

# The Single Plan for Student Achievement

## PARK DALE LANE ELEMENTARY SCHOOL



37 68080 6095046  
CDS Code

Date of this revision: 3-22-23

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

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

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Encinitas Union School District

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

# Park Dale Lane



## Vision Statement

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

### Children

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

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

### Learning Community

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

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

## **Learning Environment**

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

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

## **School Profile**

Park Dale Lane Elementary School opened in 1976 and is one of nine elementary schools in the Encinitas Union School District. Park Dale Lane serves approximately 438 kindergarten through sixth grade students. Park Dale Lane Elementary School teachers and staff are dedicated to ensuring the academic success of every student and providing a safe and engaging learning experience. The school has developed educational programs designed to provide students the opportunity to explore their creativity while developing a strong academic foundation. Additionally, Park Dale Lane is currently in the implementation of PBIS (Positive Behavior Intervention System), a data-driven, multi-tiered framework for establishing a positive culture needed for a school to be an efficient and effective learning environment for all students. The commitment of Park Dale Lane Elementary School's staff, parents, and community to excellence for their students has resulted in the school's California Distinguished School status.

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

Park Dale Lane's attendance area serves community neighborhoods in Village Park, Olivenhain, and Encinitas. The school district and city is situated along the coast in north San Diego County and is often referred to as the "Surf and Flower Capital of the World". Several local preschools and Head Start programs offer programs to help prepare our students for kindergarten. The school has approximately 433 students in grades kindergarten through sixth grade and is scheduled on a modified year-round calendar. The ethnic/racial makeup of the school is 64% "white", 25% Hispanic/Latino, 2% Asian, 1% African American, 7% 2 or more races and 1% "unspecified". There are approximately eight different languages spoken by families with English and Spanish being the most spoken languages at school.

Class size maximums in Kindergarten – third grades are 24 students, and in fourth – sixth grades 31 is the maximum allowed. The staff consists of 20 credentialed general education teachers. Staffing also includes 1 full time and 1 part-time school psychologist, 2 education specialists, 3 special day class teachers, and 1 speech/language pathologist. Itinerant services include an adaptive physical education teacher and an occupational therapist. Several credentialed enrichment consultants provide extra support to teachers and students. The enrichment opportunities are science and health and wellness. Other services include 3 credentialed reading intervention teachers, 1 ELD teacher and 1 credentialed social emotional and behavior support teacher. Students have access to a library/media center once a week with their class, and during, before, or after school 5 times a week. In addition, all students in Kindergarten through sixth grade have 1:1 iPads.

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

## **District Supported School Wide Focus Areas:**

### **Equity**

EUSD and Park Dale Lane have implemented structures to develop systematic plans to recreate how we approach learning and equity. Educational equity means that there is no predictability of success or failure based on social or cultural factors like race, ethnicity, linguistic background, economic class, religion, gender, sexual orientation, and physical and cognitive ability (Aguilar, 2020).

EUSD and Park Dale Lane value diversity, equity, and inclusion. To support Encinitas Union School District's lead in equity, Park Dale Lane strives to provide whatever students need every day to develop to their full academic and social potential.

- All Park Dale Lane staff are engaged in an ongoing series of district wide professional development sessions supporting the Equity themes of Identity, Joy, and Representation.
- Classroom teachers and the TRAC teacher are intentional in integrating this work throughout each week.
- Students and staff learn about their identities and that of others, expressed and celebrated through literature, art, and more.
- Funds are being spent to diversify the representation students see and learn about in our text collection (novel sets, picture books, media center).

### **Multi-Tiered System of Supports (MTSS )**

MTSS is an integrated, comprehensive framework that focuses on state standards, core instruction, differentiated and student-centered learning, individualized student needs, and the alignment of systems necessary for all students' academic, behavioral, and social success. MTSS is implemented to identify struggling students early and intervene quickly. It focuses on the "whole child", meaning academic growth in math and Language Arts; behavior, and social and emotional needs.

At Park Dale Lane, our grade-level teams use common assessments to monitor student progress. ELA assessments include, ESGI (K-1), Literably- 1st-6th, STAR Reading Test- 3rd -6th, iReady ELA Diagnostic - optional. iReady Math Diagnostic is used for all grades

This results of these, and other initial assessments, inform Differentiated classroom groupings (above, at, and below grade level), Walk to Reading groupings, which allows for additional targeted reading time for all students, and Tier 2 and 3 intervention groups, determined by MTSS Team, which includes the MTSS TOSA, Reading Team, teacher input, School Psychologist, TRAC Teacher, Principal.

At Park Dale Lane we use the DBCI (Data-Based Consultative Intervention) process to determine the level of support needed for a student. DBCI is Based on the state's movement towards Response to Intervention (RTI). Approximately 20% of the student population will require additional support, and that level of support is based on the needs of the individual student.

PDL's DBCI/ MTSS programs incorporate 3 Tiers. At Park Dale Lane we have focused our site level professional development (Empowering Educators with Tier 1 supports) on supporting staff to develop and improve Tier 1 systems and practices and use regular and consistent data to impact students across all settings.

With Tier 2 interventions, Tier 1 strategies continue in GenEd Classroom. There is an increased frequency of small group instruction that is targeted or specific to each students' need and data collection targets the skill being taught. When students require Tier 3 intervention, even more intensive and specific instruction is provided.

Park Dale Lane's MTSS program is serving approximately 130 students from kindergarten to sixth grade in academic, behavior, and SEL areas. Our MTSS team consists of the site Principal, four intervention teachers, a school counselor, a school psychologist, an SEL/TRAC teacher, and a MTSS Teacher on Special Assignment (ToSA) who oversees the program at our site. To provide consistency and seamless integrations in student support, the MTSS Team meets weekly to collaborate and look at student data.

### **MTSS 2021-2022 Academic Interventions**

In 2021, EUSD added a district provided MTSS TOSA to each site to review data, support and coach teachers in providing differentiated instruction/ instructional strategies, provide curriculum and resource support, and support other teacher and student needs. At Park Dale Lane, all teachers committed to creating differentiated classroom groupings to provide small group instruction in reading to all students (above, at, and below grade level).

To support students below grade level, we increased our number of reading intervention teachers from 2 to 4. Three provide Tier 2 and 3 support K-6 and 1 provides English Language Reading support to our emerging bilingual students.

Park Dale Lane serves 58 English Learners. We were able to increase the time allotted to English Learner Language development and increase the number of designated ELD hours - these hours reflect 1:1 and small group, targeted instruction (designated ELD support and reading intervention). The time MLLs spend this year on targeted reading instruction has increased due to Walk to Reading, allowing MLLs who are not yet ready to be in one of the grade level groups an opportunity to learn from one of the reading intervention specialists, TOSA MTSS, and/or ELD specialist. This team collaborates to ensure optimal groupings and instruction for MLLs. 20 hours of designated ELD increased to 33 (additional part-time teacher hired in February), and this allows for a more comprehensive and inclusive instructional model including a total of 8 hours of push in support across grades 1-6.

### **Health and Wellness**

Park Dale Lane is committed to developing a culture in which students, staff and parents feel valued, supported and safe, and places emphasis on the wellbeing of our entire community. We support and encourage our staff to focus on self-care by maintaining balance between professional life and personal life. We offer weekly yoga classes for staff. Also, staff members regularly engage in community building activities and social events to develop strong relationships.

In EUSD, we have a district-wide Social Emotional Learning (SEL) program entitled TRAC (Teambuilding, Regulation, Awareness, and Community). Our TRAC Social and Emotional Learning Program helps students develop a range of skills they need for school and life. Social-Emotional skills include the ability to set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, make responsible decisions, and understand and manage emotions. All of these skills are necessary—both for educators and students—to function well in the classroom, in the community, and in

college and careers. There is a growing body of research proving that social and emotional learning (SEL) is fundamental to academic success and must be woven into the work of every teacher in every classroom and every after school and summer enrichment program, if we truly want to prepare all our students for college and careers.

Our TRAC teacher provides weekly in-person lessons to each class and works with small groups of students as needed. TRAC is not a “one size fits all” program. Our TRAC teacher meets regularly with grade levels and teachers to learn more about each classroom community and adapts lessons to each grade level or class’s specific needs. To stay connected to our school and home community, our TRAC teacher sends out a monthly newsletter to our families and communities to share the SEL work happening in classrooms and across the school, and plans on implementing Parent nights.

### **PBIS (Positive Behavior Intervention Supports)**

At Park Dale we have established 4 core values as part of our PBIS program: Be Safe, Respectful, Responsible and Kind. As part of our MTSS program, we use PBIS strategies to establish the foundation for delivering regular, proactive support and prevent unwanted behaviors. We emphasize prosocial skills and expectations by teaching and acknowledging appropriate student behavior, effectively teaching appropriate behavior to all children, and intervene early before unwanted behaviors escalate. Research has shown that PBIS:

- Fosters respectful, supportive relationships among students and staff
- Reinforces positive academic and social behavior
- Provides an opportunity for positive student/ Teacher interactions
- Provides intervention opportunities appropriate to student needs

### **School Accountability Report Card (SARC)**

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

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

The School Accountability Report Card is available from:

<https://www.eusd.net/our-district/school-accountability>

# California State Data

## CAASPP Scores 2019/ 2022

ELA						
2019	Grade	3rd	4th	5th	6th	
	At/ Above	76%	61%	77%	68%	70%
	Below	24%	39%	23%	32%	
2022	At/above	73%	57%	65%	60%	64%
	Below	27%	43%	35%	40%	
Change At/ Above		-4%	-4%	-11%	-8%	-7%

Math						
2019	Grade	3rd	4th	5th	6th	
	At/above	69%	57%	50%	52%	57%
	Below	31%	43%	50%	48%	
2022	At/above	67%	52%	40%	52%	53%
	Below	33%	48%	60%	48%	
Change At/ Above		-3%	-5%	-10%	0%	-4%



### SCHOOL PERFORMANCE OVERVIEW

## Park Dale Lane Elementary

Explore the performance of Park Dale Lane Elementary under California's Accountability System.

[Generate PDF Report](#)
[View All Schools](#)
[View Additional Reports](#)

2022

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

#### Chronic Absenteeism



#### Suspension Rate



#### English Learner Progress



#### English Language Arts



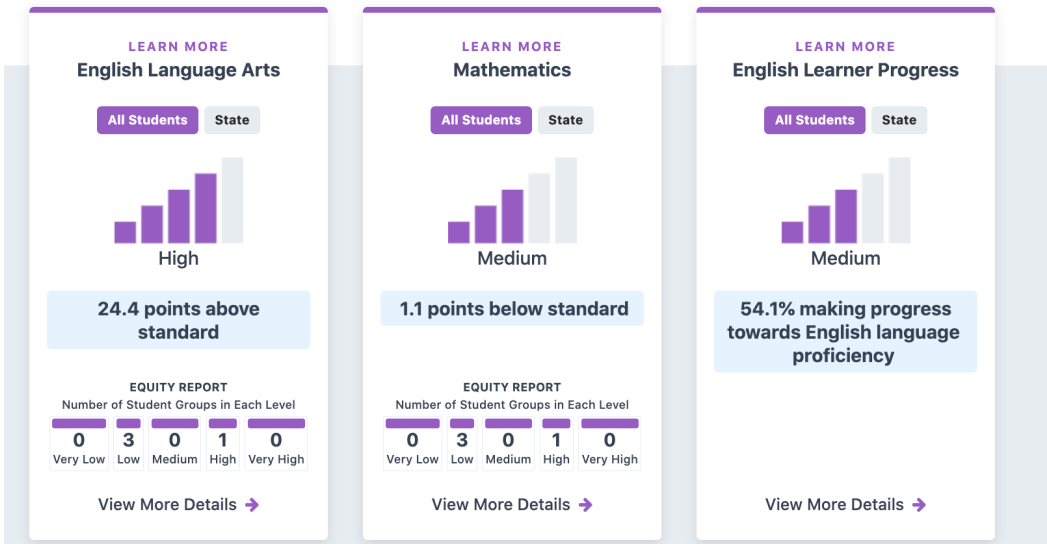
#### Mathematics





# Academic Performance

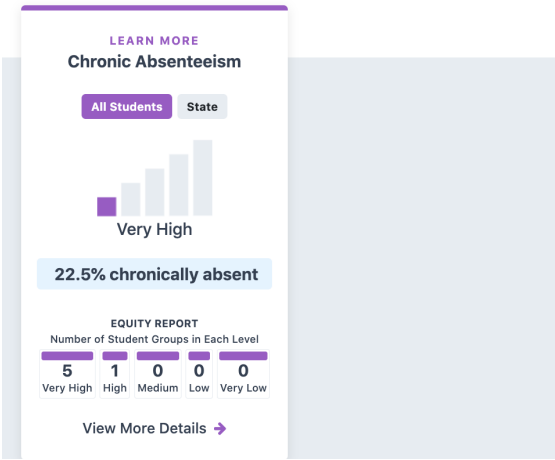
View Student Assessment Results and other aspects of school performance.



PARK DALE LANE ELEMENTARY

## Academic Engagement

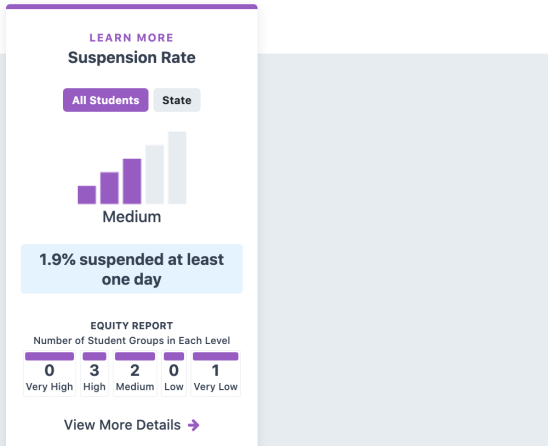
See information that shows how well schools are engaging students in their learning.



PARK DALE LANE ELEMENTARY

## Conditions & Climate

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

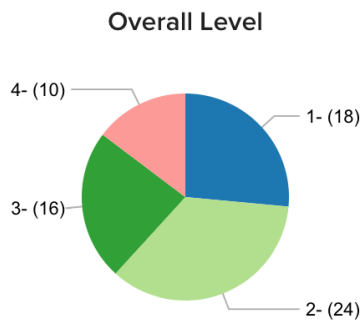


## Student English Language Acquisition Results

The percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

ELs Who Decreased at Least One ELPI Level	10.8%
ELs who Maintained ELPI Levels 1, 2L, 2H, 3L, 3H	35.1%
ELs who Maintained ELPI Level 4	5.4%
ELs Who Progressed at Least One ELPI Level	48.6%

## ELPAC Data:



Spring 2022  
Total Students: 58

Performance Level	Overall	
	%	#
Level 4	14.7%	10
Level 3	23.5 %	16
Level 2	35.3%	24
Level 1	26.5%	18

Spring 2020  
Total Students: 43

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

In fall 2021: added additional reading intervention teacher for ELs. ELPAC DATA (English Language Proficiency Assessments for California). Spring 2022 ELPAC scores reflected the growth since resuming full-time, in-person instruction, and since increasing support with designated ELD and reading intervention. 1/2 (51%) improved their overall level, another 21% remained at level but improved in at least one language area, for a total of 72% that improved their scores from 2021.

**March 20, 2023 Update:** Spring 2023 ELPAC has not yet been administered. **Looking at reading levels (iReady, STAR, and PAST) increase from Spring 2022 to Spring 2023.**

The time MLLs spend this year on targeted reading instruction has increased due to Walk to Reading, allowing MLLs who are not yet ready to be in one of the grade level groups an opportunity to learn from one of the reading intervention specialists, TOSA MTSS, and/or ELD specialist. This team collaborates to ensure optimal groupings and instruction for MLLs.

20 hours of designated ELD increased to 33 (additional part-time teacher hired in February), and this allows for a more comprehensive and inclusive instructional model including a total of 8 hours of push in support across grades 1-6.

## Federal State and Local Data

### Analysis of Current Educational Practice:

The following statements characterize educational practice at this school:

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

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

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

- The District provides state adopted texts and digital core curriculum to all students and staff.

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

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

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

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

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

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

- Inventory Standardized Testing and Reporting (CAASPP)
- Site developed assessments (math, language arts, and writing)
- English Language Proficiency Assessments for California (ELPAC) – ELL Students
- Fountas and Pinnell, Literably, Stieglitz, and Development Reading reading assessments

**Family, school, district and community resources available to assist these students:**

- o The Parent Teacher Association (PTA)
- o The Encinitas Education Foundation (EEF)
- o Before and after school childcare is available
- o Adult volunteers actively support student achievement daily at Park Dale Lane
- o Intervention Programs are available during the day for reading and social emotional needs.

## EUSD LCAP and SPSA Alignment

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

### EUSD LCAP GOALS



### **GOAL #1 -**

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

#### **District Areas of Focus:**

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

#### **Indicators used by the site to analyze progress:**

- CAASPP scores from 2022 and after testing in May 2023
- CAST scores from 2022 and after testing in May 2023
- California Dashboard Results After testing in May 2023
- ELPAC results
- Local assessments, projects and evaluations
- Intervention progress monitoring tools

#### **Expectancies:**

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

#### **Data Points:**

- ELPAC DATA (English Language Proficiency Assessments for California)  
Spring 2022 scores reflect the growth since resuming full-time, in-person instruction, and since increasing support with designated ELD and reading intervention. 1/2 (51% improved their overall level, another 21% remained at level but improved in at least one language area, for a total of 72% that improved their scores from 2021.
- The time MLLs spend this year on targeted reading instruction has increased due to Walk to Reading, allowing MLLs who are not yet ready to be in one of the grade level groups an opportunity to learn from one of the reading intervention specialists, TOSA MTSS, and/or ELD specialist. This team collaborates to ensure optimal groupings and instruction for MLLs.

- 20 hours of designated ELD increased to 33 (additional part-time teacher hired in February), and this allows for a more comprehensive and inclusive instructional model including a total of 8 hours of push in support across grades 1-6.
- The school site used district-provided funds to hire four reading intervention teachers (pre-pandemic we had 2), 3 serve Tier 2/ 3 K-3) including English Language reading intervention and one serves as our English Language development teacher.
- MTSS TOSA / Team reviews data, supports and coaches teachers in providing differentiated instruction/ instructional strategies, provides curriculum and resource support, and supports other teacher and student needs.  
The Team meets weekly and meets with grade levels at the end of each block for deep data dives and regrouping of students in the Tiered system.
- All classroom teachers created differentiated classroom groupings to provide small group instruction in reading and math to all students (above, at, and below grade level).

**CAASPP Data points:**

ELA: 64% of students scored at/above grade level proficiency

Math: 53 % of students scored at/above grade level proficiency

**Met Expectancies**   X   **Expectancies Not Met**

## GOAL #2-

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

### District Areas of Focus:

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

### Indicators used by the site to analyze progress:

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

### **Expectancies:**

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

### **Data Points**

- Regular meetings: PTA, SSC, Leadership (staff and Parent)
- Frequent updates to PeachJar, All-Calls, PTA E-news
- Based on Feedback from the LCAP input night and ELAC meetings, PTA E-news is now distributed in Spanish
- Volunteers support classrooms regularly
- Attendance for parents during conferences (Oct. 99%) (March:
- Pledge Drive exceeded \$90,000 goal
- Jog-A-thon exceeded our \$40,000 goal
- Book fair: projected \$3,000, actual \$10,246.37
- High attendance numbers at PTA sponsored events: Fall festival, Winter wonderland, and Jog-a-thon

**Met Expectancies**   X   **Expectancies Not Met**

### GOAL #3 -

**Our site will maintain and improve safe, green and innovative learning spaces that promote health and wellness.**

#### District Areas of Focus:

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

#### Indicators used by the site to analyze progress:

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

#### Expectancies:

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

#### Data Points:

- Safety Drills conducted and logs entered at district office quarterly
- SARC Report states the site is rated as “Good” for Systems, safety, cleanliness, structure, external structure, and Fair for interior due to some stained ceiling tiles from previous roof leaks
- BCK Environmental Education Partnership includes: Garden to kitchen education, SCRAP Cart/ Composting, 4th grade garden project, 5th grade irrigation project, 6th grade pollution project
- PBIS is in its 3rd year of implementation. Scheduled monthly team meetings are held to discuss next steps.

**Met Expectancies**   X        **Expectancies Not Met**



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

**District Areas of Focus:**

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

**Indicators used by the site to analyze progress:**

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

**Expectancies:**

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

**Data Points**

- New staff 2022-2023: two 6th grade teachers, one 5/6 combo teacher (SDC), one K-2 SDC teacher, one Health and Wellness Teacher, and one Art Teacher
- Teacher interviews were conducted as a panel of administrators
- Administrator has conducted observations and complete evaluations according to district protocols.
- All Classroom teachers have participated in MTSS Data Dive meetings to inform instruction
- Site administrator and district representatives have provided ongoing professional development to meet school and district goals. (Typically the 1st Friday each month)

**Met Expectancies**   X        **Expectancies Not Met**

### GOAL #5 -

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

#### District Areas of Focus:

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

#### Indicators used by the site to analyze progress:

- Response to intervention progress monitoring (DBCI)
- Student interest survey data utilization
- Student surveys
- Digital tools and usage reports and progress
- CA Dashboard indicators including Distance from 3 and sub-group movement- NA no CAASPP data from 2020 or 2021

#### Expectancies:

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

#### Data Points

- Number of students involved in school programs has increased. ASB 2021-2022 (30) 2022-2023 (50)
- Student suggested/created choice lunchtime activities include Panther News, ASB, Peer Buddies, Robotics, ASL club
- Teachers gather a variety of data sets about students' interests, learning levels and utilize these in creating learning plans
- DBCI process (Data-based consultative intervention)
  - Targeted instruction
  - Walk to Reading program provides structured differentiated reading instruction for all students in each grade level K-5.
- Design thinking projects are provided based on NGSS including hands-on science labs
- Choice of after school activities are being offered by the school district: Choir and Band

Met Expectancies   X  

Expectancies Not Met

**Considerations for Site Actions related to Student Achievement**

MTSS	Equity	Wellbeing
<ul style="list-style-type: none"> <li>● Pilot Branching Minds Data portal</li> <li>● Continue DBCI Days with teachers, Tosas, intervention staff, Sped staff, principal 3 times a year</li> <li>● Continue to develop and communicate PBIS plan</li> </ul>	<ul style="list-style-type: none"> <li>● Our school community will reduce the number of students of two or more races who are chronically absent by monitoring the students using the Data-Based Collaborative Intervention (DBCI) process and providing support through individualized intervention plans.</li> <li>● Continue to update books with representation of multiple cultures/ identities</li> <li>● Promote more student-led clubs</li> <li>● Equity Professional Development provided by the district</li> </ul>	<ul style="list-style-type: none"> <li>● Wellness center?</li> <li>● Pilot Rhithm SEL program</li> <li>● TRAC tier 2 small groups continue</li> <li>● School Psychologist and counselor join DBCI weekly meetings</li> </ul>
<p align="center"><b><u>OTHER</u></b></p> <ul style="list-style-type: none"> <li>● Enrichment opportunities- Use the parent survey to determine additional activities/ programs that could be offered for students.</li> </ul>		

### School Site Council Membership

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

SSC Team 2022-2023					
Names of Members		2-year Term Start Date	Parent/Community Member	Classroom Teacher	Other Staff
Dennis, Michelle	Officer Position	21-22		Teacher	
Goldstein, Julie	Officer Position	21-22	Parent		
Grasley, Cori	Officer Position	21-22		Teacher	
Hinojosa, Jamie	Officer Position	21-22			Office Manager
Brittany Emal Hurd	Officer Position	22-23	Parent		
Matthew Flower	Officer Position	22-23	Parent		
Provenzano, Lauren	Officer Position	21-22		Teacher	
Bailey Steinhardt	Officer Position	22-23	Parent		
Shick, Nicole	Officer Position	21-22	Parent		
Terry, Erin	Officer Position				Principal
<b>Total</b>	<b>Officer Position</b>		<b>5</b>	<b>3</b>	<b>2</b>

### Recommendations and Assurances

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

1. The school site council is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The school site council reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the school plan requiring board approval.
3. The school site council sought and considered all recommendations from the following groups or committees before adopting this plan:

  X   School Staff (via staff meetings)

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

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

4. This school plan is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
5. The school site council adopted this school plan on: 3/20/23

  
Erin Terry- School Principal

3-20-23  
Date

  
SSC Chairperson

3/20/23  
Date