School Year: **2025-26**

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	April 29, 2025	

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.

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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:

Site Goal #1: Academic Achievement through High-Quality Instruction
Aligned to LCAP Goal #1 and Goal #2 (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 and Goal #2: Student Growth in English Language Arts (ELA) and Math; Progress for English Learners (ELs) in English Proficiency)
ESSA Focus: Academic Standards, Equity, and Professional Development
Parklane is committed to improving student outcomes in English Language Arts (ELA) and mathematics through the ongoing implementation of a Multi-Tiered System of Support (MTSS). This includes delivering high-quality, standards-based Tier I instruction and using data-driven practices to monitor progress and provide targeted interventions. The goal is to achieve a 5% increase in student proficiency in ELA and math.
Key Strategies for Alignment:
* Align curriculum and instructional practices with California State Standards.
* Provide ongoing professional development to support Tier I instruction.
* Use formative and summative assessments to inform instruction and guide MTSS interventions.
* Monitor progress through regular data chats and collaborative planning.
* Provide professional development in ELA, ELD, Math, and Science.
* Provide strong tier II and tier II academic support
* Provide TOSAs and Intervention teachers to support academic achievement.

Site Goal #2: Social-Emotional Development and Positive School Climate
Aligned to LCAP Goal #2 and Goal #3 (Goal #2: Student Growth in English Language Arts (ELA) and Math; Progress for English Learners (ELs) in English Proficiency and 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.)
ESSA Focus: Safe and Supportive Schools
Through consistent implementation of Social-Emotional Learning (SEL) and Positive Behavior Interventions and Supports (PBIS), Parklane aims to foster a safe, inclusive, and supportive environment. The school's objective is a 5% improvement in student behavior and attendance, contributing to a positive school climate and increased student engagement.
Key Strategies for Alignment:
* Integrate SEL curriculum and strategies into daily instruction.
* Utilize Tier I and Tier II PBIS strategies, including Check-In/Check-Out and behavior matrices.
* Analyze attendance and behavior data to provide proactive and restorative supports.
* Engage students in setting expectations and celebrating positive behavior.
* Provide professional development to support positive behavior.

Site Goal #3: Strengthening Parent Engagement
Aligned to LCAP 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)
ESSA Focus: Family and Community Engagement
To increase parent involvement and build strong school-family partnerships, Parklane will implement a structured communication and outreach plan aimed at increasing participation in school events by 5–10%. Efforts will include consistent newsletters, accessible meetings/workshops, and opportunities for families to actively engage in their child's education and school decision-making processes.
Key Strategies for Alignment:
* Host a variety of inclusive school events, including academic showcases and family engagement nights.
* Provide regular, multilingual communication through newsletters, texts, and school platforms.
* Offer parent workshops and informational meetings aligned to academic and behavioral priorities.
* Track participation data and gather feedback to continuously improve family engagement efforts.

By aligning Parklane's site goals with LCAP and ESSA priorities, we are committed to fostering academic excellence, a positive school culture, and meaningful partnerships with families—all of which are critical to student success.

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

The Comprehensive Needs Assessment (CNA) process at our school followed a structured, collaborative approach aligned with the WestEd framework and School Site Council (SSC) guidance. This three-phase process ensured the collection of diverse data and stakeholder input to inform the development of a responsive and inclusive School Plan for Student Achievement (SPSA).

Phase One: Self-Reflection
The process began with a self-reflection phase in January 2025, during which 10 members of the school's instructional team—including teachers, administrators, and support staff—participated in the Four Domains CALL (Comprehensive Assessment of Leadership for Learning) survey. School leaders also completed a reflective self-assessment tool to evaluate practices aligned to the Four Domains for Rapid School Improvement. These tools captured internal perspectives on leadership, instruction, culture, and systems.

Phase Two: Quantitative Data and Artifact Review
In the second phase, the team analyzed Lodi Unified's accountability data—such as student attendance and achievement data found on the school's report card—alongside artifacts provided by the school. These artifacts included examples of instructional practices, intervention supports, and systems for behavior and family engagement. This triangulation of perception data and hard evidence provided a well-rounded understanding of school performance.

Phase Three: Onsite Engagement
The third phase emphasized direct engagement with the school community through onsite interviews and focus groups. Stakeholders included teachers, classified staff, students, and parents. Forums such as the School Site Council (SSC), English Learner Advisory Committee (ELAC), parent advisory groups, staff meetings, and student focus groups were all utilized to gather input, validate findings, and build consensus around the school's strengths and areas for growth. These forums ensured that all voices were heard and valued in shaping the SPSA.

Ongoing Engagement and Continuous Improvement
Our school is committed to ongoing collaboration with educational partners throughout the year to monitor progress and make necessary adjustments to the SPSA. The SSC will continue to serve as a key structure for reviewing data, evaluating the implementation of strategies, and refining actions based on impact. ELAC and parent advisory groups will receive regular updates and provide feedback to ensure alignment with the needs of English learners and other subgroups. Staff meetings will include regular time for reviewing data, adjusting instructional strategies, and ensuring that actions remain relevant and targeted.

To maintain clear and consistent communication with all stakeholders, we will use multiple strategies, including monthly newsletters, school-wide messaging apps, dedicated SPSA updates during parent meetings, and translated communications to reach all families. Student voice will continue to be elevated through classroom circles, surveys, and student leadership forums.

This inclusive and collaborative approach ensures that the SPSA is not only a reflection of data but also of the shared vision and priorities of the entire school community. By continuing to involve educational partners throughout the year, we are committed to creating a dynamic plan that evolves with the needs of our students and school.

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 2024 California School Dashboard data for Parklane Elementary, the school received Red or Orange performance levels in the following state indicators:

English Language Arts: Red — Students scored an average of 97.7 points below standard, with a decline of 3 points from the previous year. Several student groups, including African American and Socioeconomically Disadvantaged students, also performed in the Red range.

Mathematics: Red — Students scored an average of 112 points below standard, reflecting a further decline of 4.7 points. All reported student groups with performance levels were in the Red category.

Suspension Rate: Red — 9.1% of students were suspended at least once, with a 2.7% increase. Four student groups, including African American and Students with Disabilities, also performed in the Red level.

Chronic Absenteeism: Orange — 49.9% of students were chronically absent, though there was a slight improvement of 2.2%. Multiple groups, including African American, English Learners, and Socioeconomically Disadvantaged students, were in the Orange band, with Students with Disabilities in the Red.

Based on the 2024 California School Dashboard data, Parklane Elementary recognizes the significant inequities in academic achievement, school climate, and student engagement, particularly affecting African American, Socioeconomically Disadvantaged, English Learner, and Students with Disabilities subgroups. In response, the school has strengthened its Multi-Tiered System of Support (MTSS) framework, emphasizing targeted Tier I and Tier II academic instruction, social-emotional learning, and behavior interventions. Professional development has been prioritized to improve standards-based instruction and implement data-driven practices; while reading and math interventions have been expanded to provide targeted support. Additionally, to address disparities in suspensions and attendance, Parklane has implemented restorative PBIS practices, increased family engagement through inclusive events and structured communication, and developed systems to monitor and respond to attendance patterns. These strategies are aimed at reducing barriers, promoting equity, and ensuring that all students have the opportunity to succeed academically and socially.

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.

Upon reviewing the available data, there are no state indicators at Parklane Elementary School where any student group performed two or more performance levels below the "All Students" performance. This suggests that while overall performance in certain areas is low, disparities between student groups are not as pronounced to the extent of differing by two or more performance levels.

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.

Academic Growth and Achievement
Through the continuous implementation of the Multi-Tiered System of Support (MTSS), Parklane staff will implement standard-based tier I instruction in ELA and math to demonstrate a 5% growth in proficiency.
The goal is to achieve a 5% increase in proficiency on the following universal measures in English Language Arts, Mathematics, English Learner progress, and Science:
K-2 DIBELS Assessment
3rd-6th Grade ELA iReady Universal Screener
3rd-6th Grade CAASPP English Language Arts
K-6th Grade Math iReady Universal Screener
3rd-6th Grade CAASPP Mathematics
5th Grade California Science Test (CAST)
California Dashboard: English Language Arts, Mathematics, and English Learner Progress Indicator (ELPI)

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 #1- All students will have access to standards-based curriculum taught by well-trained, highly qualified teachers in well maintained facilities.
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.
LUSD LCAP Differentiated Assistance Goal: Differentiated Assistance: With the assistance of support staff and targeted intervention, English Learners, students with disabilities, and students experiencing homelessness will show growth in college and career readiness, math and ELA. Students experiencing homelessness will also show improvement in suspensions and chronic absenteeism.

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 review of the 2024 California School Dashboard and local data, Parklane Elementary demonstrates a need for significant improvement in both academic achievement and school climate. The school received Red performance levels in English Language Arts (97.7 points below standard) and Mathematics (112 points below standard). Additionally, academic growth scores for the "All Student" group were below typical in both ELA and Math, signaling that students are not making expected year-over-year progress. Suspension rates (9.1%) also placed in the Red category, with four student groups at the Red level, and Chronic Absenteeism at 49.9% earned an Orange rating, indicating a lack of student engagement that may be contributing to low academic performance.

To address these challenges, Parklane is prioritizing the implementation of rigorous, evidence-based instruction. This includes enhancing lesson design, supporting teachers in using data to inform instruction, and aligning teaching to state content standards across grade levels. Emphasis is also placed on equity—ensuring that students with the greatest academic needs are taught by experienced, credentialed teachers. Concurrently, the school is working to engage families and staff in shared accountability for student outcomes by fostering collaboration, setting clear behavioral expectations, and embedding high expectations in school culture. These efforts aim to reduce behavior-related disruptions, strengthen student engagement, and ultimately improve academic results.

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

The 2023-2024 3rd - 6th CAASPP ELA Assessment
The 2024 California Dashboard: ELA
The 2024-2025 2nd-6th iReady MOY ELA Assessment
The 2024-2025 K-2 MOY DIBELS Assessment
The 2024-2025 2-6 MOY Reading Inventory (RI) Assessment
The 2023-2024 3rd-6th CAASPP Math Assessment
The 2024 California Dashboard: Mathematics
The 2024-2025 K-6th grade iReady MOY Mathematics Assessment
The 2023-2024 California Science Test (CAST)
The 2024 California Dashboard: Science
The 2024 California Dashboard: English Learner Progress Indicator (ELPI)

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 2024-2025 school year, 35% of Kindergarten-2nd grade students performed at or above grade level on the Middle of the Year (MOY) DIBELS assessment.	During the 2025-2026 school year, 40% of kindergarten-2nd grade students will perform at or above grade level on the Middle of the Year (MOY) DIBELS assessment.
California Dashboard: ELA	All Students were red on the 2024 California Dashboard. This was 97.7 points below standard. English Learners were 116.4 points below standard on the 2024 California Dashboard.	All Students will perform at the Orange level by decreasing the distance from standard to 92 points or less below standard on the 2025 California Dashboard. English Learner students will decrease the distance from standard to 111 points or less below standard on the 2025 California Dashboard.
3rd-6th Grade CAASPP English Language Arts	During the 2023-2024 school year, 14.67% of 3rd-6th grade students met/exceeded standards on CAASPP/SBAC Assessments in ELA. During the 2023-2024 school year, 6.56% of 3rd-6th grade English	During the 2024-2025 school year, 19% of 3rd-6th grade students will meet/exceed standards on CAASPP/SBAC Assessments in ELA. During the 2024-2025 school year, 11% of 3rd-6th grade English Learner

	Learner students met/exceeded standards on CAASPP/SBAC Assessments in ELA	students will meet/exceed standards on CAASPP/SBAC Assessments in ELA.
2nd-6th iReady MOY ELA Assessment	During the 2024-2025 school year, 14% of 2nd-6th grade students performed at or above on the Middle of the Year (MOY) iReady Universal Screener in ELA. During the 2024-2025 school year, 37% of 2nd-6th grade students met the targeted growth percentage and the median progress was 65% on the Middle of the Year (MOY) iReady Universal Screener in ELA.

During the 2024-2025 school year, 3% of 2nd-6th grade English Learner students performed at or above on the Middle of the Year (MOY) iReady Universal Screener in ELA. | During the 2025-2026 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. During the 2024-2025 school year, 42% of 2nd-6th grade students will meet the targeted growth percentage and the median progress will be 70% on the Middle of the Year (MOY) iReady Universal Screener in ELA.

During the 2025-2026 school year, 8% of 2nd-6th grade English Learner students will perform at or above on the Middle of the Year (MOY) iReady Universal Screener in ELA. |
| 3rd-6th Grade CAASPP Mathematics | During the 2023-2024 school year, 8.56% of 3rd-6th grade students met/exceeded standards on CAASPP/SBAC Assessments in Mathematics.

During the 2023-2024 school year, 6.56% of 3rd-6th grade English Learner students met or exceeded standards on CAASPP/SBAC Assessments in Mathematics. | During the 2024-2025 school year, 13% of 3rd-6th grade students will meet/exceed standards on CAASPP/SBAC Assessments in Mathematics.

During the 2024-2025 school year, 11% of 3rd-6th grade English Learner students will meet/exceed standards on CAASPP/SBAC Assessments in Mathematics. |
| K-6 iReady MOY Mathematics Assessment | During the 2024-2025 school year, 10% of K-6th grade students performed at or above on the Middle of the Year (MOY) iReady Universal Screener in Mathematics. During the 2024-2025 school year, 22% of K-6th grade students met the targeted growth percentage and the median progress was 41% on the Middle of the Year (MOY) iReady Universal Screener in Mathematics.

During the 2024-2025 school year, 9% of K-6th grade English Learner students performed at or above on the Middle of the Year (MOY) iReady Universal Screener in Mathematics. | During the 2025-2026 school year, 15% of 2nd-6th grade students will perform at or above on the Middle of the Year (MOY) iReady Universal Screener in Mathematics. During the 2024-2025 school year, 27% of K-6th grade students will meet the targeted growth percentage and the median progress will be 46% on the Middle of the Year (MOY) iReady Universal Screener in Mathematics.

During the 2025-2026 school year, 14% of 2nd-6th grade English Learner students will perform at or above on the Middle of the Year (MOY) iReady Universal Screener in Mathematics. |
| California Dashboard: Mathematics | All Students were red on the 2024 California Dashboard for Mathematics. This was 112 points below standard.

English Learners were 118.4 points below standard on the 2024 California Dashboard for Mathematics. | All Students will perform at the Orange level by decreasing the distance from standard in Mathematics to 105 points or less below standard on the 2025 California Dashboard.

English Learner students will perform at the Yellow level by decreasing the |

		distance from standard in Mathematics to 113 points or less below standard on the 2025 California Dashboard.
5th Grade California Science Test CAST	During the 2023-2024 school year, 9.23% of 5th grade students met or exceeded standards on CAST Assessment in Science. During the 2023-2024 school year, 7.69% of 5th grade English Learner students met or exceeded standards on CAST Assessment in Science.	During the 2024-2025 school year, 14% of 5th grade students will meet/exceed standards on the CAST Assessment in Science. During the 2024-2025 school year, 12% of 5th grade English Learner students will meet/exceed standards on the CAST Assessment in Science.
California Dashboard: Science	All Students: No Performance Color in 2024. This was 28.2 points below standard. English Learners: No Performance Color in 2024. This was 29.1 points below standard.	All Students will perform at the Yellow level by decreasing the distance from standard in Science to 23 points or less below standard on the 2025 California Dashboard. English Learner students will perform at the Yellow level by decreasing the distance from standard in Science to 24 points or less below standard on the 2025 California Dashboard.
California Dashboard: English Learner Progress Indicator	46.2% made progress towards English language proficiency as demonstrated by the 2024 CA Dashboard.	51% will be making progress towards English language proficiency as demonstrated by the 2025 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	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. 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 Collaboration/Scheduling/Planning: * Work with site administrators to give input on professional development based on needs.	All Students	$ Central Title I 1900 Other Cert Salaries District Funded ELA TOSA

	* Work with the site principal to develop schedules for interventions, CORE visits, and data conferences. * Maintain consistent communication and interaction with administrators. Assessment Support: * Assist in DIBELS and SIPPS testing as needed. * Progress monitors own intervention students every 3 to 6 weeks. * Provide assistance to teachers with testing timelines.			
1.2	MTSS Data Conferences and Analysis 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. 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: 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. Progress Monitoring: Teams review progress monitoring data to assess the effectiveness of current interventions and determine if adjustments are needed to support student growth. 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.	All Students		$3500 Title I 1150 Teacher Sub Subs for MTSS Data Conferences $9258 Title I 1120 Teacher Temp Teacher timecards for PD $3766 Title I 3000 Benefits Benefits for sub and temp teacher

	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. 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. 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. Implementation Review and Reflection: Educators reflect on the implementation of interventions, sharing successes and challenges, and refining strategies based on ongoing feedback and evaluation. 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. 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. Documentation and Record-Keeping: Educators maintain detailed documentation of interventions, progress monitoring data, and outcomes to ensure accountability and inform future decision-making.		
1.3	After Hours Intervention Short-term after hours intervention will be provided to students to target prerequisite skills and/or essential standards. Tier II intervention after hours will increase student access to tier I instruction and improve mastery of essential standards in math, reading, and science.	All Students	$1000 Title I 1120 Teacher Temp Teacher timecards for intervention $403 Title I 3000 Benefits Benefits
1.4	Site-Based Intervention Teacher (.60, 111 days) The site-based ELA intervention teacher will play a pivotal role in providing tier II, short term, targeted reading instruction in grades 3-6. Collaborating with teachers and site administrators, they will provide specialized expertise, support, and guidance in implementing evidence-based early reading strategies. Serving as an intervention teacher, the staff member will provide targeted, short term, small group instruction to students with specific needs to improve fluency and comprehension.	All Students	$49422 Title I 1900 Other Cert Salaries site funded intervention teacher $19347 Title I 3000 Benefits

1.5	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/Math/Science Initiative Professional Developments Include: * Clarity * Core * New Teacher Site Based ELA/Math/Science Initiative Professional Developments Include: * Solution Tree - PLC/RTI, essential standards * Corwin - Clarity, visible learning, feedback, RIGOR * West Ed - Active engagement, Student Engagement * RCA - Rigor, student engagement	All Students	$20,244 Title I 5800 Prof and Operating/Consultants conferences & presenters
1.6	Supplemental Materials and Resources: Books, Duplicating, Software Licenses, AVID Supplies Ensure students have access to supplemental books, duplicating services 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 Students	$9494 Title I 4300 Materials List AVID Supplies: Student Organization Binders Additional pencils and pens Erasers Pencil Pouches or Basic Pencil Case Whiteboard Markers Spiral Notebooks Binder Paper, Graph Paper Dividers Folders Post-its Small whiteboards $3,000 Title I 4200 Books
1.7	ELD instruction Ensure that students are provided 30 minutes of designated EL instruction on a consistent basis. Provide professional development for teachers in ELD Instruction.	English Learners	
1.8	Instructional Support District ELD Coaches will provide support to classrooms teachers of EL Students.	English Learners	
1.9	Bilingual Para-educators Certificated Staff, Para educators and additional Classified staff will provide support for instruction of the core for identified EL students on a more consistent basis.	English Learners	

		All Students	$2,000 Title I 5800 Prof and Operating/Consultants Assemblies
1.10	Educational Assemblies to support the school's curriculum and culture. 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.	All Students	$2,000 Title I 5800 Prof and Operating/Consultants Assemblies
1.11	District Math TOSA will play a pivotal role in advancing math initiatives for K-6, 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 mathematical strategies. Serving as an intervention teacher and resource, the Math TOSA will enhance math instruction to improve	All Students	$0 Central Title I 1900 Other Cert Salaries Math TOSA

educational outcomes for K-6 students. The Math TOSA will provide targeted, Tier 2 supplemental math instruction to identified students in grades 3–6 using a data-driven and collaborative approach. Support will primarily be delivered using a push-in model during core instruction times, supplemented with small-group intervention as needed.

Math TOSA Organizational Consistencies:
- Primarily support grades 3-6
- Select two grade levels to provide targeted support
- Tiered support in two ways-
- Push-in support to students within targeted grade level that are performing within the yellow/red band on (explore/refine days)
- Pull-out support only for students in the Low Performing/Low Growth (red) band
- Minimum 20 minutes/2 days weekly
- Attend & participate in all data conferences for grades 3-6
- Attend & participate in all SSTs for students who are receiving intervention support from the TOSA.

Modeling Lessons and Small Group Instruction:
* Available to model or co-teach iReady or problem-solving lessons.
* Support teachers in delivering effective lessons.
* Provide flexible, short-term small group instruction

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, math support visits, and data conferences.
* Maintain consistent communication and interaction with administrators.

Assessment Support:
* Assist in iReady testing as needed.
* Progress monitors own intervention students every 3 to 6 weeks.
* Provide assistance to teachers with testing timelines.

Annual Review

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	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 %	During the 2024-2025 school year, 35% of kindergarten-2nd grade students performed at or above grade level on the Middle of the Year (MOY) DIBELS assessment.
California Dashboard: ELA	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.	All Students performed at the Red level on the 2024 California Dashboard, with a decline of 3 points and a score of 97.7 points below standard.
2nd-6th iReady MOY ELA Assessment	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 %	During the 2024-2025 school year, 14% of 2nd-6th grade students performed at or above on the Middle of the Year (MOY) iReady Universal Screener in ELA.
3rd-6th Grade CAASPP English Language Arts	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 %	During the 2023-2024 school year, 14.67% of 3rd-6th grade students met/exceeded standards on CAASPP/SBAC Assessments in ELA.
CA Dashboard: Mathematics	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	All Students performed in the red on the 2024 California Dashboard.

Metric/Indicator	Expected Outcomes	Actual Outcomes
	Yellow.	
K-6th iReady MOY Mathematics Assessment	During the 2024-2025 school year,10% of K-6th grade students will perform at or above on the Middle of the Year (MOY) iReady Universal Screener in Mathematics.	During the 2024-2025 school year, 10% of K-6th grade students performed at or above on the Middle of the Year (MOY) iReady Universal Screener in Mathematics.
3rd- 6th Grade CAASPP Mathematics	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 %	During the 2023-2024 school year, 8.56% of 3rd-6th grade students met/exceeded standards on CAASPP/SBAC Assessments in Mathematics.
CA Dashboard: English Learner Progress Indicator	43% making progress towards English language proficiency as demonstrated by the 2024 CA Dashboard.	46.2% made progress towards English language proficiency as demonstrated by the 2024 CA Dashboard.

Analysis

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

The CAASPP data from both the CA dashboard and data quest reflected student outcomes from the 2023-2024 school year. Based on numerous factors, the data did not show growth or progress toward the goal. When examining local iReady growth data, there has been significant academic improvement in ELA or math during the 2024-2025 school year.

Throughout the school year, the ELA TOSA has played a key role in building instructional capacity, supporting best first instruction, and guiding primary intervention efforts. Due to a high number of new teachers, implementation has progressed gradually but consistently. The use of supplemental resources and materials has strengthened both Tier I and Tier II instruction, while continued ELD support has contributed to noticeable gains in language acquisition. Beginning in January, professional development and collaboration increased significantly due to improved staffing and substitute availability. These sessions have focused on assessment analysis, resource allocation, organizational consistencies, and instructional support. The arrival of additional staff members tied to plan goals 1.2, 1.4, and 1.5—though delayed—has begun to benefit students in the second half of the year. The collaboration with teacher consultants under goals 1.2 and 1.4 has further supported new teachers and advanced the implementation of visible learning strategies. The introduction of a reading intervention teacher in January has led to measurable progress through flexible, targeted small group instruction, with students both entering and exiting intervention based on need. Additionally, third grade after-school math intervention began in December and has improved students' acquisition of prerequisite skills. Staff engagement has remained strong, with 100% attendance at recent data chats. As a result of these coordinated efforts, ELPI progress has reached 46.2%, reflecting a +7.2% increase.

Implementation of key initiatives during the first half of the school year faced several challenges, primarily due to significant staffing shortages and a high number of unfilled substitute positions. As a result, MTSS data conferences (previous strategies 1.2, 1.1) did not begin until January, delaying early identification and intervention planning. Additionally, there was limited teacher interest in after-school intervention programs (previous strategies 1.2, 1.3, 1.5), largely due to a significant number of brand-new teachers still completing credentialing programs and lacking the time or capacity to participate. These factors contributed to a delayed start for interventions under Goal 1.6. Assessment data reflects the impact of these implementation delays. In ELA, DIBELS scores declined by 3%, i-Ready ELA results remained flat, CAASPP ELA Distance from Standard (DFS) decreased by 3.8 points, and the percentage of students meeting or exceeding standards dropped by 1.7%. In mathematics, there was a modest 1% gain in i-Ready scores;

however, CAASPP Math DFS fell by 4.8 points, and the percentage of students meeting or exceeding standards declined by 3.6%. Despite these early setbacks, interventions and collaborative efforts have since increased in the second half of the year, positioning the site to make more consistent gains moving forward.

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

Reading intervention in grades 3-6 through the use of an intervention teacher was implemented beginning in January as opposed to at the start of the year. Professional development and teacher release time could not be implemented as planned due to the challenge of obtaining substitutes as well as credentialed teachers at the start of the 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.

ELA, math, and professional development goals were merged into one overall academic improvement goal. To strengthen instructional practices and support student achievement, multiple strategic actions have been added or enhanced within the SPSA. Additional ELA intervention hours have been incorporated to expand targeted support for students. Increased release time has been allocated to allow for focused collaboration and planning. Professional development will be intentionally aligned to strengthen Tier I instruction, with an emphasis on clarity, visible learning strategies, and priority standards in both ELA and mathematics. A more systematic approach to MTSS data conferences has been implemented to ensure consistency and impact. Additionally, a centrally funded Math TOSA has been added to provide ongoing coaching and support for math instruction across all grade levels.

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.

Social-Emotional Behavioral
Through consistent implementation of social emotional learning and positive behavior interventions and supports students will demonstrate a 5% improvement in student behavior and attendance.

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.

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. Additionally, Panorama Survey results displayed extremely low student ratings in almost every category. Behavior referrals and suspensions pose a challenge for staff and students. Specifically, we have identified notable performance gaps among African American, Hispanic, SED, SWD, Asian, EL, and students with two or more races 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.

This goal is based on disaggregated data from the following sources:
2024 CA Dashboard - Chronic Absenteeism
2024 CA Dashboard - Suspension Indicator
2025 Winter Panorama Results
2024-2025 Aeries Behavior Referrals
2024-2025 TFI

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	2024 CA Dashboard Indicator for chronic absenteeism: Orange, 49.9% chronically absent. Which is a decrease of 2.2% points.	2025 CA Dashboard Chronic Absenteeism Indicator: Orange, 44% chronically absent. Which is a decrease of 5% points.
CA Dashboard - Suspension Rate	2024 CA Dashboard Suspension Indicator: All Student Group Red, 9.1% of students suspended. Which is an increase of 2.7% points.	2025 CA Dashboard Suspension Indicator: All student group Orange, 7%. Which is a decrease of 2%.
Panorama Survey Results - Winter percent favorable	Positive Feelings 58% Sense of Belonging 51% Social Awareness 45% Challenging Feelings 39%	Positive Feelings 63% Sense of Belonging 56% Social Awareness 50% Challenging Feelings 44%

		Emotion Regulation 30% Self-Efficacy 30% Panorama Winter 2025 percent favorable	Emotion Regulation 35% Self-Efficacy 35% Panorama Winter 2026 % Favorable
ADA July - March Aeries		89.41%	94%
PBIS Fidelity		2024-2025 Local Data: Tier 1 TFI Score 87% Tier 2 TIF Score 88% Tier 3 TIF Score 79%	2025-2026 Local Data: Tier 1 TFI Score 90% Tier 2 TIF Score 90% Tier 3 TIF Score 84%
Aeries Behavior referral and suspensions July -March		Behavior Referrals: 1,138 Suspensions: 370	Behavior Referrals: 1,081 Suspensions: 351 Reduction of 5% suspensions and 5% behavior referrals

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
2.1	Positive Behavioral Intervention and Supports Collaboration and Professional Development 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: 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. 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. 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.	All Students	$6943 Title I 1120 Teacher Temp Timecards for collaboration and site-based PD $1000 Title I 3000 Benefits $10600 Title I 5220 Conference Attend conferences on behavior intervention such as RTI, RCA, PBIS $97 Title I 5210 Mileage mileage for Conferences/PD

	• Design and implement proactive strategies to prevent challenging behaviors. 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. 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. Family and Community Engagement: • Involve families in PBIS activities and initiatives. • 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.			
2.2	Assemblies to support the school's curriculum and culture. 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.	All Students	$ Title I see goal 1	

| | 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. | | |
|---|---|---|---|

Annual Review

SPSA Year Reviewed: 2024-25

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
CA Dashboard - Chronic Absenteeism	The 2023- 2024 CA dashboard indicator for ALL Student Groups will be Yellow.	2024 CA Dashboard Indicator for chronic absenteeism: Orange, 49.9% chronically absent. Which is a decrease of 2.2% points.
CA Dashboard - Suspension Rate	The 2023- 2024 CA dashboard indicator for ALL Student Groups will be Yellow.	2024 CA Dashboard Suspension Indicator: ALL Student Group Red, 9.1% of students suspended. Which is an increase of 2.7% points.
PBIS Recognition	2024-2025 Local Data: Tier 1 TFI Score 68% Tier 2 TIF Score 78% Tier 2 TIF Score 93%	2024-2025 Local Data: Tier 1 TFI Score 87% Tier 2 TIF Score 88% Tier 3 TIF Score 79%
Panorama Survey	Baseline will be identified during the 2024-25 school year.	Positive Feelings 58% Sense of Belonging 51%

Metric/Indicator	Expected Outcomes	Actual Outcomes
		Social Awareness 45% Challenging Feelings 39% Emotion Regulation 30% Self-Efficacy 30% Panorama Winter 2025 % Favorable

Analysis

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

This year, Parklane adopted a revitalized approach to teaching behavior expectations by clearly establishing schoolwide rules, routines, and implementing Tier I and Tier II Positive Behavioral Interventions and Supports (PBIS). Utilizing both site and district personnel, the team collaborated to update the PBIS Behavior Matrix, deliver schoolwide behavior expectation presentations, and create student-led videos modeling expected behaviors. The Check-In/Check-Out system was also redesigned to better support students in need of targeted behavioral intervention.

Given the number of new staff members on campus, significant time was devoted to professional development focused on PBIS implementation and establishing a consistent and supportive school culture. Staff meeting PDs have contributed to the development of strong Tier I and Tier II systems, and TFI (Tiered Fidelity Inventory) scores validate this growth—showing an increase of 19% in Tier I and 10% in Tier II implementation. Although Tier III saw a slight decline (-9%), it has helped highlight the need for further training in targeted behavioral interventions. As a result, additional professional development will be prioritized next year to strengthen Tier I consistency and deepen Tier II intervention strategies.

To further enhance campus culture, site leadership will attend the Ron Clark Academy over the summer, aiming to bring back innovative strategies for student engagement and schoolwide climate improvement.

Attendance also showed meaningful progress this year. Through relationship-building efforts, family engagement around attendance expectations, and regular student recognition every six weeks for positive attendance, academic achievement, and behavior, chronic absenteeism improved by 5%. Staff collaboration under Goal 1.2 was strong, with 100% of staff attending data chats. However, challenges persisted due to the high number of new teachers and substitutes, which at times limited the consistent application of best practices.

While behavior referrals totaled 1,138 and suspensions increased slightly (+2.7), overall behavior referrals and suspensions decreased as the year progressed, reflecting the positive impact of the renewed PBIS framework.

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

Changes were made to the plan mid-year due to the inability to retain behavior support personnel. Assemblies did not occur due to time constraints.

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.

To improve student attendance, behavior referral data, and suspension data, Parklane will begin to implement behavior academies. These behavior academies will target specific student behaviors to provide students with skills to respond to situations in an appropriate and safe manner. They will be a part of the school's Tier II and Tier III implementation of PBIS. Additionally, Parklane will establish priority standards for routines, behavior expectations, and SEL practices to ensure consistency with tier I PBIS implementation.

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.

Parent Involvement
In an effort to strengthen parent involvement and collaboration, Parklane will increase parent participation in school events and activities by 5-10% through the implementation of school events, regular communication via newsletters, and hosting meetings/parent workshops to ensure accessibility for all families.

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.

While there is no dashboard data to support this goal, local data suggests a low percentage of families are on site participants in their child's education. Less than 50% of families view the SMORE school newsletter each week. Participation in parent teacher conferences, open house, back to school night, ELAC, and school site council is limited. Supporting data from the comprehensive needs assessment include the following:
- According to the Four Domains CALL Survey, 20 percent of teachers and staff agreed that all staff hold high expectations for all students, indicating an opportunity to strengthen a culture of high expectations.
- Thirty-three percent (33%) of teachers and staff on the Four Domains CALL survey reported that the school does not typically schedule public meetings for families and the community.
- According to the Four Domains CALL Survey, 90 percent of teachers and staff reported that there is low to moderate attendance of parents at parent–teacher conferences.

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-Teacher Conference Participation	Establishing baseline	70%
Parent attendance at one or more site events & training	58 parents at Title I Info Meeting	100 parents at 1 or more event
Parent attendance at Open House or Back to School Night	28% attended	38%
Median number of SMORE Newsletter views each week (August to March)	176 SMORE views each week Median August 2024-March 2025	200 SMORE views each week Median August 2025-March 2026

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
3.1	School-Community Organized Events/Activities/Trainings Throughout the school year, there will be organized activities such as parent-teacher conferences, parent coffees, workshops, educational and social parent/student events, ELAC and SSC meetings, and volunteer opportunities to facilitate parent participation in the school community. Increase meaningful parent involvement by fostering relationships, reducing barriers, and providing culturally and linguistically inclusive opportunities. Family Workshops – Host interactive workshops on navigating the school system, supporting student learning at home, and understanding EL programs. "Parent Cafés", Coffee, Town Hall Meetings – Organize informal gatherings where parents can share their experiences, voice concerns, and collaborate on school initiatives in a welcoming, culturally affirming space. Parent Leadership & Advocacy – Offer leadership training and opportunities for parents to serve on advisory committees (e.g., ELAC/DELAC/SSC/DAC) to amplify their voices in school decision-making. Flexible Volunteering Opportunities – Create accessible volunteer roles that accommodate different schedules, skill sets, and language abilities to encourage participation.	All Students	$500 Title I: Parent Involvement 2920 Other Class Temp timecards for classified support $197 Title I: Parent Involvement 3000 Benefits benefits $500 Title I: Parent Involvement 4325 Food For Meetings Food for Meetings
3.2	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. The SMORE newsletter will be emailed to parents every Sunday at 6:00. 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.	All Students	$2350 Title I: Parent Involvement 4300 Materials purchase planners and communication folders

Annual Review

SPSA Year Reviewed: 2024-25

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 Participation	Parent-teacher conference participation for the 2024-2025 school year will be 390	data not obtained
Back to school night/ Open House night sign in sheets	Participation rates for the 2024-2025 Back to School & Open House average will be 100 or above	Average participation rates for the 2024-2025 Back to School & Open House were 125.
Parent Training workshops and meetings	Participation rates for the 2024-2025 Parent Cafe/Family will be 10	The average for parent workshops/ELAC/SSC was 4.

Analysis

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

While Parklane successfully hosted a small number of community events throughout the year, overall participation remained below desired levels, largely due to limited parent interest or availability. Although some engagement metrics were met, overall attendance was lower than anticipated. For example, the average attendance for parent workshops, ELAC, and School Site Council meetings was 4 participants, falling short of the target metric of 10.

Back to School Night and Open House events in 2024–2025 saw an average attendance of 125, meeting the school's goal of 100 attendees. However, this figure represents only 28% of the total student population, indicating a need for continued efforts to strengthen family engagement. Moving forward, the site will explore additional strategies to increase parent participation, such as flexible scheduling, enhanced outreach, and diversified event formats to better meet the needs of the school community.

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

No difference in budgeted expenditures and implementation.

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.

To increase family and community involvement, Parklane will expand its offerings of academic and social events during the 2025–2026 school year. Planned activities include academic showcases, student presentations, awards ceremonies, and "Lunch on the Lawn" events, all of which will include invitations for parent and guardian participation. These events are designed to celebrate student achievement, foster school pride, and strengthen the partnership between families and the school community. By creating more inclusive and engaging opportunities for families to connect with their child's learning, Parklane aims to increase participation and build a stronger sense of school community.

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.

Additional Targeted Support and Improvement (ATSI)
Parklane Elementary exited ATSI for the 2025/26 school year. Data below represents the analysis and outcomes of the 2024/25 ATSI Goal.

LCAP Goal to which this School Goal is Aligned
LCAP goal to which this school goal is aligned.

LCAP Goal #1: All students will have access to standards-based curriculum taught by well-trained, highly qualified teachers in well maintained facilities.

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.

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 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

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
4.1			$

Annual Review

SPSA Year Reviewed: 2024-25

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
Suspension Rate	The 2023-2024 CA dashboard indicator for Suspension rates for the 2 or more race group suspension rate will be the color Orange.	The 2024 California Dashboard indicates that Students of Two or More Races performed in the Orange performance band for suspension rate, with 8.3% of students suspended at least once. This reflects a year-over-year decline of 4.6%.
Chronic Absenteeism	The 2023-2024 CA dashboard indicator for Chronic Absenteeism rates for the 2 or more race group suspension rate will be the color Orange.	The 2024 California Dashboard shows that Students of Two or More Races performed in the Orange performance band for chronic absenteeism, with 60.9% of students identified as chronically absent. This represents a year-over-year decrease of 4.6%.

Analysis

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

Parklane Elementary successfully implemented targeted strategies to address the needs of students identified in the "Two or More Races" subgroup, resulting in measurable improvements on the California School Dashboard indicators for Suspension and Chronic Absenteeism. Through a focused approach, the school utilized suspension and absenteeism data disaggregated by subgroup to guide responsive interventions. Professional development was strategically aligned to three core areas: instruction, community engagement, and Professional Learning Community (PLC) cycles of inquiry.
As a result of these comprehensive and effective efforts, Parklane Elementary has successfully exited ATSI identification, demonstrating the positive impact of its focused interventions on student outcomes.

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

There were no major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated 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.

Parklane Elementary successfully exited Additional Targeted Support and Improvement (ATSI) status due to improvements in Suspension and Chronic Absenteeism indicators for the "Two or More Races" student subgroup.

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	$143,621.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$143,621.00
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	$140,074.00
Title I: Parent Involvement	$3,547.00
rCalc_TotbyFSGrpFederal_50_FundSrc}	$

Subtotal of additional federal funds included for this school: $143,621.00

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
rCalc_TotbyFSGrpStateLocal_50_FundSrc}	$

Subtotal of state or local funds included for this school: $0.00

Total of federal, state, and/or local funds for this school: $143,621.00

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
Title I	140,074.00
Title I: Parent Involvement	3,547.00

Expenditures by Budget Reference

Budget Reference	Amount
1120 Teacher Temp	17,201.00
1150 Teacher Sub	3,500.00
1900 Other Cert Salaries	49,422.00
2920 Other Class Temp	500.00
3000 Benefits	24,713.00
4200 Books	3,000.00
4300 Materials	11,844.00
4325 Food For Meetings	500.00
5210 Mileage	97.00
5220 Conference	10,600.00
5800 Prof and Operating/Consultants	22,244.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1900 Other Cert Salaries	Central Title I	0.00

1120 Teacher Temp	Title I	17,201.00
1150 Teacher Sub	Title I	3,500.00
1900 Other Cert Salaries	Title I	49,422.00
3000 Benefits	Title I	24,516.00
4200 Books	Title I	3,000.00
4300 Materials	Title I	9,494.00
5210 Mileage	Title I	97.00
5220 Conference	Title I	10,600.00
5800 Prof and Operating/Consultants	Title I	22,244.00
2920 Other Class Temp	Title I: Parent Involvement	500.00
3000 Benefits	Title I: Parent Involvement	197.00
4300 Materials	Title I: Parent Involvement	2,350.00
4325 Food For Meetings	Title I: Parent Involvement	500.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	121,434.00
Goal 2	18,640.00
Goal 3	3,547.00

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

Name of Members	Role
Jennifer Huiras	Principal
Lea Rodriguez	Classroom Teacher
Lori Ring	Classroom Teacher
Becky Halsey	Classroom Teacher
Bobbi Dorado	Other School Staff
Destiny House	Parent or Community Member
Patricia Smith	Parent or Community Member
Theresa Eichenbaum	Parent or Community Member
Ram "Sunny" Salhan	Parent or Community Member
Alyssa Suarez	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**

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 April 29, 2025.

Attested:

(signature)	Principal, Jennifer Huiras on 4/29/25
(signature)	SSC Chairperson, Alyssa Suarez on 4/29/25