



Schoolwide Plan Program (SWP) School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Parklane Elementary School	39685856100366	May 14, 2024	June 18, 2024

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

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp), and for federal Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by

the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements for both the SPSA and federal ATSI planning requirements.

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

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

This plan is being used by Parklane Elementary School for meeting ESSA's planning requirements for Schoolwide Plan Program (SWP) in alignment with the LCAP and other federal, state, and local programs.

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

Table of Contents

- SPSA Title Page 1
- Table of Contents..... 3
- Plan Description 4
- Educational Partner Involvement 5
- Resource Inequities 5
- Comprehensive Needs Assessment Components 6
 - California School Dashboard (Dashboard) Indicators 6
- Goals, Strategies, & Proposed Expenditures..... 7
 - Goal 1 7
 - Goal 2 13
 - Goal 3 17
 - Goal 4 20
 - Goal 5 24
 - Goal 6 30
 - Goal 7 34
- Budget Summary 38
 - Budget Summary 38
 - Other Federal, State, and Local Funds 38
- Budgeted Funds and Expenditures in this Plan 39
 - Funds Budgeted to the School by Funding Source..... 39
 - Expenditures by Funding Source 39
 - Expenditures by Budget Reference 39
 - Expenditures by Budget Reference and Funding Source 40
 - Expenditures by Goal 40
- School Site Council Membership 42
- Recommendations and Assurances 43

Plan Description

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

To effectively meet the requirements of the Every Student Succeeds Act (ESSA) in alignment with our Local Control and Accountability Plan (LCAP) and other federal, state, and local programs, our school has developed a comprehensive strategy centered around the goals outlined in our LCAP, particularly focusing on LUSD LCAP Goals #1, #2, and #3:

Goal #1: Access to Standards-Based Curriculum, Well-Trained Teachers, and Well-Maintained Facilities

To achieve this goal, our school ensures that all students have access to a standards-based curriculum aligned with state standards. Teachers receive ongoing professional development to stay highly qualified in their subject areas.

Strategies to Address Goal #1 for ESSA Compliance:

- Regularly review and align curriculum with state standards.
- Provide targeted professional development opportunities for teachers to enhance their instructional practices..

Goal #2: Student Growth in English Language Arts (ELA) and Math; Progress for English Learners (ELs) in English Proficiency

Our school focuses on supporting all students, including English learners, to demonstrate growth in core subjects such as ELA and Math. We specifically address the needs of English learners to ensure progress in English language proficiency alongside academic achievement.

Strategies to Address Goal #2 for ESSA Compliance:

- Implement data-driven instructional practices to monitor student progress in ELA and Math.
- Provide targeted interventions and support for English learners to develop English language skills alongside academic content mastery.

Goal #3: Safe and Connected School Environment

We prioritize creating a safe and welcoming school environment where students and families feel connected and supported. This goal is assessed through climate surveys, attendance records, and behavioral data.

Strategies to Address Goal #3 for ESSA Compliance:

- Conduct regular climate surveys to gather feedback from students, families, and staff.
- Analyze attendance and behavioral data to identify trends and implement interventions as needed.
- Offer family engagement activities and resources to foster stronger connections between school and home.

Parklane Elementary's Plan: Parklane is located in north central Stockton and serves 443 students. Currently, 86.9% of our students are socioeconomically disadvantaged and 26 % are English Learners. We are 1:1 with student devices so that all students have access to technology on a daily basis. All teachers are implementing Journey's ELA curriculum and iReady math curriculum. The SIPPS program is taught in our K-3 classrooms and SIPPS Challenge/ SIPPS Plus are utilized in our 3-6 classrooms for ELA intervention with a focus on Reading foundational Skills. Grades K-6 have access to Flocabulary for vocabulary development intervention support. Music and PE are available in grades 1st-6th and we have several afterschool programs for extended learning including the Bridge program and Teacher-driven after-school clubs that serve as tutoring and enrichment. Staff meetings have been structured to allow for twice monthly 1-hour Professional Learning Communities in addition to the district calendared monthly as Common Planning Date or Assessment Planning Day. During the Professional Learning Communities meeting teachers analyze data, set SMART goals, plan instructional strategies, establish common formative assessments in addition to district benchmark assessments, and complete continuous cycles of inquiry. Students have the opportunity to go on academic study trips throughout the school year including the Exploratorium, the local library, museums, the courthouse, the state capitol, and various college campuses as part of our AVID program. Parents are encouraged to participate in weekly 'Parent Cafe' meetings and family Workshops, as well as periodic School Site Council, and ELAC. We offer a wide variety of activities for our families including Parent Winter and Spring Music concerts, STEAM & Literacy Academic Parent Nights, Back to School Night, Open House, Parklane's Got Talent Show, and a Fall carnival.

By aligning our efforts with these LCAP goals, our school's plan effectively integrates ESSA requirements with a focus on academic achievement, equitable access, and a positive school climate. This comprehensive approach ensures that all students receive a high-quality education and support to thrive academically and socially.

Educational Partner Involvement

How, when, and with whom did your Parklane Elementary 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

Identification of Stakeholders: The key stakeholders who are involved in the development and review of the School Plan for Student Achievement (SPSA) include:

- Parents/guardians
- School faculty and staff
- Community members
- Advisory committees (e.g., English Learner Advisory Committee, student advisory groups,)

Communication Plan: A comprehensive communication plan developed to inform all stakeholders about the SPSA development and review process includes:

- Communication channels (e.g., newsletters, emails, text, site bulletin boards, mass phone calls)
- Meeting schedules and agendas
- Opportunities for feedback and input

Consultation Meetings: Consultation meetings in the form of School Site Council occurred on 9/19/23, 11/28/23, 1/17/24, 2/6/24, 4/23/24, 5/14/24 and English Learner Advisory Committee meetings occurred 9/19/23, 9/19/23, 11/21/23, 2/26/23, 4/23/23, 5/28/24 scheduled to gather input from various stakeholder groups include:

- Parent and community forums
- Student focus groups
- Faculty and staff meetings
- Advisory committee meetings

Data Review and Analysis: Relevant data, including student achievement data, demographic information, and stakeholder feedback, are collected and analyzed to inform the development and review of the SPSA.

Collaborative Planning Sessions: Collaborative planning sessions are held with representatives from different stakeholder groups to develop and review the SPSA involved:

- Brainstorming and idea generation
- Goal setting and action planning
- Reviewing progress toward goals from previous years

Feedback and Revision: Drafts of the SPSA are shared with stakeholders for feedback and revision. This feedback is carefully considered, and revisions are made as necessary to ensure the plan reflects the needs and priorities of the school community.

Approval Process: The finalized SPSA is presented to relevant stakeholders for approval. This includes:

- School site council
- District Administration
- Advisory committees

Annual Review and Update: The SPSA is reviewed and updated annually to reflect changes in student needs, school priorities, and external factors. This process involves:

- Data analysis
- Stakeholder consultation
- Revision of goals and action plans

Ongoing Communication: Throughout the year, ongoing communication and engagement with stakeholders ensure that they remain informed about the progress of the SPSA and have opportunities to provide input and feedback.

Resource Inequities

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

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

Based upon the California School Dashboard state indicators, Parklane Elementary has been identified for Additional Targeted Support and Improvement ATSI. In the following subgroups, 2 or more races entered ATSI due to meeting the criteria based on the following indicators: Suspension and Chronic Absence as reported on the 2023 CA Dashboard release. To move the performance levels on each of the indicators for our qualifying students, it is necessary to address the needs of students, staff, and the school community. The school's needs will be addressed by targeting the "2 or more races" group by gathering suspension & absenteeism data for that specific group that includes a survey and providing Multi-tier systems support to address the needs of the student population. Parklane Elementary School's professional development will be centered on three core areas to include instruction, community engagement, and Professional Learning Community data cycles of inquiry accountability to ensure all students are provided with the opportunity to work towards mastery of grade-level standards in a safe, engaging, and nurturing community.

Comprehensive Needs Assessment Components

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

California School Dashboard (Dashboard) Indicators

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

Based on the needs assessment, we have identified the following areas: English Language Arts (Red) and Chronic Absenteeism, Suspension, English Learner Progress, and Mathematics (Orange) that need significant improvement based on a review of the California School Dashboard and local data. To address these identified needs comprehensively, a multi-tiered approach involving targeted interventions, curriculum enhancements, professional development, and community engagement initiatives will be implemented. as described in the Goals, Strategies/Activities, and Expenditures in this SPSA.

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the "all student" performance.

N/A

Goals, Strategies, & Proposed Expenditures

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

Goal 1

Title and Description of School Goal

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

English Language Arts

Through the continuous implementation of the Multi-Tiered System of Support (MTSS), Parklane Elementary School aims to enhance academic and social-emotional instruction. Our approach is centered on the use of common and reliable data, ensuring a culturally responsive, strength-based, and differentiated learning experience for all students. The goal is to achieve a 5% increase in proficiency on the following universal measures in English Language Arts:

- K-2 DIBELS Assessment
- 2nd-6th Grade STAR Scale Score
- 3rd-6th Grade ELA iReady Universal Screener
- 3rd-6th Grade CAASPP English Language Arts

This targeted improvement will contribute to the overall academic growth and success of our students.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LUSD LCAP Goal #2 -All students will demonstrate growth towards meeting or exceeding standards in English Language Arts (ELA) and Math and English learners (ELs) will demonstrate progress in developing English language proficiency.

Identified Need

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

Based on the needs assessment, we have identified the following areas in ELA that need improvement based on a review of the California School Dashboard and local data. We have identified the following student groups: English Learners, Socioeconomically Disadvantaged, Asian, Hispanic (Red), and African American(Orange)that need significant improvement based on a review of the California School Dashboard and local data.

To address these concerns, we have implemented several strategic steps. These include a multi-tiered system of supports aimed at closing these performance gaps and improving outcomes across all student groups.

This goal is based on disaggregated data from the following sources:

- The 2022-2023 3rd - 6th CAASPP ELA Assessment
- The 2023 California Dashboard: ELA
- The 2023-2024 2nd - 6th iReady MOY ELA Assessment
- The 2023-2024 K-2 MOY DIBELS Assessment
- The 2023-2024 2nd-6th MOY Reading Inventory (RI) Assessment

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
K-2 DIBELS Assessment	During the 2023-2024 school year, 38% of Kindergarten-2nd grade students performed at or above grade level on the Middle of the Year (MOY) DIBELS assessment. Grade K- 43% Grade 1- 33 % Grade 2- 39 %	During the 2024-2025 school year, 43 % of Kindergarten-2nd grade students will perform at or above grade level on the Middle of the Year ((MOY) DIBELS assessment. Grade K- 48 % Grade 1- 38 % Grade 2- 44 %
2023 California Dashboard: ELA	The ALL student group as demonstrated on the 2023 CA Dashboard report scored 94.7 points below standard. The performance color for the ALL student group is Red.	The ALL student group as demonstrated on the 2024 CA Dashboard report will increase by 89.7 points towards standard. The performance color for the ALL student group will move from Red to Orange.
2023-2024 2nd-6th iReady MOY ELA Assessment	During the 2023-2024 school year, 14 % of 2nd-6th grade students performed at or above on the Middle of the Year (MOY) iReady Universal Screener in ELA. Grade 2- 8 % Grade 3- 17 % Grade 4- 11 % Grade 5- 18 % Grade 6- 14%	During the 2024-2025 school year, 19% of 2nd-6th grade students will perform at or above on the Middle of the Year (MOY) iReady Universal Screener in ELA. Grade 2- 13 % Grade 3- 22 % Grade 4- 16 % Grade 5- 23 % Grade 6- 19 %
3rd-6th Grade CAASPP English Language Arts	During the 2022-2023 school year, 16.40 % of 3rd-6th grade students met or exceeded standards on CAASPP/SBAC Assessments in ELA. Grade 3- 16.40 % Grade 4- 20.84 % Grade 5- 14.55 % Grade 6- 20 %	During the 2023-2024 school year, 21.40% of 3rd-6th grade students will meet or exceed standards on CAASPP/SBAC Assessments in ELA. Grade 3- 21.40% Grade 4- 25.84 % Grade 5- 19.55 % Grade 6- 25 %
2-6 MOY STAR Scale Score	During the 2023-2024 school year, Baseline % to be determined of 2nd-6th grade students scored proficient on the Middle of the Year Reading Inventory. Grade 2- Baseline % to be determined Grade 3- Baseline % to be determined Grade 4- Baseline % to be determined Grade 5- Baseline % to be determined Grade 6- Baseline % to be determined	During the 2024-2025 school year, 5% more than baseline of 2nd-6th grade students will score proficient on the Middle of the Year STAR Scale Score. Grade 2- 5% more than baseline Grade 3- 5% more than baseline Grade 4- 5% more than baseline Grade 5- 5% more than baseline Grade 6- 5% more than baseline

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures

<p>1.1</p>	<p>District ELA TOSA will play a pivotal role in advancing initiatives for K-3 early reading, tailored for our diverse student population. Collaborating with teachers, site administrators, and district leadership, they will provide specialized expertise, support, and guidance in implementing evidence-based early reading strategies. Serving as an intervention teacher and resource, the ELA TOSA will enhance early literacy instruction to improve literacy outcomes for K-3 students.</p> <p>Modeling Lessons and Small Group Instruction: * Available to model or co-teach SIPPS or Amplify lessons. * Support teachers in delivering effective lessons. * Provide flexible, short-term small group instruction</p> <p>Collaboration/Scheduling/Planning: * Work with site administrators to give input on professional development based on needs. * Work with the site principal to develop schedules for interventions, CORE visits, and data conferences. * Maintain consistent communication and interaction with administrators.</p> <p>Assessment Support: * Assist in DIBELS and SIPPS testing as needed. * Progress monitor own intervention students every 3 to 6 weeks. * Provide assistance to teachers with testing timelines.</p>	<p>All Students</p>	<p>0 Central Title I 1900 Other Cert Salaries District Funded ELA TOSA</p>
<p>1.2</p>	<p>MTSS Data Conferences and Analysis</p> <p>Provide release time for teachers to: * Analyze universal screeners and state/local data to identify trends and areas for improvement. * Collaborate, plan, and respond with best practices. * Foster collaboration among teachers to develop targeted intervention strategies. * Tailor instructional practices based on data insights to address diverse student needs. * Include specialists such as speech therapists, resource specialists, intervention teachers, counselor-tiered approach while considering the whole child. * Use Data Collection Sheets to track individual student progress. * Evaluate intervention effectiveness and instructional strategies for continuous improvement.</p>	<p>All Students</p>	<p>6500 Title I 1150 Teacher Sub Subs for MTSS Data Conferences 3833 Title I 3000 Benefits Sub Benefits</p>
<p>1.3</p>	<p>Supplemental Materials and Resources: Books, Duplicating, Software Licenses, AVID Supplies</p> <p>Ensure students have access to supplemental books, duplicating services, study trips, assemblies, and software licenses to support instruction aligned with Common Core standards and interventions.</p>	<p>All Students</p>	<p>25000 Title I 4300 Materials List AVID Supplies: Binders, dividers, binder paper, folders, pens, pencils, highlighters, portable whiteboards, dry erase markers, chart paper,</p>

	AVID Supplies: Teachers will implement the organizational component of AVID to support all learners. All K-6 classrooms will utilize Advancement Via Individual Determination (AVID) WICOR strategies to standardize Tier 1 high-quality first instruction.		erasers,clip boards, pencil pouches/cases, spiral notebooks, post-its, graph paper, 1800 Title I 5715 Print Shop Supplemental Materials 3500 Title I 5872 Field Trips Provide educational study trips 3500 Title I 5712 Transportation Provide transportation for educational study trips 3900 Title I 5875 Technology Licenses Purchase site licenses for ELA supplemental support programs 1000 Title I 5800 Prof and Operating/Consultants Academic & SEL Assemblies
1.4	Professional Development Opportunities and Training to support the Multi-Tiered System of Supports (MTSS) framework to enhance student achievement and well-being across academic, behavioral, and social-emotional domains. District ELA Initiative Professional Developments Include: * Core Consultants * Site ELA Based Initiative Professional Developments Include: *Solution Tree PLC PDs Culturally Responsive teaching and learning Trauma Sensitive classrooms. *	All Students	0 Title I See PD 5.1 for Funding Allocation
1.5	Reading Consultant to work with struggling readers in grades 3-6th	3-6th Struggling readers	7000 Title I 5800 Prof and Operating/Consultants Provide small group and one-one support for 3-6th struggling readers.

Annual Review

SPSA Year Reviewed: 2023-24

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

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
K-2 DIBELS Assessment	5 % increase on DIBELS MOY from 32% to 37%	Increases on DIBELS MOY from 32% to 34%
3rd-6th Grade Reading Inventory Beginning of the year (BOY)	5% increase on Reading Inventory Assessment from 13% to 18 %	More than a 5% increase on the Reading Inventory Assessment from 13% to 19 %
3-6 ELA iReady Diagnostic	5% increase on iReady ELA Universal Screener MOY from 32% to 37%	Decreases on iReady ELA Universal Screener MOY from 17% to 14%
3-6 Grade iReady Typical Growth	Maintain or 1% increase of students ELA Growth from 99% to 100%.	1% increase of students ELA Growth from 99% to 100%.
3-6 Grade CAASPP English Language Arts	5% increase from 13% to 18% of students met or exceeded standard on the 2021-2022 CAASPP English Language Arts assessment.	Increased from 13% to 16% of students met or exceeded the standard on the 2022-2023 CAASPP English Language Arts assessment.

Analysis

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

In addition to being used in the GE classrooms, Flocabulary was used to provide vocabulary development support for grades 5th & 6th during Trimester 1 and part of Trimester 2. Grades 4th & 5th are now targeted based on iReady MOY diagnostic results, which show 6th graders made more than 1 year’s growth. Flocabulary was offered as a Tier 2 Vocabulary Development support during the Student Success Team meeting for students with this targeted need as well. Those students showed growth in the area on the iReady MOY diagnostic. All staff received intensive and on-going support in data analysis, SMART goal creation, Backward design Lesson planning; Common Formative Assessment alignment within the Professional Learning Community continuous cycle of inquiry. Grade level and content area teams conducted complete targeted data cycles of inquiry on a monthly basis. Targeted small group instruction increased school-wide in the area of ELA with specific focus on phonics K-6th. K-6th Data Walls were created and used during data talks using portable white board and color coded magnet tiles with student names. Each staff meeting allowed for 1 hour PLC time. A site based Inquiry cycle forms were used to communicate grade level progress at each staff meeting. Site-based academic conference forms were used for benchmark academic conferences. District benchmark assessment data was uploaded to the District MTSS data collection Google Sheet. Educational study trips that have occurred and are slated to occur include: Science Camp, Middle School visit, Dollar Store math expedition, Adventure, Children’s Museum. The original allocation funded each grade level. Deadlines were given to secure transportation. Student planners, folders, colored notebooks, highlighted, markers, etc.. were utilized to support AVID organizational strategies. Portable white boards, write on individual boards & poster size, dry erase markers, erasers, etc.. were used for WICOR areas of AVID for instructional practices like math talks, frequent checks for understanding, student talk/collaboration, exit ticket/Common Formative assessments, etc...

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

Parklane was denied the purchase of the iReady Reading pathway at the district level. We were told our students had too much screen time and that Amplify could do the same thing as iReady Reading pathway. We reached out to the content coaches for support with using Amplify in the same way as iReady pathways. The teachers found out that Amplify was able to be adjusted by grade level only. This adjustment was an improvement, however, it did not replicate

iReady Reading pathway's ability to assign a variety of the specific prerequisite skill lessons needed across multiple grade-level standards based on the iReady diagnostic test.

Less classroom teachers used Flocabulary during this school year than in the 2022-2023 school year. Aeries discipline records show grades 1,3, 4, & the combination classroom had high levels of tier 1 incidents. These classroom management issues impacted student learning.

Changes in team dynamics throughout the year lead to lack of cohesion among grades 1,2,5: The teacher on record for PM TK was moved to grade 1 after the first month of school, Grade 2 teachers status changes from teacher, to long term sub, to teacher not being in the position, followed by 8 different substitutes before securing 1 long term sub mid trimester 2 to the end of the year; The 5th grade team started departmentalized with one teacher teaching math to both classes & the other teacher teaching ELA to both classes. Conflicts arose and the team structure changed while the Principal was out for medical leave.

Only 3 grade levels submitted study trip forms by the deadline/ extended deadlines so the remaining funds were reallocated.

100% of the classrooms teachers did not implement WICOR strategies continuously/consistently throughout the school year.

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.

Based on district restrictions, we will pursue purchasing individualized reading intervention supports in the form of SIPPS plus for grades 4-6th and use it to provide more onsite SIPP professional development. We will align PBIS structures/systems to support the district's Accelerated Reader incentivized reading adoption. Teachers will receive more training in the ELA technology already adopted by the district to maximize the differentiated instruction needed to accelerate learning for Parklane students. It is essential to provide continuous on-going Staff development in strategies that promote the type of inclusive learning environment needed for MTSS to successful. Specifically Parklane needs to continue to use Data Walls visual to analyze common formative assessment data bi-weekly to determine & teach ongoing flexible grouping based on Grade level/school/district Common formative Assesments/ Benchmark data. Staff meeting need to continue to allow for 1 hour of Grade PLC at least twice a month. Teachers have requested the streamlining and alignment of district digital MTSS forms to maximize teacher PLC time. Teachers must continue to respond to the 4 PLC questions(What do we want students to know? How will we know that they learned? What will we do if they don't learn? What will we do if they do learn?) to provided targeted instruction for continued student learning. Funds to ensure this continuous Solution Tree PLC support are neededfor all Parklane staff to reach mastery of the PLC process.

Due to how quickly the LUSD transportation calendar fill up, any grade level that does not submit educational study trip request forms before Fall break begins will have a PBIS determined fieldtrip assigned and/or the remaining funds reallocated for onsite educational assemblies/ services.

Time and funds need to be allocated to allow for teacher walkthroughs based on AVID criteria implementation goals. AVID coach support in the area of student engagement and differentiation are needed for all classroom teachers.

Goals, Strategies, & Proposed Expenditures

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

Goal 2

Title and Description of School Goal

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

Mathematics

Through the continuous implementation of the Multi-Tiered System of Support (MTSS), Parklane Elementary School aims to enhance academic and social-emotional instruction. Our approach is centered on the use of common and reliable data, ensuring a culturally responsive, strength-based, and differentiated learning experience for all students.

The goal is to achieve a 5% increase in proficiency on the following universal measures in Mathematics:

K-6th Grade Math iReady Universal Screener

3rd-6th Grade CAASPP Mathematics

This targeted improvement will contribute to the overall academic growth and success of our students.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goal to which this School Goal is Aligned: LUSD LCAP Goal #2 -All students will demonstrate growth towards meeting or exceeding standards in English Language Arts (ELA) and Math and English learners (ELs) will demonstrate progress in developing English language proficiency.

Identified Need

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

Based on the needs assessment, we have identified the following areas in Math that need improvement based on a review of the California School Dashboard and local data. We have identified the following student groups: English Learners, Socioeconomically Disadvantaged, Hispanic (Red), and African American(Orange)that need significant improvement based on a review of the California School Dashboard and local data.

To address these concerns, we have implemented several strategic steps. These include a multi-tiered system of supports aimed at closing these performance gaps and improving outcomes across all student groups. This goal is based on disaggregated data from the following sources:

The 2022-2023 3rd-6th CAASPP Math Assessment

The 2023 California Dashboard: Mathematics

The 2023-2024 K-6th grade iREady MOY Mathematics Assessment

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
3rd-6th Grade CAASPP Math	During the 2022-23 school year, 12.16 % of 3rd-6th grade students who met or exceeded the standards on CAASPP/SBAC Assessments in Math. Grade 3- 11.59 % Grade 4- 22.53 % Grade 5- 3.57 % Grade 6- 8.47 %	During the 2023-24 school year, 17.16% of 3rd-6th grade students who met or exceeded the standards on CAASPP/SBAC Assessments in Math. Grade 3- 16.59 % Grade 4- 27.53 % Grade 5- 8.57 % Grade 6- 13.47 %
K-6th iReady MOY Math Assessment	During the 2023-24 school year, 10 % of K-6th grade students performed at or above on the Middle of the Year (MOY) iReady Universal Screener in Math. Grade K-11 % Grade 1- 8 % Grade 2- 4 % Grade 3- 5 % Grade 4- 15 % Grade 5- 13 % Grade 6- 9 %	During the 2024-25 school year, 15 % of K-6th grade students will perform at or above on the Middle of the Year (MOY) iReady Universal Screener in Math. Grade K-16 % Grade 1- 13 % Grade 2- 9 % Grade 3- 10 % Grade 4- 20 % Grade 5- 18 % Grade 6- 14 %
California Dashboard: Math	The ALL student group as demonstrated on the 2023 CA Dashboard report scored 107.3 points below standard. The performance color for the ALL student group is Orange	The ALL student group as demonstrated on the 2024 CA Dashboard report will increase by 102.3 points towards standard. The performance color for the ALL student group will move from Orange to Yellow.

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
1.1	<p>MTSS Data Conferences and Analysis</p> <p>Provide release time for teachers to: Analyze universal screeners and state/local data to identify trends and areas for improvement. Collaborate, plan, and respond with best practices. Foster collaboration among teachers to develop targeted intervention strategies. Tailor instructional practices based on data insights to address diverse student needs. Include specialists such as speech therapists, resource specialists, intervention teachers, counselor-tiered approach while considering the whole child.</p>	All	<p>0 Title I 1150 Teacher Sub See Goal 1 act 1.2 Funding Allocations</p> <p>0 Title I 3000 Benefits See Goal1 act. 1.2 Funding Allocations</p>

	Use Data Collection Sheets to track individual student progress. Evaluate intervention effectiveness and instructional strategies for continuous improvement.		
1.2	Supplemental Materials and Resources: Books, Duplicating, Software Licenses, AVID Supplies Ensure students have access to supplemental books, duplicating services, and software licenses to support instruction aligned with Common Core standards and interventions. AVID Supplies: Teachers will implement the organizational component of AVID to support all learners. All K-6 classrooms will utilize Advancement Via Individual Determination (AVID) WICOR strategies to standardize Tier 1 high-quality first instruction.	All	0 Title I See Goal 1 act. 1.3
1.3	After-School Interventions for Math Certificated and Classified staff will provide targeted academic support and enrichment activities in alignment with the CA Common Core Standards for Mathematics. These interventions aim to enhance students' mathematical proficiency, higher-level problem solving skills, and overall numeracy development. Equitable access to resources and strategies will be provided to promote mathematical success for all students.	All	0 Title I See Goal 3 act 1.2 for funding allocations
1.4	Technology Supporting Core Instruction: Technology to support core instruction involves a variety of activities aimed at enhancing teaching effectiveness, student engagement, access and learning outcomes across academic subjects.	All	0 Title I 5875 Technology Licenses See goal 1 act. 1.3 Funding Allocations
1.5	STEAM/STEM materials and mathematics manipulatives to support instruction and increase student interaction and student engagement to improve student achievement in math.	All	2000 Title I 4300 Materials Purchase STEM kits and math manipulatives

Annual Review

SPSA Year Reviewed: 2023-24

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

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
CAASPP Math Assessment	5% increase from 8.27% to 13.27%	5% increase from 8.27% to 12.16 % on CAASPP Math Assessments
K-6th iReady MOY Math Assessment	5% increase of MOY 2024 iReady diagnostic from 13% to 18%	There is a decrease in student's MOY 2024 iReady diagnostic from 13% to 10%.
K-6 iReady Typical Growth	Maintain or 5% increase of students MOY 2024 ELA Growth from 50% to 55%	Maintain or 5% increase of student's MOY 2024 ELA Growth from 50% to 56%
California Dashboard: Math		

Analysis

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

Students were able to use iReady math pathways for math intervention support & teachers received training so that can assign individual lessons based on students pre-requisite needs.
The use of iReady pathways has supported the classroom management needed to conduct targeted small group instruction.
District trainings via the SJCOE's math network for grades 3-6th provided student centered learning approaches in the area of math.
Each grade level received targeted backward lesson design based on pre- requisite data analysis with the PLC inquiry cycle.
Parklane students received math tutoring after-school via the "Jump Into Math (JIM)" program. JIM serviced between 40-50 students for the 2nd & 3rd quarters of the school year.

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

Parklane was denied the purchase of Sumdog and Flex due to the high usage of digital forms.
This money was reallocated toward the purchase of test prep books for grades 3-6th. We are still waiting for those materials to arrive as of March 2024.

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.

During the 2022-2023 school year Parklane students received Americorps Math support that showed an increase in the Ca dashboard band. Parklane will need to allocate funding for this type of support to ensure continuous growth.

Goals, Strategies, & Proposed Expenditures

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

Goal 3

Title and Description of School Goal

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

English Learners

By December 2024, with an implementation of Multi-Tiered System of Support (MTSS), Parklane Elementary School's English Learners will show a 5% increase in progress toward English proficiency as measured by the following by the English Learner Progress Indicator (ELPI) as reported on the California Dashboard.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LUSD LCAP Goal #2 -All students will demonstrate growth towards meeting or exceeding standards in English Language Arts (ELA) and Math and English learners (ELs) will demonstrate progress in developing English language proficiency.

Identified Need

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

Based on a comprehensive review of the needs assessments and state and local data, English Learner growth and achievement emerged as an area for improvement. Specifically, we have identified ELA and Math Performance (Red) and Chronic Absenteeism and Suspension Rate (Orange). To address these concerns, we have implemented several strategic steps. These include multi-tiered systems of support aimed at closing these performance gaps and improving outcomes for English Learners.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
English Learner Progress Indicator reported by the California Dashboard	38% making progress towards English language proficiency as demonstrated by the 2023 CA Dashboard.	43 % making progress towards English language proficiency as demonstrated by the 2024 CA Dashboard.

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
1.1	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	All Students	0 Title I 1150 Teacher Sub Subs for MTSS Data Conferences- See ELA Goal1 act 1.2 funding allocations 0 Title I

	will be apart of the meeting to use a multidisciplinary approach while looking at the whole child.		3000 Benefits Sub Benefits- See ELA Goal 1 act 1.2 funding allocations
1.2	ELD Strategy 11: Provide Academic Intercession/Intervention or afterschool support	All Students Including English Language Learners	0 Title I 4300 Materials AVID Supplies- See ELA Goal 1.3 4960 Title I 1120 Teacher Temp Provide academic intercession during Fall/Spring or Afterschool hours. 1239 Title I 3000 Benefits Benefits certificated staff 4181 Title I 2120 Para Temp Provide bilingual support during non- contracted hours. 1619 Title I 3000 Benefits Benefits para 4181 Title I 2920 Other Class Temp Provide additional classified support during non- contracted hours. 1619 LCFF 3000 Benefits Other classified temp benefits

Annual Review

SPSA Year Reviewed: 2023-24

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

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
English Learner Progress on California Dashboard	To increase by 5% the percentage of students who progressed one ELPI level to 42.5%	The percentage of students who progressed one ELPI level is 35%
Fall Dashboard Reclassified English Learners	To increase the number of RFEP students by 5%.	We increased the number of students RFEP's from 14 students (2022-2023) to 18 students (2023-2024).

Analysis

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

The Bilingual para's & Vice Principal participated in all district EL trainings.
The Principal met with bilingual paras to analyze ELPAC data to determine pull out EL support in the form of frontloading or reviewing the Language Network or Journey EL curriculum taught by teachers during designated ELD and the district newcomer curriculum.
Weekly meetings take place to assess ongoing EL support schoolwide.
Bilingual paras attend all EL individual student intervention meetings with parents as needed.
Release time is provided for teachers and Admin every month to support Tier 1 instruction with possible Tier 2 and/or Tier 3 schoolwide support structures
In addition, site site-based PD ensures all staff receive ongoing ELD strategy training during quarterly staff meetings. All Bilingual paras have been trained in the newcomer curriculum and the Language Network during the pilot year.
Teachers and support staff have provided academic support outside of their contracted work hours.

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

ELPAC Summative group testing started later than last year. This disrupted EL classroom support from bilingual paras. Targeted EL monitoring is not implemented schoolwide to fidelity.
Current data shows gain, but only enough to maintain. Tier 2 supports have been maximized with training, ongoing classroom support, and parent engagement workshops & JIE language acquisition.
LodiUSD has provided a holistic structured Intersession program & afterschool support program that serves Parklane students. Parklane did not host their own Intersession because the community needs were served by the district's Intersession program.
Few Parklane teachers volunteered to provide site-paid afterschool academic support on a consistent basis. Two teachers chose to provide academic support under the umbrella of the Bridge program.

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.

Tier 1 current ELD strategies are required to make accelerated gains needed to service the needs of Parklane EL students.
Funds should be allocated so Parklane teachers receive ongoing ELD training and onsite coaching.
Parklane can design and bring in an outside consultant to create an ELD Intersession program targeting ELs. Parklane teachers can train & teach during this intersession with support from the outside consultant.

Goals, Strategies, & Proposed Expenditures

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

Goal 4

Title and Description of School Goal

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

Parent Involvement

Strengthen parent involvement by implementing a structured communication plan that fosters regular updates, provides opportunities for parent-teacher collaboration, and encourages active participation in activities and decision making processes.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LUSD LCAP Goal #3- All students and families will feel safe and connected at school as measured by climate surveys, attendance data and behavioral data.

Identified Need

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

Current levels of parent involvement rate of participation are inconsistent and require multi translators so parents can fully engage in school events, resulting in missed opportunities for sustained collaboration between parents and educators. This gap hinders the holistic support of students' educational journey and the establishment of a strong school community

Many parents express a desire to be more engaged in their children's education and school community, but face barriers such as conflicting schedules, primary translation support, and unclear expectations regarding their involvement. This gap highlights the need for a more accessible and inclusive approach to parent engagement that accommodates diverse language needs as well as varying schedules and preferences while clearly defining the roles and benefits of active involvement in the educational process.

Feedback from parents indicates a limited awareness of the school's academic and extracurricular offerings, leading to missed opportunities for students to participate fully in available programs. Improved parent involvement is crucial to effectively communicate these opportunities and ensure that students benefit from a well-rounded educational experience that aligns with their interests and aspirations.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Parent Conference Attendance	Parent-teacher conference participation was 370 participants 2022-2023 school year. Parent-teacher conference participation for the 2023-2024 school year is not valid due to inconsistent records available during the time of the Principal's medical leave.	Parent-teacher conference participation for the 2024- 2025 school year will be 390.
Back to school night/ Open House night sign in sheets	2023-2024 Back to School & Open House averaged 95.	Participation rates for the 2024-2025 Back to School & Open House average will be 100 or above.
Parent Training workshops	2023-2024 Parent Café / Family Literacy Workshops participation averaged 5.	Participation rates for the 2024-2025 Parent Café/Family Literacy Workshops will be 10.

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	School-Community Organized Events/Activities Throughout the school year, there will be organized activities such as parent-teacher conferences, workshops, educational and social parent/student events, Jump Into english, ELAC and SSC meetings, and volunteer opportunities to facilitate parent participation in the school community.		900 Title I: Parent Involvement 5875 Technology Licenses Provide English classes to parents of non-English speakers so they can assist their students in accessing the Core Curriculum. 500 Title I: Parent Involvement 4325 Food For Meetings Purchase snacks to encourage parent participation at parent engagement events.
1.2	Communication Dedicated to fostering clear and effective communication with parents, we will provide regular updates and important information through various channels, including flyers, email newsletters, parent portals, and mobile apps. Communication will include school events, academic progress, and important announcements. In addition, we encourage ongoing dialogue about students' individual needs and achievements to ensure they receive the best support.		2448 Title I: Parent Involvement 4300 Materials Student planners, paper supplies, Poster materials

Annual Review

SPSA Year Reviewed: 2023-24

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

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Parent Teacher Conference	We will increase parent teacher conference participation from 370-390 participants.	We did not reach our goal to increase parent teacher conference participation from 370-390 participants. Due to my absence due to medical leave, I was not able to determine the number of participants for parent teacher conference because the information provided was not accurate. However, parent orientation participation count was 217.
Back to school night/ Open House night sign in sheets	We will increase Back to school night to and Open House to 300	We did not reach our goal to increase Back to school night and Open House goal of 300. Back to School Night & Open House sign in sheets count was 95.
Parent Training workshops	We will increase the average participation to 15	We did not reach our goal to increase the average participation in parent workshops to 15. We have never had more than 10 parents attend at a time and attendance averages between 4-5 parents.

Analysis

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

The following student created/ teacher supported family events have occurred throughout the school year: Parent Orientation, Back to School Night, Homecoming Parade, Fall carnival where each game was created and run by students utilizing Math, Science & ELA skills; Math night; Literacy Night; Reader's theatre presentation. In addition parents were provided access to the Jump into English program for acquiring English at levels 1-4. Student planners, papers for flyer that were sent home, schoolwide duplication of parent communication flyers, Duplication of the Parklane Parent/ Student handbook were purchased using these funds. Sending schoolwide paper documents home on Tuesday only increases the likelihood that parents will receive the documents. Based on 2022-2023 Parent/ Community Townhalls, we send home communicate every Tuesday. We communicate events and updates using the following mediums: Smores digital newsletter via Blackboard Connect email & text; Schoolwide ClassDojo; paper flyers sent home with students; Instagram(Multiple times a week); parent phone call to EL parents in their primary language

The Child Abuse Prevention Council of San Joaquin County provided the Parent Cafe throughout quarter Quarters 1 & 2. The topics addressed in the program pertain to stress management, how to increase your social support system, how to obtain community resources, and tools to strengthen family bond. During Quarter 3 & 4 Teen One 180 provided parent workshop on how to advocate so their children gain access to support resources needed.

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

Only one teacher signed up for parent engagement events. One other teacher stepped up and supported her by doing most of the work. This is not sustainable or one person to do so much work. Sometimes teachers forget to send home documents on Tuesday.

Although parent communication has improved. Most of the mediums we use to communicate with parents asks parents to read to receive the information. Some of my parents say they get my weekly Smores newsletter but they don't read all of it. Instagram & direct phone calls yield the most consistent parent involvement in events. We have never had more than 10 parents attend at a time and attendance averages between 4-5 parents. We had higher attendance for the Parent Literacy workshops that we did for the 2022-2023 school year. The Parent Literacy workshop taught parents how to be a reading coach to their children.

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.

During the 2022-2023 school year we had a Parent open forum Town hall meeting every quarter. This provided on-going feedback about students & parents needs. These were led by the Principal. During the 2023-2024 these meetings did not occur due the Principal & Vice Principal having to focus on safety issues related to the escalation of violence from community impacting Parklane student & staff safety. A team is needed to ensure that on-going Townhalls can occur with or without Site Administrators. Safety measures need to be put in place to ensure staff & student safety.

Goals, Strategies, & Proposed Expenditures

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

Goal 5

Title and Description of School Goal

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

Professional & Educational Development

To increase student success metrics for academic proficiency levels, behavior incidents, and social-emotional well-being assessments by 5% compared to baseline data from the previous academic year, Parklane will provide comprehensive training and professional development opportunities for all staff members, including the school community, to ensure they are equipped with the knowledge and skills necessary to effectively implement and support the MTSS framework.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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 standards. (Compensatory Education: 18)

LUSD LCAP GOALS:

All students will have access to standards-based curriculum taught by well-trained, highly qualified teachers in well maintained facilities.

All students will demonstrate growth towards meeting or exceeding standards in English Language Arts (ELA) and Math and English learners (ELs) will demonstrate progress in developing English language proficiency.

All students and families will feel safe and connected at school as measured by climate surveys, attendance data and behavioral data.

Identified Need

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

Based on a comprehensive review of the needs assessments and state and local data, there are several areas that emerged that require significant improvement. We have identified the following student groups in the area of ELA: English Learners, Socioeconomically Disadvantaged, Asian, Hispanic (Red), and African American (Orange) that need significant improvement based on a review of the California School Dashboard and local data. We have identified the following student groups in the area of math: English Learners, Socioeconomically Disadvantaged, Hispanic (Red), and African American (Orange) that need significant improvement based on a review of the California School Dashboard and local data. Ca Dashboard data in the areas of Suspension and Chronic Absenteeism show overall Orange performance. We have identified the following student groups in the Suspension as 2 or more races (Red) and African American and Asian (Orange) that need significant improvement based on a review of the California School Dashboard. We have identified the following student groups in the Chronic Absenteeism as 2 or more races, African American (Red) and Asian, English Learners, and Socioeconomically Disadvantaged (Orange) that need significant improvement based on a review of the California School Dashboard.

To address these concerns, we have implemented several strategic steps. These include multi-tiered systems of support aimed at closing these performance gaps and improving outcomes across all student groups.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP Assessment English Language Arts Grades 3-6	During the 2022-2023 school year, 16.40 % of 3rd-6th grade students met or exceeded standards on CAASPP/SBAC Assessments in ELA. Grade 3- 16.40 % Grade 4- 20.84 % Grade 5- 14.55 % Grade 6- 20 %	During the 2023-2024 school year, 21.40% of 3rd-6th grade students will meet or exceed standards on CAASPP/SBAC Assessments in ELA. Grade 3- 21.40% Grade 4- 25.84 % Grade 5- 19.55 % Grade 6- 25 %
CAASPP Assessment Math Grades 3-6	During the 2022-23 school year, 12.16 % of 3rd-6th grade students who met or exceeded the standards on CAASPP/SBAC Assessments in Math. Grade 3- 11.59 % Grade 4- 22.53 % Grade 5- 3.57 % Grade 6- 8.47 %	During the 2023-24 school year, 17.16% of 3rd-6th grade students who met or exceeded the standards on CAASPP/SBAC Assessments in Math. Grade 3- 16.59 % Grade 4- 27.53 % Grade 5- 8.57 % Grade 6- 13.47 %
Professional Development Trainings, Meetings, and PLCs	___% of Certificated Staff attended all PD, Meetings, and PLCs throughout the 2023-2024 school year as determined by sign in sheets and attendance.	95% of Certificated Staff will attend all PD, Meetings, and PLCs throughout the calendared work year as determined by sign in sheets.

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
1.1	Professional Development Opportunities and Training to support the Multi-Tiered System of Supports (MTSS) framework to enhance student achievement and well-being across academic, behavioral, and social-emotional domains. District Initiative Professional Developments Include: * * * Site Based Initiative Professional Developments Include: *Reading Instruction *Culturaly Relevant teaching strtaegies *Trauma- Sensitive classroom strategies	All	61472 Title I 5800 Prof and Operating/Consultants Provide professional development development to enhance learning outcomes.
1.2	MTSS (Multi-Tiered System of Supports) Collaboration Educators engage in various activities aimed at enhancing student outcomes through a comprehensive and coordinated approach to intervention and instruction. Some key activities that may occur during MTSS collaboration time include:	All	1000 Title I 4200 Books MTSS books for ongoing book studies

	<p>Data Review and Analysis: Educators examine student data to identify patterns, trends, and areas of need across academic, behavioral, and social-emotional domains. This analysis informs decision-making for tiered interventions.</p> <p>Progress Monitoring: Teams review progress monitoring data to assess the effectiveness of current interventions and determine if adjustments are needed to support student growth.</p> <p>Problem-Solving Discussions: Educators engage in collaborative problem-solving to address challenges faced by students within the MTSS framework. This involves brainstorming strategies, sharing expertise, and leveraging resources to support student success.</p> <p>Curriculum Planning and Differentiation: Teams collaborate to align curriculum with intervention goals, ensuring that instruction is differentiated to meet the diverse needs of students across tiers of support.</p> <p>Professional Learning and Development: Educators participate in professional development sessions focused on evidence-based practices, intervention strategies, and data-driven decision-making within the MTSS framework.</p> <p>Parent and Community Engagement Planning: Teams discuss strategies for involving parents and community stakeholders in supporting student success within the MTSS model, including communication strategies and outreach efforts.</p> <p>Implementation Review and Reflection: Educators reflect on the implementation of interventions, sharing successes and challenges, and refining strategies based on ongoing feedback and evaluation.</p> <p>Collaborative Team Meetings: Grade-level or subject-specific teams come together to coordinate efforts, share insights, and align interventions to ensure continuity and coherence in support provided to students.</p> <p>Resource Allocation and Coordination: Teams discuss resource allocation, including staffing, materials, and technology, to optimize support for students at different tiers of the MTSS framework.</p> <p>Documentation and Record-Keeping: Educators maintain detailed documentation of interventions, progress monitoring data, and outcomes to ensure accountability and inform future decision-making.</p> <p>(Note: All collaboration time must be supported by documentation with attendees, dates, times, and details of the discussion. This documentation must be kept at the site and readily accessible for program monitoring.)</p>		
1.3	Educational Assemblies to support the school's curriculum and culture.	All	0 Title I

	<p>The assemblies should include one or more of the following components;</p> <p>Real-World Connections: Educational assemblies often feature speakers or presentations that connect classroom lessons to real-world applications. This connection helps students understand the relevance of what they are learning and how it can be applied beyond the classroom.</p> <p>Community Building: Assemblies bring students, teachers, and sometimes parents together in a shared learning experience. They contribute to a sense of community within the school and promote positive relationships among attendees.</p> <p>Inspiration and Motivation: Guest speakers at assemblies can inspire students by sharing personal stories of success, perseverance, or overcoming challenges. Such stories can motivate students to work harder, set goals, and pursue their dreams.</p> <p>Addressing Important Topics: Assembly provides a platform to address critical issues such as bullying, mental health, diversity, and character development. They can facilitate open discussions and create awareness among students.</p> <p>Skill Development: Assemblies can be designed to focus on specific skills such as leadership, communication, or critical thinking. Workshops or interactive sessions during assemblies can help students develop these essential life skills.</p> <p>Celebration of Achievements: Assemblies can be used to recognize and celebrate student achievements, academic excellence, or extracurricular successes. This recognition boosts students' self-esteem and encourages them to excel.</p> <p>Positive Behavior Reinforcement: Assemblies can reinforce positive behavior and values through storytelling, role-playing, or interactive activities. They contribute to the overall positive culture of the school.</p>		5800 Prof and Operating/Consultants Academic assemblies see Goal 1 act 1.3 for Funding allocations
1.4	<p>TAKE THIS ACTIVITY OUT IF YOU ARE NOT USING TITLE 1 TO FUND FIELD TRIPS</p> <p>Study Trips Supplementing Grade-Level Core Curriculum:</p> <p>Study trips to supplement grade-level core curriculum is to provide students with experiential learning opportunities that deepen their understanding of academic concepts and enrich their educational experiences. The following activities outline the framework for these study trips:</p> <p>Pre-Trip Preparation: Educators plan and prepare students for the study trip by aligning the objectives with grade-level core curriculum standards.</p> <p>Curriculum Integration: Study trips will be carefully designed to integrate with the core curriculum of each grade level.</p> <p>Hands-On Learning Experiences: Students will engage in hands-on activities, experiments, or demonstrations during the trip that complement classroom learning.</p>	ALL	0 Title I 5872 Field Trips Educational study trips See Goal 1 act 1.3 for funding allocations

	<p>Guided Exploration: Educators will facilitate guided exploration of the study trip location, pointing out relevant connections to classroom topics and encouraging students to make observations and ask questions.</p> <p>Interdisciplinary Connections: Study trips may incorporate interdisciplinary connections by exploring how different subject areas intersect in real-life settings.</p> <p>Reflective Activities: After the trip, students will participate in reflective activities such as journaling, group discussions, or presentations to process their experiences and make connections to the core curriculum.</p> <p>Skill Development: Study trips will provide opportunities for students to develop essential skills such as critical thinking, communication, collaboration, and problem-solving in authentic settings.</p> <p>Follow-Up Learning: Educators will incorporate follow-up activities and assessments back in the classroom to reinforce learning from the study trip and assess its impact on student understanding and retention of core curriculum concepts.</p>		
--	--	--	--

Annual Review

SPSA Year Reviewed: 2023-24

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

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
CAASPP Assessment English Language Arts Grades 3-6	We will increase scores from 13% to 18% on the 2022-2023 CAASPP English Language Arts Assessment.	Increased from 13% to 16% of students met or exceeded the standard on the 2022-2023 CAASPP English Language Arts assessment.
CAASPP Assessment Math Grades 3-6	We will increase scores from 8.27% to 12% on the 2022-2023 CAASPP Math Assessment	Increased from 8.27% to 12.16 % on CAASPP Math Assessments

Analysis

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

The following student created/ teacher supported family events have occurred throughout the school year: Parent Orientation, Back to School Night, Homecoming Parade, Fall carnival where each game was created and run by students utilizing Math, Science & ELA skills; Math night; Literacy Night; Reader's theatre presentation. In addition parents were provided access to the Jump into English program for acquiring English at levels 1-4. Student planners, papers for flyer that were sent home, schoolwide duplication of parent communication flyers, Duplication of the Parklane Parent/ Student handbook were purchased using these funds. Sending schoolwide paper documents home on Tuesday only increases the likelihood that parents will receive the documents. Based on 2022-2023 Parent/ Community Townhalls, we send home communicate every Tuesday. We communicate events and updates using the following mediums: Smores digital newsletter via Blackboard Connect email & text;

Schoolwide ClassDojo; paper flyers sent home with students; Instagram(Multiple times a week); parent phone call to EL parents in their primary language

The Child Abuse Prevention Council of San Joaquin County provided the Parent Cafe throughout quarter Quarters 1 & 2. The topics addressed in the program pertain to stress management, how to increase your social support system, how to obtain community resources, and tools to strengthen family bond. During Quarter 3 & 4 Teen One 180 provided parent workshop on how to advocate so their children gain access to support resources needed.

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

Only one teacher signed up for parent engagement events. One other teacher stepped up and supported her by doing most of the work. This is not sustainable or one person to do so much work.

When we have a one day or long term substitutes, they may not check the teachers box and send home documents on Tuesday. Sometimes teachers forget to send home documents on Tuesday.

Although parent communication has improved. Most of the mediums we use to communicate with parents asks parents to read to receive the information. Some of my parents say they get my weekly Smores newsletter but they don't read all of it. Instagram & direct phone calls yield the most consistent parent involvement in events. We have never had more than 10 parents attend at a time and attendance averages between 4-5 parents. We had higher attendance for the Parent Literacy workshops that we did for the 2022-2023 school year. The Parent Literacy workshop taught parents how to be a reading coach to their children.

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.

During the 2022-2023 school year we had a Parent open forum Town hall meeting every quarter. This provided on-going feedback about students & parents needs. These were led by the Principal. During the 2023-2024 these meetings did not occur due the Principal & Vice Principal having to focus on safety issues related to the escalation of violence from community impacting Parklane student & staff safety.

A team is needed to ensure that on-going Townhalls can occur with or without Site Administrators. Safety measures need to be put in place to ensure staff & student safety.

Goals, Strategies, & Proposed Expenditures

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

Goal 6

Title and Description of School Goal

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

Social-Emotional Behavioral

Parklane Elementary will increase its tiered supports to strengthen social-emotional and behavioral interventions, ensuring a more comprehensive and effective system for addressing student needs.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LUUSD LCAP GOAL 3 - All students and families will feel safe and connected at school as measured by climate surveys, attendance data and behavioral data.

Identified Need

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

Based on a comprehensive review of the needs assessments (chronic absenteeism and suspension rate) and state and local data, there are several areas that emerged that require significant improvement. Specifically, we have identified notable performance gaps among [name orange and red student groups within this indicator] on the CA Dashboard. To address these concerns, we have implemented several strategic steps. These include a multi-tiered system of supports aimed at closing these performance gaps and improving outcomes across all student groups.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CA Dashboard - Chronic Absenteeism	The 2022-2023, CA dashboard indicator for Chronic Absenteeism, the distance from the standard decreased by 2.2%. The color indicator is Orange.	The 2023- 2024 CA dashboard indicator for ALL Student Groups will be Yellow.
CA Dashboard - Suspension Rate	The 2022-2023 CA dashboard indicator for Suspension rates, the distance from the standard decreased by .06%. The color is Orange.	The 2023- 2024 CA dashboard indicator for ALL Student Groups will be Yellow.
Positive Behavioral Interventions and Supports (PBIS) Implementation Fidelity	2023-2024 Local Data: Tier 1 TFI Score 63 % Tier 2 TIF Score 73 % Tier 3 TIF Score 88 %	2024-2025 Local Data: Tier 1 TFI Score 68% Tier 2 TIF Score 78% Tier 2 TIF Score 93%
PBIS Recognition	Bronze recognition for the 2023-2024 School Year	Silver recognition for the 2024-2025 School Year
Panorama Survey	Based on the August 2023-Student survey: Students that scored 1.5 or below were our students targeted for small group session. The total number of students was 44.	Based on the January 2024 Student Survey. Total number for the Winter Student Survey was 26

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	Professional Development Opportunities and Training to support the Multi-Tiered System of Supports (MTSS) framework to enhance student achievement and well-being across academic, behavioral, and social-emotional domains.	All	8020 Title I 5800 Prof and Operating/Consultants Caring School communities program materials and training
1.2	<p>Positive Behavioral Intervention and Supports Collaboration</p> <p>Educators engage in various activities aimed at enhancing student outcomes through a comprehensive and coordinated approach to PBIS strategies. Some key activities that may occur during PBIS collaboration time include:</p> <p>Leadership and Coordination: Lead the implementation of PBIS within the school. Coordinate efforts across the school community including administrators, teachers, staff, students, and families. Facilitate regular team meetings to plan, monitor, and adjust PBIS initiatives.</p> <p>Data Collection and Analysis: Collect and analyze behavior data to identify trends and areas of concern. Use data to make informed decisions about interventions and supports. Monitor the effectiveness of PBIS strategies and interventions over time.</p> <p>Developing and Implementing PBIS Systems: Establish clear behavioral expectations (behavioral matrix) for all areas of the school. Develop and implement a tiered system of supports (universal, targeted, intensive) based on student needs. Design and implement proactive strategies to prevent challenging behaviors.</p> <p>Training and Professional Development: Provide training to staff on PBIS principles, strategies, and practices. Support staff in implementing PBIS strategies in their classrooms and across the school environment. Collaborate with outside experts and resources to improve staff training.</p> <p>Supporting Staff and Students: Offer guidance and resources to teachers and staff for implementing behavior interventions. Provide direct support and guidance to students who require additional behavioral support. Foster a positive and inclusive school culture through PBIS initiatives.</p> <p>Family and Community Engagement: Involve families in PBIS activities and initiatives.</p>	All	30,000 Title I 1150 Teacher Sub Provide support to students struggling with academic and behavior needs impacting suspension & chronic abseteeism 7000 Title I 3000 Benefits Certificated benefits 1000.00 Title I 5715 Print Shop Create PBIS banners & posters

	<p>Communicate PBIS principles and expectations to families and gather their input and support. Collaborate with community organizations Evaluation and Continuous Improvement: Regularly evaluate the effectiveness of PBIS practices and interventions. Use evaluation findings to make data-driven decisions and improvements to the PBIS framework. Ensure ongoing fidelity and sustainability of PBIS implementation.</p> <p>(Note: All collaboration time must be supported by documentation with attendees, dates, times, and details of the discussion. This documentation must be kept at the site and readily accessible for program monitoring.)</p>		
<p>1.3</p>	<p>Assemblies to support the school's curriculum and culture.</p> <p>The assemblies should include one or more of the following components; Real-World Connections: Educational assemblies often feature speakers or presentations that connect classroom lessons to real-world applications. This connection helps students understand the relevance of what they are learning and how it can be applied beyond the classroom. Community Building: Assemblies bring students, teachers, and sometimes parents together in a shared learning experience. They contribute to a sense of community within the school and promote positive relationships among attendees. Inspiration and Motivation: Guest speakers at assemblies can inspire students by sharing personal stories of success, perseverance, or overcoming challenges. Such stories can motivate students to work harder, set goals, and pursue their dreams. Addressing Important Topics: Assembly provides a platform to address critical issues such as bullying, mental health, diversity, and character development. They can facilitate open discussions and create awareness among students. Skill Development: Assemblies can be designed to focus on specific skills such as leadership, communication, or critical thinking. Workshops or interactive sessions during assemblies can help students develop these essential life skills. Celebration of Achievements: Assemblies can be used to recognize and celebrate student achievements, academic excellence, or extracurricular successes. This recognition boosts students' self-esteem and encourages them to excel. Positive Behavior Reinforcement: Assemblies can reinforce positive behavior and values through storytelling, role-playing, or interactive activities. They contribute to the overall positive culture of the school.</p>	<p>All</p>	<p>0 Title I 5800 Prof and Operating/Consultants Academic & SEL assemblies: See Goal 1 act.1.3 funding allocation</p>

Annual Review

SPSA Year Reviewed: 2023-24

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

Annual Measurable Outcomes

Metric/Indicator

Expected Outcomes

Actual Outcomes

Analysis

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

N/A- New Goal

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

N/A- New Goal

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

N/A- New Goal

Goals, Strategies, & Proposed Expenditures

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

Goal 7

Title and Description of School Goal

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

ATSI: Additional Targeted Support & Improvement

To effectively meet the requirements of the Every Student Succeeds Act (ESSA) in alignment with our Local Control and Accountability Plan (LCAP) and other federal, state, and local programs, our school has developed a comprehensive strategy centered around the goals outlined in our LCAP, particularly focusing on LUSD LCAP Goals #1, #2, and #3:

Goal #1: Access to Standards-Based Curriculum, Well-Trained Teachers, and Well-Maintained Facilities

To achieve this goal, our school ensures that all students will have access to a standards-based curriculum aligned with state standards. Teachers receive ongoing professional development to stay highly qualified in their subject areas.

Strategies to Address Goal #1 for ESSA Compliance:

Regularly review and align curriculum with state standards.

Provide targeted professional development opportunities for teachers to enhance their instructional practices.

Goal #2: Student Growth in English Language Arts (ELA) and Math; Progress for English Learners (ELs) in English Proficiency

Our school focuses on supporting all students, including English learners, to demonstrate growth in core subjects such as ELA and Math. We specifically address the needs of English learners to ensure progress in English language proficiency alongside academic achievement.

Strategies to Address Goal #2 for ESSA Compliance:

Implement data-driven instructional practices to monitor student progress in ELA and Math.

Provide targeted interventions and support for English learners to develop English language skills alongside academic content mastery.

Goal #3: Safe and Connected School Environment

We prioritize creating a safe and welcoming school environment where students and families feel connected and supported. This goal is assessed through climate surveys, attendance records, and behavioral data.

Strategies to Address Goal #3 for ESSA Compliance:

Conduct regular climate surveys to gather feedback from students, families, and staff.

Analyze attendance and behavioral data to identify trends and implement interventions as needed.

Offer family engagement activities and resources to foster stronger connections between school and home.

By aligning our efforts with these LCAP goals, our school's plan effectively integrates ESSA requirements with a focus on academic achievement, equitable access, and a positive school climate. This comprehensive approach ensures that all students receive a high-quality education and support to thrive academically and socially.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LUSD LCAP GOALS

Goal #1: Access to Standards-Based Curriculum, Well-Trained Teachers, and Well-Maintained Facilities

Goal #2: Student Growth in English Language Arts (ELA) and Math; Progress for English Learners (ELs) in English Proficiency

Goal #3: Safe and Connected School Environment

Identified Need

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

Based upon the California School Dashboard state indicators, Parklane Elementary has been identified for Additional Targeted Support and Improvement ATSI. In the following subgroup, 2 or more races entered ATSI due to meeting the criteria based on the following indicators: Suspension and Chronic Absence as reported on the 2023 CA Dashboard release. To move the performance levels on each of the indicators for our qualifying students, it is necessary to address the needs of students, staff, and the school community. The school needs will be addressed by targeting the “2 or more races” group by gathering suspension & absenteeism data for that specific group that includes a survey and providing Multi-tier systems support to address the needs of the student population. Parklane Elementary School’s professional development will be centered on three core areas to include instruction, community engagement, and Professional Learning Community data cycles of inquiry accountability to ensure all students are provided with the opportunity to work towards mastery of grade-level standards in a safe, engaging, and nurturing community.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Suspension Rates	The 2022-2023 CA dashboard indicator for Suspension rates for the 2 or more race group suspension rate is the color Red.	The 2023-2024 CA dashboard indicator for Suspension rates for the 2 or more race group suspension rate will be the color Orange.
Chronic Absenteeism	The 2022-2023 CA dashboard indicator for Chronic Absenteeism rates for the 2 or more race group suspension rate is the color Red.	The 2023-2024 CA dashboard indicator for Chronic Absenteeism rates for the 2 or more race group suspension rate will be the color Orange.

Strategies/Activities

Complete the Strategy/Activity Table with each of your school’s strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
1.1	Provide support for students struggling with Chronic absenteeism and Suspensions.	All students including students of 2 or more races	0 Title I 1150 Teacher Sub See Goal 6 act 1.2 funding allocations 0 Title I 3000 Benefits See goal 6 act.1.2 funding allocations

Annual Review

SPSA Year Reviewed: 2023-24

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

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Chronic Absenteeism (School Wide)	By the EOY: 2022-2023, CA dashboard indicator for Chronic Absenteeism, the distance from the	The EOY: 2022-2023, CA dashboard indicator for Chronic Absenteeism, the distance from the standard is

Metric/Indicator	Expected Outcomes	Actual Outcomes
	standard will decrease by moving from 'VERY High (RED) TO High (ORANGE)"	ORANGE. The 2022-2023, CA dashboard indicator for Chronic Absenteeism, the distance from the standard decreased by 2.2%
Suspension Rates (Schoolwide)	By the EOY: 2022-2023 CA dashboard indicator for Suspension rates, the distance from the standard will decrease by moving from 'VERY High (RED) TO High (ORANGE)"	The EOY: 2022-2023 CA dashboard indicator for Suspension rates, the distance from the standard is ORANGE.The 2022-2023 CA dashboard indicator for Suspension rates, the distance from the standard decreased by .06%
ELA Performance (Schoolwide)	By the EOY: 2022-2023 CA dashboard indicator for ELA schoolwide performance, the distance from the standard will decrease by moving from 'VERY LOW(RED) TO LOW(ORANGE)"	The EOY: 2022-2023 CA dashboard indicator for ELA schoolwide performance is RED.Increased from 13% to 16% of students met or exceeded the standard on the 2022-2023 CAASPP English Language Arts assessment.
Math Performance (Schoolwide)	By the EOY: 2022-2023 CA dashboard indicator for Math schoolwide performance, the distance from the standard will decrease by moving from 'VERY LOW(RED) TO LOW(ORANGE)"	The EOY: 2022-2023 CA dashboard indicator for Math schoolwide performance is RED. Increased from 8.27% to 12.16 % on CAASPP Math Assessments
English Learner Progress (Schoolwide)	By the EOY: 2022-2023 CA dashboard indicator for English Learner progress, the distance from the standard will decrease by moving from ' LOW(ORANGE) TO MEDIUM (YELLOW)"	The EOY: 2022-2023 CA dashboard indicator for English Learner progress is ORANGE. Ca Dashboard went from 39.6% students making progress toward English proficiency to 38%.

Analysis

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

The following attempts were made to secure mental health clinician services: Parklane pursued additional mental health clinician services to support student SEL/Behavioral goals. It was determined that due to a staffing shortage, additional days weren't available at the district level. An outside contracted provider was pursued but ultimately fell through due to not meeting the LodiUSD process for vetting and obtaining necessary approvals to begin services. In January, the district provided mental health supplemental support via Teen 180. An expert substitute provided Tier 2 vocabulary development academic & restorative behavior support to students in need. She worked between 2-3 days per week throughout the school year. The following assemblies occurred and are planned to occur for the 2023-2024 school year: Stockton Soul provided a Black music history interactive experience; Certificated & Classified staff were nominated and attend PBIS PLC team mtgs. PBIS meetings were changed from once a month to twice a month starting in March to address the on-going work implementing Multi-tier (Tier 1 & Tier 2) PBIS. SJCOE Artist in Schools Residency provided in-class art lessons and creation of art for grades K-6th grade throughout the year. Each grade level had 8 art sessions. Pending the arrival of student Chromebooks that will allow each teacher to house 2-3 extra Chromebooks assigned to their class for small group instruction and/or students with missing devices.

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

We were unable to obtain services from a particular agency, however the district provided supplemental support in the form of Teen 180 from January until the end of the year. On those occasions when we had a teacher absent without substitute coverage we were forced to use our expert substitute to instruction the classroom.

All assemblies occurred toward the end of the year.

The meeting did not follow the PLC cycle of inquiry based on the established SMART goals during the 2 month the Principal was out on Medical leave. This stalled momentum and routines were not reinforced consistently leading to confusion among staff and students.

Multiple teachers have reported they are seeing multiple students show frustrated and refuse to participate in the creation of art activities.

The Lodi USD process for purchase and delivery is lengthy. As of March 2024, we are still waiting for the arrival of the Chromebooks.

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.

Parklane is no longer a CSI site based on our 2022-2023 gains. However, we are categories as an ATSI school based on one subgroup: 2 or more races. With this change in status each PLC cycle of inquiry needs to track data for the subgroup 2 or races.

Goals, Strategies, & Proposed Expenditures

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

Budget Summary

Complete the Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$186,553.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$188,172.00
Total Federal Funds Provided to the School from the LEA for CSI	\$

Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

Note: If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
Title I	\$182,705.00
rCalc_TotbyFSGrpFederal_50_FundSrc}	\$

Subtotal of additional federal funds included for this school: \$182,705.00

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
Central Title I	\$0.00
LCFF	\$1,619.00
Title I: Parent Involvement	\$3,848.00
rCalc_TotbyFSGrpStateLocal_50_FundSrc}	\$

Subtotal of state or local funds included for this school: \$5,467.00

Total of federal, state, and/or local funds for this school: \$188,172.00

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
----------------	--------	---------

Expenditures by Funding Source

Funding Source	Amount
Central Title I	0.00
LCFF	1,619.00
Title I	182,705.00
Title I: Parent Involvement	3,848.00

Expenditures by Budget Reference

Budget Reference	Amount
	0.00
1120 Teacher Temp	4,960.00
1150 Teacher Sub	36,500.00
1900 Other Cert Salaries	0.00
2120 Para Temp	4,181.00
2920 Other Class Temp	4,181.00
3000 Benefits	15,310.00
4200 Books	1,000.00
4300 Materials	29,448.00
4325 Food For Meetings	500.00
5712 Transportation	3,500.00
5715 Print Shop	2,800.00
5800 Prof and Operating/Consultants	77,492.00
5872 Field Trips	3,500.00
5875 Technology Licenses	4,800.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1900 Other Cert Salaries	Central Title I	0.00
3000 Benefits	LCFF	1,619.00
	Title I	0.00
1120 Teacher Temp	Title I	4,960.00
1150 Teacher Sub	Title I	36,500.00
2120 Para Temp	Title I	4,181.00
2920 Other Class Temp	Title I	4,181.00
3000 Benefits	Title I	13,691.00
4200 Books	Title I	1,000.00
4300 Materials	Title I	27,000.00
5712 Transportation	Title I	3,500.00
5715 Print Shop	Title I	2,800.00
5800 Prof and Operating/Consultants	Title I	77,492.00
5872 Field Trips	Title I	3,500.00
5875 Technology Licenses	Title I	3,900.00
4300 Materials	Title I: Parent Involvement	2,448.00
4325 Food For Meetings	Title I: Parent Involvement	500.00
5875 Technology Licenses	Title I: Parent Involvement	900.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	56,033.00
Goal 2	2,000.00
Goal 3	17,799.00
Goal 4	3,848.00
Goal 5	62,472.00

Goal 6

46,020.00

Goal 7

0.00

School Site Council Membership

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

- 1 School Principal
- 3 Classroom Teachers
- 1 Other School Staff
- 5 Parent or Community Members
- 0 Secondary Students

Name of Members	Role
Arminah Zarif	Principal
Becky Halsey	Classroom Teacher
N. Nguyen	Classroom Teacher
Kaitlyn Huyhn	Classroom Teacher
Colleen Regohos	Other School Staff
India Bryant	Parent or Community Member
Joe Dorado	Parent or Community Member
Jen Montoya	Parent or Community Member
Karin Tibon	Parent or Community Member
Monica Hill-Hussey	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.

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 5/14/24.

Attested:



Principal, Arminah Zarif on 5/14/24

SSC Chairperson, India Bryant on 5/14/24