The Single Plan for Student Achievement

PARK DALE LANE ELEMENTARY SCHOOL

CDS Code: 37 68080 6095046
Date of this revision: March 2024

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

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

Contact Person:	Erin Terry
Position:	Principal
Telephone Number:	760 944-4344
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E-mail Address:	erin.terry@eusd.net

Encinitas Union School District

The District Governing Board approved this revision of the School Plan on April 2024

ENCINITAS UNION SCHOOL DISTRICT
PARK DALE LANE ELEMENTARY SCHOOL
SINGLE PLAN FOR STUDENT ACHIEVEMENT
2023/2024

I. Background Information
   - A. Title Page – School Name, CDS Code, Principal, Contact Info
   - B. School mission/vision
   - C. School profile (School branding / guiding principles information)
   - D. SARC report
   - E. School Site Council Membership Chart, Recommendations & Assurances, and Signature Page

II. Federal, state, and local data
   - A. CA Dashboard Reporting and SARC Report
   - B. Any other benchmark measurements or local assessments that the school would like to include

III. Analysis of data above, local assessments, and previous years goals
   - A. Overall
   - B. Grade level results

IV. 5 District/Site LCAP Goals

V. Areas of Focus for Actions and Services

VI. Proposed Expenditures related to actions

School Site Council Membership

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

SSC Team 2023-2024

Names of Members		Parent/ Community Member	Classroom Teacher	Other Staff
Dennis, Michelle	Officer Position		Teacher	
Goldstein, Julie	Officer Position	Parent		
Grasley, Cori	Officer Position		Teacher	
Hinojosa, Jamie	Officer Position			Office Manager
Brittany Emal Hurd	Officer Position	Parent		
Matthew Flower	Officer Position	Parent		
Provenzano, Lauren	Officer Position		Teacher	
Bailey Steinhardt	Officer Position	Parent		
Ladd, Nathan	Officer Position	Parent		
Terry, Erin	Officer Position			Principal
Total	**Officer Position**	**5**	**3**	**2**

Recommendations and Assurances

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

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

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

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

   __X__ School Staff (via staff meetings)

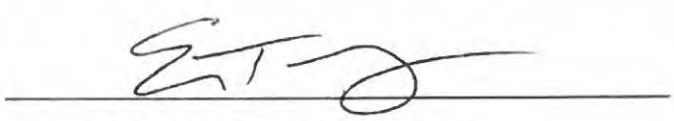
   __X__ Park Dale Lane Parents (via input at School Site Council meetings)

The school site council reviewed the content requirements for school plans of programs included in this *Single Plan for Student Achievement* and believes all such content requirements have been

met, including those found in district governing board policies and in the LEA Plan.

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

5. The school site council adopted this school plan on: 1/22/24



Erin Terry School Principal

1/22/24

Date

SSC Chairperson

1/22/24

Date

Park Dale Lane

School Profile

Park Dale Lane Elementary School opened in 1976 and is one of nine elementary schools in the Encinitas Union School District. Park Dale Lane serves approximately 430 kindergarten through sixth grade students. Park Dale Lane Elementary School teachers and staff are dedicated to ensuring the academic success of every student and providing a safe and engaging learning experience. The school has developed educational programs designed to provide students the opportunity to explore their creativity while developing a strong academic foundation. Additionally, Park Dale Lane is currently in the implementation of PBIS (Positive Behavior Intervention System), a data-driven, multi-tiered framework for establishing a positive culture needed for a school to be an efficient and effective learning environment for all students. The commitment of Park Dale Lane Elementary School's staff, parents, and community to excellence for their students has resulted in the school's California Distinguished School status.

Park Dale Lane Elementary School has been recognized as an Arts Exemplary School, one of three San Diego CoTA BEACON Schools and a National Blue-Ribbon School of Excellence. In March of 2020, Park Dale Lane received the Civics Award of Distinction. This honor was only awarded to 6 schools in the state. Our teachers and students worked hard and had fun engaging in lessons which incorporated civics in action into their core curriculum and literature units. The Civic Learning award is co-sponsored by Chief Justice Tani G. Cantil-Sakauye and the State Superintendent of Public Instruction Tony Thurmond. The awards program recognizes K-12 public schools, celebrating their strong civics curriculum in school and service-learning projects in their communities.

Park Dale Lane's attendance area serves community neighborhoods in Village Park, Olivenhain, and Encinitas. The school has approximately 430 students in grades kindergarten through sixth grade and is scheduled on a modified year-round calendar. The ethnic/racial makeup of the school is 64% white, 25% Hispanic/Latino, 1.4% Asian, 0.7% African American, 7.3% 2 or more races and 0.4% American Indian, Alaska Native, or Filipino. 14.2% of the students are English Learners. There are approximately eight different languages spoken by families with English and Spanish being the most spoken languages at school. 27.6% of the students are socioeconomically disadvantaged.

Class size maximums in Kindergarten – third grades are 24 students, and in fourth – sixth grades 31 is the maximum allowed. The staff consists of 17 credentialed general education teachers. Staffing also includes 1 full time and 1 part-time school psychologist, 2 education specialists, 3 special day class teachers, and 1 speech/language pathologist. Itinerant services include an adaptive physical education teacher and an occupational therapist. Several credentialed enrichment consultants provide extra support to teachers and students. The enrichment opportunities are science, art, and health and wellness. Other services include 3 credentialed reading intervention teachers, 1 math intervention teacher, 1 ELD teacher and 1 credentialed social emotional and behavior support teacher. Students have access to a library/media center once a week

with their class, and during, before, or after school 5 times a week. In addition, all students in Kindergarten through sixth grade have 1:1 iPads.

The YMCA, Boys and Girls Club, Right at School after care programs, and Enrichment Programs offer classes and before/after school day care. There is a high level of parent involvement seen throughout the school including classroom volunteers, help with our school gardens, and as guest presenters. The PTA, School Site Council, English Learner Advisory Committee and Encinitas Educational Foundation also work collaboratively to support all students.

Vision Statement

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

Core Values

Children

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

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

Learning Community

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

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

Learning Environment

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

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

School Accountability Report Card (SARC)

The School Accountability Report Card is available on the EUSD website here:

Park Dale Lane Elementary School Accountability Report Card (link)

School Performance Overview (CAASPP Results on California Dashboard)

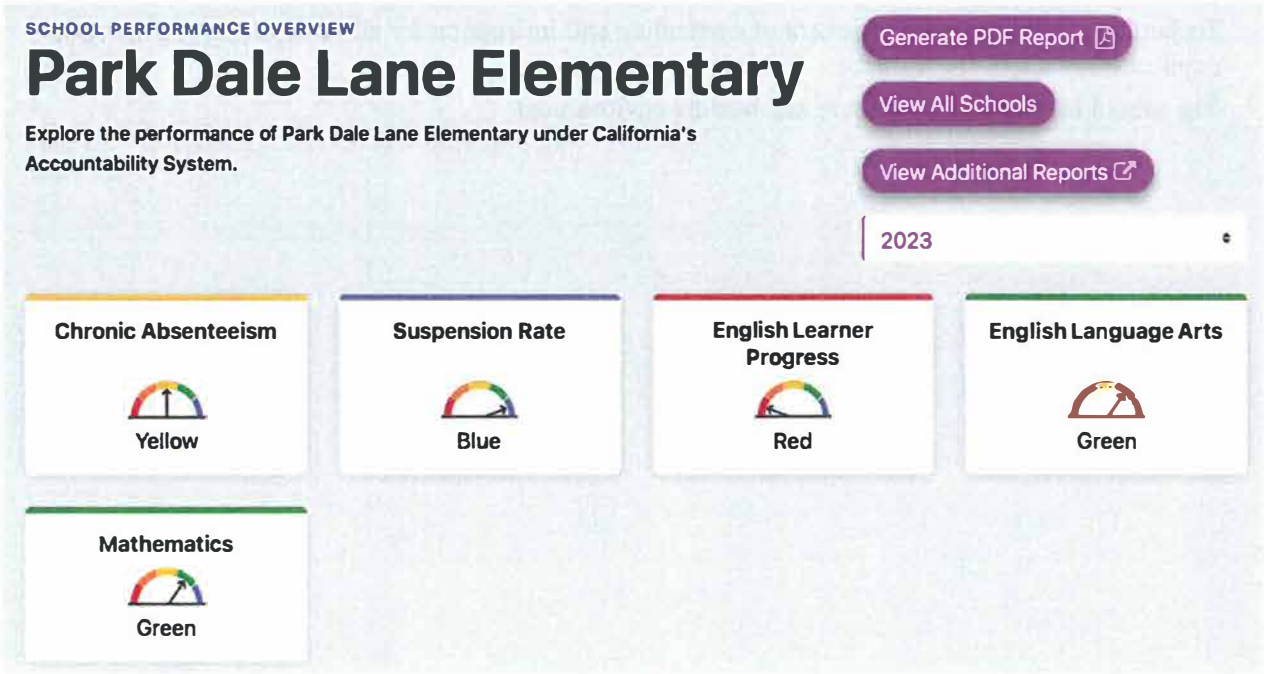
California School Dashboard and System of Support

California's accountability and continuous improvement system provides information about how local educational agencies and schools are meeting the needs of California's diverse student population.

California's Accountability System

California's accountability system is based on a multiple measures system that assess how local educational agencies (LEAs) and schools are meeting the needs of their students. Performance on these measures is reported through the California School Dashboard (Dashboard). The links below connects you directly to the Dashboard, supplementary reports, and supportive resources created to help parents, educators, and communities navigate through the state's accountability system.

California School Dashboard Park Dale Lane Elementary (link)



Prop 28 Site Plan

Integrating Music and Art education into elementary school curriculum nurtures creativity, critical thinking, and holistic development in young minds. These disciplines provide a unique avenue for students to express themselves, fostering a sense of individuality and self-discovery. Music education enhances cognitive abilities, improving memory, concentration, and mathematical skills through the understanding of rhythm and patterns. Similarly, Art education encourages visual thinking, spatial reasoning, and fine motor skills, promoting a well-rounded cognitive

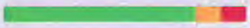
development. Exposure to Music and Art cultivates cultural appreciation, fostering an understanding and respect for diversity.

With our Prop 28 funds of $58,133 we will supplement our Music and Visual Arts instructional program to provide our students with 60-75 minutes of biweekly Music or Art instruction. Students will receive two quarters of Music instruction and two quarters of Visual Arts instruction for the school year. This will include using Music and Visual Art curriculums that aligns with the Visual and Performing Arts (VAPA) content standards for California in Music and in Visual Arts. This will also allow for students to have access to instruments and art supplies to enrich and enhance their Music and Art learning experiences.

Response to Intervention (RTI) and Multi-Tiered System of Student Support

A Multi-Tiered System of Supports (MTSS) employs data based **problem-solving techniques** to integrate academic and behavioral instruction and intervention. MTSS is a framework used to provide targeted support to struggling students. The goal of MTSS is to intervene early so students can catch up with their peers. MTSS screens all students and aims to address academic and behavior challenges. **PDL Tier Movement Report Winter 2024**

ELA

Tier %	School	# Tier 1	# Tier 2	# Tier 3	Total	No Tier	# Services	Total Enrollment
	Park Dale Lane	78.9%	10.8%	10.3%	398	1.6%	6.5%	433

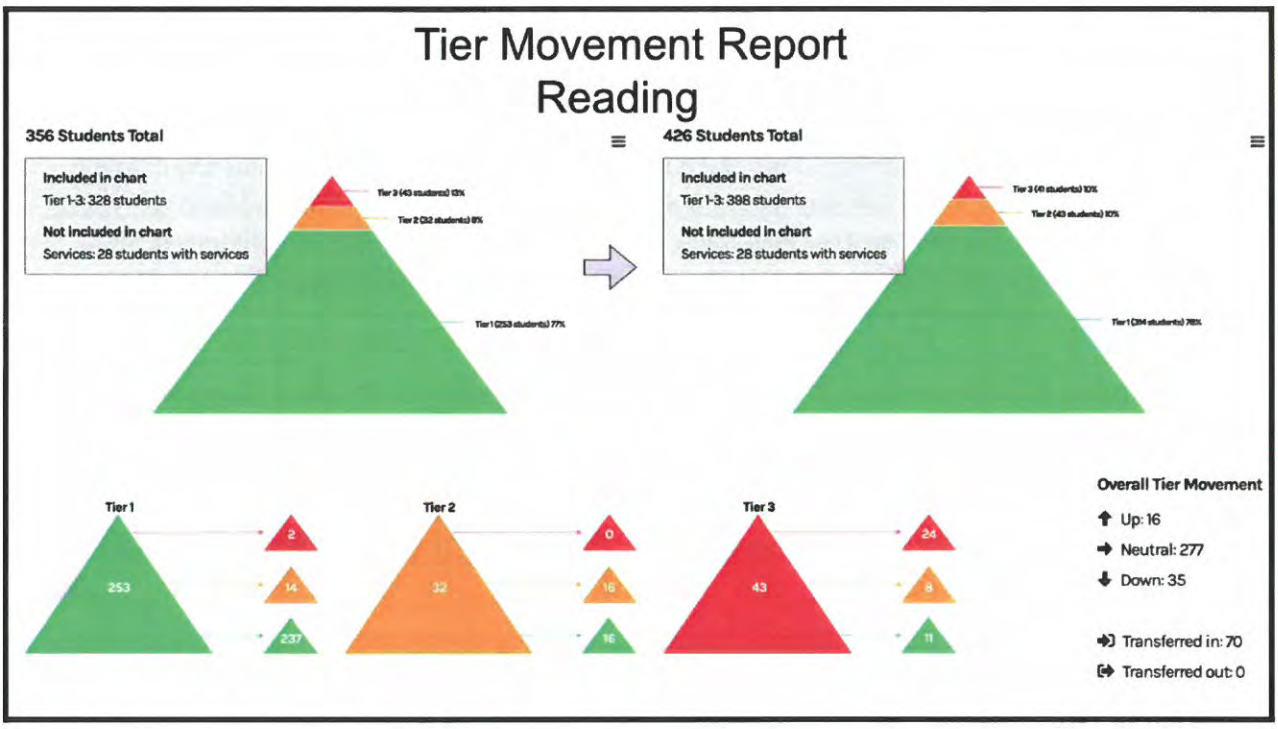
Math

Tier %	School	# Tier 1	# Tier 2	# Tier 3	Total	No Tier	# Services	Total Enrollment
	Park Dale Lane	73.2%	16.0%	10.8%	362	9.9%	6.5%	433

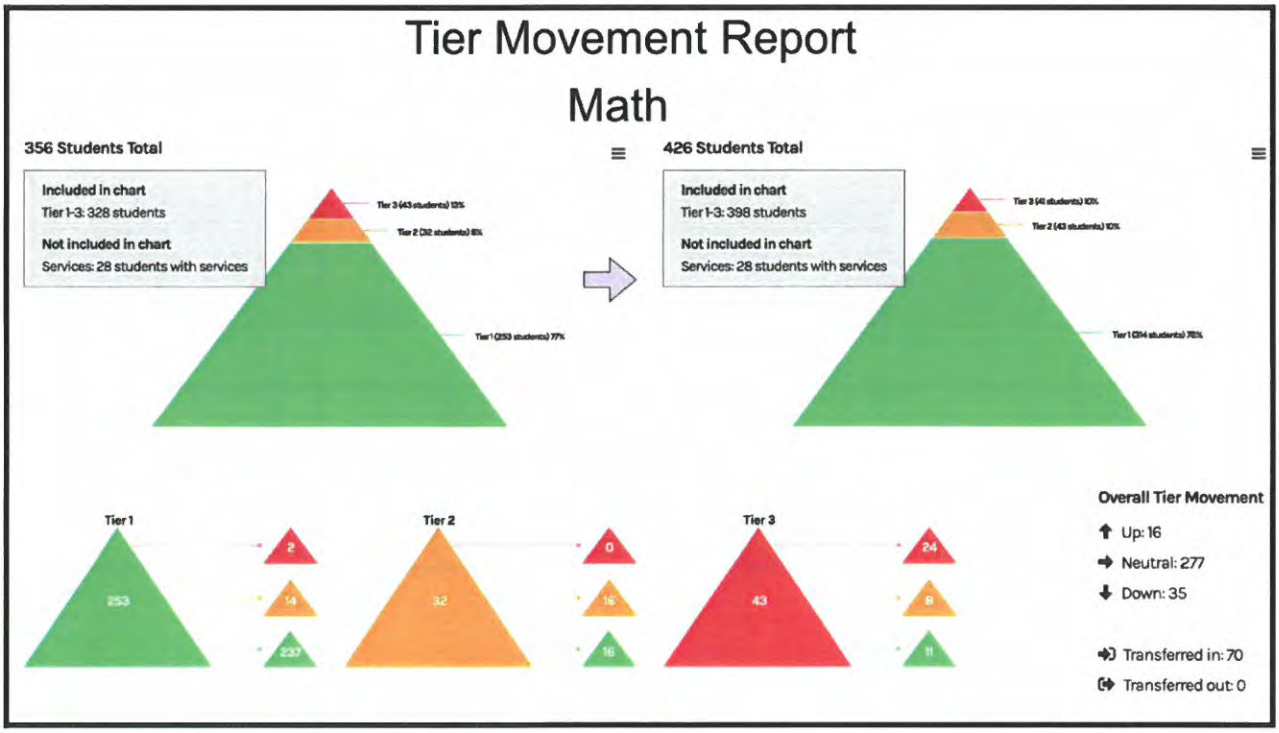
SEL

Tier %	School	# Tier 1	# Tier 2	# Tier 3	Total	No Tier	# Services	Total Enrollment
	Park Dale Lane	91.9%	5.0%	3.1%	357	15.2%	2.3%	433

Tier Movement Report Reading



Tier Movement Report Math



GOAL #1 -

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

District Areas of Focus:

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

Indicators used by the site to analyze progress:

- CAASPP scores
- CAST scores
- ELPAC results
- Local assessments, projects and evaluations
- Intervention progress monitoring tools
- Response to intervention and Multi tiered systems of support

Actions to be taken to reach this goal:	**Start Date / Completion Date:**	**Proposed Expenditures:**	**Funding Source:**
All teachers implement conceptual based pedagogy training in mathematics through site based training and/ or CGI training.	2024-2025	$1000	District and Site Funds
Intervention teachers to provide reading and Math intervention and ELD support to students who are below grade level.	2024-2025	$99,613-Reading $14, 357- Math $24,857- ELD	Supplemental Concentration

After-school reading club (intervention) program for MLL students 4 days a week.	2023-2024	$25,000	District Funded
Professional development on Orton Gillingham Phonics instruction, Site level professional development on language development and literacy.	2023-2025	No cost to site	District Funded
Teachers will utilize Literably to monitor reading progress three times per year for English reading and planned for Spanish reading in the Fall.	2023-2024	No cost to site	District Funds
Other reading assessments such as STAR and Accelerated Reader will be used to monitor reading progress as needed.	2023-2024	$5000 for AR/ STAR license (3-6)	Site Funds
Digital curriculum including Raz Kids and IXL will be used to supplement standards based instruction.	2023-2024	$810 for A-Z license(K-2) $ 875 IXL ELA (4-6)	Site Funds
Teachers and staff trained in EUSD Learner Profile with Mission and Vision.	2023-2025	No cost to site	District Funds
Our school community will reduce the number of students of two or more races who are chronically absent by monitoring the students using the Data-Based Collaborative Intervention (DBCI) process and providing support through individualized intervention plans. Team members to support include Community Liaison, MTSS Tosa and other DBCI team members.	2023-2025	Community Liaison Salary No cost to site	District Funds

Expectancies:

- Students and student subgroups are scoring within expected range on state and local assessments.
- School has systems in place for intervention, ELD, and MTSS (Multi-Tiered System of Support)
- Teachers are using district tools to support student learning.

Met Expectancies __X__

GOAL #2-

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

District Areas of Focus:

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

Indicators used by the site to analyze progress:

- Attendance at parent conferences
- Parent surveys
- Attendance at events such as community events, principal chats, PTA meeting etc.
- Focus groups such as PTA, SSC and EEF
- Responses and/or analytics for website, newsletters and social media

Actions to be taken to reach this goal:	**Start Date / Completion Date:**	**Proposed Expenditures:**	**ing Source:**
Teachers will share data with parents twice a year at parent teacher conferences.	2023-2025	No cost	None
Principal's Chat will be calendared and held.	2023-2025	No cost	None

Translation at parent meetings, schoolwide events, parent conferences, other documents as needed for schoolwide communication.	2023-2025	Per hour rate	Site Funds
School will continue to share information and updates with parents via Blackboard Connect, in the PTA NewsLetter and on social media.	2023-2025	No cost to site	District Funds, PTA
District and school will closely monitor chronic absenteeism with systems in place to ensure continued near 100% attendance.	2023-2025	No cost to site	District, PDL front office
ELAC Events, Parent education and family community building	2023-2025	$1000 for materials, food, staff	District and Site Funds
Family and community nights	2023-2025	No cost to site	PTA Funds

Expectancies:

- School uses various means of parent communication tools to share regular updates. (all-Calls, E-News, Principal chats, Marquee, PeachJar, Room parent communications, Teacher newsletters)
- School gets regular feedback from parents, staff, and students around site operations and programs. (emails, principal chats, surveys, SSC)
- ILT and PBIS meet monthly to discuss next steps to continue building our instructional and behavioral programs

Met Expectancies __X__

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

District Areas of Focus:

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

Indicators used by the site to analyze progress:

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

Actions to be taken to reach this goal:	**Start Date / Completion Date:**	**Proposed Expenditures:**	**Funding Source:**
Safety drills will be held monthly and audits will be done regularly.	2023-2025	No cost	None
Annual parent meeting to review school safety updates.	September	No cost	None

Students in grades will participate in annual Farm Lab educational experiences where the focus is on environmental stewardship.	2023-2025	Cost of bus transportation	District Funds
Campus groups like Film Guild and Star Tech will provide additional 21st century opportunities for our students in innovative ways	2023-2025	No cost to site	District funds
Designated enrichment classes will offer ways for our students to further develop health and wellness and environmental stewardship.	2023-2025	Enrichment teacher salaries	District funds/ PTA
Students and staff members will participate in weekly social-emotional lesson through program known as TRAC with goal of improving relationships, self awareness, and self management.	2023-2024	Teacher salary	District funds

Expectancies:

- Safety drills, walks and audits will be done regularlyRegular: Fire- monthly, Earthquake- 4 times a year, Lockdown- 2 times a year
- School has a developed Walkie-talkie protocol
- Site is maintained and cleaned to high standards.
- PBIS strategies are taught to staff and students (focus on Safe, Respectful, Responsible and Kind)
- School programming supports environmental stewardship and health and wellness pillars.
- Programs for students include Recycling, Scrap cart, PE, TRAC, ASB

Met Expectancies __X___

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

District Areas of Focus:

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

Indicators used by the site to analyze progress:

- Regular teacher evaluation using District Tier 1 and Tier 2 Evaluation systems
- Teacher coaching by both MTSS ToSA and site Principal
- Monthly Professional Development both site and District focus
- PD reflections- Exit tickets
- Staff and parent surveys

Actions to be taken to reach this goal:	Start Date / Completion Date:	Proposed Expenditures:	Funding Source:
All teachers will participate in Professional Development.	2023-2025	**District Funds**	**District**
MTSS/ DBCI Days for each grade level 3 times a year	2023-2024	**Substitute teacher cost for classroom teachers**	**District**
K-6 Grade level planning days (2x per year).	2023-2025	**Cost of substitute teachers**	**District**

Expectancies:

- Principal will conduct regular teacher evaluation using District Tier 1 and Tier 2 Evaluation systems.
- There is a site level staff development plan for teachers.
- Teachers are encouraged to join district committees and special trainings (CGI, ELD Behavior pathway etc)
- Staff PBIS/ ILT teams will meet as scheduled.

Met Expectancies __X__

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

District Areas of Focus:

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

Indicators used by the site to analyze progress:

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

Actions to be taken to reach this goal:	Start Date / Completion Date:	Proposed Expenditures:	Funding Source:
Teachers will gather a variety of data sets about students' interests, learning levels and utilize these in creating learning plans.	2023-2025	**No cost**	**None**
Students will participate in project-based learning opportunities.	2023-2025	**No cost**	**None**
Enrichment wheel will offer a variety of programs to further explore student interests beyond academics.	2023-2024	**Enrichment teacher salaries**	**District Funds, PTA Funds**

EUSD Teacher to Teacher Professional Development.	**March**	**All EUSD Staff**	**District Funds**
Opportunities to develop other student interests will continue in ASB. Student led clubs, Star Tech, Film Guild, and afterschool enrichment opportunities such as choir and Band.	2023-2025	**No cost (except after school programs)**	**None (except after school programs- Parent funded)**

Expectancies:

- Wide range of pedagogy and materials used to support personalized learning.
- MTSS in place and functioning well.
- Programs for students include Star Tech, Film Guild, ASB, student led clubs

Met Expectancies __X__

Potential Site Areas for Development

2024 School Site Council Update:

- **How will we strive to make sure PDL students have well rounded enrichment offerings that include STEM activities?**
- **How will we provide multiple opportunities for student passion projects and areas of interest during non-instructional time (ie recess and lunch)?**
- **How will we provide leadership opportunities for students?**
- **How can we better harness student voice?**

EUSD LCAP Session 2/27/24

Along with all 9 EUSD schools, Park Dale Lane team members met for a joint LCAP Planning Meeting on Tuesday, February 27th, 2024. While several district issues were discussed amongst the community partners, specifics of feedback to Park Dale Lane included:

- Recognition of the dedication to phonics based instruction (K-2), current intervention program, and new ELD additions such as after school clubs
- Continue the Walk to Reading program for all students 1-5th grade
- continue to foster the increased parent participation for students who are multilingual learners
- Strengthen ELD practices by providing more training for teachers.
- Request improved walkie-talkies for SDC program

Chronic Absenteeism

Our school community will reduce the number of students who are chronically absent by monitoring the students using the Data-Based Collaborative Intervention (DBCI) process and providing support through individualized intervention plans.