

School Plan for Student Achievement (SPSA) Template

The School Plan for Student Achievement (SPSA) is meant to consolidate all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), pursuant to the California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA).

The purpose of the SPSA is to increase the overall effectiveness of the school program by crafting a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement.

The School Site Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications in the plan to reflect changing needs and priorities, as applicable, pursuant to EC 52853(b) and 52855.

California’s ESSA State Plan significantly shifts the state’s approach to the utilization of federal resources in support of underserved student groups. The SPSA provides schools with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state’s Local Control Funding Formula (LCFF).

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.

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|---|--|
| School Name | Parklane Elementary |
| Address | 8405 Tam O'Shanter Drive Stockton, Ca 95209 |
| County-District-School (CDS) Code | 39685856100366 |
| Principal | Dara Chhun |
| District Name | Lodi Unified School District |
| SPSA Revision Date | May 12, 2022 |
| Schoolsite Council (SSC) Approval Date | May 12, 2022 |
| Local Board Approval Date | June 14, 2022 |

In the pages that follow, please describe the school’s plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs.

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School Vision and Mission

Parklane Students will grow and succeed in a safe environment that provides quality instruction, embraces diversity, and promotes RAM pride in partnership with parents and the community. Parklane Elementary educates students to become successful, productive members of society.

Purpose and Description

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

Schoolwide Program
Additional Targeted Support and Improvement

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

The School Plan for Student Achievement (SPSA) outlines all site goals and actions to raise the academic performance of all students. California Education Codes sections 41507, 41572, and 64002 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

School Profile

The Parklane Community is made up of the following Student Population:

Total Enrollment: 513

87.3% Socioeconomically Disadvantaged
32.4% English Learners
32.6% Hispanic
2.59% White
37% Asian
3.7% with two or more ethnicity
21.4% African American
2.16% Filipino
0.6% Pacific Islander
10.1% Students with Disabilities
0.6% Foster Youth
1.4% Homeless.

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

Parklane Elementary School

Parklane Elementary has developed a written Title I parental involvement policy with input from Title I parents. The policy was created with a collaboration from parents and staff. We distributed the policy to parents of Title I students in our first day packets. It is also available on our web site and a hard copy is available in the school office. The policy describes the

means for carrying out the following Title I parental involvement requirements [20 USC 6318 Section 1118(a)-(f) inclusive].

Involvement of Parents in the Title I Program

To involve parents in the Title I program at Parklane Elementary, the following practices have been established: The school convenes an annual meeting to inform parents of Title I students about Title I requirements and about the right of parents to be involved in the Title I program. Our Title I meeting is always held just before our back to school night in August. The school offers a flexible number of meetings for Title I parents, such as meetings in the morning or afternoon. The school involves parents of Title I students in an organized, ongoing, and timely way, in the planning, review*, and improvement of the school's Title I programs and the Title I parental involvement policy through our School Site council, and ELAC groups.

The school provides parents of Title I students with timely information about Title I programs. We do this through our Web Site, Notes home, and our Phone Call system, Blackboard Connect, Class Dojo. The school provides parents of Title I students with an explanation of the curriculum used at the school, the assessments used to measure student progress, and the proficiency levels students are expected to meet. We do this every year at our Back to School night and parent conferences. If requested by parents of Title I students, the school provides opportunities for regular meetings that allow the parents to participate in decisions relating to the education of their children. This happens through School Site Council, and ELAC. A request can be submitted in our school office.

School-Parent Compact

Parklane Elementary distributes to parents of Title I students a school-parent compact. The compact, which has been jointly developed with parents, outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement. It describes specific ways the school and families will partner to help children achieve the State's high academic standards. It addresses the following legally required items, as well as other items suggested by parents of Title I students. The school's responsibility to provide high-quality curriculum and instruction. The ways parents will be responsible for supporting their children's learning. The importance of ongoing communication between parents and teachers through, at a minimum, annual parent-teacher conferences; frequent reports on student progress; access to staff; opportunities for parents to volunteer and participate in their child's class; and opportunities to observe classroom activities

Our policy was developed with parent and staff input through the School Site Council, ELAC and is reviewed yearly.
Building Capacity for Involvement:

Parklane Elementary engages Title I parents in meaningful interactions with the school. It supports a partnership among staff, parents, and the community to improve student academic achievement. To help reach these goals, the school has established the following practices. The school provides Title I parents with assistance in understanding the State's academic content standards, assessments, and how to monitor and improve the achievement of their children. This happens at our back to school night, SST, Parenting Partners, and parent teacher conferences throughout the year.

The school provides Title I parents with materials and training to help them work with their children to improve their children's achievement. This happens at our back to school night, SST, Parenting Partners, and parent teacher conferences throughout the year. With the assistance of Title I parents, the school educates staff members about the value of parent contributions, and in how to work with parents as equal partners. This happens at our back to school night, SST, Parenting Partners, and parent teacher conferences throughout the year. It is also an important part of our compact.

School Plan for Student Achievement (SPSA).

We offer the following:

Back to School Night:

Purpose: Offer parents the opportunity to view their students' classrooms, meet their teachers, and learn about grading, classroom expectations, and instructional strategies to be used. Emphasis will be placed on student work, learning, and when homework is due.

How it Works: Parents and guardians will be greeted during by administration and teachers in the multi purpose room. After a brief presentation by the principal, students and families will be dismissed to participate in a mini school day.

Parenting Partners:

Purpose: To support parents/guardians in the encouragement of their child's social and academic skills. This is a fun learning class that promotes increased bonding among students, families and teachers/staff.

How it Works: Participants come to a once a week class that is run by teachers and parent leaders. The work through the Parenting Partners curriculum.

Open House:

Purpose: To showcase the talent of students and their achievement. Emphasis is placed on student work that has been completed or is in progress.

How it Works: Participants will be greeted by their students teacher as they enter their students classroom to view work and projects.

School Site Council

Purpose: To provide parents an opportunity to nominate and vote on a parent to represent them during school site council meetings. The focus of the council is to develop and monitor the school plan. That includes utilizing appropriate funds to support student achievement and parent involvement.

How it Works: The School Site Council establishes a calendar in order to meet every six weeks. Meetings are generally 1 hour long and meeting agendas are posted for public review 72 hours in advance. Parents along with educators discuss student academics, funding, and program evaluation.

The school distributes Information related to school and parent programs, meetings, and other activities to Title I parents in a format and language that the parents understand.

Notes and phone calls are made for each event.

The school provides support for parental involvement activities requested by Title I parents.

We always encourage input from our parents on events and trainings at Parklane Elementary. Please come into our office or come to a ELAC, or School Site Council.

Accessibility

Parklane Elementary provides opportunities for the participation of all Title I parents, including parents with limited English proficiency, parents with disabilities, and parents of migratory students. Information and school reports are provided in a format and language that parents understand.

Please come into our office and speak with our staff. We will also provide notes, permission forms, and phone calls in languages other than English.

In looking at our school plan, we met with many parents and staff members. We met with teachers at a staff meeting to discuss how last years plan worked and what needed to be changed. We met with ELAC at a meeting to explain the plan and ask for their input. We also met with our SSC to discuss all aspects of the plan. The plan was also available for anyone who wanted to look and make suggestions in our office.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

Based upon the California School Dashboard state indicators, Parklane has been identified as a ATSI site. In order to move the levels on each of the indicators, it is necessary to address the needs of students, staff, and school community. It will be through professional development opportunities to further enhance our educators in the areas of positive behaviors and interventions and supports, techniques and strategies to engage students in the classroom. We will also provide social and emotional curriculum through PATHS, school counselor, mental health clinician and Parklane Academic Leadership Scholars (PALS) Program.

Annual Review and Update

SPSA Year Reviewed: 2021-22

Goal 1

By May 31, 2022, with an implementation of Multi-Tiered System of Support (MTSS), which uses common and reliable data to provide academic and social emotional instruction that is culturally responsive, strength-based, and differentiated to meet the learning needs of all students, Parklane Elementary School will show a 5% increase in proficiency on the following universal measures in English Language Arts:

K-2 DIBELS Assessment

2nd - 6th Grade Reading Inventory (RI)

3rd- 6th Grade ELA iReady Universal Screener

3rd-6th Grade CAASPP English Language Arts

Students in our sub group (African American) will increase the number of students Met or Exceeded Standards on the Smarter Balance Assessment by 5%.

Annual Measurable Outcomes

| Metric/Indicator | Expected Outcomes | Actual Outcomes |
|---|--|---|
| K-2 DIBELS Assessment | 5% Increase on DIBELS EOY 24% to 29% | During the 2021-2022 School Year, Parklane Elementary is on target to meeting the goal. MOY DIBELS shows 38% At Benchmark/Above Benchmark. There was an increase of 14%. |
| 3rd-6th Grade Reading Inventory Beginning of the year (BOY) | 5% Increase on Reading Inventory EOY 16% to 21% | During the 2021-2022 School Year, Parklane Elementary is on target to meeting the goal. MOY Reading Inventory data shows 22% Proficient/Advanced. There was an increase of 6%. |
| 3-6 ELA iReady Universal Screener | 5% Increase on i-Ready Universal Screener EOY 9% to 14% | During the 2021-2022 School Year, Parklane Elementary is on target to meeting the End of Year Goal. Parklane had an increase from 9% to 15% on the ELA iReady Universal Screener. |
| 3-6 Grade CAASPP English Language Arts 2020-21 | 5% Increase of Students who Met or Exceeded Standards 2021-22 6% to 11% | CAASPP Data update not available due to changes in the Title I approval timeline. |
| African American Subgroup CAASPP 2018 | 5% Increase of African American Subgroup students scored proficient on ELA Smarter Balanced Assessment 9% to 14% | CAASPP Data update not available due to changes in the Title I approval timeline. |

Strategies/Activities for Goal 1

| Planned Actions/Services | Actual Actions/Services | Proposed Expenditures | Estimated Actual Expenditures |
|---|----------------------------------|--|--|
| ELA Strategy 1: Add 1 FTE to our existing staff to support our K-2 students | Action/Service fully implemented | Intervention Teacher 1100 Teacher LCFF 00 | Intervention Teacher 1100 Teacher LCFF 00 |

| Planned Actions/Services | Actual Actions/Services | Proposed Expenditures | Estimated Actual Expenditures |
|---|--|--|--|
| <p>who need additional support with early reading skills- phonemic awareness, phonics, sight words, and language comprehension as measured by DIBELS or SIPPS Placement. The intervention teacher will work with small groups in a pull-out model.</p> <p>The intervention teacher will support third grade with additional SIPPS instruction, Mclass Amplify intervention lessons, or language support. The students' progress will be monitored using SIPPS mastery and DIBELS progress monitoring tools.</p> | | | |
| <p>ELA Strategy 2: Provide an intervention teacher to ensure struggling readers are able to get support in developing their literacy skills. Intervention teacher will work with administrators to identify students who will benefit from and support implementation in Read 180/System 44 as well as monitor student progress through formative assessment through out the school year.</p> | <p>Action/Service fully implemented.</p> | <p>Intervention Teacher 1100 Teacher Title I 81,143</p> <p>Intervention Teacher Benefit 3000 Benefits Title I 4180</p> | <p>Intervention Teacher 1100 Teacher Title I 81,000</p> <p>Intervention Teacher Benefit 3000 Benefits Title I 4100</p> |
| <p>ELA Strategy 3: MTSS Data Chat/Student Success Team: provide release time for teachers and administration, analyze Dibels, Reading Inventory, i-Ready and Smarter Balanced Assessment Data: Collaborate, plan and respond with best practices.</p> | <p>Action/Service was not fully implemented due to impacts of lack of staff.</p> | <p>Time Card for MTSS Data Chat/SST Meeting 1150 Teacher Sub Title I 1800</p> <p>Time Card for MTSS Data Chat/SST Meeting 3000 Benefits Title I 1500</p> | <p>Time Card for MTSS Data Chat/SST Meeting 1120 Teacher Temp Title I</p> <p>Time Card for MTSS Data Chat/SST Meeting 3000 Benefits Title I 00</p> |

| Planned Actions/Services | Actual Actions/Services | Proposed Expenditures | Estimated Actual Expenditures |
|---|---|--|--|
| <p>Administrators will develop teachers' capacity to collect data using a universal Data Collection Template. Data will be collected quarterly. Teachers disaggregate and analyze student performance using a Universal Data Reflection Template. Teachers will attend Multi Tiered Systems of Support Data Conferences to strategically plan and respond to data.</p> | | | |
| <p>ELA Strategy 4: All K- 2 teachers will administer the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) to all K-2 students three times a year to determine the students readiness to read.</p> <p>All 3-6 teachers will administer the Reading Inventory (RI) to obtain an independent Reading Lexile Level.</p> <p>All 3-6 teachers will administer the Universal Screener - English Language Arts i-Ready Assessment to correlate the students proficiency to the California State Common Core Standards</p> | <p>Action/Service was fully implemented.</p> | <p>Administer Dibels/Reading Inventory LCFF 0</p> | <p>Roving Substitute 1150 Teacher Sub Title I 483</p> |
| <p>ELA Strategy 5: Provide Educational Study Trips</p> | <p>Actions/Services was not fully implemented due to impacts and effects of COVID 19 and lack of staff.</p> | <p>Provide Educational Study Trips 5872 Field Trips Title I 1100</p> | <p>Provide Educational Study Trips 5872 Field Trips Title I 00</p> |
| <p>ELA Strategy 6: Purchase additional DIBELS licenses to assess and</p> | <p>Actions/Services was not fully implemented due to impacts and effects of</p> | <p>Dibels additional licenses 5875</p> | <p>Dibels additional licenses 5875</p> |

| Planned Actions/Services | Actual Actions/Services | Proposed Expenditures | Estimated Actual Expenditures |
|---|--|---|--|
| monitor progress of all 3rd grade students and 4th-6th grade students who receive additional Tier 2 and Tier 3 Intervention. | COVID 19 and lack of staff. | Technology Licenses LCFF 0 | Technology Licenses LCFF 0 |
| ELA Strategy 7: Universal Access time will be scheduled and protected from interruption for 1 hour to 1 ½ hours daily to support K-3 students at their reading level. | Actions/Services was not fully implemented due to impacts and effects of COVID 19 and lack of staff. | Provide Universal Access Uninterrupted Time LCFF 0 | Provide Universal Access Uninterrupted Time LCFF 0 |
| ELA Strategy 8: K-2 teachers will use the supplemental reading program- Systematic Instruction in Phonemic Awareness, Phonics and Sight Words (SIPPS) for all students as a Tier One system of support. The intervention teacher will pull out students who need a Tier 2 level of support. SIPPS instruction will be given at their level. | Action/Service was fully implemented. | | |
| ELA Strategy 9: All K-3 teachers, intervention, Special Education, and Bilingual and Special Education paras will participate and implement evidence based reading procedures and routines professional development with Consortium on Reading Excellence in Education (CORE) trainers | Action/Service was fully implemented. | Implement evidence based reading procedures and routines LCFF 0 | Implement evidence based reading procedures and routines. LCFF 0 |
| ELA Strategy 10: i-Read or Amplify for all K-2 students 20 minutes per day 5 days per week. | Action/Service was fully implemented. | iRead/Amplify LCFF 0 | iRead/Amplify LCFF 0 |
| ELA Strategy 11: Provide instructional English Language Arts coaching and support to teachers in the regular and special education classrooms | Action/Service was fully implemented. | English Language Arts coaching support LCFF 0 | English Language Arts coaching support LCFF 0 |

| Planned Actions/Services | Actual Actions/Services | Proposed Expenditures | Estimated Actual Expenditures |
|--|---|---|---|
| with a focus on early literacy K-3 | | | |
| ELA Strategy 12: Purchase Educational Software to Guide Instruction (ESGI) Licenses for Kindergarten students letter naming, letter sounds and other early literacy skills needed. ESGI | Action/Service was not fully implemented. The software arrived late March of 2022. Teachers have not had the opportunity to be trained or utilize the software. | Purchase educational licenses 5875 Technology Licenses Title I 1,815 | Purchase educational licenses 5875 Technology Licenses 1815 |
| ELA Strategy 13: Purchase Educational Software | Action/Service was not fully implemented. Materials arrive late March. Not all teachers have had the opportunity to utilized the software. | Purchase educational licenses 5875 Technology Licenses Title I 85 | Purchase educational licenses 5875 Technology Licenses Title I |
| ELA Strategy 14: K-6 classrooms will implement Advancement Via Individual Determination (AVID) WICOR strategies to standardize the Tier I high quality First Instruction. Provide AVID Materials/Supplies/Print Shop | Action/Service was fully implemented. | Implement (AVID) WICOR Strategies LCFF 0 | Implement (AVID) WICOR Strategies LCFF 0 |
| | | AVID Supplies, instructional supplemental materials 4300 Materials Title I 9418 | AVID Supplies, instructional supplemental materials 4300 Materials Title I 9500 |
| | | Supplemental instructional materials 5715 Print Shop Title I 2200 | Supplemental instructional materials 5715 Print Shop Title I 2000 |

Analysis

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

In English Language Arts, Parklane School's overall implementation of strategies/activities was successful at this reporting time period (MOY). Parklane School has implemented most of our actions/services at this reporting time.

For K-2 grade students, we had an increase of 14% students proficient on DIBELS, our 3-6 grade students showed an improvement of 6% increase of students proficient on the Reading Inventory. During the 2021-2022 School Year, Parklane Elementary is on target to meeting the End of Year Goal. Parklane had an increase from 9% to 15% on the ELA iReady Universal Screener. CAASPP Data update not available due to changes in the Title I approval timeline.

Since our Title I approval time line was changed, Parklane School is on target for meeting all (EOY) goals.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

After analyzing the following data: DIBELS, Reading Inventory, and iReady Reading, our site's plan was effective. 38% students overall were proficient on the DIBELS assessment. The End of the Year goal was 29%. The 3-6 grade students were 22% proficient on the Reading Inventory. The End of the Year goal was 21%. On the iReady Reading the 3-6 students were 15% on Mid or Above Grade Level/Early On Grade Level with an increase of 6%. The goal was 14%. Due to a change in the Title I approval time lines, the CAASPP assessment had not been completed at the time of this program evaluation was written. We did not have CAASPP State Testing Data to report.

Overall, the strategies were effective for (K-2), especially utilizing our Intervention Teacher by supporting our neediest K-2 students, providing Universal access daily in the K-2 classrooms, providing professional development in the area of early literacy and purchasing supplemental curriculum and implementing it systematically. While Parklane made gains, there is much work to be done to increase overall proficiency in Reading Inventory, iReady Universal Screener and California Assessment Student Performance Progress (CAASPP) for grades 3-6.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

At Parklane, we set a threshold of 10% for material differences. For this ELA goal, there we did have a material difference of more than 10%. The proposed and actual expenditures were not aligned. Due to COVID-19 and the need to quarantine, there were unused funds for study trips, and transportation. Parklane set aside \$1800 for MTSS/Data Chat, but funds were not utilized due to shortage of staff. Parklane was able to conduct one Academic Conference during Quarter 2, but not Quarter 3-4. It has been very difficult to get substitutes to cover the teachers. Currently administrations have been in the classroom due to teacher and substitute shortage.

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.

After careful analysis, we need to continue the strategies that are outlined in the plan. In addition, we need to develop in our craft of teaching literacy skills and provide more additional professional development in early literacy using the Multi-Tiered System of Support framework. Changes to 2022-2023 ELA Goal 1: K-3 teachers along with para educators will use Systematic Instruction in Phonemic Awareness, Phonics and Sight Words (SIPPS) as a supplement for the core curriculum for all students as a Tier 1 best practice. The intervention teacher will push in as well pull out students who need a Tier 2 level of support. SIPPS instruction will be given at the specific grade level. Kinder: Beginning Lesson 40, First Grade: Extension, Second Grade: Finish Extension, Third Grade: Challenge. MTSS Data Conferences to provide release time for teachers and administration three times during the year to analyze DIBELS, Reading Inventory, and CAASPP data, collaborate, plan and respond with best practices. K-2 students will continue to use Amplify 20 minutes per day 5 days per week and Beginning Kindergarteners and Newcomers will use iRead daily. All K-6 classrooms will implement Advancement Via Individual Determination (AVID) WICOR strategies to standardize the Tier 1 high quality first instruction. We will also provide additional mental health clinician hours to support Tier 2 and Tier 3 students with their mental health needs. Parklane will continue to utilize PATHS (SEL) curriculum to support students who has difficulty with social emotional need.

Annual Review and Update

SPSA Year Reviewed: 2021-22

Goal 2

By May 31, 2022, with an implementation of Multi-Tiered System of Support (MTSS) which uses common and reliable data to provide academic and social emotional instruction that is culturally responsive, strength-based, and differentiated to meet the learning needs of all students, Parklane School will show a 5% increase in proficiency on the following universal measures in Mathematics:
 K- 6th Grade Mathematics iReady Universal Screener
 3rd-6th Grade CAASPP Mathematics

In addition, our students will complete an average of 8 lessons a week on Dreambox.

Annual Measurable Outcomes

| Metric/Indicator | Expected Outcomes | Actual Outcomes |
|-------------------------------------|---|--|
| Smarter Balance Assessment | Increased by 5% Met or Exceeded Standards from 6% to 11% | Data update not available due to changes in Title I School Plan approval timelines. |
| K-6 i-Ready Math Universal Screener | Increased by 5% Met or Above Grade Level/Early On Grade Level from 4% to 9% | During the 2021-2022 School Year, Parklane Elementary is on target to meeting the goal. MOY data shows 12% Met or Above Grade Level/Early On Grade Level with an increase of 8%. |

Strategies/Activities for Goal 2

| Planned Actions/Services | Actual Actions/Services | Proposed Expenditures | Estimated Actual Expenditures |
|--|-------------------------------------|---|---|
| MATH Strategy 1: All K-6 teachers will administer the Universal Screener - Math i-Ready Assessment to all K-6 grade students to correlate the students proficiency to the California State Common Core Math Standards | Actions/Services fully implemented. | Administer Universal Screener LCFF 00 | Administer Universal Screener LCFF 00 |
| MATH Strategy 2: All K-6 students will have access to LUSD's adopted supplemental math curriculum- Dreambox. Teachers will set and monitor goals of 8 lessons per week. Students will develop automaticity with math facts and improve conceptual math | Actions/Services fully implemented. | Students work on Dreambox 30 minutes a day for students in 1-6 and 20 minutes a day LCFF 00 | Students work on Dreambox 30 minutes a day for students in 1-6 and 20 minutes a day LCFF 00 |

| Planned Actions/Services | Actual Actions/Services | Proposed Expenditures | Estimated Actual Expenditures |
|---|---|--|---|
| <p>knowledge by engaging in practice through the following programs: Fastt Math, Timez Attack, and Dreambox Learning. Teachers will monitor students progress by monitoring program data.</p> | | | |
| <p>MATH Strategy 3: MTSS Data Conferences: provide release time for teachers and admin: 1. Analyze universal screeners i-Ready and CAASPP Math data. 2. Collaborate, plan and respond with best practice 3. Specialist like speech therapist, Resource Specialists, Intervention teacher, counselor, nurse will be a part of the meeting to use a multidisciplinary approach while looking at the whole child.</p> <p>Students will be monitored through Data Collection Sheets after every assessment window. Teachers will then use a Data Reflection sheet to reflect students' progress quarterly.</p> | <p>Actions/Services partially implemented.</p> | <p>Provide Release Time for Teachers LCFF 00</p> | <p>Math Coaches LCFF 00</p> |
| <p>MATH Strategy 4: AVID School Wide Implementation/Math Manipulatives</p> | <p>Actions/Services partially implemented.</p> | <p>Provide AVID Strategies 4300 Materials Title I 1200</p> | <p>Provide AVID Strategies 4300 Materials Title I 1200</p> |
| <p>Provide Math tutoring</p> | <p>Actions/Services fully implemented</p> | <p>Provide math tutoring LCFF 0</p> | <p>Provide math tutoring LCFF 0</p> |
| <p>Purchase Educational Software</p> | <p>Actions/Services not implemented. Not able to purchase the software.</p> | <p>Provide additional educational software for students to practice automaticity with math 5875 Technology Licenses Title I 1500</p> | <p>Provide additional educational software for students to practice automaticity with math 5875 Technology Licenses 0</p> |

Analysis

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

In Math, Parklane School's overall implementation of strategies or activities was successful because at this reporting time period (MOY) Parklane School has implemented most/all of our actions/services. During the 2021-2022 School Year, Parklane Elementary is on target to meeting the math goal. MOY iReady Math data shows 12% Met or Above Grade Level/Early On Grade Level with an increase of 8%. Since our Title 1 approval time line has changed, Parklane School is on target for meeting (EOY) iReady math goal.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

After analyzing the iReady Math data, our site's plan was effective. Parklane students overall is on target to meeting the goal. MOY data shows 12% Met or Above Grade Level/Early On Grade Level with an increase of 8%.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

At Parklane, we set a threshold of 10% for material differences. For this Math goal, we had a threshold of under 10%. We set aside \$1500 for software but we were not able to purchase the software for math. The proposed and actual expenditures were not aligned.

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.

After careful analysis of the plan for math, it is evident that Parklane School will need to: 1) Effectively implement the new math curriculum, iReady Math 2) Support teacher capacity by providing professional development and 3) Continue the strategies that are outlined in the SPSA plan for math.

Annual Review and Update

SPSA Year Reviewed: 2021-22

Goal 3

By May 31, 2022, with an implementation of Multi-Tiered System of Support (MTSS) which uses common and reliable data to provide academic and social emotional instruction that is culturally responsive, strength-based, and differentiated to meet the learning needs of all students, Parklane Elementary will show a 5% increase in proficiency or an increase in growth for our English Learners on the following universal measures in English Language Arts:

- K-2 DIBELS assessment
- 3rd- 6th Grade ELA i-Ready Universal Screener
- 3rd-6th Grade CAASPP English Language Arts
- 3rd-6th Grade CAASPP Math
- RFEP

Annual Measurable Outcomes

| Metric/Indicator | Expected Outcomes | Actual Outcomes |
|---|--|--|
| K-2 DIBELS Assessment | 5% Increased At Benchmark/Above Benchmark from 24% to 29% | During the 2021-2022 School Year, Parklane Elementary is on target to meeting the goal. MOY DIBELS shows 38% At Benchmark/Above Benchmark. There was an increase of 14%. |
| 3rd-6th Grade Reading Inventory Beginning of the Year (BOY) | 5% Increased Met/Exceeded Standards from 16% to 21% | During the 2021-2022 School Year, Parklane Elementary School is on target to meeting the goal. MOY showed an increase of 8% Met/Exceeded Standards from 16% to 24% |
| 3-6 Grade ELA iReady Universal Screener | 5% Increased Met/Exceeded Standards from 9% to 14% | In the 2021-2022 School Year, Parklane Elementary School is on target to meeting the goal. MOY showed an increase of 6% Met/Exceeded Standards from 9% to 15% |
| 3rd-6th Grade CAASPP English Language Arts | 5% Increased Met/Exceeded Standards from 2% to 7% | Data update not available due to changes in Title I School Plan approval timelines. |
| 3rd-6th Grade CAASPP Math | 5% Increased Met/Exceeded Standards from 2% to 7% | Data update not available due to changes in Title I School Plan approval timelines. |
| RFEP | 5% Increase in the number of students being Reclassified from 4% to 9% | During the 2021-2022 School Year, Parklane Elementary School is progressing towards meeting the goal. |

Strategies/Activities for Goal 3

| Planned Actions/Services | Actual Actions/Services | Proposed Expenditures | Estimated Actual Expenditures |
|---|--|---|---|
| <p>ELD Strategy 1: All K-6 who are designated English Language Learners will receive 30 minutes of designated English Language Development daily using Journey's ELD Component and monitor the progress by using the ELA assessments referenced in the ELA SPSA above.</p> | <p>Actions/Services fully implemented.</p> | <p>Provide 30 minutes of Designated English Language Development daily. LCFF 00</p> | <p>Provide 30 minutes of Designated English Language Development daily. LCFF 00</p> |
| <p>ELD Strategy 2: Administrators will develop teachers capacity to collect data using a universal Data Collection Template. Data will be collected quarterly. Teachers disaggregate and analyze student performance using a Universal Data Reflection Template. Teachers will attend Multi Tiered Systems of Support Data Conferences to strategically plan and respond to data.</p> | <p>Actions/Services partially implemented.</p> | <p>District funded LCFF 00</p> | <p>District Funded LCFF 00</p> |
| <p>ELD Strategy 3: Universal Access time will be scheduled and protected for 1 hour to 1 ½ hours daily to support K-3 students at their reading level.</p> | <p>Actions/Services partially implemented.</p> | <p>Universal Access Time LCFF 00</p> | <p>Universal Access Time LCFF 00</p> |
| <p>ELD Strategy 4: K-2 teachers will use the supplemental reading program- Systematic Instruction in Phonemic Awareness, Phonics and Sight Words (SIPPS) for all students as a Tier One system of support. The intervention teacher will pull out students who need a Tier 2 level of</p> | <p>Actions/Services fully implemented.</p> | <p>SIPPS Reading Program LCFF 00</p> | <p>SIPPS Reading Program LCFF 00</p> |

| Planned Actions/Services | Actual Actions/Services | Proposed Expenditures | Estimated Actual Expenditures |
|--|---|---|---|
| support. SIPPS instruction will be given at their level. | | | |
| ELD Strategy 5: All K-3 teachers, intervention, Special Education, and Bilingual and Special Education paras will participate and implement evidence based reading procedures and routines professional development with Consortium on Reading Excellence in Education (CORE) trainers. | Actions/Services partially implemented. | Implement Evidence Based Reading Procedures LCFF 00 | Implement Evidence Based Reading Procedures LCFF 00 |
| ELD Strategy 6: iRead or Amplify for all K-2 students 20 minutes per day 5 days per week. | Actions/Services fully implemented. | iReady/Amplify LCFF 00 | iReady/Amplify LCFF 00 |
| ELD Strategy 7: Provide instructional English Language Arts coaching and support to teachers in the regular and special education classrooms with a focus on early literacy K-3. | Actions/Services fully implemented. | Provide Coaching LCFF 00 | Provide Coaching LCFF 00 |
| ELD Strategy 8: MTSS Data Conferences: provide release time for teachers and administrators: 1 analyze the DIBELS, Reading Inventory, and CAASPP data. 2. Collaborate, plan and respond with best practice 3. Specialist like speech therapist, Resource Specialists, Intervention teacher, counselor, nurse will be apart of the meeting to use a multidisciplinary approach while looking at the whole child. | Actions/Services partially implemented. | MTSS Data Conference 1120 Teacher Temp Title I 800 | MTSS Data Conference 1120 Teacher Temp Title I 450 |
| ELD Strategy 9: Teachers will use AVID evidence based integrated ELD strategies to support | Actions/Services partially implemented. | AVID Evidence Based Strategies Title I 00 | AVID Evidence Based Strategies Title I 00 |

| Planned Actions/Services | Actual Actions/Services | Proposed Expenditures | Estimated Actual Expenditures |
|--|---|--|--|
| academic language development during the content areas. Provide feedback to students based on student output and formative assessment of comprehension by using the following instructional strategies: 1.Objective posted 2. Front loading vocabulary 3. Using complete sentences 4. Think- pair - shared choral responses 5. Sentence frames 6. Use higher order questioning 7. Use wait time | | | |
| ELD Strategy 10: Embed ELD support from the Bilingual para-educators | Actions/Services fully implemented. | Bilingual Para Support LCFF 00 | Bilingual Para Support LCFF 00 |
| Provide Academic Intersession | Actions/Services fully implemented. | Provide Academic Intersession during Spring Break 1120 Teacher Temp Title I 3300 | Provide Academic Intersession during Spring Break 1120 Teacher Temp Title I 3300 |
| | | Provide Para support 2120 Para Temp Title I 2800 | Provide Para support 2120 Para Temp Title I 2800 |
| Provide Academic Intervention | Actions/Services partially implemented. | Academic Intervention in the classroom to support students including English Learner Students 1120 Teacher Temp Title I 25,000 | Academic Intervention in the classroom to support students including English Learner Students 1120 Teacher Temp Title I 15,000 |

Analysis

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

Parklane School overall implementation of strategies/activities was not successful at this reporting time period because Parklane School has not met most of the articulated goals. Parklane School had trouble implementing the following strategies due to impacts and effects of staffing due to COVID-19 and teacher shortage. But, Parklane School had successfully implemented SIPPS instructions, academic intersession during Spring Break, and bilingual para educators in the classroom to support English Learners.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Due to COVID-19 and ramifications of student and staff absences, the effectiveness of our implementation appears to be limited at the Middle of the Year testing time, but K-2 teachers were able to provide Systematic Instruction in Phonemic Awareness, Phonics and Sight Words (SIPPS) instruction. Parklane saw an increase in the DIBELS scores as well as iReady for English Language Art and Math assessment. Teachers received trainings in SIPPS as well as the iReady training to help them understand and analyze the data. K-2 students were also given the opportunity to attend the Spring Intersession.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

At Parklane, we set a threshold of 10% for material differences. The impacts and effects of staffing due to COVID-19 and teacher shortage, Parklane was not able to utilize all of the funds. We are still providing academic intervention, therefore, more funds will be utilized by the end of the year. Parklane allocated \$25,000 for academic intervention. There's a difference of \$10,000 that have not been utilized.

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.

After careful analysis, we need to make sure we implement the new English Language Development Program. We will continue the strategies that are outlined in the plan. In addition, we need to develop in our craft of teaching literacy skills and provide more additional professional development in early literacy using the Multi-Tiered System of Support framework to support English Language Learners. The implementation of an evidence based supplemental reading program for all K-3 students as well as sub groups of students.

Changes in 2022-2023: Administrators will develop teachers' capacity to collect data using a universal Data Collection Template. Data will be collected quarterly. Teachers disaggregate and analyze student performance using a Universal Data Reflection Template. Teachers will attend Multi Tiered Systems of Support Data Conferences to strategically plan and respond to data. Universal Access time will be scheduled and protected for 1 hour to 1 ½ hours daily to support K-3 students at their reading level. K-3 teachers will use the supplemental reading program- Systematic Instruction in Phonemic Awareness, Phonics and Sight Words (SIPPS) for all students as a Tier One system of support. The intervention teacher will pull out students who need a Tier 2 level of support. SIPPS instruction will be given at their level. We will also continue to provide instructional Language Arts coaching and support to teachers in the regular and special education classrooms with a focus on early literacy K-3.

Annual Review and Update

SPSA Year Reviewed: 2021-22

Goal 4

Parklane will provide opportunities for parent participation in district and school sponsored education workshops. The school will have a 5% increase in parent involvement as measured by the sign in sheet for Back to School Night, and Parent Conferences sign in sheet and other parent engagement activities. Parents will also have the opportunity attend Lunch on the Lawn, Math Night, English Language Art Night, Science Night, Parent Cafe,

STRATEGY: During the 2021-2022 school year, Parklane will offer numerous opportunities for parents to participate in training, classes, school meetings, and parent informational events and workshops.

Annual Measurable Outcomes

| Metric/Indicator | Expected Outcomes | Actual Outcomes |
|--|--|---|
| ELAC/Parent Cafe Sign In Sheet (ELL Parents) | 5% Increase in Parent Participation from 4% to 9% | During the 2021-2022 School Year, Parklane Elementary is on target to meeting the goal. MOY ELAC/Parent Cafe is at 6% increase, |
| Jump Into English (ELL Parents) | 5% Increase in Parent Participation from 7% to 12% | During the 2021-2022 School Year, Parklane had a 5% increase. |

Strategies/Activities for Goal 4

| Planned Actions/Services | Actual Actions/Services | Proposed Expenditures | Estimated Actual Expenditures |
|---|-------------------------------------|---|---|
| PI Strategy 1: Provide Involvement activities for parents to help them learn how to better support their children's education. Work with staff to plan and schedule Academic Nights, Parent Informational Nights, Jump Into English | Actions/Services fully implemented. | Provide English classes to parents of non-English speakers so they can assist their students in accessing the CORE curriculum. LCFF 1575 | Jump Into English LCFF 1500 |
| PI Strategy 2: Parent Cafe | Actions/Services fully implemented. | Provide Parent Cafe for parents to help them learn how to better support their children's education. 00 | Parent Cafe 00 |
| PI Strategy 3: Purchase materials and supplies to communicate with parents, including colored papers for school bulletins, duplicating services, and planners for parent communication | Actions/Services fully implemented. | Materials, supplies, student planners 4300 Materials Title I: Parent Involvement 2033 Purchase snacks to encourage parent meetings. 4325 Food | Materials, supplies, student planners 4300 Materials Title I: Parent Involvement 2000 Purchase snacks to encourage parent meetings. 4325 Food |

| Planned Actions/Services | Actual Actions/Services | Proposed Expenditures | Estimated Actual Expenditures |
|---|--|---|--|
| <p>folders. Work with office staff to order materials and supplies to facilitate communication with parents.</p> <p>Purchase snacks to encourage parent meetings, including School Site Council, Parenting Partners, English Language Advisory Meeting, and other school sponsored parent classes and meetings. Monitor sign-in sheets from parent meetings. Take a count of parents who attend meetings.</p> | | <p>For Meetings Title I: Parent Involvement 150</p> | <p>For Meetings Title I: Parent Involvement 00</p> |
| <p>PI Strategy 4: Parent Communication</p> | <p>Actions/Services fully implemented.</p> | <p>Provide communication and supplemental resources to parents so parents are aware of their child's progress. They can assist and support them at home. 5715 Print Shop Title I: Parent Involvement 1575</p> | <p>Parent Communication 5715 Print Shop Title I: Parent Involvement 1575</p> |
| <p>PI Strategy 5: Parent Workshops</p> | <p>Actions/Services fully implemented.</p> | <p>Provide Parent Communication 4300 Materials Title I: Parent Involvement 1500</p> <p>Classified staff will be paid on a time card to assist teachers in providing workshops for parents. 2120 Para Temp Title I 500</p> <p>Provide Benefits 3000 Benefits Title I 850</p> | <p>Provide Parent Communication 4300 Materials Title I: Parent Involvement 1500</p> <p>Classified staff will be paid on a time card to assist teachers in providing workshops for parents 2120 Para Temp Title I: Parent Involvement 80</p> <p>Provide Benefits 3000 Benefits Title I 00</p> |

Analysis

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

Parklane overall implementation of the strategies/activities was successful during this Middle of Year data review regarding parent participation. Parents participated in Parent Cafe, Jump into English, and some workshops as well as English Language Advisory Committee Meetings.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Overall, the strategies/activities were effective, especially providing parents the opportunity to attend workshops virtually or in person. Career Day created a bridge between our students/families and the surrounding community, in addition, to inspiring career choices. We were able to invite Stockton Police Department, Stockton Fire Department, an accountant, an engineer and a business owner to participate in our First Annual Career Day!

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

At Parklane, we set a threshold of 10% for material differences. There were material differences between the Proposed Expenditures and Estimated Actual Expenditures. Parklane did not utilize all the funds set aside for classified staff to provide workshops for parents due to the effect of Covid-19 and staff shortage. Parklane set aside \$500 for para educators to provide workshops to parents, but workshops were provided during staff contract time; therefore, funds were not utilize.

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

Changes to 2022-2023 Parent Involvement Goal 4: Parklane will continue to assess the needs of the school. Based upon those needs, we will provide our parents/communities the opportunity to participate in school-wide activities/events. The changes will be reflected in the 2022-2023 SPSA Goal 4: Parent Involvement Goals and Strategies. Parklane will continue to provide Parent Cafe, Jump into English and different workshops. We will also invite parents to our Annual Career Day as well as different activities for parents to participate and be a part of the Parklane Family.

Annual Review and Update

SPSA Year Reviewed: 2021-22

Goal 5

High quality and on-going professional development for PreK-6 teachers and classified staff will be provided to improve instructions and enable students to reach proficiency on common core standards.

Annual Measurable Outcomes

| Metric/Indicator | Expected Outcomes | Actual Outcomes |
|---|--|---|
| Smarter Balance Assessment English Language Arts Grades 3-6 | 5% Increase Met/Exceeded Standards from 15% to 20% | Data update not available due to changes in Title One School Plan approval timelines. |
| Smarter Balance Assessment Math Grades 3-6 | 5% Increase Met/Exceeded Standards from 6% to 11% | Data update not available due to changes in Title One School Plan approval timelines. |

Strategies/Activities for Goal 5

| Planned Actions/Services | Actual Actions/Services | Proposed Expenditures | Estimated Actual Expenditures |
|---|--|--|--|
| <p>PD Strategy 1: Provide Professional Development such as SIPPS and other PDs for teachers to learn strategies and techniques to address the needs of Parklane students in language arts, math, English Language Development as well as promote STEM. Monitor and evaluate students' academic progress on district benchmarks and Reading Inventory. Monitor students' progress towards meeting School Goals #1, #2, #3.</p> | <p>Actions/Services not fully implemented.</p> | <p>Attend professional development to enhance student outcome. 5220 Conference Title I 13,000</p> | <p>Attend professional development to enhance student outcome. 5220 Conference 00</p> |
| | | <p>Attend professional development to enhance student outcome. 2150 Para Sub Title I 1,500</p> | <p>Mileage for Professional Development 5210 Mileage Title I 00</p> |
| | | <p>STEM Materials 4300 Materials Title I 3,500</p> | <p>STEM Materials 4300 Materials Title I 00</p> |
| | | <p>Provide STEM activities 1150 Teacher Sub Title I 6,000</p> | <p>STEM Activities 1150 Teacher Sub Title I 00</p> |
| <p>PD Strategy 2: Provide PATHS Training to new staff</p> | <p>Actions/Services not fully implemented.</p> | <p>New Teachers trained in Social Emotional Learning (PATHS) program, provide behavioral, social, and emotional support for identified students with significant barriers to</p> | <p>District Coaches provided professional development so teachers so they can improve their teaching practices and techniques. LCFF 00</p> |

| Planned Actions/Services | Actual Actions/Services | Proposed Expenditures | Estimated Actual Expenditures |
|---|---|-----------------------------|-------------------------------|
| | | academic success. Title I 0 | |
| Paras Trained in SIPPS | Actions/Services not fully implemented. | SIPPS Training LCFF 0 | SIPPS Training LCFF 00 |
| Multi Tiered System Support (MTSS) Training | Actions/Services fully implemented. | MTSS Training LCFF 0 | MTSS Training LCFF 00 |

Analysis

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

Parklane's goal was to provide high and on-going professional development for Pre-K-6 teachers and classified staff to improve instructions and enable students to reach proficiency on common core standards. K-3 teachers were trained in SIPPS, MTSS and iReady Training, but we were not able to provide trainings to our classified staff.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Due to COVID-19 and ramifications of student and staff absences, the overall effectiveness of our implementation appears to be limited during this time. The implementation and trainings of SIPPS in K-2 was effective, but not all staff were trained in SIPPS. Not all staff were utilizing PATHS program on a consistent basis.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

At Parklane, we set a threshold of 10% for material differences. Funds were set aside for professional development were not utilized due to COVID-19 and absences of staff. Staff were not able to attend in person conferences. Para educators were not trained in SIPPS or MTSS as we had planned, only certificated staff. Parklane set aside \$6000 for STEM activities, but due to absences and teacher shortage, we were not able to utilize the funds.

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

Changes to 2022-2023 Professional Development Goal 5: Parklane will continue to assess the needs of the site. Based upon those needs professional development will be provided to administrators and teaching staff when possible. Staff will be trained in the new math curriculum. Para educators will be trained in SIPPS and MTSS. The changes will be reflected in the 2022-2023 SPSA under Goal 5: Professional Development Goals and Strategies.

Annual Review and Update

SPSA Year Reviewed: 2021-22

Goal 6

Parklane will improve on one or more indicators, from red to orange or orange to yellow on the California Department of Education Dashboards for the 2021-2022 school year. Administration and teachers will be given opportunities to collaborate and analyze data in each of the indicators. Based upon the needs, Parklane will also provide behavioral, social, and emotional support for identified students with significant barriers to academic success. Training and professional development opportunities for administration, teacher, and school staff to further enhance their repertoire of strategies and techniques to engage students in the classroom and thus will have a positive effect on each of the indicators.

Annual Measurable Outcomes

| Metric/Indicator | Expected Outcomes | Actual Outcomes |
|--|---|---|
| Chronic Absenteeism (School Wide) | Move from Red to Orange on the California Department of Education Dashboard | CA Dashboard Not Available |
| Students with Disabilities (Suspension) | Move from Red to Orange on the California Department of Education Dashboard | CA Dashboard Not Available |
| Chronic Absenteeism African American Students | Move from Red to Orange on the California Department of Education Dashboard | CA Dashboard Not Available |
| Math Smarter Balance Assessment for sub group (African American) | Increased by 5% Met/Exceeded Standards from 7% to 12% | Data update not available due to changes in Title I School Plan approval timelines. |

Strategies/Activities for Goal 6

| Planned Actions/Services | Actual Actions/Services | Proposed Expenditures | Estimated Actual Expenditures |
|---|-----------------------------------|---|---|
| SCHOOL CLIMATE /ATSI Strategy 1: Mental Health Clinician | Action/Services Fully Implemented | Provide mental health services to students on a weekly basis. 5800 Prof and Operating/Consultants Title I 21000 | Provide mental health services to students on a weekly basis. 5800 Prof and Operating/Consultants Title I 21000 |
| SCHOOL CLIMATE /ATSI Strategy 2: Provide Counseling Services | Action/Services Fully Implemented | Provide counseling services to targeted students. LCFF 00 | Provide counseling services to targeted students LCFF 00 |
| SCHOOL CLIMATE /ATSI Strategy 3: Provide Positive Behavior Support Intervention | Action/Services Fully Implemented | Provide Support to students who may be struggling with academic or behavior 1150 Teacher Sub Title I 4500 | Provide Support to students who may be struggling with academic or behavior 1150 Teacher Sub Title I 4500 |
| | | Provide Behavioral Intervention support 3000 Benefits Title I 375 | Provide Behavioral Intervention support 3000 Benefits Title I 375 |

| Planned Actions/Services | Actual Actions/Services | Proposed Expenditures | Estimated Actual Expenditures |
|--|-----------------------------------|--|---|
| SCHOOL CLIMATE /ATSI Strategy 4: Student Council | Action/Services Fully Implemented | Staff and students will provide Mentoring to younger students 4300 Materials Title I 500 | Mentoring Support to students 4300 Materials Title I 00 |
| SCHOOL CLIMATE /ATSI Strategy 5: Provide Community Liaison Assistance | Action/Services Fully Implemented | Community Liaison Assistance Support LCFF 0 | Community Liaison Assistance Support LCFF 0 |
| SCHOOL CLIMATE /ATSI Strategy 6: Provide Academic Assemblies | Action/Services Fully Implemented | Academic Assemblies 5800 Prof and Operating/Consultants Title I 1100 | Academic Assemblies 5800 Prof and Operating/Consultants Title I 1100 |
| SCHOOL CLIMATE /ATSI Strategy 7: Provide Trainings for Classified Staff to support Positive School Climate | Action/Services Fully Implemented | Provide Professional Development See Goal 5 Strategy 1120 Teacher Temp Title I 2700 | Provide Professional Development See Goal 5 Strategy 1120 Teacher Temp Title I 00 |
| | | Provide Professional Development See Goal 4 Strategy 2120 Para Temp Title I 1900 | Provide Professional Development See Goal 4 Strategy 2120 Para Temp Title I 00 |

Analysis

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

Parklane School overall implementation of strategies/activities was successful at this reporting time period. Parklane provided behavioral, social, and emotional support for identified students with significant barriers to academic success. Training and professional development opportunities for administration, teacher, and school staff to further enhance their repertoire of strategies and techniques to engage students in the classroom were provided on an on-going basis.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Overall the strategies/activities that were put in place was effective. Mental health clinician and our counselors have been a big part in helping our students deal with behavior, social and emotional trauma, but data update on the California Dashboard are not available due COVID-19 and to changes in Title I School Plan approval timelines.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

At Parklane, we set a threshold of 10% for material differences. There are material differences between the Proposed Expenditures and Estimated Actual Expenditures. We were not able to utilize the \$500 for Student Council as well as the \$2700 set aside for professional development. Some professional development took place during our staff meetings and during professional learning communities.

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

Changes to 2022-2023 school year, Parklane Elementary would like to bring in Artists-In-Schools Program to our K-6 students. This will give students the opportunity to show their creativity and self expression. Parklane will continue to have our Annual Career Day! We will also bring back our Scholar's Retreat to provide positive behavior. This is part of an incentive program where all K-6 students have the opportunity to participate in for exhibiting school wide behavior expectation of being Responsible, Respectful and Safe. We will also work on improving attendance by working closely with Child Welfare and Attendance as well as coordinate with Community Liaison Assistant to make regular phone calls to parent, provide academic award assemblies, monthly attendance awards and other incentives to promote attendance.

Goals, Strategies, & Proposed Expenditures

Goal 1

Subject

ENGLISH LANGUAGE ARTS

Goal Statement

By March 31, 2023, with an implementation of Multi-Tiered System of Support (MTSS), Parklane Elementary School will show a minimum 5% increase in proficiency on the following common diagnostic measures in English Language Arts:

K-2 DIBELS assessment
2nd - 6th Grade Reading Inventory (RI)
3rd- 6th Grade ELA iReady Universal Screener
3rd-6th Grade CAASPP English Language Arts

LCAP Goal

All students including targeted students will demonstrate proficiency in literacy, mathematics, and technology to prepare student to be college and career ready. (LCAP Goal 2)

Basis for this Goal

This goal is based on disaggregated data from 2020-2021 school from the universal measures DIBELS, Reading Inventory, iReady and CAASPP data.

Expected Annual Measurable Outcomes

| Metric/Indicator | Baseline | Expected Outcome |
|---|--|--|
| K-2 DIBELS Assessment | 38% of K-2 student on DIBELS | 5% Increase on DIBELS EOY from 38% to 43% |
| 3rd-6th Grade Reading Inventory Beginning of the year (BOY) | 22% Met/Exceeded Standards 2nd-6th Grade 2021 | 5% Increase on Reading Inventory EOY from 22% to 27% |
| 3-6 ELA iReady Universal Screener | 9% Met or Above Grade Level/Early On Grade Level | 5% Increase on i-Ready Universal Screener EOY from 9% to 14% |
| 3-6 Grade CAASPP English Language Arts | 15% Met/Exceeded Grade Level Standards 2020-2021 | 5% Increase of Students who Met or Exceeded Standards from 15% to 20% |
| ATSI African American Subgroup CAASPP | 7.5% African American Subgroup Met/Exceeded Standards from 2020-2021 | 5% Increase of African American Subgroup students scored proficient on ELA Smarter Balanced Assessment from 7.5 % to 12.5% |

Planned Strategies/Activities

Strategy/Activity 1

ELA Strategy 1: Add 1 FTE to our existing staff to support our K-2 students who need additional support with early reading skills- phonemic awareness, phonics, sight words, and language comprehension as measured by DIBELS or SIPPS Placement. The intervention teacher will work with small groups in a pull-out model.

The intervention teacher will support third grade with additional SIPPS instruction, Mclass Amplify intervention lessons, or language support. The students' progress will be monitored using SIPPS mastery and DIBELS progress monitoring tools.

Students to be Served by this Strategy/Activity

K-3 students who need Tier 2 and/or Tier 3 support

Timeline

2022-2023

Person(s) Responsible

All K- 2 teachers will administer the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) to all K-2 students three times a year to determine the students readiness to read. All 3-6 teachers will administer the Reading Inventory (RI) to obtain an independent reading Lexile Level.

Proposed Expenditures for this Strategy/Activity

| | |
|------------------|----------------------|
| Amount | 0 |
| Source | LCFF |
| Budget Reference | 1100 Teacher |
| Description | Intervention Teacher |

Strategy/Activity 2

ELA Strategy 2: Provide an intervention teacher to ensure struggling readers are able to get support in developing their literacy skills. Intervention teacher will work with administrators to identify students who will benefit from and support implementation in Read 180/System 44 as well as monitor student progress through formative assessment throughout the year.

Students to be Served by this Strategy/Activity

Grades 3-6 Students

Timeline

2022-2023

Person(s) Responsible

Certificated Staff
Classified Staff
Administration

Proposed Expenditures for this Strategy/Activity

| | |
|------------------|--------------|
| Amount | 83,554 |
| Source | Title I |
| Budget Reference | 1100 Teacher |

| | |
|-------------------------|-------------------------------|
| Description | Intervention Teacher |
| Amount | 36826 |
| Source | Title I |
| Budget Reference | 3000 Benefits |
| Description | Intervention Teacher Benefits |

Strategy/Activity 3

ELA Strategy 3: MTSS Data Chat/Student Success Team: provide release time for teachers and administration, analyze Dibels, Reading Inventory, i-Ready and Smarter Balanced Assessment Data: Collaborate, plan and respond with best practices.

Administrators will develop teachers' capacity to collect data using a universal Data Collection Template. Data will be collected quarterly. Teachers disaggregate and analyze student performance using a Universal Data Reflection Template. Teachers will attend Multi Tiered Systems of Support Data Conferences to strategically plan and respond to data.

Students to be Served by this Strategy/Activity

K-6 Students

Timeline

August 2022-May 2023

Person(s) Responsible

Staff
Administration

Proposed Expenditures for this Strategy/Activity

| | |
|-------------------------|--|
| Amount | 2,300 |
| Source | Title I |
| Budget Reference | 1150 Teacher Sub |
| Description | Time Card for MTSS Data Chat/SST Meeting |

Strategy/Activity 4

ELA Strategy 4: Provide Educational Study Trips

Students to be Served by this Strategy/Activity

All K-6 Students

Timeline

2022-2023

Person(s) Responsible

Certificated Staff
Administration

Proposed Expenditures for this Strategy/Activity

| | |
|-------------------------|--|
| Amount | 3500 |
| Source | Title I |
| Budget Reference | 5872 Field Trips |
| Description | Provide Educational Study Trips |
| Amount | 1800 |
| Source | Title I |
| Budget Reference | 5712 Transportation |
| Description | Provide Transportation for Educational Study Trips |

Strategy/Activity 5

ELA Strategy 4: All K- 3 teachers will administer the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) to all K-2 students three times a year to determine the students readiness to read.

Students to be Served by this Strategy/Activity

All K-3 Students

Timeline

August 2022
January 2023
May 2023

Person(s) Responsible

K-6 Teachers and Administration

Proposed Expenditures for this Strategy/Activity

| | |
|--------------------|-------------------------------------|
| Amount | 0 |
| Source | LCFF |
| Description | Administer Dibels/Reading Inventory |

Strategy/Activity 6

ELA Strategy 5: All 2nd-6th grade teachers and 1st grade (MOY) will administer the Reading Inventory (RI) to all 2nd-6th grade students to obtain an independent reading Lexile level.

Students to be Served by this Strategy/Activity

Grades 2-6

Timeline

August 2022
January 2023
May 2023

Person(s) Responsible

Staff
Administration

Proposed Expenditures for this Strategy/Activity

| | |
|-------------|------------------------------|
| Amount | 0 |
| Source | LCFF |
| Description | Administer Reading Inventory |

Strategy/Activity 7

ELA Strategy 7: Universal Access time will be scheduled and protected from interruption for 1 hour to 1 ½ hours daily to support K-3 students at their reading level.

Students to be Served by this Strategy/Activity

K-3 Students
1st-2nd small SIPPS reading groups daily 30 minutes

Timeline

August 2022-May 2023

Person(s) Responsible

Certificated Staff
Classified Staff
Administration

Proposed Expenditures for this Strategy/Activity

| | |
|-------------|---|
| Amount | 0 |
| Source | LCFF |
| Description | Provide Universal Access Uninterrupted Time |

Strategy/Activity 8

ELA Strategy 8: K-2 teachers will use the supplemental reading program- Systematic Instruction in Phonemic Awareness, Phonics and Sight Words (SIPPS) for all students as a Tier One system of support. The intervention teacher will pull out students who need a Tier 2 level of support. SIPPS instruction will be given at their level.

Students to be Served by this Strategy/Activity

K-3 students plus students who need additional Tier 2 support in early reading development, 3rd grade whole class SIPPS/intervention supporting Tier 2 students.

Timeline

Starting August 2022

Person(s) Responsible

Certificated Staff
Administration

Proposed Expenditures for this Strategy/Activity**Amount**

0

Source

LCFF

Description

Provide SIPPS Instruction

Strategy/Activity 9

ELA Strategy 9: All K-3 teachers, intervention, Special Education, and Bilingual and Special Education paras will participate and implement evidence based reading procedures and routines professional development with Consortium on Reading Excellence in Education (CORE) trainers

Students to be Served by this Strategy/Activity

K-3 students

Timeline

August 2022-May 2023

Person(s) Responsible

Certificated Staff
Para Educators
Administration

Proposed Expenditures for this Strategy/Activity**Amount**

0

Source

LCFF

Description

Implement evidence based reading procedures and routines

Strategy/Activity 10

ELA Strategy 10: i-Read or Amplify for all K-2 students 20 minutes per day 5 days per week.

Students to be Served by this Strategy/Activity

K-2 Students

Timeline

August 2022- May 2023

Person(s) Responsible

Certificated Staff
Administration

Proposed Expenditures for this Strategy/Activity

| | |
|--------------------|---------------|
| Amount | 0 |
| Source | LCFF |
| Description | iRead/Amplify |

Strategy/Activity 11

ELA Strategy 11: Provide instructional English Language Arts coaching and support to teachers in the regular and special education classrooms with a focus on early literacy K-3

Students to be Served by this Strategy/Activity

All K-6 Students

Timeline

August 2022-2023

Person(s) Responsible

Certificated Staff
Administration

Proposed Expenditures for this Strategy/Activity

| | |
|--------------------|--|
| Amount | 0 |
| Source | LCFF |
| Description | English Language Arts coaching support |

Strategy/Activity 12

ELA Strategy 12: K-6 classrooms will implement Advancement Via Individual Determination (AVID) WICOR strategies to standardize the Tier I high quality First Instruction. Provide AVID Materials/Supplies/Print Shop

Students to be Served by this Strategy/Activity

K-6th Students

Timeline

August 2022-May 2023

Person(s) Responsible

Certificated Staff
Administration

Proposed Expenditures for this Strategy/Activity

| | |
|--------------------|-----------------------------------|
| Amount | 0 |
| Source | LCFF |
| Description | Implement (AVID) WICOR Strategies |
| Amount | 11,000 |

| | |
|-------------------------|---|
| Source | Title I |
| Budget Reference | 4300 Materials |
| Description | AVID Supplies, instructional supplemental materials |
| Amount | 1800 |
| Source | Title I |
| Budget Reference | 5715 Print Shop |
| Description | Supplemental Instructional Materials |

Goals, Strategies, & Proposed Expenditures

Goal 2

Subject

MATHEMATICS

Goal Statement

By March 31, 2023, with an implementation of Multi-Tiered System of Support (MTSS), Parklane School will show a 5% increase in proficiency on the following common diagnostic measures:

K- 6th Grade Mathematics iReady Universal Screener
3-6 CAASPP Math

LCAP Goal

All students including targeted students will demonstrate proficiency in literacy, mathematics, and technology to prepare student to be college and career ready. (LCAP Goal 2)

Basis for this Goal

Dreambox
CAASPP

Expected Annual Measurable Outcomes

| Metric/Indicator | Baseline | Expected Outcome |
|--|--|---|
| Smarter Balance Assessment | 6% Met/Exceeded Standards 2020-21 | Increased by 5% Met or Exceeded Standards from 6% to 11% |
| K-6 i-Ready Universal Screener | 4% Met or Above Grade Level/Early On Grade Level | Increased by 5% Met or Above Grade Level/Early On Grade Level from 4% to 9% |
| ASTI African American Subgroup on CAASPP | 2020-2021 Data 7.5% Met/Exceeded Standards on CAASPP | Increased by 5% Met/Exceeded Standards from 5.12% to 10.12% |

Planned Strategies/Activities

Strategy/Activity 1

MATH Strategy 1: All K-6 teachers will administer the Universal Screener - Math i-Ready Assessment to all K-6 grade students to correlate the students proficiency to the California State Common Core Math Standards

Students to be Served by this Strategy/Activity

Students in grades K-6 who are at basic and students in the sub group.

Timeline

August 2022
January 2023
May 2023

Person(s) Responsible

Certificated Teachers
Administration

Proposed Expenditures for this Strategy/Activity

Amount

0

Source

LCFF

Description

Administer Universal Screener

Strategy/Activity 2

MATH Strategy 2: All K-6 students will have access to LUSD's adopted supplemental math curriculum- Dreambox. Teachers will set and monitor goals of 8 lessons per week. Students will develop automaticity with math facts and improve conceptual math knowledge by engaging in practice through the following programs: Reflex math, Imagine Math and Dreambox Learning. Teachers will monitor students progress by monitoring program data.

Students to be Served by this Strategy/Activity

All Students

Timeline

2022-2023

Person(s) Responsible

Certificated Staff
Adminstrations

Proposed Expenditures for this Strategy/Activity

Amount

0

Source

LCFF

Description

Students work on Dreambox 30 minutes a day for students in 1-6 and 20 minutes a day

Strategy/Activity 3

MATH Strategy 3: MTSS Data Conferences: provide release time for teachers and admin:

1. Analyze universal screeners i-Ready and CAASPP Math data.
2. Collaborate, plan and respond with best practice
3. Specialist like speech therapist, Resource Specialists, Intervention teacher, counselor, nurse will be apart of the meeting to use a multidisciplinary approach while looking at the whole child.

Students will be monitored through Data Collection Sheets after every assessment window. Teachers will then use a Data Reflection sheet to reflect students' progress quarterly.

Students to be Served by this Strategy/Activity

All students in K-6

Timeline

Quarter 1
Quarter 3

Person(s) Responsible

LUSD Math Coach to provide professional development
Certificated Staff
Classified Staff
Administrations

Proposed Expenditures for this Strategy/Activity

| | |
|-------------|-----------------------------------|
| Amount | 0 |
| Source | LCFF |
| Description | Provide Release Time for Teachers |

Strategy/Activity 4

MATH Strategy 4: PBIS- Tier 1, 2, 3 Implementation

Students to be Served by this Strategy/Activity

All Students

Timeline

2022-2023

Person(s) Responsible

Certificated Staff
Classified Staff
Administration

Proposed Expenditures for this Strategy/Activity

| | |
|-------------|---------------------|
| Amount | 0 |
| Source | LCFF |
| Description | PBIS Implementation |

Strategy/Activity 5

MATH Strategy 5: Provide Math tutoring

Students to be Served by this Strategy/Activity

Grades 4-6

Timeline

2022-2023

Person(s) Responsible

Americorp
Administration

Proposed Expenditures for this Strategy/Activity

| | |
|--------------------|-----------------------|
| Amount | 0 |
| Source | LCFF |
| Description | Provide Math Tutoring |

Strategy/Activity 6

Purchase Educational Software/Frax

Students to be Served by this Strategy/Activity

Grades K-6

Timeline

March 2022-May 2023

Person(s) Responsible

Certificated Staff
Classified Staff
Administration

Proposed Expenditures for this Strategy/Activity

| | |
|-------------------------|---|
| Amount | 1,851 |
| Source | Title I |
| Budget Reference | 5875 Technology Licenses |
| Description | Provide additional educational software for students to practice automaticity with math |

Goals, Strategies, & Proposed Expenditures

Goal 3

Subject

ENGLISH LANGUAGE LEARNERS

Goal Statement

By March 2023, with an implementation of Multi-Tiered System of Support (MTSS), Parklane Elementary School's English Learners will show a 5% increase in progress toward English proficiency as measured by the English Learner Progress Indicator (ELPI) as reported on the California Dashboard.

English Learner Progress report California Dashboard

LCAP Goal

A. All English Learners will demonstrate proficiency in English in order to meet the Annual Measurable Achievement Objectives targets. (Title III Plan) B. All English Learners will meet benchmarks toward Reclassification. (LCAP Goal 2)

Basis for this Goal

Based on the Smarter Balanced Assessment

Expected Annual Measurable Outcomes

| Metric/Indicator | Baseline | Expected Outcome |
|--|--|--|
| English Learner Progress on California Dashboard | 2019 California Dashboard 34.8% ELs Who Progressed at Least One ELPI Level | 5% Increase on ELPI from 34.8% to 39.8% ELs Who Progressed at Least One ELPI Level |

Planned Strategies/Activities

Strategy/Activity 1

ELD Strategy 1: All K-6 who are designated English Language Learners will receive 30 minutes of designated English Language Development daily using Journey's ELD Component and monitor the progress by using the ELA assessments referenced in the ELA SPSA above.

Students to be Served by this Strategy/Activity

English Language Learner Students

Timeline

2022-2023

Person(s) Responsible

Certificated Staff
Classified Staff
Administrators

Proposed Expenditures for this Strategy/Activity

| | |
|--------------------|--|
| Amount | 0 |
| Source | LCFF |
| Description | Provide 30 minutes of Designated English Language Development daily. |

Strategy/Activity 2

ELD Strategy 2: Administrators will develop teachers' capacity to collect data using a universal Data Collection Template. Data will be collected quarterly. Teachers disaggregate and analyze student performance using a Universal Data Reflection Template. Teachers will attend Multi Tiered Systems of Support Data Conferences to strategically plan and respond to data.

Students to be Served by this Strategy/Activity

All English Language Learner Students

Timeline

2022-2023

Person(s) Responsible

K-6 Certificated Teachers
Administrators

Proposed Expenditures for this Strategy/Activity

| | |
|--------------------|-----------------|
| Amount | 0 |
| Source | LCFF |
| Description | District funded |

Strategy/Activity 3

ELD Strategy 3: Universal Access time will be scheduled and protected for 1 hour to 1 ½ hours daily to support K-3 students at their reading level.

Students to be Served by this Strategy/Activity

All English Language Learners students.

Timeline

2022-2023

Person(s) Responsible

K-2 Teachers
Administrators

Proposed Expenditures for this Strategy/Activity

| | |
|---------------|---|
| Amount | 0 |
|---------------|---|

| | |
|--------------------|-----------------------|
| Source | LCFF |
| Description | Universal Access Time |

Strategy/Activity 4

ELD Strategy 4: K-3 teachers will use the supplemental reading program- Systematic Instruction in Phonemic Awareness, Phonics and Sight Words (SIPPS) for all students as a Tier One system of support. The intervention teacher will pull out students who need a Tier 2 level of support. SIPPS instruction will be given at their level.

Students to be Served by this Strategy/Activity

K-3 Students plus students who need additional Tier 2 Support in Early Reading Development. Third grade whole class SIPPS/intervention supporting Tier II Students.

Timeline

2022-2023

Person(s) Responsible

Certificated Staff
Classified Staff
Administration

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 5

ELD Strategy 5: All K-3 teachers, intervention, Special Education, and Bilingual and Special Education paras will participate and implement evidence based reading procedures and routines professional development with Consortium on Reading Excellence in Education (CORE) trainers.

Students to be Served by this Strategy/Activity

All English Language Learner students.

Timeline

August 2022-May 2023

Person(s) Responsible

K-3 Teachers
K-3 Students
Bilingual Para-Educator Staff
Administrators

Proposed Expenditures for this Strategy/Activity

| | |
|--------------------|---|
| Amount | 0 |
| Source | LCFF |
| Description | Implement Evidence Based Reading Procedures |

Strategy/Activity 6

ELD Strategy 6: iRead or Amplify for all K-2 students 20 minutes per day 5 days per week.

Students to be Served by this Strategy/Activity

All English Language Learners

Timeline

2022-2023

Person(s) Responsible

Certificated Staff
Classified Staff
Administration

Proposed Expenditures for this Strategy/Activity

Amount

0

Source

LCFF

Description

iReady/Amplify

Strategy/Activity 7

ELD Strategy 7: Provide instructional English Language Arts coaching and support to teachers in the regular and special education classrooms with a focus on early literacy K-3.

Students to be Served by this Strategy/Activity

All English Language Learner Students and Special Education Students

Timeline

2022-2023

Person(s) Responsible

Certificated Staff
Classified Staff
Administration

Proposed Expenditures for this Strategy/Activity

Amount

0

Source

LCFF

Description

Provide Coaching

Strategy/Activity 8

ELD Strategy 8: MTSS Data Conferences: provide release time for teachers and administrators:

1. analyze the DIBELS, Reading Inventory, and CAASPP data.
2. Collaborate, plan and respond with best practice
3. Specialist like speech therapist, Resource Specialists, Intervention teacher, counselor, nurse will be apart of the meeting to use a multidisciplinary approach while looking at the whole child.

Students to be Served by this Strategy/Activity

All Students

Timeline

Quarter 1
 Quarter 2

Person(s) Responsible

Certificated Staff
 Administration

Proposed Expenditures for this Strategy/Activity

| | |
|-------------------------|---------------------------|
| Amount | 0 |
| Source | Title I |
| Budget Reference | 1120 Teacher Temp |
| Description | See ELA Goal 1 Strategy 3 |

Strategy/Activity 9

ELD Strategy 9: Teachers will use AVID evidence based integrated ELD strategies to support academic language development during the content areas. Provide feedback to students based on student output and formative assessment of comprehension by using the following instructional strategies:

1. Objective posted
2. Front loading vocabulary
3. Using complete sentences
4. Think- pair - shared choral responses
5. Sentence frames
6. Use higher order questioning
7. Use wait time

Students to be Served by this Strategy/Activity

All Students

Timeline

2022-2023

Person(s) Responsible

Certificated Staff
 Administration

Proposed Expenditures for this Strategy/Activity**Strategy/Activity 10**

ELD Strategy 10: Embed ELD support from the Bilingual para-educators

Students to be Served by this Strategy/Activity

ALL English Language Learners

Timeline

2022-2023

Person(s) Responsible

Certificated Staff
Classified Staff
Administration

Proposed Expenditures for this Strategy/Activity

| | |
|-------------|------------------------|
| Amount | 0 |
| Source | LCFF |
| Description | Bilingual Para Support |

Strategy/Activity 11

ELD Strategy 11: Provide Academic Intersession/Intervention

Students to be Served by this Strategy/Activity

All Students Including English Language Learners

Timeline

October 2022-May 2023

Person(s) Responsible

Certificated Staff
Classified Staff
Administration

Proposed Expenditures for this Strategy/Activity

| | |
|------------------|--|
| Amount | 6189 |
| Source | Title I |
| Budget Reference | 1120 Teacher Temp |
| Description | Provide Academic Intersession during Fall and Sprint Break or During Afterschool |
| Amount | 750 |
| Source | Title I |
| Budget Reference | 2120 Para Temp |
| Description | Provide bilingual support |

Goals, Strategies, & Proposed Expenditures

Goal 4

Subject

PARENT/FAMILY ENGAGEMENT

Goal Statement

By March 31, 2023, with an implementation of Multi-Tiered System of Support (MTSS), Parklane Elementary School will show a 5% increase in parent involvement on the:
Parent/Teacher Conferences

LCAP Goal

Improve the engagement of parents/guardians as partners in their children's education. (LEAP Goal B)

Basis for this Goal

This goal was based on our Parent Cafe data, Back to School Night, Parent conferences, Open House and other family activities.

Expected Annual Measurable Outcomes

| Metric/Indicator | Baseline | Expected Outcome |
|---------------------------|--|--|
| Parent Teacher Conference | Parent Teacher Conference Attendees: 352 | 5% Increase in Parent Teacher Conference Participation from 352 to 369 |

Planned Strategies/Activities

Strategy/Activity 1

PI Strategy 1: Provide Involvement activities for parents to help them learn how to better support their children's education. Work with staff to plan and schedule Academic Nights, Parent Informational Nights, Jump Into English

Students to be Served by this Strategy/Activity

All Students

Timeline

October 2022 through June 2023

Person(s) Responsible

Certificated Staff
Classified Staff
Administration

Proposed Expenditures for this Strategy/Activity

| | |
|------------------|--|
| Amount | 1675 |
| Source | Title I |
| Budget Reference | 5875 Technology Licenses |
| Description | Provide English classes to parents of non-English speakers so they can assist their students in accessing the CORE curriculum. |

Strategy/Activity 2

PI Strategy 2: Parent Cafe

Students to be Served by this Strategy/Activity

All Students

Timeline

2022-2023

Person(s) Responsible

Classified Staff
Certificated Staff
Administration

Proposed Expenditures for this Strategy/Activity

| | |
|-------------|--|
| Amount | 0 |
| Description | Provide Parent Cafe for parents to help them learn how to better support their children's education. |

Strategy/Activity 3

PI Strategy 3: Purchase materials and supplies to communicate with parents, including colored papers for school bulletins, duplicating services, and planners for parent communication folders. Work with office staff to order materials and supplies to facilitate communication with parents.

Purchase snacks to encourage parent meetings, including School Site Council, Parenting Partners, English Language Advisory Meeting, and other school sponsored parent classes and meetings. Monitor sign-in sheets from parent meetings. Take a count of parents who attend meetings.

Students to be Served by this Strategy/Activity

All students

Timeline

January 2023 through May 2023

Person(s) Responsible

Office Staff
Administration

Proposed Expenditures for this Strategy/Activity

| | |
|-------------------------|---|
| Amount | 1894 |
| Source | Title I: Parent Involvement |
| Budget Reference | 4300 Materials |
| Description | Materials, supplies, student planners |
| Amount | 300 |
| Source | Title I: Parent Involvement |
| Budget Reference | 4325 Food For Meetings |
| Description | Purchase snacks to encourage parent meetings. |

Strategy/Activity 4

PI Strategy 4: Parent Communication

Students to be Served by this Strategy/Activity

All students

Timeline

2022-2023

Person(s) Responsible

Certificated Staff
Classified Staff
Adminstration

Proposed Expenditures for this Strategy/Activity

| | |
|-------------------------|---|
| Amount | 1575 |
| Source | Title I: Parent Involvement |
| Budget Reference | 5715 Print Shop |
| Description | Provide communication and supplemental resources to parents so parents are aware of their child’s progress. They can assist and support them at home. |

Strategy/Activity 5

PI Strategy 5: Parent Workshops

Students to be Served by this Strategy/Activity

All Students

Timeline

October 2022-May 2023

Person(s) Responsible

Certificated
Classified

Administration

Proposed Expenditures for this Strategy/Activity

| | |
|-------------------------|---|
| Amount | 670 |
| Source | Title I |
| Budget Reference | 2120 Para Temp |
| Description | Classified staff will be paid on a time card to assist teachers in providing workshops for parents. |

Goals, Strategies, & Proposed Expenditures

Goal 5

Subject

PROFESSIONAL DEVELOPMENT

Goal Statement

By March 31, 2023, Parklane Elementary School will have 100% of teachers participating in the following professional development:

K-6 MTSS Framework- Novack Consulting

K-2 The Consortium On Reading Excellence CORE- SIPPS

K-6 iReady - Math

LCAP Goal

High quality and on-going professional development for teachers and staff will be provided to improve instruction and enable students to reach proficiency on state academic content standard. Teachers will attend at least 2 professional development during the 2020-2021 school year. (Compensatory Education: 18)

Basis for this Goal

1) This goal is based on the Smarter Balance Assessment English Language Data from 2018-2019 school year. There was no Smarter Balanced Data for the 2019-2020 school year due to Distance Learning and COVID-19.

2) We also based this goal on Smarter Balance Assessment Math Data from 2018-2019 school year. There was no data for the 2019-2020 school year due to Distance Learning and COVID-19.

Expected Annual Measurable Outcomes

| Metric/Indicator | Baseline | Expected Outcome |
|---|--|--|
| Smarter Balance Assessment English Language Arts Grades 3-6 | 15% Met/Exceeded Grade Level Standards 2020-2021 | 5% Increase Met/Exceeded Standards from 15% to 21% |
| Smarter Balance Assessment Math Grades 3-6 | 6% Met/Exceeded Grade Level Standards 2020-2021 | 5% Increase Met/Exceeded Standards from 6% to 11% |

Planned Strategies/Activities

Strategy/Activity 1

PD Strategy 1: Provide Professional Development such as SIPPS and other PDs for teachers to learn strategies and techniques to address the needs of Parklane students in language arts, math, English Language Development as well as promote STEM. Monitor and evaluate students' academic progress on district benchmarks and Reading Inventory. Monitor students' progress towards meeting School Goals #1, #2, #3.

Students to be Served by this Strategy/Activity

Students in grades K-6

Timeline

2022-2023

Person(s) Responsible

Certificated Staff
Classified Staff
Administration

Proposed Expenditures for this Strategy/Activity

| | |
|------------------|---|
| Amount | 4,500 |
| Source | Title I |
| Budget Reference | 5220 Conference |
| Description | Attend professional development to enhance student outcome. |
| Amount | 1,200 |
| Source | Title I |
| Budget Reference | 2150 Para Sub |
| Description | Attend professional development to enhance student outcome. |

Strategy/Activity 2

PD Strategy 2: Provide PATHS Training to new staff

Students to be Served by this Strategy/Activity

All students

Timeline

2022-2023

Person(s) Responsible

Certificated
Classified
Administration

Proposed Expenditures for this Strategy/Activity

| | |
|-------------|---|
| Amount | 0 |
| Source | Title I |
| Description | New Teachers trained in Social Emotional Learning (PATHS) program, provide behavioral, social, and emotional support for identified students with significant barriers to academic success. |

Strategy/Activity 3

PD Strategy 3: Paras Trained in SIPPS

Students to be Served by this Strategy/Activity

All Students

Timeline

2022-2023

Person(s) Responsible

Certificated Staff
 Para Educators
 Administration

Proposed Expenditures for this Strategy/Activity

| | |
|--------------------|----------------|
| Amount | 0 |
| Source | LCFF |
| Description | SIPPS Training |

Strategy/Activity 4

PD Strategy 4: Multi Tiered System Support (MTSS) Training

Students to be Served by this Strategy/Activity

All K-6 Students

Timeline

2022-2023

Person(s) Responsible

Certificated Staff
 Classified Staff
 Administration

Proposed Expenditures for this Strategy/Activity

| | |
|--------------------|---------------|
| Amount | 0 |
| Source | LCFF |
| Description | MTSS Training |

Goals, Strategies, & Proposed Expenditures

Goal 6

Subject

SCHOOL CLIMATE/ADDITIONAL TARGETED SUPPORT AND IMPROVEMENT (ATSI)

Goal Statement

Parklane will improve on one or more indicators, from red to orange or orange to yellow on the California Department of Education Dashboards for the 2022-2023 school year. Administration and teachers will be given opportunities to collaborate and analyze data in each of the indicators. Based upon the needs, Parklane will also provide behavioral, social, and emotional support for identified students with significant barriers to academic success. Training and professional development opportunities for administration, teacher, and school staff to further enhance their repertoire of strategies and techniques to engage students in the classroom and thus will have a positive effect on each of the indicators.

LCAP Goal

Highly quality and on-going professional development for teachers and staff will be provided to improve instruction and enable students to reach proficiency on state academic content standard. (Compensatory Education: 18) LCAP Goal 1 and 3.

Basis for this Goal

California Department of Education Dashboard Data from 2019 indicates that Parklane is in the red in each of the four indicators.

Expected Annual Measurable Outcomes

| Metric/Indicator | Baseline | Expected Outcome |
|--|--|---|
| Chronic Absenteeism (School Wide) | Red on the California Department of Education Dashboard 2019 (Chronic Absenteeism) | Move from Red to Orange on the California Department of Education Dashboard |
| Students with Disabilities (Suspension) | Red on the California Department of Education Dashboard 2019 (Students with Disabilities regarding suspension) | Move from Red to Orange on the California Department of Education Dashboard |
| Chronic Absenteeism African American Students | Red on the California Department of Education Dashboard 2019 (Chronic Absenteeism) | Move from Red to Orange on the California Department of Education Dashboard |
| Math Smarter Balance Assessment for sub group (African American) | 7.5% Met/Exceeded Standards on the 2020-2021 | Increased by 5% Met/Exceeded Standards from 7.5% to 12.5% |

Planned Strategies/Activities

Strategy/Activity 1

SCHOOL CLIMATE /ATSI Strategy 1: Mental Health Clinician

Students to be Served by this Strategy/Activity

All students

Timeline

2022-2023

Person(s) ResponsibleCertificated
Classified
Administration**Proposed Expenditures for this Strategy/Activity**

| | |
|-------------------------|---|
| Amount | 21,000 |
| Source | Title I |
| Budget Reference | 5800 Prof and Operating/Consultants |
| Description | Provide mental health services to students on a weekly basis. |

Strategy/Activity 2

SCHOOL CLIMATE /ATSI Strategy 2: Provide Counseling Services

Students to be Served by this Strategy/Activity

All students

Timeline

2022-2023

Person(s) ResponsibleCertificated
Classified
Administration**Proposed Expenditures for this Strategy/Activity**

| | |
|--------------------|---|
| Amount | 0 |
| Source | LCFF |
| Description | Provide counseling services to targeted students. |

Strategy/Activity 3

SCHOOL CLIMATE /ATSI Strategy 3: Provide Positive Behavior Support Intervention

Students to be Served by this Strategy/Activity

All Students

Timeline

October 2022-2023

Person(s) Responsible

Certificated
Classified
Administration

Proposed Expenditures for this Strategy/Activity

| | |
|------------------|---|
| Amount | 2200 |
| Source | Title I |
| Budget Reference | 1150 Teacher Sub |
| Description | Provide Support to students who may be struggling with academic or behavior |

Strategy/Activity 4

SCHOOL CLIMATE /ATSI Strategy 4: Student Council

Students to be Served by this Strategy/Activity

All students

Timeline

October 2022- May 2023

Person(s) Responsible

Certificated
Classified
Administration

Proposed Expenditures for this Strategy/Activity

| | |
|--------|---|
| Amount | 0 |
|--------|---|

Strategy/Activity 5

SCHOOL CLIMATE /ATSI Strategy 5: Provide Community Liaison Assistant

Students to be Served by this Strategy/Activity

Students in grades 3-6 and students in our sub group (African American and Students with Disabilities)

Timeline

2022-2023

Person(s) Responsible

Certificated
Administration

Proposed Expenditures for this Strategy/Activity

| | |
|--------|------|
| Amount | 0 |
| Source | LCFF |

Description

Community Liaison Assistant Support

Strategy/Activity 6

SCHOOL CLIMATE /ATSI Strategy 6: Provide Academic Assemblies

Students to be Served by this Strategy/Activity

All Students

Timeline

2022-2023

Person(s) Responsible

Certificated Staff
Classified Staff
Administration

Proposed Expenditures for this Strategy/Activity

Amount

1100

Source

Title I

Budget Reference

5800 Prof and Operating/Consultants

Description

Academic Assemblies

Strategy/Activity 7

SCHOOL CLIMATE /ATSI Strategy 7: Provide Trainings for Classified Staff to support Positive School Climate

Students to be Served by this Strategy/Activity

All Students

Timeline

December 2022- May 2023

Person(s) Responsible

Classified
Administration

Proposed Expenditures for this Strategy/Activity

Amount

1957

Source

Title I

Budget Reference

1120 Teacher Temp

Description

Provide Professional Development See Goal 4 Strategy

Amount

650

| | |
|-------------------------|--|
| Source | Title I |
| Budget Reference | 2120 Para Temp |
| Description | Provide Professional Development See Goal 4 Strategy |

Strategy/Activity 8

SCHOOL CLIMATE /ATSI Strategy 8: Artists-In-Schools Program to our K-6 students. This will give students the opportunity to show their creativity and self expression.

Students to be Served by this Strategy/Activity

K-6 Students

Timeline

September 2022-2023

Person(s) Responsible

San Joaquin County Office of Education
Administration
Staff

Proposed Expenditures for this Strategy/Activity

| | |
|-------------------------|--|
| Amount | 7520 |
| Source | Title I |
| Budget Reference | 5800 Prof and Operating/Consultants |
| Description | Provide artist in schools for all K-6 students |

Form C: Budget Summary and Consolidation

The Budget Summary is required for schools funded through the ConApp. The Consolidation of Funds is required for a school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program.

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 | 195,811.00 |

Allocations by Funding Source

| Funding Source | Amount | Balance |
|-----------------------------|---------|---------|
| Title I | 192,042 | 0.00 |
| Title I: Parent Involvement | 3769 | 0.00 |

Expenditures by Funding Source

| Funding Source | Amount |
|-----------------------------|------------|
| | 0.00 |
| LCFF | 0.00 |
| Title I | 192,042.00 |
| Title I: Parent Involvement | 3,769.00 |

Preliminary Plan

Final Plan

Hana CH

05/13/2022

Principal

Date

Rosalba G

05/13/2022

SSC Chairperson

Date

Rafael

05/19/2022 10:45 am

Program Manager

Date

Principal

Date

SSC Chairperson

Date

Program Manager

Date

Expenditures by Budget Reference and Funding Source

FORM F: FISCAL WORKSHEET

| Budget Reference | Funding Source | Amount |
|-------------------------------------|-----------------------------|-----------|
| | | 0.00 |
| | LCFF | 0.00 |
| | LCFF | 0.00 |
| 1100 Teacher | LCFF | 0.00 |
| | Title I | 0.00 |
| 1100 Teacher | Title I | 83,554.00 |
| 1120 Teacher Temp | Title I | 8,146.00 |
| 1150 Teacher Sub | Title I | 4,500.00 |
| 2120 Para Temp | Title I | 2,070.00 |
| 2150 Para Sub | Title I | 1,200.00 |
| 3000 Benefits | Title I | 36,826.00 |
| 4300 Materials | Title I | 11,000.00 |
| 5220 Conference | Title I | 4,500.00 |
| 5712 Transportation | Title I | 1,800.00 |
| 5715 Print Shop | Title I | 1,800.00 |
| 5800 Prof and Operating/Consultants | Title I | 29,620.00 |
| 5872 Field Trips | Title I | 3,500.00 |
| 5875 Technology Licenses | Title I | 3,526.00 |
| 4300 Materials | Title I: Parent Involvement | 1,894.00 |
| 4325 Food For Meetings | Title I: Parent Involvement | 300.00 |
| 5715 Print Shop | Title I: Parent Involvement | 1,575.00 |

FORM D: School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

- 1 School Principal
- 3 Classroom Teachers
- 1 Other School Staff
- 5 Parent or Community Members
- 10 Total

| Name of Members | Role |
|-----------------|----------------------------|
| Dara Chhun | Principal |
| Lea Rodriguez | Classroom Teacher |
| Nhung Nguyen | Classroom Teacher |
| Ashley Daniel | Classroom Teacher |
| Rosalba Millan | Other School Staff |
| Teresa Emairi | Parent or Community Member |
| Jessica Gedarro | Parent or Community Member |
| Jessica Vasquez | Parent or Community Member |
| India Bryant | Parent or Community Member |
| Jasmine O'Quinn | Parent or Community Member |

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.

FORM E: 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

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 05/12/2022.

Attested:

Preliminary Plan

Final Plan

05/13/2022

Principal

Date

Principal

Date

05/13/2022

SSC Chairperson

Date

SSC Chairperson

Date

05/19/2022 10:45 am

Program Manager

Date

Program Manager

Date