

School Year: **2021-22**

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.

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	October 28, 2021
Schoolsite Council (SSC) Approval Date	October 28, 2021
Local Board Approval Date	December 14, 2021

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: 2020-21

Goal 1

1) By May 2021, students in grades 3 - 6 will increase the number of students Met or Exceeded Standards on the Smarter Balance Assessment from 23.1% points to 26.1% points. 2) By May 2021, students in our sub group (African American) will increase the number of students Met or Exceeded Standards on the Smarter Balance Assessment from 8.89% points to 11.89% points.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Smarter Balance Assessment Grades 3-6	Increase by 3% points to 26.1% Met or Exceeded Standards	85% Goal Not Met
Smarter Balance Assessment Sub Group (African American)	Increase by 3% points to 11.89% Met or Exceeded Standards	92% Goal Not Met

Strategies/Activities for Goal 1

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>ELA Strategy 1 Provide Read 180 for students in grade 5, and grade 6 as well as providing System 44 Stand Alone to students in grade 3. Intervention teacher will ensure that struggling readers are able to get support in developing their literacy skills. Intervention teacher will also work with teachers to administrators to analyze and discuss on-going data.</p>	<p>ELA Strategy 1 Planned Actions/Services Met</p>	<p>System 44 Read 180 Intervention 1100 Teacher Title I 110,761</p>	<p>System 44 Read 180 Intervention 1100 Teacher Title I 105,000</p>
<p>ELA Strategy 2 Provide educational study trips for all K-6 students to build background knowledge for greater access to core curriculum.</p>	<p>ELA Strategy 2 Planned Actions/Services Not Met due to COVID 19 Pandemic. Some teachers did provide virtual study trips.</p>	<p>Study Trips (Admission Costs) 5872 Field Trips Title I 1,200</p> <p>Transportation Costs 5712 Transportation Title I 00</p>	<p>Transportation for study trips 5712 Transportation Title I 00</p> <p>Study Trips (Admission Costs) 5712 Transportation Title I 00</p>
<p>ELA Strategy 3 Provide after school/during school intervention/SIPPS/intervention for grades K-6 targeting specific student needs.</p>	<p>ELA Strategy 3 Planned Actions/Services Not Met. Not all K-6 grades had after school intervention.</p>	<p>After/during school intervention to supplement LCFF funded after school intervention 1120</p>	<p>After school intervention to supplement LCFF funded after school intervention 1120 Teacher Temp Title I 2000</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		Teacher Temp Title I 19,650	
ELA Strategy 4 Student Success Team roving substitutes to discuss strengths and weaknesses and provide appropriate interventions.	ELA Strategy 4 Planned Actions/Services Not Met	Roving substittue 1150 Teacher Sub Title I 500	Roving Substitute 1150 Teacher Sub Title I 483
ELA Strategy 5 AVID Implementation in K-6 Classrooms through professional development by LUSD district coaches during PLC meetings. Students and staff will utilize AVID strategies focused on binder, note-taking skills, planners, and organized desks/binders, Nicky folders, markers, erasers, pencils, crayons, etc and other supplemental materials to support the curriculum and assist students in progressing towards grade level standards.	ELA Strategy 5 Planned Actions/Services Not fully Met due to Covid 19 Pandemic.	AVID materials 4300 Materials Title I 27,663	AVID Materials 4300 Materials Title I 12000
ELA Strategy 6 Provide laptops for para educators and substitute teachers to support students with distance learning.	ELA Strategy 6 Planned Actions/Services Met	Provide laptops for paras to they can assist students with small group and break out rooms for student success. 4375 Technology (under \$500) Title I 14,000	Provide mental health services to students on a weekly basis. 5800 Prof and Operating/Consultants Title I 23,610

Analysis

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

Parklane's goal was to increase the number of students that met/exceeded standards on the Smarter Balanced Assessment by 3% from 23.1% to 26.1% as well as an increase of 8.89% to 11.89% for our African American Sub Group. Parklane was not able to implement all of the strategies/activities. We were able to implement AVID, as well as SIPPS intervention for K-2 students. We were not able to provide educational study trips due to Covid 19 Pandemic. One kindergarten teacher, one second grade teacher and one fifth grade teacher provided after school intervention/intercession to their students. We provided laptops for our para educator to support students with distance learning.

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

Parklane decreased in the number of students that met/exceeded standards on the Smarter Balanced Assessments from 23.1% to 15%. Our African American Sub Group also had a decrease in the number of students that met/exceeded standards on the Smarter Balanced Assessments from 11.89% to 8%. Strategies/activities were implemented but not to it's full capacity and was not effective due to COVID-19. Attendance and technology were challenging.

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

The proposed and actual expenditures were not aligned. Due to COVID-19 and the need to quarantine, there was unused funds for field trips, transportation, and professional development.

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 2021-2022 ELA Goal 1: Interventions and student achievement will be aligned with the Multi-Tier Systems and Supports Model in the area of English Language Arts, Administration, teachers, and staff will examine data through the PLC process to determine goals for achievement and decipher best teacher practices to support in achieving goals for ELA. The changes will be reflected in the 2021-2022 SPSA.

Annual Review and Update

SPSA Year Reviewed: 2020-21

Goal 2

1) By May 2021, Parklane students in grades 3 - 6, will increase the number of students who have Met or Exceeded Standards on the Smarter Balance Assessment by 3% points from 20.3% points to 23.3% points 2) Increase the number of students Met or Exceeded standards from 6.82% points to 9.82% points for our subgroup (African American).

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Smarter Balance Assessment	Increase by 3% points to 23.4% Met or Exceeded Standards	94% Did not meet the Goal
Smarter Balance Assessment for sub group (African American)	Increase by 3% points to 9.82% Met or Exceeded Standards	Did not meet the Goal

Strategies/Activities for Goal 2

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
MATH Strategy 1 a) After school math intervention. Provide students with additional math support and intervention during and after school. This includes, but not limited to; FASTT Math, Dream Box, Timez Attack, Think Central. b) Provide math tutoring for students who participate in Math Olympiad.	Math Strategy 1 Actions/Services Not Met Due to Covid 19	After school tutoring in math 1120 Teacher Temp Title I 1,200	After School Math Tutoring 1120 Teacher Temp Title I 1500
MATH Strategy 2 Academic Conferences/Data Chat and utilizing Student Success Team to discuss/analyze data and set goals and interventions for students who are below or far below grade level standards.	Math Strategy 2 Actions/Services Not Met due to Covid 19	Substitutes 1150 Teacher Sub Title I 400	Substitutes 1150 Teacher Sub Title I 500
Math Strategy 3 Math Coaches. Provide professional development on effective instructional strategies and best practices.	Math Strategy 3 Actions/Services Not Met Due to Covid 19	District coach provides math professional development to certificated staff LCFF 00	Math Coaches LCFF 00

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
MATH Strategy 4 Release days for teacher observation on or off campus.	Math Strategy 4 Actions/Services Not Met Due to Covid 19	Teacher Release Day 1150 Teacher Sub Title I 250	Teacher Release Day 1150 Teacher Sub Title I 300
MATH Strategy 5 Students will develop automaticity with math facts and improve conceptual math 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.	Math Strategy 5 Actions/Services Met	Students work on Dreambox 30 minutes a day for students in 1-6 and 20 minutes a day LCFF 00	Math Programs LCFF 00
AVID School Wide Implementation/Math Manipulatives	Math Strategy 5 Actions/Services Met	Provide AVID Strategies 4300 Materials Title I 1000	Provide AVID Strategies 4300 Materials Title I 1000

Analysis

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

Parklane's goal was to increase the number of students who have Met or Exceeded Standards on the Smarter Balance Assessment by 3% points from 20.3% points to 23.3% points as well as increase the number of students Met or Exceeded standards from 6.82% points to 9.82% points for our subgroup (African American). Parklane was able to implement some of the strategies/activities. Students worked on FASTT Math, Dream Box, Timez Attack, and Think Central. Due to Covid 19 Pandemic teachers were not able to be released for off campus observation.

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

Parklane Elementary decreased the percentage of students who met/exceeded standards on the Mathematics portion of the Smarter Balanced Assessment from 20.3% to 6% in 2020-2021. Although actions and services were implemented, the ramifications of online learning due to COVID-19 did not allow for a streamline and consistent implementation of curriculum and intervention if students attended in-person instruction.

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

Due to COVID-19 and the need to quarantine, there was unused funds for field trips, transportation, and professional development. There was no material difference.

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 2021-2022 Math Goal 2: Interventions and student achievement will be aligned with the Multi-Tier Systems and Supports Model in the area of Mathematics. Administration, teachers, and staff will examine data through the PLC process to determine goals for achievement and decipher best teaching practices to support achieving goals for mathematics. The changes will be reflected in the 2021-2022 SPSA. School wide Incentive to motivate each student to complete 8 lessons per week. We will be implementing America Corp tutoring for Mathematics.

Annual Review and Update

SPSA Year Reviewed: 2020-21

Goal 3

By May of 2021, English Learner students will increase the number of students who have Met or Exceeded Standards by 3% points from 8.3% in English Language Arts to 11.3% points and English Learner students will increase the number of students who have Met or Exceeded Standards in Math by 3% points from 11.1% to 14.1% points.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Smarter Balance Assessment ELA for ELL Students	11.3% Met or Exceeded Standards	Did Not Meet Goal: 2% Met or Exceeded Standards
Smarter Balance Assessment Math for ELL Students	14.1% Met or Exceeded Standards	Did Not Meet Goal: 2% Met or Exceeded Standards

Strategies/Activities for Goal 3

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
ELL Strategy 1 Students with ELPAC levels 1-2 will utilize Rosetta Stone 30 minutes daily.	ELL Strategy 1 Actions/Services Met	Rosetta Stone Funded by Title III Title III 00	Rosetta Stone Title III 00
ELL Strategy 2 English Learner students will have 30 minutes of designated instruction daily	ELL Strategy 2 Actions/Services Met	District funded LCFF 00	District Funded LCFF 00
ELL Strategy 3 Classroom teachers will provide designated and integrated English Language Development to support their English learners acquisition of English	ELL Strategy 3 Actions/Services Met	LCFF 0	LCFF 00
ELL Strategy 4 Students will utilize AVID Strategies	ELL Strategy 4 Actions/Services Met	AVID Supplies 4300 Materials Title I 1200	AVID Supplies 4300 Materials Title I 1200
ELL Strategy 5 Bilingual Para-educators will be provided to assist with the needs of English learners at the school site. Provide support to English Language Learners to help them access core curriculum.	ELL Strategy 5 Actions/Services Met	LCFF 00	LCFF 00

Analysis

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

Parklane's goal was to increase the number of students who have Met or Exceeded Standards by 3% from 8.3% in English Language Arts to 11.3% as well as increase the number of students who have Met or Exceeded Standards in Math by 3% from 11.1% to 14.1%. Actions and strategies were implemented but not to it's full capacity due to COVID-19 pandemic.

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

Due to COVID 19 Pandemic, distance learning and technology issues as well as chronic absenteeism, the strategies implemented were ineffective.

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

No changes in expenditures.

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 2021-2022 ELL Goal 3: Intervention and support will be more closely related to the needs of student achievement in the area of English Language Development. The changes will be reflected in the 2021-2022 SPSA.

Annual Review and Update

SPSA Year Reviewed: 2020-21

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 and Science Night.

STRATEGY: During the 2020-2021 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
Back to School Night Sign In Sheet	145 Parents/Guardians to 155 Parents/Guardians	Did Not Meet Goal: 85 Parents/Guardians
Parent Conferences Attendance	370 Parents/Guardians to 380 Parents/Guardians	Did Not Meet Goal: 150 Parents/Guardians

Strategies/Activities for Goal 4

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
PI Strategy 1 Jump Into English	PI Strategy 1 Actions/Services Met Provided English classes to parents of non-English speakers so they can assist their students in accessing the CORE curriculum.	Provide English classes to parents of non-English speakers so they can assist their students in accessing the CORE curriculum. Title I 500.00	Jump Into English LCFF 500
PI Strategy 2 Parent Cafe	PI Strategy 2 Actions/Services Not Met Due to COVID 19 Parent Cafe Did not take place on campus.	Provide Parent Cafe for parents to help them learn how to better support their children's education. Work with SAFE counseling staff to provide a location and communication with parents regarding topics to be covered and other necessary information. LCFF 00	Parent Cafe 00
PI Strategy 3 Provide snacks to parents during parent meetings and parent workshops.	PI Strategy 3 Actions/Services Not Met. Due to COVID-19, we were not able to provide	Purchase snacks to encourage parent meetings, including	Snacks for Parent Meeting 4325 Food For

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
	in person workshops therefore we were not able to provide snacks to parents.	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. 4325 Food For Meetings Title I: Parent Involvement 150	Meetings Title I: Parent Involvement 00
PI 4 Parent Communication	PI 4 Strategy 4 Actions/Services Met. Provided communication and resources to parents so parents are aware of their child's progress. They can assist and support them at home.	Provide communication and 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 783	Parent Communication 5715 Print Shop Title I: Parent Involvement 783
PI 5 Parent Workshop	PI 5 Strategy 5 Actions/Services Met. Provided Parent Workshops virtually due to Covid-19 Pandemic.	<p>Certificated teacher will be paid on a time card to provide workshops for parents. 1120 Teacher Temp Title I: Parent Involvement 1,500</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 1600</p>	<p>Provide Parent Communication 4300 Materials Title I: Parent Involvement 1500</p> <p>Classified staff will be paid on a time card to ass 2120 Para Temp Title I: Parent Involvement 80</p>

Analysis

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

Parklane's goal was to 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 and Science Night. Due to COVID-19 Pandemic, we were not able to implement several of the strategies/activities that was proposed.

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

Due to COVID 19 Pandemic, distance learning and technology issues as well as chronic absenteeism, the strategies implemented was not as effective as we have hoped it would be, but we were able to provide several workshops virtually to our families.

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

Due to COVID-19 Pandemic, we were not able to utilize all of the funds set for Goal 4. There was a difference of about \$1500 for Para Temp's Time Card that was not 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.

Changes to 2021-2022 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 2021-2022 SPSA under Goal 4: Parent Involvement Goals and Strategies. We will be utilizing the Parent Survey instead of Back to School Night Sign In sheet or Open House sign in sheet.

Annual Review and Update

SPSA Year Reviewed: 2020-21

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	Increase 3% points from 23.1% to 26.1% points Met or Exceeded Standards	Did Not Meet Goal: 15% Met/Exceeded Standards
Smarter Balance Assessment Math Grades 3-6	Increase 3% points from 20.4% to 23.4% points Met or Exceeded Standards	Did Not Meet Goal: 6% Met/Exceeded Standards

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>PD Strategy 1 Actions/Services Not Fully Met. Teachers were not able to attend in person conferences due to COVID-19. We were able to purchase STEM materials.</p>	Attend professional development to enhance student outcome. 5220 Conference Title I 12,258	Attend professional development to enhance student outcome. 5220 Conference 00
		Attend professional development to enhance student outcome. 2150 Para Sub Title I 1,500	Mileage for Professional Development 5210 Mileage Title I 00
		STEM Materials 4300 Materials Title I 25,000	STEM Materials 4300 Materials Title I 20,000
		Provide STEM activities 1150 Teacher Sub Title I 6,000	STEM Activities 1150 Teacher Sub Title I 00
<p>PD Strategy 2 PATHS Training to Pre-K through Grade 6 teachers</p>	<p>PD Strategy 2 Actions/Services Met</p>	<p>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 10	

Analysis

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

Parklane's goal was to provide high quality and on-going professional development for PreK-6 teachers and classified staff to improve instructions and enable students to reach proficiency on common core standards. In person professional development did not take place due to Covid 19 Pandemic, but some teachers were able to attend virtual professional development on their own.

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

Due to COVID 19 Pandemic and issues with technology, teachers were overwhelmed, in person professional development became very ineffective.

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

Not all funds were utilized due to COVID-19 Pandemic. Teachers were not able to attend conferences except for PATHS Training.

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 2021-2022 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. Parklane will be providing PATHS training to new teachers as well as SIPPS and iReady training. The changes will be reflected in the 2021-2022 SPSA under Goal 5: Professional Development Goals and Strategies.

Goals, Strategies, & Proposed Expenditures

Goal 1

Subject

ENGLISH LANGUAGE ARTS

Goal Statement

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%.

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	39% of K-2 student on DIBELS BOY 2021	5% Increase on DIBELS EOY 39% to 44%
3rd-6th Grade Reading Inventory Beginning of the year (BOY)	16 % Met/Exceeded Standards 2nd-6th Grade 2021	5% Increase on Reading Inventory EOY 16% to 21%
3-6 ELA iReady Universal Screener	9% Met or Above Grade Level/Early On Grade Level - BOY 2021	5% Increase on i-Ready Universal Screener EOY 9% to 14%
3-6 Grade CAASPP English Language Arts 2020-21	6% Met/Exceeded Grade Level Standards 2020	5% Increase of Students who Met or Exceeded Standards 2021-22 6% to 11%
African American Subgroup CAASPP 2018	9% African American Subgroup students scored proficient on ELA Smarter Balanced Assessment 2018	5% Increase of African American Subgroup students scored proficient on ELA Smarter Balanced Assessment 9% to 14%

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

2021-2022

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 through out the school year.

Students to be Served by this Strategy/Activity

Students in 3rd, 4th, 6th

Timeline

2021-2022

Person(s) Responsible

Certificated Staff
Classified Staff
Administration

Proposed Expenditures for this Strategy/Activity

Amount	81,143
Source	Title I

Budget Reference	1100 Teacher
Description	Intervention Teacher
Amount	27,961
Source	Title I
Budget Reference	3000 Benefits
Description	Intervention Teacher Benefit

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

All K-6 Students

Timeline

2021-2022

Person(s) Responsible

Certificated Staff
Administration

Proposed Expenditures for this Strategy/Activity

Amount	5,000
Source	Title I
Budget Reference	1150 Teacher Sub
Description	Time Card for MTSS Data Chat/SST Meeting
Amount	1500
Source	Title I
Budget Reference	3000 Benefits
Description	Time Card for MTSS Data Chat/SST Meeting

Strategy/Activity 4

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.

All 3-6 teachers will administer the Reading Inventory (RI) to obtain an independent Reading Lexile Level.

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

Students to be Served by this Strategy/Activity

All K-2 Students

Timeline

August 2021
January 2022
May 2022

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 5

ELA Strategy 5: Provide Educational Study Trips

Students to be Served by this Strategy/Activity

All Students

Timeline

2021-2022

Person(s) Responsible

Staff
Administration

Proposed Expenditures for this Strategy/Activity

Amount	7519
Source	Title I
Budget Reference	5872 Field Trips
Description	Provide Educational Study Trips

Strategy/Activity 6

ELA Strategy 6: Purchase additional DIBELS licenses to assess and monitor progress of all 3rd grade students and 4th-6th grade students who receive additional Tier 2 and Tier 3 Intervention.

Students to be Served by this Strategy/Activity

3rd -4th grade students who were identified to need additional Tier 2 and Tier 3 Intervention

Timeline

August 2021

Person(s) Responsible

Certificated Staff
Administration

Proposed Expenditures for this Strategy/Activity

Amount	0
Source	LCFF
Budget Reference	5875 Technology Licenses
Description	Dibels additional licenses

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 2021-May 2022

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 2021

Person(s) ResponsibleCertificated Staff
Administration**Proposed Expenditures for this Strategy/Activity****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 2021-May 2022

Person(s) ResponsibleCertificated 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 2021- May 2022

Person(s) ResponsibleCertificated 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 2021-2022

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: Purchase Educational Software to Guide Instruction (ESGI) Licenses for Kindergarten students letter naming, letter sounds and other early literacy skills needed. ESGI

Students to be Served by this Strategy/Activity

Kindergarten and first grade

Timeline

August 2021-June 2022

Person(s) Responsible

Certificated Staff
Administration

Proposed Expenditures for this Strategy/Activity

Amount	1,815
Source	Title I
Budget Reference	5875 Technology Licenses
Description	Purchase educational licenses

Strategy/Activity 13

ELA Strategy 13: Purchase Educational Software (Flocabulary)

Students to be Served by this Strategy/Activity

Students in K-6

Timeline

August 2021-2022

Person(s) Responsible

Staff
Administration

Proposed Expenditures for this Strategy/Activity

Amount	1800
Source	Title I
Budget Reference	5875 Technology Licenses
Description	Purchase educational licenses

Strategy/Activity 14

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

Students to be Served by this Strategy/Activity

K-6th Students

Timeline

August 2021-June 2022

Person(s) Responsible

Staff and Administration

Proposed Expenditures for this Strategy/Activity

Amount	0
Source	LCFF
Description	Implement (AVID) WICOR Strategies
Amount	22,000
Source	Title I
Budget Reference	4300 Materials
Description	AVID Supplies, instructional supplemental materials
Amount	2,700
Source	Title I

Budget Reference

5715 Print Shop

Description

Supplemental instructional materials

Goals, Strategies, & Proposed Expenditures

Goal 2

Subject

MATHEMATICS

Goal Statement

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.

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

i-Ready Assessment

CAASPP

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Smarter Balance Assessment	6% Met/Exceeded Standards	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

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 2021

January 2022

May 2022

Person(s) Responsible

Certificated Teachers
Administration

Proposed Expenditures for this Strategy/Activity

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: Fast Math, Timez Attack, and Dreambox Learning. Teachers will monitor students progress by monitoring program data.

Students to be Served by this Strategy/Activity

All Students

Timeline

2021-2022

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

2021-2022

Person(s) Responsible

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

Proposed Expenditures for this Strategy/Activity

Amount	00
Source	LCFF
Description	Provide Release Time for Teachers

Strategy/Activity 4

MATH Strategy 4: AVID School Wide Implementation/Math Manipulatives

Students to be Served by this Strategy/Activity

All Students

Timeline

2021-2022

Person(s) Responsible

Certificated Staff
 Classified Staff
 Administration

Proposed Expenditures for this Strategy/Activity

Amount	2,500
Source	Title I
Budget Reference	4300 Materials
Description	Provide AVID Strategies

Strategy/Activity 5

Provide Math tutoring

Students to be Served by this Strategy/Activity

4-6 Grade Students

Timeline

2021-2022

Person(s) Responsible

Americorp
 Administration

Proposed Expenditures for this Strategy/Activity

Amount	0
Source	LCFF
Description	Provide math tutoring

Goals, Strategies, & Proposed Expenditures

Goal 3

Subject

ENGLISH LANGUAGE LEARNERS

Goal Statement

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

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 2020-2021

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
K-2 DIBELS Assessment	39% At Benchmark/Above Benchmark	5% Increased At Benchmark/Above Benchmark from 39% to 44%
3rd-6th Grade Reading Inventory Beginning of the Year (BOY)	16% Met/Exceeded Standards (EOY)	5% Increased Met/Exceeded Standards from 16% to 21%
3-6 Grade ELA iReady Universal Screener	9% Met or Above Grade/Early On Grade Level	5% Increased Met/Exceeded Standards from 9% to 14%
3rd-6th Grade CAASPP English Language Arts	2% Met/Exceeded Standards	5% Increased Met/Exceeded Standards from 2% to 7%
3rd-6th Grade CAASPP Math	2% Met/Exceeded Standards	5% Increased Met/Exceeded Standards from 2% to 7%
RFEP	4% Students were Reclassified	5% Increase in the number of students being Reclassified from 4% to 9%

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

2021-2022

Person(s) Responsible

Certificated Staff
Classified Staff
Administrators

Proposed Expenditures for this Strategy/Activity

Amount

00

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

2021-2022

Person(s) Responsible

K-6 Certificated Teachers
Administrators

Proposed Expenditures for this Strategy/Activity

Amount

00

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

2021-2022

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-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. Third grade whole class SIPPS/intervention supporting Tier II Students.

Timeline

2021-2022

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

2021-2022

Person(s) Responsible

Certificated Staff
Bilingual Para-Educator Staff
Administrators

Proposed Expenditures for this Strategy/Activity

Amount	00
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

2021-2022

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

2021-2022

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

2021-2022

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

2021-2022

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

2021-2022

Person(s) Responsible

Certificated Staff
Classified Staff
Administration

Proposed Expenditures for this Strategy/Activity

Amount

0

Source

LCFF

Description

Bilingual Para Support

Goals, Strategies, & Proposed Expenditures

Goal 4

Subject

PARENT/FAMILY ENGAGEMENT

Goal Statement

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.

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
ELAC/Parent Cafe Sign In Sheet (ELL Parents)	4% Parent Participation	5% Increase in Parent Participation from 4% to 9%
Jump Into English (ELL Parents)	7% Parent Participation	5% Increase in Parent Participation from 7% to 12%

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 2021 through June 2022

Person(s) Responsible

Certificated Staff
Classified Staff
Administration

Proposed Expenditures for this Strategy/Activity

Source

LCFF

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

2021-2022

Person(s) Responsible

Classified Staff
Certificated Staff
Administration

Proposed Expenditures for this Strategy/Activity

Amount

00

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 2022 through May 2022

Person(s) Responsible

Office Staff
Administration

Proposed Expenditures for this Strategy/Activity

Amount	1798
Source	Title I: Parent Involvement
Budget Reference	4300 Materials
Description	Materials, supplies, student planners
Amount	150
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

2021-2022

Person(s) Responsible

Certificated Staff
Classified Staff
Adminstration

Proposed Expenditures for this Strategy/Activity

Amount	1002
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 2021-May 2022

Person(s) Responsible

Certificated

Classified
Administration

Proposed Expenditures for this Strategy/Activity

Amount	6,500
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.
Amount	850
Source	Title I
Budget Reference	3000 Benefits
Description	Provide Benefits

Goals, Strategies, & Proposed Expenditures

Goal 5

Subject

PROFESSIONAL DEVELOPMENT

Goal Statement

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.

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 Standards	5% Increase Met/Exceeded Standards from 15% to 20%
Smarter Balance Assessment Math Grades 3-6	6% Met/Exceeded Standards	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 PreK-6

Timeline

2021-2022

Person(s) Responsible

Certificated Staff
Classified Staff
Administration

Proposed Expenditures for this Strategy/Activity

Amount	13,000
Source	Title I
Budget Reference	5220 Conference
Description	Attend professional development to enhance student outcome.
Amount	1,500
Source	Title I
Budget Reference	2150 Para Sub
Description	Attend professional development to enhance student outcome.
Amount	3,500
Source	Title I
Budget Reference	4300 Materials
Description	STEM Materials
Amount	6,000
Source	Title I
Budget Reference	1150 Teacher Sub
Description	Provide STEM activities

Strategy/Activity 2

PD Strategy 2: Provide PATHS Training to new staff

Students to be Served by this Strategy/Activity

All students

Timeline

2021-2022

Person(s) Responsible

Certificated
Classified
Administration

Proposed Expenditures for this Strategy/Activity

Amount	0
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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

Paras Trained in SIPPS

Students to be Served by this Strategy/Activity

All Students

Timeline

2021-2022

Person(s) Responsible

Certificated Staff
Para Educators
Administration

Proposed Expenditures for this Strategy/Activity

Amount	0
Source	LCFF
Description	SIPPS Training

Strategy/Activity 4

Multi Tiered System Support (MTSS) Training

Students to be Served by this Strategy/Activity

All K-6 Students

Timeline

2021-2022

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 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.

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% Met/Exceeded Standards on the 2018-2019 SBA	Increased by 5% Met/Exceeded Standards from 7% to 12%

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

2021-2022

Person(s) Responsible

Certificated
Classified
Administration

Proposed Expenditures for this Strategy/Activity

Amount	2100
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

2021-2022

Person(s) Responsible

Certificated
Classified
Administration

Proposed Expenditures for this Strategy/Activity

Amount	00
Source	LCFF
Description	Provide counseling services to targeted students.

Strategy/Activity 3

SCHOOL CLIMATE /ATSI Strategy 3: Provide Positive Behavior Support Intervention in lieu of suspension

Students to be Served by this Strategy/Activity

All Students

Timeline

October 2021-2022

Person(s) Responsible

Certificated
Classified
Administration

Proposed Expenditures for this Strategy/Activity

Amount	4500
Source	Title I
Budget Reference	1150 Teacher Sub
Description	Provide Behavioral Support to students in lieu of suspension
Amount	375
Source	Title I
Budget Reference	3000 Benefits
Description	Provide Behavioral Support to students in lieu of suspension

Strategy/Activity 4

SCHOOL CLIMATE /ATSI Strategy 4: Student Council

Students to be Served by this Strategy/Activity

All students

Timeline

October 2021-June 2022

Person(s) Responsible

Certificated
Classified
Administration

Proposed Expenditures for this Strategy/Activity

Amount	500
Source	Title I
Budget Reference	4300 Materials
Description	Staff and students will provide Mentoring to younger students

Strategy/Activity 5

SCHOOL CLIMATE /ATSI Strategy 5: Provide Community Liaison Assistance

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

2021-2022

Person(s) Responsible

Certificated
Administration

Proposed Expenditures for this Strategy/Activity

Amount

0

Source

LCFF

Description

Community Liaison Assistance Support

Strategy/Activity 6

SCHOOL CLIMATE /ATSI Strategy 6: Provide Academic Assemblies

Students to be Served by this Strategy/Activity

All Students

Timeline

2021-2022

Person(s) Responsible

Certificated Staff
Classified Staff
Administration

Proposed Expenditures for this Strategy/Activity

Amount

2,500

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 2021-June 2022

Person(s) Responsible

Classified
Administration

Proposed Expenditures for this Strategy/Activity

Amount	0
Source	Title I
Budget Reference	5220 Conference
Description	Provide Professional Development See Goal 4 Strategy

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	198,213.00

Allocations by Funding Source

Funding Source	Amount	Balance
Title I	195,263	0.00
Title I: Parent Involvement	2950	0.00

Expenditures by Funding Source

Funding Source	Amount
	0.00
LCFF	0.00
Title I	195,263.00
Title I: Parent Involvement	2,950.00

Preliminary Plan		Final Plan	
	11/05/2021		
<i>Principal</i>	<i>Date</i>	<i>Principal</i>	<i>Date</i>
	11/05/2021		
<i>SSC Chairperson</i>	<i>Date</i>	<i>SSC Chairperson</i>	<i>Date</i>
	11/05/2021 10:30 am		
<i>Program Manager</i>	<i>Date</i>	<i>Program Manager</i>	<i>Date</i>

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
5875 Technology Licenses	LCFF	0.00
	Title I	0.00
1100 Teacher	Title I	81,143.00
1120 Teacher Temp	Title I	0.00
1150 Teacher Sub	Title I	15,500.00
2120 Para Temp	Title I	6,500.00
2150 Para Sub	Title I	1,500.00
3000 Benefits	Title I	30,686.00
4300 Materials	Title I	28,500.00
5220 Conference	Title I	13,000.00
5715 Print Shop	Title I	2,700.00
5800 Prof and Operating/Consultants	Title I	4,600.00
5872 Field Trips	Title I	7,519.00
5875 Technology Licenses	Title I	3,615.00
4300 Materials	Title I: Parent Involvement	1,798.00
4325 Food For Meetings	Title I: Parent Involvement	150.00
5715 Print Shop	Title I: Parent Involvement	1,002.00

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
	English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on 10/28/2021.

Attested:

Preliminary Plan		Final Plan	
	11/01/2021		
<i>Principal</i>	<i>Date</i>	<i>Principal</i>	<i>Date</i>
	11/01/2021		
<i>SSC Chairperson</i>	<i>Date</i>	<i>SSC Chairperson</i>	<i>Date</i>
	11/05/2021 10:30 am		
<i>Program Manager</i>	<i>Date</i>	<i>Program Manager</i>	<i>Date</i>