and active involvement of families, school staff, and community.

- Adults provide good role models for making decisions and appropriate choices.
- All members of the learning community demonstrate respect for other people and property, and exhibit a positive attitude toward roles and responsibilities.
- The Encinitas Union School District endorses site-based management and shared decision-making while accepting and maintaining its responsibility to students, staff, and program.
- Parents support the school by seeking information and contributing to the school program, policies, and activities.
- Teachers believe that all students can succeed and will reach their greatest potential with care and guidance.
- As a community of learners, we embrace educational opportunities as a means of personal and professional growth.

Learning Environment

Children are engaged in learning in a positive and nurturing environment where involved adults with high expectations and a belief in all students' success support continuous academic and personal growth.

- Curriculum is challenging and presented through a variety of methods and adapted to meet individual needs.
- Instruction ensures that a strong foundation in basic skills is evident in all curriculum.
- The process of learning and problem solving is actively demonstrated and facilitated in the classroom so children become analytical and logical thinkers.
- Children are involved in interactive learning and are able to apply their knowledge to real world situations.
- Children internalize positive lifelong values and goals, and are prepared emotionally and academically for the future stages of life.
- Traits such as perseverance, dedication and commitment are encouraged, fostered, and rewarded.
- Children accept responsibility for their learning and are powerful influences on the learning of others.
- Imagination and creativity are valued and nurtured throughout an integrated curriculum.
- Assessment is on going and reflects the varied developmental needs and learning styles of all students.
- Technology is an integral component of curriculum and instruction for all students, emphasizing its application as a tool for learning.
- The school facility provides a safe and healthy environment.

Mission Statement

We at Park Dale Lane are committed to the success of all our children. It is the involvement and encouragement of the entire community, which stimulates that success. Our mission, then, is to provide our children with the desire, purpose, and resources to produce their best efforts in all they do throughout their lives. Guided by our vision, our program will reflect the needs and diversity of all children through curriculum and instructional strategies, which challenge students to reach their greatest potential. We recognize and accept our responsibility for proactive involvement in the development of programs, which evolve beyond the state and district guidelines. Towards that end, innovation is encouraged, accountability is required, and evaluation is ongoing.

A Description of the Impact and Response to the COVID-19 Pandemic

After the March 13 school closure, Encinitas Union school District and Park Dale Lane Elementary School began distance-learning. In May, EUSD created subcommittees that included district and site leaders, teachers, staff members, and parents, all of which worked to develop the district's learning models and safety plans. EUSD and Park Dale Lane began the 2020-2021 school year in distance learning and transitioned to a Hybrid model of study September 21st.
During the spring and summer of 2020, EUSD sent multiple parent surveys, student surveys, and parent updates via ParentLink with opportunities for parents to share questions and feedback. The results of these surveys were shared with site principals during management meetings. Additionally, the site Principal communicated with Park Dale Lane families through informational emails and videos and hosted virtual principal chats to share information and answer questions.

Park Dale Lane staff has received training and resources to address the School District's Learning Continuity and Attendance Plan especially in the areas of Pupil Learning Loss, Mental Health and Social Emotional Well-Being of staff and students, and Pupil Engagement and Outreach

Pupil Learning Loss

Our teachers use Literably and the STAR Reading test as literacy assessments to determine students' reading levels. We also use these scores to inform our Tier 2 intervention groups. During our Hybrid Model, our three reading intervention teachers work with students virtually during their at home days.
All students took the beginning of year iReady Math Diagnostic which determines each student's personal pathway to addressing holes in student understanding and teachers base differentiated assignments using this data. This school year, PDL has created a new intervention position to serve as additional support for newcomers and English learners and is in the process of hiring.

Mental Health and Social Emotional Well-Being of staff and students

In EUSD, we have a district-wide Social Emotional Learning (SEL) program entitled TRAC (Teambuilding, Regulation, Awareness, and Community). Our TRAC teacher provides one weekly in-person lesson to each class. In addition, our TRAC teacher works with small groups of students in a virtual setting during their at-home days. Our TRAC teacher sends out a monthly newsletter to our families and communities to share the SEL work happening in classrooms and across the school.

Pupil Outreach and Engagement

Our teachers keep records of formal attendance (in person and at home) as well as daily student engagement in their asynchronous work through the LMS. When a student is not engaging with the learning, our teachers reach out to the student to discuss the situation. After that, the teachers will communicate with the parents to determine what supports are needed. From there, the teachers will involve the principal or other staff who are able to support the student and/or the situation. At our school, our office staff and district liaison are often involved as an added layer of support to re-engage a student.

School Profile

Park Dale Lane Elementary School is recognized as a California Distinguished Gold Ribbon and Arts Exemplary School, one of three San Diego CoTA BEACON Schools and a National Blue-Ribbon School of Excellence. It opened in 1976 and is one of nine elementary schools in the Encinitas Union School District. Park Dale Lane's attendance area serves community neighborhoods in Village Park, Olivenhain, and Encinitas. The school district and city is situated along the coast in north San Diego County and is often referred to as the "Surf and Flower Capital of the World". Several local pre-schools and Head Start programs offer programs to help prepare our students for kindergarten. The school is comprised of approximately 476 students in grades kindergarten through sixth grade and is scheduled on a modified year-round calendar. The ethnic/racial makeup of the school is 71% "white", 25% Hispanic/Latino, 2% Asian, 1% African American, 1% Filipino and 1% "other". There are approximately eight different languages spoken by families with English and Spanish being the most spoken languages at school. Professional development focuses on improving student achievement, arts integration, and English Language Development. There are 42 modified days (most occur on Fridays), which are used for staff collaboration, team planning, and report card conferences. Special education services include Speech/language, Learning Resource Center, and Special Day Class (PDL) programs.

Class size maximums in Kindergarten – third grades are 24 students, and in fourth – sixth grades 31 is the maximum allowed. The staff consists of 18 credentialed teachers. Staffing also includes 1 full time and 1 part-time school psychologist, 2 education specialists, 2 special day class teachers, and 1 speech/language pathologist. Itinerate services include an adaptive physical education teacher and an occupational therapist. Several credentialed enrichment consultants provide extra support to teachers and students. The enrichment opportunities are science, health and wellness, and music. Other services include 3 credentialed reading intervention teachers and 1 credentialed social emotional and behavior support teacher. Students have access to a library/media center once a week with their class, and during, before, or after school 5 times a week. In addition, all students in Kindergarten through sixth grade have 1:1 iPads.

The YMCA, Boys and Girls Club, and the school district's Extended Day ASPIRE and Enrichment Programs offer classes and before/after school day care. There is a high level of parent involvement seen throughout the school including classroom volunteers, help with the visual and preforming arts, PE, our school gardens, and as guest presenters. The PTA, School Site Council, English Learner Advisory Committee and Encinitas Educational Foundation also work collaboratively to support all students. A local facility bond supports modernization projects, which include 21st Century classrooms, green initiative projects and facility upgrades and renovations.

Park Dale Lane is the only campus in the Encinitas Union School District with an arts and creativity emphasis that is evidenced in our vision statement, "We are a Community of Readers, Writers, and Artists with 21st Century skills." Our vision is to develop students who are confident, competent, compassionate, competitive and creative. Our commitment is to provide a child-centered education of the highest quality which links the common core standards and arts integration in all curricular areas to provide deeper comprehension and heightened critical thinking skills. Arts integrated lessons are employed across all grade levels. The arts stimulate problem-solving and critical thinking skills; develop self-confidence, self-expression, increase self-esteem and make learning engaging and enduring. We believe strongly in arts-integrated learning. We utilize arts-rich teaching strategies across the curriculum and all grade levels. We have been awarded a grant from a non-profit professional development program (CoTA) that pairs highly qualified teaching artists with classroom teachers in elementary schools. Our goal is to provide classroom teachers and students arts-infused instructional methodologies built upon the development of critical thinking through project-based learning in language arts, math, science and social studies aligned with the Common Core.

D. School Accountability Report Card (SARC)

Information from the School Accountability Report Card (SARC) is required for an action plan under the Immediate Intervention/Under-performing School Program (II/USP). Although not required for other school plans, the SARC is a valuable source of information on student performance and conditions affecting the learning environment, including:

- *Pupil achievement, and progress toward meeting academic goals*
- *Progress in reducing dropout rates*
- *Expenditures per pupil and types of services funded*
- *Progress toward reducing class sizes and teaching loads*
- *The total number of credentialed teachers, the number relying upon emergency credentials, and the number of teachers working outside their subject areas of competence*
- *The quality and currency of textbooks and other instructional materials*
- *The availability of qualified personnel to provide counseling and other pupil support services*
- *The availability of qualified substitute teachers*
- *The safety, cleanliness, and adequacy of school facilities*
- *The adequacy of teacher evaluations and opportunities for professional improvement*
- *Classroom discipline and climate for learning, including suspension and expulsion rates*
- *Staff training and curriculum improvement*
- *The quality of instruction and school leadership*
- *The degree to which pupils are prepared to enter the work force*
- *The number of instructional minutes provided*
- *The number of minimum days scheduled.*

The School Accountability Report Card is available from:

SARC Reports PDL SARC 2018

E. School Site Council Membership

Education Code Section 64001(g) requires that the SPSA be reviewed and updated at least annually, including proposed expenditures of funds allocated to the school through the Consolidated Application, by the school site council. The current make-up of the school site council is as follows:[1]

Names of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member
Chad Coogan				X
Diana Dugger		X		
Jennie Kit				X
Lisa Nava			X	
Susan Payne				X
Jen Peters		X		
Colin Sage				X
Nicol Schick				X
Erin Terry				
	X			
Numbers of members in each category	1	2	1	5

Recommendations and Assurances

The school site council recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

1. The school site council is correctly constituted and was formed in accordance with district governing board policy and state law.

2. The school site council reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the school plan requiring board approval.

3. The school site council sought and considered all recommendations from the following groups or committees before adopting this plan:

   _X_ School Staff (via staff meetings)

   _X_ Park Dale Lane Parents (via input at School Site Council meetings)

4. The school site council reviewed the content requirements for school plans of programs included in this *Single Plan for Student Achievement* and believes all such content requirements have been met, including those found in district governing board policies and in the LEA Plan.

5. This school plan 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.

6. The school site council adopted this school plan on:

   Attested:

Attested:

Erin Terry — School Principal — Signature of School Principal — Date 11-16-20

Nicole Srnick — SSC Chair Person — Signature of SSC Chair Person — Date 11-18+20

Federal State and Local Data

Analysis of Current Educational Practice:

The following statements characterize educational practice at this school:

Alignment of curriculum, instruction and materials to content and performance standards:

- Teachers participate in individual, site and district level staff development
- Teachers share ideas in grade level meetings focused on student learning and analysis of assessment data
- Curriculum, instruction and assessments used in the classrooms are from the California Common Core State Standards.
- Teachers use grade level content standards and pacing guides to plan and deliver lessons

Availability of standards-based instructional materials appropriate to all student groups:

- The District provides state adopted texts and digital core curriculum to all students and staff.
- Special education and acceleration programs are available to all students qualifying for these programs
- Alignment of staff development to standards, assessed student performance and professional needs:
  - Teachers share ideas and suggestions through grade level team meetings
  - Teachers have two hours per week of release time to determine essential standards, develop assessments and analyze student data to improve the quality of classroom instruction
  - Modified days are used for professional development and articulation

Services provided by the regular program to enable under-performing students to meet standards:

- Research-based language arts and math interventions are available before school and during the school day through our intervention programs
- Teachers provide small group instruction to meet the varied needs of the students in the classroom
- Read Naturally, Fountas and Pinnell, Imagine Learning, Reading Counts, MyON Reader, ST Math, and Ten Marks have been purchased by the school or district to help with remediation of students who are below grade level in reading or math
- Imagine Learning software is also used by our English Language Learners

Services provided by categorical funds to enable under-performing students to meet standards:

- Supplemental Instructional Materials
- During school Intervention Programs
- ELPAC Testing
- Translators for parent meetings

Additional Services

- **TRAC Social and Emotional Learning Program**
  - helping students develop a range of skills they need for school and life.
  - Social-Emotional skills include the ability to set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, make responsible decisions, and understand and manage emotions.
  - All of these skills are necessary—both for educators and students—to function well in the classroom, in the community, and in college and careers.
  - There is a growing body of research proving that social and emotional learning (SEL) is fundamental to academic success and must be woven into the work of every teacher in every classroom and every after school and summer enrichment program, if we truly want to prepare all our students for college and careers.

  Source: CA Department of Education: https://www.cde.ca.gov/eo/in/socialemotionallearning.asp

Use of state and local assessments to modify instruction and improve student achievement:

- Inventory Standardized Testing and Reporting (CASSPP)
- Site developed assessments (math, language arts, and writing)

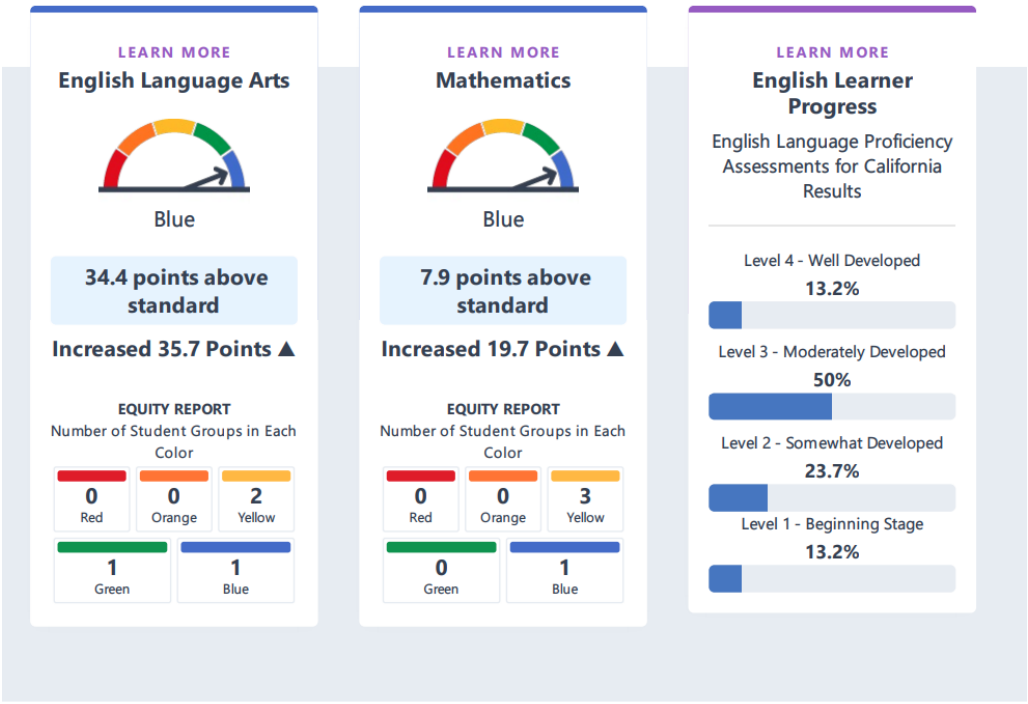
- English Language Proficiency Assessments for California (ELPAC) – ELL Students
- Fountas and Pinnell, Literably, Stieglitz, and Development Reading (DRA) reading assessments

Number and percentage of teachers in academic areas experiencing low student performance:
- All students are heterogeneously grouped at Park Dale Lane
- All staff members experience some degree of low student performance

Family, school, district and community resources available to assist these students:
- The Parent Teacher Association (PTA)
- The Encinitas Education Foundation (EEF)
- Before and after school childcare is available through the school district program
- Adult volunteers actively support student achievement daily at Park Dale Lane
- High school "study buddies" provide 1:1 tutoring support for students
- The city of Encinitas hosts free tutoring on Wednesday
- Intervention Programs are available during the day for reading and social emotional needs

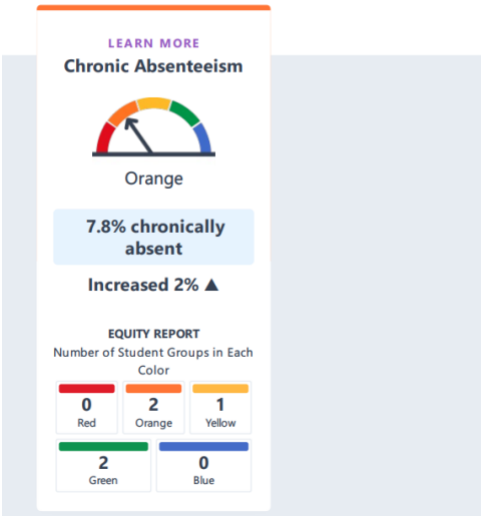
CA DASHBOARD

Academic Performance



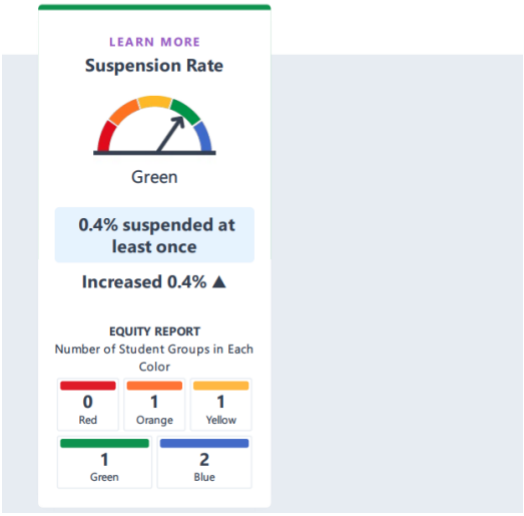
Academic Engagement

See information that shows how well schools are engaging students in their learning.

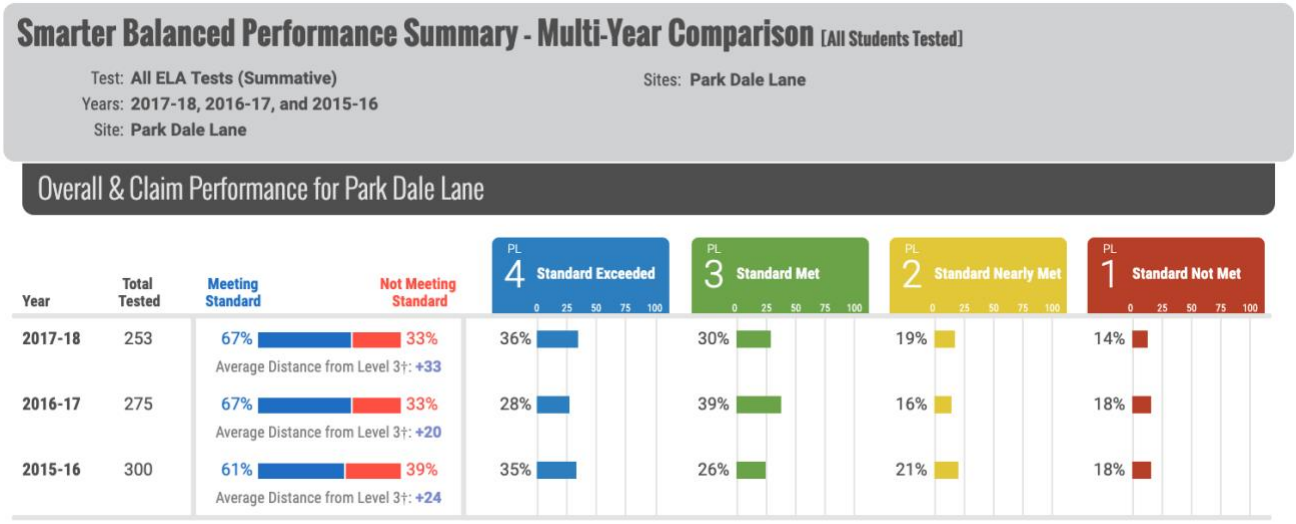


Conditions & Climate

View data related to how well schools are providing a healthy, safe and welcoming environment.



CAASPP DATA ANALYSIS



Smarter Balanced Performance Summary - Multi-Year Comparison [All Students Tested]

Test: All ELA Tests (Summative)
Years: 2017-18, 2016-17, and 2015-16
Site: Park Dale Lane

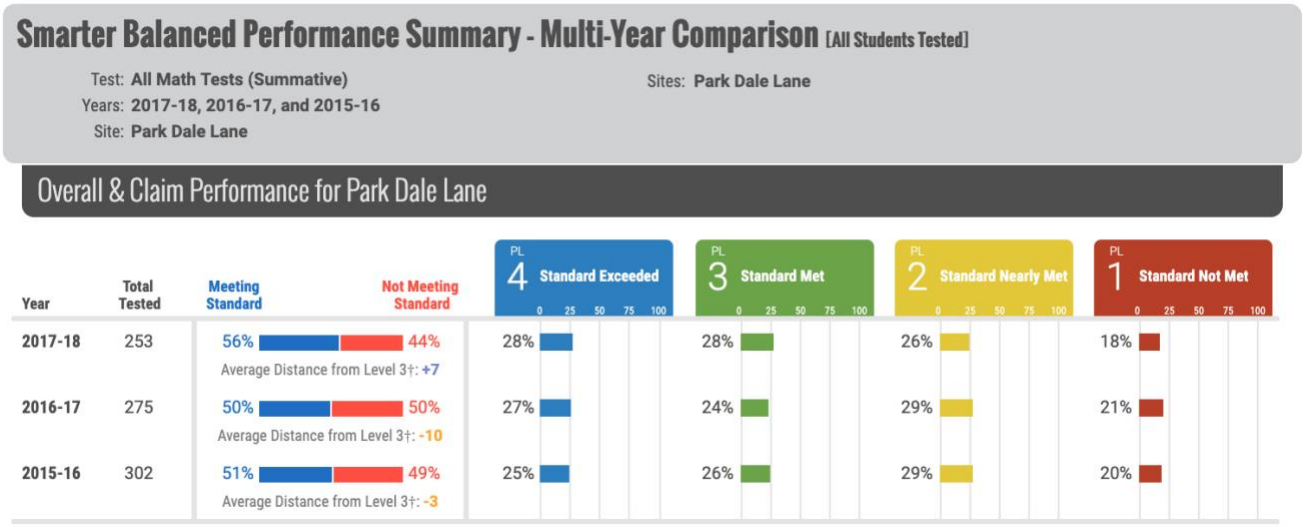
Sites: Park Dale Lane

Overall & Claim Performance for Park Dale Lane

Year	Total Tested	Meeting Standard	Not Meeting Standard	PL 4 Standard Exceeded	PL 3 Standard Met	PL 2 Standard Nearly Met	PL 1 Standard Not Met
2017-18	253	67%	33%	36%	30%	19%	14%
		Average Distance from Level 3†: +33					
2016-17	275	67%	33%	28%	39%	16%	18%
		Average Distance from Level 3†: +20					
2015-16	300	61%	39%	35%	26%	21%	18%
		Average Distance from Level 3†: +24					

Overall Growth Data Analysis ELA:

- Over all, in the past 3 years, Park Dale Lane students showed an increase in the percentage of students who met or exceeded the standards in ELA from 61% to 67% (6%)
- Although the percentage of students meeting or exceeding the standards remained the same (67%), more students were closing the gap. The average distance from 3 increase + 13 points from +20 to +33.



Smarter Balanced Performance Summary - Multi-Year Comparison [All Students Tested]

Test: All Math Tests (Summative)
Years: 2017-18, 2016-17, and 2015-16
Site: Park Dale Lane

Sites: Park Dale Lane

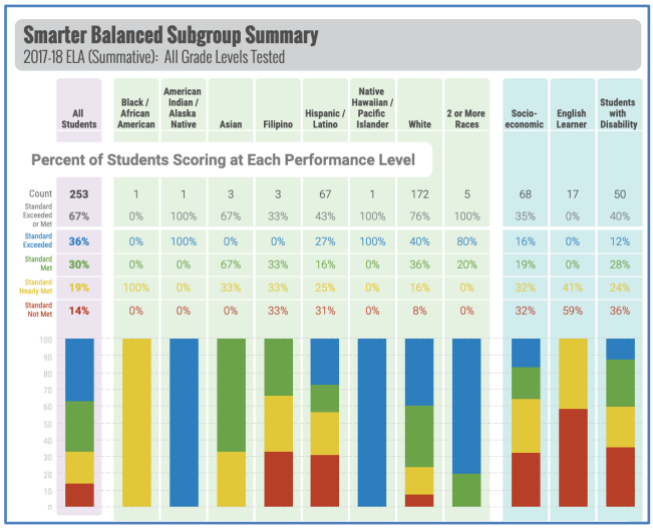
Overall & Claim Performance for Park Dale Lane

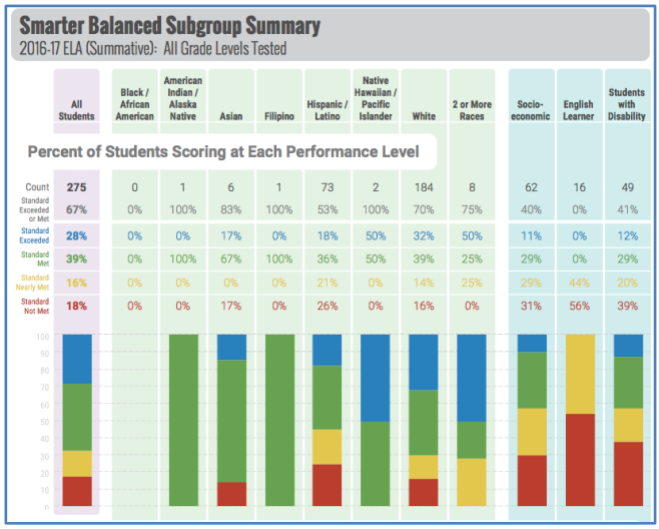
Year	Total Tested	Meeting Standard	Not Meeting Standard	PL 4 Standard Exceeded	PL 3 Standard Met	PL 2 Standard Nearly Met	PL 1 Standard Not Met
2017-18	253	56%	44%	28%	28%	26%	18%
		Average Distance from Level 3†: +7					
2016-17	275	50%	50%	27%	24%	29%	21%
		Average Distance from Level 3†: -10					
2015-16	302	51%	49%	25%	26%	29%	20%
		Average Distance from Level 3†: -3					

Overall Growth Data Analysis Math:

- Over all, in the past 3 years, Park Dale Lane students showed an increase in the percentage of students who met or exceeded the standards in ELA from 51% to 56% (5%)
- In addition to the increase in percentage of students meeting or exceeding the standards, more students are closing the gap. The average distance from 3 increased + 10 points from -3 to +7.

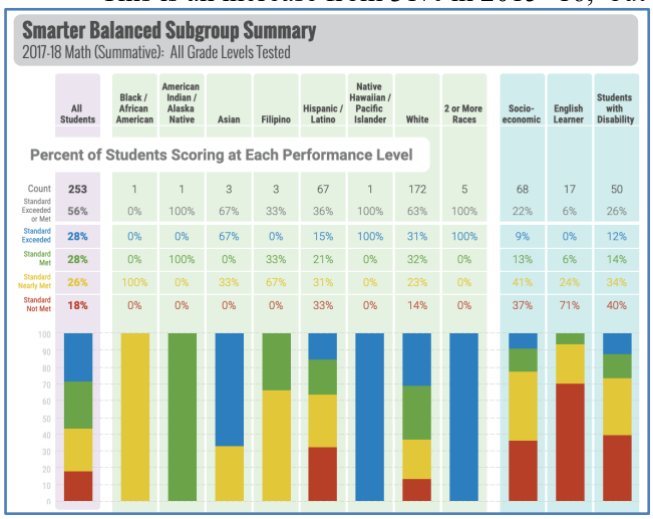
Subgroup Data:

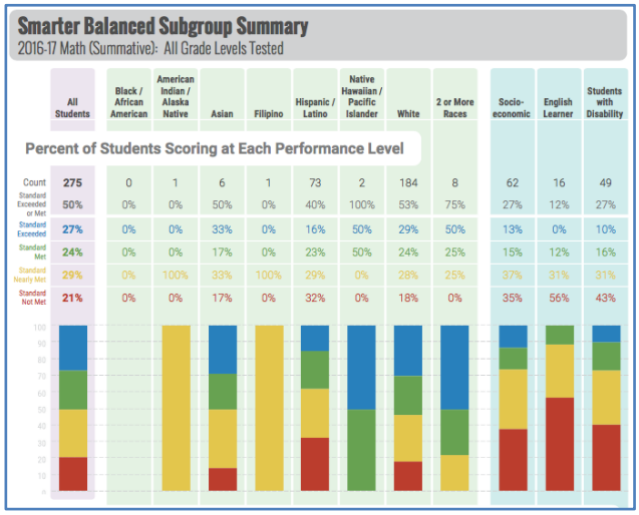




Subgroup Data Analysis: ELA:

- The White subgroup consists of 172 students, 76% meeting or exceeding the standard. This is an increase from 64% in 2015- 16 and 70% in 2016-17: over all, in the past 3 years, a 12% gain.
- The Hispanic subgroup consists of 67 students, 43% meeting or exceeding the standard. This is a decrease from 45% in 2015- 16, and 53% in 2016-17. over all, in the past 3 years, a 10% decline
- The English learner subgroup consists of 17 students, 0% meeting or exceeding the standards.
- The Students with Disabilities subgroup consists of 50 students, 40% meeting or exceeding the standard. This is an increase from 31% in 2015- 16, but a 1% decrease from 2016-17.





Subgroup Data Analysis: Math:

- The White subgroup consists of 172 students, 63% meeting or exceeding the standard. This is an increase from 59% in 2015- 16 and 53% in 2016-17. Overall, in the past 3 years a 4% increase.
- The Hispanic subgroup consists of 67 students, 36% meeting or exceeding the standard. This is an increase from 31% in 2015- 16, but a decrease from 40% in 2016-17.
- The English learner subgroup consists of 17 students, 6% meeting or exceeding the standard. This is a decrease from 12% in 2015- 16 and 12% in 2016-17.
- The Students with Disabilities subgroup consists of 50 students, 26% meeting or exceeding the standard. This is an increase from 25% in 2015- 16, but a decrease of 1% from 2016-17.

Grade Level Data Analysis:

- The strongest ELA claim for 4th grade was Reading and for grades 3,5,and 6 Research and Inquiry.
- The weakest ELA claim for grade 3 was writing and for all other grades was Listening.
- The strongest Math claim for grades 3, 5, and 6 was Concepts and Procedures. 4th grade's strongest claims were Problem solving and Modeling & Data Analysis.
- The Math claim for 3rd grade and 6th grade to continue to develop is Problem solving and Modeling & Data Analysis and for grades 4 concepts and procedures and for 5th Communicate Reasoning.

PDL Data Analysis:

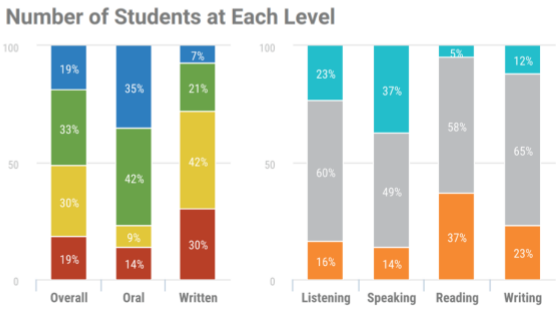
- Student performance overall was strongest in ELA, with 67% proficiency.
- All academic supports need to continue to support PDL students in ELA and Math.
- A continued focus needs to be placed on professional development focusing on designated and integrated ELD for all English learners and also for Math (specifically problem solving)
- Schoolwide focus and discussion about instructional strategies that are effective for supporting all learners in reading, writing and math needs to continue including meeting the needs of our Hispanic, and students with disabilities subgroups, and for students who exceed the standards.

2018-2019 ELPAC

Performance Level	Overall		Oral		Written	
	%	#	%	#	%	#
Level 4	19	8	35	15	7	3
Level 3	33	14	42	18	21	9
Level 2	30	13	9	4	42	18
Level 1	19	8	14	6	30	13

Performance Level	Listening		Speaking		Reading		Writing	
	%	#	%	#	%	#	%	#
Well Developed	23	10	37	16	5	2	12	5
Somewhat/Moderately	60	26	49	21	58	25	65	28
Beginning	16	7	14	6	37	16	23	10

# Tested		43
Overall Average	PL	3
	SS	1473
Oral Average	PL	3
	SS	1478
Listening Average	PL	2
Speaking Average	PL	2
Written Average	PL	2
	SS	1466
Reading	PL	2
Writing	PL	2



Performance Level	Overall	
	%	#
Level 4	19	8
Level 3	33	14
Level 2	30	13
Level 1	19	8

<u>Compared to previous year:</u>
10 more ELs tested

5 more students performing at Level 4

2 more students Performing at Level 3 or 4

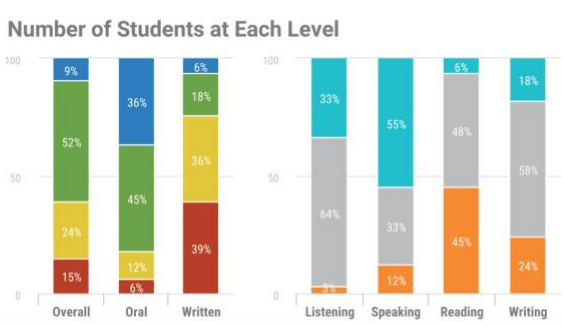
8 more students Performing at Level 1 or 2

2017-2018 ELPAC

Performance Level	Overall		Oral		Written	
	%	#	%	#	%	#
Level 4	9	3	36	12	6	2
Level 3	52	17	45	15	18	6
Level 2	24	8	12	4	36	12
Level 1	15	5	6	2	39	13

Performance Level	Listening		Speaking		Reading		Writing	
	%	#	%	#	%	#	%	#
Well Developed	33	11	55	18	6	2	18	6
Somewhat/Moderately	64	21	33	11	48	16	58	19
Beginning	3	1	12	4	45	15	24	8

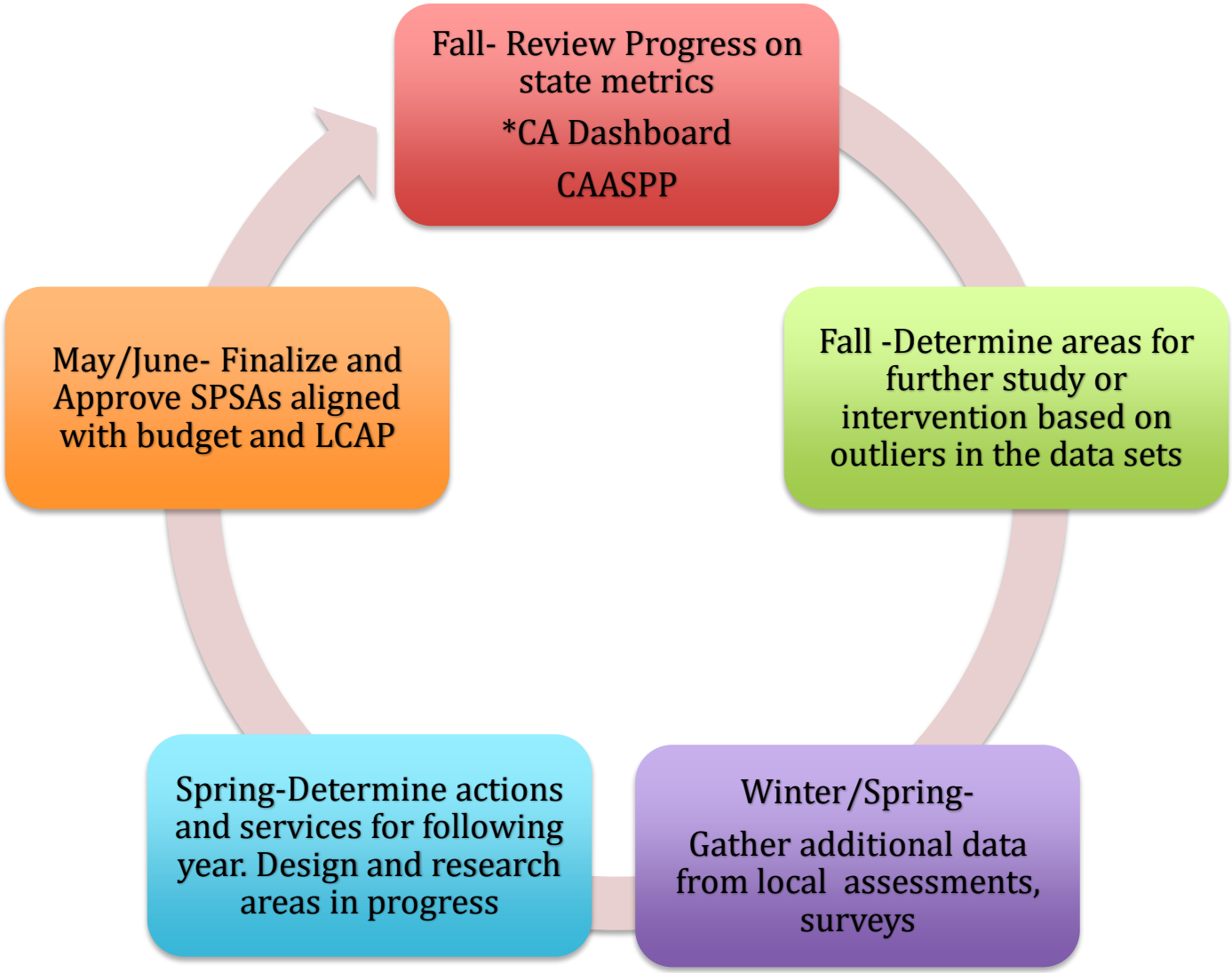
# Tested		33
Overall Average	PL	3
	SS	1463
Oral Average	PL	3
	SS	1472
Listening Average	PL	2
Speaking Average	PL	2
Written Average	PL	2
	SS	1449
Reading	PL	2
Writing	PL	2



Performance Level	Overall	
	%	#
Level 4	9	3
Level 3	52	17
Level 2	24	8
Level 1	15	5

EUSD LCAP and SPSA Alignment

EUSD's Local Control and Accountability Plan (LCAP) identifies goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities and any locally identified priorities.


Fall- Review Progress on state metrics
*CA Dashboard
CAASPP
Fall -Determine areas for further study or intervention based on outliers in the data sets
Winter/Spring-
Gather additional data from local assessments, surveys
Spring-Determine actions and services for following year. Design and research areas in progress
May/June- Finalize and Approve SPSAs aligned with budget and LCAP

GOAL #1 -
Our site will demonstrate high levels of learning in English Language Arts, Math, Science and History Social Science.

District Areas of Focus:

- Teacher training and support for curricular design and adjustment
- English Language Learner Support TOSA
- Learning Management System and Digital Tools to support collaboration
- Class size support for social and emotional needs of students
- Principal Support
- Community Liaison
- CAASPP Testing Infrastructure and Tools
- English Language Learner Development Support Plan
- Educational Base Program
- Summer Support (EL, Sped, Enrichment)
- Multi-Tiered Systems of support for all learners
- Assessments and Monitoring Tools

Indicators used by the site to analyze progress:

- CAASPP scores
- CAST scores
- California Dashboard Results
- ELPAC results
- Local assessments, projects and evaluations
- Intervention progress monitoring tools

Expectancies:
Students and student subgroups are scoring within expected range on state and local assessments.
School has systems in place for intervention, ELD, and MTSS (Multi-Tiered System of Support)
Teachers are using district tools to support student learning.
CAASPP Data points:
ELA: Over-all increase
Math: Over-all increase

Sub groups:
ELA: increase with White subgroups
Decrease with Hispanic and English Learner subgroup
Math: increase with White subgroups
Decrease with Hispanic and English Learner subgroup

Partially Met Expectancies __X____ Expectancies Not Met_____
Goal was partially met. PDL has systems in place for intervention and MTSS. Teachers are using district tools to support student learning. Over all students scored within expected range on state assessment, however the EL subgroups declined in math.

Intervention plan to focus on:
- **Utilize new iReady Math Program's differentiation components**
- **Strengthen ELD Program**: Increase ELD support by providing Professional Development and utilizing TOSA support.

Resource allocations to support this goal:	**Start Date / Completion Date:**	**Proposed Expenditures:**	**Funding Source:**
All teachers will be provided iReady math curriculum and Exemplars	August 2019 – June 2020	District funded	District
Continue utilizing DBCI process, reading intervention/ Walk to Reading program Intervention reading teachers required: 3 teachers at $25,000 each.	September 2019 - May 2020	$75,000	Supplemental Concentration
Continue to provide professional development in ELD (site)	August 2019- June 2020	$0	NA
Reading Counts Reading Program	August 2019- June 2020	$1500	Supplemental Concentration
Increase ELD support by providing Professional Development and utilizing TOSA support	August 2019– June 2020		
Teachers will utilize Literably to monitor reading progress three times per year and share with parents.	August 2019– June 2020	$3,200	District Funds

GOAL #2-
Our site will foster parent, staff and community engagement by involving them in school activities and keeping them informed through various communication forms in order to enhance learning.

District Areas of Focus:

- Social Media and Website Access and Use
- Parent/Teacher System for Communication- PowerSchool
- Parent Engagement/Family Series
- Improved print and digital communication
- Community Liaison
- Family Workshops for Targeted Populations
- Foster Youth Supports
- Community Outreach

Indicators used by the site to analyze progress:

- Attendance at parent conferences
- Parent surveys
- Attendance at events such Enrichment Showcase, Family nights, etc.
- Focus groups such as PTA, SSC and EEF
- Responses and/or analytics for website, newsletters and social media

Expectancies:
School uses various means of parent communication tools to share regular updates. (all-Calls, E-News, Principal chats, Marquee, PeachJar, Room parent communications, Teacher newsletters)
School gets regular feedback from parents, staff, and students around site operations and programs. (emails, principal chats, surveys, SSC)
ILT and PBIS
Data Points
98% attendance for parents during conferences
74 Surveys taken (April 2019)
Large attendance at Science night, movie nights, restaurant nights
Regular meetings: PTA, SSC, Leadership (staff and Parent)
Frequent updates to Face Book, PeachJar, All-Calls, PTA E-news

Met Expectancies ___X___ **Expectancies Not Met*** _____

Actions to be taken to reach this goal:	Start Date / Completion Date:	Proposed Expenditures:	Funding Source:
Principal's Chat will be calendared and held	August 2019– June 2020	$0	Community Donations
Teachers will share data with parents twice a year at parent teacher conferences.	August 2019– June 2020	NA	
All Calls, Facebook updates, My School Anywhere	August 2019– June 2020	$500	PTA/EEF
Annual Parent Survey	March 2020	$250	District Funds

GOAL #3 -
Our site will maintain and improve safe, green and innovative learning spaces that promote health and wellness.

District Areas of Focus:

- School Safety Planning
- Environmental Sustainability
- Technology Infrastructure
- DREAMS/Farm Lab
- Site and District Green Team Support
- Facility Modernization and Improvements
- Personalized learning environment
- Enrichment Programs

Indicators used by the site to analyze progress:

- FIT report
- Parent surveys
- Energy, safety and green audits
- SEL indicators such as discipline records and surveys
- CA Dashboard Suspension data

Expectancies:
Site is maintained and cleaned to high standards.
School programming supports environmental stewardship and health and wellness pillars.
Data:
Programs include SWPPP, Recycling, Scrap cart, PE, TRAC, SOAR
Suspension Data remained in the "Green" on California Dashboard report.
Met Expectancies __X____ **Expectancies Not Met*** _____

Actions to be taken to reach this goal:	Start Date / Completion Date:	Proposed Expenditures:	Funding Source:
Safety drills, walks and audits will be done regularly	August 2019– June 2020	None	
TRAC SEL program to meet the needs of all students (Tiers 1 and 2)	September 2019 – June 2020	$30,000	District 50% PTA funds 50%

GOAL #4 -
Our site will train and retain highly qualified staff.

District Areas of Focus:

- **Staff compensation**
- **Technology support**
- **New Teacher Support**
- **Dual Language Teacher Support**
- **Professional development for all staff**

Indicators used by the site to analyze progress:

- Personalized Professional Development Plans and Implementation
- Staff surveys
- PD reflections

Expectancies:
There is a site level staff development plan that includes personalized professional development for teachers.

Met Expectancies ___x___ **Expectancies Not Met*** _____

Actions to be taken to reach this goal:	**Start Date / Completion Date:**	**Proposed Expenditures:**	**Funding Source:**
All teachers will participate in Personalized Professional Development.	October 2019– June 2020	$500/Teacher	District Funds
Site administrator and district representatives will provide ongoing professional development to meet school and district goals.	August 2019– June 2020		
Administrator will conduct observations and complete evaluations according to district protocols.	August 2019– June 2020		

GOAL #5 -
Our site will ensure exemplary programs, a wide variety of high quality learning resources, and engaging opportunities to provide personalized learning for the unique needs of diverse groups.

District Areas of Focus:

- Technology Refresh Cycle
- Personalized learning opportunities
- English Language Development and Support
- Access to learning and materials year round
- Learning resource materials
- Personalized learning for advanced learners
- Personalized learning for special education students

Indicators used by the site to analyze progress:

- Response to intervention progress monitoring
- Student interest survey data utilization
- Student surveys
- Digital tools and usage reports and progress
- CA Dashboard indictors including Distance from 3 and sub-group movement

Expectancies:
Evidence of learner engagement through purpose, passion, power, and play.
Wide range of pedagogy and materials used to support personalized learning.
MTSS in place and functioning well.

Data Points
Design thinking projects tied to NGSS
Hands on Science Labs
Choice of enrichment activities: Film Guild, SWPPP, Star Tech, SOAR, WORMS, Math 24
Basketball teams
New Materials: Power School, Nat Geo ELA, Literably Reading Assessments, iReady Math

Met Expectancies ___X___ Expectancies Not Met* _____

Actions to be taken to reach this goal:	Start Date / Completion Date:	Proposed Expenditures:	Funding Source:
Teachers will gather a variety of data sets about students' interests, learning levels and utilize these in creating learning plans	August 2019– June 2020		
Students will participate in project-based learning opportunities.	August 2019– June 2020		
Art room/ makerspace Liaison	August 2019– June 2020	$16,000	PTA/EEF
Continuation of COTA projects	August 2019– June 2020	$0	COTA donation of coaching hours

Potential Site Areas for Design and Research based on analysis:
1. How do we improve instruction and student learning in ELA and Reading to insure success at all levels? **2. How can we provide greater levels of support for English learners?** **3. How can we continue to fund/support Social Emotional learning?** **4. How can we refine/streamline communication in order to engage community members?**